

## ANALYSIS OF ADDITIONAL ANTECEDENTS RELATING TO THE TARGET BEHAVIOR

Health/Physical Factors Possibly Influencing the Target Behavior (Include information on medication and possible side effects, seizures, diet, sleep cycles, allergies, fragile bone, etc.):

- History of receiving emergency care due to self inflicted injuries from hitting and head banging.
- Current medications include Risperdal, Tegretol, and Abilify, which are administered at home.
- History of seizures and difficulty sleeping



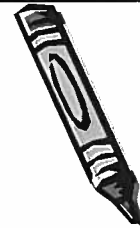
## Analysis of Ecological Antecedents con't

- Follows a picture schedule
- Staff is always in close proximity to provide support and prompts as needed.
- Eric participates in activities ranging from 1:1 instruction, small group, and class wide instruction.
- Staff report that Eric will often start crying and become agitated for no known reason. In addition, Eric's behavior tends to occur at any time of day and in any setting including the bus, classroom, playground, etc., however, teacher reports that target behavior tends to occur more during his nonpreferred activities including free time, step-ups (PE activity), and reading, and also during meals including snack and lunch.



## POSSIBLE FUNCTION(S) OF THE TARGET AND PRECEDING BEHAVIOR(S)

1. Escape/ Attention
2. Intermittent frustration and agitation with no consistent antecedents (sensory stimulation)



## SPECIFIC FUNCTIONAL BEHAVIOR(S) TO REPLACE THE TARGET BEHAVIOR

(Include description of current rate of potential replacement behaviors along with identified antecedents and consequences):

- Increase the rate of appropriate response to redirection including calming down, re-engaging in work activity, and using language and/or pictures to request a different item, activity, or break.
- The baseline rate that Eric will exhibit replacement behaviors is approximately 2 times per week.



# BEHAVIORAL GOALS AND OBJECTIVES



## Target Behavior: Aggressive Behavior

Goal: Decrease aggressive behavior.

Objective: Eric will reduce aggressive behavior to \_\_\_\_ incidents per month for 3 consecutive months.

(a) 20 by 4/17/06 (b) 15 by 7/17/06 (c) 10 by 10/17/06 (d) 5 by 1/17/07



# BEHAVIORAL GOALS AND OBJECTIVES



## Replacement Behavior(s): Response to Redirection and Communication

Goal: Improve Eric's responding to redirection when agitated.

Objective: Eric will return to current task and make a choice to engage in 1 of 2 appropriate tasks presented to him by staff \_\_\_\_ times per month above baseline for 3 consecutive months.

(a) 12 by 4/17/06 (b) 16 by 7/17/06 (c) 20 by 10/17/06 (d) 24 by 1/17/07

Goal: Improve Eric's ability to communicate his needs to staff.

Objective: Eric will use appropriate means of communication to make a request for sensory equipment, take a break, etc. \_\_\_\_ times above baseline for 3 consecutive months.

(a) 10 by 4/17/06 (b) 15 by 7/17/06 (c) 20 by 10/17/06 (d) 25 by 1/17/07



## BEHAVIOR INTERVENTION PLAN PLAN TO ENABLE STUDENT TO DEMONSTRATE DESIRED REPLACEMENT BEHAVIOR

### Modification of Antecedent Events and Ecological Factors:

- Increase opportunity to make choices frequently throughout the day. Provide opportunity for choice early in the chain of behavioral events, as well as build choice into his individual schedule.
- Implement the use of an "I am working for" card continuously throughout the day. Present the card prior to the inappropriate behaviors, not as a result of them.
- Add more sensory activities to Eric's daily schedule and routine.



## BEHAVIOR INTERVENTION PLAN can't

- Increase opportunities for short breaks.
- Teach Eric appropriate means of indicating his needs (verbal language, picture icons, etc.)
- Decrease unstructured time without clear work activities throughout the school day.



## BEHAVIOR INTERVENTION PLAN con't

### Modification of Consequent Events:

- Have a variety of known reinforcers on hand and increase the rate of reinforcement.
- Redirect Eric to his "I am working for" card, schedule, or choice card at the first sign of inappropriate behaviors.
- If Eric engages in dangerous behaviors use a brief physical prompt to get him back on task. Avoid eye contact, remain calm, offer appropriate sensory equipment, and try to motor him by holding onto his clothing as much as possible.



## BEHAVIOR INTERVENTION PLAN con't

### Modification of Consequent Events:

- Try to maintain a calm, neutral, and firm tone when reacting to the target behaviors. Minimize language and utilize a broken record technique, ("First work, then break"), nonverbal gestures, and pictures as much as possible.
- Utilize natural consequences as much as possible, such as requiring him to complete his work prior to taking a break.
- If Eric already has access to a preferred item when the inappropriate behavior occurs, remove the item. Return the item after he has not engaged in the aggressive behavior for at least five minutes.



## BEHAVIORAL ANTECEDENTS

### AND TARGET BEHAVIORS (page 1)

1. Eric will make eye contact with staff

2. Eric will whine/cry and lay on the floor



## CONTINGENT BEHAVIORAL

### INTERVENTIONS

A. Avoid eye contact with Eric. Utilize behavioral momentum techniques that help facilitate compliance. Redirect using a neutral tone and remind him of the reward being offered. Give choices of task prior to activities.

B. Offer sensory equipment to Eric. Prompt Eric to appropriately ask for sensory equipment or a different activity. Have him quickly finish current activity to gain compliance. Redirect him to his schedule and provide choice.



3. Engages in self injurious behavior

4. Aggressive behavior towards staff/students

5. Aggressive behavior occurs in the community another unsafe environment (street, parking lot)



C. Physical prompts to block attempts of self injurious behavior. Contingent use of protective gloves and helmet (to prevent self injury). Follow steps A and B above to redirect and obtain compliance.

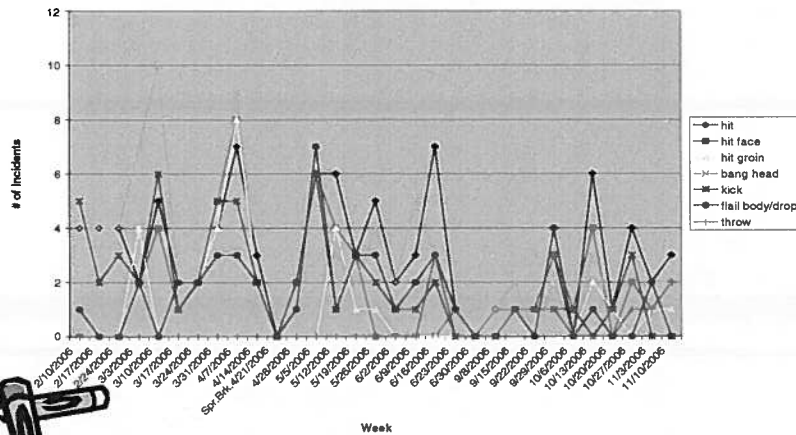
D. Use BASIC movement control to block attempts of aggression. Should aggression be towards peers, move peers away from him while following step B. Two/three person escort involving restraints of limbs and use of force to safely escort a student who presents a danger to self or others. Student is placed in an unlocked area where there is little visual stimulation. The area may be contained on four sides, but must be free of any potential architectural hazard. The student must be visually monitored at all times by staff while in time out.

E. Use BASIC movement or control including 1-2 person lift to stand, and/or two person escort. Repeat steps A-D (above) as needed.



## Behavior Plan Review #1 (11/10/06) REVIEW OF BEHAVIORAL INTERVENTION PLAN EFFECTIVENESS:

Behavior Graph



## REVIEW OF BEHAVIORAL INTERVENTION PLAN EFFECTIVENESS: Effect on Target Behavior

Current Goal: *Decrease aggressive behavior*

Current Objective: Eric will reduce aggressive behavior to 20 incidents per month for 3 consecutive months by 9/06. (next benchmark was 15 by 12/06)

Month	# of Incidents
February	15
March	22
April	14
May	27
June	17
September	9
October	16
November (thru 11/14)	8



## REVIEW OF BEHAVIORAL INTERVENTION PLAN EFFECTIVENESS:

- Behaviors that are escape motivated occur when demands are placed on Eric. Staff either keep him engaged in the activity by motoring him through the activity and allowing him to take a break when he is finished, or by waiting for him to calm down without removing him from the activity.
- When the staff believe the behavior to be sensory related, Eric is provided with sensory items and he can make a choice to take a break in the time out chair. Eric's previously had access to a helmet with a safety chin strap, snow gloves, and weighted sensory items.
- In addition, a Special Circumstance assistant is assigned to him at all times, and occasionally his behaviors require two staff. During group activities Eric is seated out of reach of other students to prevent him from spontaneously hitting them and the classroom staff are working with Eric to have him seated with the rest of the students without this behavior occurring.

## Summary of effect on replacement behavior(s) (from data sheets):

Current Goal: Improve Eric's ability to communicate his needs to staff.

Current Objective: Eric will use appropriate means of communication to make a request for sensory equipment, take a break, snack, help, etc. \_\_\_\_\_ times above baseline (3 times/ day) for 3 consecutive months.

(a) 3 by 9/06   (b) 6 by 12/06   (c) 9 by 3/07   (d) 12 by 6/07

## Summary of effect on replacement behavior(s) (from data sheets):

- Eric has met his previous replacement behavior goal. He is successfully responding to redirection when agitated provided that he has access to sensory equipment and staff provide constant and close monitoring to block his attempts to aggress.
- He consistently checks his schedule when handed his name card and can transition between activities provided that the SCA is in close proximity to provide redirection/ physical prompts if necessary.
- In addition, Eric will independently seek out the "time out" chair when he needs a break. He will return to the current activity following the break and is typically successful in transitioning to subsequent activities.
- Eric can exchange a picture to make a request for a desired snack item during a structured language activity. He continues to make progress in using a sentence strip to support his language development.



## Proposed Replacement behavior Goal

Proposed Goal: Improve Eric's ability to communicate his needs to staff.

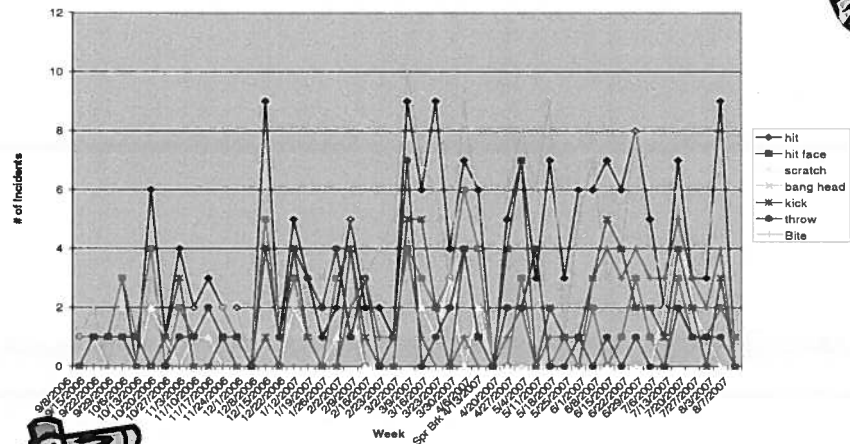
Objective: Eric will use appropriate means to communicate his wants and needs independently throughout the day by using a communication wallet to make requests (i.e. bathroom, toys, activities, break, recess activities, etc.) \_\_\_\_\_ times per day for 3 consecutive months.

(a) 3 by 2/07    (b) 6 by 5/07    (c) 9 by 8/07    (d) 12 by 11/07



## Behavior Plan Review #2 (dated 11/07) Behavior Data 06-07

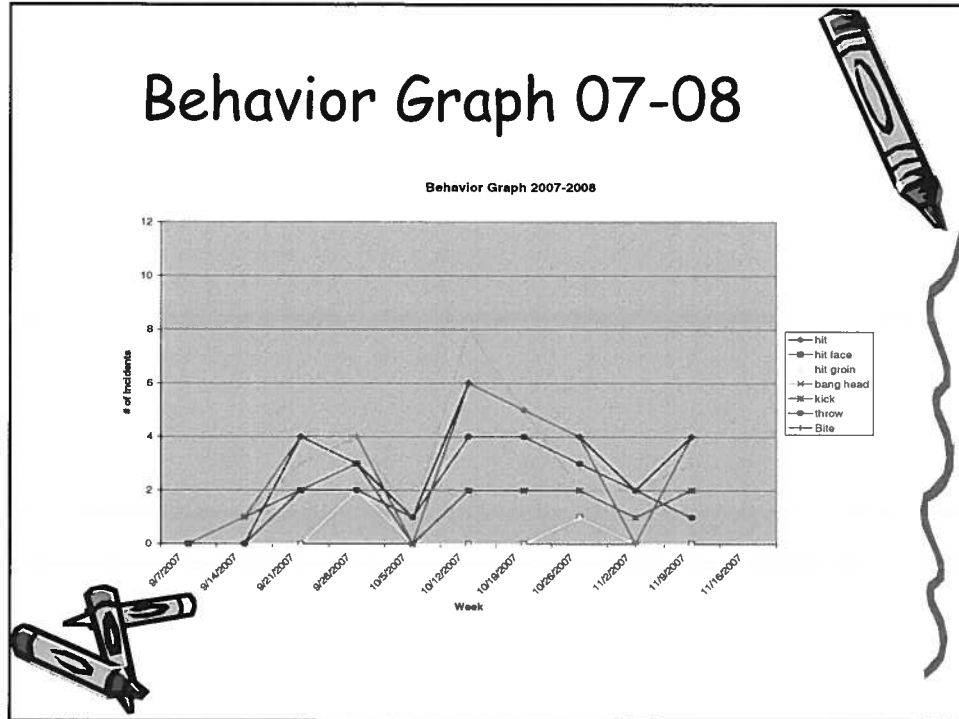
Behavior Graph



## Incidents by Month 06-07

Month	# of Incidents
September	9
October	16
November	12
December	18
January	19
February	22
March	42
April	29
May	32
June	43
July	28
Aug. (5 days)	7

# Behavior Graph 07-08



## Discussion of progress on reduction of target behavior

- The classroom staff has sectioned off an area in the classroom for Eric to take a break in when needed. The area includes a mat and a chair. Eric is continually offered to enter or exit the area and typically it will calm him down and he can be redirected to re-join the classroom. He is provided with constant staff monitoring when in the break area.
- Eric can spontaneously become upset and he may attempt to bang his head on the nearest hard surface or sharp corner. For this reason, Eric is offered a hard helmet to wear throughout the day and staff help him put it on and take it off as needed.
- Special Circumstance assistant is assigned to him at all times, and occasionally his behaviors will warrant the attention of two staff.

## Proposed goal: *Decrease aggressive behavior*

- Objective: Given a variety visual, environmental, physical, and communicative supports Eric will reduce his behaviors to \_\_\_\_\_ difficult days per month over 3 consecutive months as measured by classroom instructional data sheets.

(a) 20 by 2/08 (b) 16 by 5/08 (c) 12 by 8/08 (d) 10 by 11/08

- Difficult days being defined as any day with one or more behavioral upsets which includes one or more physically aggressive actions to self or others



## Discussion of progress on replacement behavior

- Eric can exchange a sentence strip to make a request for a desired snack item during a structured language activity.
- For example, he can say "I want" and name 1 of 5 snack items independently (he is provided with a choice of 3).
- Currently Eric uses his communication wallet to initiate communication with staff 6 times per day.
- Eric will verbally ask for help.



Proposed Goal: *Improve Eric's ability to communicate his needs to staff.*

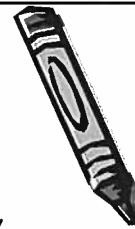
Objective: Eric will communicate his wants and needs using appropriate language strategies including pictures and verbal requests for \_\_\_\_\_% of the day over 10 of 15 consecutive trial days, as measured by teacher data sheets.

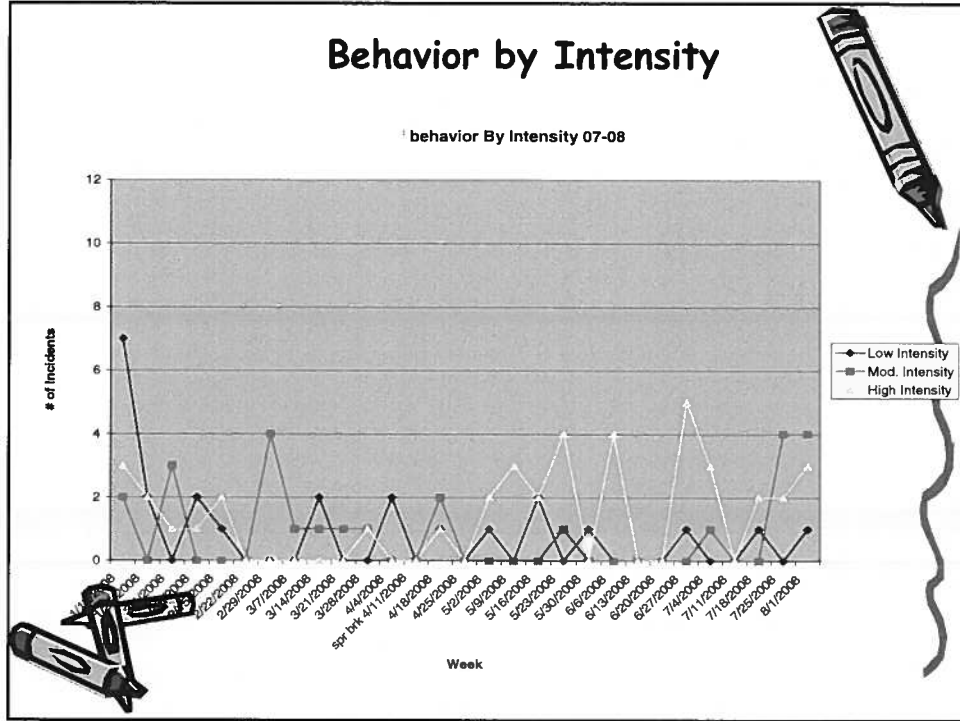
(a) 50 by 2/08 (b) 60 by 5/08 (c) 70% by 8/08 (d) 80% by 11/08



## Behavior Review #3 10/08

- Objective: Given a variety visual, environmental, physical, and communicative supports Eric will reduce his behaviors to 10 difficult days per month over 3 consecutive months by 10/08 as measured by classroom instructional data sheets.
- Difficult days being defined as any day with one or more behavioral upsets which includes one or more physically aggressive actions to self or others





### # of Difficult Days per Month

Month 07-08	# of Difficult Days
November	7
December	8
January	10
February	9
March	5
April	4
May	12
June	8
July	16
August	0

## Target Behavior

- Behaviors have increased in intensity since the BIP was last reviewed in April 2008
- He had 3/5 months with 10 or less "difficult" days however the months were not consecutive.
- Eric's class changed campuses at the end of June 2008.
- The classroom still has a sectioned off padded area attached to the classroom for Eric to take a break in when needed. The area includes a mat and a helmet for protection.



## Replacement Behavior

*Proposed Goal: Improve Eric's ability to communicate his needs to staff.*

Objective: Eric will communicate his wants and needs using appropriate language strategies including pictures and verbal requests for 80 % of the day over 10 of 15 consecutive trial days, as measured by teacher data sheets.

- Currently Eric uses verbal language (not always intelligible so staff may redirect him to show them what he wants or use his communication book) to spontaneously initiate communication with staff 6-10 times per day.

*Proposed Goal: Improve Eric's ability to communicate his needs to staff*

Objective: Eric will spontaneously use picture symbols to support language or clarify language when making requests for \_\_\_\_% of opportunities daily over 8/10 consecutive trial days as measured by instructional data sheets.

(a) 20% by 1/09 (b) 40% by 4/09 (c) 60% by 7/09 (d) 80% by 10/09





## Incidentals

- Parent Involvement
- Agency Involvement
- Staff Competency
- Ancillary Support



## UCI assessment

- Diagnosis of Mood Disorder- Dr. calls it "Contagious Self Injury" in which the antecedent is another self injury in which opiates are released in the brain.
- Prescribed an opiate blocker medication called Naltrexone.
- Dr. doesn't know how fast and to what degree the medication will work and is not sure if the optimal dose has yet been established.
- IN addition, not many kids with Autism respond to med.



## L.A. Diagnostic Center

Suggestions and recommendations include:

- have an "all done" picture and a "next activity" picture at snack,
- give 2 choices when asking if he wants a certain activity (i.e., music) to affirm a yes answer or a change in activity
- explore more sensory options (mild head bangers respond to vibration) present one sensory item at a time, try introducing sensory items when he is not having behaviors or at a particular time of day, try Neoprene vest (wet suit material) and a rubber band swing/sling suspended from the ceiling
- mobile schedule, keeping toileting data
- Also recommended changing his replacement behavior to % of opportunities; keep data on 30 minute variable intervals.



## Eric...the latest update

- Prescribed generic version of Naltrexone for one month
- Generic version of Naltrexone generated an increase in SIB
- Currently behaviors are under control and Eric is choosing to participate more than ever.
- Still has access to supports (break area, helmet, etc.)

