

the community, or in any environment where Russell and a parent or sibling is present. Aggression rarely occurs at school or in other highly structured setting.

FUNCTIONAL BEHAVIORAL ASSESSMENT MEASURES

A variety of measures were utilized to identify Russell's current quality of life and function(s) maintaining problem behavior. Both indirect and direct assessment measures were used to complete this functional behavioral assessment. These assessment tools are presented below.

INDIRECT ASSESSMENT MEASURES

Functional Assessment Interview (O'Neill et al., 1997)

Functional behavioral assessment interviews were conducted with a number of individuals including:

- Tricia Sawyer, Mom
- Kayla Palmer, M.Ed., Community Inc. Consultant, KIPBS Professional
- Jamie Weber, Targeted Case Manager
- Lisa Smith, Success Org.

Overall, interviews indicate that Russell seems to engage in aggressive behavior to obtain access to wanted items. Aggression seems to occur more often when an item is taken away from Russell or when he is denied access to an item that he wants. Aggression is also more likely to happen when Russell is not feeling well, when there is a change in routine, or when there is a crowd of people.

Positive Environment Checklist (Albin & O'Neil, 1994)

This checklist was completed to determine characteristics of the environment that may alter Russell's behavior. It was found that aspects of the physical setting, scheduling and predictability in the environment might need to be addressed. These issues were discussed with Russell's family. A visual schedule had been implemented at home, though is not used regularly. It was also found that the support provider ratio might not be adequate. Russell is currently on the waiting list for the Home and Community Based Services (HCBS) MRDD waiver.

DIRECT ASSESSMENT MEASURES

Antecedent, Behavior, Consequence Chart (ABC Chart)

The KIPBS Facilitator conducted three in-home observations and two in-school observations to determine the frequency as well as possible antecedents and consequences to aggressive behavior. During these observations, aggression did not occur at school. In-home observations revealed that aggression is often preceded by Russell being denied an item or having an item taken away from him, and frequently results in Russell obtaining the wanted item.

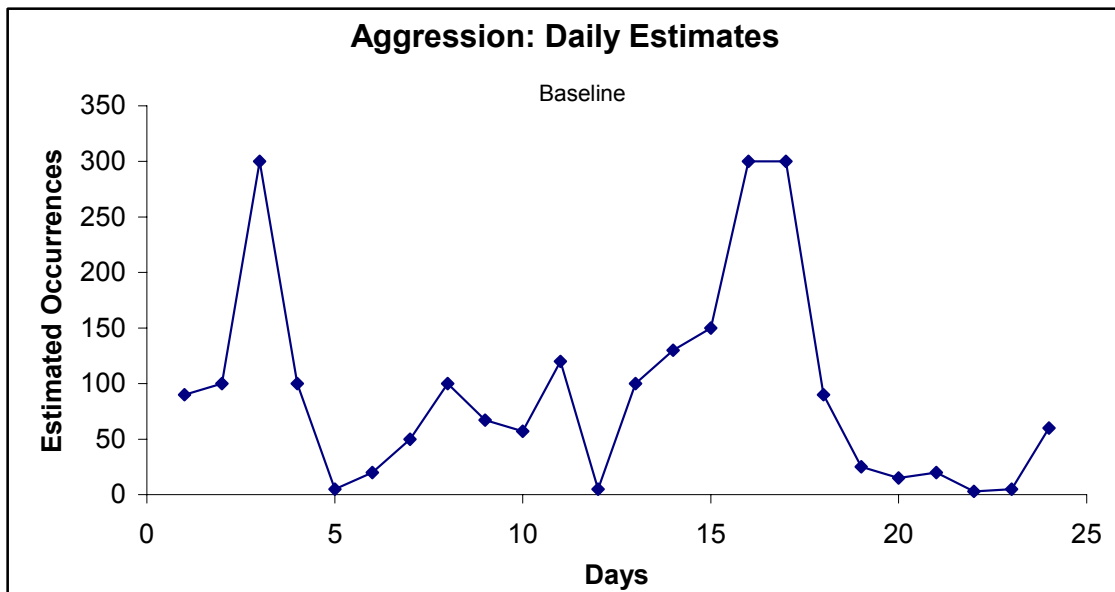
Functional Assessment Observation Form (O'Neill, et al., 1997)

The KIPBS Facilitator used the Functional Assessment Observation Form to gather aggression frequency data, and to determine possible patterns of behavior during the home visits. According to the family, aggression occurred less often than usual during these visits, possibly due to the observer's presence. During these visits, aggression occurred approximately one time per hour, ranging from zero to two times per hour. No clear patterns of behavior were revealed with respect to actual time. However, aggression did occur most often during unstructured activities, was often preceded by Russell wanting an item that either had been taken away or was denied to him, and was almost invariably followed by Russell obtaining the item.

Daily Estimates of Aggression Frequency

The family gathered baseline data at home. This was done daily during the month of August. The reported frequencies are daily estimates of aggression occurrences. See Figure 1.

Figure 1.



ASSESSMENT CONSIDERATIONS

- Russell is generally in good health. He does have seasonal allergies and occasional ear/sinus infections.
- Russell has good mobility. He continues to work on fine motor skills, such as writing, coloring, and cutting.
- Russell has some sign language. However, the team is focusing on the further development of Russell's speech. He has some words and is beginning to pair one and two-word phrases. He has several types of assistive technology, such as the BigMac talker, which he uses at school. At YCP, Russell is beginning to use a DynaMite, which school anticipates getting if it is successful during his speech sessions. He would then use this device and/or speech to communicate his wants and needs throughout all environments.

- Russell enjoys knowing the schedule of the day and routines. He has a lot of predictability throughout this day. He participates in the same community activities each week. The team will warn Russell of upcoming activities and events if they are not part of his routine.
- Russell is given lots of choices. He is able to request going to the park, playing in his room, and can play Sega when he prefers.
- At school, he has a choice board of activities to choose from during breaks.
- Russell is involved in lots of community activities that facilitate peer interaction. He seems to know individuals from school that are also in his Boy Scout troop. Russell also engages in a Friday activity with a peer at school.

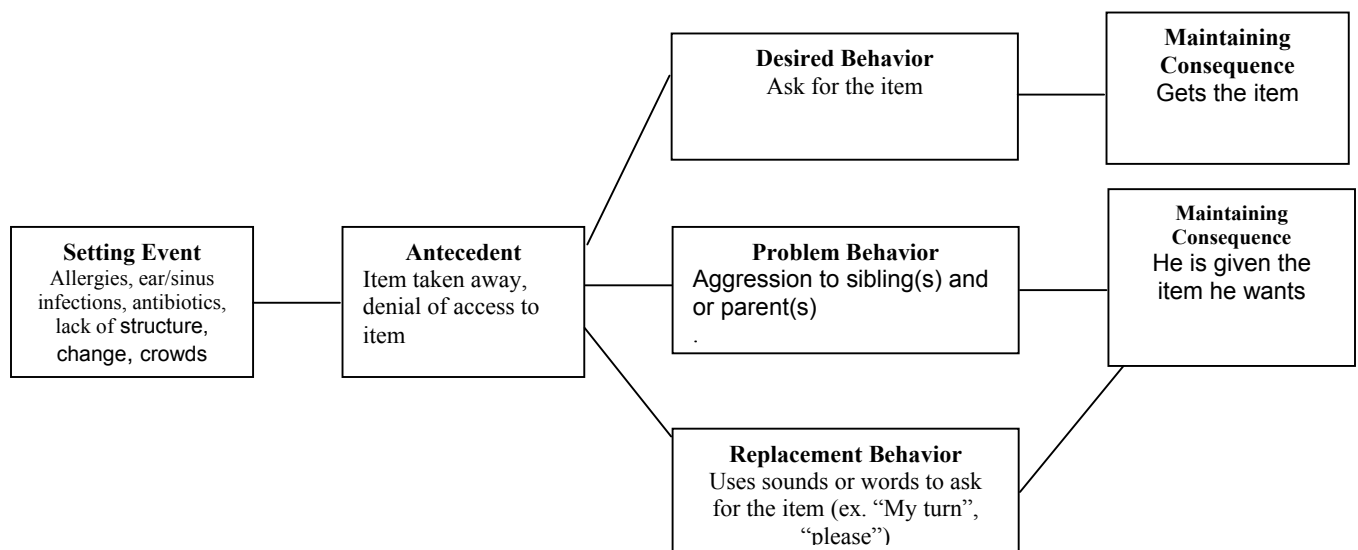
HYPOTHESIS SUMMARY

Indirect and direct assessment data support the following hypothesis. Russell engages in aggressive behavior in order to obtain an item he wants. Aggression tends to increase when he is having problems with allergies, ear or sinus infections, or on antibiotics for those conditions. Other setting events include lack of structure, change in routine, or being in a crowd of people. Antecedents often consist of taking an item away from Russell or denying him access to an item he wants.

Setting Event	Antecedent	Behavior	Consequence
Allergies, ear/sinus infections, antibiotics, lack of structure, change, a crowd of people	Item taken away, denial of access to item	Aggression to parent(s) and/or sibling(s)	Receives item of want

COMPETING BEHAVIOR DIAGRAM

(Diagram Summary and Competing Behavior Paths)



INTERVENTION STRATEGIES

Intervention strategies that are logically linked to the hypothesis statement –Summary-

Setting Event Interventions	Antecedent Interventions	Teaching New Skills	Consequence Interventions
<p>Take to doctor for antibiotics when has ear/sinus infection.</p> <p>Explain any changes in schedule in advance, if possible.</p> <p>Remain active in community activities after school. This keeps his daily structure high.</p>	<p>Avoid places with crowds. Or go early or later than majority of others.</p> <p>Anticipate issues with items by having more than one item available.</p> <p>Work on taking turns before the behavior occurs.</p> <p>Tell Russell about sharing before it is an issue.</p>	<p>Russell will continually work on using sounds and words to request items.</p> <p>Russell should use a sound or word before he gets items.</p> <p>Russell will continue to receive speech services.</p> <p>Adults will facilitate interactions between Russell and his siblings.</p>	<p>Praise positive interactions between Russell and his siblings and parents involving an item he wants.</p> <p>Make Russell wait at least two minutes before he receives the item after an aggression.</p>

ENVIRONMENTAL INTERVENTIONS

- When Russell has an ear or sinus infection or is sick, his parents will take him to the doctor.
- Whenever possible, changes will be explained in advance to help Russell adjust easier. A visual schedule should be used to help Russell predict activities. Difficult and easy tasks should be varied throughout the schedule.
- Russell will remain active in community organizations and activities after school. This will keep his day structured and most successful.
- Russell’s family will avoid places with crowds. This can be done by going early or late to an activity rather than at the same time as a majority of other people.
- Russell will continue to get the opportunity to make lots of choices throughout his day.
- A balance of pullout services and inclusion in the classroom will continue.
- Adults will use short phrases when giving instructions and teaching concepts, such as language.
- Teachers should follow through with all instructions that are given, especially in relation to items that Russell wants from a sibling. It is important to be consistent and have contingent expectations.
- The team should work on sharing with Russell before a behavior occurs. Talking about sharing before an issue arises is beneficial. Also, by having more than one of an item, some conflict can be avoided.

TEACHING NEW SKILLS

- Russell will continually work on using sounds and words to request items. He should be required to use a sound or word approximation before he receives an item of want.
- Russell will continue to receive speech services both at school and outside of school.

- Adults will facilitate interactions between Russell and his siblings.

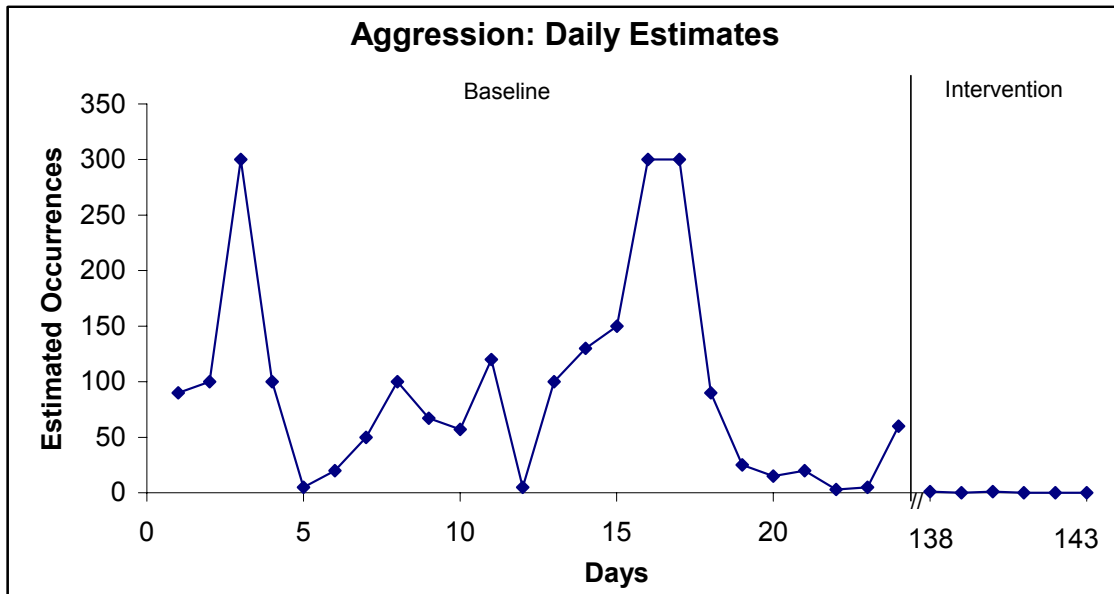
CONSEQUENCE INTERVENTIONS

- Adults should highly praise and reinforce positive interactions between Russell and his siblings when they spontaneously occur and involve an item he wants or has to share.
- When Russell shares spontaneously or with facilitation, he can be given a variety of rewards, including breaks.
- If Russell aggresses, he must wait at least two minutes before receiving the item that he wants. He should not get the item or attention, either positive or negative, from taking the item from his peer. If Russell’s aggression threatens the safety of his siblings, the siblings or Russell should be removed to a different room, until he is no longer aggressive.

DIRECT ASSESSMENT MEASURES

The following graph shows the frequency of aggression during baseline and intervention. Aggression dramatically decreased during the intervention stage. According to family anecdotal reports, Russell’s use of speech to request items has resulted in a marked decline of problem behaviors. Unfortunately, frequency data for use of speech to request items were not gathered.

Figure 2.



ONGOING EVALUATION AND ASSESSMENT

Follow-up data will be taken every other month to ensure that behaviors are not increasing in frequency. Parental reports will also be taken on a weekly basis. The KIPBS Facilitator will be

available to provide support at home, school, and in the community. Interventions will be modified as needed, on a monthly basis, based on the data gathered.

ENSURING CONTEXTUAL FIT

The intervention will be continually discussed and revised with input from team members at school meetings, which tend to occur on a monthly or bi-monthly basis. Preschool teachers will receive continuous training on behavior intervention strategies.

Family members will be given suggestions for decreasing inappropriate behaviors at home and in the community and will gather follow-up data. Ongoing training will occur at home. Follow-up meetings will take place to ensure consistent expectations among all team members, including his family.

It will be important to plan for Russell's transition to his new school next year. The team will meet in February to discuss this transition and plan appropriately. His paraeducator will go with him to 3rd grade. In the event that she does not, the resource staff at the school will train a new paraeducator.

The KIPBS Facilitator will continue monitoring this positive behavior support plan. A plan with lots of structure and positive reinforcement that maximizes language learning and implements consistent behavior reduction strategies will most benefit Russell.

TEAM AGREEMENTS

The following team members have been actively involved in the creation of this positive behavior support plan and agree to implement these interventions as a collaborative team. The team will review this plan every two weeks at the team meetings.

Team Member

Signature & Date

Randy Sawyer (Father)

Tricia Sawyer (Mother)

Jamie Weber, Targeted Case Manager

Lisa Smith, Success Org.

Kayla Palmer, KIPBS Professional
