

Presenter's Answer Guide



Case Study Activity: Developing a Behavior Support Plan

These charts provide the presenter with guidance on the strategies that are typically developed for each case study child's hypotheses. They are intended to be used by the presenter only. These charts provide only a few of the responses that may be appropriate.

Pablo

Triggers	Behaviors	Maintaining Consequences
<ul style="list-style-type: none"> • Children in his space (line, small group activities) • Children sharing toys/activities (centers, circle, playground) • *Setting Events: On asthma medication, tired 	<ul style="list-style-type: none"> • Hit and/or pinch <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p>Function: Obtains toy/activity</p> </div>	<ul style="list-style-type: none"> • Children leave play area • Children back away • Children give up toy
Preventions	New Skills	Responses
<ul style="list-style-type: none"> • Line up between children who do not push • Feet on floor to signal where to stand • Have duplicate toys • Timer to indicate amount of time child can play with toy • Teach peers to support him • Scaffold peer interaction • Provide defined space to sit during small group 	<ul style="list-style-type: none"> • Teach turn taking • Use words: “My turn” • Sit/stand within boundaries 	<ul style="list-style-type: none"> • Praise for appropriate play • When hits, redirect him to another area with choices • Praise when sits/stands within boundaries • Praise peers • Remind to use words • Redirect Pablo, provide support to peers to stay and not relinquish toy

* **Setting Event Strategies:** Track days when Pablo may be sleepy or medicated. Assign staff member to provide additional support. Remind Pablo “No hit/No pinch...keep hands to self” as he lines up, joins small group, and plays. Increase frequency of praise and encouragement. Offer him time to rest in comfort corner.

Pablo

Triggers	Behaviors	Maintaining Consequences
<ul style="list-style-type: none"> Adult stops playing with him and gets up to leave *Setting Events: On asthma medication, Tired 	<ul style="list-style-type: none"> Hits <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>Function: Adult attention</p> </div>	<ul style="list-style-type: none"> Adult sits back down to continue playing
Preventions	New Skills	Responses
<ul style="list-style-type: none"> Safety signal that adult is going to be leaving (e.g., “2 more turns” or “3 more minutes”) Visual schedule that shows “teacher play-time” and “Non-teacher playtime” Timer to signal when playtime with adult will end. 	<ul style="list-style-type: none"> Call teacher’s name Raise hand 	<ul style="list-style-type: none"> Praise him when calls teacher’s name and play with him. Designate amount of time (e.g., “3 more turns, then I need to get up.”) Teacher informs him of when she will be available to play again Follow through; do not sit to play following a hit. Redirect to use request; then state how long you will stay (e.g., “2 minutes” or “3 turns”)

* **Setting Event Strategies:** Track days when Pablo may be sleepy or medicated. Assign staff member to provide additional support. Remind Pablo “No hit, use your words. Say ‘Ms./Mr. _____’” during play with adults and before getting up to transition away from him. Increase frequency of praise and encouragement. Offer him time to rest in comfort corner.

Pablo

Triggers	Behaviors	Maintaining Consequences
<ul style="list-style-type: none"> Child tries to take toy or activity (centers, playground) *Setting Event: On asthma medication, tired 	<ul style="list-style-type: none"> Bites child <div data-bbox="631 720 997 879" style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p>Function: Access to toy</p> </div>	<ul style="list-style-type: none"> Adult verbally scolds Adult physically holds him until calm, then redirects When released, he gets toy or activity that he wanted.
Preventions	New Skills	Responses
<ul style="list-style-type: none"> Duplicate toys available Timer as safety signal for class Anticipate when kids are nearby with highly preferred toys that he may bite Adult shadows/models Visual cue to say “stop” for when peers try to take toys Direct other children to first ask to join or share toys Role play sharing and taking turns 	<ul style="list-style-type: none"> Use words, tell children to “stop” when they try to take toys Turn-take 	<ul style="list-style-type: none"> Praise when uses words Praise when shares Remind to use words and give him words to say while showing him visual cue If he bites, remove toy from play activity.

* **Setting Event Strategies:** Track days when Pablo may be sleepy or medicated. Assign staff member to provide additional support. Remind Pablo “No bite, use your words. Say ‘Stop’” during centers and playground play with peers. Increase frequency of praise and encouragement. Offer him time to rest in comfort corner.

Dana

Triggers	Behaviors	Maintaining Consequences
<ul style="list-style-type: none"> • Difficult Task • High Demands • Sitting in Circle • Undesired activity or materials • Small group • *Setting Events: Tired 	<ul style="list-style-type: none"> • Screams, drops to floor, and hits adult <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p>Function: Escapes demands</p> </div>	<ul style="list-style-type: none"> • Redirection • Adults decrease demands • Left alone
Preventions	New Skills	Responses
<ul style="list-style-type: none"> • Visual schedule of activities • Timer as safety signal to warn Dana of transitions to high demand activity • Choices • First/Then (with 2 choices on the then side) • Favorite toy/activity on visual schedule • Modify activities to match his developmental level • Scheduled time with favorite toy/activity on the visual schedule 	<ul style="list-style-type: none"> • Sign “all done” to leave • Use visual schedule to transition • Transition when timer sounds 	<ul style="list-style-type: none"> • When signs “all done” allow to leave (slowly increase wait time) • Validate feelings • Refer to schedule and help him through transition • Remind him to use his words (while modeling sign)

* **Setting Event Strategies:** Offer opportunities to rest in the comfort corner. Provide additional support during the transitions. Offer to work with family to assist them in establishing a bedtime routine and strategies to support Dana in sleeping through the night.

Dana

Triggers	Behaviors	Maintaining Consequences
<ul style="list-style-type: none"> Transition from one activity to another *Setting Event: Tired 	<ul style="list-style-type: none"> Drops to ground, screams, cries, hits adult <div data-bbox="631 720 997 877" style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p>Function: Escapes transitions</p> </div>	<ul style="list-style-type: none"> Redirection Allowed more time in current activity Carried
Preventions	New Skills	Responses
<ul style="list-style-type: none"> Daily picture schedule Timer as safety signal Individual warning that it is almost time to go to next activity Schedule time with the favorite toy/activity on schedule 	<ul style="list-style-type: none"> Use visual schedule to transition 	<ul style="list-style-type: none"> Redirect to schedule as reminder Help through transition Praise him for transitioning nicely Send peer to bring him an item being used in next activity as a cue

* **Setting Event Strategies:** Offer opportunities to rest in the comfort corner. Provide additional support during the transitions. Offer to work with family to assist them in establishing a bedtime routine and strategies to support Dana in sleeping through the night.

Dana

Triggers	Behaviors	Maintaining Consequences
<ul style="list-style-type: none"> • Adult or peers join him in play • Adult initiates new activity • Turn-taking • *Setting Event: Tired 	<ul style="list-style-type: none"> • Screams and cries <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p>Function: Escapes demands/turn taking</p> </div>	<ul style="list-style-type: none"> • Left alone • Allowed to play his own way
Preventions	New Skills	Responses
<ul style="list-style-type: none"> • Daily picture schedule • Timer as safety signal • Choices of who and what to play with • First/Then (with 2 choices on the then side). Also try to follow the difficult/non-preferred tasks with highly preferred activities • Favorite toy/activity on picture schedule • Announce turn before taking a turn • Provide warning to Dana about new activity or upcoming turn • Train peers to support 	<ul style="list-style-type: none"> • Sign “all done” to leave 	<ul style="list-style-type: none"> • When signs “all done” allow to leave (slowly increase wait time) • Validate feelings • Remind him to use his words (while modeling sign)

* **Setting Event Strategies:** Offer opportunities to rest in the comfort corner. Provide additional support during the transitions. Offer to work with family to assist them in establishing a bedtime routine and strategies to support Dana in sleeping through the night.

Sashi

Triggers	Behaviors	Maintaining Consequences
<ul style="list-style-type: none"> • Unstructured activities (center) 	<ul style="list-style-type: none"> • Mouth on toys/objects (sucking/chewing) <div data-bbox="625 604 1013 764" style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Function: Adult and peer attention</p> </div>	<ul style="list-style-type: none"> • Children yell out that it is gross and yucky • Children get teacher • Teacher assists, helps her take toy to “dirty bucket” • Redirection and teacher plays with her
Preventions	New Skills	Responses
<ul style="list-style-type: none"> • Provide photo visual schedule to provide structure around center time activities • Photo choice chart for centers • Special teacher play time on schedule • Chewy snacks and something that is ok to chew on (chewy necklace) • Teach peers that she needs to learn what is ok to chew and that her mouth is still “growing” • Adult/peer support to find toy/activity • Recruit peers to play with her as “buddies” during unstructured times • Provide “hobby box” (special toys that she knows how to play with and can access during unstructured times) 	<ul style="list-style-type: none"> • Only mouth/chew on food or chewy necklace • Call teacher to play • Access hobby box • Initiate play with peers 	<ul style="list-style-type: none"> • Praise her for using toys and materials correctly • Play with her during special teacher play time • When mouths, quickly redirect to chewy necklace if needs to chew; put toy in “dirty bucket” without comment or teacher attention • Redirect to hobby box or toy

Sashi

Triggers	Behaviors	Maintaining Consequences
<ul style="list-style-type: none"> • Children entering playground • Girl with bows, ribbons, or clips sits or plays nearby 	<ul style="list-style-type: none"> • Pulls bows, ribbons, and clips out of others' hair <div data-bbox="625 722 1013 879" style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p>Function: Initiate social interaction</p> </div>	<ul style="list-style-type: none"> • Children scream • Adult runs to and yells "No!" • Adult helps her play
Preventions	New Skills	Responses
<ul style="list-style-type: none"> • Anticipate that when girls with bows, ribbons, or clips are nearby that she may pull, and block from pulling • Social story on greeting and playing with friends • Teach to hold or shake hands • Teach peers to hold out hand when she approaches to cue her to shake or hold hands 	<ul style="list-style-type: none"> • Shake or hold hands instead • Say "hi" • Say "play" to peers to get them to play with her 	<ul style="list-style-type: none"> • Redirect hand to "shake" or "hold hands" • Praise for appropriately greeting friends • Validate peers feelings if she pulls hair

Sashi

Triggers	Behaviors	Maintaining Consequences
<ul style="list-style-type: none"> • Difficult activities • Undesirable activities 	<ul style="list-style-type: none"> • Resists walking, pulls away, and/or drops to the ground <div data-bbox="631 722 997 877" style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p>Function: Escapes activities</p> </div>	<ul style="list-style-type: none"> • Adults decrease demands • Left alone where she is to play
Preventions	New Skills	Responses
<ul style="list-style-type: none"> • Daily photo schedule • Verbally safety signal when difficult activity is coming up • Choices with photo cue • First/Then (with 2 choices on the then side). Also try to follow the difficult/non-preferred tasks with highly preferred activities • Favorite toy/activity on picture schedule • “Busy Box” available with alternate activities • Modify tasks to meet her developmental level • Add manipulatives to difficult activities • Add preferred objects to difficult activities 	<ul style="list-style-type: none"> • Sign “all done” to leave • Use visual schedule to transition • Transition when teacher verbally cues while shown photo or object cue • Play quietly with “Busy Box” when signs “all done” 	<ul style="list-style-type: none"> • When signs “all done” allow to leave (slowly increase wait time) • Validate feelings • Refer to schedule and help her through transition • Remind her to use her words (while modeling sign) • Allow to play with “Busy Box” when signs “all done” (slowly increase time prior to allowing to escape)

Emma

Triggers	Behaviors	Maintaining Consequences
<ul style="list-style-type: none"> • Transitions from one activity to another • Asked to sit for more than 1-2 minutes 	<ul style="list-style-type: none"> • Wanders around classroom and sometimes drops to the ground <div data-bbox="631 695 998 877" style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p>Function: Delays or escapes transition</p> </div>	<ul style="list-style-type: none"> • Adult will eventually redirect back to activity • Left alone
Preventions	New Skills	Responses
<ul style="list-style-type: none"> • Daily photo schedule • Timer as safety signal • Individual warning that it is almost time to go to next activity while showing photo of next activity • Favorite toy/activity on schedule 	<ul style="list-style-type: none"> • Use visual photo schedule to transition (allow her to carry photo while transitioning) 	<ul style="list-style-type: none"> • Redirect to photo schedule as reminder • Help through transition • Praise her for transitioning nicely • Send peer to bring her an item being used in next activity as a cue

Sashi

Triggers	Behaviors	Maintaining Consequences
<ul style="list-style-type: none"> • Unstructured activities (centers, playground) 	<ul style="list-style-type: none"> • Plays in isolation in the corner or under table <div data-bbox="631 680 998 879" style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p>Function: Escapes social interaction</p> </div>	<ul style="list-style-type: none"> • Left alone to play
Preventions	New Skills	Responses
<ul style="list-style-type: none"> • Daily picture schedule • Timer as a safety signal • First/Then board • Favorite toy on schedule • Allow her to choose a “buddy” at the start of the day to play with during unstructured activities • Have a “cozy corner time” available as a place she can cuddle with a stuffed animal for designated time 	<ul style="list-style-type: none"> • Use a visual schedule • Play with “buddy”/friends • Use “cozy corner” for designated time 	<ul style="list-style-type: none"> • Praise for appropriate play • Adult redirects to play with “buddy” • Adult reviews schedule and offers choice of preferred activity or “cozy corner time”

Sarah

Triggers	Behaviors	Maintaining Consequences
<ul style="list-style-type: none"> • Adult leaves (arrival/ departure) • Adult is nearby (centers, table activities) 	<ul style="list-style-type: none"> • Whines and cries <div data-bbox="631 722 997 879" style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p>Function: Adult attention</p> </div>	<ul style="list-style-type: none"> • Adult goes to her • Consoled by adult • Adult rubs back, rocks, or holds her
Preventions	New Skills	Responses
<ul style="list-style-type: none"> • Gets unconditional hugs when not crying • Social story about feelings • Comfort area with item from home • Schedule with who she will see after school • First/Then mini schedule 	<ul style="list-style-type: none"> • Identify feeling of sadness • Verbalize, “I want a hug” or “Can I sit in your lap?” 	<ul style="list-style-type: none"> • Validate feelings • Help identify feelings (e.g., “I see you are sad.”) • Verbally cue her to ask for a hug • Anticipate transitions and cue with visual schedule

Sarah

Triggers	Behaviors	Maintaining Consequences
<ul style="list-style-type: none"> Wakes at night 	<ul style="list-style-type: none"> Cries <div data-bbox="631 722 997 877" style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p>Function: Adult attention</p> </div>	<ul style="list-style-type: none"> Foster mother goes to her Foster mother lies with her until she falls asleep
Preventions	New Skills	Responses
<ul style="list-style-type: none"> Timer/alarm clock that goes off indicating that mom’s coming to give hugs Bedtime schedule Bedtime social story to include: routine, stay in bed all night, when sun comes up you can get hugs from mommy and daddy Mom leaves room prior to her falling asleep 	<ul style="list-style-type: none"> Sarah calls mom or dad for hug when alarm goes off Uses words to gain adult attention 	<ul style="list-style-type: none"> Mother or father goes to Sarah in the morning to give hugs when alarm goes off If cries for attention, remind her to use her words (e.g., say, “Mommy, hug please.”) Praise for lying quietly in bed Parent can return to room and sit in chair to support her. Parent states time he/she will stay in the room (e.g., “Sarah, I’ll sit with you 5 minutes) and then leaves and lets Sarah know that he/she is leaving.

Quan

Triggers	Behaviors	Maintaining Consequences
<ul style="list-style-type: none"> • Group play (playground, centers) • Highly preferred “single item” toys 	<ul style="list-style-type: none"> • Verbal and physical aggression and sometimes property destruction <div data-bbox="631 690 997 877" style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p>Function: Obtain/keep desired or activity</p> </div>	<ul style="list-style-type: none"> • Children leave area • Children give up toys/ items
Preventions	New Skills	Responses
<ul style="list-style-type: none"> • Provide at least 2 choices • Social story about friends and playing together; to include: asking to join play, asking for a turn • Timer for “popular single item toys” • Verbal/visual cue as a reminder to “ask first” and “turn take” • Role play how to initiate play (model) • Teach peers to not give up toys or leave, but to call for a teacher’s assistance 	<ul style="list-style-type: none"> • Learn to initiate play by first asking • Learn to use cue cards to self-monitor • Learn to use timer for turn taking with “single item toys” 	<ul style="list-style-type: none"> • Praise for appropriate play • Remind of choices available • Praise others engaging in appropriate play • Remind him to use his words. If he doesn’t retrieve words, give him words to say: “Can I please have a turn?”/“Can I play with you?” • Support peer in keeping toy/staying in area

Quan

Triggers	Behaviors	Maintaining Consequences
<ul style="list-style-type: none"> • Child or adult approaches to greet him 	<ul style="list-style-type: none"> • Verbal aggression (“I hate you”/ “I’m gonna kill you.”) <div data-bbox="631 722 997 879" style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p>Function: Adult attention</p> </div>	<ul style="list-style-type: none"> • Adult verbally reprimands • Adult helps him find an activity to play with
Preventions	New Skills	Responses
<ul style="list-style-type: none"> • Verbal cue of appropriate response • Talk to and model how we greet people • Teach “Hello” song and practice with group in circle time • Support him in greeting peers and finding activities 	<ul style="list-style-type: none"> • Learn to say “hi” and/or shake hands/wave hello • Learn “Hello” song 	<ul style="list-style-type: none"> • Prompt with choices: you can say hi, shake hands, or wave • Praise when greets appropriately • Praise others who greet nicely • Ignore verbal aggression

Quan

Triggers	Behaviors	Maintaining Consequences
<ul style="list-style-type: none"> Transition from preferred activity (e.g., toy play to dinner time) 	<ul style="list-style-type: none"> Throws toys or rams toys into objects, furniture, or other toys <div data-bbox="631 682 998 877" style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;"> <p>Function: Delays or escapes transitions</p> </div>	<ul style="list-style-type: none"> Mother plays with him Mother allows him to continue preferred activity a bit longer
Preventions	New Skills	Responses
<ul style="list-style-type: none"> Routine picture schedule Choices of fun soaps for hand washing First/Then (e.g., “First playtime, then dinner.”/“First dinner, then train play.”) Safety signal “2 more minutes to play, then clean-up” (let him watch timer being set) 	<ul style="list-style-type: none"> Use visual routine schedule to transition Clean-up when timer sounds 	<ul style="list-style-type: none"> Validate his feelings “I know that it’s hard. I will help you clean-up, then we will go to _____” Help him through transition Praise him for transitioning nicely