



Improving lives THROUGH
supports and services
THAT FOSTER self-determination.

Operationalizing the Checklist

**Providing the Opportunity to Practice
Identifying Elements that Represent
Good Examples of the Checklist Elements**

Introductions and Expectations



Introductions

 Rita Cooper

 Lucas Evans

 Melantha Witherspoon

Expectations for Session 3

 We will be putting into practice the information from last time and will be providing exemplars and non-exemplars for each item

Put it into Practice

Critical Element Review & Practice



- 👤 Review exemplars and non-exemplars for various checklist items
- 👤 Test your understanding of the exemplars and non-exemplars through challenge questions

ITEM 1

1. Based on FBA- functional relations for each target behavior specifically and separately defined with relevant environmental variables (i.e. not simply escape maintained or reinforced by attention). Describes *specific* conditions for attention or escape- such as- *when directions/requests interrupt a play activity and the tone of voice used is firm/coercive he is more likely to hit person making request*

Non-Exemplar

Checklist Item 1

 Joes' elopement behavior is maintained by escape and attention

Exemplars

Checklist Item 1

 Joe gets out of his chair in the living room and walks out the door and down the street in situations in which staff are presenting non-preferred tasks of doing chores or ADLs when preferred video games are being played.

 For example - Requesting Joe to do the dishes after dinner when he is playing Mine Craft

 Joes' behavior is maintained by escape

Exemplars

Checklist Item 1

-  Joe gets out of his chair in the living room and walks out the door and down the street in situations in which staff when staff have been engaged with roommate or other job duties for 15 minutes and staff run after Joe and request him to come in and join them.
 -  Joes' behavior is maintained by attention

Challenge

Checklist Item 1

-  The hypothesized function of Sally's behaviors of physical aggression are access to preferred activities and escape from task demands.

Challenge Question



- 👤 Does the challenge question for Item 1 represent an exemplar or a non-exemplar?

ITEM 2

2. Interventions aligned with the functional relationship -the BSP includes ways to address the functional relations described in FBA (i.e. strategies to address establishing operations, contextual factors, antecedent stimuli, contributing and controlling consequences and physiological and medical variables).

Non-Exemplar

Checklist Item 2

 Joe is asked to do a non-preferred task he elopes

 Offer Joe a token to do the non-preferred task and tell Joe he has 5 minutes to complete the task and prompt Joe every 5 minutes until the task is complete

Exemplar

Checklist Item 2

 Joes' elopement behavior is maintained by escape (see above)

INTERVENTION

MO

 When asking Joe to do a non-preferred task we give Joe a choice of when to do it

C

 Allow him to negotiate when he would like to do it or not do it

 “Cool – I won’t bother you with this anymore”

 When he completes the task later we give him access to a preferred activity

Challenge

Checklist Item 2

Context

-  When Sam is at the Day Program and staff indicate it is time to go home Sam flips over chairs and staff then sit with him until he is calm which is about 15 minutes.

INTERVENTION

-  15 minutes before it is time to go home staff ask Sam what are some things he enjoyed when he was at the Day Program that day

Challenge Question



- 👤 Does the challenge question for Item 2 represent an exemplar or a non-exemplar?

ITEM 3

3. Target behaviors (desirable and undesirable) – clearly defined in observable and measurable terms and specifically related to the individual.

Non-Exemplar

- 👤 **Elopement:** Joe walks out the front door with a frown on his face.
- 👤 **Negotiate:** Joe will tell staff how and when he wants to complete unwanted tasks.

Exemplar

- 👤 **Elopement:** Joe will leave his home walking or running without consent. An instance begins when he has exited the property and ends once he has returned home. This happens approximately twice a week. It often results in the staff running behind him, losing sight of him, and the police being called.
- 👤 **Negotiate:** Joe will discuss unwanted task or event with one or more people until an agreement is met about how and when the task will be completed or the event will occur.

ITEM 4

4. BSP or ISP has goals and objectives for acquisition of skills related to the problem behaviors and associated situations.

Non-Exemplars

- 👤 Sherman will learn appropriate coping skills to de-escalate his behavior.

Exemplars

- 👤 Sally will utilize her anger plan during at least 75% of the situations that in the past have resulted in aggression by saying “I need a break,” then moving to a safe place and engaging in deep breathing, when she is calm as represented by a controlled lowered rate of breathing and then returning to the original area

ITEM 5

5. Description of data collection to assess the effectiveness of plan -Measurement of target behaviors, fidelity of implementation. Include copy of data collection tool.

Non-Exemplars

- 👤 Staff will note all unsafe events for Max, Tim, and Jose in the daily notes.

Exemplars

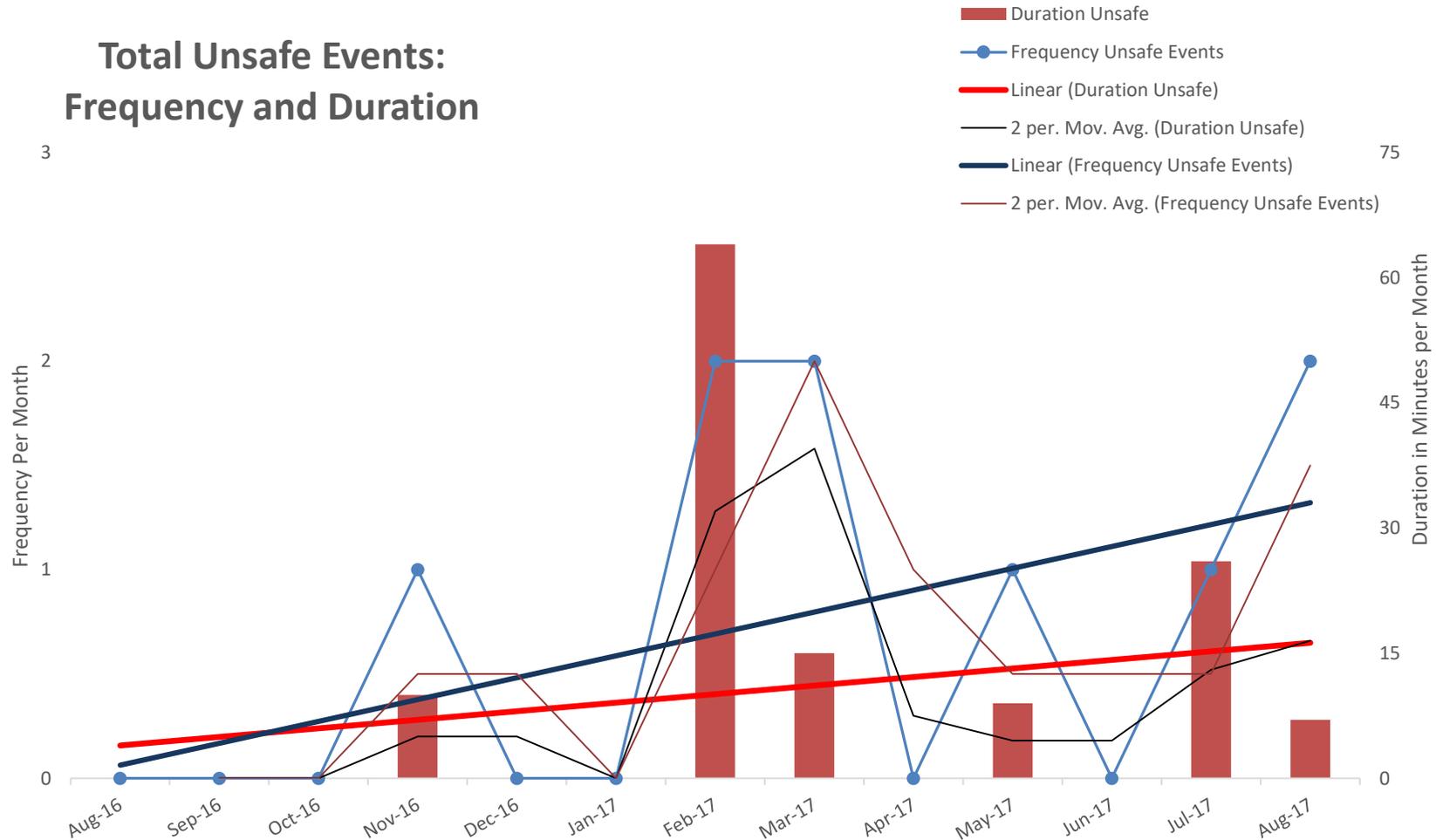
- 🕒 Each instance of physical aggression for Janette will be recorded with a circle on the Daily Scatter Plot data sheet at the time and location it occurred. If none occurred, then a line is made through the time period.

ITEM 6

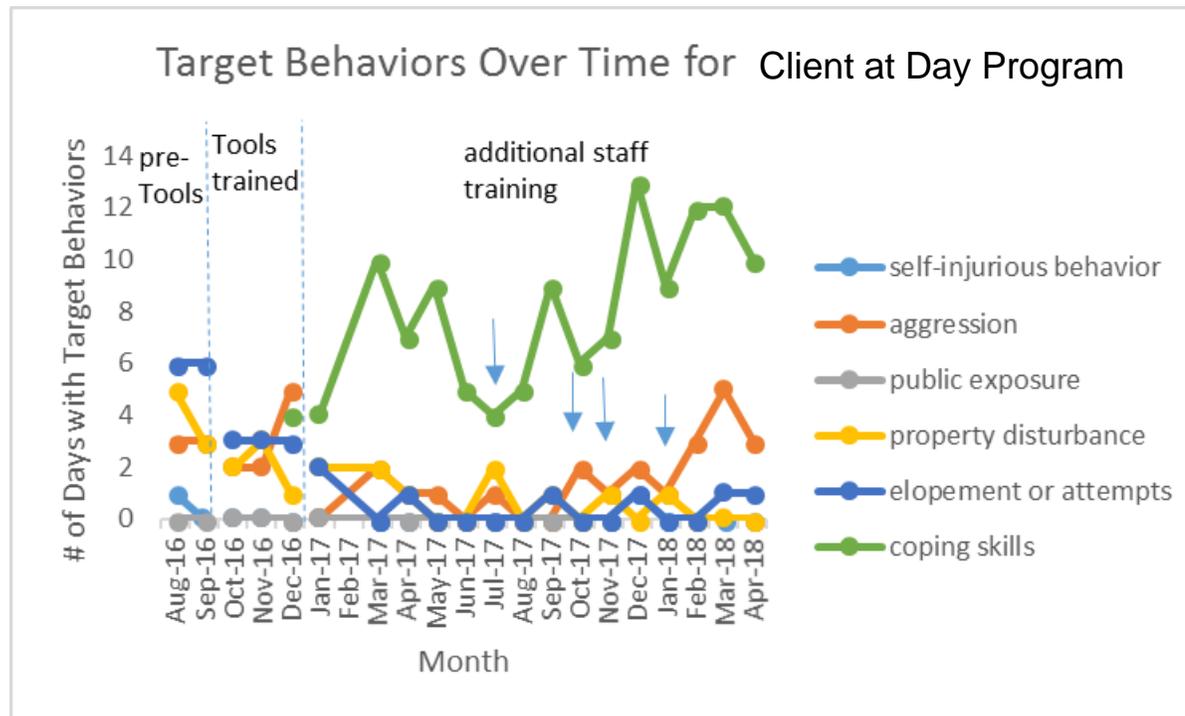
6. Data display in graphic format, with environmental variables relevant to target behaviors (e.g. medication changes & strategy changes, baseline or pre-intervention levels of behavior)

Non-Exemplars

**Total Unsafe Events:
Frequency and Duration**



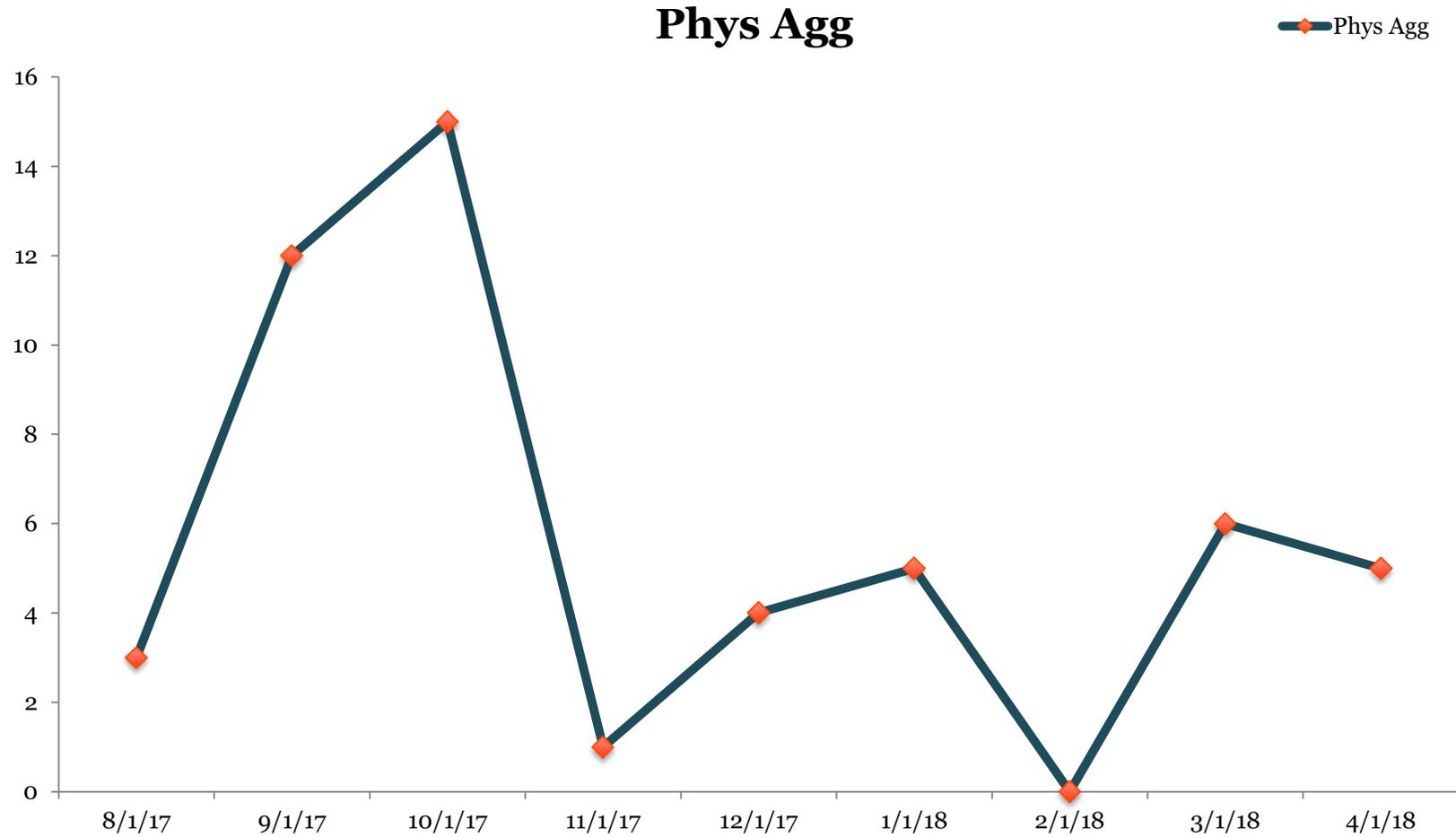
Exemplars



*factors possibly affecting behavior listed below, and indicated by arrows or dotted lines on the graph

- September '16: most staff completed Tools training
- January '17: additional staff training to address aggression towards peers; additional reinforcement program started
- July '17: several new staff at Day Program
- October '17: Director of Day Program left (Sept. 25); additional staff training, strategy refresher
- November '17: new Director of Day Program (end of Nov.)
- January '18: new policy at Day Program to send people home for safety reasons (sick, continued aggression toward others, intense property destruction); new documentation style (more thorough)

Challenge



Challenge Question



- 👤 Does the challenge question for Item 6 represent an exemplar or a non-exemplar?

ITEM 7A

7.A. Implementation plan specifically described for:
Proactive Strategies to prevent challenging
behaviors, improve quality of life and promote
desirable behaviors.

Non-Exemplars

Checklist Item 7.A.

Proactive strategies:

-  Each day Joe is warned that if he elopes he will not earn his reinforcer.
-  Joe is required to check in with staff every 15 minutes when he is at home in his room alone.

Exemplars

- 👤 Checklist Item 7.A. (attention maintained)
 - 👤 When staff find they must attend to something other than the men in the home, or to attend to one man to the exclusion of the others:
 - 👤 they first check on each person,
 - 👤 provide a brief positive interaction and
 - 👤 set expectations for each man to be occupied in a safe manner for a brief time
 - 👤 As soon as possible staff return to each man and praise appropriate behavior and have another brief interaction about what each is doing.

ITEM 7B

7.B. Teaching of skills that are specifically related to desirable target behaviors.

Non-Exemplars

Checklist Item 7.B.

Teaching skills:

-  Joe will be taught to go to staff and ask for help when he has a problem.
-  Joe will be taught to carry his address and phone number of the home on him at all times.

Exemplars

- 👤 Checklist Item 7.B. (escape maintained)
 - 👤 Joe, housemates and staff determine all the chores that must be done in the home and the housemates make up a schedule and select chores they will complete.
 - 👤 Joe and staff develop a negotiation script and practice it using BST for situations in which Joe does not want to do the chore he selected or when he needs help to do the chore.
 - 👤 Joe and staff practice daily until Joe can use the negotiation skill correctly with a small cue from staff (staff pull their ear to signal need to use skill).

ITEM 8

8. Strategies and specific instructions for reinforcement of desirable target behaviors are described and potential reinforcing stimuli are identified.

Non-Exemplars

Checklist Item 8

-  When Joe asks to not do a chore we praise him

Exemplars

Checklist Item 8

-  A preference assessment indicates Joe likes Minecraft, soda and staff playing UNO with him.
-  When Joe does the dishes staff says, “WOW – Now let’s play UNO” or offers him a preferred item from the preference assessment

Challenge

Checklist Item 8

-  When Joe has not eloped for the entire week, staff present him an off brand sugar free soda

Challenge Question



- 👤 Does the challenge question for Item 8 represent an exemplar or a non-exemplar?

ITEM 9

9. Describes specific strategies to generalize and maintain the effects of plan- including strategies for fading of contrived contingencies to more natural contingencies and support system changes to maintain these strategies after BSP is faded.

Non-Exemplars

Checklist Item 9

-  If after 6 months of no behaviors the team will meet to consider discontinuing the plan.

Exemplars

Checklist Item 9

-  When Joe completes his chores and does not elope for 3 months—*since he has not previously gone for that long*—then we will offer the preferred activities on a variable schedule rather than each time a chore is completed

Challenge

Checklist Item 9

 Jane will work with a variety of staff in a variety of environments.

Challenge Question



- 👤 Does the challenge question for Item 9 represent an exemplar or a non-exemplar?

ITEM 10

10. Safety Crisis (REACTIVE INTERVENTION) plan IF it is necessary to have strategies to intervene with at risk behaviors to maintain safety. (How to intervene with undesirable or dangerous behaviors)

Non-Exemplars

- 👤 When Sam bites, staff should react appropriately and stay calm

Exemplars

- 👤 During episodes of continuous head-banging, slide a pillow or pad between the wall and Phil's head.

ITEM 11

11. If safety crisis plan includes physical restraint or *time out, specific criteria and procedures are identified. (* Time out requires approval of Chief Behavior Analyst)

Challenge

- 👤 When Johnny hits another person,
 - 👤 staff remove that person from Johnny's reach,
 - 👤 block further attempts to hit with open hand technique and
 - 👤 remain out of reach or,
 - 👤 if unable to get away, institute brief manual restraint in accordance with the physical intervention method

Challenge Question



- 👤 Does the challenge question for Item 11 represent an exemplar or a non-exemplar?