

## **PBS Plan for Hand Biting Behaviour**

### **Brief Summary of Focus Person**

LL is a 6-year-old boy with autism who lives at home with his mom, dad and sister in Richmond. LL is attending 2-hours of grade 1 class and receives 1:1 support from a Special Education Assistant throughout his time at school. LL is able to identify all the alphabets and numbers up to 100. However, listening and understanding verbal instructions can be challenging. LL learns best in a quiet environment, when given clear expectations (either presented visually or with a model), while keeping tasks short and clear, and with a consistent routine. In difficult or demanding situations, he tends to whine, turn away, or sometimes may bite his right hand.

LL usually plays alone at school and does not interact with other peers at school or when family friends come over at home. LL is able to make independent choices in terms of food and play at home. LL's problem behaviour occurs primarily at home or during home sessions, specifically when dad's phone is not available or if something is not working on the I-pad or phone. LL's family receives ABA support as well as some family friends.

### **Brief Description of the Two Routines Addressed in the PBS Plan**

1. The first routine involves the transition from preferred item/activity to a non-preferred or neutral item or activity. The expectation is that LL calmly accepts the removal of the preferred item/activity and follows through with the transitions and redirect himself to other age-appropriate toys or activities.
2. The second routine involves complying to instructions during BI sessions. The expectation is that LL will be able to follow adult requests and demands and actively complete activities during BI sessions.

### **Problem Behaviour(s)**

1. **Hand biting.** When given a demand during ABA sessions or when the demand of putting the I-pad away is given, LL may start biting his hands, while stomping on the floor.
2. **Negative vocalizations.** When given a demand during ABA sessions or when I-pad is taken away without notice, LL may whine or start crying.

## PBS Plan for Transition from Preferred to Non-Preferred Activity

### Setting Event Strategies

1. **Program I-pad to limit access.** Before a difficult transition (e.g., going to bed, before meals), parents will change the settings in the Youtube application on the I-pad to limit LL's access to highly preferred videos and provide access to moderately preferred videos. By having access to only moderately preferred videos, this will decrease the reinforcement obtained from the I-pad, making it more likely for LL to smoothly transition to the next activity/toy.
2. **Broaden LL's play skills.** Due to the limited variety of interests and play skills, LL is often playing with the I-pad or phone for extended periods of time, which eventually makes transitions to other toys/activities more challenging. Mom and BIs will assist in introducing new age-appropriate toys and activities that will help broaden the variety of toys/activities that he can engage in when the I-pad or phone is not available.
3. **Ensure LL can make age-appropriate choices.** Without opportunities to make these choices, this can set the stage for problem behaviour to occur during the day. Mom and BIs can discuss on the acceptable age-appropriate choices that LL can make throughout the day. These choices can involve: what to eat for snack, what to wear to school, what to do during break, what music to listen to)
4. **Establish a reasonable schedule for screen time.** Extended exposure to the screens can negatively impact LL's health and well-being. Having a schedule for when LL has access to the screen will set LL up to be able to engage in other age-appropriate activities when alone or when with sibling/peers. A maximum of 2 hours is recommended, which can be distributed throughout the day based on the family's daily routines and schedule.
5. **Mom develops and maintains a positive rapport with LL.** LL is often more oriented towards objects/items instead of people at home or school. To build a positive rapport between mom and LL, mom will spend at least 30 minutes each day to spend some alone time with LL, where they can play with new or preferred toys/activities.

### Preventive Strategies

6. **Provide system of visual supports**
  - a. **Use visual schedule.** For the day and week, mom and BI will create a visual board to show the activities that LL will engage in throughout the day and special events/activities that may occur in a week. The visual schedule will help provide predictability to LL with regards to what transitions are going to happen and when they are going to happen throughout the day.
  - b. **Present choice board for transition reward.** The choice board will allow LL to choose what he can do when he is able to calmly transition, which will make it more likely for LL to comply. The highly preferred activity/item will be something that can be delivered and consumed quickly (e.g., chocolate, a bite of banana, yogurt snack) to minimize any disruptions to the transition routine.
  - c. **Use visual positive contingency with First-Then board.** Transitions can appear aversive to LL when it is unclear what he is going to do or have access to after putting away or stopping the highly preferred item/activity. During transitions, mom or BI will present the First-Then board to show LL what he

will get after calmly transitioning. Examples can include: “First put away I-pad, then play with water”, “First give phone to daddy, then snack”.

- d. **Visual showing countdown till I-pad/phone is taken away.** As LL has a good concept of numbers, the use of a visual with numbers 1 to 6 can be used as a prompt to indicate how much time is left before the preferred item/activity will be taken away. The numbers can be removed by mom or BI one at a time every 10 seconds, and the I-pad will be placed on the side when all the numbers are removed. Doing so will provide predictability to LL, allowing him to be prepared for the removal of the preferred item.

#### 7. **Precorrect**

- a. **Asking for more time.** Before I-pad is removed, remind LL that he can request for more time using PECS. For example, after telling LL that it is time to put the I-pad on the side and eat, before he engages in problem behaviour, remind LL “If you want more time, remember to give me the ‘more time’ card” and point prompt to the ‘more time’ card.
- b. **Asking when he can regain access.** After a preferred item/activity is removed and LL is engaging in other activities/toys, remind him that he can ask how much time there is left before he can regain access to the preferred item.

### Teaching Strategies

#### 8. **Use functional communication training (FCT) to teach LL**

- a. **Requesting for item/activity.** As LL is having difficulties with verbal communication, he often displays problem behaviour when he is unable to communicate to others about his needs or wants. By introducing the use of PECS to request for the item/activity, this can allow LL to gain access to the items/activities without the need of displaying problem behaviours.
- b. **Asking for more time with item/activity.** With a ‘more time’ PECS card available, LL will be able to request for more time with the preferred activity/item, which will delay its removal. The countdown visual previously mentioned will compliment this strategy to provide predictability on how much time LL has remaining with the item/activity. This card will only be available once for each transition to ensure that LL is not repetitively asking for more time during a single transition.
- c. **Asking when he can regain access to item/activity.** After the item/activity is removed, a visual for ‘when’ he can regain access to item/activity will be added to the PECS board to allow LL to have an idea about when he can regain access to the item/activity. When LL gives this card to parent/BI, a visual schedule can be used to remind him when the item/activity will be available again.

9. **Use contingency map.** BI will develop a contingency map that teaches LL what will happen when he calmly transitions from a preferred item/activity vs. when he engages in problem behaviour during transition. This map can be reviewed before previously difficult transitions to remind LL of what is expected when the transition happens.

### Consequence Strategies

10. **Provide social praise and highly preferred item/activity** (e.g., snack, water play, sand play) contingent on

- a. **Cooperatively transitioning to the next activity/task.** Contingent on no problem behaviours during a transition, provide LL specific praise with regards to staying calm and provide access to a highly preferred item/activity (e.g. snack, water play, sand play). Depending on the transition, a different item/activity may be available for LL to choose from. Items/activities that can be easily provided to LL and quickly consumed (e.g. snack) will be preferable to minimize disruptions to the transition. The visual schedule and the choice board for transition reward can be used for LL to choose what he wants to do upon calmly transitioning, while the visual for the item/activity will be added to the visual schedule to indicate that he will have access to it immediately after.
  - b. **Playing with a variety of toys.** When LL is playing with new age-appropriate toys or engaging in new play activities, provide LL with specific social praise and access to highly preferred item/activity (e.g. water play, sand play, music toy) after engaging in new play skills. This can be visually presented to LL by providing him the choice board to choose what he wants to do after playing with the new toy and adding the chosen item/activity to the visual schedule.
  - c. **Playing with sibling/peers.** LL is less oriented towards people and is often seen playing by himself. Provide LL with specific praise and access to highly preferred item/activity (e.g. treat, water play, sand play) contingent on interacting with sibling or peer during play time. This can be visually presented to LL by providing him the choice board to choose what he wants to do after playing with sibling/peer and adding the chosen item/activity to the visual schedule.
11. **Provide praise and access to preferred item/activity contingent on LL using PECS.** The PECS board will be accessible to LL throughout the day, and contingent on LL being able to independently take the relevant visual and give it to another adult or peer to communicate his needs/wants, praise will be delivered and the request will be granted, along with delivery of a preferred item/activity.
- a. **To ask for the item/activity.**
  - b. **To ask for more time with preferred item/activity**
  - c. **To ask when he can regain access to item/activity**
12. **When LL engages in minor problem behaviour** (e.g., whine, cry), engage in the following procedure:
- a. Actively ignore and prompt LL to use PECS to ask for more time
  - b. Use safety signal (e.g., “Let’s work for one more minute and you can get I-pad back”)
  - c. Remind LL with the visual First-Then positive contingency board
13. **When LL engages in major problem behaviour** (e.g., bites his hands), engage in the following procedure:
- a. Remain calm
  - b. Wait
  - c. When LL releases, block him from biting
  - d. Remove access to preferred item/activity for 1 hour and provide access to a fidget toy
  - e. When LL is calm, provide acknowledgement in a calm tone of voice (e.g., “You are calm and playing with the fidget toy”)
  - f. Show visual schedule to indicate when he can get access to the preferred item/activity again

## PBS Plan for BI Session Routine

### Setting Event Strategies

1. **Establish a regular sleep routine/schedule and good sleep hygiene.** Parents and BIs will collaboratively create LL's regular sleep routine with a good sleep hygiene that includes a 'digital diet plan', 'empty stomach before going to bed' etc. BI will create a step-by-step visual for the sleep routine, and the daily visual schedule will also indicate the time for sleep, where screen time will be spaced a few hours before going to bed.
2. **Ensure that LL eats before session.** To minimize the possibility of whining or having a tantrum due to hunger, parents will make sure that BI has a light meal or a snack before session. The portion of food provided will be discussed with parents to make sure that it is not too much to lead to other interfering behaviours (e.g. fatigue after a large meal) .
3. **Provide access to snacks when LL is hungry.** Before running the session, BIs will ask parents if LL ate before session or how long it has been before LL last ate. If LL did not have a chance to eat and parents predict that LL will be hungry during session, LL will be given access to snacks in session. Mom will determine what snacks will be available for LL when he gets hungry in the session.
4. **Provide access to slime/squishy ball to neutralize LL's mood on rainy/cloudy days.** If LL just came back from the outside on a rainy/cloudy day, mom will check whether LL is dry and comfortable in his clothing before starting session. On a rainy/cloudy day, BI will provide LL with access to the slime/squishy ball, based on his choice. He will have access to the item for about 3 minutes before session to neutralize his mood.
5. **Increase opportunities for choice, decrease demands, shorten work tasks, and provide more breaks when sick/tired.** When LL is sick or tired from a long school day, mom will check his condition and evaluate whether he will be able to participate in the BI session. If LL can take part, mom will make sure that BIs know about his condition before session begins. During the session, BI will incorporate more opportunities for choice of rewards and tasks, decrease the number of demands given, shorten the work tasks presented, and provide more breaks in between the tasks.

### Preventive Strategies

6. **Provide system of visual supports.**
  - a. **First-Then Board.** The First-Then board will consist of the task that needs to be done, which is followed by a reward chosen by LL. This visual will remind LL that once the task is finished, he will be able to get something he wants or to engage in a preferred activity.
  - b. **Token Board.** A token board will be used during the work tasks to allow LL to see how much more work there is remaining before he can move on to the next task. This visual will provide some predictability to LL regarding the length of the task and the amount of work remaining before he can get access to the reward.
  - c. **Session Schedule.** The use of a session schedule will show the number and type of tasks planned for the session. There will be choices incorporated into the schedule to allow LL to help plan what will be happening.
7. **Provide sufficient support to LL.**

- a. **Have materials ready prior to starting task.** As longer tasks can act as an antecedent for LL's problem behaviour, prior to transitioning to the work task, BI will make sure that all materials are ready to minimize LL's wait time and to keep the tasks short.
  - b. **Refrain from providing repetitive instructional requests.** Repetition of instructional requests can make it confusing for LL to focus on the relevant information that he needs to pay attention to. BI will give single instructions in a clear and instructional tone of voice.
  - c. **Keep instructions to 3-4 words phrases.** Another antecedent for LL's problem behaviours is confusing tasks. When instructions are wordy, LL has difficulties attending to the relevant stimuli. BIs will give instructions that are concise to ensure clarity.
  - d. **Provide enthusiastic and specific social praise.** Without a distinguishing change in tone of voice when giving a praise, it may not be sufficient act as a reinforcer for LL's task completion. A clear and enthusiastic tone of voice will be clearer to him.
8. **Start with simple (high-p) demands.** Deliver 3-5 easy requests LL is likely to follow (e.g., find alphabets/numbers on keyboard, snip paper strips with scissors) By presenting simple demands first, it will increase the likelihood that LL will follow the instructions to more challenging tasks (e.g., spelling on keyboard, cutting lines on paper).
  9. **Precorrect.**
    - a. **Ask for a break.** Before LL displays problem behaviour, when the task is getting long and he is starting to fidget on the chair, BI will point prompt to the PECS board and remind him to request for a break if he has had too much work. Over time, LL's endurance in completing these tasks can be built by providing LL with a safety signal when he requests for a break (e.g., "Do one more, then we can have a break.")
    - b. **Ask for help.** During more challenging tasks (e.g. spelling new words, unbuttoning shirt) before LL displays problem behaviour, BI will point prompt to the PECS board and remind him to ask for help when he is having difficulties with the task.
  10. **Use a safety signal.** When BIs sees signs of tiredness or frustration (e.g., yawning, looking out the window, frowning) in LL, BIs will deliver a safety signal. For example, BI will tell him "Let's do two more, then take a break." BI will make sure that the safety signal is not delivered contingent on problem behaviour (e.g. whining, crying, hand biting).

## Teaching Strategies

11. **Use FCT to teach LL to request for a break, more time with preferred item/activity, or to get help with PECS.** BI will teach LL how to use PECS for asking for more time, help, and taking a break. BIs will prepare the PECS board along with relevant visuals before session. Targets to teach will be prioritized to the three requests listed above, along with request for activities and rewards. BIs will continue teach LL using FCT procedures until LL is able to independently make the above requests in situations where they are needed. After the use of PECS is mastered in the BI session, BI will discuss the plan for generalizing its use outside of sessions and within the family's daily routine.

12. **Develop a contingency map.** BI will develop a visual contingency map that depicts two pathways. The first pathway will show that when LL follows through instructions/demands, he will get a reward that he chooses, and BI will be happy. The second pathway will show that when LL engages in SIB upon getting a demand, he will not get access to the reward, and he can try again in the next task.

### **Consequence Strategies**

13. **Provide social praise and deliver preferred item/activity contingent on completion of the task/activity.** When LL transitions to the BI session, complies to the requests from BI, and/or engages actively in the assigned task, BI will provide specific social praise and deliver the previously chosen item/activity (e.g., slime, treat, water play).
14. **Honor LL's requests for help or a break.** Contingent on LL being able to use PECS to request for help or a break, honor the request by providing the help needed or allow LL to have a 15-30 sec break before continuing with the task/demand.
15. **For minor problem behaviour** (e.g., whining, non-compliance):
  - a. Actively ignore and point prompt to the PECS visual to ask for help or a break
  - b. Use a safety signal (e.g., "Just do two more, then break.")
16. **For moderate to major problem behaviour** (e.g. hand biting):
  - a. Remain calm
  - b. Provide access to squishy ball/fidget toy and prompt LL to use it
  - c. When calm, redirect back to the original task
  - d. Use a safety signal to do one more trial/step (e.g., "Just do one more, then break.")
  - e. Provide access to less preferred toys (e.g. playdoh, water paint)