### Brief BA/IP Behavior Support Plan: Competing Behavior Pathway

**Student Name:** Marko Dunger

**Student Strengths**

- He is very bright, he has the ability to do the tasks, he participates verbally
- Can be helpful and friendly

**Predictors in the environment**

1. When students working independently at seats
2. When feeling ignored by peers and teacher

**Problem Behavior(s)**

Use an appropriate voice 50% of the time
Raise hand and ask for permission to move around room

**Replacement Behavior**

- Constant moving and noise making while students quietly working at desks independently

**Function**

Obtain Adult and Peer Attention

**Changes to the Environment**

- Teacher will allow Marko to get up from desk with permission during independent work time
- Teacher will allow Marko to work with a partner whenever possible

**Summary/Hypothesis Statement:** (When BLANK occurs, the child does BLANK, to get/avoid BLANK.)

When Marko is working independently, he constantly moves and makes sounds to obtain adult and peer attention.

Adapted from Sugai, G., Lewis-Palmer, T., & Hagan-Burke, S., 2000