

## **Behavior Support Plan: Old Holly and WAC**

Consumer: Saul Hudson

Date of Implementation: \_\_\_\_\_

### ***Background Information***

Saul is a 54-year-old African-American male who lives at the Old Holly Community Training Home (CTH) with three other housemates in Hapeville, South Carolina. Typically, Saul attends the day program located at the Hapeville Work Activity Center (WAC) five days a week, arrives home each weekday at 4:30 p.m. where he participates in general household activities, and participates in community activities two to four times each week. Overall, Saul is a very pleasant and outgoing individual. He continues to enjoy many aspects of his day program (WAC), home, and community settings, which includes helping staff members with household and work-related duties, one-on-one social interactions with familiar people (e.g., family, friends, staff), participating in social events (e.g., parties and social gatherings), and going on home visits with his siblings. In addition, Saul continues to enjoy his daily routines and activities (e.g., watching TV in the afternoon, listening to radio programs like the Steve Harvey show, being outside) and planned events/community outings (e.g., going to sporting events such as basketball and football, movie theaters, Lowe's, church, shopping, dining out). Saul also continues to enjoy his TV, radio, DVD collection, clothes, and shoes. Saul's favorite food items continue to include chicken, pork chops, BBQ, hamburgers, French fries, corn, collard greens, grape and orange soda, chocolate chip cookies, cake, and bananas. Some of his favorite people continue to include his family members, Donna, Crystal, Walker, and Jimmy. At this time, Saul and staff members have not identified specific non-preferred social partners or staff members. Although Saul enjoys many aspects of his physical and social environments, staff members continue to report that Saul may not like some peers who "tease" him at his home or worksite and does not like dogs or cats.

Saul has a primary diagnosis of Intellectual Development Disorder and functions within the moderate to severe range of intellectual functioning and within the mild range of adaptive functioning. He continues to be independent in most of his daily activities, but occasionally requires both formal and informal supports in some areas of independent living. Supports include self-care (informal), communication and social skills (i.e., clear communication and acceptable social interactions), adaptive skills (i.e., counting, money management, laundering clothes), self-direction (i.e., behavioral management), and health and safety (i.e., household chemical use). In addition, Saul requires supervision every thirty minutes during waking hours, every three hours during sleeping hours, and visual contact while eating. Saul does not currently have any mobility or hearing impairments but wears glasses to correct his vision and Saul also wears dentures.

Saul has a secondary diagnosis of Schizophrenia and continues to receive psychotropic medications for the treatment of behaviors associated with his diagnosis (i.e., Seroquel). Saul does not receive any additional medications that are likely to affect his behavior. Historically, Saul has emitted several unacceptable behaviors, which include verbal aggression and physical aggression. Emergence of this type of behavior is socially stigmatizing and is likely to affect both his independence and quality of life in the future. Based on a review of Saul's medical concerns, these issues do not appear to directly affect his behavior or compromise the effectiveness of behavior support procedures. Adaptive deficits (i.e., communication and socialization) appear to require more formal support strategies. However, these issues do not appear to compromise the effectiveness of current behavior support procedures.

During the past year, Saul has received behavioral support services that have included strategies for prevention of problematic behaviors (i.e., priming and pre-teaching), prompting and differential reinforcement for requesting assistance and waiting, and differential reinforcement of other socially acceptable behaviors. These procedures have been effective for reducing occupancies of verbal and physical aggression as evidenced by Saul meeting his objectives for verbal and physical aggression, and has again come close to meeting his objective for waiting. One potential reason for his success has been the informal implementation of additional structured activities (schedule for taking out the trash, other “helpful” activities when others are taking out the trash) to reduce downtime and avoid competing activities in his occupational setting. Although physical and verbal aggression have occurred less frequently than observed in the past, these behaviors continue to be socially stigmatizing and may restrict his access to public or routine activities. In addition, his socially unacceptable behaviors continue to affect Saul’s well-being and the well-being of others. Members of Saul’s Behavioral Support Team (BST) suggest that he continues to benefit from a Behavior Support Plan (BSP) that includes strategies for (a) decreasing his socially unacceptable behaviors and (b) maintaining his use of socially acceptable alternatives.

***Functional Behavioral Assessment***

**Description of problem behavior(s):** Saul continues to need additional support for the following socially valid behaviors:

Problem Behavior	Operational Definition
Verbal Aggression	Cursing, threatening to harm others, calling others derogatory names, or all three behaviors
Physical Aggression	Hitting, kicking, bear-hugging with enough force to injure others, or swinging or throwing objects in the direction of others.

**Summary statement:**

The following revised statements appear to be a valid summary of the likely social and environmental conditions associated with Saul’s problem behaviors:

Setting Events	Antecedents	Problem Behavior	Consequences
When Saul is being antagonized by others	and the antagonizing continues for 5 or more minutes	he is likely to emit verbal or physical aggression	to escape antagonizing comments.
When Saul is engaged in a preferred activity (e.g., social gathering) or is anticipating participation in a preferred activity	and staff or peers abruptly discontinue the activity or abruptly deny Saul access to preferred items or activities without an explanation	he is likely to emit verbal or physical aggression	to access or maintain access to attention or preferred activities.

Information gathered during Saul's initial FBA and follow-up assessment process revealed that his primary form of communication consists of language. However, he uses other behaviors, such as eye gaze (e.g., maintaining eye gaze or averting his gaze), facial expressions (e.g., smiling, frowning), gestures (e.g., pointing, head movements for "No" and "Yes"), and body movements (e.g., moving closer, moving away, no response, holding his head down), which also serve communicative functions. In addition, Saul is highly motivated by access to attention, access to preferred activities, and escape from antagonizing social interactions. Saul's initial FBA further suggested that his problem behaviors are primarily related to conditions in his social and physical environments. Observations and interviews continue to support the results of the initial FBA, which revealed that although Saul has a repertoire of several socially acceptable forms of communication, he is more likely to use coercive behaviors (i.e., verbal and physical aggression) under states of deprivation and satiation in order to (a) access attention and activities or (b) escape aversive social interactions. Using information collected during the initial FBA and follow-up assessments, members of Saul's BST generated strategies for (a) preventing or decreasing occurrences of his socially unacceptable behaviors and (b) supporting and maintaining his socially acceptable behaviors. Based on the results of the current review, few changes have been made from his previous BSP. (See Saul's initial FBA report for a more comprehensive description of his behavior).

### ***Behavior Change Plan***

**Antecedent strategies:** How to prevent problem behaviors

- (a) Let Saul know about upcoming activities or transitions at least 10 minutes before they will occur and explain why.
- (b) Check on Saul at least every 30 minutes to see how he is doing.
- (c) Avoid abrupt or abrasive task demands/denial of requests.
- (d) If Saul has to wait to perform a task, calmly explain to him why he should wait and provide another activity.
- (e) Respond to precursor behaviors or conditions by asking Saul if he is okay.  
***Examples of Precursors:*** Signs of intense agitation (e.g., talking louder, pushing or forcefully moving items, continuing to argue with others). Being teased or "picked" on by peers, abrupt changes in his activities, peers who interrupt his ongoing activities, requests to wait (taking out the trash) or redirection, or display of peer's aberrant behaviors.
- (f) Immediately prompt Saul to ask for help if he shows signs of agitation.

**Alternative and Incompatible behaviors and teaching strategies:****A. Alternative and Incompatible behavior(s):**

How to teach Saul other behaviors that compete with his problem behavior.

1. *Requesting Help*: Telling others that he is upset, angry, or is having difficulty with someone or something.
2. *Waiting*: Postponing access to preferred social interactions or activities for 10 or more minutes, or discontinuing preferred activities without occurrences of problem behavior.

**B. Teaching strategies:**

Several strategies to maintain alternative and incompatible behaviors and reduce problem behaviors include:

1. Increase *requesting help* by
  - (a) Observing Saul every 15 to 30 minutes.
  - (b) Immediately responding to Saul if he asks for help.
  - (c) Prompting Saul to ask for help when he is being teased by peers, peers interrupt his activities, or he shows precursor behaviors or signs of agitation.  
*Example*-“Is Joel upsetting you?”-“Okay, tell me that (Joel is picking on you and making you mad, I’m frustrated and need a break)”-Wait for Saul to respond.
  - (d) Providing assistance and redirecting Saul to a quiet and less crowded environment, take 5 minutes to get him engaged in a preferred activity (conversation or other work task), or both behaviors.
  - (e) If necessary, waiting at least 30 minutes and asking Saul if he is ready to return to his previous activity.
  - (f) Monitoring Saul at least every 5 minutes for the next hour.
  - (g) Repeating the procedure, if necessary.

2. Increase *waiting* by

- (a) Talking to Saul about changes in activities (“It doesn’t look like we’re going to \_\_\_\_.” “Would you like to \_\_\_\_ instead of \_\_\_\_?”), delays in activities (“It is \_\_\_\_ so we will have to \_\_\_\_.”) or performance of acceptable behavior (“We will have to \_\_\_\_ in about 15 minutes so it would be a good idea if you \_\_\_\_.”) at least 5 to 10 minutes before changes, delays, or requests occur.
- (b) Keeping interactions positive and explain why there are changes or delays in activities.
- (c) Reminding Saul about what you talked about after approximately 5 to 10 minutes.
- (d) If necessary, respectfully and enthusiastically providing a prompt or request.
- (e) Praising Saul for his patience and cooperation while he waits.
- (f) Redirecting him to a preferred activity.

**Consequence strategies:** What to do after a behavior occurs

- (a) Frequently respond to or interact with Saul when he shows acceptable behavior (e.g., he is on task, asks for help, waits to participate in an activity, responds to staff requests).  
***Example***-“Thank you for helping me \_\_\_\_!,” “Thank you for asking for help!,” “Thank you for waiting!,” “I really appreciate that you \_\_\_\_!”
- (b) Do not argue or debate with Saul if he becomes agitated. Remain calm and positive and redirect him to a preferred activity.
- (c) If Saul asks for help, LET HIM KNOW that you are recording it.
- (d) If Saul waits to access an activity or discontinues a preferred activity, LET HIM KNOW that you are recording it.

### ***Crises Management Strategies***

If Saul shows signs of intense agitation (e.g., talking louder, pushing or forcefully moving items, continuing to argue with others) or is physically aggressive, then immediately redirect him to a quiet location away from others. Ask Saul if he would like to talk about the situation (NOT HIS BEHAVIOR), remain calm and positive (DO NOT REPRIMAND SAUL OR DISCUSS PUNITIVE CONSEQUENCES FOR HIS BEHAVIOR), and limit your interactions if he does not want to talk. Monitor him closely for the next 20 minutes and redirect him to an activity or conversation away from others if he shows signs that he is calm. If after 30 minutes he does not show signs of agitation, ask him if he would like to return to his ongoing activity. If Saul emits physically aggressive behavior(s) or intense tantrum behavior for more than 15 minutes, a certified staff member should assist him to a safe and quiet location by using ***PCM transport procedures*** (graduated physical guidance). If Saul continues to emit coercive behaviors that endanger his well-being or the well-being of others, follow the specified ***PCM, day program protocol(s), or both.***

### ***Target Objectives***

Target objectives for Saul's *problem behaviors* include:

1. Saul will maintain 1 or less occurrences of verbal aggression when antagonizing continues for 5 or more minutes, or staff abruptly discontinue the activity or abruptly deny Saul access to preferred items or activities without an explanation for 6 consecutive months by 12/31/14.
2. Saul will emit 1 or less occurrences of physical aggression when antagonizing continues for 5 or more minutes, or staff abruptly discontinue the activity or abruptly deny Saul access to preferred items or activities without an explanation for 6 consecutive months by 12/31/14.

Target objectives for Saul's *alternative and incompatible behaviors* include:

1. Saul will *request help* by telling others that he is upset, angry, or is having difficulty with someone or something when antagonizing continues for 5 or more minutes, or staff abruptly discontinue the activity or abruptly deny Saul access to preferred items or activities without an explanation 3 or more times per month for 6 consecutive months by 12/31/14.
2. Saul will continue to *wait* by postponing access to preferred social interactions or activities for 10 or more minutes, or discontinuing preferred activities without occurrences of problem behavior when antagonizing continues for 5 or more minutes, or staff abruptly discontinue the activity or abruptly deny Saul access to preferred items or activities without an explanation for 30 or more times per month for 6 consecutive months by 12/31/14.

### ***Implementation, Monitoring, and Plan Evaluation***

Saul's BSP will be implemented in both his day program, residential, and community settings during waking hours by all primary staff members who interact with Saul on a daily basis. A frequency data collection sheet will be used to monitor occurrences of Saul's problem behaviors (i.e., verbal aggression and physical aggression) and incompatible and alternative behaviors (i.e., requesting help and waiting). Data will be collected hourly by Saul's residential staff each day of the week between the hours of 5:00 a.m. to 8:00 a.m. and 3:00 p.m. to 9:00 p.m. Data will be collected hourly by Saul's day program staff each day of the work week (Monday through Friday) between the hours of 8:00 a.m. and 3:00 p.m. Data will be reviewed each month by both his staff and the behavior consultant. Meetings will be scheduled as needed to discuss Saul's overall progress and the effectiveness of his current behavior intervention plan, and to determine if changes in his support plan are necessary.

### ***Training***

Staff training will be initiated contingent on approval of Saul's behavior support plan and the receipt of all necessary consents. Training for both BSP implementation and data collection procedures will consist of (a) reviewing all BSP materials by providing verbal and written instructions, (b) modeling the use of BSP and data collection procedures, (c) staff rehearsal of BSP and data collection procedures (i.e., requesting that staff imitate the modeled procedures), and (d) providing immediate and ongoing feedback on each trainee's performance. Training will be documented on a separate training documentation form.

---

James Hetfield

---

Date

**Behavior Support Plan: Saul Hudson  
Signature Sheet**

---

**Consumer**

---

**Date**

---

**Family Member**

---

**Date**

---

**Direct Support Supervisor - Hapeville Industries**

---

**Date**

---

**Direct Support Coordinator**

---

**Date**

---

**Service Coordinator**

---

**Date**

---

**Psychologist**

---

**Date**

---

**Other**

---

**Date**

### ***Behavior Change Plan Guidelines***

#### **How to prevent problem behaviors**

- (a) Let Saul know about upcoming activities or transitions at least 10 minutes before they will occur and explain why.
- (b) Check on Saul at least every 30 minutes to see how he is doing.
- (c) Avoid abrupt or abrasive task demands/denial of requests.
- (d) If Saul has to wait to perform a task, calmly explain to him why he should wait and provide another activity.
- (e) Respond to precursor behaviors or conditions by asking Saul if he is okay.  
Examples of Precursors: Signs of intense agitation (e.g., talking louder, pushing or forcefully moving items, continuing to argue with others). Being teased or “picked” on by peers, abrupt changes in his activities, peers who interrupt his ongoing activities, requests to wait (taking out the trash) or redirection, or display of peer’s aberrant behaviors.
- (f) Immediately prompt Saul to ask for help if he shows signs of agitation.

#### **Teaching strategies:**

##### 1. Increase *requesting help* by

- (a) Observing Saul every 15 to 30 minutes.
- (b) Immediately responding to Saul if he asks for help.
- (c) Prompting Saul to ask for help when he is being teased by peers, peers interrupt his activities, or he shows precursor behaviors or signs of agitation.  
***Example***-“Is Joel upsetting you?”-“Okay, tell me that (Joel is picking on you and making you mad, I’m frustrated and need a break)”-Wait for Saul to respond.
- (d) Providing assistance and redirecting Saul to a quiet and less crowded environment, take 5 minutes to get him engaged in a preferred activity (conversation or other work task), or both behaviors.
- (e) If necessary, waiting at least 30 minutes and asking Saul if he is ready to return to his previous activity.
- (f) Monitoring Saul at least every 5 minutes for the next hour.
- (g) Repeating the procedure, if necessary.

## 2. Increase *waiting* by

- (a) Talking to Saul about changes in activities (“It doesn’t look like we’re going to \_\_\_\_.” “Would you like to \_\_\_\_ instead of \_\_\_\_?”), delays in activities (“It is \_\_\_\_ so we will have to \_\_\_\_.”) or performance of acceptable behavior (“We will have to \_\_\_\_ in about 15 minutes so it would be a good idea if you \_\_\_\_.”) at least 5 to 10 minutes before changes, delays, or requests occur.
- (b) Keeping interactions positive and explain why there are changes or delays in activities.
- (c) Reminding Saul about what you talked about after approximately 5 to 10 minutes.
- (d) If necessary, respectfully and enthusiastically providing a prompt or request.
- (e) Praising Saul for his patience and cooperation while he waits.
- (f) Redirecting him to a preferred activity.

### **What to do after a behavior occurs**

- (a) Frequently respond to or interact with Saul when he shows acceptable behavior (e.g., he is on task, asks for help, waits to participate in an activity, responds to staff requests).  
***Example***–“Thank you for helping me \_\_\_\_!,” “Thank you for asking for help!,” “Thank you for waiting!,” “I really appreciate that you \_\_\_\_!”
- (b) Do not argue or debate with Saul if he becomes agitated. Remain calm and positive and redirect him to a preferred activity.
- (c) If Saul asks for help, LET HIM KNOW that you are recording it.
- (d) If Saul waits to access an activity or discontinues a preferred activity, LET HIM KNOW that you are recording it.

### ***Crisis Management Strategies***

If Saul shows signs of intense agitation (e.g., talking louder, pushing or forcefully moving items, continuing to argue with others) or is physically aggressive, then immediately redirect him to a quiet location away from others. Ask Saul if he would like to talk about the situation (NOT HIS BEHAVIOR), remain calm and positive (DO NOT REPRIMAND SAUL OR DISCUSS PUNITIVE CONSEQUENCES FOR HIS BEHAVIOR), and limit your interactions if he does not want to talk. Monitor him closely for the next 20 minutes and redirect him to an activity or conversation away from others if he shows signs that he is calm. If after 30 minutes he does not show signs of agitation, ask him if he would like to return to his ongoing activity. If Saul emits physically aggressive behavior(s) or intense tantrum behavior for more than 15 minutes, a certified staff member should assist him to a safe and quiet location by using ***PCM transport procedures*** (graduated physical guidance). If Saul continues to emit coercive behaviors that endanger his well-being or the well-being of others, follow the specified ***PCM, day program protocol(s), or both.***

Competing Behavior Model

1.

		Saul will wait (incompatible behavior)	to access preferred attention or alternative activities. (consequence)
When Saul is being antagonized by others (setting event)	and the antagonizing continues for 5 or more minutes (antecedent)	he is likely to emit verbal or physical aggression	to escape antagonizing comments.
		Saul will request help (alternative behavior)	to escape antagonizing comments. (consequence)

2.

		Saul will wait (incompatible behavior)	to access preferred attention or alternative activities. (consequence)
When Saul is engaged in a preferred activity (e.g., social gathering) or is anticipating participation in a preferred activity (setting event)	and staff or peers abruptly discontinue the activity or abruptly deny Saul access to preferred items or activities without an explanation (antecedent)	he is likely to emit verbal or physical aggression	to access or maintain access to attention or preferred activities.
		Saul will request help (alternative behavior)	to access attention or preferred activities. (consequence)