

Name of Client: London
Age: 8 years old
Consultee: Hayley Searles
School: Old Farmers Road School

Date: December 8, 2022
Consultant: Jennifer Aussicker, BA

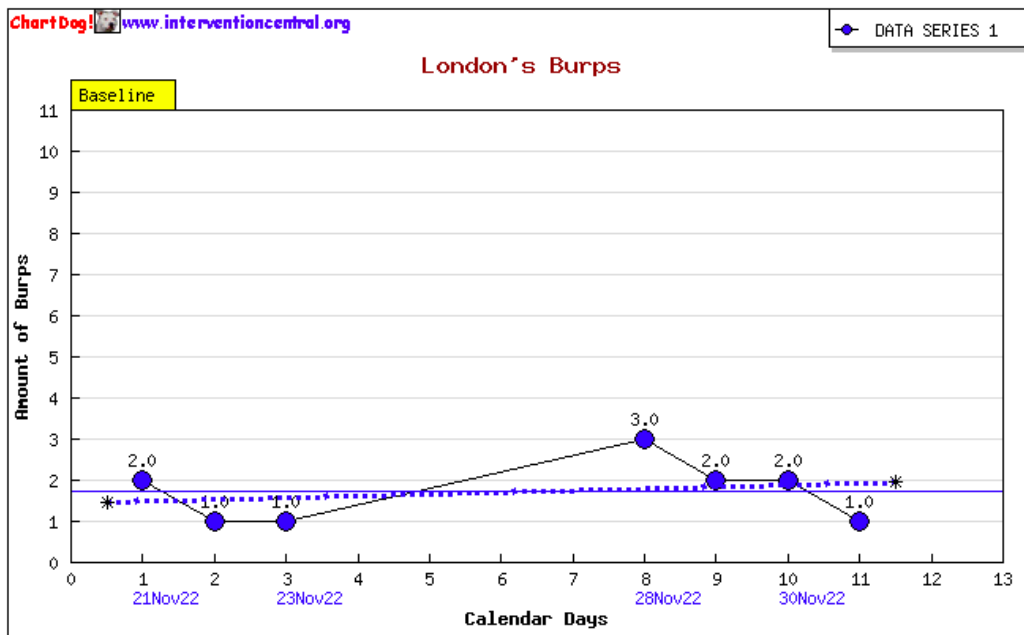
Consultation Summary Report

Problem Identification

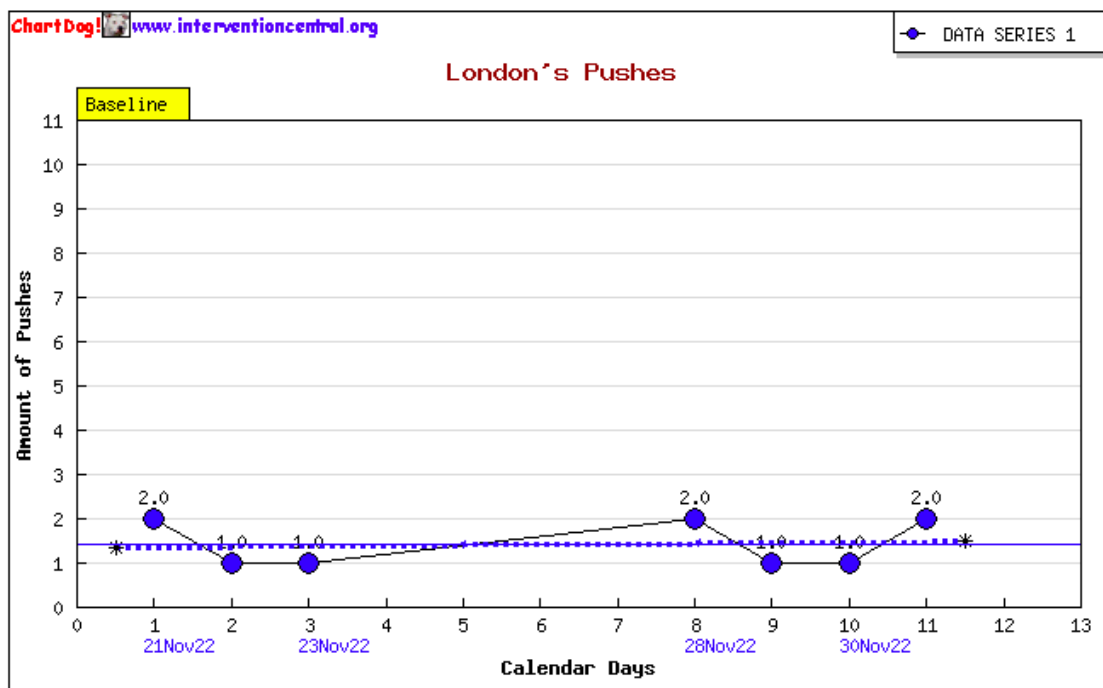
Behavioral Definition

The problematic behavior that London displays is burping in classmates' faces and pushing in line. Burping in classmates' faces invades their personal space, is a health risk, and does not follow the class expectations of respect and personal space. Pushing in line is a safety hazard, as well as not following the class expectations of respect and personal space. An example of London burping would be him at recess, walking up to a classmate, and burping in their face. He is able to burp multiple times on command, so it is not limited to just one burp. A nonexample of London's burping is him standing closeby to a peer and a burp slipping out accidentally. An example of London pushing is him standing in line, and with his hands, pushes through his classmates to get somewhere faster.

Baseline Data



During the baseline data collection period, London's burping was observed. There are seven data points, and data was collected between November 21, 2022 and December 1, 2022. The data shows a range of one to three occurrences of the target behavior. The mean score of behavior is 1.7 burps. The general trend is a general increase of 0.04 occurrences per calendar day, as well as an increase of 0.28 occurrences per calendar week. This indicates that, on average, the behavior increased slightly in frequency over the baseline data collection period. There was some variability on November 28, which was a Monday. Over the weekend London visits his biological father. Upon returning to school on Monday, the teacher noted he is usually out of sorts which can account for the increased behavior at the start of the week and decreased behavior at the end of the week.



During the baseline data collection period, London's pushing was observed. There are seven data points, and data was collected between November 21, 2022 and December 1, 2022. The data shows a range of one to two occurrences of the target behavior. The mean score of

behavior is 1.4 pushes. The general trend is a general increase of 0.01 occurrences per calendar day, as well as an increase of 0.07 occurrences per calendar week. This indicates that, on average, the behavior increased slightly in frequency over the baseline data collection period. Similar to his burping behavior, there was some variability on Monday, November 28. For the same reasons, it is likely London's visit to his biological father played a hand in the increased behaviors in the beginning of the week.

Problem Validation

London is burping on an average of 1.7 times per day with a high of three times a day, and pushes on average 1.4 times a day with the high being 2 times a day. These occurrences of the target behaviors do not meet the teacher's expectations. Ideally, the teacher wants London to burp and push no more than three times a week each. That would mean an average occurrence of 0.6 times each day. This goal is not being met. By burping and pushing, London is not respecting the personal space and safety of his classmates. Ms. Searles would like to see a change in London's behavior to ensure the safety and respect of her students. Although other students want attention and to get places quickly, they do not burp or push in the same fashion or frequency as London. It is most common for London to burp directly after eating (either lunch or snack), which results in him burping at recess or in the classroom. It is most common for London to push when he wants to get some place quickly, which is most common during recess and lunch. The expectation to not burp or push is appropriate for the grade level and can be done by any of London's peers.

Problem Analysis

London has been pushing and burping since the beginning of the school year, approximately 3 months prior to the first interview. On average, London's behaviors occur 1-3

times per day, every day. There has not been any change in the behavior since the beginning of the school year. To understand the behaviors, it is important to look at all of their parts.

With regards to burping, setting events include a crave for attention, likely stemming from a lack of attention at home since he is part of a large family with many siblings.

Antecedents for burping include having the fuel to do so (food), and wanting to be silly and/or have attention from his peers. Normally, consequent conditions for burping include peers laughing, or tattling to the teacher. Sequential conditions include London gaining more attention from his peers via laughs.

Setting events for pushing likely revolve around London's big family environment, but more specifically in a competitive nature. London and his brothers are competitive and can be seen pushing each other when they're together. This competitive nature likely influences how he behaves in school. Antecedents for this behavior include waiting in lines and wanting to get to places quicker. When London pushes, the consequent conditions include peers tattling to Ms. Searles, and her sending London to the end of the line while reminding him of his manners. There likely aren't any sequential conditions for pushing as being sent to the end of the line ends the sequence and his ability to get where he wants to go quickly.

Plan Implementation

Goal Setting: Burping

Time Frame	2 weeks
Behavior	Burping in peoples' faces
Conditions	In school in any setting, every day of the week

Criteria	Burping no more than 3 times per week
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Goal Setting: Pushing

Time Frame	2 weeks
Behavior	Pushing classmates
Conditions	In school in any setting, every day of the week
Criteria	Pushing no more than 3 times per week

Throughout 2 weeks of intervention implementation, the target problem behaviors to reduce were London pushing classmates and burping in their faces. The problem behaviors occurred throughout the work day at any point, every day of the week. The short-term goal after two weeks of intervention implementation was that London only burped in classmates' faces and pushed them three times any given week. Ultimately, Ms. Searles would like this number to reduce to 0 instances of burping and pushing during the week so that her classroom is safe and respectful.

Intervention Plan: Burping

The devised intervention plan, detailed in the steps below, meets the function of London by giving him attention in a classroom-appropriate manner while minding his manners and respecting the personal space of others. This is accomplished through verbal praise when displaying positive behaviors such as respecting others personal space and minding his manners, as well as giving him tasks to give him a sense of responsibility. The only material needed is a sticky note for Ms. Searles to record data in every setting where she is present.

How To: Manage Problem Behaviors: Burping in Others' Faces

This is a simple behavioral intervention package designed for use during a routine school day. The teacher reviews the antecedent strategies to perform during the day before problem behaviors occur in order to try to prevent them. If the problem behavior does occur, the teacher will collect the data and mark date and time appropriately. At the end of the data collection period, the consultant will graph and analyze the data collected.

Preparation. In preparation for the target behavior, the teacher:

- Gives reminders to the entire class about minding their manners and what personal space is, and to not encourage inappropriate behavior by laughing
- Gives verbal praise to those students who are displaying the goal behaviors, not necessarily the student we're talking about but this will show him that good behaviors result in praise

Procedure. During any school day, the teacher will follow these steps:

1. **Verbal Praise:** The teacher will find something to comment on at the end of lunch and snack times in order to provide verbal praise to the student (ex. "You did a great job today minding your manners during lunch! Keep up the good work.")
2. **Task Giving:** The teacher will give the student a responsibility task to fill their time (ex. Gathering recess materials or handing out papers for a class activity)
3. **Monitoring.** Throughout the workday, the staff member will collect data (date, time) if there are any occurrences of the target behavior.
4. **Evaluation.** At the end of the work day, tallies will be counted and noted on the data collection sheet. In addition, any methods that proved successful during the day (ex. tasks he enjoyed or verbal praise he responded well to) will be recorded.

Intervention Plan: Pushing

The devised intervention plan, detailed in the steps below, meets the function of London getting where he wants to go faster, while praising his patience in line. This can be accomplished by giving him attention in a classroom-appropriate manner while not pushing and being patient, assigning him the job of line leader, and using various criteria when lining the students up (eg. boy/girl order, clothes color, birthday order). The only material needed is a sticky note for Ms. Searles to record data in every setting where she is present.

Treatment Integrity Manual

How To: Manage Problem Behaviors: Pushing in Line

This is a simple behavioral intervention package designed for use during a routine school day. The teacher reviews the antecedent strategies to perform during the day before problem behaviors occur in order to try to prevent them. If the problem behavior does occur, the teacher will collect the data and mark date and time appropriately. At the end of the data collection period, the consultant will graph and analyze the data collected.

Preparation. In preparation for the target behavior, the teacher:

- Gives reminders to the entire class about appropriate behavior in line (no pushing, hands to themselves, quiet mouths, etc.) so as not to single out the student but a more broad reminder of expectations
- Gives verbal praise to those students who are displaying the goal behaviors, not necessarily the student we're talking about but this will show him that good behaviors result in praise

Procedure. During any school day, the teacher will follow these steps:

1. **Line Leader.** The teacher will assign the student to be line leader for these data collection days. She will encourage the student to be a good example for the other students, and how they should behave in line

2. **Verbal Praise.** The teacher will give verbal praise to the student when he is displaying the goal behavior (ex. “Great job walking in line, London!” or “You are setting a really good example for the other students. Keep up the good work!”)
3. **Line Assignment.** The teacher will line up students in a structured way, such as in boy/girl order, alphabetically, in order of age, based on eye color, etc..
4. **Monitoring.** Throughout the workday, the teacher will collect data (date, time) if there are any occurrences of the target behavior.
5. **Evaluation.** At the end of the work day, tallies will be counted and noted on the data collection sheet. In addition, any methods that proved successful during the day (ex. Being line leader, ways to line up, or verbal praise he responded well to) will be recorded.

Measurement Strategy

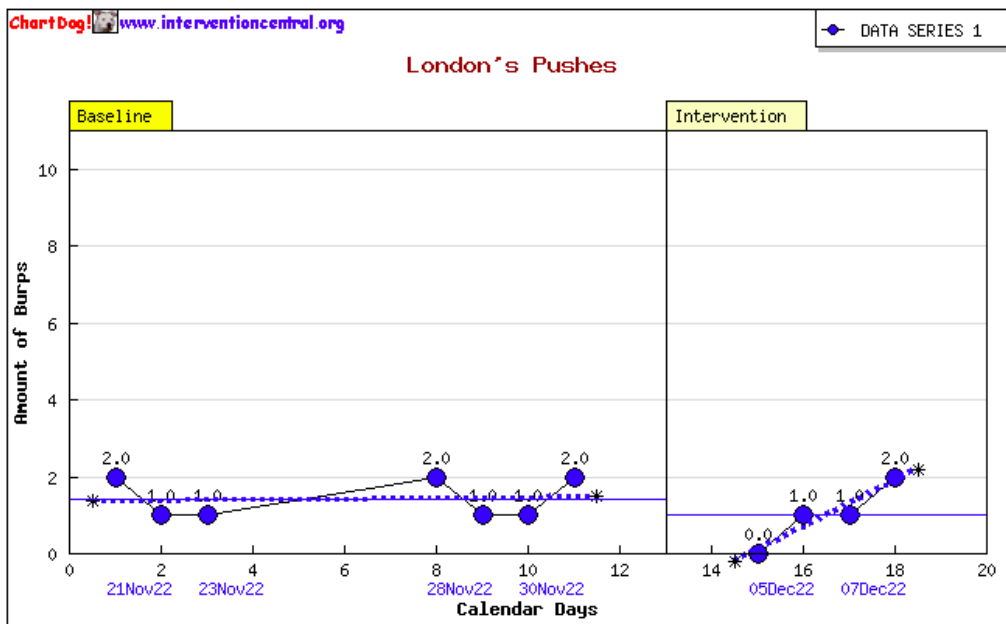
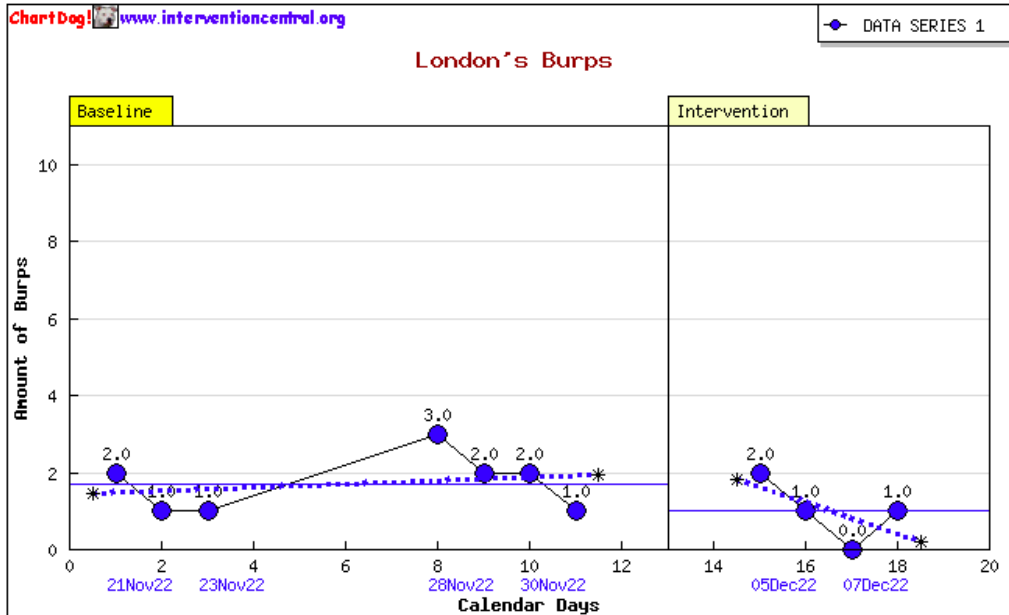
Ms. Searles recorded the frequency of London’s pushes and burps on a sticky note with tally marks. This proved useful as it is discreet, which prevents London from knowing that this is being conducted and possibly skewing the data. After baseline data was collected, both the consultant and consultee agreed that the data collection method was sound and should be continued to be used for the next set of data. One tally mark indicated one instance where London burped or pushed, and there was a column dividing the note to distinguish the two behaviors. The data collected was the date, time, and number of instances that the behavior occurred on.

Evaluation

Treatment Integrity

To measure treatment integrity, Ms. Searles was asked to complete treatment integrity forms daily, which detailed the steps of the intervention plan implementation. A total of 12 steps were implemented for burping, and 24 steps were implemented for pushing. Ideally, there would have been six days of data for the treatment period, but London was absent for the last two days, and it was a worry of the consultant that the period of time away from school and leading up to a

holiday break would skew the data dramatically. Treatment integrity was 100%, meaning the intervention plan was implemented as intended and the data is considered a valid representation of the intervention's effectiveness.



Intervention Evaluation: Burping

There is a difference between the baseline data collected and the intervention data collected. The baseline data had a mean score of 1.7, whereas the intervention data had a mean of 1.0 occurrences of the target behavior. The baseline data had an increasing trend of 0.04 occurrences per day, whereas the intervention data had a decreasing trend of 0.04 occurrences per day. This change of trends is dramatic and important. Rather than increasing, the behaviors are decreasing. There is a mean difference of 0.7 occurrences per day between the baseline data and the intervention data. With regards to latency, the plan started to work almost immediately, with noticeable changes starting on the second day of the intervention.

Intervention Evaluation: Pushing

There is a difference between the baseline data collected and the intervention data collected. The baseline data had a mean score of 1.4 whereas the intervention data had a mean of 1.0 occurrences of the target behavior. The baseline data had an increasing trend of 0.02 occurrences per day, whereas the intervention data had an increasing trend of 0.3 occurrences per day. This increase of behaviors seen through the trendline is important. Ideally, the behaviors would decrease once the intervention was introduced. However, in this situation, the behaviors for pushing increased. There can be many reasons for this happening, such as London coming in late on December 18th, which might put him in a rushed mindset. With this knowledge, it makes sense why there was the highest amount of pushing midway through the week, rather than at the beginning like in the baseline data. With regards to latency, the plan seemed to work immediately, but lost its effect later through the week.

Positive Impact

For burping, the effect size from baseline to intervention was calculated to be 0.7. This is considered to be a large effect size and indicates that the intervention had a positive impact on the problem behavior. The intervention was effective in reducing the frequency of London's burping.

For pushing, the effect size from baseline to intervention was calculated to be -0.3. This is considered to be a small effect size and indicates that the intervention had relatively no impact on the problem behavior. The intervention was not effective in reducing the frequency of London's pushing.

Jennifer Aussicker, BA

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