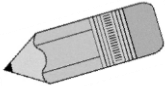


Sample Behavior Intervention Plan for Child With Attention Deficit Disorder

| | |
|---------------------|-------------------------------------------------------------------------------------|
| Student _____ |  |
| Developed by: _____ | |
| Date: _____ | |

This behavior intervention plan has been created to support the goals and objectives in the IEP dated _____, and should be considered an addendum to the IEP.

I. Preventative Strategies/Modifications

In order to provide a program most conducive to success for Timmy, the following strategies and modifications are recommended for his program:

| | |
|---|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| • | Create and consistently use a "Quiet Working Place" for Timmy to use when he is overstimulated, distracted, or needs time "alone," or when he has a task he needs to focus carefully upon. |
| • | Planned seating with back to most of the activity in the room when doing seat work. Seating near adult at circle time. |

II. Encouragement of Appropriate Behaviors (level 1)

Level 1 Interventions are most effective when child is fairly calm and still responsive to verbal redirection. These interventions often serve to prevent further escalation.

| <u>Intervention</u> | <u>Example</u> |
|-------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------|
| 1. Frequent verbal cueing to help student Understand positive expectations | "I play with kids who share." "I spend time with students who are working." |
| 2. Use of proximity and attention whenever possible and reasonable to reinforce appropriate behavior. | Comments/no comments when standing near student "You're sitting quietly. Good job!" "I see you working hard on your assignment." |

III. Decreasing Inappropriate Behaviors

A. Limit Setting (level 2)

To be utilized when Timmy is having trouble complying and the previous interventions are not being effective. The use of a firm voice tone and eye contact, coupled with time for him to comply will make these techniques the most effective.

| |
|------------------------------------------------------------------------------------|
| <u>Intervention</u> |
| Clear nonverbal cueing to assist in conjunction with short, simple verbal contact. |
| Use for positives as often as possible. |

IV. Plan for Involving Parents

1. Parents will be called to report any successes he has in managing his behavior.
2. Star charts and/or notes will be sent home to parents which tell them which positive behaviors received stars. They will reward him for obtaining a certain number of stars each day.
3. If Timmy has a bad day, teacher will call him in the evening to reassure him that things will go better the next day.