

## **Positive Behaviour Support Plan for Ra**

### **Introduction**

Ra is a young man in his late 20's, after sustaining a traumatic brain injury in a motor vehicle accident, he returned home with his parents to begin rehabilitation back to community living. Ra is a highly social man; he is very close to his tight knit Christian family and peers. He volunteers with his local church. He enjoys being physically active and will attend his local community center for swimming or working out in the gym 3 times per week. He loves to ground himself in nature and will go for a peaceful walk in the woods by himself every day. Grocery shopping for his family or running errands for his family or friends are extremely important activities for him. The challenging behaviour began almost instantly after he transitioned back home. The challenging behaviour of swearing, offensive gestures and yelling is very impactful on Ra's social environment as he is losing access to church events and family events with his niece and nephew as the challenging behaviour is no longer tolerable in the church and family home. Given this, a function based comprehensive PBS plan will be created to support Ra return to these environments.

Goals for Ra:

Ra and his family have communicated their commitment and willingness to help R with the challenging behaviour. The family's wish is to enjoy activities together without the presence of challenging behaviour. The family has identified the following activity setting routines, as the most important for behavioural change:

1. Church service
2. Family dinners
3. Swimming

### **Functional Assessment Summary**

Behaviours of concern: Verbal profanities such as swear words (in a loud or quiet volume) or profanities, gestures with hands such as making/shaking fists up in the air in front of his face or raising his middle finger and yelling.

Functions of problem behaviour: Ra's problem behaviour serves the function of escape from unexpected noise, touch/movement or interruption.

Person factors: Ra has an Acquired Brain Injury (ABI) and experiences some short- and long-term memory loss. Due to his injury, he has a language disorder called dysphasia.

Ecological/lifestyle factors:

1. “Hard days” – Ra experiences days he refers to as “hard days” where he may express feelings of lethargy or depression. Challenging behaviour is more likely to occur on hard days.
2. Routines – Ra enjoys predictability and routine. He loves to exert as much independence in his activities of daily living as possible. Given the memory loss associated with his ABI, predictability and routine facilitates Ra’s need for independence.
3. Contexts in which are loud and crowded – Ra dislikes environments that are filled with people and have an increase in noise or that are associated with sudden unexpected loud noises. Specific contexts include the swimming pool or the mall.

Antecedents: There are multiple triggers can be observed that are associated with challenging behaviour listed below.

1. Unexpected touch or sudden interference with his body
2. Unexpected noises
3. Unexpected interruptions of his activity
4. Unexpected surprises (for example, a bump in the road)
5. Demands to hurry up.

### **Setting Event Strategies:**

1. Provide extra time: When in a bad mood, give him more time in morning to do what he may prefer (e.g., stay in bed, listen to music, eat favourite breakfast; provide him with more help to complete routine activities).
  - a. Always offer help to Ra in a way that facilitates as much independence as possible, try to ask “would you like help with\_\_\_\_” instead of doing it for him.
2. Changes in daily or weekly routine: When changes in his daily or weekly routines occur, if possible, let him know beforehand; model and prompt covert rehearsal of experiencing the change, remaining calm, and stating words of acceptance or appropriate words of irritation (e.g., “that’s life”, “shoot!”).
  - a. Try your best to keep daily or weekly routine as consistent as possible. As soon as you know there is going to be a change, let him know in a calm tone of voice, explain what the alternative is going to be and why it will all work out in the end. If Ra is missing a preferred event, let him know when it will occur again by rescheduling on the schedule.
  - b. Show Ra what happens when plans change, by modeling a calm and relaxed response. For example: If there was road maintenance on your way to church and you had to wait 5 minutes, making you late to service, tell Ra about your experience when you see him. Try to model using phrases like “that’s life” or “shoot!”.

3. Written weekly schedule: Develop with R. a written schedule of his day and week; use white board that includes recurring routine and changing activities or events; update on Sunday and review in morning, including any changes.
  - a. Keep the weekly schedule in the easily accessible area of the hallway and discuss any changes with R in passing.
4. Family time noise levels: When nieces and nephews visit, ask them to play quieter when uncle R. is in room, or when they are playing noisily, ask them to play outside (weather permitting).

### **Preventative Strategies:**

1. Provide verbal warning: Ask for permission before touching R, physically guiding him, or interrupting what he is doing.
2. Precorrect (touch): When heading into situations that may be triggering for R., let him know how to respond in situations where R. may experience an unexpected touch or physical interference with his movements (i.e., look at person, remain calm, respond politely appropriate for situation such as greet person, say "I'm sorry" or "Watch where your going", or calmly move out of way).
3. Precorrect (noise): Let R know how to respond to unexpected loud noises. Practice covering one's ears and/or brief progressive relaxation routine (e.g., tensing head, shoulders, arms and fist); asking niece and nephew to play quieter.
  - a. Do this prior to entering the stressful place or setting. For example, before going into the pool, practice the appropriate responses (Covering ears or PMR)
4. Heads up: Provide advanced information about a change in his routine before the change is initiated; and also provide reason for unexpected change.
  - a. Add this information to his weekly schedule.
5. Plan for flexibility: Give R more time to get ready for transitions to activities out of the house (e.g., going to church, leaving swimming pool)
  - a. Plan for flexibility in the schedule and alternative tasks in case R completes getting ready faster than expected.
6. Behavioural Contract: Develop behavioural contract with R. If he is below a set number of outbursts for 2 days in a row, he gets \$5 Tim Horton's gift card.
  - a. Display the behavioural contract beside his weekly white board schedule. Keep a tally on the white board of how many days in a row he had completed without outbursts.

7. Positive contingency statements: Use positive contingency statements to motivate him to complete transition routines (e. g, from home to church, from swimming pool to back home). For example, get ready and into the car in 10 minute and we can sit in your favourite spot at church; get dried off and dressed in 10 minutes and I will make your favourite snack when we get home).
  - a. This is also called a “first then” statement. Always place the less preferred task first, followed by the more preferred task. For example, first we go \_\_\_\_, then we get \_\_\_\_.

### **Teaching Strategies:**

1. Teach Meditations on the soles of the feet (SoF): during covert rehearsal use scenarios that trigger problem behaviour to practice using SoF to remain calm, and then continue task or activity.
  - a. Follow the SoF program for more details on how to teach during covert rehearsal scenarios.
2. Direct Instruction: Use direct instruction (i.e., model, lead, test) to teach R. to express being upset in acceptable term such as squeezing his fist, using alternative words (e.g., fudge, shoot, yikes, oh no!), or saying “excuse me.”
3. Contingency Map: Use a Contingency map to show R the reward for engaging in alternative/replacement behaviours (token, tims gift card and praise) and the consequence for engaging in yelling or swearing (go to R’s room until calm, or car pulled over until calm. Or leave pool/church until calm)
  - a. Review the contingency map with R prior to entering a triggering environment. Keep copies of the contingency map available for R to review independently (near the weekly schedule, in the back pouch of the car, laminated in his backpack)

### **Consequence Strategies:**

1. Praise and tokens: During a task or activity, when R. engages in respectful behaviour to others, he will receive praise and a token (absence of challenging behaviour 2 days in a row = a trip to Tim Hortons, each token will be equivalent to a \$5.00 Tim's gift card)
2. Reinforcement for alternative behaviour (1): In difficult or unexpected situations, when R. engages in meditation on the soles of his feet and remains calm, he will receive praise and positive social attention.
3. Reinforcement for alternative behaviour (2): When R. asks you to give him a minute, honour his request.

4. Reinforcement for alternative behaviour (3): When R. swears, uses the middle finger hand gesture, or yells, prompt R to tense his fists or use alternative words (e.g, fudge, shoot, yikes, oh no!) or say, "excuse me".
  
5. If challenging behaviour persists: If the yelling or swearing persists prompt R to engage in meditation on soles of feet and model this practice; If he continues to escalate, remain calm: (a) if in house, ask him to go to his room; let him know that he can return when calm; and (b) if in car pull over to side of road at safest opportunity; let him know that you will continue driving once he is calm. (c) if at church or in the pool, excuse himself and go to a bathroom or quiet space until calm

## Implementation Support plan for R

April 2021

### Introduction and Rationale:

The purpose of this plan is to help with the organization and efficiency of the positive behaviour support plan in implementation. Due to R's motivation 'driving the buses for these strategies, we have included the support activities, roles and responsibilities and a timeline for success.

### Support Activities:

1. Support and train family to implement the behaviour support plan.
  - a. Bi-monthly in-home support and training
  - b. Model and coach family to support plan strategies.
  - c. Engage in regular troubleshooting and problem-solving communication (phone call, text, or email)
  - d. Plan to generalize support plan strategies to new environments to facilitate R's main goal of accessing employment.
2. Support and train support staff to implement the behaviour support plan.
  - a. Monthly support and training focused on strategies to be used within community-based sessions.
  - b. Support to focus on implementing SoF, Direct instruction strategies and scheduling.
3. Monthly open meeting with R, his family and supporters to review progress, collaborate, and engage in problem solving discussions.

### Roles and Responsibilities:

1. Plan implementation: R's Mother and Father (key trainers) to plan to implement and generalize strategies to other family members (R's sister, brother-in-law, aunt, neighbours and church friends)
2. Team Training: Kaitlyn (behaviour consultant) and support staff

Timeline: March 2022

## Implementation Checklist

Date:

Person completing checklist:

Instructions: Use this checklist to report evaluate your level of implementation. Read the PBS plan and follow up with behaviour consultant regarding any questions in the plan. The, circle a 1-5 rating for level of implementation, for example, a 1 would indicate the strategy is not in place (not in use), and a 5 would mean that the strategy is fully in place (frequently in use). The purpose of this checklist is to identify any speedbumps with implementation, remind implementers of what to do or what to work on next and to self evaluate the fit of the plan within R's daily life. Please contact Kaitlyn with any questions regarding this checklist.

Strategy:	Rating: 1= Not in place 5= Strategy fully in place				
<b>Setting Event Strategies</b>					
Provide extra time	1	2	3	4	5
Changes in daily or weekly routine	1	2	3	4	5
Written weekly schedule	1	2	3	4	5
Family time noise levels	1	2	3	4	5
<b>Preventative Strategies</b>					
Provide verbal warning	1	2	3	4	5
Precorrect (touch)	1	2	3	4	5
Precorrect (noise)	1	2	3	4	5
Heads up	1	2	3	4	5
Plan for flexibility	1	2	3	4	5
Behavioural contract	1	2	3	4	5
Positive contingency statement	1	2	3	4	5
<b>Teaching Strategies</b>					
Meditation on the soles of the feet	1	2	3	4	5
Direct Instruction	1	2	3	4	5
Contingency map	1	2	3	4	5
<b>Consequence Strategies</b>					
Praise and tokens	1	2	3	4	5
Reinforcement for Alternative behaviour (1)	1	2	3	4	5
Reinforcement for Alternative behaviour (2)	1	2	3	4	5
Reinforcement for Alternative behaviour (3)	1	2	3	4	5
If challenging behaviour persists	1	2	3	4	5

Challenging behaviour and desired behaviour data

Sweating and yelling	Per day					
Shaking fist, middle finger hand gesture	0	1	2	3	4	5+
Using alternative words (fudge, shoot or yikes)	0	1	2	3	4	5+
Excusing self	0	1	2	3	4	5+
Saying "give me a minute"	0	1	2	3	4	5+

Social Validity	Disagree		Agree		
The PBS strategies are useful and effective	1	2	3	4	5
The goal of the PBS plan is acceptable and important	1	2	3	4	5
The strategies are difficult to use	1	2	3	4	5
R is successfully participating in activities at home and in the community	1	2	3	4	5

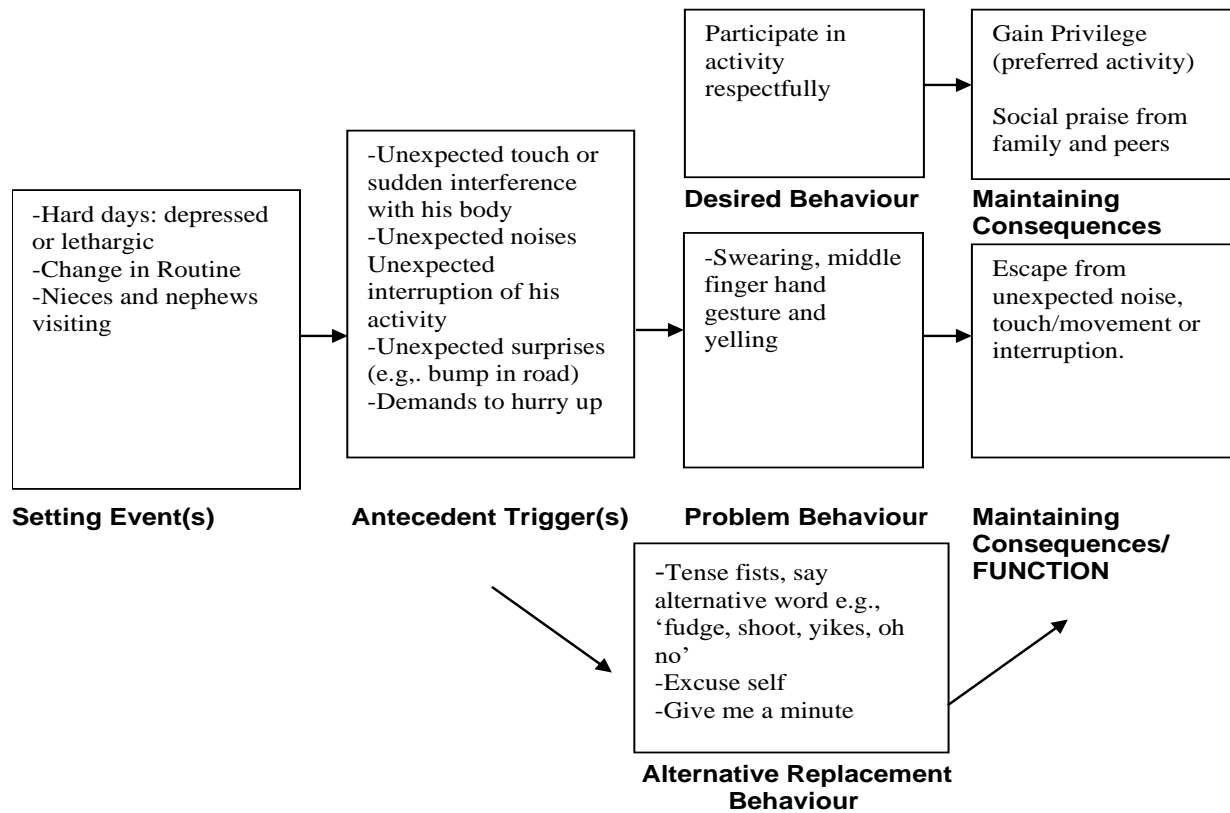
### Evaluation Procedures

Implementation checklist will be reviewed every 3 months with R and his family to evaluate current procedures in place. Daily data will be collected using daily data sheet, this data will be graphed and reviewed by behaviour consultant every month, and shared with R and family every 3 months.

Behaviour rating scale will be completed by R and his parents every 6 months.



### A. Summary Statement/Competing Behaviour Pathways Diagram



### B. Positive Behaviour Support Plan

#### Strategies that Make Problem Behaviours Irrelevant, Ineffective, and Inefficient

Setting Event Strategies	Preventive Strategies	Teaching Strategies	Consequence Strategies
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<p>-When in a bad mood, give him more time in morning to do what he may prefer (e.g., stay in bed, listen to music, eat favorite breakfast; provide him with more help to complete routine activities</p> <p>-When changes in his daily or weekly routines occur, if possible, let him know beforehand; model and prompt covert rehearsal of experiencing the change, remaining calm, and stating words of acceptance or appropriate words of irritation (e.g., "that's life", "shoot!")</p> <p>-Develop with R. a written schedule of his day and week; use white board that includes recurring routine and changing activities or events; update on Sunday and review in morning, including any changes.</p> <p>-When nieces and nephews visit, ask them to play quieter when uncle R. is in room, or when they are playing noisily, ask them to play outside (weather permitting).</p>	<p>-Ask for permission before touching R, physically guiding him, or interrupting what he is doing.</p> <p>-Precorrect how to respond in situations where R. may experience an unexpected touch or physical interference with his movements (i.e., look at person, remain calm, respond politely appropriate for situation such as greet person, say "I'm sorry" or "Watch where you're going", or calmly move out of way).</p> <p>-Precorrect how to respond to unexpected loud noises. Practice covering one's ears and/or brief progressive relaxation routine (e.g., tensing head, shoulders, arms and fist); asking niece and nephew to play quieter.</p> <p>- Provide advanced information about a change in his routine before the change is initiated; and also provide reason for unexpected change</p> <p>- Give R more time to get ready for transitions to activities out of the house (e.g., going to church, leaving swimming pool)</p> <p>- Develop behavioral contract with R. If he is below a set number of outbursts for 2 days in a row, he gets \$5 Tim Horton's gift card.</p>	<p>-Teach Meditations on the soles of the feet (SoF): during covert rehearsal use scenarios that trigger problem behaviour to practice using SoF to remain calm, and then continue task or activity</p> <p>-Use direct instruction (i.e., model, lead, test) to teach R. to express being upset in acceptable term such as squeezing his fist, using alternative words (e.g., fudge, shoot, yikes, oh no!), or saying "excuse me."</p> <p>-Use a Contingency map to show R the reward for engaging in alternative/replacement behaviours (token, Tim's gift card and praise) and the consequence for engaging in yelling or swearing (go to R's room until calm, or car pulled over until calm. Or leave pool/church until calm)</p>	<p>-During a task or activity, when R. engages in respectful behaviour to others, he will receive praise and a token (absence of challenging behaviour 2 days in a row = a trip to Tim Hortons, each token will be equivalent to a \$5.00 Tim's gift card)</p> <p>-In difficult or unexpected situations, when R. engages in meditation on the soles of his feet and remains calm, he will receive praise and positive social attention</p> <p>-When R. asks you to give him a minute, honor his request</p> <p>-When R. swears, uses the middle finger hand gesture, or yells, prompt R to tense his fists or use alternative words (e.g, fudge, shoot, yikes, oh no!) or say, "excuse me".</p> <p>- If the yelling or swearing persists prompt R to engage in meditation on soles of feet and model this practice; If he continues to escalate, remain calm: (a) if in house, ask him to go to his room; let him know that he can return when calm; and (b) if in car pull over to side of road at safest opportunity; let him know that you will continue driving once he is calm. (c) if at church or in the pool, excuse himself and go</p>
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	<p>-Use positive contingency statements to motivate him to complete transition routines (e.g., from home to church, from swimming pool to back home). For example, get ready and into the car in 10 minute and we can sit in your favourite spot at church; get dried off and dressed in 10 minutes and I will make your favourite snack when we get home).</p>		<p>to a bathroom or quiet space until calm</p>
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