

three service providers in Kansas). Tiny K worked with Carter for about 4 months before he was released from services. Carter is now a very articulate young man who can clearly communicate his wants and needs through speaking. Carter utilizes age-appropriate speech to communicate with others, although sometimes he has difficulty with pragmatics and the social context of communication. Occasionally, a lack of understanding of others' perspectives, especially peers, can also lead to difficulties in interacting with others. When entering Kindergarten, he did not qualify for special education services or an Individualized Education Program (IEP).

Carter is a very active kid and has good gross and fine motor skills. His parents and tutor provide transportation to places within the community. Carter rides his bicycle or walks to places within the neighborhood, although he needs adult supervision during these times.

Carter is given opportunities to choose activities that he does while at home, such as playing games, reading books, and going outside. He also is able to choose what he gets to wear each day to school and whenever he goes out to play in the neighborhood. Carter's mom gives him two options to choose from each morning for breakfast and for snack in the afternoon. Carter really enjoys being able to choose things for himself.

Carter has a good relationship with his older brother, Kenneth, and enjoys playing with him a lot, especially basketball and football. His relationship with his little sisters, Jenny and Jessica, is also good but he does fight over toys with Jessica, the older of the two sisters, which sometimes leads to aggression. Mrs. Porter would like to try and set up some type of a schedule that can help Carter know more clearly what is going to happen during the day and also allow him to have even more choices throughout his day. She thinks this will help reduce the number of times that Carter ends up getting into arguments over "who gets to do what, and when". When he is not hanging out with his siblings at home, Carter enjoys going to the park, especially with his friend, Troy, and participating in his community football league. He especially likes watching football games with his stepfather and spending alone time with his mom.

In 2003, when Carter was six years old, Sally Smith, behavior consultant from the Behavioral Services Center (BSC), began helping Carter and his family. This consultation was funded through the NER family grant, which provides funds for children with challenging behavior. Sally has helped the family with behavioral issues (noncompliance, tantrums, and aggression) others, which have become worse over the last several months. Although her time was limited, some of the supports that Sally provided to the family also addressed personal hygiene concerns and working with Carter to improve his use of communication to decrease his frustration.

Carter does a great job with reading and math at school. He has been working with his teacher, mother, and home-based tutor on improving his handwriting skills. In addition, his tutor works with Carter on age-appropriate social skills, play skills and safety skills, since he tends to be impulsive at times and engage in unsafe behaviors. Carter is quite fond of his teacher. In fact, he invited her to his birthday party this spring. Carter knows his daily schedule, which is the same each day with the exception of rotating specials (A day—Music, B day—Art, C day—Physical Education). He can tell you which "day" it is (A, B, or C).

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Carter just finished the 2nd grade at Southeast Elementary School and will be starting 3rd grade in a few months. Carter attends school five days a week and has a tutor, Carl, who works with him after school two days a week and on some weekend days. Carter enjoys going out into the community with his family and learning new things (e.g., using his arithmetic skills to make simple purchases, going out to eat and ordering off a menu in a nice restaurant). Carter likes his tutor and “has a say” if/when a new tutor might be hired. Unlike school, Carter’s daily schedule at home is relatively unstructured at this time, especially on days when his tutor is not working with Carter; the unpredictability of his schedule on most days may contribute to Carter engaging in noncompliant behaviors and aggression. Sally Smith, M.Ed., KIPBS Facilitator, completed this assessment and positive behavior support plan.

II. Reason for Referral

Kathy Sweetly referred Carter for PBS services due to problem behaviors from NER, a local agency. Carter engages in noncompliance, aggression, and tantrum behavior. These behaviors occur at home especially when asked to do his daily chores and in the community. Though these behaviors have been prevalent since Carter was young, they are increasing in frequency and duration according to Carter’s parents. The problem behaviors rarely occur in the school setting, according to teacher report. His aggression is usually directed towards siblings and often results in them crying. The functional behavior assessment process began at the end of May, 2005.

Part 1: Assessment Report (Date: August 1, 2005)

I. Understanding Consumer Preferred Future Lifestyle

Members of Carter’s family and team were asked to complete a person-centered planning questionnaire and bring the completed forms to Carter’s planning meeting. The person-centered planning questionnaire includes a body of questions that lets the family and team members describe their feelings about how Carter is doing overall right now, his lifestyle preferences, accomplishments, and what they feel will help Carter achieve all of his hopes and dreams. In addition to the questionnaires, Sally Smith conducted several informal observations and interviews with Carter and his mother to determine his lifestyle preferences.

An initial planning meeting for Carter was held on June 8, 2005. Participating individuals included:

- Carter Little – Consumer
- Janet Porter – Mother
- Doug Porter – Stepfather
- Sally Smith – Behavior Consultant/ KIPBS Facilitator (BSC)
- Kathy Sweetly – Case Manager (NER)
- Carl Smothers – Tutor
- Troy Namath—Carter’s friend

Individuals that were unable to attend the planning meeting, but submitted their thoughts in writing included:

- Bobbie Townsend – Grandmother

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- Roy Townsend – Uncle
- Kenneth Little – Brother
- Mrs. Harvey– Carter’s 2nd grade teacher

According to Carter’s team, through information gathered from the questionnaires, Carter would like to live a happy, healthy, and active life that is full of fun and people who are close to him. Carter told the team that his dreams included becoming a preacher or a professional football player. His family also hopes Carter will have confidence in himself, the independence to live a normal life, and the ability to handle situations that confront him.

For the more immediate future, Carter’s team stated that he likes living in his current home environment with his mother, stepfather, and siblings. When talking about his sisters, “They sometimes get on my nerves and gang up on me”, Carter commented. Carter has stated that he likes his house and having his own room, where he likes to play his video games. He has also stated that he would like it even better if he could live with both his parents (i.e., Janet and Joe, his birth father), but since he gets to visit his dad, Joe, on some weekends, he is okay with things the way they are. Carter and his family live in a nice two-story home in Fun City where they have a large backyard and a basketball goal in the driveway. Carter stated that he likes school and enjoys spending his days there. Carter also said that at school he likes playing at recess and sort of likes numbers and math period. In the summer, he said he enjoys taking a break from school and having other things to do, such as playing sports and going on community outings.

Carter likes spending time with his parents and siblings, but also wants to be able to spend more time with his friends, especially Troy, doing things in his neighborhood. Carter has a few friends that he enjoys spending time with while he is at school. The four peers that he has mentioned to be his best friends are Troy, Jill, Camden, and Kelsey. He also mentioned that some of the kids at school bully him, but he doesn’t know what to do about it.

Carter’s team reports that he enjoys playing sports, going to church, going into the community with family members and his tutor, Carl, and playing video games. Carter has talked about his favorite football team being the Seattle Seahawks and how he has dreamed about going to see them play at Arrowhead Stadium against the Kansas City Chiefs. Going to church is also a big part of Carter’s life and the team feels that attending church each week is important to Carter. Carter stated that he enjoys playing sports a lot and really liked participating in the local parks and recreation swimming this past spring. Since he enjoyed swimming so much, his mother has signed him up for swimming lessons this summer. In the fall, Carter also hopes to play football in the junior, under 10-year-old, football league.

Carter’s family is very supportive of his hopes and dreams. One barrier that might affect Carter in achieving his preferred lifestyle is a lack of consistency between environments--his mother and stepfather’s house; his dad, Joe’s house; school, and community. Some problem behaviors “work” for Carter in one setting but not in another. Carter’s dad, Joe, and the school staff were not in attendance for the person-centered planning meeting (6/8/05), which limits Carter’s team in being able to address these inconsistencies across all environments. These inconsistencies

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might potentially affect the ability of the team to address Carter’s problem behavior effectively, as well as help Carter reach his dreams and his family’s dreams for him, which include exhibiting appropriate behavior in all environments. Another barrier may be accessing money to pay for the things that he wants to do, such as joining a football league and attending a professional football game. (See attachment: Person-Centered Plan Satisfaction Survey)

II. Functional Behavior Assessment

A variety of measures were utilized to identify Carter’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. Sally Smith, KIPBS Facilitator, compiled this assessment. The assessment tools are presented below.

A. Indirect Assessment Measures

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

The functional assessment interview (FAI) is conducted by Sally Smith, the KIPBS facilitator, who asks team members, including the family, questions that help the team better understand environmental factors related the child’s behavior and when the behaviors are most likely to occur. The information compiled from this interview also assists the team in developing possible hypotheses related to the function(s) of the problem behavior(s).

A functional behavioral assessment interview was conducted with the following individuals:

- Janet Porter, mother
- Doug Porter, stepfather
- Kathy Sweetly, NER representative

The interview supported a number of points that included:

- 1) Carter engages with others in sports, games, and during community outings.
- 2) Unsupervised play in small areas with siblings may result in problem behavior, primarily aggression.
- 3) Carter has recently been given more opportunities for choices throughout the day, although a more predictable daily schedule may be needed to help clarify what activities will occur and when, as well as those activities in which Carter will have some choice.
- 4) Other things that are likely to precede problem behavior include how he slept and woke up, if he is tired later in the day, and when he wants an item or attention from others.
- 5) Problem behavior is *less likely to occur* when Carter is receiving one-on-one adult attention, when he is out in the community with his mother (especially when alone with her), when he is by himself, or when he is playing a video game that he really likes.
- 6) When presented with or asked to do a difficult or non-preferred task, Carter will say “No”, “I can’t do it”, “I’m tired”, pout, attempt to run away, or simply not comply with the request.
- 7) When a preferred activity ends, noncompliance and aggression are *more likely to occur*.
- 8) It takes more effort for Carter to engage in appropriate social interactions than to be non-compliant or aggressive.
- 9) Aggression is most often paired with comments to his parents about the situation (tattle

telling). His mom mentioned that he will “take matters into his own hands” in situations where there is no adult supervision.

Motivational Assessment Scale (Durand, 1986)

The Motivation Assessment Scale (MAS) is a tool that asks a variety of questions (16) about a specific target behavior. By answering each question with a rating of 0-6 (0 being “never” and 6 being “always”), a total score across the 16 questions is obtained that suggests the possible function of the problem behavior. The MAS assesses four functions of problem behavior: tangibles, escape, attention and sensory. The function with the highest score is most likely to be what is maintaining the specific problem behavior. Carter’s mother completed the MAS for the target behavior “aggression” that occurs during free play at home with his siblings. The results indicated that aggression is maintained by gaining access to tangibles. Tangible scored 24 points, Escape-10 points, Attention-9 points, and Sensory-8 points.

Quality of Student Life Survey (Keith & Schalock, 1995)

Sally Smith, the KIPBS facilitator, completed the Quality of Student Life Survey with Carter and shows that he seems happy with his overall quality of life. The questions in this survey are focused towards areas of a young person’s life; this tool seeks to determine how the individual feels about his or her quality of life (e.g. school, family, responsibilities). In the *satisfaction* section, Carter rated his overall satisfaction with his life as 26 out of 27. In the *well being* section, he rated his satisfaction as 25 out of 30, and in the *social belonging* section, he scored his satisfaction as 20 out of 30. Carter said he gets bullied at school once every few weeks and sometimes feels out of place because a few kids at school treat him differently. Overall, Carter seems to be a happy child who likes what he does, although *social belonging* may be an area to target.

Positive Environment Checklist

Carter’s mother completed the Positive Environment Checklist. This checklist is designed for use in evaluating whether the settings in which a person lives, works, or goes to school are structured in a manner that promotes and maintains positive adaptive behaviors. The results of the checklist showed that the environment in which Carter lives is safe and healthy. In addition, the results indicated that there needs to be more support for Carter in the home and community, along with more opportunities for choice and a consistent and predictable schedule.

B. Direct Assessment Measures

Antecedent, Behavior, Consequent Chart (ABC Chart)

Sally Smith, KIPBS Facilitator, conducted one in school and several in home observations to determine possible antecedents (what happens before the behavior) and consequences (what happens after the behavior) of the problem behaviors. Data were taken on 6/1 at school and 6/4, 6/5, 6/9 & 6/19/2005 at home. As expected, no problem behaviors occurred at school. Carter was very compliant to the teacher’s requests. He seemed to have appropriate interactions with peers at recess and remained on-task in class. Carter seemed indistinguishable from his peers in relation to behavior. Problem behaviors did occur in the home setting. Noncompliance and tantrum behavior occurred several times after instructions to do his chores were given by Carter’s mother or stepfather. He would either state ‘no’ or simply leave the area. His parents

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would then send him to his room. Aggression occurred one time when his sister took away from him the football that he was playing with. His sister then immediately gave it back to Carter. These observations supported the interview results that stated that aggression occurred following denied access to preferred items or after having a preferred item taken away. Carter’s mother and Sally Smith, KIPBS Facilitator, discussed the data.

Partial Interval Data Sheet

Partial interval data is a method of collecting data that requires the observer to record simply whether the behavior occurred at any time during a certain time-based interval. Carter’s team identified two problematic routines that they wanted to intervene on. Baseline data were taken doing the chore routine and free play routine. During the chore routine, data were collected on noncompliance and during the free play routine data on aggression using an occurrence/non-occurrence data sheet for each 10-minute interval during these times of each day. Data were taken from July 4th to July 21st for approximately three hours a day on weekdays and six hours a day on weekends. Sally Smith, KIPBS Facilitator, summarized the data in a percent of interval graph. Noncompliance occurred an average of 42% of the 10-minute intervals when data were taken during the chore routine. Aggression occurred an average of 13% of the 10-minute intervals when data were taken during the free play routine. (See Figure 1.)

Frequency and Duration Data Sheet

During each time Carter was asked to do chores, a routine that occurred approximately one hour each day, the duration data sheet was utilized. This data sheet was used to determine the duration (length) that each tantrum lasted, as well as whether zero, one, or two tantrums occurred each day. Carter’s mother, stepfather, and tutor collected data from July 4th to July 21st. Please note that on some days more than one tantrum occurred (second tantrum is coded in maroon). However, if additional tantrums occurred (i.e., three or more tantrums), data were not collected since Carter typically only had one or two tantrums a day; this was done to simplify data collection and to reduce the likelihood that his parents and tutor would be overwhelmed by data collection responsibilities. Sally Smith, KIPBS Facilitator, summarized the data in a graph showing the duration of each tantrum. The first tantrum average duration was 18 minutes and the second tantrum average was 9 minutes when these behaviors occurred. (See Figure 2.)

C. Problem Behavior Definitions by Routine:

- **Chore Routine**—This routine starts when Carter is given an instruction to do his chores (e.g., clean his room, unload the dishwasher, etc.) and ends when he has completed his chores and given parent permission to do something else.
 - **Noncompliance:** Refusal to follow an instruction given by an adult. This may be either a verbal refusal (for example, saying “no”, “I can’t”, or “I don’t want to”) or physical refusal (for example, walking away when an instruction is given). Noncompliant behavior occurs if Carter does not initiate the expected, appropriate response to an instruction within 5 seconds of when the instruction is given. A non-example would include if Carter asked for clarification or repetition of the instruction one time.
 - **Tantrum:** Yelling in combination with moving his arms or legs while on the floor. This may also include falling to the floor, kicking legs, throwing items, or

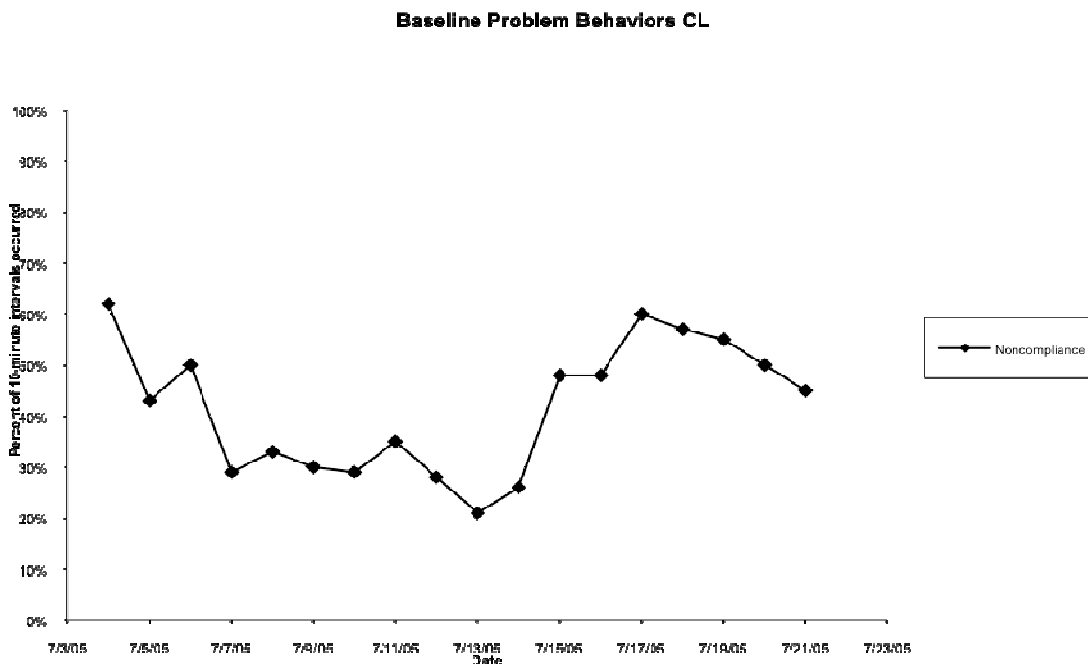
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other property destruction. This behavior sometimes begins with noncompliance but becomes more intense and lengthy when further instructions are given (i.e. escalates from noncompliance to tantrum behavior). A tantrum starts when yelling and moving his body simultaneously begins and ends when Carter complies with the request or is quiet for at least 10 minutes. An example would be yelling and throwing arms and legs out when the instruction is repeated. A non-example would include noncompliance while talking in a conversational voice volume.

- **Free Play Routine**—This routine starts when Carter is given permission to go play and ends when Carter transitions to the next activity (e.g., dinnertime, chore routine, etc.).
 - **Aggression:** Making contact with a peer/sibling, or movement toward making contact with a peer/sibling that is interrupted by another person (attempted aggression). Contact is defined as Carter doing something with his body that is of sufficient intensity to cause another child’s body to move, as a result of the contact, accompanied by the child reporting pain or discomfort. Examples would include hitting, pushing, or pulling. A non-example would be “rough housing” when the other child is moving as a result of contact with Carter but not reporting any pain or discomfort. Another non-example would be hugging, when there may be slight discomfort due to light physical contact but the contact does not result in the other child’s body moving.

D. Problem Behavior Baseline Data

Figure 1: Percent of intervals noncompliance occurred during the chore routine in baseline.



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Figure 2. Percentage of intervals aggression occurred during the free play routine in baseline.

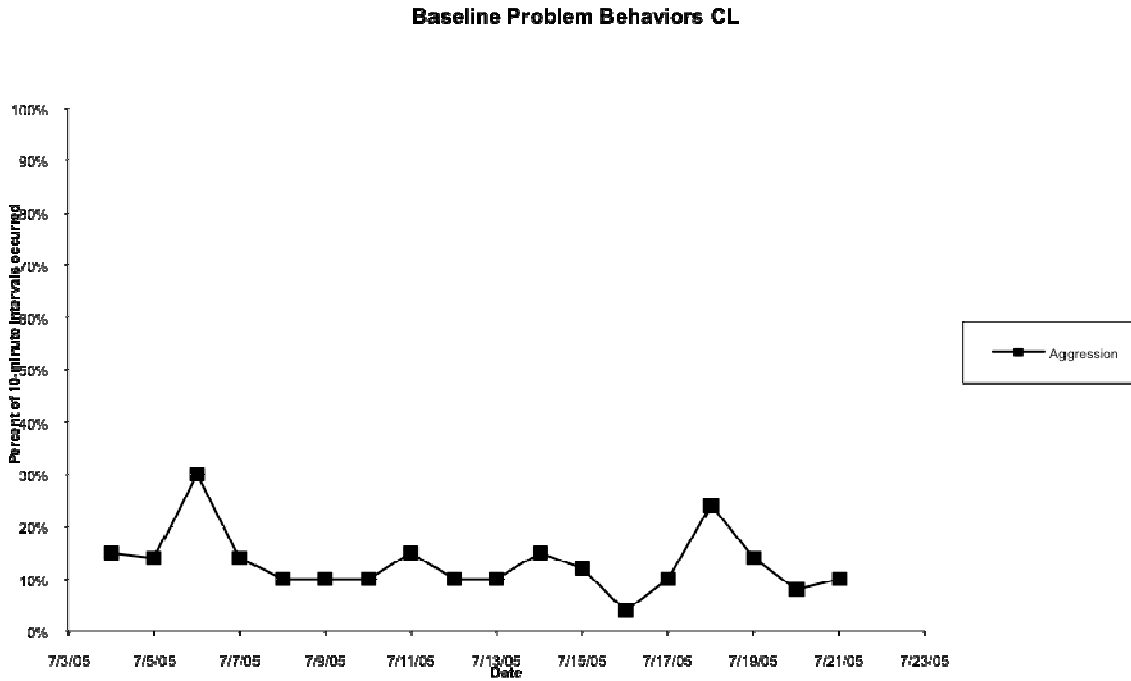
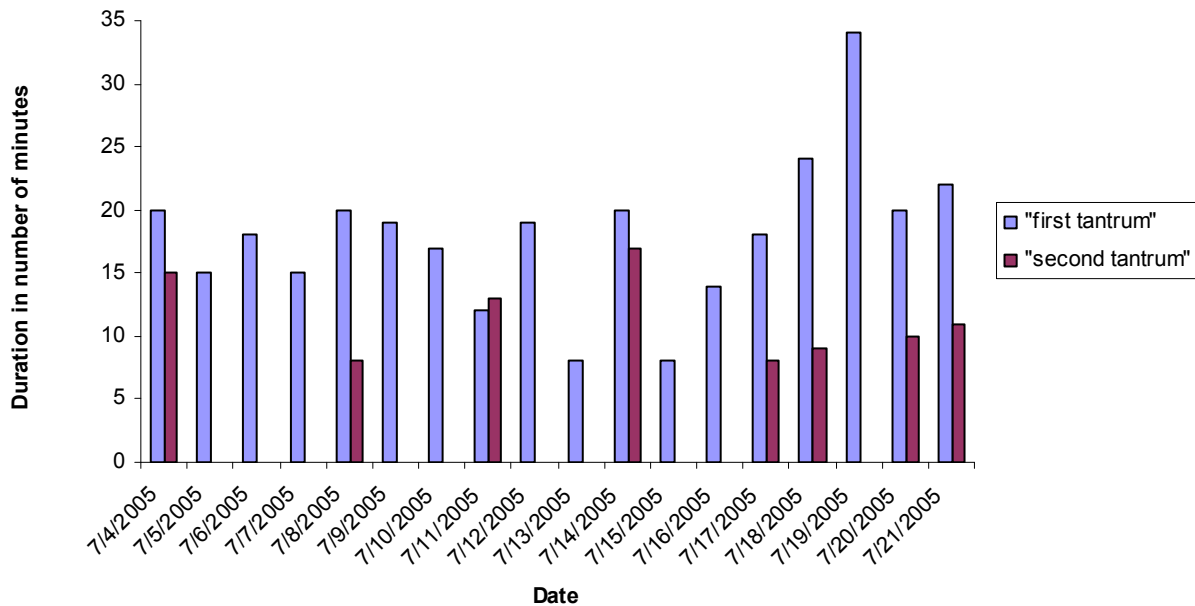


Figure 3: Frequency per day and duration of tantrum behavior that occurred during baseline.

Baseline Tantrum Behavior CL



E. Hypothesis Summary

Indirect and direct assessment data support the following hypothesis:

Chore Routine: Carter seems to engage in **noncompliance** when asked to perform a task (usually a non-preferred task). Noncompliant behavior is more likely to occur when Carter slept only a few hours the night before. Carter’s noncompliance also seems to occur when he is engaged in an activity with his siblings/peers, and that activity is interrupted by a perceived demand from his parents or tutor to do a task. **Tantrum** behavior often occurs following noncompliance, if the instruction from the adult is repeated.

Noncompliance/Tantrum

<u>Setting Events</u>	<u>Antecedents</u>	<u>Problem Behavior</u>	<u>Consequence</u>
Sleep patterns and waking up not rested Unpredictability in daily schedule	Demand/ request by a parent or tutor	Noncompliance; Tantrum	Carter asked to do the task multiple times and then sent to his room; Carter delays or escapes doing the task

Free Play Routine: Carter engages in aggressive behaviors when denied access to an item or having an item taken away by a sibling. **Aggression** may be paired with comments to an adult about what the other person is doing. Aggression is most likely to occur when there are no adults present in the area and the interaction may continue until an adult intervenes.

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Aggression

<u>Setting Events</u>	<u>Antecedents</u>	<u>Problem Behavior</u>	<u>Consequence</u>
No adult supervision Sleep patterns and waking up not rested	Item taken away, denied access to item	Aggression	Carter sent to his room, verbally reprimanded, asked to apologize to person; Carter gains access to the item (gets/obtains item) and gets attention from peer and adult

III. Assessment Recommendations

A. Preferred Future Lifestyle Recommendations

Based on information gathered from this assessment, it is recommended that Carter should:

- Continue to live at home with his mother and stepfather, and visit his dad regularly
- Continue to attend public school
- Participate in community sports and continue to go on community outings
- Continue to attend church with his family
- Learn strategies specific to how to respond to bullying; e.g., what to do if someone is bullying him or another child

A plan should be devised to:

- Introduce Carter to additional community activities, especially sports
- Increase Carter’s social network and interactions with peers
- Ensure involvement with peers in the community and at home
- Introduce a daily schedule that provides more structure and choices in his life

B. Function Based Recommendations

Based on the data gathered for this assessment during the free play routine, the occurrence of **aggression** towards others is paired with interactions with siblings when there is minimal adult interaction, and is maintained by getting an item. During the chore routine, **noncompliance** and **tantrum** behavior are triggered by demands or requests from adults. As such, it is recommended that the team meet to develop a behavioral intervention and supports plan for Carter during these two daily routines, which targets aggression and noncompliance/tantrums separately. The team should consider focusing on the following areas of concern:

- A daily schedule
- Predictability in scheduling
- Ways to help Carter communicate his wants/needs without using aggression
- Incorporating a motivation system to decrease noncompliance and tantrum behaviors
- Embedding opportunities for choice throughout his daily schedule

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