

**Module 9**  
***Promoting Durable Lifestyle Changes: Generalization and Maintenance***

**Participant Workbook 9**

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## Possible Outcomes of Successful Intervention

Possible Outcome	Examples	Documentation
Significant reduction in target behaviors	<ul style="list-style-type: none"> <li>aggression decreased to near zero levels</li> <li>remains in assigned area</li> </ul>	<ul style="list-style-type: none"> <li>frequency counts of target behaviors</li> <li>attendance records</li> </ul>
Acquisition of adaptive skills (replacement skills)	<ul style="list-style-type: none"> <li>asks for break rather than throwing materials</li> <li>participates in group games</li> </ul>	<ul style="list-style-type: none"> <li>log of activities - breaks requested</li> <li>length of time engaged</li> </ul>
Positive collateral effects; absence of side effects	<ul style="list-style-type: none"> <li>improves in academic performance</li> <li>medication discontinued</li> </ul>	<ul style="list-style-type: none"> <li>grades</li> <li>medical reports</li> </ul>
Reduced need for crisis intervention	<ul style="list-style-type: none"> <li>decreased referrals or use of crisis management</li> </ul>	<ul style="list-style-type: none"> <li>referrals, incident reports</li> </ul>
Behavior changes across settings/circumstances	<ul style="list-style-type: none"> <li>improvements seen on bus, in cafeteria, with babysitter</li> </ul>	<ul style="list-style-type: none"> <li>reports from adults in other settings</li> </ul>
Participation in integrated community settings	<ul style="list-style-type: none"> <li>changes in placement</li> <li>attends field trips/outings</li> </ul>	<ul style="list-style-type: none"> <li>IEP (time in ESE reduced)</li> <li>schedule of activities</li> </ul>
Expansion of relationships/ friendships	<ul style="list-style-type: none"> <li>goes out or talks on phone more frequently; interacts with more people</li> <li>peers report relationships</li> </ul>	<ul style="list-style-type: none"> <li>diary; activity/ contact log reports from peers</li> </ul>
Increased independence in daily routines	<ul style="list-style-type: none"> <li>diminished adult supervision</li> <li>completes aspects of daily schedule unprompted</li> </ul>	<ul style="list-style-type: none"> <li>reduced staff-student ratio</li> <li>schedule/activity log</li> </ul>
Involvement in broader range of meaningful activities	<ul style="list-style-type: none"> <li>participates in broader range of activities (e.g., goes to movies, art projects)</li> </ul>	<ul style="list-style-type: none"> <li>schedule of activities</li> </ul>
Personal satisfaction with behavior/lifestyle	<ul style="list-style-type: none"> <li>increased smiling</li> <li>reports pleasure with changes</li> </ul>	<ul style="list-style-type: none"> <li>observation and reports</li> </ul>

(Adapted from Meyer & Evans, 1989; Evaluating Outcomes in Nonaversive intervention for behavior problems: A manual for home and community. Baltimore: Paul H. Brooks)

**Action Plan #3: Ongoing Monitoring and Support**

OBJECTIVES AND ACTIVITIES	TIMELINES	TEAM MEMBER RESPONSIBLE
(Monitoring and Evaluation Methods, Maintaining Team Communication and Support)		

## CASE PRESENTATION

Description of Person, Team, and Goals

Assessment Process

Data Collected

Patterns Identified

Hypotheses Generated

Contextual Issues

Functions

Support Plan Components

Antecedent/Setting Event Modifications

Consequence-based Strategies

Skills Targeted as Replacement, (e.g., communication)

Lifestyle Adjustments

Other Supports

Evaluation of Outcomes

Continuation of Support