|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Quick Strides Corp | | | | | |
| 1317 East 8th Street | | | | | |
| Brooklyn, NY 11230 | | | | | |
| Tel: 718-676-2310 | | | | | |
| Fax: 718-307-6406 | | | | | |
|  |  |  |  |  |  |
| Mailing Address | 1317 East 8th Street Brooklyn NY 11230 |  |  |  |  |
| Email | [quickstridescorp@gmail.clm](mailto:quickstridescorp@gmail.clm) |  |  |  |  |
|  |  |  |  |  |  |
| Tax ID | 81-5136614 |  |  |  |  |
| NPI |  |  |  |  |  |
| Taxonomy | 193400000X | Single Specialty Group | |  |  |
| Member Taxonomy | 103K00000X |  |  |  |  |

|  |  |
| --- | --- |
| **Student:** | Leora Moskowitz |
| **Date of Birth:** | 03/18/2013 |
| **Diagnosis:** | F84.0 |
| **Report Date:** | July 2020 |
| **Report Author:** | Yocheved Wasserman |
|  |  |

**Parent's Name:**  Zvi E. Moskowitz

**Child's Address:** 956 East 16th street Brooklyn NY 11230

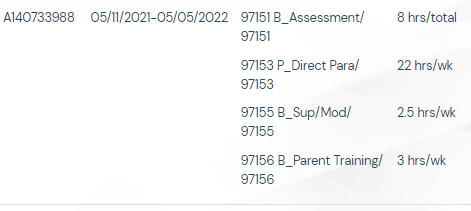
**Primary Physician/ Diagnosing Doctor:** Dr. Walter Molofsky (PCP)

**Doctor’s Primary Phone Number:** 718-260-4640

**Supervision Protocol:**

One hour of supervision per 10 hours of direct care will be provided to the unlicensed or non-certified provider by a certified behavior analyst or licensed psychologist. All supervision will occur face-to-face and on-site with the patient.

**Hours Requesting:**



**ABA Schedule:**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Leora | Sunday | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday |
| ABA | 9-3 | 9-12:30 | 9-12:30 | 9-12:30 | 9-12:30 | 9-11:30 | n/a |
| ABA | 6 | 3.5 | 3.5 | 3.5 | 3.5 | 2.5 | 23 |

**Biopsychosocial Information:**

Leora is an adorable child who is seven years old, with great challenges. She is a healthy child with five siblings and both parents. She is a child with tremendous energy and cannot sit still for more than a minute. For her age and functioning level, she is considered “non-verbal.” Her manding and language is severely deficient. She is not fully toilet trained and has difficulty with basic directions. She cannot identify objects or express basic needs. She has difficulties functioning within her home environment.

Her listening comprehension is very weak and has difficulty with any structure or following directions. she has little vocabulary skills and cannot identify basic objects or express basic needs. Leora will often run or cry when demands are placed on her. She will tantrum on occasion, if she does not get what she needs. She will often show a total lack of danger awareness and awareness of her surroundings altogether. She cannot follow one step instructions, even the most basic direction. She cannot retain information, even if it is for a short period of time. Her teachers and parents find it difficult to keep her in a group. Her mother reports that she is unable to remain around young children due to her lack of safety awareness. She cannot do any independent activities which is not self-directed. She is not toilet trained and has difficulty remaining seated long enough to learn how to potty train. Leora has difficulty eating with utensils and often has difficulty drinking with a cup, due to her weak fine motor skills and focusing abilities. Leora’s eating and regulation is the most disturbing to parent. Dad relates that her diet consists of ice cream and sprinkles, specifically chocolate and vanilla ice cream

Educational History

* Not in school
* 2x week OT
* 2x wk. ST
* 1:1 bussing
* 1:1 10 hours a week.
* Coordination of care: weekly
* First time with member
* Mom- low
* Dad- high
* Home location.
* Not in school.
* Moderate proficiency
* Early intervention gave prior aba.
* Year and half.

**Current problem areas:**

1. **Communication** –MODERATE. When Leora is asked to complete an age appropriate task, she does not complete it independently and asks for help from an adult. She does not follow instructions when she is not in the mood unless she is verbally prompted. Leora is learning to express emotions by making faces to the emotion shown and by describing a time where she felt proud/scared/happy/tired. She is also learning to answer questions regarding her thoughts and feelings. Leora has trouble inferencing what a character is thinking and feeling. She is showing progress is her receptive vocabulary skills by answering questions based on a story. When asked to retell a short story, she tends to repeat it over in the wrong order. She has trouble identifying same and different using picture cues or matching similar objects using prompts and picture cues. When interacting with peers or adults, she does not have her eyes on the speaker. She needs to learn to wait for other children to stop speaking before she communicates. Leora is making some progress in recognizing when listeners eyes are on her before she begins speaking. When someone greets her, she does not verbally greet back. When asked to tell over to events that happened during the day, Leora has trouble thinking of one. She will learn to mand to remove an unfavorable activity and a break. She does not use appropriate adjectives when she spontaneously comments on something in her environment. She has trouble inferring what may occur next when presented with a social scenario. Leora has trouble answering basic personal questions such as her address or birthday. NON-COMPLIANT WHEN IT GETS
2. **Socialization skills** – Leora displays deficits in the area of socialization. She is making progress with having a reciprocal conversation where she will talk about her day and ask others about their day. She still requires prompts to initiate and respond to greeting. When she gives item to others, she does not make eye contact. She is improving in her functional play skills and started playing the game Zingo with her instructor. She still has trouble initiating play and sustaining it with a single peer for 5 minutes without a break. When conversing with peers, she does not add in relevant comments. She speaks when other peers are still talking. When asked, “how do you feel?”, she does not respond. Leora does not answer to her name being called by a peer. She has to learn to imitate peer’s idea for a peer’s activity in a group and to initiate an idea for play. Leora has trouble turn taking and staying in the group for more than 5 minutes. When told to transition, she will engage in problem behavior instead of transitioning right away. She uses nonsensical voices and does not maintain appropriate voice volume. When she is requesting something, she does not say “please” or “thank you” when a peers/adult does a favor for her.
3. **Maladaptive Behaviors** – Leora dumps items in the environment and uses nonsensical tone when she wants attention. When there is a change in schedule, she does not utilize flexible thinking. When she sees a desirable item, she grabs in order to access the item. She runs in the street when she is outside and does not possess an awareness for safety. When Leora is not stimulated, she engages in out of seat behavior and stims by running around the room in circles

**Assessment of Current Functioning:**

Leora was evaluated using the Vineland-3 Comprehensive Parent/Caregiver Form Report. The Vineland is a norm referenced assessment that measures five domains of adaptive skills: communication, daily living skills, socialization, motor skills and maladaptive behaviors.

Leora 's overall level of adaptive functioning is described by his score on the Adaptive Behavior Composite (ABC). Her ABC score is 54, which is well below the normative mean of 100 (the normative standard deviation is 15). The percentile rank for this overall score is <1. The ABC score is based on scores for three specific adaptive behavior domains: Communication, Daily Living Skills, and Socialization. The domain scores are also expressed as standard scores with a mean of 100 and standard deviation of 15.

The Communication domain measures how well Leora listens and understands, expresses herself through speech, and reads and writes. The Communication domain measures how well Leora exchanges information with others. This includes taking in information, expressing herself verbally, and reading and writing. Her Communication standard score is 32. This corresponds to a percentile rank of <1.

The Daily Living Skills domain assesses Leora’s performance of the practical, everyday tasks of living that are appropriate for her age. Such tasks include various aspects of self-care (e.g., dressing, hygiene), helping around the home, and functioning in the community (e.g., buying things). Her standard score for Daily Living Skills is 59, and a percentile rank of <1.

Leora’s score for the Socialization domain reflects his functioning in social situations. This domain covers her interpersonal relationships, play and leisure activities, and coping skills in social situations. Her Socialization standard score is 56. The percentile rank is <1.

The Maladaptive Behavior domain provides a brief assessment of problem behaviors. The additional information it provides can prove helpful in diagnosis or intervention planning. It may also be used as a screener to determine if a more in-depth assessment of problematic behavior is warranted. The domain includes brief scales measuring Internalizing (i.e., emotional) and Externalizing (i.e., acting out) problems. These scales are reported using v-scale scores, which are scaled to a mean of 15 and standard deviation of 3. Higher Internalizing and Externalizing v-scale scores indicate more problem behavior. If qualitative descriptors are desired, scores of 1 to 17 may be considered Average, 18 to 20 Elevated, and 21 to 24 Clinically Significant. Leora received v-scale scores of 22 for Internalizing and 21 for Externalizing.

**Clinical Interpretation/ Response to Treatment**

In order to function properly, Leora needs to learn skills she has never mastered such as emotion regulation, sensory regulation, perspective taking, functional communication, social cues, and flexibility. Social communication skills will be broken down using a task analysis and taught using different modalities. Sensory difficulties will be replaced with appropriate functionally equivalent behaviors. Flexibility will be rewarded by her teachers and parents. By using principles of ABA and a data driven intervention, Leora will learn the necessary skills needed in order to function properly.

**Behavior Intervention Plan:**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Antecedent** | **Behavior** | **Behavioral definition** | **Maintaining consequence/function** | **Baseline** | **Current status** | **Replacement behaviors/techniques that are used:** |
| Not stimulated | Stimming | Running in circles | Self-stimulatory activity | 10x a day | Mastered | Leora will receive breaks contingent on not running in circles. During Leora’s breaks, she will be allowed to run up and down steps |
| Things do not go Leora’s way | Tantrum | Slamming doors, property destruction, and throwing items | Access | 7x a day | 1x a day | Leora will learn coping mechanisms and will be reinforced for using them |
| Difficult task | Off task behavior | Engages in tasks other than the one presented by her by gazing around the room, fiddling with objects in front of her | Escape | 10x a day | 3x a day | Use DRA when she asks for help and completes task |
| something does not go her way | elopement | leaving instructional area without permission | escape | 9x a day  5/21 | 7x a day | teach how to mand for a break/help |
|  | Non compliance |  | access/escape | 10x a day | New goal |  |

Restrictive/Repetitive Behaviors

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| non preferred task | Latency to transition | delays the amount of time it takes to transition | escape | 10x a day  11/20 | 6x a day | use visual timer and prompting |
| challenging task | lack of joint attention |  | automatic | 8x a day  5/21 | 5x a day |  |

***Behavior:* Dumping**

*Function:* Attention

*Prevention Strategy:* Parents will prime Leora of expectations in behavior. They will provide minimal attention to problem behavior and instead provide attention on a fixed interval schedule

*Instructional Plan for Alternative Behavior/ Replacement:* Leora will learn to use FCT to independently request attention in a functional way. When she does attention will be provided right away paired with a reinforcer.

*Behavior Management Strategy:* Parents and para will verbally prompt Leora to mand for attention

*Data Collection Strategy:* Data will be collected for instances and duration of target behavior.

***Behavior:* Rigidity to change**

*Function:* Access

*Prevention Strategy:* Use If/Then strategy, visual schedule, differential reinforcement of alternative behavior and Premack principle

*Instructional Plan for Alternative Behavior:* Leora will learn to be flexible by exposing her to small changes throughout the day. She will receive strong reinforcement for remaining calm

*Behavior Management Strategy:* Leora will be reminded the importance of following instructions and she needs to use feeling words to accurately describe her struggles. Provider will prompt and redirect back to task

*Data Collection Strategy:* Data will be collected for instances and duration of target behavior

***Behavior:* Grabbing**

*Function:* Access

*Prevention Strategy:* Use If/Then Strategy, FCT

*Instructional Plan for Alternative Behavior/ Replacement:* Leora will receive access contingent if she asks using FCT

*Behavior Management Strategy:* Leora will be prompted to use FCT. If she grabs/tantrums, she will be blocked and will not gain access until she asks properly

*Data Collection Strategy:* Data will be collected for instances and duration of target behavior

***Behavior:* Nonsensical tone**

*Function:* Attention

*Prevention Strategy:* Teach Leora what is age appropriate behavior. Give clear guidelines

*Instructional Plan for Alternative Behavior:* Leora will be ignored when she speaks in a sing song voice and reinforced with praise when she speaks normally

*Behavior Management Strategy:* Problem behavior will be placed on extinction.

*Data Collection Strategy:* Data will be collected for instances and duration of target behavior

***Behavior:* Out of seat behavior**

*Function:* Automatic

*Prevention Strategy:* Lessons will be stimulating; she will have access to a sensory toy such as a squishy.

*Instructional Plan for Alternative Behavior/ Replacement:* Leora will sit for 3- minute intervals and be awarded a break every 2 minutes. Intervals will increase and reinforcement will be thinned

*Behavior Management Strategy:* Leora will be prompted and blocked. Demand will remain in place and she will be redirected back to task

*Data collection Strategy:* Data will be collected for instances and duration of target behavior

***Behavior:* Lack of Safety Awareness**

*Function:* Automatic

*Prevention strategy:* Taught safety guidelines through DTT and role play

*Instructional Plan for Alternative Behavior:* Leora will receive tokens during sessions if she stays out of the street. With minimum tokens she will receive a preferred item.

*Behavior Management Strategy:* Leora will be blocked from running into the street, token will be removed if she runs in the street,

*Data Collection Strategy:* Data will be collected for instances and duration of target behavior

***Behavior:* Stimming**

*Function:* Self- stimulatory activity

*Prevention Strategy:* Keep Leora stimulated and occupied. Movement breaks will be embedded in her schedule

*Instructional Plan for Alternative Behavior:* Leora will receive breaks contingent on not running in circles. During Leora’s breaks, she will be allowed to run up and down steps

*Behavior Management Strategy:* When Leora runs in circles, Provider will provide her with red

*Data collection Strategy:* Data will be collected for instances and duration of target behavior

***Behavior:* Tantrum**

*Function:* Access

*Prevention Strategy:* A DRA schedule will be put in place to reinforce Leora when she uses appropriate means to express her feelings

*Instructional Plan for Alternative Behavior:* Leora will learn varying actions to self-regulate her anger and frustration (e.g. asking for a break, breathing in and out, counting to 10, think positive thoughts). He will receive a tangible reinforcer, matched with verbal reinforcement as an immediately contingent response based on utilizing a communicative replacement provided by tech

*Behavior Management Strategy:* Para will direct Leora to play with a different group of girls who are playing a different game at a different section of the room

*Data Collection Strategy:* Data will be collected for instances and duration of target behavior

***Behavior:* Off task Behavior**

*Function:* Escape

*Prevention Strategy:* Use Behavior Momentum, present simple tasks first and then progressively more difficult. Model on task behavior such as sitting, looking at the person presenting the task, placing hands in lap or on the table

*Instructional Plan for Alternative Behavior/ Replacement:* Teach Leora to mand for help if the task is too difficult. Leora will increase her ability to try to complete difficult tasks. Use DRA when she asks for help and completes the task. Leora will earn access to preferred activities if she stays on task for progressively longer amounts of time

*Behavior Management Strategy:* Use Response blocking when Leora reaches for items to play with. Stand between him and peers so that she cannot talk to them. Prompt Leora to complete the task in 5-minute intervals

*Data Collection Strategy:* Data will be collected for instances and duration of target behavior

**Current techniques being implemented:**

When ABA therapy begins, the following strategies will be utilized by his ABA team including: DTT, NET, Premack Principle, positive reinforcement (e.g., praises, attention, access to favorable activity/toy, and scheduled breaks), teaching replacement behaviors, social skills training, as well as prompt hierarchy, shaping, prompt fading, and task analysis. Extinction and response block will be utilized to decrease maladaptive behaviors. Leora will learn from peer role modeling and practice behavior management.

**Coordination with other health providers:**

Release of Information is requested from all providers working with Leora. Parent training will occur weekly. Parent and BCBA will discuss new goals and how the goals will be implemented. Parent will collaborate with Leora’s support team and relay how he is progressing and how to reinforce the skills across individuals.

**Transition Plan:**

The BCBA will meet with Leora’s mother as frequently as needed to discuss Leora’s progress and skills that are deemed important. They will be encouraged to carryover these skills to help with generalization. Parent training will be conducted to provide additional support. ABA service will provide Leora ample opportunity to exercise, learn, and strengthen her developmental skills in each of the following domains 80% of baseline sustained over 6 months, there will be a reduction by 1 hours per week of direct therapy and an increase of 1 hour per month of parent training.

*Communication* – Leora described a time she felt proud/scared/happy/tired using an emotion identification chart, Leora increased her receptive vocabulary and answered questions based on a story, Leora answered questions regarding her thoughts and feelings using an emotion identification chart, Leora answered “what do you wear when\_\_\_\_?” during DTT, Leora will identify same and different items using pictures cues, Leora will match similar objects using prompts and picture cues, Leora will demonstrate appropriate listening skills and have her eyes on speaker when interacting, Leora will wait for other children to stop speaking before communicating, Leora will recognize when listeners eyes are on her before she begins speaking, Leora will respond to greeting with verbal communication, Leora will tell over 2 events that happened during the day, Leora will mand to remove an unfavorable activity using her words during NET, Leora will use appropriate adjectives when spontaneously commenting on something in her environment, When presented with a social scenario, Leora will infer what may occur next, Leora will mand for a break using a break card, Leora will answer 3 personal questions i.e. address, birthday and phone number when asked by an adult during DTT¸ Leora will remain calm when a perceived problem arises (e.g. change in routine) and problem solve independently across all environments, Leora will wait for a preferred item to become available during unstructured activities for up to 2 minutes without engaging in maladaptive behaviors, Leora will use conflict resolution strategies e.g. “I” statements, during conflicts with peers across all setting in order to solve the conflict, Leora will demonstrate responsibility for her personal items by transporting them between locations and putting them away in the designated location, Leora will decrease latency to respond to simple directions with the usage of a timer and increments, Leora will follow a one-step direction with a distracting noise, Leora will complete cause-and-effect statements with the use of visual cause and effect chart, Leora will ask for a break from a crowded/noisy place with one verbal prompt, Leora will ask for help using the visual steps provided by para, Leora will use gestures to respond to yes/no questions inquired by an unfamiliar person, Leora will request for attention from familiar adults during role-play, Leora will role play and fill I statement sheet to ask for needs more appropriately. Upon reaching the communication criteria listed above, Leora will reduce her service by 1 hour weekly to increase parent training and will generalize her skills with parental support.

*Socialization* – Leora had a reciprocal conversation: talked about her day & asked others about their day, Leora displayed eye contact when giving items to others, Leora increased her functional play skills and played the game Zingo with her ABA instructor- almost, Leora will learn to initiate play verbally and sustain with a single peer for 5 minutes without a break, Leora will add 2 relevant facts to a conversation, Leora will wait for her turn to speak and will identify non-verbal social cues when it is her turn to speak, Leora will use a visual to respond to the question “how do you feel?,” Leora will respond when her name in called by peer from a distance, Leora will imitate peer’s idea for a peer’s activity in a group, Leora will initiate idea for play with prompt, Leora will take turns with one verbal prompt, Leora will increase her time in a group for at least 10-15 minutes, Leora will transition immediately and calmly to the next activity with a 1- minute warning, Leora will use feeling words to express how she feels when asked “How do you feel right now?” using an emotion identification chart, Leora will maintain appropriate voice volume in a group, Leora will say “please” and “thank you” as a response, Leora will refrain from interrupting others and use appropriate social means to gain the attention of an adult or peer by (tapping on the arm 3 times and/or saying “excuse me,” waiting for the conversation to terminate or addressing the person by name¸ Leora will get attention during whole-group instruction by raining her hand during to offer an on-topic comment or ask/answer a question, Leora will appropriately gain the attention of a peer for play or conversation by offering greeting, asking a question, saying “excuse me” and terminating the interaction appropriately by waiting for the peer to finish speaking and then excusing self or saying goodbye during unstructured activities, Leora will request items from peers during play or small group activities/tasks e.g. May I borrow your pencil?” or “May I play with that when you’re finished” at least once per day¸ When working on an independent assignment and verbally instructed to remain in her seat while working, Leora will remain in her seat, provided with alternative seating, for a duration of at least 10 minutes, while refraining from getting out of her seat, Leora will independently engage in and maintain play in an unstructured setting by interacting with peer group for at least 15 minutes and remaining on play topic, Leora will sort socially appropriate vs inappropriate ways to play with peers, Leora will walk away if a peer does not want to play with her, Leora will follow the rules to a game with a verbal prompt from instructor, Leora will accept help from others when she encounters a problem, Leora will label her thoughts and feeling during DTT, Leora will allow her peers to take the lead during play time and in general. Upon reaching the socialization criteria listed above, Leora will reduce her service by 1 hour weekly to increase parent training and will generalize her skills with parental support.

*Maladaptive Behaviors* – When all maladaptive behaviors meet mastery criterion, service will decrease by 2 hours per week of direct therapy and an increase of 1 hour per month of parent training.

Parent/Caregivers will consistently execute the BIP when ABA team is offsite. BCBA will collaborate with all members directly working with Leora to ensure consistency. Therapy will reduce and skills will be transferred to caregivers to ensure generalization across setting and people. ABA team will begin to fade out support once Mom can support Leora in her natural environment.

**Discharge Criteria:**

Discharge will be dependent on:

1. Mastery of all her goals with 90% Accuracy
2. SOCIAL INTERACTION MASTERY TARGET: Leora’s ability to blend with her social group and have strong healthy peer relationships and sibling relationships which are used to communicate, spent time, and interact during all situations and activities with 90% accuracy. In addition, reinforcement will be naturally embedded in her environment and she will seek support independently from adult and peers on a consistent basis.
3. COMMUNICATION AND LANGUAGE MASTERY TARGET AND CRITERIA: When Leora can verbalize thoughts, emotions, problems and solutions independently, along with comprehending age appropriate language and written communication, in addition to carrying an on topic non preferred conversation with a large group of people and demonstrate appropriate listener and speaker behaviors consistently, with 90% accuracy across all times and settings, she will be considered ready for discharge in this area of communication and language. Services will be discontinued, and deficits supported by parents, community, and natural reinforcers along with the skills acquired through ABA services.

A decrease in maladaptive behaviors to no more than mastery criteria. Direct care hours will decrease according to the transition plan and an increase on 1 hour in parent training. Thereafter, the BCBA in conjunction with her parents will determine the appropriate level of support for Leora.

**Crisis Plan:**

In case of inclement weather, therapists will not be expected to provide services. If a medical emergency arises, therapists are advised to call 911 and parents will be notified. Emergency contact information will be kept in the child’s files to be used if the parents are not present. In event of severe change in behavior, the therapist should remove the child to a safe environment; notify the parents, and the BCBA. The incident should be recorded on a descriptive data sheet including the antecedent, behavior and consequence.

**Parent Involvement:**

Mrs. Moskowitz, Leora’s mother, was primarily involved from the referral to the present, including but not limited to planning and designing an appropriate behavior intervention plan. Mrs. Moskowitz will be trained by therapists and BCBA to effectively implement the behavior intervention plan

Parent goals include:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Goal** | **Baseline Performance** | **Current Performance** | **Mastery Criteria** | **Target Mastery Date** | **Instructional/Behavioral Methods Utilized to Address Goals** |
| Parents together with BCBA/Para will use first/then instructions to help increase Leora’s listener responding skills in NET | 0% | Mastered | 80% Accuracy across 3 consecutive sessions | 6 months upon implementation | First/then instructions |
| Parents together with BCBA/Para will reinforce Leora’s listener responding skills and use planned ignoring when she tantrums in NET | 0% | Mastered | 80% Accuracy across 3 consecutive sessions | 6 months upon implementation | Planned ignoring refrain from using spoken words, making eye contact, or talking about Leora when she tantrums |
| Parents together with BCBA/Para will reinforce Leora’s listener responding skills and withhold desirable item when Leora tantrums in NET | 0% | Mastered | 80% accuracy across 3 consecutive sessions | 6 months upon implementation | Put away item she was working for |
| Parents together with BCBA/Para will teach Leora to tact the difference between flexible thinking by giving visual scenarios | 0% | Mastered | 80% Accuracy across 3 consecutive sessions | 6 months upon implementation | Give Leora examples of stuck and flexible thinking and have Leora label it |
| Parents together with BCBA/Para will follow through with demand that Leora plays independently for 3 minutes without negative behavior and have her mand for reinforcement upon completion | 0% | 55% | 80% Accuracy across 3 consecutive sessions | 6 months upon implementation | Parents will shape and reinforcement |
| Parents will work together with the BCBA/Para will reinforce Leora’s listener responding skills and model appropriate turn-taking when playing a game with Leora and prompt her to do the same | 0% | 70% | 80% Accuracy across 3 consecutive sessions | 6 months upon implementation | Parents will play a game with Leora at least 2x per week and model turn-taking by running a dialogue while playing |
| Parents together with BCBA/Para will model asking others about their day as an intraverbal and reinforce Leora when she does the same | 0% | 65% | 80% Accuracy across 3 consecutive sessions | 6 months upon implementation | Modeling, reinforcement |
| Parents together with BCBA/Para will reinforce Leora’s listener responding skills and praise her when she accepts “no” without a tantrum | 0% | 75% | 80% Accuracy across 3 consecutive sessions | 6 months upon implementation | First/then schedule |
| Parents together with BCBA/Para will model and prompt Leora to tact how she is feeling using a visual emotional identification chart | 0% | 70% | 80% Accuracy across 3 consecutive sessions | 6 months upon implementation | Stop at the corner and teach Leora to look in the direction where the cars are coming from before looking the other way and crossing the street |
| Parents together with BCBA/Para will reinforce Leora’s listener responding skills and increase reinforcement to VR2 when Leora needs to complete a non-preferred task | 0% | 75% | 80% Accuracy across 3 consecutive sessions | 6 months upon implementation | VR2 reinforcement schedule |
| Parents together with BCBA/Para will model and reinforce Leora for saying positive statements aloud as an intraverbal when she goes to a new place with prompting | 0% | 55% | 80% Accuracy across 3 consecutive sessions | 6 months upon implementation | Model behavior and reinforce with tangible and praises |
| Parents together with BCBA/Para will reinforce Leora’s intraverbal skills and prompt her to say “hi” to a new person she meets with modeling prompts | 0% | 50% | 80% Accuracy across 3 consecutive sessions | 6 months upon implementation | Model behavior and reinforce with tangible and praises |
| Parents together with BCBA/Para will model and reinforce when Leora mands for help with prompting | 0% | 40% | 80% Accuracy across 3 consecutive sessions | 6 months upon implementation | Model behavior and reinforce with tangible and praises |
| Parents together with BCBA/Para will reinforce Leora’s listener responding skills and model and prompt her to follow a visual schedule | 0% | 45% | 80% Accuracy across 3 consecutive sessions | 6 months upon implementation | Model behavior and reinforce with tangible and praises |
| Parents together with BCBA/Para will model and reinforce Leora when she retells two events accurately as an intraverbal | 0% | 40% | 80% Accuracy across 3 consecutive sessions | 6 months upon implementation | Model behavior and reinforce with tangibles and praises |
| Parents together with BCBA/Para will reinforce Leora’s listener responding skills and model and prompt her to transition within a 30s latency with a visual timer | 0% | 50% | 80% Accuracy across 3 consecutive sessions | 6 months upon implementation | Model behavior and reinforce with tangible and praises |
| Parents together with BCBA/Para will reinforce Leora’s listener responding skills and use fist and then instruction when giving a multi step direction with prompting | 0%  5/21 | 25% | 80% Accuracy across 3 consecutive sessions | 6 months upon implementation | reinforcement, prompting |
| Parents together with BCBA/Para will reinforce Leora ‘s intraverbal skills and maintain a conversation for a 5 exchanges with verbal prompting | 0%  5/21 | 20% | 80% Accuracy across 3 consecutive sessions | 6 months upon implementation | reinforcement, verbal prompting |
| Parents together with BCBA/Para will reinforce Leora to tact how others feel when she engages in maladaptive behaviors using a visual emotional identification chart | 0%  5/21 | 25% | 80% Accuracy across 3 consecutive sessions | 6 months upon implementation | visual emotional identification chart, reinforcement |
| Parents together with BCBA/Para will reinforce Leora to mand for clarification when she does not understand what is being said with prompting | 0%  5/21 | 15% | 80% Accuracy across 3 consecutive sessions | 6 months upon implementation |  |
| Parents together with BCBA/Para will model and prompt Leora to mand for a break when the task is too challenging using break cards in NET | 0%  5/21 | 20% | 80% Accuracy across 3 consecutive sessions | 6 months upon implementation |  |
| Parents together with BCBA/Para will model and reinforce Leora to use an appropriate voice volume through the use of echoic procedures | 0%  5/21 | 25% | 80% Accuracy across 3 consecutive sessions | 6 months upon implementation |  |
| Parents together with the BCBA/Para will model and prompt Leora to tact her problems as big or small using a visual scale of 1-10 in NET | 0%  11/21 | New goal | 80% Accuracy across 3 consecutive sessions | 6 months upon implementation | prompting, modeling, visual scale |
| Parents together with the BCBA/Para will model and prompt Leora to tact the size of her reaction to see if it matches the problem size using a visual scale of 1-10 in NET | 0%  11/21 | New goal | 80% Accuracy across 3 consecutive sessions | 6 months upon implementation | prompting, modeling, visual scale |
| Parents together with the BCBA/Para will model and reinforce Leora for being flexible and being able to be interrupted in middle of an activity and mand for reinforcement when she does | 0%  11/21 | New goal | 80% Accuracy across 3 consecutive sessions | 6 months upon implementation | reinforcement, modeling, prompting |
| Parents together with the BCBA/Para will reinforce Leora to express herself using her words as an intraverbal with prompting | 0%  11/21 | New goal | 80% Accuracy across 3 consecutive sessions | 6 months upon implementation | reinforcement, prompting |
| Parents together with the BCBA/Para will state 2 alternatives to solve Leora’s problems and she will tact one with prompting and visual cues | 0%  11/21 | New goal | 80% Accuracy across 3 consecutive sessions | 6 months upon implementation | prompting, visual cues |
| Parents together with the BCBA/Para will reinforce Leora’s listener responding skills and model completing a multi step directions using task analysis and prompting | 0%  11/21 | New goal | 80% Accuracy across 3 consecutive sessions | 6 months upon implementation | prompting, task analysis |

**Skill Area: Communication**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Behavior | Objective | Baseline | Current Level | Criteria for Mastery | Target date for Mastery |
| Communication | Leora will tact same and different items using pictures cues | 10% | Mastered | 80% Accuracy across 3 consecutive sessions | 6 months upon implementation |
| Communication | Leora will match to sample similar objects using prompts and picture cues | 5% | Mastered | 80% Accuracy across 3 consecutive sessions | 6 months upon implementation |
| communication | Leora will increase her listener responding skills and have her eyes on speaker when interacting with prompting | 5% | Mastered | 80% Accuracy across 3 consecutive sessions | 6 months upon implementation |
| Communication | Leora will increase her listener responding skills and wait for other children to stop speaking before communicating with verbal prompting | 0% | Mastered | 80% Accuracy across 3 consecutive sessions | 6 months upon implementation |
| Communication | Leora will increase her intraverbal skills and recognize when listeners eyes are on her before she begins speaking with gestural prompts | 0% | Mastered | 80% Accuracy across 3 consecutive sessions | 6 months upon implementation |
| communication | Leora will increase her intraverbal skills and respond to greeting with verbal communication with no more than one prompt | 0% | Mastered | 80% Accuracy across 3 consecutive sessions | 6 months upon implementation |
| communication | Leora will increase her intraverbal skills and tell over 2 events that happened during the day independently | 0% | 70% | 80% Accuracy across 3 consecutive sessions | 6 months upon implementation |
| communication | Leora will mand to remove an unfavorable activity using her words during NET | 0% | 75% | 80% Accuracy across 3 consecutive sessions | 6 months upon implementation |
| communication | Leora will use appropriate adjectives when spontaneously commenting on something in her environment as an intraverbal | 0% | 75% | 80% Accuracy across 3 consecutive sessions | 6 months upon implementation |
| communication | When presented with a social scenario, Leora will tact what may occur next with visual cues | 0% | 65% | 80% Accuracy across 3 consecutive sessions | 6 months upon implementation |
| communication | Leora will mand for a break using a break card | 0% | Mastered | 80% Accuracy across 3 consecutive sessions | 6 months upon implementation |
| Communication | Leora will increase her intraverbal skills and answer 3 personal questions i.e. address, birthday and phone number when asked by an adult during DTT | 0% | 75% | 80% Accuracy across 3 consecutive sessions | 6 months upon implementation |
| Communication | Leora will increase her listener responding skills and remain calm when a perceived problem arises (e.g. change in routine) and problem solve independently across all environments | 0%  8/20 | 65% | 80% Accuracy across 3 consecutive sessions | 6 months upon implementation |
| Communication | Leora will increase her listener responding skills and wait for a preferred item to become available during unstructured activities for up to 2 minutes without engaging in maladaptive behaviors using a visual timer | 0%  8/20 | 55% | 80% Accuracy across 3 consecutive sessions | 6 months upon implementation |
| Communication | Leora will increase her intraverbal skills and use conflict resolution strategies e.g. “I” statements, during conflicts with peers across all setting in order to solve the conflict with prompting | 0%  8/20 | 60% | 80% Accuracy across 3 consecutive sessions | 6 months upon implementation |
| communication | Leora will increase her intraverbal skills and respond to her name when someone calls by saying “yes” with prompting | 0%  8/20 | 75% | 80% Accuracy across 3 consecutive sessions | 6 months upon implementation |
| Communication | Leora will decrease latency to respond to simple directions with the usage of a timer and increments | 0% | 70% | 80% Accuracy across 3 consecutive sessions | 6 months upon implementation |
| Communication | Leora will increase her listener responding skills and follow a one step direction with a distracting noise | 0%  8/20 | 55% | 80% Accuracy across 3 consecutive sessions | 6 months upon implementation |
| Communication | Leora will tact cause-and-effect statements with the use of visual cause and effect chart | 0%  11/20 | 50% | 80% Accuracy across 3 consecutive sessions | 6 months upon implementation |
| communication | Leora will mand for a break from a crowded/noisy place with one verbal prompt | 0%  11/20 | 40% | 80% Accuracy across 3 consecutive sessions | 6 months upon implementation |
| Communication | Leora will mand for help using the visual steps provided by para | 0%  11/20 | 40% | 80% Accuracy across 3 consecutive sessions | 6 months upon implementation |
| communication | Leora will increase her intraverbal skills and respond to yes/no questions inquired by an unfamiliar person | 0%  11/20 | 35% | 80% Accuracy across 3 consecutive sessions | 6 months upon implementation |
| communication | Leora will mand for attention from familiar adults during role-play | 0%  11/20 | 60% | 80% Accuracy across 3 consecutive sessions | 6 months upon implementation |
| communication | Leora will role play and fill I statement sheet to mand for needs more appropriately | 0%  11/20 | 40% | 80% Accuracy across 3 consecutive sessions | 6 months upon implementation |
| communication | Leora will increase her intraverbal skills and maintain a reciprocal conversation on a preferred topic for 5 exchanges with prompting | 0%  5/21 | 25% | 80% Accuracy across 3 consecutive sessions | 6 months upon implementation |
| communication | Leora will increase her intraverbal skills and maintain a reciprocal conversation a less preferred topic for 3 exchanges with prompting | 0%  5/21 | 20% | 80% Accuracy across 3 consecutive sessions | 6 months upon implementation |
| communication | Leora will increase her listener responding skills and transition within a 30s latency using a visual timer | 0%  5/21 | 15% | 80% Accuracy across 3 consecutive sessions | 6 months upon implementation |
| communication | Leora will increase her intraverbal skills and repeat herself when she is not understood with no more than one prompt | 0%  5/21 | 20% | 80% Accuracy across 3 consecutive sessions | 6 months upon implementation |
| communication | Leora will mand for clarification when she does not understand what is being said with prompting | 0%  5/21 | 25% | 80% Accuracy across 3 consecutive sessions | 6 months upon implementation |
| communication | Leora will increase her listener responding skills by following two in-seat instructions in the order they were given through the use of a visual aid in DTT | 0%  5/21 | 20% | 80% Accuracy across 3 consecutive sessions | 6 months upon implementation |
| Communication | Leora will tact basic sentence starters to facilitate her expressive language in DTT with visual cues | 0%  11/21 | New goal | 80% Accuracy across 3 consecutive sessions | 6 months upon implementation |
| Communication | Leora will increase her listener responding skills and complete a multi step instruction using task analysis | 0%  11/21 | New goal | 80% Accuracy across 3 consecutive sessions | 6 months upon implementation |
| Communication | Leora will increase her intraverbal skills and add 2 relevant comments to a conversation on a non preferred topic with minimal prompting | 0%  11/21 | New goal | 80% Accuracy across 3 consecutive sessions | 6 months upon implementation |
| Communication | Leora will increase her listener responding skills and apologize when she does something wrong with no more than one verbal prompt | 0%  11/21 | New goal | 80% Accuracy across 3 consecutive sessions | 6 months upon implementation |
| Communication | Leora will mand for a break when the task is too challenging | 0%  11/21 | New goal | 80% Accuracy across 3 consecutive sessions | 6 months upon implementation |
| Communication | Leora will tact a solution to her problem when given solution picture cards in NET | 0%  11/21 | New goal | 80% Accuracy across 3 consecutive sessions | 6 months upon implementation |

**Skill Area: Socialization:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Behavior** | **Objective** | **Baseline** | **Current Level** | **Criteria for Mastery** | **Target date for Mastery** |
| Social | Leora will increase her intraverbal and functional play skills and learn to initiate play verbally and sustain play with a single peer for 5 minutes without a break using a visual timer | 0% | mastered | 80% across 3 consecutive sessions | 6 months upon implementation |
| Social Skills | Leora will increase her intraverbal and conversational skills and add 2 relevant facts to a conversation with verbal prompting | 0% | 70% | 80% across 3 consecutive sessions | 6 months upon implementation |
| Social | Leora will increase her social skills and wait for her turn to speak and will tact non-verbal social cues when it is her turn to speak with visual cues | 0% | 65% | 80% across 3 consecutive sessions | 6 months upon implementation |
| Social | Leora will increase her self-regulation skills and use a visual to respond to the question “how do you feel?” by tacting the emotion on the chart | 0% | 75% | 80% across 3 consecutive sessions | 6 months upon implementation |
| Imitation | Leora will increase her ability to be part of a social group and imitate peer’s idea for a peer’s activity in a group independently | 0% | Mastered | 80% Accuracy across 3 consecutive sessions | 6 months upon implementation |
| Social | Leora will increase her intraverbal and functional play skills and initiate idea for play with prompt | 0% | Mastered | 80% Accuracy across 3 consecutive sessions | 6 months upon implementation |
| Social | Leora will increase her listener responding and functional play skills and take turns with one verbal prompt | 0% | 75% | 80% Accuracy across 3 consecutive sessions | 6 months upon implementation |
| Social | Leora will increase her listener responding skills and ability to be part of a social group and remain in a group for at least 10-15 minutes with the use of a visual timer | 0% | 70% | 80% Accuracy across 3 consecutive sessions | 6 months upon implementation |
| Social | Leora will increase her listener responding skills and ability to be part of a social group and transition immediately and calmly to the next activity with a 1- minute warning- | 0% | 75% | 80% Accuracy across 3 consecutive sessions | 6 months upon implementation |
| Social | Leora will use feeling words to tact how she feels when asked “How do you feel right now?” using an emotion identification chart | 0% | 70% | 80% Accuracy across 3 consecutive sessions | 6 months upon implementation |
| Social | Leora will increase her intraverbal and social skills and maintain appropriate voice volume in a group with modeling prompts | 0% | 75% | 80% Accuracy across 3 consecutive sessions | 6 months upon implementation |
| Social | Leora will increase her intraverbal and social skills and say “please” and “thank you” as a response with prompting | 0% | 65% | 80% Accuracy across 3 consecutive sessions | 6 months upon implementation |
| Social | Leora will refrain from interrupting others and use appropriate social means to mand for attention of an adult or peer by (tapping on the arm 3 times and/or saying “excuse me,” waiting for the conversation to terminate or addressing the person by name | 0%  8/20 | 55% | 80% Accuracy across 3 consecutive sessions | 6 months upon implementation |
| Social | Leora will increase her ability to be part of a social group and mand for attention during whole-group instruction by raising her hand to offer an on-topic comment or ask/answer a question | 0%  8/20 | 60% | 80% Accuracy across 3 consecutive sessions | 6 months upon implementation |
| Social | Leora will increase her intraverbal and social skills and appropriately gain the attention of a peer for play or conversation by offering greeting, asking a question, saying “excuse me” and terminating the interaction appropriately by waiting for the peer to finish speaking and then excusing self or saying goodbye during unstructured activities | 0%  8/20 | 65% | 80% Accuracy across 3 consecutive session | 6 months upon implementation |
| Social | Leora will increase her social skills and mand for items from peers during play or small group activities/tasks e.g. May I borrow your pencil?” or “May I play with that when you’re finished” at least once per day | 0%  8/20 | 60% | 80% Accuracy across 3 consecutive sessions | 6 months upon implementation |
| Social | Leora will increase her listener responding skills and ability to remain part of a social group and remain in her seat, provided with alternative seating, for a duration of at least 10 minutes, while refraining from getting out of her seat | 0%  8/20 | 70% | 80% Accuracy across 3 consecutive sessions | 6 months upon implementation |
| Social | Leora will increase her listener responding and functional play skills and independently engage in and maintain play in an unstructured setting by interacting with peers in a group for at least 15 minutes and remaining on play topic | 0%  8/20 | 55% | 80% Accuracy across 3 consecutive sessions | 6 months upon implementation |
| Social | Leora will increase her social skills and tact socially appropriate vs inappropriate ways to play with peers with visual prompts | 0%  11/20 | 45% | 80% Accuracy across 3 consecutive sessions | 6 months upon implementation |
| Social | Leora will increase her listener responding and social skills and walk away if a peer does not want to play with her with prompting | 0%  11/20 | 50% | 80% Accuracy across 3 consecutive sessions | 6 months upon implementation |
| Social | Leora will increase her listener responding and functional play skills and follow the rules to a game with a verbal prompt from instructor | 0%  11/20 | 40% | 80% Accuracy across 3 consecutive sessions | 6 months upon implementation |
| Social | Leora will increase her listener responding and problem solving abilities and accept help from others when she encounters a problem | 0%  11/20 | 35% | 80% accuracy across 3 consecutive sessions | 6 months upon implementation |
| Social | Leora will increase her self-regulations skills and tact her thoughts and feeling during DTT using a visual emotional identification chart | 0%  11/20 | 45% | 80% Accuracy across 3 consecutive sessions | 6 months upon implementation |
| Social | Leora will increase her listener responding and functional play skills and allow her peers to take the lead during play time and in general with prompting | 0%  11/20 | 40% | 80% Accuracy across 3 consecutive sessions | 6 months upon implementation |
| Social | Leora will increase her listener responding and functional play skills and share her toys with her peers with prompting | 0%  5/21 | 25% | 80% Accuracy across 3 consecutive sessions | 6 months upon implementation |
| Social | Leora will increase her intraverbal and social skills and greet her peers in NET | 0%  5/21 | 20% | 80% Accuracy across 3 consecutive sessions | 6 months upon implementation |
| Social | Leora will increase her self-regulation skills and tact the size of her problem using a visual scale of 1-10 | 0%  5/21 | 25% | 80% Accuracy across 3 consecutive sessions | 6 months upon implementation |
| Social | Leora will increase her self-regulation and tact the size of her reaction to see if it matches the problem size using a visual scale of 1-10 | 0%  5/21 | 15% | 80% Accuracy across 3 consecutive sessions | 6 months upon implementation |
| Social | Leora will increase her social skills and tact how others feel when she engages in maladaptive behaviors using a visual emotional identification chart | 0%  5/21 | 20% | 80% Accuracy across 3 consecutive sessions | 6 months upon implementation |
| Social | Leora will increase her listener responding skills and ability to be part of a social group and complete a multi step group direction using first and then instruction with prompting | 0%  5/21 | 25% | 80% Accuracy across 3 consecutive sessions | 6 months upon implementation |
| Social | Leora will increase her listener responding and social skills and stand at an arms distance when talking to others with gestural prompts | 0%  11/21 | New goal | 80% Accuracy across 3 consecutive sessions | 6 months upon implementation |
| Social | Leora will increase her listener responding skills and ability to be part of a social group and transition together with the group independently | 0%  11/21 | New goal | 80% Accuracy across 3 consecutive sessions | 6 months upon implementation |
| Social | Leora will increase her intraverbal and social skills and apologize when she does something wrong with verbal prompting | 0%  11/21 | New goal | 80% Accuracy across 3 consecutive sessions | 6 months upon implementation |
| Social | Leora will increase her social skills and tact nonverbal social cues in picture cards during DTT | 0%  11/21 | New goal | 80% Accuracy across 3 consecutive sessions | 6 months upon implementation |
| Social | Leora will increase her functional play skills and tact an activity she can engage in during leisure time from the activity choice board | 0%  11/21 | New goal | 80% Accuracy across 3 consecutive sessions | 6 months upon implementation |
| Social | Leora will increase her conversational skills and engage in conversation with a less preferred peer for 3 exchanges with minimal prompting | 0%  11/21 | New goal | 80% Accuracy across 3 consecutive sessions | 6 months upon implementation |

**Skill Area: Maladaptive-**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Behavior** | **Objective** | **Baseline** | **Current Level** | **Criteria for Mastery** | **Target date for Mastery** |
| Stimming | When Leora is not stimulated, she will receive breaks contingent on not running in circles in order to reduce stimming to no more than 0x a session across 3 consecutive sessions | 10x a day | Mastered | No more than 0x a session across 3 consecutive sessions | 6 months upon implementation |
| Tantrum | When things do not go Leora’s way, she will using feeling words to express how she is feeling in order to reduce tantruming to no more than 0x a session across 3 consecutive days | 7x a day | 1x a day | 80% Accuracy across 3 consecutive sessions | 6 months upon implementation |
| Off- task behavior | When there is a difficult task presented, Leora will ask for help to complete the task in order to reduce off-task behavior to no more than 0x a session across 3 consecutive days | 10x a day | 3x a day | 80% Accuracy across 3 consecutive sessions | 6 months upon implementation |
| latency to transition |  | 10x a day  11/20 | 6x a day | 80% Accuracy across 3 consecutive sessions | 6 months upon implementation |
| Lack of joint attention |  | 8x a day | 5x a day | 80% Accuracy across 3 consecutive sessions | 6 months upon implementation |
| elopement |  | 9x a day | 7x a day | 80% Accuracy across 3 consecutive sessions | 6 months upon implementation |
| Non compliance |  | 10x a day | New goal | 80% Accuracy across 3 consecutive sessions | 6 months upon implementation |