

Student: Zeke Foley

Age: Grade 2

Setting: Skyline Public Elementary School

Target Behavior

- Zeke makes dinosaur noises and movements when interacting with others
 - Zeke walks, runs, and moves his head, facial expressions, and arms in a dinosaur-like manor.
 - He also makes shrieking and roaring noises instead of talking
 - This behavior often frightens or confuses his peers, or results in them making fun of Zeke.
 - Zeke struggles making friends or working or playing with peers

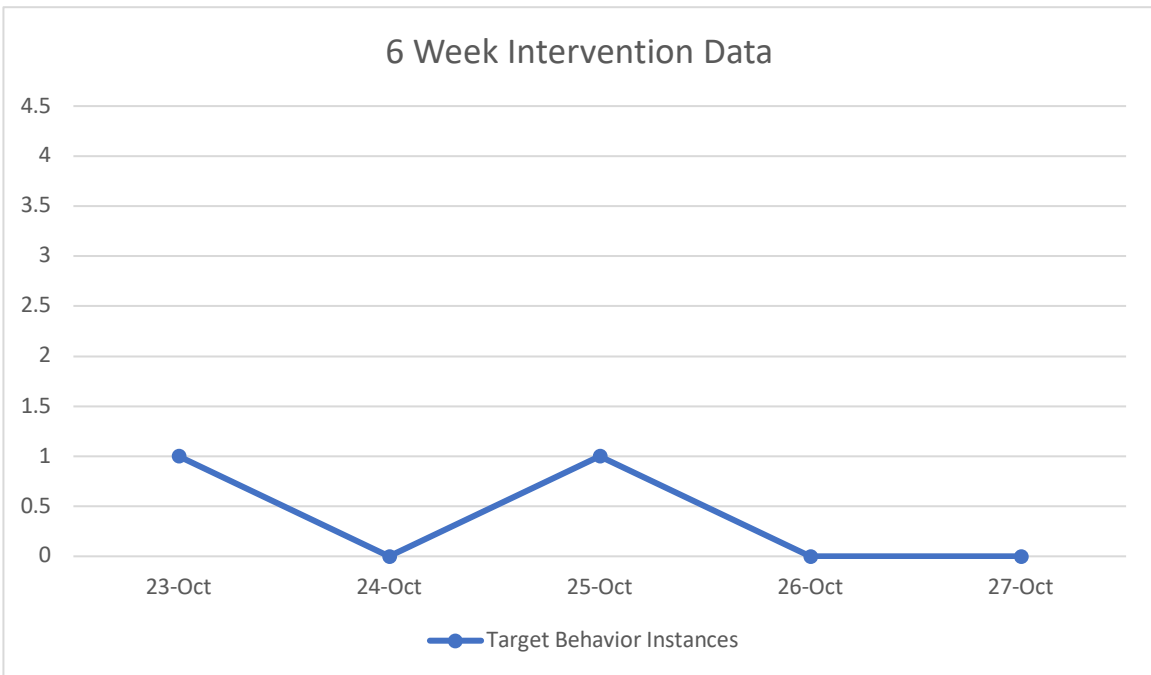
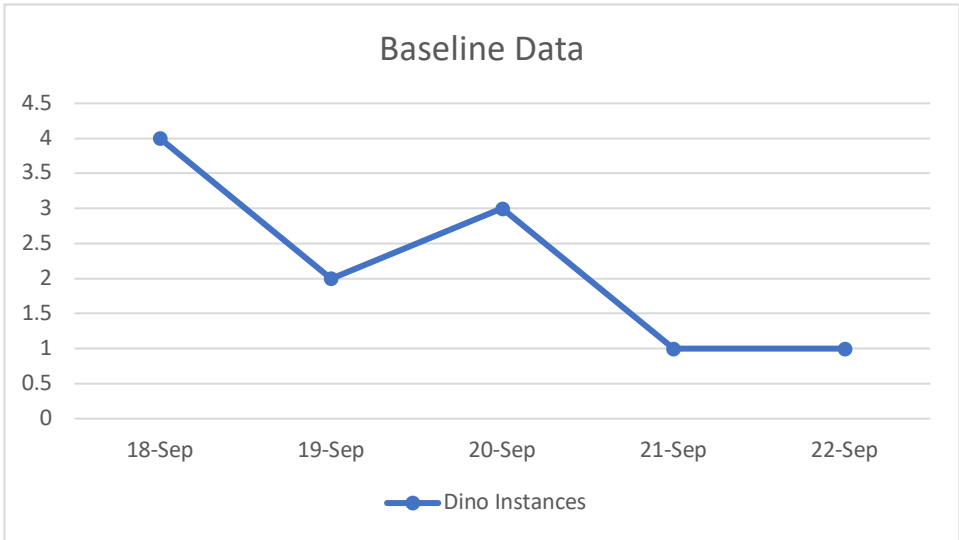
Function of Behavior

- Through direct observation and **Frequency Recording** by his classroom teacher, special education case manager and another specialist using a point sheet that travels with him throughout each school day, Zeke hypothetically engages in target behavior (as defined above) to communicate when he is nervous or excited, or to **seek attention** to make peers laugh with variability due to context. Settings or situations in which the target behavior is most likely to occur includes amongst peers, when peers are in close proximity or unfamiliar, or when the environment is high energy or exciting. Based on observation, maintaining consequences are adult attention and obtaining preferred items or activities.

Baseline of Target Behavior

- Monday: 4 instances
 - Traveled laps like a dinosaur during the PE warmup
 - Roared at a student behind him in line who was crowding him
 - Pretended to paw/claw other student while playing tag at recess
 - Excitedly roared at and aggressively hugged his grandpa when he came into school to pick him up
- Tuesday: 2 instances
 - Roared at classmate who was lined up behind him after recess
 - Excitedly roared at and aggressively hugged his grandpa when he came into school to pick him up
- Wednesday: 3 instances
 - Roared at classmate during PE game

- Roared at lunch lady when she asked him how he was doing
- Excitedly roared at and aggressively hugged his grandpa when he came into school to pick him up
- Thursday: 1 instance
 - Roared at classmate who sat close to him during story time
- Friday: 1 instance
 - Roared at a substitute aid said hi to him in the hall



Replacement Behavior

- Each time there is a dinosaur gesture used, Zeke will be asked to go back and use his “2nd grader words” to say what he meant by his gesture
- Each time Zeke uses a dinosaur gesture with an adult, he will be asked to practice with that adult (time permitting) or with another adult, using “2nd grader words” and reenact the correct way of communicating

Intervention Plan (Including Positive Behavioral Supports)

- Zeke will meet once a week for social group where he will work in a small group with other Special Ed students who work on their communication skills
- Zeke will be asked to go over point sheet or how the day went (in terms of if he acted like a dinosaur or not) with his grandpa when he gets picked up each day
- If Zeke acts like a dinosaur, he will be asked to practice speaking what should have been said, and go back to the situation (if applicable) and explain what he was wanting to tell the peer
- Zeke can play with peers at one recess a day with light supervision of aide
 - Aide can remind him that when he’s being himself, kids have fun playing with him
- Zeke can earn lunch sitting next to a friend of his choice after having two days in a row without dinosaur noises
 - This can be altered as he becomes more successful
- Zeke can be asked to sit out of group activities or privileges if dinosaur noises persist

Consequence for “Extreme” Behavior

- If Zeke ever acts physically like a dinosaur towards another student (pushing, hitting, “clawing/pawing” or any other physically aggressive behavior, the students should be separated
 - If verbal de-escalation by staff does not firstly work, CPI trained adults may step in and try to separate Zeke from students, or in extreme cases, restrain Zeke in a method approved by CPI standards
- Zeke’s IEP should be reviewed by any staff working in close proximity of him as to understand what measures can and cannot be taken with him during extreme behaviors

Further Plan Adjustments and Schedule

- If target behavior continues to generally decrease in number each week, and after initial 6-week review, data can be casually re-accessed by his teachers and case manager to reduce amount of supervision by aide during recess, lunch, or PE