

**ABA Behavior Intervention Plan Example Function of behavior: Sensory**

1. **PATIENT AND TECHNICIAN SUMMARY**

**Patient summary**

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| **Patient name** | Emma Thompson |
| **Patient age** | 8 |
| **School grade level** | 3rd |
| **Diagnosis (if applicable)** | ASD |

 **Technician information**

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| **Name of technician who wrote the plan** | Mary Kane, MS, BCBA, LBA |
| **Name of technician(s) performing the plan** | Steven Cason, BA, RBT |

1. **PLAN RATIONALE**

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| **Briefly describe why we need a formal plan** | The rationale for this behavior intervention plan is to address Emma's rocking behavior, which interferes with her daily activities and social interactions. |

1. **BEHAVIOR DESCRIPTION**

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| **What, when, where, how often, and for how long** (*Frequency, duration, and intensity)* | Emma engages in rocking back and forth while sitting for prolonged periods, such as during circle time at school or at home while watching TV. The behavior occurs several times per day, and Emma can engage in it for up to 30 minutes at a time. |
| **Summary of functional behavior assessment results** | The behavior appears to be self-stimulatory in nature and does not serve any practical function. |
| **Hypotheses of behavior function: OR, if you have FBA results (***Results of the FBA performed on mm/dd/yy: the function of the behavior was demonstrated as XXX)* | Emma performs this behavior to gain a sensory reward. |

1. **INTERVENTION STRATEGIES**

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| **Describe immediate intervention that may predict challenging behaviors** | We will modify Emma's seating arrangement during circle time to provide her with a sensory cushion that can provide input while sitting. |
| **Antecedent strategies (***Describe any immediate changes that will be taken to prevent the problem behavior, as well as additional antecedent strategies)* | 1. Providing sensory input: The technician will provide Emma with various sensory options, such as a weighted blanket or fidget toys, prior to seated activities to reduce the likelihood of rocking behavior.
2. Visual prompting: The technician will use visual supports to prompt Emma to engage in alternative, socially appropriate behaviors.
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| **Positive alternative skills and behaviors** (*Include skill teaching strategies)* | Replacement behaviors: The technician will teach Emma alternative self-stimulatory behaviors that are less disruptive, like squeezing a stress ball or using a therapy ball.The technician will also teach Emma social skills to reduce the likelihood that she feels the need to engage in self-stimulatory behaviors. |
| **Positive reinforcement strategies for replacement behavior** | Emma will earn a point for engaging in appropriate behaviors. Five points can be exchanged for an hour with a preferred reinforcer, such as playing with a preferred toy. |
| **Consequence strategies to eliminate reinforcement of problem behavior** | If Emma engages in rocking behavior, she will receive a verbal reminder of the expected behavior and will not earn a point for that instance. |

1. **SAFETY PLAN**

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| **Identify safety concerns** | No safety plan required |
| **Outline prevention strategies** | N/A |
| **Crisis intervention plan** | N/A |
| **Emergency contacts** | N/A |
| **Staff training needs** | N/A |

1. **IMPLEMENTATION PLAN**

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| **Provide a timeline for when the intervention will begin and end** | The intervention strategies will be implemented as soon as possible and will continue for 6 months |

1. **DATA MONITORING**

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| **How will data be collected and summarized?** *Frequency data: (how often the behavior occurs) or duration data (how long does the behavior occur)* | The technician will keep a frequency tally of the number of times Emma engages in rocking behavior during each day. The technician will also record the duration of each instance of rocking behavior. |
| **Who will collect data and how often?** |  |
| **Describe process to review data and assess plan** *(Who will meet and when?)* | The technician will meet with Emma's caregivers and relevant staff members weekly to review the data and assess Emma's progress. |
| **Describe target goal for use of replacement behavior in measurable terms** | By the end of the 6-month period, Emma will engage in rocking behavior no more than twice per day, and each instance of rocking behavior will last no longer than 5 minutes. |

1. **GENERALIZATION**

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| **Determine the setting(s) and context(s) in which the target behavior should be generalized** | Technicians will work with Emma to identify other settings and situations where rocking behavior may occur. Technicians will communicate with Emma's caregivers and teachers about how they can support and reinforce appropriate behaviors at home and in school. |
| **Identify other individuals who will be involved and responsible** |  |
| **How will the complexity of the setting(s) and context(s) be increased?** |  |

1. **MAINTENANCE**

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| **How will you fade out prompts to support independent behavior?** | Technicians will gradually shift responsibility to maintain appropriate behavior to Emma. Technicians will slowly fade out the use of external prompts. |

1. **REVIEW**

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| **Who will meet and when after the end of the intervention timeline to review the results?** | Technicians will meet with Emma’s parents and all relevant staff at the end of the timeline to review Emma’s progress and make any necessary modifications to the generalization objectives. |



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