**Behavior Intervention Plan: Ezra**

**Summary of Behavior**: Ezra’s teachers identified his problem behavior as being distracting to others and himself by messing with other students’ belongings, walking around the classroom, and arguing. The function of the behavior is to escape demands made, whether academic or a direction given. Ezra is most likely to demonstrate problem behaviors during transitions, group work, whole-group instruction, and unstructured times.

**Student Target Behaviors to Increase**

* Staying on-task and not distracting self or others

**Support for Student Success**

* Ezra will have a morning, mid-day, and afternoon check-in
* Ezra will leave his iPad and school supplies in the counseling hallway at the end of each school day
* Ezra will carry a daily point sheet
* Teachers will provide positive pre-corrects or verbal check ins
* Teachers will frequently call on him to participate or respond in classroom discussions
* Ezra will be taught organizational strategies
* He will also be taught how to use the daily point sheet and breaks

**Reactive Strategies**

* In each class, a post it note will be placed on Ezra’s desk as a nonverbal reminder
* When a problem behavior is observed, a tally will be marked on the post it note
* When Ezra receives 3 tallies, he will be directed to go to the safe seat in designated classroom
* If Ezra receives 3 tallies while in the safe seat, he will be sent to the office

**Rewards**

* Ezra will receive praise and earn E-tickets when observed participating and remaining in his seat
* Ezra will earn rewards for meeting his goal on his daily point sheet
* Ezra will have the ability to earn an additional break in his day to shoot baskets for 10 minutes