

Deborah Pacheco

Steps to Create a Behavior Plan for a client with Severe Behaviors

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University of Massachusetts Boston

Imagine being told what to do everyday and having to follow the same structured schedule that was build for you several years ago? Would you feel a certain way? Our clients live in an extremely structured world in where they are asked to do the same things everyday and their staff are asked to follow a behavior plan that has not been modified for years. After a few years the plan that has been created for these individuals is no longer working for them and need to be modified. The people to ask about this are the individuals that work with the clients directly. They are the ones that are directly implementing plans and know whether or not a plan is actually working for them. In order to create a behavior plan it is a process which consist of doing a functional behavior assessment and then based on that figure out the reasoning behind the behavior and go from there.

At my current work place we deal with multiple behaviors but as of right now 75% of the severe behaviors that have been exhibited were caused because the client were engaged in a non-preferred activity which causes them to exhibit aberrant behaviors. For example I have a client named "Eli" who physically assaulted a person during an outing. Due to this incident this client is no longer allowed to go out in the community. The incident happened years ago but until this day the director of the program fears that letting him go out in the community would cause another incident to happen. He is not given the opportunity to go out because of the possibility that he might do something. This clients plan was created around the fact that this incident had occurred. He is in his mid-forties and has not exhibited such behavior in years but his behavior support plan has not been changed and he is still not allowed to do certain outings. Like any typical adult we are given second chances but why won't Eli be given that opportunity? The dignity of this adult is being jeopardized. On the other hand the question of what if he does exhibit this behavior again. Due to the fact that these clients do have a form of mental disability

and they do go through internal stimuli, it is very capable for these clients to still exhibit behavior even if the environment is manipulated. This always needs to be taken into consideration. But because of this possibility the opportunity to be given a second chance affect the future of a client.

We have to remember that these clients do not have complete control of their lives and sometimes they build up frustrations because they do not know how to deal with it. Such as being told what to wear, eat, do etc. These clients should be given the opportunity to make choices regardless of what might have happened in the past. It is important to create a socially valid treatment that requires consideration of the goals, procedures and outcomes associated with treatment (Carter, 2009). Both of these sources ask that the behavior be understood and learn the details of it and be aware of the precursors that may appear before actually behavior appears. Understanding the client and understanding why they are frustrated can prevent behaviors from happening. Once this is understood one can provide the clients with the necessary needs that they need to grow as adults. We want to understand them and know what causes them to exhibit behavior. Most of the time these behaviors occur because they are not given the opportunity to be themselves and do things that they want to do. They are striving to communicate what they want and can't, they are doing an activity that they do not want to do, they are hungry but are not able to eat, they want to gain control and can't. How would you feel if you did not have the opportunity to do these things on your own would you feel as though you want to lose control? That is what happens with these clients with disabilities, they are being control as though they were a child and this causes them to exhibit aberrant behaviors.

As an agency we are devoted to changing the lives of these clients for the better, we create goals for them that will better their lives and teach them to take care of themselves and make choices. If at any time the goal seems to be inappropriate we told to change it and great a goal that is age appropriate for this particular client. We are so focused on helping grow and do adult things but when it comes to second chances it is not possible. I feel that all clients should be treated with dignity and should be given the opportunity to get second chances. But in order to do that a possible solution from a past behavior needs to be created. Over years certain behaviors change and the function of it changes also. In the Applied Behavior Analyst (ABA) world it is important to find the function of a behavior through a Functional Behavioral Assessment (FBA) in where we find out the cause of a behavior. We attempt to find the “possible reasons why a client might be engaging in the problematic behavior.” Once the behavior has been defined it is then important to find out why the behavior is being exhibited. It can be due to reasons such as: to escape/postpone and undesirable activity or even, to communicate, to gain attention, to gain tangible awards, to gain sensory feed or to gain control (Ward, 2001). The different types of assessments that can be utilized to determine the function of a behavior are the following:

- Descriptive(direct) Assessment
- Functional (experimental(analysis)
- Indirect assessment

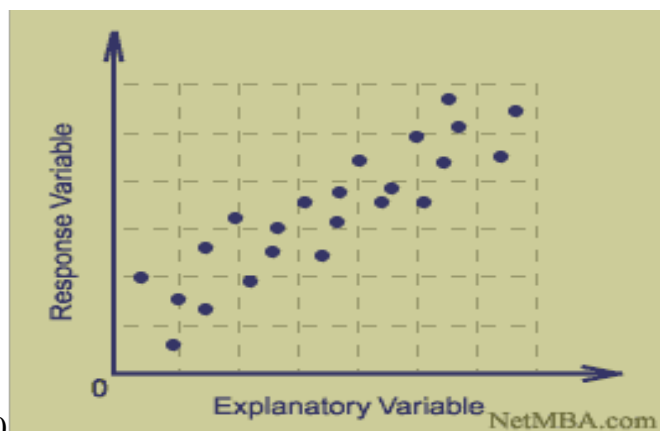
All three of these assessments are designed to find the function of a behavior.

Descriptive (Direct) assessment consists of actually observing the problem behavior and describing the conditions that surround the behavior (its context). This

context includes events that are antecedent (i.e., that occur before) and consequent (i.e., that occur after) to student behaviors of interest (FBA,2011). There are several tools to select from in recording direct assessment data. Each has its particular strength.

Assessment teams should consider what they want or need to know about the presenting behavior and select direct observation strategies and recording tools accordingly. The most commonly used tools and the kinds of data they can help gather are described below (FBA,2011).

There are different types of descriptive assessment that have been created the two main ones are scatterplots and ABC observation form. The purpose of a scatterplot is to identify patterns of behavior that relate to specific contextual conditions. A scatterplot is a chart or grid on which an observer records single events or a series of events that occur within a given context. The ABC chart is another format that works well with finding the function of behaviors. This approach allows an observer to organize anecdotal or descriptive information on the student's interactions with other students and adults in such a way that patterns of behavior often become clear. A modified ABC chart might be individualized to contain several predetermined categories of teacher or peer antecedent behavior, student responses, and consequent events, along with space for narrative recording of classroom observations (FBA, 2011).



ABC Observation Form

Student Name: Johnny		Observation Date: 2/5
Observer: Ms. A		Time: 1:00 – 2:00 pm
Activity: Math lesson at the rug		Class Period: Math
ANTECEDENT	BEHAVIOR	CONSEQUENCE
Teacher announces it is time for math	Throws himself on the ground and crawls to the rug slowly	Classmates laugh and the class is d
Teacher calls on Johnny to answer a question	Throws notebook across the classroom	Teacher warns Johnny not to thro books
Teacher asks Johnny to pay attention	Johnny puts his head under the table so he can't see	Johnny can't see instruction/miss lesson
Teacher announces it is time to begin partner work at the tables	Johnny throws his book and walks out of the classroom without permission	Johnny misses partner work and c complete assignment. Teacher cor parent.

ABC chart

Next steps to continuing my work

- Continue research on the other assessments and break them with descriptions from ABA journal sources. Go further in detail about functional analysis, and indirect assessment. The different formats created to figure the function of behavior.
- Continue to utilize the MAP below:
 - o Map

Governing Question: *What sources of inquiries do I need to create a form of a behavior plan for an adult client with disabilities in order to make a convincing case that*

there is a way to give clients a second opportunity to go out in the community once after exhibiting a severe problem behavior in the past?

Behavior plans for adults with severe behavior problems

- Figure out the function of the problem of the problem behavior:
 - o escape/postpone
 - o undesirable activity
 - o communicate
 - o gain attention
 - o gain tangible awards
 - o gain sensory feed
 - o gain control
- Different types of FBA Function Behavior Assessments
 - o Functional (experimental) analysis
 - o Descriptive assessment
 - o Indirect assessment
- Types of common behaviors
 - o Aggression
 - o Self-Injurious Behavior (SIB)
 - o Inappropriate verbalization
 - o Property destruction
- Why is this important?
 - o Because regardless of their past they are still human beings that deserve to be given the opportunity to a part of the community again
 - o It is never too late to implement a new plan to shape a client's behavior to better their lives
 - o It is important to provide these clients an opportunity to have a second chance by implementing an appropriate program that helps decrease these problem behavior,

Why it might not work?

- By giving a client a second chance there is always the possibility of someone getting hurt or the clients back tracking.
- The many consequences of putting a client out in the community that has severe problem behavior.
- Research the cons of trying to re-create a plan for a client that has been implement for many years.
- Study the counter propositions and sub arguments of the possibility of it not working
- Utilize the questionnaire created an interview format to possibly create my own journal article in regards to this topic.
- Created an annotated bibliography to help me break down the sources I have found to learn what the core of the source can offer me to help build my project.
- I have found and will attempt to continue to find articles that are controversial and may even be against what I working towards so that as someone is reading my proposition all the questions that might cross their mind may be answered.
- II will continue to utilize the phases presented in the course to build my case and answer my governing question:
- *What sources of inquiries do I need to create a form of a behavior plan for an adult client with severe problem behaviors in order to make a convincing case that there is a way to give clients a second opportunity to go out in the community once after exhibiting a severe problem behavior in the past?*

References

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