



Sample Note W/Clinical Interventions

Client name: Tommy Pickles (verbal) 3rd grade but functions as a 1st grader

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

Activities:
Toys
Centers
Circle
Lunch
Floortime
Group (Practice yourself)

Goals:
Use functional Comm
Use Calming Strategies
Remain with group

Ok to do Vs. **Not ok to do**

PRACTICE NOTE

BHT visited Tommy in the school environment to work on replacement and skills acquisition goals. Present was Tommy, the teacher, peers and staff.

Upon arrival tommy was playing on the carpet with trucks and cars. BHT greeted Tommy but he ignored the greeting and used profanity towards the BHT.

1. BHT asked "Who taught you how to speak like that"? Tommy then said "Shut the f*** up. BHT said "You not going to talk to me like that".

Or

2. BHT modeled a phrase to use when Tommy use when responding to a greeting that included "I'm angry right now" while giving a stress ball to squeeze while modeling for him how to use the stress ball.

The teacher then announced that it was time for centers and instructed the class to clean up. The teacher then directed Tommy to the letters center. Tommy began screaming, yelling and said "I'm not doing that". The staff then told Tommy "you're going wherever I tell you to go. Tommy responded, "No the hell I'm not".

1. Staff said "yes the hell you are or you going to get out". "You want me to call your dad!?"

Or

2. BHT actively ignored the outburst to demonstrate ways to avoid giving attention to the profanity Tommy demonstrated. BHT utilized If/Then statement of "If you go to the center and complete the task, then you will be able to use the computer center". BHT then set a 10 minute timer and offered the scheduled break". Tommy was encouraged to participate at the non-preferred center until the timer was finished. BHT gave high-fives and verbal praise while giving him access to a scheduled break.

The teacher then instructed the class to prepare for a transition to circle. BHT then gave Tommy a 2-minute warning that the activity will be completed and that he would have to clean the area as well. BHT used this method in anticipation of a tantrum or verbal outburst. The teacher then verbally prompted Tommy to put the tablet away. Tommy responded by saying "Nooooooooooooo, GTFO here B****".

1. BHT actively ignored the profanity and encouraged the teacher to utilize the same response by gesturing to her a cue to remain silent.

Or

2. The teacher replied by saying "stay in a child's place" Tommy then said "mind your business" and repeating her statement of "staying in a child's place.

The class then prepared for a transition to gym. The class began to line up to walk in the hallways. The staff then yelled to Tommy "you are not going to have any playtime in gym because of what you said to me earlier".

1. BHT responded by providing psychoeducation to the staff characterized by explaining that "we do not take away things that they earned or because of something that happened prior in the day". And BHT indicated that if the staff wanted to utilize a consequence at this time, then they

would have to also utilize appropriate consequences and have no assistance from the BHT in this specific occasion.

After gym was complete. The class then transitioned to the lunchroom. Tommy sat at the table to eat his lunch with his peers. One of the peers threw a piece of food at Tommy's head. Tommy then said "WTF did that"? Tommy then threw food at random peers.

2. The staff yelled at Tommy for throwing food and told him "You don't do that, because people in the world who are hungry and you should be happy to have something to eat". Staff then grabbed the food and put it in Tommy's hand to throw it out. Tommy then eloped to the hallway to sit on the floor.

Or

3. BHT anticipated an elopement occurrence and quickly blocked the door/escape route. BHT then modeled for Tommy ways to clean up the food and by utilizing a premack principle of "First, clean up the mess, and then we can take a walk/scheduled break". BHT then modeled ways to communicate his anger through various phrases such as "Next time you can ask for a walk".

Plan:

BHT will continue to utilize communicative techniques to assist Tommy request for breaks and express anger & continue the use of scheduled breaks with positive reinforcement for demonstrating desired behaviors in the next session.

***** 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. *****