

Tough Cases- A Case for Prescriptive Treatment

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2:00 – 3:15 PM

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The History Behind These Cases

- Both boys have a full mutation
- Both boys struggled with sensory integration dysfunction, speech/language deficits and significant cognitive delays
- Both boys struggled early in school
- Both had difficulty making friends and tolerating social settings

The History Behind These Cases

- Both boys attended public school with special education support
- As they got older and bigger, their behavior deteriorated and they became more and more aggressive.
- Their limited functional communication contributed to their behavioral regression
- Both boys had a number of interests that were rarely utilized or incorporated into their learning

The History Behind These Cases

- Many males with FXS present in a similar way
- The road to success is hard work and requires consistency and perseverance.
- Staff training and understanding etiology is critical in providing a successful program
- Partnering with parents and school districts creates long term benefit
- Contracting with experts for specific methodology and intervention builds capacity and meets needs

Case Study GM

Working successfully with challenging
students with FXS

Anne Marie Gjestson, M.S.

P.L.A.Y. (Psychology, Learning & You)

Behavioral Consultative Services

P.L.A.Y. – NPA

(Psychology, Learning & You)

Cheryl Markowitz, M.A.(Founder/Executive director)

Anne Marie Gjestson, M.S.(Director)

- We are independent contractors
- ▶ We are NPA –(non public agency)
- ▶ We provide behavior consultation

- ▶ FAA (Functional Analysis Assessments)
- ▶ BSP –(Behavior support Plans)
- ▶ CMP- (Crisis management plans)

Graham Mueller – student with FXS – in CVUSD

GM is a very social and outgoing young man. He communicates through sounds and gestures primarily – he has been attending Castro Valley High School in California for one year

Graham Mueller – CVUSD student

- GM –(a student with FXS)-is 17 ½ lives at home with family
- Non-verbal – ambulatory
- Communicates through sign and low tech using picture communication symbols

HISTORY

- Elementary school CVUSD
- 3rd/4th grade – Spectrum Center Private placement
- Back to CVUSD through 7th grade
- Private placement 8th grade
- Back to CVUSD High School

Middle School

- Initial services middle school placement
CVUSD
Castro Valley Unified School District

Placement changes

- CVUSD middle school
- Back to CVUSD for High School
- Private school placement

Graham Mueller private vs. public school setting during work time

Private school setting

- Work time video

Public school setting

- Work time video

Videos from all settings

- Middle school
- Private placement
- CVUSD

Returning to CVUSD-H.S.

- School District wanted him back
- IEP team decision
- Placed in moderate to severe SDC

CLASSROOM SET UP

- Video of class set up
- DIS service providers = AT/ACC, Behavior, OT, Speech
- Sensory room

Video of Graham in various settings across campus

- A few videos of GM working in class
- In sensory room
- At computer
- At desk
- Working with group – ART/PE

STEPS TO ACHIEVE SUCCESS

- TRAINING –
- UTILIZING INTEREST AND
MOTIVATION –
- CONSISTENCY-

SLIDES OF VARIOUS TOOLS

- **BSP** – Behavior support plan
- **Hair Pull Protocol** – steps to dealing with getting your hair pulled
- **Social stories** – “don’t hurt people,” “taking a break.”
- **Low tech communication boards** (desk, bike, PE, grocery store, general outing, washing hands, computer problems)

Video of bike and community

- Bike for exercise
- Community outings – grocery store

AREAS OF INTEREST AND MOTIVATION

- “The hook” – association tool
- Familiar characters
- Familiar songs/rhymes
- Humor
- Sing song voice
- Exaggerated tone
- Bugs
- Dr. Seuss

TRAINING

- District trained -Behavioral aide
- Behavior strategies to include direct instruction, ABA, Social Stories, Contingencies and Access to High Interest Rewards
- Data Collection
- Modeling
- AT/ACC – how to utilize
- OT – how to incorporate

CONSISTENCY

- Staff – familiar people
- Expectations daily

Behavior Supports

- Use of communication systems across environments and activities
- Adapting Schedule daily
- Support person who has strong bond is consistent and can read his moods.
- Good communication between DIS providers
- Tried various academic methodologies
- Provide sensory input/opportunities/options

Sensory Options

- ▶ GM – gets offered a variety of options
- ▶ Gum
- ▶ Bike
- ▶ Swing
- ▶ Walk
- ▶ Nap
- ▶ Squeeze hands
- ▶ Deep breathes
- ▶ We try as much as possible to stick to things that are age appropriate

Case Study GV

- Public school placement was not meaningful and much of his time was spent engaged in non functional tasks
- His behavior was controlled using contingencies and response cost techniques...
“if you do X, you will lose your video”
- As expectations increased he was less willing to comply and protested through his behavioral outbursts

Case Study GV

- In HS his behavioral episodes became so violent he could not ride a school bus, attend full day or attend community outings
- The school district could no longer educate him in a public school setting and developed a school program to be implemented in his home
- A team of behaviorists worked in the home to teach compliance behavior

Case Study GV

- The team increased their intervention time and expectations
- High interest materials were used to hold his attention and increase motivation
- Visual systems, choice boards and frequent reinforcement increased participation and decreased avoidance behavior
- Removal of negative attention helped decrease physical aggression

Behavior Supports

- Use of visual support systems across environments and activities
- Providing forced choices in daily schedule
- Support person who has strong bond is consistent and can read his moods.
- Good communication between providers and parents
- Variety of materials and academic methodologies
- Provide sensory input/opportunities/options

Case Study GV

- Teachers from a private school for individuals with autism cross trained with the home team
- The home team taught him a morning routine; shower, dressing, eating breakfast and getting ready to transition from home to bus
- Home behaviorists co taught with teachers from the private school
- He attended school on a reduced schedule

Home Routine

- Picture schedule of morning routine with photos of GV showering, dressing, eating breakfast, brushing teeth, packing up backpack and getting ready to get on the school bus.
- This routine was planned carefully to avoid a long wait for the bus which became a trigger for aggression

GV

- Video of routine and transition into school
- Data summary with graph
- Photos of continued participation with peers at TJS in Denver, CO

Case Study GV

- Gradually time was added to his school day and he was able to attend full day after one year
- He is now attending full day, attends all school functions and community based instruction
- His aggressive behavior has been reduced significantly and is no longer “at risk”

Video Log of School Day

Questions?