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FUNDAMENTALS IN CREATING EFFECTIVE FUNCTION BASED BEHAVIORAL PLANS FOR ADULTS WITH DEVELOPMENTAL DISABILITIES

Steffaney A. Seagle
stefseagle@gmail.com

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This is my third revised version as requested by the grad school - hopefully I got it right this time.

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FUNDAMENTALS IN CREATING EFFECTIVE FUNCTION BASED BEHAVIORAL
PLANS FOR ADULTS WITH DEVELOPMENTAL DISABILITIES

by

Steffaney A. Seagle

B.A., Western Illinois University, 1995

A Research Paper
Submitted in Partial Fulfillment of the Requirements for the
Master of Science

Department of Rehabilitation Services in the Graduate School
Southern Illinois University Carbondale
May 2012

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RESEARCH APPROVAL

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PLANS FOR ADULTS WITH DEVELOPMENTAL

By

Steffaney A. Seagle

A Research Submitted in Partial

Fulfillment of the Requirements

for the Degree of

Master of Science

in the field of Behavior Analysis and Therapy

Approved by:

Jonathan C. Baker, Chair

Graduate School
Southern Illinois University Carbondale
4/9/12

AN ABSTRACT OF THE RESEARCH OF

STEFFANEY A. SEAGLE, for the MASTERS OF SCIENCE degree in BEHAVIORAL ANALYSIS AND THERAPY, presented on April 13, 2012, at Southern Illinois University Carbondale.

TITLE: FUNDAMENTALS IN CREATING EFFECTIVE FUNCTION BASED BEHAVIORAL PLANS FOR ADULTS WITH DEVELOPMENTAL

MAJOR PROFESSOR: Dr. Jonathan C. Baker

Over the past several decades, social services that are provided to people with developmental disabilities have changed and evolved across time. Reasons for some of those changes are due to funding and legal issues, public policy, social values, and the need to provide a better quality of life to that population. One of the first set of organized services were from the institutional era where there were too little staff for too many people with disabilities. So much so that even providing nutrition and cleanliness were difficult, at best, to manage. There was no formal programming involved and the manner in which behaviors were addressed would make one shudder to think of today with the current regulations and social views.

As service systems continue to change and evolve, from larger institutional settings to smaller community based settings, there is also a shift towards the expectations on quality outcomes, services, and over-all quality of life. How behaviors are evaluated and plan implementation in the day to day lives of people now include several policy and procedural changes. Some of those are person centered planning, self-directed lives, and quality training for necessary skills to live and function as independently as possible with supports in the community.

The first objective of this research paper is to provide a comprehensive manual to assist in creating and developing effective function based behavioral plans for adults with developmental disabilities so that they can experience a better quality of life. This specific

manual was created for a developmental training company that had no specific format in developing procedures for behavioral plans that were being implemented. They provide developmental training to several people with varying functioning levels and trying to gain skills to work, earn a paycheck, and contribute to the community in which they live. These people also have varying degrees of adaptive behaviors and mal-adaptive behaviors that needed changed to be more productive and live more fulfilled lives. This manual was created to assist in developing effective behavioral plans and guiding the type of behavioral management policies and procedures that this company wants to represent for the people they serve.

Secondly, this manual provides policy which guides day to day operations as it relates to creating a positive meaningful work experience. It also provides procedures that will be adhered to through the behavioral management program. Most importantly, this manual provides a step-by step instructional format on how to develop a quality behavioral plan, focusing on assessment, data collection with interpretation procedures, plan development, and the best strategies in training staff, as well as follow up and revision strategies once the plan is in place.

Lastly, this manual could certainly be adapted to any environment in which behavior change is needed. It could be used in a school setting, a community integrated living arrangement, or a smaller living environment. It provides examples, non-examples, and step-by-step instructions, based on the theories of applied behavioral analysis. It is user friendly, easy to navigate, and also provides comprehensive training techniques that could be used in any environment with slight company specific revisions regardless of whether people have developmental disabilities or not.

DEDICATION

I would like to make a few dedications with this research paper. First and foremost, I want to dedicate this research study to Tom Welty, my true partner. I want to thank you so much for your patience, motivation, and support in teaching me that life is truly more than the mere ingestion of time; it is the experience.

I would also like to dedicate this study to members of my family. To my mother, Penry A. Cockrum, and my belated father, Charles E. Seagle who taught me to be independent, encouraged me to find my own way, and to further my education. To my belated grandparents, Mary and Hubert, and Patty and Smokey, I know that you are proud. To my son, Andrew, who inspired me to have courage enough to further my education to provide a better life for us, and to Breanne, Tony, Cole, and Jenny for years of support and tolerance of listening to me talk about behaviors. To Finn Anthony for providing laughter and joy through the eyes of a child and much needed breaks from this endeavor. To the rest of my extended family for believing in me and giving me words of encouragement. Finally, to Jameson Moon Shire, my faithful companion, tried and true from beginning to end right by my side – I will always be grateful. I promise to take more walks and throw more sticks.

Lastly, I would like to take the opportunity to dedicate this research paper to the wonderful people at the Village of Progress, both the staff and the people they serve, specifically, Donna Mattison and Marla Rozeboom for tolerating my behavioral discussions which must have seemed endless. I sincerely hope that this policy and procedural manual contributes to the quality of services that you strive to provide each and every day. Thank you for allowing me the honor of developing your policy and procedural manual. It truly is appreciated.

ACKNOWLEDGMENTS

I have been blessed to have had the support and words of encouragement from many special people in my life. First and foremost, I would like to thank Dr. Jonathan Baker for his patience, availability, accessibility, and guidance through this educational journey. You sacrificed extra time and efforts to ensure that I felt comfortable, while at the same time challenging me to gain a sense of confidence with the material. You are one of the great teachers and I truly appreciate your support.

A special thank you goes to Elaine Lee and JoAnn Kaminsky for your time and patience, through the laughter and tears. Your support got me through the doubtful times and I appreciated your advice along the way.

I would like to thank my closest and best friend, Shelley Stone, for standing beside me no matter what, building my confidence, and making me think that I could do anything. I would also like to thank all the members of the Cedar Street Covenant and the Grand Detour Women's Summit for pretending to be interested in behavioral conversations, encouraging words, and your support along the way. It truly does take a Village. Hopefully, I will be much more fun to be around now that this is finally over.

I would like to thank all of my friends and colleagues who, in some way, contributed to the success of this research paper, including, but not limited to, Kathy Wampach, Kathy Nelson, Desiree Henderson Sawyer, Tiffany Bailey, Teri Zinke, Connie Spencer, and Judy Melton. Finally, to the many others who have made this experience enjoyable and tolerable, I thank you much.

Lastly, I would like to thank God who carried me when I needed to get through the difficult times, and made sure that I would never walk alone. Hopefully, this policy and procedure will make someone's quality of life and world a little bit of a better place to be.

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CHAPTER 1

POLICY AND PROCEDURE

Policy

All consumers of the Village of Progress shall be treated with dignity and respect on a continual basis. Staff will utilize non-physical interaction and redirection to ensure a safe and healthy work environment where consumer rights and welfare are safeguarded.

Village of Progress does not subscribe to the use of seclusion or restraint. Alternative, positive approaches are used in redirecting inappropriate behavior. Further, corporal punishment, seclusion, abuse, neglect, exploitation, retaliation, and humiliation are prohibited by the Village of Progress.

Procedures

The Village of Progress seeks to create a positive meaningful work experience. Staff need to be consistent and predictable in their interactions to develop trust and security. By following these approaches, staff are less likely to encounter mal-adaptive behaviors. This Behavioral Management Program procedure and subsequent consequences that occur following inappropriate behavior are built on the premise that the person must have intellectual, emotional, physical, and financial ability to comply with the rules of the agency and profit from the action/consequence used to extinguish the mal-adaptive behavior.

Inappropriate behavior shall generally result in one of the following courses of action:

- a. Development of behavioral plan which includes assessment, data collection, reinforces, goals, training, implementation, follow-up, specifically written for that individual addressing function of behavior and intervention

- b. Suspension from the agency or agency service if the person is a danger to self or others, such as removing privileges for community outings
- c. Combination of any of the above steps
- d. Referral to outside agency (Sec 5)
- e. Discharge from the Village of Progress

If all attempts to redirect dangerous mal-adaptive behaviors are unsuccessful and continue to present dangers to that person, staff, or others, the consumer may be discharged. If this occurs, the person will be given a ten day written notice that provides information regarding both Grievance and Appeal procedures and under what conditions that person can re-apply. Access Services, Department of Human Services, Behavioral Management, and Human Rights Committees will be notified in writing.

Interventions. The following typically necessitates intervention. The list is not intended to be all inclusive, but rather reflects some of the more common inappropriate behaviors:

- a. Refusing to comply with the rules of the agency
- b. Refusing to comply with the requests of the staff
- c. Verbal aggression or vulgar language that is disrespectful to co-workers or the staff.
- d. Physical aggression that may be injurious to the person, their co-workers, or staff.
- e. Property destruction or threats of property destruction
- f. Absenteeism or tardiness without good cause
- g. Failure to cooperate with co-workers or staff in efforts to provide a meaningful training experience
- h. Leaving the premises or organized activity without permission

- i. Use or possession of alcohol, a controlled substance, or drug paraphernalia on the property, under the influence of such substances, or being used during working hours
- j. Failure to comply with all safety rules
- k. Failure to report to work clean
- l. Behavior indicating the potential harm to self or others
- m. Use or possession of a weapon on the premises
- n. Sexual Harassment of any kind is strictly prohibited

Suspension. Suspension or immediate suspension will occur as a result of the mal-adaptive behavior endangering self or others. Guardian/family/Company will be notified and arrangements will be made to transport home. Suspension may be used for all listed behaviors occurring on a regular basis despite discussion and all efforts to resolve. The person will be given a d 10 day written notice that suspension will be a consequence in situations not involving endangerment. Suspension will generally occur as follows, however it is based on the individual needs of the person:

- a. 1st suspension – 1 work day
- b. 2nd suspension for same mal-adaptive behavior – 3 work days
- c. 3rd suspension for same mal-adaptive behavior – 1 week
- d. 4th suspension for the same behavior – 1-3 weeks with written conditions and contract for re-admission

Referral. In some instances, referral to a service that may be more appropriate – Typical referrals include those to a psychologist, professional councilor, psychiatrist, physician, or

behavioral analyst. The referral will generally be a result in both the new service and the Village of Progress working together with the person on a cooperative basis. The duration of involvement of the new service may be brief or ongoing. If it is deemed that the person is not appropriate for the services at the Village of Progress, and a different agency/service better meets the needs of that person, the new agency will be the sole provider after it is determined by the Community Support Team to be in the best interest of that person.

A referral can occur, but is not limited for the following conditions:

- a. Anxiety or lack of emotional stability to the extent that it is interfering with the person's ability to perform and function appropriately. This referral could be related to a medication review
- b. Failure to cooperate with efforts to provide a meaningful training experience – ongoing failure may indicate that our services are not appropriate at this time.
- c. Use or possession of alcohol, a controlled substance, or drug paraphernalia on the property, under the influence of such substances, or being used during working hours
- d. Behavior indicating the potential harm to self or others
- e. Use or possession of a weapon on the premises

Ongoing efforts will be used to encourage appropriate behavior and all consequences will be discussed and approved by the Community Support Team members at the Annual Individual Service Plan or on an as needed basis.

Mal-adaptive behaviors are a way for people to communicate their wants and needs when they feel that no one is listening. If staff observe that someone is getting upset, here are some strategies to use prior to the mal-adaptive behavior occurring. Provide, as much as possible,

Positive procedures used to re-direct possible maladaptive behaviors within the confines of our agency, such as quality social interaction, involvement with their wants, needs, desires, access to preferred items, a break from the demands being placed on them, re-direction, counseling, removing from environment within a specified time frame none of which includes seclusion (going for a walk, temporarily eliminating responsibilities, talking with staff, going to another area of the building, etc.). These procedures are never presented as a threat and only used in de-escalation procedures as a chance to de-escalate and re-integrate. The more that the above mentioned is provided, the less mal-adaptive behaviors will occur thus fewer interventions.

If a potentially serious and dangerous mal-adaptive behavior occurs, staff need to remain calm, relaxed, and non-aggressive when redirecting or intervening to attempt to de-escalate a potentially dangerous situation. The following procedures can/will be used in such described situation depending on the severity of the mal-adaptive behavior and the environment in which it occurs:

- a. Use of a soft object, i.e. pillow can be used to protect targeted area of the body
- b. RN will be notified
- c. Executive Director will be notified
- d. Area will be cleared of co-workers
- e. A staff will remain in the area to provide support
- f. If additional staff are needed, the intercom will be used or the alarm will be sounded in-house and in portable building
- g. If situation cannot be resolved, and the person continues to be a threat to self or others, police should be contacted as directed by the Executive Director or person in charge.

CHAPTER 2

COLLECTING DATA

Operationally Define Behavior

When collecting data, the first step is to operationally defining a mal-adaptive behavior. This is to identify and define the target behaviors that need changed so that two people can agree on the observable behaviors and help focus on what, when and where behaviors will be documented. To do this, define in an objective, specific manner that a second person, who does not know the individual, could recognize based solely on what is written. Be sure to define accurately, clearly, objectively, and completely with precise descriptions of the behavior. For example, one behavior that might be targeted would be “meandering” after breaks. This could be defined as walking slowly and stopping regularly instead of going directly to work station. This meandering occurs throughout the workshop area, from the break area to work station. It occurs after the buzzer has rang indicating that break/lunch time is over and it is time to get back to work for the morning break and lunch break. This is a good operational definition because it is objective, observable, and helps to focus on what, where, and when to track the behaviors to be changed. This definition is not one person’s opinion.

On the other hand, a non-example might be visiting after the buzzer all the way to work station and calling it meandering/wandering to work station. These are not good examples because there can be many definitions of visiting, meandering, and wandering depending on who is defining it.

Another behavior that might be targeted is “teasing/pestering” others. A well-defined and objective definition might be – disrupting the work flow of others with antics by puckering his

lips to motion that he is going to kiss someone and/or shaking his closed fist at others and/or with a flat hand pretending to “spank” someone. This is a good example because it objectively defines teasing/pestering so that any two people can agree on the behavior that is being tracked

Another non-example would be aggravating others, which is a non-example because what might be aggravating to one person may not be aggravating to another.

Before proceeding to the next step, determine if this behavior, once changed, would give the person a better quality of life through developing better competitive work skills or social skills. This is done because the behavioral change needs to be positive, and meaningful to the person requiring behavioral change. To do this, compare the behaviors of the person to the behaviors in a “normal setting” to determine if it is appropriate, and important. For example, getting to the work station within 5 minutes after break is an expectation in any “normal” job setting. This is a good example because it objectively defines the time frame based on the time frames under “normal” working conditions that two people observing can agree upon. On the other hand, a non-example might be “Cannot go to activity because of an annoying voice”. This is not a good example because what might be considered annoying to one staff may not be annoying to another staff. Also anyone collecting data on this would have to personally define “annoying” according to their own personal history. This makes it difficult to collect consistent data due to being subjective in nature.

Create a Data Sheet

Data sheets are done to create a way to measure the defined behavior, its relevance, and to determine whether to continue current treatment, try something different, or go back to previous strategies. This process also will eliminate the possibility of staff being imprecise and subjective in the behavioral information that is being reported. To do this, create the data sheet

to indicate specified behavior, time of day, days of week, amount of times behavior was emitted, and staff collecting the data. This can be done through a hand written data sheet or through the use of a computer program.

Behavior: Swearing – using swear words or foul language that is offensive to others

Bossing – telling others what to do in a stern authoritative voice without invitation to interact

AM	Monday	Tuesday	Wednesday	Thursday
Swearing				
Bossing				
PM				
Swearing				
Bossing				
Staff initials				

Instructions for staff: Place an X when behavior occurred and a O if it did not occur while on the van ride to work and from work

Figure 1

Figure 1 is an example of a data sheet. This is a good example because it objectively defines what - a behavior that two people could agree upon, when - it stipulates time frames: AM and PM, and where - on the van ride to and from work. The data sheet also has the staff documenting when the behavior occurred and when it did not occur. On the other hand, a non-example might be verbal reports and meetings, “she cusses and is bossy all the time”. This is not a good example because sometimes problem behaviors appear to be worse than what they are. If the data is being collected, it can determine that behaviors are not occurring as frequently as staff thought they were occurring.

Collecting Data

Data should be collected as they are a cumulative visual record that provides a continual evaluation of the mal-adaptive behavior. The initial collection of data will provide a cumulative

record of when the behavior is occurring or not occurring, how often, and will guide the determination of whether an intervention is needed or not. Data are collected during the times that the mal-adaptive behavior is occurring or not occurring. Generally, 2-4 weeks of baseline data will yield good results on trends and patterns. If after two weeks, there are no trends, continue to collect data for another two weeks. If no trends are present, then re-evaluate the behavior and goals for the individual. Data collection is ongoing and occurs continually - prior to the intervention(baseline), during the intervention, and after the intervention

CHAPTER 3

EVALUATING THE DATA

Evaluating the data will assist in determining the results of the data collection process. Graphing the data will provide a visual analysis of the data collected to determine trends prior to the intervention, during the intervention, and after the intervention. There are several different ways to use graphs. The most common graphs used in this setting are the line graph and bar graph

Types of Graphs

Line graph. In a line graph, the horizontal axis or X axis usually represents time in days, weeks, months, sessions, etc. The vertical axis or Y axis usually represents the number of mal-adaptive behaviors being displayed. For example, the X axis represents the amount of minutes that this person is late getting back to work. The Y axis represents the days of the week that data was collected. See Figures 2 and 3 below.

Bar graph. The bar graph also provides information regarding data however different from the line graph in that it does not have specific data points in which the mal-adaptive behavior occurred yet offers comparisons to different participants or environments. The horizontal axis or X axis usually represents time in frequencies, days, weeks, months, sessions, etc. The vertical axis or Y axis usually represents what mal-adaptive behaviors being measured. For example, the X axis represents the amount of times (or frequencies) and the Y axis represents the areas being measured.

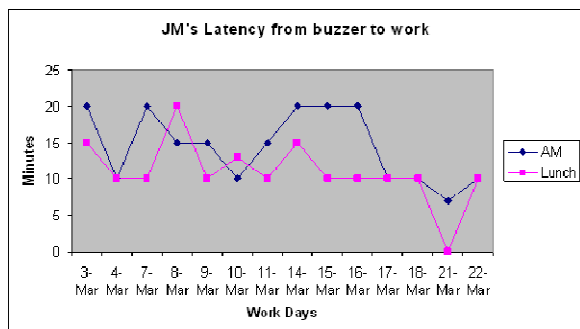


Figure 2 - Line Graph - baseline

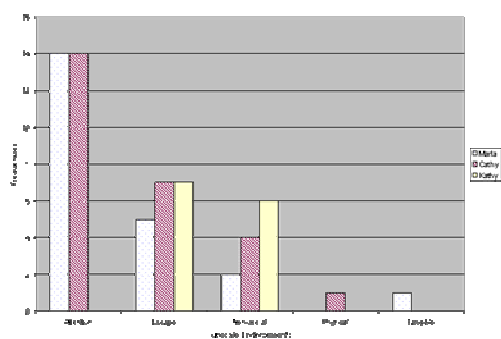


Figure 3 - Bar graph

Making a Decision Based on the Data

The decision to implement a formal behavioral plan is based on the visual inspection of the data in graph form. In examining the above line graph (Fig.2), it is determined that this person is at least 10 minutes or more late getting back to the work station 13 out of 14 days. This would indicate that to be a productive employee compared to the “normal standards” of employers, this person needs to change his behaviors of being late to his work station after breaks. In examining the bar graph (Fig 3), it indicates that the person most likely is engaging in being late most often to gain Attention from others, however sometimes he may engage in being late for Escape and Non-social components. This bar graph also shows input compared from three different employees.

Reports stating that the mal-adaptive behavior is due to not wanting to go to work. This would be a subjective statement that would not address the function of the behavior and would also result in a behavioral plan that would not address the reason that the mal-adaptive behavior is occurring or the desired behavior is not occurring.

CHAPTER 4

GRAPHING THE DATA

When graphing the data, there are different ways that a graph can be completed. There are two simple techniques that can be used to graph data: through using the Excel on the computer or manually (See –Creating a manual graph on paper on page 17).

Using the Excel Program on the computer

Go to the Start button in the bottom left hand corner of the computer screen. Go to Programs. Go to Microsoft Office. Go to Microsoft Excel. Below is an example of what the spreadsheet should look like.

Example:

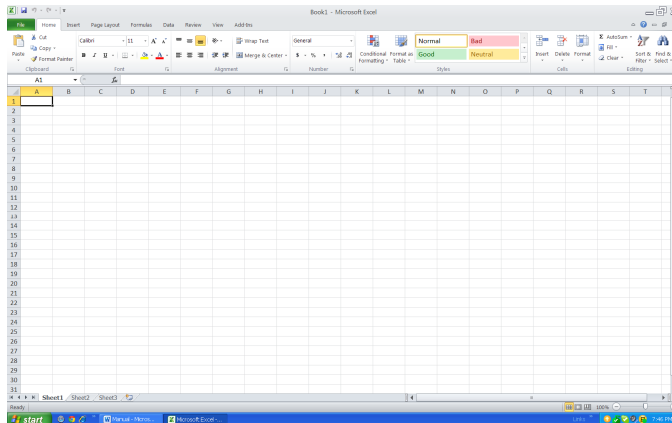


Figure 4: Excel spreadsheet chart

When creating the graph, the first step is to enter the data. Do not skip lines, rows, or columns. List the descriptive of the behavior in the first column and then in the column to the right of that, type in the data.

An example of this is found in below (Fig.5). The title on the first row (Row 1) is Time in Minutes for March. The second row (Row 2, Column B through Column R) indicates the days that data was collected. The third row (Row 3, Column A) is titled AM which indicates the data collected from the morning. The third row (Row 3, Column B through Column R) also indicates the amount of time that it took to get to the work station after the morning buzzer sounded. The fourth row (Row 4, Column A) is titled Lunch which indicates the data collected after lunchtime. The fourth row (Row 4, Column B through Column R) also indicates the amount of time that it took to get to the work station after the lunch buzzer sounded.

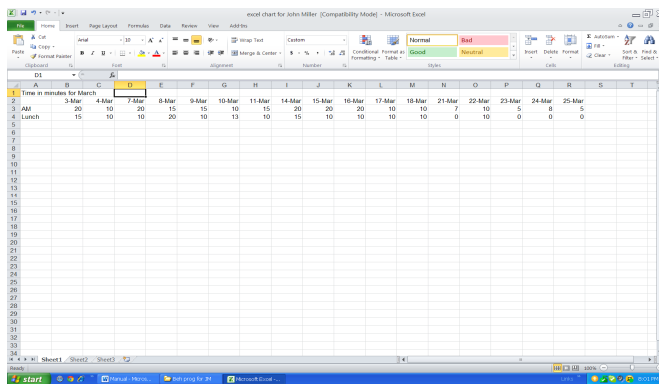


Figure 5 – Entering the data

Using the mouse, drag to highlight and select the information that will be contained in the line graph. An example of this can be found in page 14 (Fig.6) all of the information for the line graph has been highlighted.

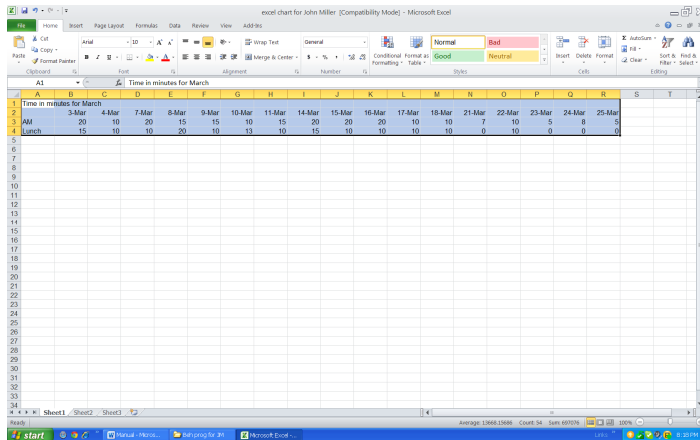


Figure 6 – Highlighting information for graph

Next, click on the Insert ribbon at the top of the screen. Click on Chart in the Insert section. An example of this is below in Figure 7 and is an example of choosing the type of graph to use – **Line graph.**

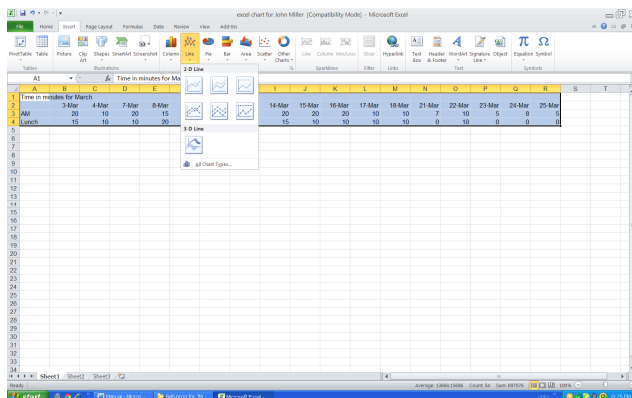


Figure 7 – Choosing type of line graph

Once the type of line graph is chosen, a line graph will appear on your spreadsheet. An example of this can be found in on page 15 (Fig.8) and demonstrates what the line graph would look like on the spreadsheet.

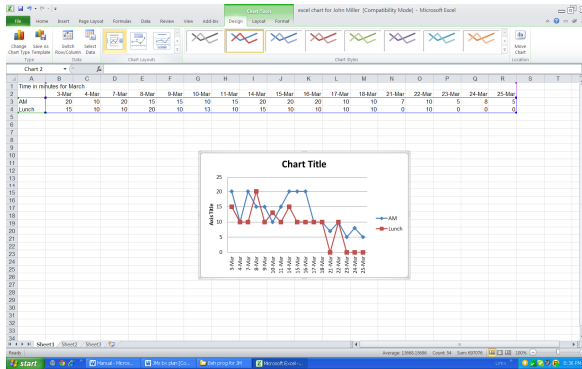


Figure 8 – Line graph on Excel Spreadsheet

Formatting options

There are several formatting options for the graph – all of this can be found in the ribbon above the spreadsheet (Fig.8). Training on all of the different options can be provided by a trained professional, if needed. Some of those options are as follows: The types of line graph to be used, adding a title, adding Axis titles, changing the colors of the lines, deleting the horizontal lines, etc.

Bar graph

The same procedure is used for creating a bar graph except when choosing the Line as a type of graph, choose Bar. Figure 9 on page 16, there is an example of what a Bar graph would look like.

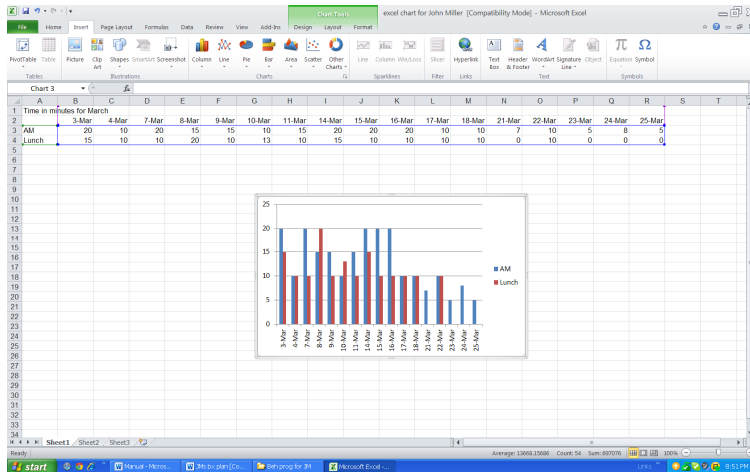


Figure 9 – Bar graph on Excel spread sheet

Revisions to graphs

All revisions to the graph should be made while it is still on the Excel spreadsheet. Once revisions have been made, then the graph is ready to be placed in the behavioral plan. To cut and paste the completed graph (Fig.10) to the behavioral plan, follow these instructions: left click on the mouse on the outer edge of the graph on the spreadsheet. Once the graph is highlighted, right click with the mouse and choose Copy. Right click with the mouse in the section of the document where the graph will be copied. Right click with the mouse and choose Paste.

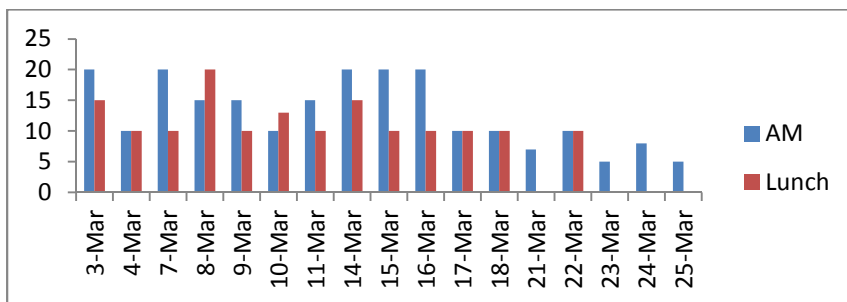


Figure 10 – Graph inserted into document

Creating a manual line graph on paper

It is recommended that a ruler is used to ensure ease of use in creating a hand written graph or graphing paper. On the left hand side of the paper, create the amount of time on the vertical axis in equal parts. An example of this would be: every half inch equals 5 minutes of time on the vertical axis and every quarter inch equals the days that data was collected on the horizontal axis.

Plot the data using a different colored pen or marker - one color representing AM and the other representing Lunch. Connect the AM and Lunch coordinates with the same corresponding colored pen. Identify which colors represent specific coordinates on the right hand side. Repeat steps in manually creating a Bar graph.

CHAPTER 5

COMPLETING FUNCTIONAL ASSESSMENT

Completing a Functional assessment is a method of assessing the mal-adaptive behavior to determine the potential function of the behavior. The reason that this needs to be completed is because it is important to know why the behavior may be occurring, under what conditions, when it is occurring, where it is occurring, and how it looks when it does occur. This information will better guide the interventions that are put in place, i.e. if you know that the mal-adaptive behavior may be occurring because of attention, and then the intervention can have attention components in it to address the need.

An example of this is: If it has been determined that a person is engaging in a mal-adaptive behavior for escape, and the staff try to ignore the behavior, rather than removing the task, then it is likely that he/she will continue to engage in the mal-adaptive behavior. If the staff are providing attention, then that is allowing the person to escape the demands of the task. It is likely that the person will continue to engage in the mal-adaptive behavior when receiving attention because he does not have to perform the task he is trying to get out of completing. To eliminate a mal-adaptive behavior that has been defined as having an escape function, then a behavior specialist must either teach the person a more appropriate way to ask for breaks, find a way to make the task more enjoyable, or build in breaks (regardless of whether the mal-adaptive behavior occurs).

This is completed by obtaining information through documentation review, the use of assessment tools to interview people who are active in the person's life (e.g., parents, QIDP, staff, van driver's, supervisors, etc), and direct observation.

Documentation review

The reason that documentation needs to be reviewed is to obtain information that you might not otherwise discover through interviewing people, and to assist in confirming information provided through interviews, and other assessment tools. This is completed by review the following documents for information: Past behavioral plans, medications, medical reports, Social History, Assessments, and ISP. The Functional Assessment Interview (FAI) can assist with organizing and prompting of what documents are best for review and what specific information would be beneficial (Pg. 22)

Assessment Tools

Assessment Tools 1: QABF – Questions About Behavioral Function – a checklist (See Figure 11, page 21 and Figure 12, page 22).

This is used because it is a fairly quick assessment, it can determine the possible reasons (or function) of the mal-adaptive behavior, can be used on a wide variety of behaviors, and can be used on the varying functioning levels of the people being assessed. It also categorizes the possible function of the mal-adaptive behavior in one or more of the following subscale endorsements (areas): Attention (they are engaging in the behavior for Attention, good or bad), Escape (they are trying to escape a demand or specific environment), Non-Social (alone, by him/herself, not aware of surroundings), Physical (they are not feeling well, or something is medically wrong), and Tangible (they want access to some item or activity that they are unlikely to get any other way).

With the QABF, there is a test administrator – It is recommended that a trained professional complete this assessment. QIDP and an informant(s) – generally staff that are

working with the individual. Attempt to interview 2 to 3 staff for more accurate results. Also, one QABF needs to be completed per behavior (for example, if a person engages in 2 behaviors, then 4 assessment would be completed each with 2 staff a piece: Staff 1, Behavior 1; Staff 1, behavior 2; staff 2, Behavior 1; and staff 2, behavior 2)

On side one (Fig. 11), this assessment has 25 questions that are answered with the following answers: Does not apply, Never, Rarely, Some, and Often. Each answer has a numeric value that corresponds to it, i.e. Never = 0, Rarely = 1, Some = 2, and Often = 3. The QIDP asks the staff each question and the staff answer with one of the answers in section (a). The QIDP records the numeric value in the space provided next to each question in section (b).

QUESTIONS ABOUT BEHAVIORAL FUNCTION (QABF)

Client's name and residence: _____

Name of person completing QABF: _____ Date: _____

Target Behavior: _____

Rate how often the CLIENT demonstrates the behaviors in situations where they might occur. Be sure to rate how often each behavior occurs, not what you think a good answer would be.

X	0	1	2	3
Does Not Apply	Never	Rarely	Some	Often

1. Engages in the behavior to get attention.
2. Engages in the behavior to escape work or learning situations.
3. Engages in the behavior as a form of "self-stimulation".
4. Engages in the behavior because he/she is in pain.
5. Engages in the behavior to get access to items such as preferred toys, food, or beverages.
6. Engages in the behavior because he/she likes to be reprimanded.
7. Engages in the behavior when asked to do something (get dressed, brush teeth, work, etc.)
8. Engages in the behavior even if he/she thinks no one is in the room.
9. Engages in the behavior more frequently when he/she is ill.
10. Engages in the behavior when you take something away from him/her.
11. Engages in the behavior to draw attention to him/herself.
12. Engages in the behavior when he/she does not want to do something.
13. Engages in the behavior because there is nothing else to do.
14. Engages in the behavior when there is something bothering him/her physically.
15. Engages in the behavior when you have something he/she wants.
16. Engages in the behavior to try to get a reaction from you.
17. Engages in the behavior to try to get people to leave him/her alone.
18. Engages in the behavior in a highly repetitive manner, ignoring his/her surroundings.
19. Engages in the behavior because he/she is physically uncomfortable.
20. Engages in the behavior when a peer has something he/she wants.
21. Does he/she seem to be saying "come see me" or "look at me" when engaging in the behavior?
22. Does he/she seem to be saying "leave me alone" or "stop asking me to do this" when engaging in the behavior?
23. Does he/she seem to enjoy the behavior, even if no one is around?
24. Does the behavior seem to indicate to you that he/she is not feeling well?
25. Does he/she seem to be saying "give me that (toy item, food, item)" when engaging in the behavior?

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Figure 11 – Side 1 of the QABF

Figure 12 – Side 2 of the QABF

How to score:

On side two (Fig 12), there are three sections to fill out: Below the shaded area, the light shaded area, and the dark shaded area. *Below the shaded area:* each one of those subscales corresponds with the first page. The first two columns are related to Attention, the second two columns are related to Escape, the third two columns are related to non-social, the fourth two columns are related to Physical, and the last two columns are related to Tangible. The first column will be scored by simply placing an “X” by the corresponding number if it had any score. If 1, 6, 11, and 16 was scored as Rarely, Some, or Often, then an “X” would be put next to the space that was scored.

In the 2nd column will be scored in the numeric value that corresponds with the first page. If #1 on the first page was rated as Often, the corresponding number would be 3, if #6 was rated Some, the corresponding number would be 2, etc. Continue until all of the spaces are filled in below the shaded area.

In the *light shaded area* – this area corresponds with the 1st column below and represents the number of items that were scored under that particular subscale. Circle the number of scored

answers. If there were four out of the five answered scored for Attention, then circle 4 – Repeat through all five subscales.

In the *dark shaded area* – this area corresponds with the second column below and represents the frequency of items that were scored under that particular subscale. Add all the numbers in column two. Circle the sum of those numbers. If #1 was scored as often (3), and #6 was scored as often (3), and 11 was scored as Some (2), then the sum would be 8. Repeat through all five subscales

How to interpret

Results must be graphed to interpret thoroughly (See Chapter 3). Figure 13 on page 22 is a sample bar graph to assist in interpreting the QABF results. There were 3 staff interviewed - Each person is displayed as a different colored/shaded bar in the corresponding subscales and a table (right side) indicates what shaded area represents which staff. The vertical axis (left side) represents the frequencies of the behaviors. The horizontal axis (bottom) represents the different subscales (areas). Clearly the results indicate that 2 out of the 3 staff strongly answered that when this person engages in the mal-adaptive behaviors, it is typically followed by Attention, and all three of the staff answered that there are also possible components of Escape and Non-social. When developing a behavioral intervention for this person, the Q should include opportunities for him to receive Attention, and provide opportunities for Escape, and Social reinforcement for the best possible outcome of changing his mal-adaptive behavior.

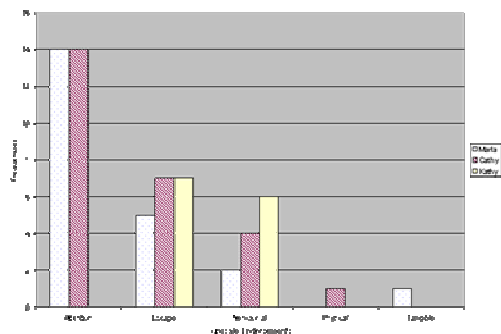


Figure 13 – QABF graphed results

Assessment Tools 2: Functional Assessment Interview (FAI)

This is blank form that is completed through interviewing anyone that may have important information regarding the person being assessed. Other components could be completed through reviewing documentation. This is completed to obtain objective information regarding the person, background information as it relates to possible functions of the behavior, the operational definition of the mal-adaptive behavior, antecedents (what happens prior to the behavior), consequences (what happens after the behavior), skills, and deficits. The way this is completed is by gathering information through documentation review and interviews with the person who has the best information to offer by posing questions in a manner that get responses that are objective, clear, and factual.

Some of the following areas are in the FAI: Diagnosis, Medications, Recurrent illnesses, Special diets or dietary restrictions, Typical sleep patterns, Communication - Primary form, How they generally communicate, Problem behavior(s) - List in order of occurrence, Specific Problem behavior information, Operational definition, When was it first observed, When did it become a problem, Frequency, Severity, How long does it last, When it is most likely to occur - Place, time, activity, people present, day, time of day (mornings, afternoon, evening, weekends), etc., Antecedent – what happens right before the behavior, Consequence – what happens right after

the behavior, Describe situations in which the behavior is least likely to occur, All previous interventions, Could the behavior be evoked in a 10-15 minutes session, Replacement behaviors, and Possible behavioral functions.

Direct Observation

This means observing the behavior occurring in the natural environment. This is completed so it can help confirm, or not, the information that was provided via the QABF and FAI. Direct observation should be based on the results of the QABF and FAI. A data sheet is needed during Direct Observation. Include a way to identify if the functions (reasons based on the QABF) occur before or after the behavior. Determine when the behavior is occurring in the natural environment, i.e. after breaks on the way to the work station, and observe in a manner that is inconspicuous and not disruptive to the normal routine. An example of this is: When observing in the work setting, the staff wants to be in an area that is not drawing attention, i.e. at a desk, in an area that staff would normally be seen, behind objects, etc. A non-example would be standing in the middle of the aisle, right over the work station, in areas that the staff would not normally be seen, etc.

Keep in mind that this is not typical data collection; it is data collection on the function (reason) so the data sheet should be different from the Figure 1 on page 8. This data sheet will tell you what is happening before, during and after the behavior occurs. These are referred to as ABC sheets. A (antecedent – what is happening before the behavior occurs) B (behavior what is happening during the behavior) C (consequence what happens after the behavior stops) data sheet. Once the function has been identified, switch to the data sheet similar to Figure 1 on page 8.

CHAPTER 6

DEFINING REINFORCERS

Defining Reinforcers

The definition of reinforcement is when a change occurs directly following a response that increases the chances of that same type of behavior occurring under similar conditions in the future. One way to find examples of reinforcement is to look at the ABC's of behavior. A represents antecedent, B represents the behavior, and C represents the Consequence.

Antecedents are what happen prior to the behavior (good or bad), Behavior is the behavior that occurs after the antecedent, and Consequences (good or bad) are what happens directly after the behavior occurs. One example is when a person sees something that he wants – chewing gum – that is the antecedent. When he asks, “May I have a piece of chewing gum, please?” that is the behavior. When he is given the chewing gum – that is the consequence. If we see that his asking for gum increases in the future or simply by seeing the gum, then getting the piece of gum is the reinforcement for the behavior of asking and saying please. It is likely that the behavior of asking and saying please when he wants something will increase in the future. Another example is if a person hears the break buzzer sound (Antecedent), indicating that break is over, and he goes to his work station within 5 minutes (Behavior) after the break buzzer has sounded, he gets to tell a joke to his supervisor (Consequence for getting to his work station within 5 minutes), if we see that telling the joke is the reinforcement for getting to work station on time.

Reinforcers need to be strong rather than weak

This means that the reinforcement that is used needs to be important (strong) to the person rather than something that is not important (weak) to him/her. An example of this is if someone completes a daily checklist for a week and usually brings their cold sack lunch to work

every day, but prefers hot lunch to a cold lunch, then a *free* hot lunch used as reinforcement should work. A non-example is if someone gets to bring his favorite dessert to lunch with him, then the hot lunch may be weak reinforcement because the dessert is a much stronger reinforcement than the hot lunch.

Reinforcers across individuals

Reinforcement is highly individualized. What might work for one person, may not work for another. An example of this is if someone has teeth and enjoys chewing gum, chewing gum may act as a strong reinforcement. A non-example is if someone does not enjoy chewing gum or does not have the ability to chew gum, then chewing gum is weak reinforcement.

Reinforcers with the same person

Reinforcement that worked well at one time might not work as well through time. An example of this is if someone never gets to eat a bologna sandwich, and really enjoys a bologna sandwich, then the bologna sandwich might be strong reinforcement. A non-example is if the person has a bologna sandwich every day for a week, then more than likely the bologna sandwich will not act as strong reinforcement.

Determining what is reinforcement to a person

There are several ways to determine what is reinforcement to person. One simple way to determine what is reinforcing to someone is to observe them in a natural environment with a variety of activities, objects, and preferred items for a short amount of time. For example, record what the person goes to first. Record how long they manipulate it. Record what they go to second and how long they manipulate it. This will provide data and information to staff to determine what will be most reinforcing to least reinforcing.

Another way is to ask him or her what he or she really likes and what they dislike, and record it. Ask staff that work closely with that person what they think he or she enjoys. Ask parents or other close family members what they enjoy doing in his or her leisure/spare time.

Lastly, complete an MSWO (Multiple Stimuli Without Replacement) – **NOTE:** This should be completed by a trained professional to ensure consistency and accurate test results. The reason that an MSWO is a good choice is because it does not require much time to complete. It can assist in identifying reinforcement for someone that may not be able to tell you what they enjoy. It can also assist in determining what is strong reinforcement and weak reinforcement for that individual that may have communication difficulties.

The MSWO is completed by first choosing 7-8 items. An example of this would be a Squishy ball, jolly rancher, angry bird, ball, bubbles, markers, and puzzle. Second, create a data sheet that has the following information on it: List of items, 3 to 5 trials, Order of items chosen, Number of times chosen/number of times available, and Results. Then, list items in the total percentage of times that they were selected from 1st to last.

Environmental Enrichment:

Village of Progress subscribes to providing reinforcers as often as possible to support and maintain socially appropriate behaviors. Staff are encouraged to provide preferred items and praise often, as these are usually very powerful reinforcers

CHAPTER 7

PLAN DEVELOPMENT

Plan Development

The plan is based on the results of the functional assessment and should address what appears to be maintaining the operationally defined mal-adaptive behavior(s). There is a sample plan provided in the Appendix (A). There are several sections of the plan and they are as follows: *Referral* – this section has a brief description of who made the referral and why – what behavior will the plan address – one sentence; *Introduction* – this section is a brief description of who the person is, the diagnosis, and current situation. An example of this is a 68 year old female with a diagnosis of Moderate Mental retardation. She currently lives in her parents' home with her aunt and uncle and attends the Village of Progress Monday through Friday from 8:30a – 2:30p. This is a good example because it gives a brief overview of the person and her current age, sex, diagnosis, where she lives, and what she does as it relates to the Village of Progress. A non-example of this is Joe is a boy that lives with his family and is low functioning. He goes to work at the Village. This is not a good example because it is inadequate and gives insufficient information regarding the person and his current situation. It does not give an age, a formal diagnosis, what his living conditions are, or how often he attends the Village of Progress; *Background information* – this section is similar to a social history from as early as possible to current. An example of this is Susie has had a history of depression related to her mother's death that occurred in the fall of 2001. She was prescribed Celexa 10mg taken once in the morning. Her father has ill health and is often hospitalized. When this occurs, Susie will also show signs of weight loss. Recently, staff have been tracking her verbal aggression because it is believed that it may be a symptom of her depression. Generally, this behavior is seen on the van rides to

and from work, and rarely seen at the work site. This is a good example because it addresses her diagnostic history and when it started, what kind of medications, dosage amounts, and time of day that she takes her medications, her current situation that may suggest why she engages in the behaviors that she engages in, what happens when she engages in those behaviors, and how the behavior relates to the diagnosis, as well as when and where she generally engages in the behaviors to be changed. A non-example of this is ever since Susie's mom died; she gets depressed and quits eating. She will also get yells and screams at people on the way to work. This is not a good example because it is very limited and scarce in the information that is provided, such as, how long has this been happening, where does it happen, when does it happen, how does it happen, if there are any medications involved, and why does it happen; *Target Behaviors* – This section operationally defines the targeted mal-adaptive behavior that needs to change. An example of this is Swearing: Using swear words or foul language that is offensive to others; Yelling – elevating her voice from a normal tone while talking sternly to others, ranting about issues occurring in the home that are upsetting. This is a good example because it objectively defines swearing/yelling so that any two people can agree on the behavior that is being tracked. A non-example is Swearing: using cuss words; Yelling: talking loud over others about being mad. These are not good examples because there can be many definitions of cuss words, and yelling depending on who is defining it; *Other behaviors of concern* – this section will list any behaviors that are being monitored for supports. The difference between Target Behaviors and Other behaviors of concern are that the Target Behaviors are the behaviors that have been targeted for change and what the intervention and behavioral plan mainly address. Other behaviors of concern are behaviors that have not been targeted to be changed, but are being monitored. This could be because the behaviors seldom occur but are being monitored

every day. An example of Other behaviors of concern is Depressive behaviors – refusing to eat resulting in unhealthy weight loss – food intake is monitored daily, weight taken once a week, and communication regarding the health of family members is communicated to the Village for observation when family is in the hospital – this behavior only occurs when someone is sick in her family and there are measures put into place to support her when signs of depression occurs and compromises her overall health. This is infrequent and does not require a formal behavioral plan. This is a good example because it describes a behavior that is being monitored due to occurring only under certain conditions and why it is important for that behavior to be monitored. A non-example is Bossing: Telling others what to do in a stern authoritative voice without invitation to interact. This is not an example because it is one of the primary behaviors of concern that needs to be changed for her to continue to be provided transportation to and from work. This behavior is a target behavior because it occurs frequently, and is based on the FAI and QABF assessment results that she is engaging in this behavior for attention; *Assessment Tools* – this section lists the assessment tools that were used in assessing the behavior ; *QABF*, *FAI Assessment results* – this section is a narrative that lists in detail the results of the assessments, such as who it was conducted with, indications of why it is a problem behavior, what is going on during the behavior that is causing the problems, how long it lasts, where and under what conditions is the behavior occurring, when the behavior is occurring, results of interviews conducted, and previous interventions attempted. An example of previous interventions attempted is earning a certificate for being on time that he could turn in for pieces of a pre-cut bird house to assemble. This is a good example of an intervention that had been tried in the past and did not work – he still did not get to his work station on time and the pre-cut birdhouse was not a strong enough reinforcement for him because he uses power tools and is not

interested in pre-cut kits. A non-example of this is earning nails that he can use to build what he wants to build from scratch. This is a non-example because it has never been tried and appears to be a strong reinforcement due to his family background of building buildings and wood work.

Another section of the plan are *Goal of Plan* – this section describes why the targeted behavior needs to be addressed, what the function (reason) is for the behaviors occurring and how that is going to be addressed – all of the interventions that will be put in place. An example of this is Meandering appears to be maintained by attention. Therefore, social attention will be used throughout the behavioral plan. There will also be extinction for attention components used by staff and others by not responding when he approaches then on his way to his work station. Environmental enrichment procedures will be implemented to give him a better quality of life through allowing him to build desired projects, etc. This is a good example because it explains what the function of the behavior is based on the assessments completed. It also describes all of the different components of the behavioral intervention plan that will be used to change the maladaptive behavior and how it will change the behavior. A non-example of this is he is late every time to his work station. Staff needs to ignore him. This is a non-example because, even though it does address what the function of the behavior is, it is not best practice when there is not some other way to access attention appropriately.

Other sections of the plan are *Adaptive Behaviors*: What behaviors are going to be taught to replace the target behavior. An example of this is teaching socially appropriate behaviors to replace attention seeking behaviors. An example of socially appropriate behaviors would be interacting with others through telling simple jokes. This is a good example of adaptive or replacement behaviors because it explains how and what staff are going to do to eliminate one behavior and replace it with an appropriate behavior, it provides the example of what would be

socially appropriate behaviors, and is based on results of the assessments completed. A non-example is will tell jokes when he is back at the work station. This is a non-example because it does not explain why he is telling jokes, when would be the appropriate time to tell jokes, and does not explain that it is not based on the results of any assessment; *Appendices*: Lists all the different sections of the behavioral plan. This example was taken from the formal behavioral plan in Appendix (A): Appendix A – Graphs, Appendix B – Proactive and & Reactive strategies, Appendix C –Preferences, Appendix D – Initial jokes to be used, Appendix E – Daily schedule, and Appendix F – Instructions for staff. This is a good example because it lists all the different sections of the intervention and is based on an individual that exhibited attention maintained behaviors. He also enjoyed being funny to others, however did so in an inappropriate manner. It was determined that giving him the skills to tell simple jokes would enable him to be socially appropriate and gain attention in an appropriate manner and at an appropriate time. A non-example is this plan has several sections with graphs, schedules, and stuff for the staff to do. This is not a good example because it is not detailed, or orderly, and it is inadequate and poor in the information that it offers; *Graphs* – this section illustrates the graphs that were created from the data sheets and QABF results , *Proactive Strategies and Reactive strategies*: Proactive Strategies– This section lists all the strategies that are put in place prior to the behaviors ever occurring; Reactive Strategies - This section lists all the strategies that will be used when the behavior does occur – how do staff react. An example for proactive strategies: Laminated schedule – a daily schedule that is laminated and used as a visual cue to remind him of his daily schedule that will be reviewed with him once a week on Mondays, Socially Appropriate Behaviors – appropriate joke telling once he has arrived to his work station on time, etc. This is a good example of *Proactive* strategies because it describes what *initiative* the staff are going to

take *prior* to the behavior occurring. A non-example for proactive strategies: Extinction for attention maintained behaviors – not engaging with him while he is meandering (ignoring). This is not a good example of Proactive strategy because it describes the *response* that staff will engage in *after* the behavior occurs. An example for Reactive strategies: Extinction for attention maintained behaviors – not engaging with him while he is meandering. This is good example of *Reactive* strategies because it describes the *response* that staff will engage in *after* the behavior occurs. A non-example for reactive strategies: Laminated schedule – daily schedule that is laminated and used as a visual cue to remind him of his daily schedule that will be reviewed with him once a week on Mondays, socially appropriate behaviors – appropriate joke telling once he has arrived to his work station on time, etc. This is not a good example because it describes what *initiative* the staff is going to take *prior* to the behavior occurring; *Reinforcers/Preferences* – This section lists all of the preferred items or activities that act as reinforcers. An example of this is Joe likes country music, looking at magazines, playing Wii, etc. This is a good example because it states what his preferences are and activities or objects that have been determined to be reinforcement; *Training of staff* – This section states who will be responsible for training the staff on the formal behavioral plan – an example of this would be that the QIDP will be responsible for training staff – For more information, see Page 37, Chapter 8 Training Staff; *Staff Instruction* - This section lists step by step instructions on how the staff are going to be trained. An example of this is laminated schedule – this is a daily schedule that is laminated and used as a visual cue to remind him of his daily schedule that will be reviewed with him once a week on Mondays. On Mondays, staff will review his daily schedule with him after he signs in for work. Once this is reviewed, staff will ask him what time he needs to be at his work station after the buzzer. If he does not answer, staff will remind him once that he has to be at work station by

9:05a in the mornings and 12:05 after lunch. The schedule will be posted as a reminder. This is a good example because it gives step by step instructions for the staff and a good reference for the trainer to ensure that no details have been missed. This type of instruction will continue through each step of the intervention and all of the strategies used throughout the intervention; *One Page Wonder* – this section is ONE page reminder for the staff to refer to if they need a reminder or have a question. This document should include all the important things that staff should know. If it is not included in this page, staff would think that they should not focus on it. However, keep in mind that it must be condensed to ONLY one page. It is generally completed in larger font – 16 and above depending on how many reminders are on the page – the bigger, the better. Example of different font sizes are: **R** (16 font), **R** (18 font), **R** (22 font). An example of a One Page Wonder is as follows:

- Review schedule with him on Monday mornings
- Give him the initial 5 nails to start off the week for his container
- Give verbal praise for making it to the work site on time EVERY time he does it
- Let him choose a joke for the day if he makes it to his work station on time
- Tell him the joke each time that he makes it back to

his work station on time each day, i.e. one joke for Monday, one for Tuesday, etc.

- After all the jokes have been told, ask him if he wants to tell the joke OR if he wants you to tell the joke
- Each time he engages in appropriate behavior, offer verbal praise
- If he does not engage in appropriate behavior, do not engage, do not give nail, and do not tell the joke
- Assist on project as needed

This is a good example because it gives the staff working with him the most important aspects of the plan that have to be completed day to day so that the intervention behavioral plan is successful. It also is displayed in a way that is easy to read, simple, and not filled with all of the details of the plan. A non-example is as follows:

Review schedule with him on Monday mornings. Give him the initial 5 nails to start off the week for his container. Let him choose a joke for the day if he makes it to his work station on time. Each time he engages in appropriate behavior, offer verbal praise. If he does not engage in appropriate behavior, do not engage, do not give nail, and do not tell the joke. Assist on project as needed

This is a non-example, because it is not easy to read and does not give the directions/reminders of all the components that are necessary to implement the intervention

behavioral plan on a day to day basis. It is missing key components to implementation of the plan.

CHAPTER 8

TRAINING OF STAFF

Training of Staff

It has been determined at the Village of Progress that a Behavioral Analyst will provide training to the QIDP's on how to train staff. The QIDP will be responsible for training staff on behavioral intervention programs for their assigned caseload and how to implement with the individuals. This training will occur through providing a copy (a), explaining (b), demonstration/modeling (c), observing re-demonstration (d), offering feedback (e), and repeating until task is completed correctly (f).

Providing a copy of behavioral plan:

In reviewing a copy of the behavioral plan, briefly describe the sections and content. This can be completed with a few sentences. An example would be *Referral* – This section of the behavioral plan describes why this person is need of a formal behavioral plan. It is because she is in jeopardy of not being suspended from the van due to her mal-adaptive behaviors. This is a good example because it is just enough information for staff without being overwhelming. A non-example would be reading the section verbatim to the staff. This much information would be overwhelming to staff, and the trainer may lose them in the training process if providing too much information. This brief explanation of the sections would continue throughout the Behavioral plan so that staff is familiar with the sections and overall plan.

Explaining the process

Begin with baseline (initial) data collection. Start with explaining what behaviors have been targeted as the mal-adaptive behaviors that need to be changed. The reason to do this step

is to provide information regarding the operationally defined behavior(s) that are targeted. It also will ensure that two people can agree on the observable behaviors and help focus on what, when, and where behaviors will be documented. An example of this is *Meandering after breaks: walking slowly and stopping regularly instead of going directly to work station. This meandering occurs throughout the workshop area, from the break area to work station. It occurs after the buzzer has rang indicating that break/lunch time is over and it is time to get back to work for the morning break and lunch break.* This is a good example because it objectively defines the time frame based on the time frames under “normal” working conditions that two people observing can agree upon. A non-example would be *Meandering/wandering to work station.* This is not a good example because the definition of meandering or wandering can mean something different to each of the staff that are in training and would be subjective depending on how they interpret meandering or wandering. After defining all mal-adaptive behaviors and ensuring that the staff understands what behaviors are being targeted, demonstrate how the staff will collect data.

Explain how to collect the data

First, show a copy of the data sheet (See Figure 14), and indicate each part. Read the definition of the mal-adaptive behavior while pointing to the area on the data sheet. Read the instructions on how to document while pointing to those instructions on the sheet. Read each time frame on the data sheet while showing that section. Explain that staff has to initial where indicated while showing that section of the data sheet. Explain that staff will collect baseline data for specified amount of time. In the example on page 39 (Fig.14); baseline would be collected for 3 weeks.

Behavior: Meandering after breaks: walking slowly and stopping regularly instead of going directly to work station. This meandering occurs throughout the workshop area, from the break area to work station. It occurs after the buzzer has rang indicating that break/lunch time is over and it is time to get back to work for the morning break and lunch break

AM	M	Tu	W	Th	F	X	M	Tu	W	Th	F	X	M	Tu	W	Th	F
Time arrived at work station																	
AM BREAK																	
Time arrived at work station																	
LUNCH																	
Time arrived at work station																	
Staff initials																	

Instructions for staff: Look at the timer when "Joe" arrives at work station and write the time in the correct space each day at that time.

Figure 14

Explaining the intervention

Once the intervention has been developed, explain the intervention(s) that will be put in place. Explain that data collection will continue as long as the behavioral plan is in place to determine if the behavioral plan is effective or if revisions or modification needs to occur. Trainer should refer to the section of the behavioral plan that is titled "Instructions for teaching/training staff". Explain how these interventions developed: The function of the behavior is based on the assessment outcomes. Therefore, the intervention will have components of that function. An example of this is teaching socially appropriate behaviors to replace attention seeking behaviors - an example of socially appropriate behaviors would be interacting with others through telling simple jokes at a designated time – he is getting the attention in an appropriate manner right when he gets back to the work station instead of telling jokes as he is walking back to the station OR pretending to "kiss" someone for attention. This is a good example because it states the function of the mal-adaptive behaviors, what behaviors are going to be taught in place of the mal-adaptive behaviors, an example of what is appropriate behaviors to

be taught, and how that is going work for the function of the behavior as opposed to what he is doing now.

Also explain any supports that are in place for the staff to use for the joke telling. An example of this is Appendix D of the behavioral plan has the initial jokes to be used. If he has arrived at his work station within 5 minutes of the buzzer, the assigned staff will let him choose a joke to tell and learn. Staff should verbally praise him for getting to his work station on time. Staff should say, “Great job getting here on time!” “Choose a joke card so I can tell you a joke!” There are 20 jokes on “joke” cards for him to choose from. Staff will initially tell the joke of the day. After he has heard the jokes a few times, staff should ask him if he wants to tell the joke or if he wants them to tell the joke. He could earn 2 joke times – one in the morning and one after lunch. Repeat this process for all components of the intervention.

Demonstration/Role Play

The Trainer will demonstrate each intervention component as the task is to be completed. An example of this is have one of the staff pretend to be the person the behavioral plan was written for. The Trainer pretends to be the staff. Set the different scenarios, i.e. if he is “meandering” back to the work station, if he goes straight to his work station after breaks. Role play as if the person was “meandering” after break and what staff should do. Repeat for all of the different scenarios

Observing re-demonstration from the staff:

The Trainer should then have staff role play in each role. An example would be having a staff member be the person and have a staff member be the staff. Role play the different scenarios. Switch the role plays.

Providing Feedback:

As the Trainer and other staff are observing each set of role plays, give positive feedback for the actions/components that were correct. An example of this is verbal praise for what was correct with the role play – “That was great how you did not respond when he approached you before he got to his work station.” This is a good example because it provides feedback with what was good about the role play. A non-example would be “You should not have talked to him when he was staring at you.” This is not a good example of verbal praise because it provides feedback with negative comments.

Other ways to provide feedback are self-reflection feedback- asking the people involved in the role playing if there are any recommendations on how the interaction could have improved; peer review feedback- asking the group of staff if they have any recommendations on how it could have improved ; and Trainer feedback - the Trainer should also make any necessary recommendations.

Demonstration and re-demonstration will be repeated until implementation is correct

This step will continue through the training until the Trainer accepts the re-demonstration as correct.

Other ways of training staff

Research also has shown that the following ways of training staff may be beneficial to the company in the following ways: *In-service Training, Supervisor Presence, and Feedback* (Monzingo et al., 2006). With regards to recording mal-adaptive behaviors, research indicates that in-service training alone is not that beneficial to the company. During the training with

supervisor presence and feedback, all staff being trained improved their skills. Improvements were maintained when feedback was removed and generalized to activity periods when neither the supervisor nor the feedback was present. Other staff behaviors were not adversely affected by this. This was also collected across shifts; *Video training* (Macurik, et al. 2008). This is a way to train staff that would be beneficial to the company that has considerable turnover with staff, multiple sites, and multiple shifts. It can be cost beneficial because it requires a one-time recording of how to implement a behavioral plan. Staff can then watch the video that was created accommodating to their schedule. This could also be relevant for on-line or computer training programs. The drawback to this type of training is that there would not be a live person immediately available to answer any questions, observe, or provide feedback; *live + video training* (Macurik, et al. 2008). This technique can also be cost beneficial to the company for the above stated reasons, as well as having the advantage of the supervisor being available for feedback and to answer any questions that may arise from the during the video training sessions and post video training sessions; *Pyramidal training technique* (Page, et al. 1982) - Indirect training through the use of a tape recorder. This technique was used by training supervisors who then put the instructions on a tape recorder for the DSP. This would be beneficial for multiple shift and site companies. One of the drawbacks is there would not be someone immediately available for questions, demonstration, observations of implementation of plans or feedback opportunities; and *Role playing and lecture* (Gardner, 1972). This technique is used by the supervisor role playing with the staff in principles of implementing the behavioral plan. The lecturing component is completed by the supervisor explaining the components of the behavioral plan and how to implement it. This technique also suggests that the role playing portion is more efficient for correct implementation and the lecture was more efficient for the knowledge base of

why the behavioral plan was being implemented. When combined, this can be an effective way to train staff in behavioral plan implementation.

CHAPTER 9

FOLLOW UP

Follow-Up

Follow up is very important because it is an on-going evaluation of the behavioral plan and it ensures that the data collection process and evaluation of the behavioral plan remains high. This will be achieved by the QIDP continually being involved with the follow-up process as it relates to the continued data collection, revisions of the behavioral plan, continued training of staff, and evaluation of the new behaviors as they relate to self and social importance to the person for whom the plan was written.

Data collection in this section is one of the most important aspects because it will determine the revisions, continued training of staff, and evaluations of new behaviors. The Q should review the data weekly. The Q should also randomly collect data to ensure that the results being obtained from staff are accurate as well as collecting the same data that the staff is collecting, without the staff knowing that data collection is occurring. If there is different staff collecting the data, the Q should observe all of them to ensure that all of the data is being documented in the same manner to ensure consistency and integrity of data results.

This should occur as the Q schedule allows, but should at least occur monthly, if not more, and be reflected in the required monthly Q notes. Once the Q has collected data, it should be compared to the data that the staff is collecting. If there is a discrepancy, then the Q needs to observe how the staff is collecting the data to ensure that data collection is occurring as indicated in the training of staff (Chapter 8). If there is a shift in the way the data is being collected, then the Q needs to do a refresher course on how to correctly collect the data with the staff (Chapter 8). This will continue throughout the time that the formal behavioral plan is in place.

CHAPTER 10

REVISIONS

Revisions

Just as people change, the behavioral plan needs to be evaluated and revised as needed to ensure the integrity of the plan is maintained and that the plan is still appropriate. If the behavioral plan was started with dense (thick or frequent) reinforcements, it might not be practical to complete every day. The Q would then determine if the reinforcement was needed that often or could it start thinned or spaced out. An example of this is if a person is getting verbal praise or earning tickets every 5 minutes of appropriate behavior, it would be considered dense. It would be practical to try to see if that person can maintain the appropriate behavior with reinforcement every 7 minutes, and once that is achieved, then every 10 minutes, etc.

Each time the plan is revised, staff needs to be trained on the revisions using the methods in Chapter 8. Revisions of a behavioral plan are generally determined during the Follow up (Chapter 9) by the Q. If the behavior gets worse, but the treatment integrity is still good, then the behavior gets evaluated as if it were a brand new behavior.

Revisions will NOT occur until the Q has determined that the staff is doing exactly what they have been trained to do and it is still not working. As the behavior changes, continue to evaluate the social importance of the change, following procedures just as if it were a brand new behavior being assessed.

There are some quick references that the Q can ask when troubleshooting for the needed revisions of a formal behavioral plan. There are three areas to consider prior to making revisions. The areas would be before, during, and after the targeted behavior is occurring.

Figure 15 below is a quick reference if there are issues or problems that occur before, during, or after the process of developing a Behavioral Intervention Plan.

IF THIS HAPPENS.....	THEN....
BEFORE	
The behavior does not happen very much, but is high intensity	Determine if this behavior is a danger to self and others, and determine the function of the behavior
The behavior happens a lot, but is not really affecting anyone (i.e., it is annoying, but poses no danger to the individual or anyone else)	Determine if it is a socially relevant behavior that needs to be changed because it would give the person a better quality of life, and better work and social skills – if not, re-evaluate the behavior and the goals for that person.
The functional assessment does not result in a clear function	Re-assess, gather more information, observe the behavior in the natural environment, continue to assess until clear function/functions are apparent
DURING	
Staff say the intervention isn't working	<p>Consult the data: If behavior data do not support it (i.e., the graph shows that the behavior is not problem), implement the intervention personally to determine if the data being received are accurate, observe the intervention components being implemented by staff to determine if the interventions being implemented are correct, re-train</p> <p>If data do support it (i.e., graph shows the behavior is getting worse), then collect data along with staff to determine correct results, ensure that the data is being collected accurately, ensure that interventions strategies are being implemented correctly, re-train</p>
The behavior gets worse	Is staff doing the intervention? If yes, then ensure that staff is implementing the strategies as they were trained to implement... If no, then re-train...
The behavior gets better	Continue to assess with data collection, observation, and

	training of staff – offer refresher courses
AFTER	
A new staff member starts working	TRAIN
“New” interventions get added outside the behavioral plan	Re-train on components in the formal behavioral plan
Data collection or intervention stops once the behavior change is in place	Get the data collection re-started, get intervention strategies back in place, and re-train

Figure 15 - Troubleshooting

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APPENDICES

APPENDIX A

SAMPLE BEHAVIORAL PLAN

BEHAVIORAL SUPPORT PLAN

CONSUMER:

DOB:

PROGRAM MANAGER:

DATE OF ASSESSMENT:

DATE OF REPORT:

=====
=====

REFERRAL

was referred by the Village of Progress to address his promptly going back to his work station after his breaks.

INTRODUCTION

is a 58 year old male with a diagnosis of Moderate Mental Retardation. He currently lives at his childhood home with his brother and sister-in-law and attends the Village of Progress Monday through Friday from 8:30am until 2:30pm.

BACKGROUND INFORMATION

is number seven of ten children born and raised in the family home. His mother was 32 when she had and it is reported that delivery was normal, birth weight was normal and there were no drugs or instruments used at birth. During the gestational period, it was reported his mother had to have x-rays five times due to her polio. also had chickenpox and measles as a child, running a high fever with the measles for a couple of days. There are no other developmental disabilities that were reported in the family. His development was delayed and documents state that he walked on his own by age 4/1/2, was toilet trained by 5, and spoke words by age 8. He also was described as never seeming to be hungry, never crying, shy, and preferred to be alone. His speech was described as "fast, choppy phrases, and quiet". He was receiving a formal education from 1961 to 1964 and was discharged from school due to disciplinary problems regarding the change of teachers. then began to receive his education at home from his mother and his grandmother, who was a retired teacher. They are who taught to read and write. He received no other formal education. His interests were listed as carpentry, chickens, television, and school work. He built five sheds at the home independently, which his parents were very proud of. He has lived on the family farm his whole life and continues to live there. started at the Village of Progress in October of 1969 and contuse to work there presently.

TARGET BEHAVIORS

Meandering after breaks: wandering slowly and stopping regularly instead of going directly to work station. This meandering occurs throughout the workshop area, from the break area to work station. It occurs after the buzzer has rang indicating that break/lunch time is over and it is time to get back to work for the morning break and lunch break.

OTHER BEHAVIORS OF CONCERN

* Threats of physical aggression and/or aggression towards property– picking up an item and moving his arms in motion as to throw the item without actually following through with the throw and/or closing his hand to make a fist and striking an object such as a table or a window without actually breaking anything

* The threat of physical aggression or aggression towards property occurs infrequently – less than once a month and in all past incidents, has been easily re-directed verbally by telling him to stop. The last time that he pounded on the table, he had lost a bowling game and his peer that won and continued to talk about winning. was verbally re-directed to stop pounding the table and he did. The following week, prior to leaving for bowling, started to pound the table. He was told to stop and lost the privilege to go bowling. He stopped pounding the table and it has not occurred since then.

** This is not a problem for people that are familiar with , however it is a problem for those people who are new to the Village of Progress or transitional students who do not know him. This behavior is occurring one to ten times a day. Most of his peers just ignore him and he stops. If he attempts to tease someone that is new or does not know him, he is easily re-directed verbally by telling him to stop.

**Teasing/pestering others – annoying others with antics by puckering his lips to motion that he is going to kiss someone and/or shaking his closed fist at others and/or with a flat hand pretending to “spank” someone

The current behavioral agreement that is in place to address these behaviors is as follows: At the beginning of every week, starts with 5 nails in a container. Each day that he gets through without displaying any behaviors that require staff intervening or verbal prompting, he earns another nail, potentially earning 10 nails to take home at the end of the week. If he displays a behavior either at the Village, during a sponsored activity, or on the van ride, that could be dangerous to others or agitate others, requiring staff intervention, a nail will be removed from the container.

ASSESSMENT TOOLS

Assessment tools included the Questions About Behavioral Function (QABF), and the Functional Assessment Interview (FAI).

ASSESSMENT RESULTS

The Functional Assessment Interview was conducted with (Staff) at the Village of Progress and with his brother, . The results of the Functional Assessment Interview (FAI) indicate that 's targeted behavior becomes a problem when he meanders from the end of break through the building and does not make it to his work station to start work on time. While he is meandering, he is stopping by different work stations and interrupting the work of others, stopping and gazing at what they are doing, teasing them, getting a drink of water, etc. It becomes a problem when people do not ignore him, or become frightened of him. It also effects the production of others when he interrupts them from their work. This can become severe when others get agitated and possibly become physically aggressive towards . The targeted behavior usually last between 10-20 minutes. Staff would start verbally prompting him to go to his work station from the time that his break was supposed to end throughout his trip back to the work station. This did not help in getting back to his work station within 5 minutes.

The results of the FAI also indicated that previous interventions that have been attempted were unsuccessful. One of those was to let earn a certificate for being on time that he could turn in for pieces of a pre-cut bird house to assemble. Another one was receiving a certificate or ticket for being on time and once he earned 20 certificates then he got a trip in the community to the lumber yard, antique store, Chana Sale Barn, or with a staff who was remodeling a home.

Appendix A depicts the results of 's QABF. The QABF is an informant assessment with 30 items broken into 6 potential functions of the targeted behavior. Each function corresponds to 5 questions. Results of the QABF are depicted on how many of the 5 items are endorsed followed by the severity of the 5 items. For example, if 3 out of 5 items for attention were endorsed and each of those 5 items was rated at 3 (indicating it happens always) those results would be depicted as 3-9.

The QABF was administered to three different people that work with : his immediate supervisor, Room Supervisor, and his case manager (Qualified Support Professional or QSP). The results indicate that 's meandering is most likely maintained strongest by Attention in 2 out of 3 assessments (5-14). The results also indicate in 2 out of the 3 that the target behavior could be evoked by Escape (3-7).

Appendix B also contains the data collected by the supervisor at the work station and how much time it is taking to return to his work station after the buzzer sounds that indicates break/lunch time is over. is exhibiting meandering behaviors daily for two specified times of the day (morning breaks and lunchtime) averaging between 10 and 20 minutes each designated break time every day, except one lunch time, in 14 days.

GOAL OF PLAN

The targeted behavior needs to be addressed and decreased for several reasons. Some of those are so can continue to work at a production rate that he is capable of maintaining. Decreasing the targeted behavior will also decrease the possibility of aggression and harm towards from others. Lastly, so that new people, who do

not know , will be able to maintain a production rate and feel safe to go to work in a healthy engaging, positive environment, rather than a hostile, negative, and fearful environment.

Base on informant assessments, much of 's problem behavior (meandering) appear to be maintained by attention. Therefore, social attention will be used throughout the behavioral plan. Strategies will include differential consequences for attention-maintained behavior which may decrease the value of attention for problem behaviors, and teaching alternate socially appropriate behaviors to replace the attention seeking behaviors which ultimately make him late to his work station. An example of socially appropriate behaviors for would be interacting with others through telling simple jokes. There will also be extinction for attention components used by staff and others by not responding to when he approaches them on his way to his work station. Environmental enrichment procedures will be implemented to give a better quality of life through allowing him to build desired projects. A Token Economy of earning nails will be used for his scheduled "project" time that has been built into his daily schedule. Lastly, there will be a visual laminated schedule to assist in keeping on task in the designated time frames. See Appendix D for initial jokes to be used. Appendix E is his daily schedule.

Appendix A – graphs

Appendix B – Proactive and & Reactive strategies

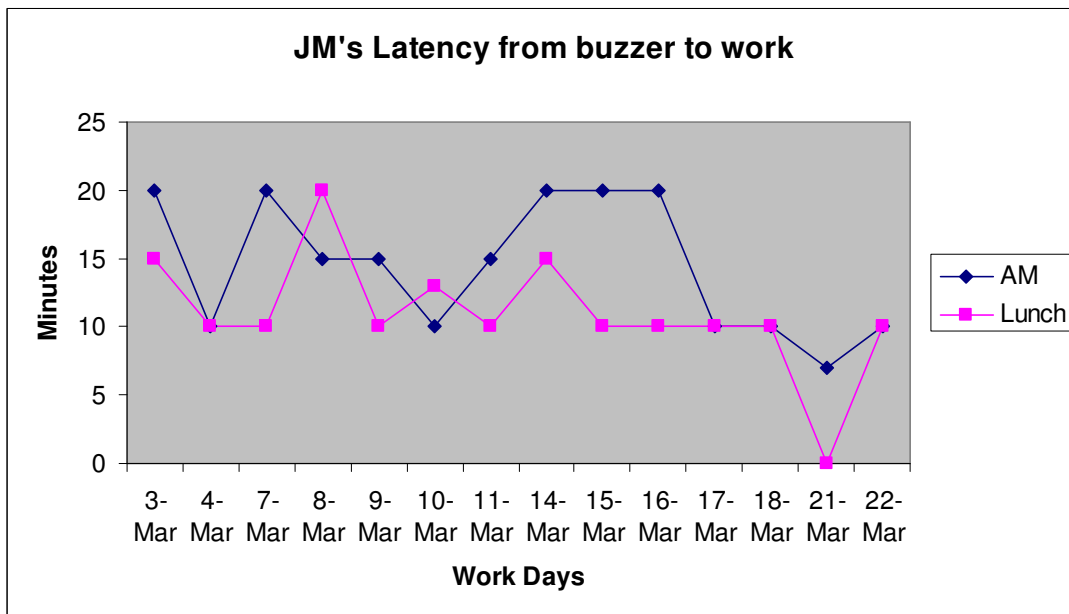
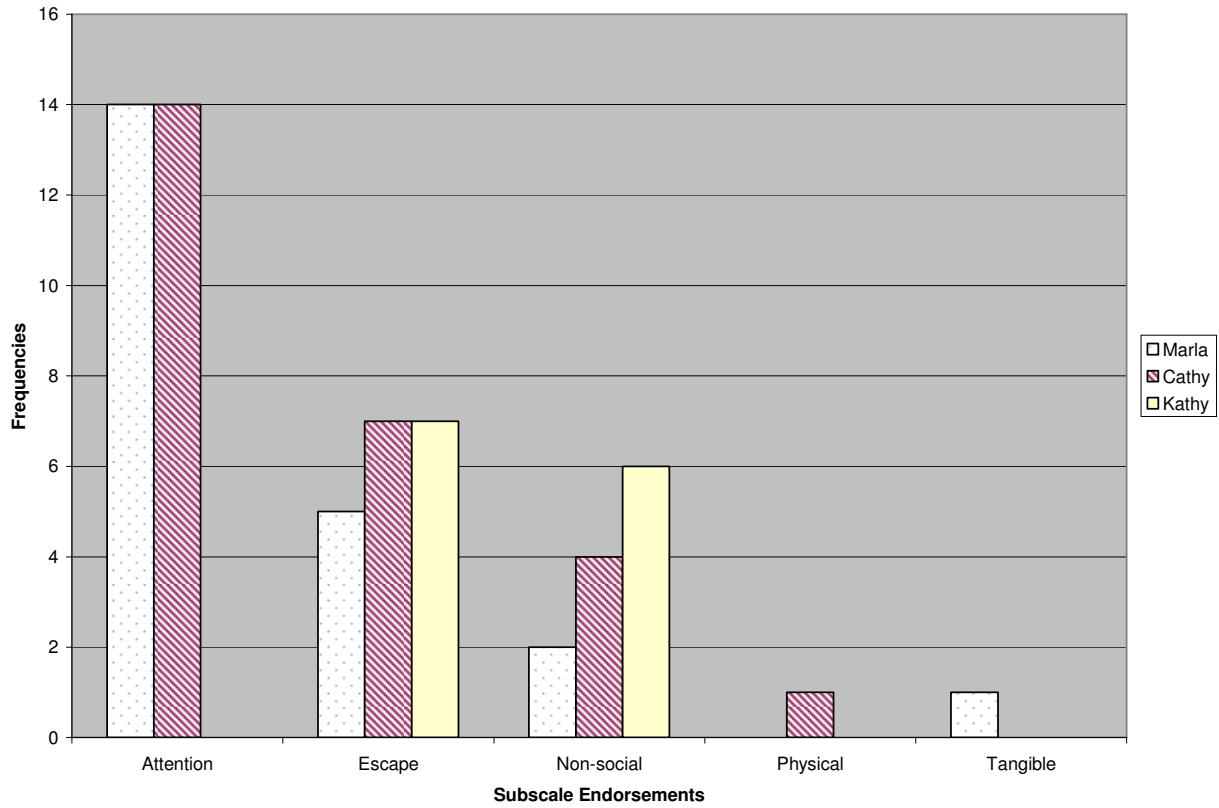
Appendix C – 's preferences

Appendix D – initial jokes to be used

Appendix E – 's daily schedule

Appendix F – Instructions for staff

Appendix A



Appendix B

PROACTIVE STRATEGIES

- I. **Laminated Schedule** – This is 's daily schedule that is laminated and used as a visual cue to remind him of his daily schedule that will be reviewed with him once a week on Mondays.
- II. **Socially appropriate behaviors** – The socially appropriate behaviors are appropriate joke telling once he has arrived to his work station on time.
- III. **Environmental Enrichment** – hand building a preferred item in a set time within his daily schedule.

REACTIVE STRATEGIES

- I. **Extinction for attention maintained behaviors** –Not engaging with while he meandering.
- II. **Token Economy:** 5 nails are non-contingent and received at the beginning of the week. Contingent upon appropriate behavior, staff will provide with Tokens (nails) that he can use on a preferred project. If he engages in aggressive threats to others or aggression against property, the non-contingent nails can be removed one at a time.
 - a. receives 5 nails in the container at the beginning of the week
 - b. can earn up to 3 nails per day – 1 for appropriate behaviors on the van, while at work and at any VOP sponsored functions, and 1 each for being on time to the work station in the morning and after lunch
 - c. Nails will not be awarded if he engages in aggressive threats to others or aggression against property, OR if he is late (more than 5 minutes) to his work station in the morning or after lunch after the buzzer rings.

Appendix C:

likes to build items, listen to old records (the old records that are approximately ¼ inch thick on a phonograph that gets cranked to operate), any task relating to working with woodwork from scratch.

Appendix D:

Initial Jokes to use:

Why did the toilet get in trouble?
It had a potty mouth

What happens when 2 snails get into a fight?
They slug it out

What do you call a cow that eats your grass?
A lawn Moorer

What does a mama ghost say to the baby ghost?
You are BOOtiful!

What does kind of shoes does a baby ghost wear?
BOOties

Knock Knock
Who's there?
Cow say
Cow say who?
No, cows say MOO

Knock Knock
Who's there
Justin
Justin who
Justin the neighborhood sayin hi

What has 4 wheels and flies?
A garbage truck

What has 2 hands but cannot clap?
A clock

How do you unlock a haunted house?
With a skeleton key

What do you call little bugs on the moon?
Luna ticks

What is a sea monsters favorite meal?
Fish and ships

Where do frogs take notes?
Lily pads

Why did the bacon laugh?
Because the egg cracked a yolk

Where did the spaghetti go to dance?
The Meat ball

What nut sounds like a sneeze?
Cashew

What key do you use to open a banana?
MonKEY

How do you know carrots are good for your eyes?
Because you never see a rabbit wearing glasses

What is a tree's favorite drink?
ROOT beer

Appendix E: Daily Schedule (This is written in 24 font, laminated, and initially reviews each morning). There will also be a copy kept at his work station.

Morning Schedule

8:45a – 9a – order lunch and wait in cafeteria

9:00a – 10a – On job

10a – 10:15a – break

10:15a – 11:15a – in community or on job

11:30a – 12:00p – Lunch

Afternoon schedule

12:00p – 1:50p – on job

1:50p – 2p – break

2:00p – 2:20p – if earned, work on project (or work on job if time not earned)

2:20p – 2:25p – clean up;/put tools away

2:25p – 2:30p – be ready for van to go home

Appendix F: Staff instructions

- I. **Laminated Schedule** – This is 's daily schedule that is laminated and used as a visual cue to remind him of his daily schedule that will be reviewed with him once a week on Mondays.
 - a. On Monday, staff will review 's daily schedule with him after he signs in for work.
 - b. Once this is reviewed with , staff will ask him what time he needs to be at his work station after the buzzer.
 - i. If he does not answer, staff will remind him once that he has to be at his work station by 9:05a in the mornings and 12:05p after lunch
 - ii. Schedule will be posted as a reminder
- II. **Socially appropriate behaviors** – The socially appropriate behaviors are appropriate joke telling once he has arrived to his work station on time.
 - a. If has arrived at his work station within 5 minutes of the buzzer, the assigned staff will let him choose a joke to tell and learn
 - b. Staff should verbally praise him for getting to his work station on time
 - i. Staff should say, "Great job getting here on time! Choose a joke card so I can tell you a joke!"
 - c. There are 20 jokes on "joke" cards for to choose from
 - d. Staff will initially tell the joke of the day

- i. After has heard the jokes a few times, staff should ask him if he wants to tell the joke or if he wants them to tell the joke
- d. He could earn 2 joke times – one in the morning and one after lunch

- III. Environmental Enrichment** – Earning time to work on preferred project, listening to old records, going bowling, and other activities.
- a. Earning time to work on preferred projects:
 - i. will initially use his time to determine what he is going to build
 - ii. Assigned staff will need to assist him in determining what supplies he needs for his project
 - iii. Once that is complete, assigned staff will take him to the lumber yard to purchase needed items
 - iv. Once items are purchased, can begin to build his project
 - v. Assigned staff will supervise and assist as needed
 - b. can also listen to old records during his breaks, go bowling, and participate in other activities offered, including but not limited to trips to the antique stores, hardware stores, lumber yards, etc as long as he is not displaying any physical aggression or property destruction.
- IV. Extinction for attention maintained behaviors** – If does not go to his work station and is meandering, staff and others will not engage in conversations or verbal prompting to attempt to get him to go to his work station.
- V. Token Economy:** 5 nails are non-contingent and received at the beginning of the week. Contingent upon appropriate behavior, staff will provide with Tokens (nails) that he can use on a preferred project. If he engages in aggressive threats to others or aggression against property, the non-contingent nails can be removed one at a time.
- a. receives 5 nails in the container at the beginning of the week
 - b. can earn up to 3 nails per day – 1 for appropriate behaviors on the van, while at work and at any VOP sponsored functions, 1 for being on time to work station in the morning, and 1 for being on time to the work station after lunch.
 - i. He is able to use the 3 nails that he has earned on any given specific day at that time. On Friday, he gets to use the nails that he has earned + the five that he started the week with.
 - ii. If he chooses, he can wait and use all the nails on Friday, or use them in any random order if he decides to “save them” for a few days, i.e. no nailing on Monday – so Tuesday he could use 6, Wednesday he could use 9 nails, Thursday 12, etc. if he has earned that many.
 - c. Nails will not be awarded if he engages in aggressive threats to others or aggression against property, OR if he is late (more than 5 minutes) to his work station in the morning or after lunch after the buzzer rings.

Guidelines for working with

- Review schedule with him on Monday mornings
- Give him the initial 5 nails to start off the week for his container
- Give verbal praise for making it to the work site on time EVERY time he does it
- Let him choose a joke for the day if he makes it to his work station on time
- Tell him the joke each time that he makes it back to his work station on time each day, i.e. one joke for Monday, one for Tuesday, etc.
- After all the jokes have been told, ask him if he wants to tell the joke OR if he wants you to tell the joke
- Each time he engages in appropriate behavior, offer verbal praise
- If he does not engage in appropriate behavior, do not engage, do not give nail, and do not tell the joke
- Assist on project as needed

DAILY SCHEDULE AT WORK

Morning schedule

8:45a – 9a – order lunch and wait in cafeteria

9:00a – 10:00a – on job

10:00a – 10:15a – Break

10:15a – 11:15a – in Community or on job

11:30a – 12:00p – Lunch

Afternoon schedule

12:00p – 1:50p – on job

1:50p – 2p – Break

2:00p – 2:20p – if earned, work on project
(or work on job if time is not earned)

2:20p – 2:25p – clean up/put tools away

2:25p – 2:30p – be ready for van to go home.

VITA

Graduate School
Southern Illinois University

Steffaney A. Seagle

Stefseagle@gmail.com (

Western Illinois University Macomb
Bachelor of Arts, Board of Governors, May 1995

Research Paper Title:

Fundamentals in Creating Effective Function Based Behavioral Plans for Adults
with Developmental Disabilities

Major Professor: Jonathan C. Baker