

## **Positive Behaviour Support Plan for A.B.**

### **Brief Summary of Focus Person**

A.B. is a 3 year old boy with autism who lives with his Mom and Dad and younger sibling in Cloverdale. He learns best when structure and predictability are established and encouragement and praise are provided. He enjoys being in group settings but does not like to be around younger children. This is likely due to their unpredictable nature. Though his skills are not developed to age level, he possesses very good verbal skills when with adults.

### **Brief Summary of the Critical System Strengths and Concerns at Home**

The main system strength at home is the involvement of A.B.'s parents, especially Mom, in his progress and goal development. She is very willing to implement strategies that are recommended by the Behaviour Consultant and Program Supervisor. Communication is very open between the home team and the parents regarding questions and concerns.

The main system concerns at home include the fine balance of having A.B.'s parents involved in the implementation of strategies without overwhelming them. A.B.'s Mom and Dad suffer with some anxiety so strategies should not be too demanding or tedious (i.e., not too many materials to manipulate) so as to minimize any additional stress. A.B.'s Mom is also not comfortable with procedures that do not provide comfort when A.B. is upset (e.g., ignoring, extinction). It is necessary that this implication be taken into consideration when planning a PBS plan. Finally, funding for additional training to implement PBS strategies is limited so procedures should be simple and manageable.

### **Brief Description of the Routine Addressed in the PBS Plan**

The routine addressed in the PBS plan is playtime at home. During this time A.B. and his younger sibling are able to play with what they choose and there is no structure to this time. A.B.'s Mom may or may not be involved in the free play depending on the amount of household chores that need to be completed. This time may involve several transitions, either between activities (e.g., play in the backyard to inside play) or between locations (e.g., play at Grandma's house to play at home) and may take place prior to meal times.

### **Brief Description of Problem Behaviours Addressed in the PBS Plan**

*Verbal protest:* During playtime or transitions A.B. may engage in verbal protest (e.g., "No (activity) or repeat "No" several times consecutively). This may occur when his younger sibling is present or she has interrupted his play activity, in response to an instruction to transition, usually away from a preferred activity, or when a request for a preferred activity is denied.

*Squeezing:* During playtime A.B. may wrap both arm around the torso, head, or arms of his younger sibling, usually in response to her presence while playing or after she has interrupted his play activity.

*Pushing:* During playtime or transitions A.B. may place both hands on another person's body and push them away. This is usually directed towards his younger sibling or Mom and Dad.

### **PBS Strategies for the Function Escape from an Unpleasant/Non-preferred Social Interaction**

#### **Setting Event Strategies**

1. *Increase Reinforcement.* A.B.'s parents should increase the amount of verbal praise they are providing him when his younger sibling is present (e.g., "Wow! You're playing trains so well with (younger sibling)" or "You're taking turns so nicely with (younger sibling). What a good big brother you are!").

Assignment Note: Several strategies are included in the Preventive/Antecedent Strategies and Teaching Strategies to address the other setting events listed in the CPD. These strategies are followed by '(SE)', to denote setting event.

#### **Preventive/Antecedent Strategies**

1. *Visual Schedule (SE).* At the beginning of playtime, A.B.'s Mom will set up a schedule with him using pictures of play activities. She will provide ample choice where appropriate (e.g., play outside may not be an option some days due to the weather) when organizing the schedule with him. When an activity is next on the schedule it will be placed in a 'Time for' space and when it is finished it will be placed into an 'All done' pouch. A.B. and his Mom should refer back to the schedule during each transition. It should be portable so A.B. is able to reference it where ever he is playing. This will provide more structure and predictability for the duration of free play.
2. *Read Social Story (SE).* At the beginning of playtime, A.B.'s Mom should read the social story 'How to Play with (younger sibling)'. Please see Teaching Strategies.
3. *Precorrects/Reminders.* Throughout playtime, precorrects should be provided when A.B.'s younger sibling approaches his play space. These should focus on reminders of appropriate behaviour and his reward (e.g., "Here comes (younger sibling)! Remember to keep your hands to yourself while you're playing together so you can earn (reward)!"),

as well as, what he can say if he does not wish to play with his younger sibling (e.g., “Remember if you want to play alone you could say, “Mom, can play by myself right now?”). Please see Teaching Strategies.

4. *Mom Plays Too*. When A.B.’s Mom is available she should play with A.B. and his younger sibling. She should position herself so she is in between the two children. She should prompt appropriate interactions throughout the play activity including choices when available (e.g., “Looks like (younger sibling) needs a crayon to colour her picture. Do you want to pass a yellow or red crayon?”) and provide verbal praise for appropriate interactions.

### Teaching Strategies

1. *Requests*. A.B. should be taught to use several requests during playtime. These should include requesting his younger sibling be removed from his play area, to play by himself, or that his younger sibling back up or move away. Throughout playtime A.B. should be prompted to initiate these requests before problem behaviour occurs (e.g., A.B. is playing trucks and his younger sibling approaches, Mom says, “A.B. if you want (younger sibling) to find something else to play you could say, ‘Mom can you move (younger sibling) away?’”).
2. *Coping Skills*. A.B. should be taught to use several coping and relaxation skills. This should initially be targeted in his ABA home program and when he is successful with these skills they should be generalized to playtime. These may include, but are not limited to, taking deep breaths, counting to 20, and squeezing his hands together.
3. *Social Skills Program (SE)*. A social skills program should be introduced into A.B.’s home program to teach ‘How to play with (younger sibling)’. The story should include a description of the desired behaviours when interacting with his younger sibling, examples and non-examples of the desired behaviours, why they are desired behaviours, and why they are socially important to others. It should be explained here that if A.B. engages in only the desired behaviours during playtime that he will earn a reward and if he engages in non-examples he will lose the toy he was playing with until the next day.
4. *Sibling Play Program (SE)*. A sibling play program should be introduced into A.B.’s home program to teach and practice appropriate play skills with his younger sibling in a structured format. Skills to target at first may include turn taking, passing items, and tolerating his younger sibling’s presence as he plays (starting with short intervals and increasing).

### Consequence Strategies

1. *Verbal Praise.* Verbal praise should be provided when A.B. uses any of the requests or coping skills described in the Teaching Strategies section. This praise should be generous with a great deal of encouragement and enthusiasm.
2. *Reward Playing Nicely.* At the beginning of each play activity on the schedule, A.B.'s Mom should have him choose a reward to earn if he plays appropriately with his younger sibling (i.e., he does not engage in the problem behaviours describe above). A.B.'s Mom should remind him of his reward throughout playtime (see Preventive/Antecedent Strategies section). If, at the end of each play activity, he has not engaged in these problem behaviours he should gain access to his reward (e.g., preferred edible, watch YouTube video clips of recycling trucks, leaf blowers, lawn mowers for a set duration). The expectation will gradually be increase as reinforcement is faded out (e.g., he needs to play appropriately during two play activities to earn his reward and eventually he should engage in appropriate behaviour for all play activities on the schedule to earn his reward at the end of playtime).
3. *Minor Problem Behaviour.* If at any time during playtime A.B. engages in verbal protest he should be prompted to use one of the requests or coping skills outlined in the Teaching Strategies section. A choice may be provided to him at this time (e.g., "Looks like you want to play alone you could ask me to move (younger sibling) or to play by yourself"). Verbal praise should be provided if A.B. engages in an appropriate request or coping skill.
4. *Major Problem Behaviour.* If at any time during playtime A.B. engages in squeezing or pushing he should lose the toy he was playing with and move to the next activity on the schedule. A.B.'s Mom should put the toy away in a place where he cannot reach it and it is out of sight until the next day. It should be explained to him why he lost the toy and when he will be able to play with it again (e.g., "You pushed (younger sibling) so now I need to put your farm set away. You can play with it again tomorrow").

### Crisis Management Strategies: Not Applicable

## **PBS Strategies for the Function Access to Tangible/Predictability**

### **Setting Event Strategies**

1. *Snack.* A.B.'s Mom should provide a light snack about a half an hour before a meal will be served. This will alleviate any hunger that A.B. may be experiencing during playtime.
2. *Increase Reinforcement.* Please see Setting Event Strategies in the previous section.

### **Preventive/Antecedent Strategies**

1. *Visual Schedule (SE).* Please see Preventive/Antecedent Strategies in the previous section.
2. *Read Social Story (SE).* A social story detailing why it is important to listen to Mom and Dad the first time should be read at the beginning of playtime. This may be alternated with the social story in the previous section if it is not possible to read them both on the same day. Please see Teaching Strategies.
3. *Count Down Warnings.* Several warnings to signal the end of an activity should be provided approximately 5 minutes beforehand (e.g., "Ok, 5 more minutes and then it's time to see what's next on the schedule" then, "A.B., 2 more minutes until trucks are all done" then, "One more minute and then it's time to play blocks" then, "Ok, clean up the trucks and then we'll check the schedule"). This will provide A.B. with predictability as to when he will be asked to transition away from an activity.
4. *Precorrects/Reminders.* Throughout playtime, precorrects should be provided when A.B.'s Mom is aware of an upcoming transition. These should focus on reminders of appropriate behaviour and his reward (e.g., "We're going to go inside pretty soon. Remember to listen the first time so you can earn (reward)!"), as well as, what he can say if he wants another minute or to come back to the activity later (e.g., "Remember if you want another minute outside you could say, "Mom, can I have another minute please?"). Please see Teaching Strategies.

### **Teaching Strategies**

1. *Requests.* A.B. should be taught to use several requests during playtime. These should include requesting another minute and coming back to the activity later on in the day or another day. Throughout playtime A.B. should be prompted to initiate these requests before problem behaviour occurs (e.g., A.B. is painting, Mom says, "Ok, time to clean up

painting. If you want to keep playing you could say, ‘Mom can I have another minute?’”).

2. *Coping Skills*. Please see Teaching Strategies in the previous section.
3. *Social Skills Program (SE)*. A social skills program should be introduced into A.B.’s home program to teach ‘Listening to Mom and Dad’. The story should include a description of the desired behaviours, examples and non-examples of the desired behaviours, why they are desired behaviours, and why they are socially important to others. It should be explained here that if A.B. listens the first time when asked to do something he will earn a reward and if he engages in non-examples he will lose the next preferred activity on the schedule until the next day.

### **Consequence Strategies**

1. *Verbal Praise*. Please see Consequence Strategies in the previous section.
2. *Reward Listening the First Time*. At the beginning of playtime A.B.’s Mom should have him choose a reward to earn each time he listens the first time to a transitional instruction appropriately or is denied a request and remains engaged in appropriate behaviour (e.g., he does not engage in the problem behaviours describe above). A.B.’s Mom should remind him of his reward throughout playtime (see Preventive/Antecedent Strategies section). If he has not engaged in these problem behaviours during each transition or denied request he should gain access to his reward. This reward should be different from his reward for playing appropriately with his younger sibling (e.g., a preferred edible, watch YouTube video clips of recycling trucks, leaf blowers, lawn mowers for a set duration). The expectation will gradually be increase as reinforcement is faded out (e.g., he needs to listen appropriately for two occurrences of transitions to earn his reward and eventually he should engage in appropriate behaviour for all transitions and denied requests for the duration of playtime to earn his reward at the end of playtime).
3. *Minor Problem Behaviour*. If at any time during playtime A.B. engages in verbal protest he should be prompted to use one of the requests or coping skills outlined in the Teaching Strategies section. A choice may be provided to him at this time (e.g., “Looks like you want to keep playing trucks, you could ask me for another minute or to come back to it later today”). Verbal praise should be provided if A.B. engages in an appropriate request or coping skill.
4. *Major Problem Behaviour*. If at any time during playtime A.B. engages in pushing he should lose the next preferred activity on the schedule. A.B.’s Mom should put the toy away in a place where he cannot reach it and it is out of sight until the next day. It should

be explained to him why he lost the toy and when he will be able to play with it again (e.g., “You pushed Mom so now I need to put your paints away. You can play with them again tomorrow”). The picture should also be removed from the visual schedule and put in the ‘All done’ pouch.

### **Crisis Management Strategies: Not Applicable**

### **Monitoring and Evaluation**

1. *Anecdotal Data.* A.B.’s Mom will be provided a data sheet where she can record information each day regarding, the level of problem behaviours, how A.B. responded to the strategies in each section, how many rewards A.B. earned, and how many toys were removed. To ensure this is not a time consuming process the data sheet will include questions such as, ‘Level of problem behaviours: high medium low’, ‘How many rewards earned: 0-1 2-3 4+’, and ‘How many toys removed: 0-1 2-3 4+’ and A.B.’s Mom can circle the appropriate response. A comments section will also be included. A separate data sheet will be made for each function.
2. *Team Meetings.* During bi-weekly team meetings A.B.’s Mom and the Program Supervisor will discuss A.B.’s progress and review the data sheets. Revisions will be made to strategies and procedures as needed.