

Once behavior *Hypotheses Statements* were created, Brendan's support team summarized data gathered from the *functional assessment* process and developed *Brendan's Behavior Support Plan*.

BRENDAN'S BEHAVIOR SUPPORT PLAN

July 3rd

The Problems

1. When Brendan is tired and/or is unable to access what he wants, he is likely to tantrum (prolonged whining, crying, and screaming) which will sometimes increase to physical aggression (banging self onto adult, head thrusting, holding his brother down, taking objects, or hitting). When this happens, someone intervenes by trying to cajole him with hugs or food or by telling him "show me" or saying "what do you want". This results in adults giving him help, food, or attention.
2. Brendan is likely to tantrum (prolonged whining, crying, screaming, and dropping to the ground) and then sometimes throwing an object when someone places a demand to go somewhere. When he tantrums and throws objects, he is sometimes allowed to continue playing or the transition of going somewhere is prolonged. This results in temporarily escaping the transition or delaying "going somewhere".
3. Brendan is likely to tantrum (prolonged whining, crying, and screaming) or throw objects when he is asked to share toys or an activity. When he tantrums or throws objects, he is then given the item back that he had previously or allowed to continue playing or he is given a preferred item or activity. This results in adults withdrawing demands.
4. Brendan is likely to wander or run and then, at times, become physically aggressive (bang self onto adult, head thrusts, or hits) when he is trying to escape boredom or avoid waiting. In response, adults will ask questions and/or have him take them to what he wants or try to coax him by verbally redirecting and physically assisting him.

Skills to Teach Throughout the Day

1. Brendan will be taught to appropriately request attention from parents. He will be taught to say, "come here please" and "play with me."
2. Brendan will be taught to say "help me please" when he is frustrated or in need of assistance. Caregivers will have "help me please" visual cues strategically placed

- (in bathrooms, kitchen, computer, on “outside door tag”, and in their “On-the-Go Book”) to cue Brendan to ask for help.
3. Brendan will be taught to say “I don’t want to” or “I’m all done” or “I want to go” to express protest, terminate an activity, or escape.
 4. Brendan will be taught to say “stop” and “give it back” in response to his brother taking a toy or item from him.
 5. Brendan will be taught to share and take turns with his brother during play.
 6. Brendan will be taught to “wait” by following a visual cue of a timer or time cueing him “3 more minutes, 2 more minutes, 1 more minute.” (Time will slowly be increased to a 10 minute time period.) He will learn to occupy himself with items in a hobby box or “to-go bag”. He will then be praised and given much attention for “waiting”.

To Prevent the Problem Behaviors

1. Brendan will be provided with predictable visual schedules. The visual schedule should be used to inform him of changes in routines and the choices he may make within the schedule.
2. Caregivers will have “help me please” visual cues strategically placed (in bathrooms, kitchen, computer, on “outside door tag”, and in their “On-the-Go Book”) to cue Brendan to ask for help.
3. If Brendan expresses a request that cannot be met, caregivers will state, “I know you want _____. I’m sorry, that is not a choice” and then follow immediately with two choices.
4. Caregivers will tell Brendan what is happening using simple language. For example, “Mommy is leaving. Good-bye mommy.” Or “First, Daddy talks on phone and Brendan plays with hobby box, then Daddy hangs up and plays trains with Brendan.”
5. Brendan and his brother will be better prepared for situations through the use of social stories that map out what to expect in a variety of situations (play, going places, routines) and through the use of visual and verbal reminders.
6. When possible, caregivers will plan non-preferred activities just prior to a highly preferred activity. Caregivers will verbally indicate order of activities by saying, “first _____, then _____” while showing him a visual cue of a first/then board.

7. Brendan will be prepared for changes and transitions that are going to be difficult through the use of a safety signal. Caregivers will tell him “Brendan, pretty soon it will be time to ___ and then___.” (A photograph can be shown on a first/ then board to help with processing and understanding). The transition will follow within 5 minutes. A count down can be used to help him transition.
8. Caregivers will set up parallel play situations that are open-ended and process oriented. Duplicate materials of highly preferred toys/items (Thomas the Train, track pieces, Blue’s Clues toys, swim toys, etc.) will be made available, when possible, to prevent difficulties with sharing.
9. During play situations, caregivers will linguistically map for Brendan and his brother what is happening in simple language. For example, “Brendan is building with Josh. You are both playing with blocks together” or “You are both digging in the sand together” or “Brendan is chasing Josh’s bubbles” or “Josh is helping you build a track for Thomas.”
10. Caregivers will teach Brendan’s brother to “first-ask Brendan, then-get mommy or daddy to help.”
11. During non-preferred activities, caregivers will embed choices. For instance, during tooth brushing, Brendan could have a choice of the “Blue’s Clues” toothpaste or the “Buzz Lightyear” toothpaste.
12. Caregivers will phrase expectations in “positive terms”. They will tell Brendan exactly what is expected of him. For instance, *instead of saying*: “Don’t take blocks from your brother” *say*: “When we play blocks together, we can take blocks from the box.” Caregivers could also say, “First ask your brother for a block, then he may give you one.” Parents will give Brendan clear expectations of exactly what is expected of him across environments. For instance, instead of saying: “Stop running!”, caregivers will state expectation in the positive: “Stay with me” or “Walk next to mommy.”
13. Brendan will be taught to select choices of activities/toys using a visual choice board or by choosing from 2-3 items.
14. Caregivers will provide Brendan with frequent and specific praise for social interactions, following directions, waiting, and transitioning successfully. For example, “Brendan is building a train track with Josh!”, “You got out your toothbrush all by yourself!”, or “You got into the car so nicely! We have lots of fun things planned for today.”
15. When Brendan has difficulty transitioning, waiting, sharing, or is experiencing disappointment, caregivers will linguistically map out Brendan’s feelings to help

him better understand his feelings. For example, “Brendan, I see you’re upset. It’s hard to clean up trains. You can play trains again when we get home.”

16. If linguistic mapping of feelings does not work, caregivers will refer to the visual schedule to show him when he will have an opportunity to do the activity that is being terminated or when he can make the desired choice that he prefers. Caregivers can draw a picture of the activity on a sticky note and place it on the visual schedule to act as a cue and a reminder.
17. Caregivers will have visuals available to cue Brendan when out in the community and when visiting family and friends. Visuals will be used in the form of an “On-the-Go Book” with easy-to-carry mini-versions of his visual cues and a door hanger to place on the inside of a door knob when visiting. The door hanger will have highly preferred characters on it with the words: “Stop! Stay Inside” on one side and “Good Job Staying Inside” on the other side.

When the Problem Behaviors Happen

1. If Brendan engages in inappropriate interactions with his brother or friends during play, phrase expectations in positive terms. Tell him exactly what to do or say and what is expected of him. For example, if Brendan tackles his brother when he messes up his activity, prompt Brendan to say, “Stop. Give it back” or “Help me please.” Then assist him with restoring the materials or activity.
2. If Brendan refuses to transition, proceed with the plan while showing him a picture of what comes next. If he still physically resists moving after implementing the plan, say “You can go to the car on your own, or I will help you.” Wait 5 seconds, if he still will not transition, show him the visual and say, “I’ll help you” and guide him through the transition.
3. If Brendan refuses to follow demands in an attempt to escape non-preferred activities, give clear directions in a “first/then” format with a visual. If he still will not follow the demand, give him a choice to do the activity on his own or with help. For instance, say “You can clean up on your own, or I can help you.” Wait 5 seconds and then say “Do you need help?” Wait 5 seconds. If he still will not follow the demand, say, “I’ll help you”, and then help him. Do not allow him to escape the activity.
4. If Brendan wanders/runs in public or while visiting, prompt him to “first /then ”. Have the “then” be highly rewarding and help him be successful with the “first” demand. Helping him will insure success and increase the likelihood that Brendan will follow through with the “first/then” demand. Periodically praise him for staying and waiting.

Long Term Supports/Lifestyle Outcomes

1. Visit with family and friends
2. Participate fully in school and the community
3. Develop and utilize coping skills
4. Develop and utilize self-management skills in new situations
5. Socialize with same-age peers