



Case Study Process

KIPBS Update Meeting
March 6th, 2006

* Slide format *

- Slides without any asterisk (*) relate to the simulated case
 - Slides with one asterisk on each side of the title refer to general directions
 - Slides with two asterisks on each side refer to important information regarding areas where people seem to be having difficulties
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* About this presentation *

- I am going to go through a simulated case study so you can see the process, and how it ties in to the new report format
 - As I am going through this, I will try to point out places where many students seem to have difficulties
 - This is going to seem long, but that is because I have tried to write out my thinking process
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* Getting involved *

- Read through case story
 - Think about the situation:
 - Potential target behaviors,
 - Clues to these behaviors
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* About this presentation (cont.) *

- Please ask questions if you do not understand something or feel lost
 - Asking questions will be to your benefit, as we expect you to be engaging in this process as well
 - I may not have all the answers, but I will try to answer your questions as best as possible
 - If you feel like this is too much or need a break, let me know
-

Potential target behaviors

- Swearing
 - Riding bicycle in the street
 - Breaking windows
 - Teasing, kicking, tripping, and calling other children names
 - Annoying other children
 - Refusing to do what is told to do
 - Being defiant and rude
 - Shouting and screaming
 - Being mean to his younger brother
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Potential clues

- Problem behaviors are more likely when there is no close supervision
- He is reprimanded at school for teasing and kicking other children
- Does not get into serious fights
- More difficulty with afternoon teacher (arithmetic, art, & science)
- Has good grades (arithmetic & art as well)
- Argues with teachers when told what to do
- Some days he is very charming and helpful
- Is not nice to younger brother, even when he appears to be in a good mood
- Good concentration
- Does not leave work unfinished

* Schedule meetings and observations (cont.)*

- Conduct observations of the person's surroundings
- Conduct observations of the person's interactions with others (mom, dad, brother, peers, teachers, etc...)

The information gathered will be used for the PCP meeting

* Getting started *

- Although you might have enough information here to work with, you do not really want to go off of this information and start thinking about interventions yet...
- **Why not????**

Meeting with mom

- Schedule meeting with the mother to:
 - Discuss her concerns
 - Inform her of the general process
 - Discuss building a team
- Try to schedule the meeting at a time when Jeremy is home so you can **INFORMALLY** observe him, and possible interactions with his mother and brother

* Schedule meetings and observations *

- Schedule meetings and observations to get to know the individual, his/her environment, his/her team, and build rapport with team members
 - Try to schedule the meetings at times when the individual is around so you can **INFORMALLY** observe him/her, as well as possible interactions with others

Meeting with mom - Findings

- Mom is most concerned about Jeremy:
 - Riding his bike on the street, as this is dangerous
 - Not following instructions, at home or at school
 - Being mean to other children (including his brother)

Meeting with mom – Findings (cont.)

- Mom thinks that the following people should be involved in the team:
 - Jeremy's dad (they are divorced)
 - Jeremy's case manager
 - Jeremy's school teacher

Meeting with mom – Before leaving (cont.)

- You give mom the Information Gathering Form for Person-Centered Plan to complete
- You schedule a follow-up meeting with mom to:
 - Obtain the completed form,
 - Discuss the information on it, and
 - Observe and talk to Jeremy

Meeting with mom – Findings (cont.)

- Mom is a single mother, with 2 children
- She works about 60 hours /week at the local McDonalds, and can barely make ends meet
- Mom gets along with Jeremy's dad and wants him to be involved, but states that he is also pretty busy with work and does not have much time

Meeting observations - Mom

- Mom appears tired and worn out (she stated that she was sick and tired of dealing with Jeremy)
- Jeremy was playing video games the whole time you were there.
 - When you first walked in, mom prompted him to say hi, and he did.
 - At one point she asked Jeremy to join you, but he ignored her, and she did not ask him again.
- Jeremy's brother was playing with cars, and Jeremy and his brother did not interact while you were there

Meeting with mom – Before leaving

- You explain to mom:
 - The PCP process
 - That you will be contacting Jeremy's dad, case manager, and school teacher to obtain information for the PCP meeting
 - That you will be talking to Jeremy and conducting observations to get to know him and his environment better

* Contact team members *

- Explain your role
- Explain why you are contacting them (they are an important part of the person's life)
- Meet with the person
 - Discuss their relationship to the focus person
 - Give the person the Information Gathering Form for PCP to complete (or complete it together)
 - If the focus person is there try to observe their interactions in that environment

Contact Jeremy's team members

- Contact and meet with:
 - Jeremy's dad
 - Jeremy's case manager
 - Jeremy's teacher
 - Any other person that may be important to Jeremy
 - Obtain information from each, for PCP meeting
-

Meeting with teacher - Findings

- Teacher states that Jeremy is very smart - he gets good grades despite that:
 - He never does his homework at home - he does it in the morning right before school
 - In class, he is always bothering others and does not appear to be listening to the lesson
-

Meeting with dad - Findings

- Dad thinks Jeremy is a great kid and states he would like to do more things with Jeremy, but he does not have much time
 - Dad wants the best for Jeremy, and believes Jeremy is happy where he is at
 - Jeremy was not there when you met with dad, so you were not able to observe interactions
-

School observation

- You observed Jeremy during one of the classes
 - As class started, Jeremy went right to his seat, but kept on talking to others.
 - The teacher then told him to stop talking, and he turned to the kid next to him and quietly began teasing him about his shoes. The kid complained, and the teacher then moved Jeremy to a seat away from the other kids.
-

Meeting with case manager - Findings

- Case manager states that both mom and dad are very willing to do what is needed for Jeremy, but they just don't have much time or money
 - Case manager states that Jeremy is always getting into trouble at school, and in the community
 - Jeremy was not there when you met with her
-

School observation (cont.)

- After a few minutes Jeremy started tapping his pencil on the desk while looking at his book.
 - The teacher told him to stop. He stopped for a few seconds and then continued tapping his pencil.
 - The teacher stated that if he continued she would send him to the office. He again stopped for a few seconds, and then continued.
 - The teacher did not say anything again.
-

Meeting with Jeremy

- Meet with Jeremy at home.
 - You try to find out:
 - What he likes and what he does not like (food, activities, places, friends)
 - What he would like to do in the future
 - What would make him the happiest
-

Meeting with Jeremy - Findings (cont.)

- Jeremy states that he likes school, even if he sometimes gets into trouble.
 - Jeremy states that he would like to have a computer so that he could do his homework faster.
-

Meeting with Jeremy - Findings

- Jeremy has a couple of close friends: Nate and David
 - Nate and David both attend the after school sports club (where the children join in a variety of structured sports activities, daily after school)
 - Jeremy would love to be part of this club but he can't because 1) his mom can't afford it, and 2) he needs to come home right after school to be with his little brother
-

Records review

- You obtain records from the case manager and from the school
 - You find out that Jeremy does not have any significant health issues
 - Although Jeremy has several negative comments with respect to his discipline and has been suspended from school on a number of occasions, his grades are always good
-

Meeting with Jeremy - Findings (cont.)

- Jeremy likes living with his mother but wishes that she would do more things with him (activities/ going places/ playing games)
 - Jeremy does not like living with his brother because he feels like he can't do what he wants because his brother always interferes (ex. Needs to watch him).
 - Jeremy states that he has fun whenever he sees his dad, but that this is not often enough
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* The PCP Meeting *

- Make sure that, as much as possible, the focus person participates in the meeting
 - Invite team members and anyone that is important for the person (friends, family members, etc...)
 - This meeting should be POSITIVE, and should be about getting the person closer to his/her preferred lifestyle
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**** Important to Note ****

- The PCP meeting is NOT the meeting to focus on behavioral issues
 - Remember that the PCP meeting is supposed to be a POSITIVE meeting
 - If the conversation makes a negative turn you should be prepared to redirect it
- You should also be aware of the team members' dynamics and be prepared to address conflicting points of view so that everyone does work as a TEAM with a common goal

Jeremy's PCP meeting outcomes (cont.)

- Take Jeremy to the public library a couple of evenings per week so he can use the computer there (mom)
- Schedule activities with dad more frequently (dad)
- Increase communication between school and home (teacher / mom)
- Look into problem behaviors at home and at school and set up interventions (KIPBS Facilitator)

Jeremy's PCP meeting

- Jeremy wanted to invite Nate, David, and his grandmother to this meeting
- Jeremy wanted to have Doritos and Sprite at the meeting
- Everyone attends the meeting and participates in setting up goals to get Jeremy closer to his preferred lifestyle (including Jeremy)

*** PCP Satisfaction Survey ***

- At the end of the meeting (or at the next meeting where everyone will be at) ask team members to complete the PCP Satisfaction Survey

Jeremy's PCP meeting outcomes

- The team and Jeremy set up goals to:
 - Schedule a couple of evenings in which grandma takes care of little brother to allow Jeremy after-school time with his friends (grandma / mom)
 - Obtain funding for Jeremy to participate in the after-school sports club (case manager)
 - Obtain funding to purchase a computer (case manager)

**** Important to Note ****

- ***Do you put the PCP interventions in place right away????***
- So far, you do not yet know which behaviors you will be working on, and you still have not gathered assessment or baseline data
- Putting in place any of the PCP interventions now may affect the behaviors, and as such data gathered afterwards may not reflect a true baseline

**** Important to Note (cont.) ****

- As such you should wait to put these interventions in place until you have gathered the necessary baseline data
 - In the meantime, the team should be working towards those goals (ex. obtaining funding information, looking into schedules, developing a plan...)
-

Functional assessment interview - mom

- Identified problem behaviors:
 - Riding bike in the street
 - Being defiant and rude
 - Shouting and screaming
 - Being mean to brother
-

*** Recap ***

- By now you should have a good idea about:
 - The focus person (what they like, not like, etc...)
 - The person's environment
 - The person's team
 - The person's / team's major issues
 - Use this information as you proceed with the case
-

Riding bike in the street

- | | |
|-------------------------------|-------------------------------|
| ■ More likely to happen when: | ■ Less likely to happen when: |
| ■ Riding alone (unsupervised) | ■ Riding with an adult |
-

*** Functional assessment interviews***

- Schedule and conduct Functional Assessment Interviews with team members
 - You want to find out what they perceive as the problems, and obtain more information about them (ex. when they are more or less likely to occur)
-

Being defiant and rude

- | | |
|-------------------------------|-------------------------------|
| ■ More likely to happen when: | ■ Less likely to happen when: |
| ■ Busy playing games | ■ Is in a good mood |
| ■ Watching TV | |
| ■ Hanging out with friends | |
| ■ Around dinner time | |
-

Shouting and screaming

- More likely to happen when:
 - Asked to do something he does not want to do
- Less likely to happen when:
 - Is in a good mood

Functional assessment interview - teacher

- Identified problem behaviors:
 - Refusing to do what is told to do
 - Arguing
 - Swearing
 - Teasing, kicking, tripping, and calling other children names
 - Annoying other children

Being mean to brother

- More likely to happen when:
 - Brother is watching TV and Jeremy wants the TV
 - Peers are around
 - Happens all the time
- Less likely to happen when:
 - When an adult is listening/watching

Refusing to do what is told to do

- More likely to happen when:
 - Told to do school work
 - All the time
- Less likely to happen when:
 - Don't know

Functional assessment interview - dad

- Dad states that he does not have any problems with Jeremy
- That whenever Jeremy is with him he behaves very well
- You ask more questions and find out that:
 - Whenever he is with dad they are usually engaged in "fun" activities together (building things, going hiking, going fishing, playing games)
 - Because his brother is younger, he usually spends the time with Dad's girlfriend, so Jeremy he gets one on one attention from dad

Arguing and swearing

- More likely to happen when:
 - Told to do something
- Less likely to happen when:
 - If he is in a good mood

Teasing, kicking, tripping, and calling other children names

- More likely to happen:
 - During unstructured activities
 - During transition times
 - During lunch time
 - In front of friends
- Less likely to happen:
 - During structured activities
 - If friends are not around
 - If closely supervised by an adult

* Assessment observations *

- After gathering information from all team members, try to establish what the major issues may be, what behaviors to focus on, and what to look for during your ASSESSMENT observations
- **Notice that these are not baseline data collection observations**

Annoying other children

- More likely to happen when:
 - Does not want to do the class work
 - Finished with class work
- Less likely to happen when:
 - Don't know

* Assessment observations (cont.) *

- During these observations you want to:
 - Try to observe for and confirm/disconfirm information gathered through the interviews
 - Try to determine possible antecedents and consequences to the behaviors in question
 - To get an idea of what exactly each behavior looks like (topography, frequency, duration, intensity, etc...)

** Important to Note **

- Now you have a lot of information about the problem behaviors
- **Do you go off of this information to brainstorm interventions????**
- You need to conduct observations yourself. **Why is this important????**
 - You will need more information
 - You may have gotten conflicting reports
 - People's perceptions are often influenced by other events

* Assessment observations (cont.)*

- These observations will help you in:
 - Defining the behavior
 - Setting up a measurement system that is sensitive to each behavior
 - Determining the possible function of the behavior (which will be helpful when brainstorming interventions)

* Assessment observations (cont.)*

- If you cannot observe a particular behavior, you may then ask someone else that might be able to observe it to gather ABC data for you (otherwise you should try to collect these data YOURSELF)
- If you do ask someone to collect ABC data, have them collect these data only for a short amount of time – **Why????**

Thoughts on: Shouting and screaming

- How is “shouting and screaming” different from “being rude”?
- Could this be the result of “being defiant”?
- It is more likely to happen when Jeremy is asked to do something he does not want to do – Try to observe then

Thoughts on: Riding the bike in the street

- It is a dangerous behavior
- It may occur when unsupervised and when supervised it does not occur
- You probably won’t be able to observe it directly, so you may ask mom to try to keep track of ABC data (although she may not be able to observe it directly, she may keep notes when she finds out it occurred)

Thoughts on: Being mean to brother

- Being mean to brother is more likely to occur when:
 - The brother is watching TV and Jeremy wants the TV
 - Peers are around
 - Supposedly it “Happens all the time”
- Jeremy might feel like his brother is preventing him for doing things he wants to do because he has to watch him
- Try to observe interactions with the brother: Is he nice to his brother sometimes? When? If peers are around and he is mean, what do the peers do? What does the brother do?

Thoughts on: Being defiant and rude

- What does this mean?
 - Is it the same as “Refusing to do what is told to do,” “Arguing,” and “Swearing”?
 - It is more likely to happen when:
 - Busy playing games
 - Watching TV
 - Hanging out with with friends
 - Around dinner time
- Try to observe during these times

Thoughts on: Interactions with dad

- When Jeremy is with his dad he:
 - Engages in “fun” activities,
 - Has one on one attention, and
 - His brother is taken care of
 - Jeremy behaves very well

Thoughts on: Refusing to do what is told to do

- Is “refusing to do what is told to do” the same as being “defiant”?
- This is more likely to happen when:
 - Told to do school work
 - “All the time”
- Try to observe during class time and try to determine possible antecedents and consequences, when the behavior occurs and when it does not

Thoughts on: Annoying other children

- What does this mean?
- It is more likely to happen when:
 - Does not want to do the class work
 - Finished with class work
- Observe during class time and determine what Jeremy might be doing that might be labeled “annoying”. When does he engage in these behaviors? Is he really annoying other children?

Thoughts on: Arguing and swearing

- This is more likely to happen when:
 - Told to do something
- May be tied to “refusing to do what is told to do”
 - While observing for that behavior, observe for this one
- Also try to see if arguing and swearing occurs at other times, and if there are times when Jeremy is told to do something and it does not occur

* Conduct your observations *

- Again, YOU need to conduct these observations
- You may use:
 - The ABC chart,
 - The Functional Behavior Assessment Observation form,
 - The Scatter Plot,
 - Or you may simply take notes

Thoughts on: Teasing, kicking, tripping, & calling other children names

- These behaviors are more likely to occur:
 - During unstructured activities
 - During transition times
 - During lunch time
 - In front of friends
- Try to observe during these times and look for these behaviors. What happens before and after these behaviors occur?

* Assessment observations *

- **Are these baseline measures????**
- Not really:
 - At this point you are not measuring the behavior
 - You have not even determined which behaviors to target
 - You have not yet defined the target behaviors
- These are assessment observations

*** How many observations are needed? ***

- Conduct **enough observations** so that you have a **clear** understanding of:
 - Which behaviors to target
 - What these behaviors look like
 - Possible antecedents
 - Possible consequences
 - Possible function

**Observation findings:
Riding bike in the street (cont.)**

- You asked Jeremy about riding the bike in the street and he stated that he knows that it is dangerous but that it is much easier than riding in the sidewalk: "In the sidewalk there are people walking and you have to go up and down the curve at each corner"
- You know that although this behavior is difficult to measure, it is a potentially dangerous behavior

*** If a behavior does not occur ***

- Find out if this was a typical day
 - This gives you clues as to the conditions under which the behavior might or might not occur
- If you conduct several observations under "typical" conditions, and the behavior still does not occur, it may be a very low occurring behavior.
 - In this case, you might need to enlist the help of others to collect assessment data. Rather than measuring frequency you might want to measure duration or intensity instead. *Why????*

**Observation summary:
Riding bike in the street**

- More likely to occur when [setting event]:
 - Unsupervised
- Antecedents include:
 - People in the sidewalk; Sidewalk without ramp at corner
- Consequences include:
 - Not having to make frequent stops; possibly having a faster, smoother ride
- Possible function: Avoid people on sidewalk, avoid going on-off curve

**Observation findings:
Riding bike in the street**

- You were not able to observe this behavior
- During the week that you asked mom to collect data on this behavior:
 - Jeremy rode his bike after school on 3 days for about an hour, and he was unsupervised every time.
 - Mom did not know whether or not he rode his bike on the street.

**Observation findings: Being defiant /
refusing to do what is told to do**

- What mom refers to as "Being defiant" is the same as what the school refers to as "Refusing to do what is told to do," which you label Non-compliance

Observation summary: Non-compliance

- More likely to happen when [setting events]:
 - Jeremy is engaged in an activity (ex. Busy playing games, watching TV, hanging out with friends),
 - Around dinner time,
 - Directed to do his school work in class

Observation summary: Being disrespectful

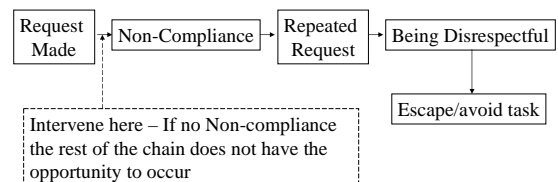
- Antecedents include:
 - Repeated requests, arguing, threatening to punish (ex. "if you don't do X you won't be able to play Nintendo")
- Consequences include:
 - Person making request stops making the request, if threat to punish was made, they do not follow through with it
- Possible function: Escape request/ avoid task

Observation summary: Non-compliance (cont.)

- Antecedents include:
 - Command type of statements directing Jeremy to do something (ex. "do X" or "you need to be doing X")
- Consequences include:
 - Repeated requests, arguing, threatening to punish (ex. "if you don't do X you won't be able to play Nintendo")
- Possible function: Attention

Observation findings: Non-compliance and Being disrespectful

- Notice that being disrespectful is linked to non-compliance:



Observation findings: Being rude/ shouting/ screaming/ arguing/ swearing

- What mom refers to as "being rude" is the same as "shouting and screaming."
- "Being rude," "shouting and screaming," and what the school refers to as "Arguing" and "Swearing" occur almost exclusively when a request has been made, Jeremy has not complied, and the person repeats the request.
- You label this collection of behaviors as "being disrespectful"

Observation Findings: Being mean to brother

- Told that this is more likely to happen when:
 - Brother is watching TV and Jeremy wants the TV
 - Peers are around
 - Happens all the time
 - Needs to watch brother
- Observe that all these events occur from 6 to 7 pm, when mom is cooking dinner and is not watching the kids.
- After dinner, usually Jeremy does his own thing, and does not interact much with his brother.

Observation summary: Being mean to brother

- Real setting event is unstructured, unsupervised time
- "Being mean to brother" usually entails teasing the brother
- Antecedents include Jeremy being idle (not having something to do)
- Consequences include brother reporting to mom, and mom lecturing Jeremy
- Possible function: Attention

Observation summary: Teasing & calling other children names (cont.)

- Consequences include:
 - The child reporting to the teacher and the teacher lecturing Jeremy
 - Peers laughing
- Possible function: Teacher and peer Attention
- Since this behavior appears to be the same as "being mean to brother" you decide to combine them into one - "Teasing Others"

Observation findings: Teasing, kicking, tripping, & calling other children names

- When you observed, you never saw kicking and tripping other children, but you did see teasing and calling other children names.
- You ask the teacher about this, and she says that kicking and tripping has only occurred a couple of times.
- You decide to focus on teasing and calling names.

Observation findings: Annoying other children

- During your observations you looked for behaviors that might be annoying to other children, but you did not really see any
- You ask the teacher and she states that sometimes Jeremy starts making noises and that this is very disruptive to other children

Observation summary: Teasing & calling other children names

- These behaviors are more likely to happen:
 - During unstructured activities (including unstructured classroom activities, transition and lunch times)
 - In front of friends
- Antecedents include Jeremy being idle (not having something to do) or talking to friends, and a child not perceived as being "cool" being in close proximity

Observation findings: Annoying other children (cont.)

- You don't recall seeing this behavior during your observations, so you ask more about it.
- The teacher states that when it happens, it usually it happens when Jeremy is finished with his class work before others. She then calls him over to her desk and gives him something else to do until others are done.
- She further states that it really is not much of a problem. [**Notice how perceptions might change**]

Observation summary: Annoying other children

- Since this behavior does not appear to be significant at this time, you decide that you will not formally intervene, so you simply suggest to the teacher that she might pre-teach by reminding Jeremy to raise his hand, rather than make noise when he is done, and reinforce this behavior when it occurs.

Riding bike in the street (cont.)

- Measurement options: You could
 - Ask Jeremy if he rode his bike on the street (but he may not be very likely to tell you the truth)
 - Focus on a positive behavior which he may be more likely to report on, such as "not riding the bike on the street", or "riding in the sidewalk"
 - Ask community members to report to you if they see Jeremy riding his bike in the street
 - Wait for police reports
 - None of these methods seem very reliable

* Developing Behavioral Definitions *

- By now, you should have a good idea of:
 - Which behaviors you are going to target
 - What these behaviors look like
 - What these behaviors don't look like
 - What may be the most sensitive method to measure these behaviors, keeping in mind effort level to collect this information

Riding bike in the street (cont.)

- Since riding the bike in the street occurs when unsupervised, you decide that the best thing is to keep track of when Jeremy rode his bike unsupervised (duration) and ask him if, other than for purposes of crossing the street, he rode the entire time on the sidewalk [**notice you are measuring 2 things**]
- This will allow for an estimation of how often the behavior has the opportunity to occur, and to possibly determine if Jeremy's reports are reliable

Riding bike in the street

- Basic definition: Riding the bike in the street is defined as riding the bike anywhere where a car might drive. This excludes driving a bike in a driveway, or driving a bike to cross the street.
- Measurement considerations: This behavior may be difficult to measure as it occurs when unsupervised. There are a variety of alternative options... **What are they????**

Riding bike in the street (cont.)

Target behavior definition:

- Riding bike unsupervised is defined as Jeremy riding his bike without an adult looking after him. This includes riding his bike with his friends, but excludes riding his bike if a parent is riding and/or supervising. On the data sheet, write down the time when Jeremy leaves the home, and the time when Jeremy comes back. Calculate the duration of Riding bike unsupervised. If an adult joined in the bike ride, deduct the duration in which the adult was present.

Riding bike in the street (cont.)

Target behavior definition:

- Riding the bike on the sidewalk is defined as Jeremy riding his bike on the sidewalk the entire time that he rides his bike. This excludes riding the bike on the street for purposes of crossing the street. When Jeremy gets back from his bike ride ask him if he rode his bike on the sidewalk the entire time. Circle his answer: "Yes" or "No" on the data sheet.

Non-compliance (cont.)

- Since this method will yield actual data (not an estimate), you decide that this is the best method to measure this behavior.
- You decide to measure how many requests to do something were given, how many he complied with, how many he did not comply with, and for how many he appropriately requested to do the task later, during school class time from 12 to 1 pm, and at home between 4 and 5 pm (as these are the times when non-compliance is most likely to happen)

Non-compliance

- Basic definition: Non-compliance is defined as Jeremy not doing what he is told to do within 5 seconds of the instruction.
- Measurement considerations: Notice that this behavior is dependent on the number of instructions given. In order for the data to be meaningful you need to keep track of opportunities as well...
- However, writing down every time Jeremy is told to do something may be very effortful for the parent or teacher. This may lead to unreliable data.

Non-compliance (cont.)

Target behavior definition:

- Non-compliance is defined as Jeremy not doing what he is told to do within 5 seconds of the instruction. This excludes times when Jeremy appropriately requests a delay.
- Compliance is defined as Jeremy doing what he is told to do within 5 seconds of the instruction.
- Appropriately requesting a delay is defined as Jeremy asking, in a normal tone of voice, if he could do the task at a later time that day.

Non-compliance (cont.)

- You can estimate how many times times either non-compliance (or compliance) occurred each hour (ex, circle 0%, 25%, 50% 75%, 100% of the time), but this will be an estimate, and may be influenced by other events...
- You could pick a time when non-compliance is most likely to occur and measure how many requests were made during that time, how many he complied or did not comply with, and calculate the percentage of compliance and/or non-compliance during that time.

Non-compliance (cont.)

Target behavior definition (cont.):

- Between 12 and 1 pm at school, and between 4 and 5 pm at home, on the data sheet, tally every time a request is made of Jeremy. For each request tallied, make another tally mark for Jeremy's response: Non-compliance, compliance, or appropriately request a delay, in the appropriate column.

Teasing others

- **Basic definition:** Teasing others is defined as calling others derogatory names, making derogatory or hurtful remarks, such as “you look like a pig”, “you smell”, “your shoes are ugly”...
- **Measurement considerations:** You could measure this behavior by tallying every time you hear Jeremy make one of these comments, but chances are he will refrain from saying these things in front of an adult. Furthermore, this requires to be on the lookout for this behavior all the time.

* Developing the data sheet *

- Now that you have defined the behaviors and have an idea of how you want to measure them you can develop your data sheet.
- Notice that your data sheet is tailored to the target behaviors and how you want to measure them.

Teasing others (cont.)

- You could measure this by tallying every time a child states that Jeremy made one of these statements to them. This may not capture all instances of the behavior, however it would capture the most significant ones, assuming that if the comment is bothersome enough to the other child, he/she would report it.
- You decide that this is the best method to measure this behavior.

* Developing the data sheet (cont.)*

- You want to make sure that your data sheet:
 - Is not too confusing for caretakers to use
 - Is not too effortful for caretakers to complete
 - Makes data summary easy for you
- ***Do you want a narration of what happens every time the behavior happens????*** No

Teasing others (cont.)

Target behavior definition:

- **Teasing others** is defined as another child reporting that Jeremy either called him/her a derogatory name, made a derogatory or hurtful remark to him/her, such as “you look like a pig”, “you smell”, “your shoes are ugly”... Do not tally instances where you heard teasing but a child did not report it.
- On the data sheet, tally every time a child reports that Jeremy teased him/her

** Important to Note **

- ***Do you want caretakers to use and ABC Chart to collect data????*** No
- ABC Charts are good for assessment purposes, not for ongoing data collection
- If you want information about particular setting events, antecedents, or consequences, you may include those on the data sheet and have the person circle, tally, or enter them on the data sheet (only a couple of words)

*** Developing the data sheet (cont.)***

- You will need to decide what may be the best format for the data sheet:
- You can have a different data sheet for each setting (this minimizes the chances of it getting lost going back and forth)
- You can have a data sheet for the morning and one for the evening, you can have a daily data sheet, a weekly or a monthly one (each has advantages and disadvantages – it will depend on the individual case)

Jeremy's home data sheet

Week of: _____									
	4-5pm Mom's Request (Tally)	4-5pm Non-Compliance (Tally)	4-5pm Compliance (Tally)	4-5pm App. Request Delay (Tally)	Reports of Teasing Others (Tally)	Ride bike unsupervised			Ride on sidewalk (Circle)
						Enter Time left	Enter Time back	Enter Duration	
Mon.									Y N
Tue.									Y N
Wed.									Y N
Thu.									Y N
Fri.									Y N
Sat.									Y N
Sun.									Y N

Developing Jeremy's data sheet

- In order to minimize chances of the data sheet getting lost, you decide to have separate data sheets for home and for school. In addition, the behaviors related to riding the bike will not be measured at school.
- Since most of the behaviors you will be measuring will be measured during a few time intervals, you decide to have weekly data sheets

*** Developing the data sheet (cont.)***

- You want to make sure to include the target behavior definitions on the data sheet (or on the back of the data sheet)
- And include a statement that instructs the person to enter "0" (zero) if no behaviors occurred. **Why????**

Jeremy's school data sheet

Week of: _____					
	12-1 PM Teacher Request (Tally)	12-1 PM Non-Compliance (Tally)	12-1 PM Compliance (Tally)	12-1 PM App. Request Delay (Tally)	All day Reports of Teasing Others (Tally)
Mon.					
Tue.					
Wed.					
Thu.					
Fri.					

*** Begin Baseline Data Collection!!!! ***

- Meet with whoever will be collecting the data and go over:
 - Behavioral definitions
 - How to complete the data sheet
 - What to do with the data sheet once completed*
 - How to obtain a new data sheet*
 - * Remember to minimize effort
- Practice using the data sheet to ensure understanding

* Assess Reliability *

- Within a week or so (you don't want to wait too long), go back and assess reliability
 - Use a blank data sheet and collect data at the same time as the other person
 - At the end of the reliability period compare both data sheets and calculate percent reliability
 - If reliability is below 80% discuss why this may be (maybe you were not looking at the same thing, maybe the definition needs to be clarified, maybe the observation method is too complicated...)
-

Collect data sheets

- A week later you go back and collect the data sheets.
 - In both settings the data sheets look fine.
 - You conduct reliability with mom, and obtain 100% reliability across all behaviors
 - You conduct reliability with the teacher and obtain 100% reliability across all behaviors as well
-

* Monitor the data closely *

- You do not need a long baseline period (3 data points are sufficient – although a little more is better)
 - However, you do need, as much as possible, for the data to be stable and reliable **Why????**
-

Summarize the data

- After the meeting you summarize the data, and they look stable
 - You are now ready to put your interventions in place!!!!
-

Going back to Jeremy's case...

- You meet with mom and go over the data sheet and practice using it. She seems to understand it without problems.
 - You meet with Jeremy's teacher and go over the data sheet and practice using it. She seems to understand it without problems.
 - You let both know that you will be back in a week to pick up the data sheets, and you leave several blank ones for them to use
-

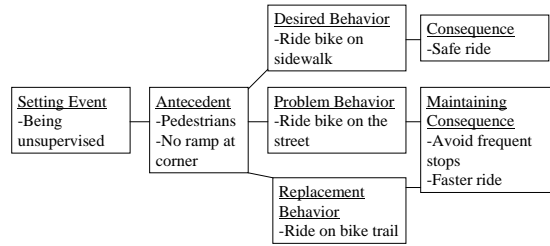
* Report writing *

- You now have all the necessary information to write the General Information and Assessment sections of your report
-

* Data *

- After you have collected the baseline data you can put in place the interventions (both PCP and function based interventions)
- **Please note that data should be collected on an ongoing basis (do not stop collecting data)**
- Until you put your interventions in place, the data that you are collecting are BASELINE data (continue to monitor the data to ensure that they continue to be stable until interventions are begun)

Riding bike on the street



* Brainstorming interventions *

- **Above all, you want to make sure that you address the function of the behavior**
- You want to put interventions in place that:
 - Minimize or alter setting events and antecedents, thereby minimizing the opportunities for problem behavior to occur
 - Teach appropriate behaviors to engage in rather than problem behaviors
 - Promote desired consequences for appropriate behaviors
 - Minimize desired consequences for problem behaviors

* Thinking of interventions *

- As you think of potential interventions, try to think beyond the intervention itself, and think of:
 - The feasibility of the intervention
 - The effort to implement it
 - The consequences that it may bring about
- And weigh all this against the effectiveness that it may have

* Brainstorming interventions (cont.) *

- Use your assessment data (the competing behavior diagram is a good “visual” to use)
- Again, you want to make sure to address the function of the behavior:
 - Replacement behaviors should be functionally related
 - Consequence interventions should also reflect the function

Riding bike on the street – Possible Setting event interventions

- Increase supervision,
- Only allow to ride bike when supervised,
- Schedule times when someone could supervise and Jeremy could choose when to ride during those times

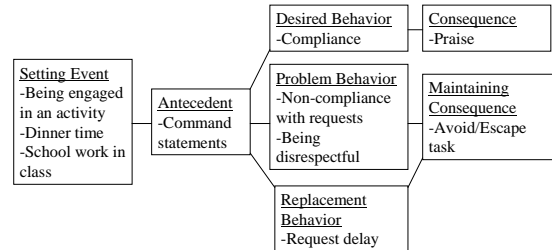
Think about: All of these interventions require time, effort, and decrease independence

Riding bike on the street – Possible antecedent interventions

- Schedule times to ride when there are not many pedestrians on the street
- Select streets to ride on that have ramps
- Ride bike on bike trail (no pedestrians and not ramps)

Think about: All of these interventions require time, effort, planning, and impose some restrictions

Non-compliance



Riding bike on the street – Possible behaviors to teach

- Teach dangers of riding on the street

Think about: Jeremy seems to already be aware of these. Furthermore the reinforcers of riding on the street are immediate, and compete with the long term reinforcers of riding on the sidewalk. Think of how many “bad” things you do, knowing that they are “bad”

- Teach discrimination between riding fast on the bike trail and riding slow on the sidewalk

Non-compliance – Possible setting event interventions

- Minimize making requests when Jeremy is engaged in an activity
- Allow time to end an activity before making a request
- Be sensitive when making requests involving school work or during dinner time

Riding bike on the street – Possible consequence interventions

- Punish riding on the street

Think about: Punishment will be on an intermittent schedule, and the natural reinforcers of riding on the street will occur more frequently

- Reinforce riding on the sidewalk

Think about: This behavior essentially on extinction most of the time as it requires you to observe to reinforce

The problem here is that you don't have any real control of the maintaining consequences

- Reinforce statements of riding on the sidewalk

Non-compliance – Possible antecedent interventions

- Avoid using “command” statements to make a request
- Word requests in a question format (ex. “Could you please do X?”)
- Word requests in a pleasing manner (ex. “I would really appreciate it if you could do X”)
- Provide a choice when making a request (ex. “Would you like to do X now or after dinner”; or “Would you like to do X or Y?”)

Non-compliance – Possible antecedent interventions (cont.)

- If most requests involve tasks to be accomplished, post a schedule that includes tasks to be done, then direct Jeremy to posted schedule rather than make a request
- Offer assistance with task completion

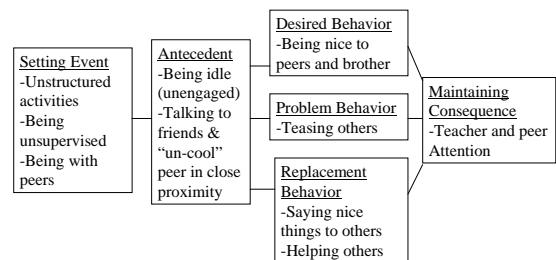
Non-compliance – Possible consequence interventions (cont.)

- Allow to delay task whenever Jeremy asks appropriately
- Do not allow to avoid/escape a task as a result of non-compliance and being disrespectful: ignore problem behavior, wait until it stops, and then make the request again
- Praise compliance, appropriately asking for a delay, appropriate negotiation, independently following schedule, independent task completion

Non-compliance – Possible behaviors to teach

- Asking for a delay
- Negotiation skills (ex. asking to do something else instead)

Teasing others



Non-compliance – Possible consequence interventions

- The function of the behavior is to avoid/escape a task. It is very important that you use this reinforcer for appropriate behaviors and that you try to minimize it for inappropriate behaviors.

Teasing others - Interventions

- Go through the same process

* Setting up interventions *

- Meet with team members that will be implementing the interventions and go through the intervention brainstorming process **together**
 - Weigh pros and cons of interventions (consider time, effort, cost, feasibility, and potential effectiveness)
 - Select interventions to implement
-

* Report writing *

- You now have all the necessary information to write the Interventions and Supports section of your report
 - Don't forget that all data collected up until the time when interventions began are baseline data. You might consider updating your graph.
-

* Write up the interventions *

- Once you have selected which interventions to implement (**as a team**), write these up with enough detail that caretakers know exactly
 - What to do, when
 - What not to do, when
 - Don't forget to include the PCP interventions selected during the PCP meeting
-

* Assess fidelity *

- Within a week or so (you don't want to wait too long), go back and assess fidelity
 - Write down all the steps of each intervention (or each major intervention) in a checklist fashion
 - Observe the team member implement the intervention, and check off each step as it is correctly completed
 - Calculate the percent of steps correctly completed for each intervention
 - If fidelity is below 80% discuss why this may be (maybe they forgot certain procedures, maybe the procedures are too difficult and need to be adjusted...)
-

* Begin intervention implementation *

- Meet with team members that will be implementing the interventions,
 - Go through the selected interventions in detail
 - Practice/role play the selected interventions to ensure understanding
 - Set up a support system in case assistance is needed
 - Have team members complete the Contextual Fit Survey
 - Make sure team members continue to collect the same data as that during baseline
-

* On-going *

- Continue to assess fidelity and reliability on a regular basis
 - Always troubleshoot any issues that may come up, and make adjustments as necessary
 - Monitor the data closely (both for PCP and Function Based interventions)
 - Conduct the Quality of Life survey at regular intervals
 - Share data and progress with team members
-

* On-going data assessment *

- Look at the data gathered before interventions (baseline) compare it to that gathered during interventions
 - **The data should guide you as to how to proceed**
 - If behaviors are not moving in the right direction, maybe the interventions need to be adjusted
 - If behaviors are where you would like them to be at for a while, then you might begin fading out the interventions
-

* The process *

- This process may seem long, however, if you invest most of your resources at the beginning, the rest should flow
 - The time it takes for you to go through this process really depends on your and the team's availability
-

* Plan ahead *

- If you know of major events coming up, transitions, etc. make sure to think about how these might impact the person, the intervention plan, and the progress
 - Plan for these changes (ex. If moving to a new setting, train new staff)
 - Once behaviors are under control, plan for maintenance and fading
-

The end!

- Questions?
- Comments?

Thank you!

* Report writing *

- At some point consider writing up the follow-up section of your report
 - Address the status of all behaviors and interventions in your report
 - Include data gathered so far
-