Behavior Intervention Plan

Student’s Name

Institutional Affiliation

Date

Identify a behavior (PL)

The two individuals who work with students that I picked are our class is my best friend Felix and our class representative, John. I will conduct the functional behavior assessment by interviewing Felix first. The behaviors which Felix exhibits throughout the day which concerns me are refusing to follow instructions while in class and fighting. In some cases, Felix always deliberately break the school rules and fights other students over petty issues that be easily avoided. Among these two behaviors, I am more concerned by his tendency to fighting other students even over petty issues. He does not respect the values and beliefs of other students. When he gets involved in a heated debate, he does not appreciate losing a debate over an issue even if the other student is speaking the truth. In many cases, he always uses fights to frighten other students to accept his ideas or to do want he commands them to do.

The behavior always occurs during a large part of the week and when the behavior occurs, he will spend the whole day being violent. Sometimes, we come to class when he is already violent and the teacher does not monitor him, he engages in fights even while in class(Feindler& Engel, 2011). I can measure the behavior in terms of the level of violence which he expresses when the behavior occurs. I can tell that the behavior is triggered by Felix difference in values and opinion with other students. After expressing the behavior, Felix always calms downs and feels sorry for his victim in the case, they were hurt in the process. When the behavior occurs, he receives attention from other students because they have to be careful not to get hurt. The intention of the behavior is always to force others to do what he wants.

The second individual that I will conduct a functional behavior assessment in is our class representative John. The behaviors which John exhibits throughout the day which concerns me are smashing or breaking equipment and social isolation. The behavior which concerns me most is his behavior of smashing or breaking equipment. This behavior occurs often when he is engaged in an argument which he cannot win. The behavior lasts until the person he was arguing with or the person who was annoying him stops doing whatever, he is doing which irritates John. During the day when the behavior does not occur, he is always calm and very socializes with classmates and other friends within the school. I will measure the behavior in terms of how long the behavior lasts when it occurs.

I can tell that be behavior is triggered by annoyance because the behavior occurs when he gets into an argument that he cannot win. After expressing the behavior John always calms down and examines the effects of his behavior. He always receives attention from his peers because they always fear being hurt and they do what he wants so that they may he stop expressing that behavior. The main intent of the behavior is to ensure that the person they were arguing with accepts their arguments or do what he wants them to do. He always avoids being defeated in an argument with the behavior in other activities he is involved in with other students. To summary the behavior, John always breaks equipment to scare other students or people he is involved in an argument so that he may win the argument. After the argument he always feels sorry for his victims and on the days when he is not exhibiting this behavior, he is always calm and socializes with other students.

From these two behaviors, my target behavior is Felix’s behavior of fighting other students even over petty issues. The behavior intervention plan that I would use is the A-B-C chart which is always very import in the process of attempting to understand behaviors which set students off.The first step in the behavior intervention plan is to try to understand how the individual has been dealing with the behavior and what are the main causes of the behavior. After evaluating the behavior and understanding the main causes of the behavior, the teacher should start putting together a proactive behavior intervention plan.

Putting together a proactive intervention plan involves the process of modifying strategies, reinforcing plans and teaching new behavior which will replace the existing behaviors which will help Felix control his emotions.

The A-B-C behavior intervention model ensures that the student is able to understand what behavior is acceptable in school and the behavior which is not acceptable (Feindler & Engel, 2011). The behavior intervention will also give the student a cue which will help him realize that he is losing his temper and there are actions which he can take to ensure that he manages the emotions. This behavior will help Felix in realizing that he is losing his temper and it will also show him what he should do prevent being violent and engage other students in violence which may hurt them. The A-B-C behavior intervention plan is also effective in controlling other forms of disruptive behaviors which may be exhibited by other students and other people.

Reference

Feindler, E. L., & Engel, E. C. (2011). Assessment and intervention for adolescents with anger and aggression difficulties in school settings. Psychology in the Schools, 48(3), 243-253.