

Kansas Institute for Positive Behavior Support (KIPBS) Person Centered and Positive Behavior Support (PC-PBS) Report

Purpose of the Written Report

The purpose of this report is to provide information with respect to preferred lifestyle, assessments, and interventions, as they relate to the child or adult.

Any reader, unfamiliar with the child or adult, should be able to read the report and have a clear understanding of:

- The child or adult's preferences,
- Possible challenges for the child or adult,
- How information regarding preferences and challenges was acquired,
- Implemented interventions to help the child or adult achieve his/her preferred lifestyle (including interventions for challenging behaviors),
- How the effects of the interventions are being monitored, and
- The actual effect that the interventions are having.

Additionally, the report should be dated so that the reader can have a time frame of reference, and assess the current relevance of the information provided.

The PC-PBS plan report is a blueprint for the team supporting a child or adult. Individuals who do not know the child should be able to read the report and be able to understand the assessments completed, how and why these assessments were done, how these assessments are tied to preferred lifestyle interventions and interventions that address the function maintaining problem behavior, what interventions have been implemented, and how successful the interventions have been after being implemented.

Written plans are especially important when the child or adult transitions to a new home, a different school or adult work setting, as well as when a new member joins the current team, as they provide the new team or team members with a history of what has been done, and allow for continuation of effective interventions.

Length of the Written Report

The case example report in this document is 27 pages long and includes Person-Centered Planning and Function Based Positive Behavior Supports, assessment, intervention, and follow-up sections. The rest are attachments that provide the evidence and documentation of the PC-PBS process.

Many professionals have separate reports prepared for the PCP, the PBS plan, and some consultants prepare separate assessment, intervention, and follow-up reports at 3 month, 6 month, and 12 month intervals. Consequently, the PC-PBS report is actually a combination of a number of reports. Not all plans are as long as this report, and in fact, the reports sent in by graduates of the KIPBS training vary significantly in length. Regardless of the length, the written PC-PBS plan should include all the key features outlined in the PC-PBS Checklist.

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Kansas Institute for Positive Behavior Support (KIPBS) Person Centered and Positive Behavior Support (PC-PBS) Report

IDENTIFYING INFORMATION

<u>Client's Name:</u>	Max Dunning	<u>DOB:</u>	6/15/95
<u>Contact:</u>	Ryan and Lisa Dunning (785) 835-8263	<u>Age:</u>	8
<u>Referral Source:</u>	Mike Grant, Psychologist (785) 539-5791	<u>KIPBS Facilitator:</u>	Kayla Palmer

GENERAL INFORMATION

I. Consumer Information

- Max is very active and has a sweet personality. He likes being around a few peers and enjoys structured activities. He has accomplished many things this past year, including recognizing letters, imitating sounds and spontaneously speaking in one and two-word phrases.
- Max was born on June 15th 1995 in Lawrence, Kansas. Mrs. Dunning reports that she had a nice pregnancy, with no problems. The birth was normal, without any complications. Max was a healthy baby, and did not cry much. When Max was about 6 months old, Mr. and Mrs. Dunning began noticing some peculiar behavior such as Max pushing them away when they tried to hold or hug him. As time went by, additional peculiar behaviors added to the list. After going to several doctors and specialists, by age 2 Max received a diagnosis of Autism. This resulted in Mr. and Mrs. Dunning trying to remain informed about Autism, and enrolling Max in several special programs. Recently, Community Inc. begun providing behavior consultation for Max at home.
- Max lives with his parents (Ryan and Lisa Dunning), an older brother (Kolby), and two younger sisters (Amy and Ally). Max is a second grader at Lincoln Elementary School (his home school) where he receives one-on-one paraeducator support throughout the day. He attends the Youth Communication Program (YCP) at Johnson College three times a week.
- Max is involved in several community activities throughout the week, such as going to church, swimming, and Boys Scouts. He seems to know individuals from school that also participate in those community activities. Both Mr. and Mrs. Dunning each have a car, and transportation to and from activities is not an issue at this time.
- Max likes to spend a lot of time at home. He likes to watch nature shows and cartoons, especially Scooby Doo, and likes to play on the computer.
- Generally Max is in good health. He does have seasonal allergies and occasional ear/sinus infections. Max has good mobility. He is currently working on fine motor skills at school, such as writing, coloring, and cutting.

- Max communicates through pointing to pictures or things, sign language, sounds, and one to two word sentences. His team at the Youth Communication Program (YCP) at Johnson College is focusing on the further development of his speech.
- At home, Max is given lots of choices throughout the day, such as choosing what to wear, what to eat, and what to do after school, for instance going to the park, watching TV, playing in his room, or playing Sega. Choices are often presented in the form of pictures, with two or three pictures being presented at once, and Max making a choice by pointing to one of the pictures. At school, Max has a choice board with pictures of activities to choose from during breaks.
- Max is reported to enjoy schedules and routines. His schoolteacher notes that predictability throughout the day is very important for Max, and his parents state that Max likes to participate in the same community activities each week.

II. Reason for Referral

Max was referred for positive behavior support services by his psychologist, Mike Grant, due to aggressive behavior and property destruction. According to Mr. and Mrs. Dunning, although Max has engaged in aggression in the past, these events have been very sporadic. However, in the past few months, aggressive episodes seem to have increased tremendously, averaging 40 times per day, and ranging anywhere from 3 to 50 times per day. In addition, aggression is reported to occur most often with siblings and parents, and is often accompanied by property destruction.

Part 1: Assessment – (Report Date: July 6th 2003)

I. Understanding Consumer Preferred Future Lifestyle

Members of Max's team and Max's friends were asked to complete the Information Gathering Form for Person-Centered Plan (see Part 4 attachment – Blank Forms), and bring the completed form to Max's planning meeting. In addition, prior to this meeting, Kayla Palmer conducted several informal observations of Max, to try to determine lifestyle preferences.

An initial planning meeting for Max was held on May 10th, 2003. Participating individuals included:

- Max Dunning (Consumer)
- Ryan Dunning (Father)
- Lisa Dunning (Mother)
- Kolby Dunning (Brother)
- Amy Dunning (Sister)
- Ally Dunning (Sister)
- Joe Smith (Classmate)
- Kyle Mondt, (Boy scouts friend)
- Jane Holt (School paraeducator)
- Jackie Norton (School teacher)

- Emily Washington (School counselor)
- James Webb (Boy scouts leader)
- Patience Wright (Youth Communication Program team leader)
- Kayla Palmer (KIPBS Facilitator)

Participation via mail included:

- Rose Dunning (Grandmother)
- Peter Dunning (Grandfather)

According to Max's team, Max would like to lead a healthy, happy, normal life. His dreams include to one day be able to live a normal, independent life, with a family of his own and a career.

For the more immediate future, they feel that Max likes living where he currently lives, with his parents and siblings. Max himself stated that he loves his house, a one-story ranch home on 2 acres in town. When asked, Max also stated that he loves his room and his family, and indicated that his dream would be to have a large TV in his room.

Although Max truly seems to enjoy being with his family and playing with his siblings and has recently begun giving them hugs, Max does not show too much interest in socializing with others. He has one friend at school, Joe, and one friend at Boys Scouts, Kyle, that he likes to spend time with. Both Joe and Kyle state that Max is a very good friend to them and that they really like spending time with him and doing things with him.

Max's team feels that Max enjoys Boys Scouts, swimming, going to the park with his friend Joe, where they collect rocks, and going to the movies with his friend Mike. They noted that since Max enjoys nature shows a lot, he might like to participate in some sort of nature club.

Perhaps the major barriers to Max achieving his preferred lifestyle are his difficulties in communicating in full sentences so that he may be understood by everyone around him, his tendency to shy away from socializing with others, and the financial cost of a large television.

II. Functional Assessment

A variety of measures were utilized to identify Max's current quality of life and function(s) maintaining aggression and property destruction. Both indirect and direct assessment measures were used to complete this report. Kayla Palmer, KIPBS Facilitator, from Community Inc., which provides behavior consultation for Max at home, compiled this assessment.

A. Indirect Assessment Measures

Functional Behavioral Assessment Interview (O'Neill et al., 1997)

Functional behavioral assessment interviews (see Part 4 attachment – Blank Forms) were conducted with a number of individuals including:

- Lisa Dunning, Mother

- Ryan Dunning, Father
- Kolby Dunning, Brother
- Jackie Norton, School Teacher
- James Webb, Boy Scouts Leader

Based on interview reports, aggression seems to occur almost exclusively with family members. Max's school teacher stated that she recalls only a couple of instances where Max engaged in aggression at school, and noted that neither aggression nor property destruction have ever been a problem there. James Webb, Boy Scouts leader, also noted that neither aggression nor property destruction have ever been a problem in his group and stated that for the most part Max is very cooperative with the other group members.

Overall, interviews indicate that Max engages in aggressive behavior to obtain access to wanted items, occurring more often when an item is taken away from him or when he is denied an item that he wants. Aggression seems to take the form of hitting, kicking, biting, and pinching the person that has the wanted item or is denying the item. Sometimes, while upset about not obtaining an item, Max will kick the wall or furniture that is nearby, and may take anything that is within his reach and throw it on the floor (never at people). This has resulted in many broken items, at home as well as in the community.

Family members note that aggression occurs more often when Max is not feeling well due to allergies or ear and sinus infections, or when there is a change in routine.

B. Direct Assessment Measures

Functional Behavior Assessment Observation Form (O'Neill, et al., 1997)

Mr. and Mrs. Dunning used the Functional Behavior Assessment Observation Form (O'Neill, et al., 1997) (see Part 4 attachment – Functional Behavior Assessment Observation) to gather data on Max's aggressive and property destruction behaviors at home, in order to determine frequency and possible patterns of behavior.

Data were collected over 4 days, between 3 PM and bedtime (approximately 9:30 PM).

Data revealed aggression to occur more frequently with siblings, although it did occur with parents as well. Aggression was often preceded by either an item being requested from Max, Max being told "No" to access an item, or Max being told "Wait". Aggression often resulted in Max either obtaining the wanted item or keeping the item that was requested of him. When Max's aggressive behavior was ignored, it resulted in escalation to property destruction (it should be noted that this only occurred once during the observation period).

One day during the observation period Max did display symptoms of allergies. During this day, Max displayed a greater amount of aggressive behaviors.

With respect to time or scheduling patterns, Max seldom displayed aggressive behaviors during dinner or bedtime.

Antecedent, Behavior, Consequence Chart (ABC Chart)

Kayla Palmer conducted three in-home and two in-school observations to determine possible antecedents and consequences to aggressive and property destruction behavior (see Part 4 attachment – Completed ABC Analysis Observations). During these observations, neither

aggression nor property destruction occurred at school. At home, aggression occurred nine times and property destruction occurred once. In-home observations supported interview results that aggression is often preceded by Max being denied an item or having an item taken away from him, and frequently results in Max obtaining the wanted item. In the case where Max did not obtain the item fairly quickly, aggression escalated to property destruction. Property destruction was also followed by access to the item. Aggression did not occur during structured activities such as playing a game with his sisters or dinnertime.

Daily Frequency of Aggression and Property Destruction

Mr. and Mrs. Dunning were asked to gather baseline data daily, for two weeks, on Max's aggressive behavior. Kayla Palmer developed a data sheet to collect this information (see Part 4 attachment - Aggression / Property Destruction Baseline Tracking Data Sheet).

Data for aggression towards family, aggression towards someone else, and property destruction behaviors were gathered by placing a tally mark on the data sheet every time an event occurred. Property destruction events that followed aggression were circled to differentiate those that occurred in isolation.

Mrs. Dunning agreed to enter any additional information needed on the data sheet, such as daily totals.

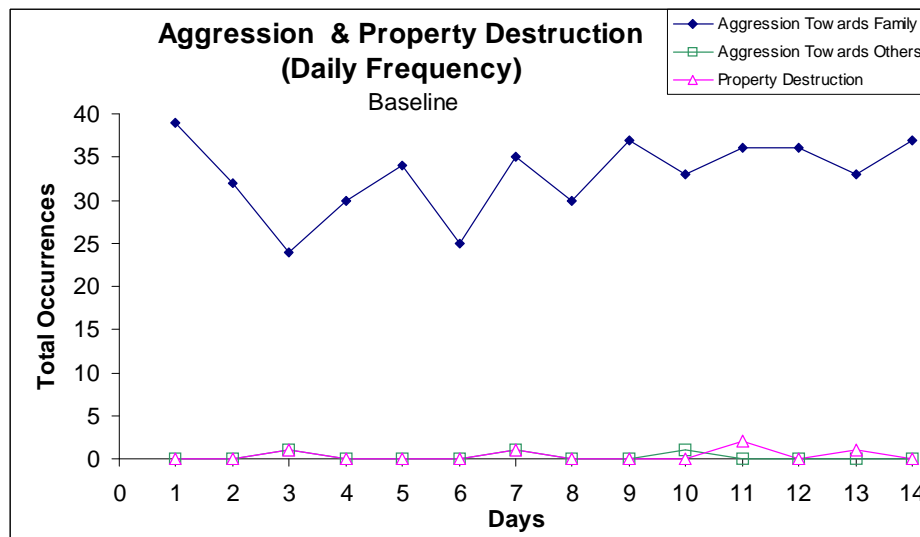
C. Problem Behavior Definitions

- **Aggression towards family** is defined as hitting, pushing, kicking, pinching, or any other physical contact directed at an immediate family member (mother, father, brother, and/or sister), resulting in pain for the person being targeted. Aggression may vary in intensity from light to causing physical harm, and may occur at home, in the community, or in any environment where Max and the family member are present. Aggression towards family excludes events that involve someone other than an immediate family member (ex. school peer, visiting cousin), as well as events involving no direct physical contact (ex. throwing an item at someone, even if the item touches the person).
- **Aggression towards others** is defined as hitting, pushing, kicking, pinching, or any other physical contact directed at anyone other than an immediate family member (mother, father, brother, and/or sister), resulting in pain for the person being targeted. Aggression may vary in intensity from light to causing physical harm, and may occur at home, in the community, or in any other environment. Aggression towards others excludes events that involve no direct physical contact (ex. throwing an item at someone, even if the item touches the person).
- **Property destruction** is defined as Max hitting or kicking a wall or furniture, or taking an item and throwing it with enough force to potentially break it. Property destruction includes instances when Max throws an item at someone while visibly upset, and hits the person. Property destruction excludes all instances of Max throwing items when not visibly upset (ex. throwing a ball at someone while playing catch).

D. Problem Behavior Baseline Data

Daily totals for aggression towards family, aggression toward others, and property destruction during the two weeks in which baseline data were gathered are depicted in Figure 1.

Figure 1: Daily totals of aggression towards family, aggression toward others, and property destruction during baseline



During the two-week period:

- Aggression towards family averaged 32.9 occurrences, and ranged from 24 to 39 occurrences per day
- Aggression toward others occurred 3 times
- Property destruction occurred 5 times

The data support that aggression towards family members occurs with greater frequency than aggression towards other individuals. Although property destruction occurred 5 times, every time it occurred it followed aggression towards family.

It should be noted that although data for aggression towards others were gathered from direct observation and verbal reports, it is possible that there were additional occurrences that were either not seen or reported. As such, actual occurrences of aggression towards others might have been higher. However, given the topography of the aggression, it seems reasonable to assume that most, if not all events, would have been reported, and therefore the data reported should be fairly accurate.

E. Hypothesis Summary

Indirect and direct assessment data support the following hypothesis:

- Max engages in aggression towards family in order to obtain access to items that he wants. Occasionally, aggression towards family may escalate into property destruction. Aggression towards family is more likely to occur when Max has active allergies or ear and sinus infections. Other setting events include lack of structure and change in routine. Antecedents often consist of taking an item away from Max or denying him access to an item that he wants.

Setting Event	Antecedent	Behavior	Consequence
Allergies, ear/sinus infections, lack of structure, change	Item taken away, denial of access to item	Aggression towards parent(s) and/or sibling(s)	Receives item

III. Assessment Recommendations

A. Preferred Future Lifestyle Recommendations

Based on the information gathered for this assessment, it is recommended that Max continue to:

- Live at home, with his family
- Attend school
- Attend the Youth Communication Program (YCP) at Johnson College
- Attend Boy Scouts and swimming

A plan should be devised to:

- Introduce Max to additional other community activities, including nature types of activities
- Increase Max’s social network
- Ensure Max gets to socialize with people important to him, including friends Joe and Kyle
- Try to obtain a large television for his bedroom

B. Function Based Recommendations

Based on the data gathered for this assessment, the occurrence of aggression towards others is relatively low, especially when compared to aggression towards family. As such, it is recommended that the team meet to develop an intervention and supports plan for Max, which targets aggression towards family. However, if during the course of intervention, aggression towards others increases in frequency or intensity, the team should reconsider targeting this behavior separately.

Although property destruction can be a significant problem, because its occurrence is relatively low and because it appears to be an escalation of aggression, property destruction can be indirectly targeted through the targeting of aggression towards family.

According to the data gathered, the function of Max’s aggression towards family seems to be Max obtaining items that he wants. This information should be considered while developing Max’s intervention and supports plan.

Particular areas of concern, that the team should consider focusing on, include:

- Max’s after school routine
- Predictability in scheduling
- Predictability in activities
- Clear communication patterns
- Possible choice options when the item of choice is unavailable

Part 2: Intervention & Supports – (Report Date: October 11th 2003)

I. Preferred Lifestyle Interventions

A. Preferred Lifestyle Goals and Interventions

Goal 1: Continue living at home with family

Based on the information gathered during assessment, Max likes to live at home, with his family. Because this is important for Max, it is recommended that his living situation remain the same.

Activities needed to meet this goal: None

Training needed to meet this goal: None

Materials needed to meet this goal: None

Services and supports needed to meet this goal: None

Goal achievement assessment: Self-report information will be gathered from parents and team members during meetings regarding Max's living situation. Because this is a maintenance type of goal, no formal data collection will be conducted.

Goal 2: Continue to provide Max with a variety of choices throughout his day

Max's preferred way of communication is through pointing, either at pictures of things or at the actual items, and through making sounds. Although Max has begun to communicate in one or two word sentences, this is not his preferred method of communication. Max usually indicates his preferences by being presented with two or three pictures or items, and pointing to his selection. If Max does not want something, he clearly states "No".

At home, Max is given lots of choices throughout the day, such as choosing what to wear, what to eat, and what to do after school, for instance going to the park, watching TV, playing in his room, or playing Sega. At school, Max has a choice board with pictures of activities to choose from during breaks. It is very important to continue to provide Max with a variety of choices throughout his day.

Activities needed to meet this goal: Provide Max with choices throughout the day

Training needed to meet this goal: Presently, all people that interact with Max at home and at school know how he communicates choices and preferences. However, if someone new were to begin interacting with Max, Mrs. Dunning will inform him or her as to procedures to follow. Mrs. Norton (Max's school teacher) has agreed to do the same at school.

Materials needed to meet this goal: Availability of items or pictures of items to choose from

Services and supports needed to meet this goal: None

Goal achievement assessment: Self-report information will be gathered from parents and team members during meetings regarding the status of this goal. Because this is a maintenance type of goal, no formal data collection will be conducted.

Goal 3: Continue to expand Max's choice range

Mr. and Mrs. Dunning agree that it is important to build Max's potential choice range, and have agreed to at least trying one new thing (food or activity) weekly and taking a picture of such to add to Max's collection, so that this may be a potential future choice.

Activities needed to meet this goal: Once a week, introduce Max to a novel food or activity and take a picture of such

Training needed to meet this goal: None.

Materials needed to meet this goal: Availability of a camera to take pictures

Services and supports needed to meet this goal: None

Goal achievement assessment: Mr. and Mrs. Dunning will show the new pictures gathered between meetings at every follow-up meeting. In order to meet the goal, there should be the same number of new pictures (or more) as there are weeks between meetings (averaging 1 picture per week).

Goal 4: Continue attending Boy Scouts activities

Based on the information gathered during assessment, Max likes to attend Boy Scouts activities and enjoys being part of that group. As such, it is recommended that attendance at such activities continue.

Activities needed to meet this goal: Obtain a current Boy Scouts activities schedule from James Webb (Max's Boy Scouts Leader); be aware of when activities occur; transport Max to and from the activities

Training needed to meet this goal: None

Materials needed to meet this goal: Boy Scouts activity schedule; transportation

Services and supports needed to meet this goal: None

Goal achievement assessment: Mr. and Mrs. Dunning have agreed to keep track of the activities that Max engages in and the people that he socializes with using the Social Network Analysis Interview Form (adopted with permission from Steve Newton, Ph.D., University of Oregon) (see Part 4 attachment – Blank Forms). This form will be reviewed at each follow-up meeting. The number of times that Max attended a Boy Scouts activity will be summarized and compared to the number of Boy Scouts activities that took place (on the Boy Scouts calendar) during that same time period. Max should maintain at least 90% attendance, which is approximately what the current level is.

Goal 5: Continue swimming activities

Based on the information gathered during assessment, Max really enjoys swimming. As such, it is recommended Max continue to swim, on a regular basis.

Activities needed to meet this goal: Schedule weekly swimming sessions at the local swimming pool; transport Max to and from the swimming pool

Training needed to meet this goal: None

Materials needed to meet this goal: Swimming pool availability; transportation

Services and supports needed to meet this goal: None

Goal achievement assessment: The Social Network Analysis Interview Form will be reviewed at each follow-up meeting, and the number of times that Max went swimming during each week will be summarized. Max should continue swimming at least once per week, which is approximately what the current level is.

Goal 6: Ensure the ability to spend time with friends Kyle and Joe at least once a week

Max enjoys spending time with his friends Joe and Kyle. Because these are important relationships to him, it is important to ensure that Max has the opportunity to spend time with his friends.

Activities needed to meet this goal: Schedule at least one activity weekly with Joe, and one with Kyle, as long as the friends want to and their families are in agreement.

Training needed to meet this goal: None

Materials needed to meet this goal: None

Services and supports needed to meet this goal: None

Goal achievement assessment: The Social Network Analysis Interview Form will be reviewed at each follow-up meeting, and the number of times that Max participated in an activity with either Joe or Kyle will be summarized. Max should engage in at least 1 activity with Joe, and one with Kyle weekly.

Goal 7: Try to expand Max's social network

Because Max does not seem to have a large social network, it is important to try to expand it by providing reinforcement (for example by praising him) whenever he engages in an activity with a peer. Pictures of him playing with his peers could be taken, and talking about his friends, and what he did with them might be helpful.

Activities needed to meet this goal: Provide Max with opportunities to engage in activities with peers by taking him to places where there are children his age that he could play with, for example, at the park. Whenever he engages in an activity with another child, make sure to praise him for doing so. If possible, take a picture for later discussion.

Training needed to meet this goal: None

Materials needed to meet this goal: Camera, if available

Services and supports needed to meet this goal: None

Goal achievement assessment: Self-report information will be gathered from parents and team members during meetings regarding Max's social network and his interactions with other children. No formal data collection will be conducted at this time.

Goal 8: Enroll Max in Nature Center classes and determine if this is something that Max would like to pursue

Since Max seems to enjoy nature type of shows, he might enjoy nature types of activities. Mrs. Dunning has suggested taking Max to the Nature Center to see if this is something that Max might like. There are weekly classes held at the Nature Center. If Max likes the classes he could continue to attend them.

Activities needed to meet this goal: Mrs. Dunning will take Max to the weekly classes beginning next month.

Training needed to meet this goal: None

Materials needed to meet this goal: Nature Center class availability; Transportation

Services and supports needed to meet this goal: None

Goal achievement assessment: Self-report information will be gathered from Max and Mrs. Dunning at the next follow-up meeting to determine the success of this activity, and to see if this is something that should be further pursued. No formal data collection will be conducted at this time.

Goal 9: Look into the cost of obtaining a large television for Max to have in his room

Because Max expressed that he would like to have a large television in his room, this is something that might be very important for him. However, financially this may be a little difficult. Because the team is unsure exactly what television Max may have in mind, Mr. and

Mrs. Dunning suggested bringing Max to the store so that he can show them which one he would like, to determine the exact cost of the television and begin saving for it.

Activities needed to meet this goal: Mr. and Mrs. Dunning will take Max to store so that Max can show them which television he would like to have. Mr. and Mrs. Dunning will then determine the exact cost of the television.

Training needed to meet this goal: None

Materials needed to meet this goal: None

Services and supports needed to meet this goal: None

Goal achievement assessment: Self-report information will be gathered from Mr. and Mrs. Dunning at the next follow-up meeting regarding the type of television Max would like, and how much it costs. Plans for obtaining such a television will be made at that time. No formal data collection will be conducted at this time.

B. Preferred Lifestyle Intervention Evaluation

According to the Person-Centered Planning Process Satisfaction Survey (Abery, et al., 1999) (see Part 4 attachment – Completed Person-Centered Planning Process Satisfaction Survey), team members seemed very pleased with the meeting process and agree that the plan developed will help Max make progress towards his goals.

In order to determine the impact of this plan on Max's Preferred Future Lifestyle, Mr. and Mrs. Dunning have agreed to complete a Quality of Life Evaluation Survey (Kincaid et al., 2002) (see Part 4 attachment – Completed Quality of Life Evaluation Survey) after implementation of this intervention plan.

II. Function Based Interventions

Although Max had originally been referred both for aggression and property destruction, the team decided to focus on aggression towards family as the problem behavior, given that direct and indirect assessment measures revealed aggression to rarely occur with people other than immediate family members, and property destruction to be an extension of aggression towards family, as it was always preceded by aggression towards family and never occurred in isolation.

A. Overview of Function Based Interventions

Based on the data gathered, the function of Max's aggressive behavior towards family is to obtain access to items. Although Max is reported to have made significant improvements with respect to his communication skills within the past year, Max's aggressive behavior may be the result of an inability to communicate in more appropriate ways that he wants an item. By teaching him more appropriate ways of communicating, and by reinforcing this behavior, aggression may decrease.

The fact that aggression seems to occur almost exclusively with immediate family members, at home, may be the result of the more unstructured environment, as compared to the school or Boy

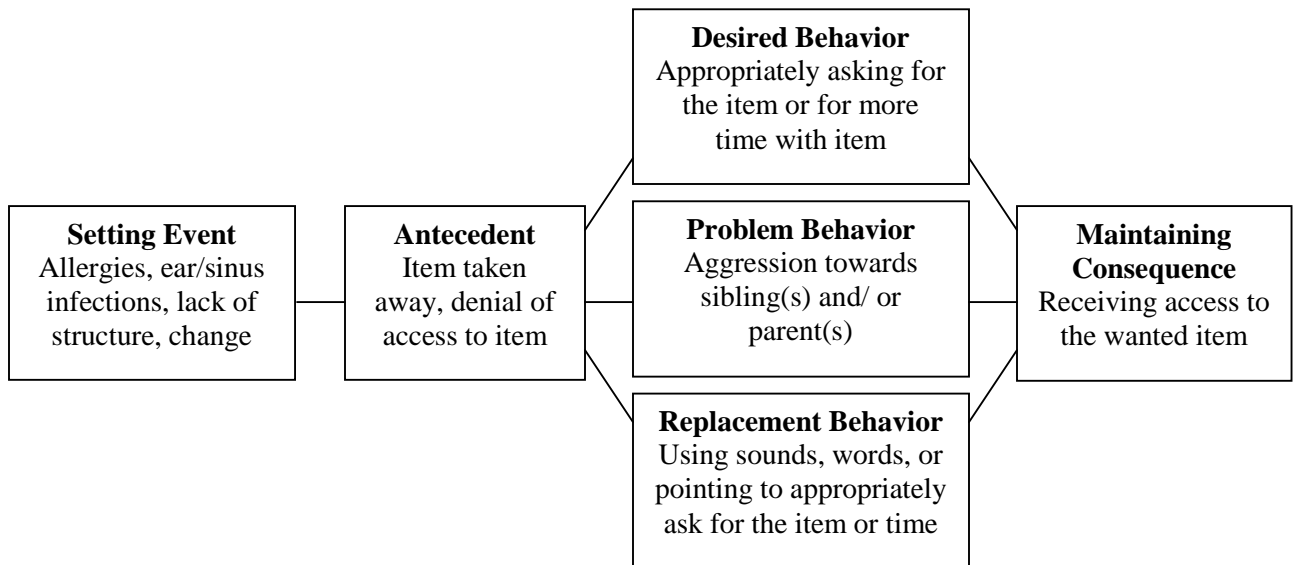
Scouts environment. Max may benefit from a more structured routine and greater predictability at home.

The goals of the function based interventions include:

- Decreasing Max’s aggression towards family members
- Increasing appropriate ways of communicating wanting an item
- Increasing clarity of communication patterns with Max
- Developing more structured routines at home
- Increasing predictability at home

Competing Behavior Diagram

(Diagram Summary and Competing Behavior Paths)



B. Replacement Behavior Definition

- **Appropriate communication** is defined as either verbally or physically asking for:
 - a) An item, by saying the name of the item (or close approximation to it) or pointing to the item, and stating “Please” in a normal (calm) tone of voice, or
 - b) More time with an item, by saying or signing “wait” (or close approximation to it), followed by “Please” in a normal (calm) tone of voice.

Note: Data collection for Appropriate Communication will only include events that occurred in the evening, at home.

C. Function Based Intervention Strategies - Summary

(Intervention strategies that are logically linked to the hypothesis statement)

Setting Event Interventions	Antecedent Interventions	Teaching New Skills	Consequence Interventions
Contact Max’s pediatrician as soon as he shows signs of allergies or ear/sinus infections Develop after school routines at home Implement a visual schedule Explain any changes in schedule	Provide reminders before transitioning to different activities Have alternative items available, and offer Max choices of items he can have Provide rationales regarding why Max should not access a certain item	Teach Max to appropriately ask for items Teach Max to appropriately ask for more time with an item Teach Max to wait patiently for an item when told “Wait, please” Teach Max to share	Praise and allow Max access to wanted items for: - Appropriately asking for items - Appropriately asking for more time - Patiently waiting for an item - Sharing items with others - Making an alternative choice when the wanted item is not available Do not allow access to wanted items after aggression occurs

D. Function Based Intervention Strategies – Detailed Description

The following interventions, which address each element of the hypothesis statement, were selected for implementation by the team:

Setting Event Interventions

Re: Allergies and Ear/ Sinus Infections

Max is more likely to engage in aggression during times when he is not feeling well, particularly when he is having allergies or ear/sinus infections. By being aware of those times when Max is not feeling well and by implementing the pediatrician’s recommendations to help Max feel better, the family might be able to decrease the chances of aggression occurring.

- As soon as Max shows signs of allergies (for example sneezing, watery eyes), or ear or sinus infection (for instance excessive rubbing of the ears, excessive or green mucus, fever), Mr. or Mrs. Dunning will contact Max’s pediatrician to ask advice as to how to proceed (i.e., either take him in for further diagnosis, or give him medication).
- Because Max’s family is aware that Max is more easily irritated when he is not feeling well, during times when Max appears sick, Mr. and Mrs. Dunning will try to lessen the number of requests made of Max, while still maintaining the daily routine. Max’s parents will also inform siblings that Max is not feeling well, to try be supportive, and to “Take it easy on him.”

Re: Lack of Structure

Max is more likely to engage in aggression when the environment is unstructured, and activities are not predictable. Developing an after-school routine for Max might provide more structure for him. In addition, providing Max with a visual daily schedule of activities might assist him in having greater predictability in his life.

- After-school routine:

- Mr. and Mrs. Dunning have discussed developing an after school routine for Max. The general routine discussed is as follows:
 - Arrive from school; wash hands; help mom prepare snack; eat snack; wash hands; work on specific things (ex. speech, puzzles, drawing, writing, sharing) with mom or dad for approximately one hour; free time (play or watch TV) for approximately one hour; eat dinner; play with siblings for approximately half an hour; take a bath; get in bed; mom or dad read bedtime story; go to sleep.
- The family (including siblings) has agreed that this routine is feasible for them, and they think that it may be very enjoyable for Max. The family has agreed to maintain this routine for at least two weeks prior to changing it (if it needs change), in order to allow Max adaptation time.
- Max's general after-school routine will only be altered when an after-school activity that Max usually participates in takes place (ex. Wed. after school Boy Scouts meetings). On days in which an after-school activity takes place, the general routine will be followed as planned, except during the time in which the after-school activity occurs.
- The short-term plan is to develop a routine and establish stability for Max. The long-term plan is to gradually include less structured activities into the schedule, so that Max can develop his own after-school routine.
- Visual schedule:
 - In order to build predictability into Max's life, a daily visual schedule will be implemented at home. Mr. and Mrs. Dunning have gathered pictures of activities that Max engages in (ex. brushing teeth, going to school, eating dinner, participating in Boy Scouts meetings), and Velcro has been placed on the back of each. A daily schedule chart with several squares with Velcro on them has been placed in Max's room.
 - Every morning, when Mrs. Dunning wakes Max up, she will sit with him for 5 minutes and plan that day's schedule. Together they will place the activity pictures on the chart, in the order that they are to occur throughout the day. Mrs. Dunning will state the activity as she places the picture on the chart [ex: "First we make the schedule (place picture on chart), then you will wash your hands (place picture on the chart), the you will eat breakfast (place picture on the chart), ... (etc.)"]. Max's daily after-school schedule will depict Max's after-school routine for that day.
 - It is important to remind Max about his schedule and routine. Mrs. Dunning has agreed that as soon as Max gets home from school she will sit with him for a couple of minutes and go over each scheduled activity for the rest of the day.
 - Five minutes prior to transitioning to a different activity, Mrs. Dunning, or some other family member directed by Mrs. Dunning, will remind Max that he only has five minutes left to engage in that activity by saying "You have 5 minutes left (showing an open hand), and then it is time for X activity (pointing to the picture of the next activity on the visual schedule)." The reminders five minutes prior to transitioning to a different activity while pointing to the next activity should allow Max time to finish what he is doing, as well as provide more clear communication.
 - Because it is so important for Max to develop a daily routine, his choice of activities will initially be limited. However, once Max is comfortable with his after-school routine, choice may be built into his schedule by having him select from a variety of preferred activities that he would like to engage in, as well as having him select the times that he would like to engage in less preferred activities.

- The long-term goal is for Max to use his daily schedule independently (so that he can go to his schedule and see what to do next on his own, without asking), and to build choice into his life by having him select activities that he would like to engage in. Once Max no longer needs to be guided by a visual schedule for general daily activities, his daily schedule may be extended to a weekly schedule, in which only major activities are depicted.

Re: Change in Schedule or Routine

Although change in schedule or routine may not always be avoidable, it is important to try to minimize such occasions, to understand that these are difficult situations for Max, and to be prepared by having specific procedures to follow when those occasions do occur.

- If change is explained to Max, he might be better able to understand what is happening, and may not get as frustrated. Using his visual schedule to explain changes in activities might aid in his understanding of the situation as well as provide comfort in that he can still engage in an alternative activity that he enjoys, while maintaining predictability of other activities.
 - If the change in schedule for that day is known about in the morning, when Mrs. Dunning sits with him to develop that day's schedule, she will explain to Max that a different activity is going to occur that day and why.
 - If the change involves an addition to the schedule, the picture of the alternative activity that is to be included for that day (ex. grocery shopping), will be placed in that day's schedule.
 - If the change involves a deletion to the schedule, such as a Boy Scouts meeting cancelled, Max will be presented with alternative activities to choose from, and the one selected will be placed on the schedule.
 - If the change in schedule occurs at the last minute, either Mr. or Mrs. Dunning will explain to Max that there has been a change and why. If at home, they will go to the picture schedule with Max, take off the picture of that activity, have Max select an alternative activity, and place its picture on his daily schedule.

Antecedent Interventions

Re: Taking an Item Away

Max's aggressive behavior is often preceded by an item being taken away from him. This reaction may be due to Max not expecting to have to give up the item suddenly. By providing Max with a rationale about why the item needs to be taken away, and/or allowing him time to finish what he is doing by providing a warning that he will need to give up the item shortly, this reaction might be avoided.

- Taking inappropriate items away:
 - If Max has an item that is not appropriate for him to have, for example a breakable, ask Max to please give you the item, explain why that item is not appropriate for him to have, and provide a couple of appropriate alternatives for him to choose from. In essence, exchange the inappropriate item for a more appropriate one.
- Taking appropriate items away:
 - As when transitioning to a different activity, before taking an appropriate item away from Max, let him know that in 5 minutes he will need to give up the item in question. This will ensure that he has enough time to conclude the activity that he is engaged in.

- If the item is taken away due to a transition in activity, refer Max back to his visual schedule and explain that he will need to give up the item in five minutes because a new activity is coming up.
- After allowing Max 5 minutes to finish using the item in question, ask him for the item and remind him that you had just told him that he would need to give up the item.
 - If Max gives you the item, praise him for doing so.
 - If Max refuses to give the item after the above procedures have been followed, it is very important that you follow through with what you said so that he understands that you mean what you say. Go ahead and physically take the item away. Max may then engage in aggression and property destruction. It is very important that you follow through and not return the item as a result of aggression. Doing so would teach Max that engaging in aggression and/or property destruction allows him access to wanted items.

Re: Denial of Access to an Item

Max's aggressive behavior is also often preceded by the denial of access to an item that he wants. This reaction is very common, and is usually a result of frustration in combination to learning that oftentimes getting upset results in what one wants. By reserving the occasions of denial to those in which Max is requesting an item that he truly should not have, as well as explaining why he should not access a certain item, in addition to providing an alternative choice, the frustration experienced by the denial might be diminished. Here it is also very important not to allow access as a result of aggression, as doing so would be teaching him that that is the way to access items.

- Try to allow Max access to wanted items as much as possible, unless:
 - The wanted item is an inappropriate item for him to use (ex. breakable),
 - He would like access to the item at an inappropriate time (ex. access to a toy during dinner or access to a toy that someone else is playing with)
 - He has just engaged in aggression.
- If you need to deny access to an item because it is an inappropriate item, explain why that item is inappropriate for him to have, and try to negotiate an appropriate alternative by offering choices of alternatives
- If you need to deny access because it is requested at an inappropriate time, explain to Max why he cannot have the item then, let him know when he will be able to have access to the item (make sure you follow through), and, if possible, provide a choice of a temporary alternative.
- If you need to deny access because Max has just engaged in aggression or property destruction to try to obtain the item, do not engage in explanations. Make sure that you do not allow access to the wanted item until Max is calm and well behaved.

Teaching New Skills

Re: Appropriately Asking for Items

Because aggression might be Max's way of communicating that he wants something, as it often results in what he wants, it is important to teach him alternative, appropriate ways of communicating wanting something.

- Teaching Max to appropriately ask for items:

- Formally: During the one-hour daily after-school time block reserved for working on specific things, Mr. or Mrs. Dunning will sit with Max and practice appropriately asking for items at least ten times.
 - The parent will hold an item of interest to Max, model appropriately asking for that item by saying the name of the item followed by “Please,” then prompting Max to say the name of the item or point to it followed by “please,” ending with giving the item to Max while praising him for asking nicely (ex. “Nice asking!”).
- Informally: Any time that Max wants an item, the person having access to the item should model appropriately asking for the item and then prompt Max to appropriately ask for the item. Any time that Max appropriately asks for an item, even when prompted, he should be praised, and if possible allowed access to the item.

Re: Appropriately Asking for More Time With an Item

Aggression might also be Max’s way of communicating that he does not want to give something up. By teaching him alternative, appropriate ways of communicating this, aggression might be avoided.

- Teaching Max to appropriately ask for more time with an item:
 - Formally: During the one-hour daily after-school time block reserved for working on specific things, Mr. or Mrs. Dunning will sit with Max and practice appropriately asking for more time at least ten times.
 - The parent will ask for an item that Max is playing with by saying the name of the item followed by “Please.”
 - If Max gives the item, the parent will praise Max for sharing by saying “Thank you! Nice sharing!”
 - If Max does not give the item, the parent will model appropriately asking for more time by saying “Wait please” while signing “wait,” then prompting Max to say or sign the same, ending with allowing Max to keep the item and praising him for nicely asking for more time (ex. “Nice asking to wait!”).
 - Informally: Whenever Max has an item that you want him to give to you and he does not want to give it (but does not engage in aggression) model appropriately asking for more time, and then prompt him to appropriately ask for more time himself. Any time that Max appropriately asks for more time, even when prompted, praise him for doing so, and allow continued access even if for only a minute.

Re: Learning to Wait

It is important for Max to learn to wait, as it may not always be possible to give him what he wants immediately. However, Max may not understand that when he is asked to wait it means that he will actually get the item. He may understand that he is not getting the item and may resort to aggression and property destruction. In teaching him to wait, it is important to begin with very short waiting periods (a few seconds), so that he does not have a chance to engage in aggression.

- Teaching Max to wait:
 - Formally: During the one-hour daily after-school time block reserved for working on specific things, Mr. or Mrs. Dunning will sit with Max and practice waiting patiently, at least two times.

- At some point when Max asks for an item, the parent should respond “Wait please”, then after a couple of seconds give the item to Max and praise him for waiting patiently (ex. “Thank you for waiting so patiently!”).
- It is very important to not wait too long before giving the item, as Max may get impatient and engage in aggression. However, the time interval between when he is told to wait and when he receives the item will be gradually increased as he succeeds.
- Informally: Whenever Max asks for an item and you cannot give it right away, ask him to wait by saying “Wait please”. Try to give him the item as soon as you can, to try to minimize the chances that he will engage in aggression. Any time that he waits patiently praise him for doing so. If he engages in aggression, wait until he is calm to give him the item.

Re: Learning to Share

It is important for Max to learn to share, as he may often encounter that situation. It is possible that he is reluctant to share as he may think that the item is taken away and will not be returned. As such, it is very important that the sharing experience is a positive one, and that when he does share an item, he gets it back.

- Teaching Max to share:
 - Formally: During the one-hour daily after-school time block reserved for working on specific things, Mr. or Mrs. Dunning will sit with Max and practice sharing at least two times.
 - As Max is playing with an item the parent will state “My turn” wait a minute for Max to give the item.
 - If Max gives the item, the parent will praise Max for sharing, play with the item a couple of seconds, and give the item back to Max saying “Thank you for sharing!”
 - If Max does not give the item, the parent will touch the item while Max still has it, and state “It is nice to share. Thank you!”
 - Informally: Whenever Max is playing with a sibling and sharing toys, he should be praised for sharing.

Consequence Interventions

Re: Receiving access to the wanted item

By receiving praise and access to wanted items as a result of engaging in appropriate behaviors Max may learn that these are the behaviors to engage in when wanting an item. As a result, appropriate behaviors might increase, while aggression decreases.

- As much as possible, praise and allow Max access to the wanted item every time that:
 - He appropriately asks for an item,
 - He appropriately asks for more time with the item, and/or
 - He patiently waits for the item.
- Praise Max every time for:
 - Sharing items with others,
 - Giving you an item that you ask for, and for
 - Understanding and making an alternative choice when the wanted item is not available or in not appropriate for him to have.

Re: Not receiving access to the wanted item

Just as it is important for Max to receive praise and access to wanted items when he engages in appropriate behaviors, it is important for him not receive access to wanted items as a result of inappropriate behaviors, such as aggression and property destruction.

- When aggression occurs:
 - Do not allow access to wanted items (doing so would teach Max that this is the way to obtain what he wants).
 - Supervise to ensure safety, but try to minimize lecturing or talking to Max while he engages in aggression
 - As soon as Max stops the aggressive behavior and is calm, talk to him about more appropriate ways of expressing himself, and practice them
 - You may use this opportunity to teach him an appropriate way of obtaining what he wants by prompting the appropriate behavior
 - Allow access to wanted items only after Max is calm
 - Please keep in mind that aggression and property destruction might increase at first. This is normal, as this is the way that Max knows to obtain access to items. Once Max understands that there are other ways (appropriate ways) to obtain items, he will be more likely to engage in those rather than in aggression, if appropriate ways result in the items that he wants and inappropriate ways do not.

E. Training Needed

The interventions mentioned in this plan were discussed with the entire family, including Max and his siblings, and the family feels comfortable with implementing such interventions.

Kayla Palmer conducted two training sessions with Mr. and Mrs. Dunning, at home. Training sessions included training Mr. and Mrs. Dunning on data collection materials, as well as training of intervention implementation.

Intervention implementation training included modeling of intervention procedures, coaching Mr. and Mrs. Dunning through these procedures in a role-play situation, and providing feedback while Mr. and Mrs. Dunning performed the interventions in real situations.

Mr. and Mrs. Dunning feel capable of implementing the procedures mentioned in this report. If questions arise as they are implementing this plan they have agreed to contact Kayla Palmer.

Mr. and Mrs. Dunning have discussed the involvement of Max's siblings in this plan. They feel that it would not only be beneficial for Max but also for the entire family if the siblings were also involved. Kayla Palmer has conducted some training through play role with Max's siblings, and they seem very supportive of the interventions. Mr. and Mrs. Dunning will provide coaching of the procedures to the children as needed. If further assistance is needed, they have agreed to contact Kayla Palmer. Kayla Palmer will continue to provide onsite support as needed.

In order to ensure that interventions are implemented as discussed, Kayla Palmer will conduct fidelity observations on a regular basis (see Part 4 attachment - Sample of Fidelity Checklist of Max's Formal Programs). If fidelity of intervention procedures is inadequate, Kayla Palmer will

discuss this issue with Mr. and Mrs. Dunning, and either further training of procedures will be conducted or, if the procedures are too difficult to implement, the procedures will be modified.

F. Intervention Evaluation

Gathering data for both the problem and the replacement behaviors will allow the team to determine whether or not the interventions are having the expected effects, and whether the interventions need to be modified.

Mr. and Mrs. Dunning have agreed to continue to gather frequency data on aggression towards family once the interventions are implemented. In addition to gathering data on the problem behavior, Mr. and Mrs. Dunning have also agreed to gather data on appropriate communication, which includes appropriately asking for an item and appropriately asking for more time (replacement behavior) at home, during the evenings (see Part 4 attachment - Aggression/Appropriate Asking Monthly Tracking Data Sheet).

Data for both the problem and the replacement behaviors will be gathered daily, by making tally marks on a data sheet developed for the family, when the targeted behaviors occur. Tally marks will be totaled at the end of the day.

In order to ensure that data are being collected as discussed, Kayla Palmer will conduct reliability observations on a regular basis. If reliability of the data is inadequate, Kayla Palmer will discuss this issue with Mr. and Mrs. Dunning, and either further training of data collection procedures will be conducted or data collection procedures will be modified.

III. General Intervention Considerations

It is estimated that implementation of this intervention plan will require approximately one hour per day, from Mr. and Mrs. Dunning. Mr. and Mrs. Dunning are aware of this requirement, and state that this should not be a problem.

The financial costs of implementation of this plan may include cost for participation in activities, such as Nature Center classes and swimming, as well as the cost of a television for Max. Mr. and Mrs. Dunning state that the cost of activities is feasible within their budget, however, greater costs, such as that of a television set may require some planning. This has been taken into account, as outlined in the intervention plan.

Mr. and Mrs. Dunning have both completed the Self-Assessment of Contextual Fit survey (see Part 4 – Completed Self-Assessment of Contextual Fit). According to this survey, both Mr. and Mrs. Dunning are aware of the plan's requirements, feel comfortable implementing such a plan, and feel that this plan is in Max's best interest.

During the first few weeks of implementation of this plan, Kayla Palmer will conduct fidelity and reliability observations, to ensure that interventions are being implemented as discussed and that data are accurately collected.

Kayla Palmer will meet with Mr. and Mrs. Dunning every other week to pick up direct observation data and analyze these data.

Max's team (which includes Max, his parents, his siblings, his school teacher and his Boys scouts leader) will meet with Kayla Palmer on a monthly basis to:

- Review the status of Max's quality of life goals,
- Discuss function based intervention progress, and
- Determine how to proceed based on these data

Modifications to this intervention and supports plan will be made as needed, during these meetings. Max's quality of life goals will be revised to portray the current situation: Either when the goals are met or when changes in preferred lifestyle occur.

Kayla Palmer will be available to provide support at home, school, and in the community. Mrs. Dunning has agreed to contact the Kayla Palmer when support is needed.

IV. Team Agreements

The team agreed to review this plan monthly and make revisions accordingly.

The following team members were actively involved in the creation of this intervention and supports plan, agreed to implement these interventions as a collaborative team, and signed off on the meeting sign off sheet:

- Max Dunning (Consumer)
- Ryan Dunning (Father)
- Lisa Dunning (Mother)
- Kolby Dunning (Older brother)
- Jackie Norton (School Teacher)
- James Webb (Boy Scouts Leader)
- Kayla Palmer (KIPBS Facilitator)

Part 3: 1 Month Follow-up – (Report Date: November 30th 2003)

I. Preferred Lifestyle Interventions Follow-up

A. Goal Evaluation

Goal 1: Continue living at home with family

Status: Max continues to live at home.

Evaluation: Self-report information gathered from Mr. and Mrs. Dunning; KIPBS facilitator in-home observation. (Note: There is no formal data collection)

Recommendation: Continue goal and procedures.

Goal 2: Continue to provide Max with a variety of choices throughout his day

Status: Max continues to receive a variety of choices throughout his day, both at school and at home.

Evaluation: Self-report information gathered from Mr. and Mrs. Dunning; KIPBS facilitator in-home observation. (Note: There is no formal data collection)

Recommendation: Continue goal and procedures.

Goal 3: Continue to expand Max's choice range

Status: Mrs. Dunning reports that she has tried to at least include one new food item in the menu weekly, however, items tried have not been documented. Mrs. Dunning notes that she often thinks she will remember which items those were, but before she knows it, she forgets. With respect to the pictures, Mrs. Dunning reports that it is too difficult to cook and remember to take pictures. Nevertheless, both Mr. and Mrs. Dunning report that activities have increased, and that it is fun to take pictures of Max engaging in new activities.

Evaluation: Although there are no new pictures of food items there were 16 new pictures of Max engaging in different activities (goal met).

Recommendation: Continue goal and procedures. Try to document new foods by having a log sheet posted on the refrigerator and try to take pictures of the new foods to add to Max's choice picture collection afterwards. Continue taking pictures of Max engaging in new activities.

Goal 4: Continue attending Boy Scouts activities

Status: Max and Mr. and Mrs. Dunning report Boy Scouts activities to be going very well.

Evaluation: According to the Social Network Analysis Interview Form and the Boy Scouts calendar, Max has attended all of the Boys Scouts meetings and activities held during the past 3 months (100% attendance).

Recommendation: Continue goal and procedures.

Goal 5: Continue swimming activities

Status: Mr. and Mrs. Dunning report that swimming had been going very well until the closing of the pool on Nov. 1st. Mr. and Mrs. Dunning are looking into the possibility of attending an indoor pool.

Evaluation: According to the Social Network Analysis Interview Form, Max was able to go swimming every other day during the month of September. However, as of Nov. 1st the pool has been closed for the winter, and Max has not been able to go swimming (goal not met).

Recommendation: Enquire into the possibility of Max attending an indoor pool. Once an indoor pool is found, resume goal and procedures.

Goal 6: Ensure the ability to spend time with friends Kyle and Joe at least once a week

Status: Mr. and Mrs. Dunning report that it is very nice to see Max spend time with his friends on a regular basis, and that by including these activities as part of their regularly scheduled routine, it is very easy to make sure that this gets done. Max reports that he is happy to be able to see his friends so often.

Evaluation: According to the Social Network Analysis Interview Form, Max has been able to spend at least one evening a week with Kyle, and has been able to see Joe after school at least twice a week and often spends a large part of Saturdays with him (goal met).

Recommendation: Continue goal and procedures.

Goal 7: Try to expand Max's social network

Status: Mr. and Mrs. Dunning report that they have tried to suggest to Max to go to the park, but that he declined the offer. They point out that given the time that Max spends at school and the time he spends in scheduled extracurricular activities, it is difficult to fit in too many new activities, and that they feel that it is best to simply reinforce him for engaging in activities with peers in the activities that he already participates in. Mrs. Dunning reports that Max has made a new friend at the Nature Center (Charles). Mrs. Dunning took several pictures of Max and Charles working together on projects at the nature center. She reports that, at home, she will often look at the pictures with Max and tells him how nice it is to see him playing with his friends.

Evaluation: Self-report information gathered from Mr. and Mrs. Dunning. (Note: There is no formal data collection)

Recommendation: Continue to praise Max for socializing with peers and continue to try to take pictures of him engaging in activities with peers.

Goal 8: Enroll Max in Nature Center classes and determine if this is something that Max would like to pursue

Status: Mrs. Dunning enrolled Max in weekly classes at the nature center. According to Mrs. Dunning, Max seems to really enjoy himself in those classes. When shown a picture of the Nature Center, Max smiled and appeared very happy.

Evaluation: According to the Social Network Analysis Interview Form Max has attended the Nature classes on a weekly basis, beginning Nov. 2nd (goal met).

Recommendation: Continue to attend Nature Center classes weekly and continue to track activities on the Social Network Analysis Interview Form.

Goal 9: Look into the cost of obtaining a large television for Max to have in his room

Status: Mr. and Mrs. Dunning took Max to Best Buy to see which television he was interested in. Max picked a 27” television. The cost is approximately \$300.00. Mr. and Mrs. Dunning have been saving \$10.00 /week for it.

Evaluation: Self-report information gathered from Mr. and Mrs. Dunning. (Note: There is no formal data collection)

Recommendation: Continue to consider the possibility of obtaining a television for Max.

B. Preferred Lifestyle Intervention EvaluationQuality of Life Evaluation Survey (adapted from Kincaid et al., 2002)

In order to determine the impact of the KIPBS intervention and supports plan on Max, Mr. and Mrs. Dunning completed a Quality of Life Evaluation Survey (see Part 4 attachment – Completed Quality of Life Evaluation Survey).

With respect to Max’s quality of life, Mr. and Mrs. Dunning rated Max as performing “much better” on most items, when compared to before this intervention and supports plan implementation.

C. Preferred Lifestyle Changes Evaluation

- Max continues to live at home with his parents and siblings, and appears to be happy. During the meeting, he stated that he loves his home and his family.
- According to Mr. and Mrs. Dunning, Max has been able to spend at least one evening a week with Kyle, and has been able to see Joe after school at least twice a week and often spends a large part of Saturday with him. Although Max has made a new friend in his Nature Class, Charles, he has not yet been able to spend time outside of the class with him.
- Max continues to participate in Boys Scouts activities and in swimming on a regular basis, and stated that he would like to continue attending these activities.

D. Plan for Revisions of Preferred Lifestyle

Although Max has made progress with respect to his goals, these goals are ongoing. Because there have not been any significant changes in preferred lifestyle for Max, no revisions are required at this point.

II. Function Based Interventions Follow-up**A. Function Based Interventions Status****Setting Event Interventions**

- Max’s parents have been closely monitoring Max’s health. According to parental reports, during the past three months there was only one occasion in which Max seemed not to be feeling very well. Mrs. Dunning contacted Max’s pediatrician within 24 hours. According to the pediatrician, Max was suffering from a sinus infection, and he prescribed antibiotics.

Max appeared to feel better 24 hours after he began taking the medication. Mr. and Mrs. Dunning report decreasing demands on Max while he appeared not to feel well. Decreased demands may have been responsible for maintaining lower levels of aggression, as opposed to the anticipated increase.

- Mr. and Mrs. Dunning report maintaining the after-school routine as discussed in Max's intervention and supports plan, since implementation began. They state that they are very pleased with the routine and the structure it provides for the entire family.
- Mr. and Mrs. Dunning have also been implementing Max's visual schedule. They note that at first, this was difficult to accommodate to, especially because Max had a difficult time not understanding what it was. Nevertheless, Max seems to have learned what the visual schedule is, and seems to like it. Max's mother reports that as soon as he arrives from school he runs to the schedule to see what is next. Although he is not yet independent at initiating scheduled tasks, she often catches him looking at it. Both Mr. and Mrs. Dunning note that this is a very useful tool when explaining a change in schedule, and that Max seems to "understand better" when changes occur.
- Mr. and Mrs. Dunning report that they have been able to minimize changes in schedule. Times when changes in schedule were not avoidable they have used Max's visual schedule to explain the change to him. According to them, Max has made a lot of progress in this area in the past couple of months, and they attribute the success to redirection to the visual schedule.

Antecedent Interventions

- Max's family notes that although it is difficult to remember to give Max a five minute warning before asking him for an item, times when they do, Max seems to accept the request fairly well. As a result, the family has set up a rule for themselves (to which siblings have also agreed), which states that they cannot take an item away from Max unless they give him a five minute warning, even if this means that they will be late to the next activity. Mr. and Mrs. Dunning state that although at first they had problems with Max saying "wait please" and not giving up the item when they asked for it at a later time, their consistency has resulted in greater compliance from Max, when asked for the item again.
- Placing inappropriate items away, using rationales, and negotiation all seem to have had a positive effect in that the family reports that they rarely need to actually deny an item to Max. However, when they do need to deny an item to Max, Mr. and Mrs. Dunning note that the key is communication and consistency, as Max sometimes tries to obtain the item by asking someone else.

Teaching New Skills

- Mr. and Mrs. Dunning report working with Max for at least one hour a day, on a variety of skills, including appropriately asking for items, appropriately asking for more time, learning to wait, and learning to share. They note that although Max continues to have difficulties with his speech, they notice that he has made a lot of progress in communicating his wants and needs appropriately. They speculate that Max's communication improvements, practicing sharing, as well as the involvement of his siblings in the planning of the interventions have greatly enhanced the sibling relationship.

Consequence Interventions

- Mr. and Mrs. Dunning report that they have made an effort at praising Max for any appropriate behavior he engages in. They note that Max seems to really enjoy the praise and is generally behaving a lot better than in the past. They also state that whenever possible, they try to give Max what he wants if he asked for it appropriately. Although they state that Max's property destruction behaviors increased at first, when he did not get access to the wanted item if he did not ask for it appropriately, they point out that property destruction has almost disappeared.

B. Function Based Interventions Evaluation

Kayla Palmer conducted two in-home observations following initiation of interventions, in order to assess fidelity to procedures and reliability of data collection.

During these observations, fidelity was assessed for all the programs that are being implemented and equaled 100% for both Mr. and Mrs. Dunning. Due to high fidelity of intervention procedures, interventions were not changed.

Although reliability could not be assessed for daily totals, as this would require all day observation from the reliability observer, reliability of tally marks made on the data sheet during the time that the reliability observer was in the home was conducted during the two in-home observations. Reliability was calculated by dividing the smaller number of tally marks made, by the bigger number of such, and multiplying this by 100%, for each behavior being measured, regardless of which family member made the tally mark. For the data collected during these observations, reliability for aggression equaled 100%, and reliability for appropriate communication equaled 90%.

Data Analysis

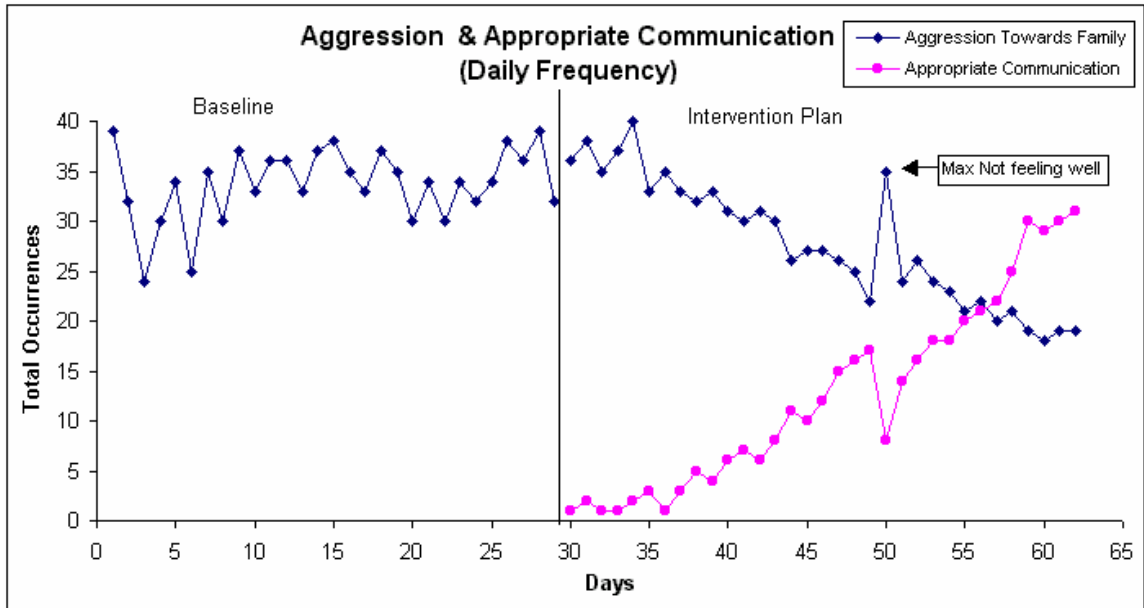
Gathering data for both the problem and the replacement behaviors allows the team to determine whether or not the interventions are having the expected effects, and whether the interventions need to be modified.

- Max's family has gathered frequency data on aggression towards family (problem behavior) for the past 2 months (including baseline data)
- Max's family also gathered data on appropriate communication (replacement behavior), for the past month, at home, during the evenings

As can be seen in Figure 2, the rate of Max's aggressive behavior towards family gradually began to decrease once implementation of the KIPBS intervention and supports plan began. During the past week, aggression has averaged 19.7 occurrences per day. This is a significant decrease when compared to 33.7 average daily occurrences during baseline.

Appropriate communication began to rapidly increase during the second week of the plan's implementation, and continues to increase. Currently, the average daily occurrence of appropriate communication at home is 26.9.

Figure 2: Daily frequency of Max’s aggressive behavior towards family and appropriate communication behaviors during baseline and intervention



III. Continuous Evaluation

Ongoing Assessment

Mr. and Mrs. Dunning seem very pleased with the KIPBS intervention and supports plan and would like to continue to implement it as stated.

Mr. and Mrs. Dunning have agreed to continue:

- To collect data on both the problem as well as on the replacement behaviors using the data collection form made for them,
- To keep track of the activities that Max engages in and the people that he socializes with using the Social Network Analysis Interview Form, and
- To complete a Quality of Life Evaluation Survey (adapted from Kincaid et al., 2002) again, in three months.

Kayla Palmer will continue to meet with Mr. and Mrs. Dunning every other week to collect the data and analyze it.

Max’s team will continue to meet with Kayla Palmer on a monthly basis to discuss progress and determine how to proceed based on the data. Modifications to this behavior support plan will be made, as needed, during these meetings.

Kayla Palmer will be available to provide support at home, school, and in the community, as needed.

IV. Team Agreements

The team will review Max's KIPBS intervention and supports plan every month and make revisions accordingly.

The following team members were actively involved in the creation of this intervention and supports plan, agreed to implement these interventions as a collaborative team, and signed off on the meeting sign off sheet:

- Max Dunning (Consumer)
- Ryan Dunning (Father)
- Lisa Dunning (Mother)
- Kolby Dunning (Older brother)
- Jackie Norton (School Teacher)
- James Webb (Boy Scouts Leader)
- Kayla Palmer (KIPBS Facilitator)

Part 4: Attachments – Located in Appendix

- ABC Analysis Observations
- Aggression / Property Destruction Baseline Tracking Data Sheet
- Information Gathering Form for Person-Centered Plan
- Social Network Analysis Interview Form (adopted with permission from Steve Newton, Ph.D., University of Oregon)
- Person-Centered Planning Process Satisfaction Survey (Abery, et al., 1999)
- Functional Behavioral Assessment Interview Form (O'Neill, et al., 1997)
- Functional Behavior Assessment Observation Form (O'Neill, et al., 1997)
- Aggression/Appropriate Asking Monthly Tracking Data Sheet (used during and after intervention implementation)
- Max's KIPBS Intervention & Supports Plan At-A-Glance
- Self-Assessment of Contextual Fit
- Fidelity Checklist of Max's Formal Programs
- Quality of Life Evaluation Survey (adapted from Kincaid et al., 2002)

APPENDIX A: Attachments

- ABC Analysis Observations
- Aggression / Property Destruction Baseline Tracking Data Sheet
- Information Gathering Form for Person-Centered Plan
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ABC Analysis (P. 1)

Dates: June 6th to June 10th 2003

Name of person observed: Max Dunning

Observer: Kayla Palmer

Behaviors: Physical aggression; Property destruction

Date	Time	Antecedent	Behavior	Consequence	Possible Function
June 6 th Home Observation	5:45 PM	Max points to the cake. Mom says "After dinner"	Max kicks mom on the leg	Mom says, "You hurt me! Fine, here you go, but you better eat all your dinner" and gives Max a piece of cake	Access to food
June 6 th Home Observation	6:15 PM	Max is playing with a train toy. Ally (sister) says "That is my train" and takes it away	Max slaps Ally on the head	Ally leaves and goes to mom. Mom says to leave Max alone. (Max keeps playing with the train)	Access to item
June 6 th Home Observation	6:45 PM	Max is playing with train toy. Mom says "It's dinner time" and takes train away	Max yells and kicks mom on the leg	Mom says "Okay, you can bring the train to the table as long as you eat", and gives him the train	Access to item
June 7 th School Observation	11:15 AM	Max is playing with Leggos- Peer asks for some	Max gives peer a handful of Leggos	Peer says "Thank you"	Attention
June 7 th School Observation	11:20 AM	Max is playing with Leggos- Teacher says "You have 5 more minutes and then it is circle time"	Max continues playing with Leggos for a minute, then puts them away and goes to the circle	Teacher says "Thank you for putting the toys away and following directions"	Attention

ABC Analysis (P. 2)

Date	Time	Antecedent	Behavior	Consequence	Possible Function
<i>June 8th Home observation</i>	<i>4:30 PM</i>	<i>Max points to a book that is on a shelf- Dad states "No you can't have that"</i>	<i>Max kicks dad on the leg.</i>	<i>Dad says "You are going to go to your room young man"</i>	<i>Access to item</i>
<i>June 8th Home observation</i>	<i>4:31 PM</i>	<i>Dad says "You are going to go to your room young man" – and does not give Max the book from the shelf</i>	<i>Max yells and kicks dad on the other leg; looks at dad; takes a decoration that is on the lower shelf, throws it on the floor and it breaks; then grabs a lamp and is about to throw it</i>	<i>Dad quickly grabs the lamp from Max, takes the book from the shelf and gives it to Max, saying "Here!"</i>	<i>Access to item</i>
<i>June 8th Home observation</i>	<i>5:30 PM</i>	<i>Max is watching television- Kolby (brother) walks in and says "It's time for Star Trek" and changes the channel</i>	<i>Max screams and hits Kolby on the head repeatedly with his hand</i>	<i>Mom says "Kolby, leave your brother alone, he was being so good!" Kolby says "Fine!" changes the channel back and leaves</i>	<i>Access to TV show</i>
<i>June 8th Home observation</i>	<i>6:15 PM</i>	<i>Max is watching television- Mom walks in and says "It's dinner time" and turns off the television</i>	<i>Max charges at mom and hits and kicks her</i>	<i>Mom says "Fine, I will bring you dinner here" and sets up a table by the TV and brings dinner. Max turns the TV back on</i>	<i>Access to TV</i>

ABC Analysis (P. 3)

Date	Time	Antecedent	Behavior	Consequence	Possible Function
<i>June 9th School Observation</i>	<i>12:25 PM</i>	<i>Max is swinging during recess time – Teacher says, “Recess is over in 5 minutes. Let’s start to get ready”</i>	<i>Max swings for a couple of minutes, then goes quietly to line up</i>	<i>Teacher says “Good job lining up!”</i>	<i>Attention</i>
<i>June 10th Home observation</i>	<i>6:30 PM</i>	<i>Max is done eating and gets up. Dad says “Young man, you have to take your dishes to the kitchen”</i>	<i>Max hits dad on the face. The dad’s glasses fall on the table.</i>	<i>Mom says “Don’t worry, I will do it!” Max leaves</i>	<i>Escape</i>
<i>June 10th Home observation</i>	<i>6:50 PM</i>	<i>Max is looking at a book. Amy says, “That is my book” and tried to take it from him.</i>	<i>Max hits Amy on the back. Amy leaves crying to mom.</i>	<i>Mom tells Amy “Let him have it. Here is another book you can have”</i>	<i>Access to item</i>
<i>June 10th Home observation</i>	<i>7:45 PM</i>	<i>Max is watching television – Mom says “It’s time to go to bed” and turns off the television</i>	<i>Max yells and kicks mom</i>	<i>Mom says okay, I give you 5 more minutes, and turns the TV back on</i>	<i>Access to TV</i>

Aggression / Property Destruction Baseline Tracking Data Sheet

Please place this tracking sheet in a handy location

Enter a tally mark, under the appropriate day/column, every time that Max engages in:

- Aggression towards an immediate family member (mother, father, brother, sister)
- Aggression towards others (someone other than an immediate family member)
- Property destruction (also circle tally if property destruction follows aggression)

At the end of the day, please add the tally marks and enter the total under the appropriate day/column, on the table

Definitions:

- **Aggression towards family** is defined as hitting, pushing, kicking, pinching, or any other physical contact directed at an immediate family member (mother, father, brother, and/or sister), resulting in pain for the person being targeted. Aggression may vary in intensity from light to causing physical harm, and may occur at home, in the community, or in any environment where Max and the family member are present. Aggression towards family excludes events that involve someone other than an immediate family member (ex. school peer, visiting cousin), as well as events involving no direct physical contact (ex. throwing an item at someone, even if the item touches the person).
- **Aggression towards others** is defined as hitting, pushing, kicking, pinching, or any other physical contact directed at anyone other than an immediate family member (mother, father, brother, and/or sister), resulting in pain for the person being targeted. Aggression may vary in intensity from light to causing physical harm, and may occur at home, in the community, or in any other environment. Aggression towards others excludes events that involve no direct physical contact (ex. throwing an item at someone, even if the item touches the person).
- **Property destruction** is defined as Max hitting or kicking a wall or furniture, or taking an item and throwing it with enough force to potentially break it. Property destruction includes instances when Max throws an item at someone while visibly upset, and hits the person. Property destruction excludes all instances of Max throwing items when not visibly upset (ex. throwing a ball at someone while playing catch).

Day	Date	Aggression towards family (Tally)	Agg. towards family (Total)	Aggression towards others (Tally)	Agg. towards others (Total)	Property destruction (Tally/ Circle)	Prop. destr. (Total)
Mon	June 17		14		0		0
Tue	June 18		32		0		0
Wed	June 19		18		1	○	1
Thu	June 20		20		0		0
Fri	June 21		34		0		0
Sat	June 22		19		0		0
Sun	June 23		35		1	○	1
Mon	June 24		30		0		0
Tue	June 25		37		0		0
Wed	June 26		33		1		0
Thu	June 27		36		0	○ ○	2
Fri	June 28		22		0		0
Sat	June 29		33		0	○	1
Sun	June 30		37		0		0

Information Gathering Form for Person-Centered Plan (P. 1)

Person's Name: _____

Please take the time to provide your perceptions of the person named above. Your information will be used at the upcoming person-centered planning process that has been scheduled for _____ (date). Although your information will be very helpful in planning for the future of supports and services for this person, your identity will not be disclosed to anyone in the meeting.

Person's Strengths:

Person's Challenges:

People Present in Their Life: List the people who are present in the person's life.

- Family:
- Agency (or place of education or work):
- Friends:
- Community:

Places: Indicate activities in which the person participates at school, work, or home. Also indicate places in the community that are important to the person.

- School or work:
- Home:
- Community:

Health: Describe any positive or negative health conditions and any medications the person is taking.

- Positive:
- Negative

Information Gathering Form for Person-Centered Plan (P. 2)

History: Indicate some of the critical events that occurred in the person's life from birth to today.

Respect: List any behaviors or characteristics that cause him/her to gain or lose respect of peers or adults.

- Gains:

- Loses:

What Works: What strategies have worked well in the past for the individual in their life (increase positive behavior), and what strategies have not been successful or cause a challenging behavior to increase?

- What Works:

- What Doesn't Work:

Themes: Identify any themes or patterns you have found in answering the above questions.

Hopes and Fears: Identify any hopes and fears you have for this person. Hopes might include what is possible if the team does the best it can do, fears might include what might happen if things do not improve or get worse.

- Hopes:

- Fears:

The Dream: List anything that you think is important for the person to realize the kind of life they desire.

Information Gathering Form for Person-Centered Plan (P. 3)

Preferred Lifestyle: Type of living situation. Describe the type of living situation that you think the person wants in the future.

Preferred Lifestyle: Whom does the person want to live with? Describe whom the person wants to live with.

Preferred Lifestyle: Social, leisure, religious, or other activities. Describe what type of social, leisure, religious or other activities the person wants to do in the future.

Goals: List the goals you would like to see achieved for this persons one year from today.

Barriers and Opportunities: What are some barriers and opportunities for the person and his/her team?

- Barriers
- Opportunities:

Priorities

- Things that we should do first:
- Things that can wait:

Evaluating the Person's Progress: If this is not the first time you have participated in a person-centered plan for this person, indicate if things have changed since the last time with regard to the following issues:

- Has the person's preferred lifestyle changed?
- Has the person achieved goals or skills in the previous plan?
- Are any of the previous supports or services not working?

SOCIAL NETWORK ANALYSIS INTERVIEW FORM (P. 1)			
Adopted with permission from Steve Newton Ph.D. - University of Oregon			
Focus Person:		Date:	
Date of Birth:		Interviewer:	
Disability:		Program:	
Anchors Interviewed:			
Name all the people with whom you have done at least one activity in the last 30 days	Approximately how many activities have you done with this person in the last 30 days?	Do you consider this person to be socially important? People who are socially important are those people who provide and/or receive (a) information on day-to-day events (b) feedback on appropriateness of behavior (c) help with making decisions (d) emotional support at times of stress or celebration (e) material aid and services (f) access to other people (g) companionship	How long have you known this person?
FAMILY			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
CO-WORKERS/SCHOOLMATES/CO-RESIDENTS			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			
PEOPLE PAID TO PROVIDE HELP OR SERVICE			
21			
22			
23			
24			
25			
26			
27			
28			
29			
FRIENDS			
30			
31			
32			
33			
34			
35			
36			
37			
38			
39			
40			

SOCIAL NETWORK ANALYSIS INTERVIEW FORM (P. 2)			
Adopted with permission from Steve Newton Ph.D. - University of Oregon			
NEIGHBORS/OTHERS			
41			
42			
43			
44			
45			
46			
47			
48			
49			
50			
ADDITIONAL NETWORK MEMBERS			
51			
52			
53			
54			
55			
56			
57			
58			
59			
60			

A. The information in this form was generated by:

- 1 - Entirely by the focus person
- 2 - Mostly by the focus person
- 3 - With about equal contribution from the focus person and the anchors
- 4 - Mostly by the anchors
- 5 - Entirely by the anchors

B. If the answer to question A is 3, 4, or 5, please indicate on a scale of 1 to 10 your degree of confidence in your anchors [10 = very confident]

The Person-Centered Planning Process Satisfaction Survey (P. 1)

Facilitator's Name: Kayla PalmerDate: May 10th, 2003Case Study Number/Initials of Focus Person: MD

Circle the number that best fits your satisfaction with the following:

1= Not at all 2=A little bit 3=Quite a bit 4=Completely

1. How well prepared was the facilitator to conduct the meeting?	1 2 3 4
2. How well did the focus person appear to be prepared for his/her planning meeting?	1 2 3 4
3. How well did the facilitator appear to know and have an understanding of the focus person?	1 2 3 4
4. How appropriate was the pace of the meeting for people there?	1 2 3 4
5. How well did the facilitator make clear the roles and responsibilities of people at the meeting for developing the plan?	1 2 3 4
6. How well did the facilitator keep the meeting focused on the positive?	1 2 3 4
7. How well did the planning process "flow" at a pace comfortable for the focus person?	1 2 3 4
8. To what extent was enough time spend in the planning session for the focus person and his/her team to develop a good plan?	1 2 3 4
9. How flexible was the facilitator in scheduling a meeting that was convenient for you?	1 2 3 4
10. How satisfied were you with the way the facilitator ran the meeting?	1 2 3 4
11. How well did the facilitator make sure that the focus person's choices and points of view were listened to and considered by others?	1 2 3 4
12. How much were the points of view of other people at the meeting listened to and considered?	1 2 3 4
13. How well did the focus person share his/her ideas, preferences, and dreams about the future?	1 2 3 4
14. How well was the facilitator able to get everyone working together to help make sure the planning process worked well?	1 2 3 4
15. How well did the planning session cover all of the important information about the focus person?	1 2 3 4
16. How well did the meeting give you an idea about what the focus person would like his/her future to be like?	1 2 3 4
17. How well did the facilitator make sure that all of the people at the planning meeting other than the focus person took part in developing the plan?	1 2 3 4
18. How well did the meeting identify what is most important to the focus person?	1 2 3 4

The Person-Centered Planning Process Satisfaction Survey (P. 2)

19. How active was the focus person in developing his/her own plan?	1 2 3 4
20. How well did the facilitator encourage the group to be creative and think about nontraditional ways of supporting the focus person?	1 2 3 4
21. Based on what the focus person said during the meeting, how well does the plan developed reflect what he/she wants?	1 2 3 4
22. How well did the facilitator address issues of health and safety during the meeting?	1 2 3 4
23. How well do you think the plan developed will help the focus person make progress toward reaching his/her personal dreams and goals?	1 2 3 4
24. How clear are you about what you need to do to put the plan into action?	1 2 3 4
25. How easy is the plan to understand?	1 2 3 4
26. How satisfied are you with the plan that was developed?	1 2 3 4
27. How much did money, finances, or a lack of these things play a role in the plan that was developed?	1 2 3 4
28. How much was the financial information needed to make decisions about supports available at the planning meeting?	1 2 3 4
29. How hopeful and excited for the focus person were you when you left the meeting?	1 2 3 4
30. How willing would you be to recommend this facilitator to other people with disabilities and their families?	1 2 3 4
31. How different was the process used in this meeting from planning meetings you have attended for the focus person in the past?	1 2 3 4
32. Were the people you wanted to be members of the focus person's circle there at the meeting?	1 2 3 4

From Abery, B. H., McBride, M. J., & Rotholz, D. A. (1999). *The Person-Centered Planning Process Satisfaction Survey (PCP-SS)*. Minneapolis: University of Minnesota, Institute on Community Integration; adapted by permission.

FUNCTIONAL BEHAVIORAL ASSESSMENT INTERVIEW FORM (P. 1)

Focus person _____ Date of Birth ____ Sex M F

Interviewer _____ Date _____

Person answering the interview questions _____

DESCRIBE THE PROBLEM BEHAVIORS.

Define each problem behavior that is of concern. Include information about what it looks like, how often it occurs (per day, week, month), how long the behavior lasts and how damaging or destructive the behaviors are when they occur.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

DESCRIBE THE PERSON’S SOCIAL BEHAVIORS.

Define positive social behaviors you have observed the person perform. Include information about what it looks like, how often it occurs (per day, per, week, month) and when you are most likely to see the behavior.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

Which of the behaviors described above are likely to occur together in some way? Do you see positive behaviors occurring before problem behaviors occur? Do all of the behaviors occur about the same time? If you see behaviors occurring in a sequence from least to more problematic, describe the order in which they occur.

FUNCTIONAL BEHAVIORAL ASSESSMENT INTERVIEW FORM (P. 2)

DESCRIBE ANY SETTING EVENTS THAT YOU THINK ARE ASSOCIATED WITH A HIGHER LIKELIHOOD OF PROBLEM BEHAVIORS.

Physiological Setting Events

Is the person taking any medications that may have an effect on the person's behavior?

Does the person have medical or physical problems that may affect his or her behavior (e.g., gastro-intestinal problems, allergies, ear or sinus infections, seizures, headaches)?

Does the person have normal sleeping patterns or does he or she have any problems getting enough rest each night?

Are there any dietary or eating problems that might have an impact on problem behavior?

Environmental & Social Setting Events

Make a list of the activities where the person is successful and does not engage in problem behavior. Include the times when these activities occur.

Successful Activities

Problematic Activities

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

Are the activities on the daily schedule predictable for the person? Does the person know what to expect after one activity ends and the next begins? Is it clear to the person who they will be spending time with and for how long?

FUNCTIONAL BEHAVIORAL ASSESSMENT INTERVIEW FORM (P. 3)

Does the person get a chance to make choices about what he or she will be doing each day?
Does the person choose what to wear in the morning, the activities that she will be experiencing and when she will be able to engage in fun and reinforcing events?

Are there usually a lot of people around at home, school, or work (including staff, classmates, family members or roommates)? How does the person respond to crowded or noisy settings?

What kinds of support does a person receive at home, school, work, and other settings? Do you believe there may be issues related to the number of staff, level of family support, staff or family training needs, or certain types of social interactions that may be related to the person's problem behaviors?

Define specific immediate antecedent events that predict when the behaviors are likely and not likely to occur.

Settings that are most and least likely to trigger problem behavior

Most Likely

Less Likely

<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>
<hr/>	<hr/>

FUNCTIONAL BEHAVIORAL ASSESSMENT INTERVIEW FORM (P. 4)

Times that are most and least likely to trigger problem behavior

Most Likely

Less Likely

People who are most and least likely to trigger problem behavior

Most Likely

Less Likely

Activities that are most and least likely to trigger problem behavior

Most Likely

Less Likely

Describe something that you could do or say that almost always results in problem behavior. This may include a certain tone of voice (authoritarian, aloof, overly concerned, etc), particular words or phrases (e.g. “no, that’s not right, do it again.”)

FUNCTIONAL BEHAVIORAL ASSESSMENT INTERVIEW FORM (P. 5)

Briefly describe what the person would do in the following situations.

The person is asked to complete a difficult task.

A highly preferred activity naturally ends or is interrupted.

There is a sudden and unexpected change in the person's daily schedule.

A preferred item or activity is visible but the person needs assistance to obtain it.

The person is left alone (e.g., for 15 minutes).

The person is in the room with other people but no one is interacting with him or her.

IDENTIFY THE CONSEQUENCES OR OUTCOMES OF THE PROBLEM BEHAVIORS (WHAT HAPPENS RIGHT AFTER THE BEHAVIOR OCCURS)

Think of each of the behaviors you listed previously, and identify a specific routine (e.g. getting up in the morning, going to the store, etc.). Describe what happens right after the behavior. Does the person obtain something? Does the person escape or avoid something?

Problem Behavior	Routine	<i>What does the person obtain?</i>	<i>What does the person escape or avoid?</i>
1.			
2.			
3.			
4.			
5.			
6.			

FUNCTIONAL BEHAVIORAL ASSESSMENT INTERVIEW FORM (P. 6)

Positive Behavior	Routine	What does the person obtain?	What does the person escape or avoid?
1.			
2.			
3.			
4.			
5.			
6.			

CONSIDER HOW MUCH EFFORT IT TAKES TO ENGAGE IN EACH OF THE **PROBLEM AND POSITIVE BEHAVIORS**. THINK ABOUT (A) HOW MUCH PHYSICAL EFFORT IT TAKES TO ENGAGE IN EACH BEHAVIOR, (B) HOW OFTEN A BEHAVIOR OCCURS BEFORE IT IS REINFORCED, AND (C) HOW LONG THE PERSON HAS TO WAIT TO GET THE REINFORCER.

Problem Behaviors	Low					High
	<i>Effort</i>					<i>Effort</i>
	1	2	3	4	5	5
	1	2	3	4	5	5
	1	2	3	4	5	5
	1	2	3	4	5	5
	1	2	3	4	5	5
Positive Behaviors						
	1	2	3	4	5	5
	1	2	3	4	5	5
	1	2	3	4	5	5
	1	2	3	4	5	5
	1	2	3	4	5	5

WHAT *FUNCTIONAL ALTERNATIVE* BEHAVIORS DOES THE PERSON ALREADY KNOW HOW TO DO?

Which socially appropriate behaviors or skills listed previously generate the same outcomes or reinforcers produced by the problem behaviors?

FUNCTIONAL BEHAVIORAL ASSESSMENT INTERVIEW FORM (P. 7)

HOW DOES THE PERSON COMMUNICATE WITH OTHER INDIVIDUALS?

Describe the most common strategies a person uses express himself and what communication strategies are available to the person. Communication used may involve speech, signs and gestures, communication boards, or electronic devices. Are there any problems with assistive communication systems that are currently being used?

Describe the person's receptive communication skills and ability to understand others. Can the person follow spoken requests or instructions that are simply stated? Give examples of simple and more complicated (if applicable) requests or instructions that can be followed.

Does the person seem to understand and respond to requests or instructions that are signed or gestural? Give several examples of signed or gestural instructions that can be followed.

Can person imitate actions if you show the person how to do something? Give several examples of the types of actions that can be imitated.

How does the person typically communicate *yes or no* when given a choice or being told to do something?

DESCRIBE THINGS THAT YOU SHOULD DO AND THAT SHOULD BE AVOIDED WHEN WORKING WITH AND SUPPORTING THIS PERSON.

Describe what you do to improve the likelihood that activities or other things will go well when you are with this person.

FUNCTIONAL BEHAVIORAL ASSESSMENT INTERVIEW FORM (P. 8)

Describe the things you do to avoid interfering with or disrupting an event or activity when you are with this person.

DESCRIBE THE THINGS THAT THE PERSON LIKES AND FINDS REINFORCING

Favorite foods: _____

Toys, games, or items: _____

In-home activities: _____

Community activities: _____

Other events, people or activities: _____

DESCRIBE WHAT YOU KNOW ABOUT THE HISTORY OF PROBLEM BEHAVIORS IDENTIFIED PREVIOUSLY OR OTHER PROBLEM BEHAVIORS THAT NO LONGER ARE PRESENT. INCLUDE INFORMATION ABOUT ANY INTERVENTIONS THAT HAVE BEEN TRIED IN THE PAST AND HOW EFFECTIVE THOSE INTERVENTIONS WERE AT THE TIME.

<i>List past problem behaviors</i>	<i>Interventions</i>	<i>Effectiveness</i>
1. _____		
2. _____		
3. _____		
4. _____		
5. _____		
6. _____		

FUNCTIONAL BEHAVIORAL ASSESSMENT INTERVIEW FORM (P. 9)

- 7. _____
- 8. _____
- 9. _____
- 10. _____

WRITE DOWN HYPOTHESIS STATEMENTS FOR EACH MAJOR TRIGGER AND/OR CONSEQUENCE.

<i>Setting Event</i>	<i>Immediate Antecedent (Trigger)</i>	<i>Problem Behavior</i>	<i>Consequence Maintaining</i>

Adapted From:

O'Neill, R. E., Horner, R. H., Albin, R. W., Sprague, J. R., Storey, K., & Newton, J. S. (1997). Functional assessment and program development for problem behavior: A practical handbook (2nd ed.). Pacific Grove, CA: Brooks/Cole.

Functional Behavior Assessment Observation Form

Name: Max **Observer:** Mr. & Mrs. Dunning **Dates Observed - From** May 30th **To** June 3rd 2003

Directions: Preparing the form Before you begin observing, enter: **1.** The client's name under "Name"; **2.** Your name under "Observer"; **3.** Dates for which you will be using this form under "Dates Observed"; **4.** Time intervals when you will be observing under "Time Intervals" (beginning on the left side); **5.** Target behaviors being monitored next to "Target Behaviors"; **6.** Additional antecedents and perceived functions, if necessary; and **7.** If known, usual setting events and actual consequences. An **EVENT** is an occurrence of a target behavior, or cluster of target behaviors, in time. **Event Numbers** correspond to the order that target behaviors, or clusters, occur in time. When you observe, every time a target behavior or cluster occurs, enter: **1.** The date on the column under "date," next to the appropriate event number; **2.** The event number under the appropriate time interval column for a. The target behavior(s) that occurred within that event; b. The setting event, c. The antecedent, d. The actual consequence, and e. The perceived function. When you are done using this observation form: Look for patterns of behavior.

Event #	Date	Time Intervals: (Enter time intervals) ⇨	3 to 4 pm	4 to 5 pm	5 to 6 pm	6 to 7 pm	7 to 8 pm	8 to 9 pm	9 to 10 pm	
1	5/30					Dinner			Bedtime	
2	5/30	Target Behaviors	Hitting/kicking parents	9	3; 10		4	8		
3	5/30	List behaviors ⇨	Hitting/kicking siblings	2; 2	6	7; 11; 14		13		
4	5/30		Hitting/kicking things				5			
5	5/30	(Enter event number under time intervals)	Throwing things				5			
6	6/1	Setting Event	Allergies	9	10	11	12		13	
7	6/1	List setting events ⇨	Ear/sinus infections							
8	6/1									
9	6/2	(Enter event number under time intervals)								
10	6/2	Antecedent	Demand/Request	2; 9	6	7; 11; 14		15		
11	6/2	List other antecedents if needed ⇨	Difficult Task							
12	6/2		Transition							
13	6/2	(Enter event number under time intervals)	Interruption							
14	6/3		Told "No"	2	3			8; 13		
15	6/3		Told "Wait"		10		12	4		
16			Alone (No Attention)							
17			Ignored				5			
18		Actual Consequence	Request repeated	9	6	7		15		
19		List actual consequences ⇨	Ignored				4			
20			Threatened	1				13		
21		(Enter event number under time intervals)	Attention							
22			Keeps Item	1		11; 14				
23			Gets Item	2	3; 10		12	5	8	
24		Perceived Function	Obtain Attention	9						
25		List other functions if necessary ⇨	Obtain Item	2	3; 10	14	12	4; 5	8; 13	
26			Obtain: Keep Item	1	6	7; 11		15		
27		(Enter event number under time intervals)	Escape Demand/Request	9	6	7				
28			Escape Activity							
29			Escape Person							
30			Escape:							
31			Self-Stimulation							
32										
33										
34										
35										

Aggression/Appropriate Asking Monthly Tracking Data Sheet

Please place this tracking sheet in a handy location

Enter a tally mark, under the appropriate day/column, every time that Max engages in:

- Aggression toward you (family member)
- Appropriately asking for an item at home

At the end of the day, please add the tally marks and enter the total under the appropriate day/column, on the table

Definitions:

- **Aggression towards family** is defined as hitting, pushing, kicking, pinching, or other physical contact resulting in pain for the person being targeted. Aggression may vary in intensity from light to causing physical harm, and may occur at home, in the community, or in any environment where Max and an immediate family member (father, mother, brother, or sister) are present. Aggression excludes Max throwing or breaking something, even if the item touches the person, and events that involve someone other than immediate family (ex. school peer).
- **Appropriate communication** is defined as either verbally or physically asking for: a) an item by saying the name of the item (or close approximation to it) or pointing to the item, and stating “Please” or b) more time with an item by saying or signing “wait” (or close approximation to it); followed by “Please” in a normal (calm) tone of voice. Note: Only include events that occurred in the evening, at home.

Month: _____

Day	Date	Aggression towards family (Tally)	Aggression towards family (Total)	Appropriately communication (Tally)	Appropriate communication (Total)
	1				
	2				
	3				
	4				
	5				
	6				
	7				
	8				
	9				
	10				
	11				
	12				
	13				
	14				
	15				
	16				
	17				
	18				
	19				
	20				
	21				
	22				
	23				
	24				
	25				
	26				
	27				
	28				
	29				
	30				
	31				

Max’s KIPBS Intervention & Supports Plan At-A-Glance

Disclaimer: This At-A-Glance information sheet is to be used as a summary tool, in conjunction with the KIPBS Person Centered & Positive Behavior Support (KIPBS PC-PBS) Report, and is not meant to replace it.

About Max:

- Max lives at home, with parents (Ryan & Lisa Dunning), older brother (Kolby), & younger sisters (Amy & Ally)
- Max is a second grader at Lincoln Elementary School
- Max attends the Youth Communication Program at Johnson College 3 times/week
- Max communicates through pointing to pictures or things, sign language, sounds, and one to two word sentences

Things Max Likes:

- Being able to choose (clothing, food, activities)
- Spending time at home
- Having predictability, structured activities, & routines
- Being around few people
- Watching TV: Nature shows, cartoons (Scooby Doo)
- Playing on the computer
- Attending community activities (Church, swimming, Boys Scouts)

Things Max Does Not Like:

- Being told what to do
- Not having warnings as to what will happen
- Being in an unstructured environment

Preferred Lifestyle Intervention Goals:

- Goal 1: Continue living at home with family
- Goal 2: Continue to provide Max with a variety of choices throughout his day
- Goal 3: Continue to expand Max’s choice range
- Goal 4: Continue attending Boy Scouts activities
- Goal 5: Continue swimming activities
- Goal 6: Ensure the ability to spend time with friends Kyle and Joe at least once a week
- Goal 7: Try to expand Max’s social network
- Goal 8: Enroll Max in Nature Center classes and determine if this is something that Max would like to pursue
- Goal 9: Look into the cost of obtaining a large television for Max to have in his room

Function Based Interventions:

- Max engages in aggression towards immediate family in order to obtain access to items that he wants
- Occasionally, aggression may escalate into property destruction
- Aggression is more likely to occur when Max has active allergies or ear and sinus infections, when there is lack of structure or change in routine, when items are taken away, or when access to an item he wants is denied

Setting Event Interventions	Antecedent Interventions	Teaching New Skills	Consequence Interventions
When Max appears sick: - Be supportive - Decrease number of requests made - If signs of allergies or ear sinus infections are evident, contact his Follow after school routines Implement Max’s visual schedule Explain any changes in schedule or routine	Have a variety of appropriate items available, and offer Max choices of items he can have frequently Provide reminders before transitioning to different activities or taking an item away (5 minute warning) If Max has or wants access to an inappropriate item, - Explain why he should not access that item - Provide /negotiate an alternative	Prompt Max to appropriately ask for items Prompt Max to appropriately ask for more time with an item Prompt Max to wait patiently for an item when told “Wait, please” Prompt Max to share	Praise and allow Max access to wanted items for: - Appropriately asking for items - Appropriately asking for more time - Patiently waiting for an item - Sharing items with others - Making an alternative choice when the wanted item is not available If aggression or property destruction occur: - Do not engage in explanations - Do not allow access to wanted items during aggression (wait until calm for a few minutes)

Self-Assessment of Contextual Fit (P. 1)

Adapted from Horner, Salentine, & Albin, 2003

The purpose of this interview is to assess the extent to which the elements of a behavior support plan fit the contextual features of your environment. The interview asks you to rate (a) your knowledge of the elements of the plan, (b) your perception of the extent to which the elements of the behavior support plan are consistent with your personal values, and skills, and (c) your (or your organization’s) ability to support implementation of the plan.

Your Name: Lisa Dunning

Your Role: Mother

Support plan reviewed: Max’s PC-PBS Support Plan

Date: October 9th, 2003

Please provide your perceptions of the specific elements of the behavior support plan. Thank you for your contribution and assistance.

Knowledge of elements in the Behavior Support Plan

1. I am aware of the elements of this behavior support plan

1	2	3	4	5	6
Strongly Disagree	Moderately Disagree	Barely Disagree	Barely Agree	Moderately Agree	Strongly Agree

2. I know what I am expected to do to implement this behavior support plan

1	2	3	4	5	6
Strongly Disagree	Moderately Disagree	Barely Disagree	Barely Agree	Moderately Agree	Strongly Agree

Skills needed to implement the Behavior Support Plan

3. I have the skills needed to implement this behavior support plan

1	2	3	4	5	6
Strongly Disagree	Moderately Disagree	Barely Disagree	Barely Agree	Moderately Agree	Strongly Agree

Self-Assessment of Contextual Fit (P. 2)

4. I have received any training that I need to be able to implement this behavior support plan

No training needed _____

1	2	3	4	5	6
Strongly Disagree	Moderately Disagree	Barely Disagree	Barely Agree	Moderately Agree	Strongly Agree

Values are consistent with elements of the behavior support plan

5. I am comfortable implementing the elements of this behavior support plan

1	2	3	4	5	6
Strongly Disagree	Moderately Disagree	Barely Disagree	Barely Agree	Moderately Agree	Strongly Agree

6. The elements of this behavior support plan are consistent with the way I believe children/others should be treated

1	2	3	4	5	6
Strongly Disagree	Moderately Disagree	Barely Disagree	Barely Agree	Moderately Agree	Strongly Agree

Resources available to implement the plan

7. I have (or my school/organization provides faculty/staff) the time needed to implement this behavior support plan

1	2	3	4	5	6
Strongly Disagree	Moderately Disagree	Barely Disagree	Barely Agree	Moderately Agree	Strongly Agree

8. I have (or my school/organization provides) the funding, materials, and space needed to implement this behavior support plan

1	2	3	4	5	6
Strongly Disagree	Moderately Disagree	Barely Disagree	Barely Agree	Moderately Agree	Strongly Agree

Self-Assessment of Contextual Fit (P. 3)

Support

9. I have (or the school/organization provides) the support needed for effective implementation of this behavior support plan

1	2	3	4	5	6
Strongly Disagree	Moderately Disagree	Barely Disagree	Barely Agree	Moderately Agree	Strongly Agree

10. I am (or the organization’s management is) committed to investing in effective design and implementation of behavior support plans

1	2	3	4	5	6
Strongly Disagree	Moderately Disagree	Barely Disagree	Barely Agree	Moderately Agree	Strongly Agree

Effectiveness of Behavior Support Plan

11. I believe the behavior support plan will be (or is being) effective in achieving targeted outcomes

1	2	3	4	5	6
Strongly Disagree	Moderately Disagree	Barely Disagree	Barely Agree	Moderately Agree	Strongly Agree

12. I believe the behavior support plan will help prevent future occurrences of problem behaviors for this child

1	2	3	4	5	6
Strongly Disagree	Moderately Disagree	Barely Disagree	Barely Agree	Moderately Agree	Strongly Agree

Behavior Support Plan is in the best interest of the child/person

13. I believe this behavior support plan is in the best interest of the child/person

1	2	3	4	5	6
Strongly Disagree	Moderately Disagree	Barely Disagree	Barely Agree	Moderately Agree	Strongly Agree

Self-Assessment of Contextual Fit (P. 4)

14. This behavior support plan is likely to assist the child to be more successful at home and in the community

1	2	3	4	5	6
Strongly Disagree	Moderately Disagree	Barely Disagree	Barely Agree	Moderately Agree	Strongly Agree

The Behavior Support Plan is efficient to implement

15. Implementing this behavior support plan will not be stressful

1	2	3	4	5	6
Strongly Disagree	Moderately Disagree	Barely Disagree	Barely Agree	Moderately Agree	Strongly Agree

16. The amount of time, money and energy needed to implement this behavior support plan is reasonable

1	2	3	4	5	6
Strongly Disagree	Moderately Disagree	Barely Disagree	Barely Agree	Moderately Agree	Strongly Agree

Sample Fidelity Checklist of Max’s Formal Programs

Formal Program: Appropriately Asking for Items	Check when observed
Skills to be observed	
1. Parent arranges one on one teaching session with Max	
2. Parent holds item of interest to Max	
3. Parent says name of item followed by “Please”	
4. Parent prompts Max to say the name of the item or to point to it	
5. Parent prompts Max to say “Please”	
6. Parent gives the item to Max	
7. Parent praises Max for asking nicely	
8. Parent practices “appropriately asking for items” at least ten times during the 1 hour session	
Total checkmarks =	
Fidelity = (Total checkmarks/Total # skills to be observed) X 100 =	

Formal Program: Appropriately Asking for More Time With an Item	Check when observed or N/A if not applicable
Skills to be observed	
1. Parent arranges one on one teaching session with Max	
2. Parent asks Max for an item he is playing with by saying the name of the item, followed by “Please”	
If Max gives the item to the parent,	
3. Parent praises Max for sharing (ex. “Nice sharing”) – (End of program - Skip to #7)	
If Max does not give the item to the parent,	
3. Parent models appropriately asking for more time by saying “Wait please” while signing “wait”	
4. Parent prompts Max to say or sign “Wait”	
5. Parent allows Max to keep the item	
6. Parent praises Max for nicely asking for more time	
7. Parent practices “appropriately asking for more time with an item” at least ten times during the 1 hour session	
Total checkmarks =	
Fidelity = (Total checkmarks/Total # skills to be observed) X 100 =	

Quality of Life Evaluation

Person Completing Survey: **Mr. & Mrs. Dunning (Parents)** Date: **Nov. 25th 2003**

For the table below, please rate the following aspects of the child's life by circling the appropriate response based upon the rating scale below. Answer each questions based on the child's life circumstances since the implementation of the PBS intervention Plan.

	Much Worse 1	Somewhat Worse 2	No Change 3	Somewhat Better 4	Much Better 5	Not Applicable N/A
1 The child's relationships with family members (i.e. parents, siblings) are...	1	2	3	4	5	N/A
2 The child's relationship with peers is...	1	2	3	4	5	N/A
3 The amount of time the child has spent interacting with peers is...	1	2	3	4	5	N/A
4 The child's participation in activities of their choice is...	1	2	3	4	5	N/A
5 The child's ability to make decisions about day-to-day activities is...	1	2	3	4	5	N/A
6 The child's ability to express personal preference is...	1	2	3	4	5	N/A
7 The relationships the child has with members of the community (i.e. store clerks, neighbors, servers) are...	1	2	3	4	5	N/A
8 The response the child receives from peers is...	1	2	3	4	5	N/A
9 The child's ability to engage in leisure activities with peers is...	1	2	3	4	5	N/A
10 The child's relationship with teachers and school personnel is...	1	2	3	4	5	N/A
11 The child's satisfaction with their current education situation is...	1	2	3	4	5	N/A
12 The child's access to activities that are personally stimulating is...	1	2	3	4	5	N/A
13 The child's willingness to attempt new tasks is...	1	2	3	4	5	N/A
14 The child's ability to learn new skills is...	1	2	3	4	5	N/A
15 The child's self-confidence is...	1	2	3	4	5	N/A
16 The child's emotional stability is...	1	2	3	4	5	N/A
17 The child's satisfaction with their level of independence is...	1	2	3	4	5	N/A
18 The child's general happiness is...	1	2	3	4	5	N/A
19 The child's general health and well being is...	1	2	3	4	5	N/A
20 As a result of PBS, I feel that child's quality of life is...	1	2	3	4	5	N/A

Is there anything else about the child's quality of life that you would like to tell us? _____

Adapted from Kincaid, D., Knoster, T., Harrower, J. Shannon, P., & Bustamante, S. (2002). Measuring the impact of positive behavior support. *Journal of Positive Behavior Interventions*, 4, 2, 109-117.

APPENDIX B: Information for Targeted Case Managers

Additional information for Targeted Case Managers (TCMs), to ensure that the PC-PBS report meets KLO Guidelines:

- Make sure to attach a **signature page** to the report
- Make sure to include a detailed description of the person's **preferred lifestyle**, addressing each of the following areas:
 - Type of setting the person wants to live in,
 - With whom the person wants to live
 - What work or other valued activity the person wants to do
 - With whom the person wants to socialize
 - What social, leisure, religious or other activities the person wants to participate in
 - If the preferred lifestyle cannot be achieved, include an explanation of barriers and strategies to overcome these barriers, and a description of the next best option
 - For each area mentioned above, make sure to identify opportunities for personal independence, productivity, integration, and community inclusion for the person, and include an explanation of barriers and strategies to overcome these barriers, and a description of the next best option
- Address **medical needs**, and provide a detailed description of how those needs are being met (if this is not an issue for this person, make sure to state that)
- Address **behavioral support needs** and describe how those needs are being addressed (if this is not an issue for this person, make sure to state that)
- Identify needed services and supports the person may have to explore, maintain, and / or expand personal relationships, as well as to **cope with the loss** of significant relationships in the person's life, and describe how these needs are being addressed
- Discuss the person's control over **financial** resources and managing of financial resources. Describe supports needed, safeguards that are in place, training needs, and how these needs are being addressed
- Discuss the person's **self advocacy** support and training needs in this area, and how these needs are being addressed
- Discuss the person's **personal safety** support and training needs in this area, and how these needs are being addressed (example stranger danger, fire/tornado, etc.)
- Discuss the person's **religion or faith**, describe supports in exploring, accessing, and exercising religious options
- Discuss the person's **right to vote**, describe supports in exploring, accessing, and exercising their right to vote