

Generalization and Fading Plans Case Study #1

Student X - 3rd grade - 8 years old

Strengths and Skills: Student X is silly, caring, and curious, with strengths in reading, being creative, and friendliness.

Preferences and Interests: Student X is interested in Roblox, minecraft, going to the park, bowling, and playing games or watching tv with his parents.

Appropriate Behavior Statement: Student X is more likely to engage in appropriate behaviors when he is completing preferred tasks. He does a nice job of appropriate behaviors during read alouds, read to self time, and science.

Behavior of Concern 1: Refusal/Noncompliance

Refusal/Noncompliance means that Student X is verbally or physically protesting a given task or activity.

Examples include: saying “no,” or “I don’t want to do that,” putting his head down on the desk, or turning away from staff

Non-examples include: saying he won’t do a task, but still complying with the task, asking for help when crying or help to complete a task, answering “no” to a question that is not a demand.

Hypothesis: When presented with non-preferred demands, Student X engages in Refusal/Non-compliance to escape the demand or access attention

Goal: to interact respectfully and safe with adults and peers by scoring an average of 85% using a check-in/check-out rubric.

Behavior of Concern 2: Disruption

Disruption means behaviors that interrupt or disturb an activity or task.

Examples include: lying down during instruction or activities, yelling/screaming, blurting when the expectation is to raise hands or blurting comments not connected to the activity/lesson, throwing materials.

Non-examples include: yelling when hurt or scared, lying down while on a break, throwing materials made to be thrown (e.g. in PE/recess), speaking loudly during unstructured times.

Hypothesis: When the class is engaged in structured activities or direct instruction, Student X is more likely to engage in Disruption to gain attention.

Goal: combined with Refusal/Non-compliance

Prevention Strategies

- Multiple opportunities for choice embedded throughout the day
 - Choices should be adult facilitated and limited to two options
 - **Examples:** allowing him to choose one of two options for a writing utensil, deciding which work problem to complete first, to sit or stand while working
- Frequent reminders that he can ask for a break and what upcoming activities are
- Clear and predictable routines- classroom schedule check at the start of the day, and advance notice of changes in routine

- Timer and warnings for transitions, including visual timer at front of the classroom with multiple verbal reminders/prompts of how much time until next transition
- Assigned spot at carpet and in lines
- Allow time and space to comply with directions- provide firm directive, then walk away and only give one task at a time.
- **During writing:** if upset, lower the demands and accept what is submitted if legible

Teaching Strategies

- **Decision-Making:** help Student X understand decision making among varying situations and the impact of choices on outcomes.
- Perspectives: Student X needs support in understanding others' perspectives
- Social Skills: Student X needs taught how to build positive relationships, engage in prosocial behaviors, and understanding friendships.
 - Social stories to support these skills
 - Accepting positive feedback and compliments

Response Strategies to Appropriate Behavior

- Reinforcement System- Student X earns a sticker when he earns 80% on his check-in/check-out sheet for his morning and afternoon. Once he has five stickers, he is able to earn a reward.
- When engaged in appropriate behaviors provide indirect verbal praise on a frequent basis as part of a natural conversation.
 - E.g. "I like how everyone at the table is working"
- Student X will meet with a teacher or associate before and after each content block to review his check-in/check-out sheet. The adult will provide positive feedback.
- When appearing dysregulated, use visual, verbal, or physical cues (pointing) and provide space and time to follow directions
- When engaged in refusal, give firm directive with choice (e.g. finish this now, or later during ____).
 - Work not completed will be placed in a make-up folder to be completed during a later independent work time, or the next morning.
 - Assignments will be prioritized by the classroom teacher
- When engaged in Disruption, give a simple directive such as "you can take a break, but you still have to complete the work later" and provide space

Fading of Strategies and Generalization Plan

- Work in groups
 - Using the handout
 - Create fading plans for each prevention and response strategy
 - Create a generalization plan for the teaching strategies
- Share out your ideas