

BEHAVIOR OF CONCERN:

- Self-injurious behavior:
- She will hit her head on the side of her wheelchair, bite her finger, pinch her skin, hits head against wall or any hard surface

Jessica is 38

- Person with DD
- Healthy overall

RELEVANT SKILLS:

- Communication: limited, mostly nonverbal, vocalization is 25 words
- Able to say yes/no
- Able to identify preferred items (oreos/pillow/blanket/water)
- Gives indications through gestures/pointing/facial expressions
- Opens eyes larger/wider/shake eyebrows up and down to indicate interest
- Shakes head for no
- Does not say no if she wants something to stop—will scoot away from people if she wants it to stop—may also put foot down if being pushed in wheelchair
- May indicate she wants something but may not want to do it in that fashion (certain directions on walks)
- Comes closer to people, smiles/laughs at them, may grab others' shirts to indicate she wants to interact
- Has claw-grasp due to neurological needs—is not scratching, but will reach out to touch others

RELEVANT HISTORY:

- Her parents are separated, occurred when she was a child
- Mother has a job requiring traveling
- Often people are not as nurturing due to her tendency to use behavior to communicate
- Some attachment is missing in her history and current life

CURRENT SETTINGS:

HOME:

- Home with mom lives in mom's house
- Has her own room, decorated as she prefers, a space private for her
- Socializes with mom's friends but does not have other social relationships
- Does not receive service in the home unless mom is away

- DAY PROGRAM:
Attends a day program M-F 9-3
- Open space concept, works in a group of 2 (social distancing)
- Needs support with ambulation, uses wheelchair in community
- Has preferred staff but does not have preferred peers
- 75/25 center/community
- Prepared activities, lunch offered at center
- Community outings include exercising, money management practice (support her engaging with community members), requests oreos

ANTECEDENTS:

Triggers:

PRESENCE OF BEHAVIOR

- Activity going on that she wants to end (E/PAUS)
- Something that she does not like (E/PAUS)
- Staff not looking at her and not noticing that she is communicating (A/I, T/CWNI)
- Non-preferred area (E/PAUS)
- Staff not understanding communicative intent (E/PAUS)
- Request denied/unfulfilled (T/CWNI)
- Staff offering the wrong item (not what she requested) (T/CWNI, E/PAUS)

1. E/PAUS (5)
2. T/CWNI (3)
3. A/I (1)

ABSENCE OF THE BEHAVIOR

- Singing (irrespective of staff talent) (a/l, e/paus)
- Funny dances/movements(a/l, e/paus)
- Eating apples or oreos (T/CWNI)
- Presented with soft items in her hands/holding onto something being wrapped around hands (T/CWNI)
- When items are wrapped around her hands for input(T/CWNI)
- When she has her preferred items with her (towel, bag, bear) (T/CWNI)
- When she is squeezing a stress ball(T/CWNI)
- When an activity she does not like ends (e/paus)

Setting Events:

PRESENCE OF BEHAVIOR

- When mom is out of town/has caregiver supporting her overnight (A/E)
- Anticipating mother going out of town (A/E)

- Indicating that she does not want to be present at the beginning of the day (E)

ABSENCE OF BEHAVIOR

- Fun weekend out predicts better Monday (A/E)
- Hanging out with brother and niece (A/E)
- Anytime she is with extended family (A/E)

CONSEQUENCES:

Planned Reactions:

- Stop the activity/remove the activity (D) (E/PAUS)
- Change direction if she wants to go somewhere else or stop (D) (E/PAUS)
- Block her hitting head/contact of biting (N, E—she may get up and then start hitting her head on the wall) (E/PAUS)
- Come in closer to her (she may tell you no, or pull close—as long as people follow her response preferences, she will be fine. If someone comes close when she does not want them to, she will escalate) (E/PAUS)
- Attend to any injuries (this is after the behavior has ended—she will let people clean the area, but she does not wear band aides, will tolerate the spray band aide)
- People inventory needs, attempt to offer other things (every wrong guess will further escalate the situation) (T/CWNI, E/PAUS)

UNPLANNED RESPONSES:

- Peers pull away/aren't as social directly following an incident or during an incident (N?)
- Community members may locate away from her/avoid the area (N?)

HYPOTHESIZED FUNCTION:

- "attempt to communicate something"
- "frustration"
- "I want something else"
- To prevent an upsetting situation (Escape)
- To express a want or need for an item (Tangible)

HYPOTHESIZED MEANING:

- When you don't listen to me, it makes me feel like you aren't taking care of me.
- You don't understand me/you're not listening, I said what I want and you're giving me something else
- I am always telling people what I want and they frequently don't understand me.

- I am communicating my needs and others are not listening.

MEBS PLAN:

- (E/Prevent an upsetting situation of people not understanding her)

ECOLOGICAL SUPPORTS

Phys:

- Alternative communication devices or visuals available (labels/whiteboard, etc)
- Make sure people are positioned in ways that they can see her, ensure they are able to interpret what she is pointing to

Int:

- Note preferred staff
- Pair preferred staff with peer who would be most likely to be preferred and facilitate positive interactions
- Peer engage in preferred activities or deliver preferred items
- People who are modeling the use of alternative communication methods

Prog:

- Staff training for use of these AAC/alternative communication methods
- Translation guide for her communicative intent
- Staff trained on preferences (create session guidelines)
- INCREASING DENSITY OF PREFERRED EVENTS

POSITIVE PROGRAMMING

FES: The skill she is going to demonstrate instead of the challenging behavior to get the same need met

- "YOU GOT IT WRONG/TRY AGAIN"
- "NO/STOP"
- (button/eye gaze, other communication method)

FRS:

- Communication system

C/T:

- Pop-it fidget toy/listening to preferred music
- Learn to tolerate people not understanding her on the first try

FS:

- Dancing

FOCUSED SUPPORTS

ANTECEDENT CONTROL:

- Decrease non-preferred activities
- Decrease folks not orienting towards her
- Increase preferred activities
- Increase access to preferred items

SCHEDULES OF REINFORCEMENT

DRO: Identify the average time between episodes and divide that in half

EXAMPLE: She has usually an hour between episodes=30 min DRO

- Every 30 minutes without SIB=reinforcer

DRA

- Every time she expresses that the staff made the wrong choice adaptively (uses button/cards/etc.) she would receive a reinforcer

SATIATION

- Going to preferred areas only
- Having preferred staff noncontingently available

REACTIVE STRATEGIES

- Offer hand wraps
- Offer preferred item
- Offer communication device
- Apologize
- Clap/dance/sing (stimulus change)
- Offer stress ball
- Alert her to people trying to help

- Offer to take her to preferred area