

IBP

The IBP follows the ITP and continues the skills Jasmine has been introduced to during the skills training session.

Problem definition: Jasmine's lack of impulse control causes her to be unable to keep her self safe when she is excited about meeting friends at the park.

ITP Long Term Goal 1:

- Establish and maintain impulse control.

Short-term goal: 1. Jasmine will be able to walk to the park without adult supervision 5 times a week.

Objective: Jasmine will comply with the strategy 3 times a week for 2 weeks, gradually increasing until the skill is mastered daily for 2 weeks, observed by the MHBA and maintained thereafter for a period of 2 weeks as reported by mom.

Skills Training received: 1A. Skills training will incorporate "Stop, Look, Listen and Think" (S, L, L, T) training 2-3 times per week for 30 days.

IBPI Goal 1: Create opportunities for Jasmine to rehearse and practice with the MHBA the "Stop, Look, Listen and Think" (SLLT) skills learned during skills training.

Direction for the MHBA.

During the skills session Jasmine has identified a specific situation when she finds difficult to implement the skills learned. The MHBA will visit Jasmine at her home 3 days a week for an hour.

Scheduled event: Walk to the park where Jasmine meets with her friends often.

Reason: Jasmine has difficulty keeping her self safe when she is excited to arrive to the park.

MHBA will meet initially with Jasmine to explain the plan of action. MHBA will facilitate Jasmine's walk to the park and meeting with her peers.

Before leaving the home the MHBA:

Procedures:

Preparation: MHBA will inform Jasmine her role is to role-play and practice the skills she has learned during skills training. MHBA will review the skills learned by Jasmine on "Stop, Look, Listen and Think". MHBA then will inform Jasmine that her therapist has prescribed an activity for them to do together, a walk to the park where she frequently meets her friends. MHBA then will explain to Jasmine that during the walk she will be requested to stop at the end of each block. Then the MHBA will ask her to look both ways to make sure there are no vehicles coming, MHBA will request that Jasmine listen to her while she says: sometimes when we are so excited about an event we forget to pay attention to important facts. That is why we stop here, now I want you to think about this; your friends will be there even if you are a couple of minutes late. So, we are going to rehearse this activity until you can perform it with out me prompting you. We will role play every time we leave the house and the first few times I will prompt you to stop, look, listen and think. We will have several steps and every time you master a step we will

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move to the next one. If we have difficulty mastering it, we will practice again until you feel comfortable and I can see you are following the directions. We will start today.

Step #1: Let's review the plan again. We will walk towards the park. Every time we get to the end of the block I will ask you to stop, look both ways, listen and think. I will say it every time we get to the end of the block. The same will occur on our way back. We will practice a couple of times and when we get back home we will role-play without me prompting you. – When Jasmine is able to recall the expectations and verbally state the sequence, praise her and positively reinforce her patience, attention and effort. If she does not, repeat until mastered. When mastered, go to Step # 2.

Step #2: Tell her, “Jasmine you did a great job last time. Today before we walk to the park we will rehearse the sequence like we did last time. When we are walking and we get to the end of the block, I will say stop - do you remember why?” (see if she remembers if not, repeat the facts like you did before). If Jasmine remembers, start walking towards the park. At the end of the block tell Jasmine to stop.....look, listen and think. If Jasmine attended and followed the MHBA's prompts on the way to and back from the park, go to next step.

Step # 3. “You have been mastering the steps very well. This time we will rehearse the sequence before we go out. While we are walking I want you to be the leader. You will let me know when to stop, what to do and what I should think so you are not worried about being late. I will be close to you, in case you forget I will prompt you. We will master this step if I do not have to help. – If Jasmine mastered it, praise and positively reinforce her patience, attention and effort and move to step #4. If not, repeat until mastered.

Step # 4. This time we do not need to rehearse. You will be the leader and when you stop I want you to tell me why, then look and tell me why you need to look and let me know what is it that you need to think at that point. If we are successful we can move to the next step. If Jasmine mastered it praise and positively reinforce her patience, attention and effort and move to step #5. If not, repeat until mastered.

Step # 5. This time we do not need to rehearse or to talk aloud about what the sequence is. I expect you keep it in your head. I will walk close by you in case you need me to remind you, otherwise we will just plan on reviewing how it worked when we get back... MHBA walks close to Jasmine in case she needs to prompt her. If Jasmine masters it, praise and positively reinforce her patience, attention and effort and move to step #5. If not repeat until mastered

Step # 6. Jasmine you have done a great job! You have mastered the skill. This time I will keep my distance and let you take the lead. In case you hesitate or are not sure, turn around and I will catch up with you if you need me to prompt you. If you do well you are done. If Jasmine mastered it praise and positively reinforce her patience, attention and effort and move to step #5. If not, repeat until mastered.

Measurement:

Each step is to be mastered completely.

Documentation:

Is the environment conducive to practice the skills? (too noisy, people coming in and out, etc)

How many times was the child re-directed?

How many trials before he mastered the level?

How did she respond when prompted to repeat or when praised?

Problem definition: Jasmine is not able to focus or attend to activities longer than one minute at a time.

ITP Long Term Goal 2:

- Increase attention span.

Short-term goal: Increase attention and concentration for consistently longer periods of time.

Objective 1: Learn strategies to increase and maintain attention and concentration up to 50 minutes at the time or as developmentally expected.

Skills training received: Time specific activity and report new learning and comprehension

IBP Goal #2. Create opportunities for Jasmine to incrementally improve attention and concentration for consistently longer periods of time

Procedures:

In a 1:1 setting Jasmine will attend to information presented (initially allow the child to choose the theme: news, game instructions, etc.) up to 15 minutes and demonstrate focus through appropriate sitting and eye contact. Redirect and positively reinforce the child when appropriate.

When the child becomes restless, stop and review facts. Praise the child for attentive behavior.

Repeat the exercise until Jasmine masters the initial task 3 times and so on. Increase time by one minute at the time until child masters 5 minutes for every year of life. Jasmine is 10 years old so her expected attention span is 50 minutes (every child is different, Licensed mental health/practitioner will review outcomes and make revisions to the IBP when necessary) questions to be answered should plateau at 8.

Measurement:

After the 2 minute presentation child will be able to tell 3 new things that she learned and answer 3 concrete comprehension questions.

After the 3 minute presentation child will be able to tell 4 new things that she learned and answer 4 concrete comprehension questions.

After the 4 minute presentation child will be able to tell 5 new things that she learned and answer 5 concrete comprehension questions.

After the 5 minute presentation child will be able to tell 6 new things that she learned and answer 6 concrete comprehension questions.

After the 6 minute presentation child will be able to tell 7 new things that she learned and answer 7 concrete comprehension questions.

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After the 7 minute presentation child will be able to tell 8 new things that she learned and answer 8 concrete comprehension questions.

Task will increase 1 minute at a time until the attention span increases to a 50 minute presentation, report of new material learned will plateau at 8. Task will be mastered at this level.

Documentation:

Is the environment conducive to practice the skills? (too noisy, people coming in and out, etc)

How many times was the child re-directed?

How many trials before he mastered the level?

How did he respond when prompted to repeat or when praised?