

Data, Notes, Miscellaneous

Amanda Teweleit

NB - Wrap Around Mtg

4/3/15

• Attendees

- Rich Runge - new facilitator
- Talle - facilitator leaving
- Shirley - parent partner
- Penny Latham
- Parents
- Me

• Strengths

- Peer play @ gym - Graveny
- Seems talking more & understanding more
- Progressing through in home ABA programs
 - ↳ "name" make the "noun" "verb".
 - ↳ Who questions (add during read aloud)
- * Seem to be that increased academics

• Academics / School

- Updates - Comm log.

• ABA @ home

- "There's a..."
- Reviewing programs

• Trampoline

- Jumping @ home w/ intensity (worry harm home)

4/3/15

Updates

1. Trampoline
2. Service Dog
3. Respite Providers - in search
 - ↳ Multiple websites
 - ↳ Penny Rec - Amanda - forward info to Nyree/Adam
4. Adam goal - More community outings
 - ↳ Transportation - public transit goals
 - ↳ goal of independence
 - ↳ Consider N & want off/wants keep riding

★ School

- Feel need further comm. b/w school/home
- Needs to learn basic language
 - ↳ Labeling
 - ↳ Wants sup as SDI
- Send home more specific progress monitoring
 - ↳ Send home academic data sheet
- Want less subjective + more objective progress monitoring

★ Create progress monitoring form ★

- ↳ bi-weekly (every 2 wks)
- ↳ Online gradebook? Compare online gradebook for typical dev. to N prog. mon. form.

- Will BB staff skills maintain?

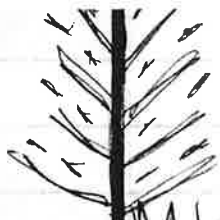
• May 1st 11:45 am - Next Wrap Mtg

NB Wrap

③

4/3/15

- Concern: Handwriting / Fine Motor
 - ↳ Skill write his name, functional OT skills
 - ↳ Mention skill areas to OT
- Informed of HS transition plan
- Seemed to have built some rapport w/ family



Mtg w/ Shanna

3/11/15

• Assessment

- Field assessment / Discrimination

↳ Flip book

→ gummy

↳ 3 books

- Snack

(break) choice

→ crashpad

↳ each 6 pgs

→

- Email Preston for creating flip book

- Quiet unless error correction / verbal prompt

• Shanna A. Phone #

202 852 5425

Bathroom III

3/19/15 - NB

| | Vocal | SGTD |
|---------|-------|--------|
| Name | ++ | P |
| Phone | --+ | broken |
| Address | ++ | broken |

Speed to quick for understanding

Time

7:56 - 8:01 (5min)

Add take to bathroom for masturbation plan

Steps for inclusion into leslies

↳ Response routine

Read Aloud (Lemin)

9:29 - 9:35

Reported decrease in Nigels running toward door/ eloping w/ implementation of tape on floor + need to request "go please"

Turn Taking - Soccer

++++P+++++ 21/22 95%

EdMark (4min)

10:22 - 10:26

Piano (3 min)

10:27 - 10:29

eat all snack / eat lunch on first presentation

Microwave in con. room?

Ms. Suter added "I need break" to front

pg of iPad

Ind turns 11

NB 3/17/15

- Put light up balls } Prof. Assess. ideas
- Twisty T throwers }
- ~~Ø~~ eat lunch → denied req. to eat → complied w/ 2 bites + gagged w/ each bite
 - ↳ beef, noodles, potatoes
 - ↳ Tim bought him school lunch - salad, fruit, fries
 - ↳ N still refused lunch but ate fig/brownie for snack
- Began recording IRT for to determine initial DRO interval length.
- Michael/Jay created a player for N on bowling
 - ↳ Now says his name when its his turn → clarity turn taking
- Turn Taking - dotted ph change
PPPPPPPPPP 0% ind 10 turns

3/16/15 - NB

- Meet w/ Jeremy → 7:15-8:45
- Ask Penny about SGD @ home
- Create graph for % time used in each activity per day - compare to activities pie chart
- Tessa - Cert teacher → get involved w/ N. → rapport

★

- 8:48 - 8:53 (5m) EdMark
- Tues/Th mornings 7-7:30 trng for J & M
 - ↳ ~~Dev. Trng for tomorrow~~ ↳ Imp. after BIP
 - ↳ RBT Field trng

⌘

②

- Question for BPG → When do I work w/ N?
- W/Fri Tessa implements all inst. prog.
 - ↳ Today rapport - pair w/ HP
 - ↳ Tom. fade into inst.

★

- Read Aloud 9:14-9:24 (10min)

★

- Touch Math 10:11-10:15 (4min)

★

- 10:25-11:30 (5m) Time

★

- 11:34-11:38 (4m) Clicker 6

- Get walkies - Repeat name to get attn

- 1:13-1:32 (19m) Turn Taking - Bowling Xbox

- Stacy McCall

- ↳ Be ready to speak about plan for re-inclusion → Leslie → Consider safety

- ↳ Stacy → include in BIP

- ↳ Need to re-schedule mtg from 25th

- Leslie

→ Inclusion there?

- ↳ April → Agreement ~~at~~ of transfer to HHS

2

3/14/15

Get box P
Walk room +
Shred On +
Shred Paper P
Off +

u/8 = 75% ind.

Shred

Get bucket +
Walk class +
Bucket away +

- Light up ball
- Flashlight

Potential Spies

stinkies
ipad
Videos
websites
Toletubbing
star fall kids

• After School Monday

↳ Review Drafted BIP w/ Leslie, Jerem-
y + Tessa

P 23

D 5

IR 64

PR 28

IRD 3

PRD 0



AOTA Critically Appraised Papers Series

Evidence Exchange

**A product of the American Occupational Therapy Association's
Evidence-Based Literature Review Project*

CRITICALLY APPRAISED PAPER (CAP)

FOCUSED QUESTION

What is the effectiveness of the Get Ready to Learn classroom yoga program for children with autism spectrum disorders on decreasing maladaptive behaviors and improving educational outcomes?

Koenig, K. P., Buckley-Reen, A., & Garg, S. (2012). Efficacy of the Get Ready to Learn yoga program among children with autism spectrum disorders: A pretest–posttest control group design. *American Journal of Occupational Therapy*, 66, 538–546.
<http://dx.doi.org/10.5014/ajot.2012.004390>

CLINICAL BOTTOM LINE:

The Get Ready to Learn (GRTL) yoga program is a daily classroom-based yoga curriculum designed by Anne Buckley-Reen for elementary school students (ages 5–12 years) with ASD and/or challenging and maladaptive behaviors. This program incorporates developmentally targeted breathing techniques, yoga postures, chanting, and relaxation techniques into the classroom's morning routine to challenge and suppress maladaptive behaviors. GRTL differs from other school-based yoga programs in that it uses manualization in the form of a DVD to ensure consistency and ease of administration for both participants and instructors. This study provides sound evidence that the GRTL yoga program reduces irritability, lethargy, social withdrawal, hyperactivity, and noncompliance in children with autism spectrum disorders (ASDs). Therefore, incorporating GRTL into classroom morning routines can maximize academic engagement and optimize classroom time for classrooms facing the behavioral challenges of ASD. More information on the GRTL yoga program can be found at getreadytolearn.net.

RESEARCH OBJECTIVE(S)

List study objectives.

The objective of this research study was to examine the effectiveness of a manualized intervention, the GRTL yoga program, among children (ages 5–12 years) with ASD. The GRTL uses yoga postures along with breathing and relaxation exercises to challenge and suppress maladaptive behaviors that interfere with the child's performance in the classroom.

DESIGN TYPE AND LEVEL OF EVIDENCE:

This study used a Level II, single experimental, nonrandomized, pretest–posttest control group design. Two groups of qualified children with ASD were selected from a large urban elementary school in New York City. The intervention group received the GRTL yoga program each morning before the first structured classroom activity of the day. The control group participated in a standard morning activity vs. the GRTL yoga program. The researchers purposefully did not use randomization in their groups to ensure that participants in both groups reflected equal functional levels. Groups needed to be as similar as possible in terms of functional level to ensure the accuracy of results.

Limitations (appropriateness of study design):

Was the study design type appropriate for the knowledge level about this topic? *Circle yes or no, and if no, explain.*

YES/NO

The study design was appropriate. The literature reviewed revealed a history of inherent weaknesses in previous research designs. These weaknesses included insignificant sample sizes, lack of comparison groups, and failure of the research team to manualize the yoga interventions (provide standard protocol). The current study design uses a significant sample size, a control group, and a manualized intervention.

SAMPLE SELECTION

How were subjects selected to participate? Please describe.

The researchers used a convenience sample taken from a large urban public school.

Inclusion Criteria

To participate in the study, students needed to have a diagnosis of an ASD, to be within the elementary school age (age 5–12 years), and to have no known medical conditions that would prevent participation in the GRTL program.

Exclusion Criteria

NR

SAMPLE CHARACTERISTICS

$N = 49$.

% Dropouts

.061%

#/ (%) Male

37 (80.4%)

#/ (%) Female

9 (19.6%)

Ethnicity

21 (45.6%) African American

16 (34.8%) Hispanic

5 (10.9%) White

4 (8.7%) Asian

*64% of the students are classified as economically disadvantaged.

Disease/disability diagnosis

ASD

Check appropriate group:

| | | | | |
|-----------------|---------------------|--------------------|---------------------|---------------------|
| <20/study group | 20–50/study group ✓ | 51–100/study group | 101–149/study group | 150–200/study group |
|-----------------|---------------------|--------------------|---------------------|---------------------|

INTERVENTION(S) AND CONTROL GROUPS

Add groups if necessary.

Group 1

| | |
|-------------------|---|
| Brief Description | <p>The intervention group consisted of 24 children from a large urban school in New York City that serves over 700 students with autism. The intervention group was then split into 4 classrooms (6 children in each classroom). 3 classrooms were classified as “self-contained autistic support classrooms, and the 4th classroom was a partial inclusion or integrated class whose students spent some time in regular education classrooms.”</p> <p>The intervention group participated in the GRTL yoga program daily for 16 weeks. Before starting the program, each morning, the students aided the teachers and staff in getting the classroom ready, which included moving desks, putting yoga mats on the floor, and placing a large “stop” sign outside the classroom door. Once the classroom was set up, the teacher put in the GRTL DVD. The DVD consisted of the occupational therapist (OT) modeling the yoga program (providing visual and auditory cues). The program combined breathing exercises, physical poses, deep relaxation, and chanting. The program lasted about 15–20 minutes each day.</p> |
| Setting | The intervention took place in a quiet classroom setting that facilitated decreased distractions. All classroom staff was instructed to remain silent during intervention to decrease environmental distractions. |
| Who Delivered? | The teachers (1 in each of the 4 classrooms) implemented the GRTL yoga program. Prior to program delivery, each teacher received a 2.5-hour in-service training from the program developer, Anne Buckley-Reen. In addition, intervention classrooms were provided a GRTL DVD on which the OT modeled the yoga program, providing visual and verbal cues. The DVD was used daily. |
| Frequency? | The GRTL daily yoga curriculum was implemented every school day before the first structured activity. |
| Duration? | 16 weeks. |

Group 2

| | |
|-------------------|---|
| Brief Description | The control group consisted of 22 children (from the same school as the intervention group) who were also split up into 4 classrooms. 3 of the classrooms were classified as “self-contained autistic support classrooms, and the 4th classroom was a partial inclusion or integrated class whose |
|-------------------|---|

| | |
|----------------|---|
| | students spent some time in regular education classrooms” (consistent with the intervention group). The control group participated in a standard morning activity. This generally consisted of getting materials and room ready and having a morning meeting–type of group activity, which may or may not have included physical activity. |
| Setting | The control group morning activity also took place in a standard classroom environment that facilitated decreased distractions. |
| Who Delivered? | No intervention. |
| Frequency? | No intervention. |
| Duration? | 16 weeks. |

Intervention Biases: Circle yes or no and explain, if needed.

Contamination

YES/NO NR

Co-intervention

YES/NO NR

Timing

YES/NO The GRTL program was completed at the same time each day (before the first structured activity) for 16 weeks.

Site

YES/NO The classroom environment and classroom set-up were assessed using a fidelity implementation checklist to ensure consistency across the 4 separate classes in the intervention group. Each classroom received a “good” rating on the fidelity implementation checklist.

Use of different therapists to provide intervention

YES/NO 1 GRTL instruction DVD was provided to each classroom in the intervention group. Teachers assigned to an intervention classroom received standardized training from the program developer prior to the 16-week intervention.

MEASURES AND OUTCOMES

Complete for each relevant measure when answering the evidence-based question:

Name of measure, what outcome was measured, whether the measure is reliable and valid (as reported in article--yes/no/NR [not reported]), and how frequently the measure was used.

The Aberrant Behavior Checklist (ABC)–Community was used to assess challenging behaviors. Irritability/Agitation/Crying, Lethargy/Social Withdrawal, Stereotypic Behavior, Hyperactivity/Noncompliance, and Inappropriate Speech are the 5 subscales addressed in this assessment tool. The authors reported the ABC Community’s internal consistency at .86–.95

(high), interrater reliability at .63 (acceptable), and test-retest reliability at .96-.99 (high). This assessment was used twice, once before the intervention and once after the 16 weeks of the intervention. Both the teachers and parents completed an assessment for each child before and after the intervention.

Name of measure, what outcome was measured, whether the measure is reliable and valid (as reported in article--yes/no/NR [not reported]), and how frequently the measure was used.

The Vineland Adaptive Behavior Scales-II (VABS-II) was completed once for all participants before the intervention to confirm that those in the control group and those in the intervention group were comparable concerning adaptive behaviors. The VABS-II is a parent/caregiver-based interview that assesses independence and proficiency of social, daily living, communication, and motor domains. The authors report internal consistency at .94, test-retest reliability at .88, and interrater reliability at an acceptable .74.

Name of measure, what outcome was measured, whether the measure is reliable and valid (as reported in article--yes/no/NR [not reported]), and how frequently the measure was used.

The last measurement tool used was a videotaped observation of each first structured activity that occurred immediately after the GRTL program for the intervention group and immediately after the standard morning activities in the control group in the self-contained classrooms only. The videos were used to record off-task behaviors and frequency of teacher input to redirect for each participating student. Observations were coded in 4-minute intervals.

Measurement Biases

Were the evaluators blind to treatment status? *Circle yes or no, and if no, explain.*

YES/NO

This research study did not allow for blinding of the conditions or the treatment because the teachers were both assessment and intervention implementers, which can create biases.

Recall or memory bias. *Circle yes or no, and if yes, explain.*

YES/NO

Others (list and explain):

It is appropriate to highlight that the interrater reliability for the ABC-Community (which was the pretest-posttest assessment tool) is only .63, which is classified only as acceptable.

RESULTS

List results of outcomes relevant to answering the focused question.

Include statistical significance where appropriate ($p < 0.05$).

Include effect size if reported.

Students who participated in the GRTL program showed significant differences in total ABC-Community score compared with students in the control group ($p = .029$, Cohen's $d = 1.19$). The Irritability/Agitation/Crying subscale showed a small effect ($p = .05$, Cohen's $d = 0.59$). Subscales of Lethargy/Social Withdrawal ($p = .087$, Cohen's $d = 0.53$) and Hyperactivity/Noncompliance ($p = .074$, Cohen's $d = 0.55$) approached significance but could not be classified as having a significant effect. The Stereotypic

Behavior and Inappropriate Speech subscales did not demonstrate a significant effect. The videotape analysis of off-task behaviors and teacher redirection did not show significant differences between the intervention and control groups; however, both groups showed improvements in classroom management after 16 weeks.

*Cohen's d : 0.41 practically significant effect; 1.15 moderate effect.

Was this study adequately powered (large enough to show a difference)? *Circle yes or no, and if no, explain.*

YES/NO The study was adequately powered based on correlation among sample size ($N = 49$), significance ($p < .05$), and effect size (Cohen's $d > 1.15$) values reported.

Were appropriate analytic methods used? *Circle yes or no, and if no, explain.*

YES/NO Both significance (p value) and effect (Cohen's d) values were reported for each subscale of ABC-Community.

Were statistics appropriately reported (in written or table format)? *Circle yes or no, and if no, explain.*

YES/NO All statistics were presented in a table format including demographic statistics, pretest/posttest rating comparison between control and intervention groups reported by teachers, and a pretest/posttest rating comparison of control and intervention groups reported by parents.

CONCLUSIONS

State the authors' conclusions that are applicable to answering the evidence-based question.

This study proved a reduction in maladaptive behaviors, including irritability, lethargy, social withdrawal, hyperactivity, and noncompliance among the GRTL intervention group compared to the control group. The GRTL yoga program is an evidence-based intervention that OTs can begin to bring to public-school classrooms nationwide.

This work is based on the evidence-based literature review completed by Carolyn Edwards, OTS, and Rochelle Mendonca, PhD, OTR/L, Faculty Advisor, University of the Sciences.

CAP Worksheet adapted from "Critical Review Form--Quantitative Studies." Copyright © 1998, by M. Law, D. Stewart, N. Pollack, L. Letts, J. Bosch, & M. Westmorland, McMaster University. Used with permission.

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3/11/15 - Mtg w/ Penny

- Began w/ Penny March 2014
- 3 home therapist
- Overtook previous programs
- ChBx goes ↑ + down
 - ↳ Summer + winter break = less bx
- Activities in home session
 - ↳ Bowling, bike, swing, walk
 - ↳ Outings - trigger get out of car
 - ↳ 1st/then visual schedules
- ~~Ø~~ formal assessment (adaptive, FBA, Verbal Bx)
- Zones of Regulation
 - ↳ Add "tools"
 - ↳ Cards given to Leslie
- Adam (dad)
 - ↳ Wants choices for calming to be taught
 - ↳ Less hovering
- See motor agitation / very limited aggression
- ~~Work~~ Success @ home
 - Physical breaks - bosu ball, therapy ball
 - Work/break
- Adam ~~Ø~~ feel isolation data is ~~Ø~~ informative
 - ↳ Mentalistic concerns of anxiety in "doing things right"
 - ↳ Concerned about cyclical patterns for isolation
 - ↳ Wants to debrief

Requesting
Ind Work Boxes

Site Words

Increase duration on task

Sensory Cards/Zones

✗ adaptive

Combining Words

Adjectives

Prepositions

Coloring

Reading - wh ?s

Counting

Morning Routine

Programs
@ home

✗ adaptive or
PET

✗ Communication Log

Want detailed reports + bx/academic data

• "One Drive" or paper/pencil

• Requesting

No, Open, All Done, More, Help, Eat, Food,
Go stop on off I want Up down
Put on Take Off

• Morning Routine

- Some gestural prompts

• Stress

Perfume samples

tiddles

Smell kit

mat rolling

Knuckles squeezes

swiney

- Wants to see decrease in isolations

- Metal mirrors

- Stop sign to stop

- More frequent/detailed progress reports

- IEP goal disagreement

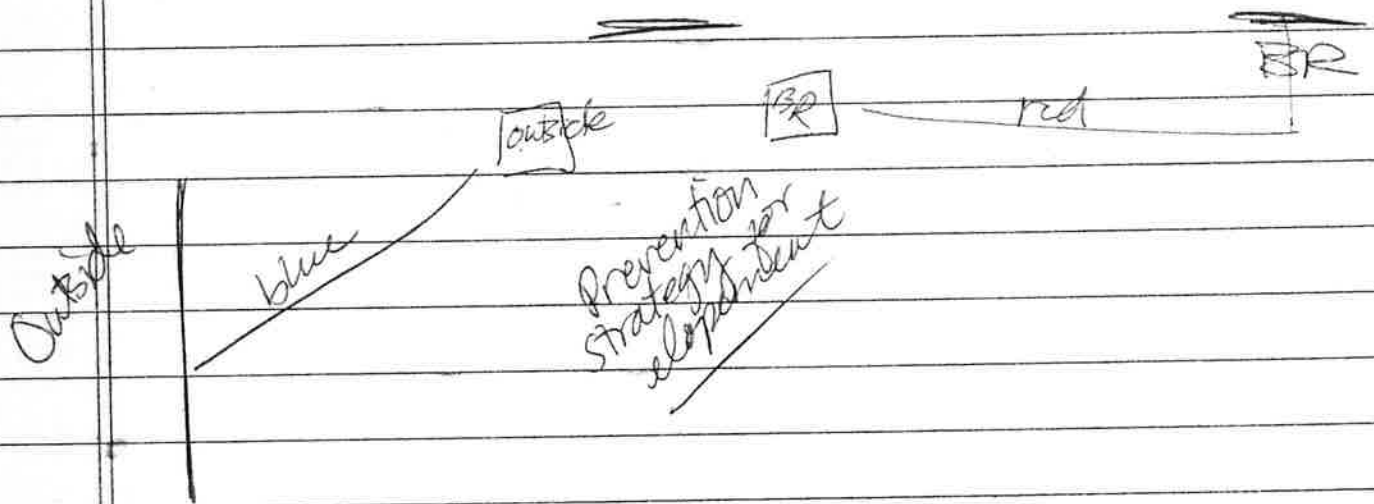
- Leisure

- Penny said A there to observe/monitor her bx

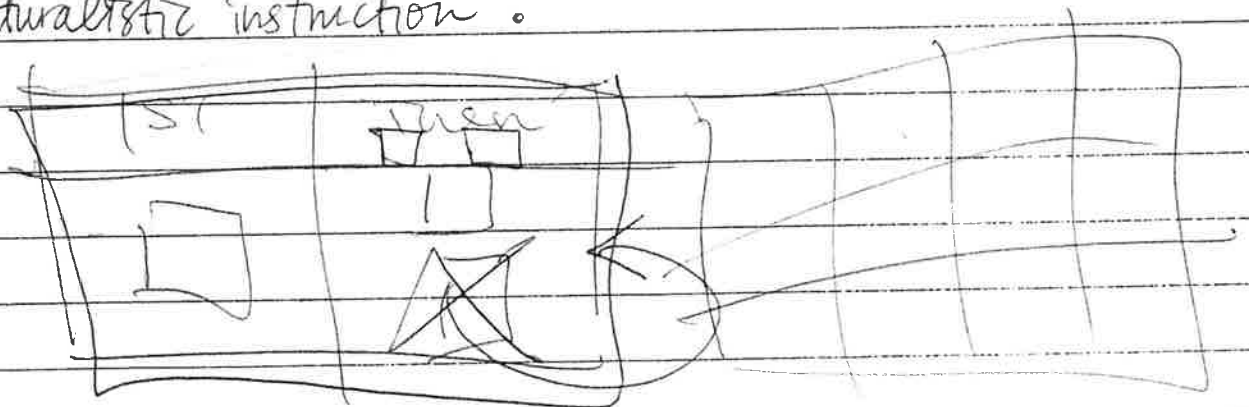
- Penny mentioned aggression w/ ABA her TAs earlier this week

8/11/15 Nigel

- Use tape for walking hallway



- Need differentiated mag. SR for correct / ind responses + prompted
- Introduced drums - played + reached for drums, gave BSP + gum cont. on playing drums
- Mornings = direct instruction; afternoon = leisure / naturalistic instruction?



↳ Don't make choices on "then" space

Dan last day Fri Thurs.

• Ashley suggests

- ↳ Remove target of agg > L/A said concern independent
- ↳ Fun activity
- ↳ Motor agitation as sensory SR

• Leslie will order mirror & check on peng time

• Slept an hour

• ~~Box~~ Kbox @ end of day is successful

• No School Fri

Thoughts/Take Aways from Dan - Mon. Mtg

↳ Home/School communication log

↳ Adam wants details

↳ Need balance details & ease of completion - Details on data

↳ Do we need home check off? guess in acc. reporter

• artdog@yahoo.com → follow up on therapy dog scheduled for Fri.

→ Morning Mtg

↳ Appears to still grieve/denies dx

↳ Dad said laughs @ anxiety/stress → ~~o~~
appear anxious to us

↳ Ask Tom

↳ Documentation!

↳ Avoid isolations

Dan Thoughts

- Inst. across settings

- Tighten up visuals

- ~~Arise~~ w/ us in room

- Dirtiness bathroom

- Fluorescent light lighting

NB - 3/10/15

- M absent - Jay primary lead
- Nick in Dams place, Ben in Jay's
- Cam N answer y/N Ps
- Instruction (Jay)
 - + Jay good prompting following error
 - Need restate entire b50
 - Enhance BSP
- SKer → Mirrors
- Jay + SR approximations
- Do cumulative graph for acquisition FETESC
- Req Bathroom w/out approach stuff
 - 1 Skill deficit
- Constipation as setting event?
 - 12 BR trips w/ pushing / grunting / gas
- Telling time w/ bus schedule
- Triange inst → SKer?
- Did bowl Xbox @ 1:40 PM

3/9/15 - NB

- Chbx triggered last week by denial of req to "go home"
- Has "small box" - Spex?
- Fell asleep @ 8:05 - Awoke @ 9:15
- Isolation
 - Work time (hang ^{puzzle/} art) → Req. home/van/backpack → denied request "not yet" → Agg → 6 min isolation → finish hanging art → walk
 - ↳ Repeatedly asked "home" rest of day
- Ask about sleep @ home
 - ↳ Tim said nap protocol - Leslie said ~~no~~ protocol
 - ↳ Leslie said ^{she} ~~let~~ let sleep → but we should use our own judgement
- Mtg this morning → Tim said if ~~no~~ reply w/in 48 hrs prior to scheduled time, just cancel
- Req. - ~~baseline~~ field
- Michael about tom - Jan implement
- Ashley F - PT - Yoga Program
 - Seated Classroom Break
 - First thing that day
 - 20 min duration - set timer
 - ↳ ~~Tomorrow~~ take BL on duration
 - ↳ Begin next week
 - Break ones are shorter
- Sandbox Spex?
- Decreased to 4 staff in room

Morning Staff Mtg

3/4/15

- Websites: PBS Kids & Starzall → Potential SPK
- Leslie will bring over music toys →
- Point person (big + small changes) → Me
 - ↳ Implementation w/out my approval
- Basic Bq
 - Michael: Lead - Academics
 - Jay: Academics / data - sub for Michael
 - Dan: Holds + sub for Jay
- * Data by BB - partial interval + academic data
- Build rapport - fade in Jay
- Hard copies of bx data to BB staff
 - ↳ Completed by BB

School Day Begins

- Check w/ team - Masterbatory bx → redirect to bathroom
 - ↳ Do lit review

| | Vocal | SGD | |
|---------|-------|-------|-----|
| Name | - + + | PP | 40% |
| Phone | - + + | + + | 80% |
| Address | - P | + PPP | 50% |

- Graphed phase change - (3/3/15)
 - Kept all same programs / typical structure
 - Change = lesser duration demands / increased duration leisure / HP
- Today - Jay begins build rapport → delivering all food

• Zones of Reg-Programming

- Stim Equiv / Concept formation to develop "reporting" repertoire

- Extend to higher mag. S_{key} when teacher / student agreement → create "accurate/reliable" reporting

- Fade / probe agreement then probe maintenance

• Time program - Stimulus prompting for minute hand

Yesterday's ABC Data & Today's (Consequence Analysis)
Function/Cons # patterns ID'd

Attn

Help / TA II

ESC III

Auto

Attn IIII

TA II

ESC I

Auto

(Most) Consequences

Attn IIII

ESC I

TA

Auto IIII

(Tope)

(IB)

Attn I

TA

ESC I

Auto

3/4/15

Turn Taking - Soccer - ~~NI~~ IIII

11:10 - 11:25 (15min) Xbox Kinect Bowling - # P P P P P P P P P P

11:35 Speech (end 11:42) 7min

↳ Worked on facting, answering wh ?s w/in art activity

11:47 - 11:50 (3min) Exercise

NPB

①

3a/3/15

- ✓ Michael - good work bx spec. praise → do more frequently
- ✓ Where is iPad? → On teacher desk
 - ↳ Need to make it available
- ✓ Uses more time ✓ off card placed on desk.
 - ↳ topography of mand - tap/touch card?
 - Hand card?
- ✓ * Use bx momentum to increase compliance
- ✓ M good at persisting w/ presentation of demand
- ✓ Echolalic responses
- ✓ Independently identified "work time"
- ✓ App. waited for popcorn - some jumping
- ✓ Next highest dollar program (8A-8:13)
 - ↳ Rely heavily on verbal prompting - Need tighten up prompting procedure
 - ↳ M is consistently repeating SD → Instead implement strong prompting procedure
- ✓ Can answer some "wh" + "how" questions
- ✓ Token board
 - ↳ Variable ratio schedule
- 7 min into money program - M asks work or break
 - ↳ "keep working" - No response
- ✓ Generalize for \$ program - price tags as SP
- Thirst side effect of med?
- ✓ Remind M to STATE instructions rather than ask - Clear, simple, discrete
- ✓ 8:14A - requests snack
 - Waits 1m 30s for snack arrival w/ freq. without ch bx

(2)

3/3/15

• M gives tokens for following any bc on schedule

✓ N referenced to schedule

✓ Hand/finger flapping across activities

• Makes many unintelligible verbalizations

• ID'd 8:30 + 10:30 on analog clock w/ gestural Pr

✓ Personal ID (8:40-8:44) 4 min

| | Vocal | SGID | % |
|---------|-------|-------|-----|
| Name | + P | - P + | 40% |
| Phone | ++ | PP | 50% |
| Address | - PP | P | 0% |
| % | 43% | 17% | |

✓ Need get stim control on genital rubbing
 ↳ Refer literature - Pica article?

✓ EdMark - 8:55 - 8:58 → Ends w/ slam fist + ^{per} SR

3min ~~SR~~ Internal interval SR = tokens (level 1)

Read Pic Comp

+++ - P/P/++/+++ / +PP (7/12)

++

(58%)

(100%)

✓ - Remind M & tell which card to get 1st
 ✓ X-Ray hands? Slam fist causes redness

SGID

- He icon home page - need to ~~add~~ ^{revise}

↳ y/n, help, my words, i want, I need, food, actions, i feel, school people, leisure body parts, places, describing, routines

N Requests

- popcorn - V
- lay down - V
- more time - V
- keep working - V
- snack time - V
- walk please - V
- salt please - V
- lunch time - V/D
- water - V
- rest - V
- bathroom - V
- 2 pieces - V (gum)

(4)

- Honor requests immediately/prior to choice
- ID'd rdg on schedule
- Read aloud - 9:25
- ✓ • Preference assessment - Need ID more potential Skers → Increase variety = more likely SC
- ✓ • - gum - popcorn - walk - breaks - rest on CP
- ✓ • Request break - vocal
 - ↳ Needs repeated verbal prompts - takes about 30 seconds
 - ↳ Need less response effort than vocal
- ✓ • M should vary tone during instruction + during BSP
- ✓ • Adaptive skills - Can put on + zip coat
- ✓ + • Make transition in from DW to snack
- ✓ • Touch Math 10:01 - 10:04 - 3 min duration
 - 1-5 addition (Sums of 4 + 5)
 - ++++ 100%
 - ↳ Obs. verbalizations/laughter during instruction
 - ↳ jumping in seat
- 10:07 - 10:14 (7 min) 1-9 addition (Sums 8-10)
- + -P / -P / -P / -P 20%
- Teach BB staff prompting + error corr + ^{error} ^{less} ^{learn}
- ✓ • Remind M - Only praise bc you want to increase
- ✓ • N can count w/ 1:1 correspondence
- ✓ • Staff cooks N's lunch - Use opp to teach N adaptive meal prep.
- Always says "ready" @ check in

- Ind IP'd exercise icon on schedule + folder
- Began approaching staff during exercise program
- ✓ • Exercise 10:20-10:25 (5 min)
- ✓ • Req. trampoline but P use functionally
- ✓ • Opened snap lid lunch container Ind. - Ind. uses spoon + drinks water from open cup
- Form of home/school comm??
- ✓ • Taps/steps on metal obj outside - consider sound causal effect toys as preferred?
- ✓ • Time 10:55-10:59 (:00 + :30 on analog) - 4 min
P + P P P P P P P + + = 30%
- M asked → fade me into pref act?
- Next pri the 13th - P school
- Electronics preferred? - Use promethean board?
- Needs mult. prompts toileting - pants T, Wash T, P
↳ Toileting int. - NEED
- ✓ • Shredding - Distracted by nearby window - ^{more} shredder placement
Get box P
Box down +
Turn On +
Shred paper +
~~Fix Shred~~ P Pull out shred drawer
Drawer to trash P
Drawer in shred P
Shred P
Turn off +
Pick up box +
Return class P
Box away P
5/12 = 47%

- ✓ Soccer @ walk - will kick ball when in proximity
- ✓ Potential SR - music headphones + music on iPad
 - ↳ On iPad locked music
 - ↳ Parents denied access → Speak to team
- Clear need for structure Collaborate w/
- ✓ Low freq/deafened tuning pipes - SRer? music teacher
 - ↳ On walk - loves banging on metal piping
- ✓ Likes electronic games like PBS kids
- ✓ Agg causes bruising
- ✓ Private SRP - Britthey - iPad usage
- ✓ Programs from Penny BCBA - Leslie may have it → Once a month ✓ in
 - ↳ SRers - Outdoor activity (bike, walk)
 - ↳ Atrial → squeezes, child-like praise
- ✓ Increase "meaningfulness" of day
- ✓ Trigger - allow repetitive bx prolonged time
- ✓ independently ties shoes when instructed
- Read Aloud 12:50 -
- M great at using feedback
- ✓ Tighten up token economy
 - ↳ # tokens given @ once
- ✓ Soccer - Kicking Turn Taking
~~III~~ ~~III~~ + ~~III~~ I + II

3/3/15
NB

| | |
|---|------------|
| T | Enter BR P |
| O | PL + |
| I | U ↓ + |
| L | ST + |
| E | BTH + |
| T | TP P |
| I | Wipe P |
| N | UR P |
| G | AT P |
| | ← Flush + |
| | Wash P |
| | Dry + |

★ Stamp for help
by M Report in post
- Repetitive flushing

$$6/12 = 50\%$$

- Computed puzzle independently - basic matching
- Jeremy emailing - have Rol for private SLP
 ↳ Re-program device

Personal Insp Program - NB

3/2/15

cc
ID

1a 2a

7-745 (Travel)

1b 2a

745-245 (Prog Dev)

1c 2a

245-320 (Travel)

1abc 2a

320-4 (Prog Dev)

1a 2b 3ab 4a

1a 2b 3ab 4b

1b 2b 3ab 4a

1b 2b 3ab 4b

1ab 2b 3ab 4b

1c 2b 3ab 4a

1c 2b 3ab 4b

1abc 2b 3ab 4b

Expressive
ID

Name: NB

(Skill Area): Communication

(Skill): Request escape/avoidance of non-preferred activity

(Goal): Related to Functional Expression 1.1 (Req. Break)

When presented w/ a non-preferred or lesser pref. activity, N will req. termination of the activity through using vocal speech, gestures and/or his SGD w/ ~~90% accuracy across 3 consecutive~~ 90% accuracy independence across 5 consecutive opportunities & diverse opportunities.

1. Discrete trials + SS/Role play

& a. "Please leave me"

b. "I want to leave"

c. "I don't like this"

2. Embed natural routines

NB @ M8 7:40-

2/26/15

- Checked in w/ staff
- Reviewed graphs informally w/ Leslie/Michael
- Summarized key points of IEP progress note + recent eval
- Reviewed FBA/BIP closely
 - ↳ Scan/email copy
- Began drafting FCT & sc program.

NB

2/24/15

- Reviewed/entered ChBx/Reg. data

* 2 new topographies Chbx-SIB (open hand to head) + Pica (dirt) paper)
 ↳ Pica-mouth + spit out w/ instructing
 ↳ Reportedly only occurred w/in last few months (Onset correlated to???)

• Data

Ch Bx - Decreasing trend until \approx 11/20/14

 ↳ Correlation to? \leftarrow ?

- Increasing trend begins 11/20/14

Reg. - Correlating decreasing trend in ind. vocal reg start 11/20 w/ increasing trend of prompted reg.

• Never used device for more than 10% of intervals - only 0-10%

Steepest decreasing trends correlate to 1/4 med change

Tablework + Activities of daily living are most common activities where which Ch Bx occurs.

* Oct 21 - Blood on ~~the~~ TP after void - Medical concern

Nov 5 - Itch stuff all over

Dec 17 - Recent oral surgery

~~Requesting~~ - Requesting - NB

Vocal

Device

bathroom

Gum

lunchbox / lunch

too loud

snack

Swing

backpack

food

walk

breakfast

water

(breakfast burrito)

Smell

rest

(feels sad)

feel sick

van

(I want more time)

Squeezes

all done

privacy

break

swing

swim

more time

Schedule

rice bin

gummy candy

Headphones

track

pistachio

sit down

please

too loud

% of ~~proportion~~ ~~of~~ ~~these~~ days % of ^{instances} ~~days~~ in which these antecedents occasioned dangbx

NB - Antecedent Activities (10/9 -

% of ~~days~~ antecedents occasion dang. bx

Leisure Activity IIII (15%)

Vocational Work II (8%)

Table Work IIII IIII IIII (33%)

Lunch I (1%)

Activity of Daily Living IIII IIII IIII IIII (27%)

Outside Walk IIII (12%)

Class Group III (4%)

Out of Class Group III (4%)

85 total

Proportion of Activities in effect during / prior to chbx (dang)
- Only scored each act. once per day

Next Week: 8:45 A-10:15 A

①

11/13/15 Inglewood MS - Nigel 8:30-10:30 A

- Uses Zones of Reg
 - Check in before every instructional period
- ~~the~~ Goals: of BPG:
 - Implement 3 drawer system w/ breaks after each drawer + visuals to make end of task clear
 - Use tokens for chbx rather than using tokens for academics
- 2:1 paras (basic beginnings)
 - Take data on correct/incorrect trials during instruction
 - Partial interval (10 min) for chbx + activity occurring
 - Need for improvement - graph the great data - ~~is~~ being graphed regularly or correctly - being graphed bar rather than line - 1 para instructs, other records data
- (?) Talk to Maggie - age appropriateness of activities
- Currently using Ed Marks instructional program w/ accommodations
- Teacher: Leslie / paras: Micheal + Anthony
- Independently places schedule icons in all done envelope when he finishes
- (?) Previous ABA consultations?
- Review IEP/Eval/ABA/BIP/BPG data

* Very perceptive on inadvertent prompts

BPG Schedule:

Snack

Work time 1

Choice

Work time 2

Choice

Work Time 3

Choice

correspond to drawers

Work should essentially be errorless while teaching SYSTEM

- Work 1: Single digit touch math addition

- Work 2: clock work w/ real clock - ^{4x for} all done

- Work 3: EdMark Rdg program (level 26)

Nigel chose for choice - crashpad, swing, gummi candies

- Problem w/ masturbation while on crashpad - School wants to create stim control for Mast. allowed in Bathroom

- During EdMark - present task - chew on cards - prompt break - gave break contingent on request - ind. came back to work while stomp feet - work 1 trial - req. bathroom - go bathroom - return to work ~~try~~ w/ Anthony (instead Maggie) + finish work

- Next weeks goal - Anthony + Michael implement the BPG schedule.

- Change use bigger all done book +
- EdMark - one by one presentation - sep. cards per sentence

(2)

- In home ABA provided - Kathleen Prosch-Jensen?
- Increase gen ed time through peer rdg
 - ↳ Asking Leslie for ~~increased~~ list of interesting lapp. books
- Leslie will possibly walk w/ Nigel while we debrief w/ paras
- After session
 - Sends out a "weekly" + data
- Later goal:
 - create data system for work
- @ home - parents seclude self as consq. to ChBx
 - N gets free access to house

BPG Scheduling

M, T, Th open during
School hours 8-3

- Nigel Expulsion (Tuesday)
 - Tuesday - After Maggie obs. → serious aggr (choke staff w/ marks) → expulsion
 - Have ABC form → Now manifestation determ.
 - Poss. Outcomes: Residential



Functional Behavior Assessment (FBA)

Date: 4/15/15

Student: Nigel Burns

Person Conducting Assessment: Amanda Teweleit, M.Ed., BCBA

I. Purpose of Assessment

The purpose of this functional behavior assessment (FBA) is to identify the potential variables maintaining Nigel Burns' challenging behavior in the educational setting.

The following report presents the results of an FBA conducted for Nigel Burns at Inglewood Middle School in the Lake Washington School District. This FBA was requested by Lake Washington School District and the parents of Nigel Burns due to the reported frequency and intensity of Nigel's challenging behavior at school and the adverse impact these behaviors have on Nigel's access to his education. He was expelled from school in January 2015 due to these challenging behaviors. This assessment was conducted between 2/17/15 and 3/19/15, and it included: a records review, analysis of previous data, interviews with direct care staff, direct observation of Nigel in the educational setting, and a free operant preference assessment.

Topographies, or forms, of challenging behavior were derived from data collection systems already in place in the educational setting, interviews, and direct observation. Topographies of challenging behavior being addressed in this FBA include:

- Protest Behavior: jumping with both feet off the ground or stomping one foot with enough intensity to make an audible sound upon landing, slamming hands/fists onto objects, throwing objects at least a yard away.
- Dangerous Behavior: pinching, grabbing, hitting, biting, kicking, or choking others.
- Elopement: running 2 yards or more outside the expected boundaries of the activity without permission from an adult.
- Mild Self-Injurious Behavior (SIB): open hand hitting to the head using both hands, hitting legs with a closed fist.
- Genital Rubbing: rubbing hands on genital area either outside of clothing or inside of clothing.

The following report includes student information, a description of the tools and methods used during assessment, and the results of the assessment.

II. Student Information and Background

Nigel is a 14-year-old young man with a diagnosis of autism spectrum disorder and a contagious smile. When playing with the soccer ball or while out on walks, Nigel will smile, laugh, and ask for high-fives. Nigel's happy affect while engaging in preferred activities is obvious and can make any staff member smile.

Nigel is in the 8th grade at Inglewood Middle School in Sammamish, Washington where he receives special education services including specially designed instruction in the areas of: adaptive skills, behavior, writing, math, reading, and social/emotional supports; he receives related services in the areas of speech/language and occupational therapy. Earlier this school year, Nigel was receiving instruction in a self-contained special education classroom with 2 para-educators to support him. In January, Nigel was expelled from school due to an incident of high intensity aggression toward staff that included choking



staff. Following his return from his expulsion, Nigel has been placed in a temporary, more restrictive setting to ensure the safety of Nigel, peers, and staff. He is currently receiving most of his education in a reasonably sized conference room across the hall from his previous classroom. He has been provided with 3 para-educators for additional support, myself as a BCBA, and a new certified special education teacher to manage his academic programming.

III. Assessment Methods

A. Records Review

- a. During the time of Nigel's expulsion, I reviewed the following documents: multi-disciplinary evaluation, individualized education plan (IEP), IEP progress note, the current functional behavior assessment (FBA), behavior intervention plan (BIP), and aversive intervention plan (AIP). These documents provided valuable information regarding Nigel's strengths, areas for support, and his current educational programming.

B. Analysis of Previous Data

- a. During the time of Nigel's expulsion, I graphed previously collected raw data on challenging behavior, requesting, and activities in place during instances of dangerous challenging behavior. Visual analysis of this data allowed for me to analyze trends in challenging behavior and Nigel's ability to make requests. It also enabled me to determine which activities were in place during instances of dangerous challenging behavior.

C. Interview with Direct Care Staff:

- a. On 2/17/15, I conducted a formal interview, using the *Functional Assessment Interview Form* (O'Neill et. al., 1997) with Michael Rogers, para-educator, and Kitty Pinch, Michael's supervisor. The purpose of this interview was to identify the behaviors of concern, potential ecological events that may affect challenging behavior, define events that predict occurrences of challenging behavior, identify the function of the undesirable/challenging behavior, and identify the primary methods of communication used by Nigel.

D. Direct Observation

- a. From 3/3/15-3/11/15, I collected Antecedent-Behavior-Consequence (ABC) data on Nigel's challenging behavior to help identify the contingencies that potentially maintain Nigel's challenging behavior in the educational setting. To do so, I recorded the events occurring in the environment immediately prior to and immediately following instances of challenging behavior.
- b. Baseline data on Nigel's ability to make an independent, functional request for a break (removal of task demand) was gathered. Data was also collected on if Nigel engaged in any form of challenging behavior during the work task and/or if he completed the task. Additionally, information was gathered on whether Nigel currently uses his vocal speech or his SGD to make independent break requests.

E. Free Operant Preference Assessment

- a. A preference assessment was completed on 3/17/15 to identify potential reinforcers for Nigel. The assessment was conducted for 25 minutes by bringing various activities staff believed were preferred, or potentially preferred by Nigel into his conference room. We allowed Nigel to interact with these items/activities freely, for however long he'd like, and I recorded the length of time he engaged with each item and how many times he interacted with the item.

IV. Assessment Results

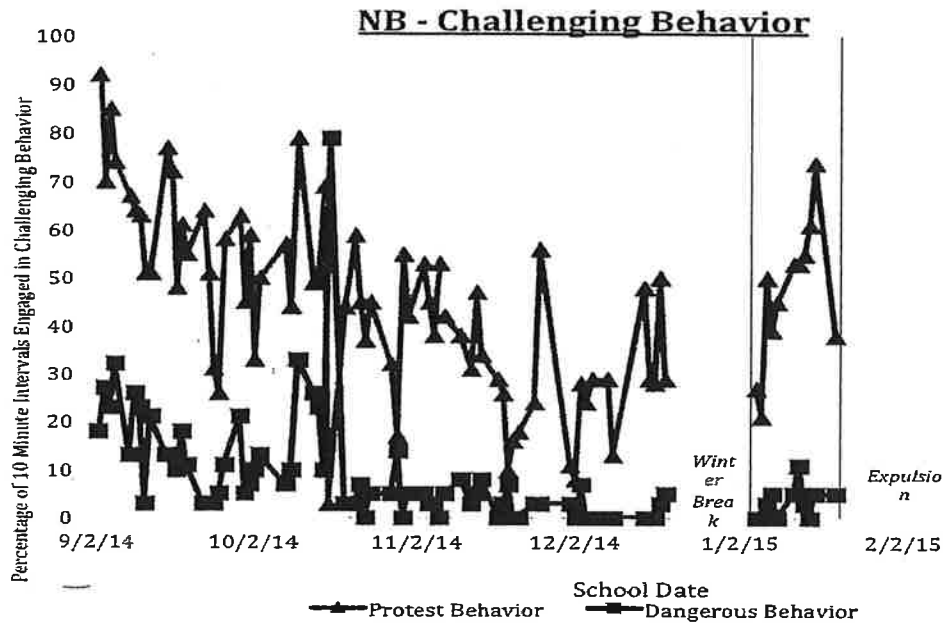
A. Records Review

- a. Significant findings from the multi-disciplinary evaluation dated November 2014:

- Ashley adds*
- i. Nigel has significant deficits in the areas of self-care, community-based skills, and functional communication skills.
 - ii. Nigel has exhibited challenging behaviors in the school environment since 2006, indicating a long history of these behaviors providing some form of reinforcement for Nigel.
 - iii. Very few scores have been generated during cognitive assessments; and, Nigel presents with significant delays.
 - iv. Nigel's communication skills are equivalent to those of a 2 year old, and he communicates through vocal speech and a speech-generating device (SGD). Sometimes, Nigel will say something that is actually a request for something else. *uses gestures & picture*
 - v. Nigel displays deficits in fine motor skills and visuo-motor skills. Occupational therapy is provided as a related service to provide support relative to his sensory dysfunction and difficulty with self-regulation skills.
 - vi. Gross motor skills are a relative strength for Nigel and he participates in a private, 1:1 exercise program at a local gym.
- b. Significant findings from the IEP/IEP progress note dated February 2015:
- i. Nigel receives instruction on multiple objectives in the areas of social/emotional support, adaptive skills, behavior, functional academics. Nigel receives related services in speech and language and occupational therapy.
 - ii. While Nigel is making progress on some goals, he often displays dependence on staff prompting to identify the correct response during instruction.
- c. Significant findings from previous FBA/BIP/AIP:
- i. The most recent FBA and BIP was reviewed in January 2014. And the AIP was completed in November 2014.
 - ii. Topographies of behavior evaluated during the FBA in 2014 are consistent with the topographies of behavior I have observed during the current FBA.
 - iii. The previous FBA identifies access to attention, access to tangibles, and escape from demands as variables maintaining Nigel's challenging behavior.

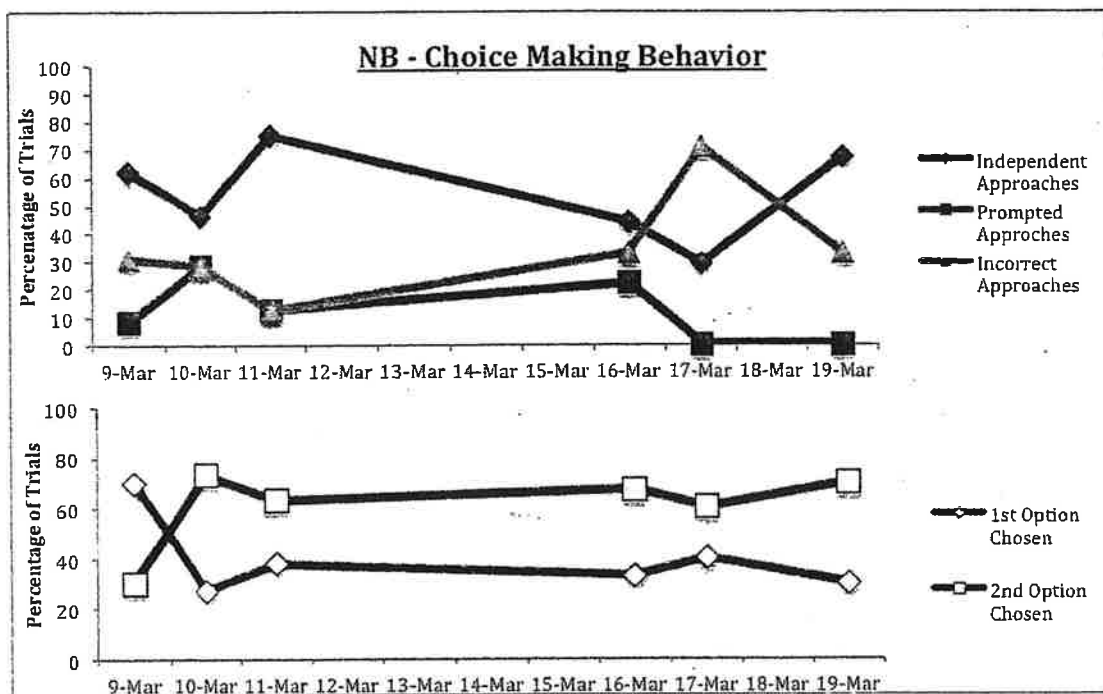
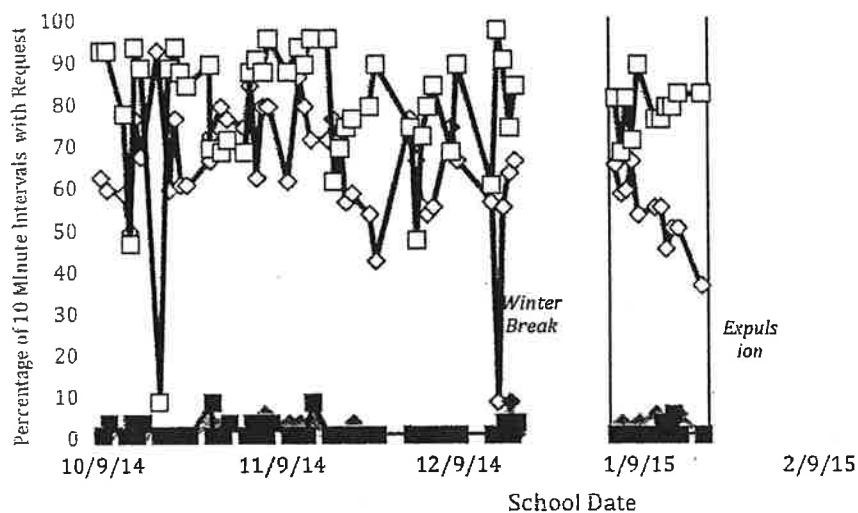
B. Analysis of Previous Data

- a. Visual Analysis of Challenging Behavior (September 2014-January 2015)
- i. The graph below displays protest and dangerous behaviors as described above within "Purpose of Assessment."
 - ii. Visual analysis of challenging behavior indicates that challenging behavior was on a variable, yet decreasing trend until mid/end November, where which the frequency of challenging behavior gradually increased. The team should attempt to identify if any major changes occurred in Nigel's environment during mid/late November. Following winter break, Nigel's frequency of challenging behavior significantly increased. If any significant changes occurred in Nigel's environment (e.g., medication changes, medical complications, sleep issues) during times that would correlate to changes in the frequency of Nigel's challenging behavior, these changes should be discussed and analyzed to identify if they correlate to changes in challenging behavior.
- *New med mid october*



- b. Visual Analysis of Requesting & Choice Making Behavior (September 2014-January 2015)
- i. Nigel heavily relies on prompting from adults to make vocal requests. He rarely accesses his SGD as a tool for communication. Even with a high frequency of requesting, Nigel is still engaging in challenging behavior. Typically, functional communication is taught and becomes a replacement behavior to challenging behavior. Considering the unexpected high levels challenging behavior during times when Nigel is making very frequent requests, data on Nigel's ability to make a true choice was conducted. Choice making data revealed that when offered 2 verbal choices, Nigel does not consistently approach his chosen activity and will consistently choose the second choice presented by echoing the last word in the choices presented. Nigel's inability to consistently make a true choice appears to affect his ability to communicate his needs; in turn, Nigel will use challenging behavior to communicate his needs.

NB - Requesting

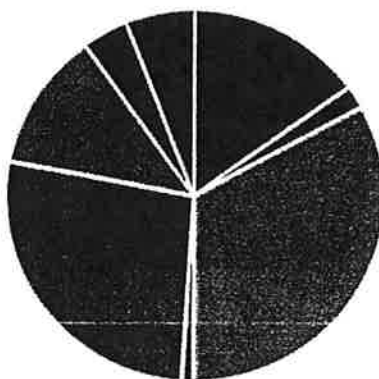


- c. Visual Analysis of Activities Correlated to Dangerous Challenging Behavior
- Visual analysis of activities correlated to dangerous challenging behavior indicates that the following activities are likely to precede or occur during instances of dangerous challenging behavior: table work, activities of daily living, outside walks, and leisure activities. Interviewing with Michael Rogers indicated that transitions away from outside walks and leisure activities were likely to trigger challenging behavior. These



results are consistent with the results of my direct observations of Nigel's challenging behavior (see "Direct Observation").

**Activities in Effect Prior To and/or During Moments
of Dangerous Challenging Behavior**
10/19/14-1/20/15



- Leisure Activity
- Lunch
- In-Class Group Activity
- Vocational Work
- Activity of Daily Living
- Out of Class Group Activity
- Table Work
- Outside Walk

C. Interview with Direct Care Staff

a. Interviewee responses during FAI:

i. Identification of the Behavior

1. The target behaviors, as described in "Purpose of Assessment" (above) were partially determined based on this interview.
2. Michael explained that Nigel's behavior typically occurs in a predictable order. First, Nigel will walk away, then he will slam his fist or stomp his feet, and lastly, he will aggress toward a staff member. However, Michael reported that prior to Nigel's expulsion Nigel would immediately grab staff before engaging in any other form of challenging behavior.

ii. Ecological Events

1. Michael was unsure of any medications, medical complications, or sleep cycles that could influence Nigel's behavior.
2. Michael described that Nigel is on a gluten free casein free diet. Reportedly, Nigel will push away or throw non-preferred foods when he is asked to eat them.

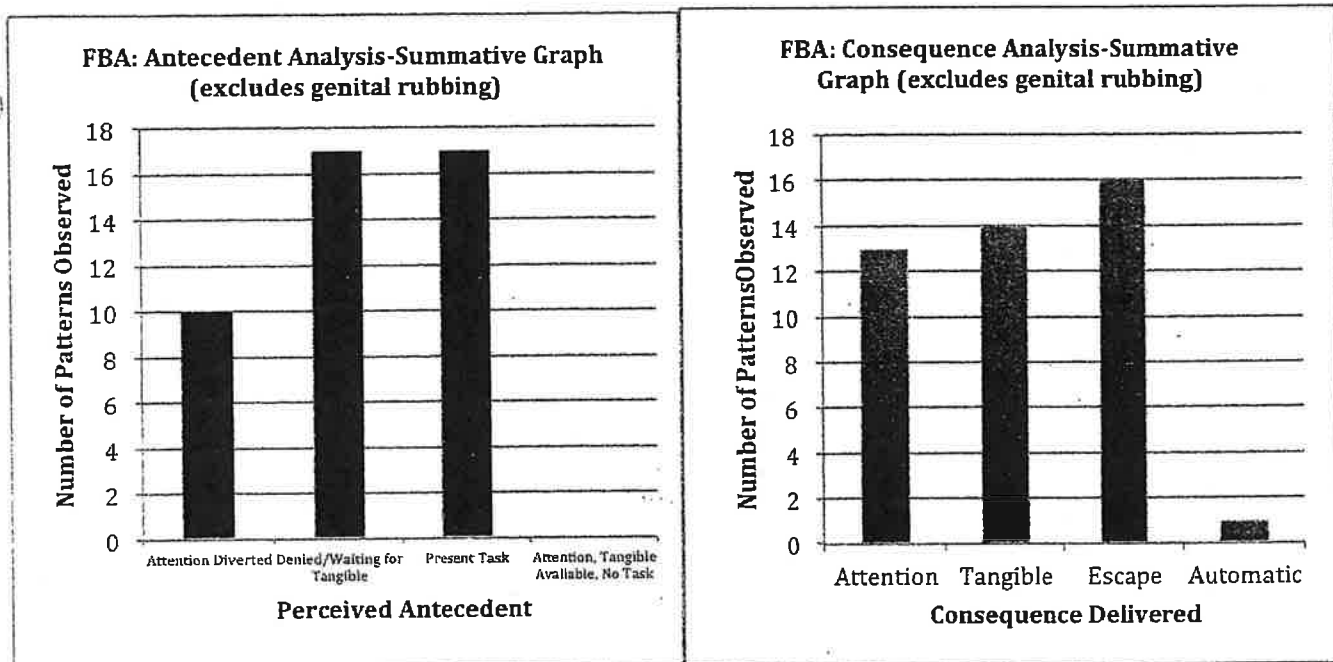
iii. Events that Predict Occurrences of Behavior

1. Time of Day
 - a. Challenging behavior is most likely to occur in the afternoons, and is least likely during lunch.
2. Setting
 - a. Challenging behavior is likely to occur in any setting except while outside on walks.
3. Social Control

- a. Challenging behavior is most likely to be directed at whomever is in the closest proximity to Nigel.
4. Activity
 - a. Challenging behavior is likely to occur during work times, transitions to work, or transitions away from choice times. It is less likely to occur during outside walks.
- iv. Identification of Function
 1. Challenging behavior is more likely to occur in the following conditions: presentation of a difficult task, delivery of a firm request, being denied access to or interrupting a preferred item/activity.
 2. Challenging behavior is less likely/unaffected if staff gives Nigel alone time.
- v. Primary Methods of Communication
 1. 2 word vocal phrases consisting of "[functional word] + please"
 2. Infrequently communicates using 3-4 word phrases.
 3. Typical use of the SGD is during instances of challenging behavior, and Nigel relies on staff prompting.

D. Direct Observation

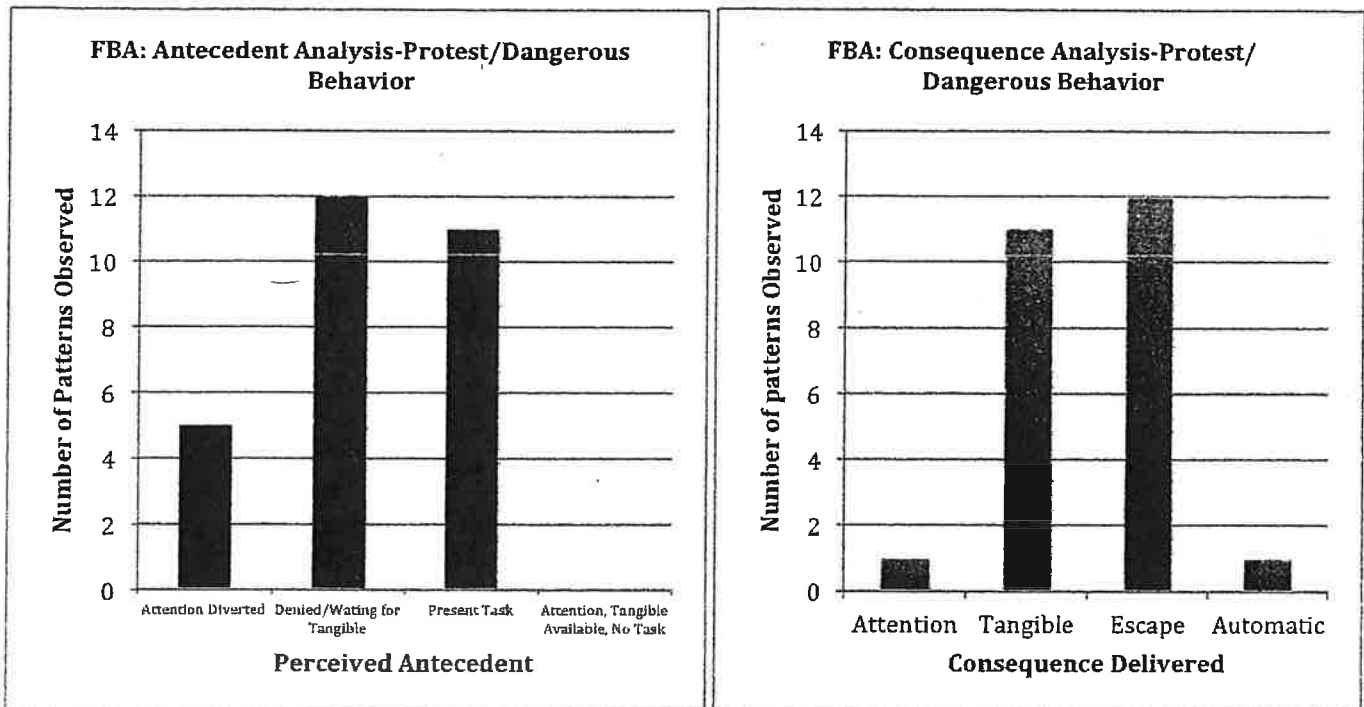
- a. Below are graphical representations (derived from ABC data) of the antecedents and consequences that occurred prior to and following each instance of challenging behavior. This data was collected from 3/3/15-3/11/15.



Summative Graphs: The summative graph is a representation of all topographies of challenging behavior, excluding genital rubbing.

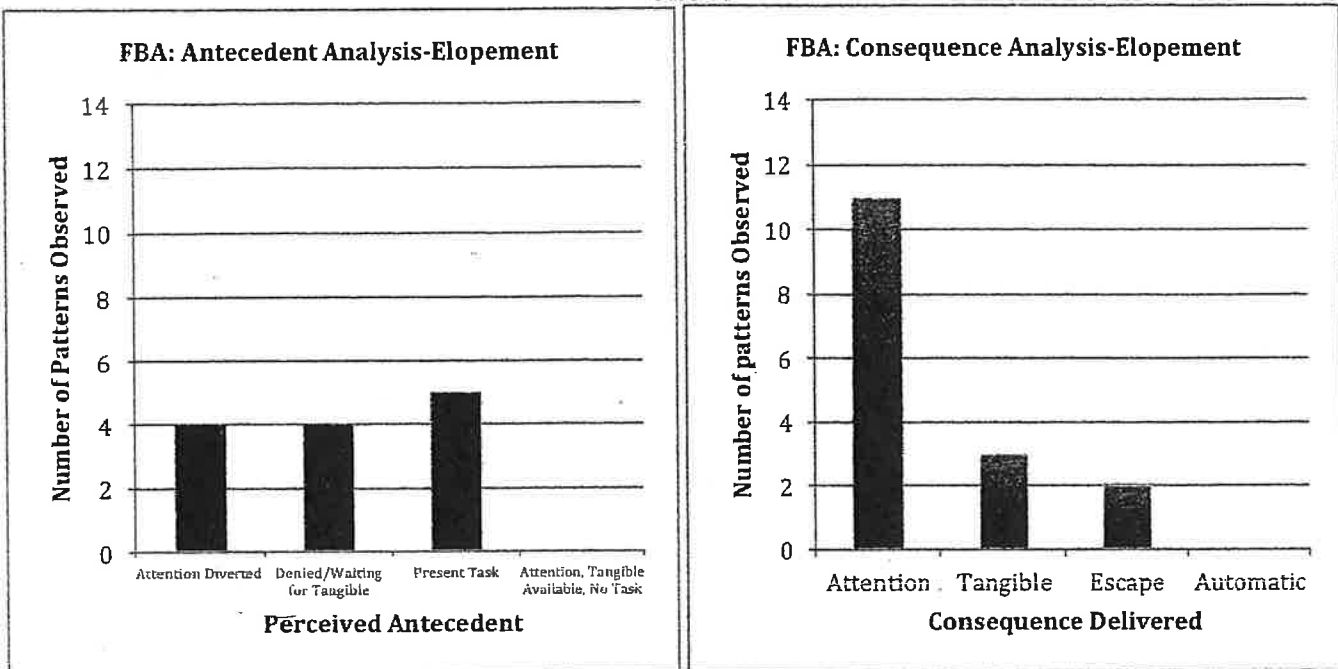
- Primary Antecedents to Challenging Behavior:
 - Denied access to preferred items/activities, being required to wait for preferred items/activities (e.g., preferred food, walks).
 - Presentation of work demands, non-preferred activities, or tasks (e.g., academic instruction, non-preferred foods, engagement in non-preferred leisure activities).
- Primary Consequences Potentially Maintaining Challenging Behavior:
 - Removal of the non-preferred task/activity, or lessened amount of work.

- Delivery of a preferred item/activity.
- Behavioral Hypothesis:
 - Overall, when Nigel is denied access to a preferred item, or is asked to wait for that item, Nigel will engage in challenging behaviors (protest behavior, dangerous behavior, elopement, and SIB) to obtain access to the item/activity.
 - When Nigel is presented with a non-preferred task/activity, Nigel will engage in challenging behavior to escape the task/activity or shorten the amount of time he is expected to engage in the task/activity.



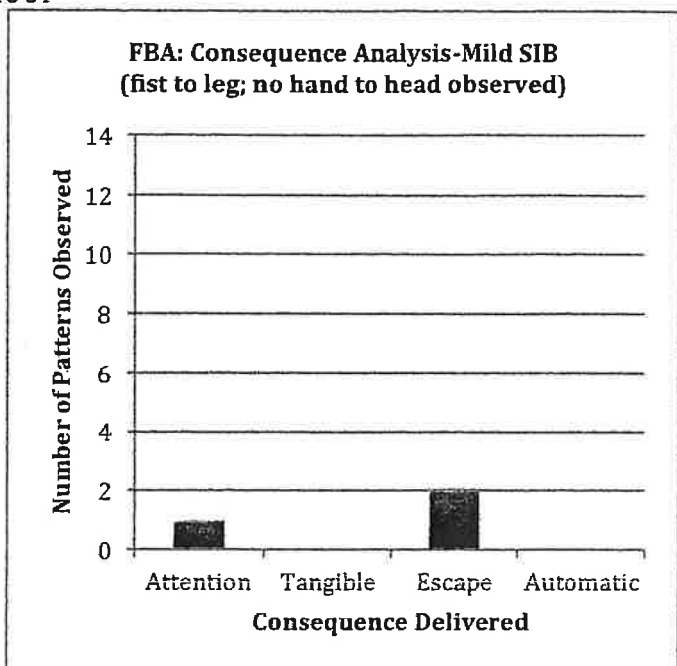
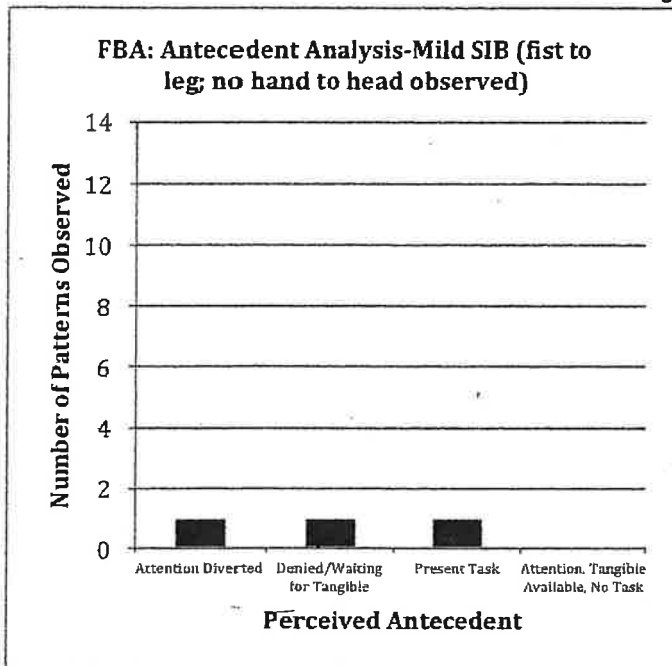
Protest/Dangerous Behavior Graphs: These graphs are a representation of protest behavior and dangerous behavior.

- Primary antecedents to protest/dangerous behavior:
 - Denied access to preferred items/activities, being required to wait for preferred items/activities.
 - Presentation of work demands or non-preferred activities/tasks.
- Primary consequences potentially maintaining protest/dangerous behavior:
 - Removal of work demand or non-preferred activity/task.
 - Delivery of a preferred item/activity.
- Behavioral hypothesis for protest/dangerous behavior:
 - When Nigel is denied access to a preferred item, or is asked to wait for that item, Nigel will engage in protest and/or dangerous behaviors to obtain access to the item/activity.
 - When Nigel is presented with a non-preferred task/activity, Nigel will engage in protest/dangerous behavior to escape the task/activity or shorten the amount of time he is expected to engage in the task/activity.



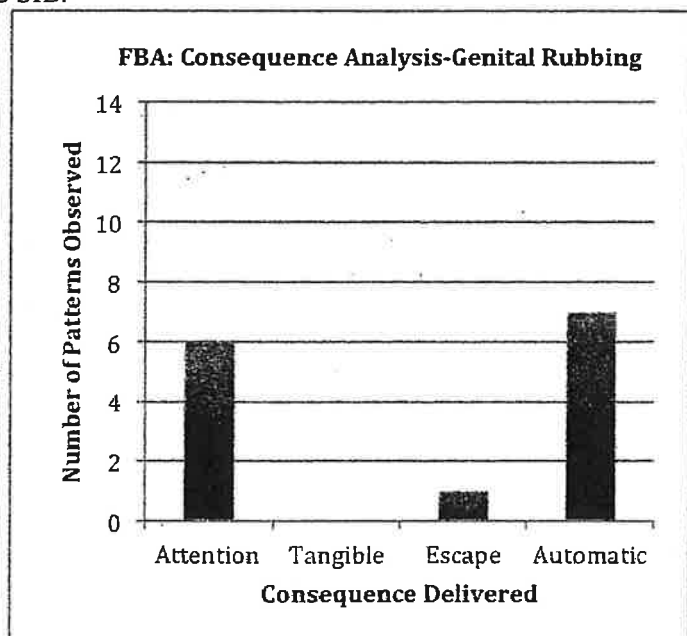
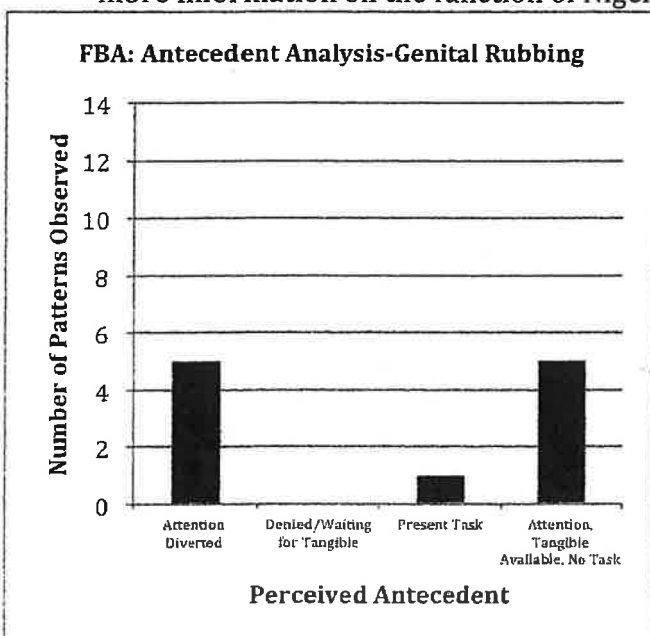
Elopement Graphs:

- Primary antecedents to elopement:
 - One single antecedent to elopement was not identified, but anecdotally, elopement typically occurred during transitions in the hallway or while we begin or end an outside walk.
- Primary consequences potentially maintaining elopement:
 - Staff provides Nigel with attention in the form of a redirection back to the expected area.
- **Behavioral hypothesis for elopement:**
 - When transitioning in the hallway or during walks, Nigel will engage in elopement to obtain adult attention.
 - It should be noted that Nigel frequently seeks vestibular (gross motor) input; Nigel may enjoy running/galloping while in the hallway.



SIB Graphs:

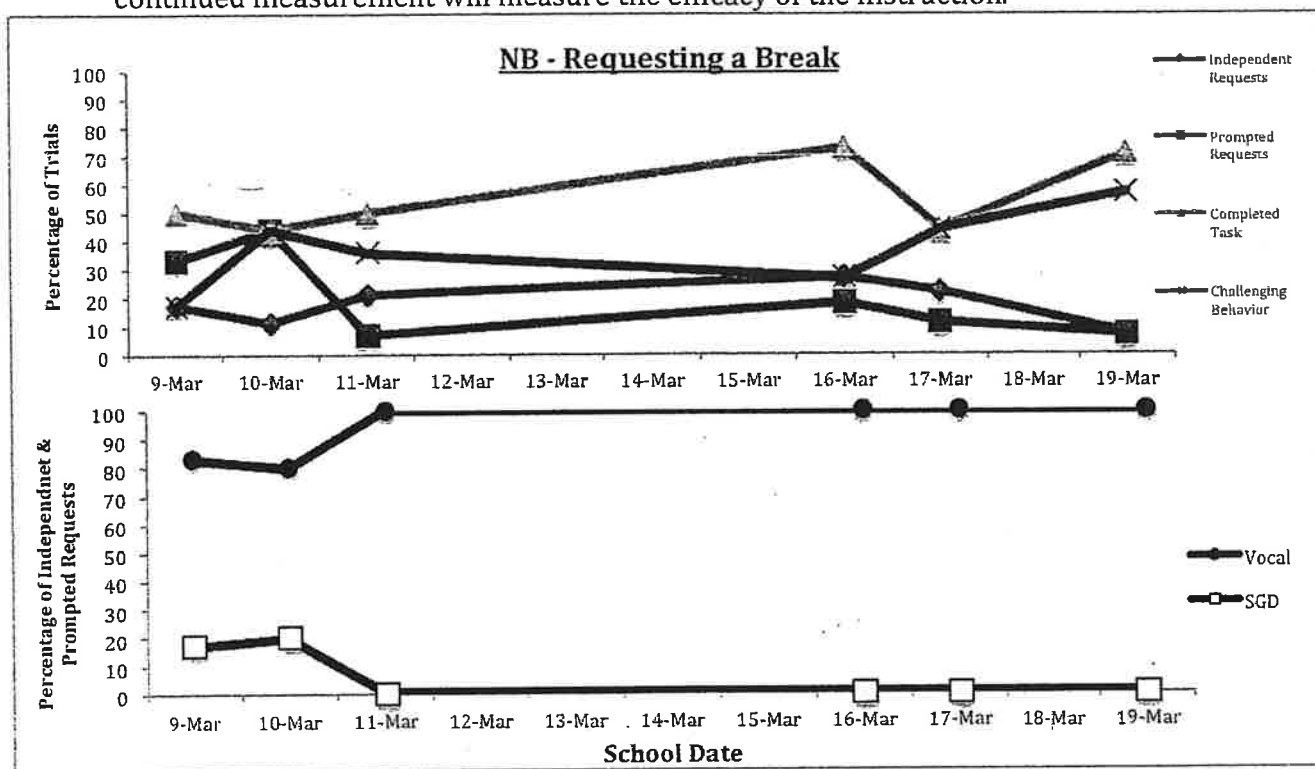
- SIB occurred very infrequently, and never resulted in tissue damage. Due to the very limited observations of this behavior, I cannot accurately report a hypothesized function. However, it should be noted that when this behavior occurred, the most common consequence was that task demands were lessened or removed. Additional observations of this behavior would provide more information on the function of Nigel's SIB.



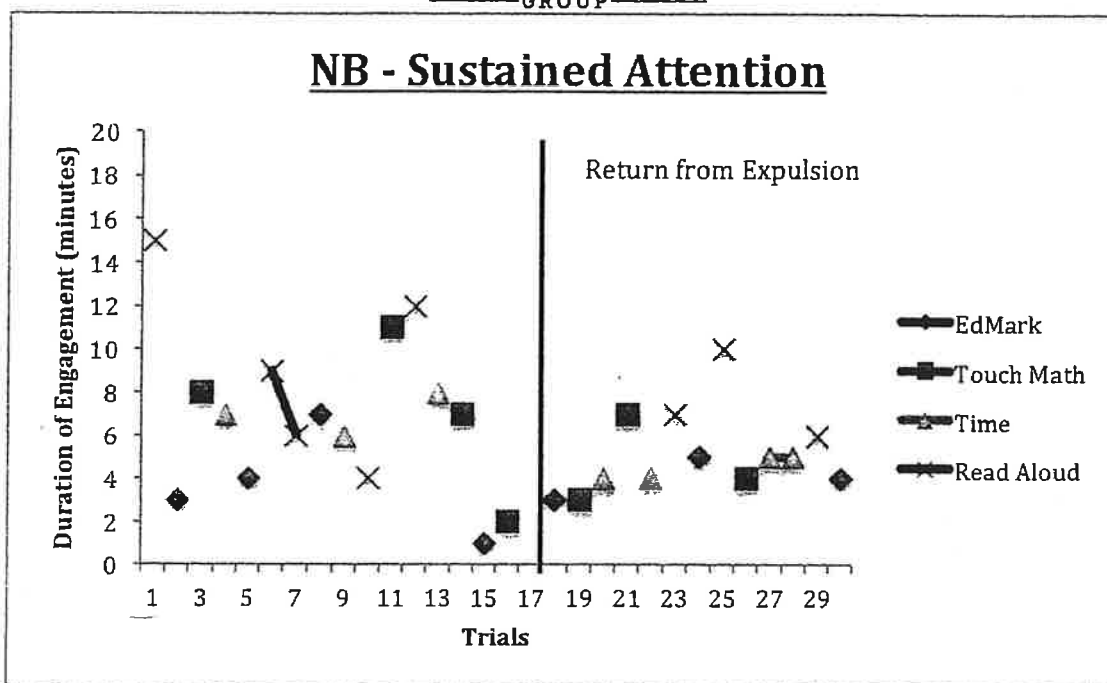
Genital Rubbing Graphs:

- Primary antecedents to genital rubbing:
 - Nigel is relaxing on his crash pad, and adult attention is diverted.
- Primary consequences potentially maintaining genital rubbing:
 - Nigel obtains preferred sensory input.

- Staff provides Nigel with attention in the form of a redirection stating, "Hands Nigel, that's private".
- Behavioral hypothesis for genital rubbing:
 - When relaxing on his crash pad and adult attention is diverted, Nigel will engage in genital rubbing to obtain preferred sensory input and adult attention.
- b. Below is a graphical representation of Nigel's current ability to make independent and prompted requests for a break during instructional times. Currently, Nigel will complete the task or engage in challenging behavior before he makes a request for a break. Instructional tasks last anywhere between 4-10 minutes (see sustained attention graph). These are all baseline measures of Nigel's current abilities, instruction on this skill will follow, and continued measurement will measure the efficacy of the instruction.

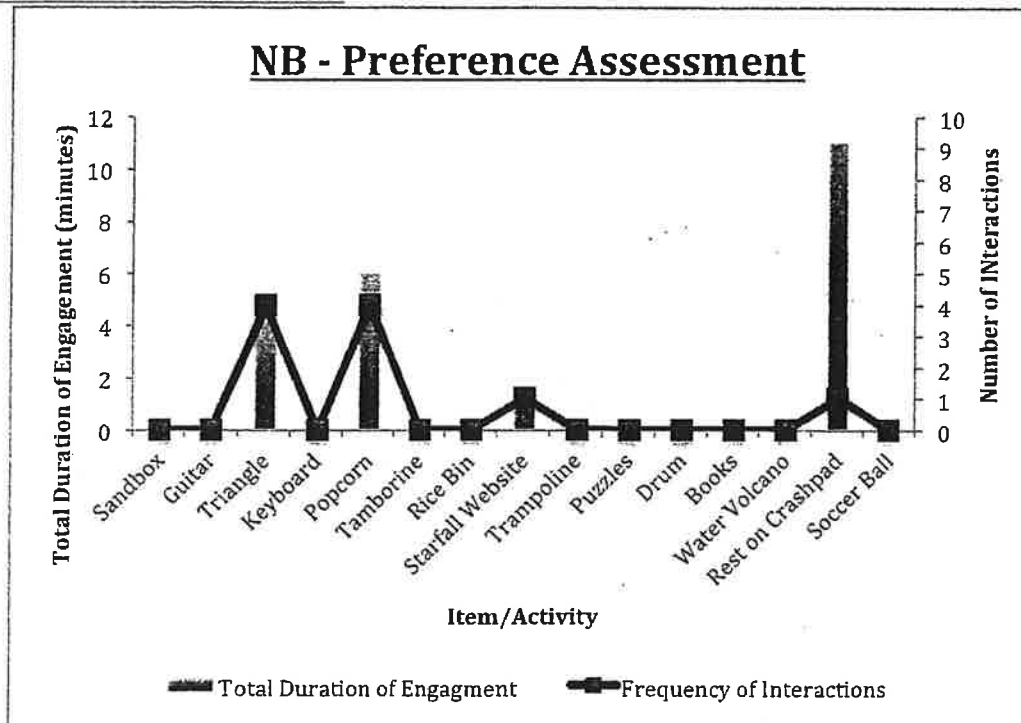


NB - Sustained Attention



E. Free Operant Preference Assessment

NB - Preference Assessment



Results of the preference assessment indicate that, of the activities presented, relaxing on the crashpad is Nigel's most preferred activity, but he also enjoys playing music on the triangle, eating popcorn, and playing on the Starfall website. This information informs us of potential items that can



be used as reinforcers when developing the behavior intervention plan. Additional preference assessments can be conducted as needed.

V. Conclusions

Based on this FBA, Nigel's challenging behavior is maintained by multiple variables, including positive reinforcement in the form of access to attention and preferred items/activities, negative reinforcement in the form of escape from non-preferred tasks, and automatic reinforcement in the form of access to preferred sensory input. Therefore, a behavior intervention plan that focuses on the prevention of challenging behavior and teaching functionally equivalent replacement behaviors should be developed and implemented. Data should be taken and displayed graphically to measure the efficacy of the intervention, and any changes to the intervention should be based on visual analysis of the data. The attached BIP addresses these identified issues.



Behavior Intervention Plan (BIP)

Student: Nigel Burns

Author: Amanda Teweleit, M.Ed., BCBA

Date: 4/15/15

Behaviors Addressed:

- Protest Behavior: jumping with both feet off the ground or stomping one foot with enough intensity to make an audible sound upon landing, slamming hands/fists onto objects, throwing objects at least a yard away.
- Dangerous Behavior: pinching, grabbing, hitting, biting, kicking, or choking others.
- Elopement: running 2 yards or more outside the expected boundaries of the activity without permission from an adult.
- Genital Rubbing: rubbing hands on genital area either outside of clothing or inside of clothing.

Functions Addressed:

Nigel's challenging behavior is a means of communication. He uses his challenging behavior to communicate to adults these specific needs/desires. Below are some of the desires Nigel is trying to communicate with his challenging behavior:

- Escape from demands
- Access to preferred items/activities
- Access to attention
- Access to preferred sensory input (genital rubbing *elopement*)

* = Intervention addressed in previous BIP.

OUTLINE OF BIP

I. Prevention

a. Visual Schedule

- *Continue "predictable daily schedule" intervention described in Nigel's most recent BIP.

1. Rationale:

- Clarifies expectations.
- Non-contingent breaks and movement activities decrease motivation to use challenging behavior to access these preferred activities
- Revising the curriculum of brand new and previously mastered concepts help support the prevention of challenging behavior maintained by avoidance/escape from work demands. When the curriculum matches Nigel's independent ability level and instructional level, escape from the task is less motivating.

i. Support acquisition of new skills by using:

- Systematic prompting hierarchies (adults respond to Nigel with a planned sequence of prompts to help support Nigel in making the right response/choosing the right answer)
- Errorless teaching strategies (presenting content in a way where which Nigel infrequently makes errors as difficulty slowly increases)

3. Visuals

- d. Open-ended activities are supported with use of timer sets clear expectation on when the task will end and a break will be delivered.
- ii. Use a portable visual first/then schedule to support transition times outside of the conference room.
 - 1. Rationale:
 - a. Clarify expectations when the classroom schedule is not available.
 - b. Consider a curricular revision: Implement a 3-drawer system.
 - i. Use a 3 drawer plastic dresser and label each drawer with a number (1-3). Indicate when it is "independent work time" on Nigel's schedule. Place one activity that Nigel can complete independently or with minimal adult prompting in each drawer (total 3 activities). These can be academic or leisure activities. When it is time for "independent work time," Nigel can open drawer one, complete the work, place it in an "all done" bin, and then move onto drawer 2 and 3 accordingly.
 - 1. Rationale: Increases Nigel's independence while working (relies less on staff prompting); curricular revisions may help prevent escape as motivation or challenging behavior.
 - c. Place visual icons on the floor outside of the conference room with painter's tape tape guiding the expected path to designated areas/places (e.g., bathroom, outside). Ensure Nigel makes a choice using the picture icons to determine his destination; reinforce Nigel's walking on/near the taped path with behavior specific praise, high fives, etc. As elopement decreases in frequency, staff can fade the visual icons and tape on the floor. Fading should be done by slowly and systematically making the visual icons smaller and the tape thinner until both are gone.
 - i. Rationale: Prevent elopement by clarifying expectations around transitions and reinforcing close, reasonable proximity to adults.
 - d. *Continue following elements of "predictable and clear reinforcement system" as outlined in most current BIP:
 - i. Frequent behavior specific praise with cheerful affect.
 - 1. Rationale: Potentially reinforces appropriate behaviors, reduces the likelihood of attention as reinforcer for challenging behavior
 - ii. Review preferences and potential reinforcers on a consistent basis; consider adding mastered leisure skills as potential reinforcers.
 - 1. Rationale: Increases leisure skills and variety of reinforcers available.
 - e. Reward the absence of challenging behavior:
 - i. Based on two days of data collection, the average amount of time that elapses between one instance of challenging behavior and the next is between 4-5 minutes.
 - ii. Staff will provide Nigel with an identified reinforcer on a variable, 4 minute and 30 second interval schedule of reinforcement. This means that on average, Nigel will receive a reinforcer every 4 minutes and 30 seconds. Nigel earns his reinforcer by not engaging in protest or dangerous behaviors during the entire interval.
 - 1. Rationale: Reinforcement-based behavior reduction procedure; variable schedules of reinforcement help to: maintain behavior and progress to naturally occurring reinforcement, produce constant, stable rates of responding; primary reinforcer of gummy is likely to be clearly understood/reinforcing for Nigel.
 - iii. Use a visual and pre-teaching to make the expectation of how to earn the reinforcer clear for Nigel.

1. Visual should include the expectation that safe hands until the timer sounds equals a reinforcer.
2. When reviewing the visual, staff can role-play and go over examples of ways to earn the reinforcer. This should be done at least once at the beginning of the day.
- iv. If Nigel engages in protest or dangerous behavior, reset the interval using a timer. Let Nigel know that the timer has been restarted and refer him back to visual to re-state the expectation of how he can earn the reinforcer. Staff can decide if they think Nigel would benefit from re-teaching the expectation (e.g., role play).
- v. Measure Nigel's progress by recording the time that elapses between the end of one moment of protest/dangerous behavior, and the start time of the next moment of protest/dangerous behavior; this is called the inter-response time. For example, slamming stops at 12:00 and stomping begins at 12:15, the inter-response time is 15 minutes. At the end of the day, take an average of all inter-response time measures.
- vi. As the amount of time that elapses between moments of protest/dangerous behavior increases (longer duration of inter-response time), slowly increase the required interval length for reinforcement by 15 more seconds. For example, last week Nigel's inter-response time was on average, 10 minutes, this week it was 15 minutes; therefore, staff increase the interval length from 4 minutes and 30 seconds to 4 minutes and 45 seconds. Specific criteria on when to begin increasing the interval can be determined by the team based on data.
 1. Rationale: Thin the schedule of reinforcement to slowly match naturally occurring levels of reinforcement.
- f. *Continue "environmental and instructional supports" in most recent BIP:
 - i. Work space
 1. Rationale: Supports instructional control.
 - ii. Calming space
 1. Rationale: Provides a space for Nigel to go when he requests a break, which reinforces appropriate escape maintained behavior.
- g. *Continue "consistent access to communication device across environments:"
 - i. Rationale: Increases Nigel's opportunities to express his desires through language rather than challenging behavior.
- h. Implement a choice board with picture icons.
 - i. During choice times, staff should present Nigel with a choice board. The choice board should include a field of picture icons indicating which activities Nigel can engage with during down times. Nigel can independently make a request to engage with the choice activity by gesturing/pointing to the icon or vocally stating his choice. Use the speech assessment to determine the number of icons presented on the choice board at once.
 - ii. When staff need to offer Nigel a choice between two things, staff should place those two choice icons on the choice board and ask Nigel to make a choice. Nigel can independently make a request to engage with the choice activity by gesturing/pointing to the icon or vocally stating his choice.
 1. Rationale: Support Nigel in accurately identifying his desires when choices are offered so that staff can provide his actual desires.

II. Teaching New Skills

(All replacement behaviors should be less effortful than challenging behavior and be followed by more frequent and more valuable reinforcement than challenging behavior).

- a. *Functional communication training for escape from non-preferred activities/demands.
 - i. Rationale: Teaches a functionally equivalent replacement behavior that is more appropriate and adaptive.
- b. Teach Nigel to wait for preferred activities.
 - i. Rationale: Nigel knows how to ask for items/activities he desires; however, struggles to wait for access to these items; this goal is functionally related to variables influencing challenging behavior.
- c. Teach Nigel to appropriately recruit attention (e.g., call others by their names, high fives, say "look at __" etc.).
 - i. Rationale: Teach Nigel how to communicate when he wants to interact with and receive attention from others in a more appropriate, adaptive way.
- d. Teach Nigel how to make a choice.
 - i. Support with choice board (described above).
 1. Rationale: Currently Nigel does not always make a true choice when given to two options vocally, when staff provide him with his stated choice, and it is not what he desires, Nigel uses challenging behavior to obtain his desired outcome; this warrants a need for skill instruction.
- e. Teach Nigel to fluently and accurately use SGD.
 - i. Support with collaboration from speech-language pathologists.
 1. Rationale: Increased language replaces challenging behavior; previous speech evaluations recommend use of the SGD to promote Nigel's language.
- f. Teach public vs. private behaviors and settings.
 - i. Rationale: Support in teaching Nigel that genital rubbing is a private behavior that is done in private settings, concept formation on public vs. private behavior/settings.

III. Responding to Behavior

- a. Appropriate/pro-social behavior:
 - i. Appropriate/pro-social behaviors include all behaviors described within "Teaching New Skills."
 - ii. How to respond to each specific skill taught in "Teaching New Skills" will be detailed in each program (e.g., frequency of reinforcement, type of reinforcer, criteria for reinforcement, etc.).
 - iii. In general, initially provide reinforcement for every response (continuous reinforcement) when teaching new skills; then thin the schedule of reinforcement by systematically only providing reinforcement for some responses and not others.
 1. Rationale: Continuous schedule of reinforcement promote rapid acquisition of skills/responses and is recommended when teaching new skills; thin the schedule of reinforcement to maintain behavior and progress to naturally occurring reinforcement, and produce constant, stable rates of responding.
- b. Challenging Behavior:
 - i. Mild/Moderate Intensity Protest Behavior: jumping with both feet off the ground or stomping one foot (may or may not make an audible sound upon landing/hitting the ground), the slamming of hands/fists onto objects without causing deep redness of the hand, throwing objects at least a yard away.
 1. Prompt communication using errorless procedures/prompting hierarchies.

2. Withhold the reinforcer until Nigel engages in appropriate replacement behavior (e.g., prompted communication)
 3. Reinforce prompted requests/communication across multiple communication modalities.
- ii. Severe Intensity Protest/Dangerous Behavior: the slamming of hands/fists onto objects repeatedly in a short duration of time causing deep redness and Nigel indicates he may be in pain through facial expressions; pinching, grabbing, hitting, biting, kicking, or choking others.
1. See AIP.
 2. To ensure safety of Nigel, staff, and peers, do not withhold the reinforcer in response to moderate/severe challenging behavior; if you must provide a reinforcer to the challenging behavior, it should be of a lessened value (magnitude).
 - a. Rationale: Withholding the reinforcer (extinction) during challenging behavior with severe intensity is unsafe as it could increase the frequency, duration, or intensity of the challenging behavior, Nigel has a long history of reinforcement with these behaviors so extinction will likely take many trials to become an effective consequence, which is unsafe in the current environment. If the reinforcer must be provided, it should be of less value than reinforcers provided for appropriate behavior in order to make engagement in appropriate behavior more motivating/reinforcing than challenging behavior.
- iii. Genital Rubbing
1. If rubbing doesn't stop after 3-5 seconds, staff should tell Nigel, "Hands, that's private," with neutral tone and affect (neither stern nor enthusiastic tone or affect). Then, direct Nigel back to the expected school activity. Provide praise and/or other reinforcers for engaging in a behavior incompatible with genital rubbing and expected within scheduled activities. A behavior incompatible with genital rubbing is any behavior that Nigel cannot do while simultaneously engaging in genital rubbing (e.g., playing guitar with both hands).
 2. After multiple efforts to redirect Nigel from engaging in genital rubbing, if Nigel continues to engage in genital rubbing and there is risk that Nigel may expose himself, staff should immediately walk him to a restroom and give him some alone time.

PURPOSE: The purpose of a Behavioral Intervention Plan (BIP) is to address behaviors that are interfering with the student's education. The goal of a BIP is to teach the student positive behavioral strategies to replace the problem behavior(s). A BIP is required to be developed and implemented if the student's violation of a code of conduct (resulting in a change of placement) is determined to be a manifestation of the student's disability, or if the IEP team determines it is appropriate.

BEHAVIORAL INTERVENTION PLAN

Student name: Nigel Burns Grade: 8 Meeting Date: 11/19/2014
 Home School: Inglewood Middle School Case Manager: Leslie Kyle

Team Members Present at Meeting:

| | | |
|---|---|--|
| Leslie Kyle / Special Education Teacher | Adam Burns & Nyrree Krikorian / Parents | Penny Latham / Home Team BCBA |
| <i>Name/Title</i> | <i>Name/Title</i> | <i>Name/Title</i> |
| Tim Patterson / Principal | Jeremy Erickson / School Support Specialist | Stacey McCrath-Smith / Associate Director of Special Education |
| <i>Name/Title</i> | <i>Name/Title</i> | <i>Name/Title</i> |

Target Behaviors:

Behavior 1: Slamming hands/fists on objects: hitting, punching, or pounding closed fist(s) on surface). Other protest behaviors that were not analyzed as a part of FBA completed in January 2014 but should be noted include: intense motor agitation (jumping, heavy stomping)

Behavior 2: Physical Aggression towards others. Including **Pinching** (forcefully grabbing the skin or clothing of another person between two fingers; **Grabbing & Choking** (closing hands with pressure on another person's body); **Pushing** (two handed push to another person's body with force); **Hitting** (open or close handed hits with hands to another person's body); **Biting** (teeth coming in contact with another person's body)

Hypothesis of Function:

1. When Nigel is asked to transition away from a preferred activity before he chooses to be done (or when a high preference activity is seen or desired), Nigel engages in slamming of his fists and hands, to maintain access (or obtain access) to the preferred activity.
2. When given a low-preference, difficult, or new task demand (or one is anticipated), Nigel engages in slamming and aggression to escape the demand or shorten the time he is expected to engage in the activity.
3. When a request or choice is denied or can't be honored immediately, Nigel engages in slamming of his fists and hands to obtain attention (in the form of redirection), and/or to escape the setting/activity.
4. When Nigel is previously dysregulated and another person is in close proximity, Nigel engages in aggression towards others to obtain attention, and/or to escape the task/setting or shorten the length of time he is expected to participate in the task/setting.

Universal Prevention & Intervention Strategies:

A predictable daily schedule

- Schedule is visual (pictures and written words)
- Activities in daily schedule should include a mix of 'leisure', 'work', 'movement', and 'activities of daily living (ADL)'
 - Include non-contingent break and movement/sensory activities into daily schedule
 - Tasks should include a mix of work that is in 'acquisition' phase of learning (new tasks or activities that Nigel is learning with adult support), and tasks that are in the 'generalization' and 'maintenance' phases of learning
 - Across each type of tasks (leisure/work/movement/ADL), his daily schedule will include some tasks that can be completed independently
 - New skills and tasks added to daily schedule one or two at a time (staff to monitor behavior data to see impact of adding new task demands)
- All activities are structured
 - Tasks are predictable and understandable to Nigel
 - New tasks are supported with written or pictorial task lists / activity schedules. New tasks introduced with accompanying prompt fading plans, and errorless teaching strategies
 - Instructional data should be regularly collected on learning tasks, and used to inform staff when to increase expectations for independence and to adjust the program on an ongoing basis
 - Task lists and visual supports that reduce need for adult prompting should be utilized with maintenance and generalization tasks
 - Open ended tasks should be completed with the use of timers (short work sessions of 5-10 minutes), or with visual breakdowns of how much is expected of him (a check box that is crossed out for each problem that needs to be completed)
 - Provide transition warnings before asking Nigel to move to next activity/setting

Predictable and clear Reinforcement System:

- maintain a high rate of positive feedback (at least a ratio of 3:1 positives to corrective feedback)
- Nigel responds well to smiles, and praise delivered in a low volume voice (praise can be paired with a short positive touch or squeeze)
- Behavior specific praise should be used, so instead of just saying "good job", tell Nigel, "you got it, it's" or "nice work following your task list."
- Utilize token reinforcement system so the staff can manipulate and control the schedule of reinforcement, and it can be made visually clear to Nigel when he will earn his upcoming reinforcement
- Review preferences and potential reinforcers as a team on a regular basis
- As staff teach new leisure and recreation skills and activities, consider adding mastered activities as potential reinforcers. Nigel is enjoying opportunities to complete interactive activities with his home therapists (taking turns giving visually cued directions such as jumping). Interactive/social/turn taking activities should be emphasized to increase opportunities for social engagement (building on the reinforcing qualities of such activities should be encouraged)
- Staff are to utilize Nigel's Tokens in the following manner:
 - Nigel can earn tokens for completing steps on his task list with a safe body and hands
 - Nigel can earn 'bonus' tokens at any time for having a safe and calm body
 - Nigel earns tokens for making appropriate requests through his calm and ready list
- Social story and interval based reinforcement contingency
 - Nigel will be read a social story daily about maintaining safe and appropriate behavior at school
 - At the end of timed intervals staff will review "safe behavior" checklist with Nigel
 - If Nigel has demonstrated safe and appropriate behavior during the interval he will be reinforced with edible (gummy candy / fruit chew)

- If Nigel has not demonstrated safe and appropriate behavior during the interval, review the social story *Restart the interval following in box?*

Environmental & Instructional Supports:

Work Space


- Space with minimal visual distractions
- Have visual schedule, and other supports posted and accessible
- Materials quickly accessible and easy to put away
- Work and materials for independent programs should be stored in labeled bins or compartments accessible by Nigel - *2 drawer system.*
- Nigel should have access to headphones as needed throughout the day
- Consideration should be made to turn off or dim the lights in calming space or in work space when Nigel is expected to engage in difficult or new learning at his work space

Calming Space

- Physical space in the classroom that is easily accessible to Nigel and staff
 - Near work space
 - Comfortable (crash pad or bean bag chair)
 - Space physically defined by mat, bean bag, walls, shelving, or tent
- Have visual for calming strategies posted in calming space - *Need to add*
- Have simple activities that are independent and easy for Nigel (but not reinforcing) accessible as needed in calming space
- Nigel can access the calming space as a break space when he makes requests for a break (or when staff prompts him to take a break)
 - Utilize a timer to structure breaks

Sensory Controlled Environment

- During times of the school day, Nigel may access a sensory controlled environment
 - The converted conference room (the safe work space) can be utilized for this
 - Opportunities to request a quiet space provided on Nigel's choice boards (zones of regulation tool box)
 - Opportunities to request a quiet space included on Nigel's speech generating device
 - An electronic or written social story about requesting a quiet space reviewed and practiced with modeling, feedback, and reinforcement
 - Door to the safe work space should be left open (unless Nigel request that it is closed, or there is a lot of activity in the hallway i.e., passing period)
- Support staff should maintain visual contact with Nigel throughout classroom activities and transitions
 - Staff should be available to block or redirect attempts at physical aggression as needed
 - If Nigel engages in aggression staff should implement physical escort to the safe work space / quiet room as soon as it is safe to do so (staff should follow isolation procedures as outlined in the aversive therapy plan until Nigel demonstrates his calm and ready behaviors)
 - During walks or transitions staff should maintain close enough proximity to intervene quickly if necessary but effort should be made to give Nigel reasonable space
 - If a staff member walks in front of Nigel (Nigel likes to follow someone on walks) the other staff member should follow behind and maintain visual monitoring so staff can better predict needs and supports
 - Minimize opportunities for staff to be pushed or grabbed from behind

 Nigel should have consistent access to his communication device across environments

- All activities should begin with a visually cued get ready routine that includes the opportunity for Nigel to make appropriate self-regulation or self-advocacy requests
 - Activities should begin with a check in on where he is at on his zones of regulation (Blue/Green/Yellow/Red)
 - Nigel should practice identifying what zone he is currently at (with appropriate prompts and support while Nigel is learning the system)
 - Nigel should engage in self-regulating routines and activities from his tool kit to stay in the green zone prior to engaging in the scheduled activity (with appropriate prompts and support to make meaningful self-regulation activity choices)
- Communication targets should be practiced routinely (utilizing naturalistic teaching strategies within the context of engaging and functional routines)
 - Specific communication targets should be modeled and opportunities for practice arranged by staff



- Device should be available even in activities and routines where he doesn't necessarily "need" it
- Regular communication note shared between home and school detailing communication skills demonstrated at school and any potential vocabulary or AAC programming needs

Discuss naturalistic arrangements w/ staff
What is home/school comm procedure?

- Remember Nigel struggles with:

- Tolerating loud noise or busy environments
- Working for long periods without a break
- Going for long periods without being attended to and without physical input (such as deep pressure or input on his joints)
- Tolerating lights (sometimes)
- Going for long periods without incentive (reinforcement) time
- Staying seated at non-preferred tasks, Nigel needs intense physical activity throughout the day.
- Going without food or bathroom breaks for more than 2-3 hours
- Engaging in long, multi-step tasks without support and breaks
- Handling unexpected changes. Nigel needs a written schedule with clear expectations. Always follow through on your promises regarding how much work he needs to do, incentive time, and breaks

Functionally Equivalent Replacement Skills Targeted for Instruction:

1. Use functional communication training to teach and cue appropriate/alternative communicative responses so Nigel can adequately communicate his wants and needs. The following requests added to the front page of his communication device (i.e., easy to access – red background symbols that can be quickly utilized)

Specific examples of communication responses to practice and teach:

- I. "Please leave me" – request for staff leave his room.
- II. "I want to leave" – request to leave shared spaces
- III. "I don't like this" – request for break from task demand or change of activity

Create program? Utilize one created by home ABA? Extension/Generalization

& II.

Introduced with visual support ('When I'm upset I can be safe by asking to be alone'). Review the story daily and practice request to leave and provide reinforcement. Provide reminders and point to visual support outside of role play and story review that he can ask to be left alone "remember, Nigel you can ask us to leave." Provide reinforcement for prompted and independent requests outside of role play scenarios if Nigel successfully requests to be left alone without engaging in other dangerous behaviors.

III.

Introduced with visual support and story ('I can ask for a break, or ask to stop doing something I don't want to do, by saying "I don't like this". When I say "I don't like this" I can take a break from what I'm doing'). Review the story daily and provide role play opportunity within a routine. Reinforce Nigel with tokens and social praise during practice situations. Provide reinforcement for prompted and independent

increase magnitude of req for ind. res?

break requests outside of role play scenarios if Nigel successfully request a break without engaging in other dangerous behaviors.

Other Teaching Strategies:

1. Trial alternative physical / sensory activities that may be calming or relaxing to Nigel. Provide scheduled practice and access to these activities. Activities trialed for preference and level of engagement for Nigel (If Nigel appears to enjoy the activity and not need extensive support or prompting to utilize the activity, it should be considered for long term use).

Currently at home Nigel is successfully accessing (similar or identical activities should be utilized at school):

- Bosu Ball on the floor for stomping and jumping on
- Hand grip exercise equipment for appropriate squeeze input

Items to trial at school:

- Compression clothing or items (compression vest / compression sleeve / gloves that provide pressure on his hands)
- Therapy ball for seatwork activities
- Resistance straps to provide input when jumping

N's response to these?

Instructional target:

2. When given self-regulation strategies and visual support (e.g., zones or regulation visual tool kit, rating system) Nigel will maintain safe hands (no physical aggression directed towards others) improving behavior and self-regulation skills from maintaining safe hands an average of 90% of intervals a day per week in a 1:1 and small group settings to maintaining safe hands an average of 100% of intervals a day per week across all settings (1:1, small group, school community, community at large)

Social story and interval based reinforcement contingency

- Nigel will be read a social story daily about maintaining safe and appropriate behavior at school
- Staff will role play/practice/model safe behavior with Nigel as part of the social story instructional plan
- Visual reminders about "gentle hands" and "safe behavior" will be accessible across Nigel's work and calming areas *On back social story?*
- At the end of timed intervals staff will review "safe behavior" checklist with Nigel
 - If Nigel has demonstrated safe and appropriate behavior during the interval he will be reinforced with edible (gummy candy / fruit chew) *Interval length?*
 - If Nigel has not demonstrated safe and appropriate behavior during the interval, review the social story

Reactive Strategies:

| Response Routines | |
|--|---|
| <i>If Nigel gives intense look or grimace / jumping / takes a hold of staffs hands / posturing like he is going to slam or pound fists</i> | |
| STEP 1: | <p>Stay calm and quiet. Ask Nigel if there is something he needs and model the use of his communication device ("I want ____" "I need help")</p> <ul style="list-style-type: none"> - Honor any appropriate requests for sensory input (squeezes / headphones) - Honor any appropriate request for break (direct Nigel to his crash pad) - If Nigel requests something that can't be immediately honored (a particular snack item or activity that isn't accessible) – show him his schedule and let him know when he can have something similar or that he can change his choice for upcoming reinforcement on his token system. Once Nigel has clearly communicated his desire for something that can't be immediately honored, don't repeat asking him "what he needs", or persist with cueing use of communication device. Set a timer |

| | |
|--|--|
| | <p>or review on the schedule when that activity or item will be available to him and respond to requests for the item by pointing to the schedule when it will happen.</p> <p>If Nigel calms – remind him of upcoming reinforcement on token system, praise him for “telling me what you need” and direct him to next step in task / activity (refer to task list or visual)</p> |
| <i>If Nigel persists in precursor behaviors or engages in other low intensity behaviors that can be safely ignored</i> | |
| STEP 2: | <p>Gesture to the get-ready routine.</p> <ul style="list-style-type: none"> - If he does not choose anything, persist with the task. - Don't comment on the behavior; - Stay focused on the task and task materials. <p>If Nigel calms – and engages in the task, provide him with reinforcement (tokens) for engaging with the task list.</p> |
| <i>If Nigel escalates to high intensity behaviors or engages in behaviors that can't be safely ignored :</i> | |
| STEP 3: | Follow Protocol outlined in Aversive Therapy Plan (see attached) |

Evaluation and Monitoring:

Collect daily interval data on occurrence / non-occurrence of target behaviors (both challenging and replacement strategies). 10 minute intervals. Graphically summarize data at least monthly (interval data charted), and reviewed by team. School team will benefit from technical assistance from a qualified behavior specialist. Implementation and roll out of behavior plan and ongoing progress monitoring and plan adjustment should be completed in conjunction with the behavior specialist. Implementation fidelity monitored by school team and behavior specialist through regular fidelity checks and ongoing training and support.

BIP-at-a-Glance

Nigel Burns

April 2015

Materials used for this behavior intervention plan are underlined.

| Nigel likes.... | | | | |
|--------------------------|------------|---------------|------------------|----------------------------|
| Gummy candy/fruit snacks | Piano | Guitar | Popcorn | Walks/Gross motor movement |
| Soft tickles | High fives | Computer time | Relaxing/resting | Looking in the mirror |

| Nigel does not like.... | | | | |
|--|-----------------------------|--|--|---------------------------------------|
| Academics that are above his instructional level | Waiting for things he likes | Working for long periods of time without a break | Being told "no" to things he likes | Crowded spaces |
| Noisy places | Unclear expectations | Too many directions given verbally | Being offered verbal choices exclusively | When adults do not honor his requests |

| Nigel has a behavior plan to address... | |
|--|---|
| Protest Behavior | Jumping with both feet off the ground or stomping one foot with enough intensity to make an audible sound upon landing, slamming hands/fists onto objects, throwing objects at least a yard away. |
| Dangerous Behavior | Pinching, grabbing, hitting, biting, kicking, or choking others. |
| Elopement | Running 2 yards or more outside the expected boundaries of the activity without permission from an adult. |
| Genital Rubbing | Rubbing hands on genital area either outside of clothing or inside of clothing. |

| Nigel uses challenging behavior to communicate.... | | | |
|--|-------------------------------------|---|--|
| He wants to avoid or stop engaging in an activity (particularly table work). | He doesn't want to wait any longer. | He wants to engage with items/activities he enjoys. | He wants to interact and gain attention from others. |

| To PREVENT Nigel from engaging in challenging behavior, you should.... | |
|---|---|
| <u>Visual schedule</u> in the classroom. | <ul style="list-style-type: none"> • Use picture icons with words to create a sequence of activities that Nigel will engage in during the day. • Schedule breaks/choice times following work times. • Schedule opportunities for Nigel to engage in gross motor activities. • Once an activity is complete, have Nigel place it in an "all done" envelope at the bottom of his schedule. |
| <u>Portable visual schedule</u> outside of the classroom. | <ul style="list-style-type: none"> • Use a first/then schedule with picture icons to visually depict the scheduled activities when outside the classroom. • Have Nigel read the schedule before completing the activity. |
| <u>Picture icons on the floor</u> in the hallway. | <ul style="list-style-type: none"> • Praise Nigel for referencing the picture icons and for following the <u>painter's tape</u> on the floor. • If Nigel runs off the tape, neutrally direct him to walk on the tape. |
| Reward the absence of challenging behavior. | <ol style="list-style-type: none"> 1. Read Nigel the "<u>Safe Hands</u>" <u>social story</u> at the start of the day. 2. Show Nigel the <u>safe body visual</u> and have him choose a reinforcer using a picture icon. 3. Place reinforcer <u>picture icon</u> on <u>safe body visual</u>. 4. Check the <u>interval schedule</u>. 5. Set the timer for the amount of time on the <u>interval schedule</u>. 6. If Nigel HAS A SAFE BODY for the ENTIRE TIME INTERVAL when the timer sounds, deliver the chosen reinforcer and praise Nigel. 7. If Nigel HAS NOT HAD A SAFE BODY for the ENTIRE TIME INTERVAL when the timer sounds, DO NOT deliver the chosen reinforcer. 8. When the timer sounds, complete steps 2-7 again. <ul style="list-style-type: none"> • Use this intervention for the ENTIRE SCHOOL DAY. |
| Have a designated work space. | <ul style="list-style-type: none"> • There should be one place where Nigel does work only. |
| Have a designated calming space. | <ul style="list-style-type: none"> • There should be one place where Nigel can relax and go to stay calm. |
| Nigel should always have access to his <u>communication device</u> . | <ul style="list-style-type: none"> • Take Nigel's iPad anywhere he goes. |
| Use a <u>visual choice board</u> . | <ol style="list-style-type: none"> 1. During "choice time" or whenever offering Nigel a choice, use the choice board. 2. Place visual icons indicating choice options on board. 3. Show Nigel the board, or allow him to independently approach it. 4. Nigel can make a request vocally, with his speech generating device, or using gestures. 5. Honor Nigel's choice by allowing him to engage with chosen item/activity. 6. If Nigel makes a choice that is not available, refer him back to the choice board. |

| We're TEACHING Nigel to | | |
|-------------------------------------|--|---|
| Request a break | Appropriately wait for things he wants | Recruit attention/ interaction from others |

| | | |
|---|---------------------------------------|--|
| Identify public v. private behaviors and settings | Use his choice board to make a choice | Fluently and accurately use his speech generating device |
|---|---------------------------------------|--|

| You should RESPOND to Nigel by.... | |
|--|---|
| <i>If Nigel does this....</i> | <i>Staff should....</i> |
| Uses <i>Appropriate/Pro-Social Behavior</i> | <ul style="list-style-type: none"> Follow the procedures outlined in his instructional programs to determine the appropriate response given where he is at in the program. |
| <i>Mild/Moderate Intensity Protest Behavior:</i> jumping with both feet off the ground or stomping one foot (may or may not make an audible sound upon landing/hitting the ground), the slamming of hands/fists onto objects without causing deep redness of the hand, throwing objects at least a yard away. ☒ | <ul style="list-style-type: none"> Prompt Nigel to express his desire through communication (vocal, speech generating device, gestures). <ul style="list-style-type: none"> Use strategies to ensure Nigel correctly expresses his desire (e.g., errorless learning, prompting hierarchy). Do not give Nigel the reinforcer/what he desires UNTIL he communicates his intention. After Nigel communicates, give him what he requested. |
| <i>Severe Intensity Protest/Dangerous Behavior:</i> the slamming of hands/fists onto ☒objects repeatedly in a short duration of time causing deep redness and Nigel indicates he may be in pain through facial expressions; pinching, grabbing, hitting, biting, kicking, or choking others. ☒ | <ul style="list-style-type: none"> Implement AIP only as appropriate when Nigel is engaging in physically aggressive behavior. Prompt Nigel to express his desire through communication (vocal, speech generating device, gestures); then, honor his request <ul style="list-style-type: none"> Use strategies to ensure Nigel correctly expresses his desire (e.g., errorless learning, prompting hierarchy). To ensure safety of Nigel, staff, and peers, DO NOT withhold the reinforcer in ☒response to moderate/severe challenging behavior; if you must provide a reinforcer to the challenging behavior, it should be of a lessened value (magnitude). ☒ |
| <i>Genital Rubbing lasting longer than 5 seconds</i> | <ul style="list-style-type: none"> Neutrally (neither stern nor enthusiastic) tell Nigel, "Hands, that's private." Direct Nigel back to the expected classroom activity and/or activities that he cannot do while engaging in genital rubbing. Praise Nigel for engaging in the expected classroom activity and/or activities that he cannot do while engaging in genital rubbing. |