Positive Behavior Intervention Plan

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SPED 741
Positive Behavior Intervention Plan

Background Information

Andre is a 4th grader at Halstead Academy in Parkville, Maryland. Andre has attended Halstead since kindergarten. Andre was diagnosed with Attention Deficit Disorder (ADHD) when he was in the first grade. Andre begins his day in Ms. Naglich’s homeroom for math and he will then transition into my classroom in the afternoon for English/Language Arts. Andre is currently reading on a 5th grade reading level. In my reading classroom, there are 20 students and only 1 adult (myself). Andre currently has a 504 plan that addresses testing accommodations but has no behavior recommendations.

Definition of Specific Behavior

Andre will get out of his seat and walk around the room during independent work time. While he is up, he will walk and get pencils, go to the trash can, walk aimlessly around the room, or go and talk to other students. The frequency of this behavior varies day to day however, it does happen daily throughout the English/Language Arts (ELA) block. Due to this behavior, Andre is often not able to complete independent work, which he is academically able to complete. This then effects his grades and his ability to show what he is fully capable of doing. Andre’s behavior is also extremely disruptive to other students in the classroom because when he stops to socialize with those students they become unable to complete their work as well.

Literature Review

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This article is a case study that focuses on a young girl who has been diagnosed with ADHD. It was found that this student had several difficulties in the classroom. One of the difficulties with executive functioning and the ability to prioritize work. Another main concern being the interpersonal tension and conflicts that the student had with both her mother and teachers due to academic expectations. At the conclusion of the study, the authors were able to give several strategies to help students with ADHD be more successful in the classroom.


This article discusses a field experiment where students were able to use a stability ball instead of a typical classroom chair in order to help inattention and hyperactivity. The study shows that the stability balls were both helpful to students and had little to no effect on the rest of the classroom environment. Student feedback showed that students felt the stability balls were also more comfortable than the hard chairs, which could also play into helping with students diagnosed with ADHD. The authors recommended using the strategy of sitting on stability balls in conjunction with other classroom management strategies.


This article discusses the implementation of a specific program, TAKE 10!. The TAKE 10! program is a physical education program that integrates physical activity into academic
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lessons. More information about the program can be found at www.take10.net. After researching its effects in 9 elementary classrooms, it was concluded that this program is an effective positive behavior intervention for all students.


This article discusses the amount of education teachers and interns in South Africa receive in regards to understanding and managing ADHD in classrooms. The results of the study were that teachers needed more information and more resources, such as school psychologists, in order to help them with students who have ADHD. The article also discussed strategy suggestions for teachers to use such as token reinforcement, clear expectations, preferential seating, and repetition of directions. It was interesting to point out that the least used strategy is the easiest to implement, this is extended time.


This website is specifically designed to help students be successful in the classroom using positive interventions. Although many types of unwanted behavior are available on this website, I focused specifically on out of seat behaviors. On the “out of seat” Tier 1 intervention page, there are specific interventions that you can try to help encourage a student to stay in his or her seat during class. When you click on a specific intervention, that intervention is broken down into how, why, and when you should use this intervention. The website also has many data tracking forms and strategies available for a visitor to download and use. Finally, if Tier 1
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interventions are not successful after an appropriate time, the website will lead you to more intense interventions.

**Baseline Data Collection**

**Baseline Data**

I am currently Andre’s English and Language Arts teacher this year. I see Andre every Monday, Wednesday, Thursday, and Friday from 12:30-2:05. On Tuesdays I see Andre from 9:30-11:20. Due to absences and weather related schedule changes. I was only able to observe Andre for a two day period. However, I did purposely choose to observe him once in the morning and again in the afternoon in order to see if the data would be different due to the time of the day. In order to collect data, I **created a frequency chart** that also allowed for notes for specific behaviors Andre exhibited while out of his seat.

On **day 1**, I observed Andre during the morning from 10:40-11:10. During this time, Andre was to be working independently on assignments assigned to him. During the 30 minute period, Andre was out of his seat four different times. The first time, Andre stood up from his seat, started to walk to walk to another spot in the room, but then turned around and went back to his seat. The next time he was out of his seat was to get a folder. On his way back to his seat, he stopped and talked to 3 different friends, who prior to Andre stopping, they all had been appropriately completing their work. The next time Andre was out of his seat, he walked to the farthest trash can in the classroom, passing two other trashcans along the way. The final time Andre was out of his seat, he had purposely pushed his pencil on the floor and then needed to get out of his seat to go pick up the pencil.

On **day 2**, I observed Andre during the afternoon, which is when I normally see Andre during the week. During this observation, Andre was out of his seat six times during a 30 minute
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period. The first time, Andre was out of his seat for a tissue. The next time Andre was up, he came and asked me if he could go to the nurse. When I asked if it was an emergency and could he wait, he responded yes and sat back down. Andre then got out of his seat four more times to throw something away. One of those times, he stopped to talk to a friend on his way back.

Record Review

When conducting a review of Andre’s records, I was able to read through old report cards as well as his 504’s and team notes. Andre’s report cards all noted his high achieving ability but did note his hyperactivity and disruptiveness to both his other classmates and himself. Andre’s 504 as well as the team notes gave the following modifications to help Andre stay on task, preferential seating, verbal and non-verbal reminders, and finally a behavior chart. Andre has had a 504 since 2nd grade and those were the only modifications listed. In his most recent 504 meeting, his mother did note that he takes medication daily.

Analysis

After my own data collection as well as my review of Andre’s records, I was able to draw some conclusions. Andre is able to complete his work however, he often gets out of his seat. Also, even though I currently utilize the modifications on his 504 he still is out of his seat and disruptive to his peers and himself. I would infer that the medication is helping the hyperactivity difficulties Andre used to face, however he is still having trouble staying in his seat during independent work time.
<table>
<thead>
<tr>
<th>Frequency</th>
<th>Observations</th>
</tr>
</thead>
</table>
| III       | * got up for tissue  
* came to ask if could go to nurse (and not emergency, could go later)  
* walked to trash can -III  
* went to throw something away and stopped to talk to a friend |
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**Name:** Andre  
**Date/Time Observed:** 2/7/17 10:40 - 11:10

**Observed Behavior:** out of seat/space

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Observations</th>
</tr>
</thead>
</table>
| 1111      | *Stood up started to walk, sat back down  
*Went to get folder and talked to 3 friends on way back to seat  
*Walked to furthest trashcan and then back to seat  
*Pushed pencil purposely on floor to go pick-up |
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**Hypothesis of Functional Intention**

Based off of the data collected and reviewed, I believe Andre’s getting out of his seat behavior is a function of his need for attention. After completing the baseline data collection, specifically the record review, I determined Andre is fully capable of completing his work and has never complained or shown any negative behaviors when asked to complete work. He does however, engage with other students when he gets out of his seat. Sometimes he would engage by talking to others and other times he would walk to a far point in the classroom, making faces or looking at others, as if he wanted them to engage with him. By having Andre stay in his seat, it will help other students in the classroom not be disturbed while they are working as well as Andre will be able to focus on his work.

**Replacement Behavior**

*What should he be doing?*

The replacement behavior for Andre will be for him to stay in his seat during independent work time, unless he is getting a specific needed material or he is called to come to small group.

*How and when will you teach the replacement behavior?*

In order to teach the replacement behavior as well as the positive behavior supports to help Andre reach the replacement behaviors, I will introduce and discuss the behavior and supports in a one-on-one session before the beginning of independent work time. I will inform Andre of the replacement behavior and positive behavior supports to make sure he fully understands them all. I will also answer any questions that Andre has in order to help him be successful with the replacement behavior.
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Positive Behavior Supports

1. To help motivate Andre, **I will allow him to sit on a stability ball** while he is completing his independent work. Andre and I will work together to determine rules for him to use the stability ball. He will also know that using the stability ball will be able to continue if he stays in his seat during independent work time.

2. **Andre will also have the use of a “flash pass”**. The “flash pass” will help Andre be able to take breaks throughout independent work time. If he feels the need to get up during class time, he will be able to show me the “flash pass” silently from across the room. He will then be able to go take a break by getting a drink of water or going to check my mailbox in the office. Andre and I will discuss how many times a day he will be able to use the flash pass, and determine an appropriate amount of times it may be used together.

3. Finally, **I will have a “punch card” for Andre**. Each day, after class, Andre will be able to receive up to two “punches” on his card. Andre and I will determine together how many punches he will receive each day. Once he reaches ten punches, Andre will be able to receive a reward that he and I have agreed on. The rewards will be determined when I teach the replacement behavior to Andre.
Positive Behavior Intervention Plan

Data Collection and Visual Representation

The charts below represent the data I was able to collect over 13 days after I introduced the positive supports to Andre. The dates were consecutive until the end when there was a snow day. Most days, Andre was observed in the morning, except for the two days where the time was noted in the AM. Since Andre is only in my classroom in for English/Language Arts, that was when I was able to observe and collect data.
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The following are the original data collection sheets once the PBIP was implemented.

<table>
<thead>
<tr>
<th>Time</th>
<th>Frequency</th>
<th>Observations</th>
</tr>
</thead>
<tbody>
<tr>
<td>12:45</td>
<td></td>
<td>Using stability ball appropriately</td>
</tr>
<tr>
<td>1:10</td>
<td>1</td>
<td>out of seat, reminded about punches went back</td>
</tr>
<tr>
<td>1:25</td>
<td></td>
<td>asked to use flash pass</td>
</tr>
</tbody>
</table>
Positive Behavior Intervention Plan

Name: Andre  Date Observed: 2/28

Positive Behavior Supports Utilized:
- Stability Ball
- Flash Pass
- Punches on Punch Card

Observed Behavior: out of seat

<table>
<thead>
<tr>
<th>Time</th>
<th>Frequency</th>
<th>Observations</th>
</tr>
</thead>
<tbody>
<tr>
<td>9:35</td>
<td></td>
<td>Walking around room, reminded of behavior supports</td>
</tr>
<tr>
<td>10:25</td>
<td></td>
<td>Playing and moving stability ball</td>
</tr>
</tbody>
</table>
**Positive Behavior Intervention Plan**

Name: Andre  
Date Observed: 3/1

Positive Behavior Supports Utilized:
- [x] Flash Pass
- **[ ]** Stability Ball (unable to use due to 2/28 behavior)
- [x] Punches on Punch Card

Observed Behavior: Out of Seat

<table>
<thead>
<tr>
<th>Time</th>
<th>Frequency</th>
<th>Observations</th>
</tr>
</thead>
<tbody>
<tr>
<td>12:45</td>
<td></td>
<td>Walking to trash can, asks to use fp, asks to go to nurse, walks to board and sits back down</td>
</tr>
<tr>
<td>1:00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:13</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:20</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:48</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2:00</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Positive Behavior Intervention Plan

Name: Andre  Date Observed: 3/2

Positive Behavior Supports Utilized:
- Stability Ball
- Flash Pass
- Punches on Punch Card

Observed Behavior: out of seat

<table>
<thead>
<tr>
<th>Time</th>
<th>Frequency</th>
<th>Observations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:30</td>
<td>1</td>
<td>trash can</td>
</tr>
<tr>
<td>1:53</td>
<td></td>
<td>asked to use flash pass</td>
</tr>
</tbody>
</table>
**Positive Behavior Intervention Plan**

Name: Andre  
Date Observed: 3/3

Positive Behavior Supports Utilized:
- [ ] Stability Ball
- [ ] Flash Pass
- [ ] Punches on Punch Card

Observed Behavior: out of seat

<table>
<thead>
<tr>
<th>Time</th>
<th>Frequency</th>
<th>Observations</th>
</tr>
</thead>
<tbody>
<tr>
<td>12:45</td>
<td>III</td>
<td>trash can II asked for flash pass nurse</td>
</tr>
<tr>
<td>1:00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:35</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Name: Andre          Date Observed: 3/6

Positive Behavior Supports Utilized:
☑ Stability Ball
☑ Flash Pass
☑ Punches on Punch Card

Observed Behavior: out of seat

<table>
<thead>
<tr>
<th>Time</th>
<th>Frequency</th>
<th>Observations</th>
</tr>
</thead>
<tbody>
<tr>
<td>12:40</td>
<td>III</td>
<td>Walking around room, no destination</td>
</tr>
<tr>
<td>12:53</td>
<td></td>
<td>Trash can</td>
</tr>
<tr>
<td>1:07</td>
<td></td>
<td>Went to talk to another student</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Asked for flash pass after reminder</td>
</tr>
</tbody>
</table>
Positive Behavior Intervention Plan

Name: Andre  Date Observed: 3/7

Positive Behavior Supports Utilized:
- Stability Ball
- Flash Pass
- Punches on Punch Card

Observed Behavior: Out of Seat

<table>
<thead>
<tr>
<th>Time</th>
<th>Frequency</th>
<th>Observations</th>
</tr>
</thead>
<tbody>
<tr>
<td>AM</td>
<td>0</td>
<td>Great day!</td>
</tr>
</tbody>
</table>
Positive Behavior Intervention Plan

Name: Andre  Date Observed: 3/8

Positive Behavior Supports Utilized:
- [x] Stability Ball
- [ ] Flash Pass
- [x] Punches on Punch Card

Observed Behavior: out of seat

<table>
<thead>
<tr>
<th>Time</th>
<th>Frequency</th>
<th>Observations</th>
</tr>
</thead>
<tbody>
<tr>
<td>12:40</td>
<td>11</td>
<td>nurse</td>
</tr>
<tr>
<td>1:15</td>
<td></td>
<td>walked to trash can</td>
</tr>
</tbody>
</table>
Positive Behavior Intervention Plan

Name: Andre  Date Observed: 8/9

Positive Behavior Supports Utilized:
- Stability Ball
- Flash Pass
- Punches on Punch Card

Observed Behavior: Out of Seat

<table>
<thead>
<tr>
<th>Time</th>
<th>Frequency</th>
<th>Observations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:30</td>
<td></td>
<td>asked for flash pass</td>
</tr>
<tr>
<td>1:45</td>
<td>11</td>
<td>Walking around room</td>
</tr>
<tr>
<td>1:53</td>
<td></td>
<td>went to other table and talking</td>
</tr>
</tbody>
</table>
Name: Andre  Date Observed: 3/10

Positive Behavior Supports Utilized:

- [x] Stability Ball
- [ ] Flash Pass
- [x] Punches on Punch Card

Observed Behavior: out of seat

<table>
<thead>
<tr>
<th>Time</th>
<th>Frequency</th>
<th>Observations</th>
</tr>
</thead>
<tbody>
<tr>
<td>12:42</td>
<td>1/1/1</td>
<td>trash can dried, acted like getting materials but just walked around room. (reminded of pass and didn't need)</td>
</tr>
<tr>
<td>1:00</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1:19</td>
<td></td>
<td>nurse</td>
</tr>
</tbody>
</table>
Positive Behavior Intervention Plan

Name: Andre  Date Observed: 3/13

Positive Behavior Supports Utilized:
- [ ] Stability Ball
- [ ] Flash Pass
- [x] Punches on Punch Card 2

Observed Behavior: out of seat

<table>
<thead>
<tr>
<th>Time</th>
<th>Frequency</th>
<th>Observations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Great Day!</td>
</tr>
</tbody>
</table>
**Positive Behavior Intervention Plan**

Name: Andre  
Date Observed: 3/16

Positive Behavior Supports Utilized:
- Stability Ball
- Flash Pass
- Punches on Punch Card

Observed Behavior: out of seat

<table>
<thead>
<tr>
<th>Time</th>
<th>Frequency</th>
<th>Observations</th>
</tr>
</thead>
<tbody>
<tr>
<td>12:54</td>
<td>1</td>
<td>Walked to trashcan</td>
</tr>
</tbody>
</table>
Name: Andre  Date Observed: 3/17

Positive Behavior Supports Utilized:

- Stability Ball
- Flash Pass
- Punches on Punch Card

Observed Behavior: out of seat

<table>
<thead>
<tr>
<th>Time</th>
<th>Frequency</th>
<th>Observations</th>
</tr>
</thead>
<tbody>
<tr>
<td>1:05</td>
<td>1</td>
<td>walked to another table to talk</td>
</tr>
</tbody>
</table>
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Data Summary and Interpretation

Based on the data collected and represented above, the positive behavior supports that I put into place to help Andre were successful. By providing Andre with positive supports, the times he was out of his seat decreased from an average of 5 incidents to an average of 1.9 incidents during a 30 minute period. Although the times out of his seat fluctuated throughout the two and a half week period, there was still an obvious decrease in the out of seat behavior.

One day that implementation could have had an effect on the outcome was the first day (2/28) the positive behavior support plan was introduced. On this day, Andre was introduced to the positive behavior supports. The supports were new and engaging so Andre wanted to earn his new rewards. On this day, he was only out of his seat once and quickly went back to his seat once reminded about earning punches on his punch card.

Another day when implementation effected the outcome of Andre’s behavior was day 3 (3/1). On this day, Andre was not allowed to use the stability ball because he was using it inappropriately the day before. On this day, Andre was out of his seat 5 different times. That was the most amount of times Andre was out of his seat during the 13 day observation period. This clearly shows the correlation of Andre being able to stay in his seat with his use of the stability ball.

On day 7 (3/7), Andre did not get out of his seat at all. This was one of the few days that I have Andre in the morning. I believe that since it is first thing, Andre is not fatigued from other work in the classroom as well had time to be influenced from other students in the classroom.
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Although it is not realistic for Andre to come to reading first thing every day, it is good to know that the mornings are more efficient work times for Andre.

Again on day 10 (3/10), the outcomes could have been effected by implementation. This was a Friday and there was an assembly immediately before we began reading that day. Andre had been participating in the assembly and was not able to have a “normal” day routine. On this day, Andre was out of his seat 4 times, which was the 2\textsuperscript{nd} highest amount since the PBIP was introduced. This day shows the importance of routines in order to help Andre be successful, even with his PBIP.

Finally, on day 12 (3/14), we had just returned from being out of school for two days due to snow. I had predicted that Andre would have a difficult day with staying in his seat due to being out of school for those days. However, Andre was only out of his seat one time during that day. Since my prediction was wrong, I know believe that Andre needed that structure and routine and was ready to be successful in the classroom after being out of his routine for those two days.

Reflection

By completing this PBIP, I grew a great amount in my knowledge and skills of effective classroom management. This project also helped my dispositions in classroom management grow. Classroom management is something that I feel a good teacher is always working to grow upon. By completing and researching strategies for the behavior I wanted the student to change, I was able to find multiple resources that I can reference for many behaviors that could arise in my classroom. My patience and positivity has grown due to the focus on the positive supports in the classroom and this project has helped to reaffirm my belief that students
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need positive strategies and support to help them be successful in the classroom. This project is also a more formal plan of strategies that I already use in my classroom. It was helpful though to have actual data to support what I have been working on in my classroom.

In order to maintain and generalize this PBIP, I would like to help Andre move to be able to use the PBIP independently. Andre is capable of self-monitoring himself now that he has used this PBIP consistently for several weeks. A quick check in every other day will help him as long as the physical parts of the PBIP he is able to use (stability ball and punch card).

Eventually, I would like to move Andre away from the punch card but, I do not see that occurring soon. If I was to implement this PBIP again, I would (1) try to begin the implementation not in the winter. Although there were only two snow day interruptions, they definitely impacted the success of the BPIP since it was so early in its introduction and implementation. I would also (2) talk to Andre’s other teachers and see what they could implement in their classrooms. The consistency throughout the day, not just during ELA, could help Andre be successful throughout his school day, which is a win for everyone.