



Sample Note W/Clinical Interventions

Client name: April

School Environment
1. Physical Aggression
2. Elopement
3. Tantrums
n/a
n/a
n/a

Activities:
Morning meeting
Circle
Lunch
Centers
Gross Motor
Group (Practice yourself)

Goals:
Use functional Comm
Transition from preferred to non-preferred activities
Remain with group

PRACTICE NOTE

BHT Met with April in the school environment to work on skills acquisition and replacement goals. Present at the time, was April, peers, teacher, staff and BC.

Upon BHT arrival, April was in a happy mood characterized by frequent smiles and laughter. BHT greeted April with a smile, high-five and "good morning". April responded to the engagement by replying with "good morning". The teacher was facilitating a morning meeting exercise which included reviewing alphabets, sing-alongs, days of the weeks, number and weather review. While the teacher was singing the days of the week, April left the table to go roam around the room without permission.

1. The teacher redirected the April to return to her seat with a verbal prompt. The April ignored the prompt and continued to wander the classroom. The teacher then ignored the continued elopement.

Or

2. BHT utilized premack principal which included "first, sitting and completing the exercises, then receiving a scheduled break".

The teacher then transitioned the class to the carpet area to participate in a circle time activity. While transitioning to the carpet area, a peer bumped into April and he then punched the peer in her arm.

1. Staff pulled April away from the peer and complained about the punching of the peer by saying "No, you don't do that. That's NOT NICE!!!!".

Or

2. BHT walked April over to the peer he punch and Modeled a "sorry" gesture to the peer. After April utilized the modeled gesture, BHT utilized verbal praise and high-fives to assist April familiarize the social expectations.

The teacher gathered the class to prepare for lunch by cleaning up the environment, getting their lunch belongings and lining up in a line. April transitioned to the line independently without any additional prompting. BHT then gave April positive reinforcement via high-fives, verbal praise and exaggerated affect. April transitioned to the lunch table and began eating her food. While April was eating her lunch, a peer came and snatched her fruit chews away. April began crying, yelling and screaming and kicking.

1. Staff rushed to retrieve the fruit snack from the peer. Staff then returned the snack, opened for April and gave her a hug.

Or

2. BHT utilized FCT by providing a modeled gesture of help. After April utilized the gesture, BHT reinforced this instance with verbal praise, high-fives and exaggerated affect.

It was then time to transition to centers. Before the transition, the BHT utilized a visual aide to show April the upcoming transition. April entered the classroom and was directed to centers. April went over to the kitchen area to play with kitchen toys. A peer was already utilizing the vegetable & fruit set. April then attempted to take the fruit and vegetable set from the peer. Peer moved away from the April to avoid the encounter. April began yelling, screaming and falling to the floor.

1. Staff yelled "get off the floor, your not a baby". "Staff removed the April from the activity and back to her designated chair. April continued to yell, scream and kick. Staff continued to complain about the crying and utilized intimidation characterized by promising to call April's parents.

Or

2. BHT modeled active/planned ignoring to empower the staff to refrain from complaining and constantly commenting on the tantrum. After April became calm, BHT then utilized "if, then" statement "If you stop crying, then you can try again". April then stopped crying and was

escorted by the staff to continue playing in the centers activity. BHT also facilitated social skills training by inviting a peer to play with the toys while modeling various play themes, ways to share, take turns and trade.

PLAN:

BHT will assist April work towards learning, practicing, and developing social and communicative skills while continuing to transfer effective interventions to the teacher and staff.

***** Remember that just using verbal prompts and redirections will not get you the success that you are looking for. If these two methods of intervention are all you are going to use, there is no point in you being there with a client at any agency because the staff/teachers can do this without you. *****