

**Kansas Institute for Positive Behavior Support (KIPBS)**  
**Person-Centered and Positive Behavior Support (PC-PBS) Report**  
**Interventions and Supports**

**IDENTIFYING INFORMATION**

Client's Name: Carter Little

DOB: 4/10/1997

Contact: Janet Porter (mother)  
(555) 555-5555

Age: 8

Referral Source: Kathy Sweetly, NER (Nearby Educational Resource Center)

Child and Family Address: 1919 Main  
Fun City, KS 66999

Report Written By: Sally Smith, KIPBS Facilitator from Behavioral Services Center

Report Date: August 31, 2005

**ASSESSMENT REPORT SUMMARY**

Kathy Sweetly, his NER case manager at the time, referred Carter for positive behavior support services. Problem behaviors at the time of referral included noncompliance, aggression and tantrum behavior.

Sally Smith, KIPBS Facilitator, conducted a preferred future lifestyle assessment, as well as a functional behavior assessment. Details about these assessments and findings from the assessments conducted may be found in the Assessment Report dated August 1, 2005.

**Preferred Future Lifestyle Assessment Recommendations Summary**

Based on the information gathered from Carter's preferred future lifestyle 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 how to identify bullying and specific strategies for how to respond to bullying; e.g., what to do if someone is bullying him or another child

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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

### **Function Based Recommendations Summary**

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. The recommendation was made that the team meet to develop a behavioral intervention and supports plan for Carter, which targets aggression and noncompliance/tantrums separately. Particular areas of concern that were noted included:

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

## **Part 2: Interventions and Supports Report (Date: August 31, 2005)**

### **I. Preferred Lifestyle Goals & Interventions**

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
- Roy Townsend – Uncle
- Kenneth Little – Brother
- Mrs. Harvey– Carter's 2<sup>nd</sup> grade teacher

## A. Preferred Lifestyle Goals and Interventions

### **Goal 1: Continue to live at home with family and visit his father on a regular basis**

Based on the information gathered during this assessment, Carter likes living with his family in their home. Because this is important to Carter, it is recommended that his living situation stay the same and that he continues to visit his father on a regular basis.

- *Activities needed to meet this goal:* KIPBS Facilitator will provide parents with strategies, and SRS-funded PCP-PBS services will continue, in order to assist parents in handling Carter's problem behaviors, which presently significantly and consistently interfere with his integration into the family's lifestyle, as well as with full community participation. Carter's father will be invited to meetings and given copies of all documents developed.
- *Training needed to meet this goal:* None
- *Materials/equipment/assistive technology needed to meet this goal:* None
- *Services needed to meet this goal:* None
- *Goal achievement assessment:* Self-report information will be gathered from parents, tutor, and Carter during meetings regarding his living situation. Carter's parents will keep track of the number of times Carter visits his father.

### **Goal 2: Introduce a daily schedule of activities to provide additional structure and choice in Carter's life**

Mr. and Mrs. Porter feel that Carter has some structure in his life, but the family's current structure is just not giving him the opportunities that he needs or wants. By providing a daily schedule of activities, Carter will have much-needed consistency, along with opportunities to expand his social network, engage in activities that he likes, and give him more choice in his day.

- *Activities needed to meet this goal:* Each morning an adult will sit down with Carter and complete a daily schedule, including activities that Carter wants to engage in along with his daily chores and required activities (i.e., school on weekdays). He should have transportation available, if an activity requires it.
- *Training needed to meet this goal:* The KIPBS Facilitator will teach his parents and Carter's current tutor to use the daily schedule; the family will instruct any new tutor(s) that may be hired in the future to work with Carter.
- *Materials/equipment/assistive technology needed to meet this goal:* Printed activities and times for daily schedule
- *Services needed to meet this goal:* None
- *Goal achievement assessment:* Self-report information about daily schedule use will be gathered from parents and tutor during meetings, along with information that is recorded on daily schedules regarding the status of this goal.

### **Goal 3: Continue to increase opportunities for community activities**

Based on information gathered at Carter's person-centered planning meeting, it is important for Carter to get to go out into the community where he gets to meet new people, practice safety rules and age-appropriate play skills (especially during sports activities), and have fun. Carter's

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mother and stepfather agree that going out into the community helps Carter with his socialization with peers and adults.

- *Activities needed to meet this goal:* Scheduled community outings at least 3 times a week; parents will look into KC Chiefs schedule to see when they play the Seattle Seahawks; complete budgeting activities with Carter so that he can understand the need to save money to buy things, such as a Seahawks football game ticket and a Game Boy Advance.
- *Training needed to meet this goal:* Tutor and parents will be learning to use a daily schedule (see Goal 2). In doing so, they will learn how to prompt Carter to make choices and to vary his options regarding preferred (and non-preferred) activities. While working on daily schedule, KIPBS Facilitator will coach them how to teach Carter to make choices about what activities he would like to engage in while in the community.
- *Materials/equipment/assistive technology needed to meet this goal:* Daily schedule and information about community places and activities.
- *Services needed to meet this goal:* None
- *Goal achievement assessment:* Parents and tutor will write each outing location on a monthly calendar in order to keep track of progress on this goal.

#### **Goal 4: Increase Carter’s social network and interactions**

Carter enjoys spending time with his friends at school, but he wishes he could spend more time with them over the summer and at home. Because these relationships are important to him and sometimes problem behavior interferes, it is important to develop a plan that ensures that Carter has the opportunity to spend time with his friends at home, in the community, and at school while being supported.

- *Activities needed to meet this goal:* Schedule at least one activity weekly with one of Carter’s friends. Make sure the friend wants to participate and has permission from his/her parents. The KIPBS Facilitator will conduct a functional behavior assessment and create a behavior support plan (BSP) with strategies for decreasing problem behavior and increasing positive behaviors when Carter is spending time with his friends. The BSP will also include working with Carter on how to identify and respond appropriately to “bullying” behavior, in case any of his friends should engage in “bullying” when playing with Carter (see also Goal 7).
- *Training needed to meet this goal:* The KIPBS Facilitator will show team members how to work with Carter on using appropriate behaviors and decreasing problem behaviors when spending time with his friends in various settings, doing a range of activities.
- *Materials/equipment/assistive technology needed to meet this goal:* Daily schedule; social stories explaining behavioral situations involving friends, and behavioral expectations.
- *Services needed to meet this goal:* Fun City Parks and Recreation services and funding to attend community activities with same-age peers.
- *Goal achievement assessment:* The number of times that Carter participated in an activity with one of his friends will be noted on the monthly calendar. Utilize behavior data sheets (partial interval data sheet and duration data sheet) in order to track problem and replacement behaviors.

**Goal 5: Continue to participate in sports activities**

Based on information gathered during assessments, Carter likes to participate in group sports activities, such as swimming, football and basketball. It is recommended that participation in these activities be continued and expanded.

- *Activities needed to meet this goal:* Obtain a listing of club sports available from Fun City Parks and Recreation, along with sports schedules. Be aware of when activities occur and have adequate transportation available to get Carter to and from these activities.
- *Training needed to meet this goal:* None
- *Materials/equipment/assistive technology needed to meet this goal:* Athletic schedules; protective eyewear and football uniform/helmet; transportation.
- *Services needed to meet this goal:* Parks and Recreation services; funding for activities.
- *Goal achievement assessment:* Data will be gathered from parents and tutor regarding Carter's attendance and extent of his participation in specific community sports activities.

**Goal 6: Continue to attend church with family each week**

Based on information gathered during assessments and person-centered planning meetings, Carter has voiced how important his relationship with God is, and how he wants to continue to strengthen this relationship by going to church regularly.

- *Activities needed to meet this goal:* Continued encouragement and support from family to attend weekly church services; transportation to and from church.
- *Training needed to meet this goal:* None
- *Materials/equipment/assistive technology needed to meet this goal:* Transportation
- *Services needed to meet this goal:* None
- *Goal achievement assessment:* Record when Carter attends church on the monthly calendar. Carter should maintain at least 75% attendance, which is his approximate present level of attendance.

**Goal 7: Provide Carter with strategies that are specific to bullying**

Carter has discussed the fact that he is being bullied and does not know what to do when this occurs. Mr. and Mrs. Porter are worried how Carter will know how to accurately identify when he is being bullied and be able to handle these situations.

- *Activities needed to meet this goal:* KIPBS Facilitator to help write social stories and problem-solve strategies with team. Provide Carter with social stories and strategies to be able to acknowledge when he is truly being bullied and how to handle those situations.
- *Training needed to meet this goal:* The KIPBS Facilitator will train staff to appropriately use written social stories (i.e. when to read it, how to read it, how often to read it) and to utilize other bullying strategies that work for Carter; e.g. having him tell the teacher.
- *Materials/equipment/assistive technology needed to meet this goal:* Availability of social stories and strategies.
- *Services needed to meet this goal:* None
- *Goal achievement assessment:* Self-report information will be gathered from parents and tutor regarding Carter's interactions with peers and siblings. The adults will record an 'X' on a calendar each day that social stories have been read and reviewed with Carter.

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### **B. Preferred Lifestyle Intervention Evaluation**

Progress made in achieving Carter's preferred lifestyle will be evaluated and updated at monthly team meetings. Carter will be asked, and will verbally communicate, what his hopes, dreams, and goals are for his preferred lifestyle and how the current interventions are going. The team will evaluate this information and work together to help Carter accomplish his goals to the best of their abilities. Progress information will be recorded in his person-centered support plan.

## **II. Function Based Interventions**

The team has decided to focus on each of the problem behaviors: noncompliance, tantrums, and aggression. If any of these behaviors seem to stay the same or worsen during the targeted routines or the behaviors occur in other daily routines, the team will re-evaluate the situation. Direct and indirect assessment measures revealed that aggression rarely occurred towards people other than siblings; noncompliance and tantrum behavior occurred with anyone giving instructions or demands, and happened most often in the home setting.

### **A. Overview of Function Based Interventions**

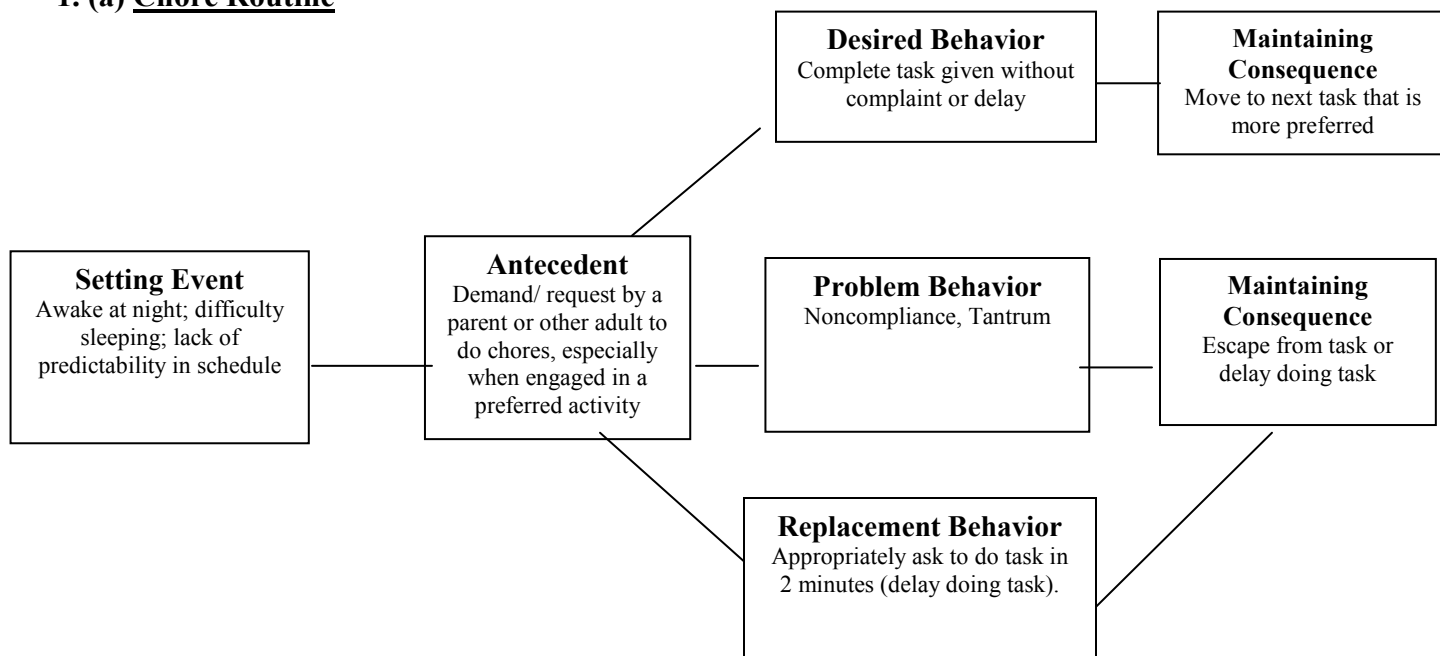
Based on data gathered, the function of Carter's noncompliance and tantrum behavior during the chore routine seems to function to escape a demand. Although Carter is at an age when not following directions is somewhat common, his noncompliance occurs during this time of day at a higher frequency and his parents are concerned with this level. Carter's aggression during the free play routine seems to function to gain an item he wants. Again, he exhibits these behaviors at a rate and intensity that is no longer age-appropriate. By implementing a motivation system into his daily routine, Carter will learn that his inappropriate and appropriate behaviors have consequences. By minimizing positive and negative reinforcement for problem behaviors while maximizing positive reinforcement for appropriate behaviors, Carter will also learn that engaging in appropriate behaviors is much more worthwhile.

The goals of the function-based interventions include:

- Decreasing Carter's noncompliance, tantrum behavior, and aggression
- Increasing following instructions and completing tasks without complaining or delaying
- Increasing appropriately asking for items or asking an adult for assistance, if a problem continues to occur
- Developing a structured daily schedule to provide predictability at home
- Developing a motivation system to help increase appropriate behaviors

## B. Competing Behavior Diagram

### 1. (a) Chore Routine



### 1. (b) Replacement Behavior Definition (during the Chore Routine)

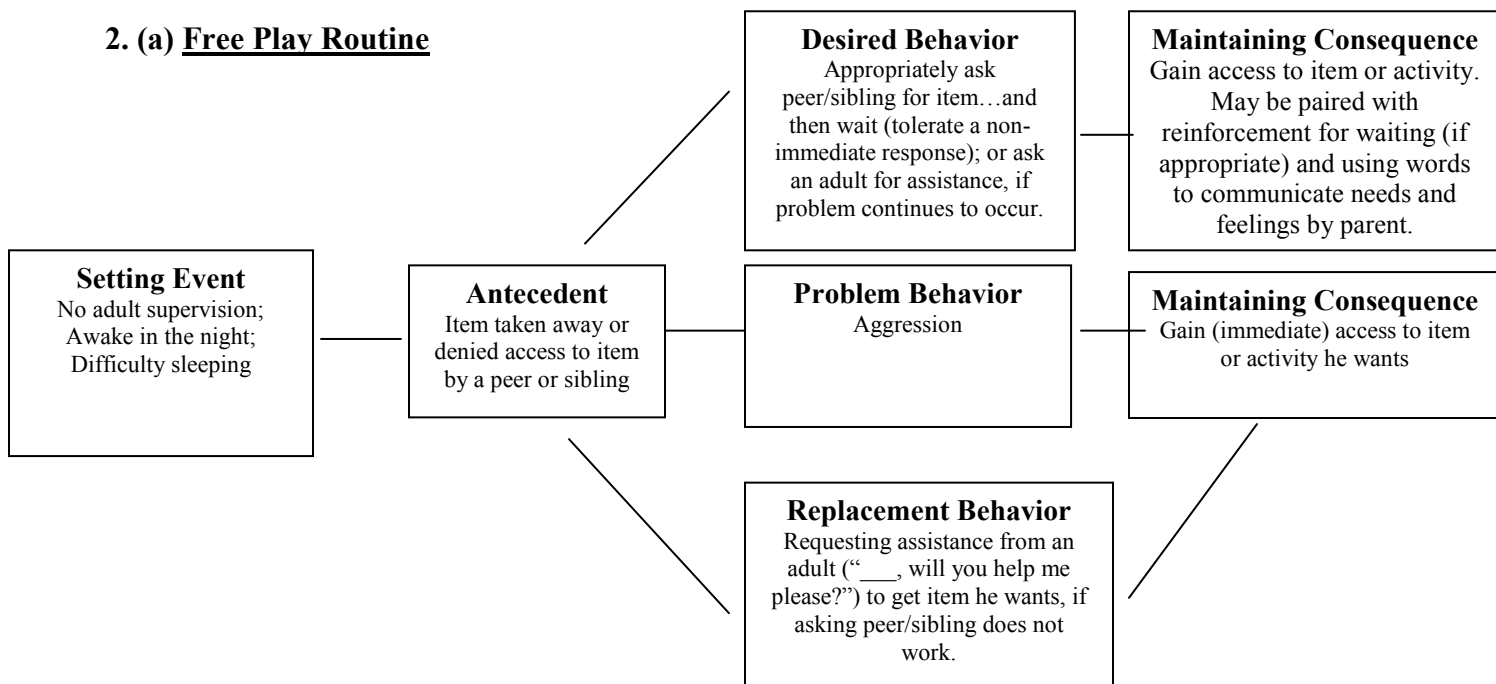
- **Asking for time to delay doing task** is defined as Carter verbally asking an adult if he can do the task in 2 minutes (“Two minutes?”). Request must occur in the absence of any problem behavior, without any verbal or physical protest by Carter, and must include the words “two minutes”.

**Note:** Data collection for the replacement behavior using the phrase “Two minutes?” will be taken any time that he is at home or in the community. If Carter uses another similar and appropriate phrase, he should be prompted to ask for two minutes, just so that he is told—and hears--the expected time he has (two minutes) before he needs to begin doing the task.

**1. (c) Function Based Intervention Strategies – Summary (Escape Maintained Behaviors)**

<b>Setting Event Interventions</b>	<b>Antecedent Interventions</b>	<b>Teaching New Skills</b>	<b>Consequence Interventions</b>
<p>Develop a daily schedule with choices built into it.</p> <p>Provide choice system for chores (Ex. “Carter you can do _____ or _____”.)</p> <p>Have consistent bedtime routine and sleep time in order to help eliminate sleep issues.</p>	<p>Give Carter the option to do task now or in 2 minutes.</p> <p>Give a contingency with every task. (Ex. “Carter, when you finish putting away the dishes you can go outside and play for 15 minutes”.)</p>	<p>Prompt and teach Carter to ask for a 2 minute delay in responding to a request to do a task</p> <p>Teach Carter to use his words/ choose to do task now or in two minutes.</p> <p>Prompt or remind Carter that he can ask using a variation of “2 minutes” after an adult has given him an instruction. This will be faded over time but initially prompted each time an instruction is given.</p>	<p>Praise Carter for doing task immediately after being instructed to and without protest. Give him a quarter as part of motivation system that can be exchanged for preferred items, such as a football, going out to eat, etc.</p> <p>Praise Carter for using his words appropriately when asking if he can do task in two minutes; remind him that he can earn quarters for doing things immediately after being asked.</p> <p>Follow through with the instruction if problem behavior occurs in isolation or paired with the request for two minutes. Do not let Carter out of the task. If tantrum behavior occurs, utilize extinction (planned ignoring) and require him to do the task after the tantrum is over. Carter is not finished with the chore routine (i.e., move to a more preferred activity) until the chore is completed.</p>

**2. (a) Free Play Routine**



**2. (b) Replacement Behavior Definition (Tangible Maintained Behaviors)**

- **Asking for assistance** is defined as Carter verbally asking an adult to help him with a situation with a peer or sibling in relation to an item he wants. Request must be made independently, without any verbal or physical protest, and must include the words “help please”.

Note: Data collection for appropriately asking an adult for assistance in the absence of problem behavior will be taken any time that Carter is at home or in the community.

**2. (c) Function Based Intervention Strategies – Summary (Tangible Maintained Behaviors)**

<b>Setting Event Interventions</b>	<b>Antecedent Interventions</b>	<b>Teaching New Skills</b>	<b>Consequence Interventions</b>
<p>Go over choices and strategies for dealing with asking for items in social situations.</p> <p>Develop a daily schedule with choices built into it.</p> <p>Include when certain preferred items/ activities can be played with and by whom.</p> <p>Develop family rules about siblings’ rooms and belongings.</p> <p>Have a consistent bedtime routine and sleep time in order to eliminate sleep issues.</p>	<p>Provide reminders every ten minutes to share and take turns while playing.</p> <p>Remind Carter to use his words, if he wants an item or if he wants to get something back if/when someone takes it.</p>	<p>Teach Carter to ask for assistance in gaining the item he wants by using the phrase “ ___ will you help me please?”</p> <p>Teach Carter to communicate his needs/identify social situations appropriately (i.e., bullying by peers or siblings).</p> <p>Teach Carter to:</p> <ol style="list-style-type: none"> <li>1. Ask sibling to return toy.</li> <li>2. Ask sibling to leave his room.</li> <li>3. Ignore behavior of others and walk away.</li> </ol>	<p>Praise for using appropriate communication phrase and help Carter (even if you feel it is “tattling”). Allow access to preferred item/ activity, if at all possible.</p> <p>Give quarters for using the targeted appropriate communication phrase.</p> <p>Do not allow Carter access to the item if he has aggressed towards another person.</p>

**C. Function Based Intervention Strategies – Detailed Description**

The following interventions, which address each element of the hypothesis statement, were selected for implementation by the team:

**Setting Event Interventions**

**Re: Unpredictability in daily schedule (addresses both the chore routine and free play routine)**

Because Carter’s daily schedule is not always set out ahead of time, he is likely to engage in noncompliant behaviors when told to do something or when a preferred activity is interrupted/ ended. Mr. and Mrs. Porter have agreed that having a set daily schedule will help Carter know more about what is going to happen during his day.

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- Each weekend morning or weekday afternoon when Carter gets home from school, Carter and his mom, dad, or tutor will sit down and talk about the schedule for the rest of the day. Mr. and Mrs. Porter will decide what events will take place and when. Carter will get to choose some of the activities among the possible options.
  - Ex. Community outing: Go to the pool, bowling, out to eat, or to the movies.
  - Ex. Chores: Clean his room, fold his laundry, or unload the dishwasher.
  - Ex. Free playtime: Basketball, football, or play a board game at home.
- On days when the tutor, Carl, is working, when Carl arrives they will discuss what has been chosen for the day and put on the schedule. Any daily changes that need to be made should be done with the approval of Carter’s mother or stepfather. Once the schedule is set, it should be followed. If a problem behavior occurs that seems to be functioning to avoid a non-preferred activity or prolong a preferred activity, follow through must happen and the non-preferred activity (i.e., chores) should be done before the next preferred activity on the schedule occurs. The problem behavior may cut into his down time, which Carter should be reminded of.

**Re: Sleep patterns and wake-up (addresses both the chore routine and free play routine)**

Carter is likely to have a rough day if he did not sleep well or if he woke up “on the wrong side of the bed”. Being aware of Carter’s sleep patterns might help decrease the occurrences of problem behaviors during the identified routines.

- Implement a consistent bedtime each night and a bedtime routine to help Carter get to sleep about the same time each night.
- After Carter wakes up, Mr. or Mrs. Porter will ask him how he slept and/or how he feels. They will then remind him of how he can earn quarters and what he can buy with his quarters (e.g. items on community outings, football gear, save for Seahawks ticket, etc.).
- Carter’s family is aware that he is more easily irritated when he has not slept well. On those days, Mr. and Mrs. Porter will try to lessen the number of requests made of Carter, being sure to only give one instruction at a time, while still maintaining the daily routine. Carter’s parents will also inform siblings that he has not slept well, so they are reminded that he may want to play on his own.

**Re: No adult supervision (addresses free play routine)**

Mr. and Mrs. Porter have stated that during free play Carter seems to aggress towards his siblings more when there are no adults around. They have also stated that Carter will aggress while or before telling an adult about the situation. Our goal is to teach Carter to use his words to tell an adult about the situation, along with talking with the person who has upset him. Mr. and Mrs. Porter will check in every ten minutes to remind Carter to share and to remind him of other behavioral expectations when playing with his siblings. For example, Jessica went into Carter’s room and took his radio. Instead of Carter grabbing her and pulling her hair or holding her down, he would say “Jessica please put my radio back” and if she does not do so, Carter would walk into the other room and ask his mother to help him. This way, he would use his words to ask for help after attempting to settle the situation himself.

### **Antecedent Interventions (addresses free play routine)**

#### **Re: Denied access to item or item taken away**

Carter seems to get very upset if he sees that someone has something that belongs to him. If one of his siblings has an item that belongs to him or will not let him have it, or is using something that he wants, Carter will often aggress to gain access to that item. Be sure that during free time, there is an adult present or within range of Carter. As soon as his mother, stepfather, or the tutor hears Carter say anything that resembles “let me have it” or “that’s mine”, they are to come into the room and prompt Carter to say, “\_\_\_\_, please let me have my \_\_\_\_”. Once he says that phrase, he will get praise and a reminder to use his words to get things. If Carter were to use his words to retrieve an item without pairing it with aggression, he should get lots of praise and four quarters.

#### **Re: Teasing by siblings**

Carter has mentioned that he is often teased or bullied by siblings or peers. Due to not knowing how to accurately identify and handle situations when he is being bullied, Carter often aggresses to make it stop. By teaching Carter how to use his words to ask the other person to stop, or by teaching him to ignore the bullying and get an adult especially in relation to an item or activity, the number of aggressive behaviors might decrease.

### **Teaching New Skills**

#### **Re: Using words/choices when given an instruction to do a task (addresses chore routine)**

Mr. and Mrs. Porter have agreed to give Carter the option/choice to do a task now or in 2 minutes. The focus will be on teaching Carter that he can have another 2 minutes longer before he needs to start to do something (if he uses his words appropriately to ask to do the task in 2 minutes), so that he does not have to engage in noncompliance or tantrum behavior. If there are any behaviors, such as....

- Whining/talking in high pitched voice
- Asking for someone else to do the task
- Saying “I can’t do it”
- Pouting

....then Carter must do the task *before* a preferred activity occurs. Team members may need to provide prompting and/or support. This strategy will be used consistently as interventions first begin to be taught. Carter will initially be prompted each time an instruction is given until he begins to respond to it spontaneously on his own. Carter must be granted 2 minutes whenever he asks appropriately.

Once Carter has asked for 2 minutes consistently for 5 consecutive days without simultaneous noncompliance during the chore routine, he will then start being told he cannot ask to delay the task after he has used this strategy five times in a day. For example, if the sixth time that Carter is given a task to do and he says “can I do it in 2 minutes?” he will be told “Go ahead and do it now, please”. After 5 consecutive days of appropriately asking for 2 minutes and then being told

“No” after the fifth time, he will be allowed to ask for an extension/delay only 3 times per day. The same procedure will be used and the ability to ask for an extension will decrease to 2 days, and then following the procedure, he will only be allowed to ask for an extension one time during the day. After 5 consecutive days where he can only ask once a day, he will no longer be able to ask for an extension, although team members will still honor the communication request on occasion. The goal of fading Carter’s ability/being allowed to ask for an extension is to teach him that his schedule is set and that he will receive much more reinforcement from completing the tasks with compliance and without argument than by engaging in problem behavior. Nevertheless, the team should be in communication with Sally regarding Carter’s requesting a delay, and if the data show an increase in problem behavior, the team will look at revising this fading strategy.

**Re: Appropriately communicating needs (addresses both chore routine and free play routine)**

Being able to communicate your needs is an important skill. The inability to communicate these feelings is likely to result in Carter displaying noncompliance behaviors or aggression towards another person. Noncompliance may be used as a way to communicate that Carter does not feel well, does not want to do something, or does not understand the request to complete a chore that was given to him. By teaching Carter alternative ways to communicate his needs or feelings, noncompliance might be avoided. This will be taught by reminding Carter on a regular basis that you appreciate when he tells you what he needs by using his words.

**Re: Learning to ask for help (addresses free play routine)**

Teaching Carter to ask for help in difficult situations might decrease the need for Carter to engage in aggression towards others. We want Carter to understand that asking for help is a good thing. We want him to understand that tattling is different than asking for help. When Carter looks like he needs help, then his mother, stepfather, or tutor can prompt him to say, “\_\_\_\_, will you help me, please?” If he has been in a difficult situation and comes to the adult to discuss what the other person has done, he should be prompted to say, “\_\_\_\_, will you help me, please?” This behavior is defined as Carter verbally asking an adult to help him. The request must be independent, without any verbal or physical protest, and must include the words ‘help please’. If Carter independently asks for help without aggressing, he should receive lots of verbal praise, help from the adult, and four quarters on his reward system.

**Consequence Interventions**

**Re: Receiving a quarter on motivation system (addresses both the chore routine and free play routine)**

Carter’s motivation system is a way to help Carter know that he is doing something he is supposed to do and that he is getting rewarded for doing it. Carter will receive a quarter each time he:

- Is asked to do a chore and he begins it immediately
- Uses his words to get an adult’s attention during the free play routine, without using aggression

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- Exhibits appropriate social skills in potentially difficult situations
- Shares personal property with his sisters

Once Carter receives 4 play quarters, he will trade them in for a “special” (i.e., not a real dollar) dollar. Every 4 “special” dollars that he earns will be able to be traded in for a real dollar that he can put away towards buying a specified item (e.g., football ticket) or use immediately while out in the community. Carter can also keep “special” quarters in his pocket, if earns them during community outings. For example, he likes to buy pizza and ice cream for a snack when he goes bowling during community outings, which he can use his money for. Mr. and Mrs. Porter will sit down with Carter and ask him if he wants to save his money for something special or use it, as he earns it. It is his choice as to how he will use the money, but if he decides to save it for a specific item, then the money will be put away so that the item can be purchased. There will be a data sheet to chart when Carter is given a quarter and when he trades in his quarters. Carter should be given the opportunity to earn at least 20 quarters a day (4 “special” dollars or 1 real dollar).

**Re: Praise for using words appropriately when asking to do a task in 2 minutes (addresses chore routine)**

Carter will be praised for appropriately using his words to ask for an extension to begin his chores. He will be given verbal praise and a reminder that if he asks for an extension, he will get a quarter. However, when Carter begins his chore immediately when asked, he will get more quarters. We want to give more praise and reinforcers if/when Carter immediately initiates the chore or appropriately responds to the request that he is asked to do.

**Re: Praise for doing task immediately without protest (addresses chore routine)**

When Carter is given a demand or request to do a task, he will have 5 seconds to start the task or ask for an extension before starting the task. If he begins the task immediately after being told, he will be given lots of praise and a quarter for his motivation system. If he asks for an extension, he will be praised for asking nicely, given a quarter initially, but over time fading the quarters given for asking for the two-minute delay.

**Re: Receive praise for using appropriate communication skills (addresses free play routine)**

Whenever Carter communicates that he needs help or is observed by an adult communicating to a sibling without aggressing or prompting, he should receive lots of verbal praise and given 1 to 4 quarters depending on the situation. We want to encourage Carter to use his words.

**Re: Limiting reinforcement for problem behavior (addresses both the chore routine and free play routine)**

Team members should ensure that if Carter engages in noncompliance or tantrum behavior to escape doing his chores, he is not allowed to engage in a preferred activity until he has completed the adult’s request. If Carter engages in aggression towards a sibling or a peer in order to try to gain access to an item, the item will be removed/taken from him, so that he will not gain access to it.

#### **D. Crisis Plan**

Due to the low severity of Carter’s aggression and the team’s ability to use extinction procedures during tantrum behavior, no crisis management plan is needed at this time. If a crisis plan is needed in the future due to escalating behaviors, the team will meet to discuss the situation and come up with an appropriate plan.

#### **E. Training Needed**

All of the interventions described in this plan were discussed with the entire family, including Carter and his tutor, and all team members feel comfortable implementing the interventions during the identified problematic routines (i.e., chore routine and free play routine).

Sally Smith, KIPBS Facilitator, conducted training with Mr. and Mrs. Porter, Carl Smothers (Carter’s tutor), and other family members at home. Sessions included training on data collection materials and approaches, as well as training on intervention implementation during these times of the day. The team will contact Sally Smith if additional training is needed.

Intervention implementation training included modeling all intervention procedures, coaching Mr. and Mrs. Porter and the tutor through these procedures in role-play situations, and providing feedback while the Porters and the tutor performed the interventions in real situations.

Mr. and Mrs. Porter and Carl Smothers indicated that they feel capable of implementing the procedures mentioned in this report. If questions arise as they are implementing this plan, they have agreed to contact Sally Smith. Carter’s parents have also discussed the involvement of his siblings in helping to implement this plan. They feel that it would not only be beneficial for Carter, but also for the entire family if his siblings were also involved. Sally Smith has done no training, but Mrs. Porter and the tutor have worked with Carter’s siblings at home. Sally Smith will continue to provide onsite support, as needed.

In order to ensure that interventions are implemented as discussed, Sally Smith will conduct fidelity observations on a regular basis (see attachment #2, Appendix A – Sample Fidelity Checklist of Carter’s Interventions during the Chore Routine). If the fidelity of intervention procedures is inadequate, Sally Smith will discuss this issue with Mr. and Mrs. Porter and the tutor, and either conduct further training on selected problematic procedures or, if the intervention procedures are too difficult to implement, then procedures will be modified.

#### **F. Intervention Evaluation**

Gathering data for both the problem behaviors and the replacement behaviors will allow the team to determine whether or not the interventions are having the expected effects on the routines, or whether the interventions need to be modified.

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Mr. and Mrs. Porter have agreed to continue taking the partial interval data on noncompliance that occurs during the chore routine and aggression during the free play routine, and duration/frequency data on tantrum behavior during the chore routine once the interventions are being implemented. In addition to taking data on the problem behaviors, they have also agreed to gather data on the amount of choice that Carter has during his day, as well as the frequency of his use of replacement behavior phrases; i.e. “two minutes” and “\_\_\_\_, will you help me, please?”

Data for noncompliance and aggression will be gathered each time the two identified routines occur (i.e., approximately three hours on weekdays and six hours on weekend days) during each 10-minute interval by recording on the occurrence/ non-occurrence data sheet that was developed for the family during baseline. Data for tantrum behavior will be recorded immediately after the tantrum is over and the initial request to complete the chore has been followed by Carter. The team will document the number of minutes the tantrum lasted (duration) to the nearest minute. Sally Smith, KIPBS Facilitator, will collect the data every two weeks (bi-monthly) and summarize it into graphs that show percentage of intervals that noncompliance and aggression occurred, duration/frequency of tantrums, and the percentage of intervals of independent replacement behavior use.

In order to ensure that data are being collected as discussed and as trained, Sally Smith, KIPBS Facilitator, will conduct reliability observations on a regular basis. If data reliability is poor, she will discuss the issue with Carter’s team, and then either conduct further training on data collection or modify the data collection procedures. Team members who are new (e.g., if a new tutor is hired) or those who are involved fewer hours per week with Carter (e.g., Mr. Porter) may need more in-depth training regarding implementation of interventions and data collection.

### **III. General Intervention Considerations**

It is estimated that implementation of this intervention plan will require approximately 15 minutes per day for the daily schedule when Carter is at home and additional time each day when he is in the community working on goals. Mr. and Mrs. Porter and Carter’s tutor are aware of this requirement and state that this should not be a problem.

The financial costs for implementation of this plan may include costs for participation in community activities, such as going to the arcade, bowling, etc., as well as the cost of money that Carter earns throughout the day on his motivation system. Mrs. Porter states that the cost of activities is feasible and within the family’s budget; however, greater costs, such as the cost of football tickets, may require some planning. This has been taken into account, as outlined in the intervention plan.

Mr. and Mrs. Porter and the tutor have all completed the Self-Assessment of Contextual Fit Survey (see attachment #3-Appendix A – Completed Contextual Fit Survey). According to the survey results, all three primary implementers are aware of the plan’s requirements, feel

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comfortable implementing the plan during the targeted routines, and feel that this plan is in Carter’s best interest.

During the second week of implementation, Sally Smith will conduct fidelity and reliability observations, to ensure that interventions are being implemented, as described in the plan and discussed with the team, and that data are being accurately collected. Every other week, Sally will also pick up daily data sheets, analyze the data, and discuss the data with Mrs. Porter.

Carter’s team (which includes Carter, his parents, his tutor, and his case manager) will meet with Sally Smith on a monthly basis to:

- Review the status of Carter’s quality of life goals
- Discuss function based intervention progress
- Determine how to proceed based on these data

Modifications to this intervention and supports plan will be made, as needed, during these monthly meetings. Carter’s quality of life goals will be revised to portray the current situation either when goals are met or when changes in preferred lifestyle occur.

Sally Smith will be available to provide behavioral support at home and in the community. Mrs. Porter has agreed to contact Sally, if/when any support is needed, although she states that all team members are “on board and ready to go”. As Sally begins to exit from the facilitator role, the team members will be trained to analyze the data themselves. The team will also work on identifying possible functions of any new problem behaviors, as they arise. The case manager and other team members agree to continue the intervention implementation with necessary modifications based on the data, after Sally is gone.

#### **IV. Team Agreements**

The team agreed to review this plan monthly and make revisions accordingly.

The following team members were actively involved in the creation of this intervention and supports plan, agreed to implement these interventions as a collaborative team, and signed off on the meeting sign-off sheet:

- Carter Little (Consumer)
- Janet Porter (Mother)
- Doug Porter (Stepfather)
- Carl Smothers (Tutor)
- Roy Townsend (Uncle)
- Sally Smith (KIPBS Facilitator)
- Kathy Sweetly (Case Manager)