



Sample Note W/Clinical Interventions

Client name: Milly

School Environment
1. Tantrums when asked to transition
2. Tantrums when denied access
3. Physically aggressive when denied access
4. Physically aggressive when peers come close
5. Elopes when transitioning to non-preferred activity
6. Elopes in the hallways for attention

Activities:
Morning meeting
snack
toys
movement
Sensory (Practice yourself)
Group (Practice yourself)

Goals:
transition from preferred to non-preferred.
engage with peers remain with the group.
communicate wants and needs.

PRACTICE NOTE

BHT visited Milly in the school environment to work on skills acquisition and replacement behaviors. Present were Milly, her fellow classmates and her teacher.

At arrival, Milly was engaged in a toys activity with her peers. BHT greeted Milly by saying "hi" and by giving her a high-five. A peer came in Milly's proximity and took a toy that she was playing with. Milly then, yelled, screamed and demanded the peer to give the toy back while grabbing the peer's shirt. BHT modeled how to request that the peer return the toy she was using by verbally modeling "I was using that".

1. However, she was unable to verbalize that she was using the toy and instead hit the peer with a open hand. BHT then moved Milly to another area to review coping strategies which included counting to 10 & using various breathing exercises.

Or

2. Milly then used the model given by the BHT which led to the peer returning her toy. BHT immediately gave high-fives and praised her by saying "good Job"

The teacher then instructed the class to clean up and move to the group for morning meeting. Milly refused to clean up her toys and wanted to continue playing with them.

1. The BHT tried to remove the toy from Milly and she used "physical aggression" characterized by throwing the toy at BHT. BHT redirected Milly to pick up the toy and prompted her not to do it again.

****A VERBAL PROMPT WITH REDIRECTION IS A VERY MINIMAL INTERVENTION RESPONSE TO THIS BEHAVIOR****

Or

2. When BHT observed Milly becoming resistant towards transitioning to the group activity, BHT utilized first, then statement which include Milly Transitioning to and completing the group activity then receiving a preferred item or activity. Milly then transitioned to the group and sat in her designated seat. BHT then immediately reinforced with praises and a high-five.

****THIS METHOD TEACHES A SKILL ****

After she finished participating in group, BHT gave Milly a scheduled break to allow her time with the preferred activity she requested. After the Scheduled break, The class transitioned to snack. BHT used positive reinforcement when Milly transitioned independently. While Milly was eating her snack, her juice spilled over onto the floor. She started to yell, cry and scream.

1. BHT then asked her to take a deep breath while rubbing her back and informed that we could get another juice.

****BE CAREFUL, THIS PROMOTES NEGATIVE REINFORCEMENT****

Or

2. BHT then verbally modeled for Milly "I need another Juice please". She then utilized the phrase and stopped crying. BHT then praised her for using communication rather than crying and yelling to get her needs met and replaced the juice she spilled by accident.

****THIS METHOD TEACHES A SKILL ****

The teacher instructed the class to clean up and transition to movement. Milly left her trash and other food items on the table while rushing to participate in the movement activity.

1. BHT asked Milly to go and clean her snack area first before moving into the movement activity.

Or

2. BHT pointed at the table signaling/hinting that she left items on the table that needed to be thrown away. Milly then Moved over to the table to clean up the mess that she left. BHT then gave high fives. (Fading)

**** THIS METHOD PROMOTES FADING****

Milly then transitioned to movement to play musical chairs with her friends. While she was playing a round of musical chairs, her peer secured a seat before her. She then pushed the other kid out of the chair.

1. BHT then asked Milly to apologize to the peer.

Or

2. BHT modeled a way for Milly to apologize while using Proximity control to prevent future occurrences of her pushing additional peers so she wouldn't lose a turn or have to be removed from the activity.

*****THIS METHOD PROMOTES CONTINUITY WITHIN THE ACTIVITY OR OPPORTUNITY WITHOUT MILLY HAVING TO BE REMOVED from the ACTIVITY*****

Next Steps:

BHT will continue to work on skills acquisition and replacement behaviors in the next scheduled session.

Or

BHT will continue modeling various techniques that assist Milly engage with peers successfully without hitting and grabbing others throughout activities.

Or

BHT will continue to utilize pre-mack principles and visual prompts to assist Milly transition between preferred and non-preferred activities.

***** 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. *****