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.
### Pablo

<table>
<thead>
<tr>
<th>Triggers</th>
<th>Behaviors</th>
<th>Maintaining Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Children in his space (line, small group activities)</em></td>
<td><em>Hit and/or pinch</em></td>
<td><em>Children leave play area</em></td>
</tr>
<tr>
<td><em>Children sharing toys/activities (centers, circle, playground)</em></td>
<td></td>
<td><em>Children back away</em></td>
</tr>
<tr>
<td><em>Setting Events: On asthma medication, tired</em></td>
<td></td>
<td><em>Children give up toy</em></td>
</tr>
<tr>
<td>Function: Obtain toy/activity</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Preventions</th>
<th>New Skills</th>
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</tr>
</thead>
<tbody>
<tr>
<td><em>Line up between children who do not push</em></td>
<td><em>Teach turn taking</em></td>
<td><em>Praise for appropriate play</em></td>
</tr>
<tr>
<td><em>Feet on floor to signal where to stand</em></td>
<td><em>Use words: “My turn”</em></td>
<td><em>When hits, redirect him to another area with choices</em></td>
</tr>
<tr>
<td><em>Have duplicate toys</em></td>
<td><em>Sit/stand within boundaries</em></td>
<td><em>Praise when sits/stands within boundaries</em></td>
</tr>
<tr>
<td><em>Timer to indicate amount of time child can play with toy</em></td>
<td></td>
<td><em>Praise peers</em></td>
</tr>
<tr>
<td><em>Teach peers to support him</em></td>
<td></td>
<td><em>Remind to use words</em></td>
</tr>
<tr>
<td><em>Scaffold peer interaction</em></td>
<td></td>
<td><em>Redirect Pablo, provide support to peers to stay and not relinquish toy</em></td>
</tr>
<tr>
<td><em>Provide defined space to sit during small group</em></td>
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</tr>
</tbody>
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* **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 feedback and encouragement. Offer him time to rest in comfort corner.
### Pablo

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<th>Triggers</th>
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<tbody>
<tr>
<td>• Adult stops playing with him and gets up to leave</td>
<td>• Hits</td>
<td>• Adult sits back down to continue playing</td>
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</table>

**Setting Events:**
- On asthma medication, Tired

**Function:**
- Adult attention

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</table>
| • Safety signal that adult is going to be leaving (e.g., “2 more turns” or “3 more minutes”)  
• Visual schedule that shows “teacher playtime” and “Non-teacher playtime”  
• Timer to signal when playtime with adult will end. | • Call teacher’s name  
• Raise hand | • 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 feedback and encouragement. Offer him time to rest in comfort corner.
### Pablo

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<tbody>
<tr>
<td>• Child tries to take toy or activity (centers, playground)</td>
<td>• Bites child</td>
<td>• Adult verbally scolds&lt;br&gt;• Adult physically holds him until calm, then redirects&lt;br&gt;• When released, he gets toy or activity that he wanted.</td>
</tr>
<tr>
<td>• *Setting Event:&lt;br&gt;On asthma medication, tired</td>
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</table>

**Function:**<br>Access to toy

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<tbody>
<tr>
<td>• Duplicate toys available&lt;br&gt;• Timer as safety signal for class&lt;br&gt;• Anticipate when kids are nearby with highly preferred toys that he may bite&lt;br&gt;• Adult shadows/models&lt;br&gt;• Visual cue to say “stop” for when peers try to take toys&lt;br&gt;• Direct other children to first ask to join or share toys&lt;br&gt;• Role play sharing and taking turns</td>
<td>• Use words, tell children to “stop” when they try to take toys&lt;br&gt;• Turn-take</td>
<td>• Praise when uses words&lt;br&gt;• Praise when shares&lt;br&gt;• Remind to use words and give him words to say while showing him visual cue&lt;br&gt;• If he bites, remove toy from play activity.</td>
</tr>
</tbody>
</table>

*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 feedback and encouragement. Offer him time to rest in comfort corner.
#### Dana

<table>
<thead>
<tr>
<th>Triggers</th>
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<th>Maintaining Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Difficult Task&lt;br&gt;• High Demands&lt;br&gt;• Sitting in Circle&lt;br&gt;• Undesired activity or materials&lt;br&gt;• Small group</td>
<td>• Screams, drops to floor, and hits adult</td>
<td>• Redirection&lt;br&gt;• Adults decrease demands&lt;br&gt;• Left alone</td>
</tr>
</tbody>
</table>

**Function:**
Escape demands

**Preventions**

- 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

**New Skills**

- Sign “all done” to leave
- Use visual schedule to transition
- Transition when timer sounds

**Responses**

- 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
- Transition from one activity to another
- *Setting Event: Tired*

### Behaviors
- Drops to ground, screams, cries, hits adult

### Maintaining Consequences
- Redirection
- Allowed more time in current activity
- Carried

### Function:
Escape transitions

### Preventions
- 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

### New Skills
- Use visual schedule to transition

### Responses
- 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

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<th>Triggers</th>
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</table>
| • Adult or peers join him in play  
• Adult initiates new activity  
• Turn taking  
• *Setting Event: Tired | • Screams and cries | • Left alone  
• Allowed to play his own way |

**Function:** Escape demands/turn taking

<table>
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<tr>
<th>Preventions</th>
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</thead>
</table>
| • 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/ nonpreferred 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 | • Sign “all done” to leave | • 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

<table>
<thead>
<tr>
<th>Triggers</th>
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</table>
| • Unstructured activities (center) | • Mouth on toys/objects (sucking/chewing) | • 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 |
| | | |

**Function:**  
Adult and peer attention

<table>
<thead>
<tr>
<th>Preventions</th>
<th>New Skills</th>
<th>Responses</th>
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</table>
| • 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) | • Only mouth/chew on food or chewy necklace  
• Call teacher to play  
• Access hobby box  
• Initiate play with peers | • 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

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<tr>
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</table>
| • Children entering playground  
• Girl with bows, ribbons, or clips sits or plays nearby | • Pulls bows, ribbons, and clips out of others’ hair | • Children scream  
• Adult runs to and yells “No!”  
• Adult helps her play |

**Function:**
Initiate social interaction

<table>
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</thead>
</table>
| • 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 | • Shake or hold hands instead  
• Say “hi”  
• Say “play” to peers to get them to play with her | • Redirect hand to “shake” or “hold hands”  
• Acknowledge for appropriately greeting friends  
• Validate peers’ feelings if she pulls hair |
## Module 3b Individualized Intensive Interventions

### Sashi

<table>
<thead>
<tr>
<th>Triggers</th>
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</tr>
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</table>
| • Difficult activities  
• Undesirable activities | • Resists walking, pulls away, and/or drops to the ground | • Adults decrease demands  
• Left alone where she is to play |

**Function:**
Escape activities

<table>
<thead>
<tr>
<th>Preventions</th>
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</thead>
</table>
| • Daily photo schedule  
• Verbally use 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/nonpreferred 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 | • 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” | • 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) |
### Sashi

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| • Transitions from one activity to another  
• Asked to sit for more than 1-2 minutes | • Wanders around classroom and sometimes drops to the ground | • Adult will eventually redirect back to activity  
• Left alone |

**Function:** Delay or escape transition

<table>
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</table>
| • 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 | • Use visual photo schedule to transition (allow her to carry photo while transitioning) | • Redirect to photo schedule as reminder  
• Help through transition  
• Acknowledge her for transitioning nicely  
• Send peer to bring her an item being used in next activity as a cue |
## Module 3b
### Individualized Intensive Interventions

### Sashi

<table>
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<tr>
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<tbody>
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<td>• Unstructured activities (centers, playground)</td>
<td>• Plays in isolation in the corner or under table</td>
<td>• Left alone to play</td>
</tr>
</tbody>
</table>

**Function:**
Escape social interaction

### Preventions

- 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

### New Skills

- Use a visual schedule
- Play with “buddy”/friends
- Use “cozy corner” for designated time

### Responses

- Acknowledge for appropriate play
- Adult redirects to play with “buddy”
- Adult reviews schedule and offers choice of preferred activity or “cozy corner time”
# Module 3b

## Individualized Intensive Interventions

### Sarah

<table>
<thead>
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<tr>
<td>• Unstructured Activities (centers, play-ground)</td>
<td>• Plays in isolation in the corner or under table</td>
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**Function:**
Escape social interaction

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| • 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 | • Use a visual schedule  
• Play with “buddy”/friends  
• Use “cozy corner” for designated time | **To Challenging Behavior:**  
• Adult reviews schedule and offers choice of preferred activity or “cozy corner time”  
• Adult validates feelings and redirects to play with “buddy”  
**To New Skill:**  
• Acknowledge for appropriate play  
• Acknowledge for using schedule and transitioning |
## Sarah

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<tr>
<th>Triggers</th>
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<tbody>
<tr>
<td>• Adult leaves (arrival/departure)&lt;br&gt;• Adult is nearby (centers, table activities)</td>
<td>• Whines and cries</td>
<td>• Adult goes to her&lt;br&gt;• Consoled by adult&lt;br&gt;• Adult rubs back, rocks, or holds her</td>
</tr>
</tbody>
</table>

**Function:**<br>Adult attention

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<tr>
<td>• Gets unconditional hugs when not crying&lt;br&gt;• Social story about feelings&lt;br&gt;• Comfort area with item from home&lt;br&gt;• Schedule with who she will see after school&lt;br&gt;• First/Then mini schedule</td>
<td>• Identify feeling of sadness&lt;br&gt;• Verbalize, “I want a hug” or “Can I sit in your lap?”</td>
<td>• Validate feelings&lt;br&gt;• Help identify feelings (e.g., “I see you are sad.”)&lt;br&gt;• Verbally cue her to ask for a hug&lt;br&gt;• Anticipate transitions and cue with visual schedule</td>
</tr>
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</table>
## Sarah

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<tbody>
<tr>
<td>• Wakes at night</td>
<td>• Cries</td>
<td>• Foster mother goes to her</td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Foster mother lies with her until she falls asleep</td>
</tr>
</tbody>
</table>

**Function:**
Adult attention

### Preventions
- 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

### New Skills
- Sarah calls mom or dad for hug when alarm goes off
- Uses words to gain adult attention

### Responses
- 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.”)
- Acknowledge 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.