



Britney's Story



Typical Target Behaviors



- ⌘ Hitting
- ⌘ Refusal to complete a task
- ⌘ Frustration
- ⌘ Says "no" when asked to complete a task

Interventions Used



- ⌘ Time out
- ⌘ Sent out of class
- ⌘ No free time
- ⌘ No center time (preferred activity)
- ⌘ Ignored behavior
- ⌘ No library time

Goals

⌘ Family goals

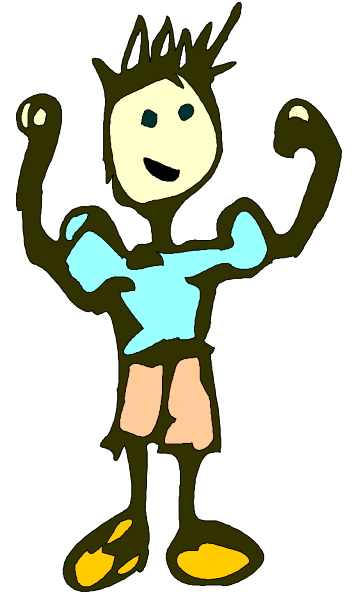
- ☑ Have friends
- ☑ Complete task independently
- ☑ Stay included with her peers
- ☑ Stay on grade level
- ☑ Use language more consistently

⌘ School Goals

- ☑ Decrease hitting behaviors
- ☑ Increase independence within the area of academic tasks
- ☑ Have Britney comply when she is asked to do something
- ☑ Decrease refusal behavior

Britney's Strengths

- ⌘ Very smart
- ⌘ Easily redirected
- ⌘ Enjoys outdoor play
- ⌘ Very supportive and loving family
- ⌘ Likes to be with her sisters
- ⌘ Enjoys reading
- ⌘ Good memory



Britney's Challenges



- ⌘ Math activities
- ⌘ Fine motor activities
- ⌘ Comprehension skills
- ⌘ Staying on task
- ⌘ Independent work skills
- ⌘ Depends on assistant in order to complete the task at hand
- ⌘ Communication is difficult for Britney

The PBS Process



- ⌘ Step 1: Identifying Goals
- ⌘ Step 2: Gathering Information
- ⌘ Step 3: Developing Hypothesis
- ⌘ Step 4: Designing a Support Plan
- ⌘ Step 5: Implementing the Plan and Monitoring Outcomes

Step 1: Identifying Goals



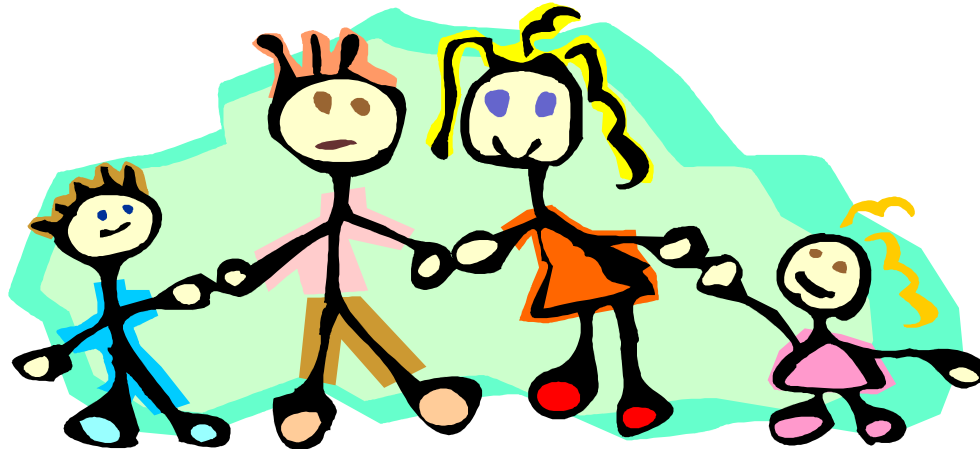
- ⌘ Developing a behavior support team
- ⌘ Completing a person-centered plan
- ⌘ Identifying broad goals
- ⌘ Identifying specific goals

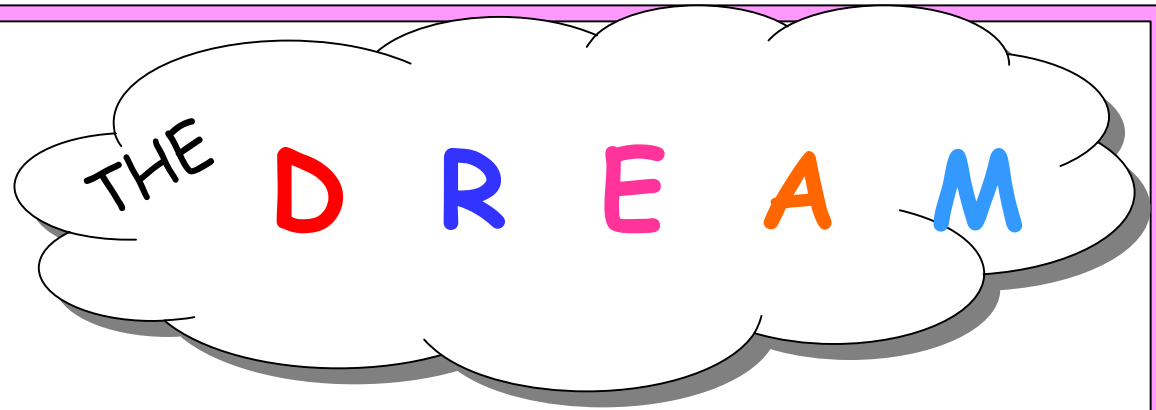
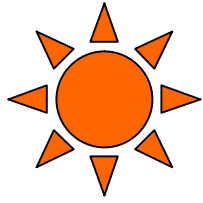
Behavior Support Team



- ⌘ Parents
- ⌘ Sisters
- ⌘ Grandparents
- ⌘ PBS project
- ⌘ Up with Downs - support network
- ⌘ Administrator
- ⌘ Teacher
- ⌘ Classroom Assistant
- ⌘ Speech therapist
- ⌘ ESE consult

Britney's Person-Centered Plan





•With this frame we want to help the person identify their dream for the future, including all the ideas, values, people and things that are important to them.

•List anything that is important for the person to realize the kind of life they desire.

Have friends

Communicate her wants and needs

Be independent

Sleep over her friend's house

Stay involved with her dance group

Attend a friend's birthday party



Have fun!!!

Go to college

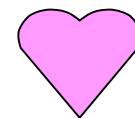
Stay included

Stay on grade level

Join girl scouts

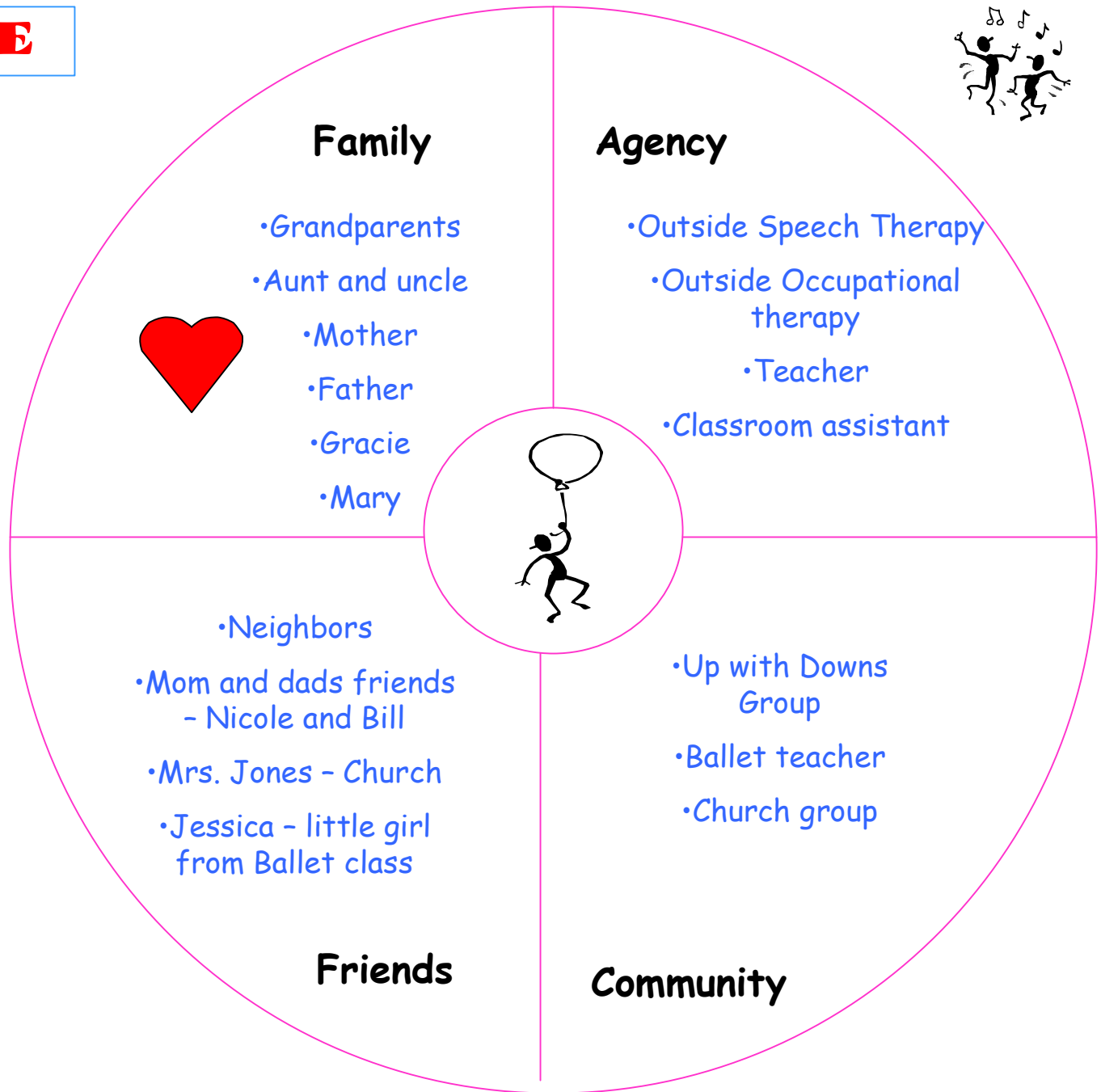
Live a healthy life

Stay involved with the church



PEOPLE

- List the people who are present in the person's life.
- Place their name in the appropriate section of the circle.
- Place the name of individuals who are closest to the person in or near the inner circle.



PLACES

•Indicate activities in which the individual participates in the **school**.

•Indicate activities in which the individual participates in the **home**.

•Indicate places in the **community** that the individual participates on a consistent basis.

•List only 4-5 primary activities in each setting.



School

- Participates in regular classroom activities
- Enjoys being on the playground with other kids
- Speech and OT

- Music
- Library
- PE



Home

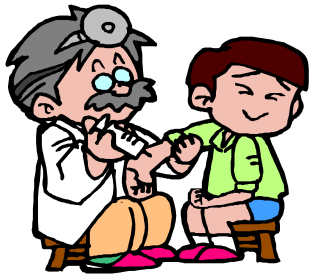
- Plays outside on the swing set with her sisters
- Swims with her sisters
- Watches Barney movies
- Eats dinner as a family



Community

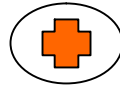
- Sunday school
- Ballet class
- Church
- McDonalds



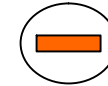


- Describe the individual's health by listing any positive or negative conditions.
- Indicate any medications the individual is currently taking.

HEALTH



- Good appetite
- Good vision
- Appropriate activity level for age

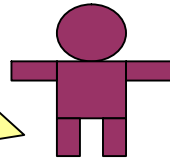


- Hearing loss due to middle ear infection
- Fine motor difficulties
- Heart Conditions - has been wearing a pace maker since the age of three

Medicines

- None at this time

HISTORY



Britney

Born:

Born 6/23/93
and diagnosed
with Downs
Syndrome

Younger sister was
born. They have a
good relationship.

Middle ear
infection -
hearing loss
detected

Began Speech
Therapy

Started
Preschool. It
was a great
experience

Began Kindergarten
- school became
concerned about
behaviors

In 1st grade
working with PBS
project

- Indicate some of the critical events that occurred in the person's life from birth until today.

- Put a "*" next to any positive events.

- Put a "-" next to any negative events.

Today

Choices

- What choices can the individual make within his/her personal and academic life?
- Identify what choices are presented to the individual within both areas.

Personal

- Snack
- Breakfast
- Clothes
- Toys to play with
- Movies

Academic

- Books to read
- Centers
- Food during lunch

Respect!

- List any behaviors or characteristics of the person that cause him/her to gain or lose respect or his/her peers or adults.

- Under "Gains" list those things you really like about the person.

- Under "Loses" list those behaviors that you do not like to see.

Gains

- Smart
- Sense of humor
- Friendly
- Reads words
- Good memory

Loses

- Hits others
- Throws her alpha smart
- Throws herself on the floor
- Runs around the classroom
- Doesn't listen at times

What Works!!!

•What strategies work well for the individual?

•What strategies have not been as successful or cause the challenging behavior to increase?

Positive praise

Star system

Going to the library

Chocolate

Computer

Listening to music

Going outside

Barney Toys

Helper at home or in the classroom

Tickles

Rub her back

Yelling

Paper and pencil task

Anything that has to do with
MATH

Time-out

Loud places

Stern voices

Scolding her and pointing your
finger at her while you're
screaming

What Doesn't Work!!!

•Identify the hopes and fears you have for this individual.

•Under "Hopes" list what is possible if we do the best we can.

•Under "Fears" list what is possible if things do not improve or get worse.

Hopes

- Joins girl scouts
- Attend a community recreational (summer) program
- Communicate with others
- Understood by others
- Always successful!!



- Not understood by other people
- Doesn't have the appropriate social skills
- Not accepted by children her own age
- Never has a friend

Fears

- Behaviors get worse and she gets kicked out of dance class and/or church
- Behaviors get worse and her placement gets changed
- Classroom work will continue to frustrate her and she will not be successful

•What are some barriers and opportunities for this individual and his/her team?

Barriers

- Communication barrier between the team
 - IEP goals are unrealistic
 - Teacher has a difficult time communicating to family that Britney is frustrated with class work
- Family wants Britney to do the same things (work, activities) as the other children with NO modifications

Opportunities

- Supportive school-based team
- Administrator and school believe in INCLUSION
- Currently in an inclusive setting
- Family is very supportive
 - Family follows through with homework, extra activities, practices with Britney, etc..
- Team has committed to the PBS process
- Team has Britney's best interest at heart

•Identify any patterns or themes you found throughout this process.

•List at least one main point from each of the other frames that you want to share with the team.

Themes

Communication

- Difficult to understand at times
- Hard time communicating to others
- Expand communication

Peers


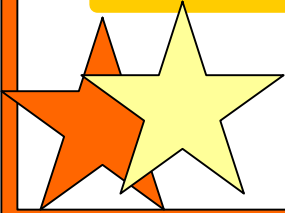
- No friends
- Doesn't seek attention from her peers

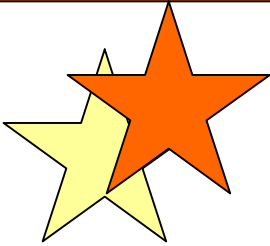

Curriculum

- Too hard for Britney
- Frustrated
- Not successful
- Needs one-on-one assistance



Goals

- 
- 
- List the goals that you would like to see achieved one year from today.
 - Think about what might be possible if everyone tries their hardest.
 - Consider any outcome as long as it is POSSIBLE and POSITIVE.

- 
- 
1. Express frustration appropriately
 2. Revise IEP goals and discuss transitions for next school year
 3. Increase independence (academic seat work, lunch time, large group time)
 4. Have a friend at school
 5. Hearing (ear) problems would be resolved - live a healthy life
 6. Move on to second grade with peers in an inclusive setting

•What actions can be taken immediately?

•These steps can be small

First Steps

1. Do a Functional Assessment to identify why and when she is getting frustrated
2. Plan a meeting with appropriate team members to address IEP goals
3. Implement peer buddy system in class in order to decrease the reliance on the assistant
4. Identify someone in her class that she likes to be with
5. Get ears rechecked by the ENT

Step 2: Information Gathering

⌘ Functional assessment interview

☑ Family

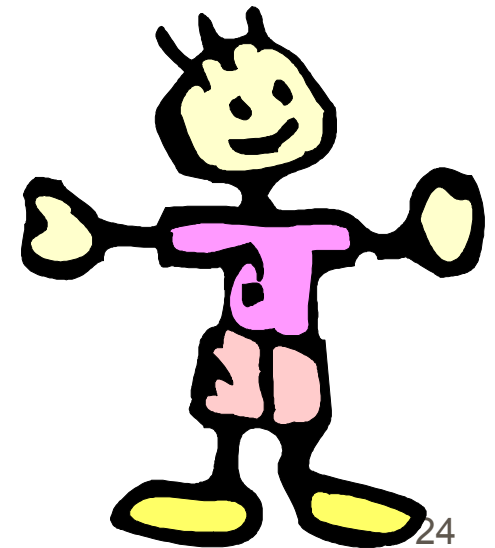
☑ School

⌘ ABC recording

⌘ Scatter plot

⌘ Records review

⌘ Reinforcer inventory



Defining Problem Behavior

⌘ Refusal to complete task = Britney will usually say "no", get out of her seat and run around the classroom

⌘ Hitting = Britney lashes out to the classroom assistant when she is upset or frustrated with the task or activity at hand. Britney will usually only hit the assistant. She does not hit her peers or classroom teacher

Initial Line of Inquiry (Form I)

Slow Triggers (setting events)

Fast Triggers (antecedents)

Problem Behavior(s)

Perceived Function(s)

Actual consequence(s)

- Change in morning routine
- Doesn't get to ride to school with her sisters
- Doesn't feel well
- Ear infection

- During academic instruction time
- Asked to use alpha smart
- Given verbal prompts to complete a task and/or activity
- Asked to complete paper and pencil task
- Large group activities (story time)

- Will say no (calmly)
- Say no (loud / yelling voice)
- Lay on the floor
- Will walk around the classroom and ignore teacher directions

- Maintain social interaction from an adult
- Maintain adult attention
- Gain one-on-one attention from adult (specifically assistant)

- Redirected to task or activity at hand
- Star system – sticker is removed from her chart
- Gains attention from her assistant
- Sometimes (not consistent) behaviors are ignored

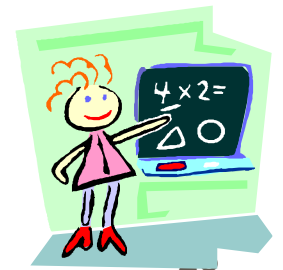
Initial Line of Inquiry (Form II)

Slow Triggers (setting events)	Fast Triggers (antecedents)	Problem Behavior(s)	Perceived Function(s)	Actual consequence(s)
•Change in morning routine (i.e., doesn't ride to school with her sisters)	•During academic instruction time (i.e., large group activity)	•Will say no (calmly)	•Maintain social interaction from an adult	•Redirected to task or activity at hand
•Doesn't feel well (i.e., ear infection)	•When an academic request is asked of her (i.e., complete paper and pencil task, asked to use her alpha smart, math activity)	•She will say no loud / yelling voice, lay on the floor, will walk around the classroom and ignore teacher directions	•Gain one-on-one attention from adult (specifically assistant)	•Gains attention from her assistant, sticker is removed from her chart, sometimes (not consistent) behaviors are ignored

Functional Assessment Interview

⌘ Family Interview

- ☑ Crowds and loud environments are difficult for Britney
- ☑ Britney's problem behavior - hitting teacher's assistant and refusal to complete task
- ☑ Behaviors do not occur with Speech or Occupational therapist
- ☑ Lack of communication skills frustrates Britney
- ☑ Britney enjoys positive praise
- ☑ Behaviors do not occur at home



Functional Assessment Interview

⌘ School's Interview

- ☑ Math concepts, fine motor activities, speech and language, and abstract concepts are difficult
- ☑ Problem behavior - refusal and hitting
- ☑ Frustration, lack of language, and developmental level motivates the behavior
- ☑ Aggressive only towards the classroom assistant
- ☑ Becomes frustrated if work is too difficult
- ☑ Britney's behavior allows her to possibly get out of completing the task or activity at hand

Analyzing Patterns



^ Scatter plot Information

- ✗ Difficulty during math (fractions)
- ✗ Refusal behavior was noted four consecutive days
- ✗ Hit assistant mainly during writing and math
- ✗ Independent work task seem to be difficult

Individual: Britney
Staff: Guidance Counselor

Date: 1/19/01

Observer: Mrs. Jones

Activity	Time	A	B	C
Seat work/ word of the day	8:20 AM	B was asked to type her words on her alpha smart	B threw her alpha smart and tossed her papers.	B was told to pick up her papers and change her color (behavior system)
Story time	8:30 AM	Re-directed to type her words on the alpha smart	Would not stay seated, continued to stand up and say no to assistant	Verbally told to sit down and listen to the story – B was redirected
Board work	8:45 AM	B was sitting at her desk playing with tape	Asked to stop – she ignored the teacher and continued to play with the tape	Tape was removed and B was redirected to her task
Board work	8:50 AM	Assistant asked her to type her work on her alpha smart	B said no	She was re-directed and she began to type

Individual: Britney
Staff: _____

Date: 1/17/01

Observer: Principal

Activity	Time	A	B	C
Seat work/ Morning Words	8:20 AM	Teacher told B she would get a star if she completed her morning work	She told the teacher she was sick and refused to complete her work	Teacher told her to get to work.
Seat work / Morning words	8:22 AM	Teacher redirected B to her task	B said no no no, turned to her assistant and hit her	The assistant did not react to the hit – she ignored B
Seat work / Morning words	8:25 AM	The assistant ignored B's behavior	B hit the assistant again	The assistant told B in a stern voice that hitting was not nice and she needed to complete her work
Seatwork/ Morning words	8:30 AM	Assistant tried to re-direct B to her current task (morning work)	B threw her alpha smart on the floor	Assistant ignored B and began to help another student
Seat work/ Morning words	8:32 AM	Assistant was helping another student	B began to type on the alpha smart	Assistant walked back to B's desk and helped her complete her task

Individual: Britney
Staff: _____

Date: 1/18/01

Observer: ESE Teacher

<i>Activity</i>	<i>Time</i>	<i>A</i>	<i>B</i>	<i>C</i>
OT / Cutting Activity	12:30 PM	Assistant asked B to hand her the scissors	B said no twice	Assistant repeated her request and B handed her the scissors.
Story time (large group)	12:45 PM	B was asked to join the group for story time (assistant asked B)	B walked away from the group, ignored the request and began to look at books on the shelf.	Assistant went up to her and physically assisted her to the group – she complied and listened to the story.

Individual: Britney
Staff: _____

Date: 1/9/01

Observer: PBS Staff

Activity	Time	A	B	C
Writers workshop	10:45 AM	Asked to finish story on alpha smart	Said no that her stomach hurt	Assistant tickled her stomach and told her it was almost time for lunch – she complied with the task
Transition – getting ready for lunch	11:00 AM	B was asked to put her jacket on before lunch	B began to put on her jacket and could not get one arm in the jacket – she said no and got upset	Assistant prompted B to ask for help.
Transition – getting ready for lunch	11:03 AM	Assistant asked B if she needed help with her jacket	B said yes – “help”	Assistant said you try first and assisted B with the jacket.

Individual: Britney **Date:**1/22/01 **Observer:** 3 rd Grade teacher **Staff:** _____

Activity	Time	A	B	C
Math – doing facts using manipulatives	12:00 PM	Asked to begin the task	Put head on table and said she was tired	Reprimanded by the teacher – B was left alone, she did not complete the task
Working in math book	12:10 PM	Was told to pick up her head and join her table (group)	B began to yell, put her head on the table, and started to fidgeting in the chair	Was reprimanded and reminded “head up and on-task”
Working in math book	12:15 PM	Assistant asked her to complete the assignment	B continued to yell and began looking around the room	Assistant began working one on one with B in order to keep her on task
Working in math book	12:23 PM	Assistant is working one on one with B	B began to look in her math book and started the task	Assistant helped her to complete the task



Analyzing Patterns

⌘ ABC Data

☒ Possible Triggers:

- ☒ Request to do work
- ☒ Alpha smart
- ☒ Assistant was helping another student
- ☒ Demand and or task

☒ Behavior:

- ☒ Threw alpha smart
- ☒ Threw papers
- ☒ Ignored the teachers request
- ☒ Said No to the teacher's request
- ☒ Put head on the table
- ☒ Yelled at the teacher

☒ Possible Consequences:

- ☒ Escape/Avoid the task at hand
- ☒ Delay the task at hand
- ☒ Gain adult attention (class assistant)

Step 3: Developing Hypothesis

- ☑ When this occurs...
 - ☒ describe circumstances
- ☑ The student does...
 - ☒ describe behavior
- ☑ To get/to avoid..
 - ☒ describe consequences



Britney's Hypothesis Statements

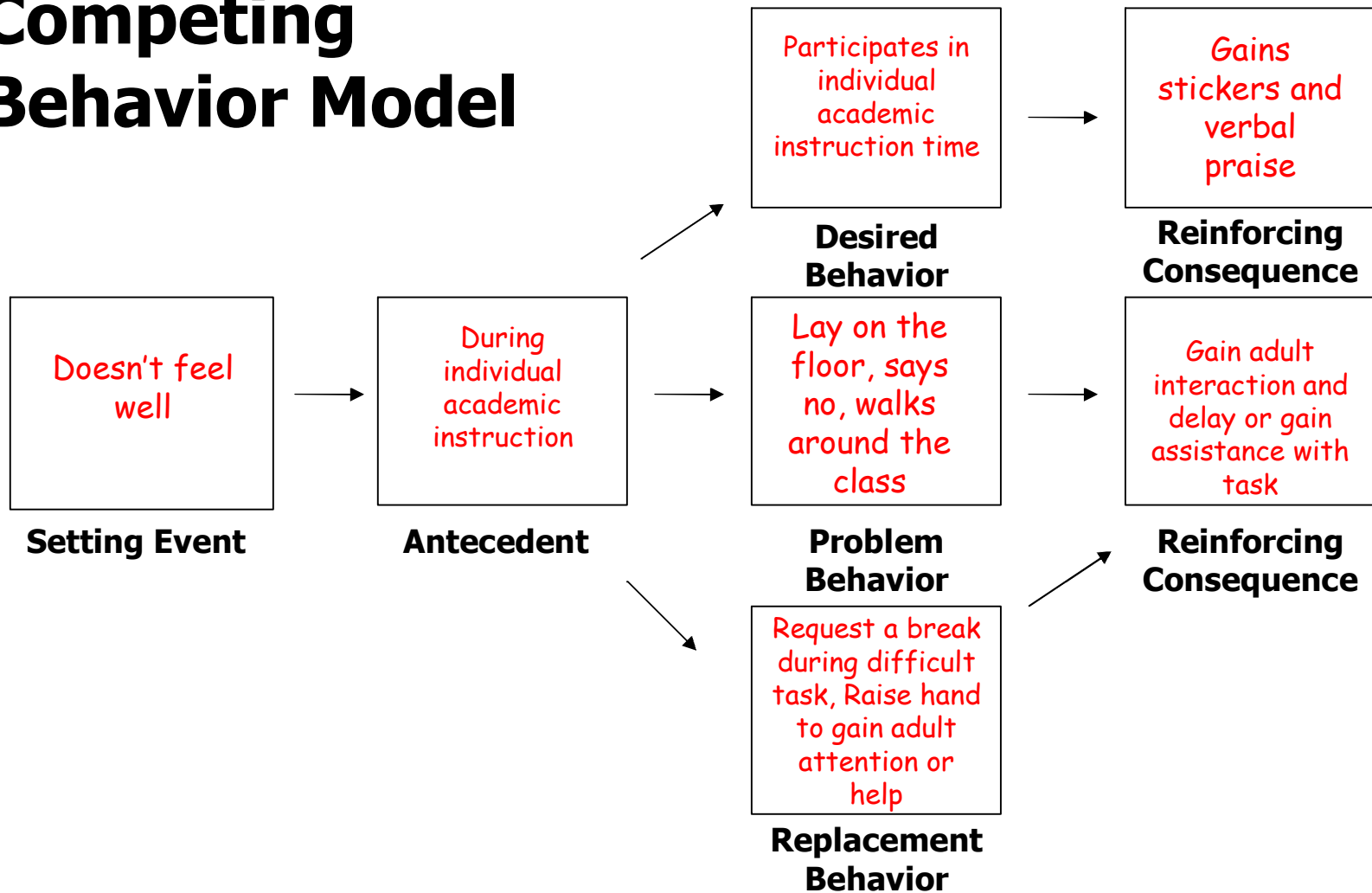
- ⌘ During academic instruction, when Britney is given verbal prompts (asked to use her alpha smart and asked to do paper and pencil task) Britney will say "no" repeatedly in a calm voice, in order to maintain social interaction and/or attention
- ⌘ During difficult classroom activities (math, fine motor activities), when Britney is not engaged in social interaction (one-on-one assistance from aide) or is required to participate in a large group activity, she will lay on the floor, say "no" (aggressive tone of voice), or will walk around the classroom ignoring the teachers request or command in order to gain one-on-one adult attention and to delay or gain assistance with the academic task (escape)

Britney's Hypothesis Statements

- ⌘ During difficult task (math, fine motor task), when Britney is given direct instruction or a reprimand in a harsh tone by the teacher, and has been redirected to the task several times, she will hit the assistant in order to get attention and delay or avoid the task
- ⌘ During story time, if Britney is engaged in the activity and is called on by the teacher she will answer the question(s) appropriately and respond with the correct answer in order to get positive praise from the teacher

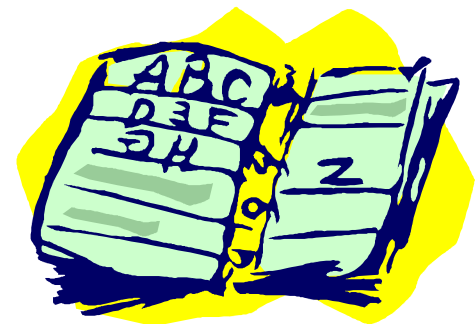


Competing Behavior Model



Step 4: Designing Interventions

- ⌘ Modify the environment
- ⌘ Teach appropriate alternatives
- ⌘ Manage consequences
- ⌘ Promote lifestyle change





Proactive Strategies

- ⌘ Transition prompts (timer or verbal)
- ⌘ Adapt curriculum/make modifications - teacher will shorten lessons and adapt difficult task so that Britney is more successful
- ⌘ Peer buddy system will be implemented and rotated during difficult class activities
- ⌘ Expand communication and social interaction with teacher assistant
- ⌘ Provide more movement for Britney in the classroom - work stations will be developed

Proactive Strategies (continued)

- ☒ Social stories will be developed at home for changes in routine and/or schedule
- ☒ Expand social interactions with peers - Britney will be paired with a student during seat work and classroom activities. Peers will rotate. They will prompt Britney to stay on task and complete her assignments successfully
- ☒ Provide more opportunities for choice-making. Teacher will implement workstations for Britney. This will also reduce the amount of time she is in her seat and on one specific task
- ☒ Positive praise - intermittent attention before problem behavior occurs and for appropriate behavior



Educative Strategies

⌘ Teaching strategies:

- ☑ Prompt Britney to ask for a break and/or assistance during difficult tasks
- ☑ Provide, practice, and reinforce expressive language samples appropriate for simple situations
- ☑ Provide opportunities for Britney to request assistance from her peers verses the classroom assistant. Peers were taught how to respond to Britney's requests
- ☑ Find opportunities for these skills to be taught during class instruction (before behaviors occur)



Educative Strategies

⌘ Target Skills:

- ☑ Teach Britney to request a break and/or help
- ☑ Expand expressive communication - assistant will expand conversations with Britney when she says "no" to clarify her need. Speech Therapist will also work on expanding expressive language during speech time
- ☑ Increase independence throughout the course of the day - Britney will be given more choices and required to verbally make her choice. Support from the assistant will also be faded throughout the day



Functional Strategies

- ⌘ Star system will be revised to provide Britney with more consistent reinforcers (3 to 4 per day) instead of one at the end of each day
- ⌘ Respond only to appropriate behavior and request
- ⌘ Positive praise
- ⌘ Ignore inappropriate response

Crisis Management Plan

- ⌘ Team did not feel that a fully developed crisis management plan was necessary for Britney
- ⌘ The team did want to consider two options
 - ☑ Remove all of Britney's stickers
 - ☑ Remove from classroom and/or situation



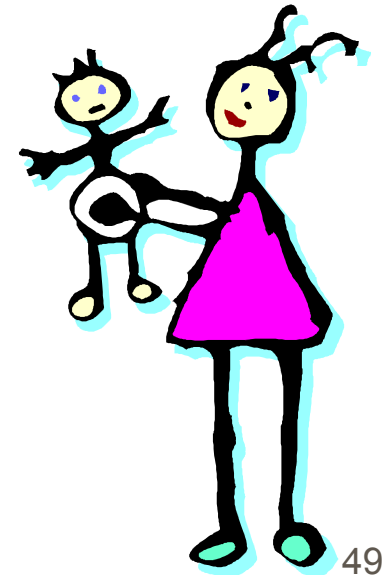


Lifestyle Component

- ⌘ Increase independence in all areas of her life (choices, seat work, bathroom, self help skills etc.)
- ⌘ Increase appropriate use of social skills
- ⌘ Increase peer interactions at school and within the community (i.e., Ballet class)

Step 5: Implementing the Plan and Monitoring Outcomes

- ⌘ Identify training and resources needed
- ⌘ Action plan
- ⌘ Monitor outcomes



Britney's Plan

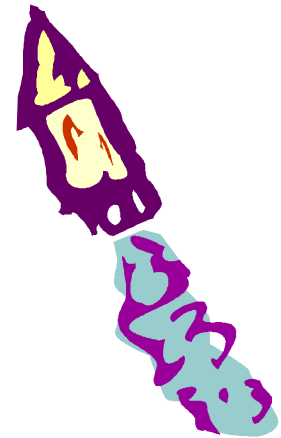


⌘ Generalization and maintenance:

- ☑ Team will continue to meet
- ☑ Teacher will continue to take frequency data on behaviors
- ☑ Communication and meetings with the PBS project
- ☑ Interventions will be implemented throughout the day and in all environments

Ongoing Supports

- ⌘ Team will continue to meet regarding transition issues for the next school year



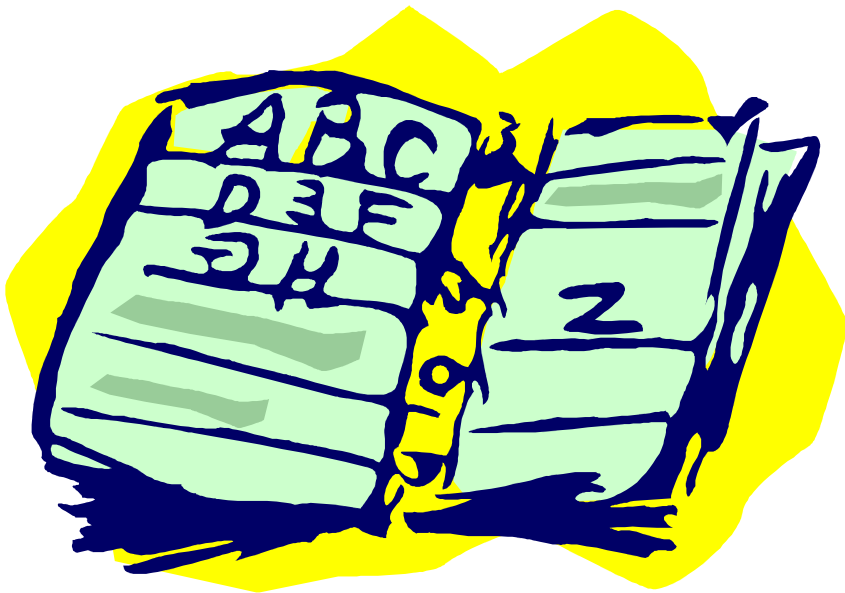
Current Updates!!

- ⌘ First school meeting was POSITIVE!!!
- ⌘ Currently enrolled in second grade with typical peers
- ⌘ New teacher has a great deal of experience
- ⌘ New aide was chosen
- ⌘ New team members were brought onto the team
 - ☑ Guidance
 - ☑ Speech Pathologist
- ⌘ New IEP was developed (1/2 the length of the previous IEP)
- ⌘ Accommodations page attached to IEP
- ⌘ Support services currently provided
 - ☑ SLP: Direct Services
 - ☑ OT and PT: Direct Services

Accommodations

- ⌘ Additional time to complete work
- ⌘ Paraphrasing directions
- ⌘ Shortened assignments
- ⌘ Limited written work
- ⌘ Alpha smart
- ⌘ Positive peer to help with directions and staying on task
- ⌘ Preferential seating
- ⌘ Special chair with foot rest
- ⌘ Benbow scissors
- ⌘ Speak directly to her
- ⌘ Testing outside of the classroom (library, where there are fewer distractions)
- ⌘ Multiple sessions for testing (i.e., math)
- ⌘ Number line on desk
- ⌘ Calculator
- ⌘ Glitter pencils
- ⌘ Reading group seating: at the teachers level next to the chalkboard

Accommodations



⌘ Accommodations were made in the following subject areas:

- ⌘ Reading
- ⌘ Daily sentences and story time
- ⌘ Alpha smart
- ⌘ Spelling
- ⌘ Math
- ⌘ Social skills
- ⌘ PE

Accommodations

⌘ Reading Comprehension

- ☑ Photocopy of daily reading group story so she can underline information
- ☑ Aide will "Cue" Britney to underline important information with colored pencil of her choice (i.e., words, key phrases)
- ☑ Currently she can answer 2/10 comprehension questions - working on abstract reasoning skills
- ☑ Prior to beginning a story draw a horizontal line with a colored pencil between question and answer groups
- ☑ Remind Britney to READ SLOW!

Accommodations

⌘ Daily Sentences and Stories

- ☑ Story Jar will be provided for the class.
Britney can chose a story idea from the jar
- ☑ Ask Britney to say the first sentence
- ☑ Ask Britney to write that in her journal with her glitter pencil.
- ☑ At the same time the aide will also be writing the sentence down for reference.
- ☑ Repeat this procedure for all sentences

Accommodations

⌘ Incorporating the Alpha smart (Journal/Stories)

- ☑ Ask Britney to type the first sentence on the Alpha smart.
- ☑ Aide should read the sentence slowly back to Britney
- ☑ Continue this process throughout the story
- ☑ Remember that this is temporary!!
Britney's hands can not move as quickly as her thoughts. She is beginning to learn the writing process.

Accommodations

⌘ Spelling

- ☑ Spelling list will be sent home in advance every week so that she can practice her words at home as well
- ☑ Britney loves to use her dictionary
- ☑ When she is stuck on a word, during writing and/or spelling prompt her to look up her word in the dictionary
- ☑ Britney practiced all summer how to look up her words. She may need minimal prompting in finding the words (i.e., the first letter begins with a C)

Accommodations

⌘ Math

- ☑ Britney learned how to use a calculator this summer
- ☑ She enjoys doing math problems using her calculator
- ☑ She knows the difference between adding and subtracting
- ☑ This helps her keep up with new concepts
- ☑ Helps her feel included
- ☑ This is a good "life skill"
- ☑ It has been approved by Britney's family that she use a calculator for all assignments and test. This was written into the IEP

Accommodations

⌘ Social Skills

- ☑ Guidance - Lunch Bunch Group
- ☑ Imaginary play
- ☑ Creative play and social situations
- ☑ Social story created for Pace Maker - Story and bear for other children to see and use
- ☑ Puppets and role play situations will be embedded within curriculum and thematic units

Accommodations

⌘PE

- ☑ Because of Britney's heart condition and pace maker the following accommodations will be made:
 - ☑ Water bottle at PE
 - ☑ During the summer Britney can only participate in "outside" activities ranging from 5 to 15 minutes until the weather changes
 - ☑ When PE is inside Britney can participate for the whole session