FADS SUMMARY:

As anticipated, Miriam had the hardest time during social, family events such as family meals and car rides. She is also lacking patience with her own dog Mika, who ONLY barks if someone is at the door (1-2 barks). Miriam does understand, I should add, when other dogs bark guarding their properties – it does not bother her.

She seems less patient with male family members, specifically her father and sometimes Viktor and uncle, Adam, than female family members: mother and grandmother.

Her behaviour during this FAD observation did not go beyond whining/growling and asking to stop behaviours. Initial ignoring on our part generally did not eliminate behaviours. The behaviours did occur over again, at which time one of us (more likely her brother or grandmother) would reprimand or counsel Miriam. At one point, when I ignored Miriam’s whining after she heard some women laughing in the park, she asked me how come I am not listening to her (reacting to her whining in order to give her attention). This question suggested to me that perhaps some of the time Miriam acts the way she does to gain attention rather than to avoid the “noise” her family makes.

**Family Ecology Interview**

1. What would you characterize as the strengths of your family?

Our family gets along very well and likes to spend time together. We take walks and hikes when weather allows. We go out together to movies, museums, music festivals, and other social functions that are mind expanding. We eat meals together and play games together (Wii games, board games, DVD games). During summer we make sure to go somewhere away from home – road trips, traveling abroad (rarely due to lack of money). We kayak, canoe, swim, and admire nature. We own a dog, a cat, a lizard, and two fish tanks. Our dog usually accompanies us to all our outdoor adventures.

1. What are some positive contributions that your child makes or has made to the family?

Miriam has a great sense of humour and lovely, calming personality. She enjoys outdoors and fine arts such as painting, drawing, sculpture. She loves her pets and gets along with her younger brother very well. Thanks to her art contributions, her paintings and sculptures are decorating places in our house, her grandma's in Vancouver, and grandparents in Holland. She enjoys spending time on the computer with her mom (all kinds of “girl games” including role play, fashion, and music). She plays piano and enjoys performing Christmas carols during the season for the whole extended family.

1. What formal or informal resources have you used to improve the situation (e.g., respite care; help with child-care and household chores from other family members; participation in a parent support group)?

Miriam has been on casein/gluten free diet for about 4 years, from age 4 to age 8. She has used mineral and pro-biotic supplements (continued). She took Auditory Training Therapy twice. She tried homeopathy. She had a Behavioural Analyst working with her (continued). She was privy to Social Stories, visual schedules, and attended Autism Zajac Camp a number of times.

1. What are your sources of social support (e.g., someone with whom you discuss problems and find solutions; someone with whom you do leisure activities; someone who validates your worth as a person?)

Miriam's grandmother is very supportive. Then her Behavioural Analyst is also very helpful. I am able to talk to my Masters program colleagues about different issues.

5. What are sources of stress in your family?

1. What is the effect of your child’s problem behaviors on you as a parent?

Meal times can be tricky sometimes because Miriam does not tolerate people (especially dad) socializing, behaving naturally. She dreads animated conversations, laughter, and bobbing, singing to music, as it often is playing in the background. For that reason meals can be frustrating for the whole family sometimes.

While walking, Miriam breaks down sometimes when there is dog barking present, she cries or whines or gets angry (yells) once we pass by the barking dog. It makes a walk less pleasant.

During the longer car rides, when we are stuck in traffic, Miriam gets angry (growls, yells) and turns off the music we have all been enjoying (music is usually her choice) until the car is in motion again. It does not happen during just a regular red light, but more so on the longer trip from Maple Ridge to Vancouver for example while waiting to enter the highway or getting stuck due to road constructions. Obviously, her behaviour “kills” generally good mood in the car.

b. What is the effect of your child’s problem behaviors on the family as a whole?

We get upset and somewhat hopeless not knowing how to support Miriam and

how to change the situation – remove her anxiety around these issues.

* + 1. What are other sources of stress in the family?

Since both children are involved in extra-curricular activities, our schedules can be quite hectic. While I work long hours sometimes, my husband chose to work an average of 3 days/week to provide home support for all of us. He is the main cook, house-keeper, and child-care provider at home. We tend to be often tired and we happen to be in debt due to past expenses and not a sufficient income to catch up with debts quickly enough. My Masters program also consumes a lot of time and energy and takes time away from my family, which can be stressful. Then there is the general, parental stress of worrying. We want our children to grow up healthy and enjoy happy lives.

6. What are your goals for your child? What are your goals for yourself as a parent?

What are your goals for the family as a whole?

I am hoping for Miriam to be independent and happy with her life. That is the most important goal. I wish her anxiety level was reduced to achieve some of this goal. No matter how old Miriam will be, I want to be able to support her in the way that she is comfortable with her life – still hoping for that independent piece. I hope our family remains as close as we are. I hope to be able to travel and enjoy the world together at least until they become independent and build their own families. Then of course there are Thanksgiving and Christmas. At this point I cannot imagine life without my children, but I do hope for them to be independent and self-sufficient one day.

### Competing Behaviour Pathways Diagram Meal Routine

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  | 1. Coping with social entertainment 2. Joining in (increased comprehension level) |  | 1. Being included in social conversations 2. Enjoyment of meal routine as a social event |
|  |  |  |  | Desired Behaviour |  | Maintaining Consequence |
| Meal time |  | 1. Animated conversation 2. Laughter 3. Whistling, singing |  | 1. Whining 2. Growling 3. Telling to stop (addressing a person) |  | 1. Ignoring 2. Reprimand 3. Counselling   FUNCTION: Attention/Control |
| Setting Event(s) |  | Antecedent Trigger(s) |  | Problem Behaviour |  | Maintaining Consequence |
|  |  |  |  | 1. Kristalizing \* 2. Leaving the table by excusing herself appropriately |  |  |
|  |  |  |  | Alternative Replacement Behaviour |  |  |

**Positive Behaviour Support Plan – Meal Time**

**Strategies that Make Problem Behaviours Irrelevant, Ineffective, and Inefficient**

|  |  |  |  |
| --- | --- | --- | --- |
| Setting Event Strategies | Preventative Strategies | Teaching Strategies | Consequence Strategies |
| * Social Story reading prior to meal time * Non-contingent reinforcement by dad giving Miriam extra attention and conversation practice outside of meal time * Reciprocity intervention: choose one song on a played CD that it is ok for a family member to sing/bob along with * Give 20 minutes notice prior to a meal time * Let Miriam choose a meal twice a week and let her assist in preparation | * Let Miriam choose a CD to play at meal time (every second shared meal) * Keep a social story at the table to be handy as a visual reminder * Tally table for stickers to be used for the successful meal routine * Positive contingency statements: “Once you have a good time with your family at the dining table, you will gain the sticker towards your movie/wave pool outing”. * Pre-corrects: “Once you start getting agitated, take a look at the social story” * Weaken Cues overtime: from a bi-weekly to a monthly visit to the movie theatre/wave pool | * Relaxation techniques on iPad prior to meals (Nature series, Fast Calm or MindShift) * Drawing, colouring to relax – self-initiated * Social stories practice * Self-monitoring: Miriam will be taught how to use the sticker tally and will be in charge of putting the achieved stickers on * PRT – Progressive Relaxation Training * Imagery Procedures * Meditation on the Soles of the Feet * Functional Communication Training: “Can you tell me what are you talking about/laughing at?” * Continue our walks with Miriam’s choice of walk destination | **For Desired Behaviour**   * Frequent praise * Infrequent encouragement * Token Reinforcement: Tally (stickers reward) chart * Choice of movie at a theatre or the wave pool after achieving 10 stickers (to be weaken with progress) * Shaping   **For Alternative Replacement**  **Behaviour**   * Kristalizing – based on Krista’s name, who is Miriam’s Behaviour Consultant * Leaving the table by properly excusing herself |

### Competing Behaviour Pathways Diagram – Coping with Traffic Jams

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  |  |  |  | Enjoying a ride despite of traffic jams, ability to cope with traffic jams |  | Pleasant drive, nice music and/or communication and games. |
|  |  |  |  | Desired Behaviour |  | Maintaining Consequence |
| Poor social skills  Being Tired  PMS  PMS |  | Being stuck in traffic |  | Yelling at dad to drive  Stopping the CD music  Banging the dashboard (rare) |  | 1. Ignoring 2. Reprimand 3. Counselling   FUNCTION:  Control |
| Setting Event(s) |  | Antecedent Trigger(s) |  | Problem Behaviour |  | Maintaining Consequence |
|  |  |  |  | Allowing music to play and/or initiating conversation or game causing the good mood for all  Stopping music politely, while stuck in traffic, with others’ agreement |  |  |
|  |  |  |  | Alternative Replacement Behaviour |  |  |

**Positive Behaviour Support Plan – Coping with Traffic Jam**

**Strategies that Make Problem Behaviours Irrelevant, Ineffective, and Inefficient**

|  |  |  |  |
| --- | --- | --- | --- |
| Setting Event Strategies | Preventative Strategies | Teaching Strategies | Consequence Strategies |
| * Travel out of rush hour time * Take alternate routes if aware of road construction delays * Responsivity training for other passengers in the car – AAA * Reading social story prior to driving * Chat about a preferred subject matter to reduce the impact of SE (cheer up if tired or suffering PMS mood swings) | * Every second CD is Miriam’s choice * She can choose what game to play or what to discuss when the car is stopped by traffic jam * She can decide if music is on or off while chatting with us * Both conversation topics and games will be at Miriam’s comprehension level and according to her taste * The social story will be available in the car during the ride as a visual reminder * Positive contingency statement: “If you cope with this stress well, you will receive a sticker on your chart” * Pre-corrects: “If we get stuck in traffic, remember how to cope and don’t get upset” | * Relaxation techniques on iPad prior to meals (Nature series, Fast Calm or MindShift) * Drawing, colouring to relax – self-initiated * Social stories practice * Self-monitoring: Miriam will be taught how to use the sticker tally and will be in charge of putting the achieved stickers on * PRT – Progressive Relaxation Training * Imagery Procedures * Meditation on the Soles of the Feet * Functional Communication Training: “How about we can talk about … or play this game …?” | **For Desired Behaviour**   * Frequent praise * Token Reinforcement: Tally (stickers reward) chart * Collected stickers would be used to get $5 for each 10 stickers towards Miriam’s chosen purchase   **For Alternative Replacement**  **Behaviour**   * Allowing music to play instead of turning it off - praised * Initiating conversation or game - praised * Stopping music only if other people in the car agree and it is done politely. |

The IMPLICATIONS of the strengths and challenges/needs that should be considered when designing the PBS plan:

The strengths that may support the future PBS plan for the main targeted behaviours are:

* Visual learner – perhaps some visual reminders are needed
* Cooperative qualities – tapping into other people’s needs
* Easygoing personality – naturally Miriam likes to be at ease –relaxing techniques
* Good sense of humour – good, comprehensive humourous strategy may help
* Music – Miriam already listens to music loud at grandma’s place to cope with animated conversations in other room
* Fine arts- doing art to relax, perhaps drawing this anxiety causing situations to deal with them better, without anxiety
* Walks to relax
* Make a Power Presentation to express her anxiety, to rationalize her behaviour through the PP
* To eat something, it often lessens the anxiety of any kind

The challenges/needs that may support the future PBS plan for the main targeted behaviours are:

* Lack of comprehension in social situation. The higher anxiety, the lower comprehension
* Concentration lessens in busy environment; therefore, comprehension decreases causing higher anxiety levels
* **Lack of understanding of social cues – misinterpretation of animated conversations**
* Phobias based on anxiety (laughing, barking, animated conversations)
* Rainy weather may be a factor of higher anxiety levels (rain being a setting event)
* Problems with transitions, stuck in routines such as listening to music only in the moving car

**PBS PLAN FOR MIRIAM**

**SUMMARY OF MIRIAM AND HER SYSTEMS STRENGTHS AND CONCERN**

Miriam is a 15-year-old girl with Autism Spectrum Disorder. She is a visual learner and has a delayed processing time. At the same time she has very good memory. She can be gentle and very empathetic to the needs of others - wants to do well and please others. Miriam likes her free time and likes to relax. She uses iPad relaxing apps to relax. She draws and paints and colours (her strengths) and walks and hikes. She listens to music, she has 53 CD mixes she had made herself within the last few years – all pop contemporary music. She has a healthy appetite and enjoys food in general.

Miriam has a low comprehension level and lacks understanding of social skills. This combination causes anxiety sometimes since Miriam does not understand what people talk about and why they act the way they do. For example she gets upset by adults’ laughter and animated conversations. At the same time, due to anxiety, Miriam has a harder time on concentrating on these conversations, so it becomes somewhat of a vicious cycle. Her anticipation of “what if they laugh” already narrows her focus level and attention span and increases the difficulty of trying to understand her environment. Miriam has some specific routines, one of them listening to music while driving. Driving has to mean moving smoothly ahead. That is a problem because when the car stops due to traffic delay, Miriam struggles with it.

**Meal time routine – Functional Assessment Summary**

During the meal time (dinner for example) our family gathers together around the table. Miriam’s father is usually the cook and makes meals that all of us enjoy. The setting for the behaviour is meal time (dinner).

While eating, we often talk around the table. Sometimes we laugh since we joke or reminisce about funny situations that might have happened earlier that day. Usually music plays in the background. I often pick music, but do take requests (we have a big CD collection). Sometimes one of us joins in with the tune of music and whether sings or whistles along or bobs along to music. Miriam does not tolerate animated conversations, laughter, or singing, whistling, bobbing around the dinner table – antecedents of the behaviour.

At that point Miriam will often whine, growl, or tell one of us to stop talking, laughing, or reacting to music. She appears angry and resigned at the time. Depending on her general mood, her reaction may vary from just body tension and a little whine to louder exclamation of “I’ve had it with you!” etc. – behaviours.

My husband, my 11-year-old son, and I tend to ignore Miriam’s behaviour initially and, again, depending on the intensity of her reaction, sometimes that helps, but generally it does not. Next, I reprimand Miriam – it is more often me than other people at the table – and ask Miriam to stop and let others be. Eventually the whole conversation focuses on Miriam and counselling her – maintaining consequence.

**Traffic Jam routine – Functional Assessment Summary**

During the car ride e.g. from Maple Ridge to Vancouver, sometimes we get stuck in traffic. Miriam does not know how to deal with such a transition; she does not have the social skills to cope with this stress and if, in addition, she is tired or has PMS, her reactions might be stronger. That lack of social coping skills, tiredness, and PMS are all possible setting events of her following behaviour.

When the car gets stuck in traffic, Miriam cannot handle it – antecedent.

She yells at dad to assume driving even though she sees that there are cars in front of him, she stops the music playing (music is usually her choice), sometimes bangs the dashboard – behaviours.

Not unlike in her meal time routine, we react in the similar way: from ignoring to reprimand to counseling. The difference is that usually it is dad (the driver), who does the reprimanding. Miriam sits in the front beside him when we are in the car unless her grandmother or uncle join us since they are bigger and need the front seat and out of respect to guests too.

**Behaviour Support Strategies – Meal time routine:**

**Setting Event Strategies:**

* 1. The Social Story (attached) concentrates on the following points:
* The enjoyment of family meals
* Music being a trigger for the family members to sing, whistle or bob
* It offers a choice of more mellow music or trying to cope with family’s musicality
* It discusses laughter and animated conversation
* It suggests that Miriam will ask for clarification on discussed topics or reasons for laughing instead of getting upset
* It ends with the positive, optimistic statement of enjoyment of family meals

1. Non-contingent reinforcement by dad giving Miriam extra attention and conversation practice outside of meal time consists of dad and Miriam spending time together, during which Miriam is at the centre of dad’s attention in a positive setting. It can be a walk for just the two of them (+ Mika the dog), shopping together or going out for coffee. It also can be cooking together or doing other chores that both of them can enjoy.
2. Reciprocity intervention is based on Miriam allowing one of us (most often dad) to sing (or whistle or bob) to one song on the CD. During that time Miriam would have to try to endure it since she would already agree to which song it is “ok” to sing along with.
3. Miriam can be given 20 minute notice warning that e.g. supper is soon. During this time she could use one of her relaxation strategies to feel more ready for possible antecedents.
4. Miriam will be able to choose menu for one of the meals twice a week. During that time she will assist dad in cooking/assembling preparation.

**Preventative Strategies:**

* 1. Miriam will be able to choose a CD to play every second meal time with her family.
  2. The Social Story will be available to Miriam during the meal time as a visual reminder and possibly a calming strategy (Miriam assisted me with writing the social story).
  3. Tally table is designed (attached). Miriam will be able to put a sticker for each dinner (it is designed for dinners only for easier monitoring for now and it is one meal that we have together almost daily) that she can deal with antecedents without negative behaviours such as whining, growling and negative talk. Once she receives 5 stickers, she will be rewarded with movie outing or wave pool outing – her choice.
  4. Positive contingency statements will be used to support Miriam’s efforts in doing well: “Once you have a good time with your family’s antics at the dinner table, you will gain the stickers towards your movie or wave pool outing”. Miriam will be given a couple of choice phrases such as: “Can I leave for a minute?” or “I don’t understand what you are talking about. Please tell me.”
  5. Pre-corrects will be used to support Miriam in her trials: “If you start getting agitated, look at your social story”.
  6. Eventually, once the tally system works, weakening cues will be implemented. From a movie or a swim for 10 stickers, it will be 10 stickers and movie/swim once a month for example. The hope is that Miriam will be intrinsically motivated to have a good time with family around the table at the end.

**Teaching Strategies:**

1. Since Miriam responds well to relaxation techniques that are visually pleasing, she can use Nature Series apps on the iPad: Nature Sound , Nature Scenes , and Nature Music . These three apps provide the user with nature scenes and music and sound. The user can mix and choose what works for them. It is very meditative. Fast Calm is the program that focuses on a user’s breathing technique. In the middle of the scene with blue sky with clouds the rectangle appears. The point travels on the perimeter of the rectangle. When it goes up, the user breaths in, when it goes across, the user holds her breath, when it goes down, the user breaths out, and finally when it goes across again, the user holds her breath. The speed of breathing is adjustable and the recommended time is 5 minutes. Finally, Miriam has trained with the Canadian made MindShift program . She saved her favourite strategies and has access to it on the iPad and her and her parents’ iPhone. The program uses all kinds of strategies from breathing to imagery to self-talk etc. Miriam can choose one of the programs while waiting for supper to begin. She seems to enjoy them and it is a matter of building a habit for her to self-initiate this routine.



1. Miriam is a great artist. She has her paintings, drawings, and sculptures everywhere between our house and her grandparents’ houses. She does not initiate doing art on her own very often, but does it with pleasure when it is suggested. The idea is to suggest it to her when she feels agitated to use it as a relaxation tool on her own rather than prompted. Some colouring before meal time might be useful.
2. The social story mentioned above can be practiced outside of the meal time routine, so Miriam has a visual reminder and feels readier when meal time is approaching.
3. Miriam will be in charge of deciding of when to put stickers on her tally chart and she will put them herself – ownership. The stickers will depend on Miriam’s recovery from unwanted behaviour and application of the desired behaviour. Miriam will require training explaining what earns her a sticker.
4. Outside of meal time, to reduce anxiety, Miriam can practice Progressive Relaxation Training, during which she tenses and relaxes all parts of her body.
5. Imagery procedures can be implemented during the stress of supper – Miriam can think about her favourite movie character – it is Rodney from “Robots” at the moment - to alleviate stress. Miriam will also use positive imagery during meal time: deep breathing, keeping calm, asking “what’s funny?” when people laugh, imagining the preferred activity, movie character, etc.
6. Also outside of meal time, the Soles of the Feet program can be used. It is putting all the anxiety to tense feet and then relaxing them slowly. In order for the program to be successful, Miriam will need to imagine a trigger – someone laughing, dog barking. Miriam’s mother will practise the strategy with her and it will begin with twice a week practice.
7. As mentioned in the Social Story, Functional Communication Training needs to be implemented. Miriam needs to know how to ask questions at the table and feel comfortable asking: “Can you tell me what are you talking about and/or laughing at?” Unless she feels ready to ask this question at the moment of stress, the Social Story alone may not be useful.
8. Miriam will continue to have her walks and hikes with the choice of destination.

**Consequence Strategies:**

**Desired Behaviour**

1. Miriam will be praised every time she reacts properly (will not be bothered or socially joins in conversation) to dinner antecedents such as music-caused behaviour (singing, whistling, bobbing), or animated conversation causing laughter. One of us will point out to her that she is doing very well and we are proud.
2. To give Miriam a chance to work on improving her behaviour, she will not be encouraged too often, so she can train and gain her stickers on her own. That can happen only when Miriam understands her training and becomes more independent in application of positive behaviour intrinsically.
3. Miriam will be in charge of putting stickers on her Tally Board.
4. Miriam will be in charge of choosing whether to pick a movie or the wave pool once she gains 10 stickers (the reward to be reduced later).
5. If Miriam shows the signs of trying to do well and does smaller steps, she still will be praised for trying – shaping. For example she will be about to whine, but stops and tries again, etc.

**Alternative Replacement Behaviour**

1. Kristalizing – means that Miriam uses relaxation techniques provided by Krista, her Behaviour Consultant. The technique consists of breathing routine and putting the problem in the spectrum of importance. How big is the actual problem? Praised if able to “kristalize”. Miriam will be prompted to relax.
2. If Miriam cannot deal with stress at the dining table, she can politely excuse herself and leave. Depending on the situation (is she at home or at grandma’s) Miriam can whether leave her meal on the table and finish it later or take it with her to another room. Praised if done politely and without undesired behaviours.

**Behaviour Support Strategies – Coping with Traffic Jam:**

**Setting Event Strategies:**

1. Whenever possible, our family will try to travel out of rush hour to eliminate a possibility of unnecessary traffic jams.
2. We can check if there are any road delays due to road construction on internet or radio to take an alternate route to avoid traffic jams.
3. We will practice the AAA routine in an event of traffic jam. **Acknowledge** Miriam’s frustration: “I know why you seem upset,” **assess** the problem “it is due to traffic jam,” and **address “**but you can suggest a game to make time go faster, so we don’t focus on the traffic jam.”
4. Social Story for Driving in Traffic (attached) addresses the following points:

* Enjoyment of long car rides and listening to music
* Getting stuck in traffic jam
* Turning off the music and getting angry – break in a pleasant routine
* Suggestion of Miriam initiating conversation (“What are our plans in Vancouver?”) or a game (“What animal begins with the last letter of an animal I just mentioned “? chain) in order to remove attention from a bothersome traffic jam to something fun. She has a choice of leaving music on at that time or turning it off, so we can hear each other better. The Social Story will be read prior to car travel.

1. Chatting to reduce anxiety in case traffic jam happens, might be in connection to the Social Story. It will be especially useful when Miriam is tired or suffers from PMS mood swings.

**Preventative Strategies:**

1. When music is chosen in the car, every second CD (Miriam begins with the first one) is chosen by Miriam.
2. When traffic jam happens, Miriam can choose the topic of conversation or a game to play.
3. Once we chat or play the game, Miriam can choose whether or not to turn off the music, so we can hear each other better.
4. Any topic of conversation or game will be according to Miriam’s level of comprehension – it should not add frustration to already potentially frustrating traffic jam situation.
5. The Social Story will be available in the car (glove compartment, so handy for Miriam’s access), as a visual reminder and stress reducer. Miriam participated in putting the Social Story together.
6. Positive Contingency Statement will be used: “If you cope with this stress well, you will receive a sticker on your chart. Another chart is designed for Miriam’s Traffic Jam Coping Routine (attached).
7. Pre-corrects: “If we get stuck in traffic, remember how to cope and don’t get upset”. Miriam can always refer to her Social Story as needed.

**Teaching Strategies:**

1. As above, Miriam will use her iPad Relaxation techniques to alleviate general stress to be better equipped for the stressful situation. It may be used in the car (on her iPhone) if she chooses, but ideally it will be used as a preventive strategy, at home, when it’s quiet and stress free.
2. Drawing, colouring at home (or at grandma’s place) as above again with the focus of self-initiation.
3. Practicing the Social Story – extra practice just to make things smoother when stress of traffic jam arises.
4. Self-monitoring her stickers on tally chart routine. Miriam will recognize she deserves a sticker and put it on the chart herself, stickers and chart should be available in the glove compartment for easy reward, immediately following a positive behaviour.
5. Progressive Relaxation Training should be implemented again as a preventive strategy to help Miriam to cope with either routine’s stress.
6. Imagery Procedures – when in traffic, think Rodney!
7. Meditation on the Soles of the Feet can be done at home in addition or in lieu of Progressive Relaxation Training – not all the routines need to be done daily. Miriam has to decide what works the best for her in terms of reducing anxiety.
8. Functional Communication Training: Miriam has to be taught how to initiate conversation and/or games in the car. She should be given a repertoire of conversation scripts and game choices that make sense during car rides.

**Consequence Strategies:**

**Desired Behaviour**

1. Miriam should be praised frequently for each time she replaces the yelling, abruptly stopping music from playing, and banging the dashboard with initiating conversation and/or a game.
2. Miriam will put her stickers on her tally chart in the car once the traffic jam routine has been successful – she will decide whether or not it worked with our support.
3. To make the routines different, not to mention that long drives do not happen as often as daily meals (dinners), the focus of 10 stickers gained will be different. Instead, Miriam will receive $5 towards her chosen purchase.

**Alternative Replacement Behaviour**

1. Miriam allows music to play in the car despite of jam traffic. Praised for good behaviour.
2. Miriam chooses the topic of conversation or game. Praised for good behaviour.

**Miriam does not need the Crisis Management Procedures for neither one of the two routines. She is calmly reminded about alternative behaviour and prompted to relax.**

**Procedures for Monitoring and Evaluation:**

Much of the time (the tally charts) Miriam will be in charge of implementing rewards with our parental approval. In terms of all mentioned relaxation techniques, those will be taught by her mother with the hope that Miriam will be able to become independent in implementing them in her stress-free time and she will choose what works best for her. Once the strategies work, there will be slow reduction in reward in hope that the comfort of feeling good and anxiety-free during both meal routine and traffic jam routine will be a reward alone – self-monitoring and self-motivation.

In case the strategies do not work, I will need to re-evaluate the Positive Behaviour Support Plan and decide based on observations and perhaps another Functional Observation Chart what changes should be implemented to support Miriam. At that point we can evaluate the amount of stickers Miriam receives and perhaps reduce the number, so she can experience success sooner.

**Meal Time – Social Story**

My family and I enjoy eating our meals together. We eat dinners together every day and we eat all three meals: breakfast, lunch, and dinner together on the weekends.



During our meals we often listen to music. Sometimes my dad, mom, or Viktor will sing along or move their bodies to the rhythm of music. It irritates me. I get angry. I can choose that we listen to more mellow music or will be fine with them with singing/bobbing to one of the songs we listen to. That will be fine.

Instead of being upset , I will be happy.



Other times, my family talks a lot and they laugh at things I do not understand. In such case, I can ask: “What are you talking about? Can you explain what you mean?” instead of getting upset.



Once they explain to me what is funny and I can be part of the joke, I will enjoy the conversation more and will have fun during our meal time together.

I can enjoy and look forward to my family meals together.



The Social Story – Driving in Traffic

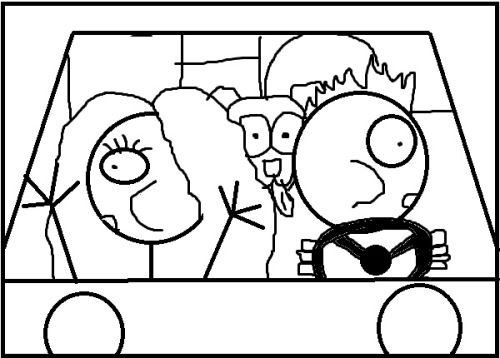
I enjoy long car rides during which I can choose my own music and look at the view as we are passing by.



Sometimes when we drive from Maple Ridge to Vancouver, we get stuck in traffic because there are traffic jams or road constructions.

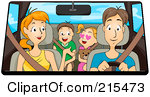


I get really upset and turn off the music while waiting until the traffic jam is over. I don’t like music playing when the car is not moving.



What I may do is, leave the music on or turn it off with when the other people in the car agree and start the conversation: “How long do you think we will have to wait?” or “What are our plans in Vancouver?” or “We can play the alphabet game in the car until we start moving again.” I can chat and do games instead of getting upset about the traffic jam.

Getting stuck in traffic is not a big deal!



MEAL TIME ROUTINE SUCCESS!



|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Day of the week Dec. dinners | Sun  1 | Mon  2 | Tue  3 | Wed  4 | Thu  5 | Fri  6 | Sat  7 |
| Date | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| Date | 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| Date | 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| Date | 29 | 30 | 31 |  |  |  |  |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Day of the week Dec. traffic jam | Sun  1 | Mon  2 | Tue  3 | Wed  4 | Thu  5 | Fri  6 | Sat  7 |
| Date | 8 | 9 | 10 | 11 | 12 | 13 | 14 |
| Date | 15 | 16 | 17 | 18 | 19 | 20 | 21 |
| Date | 22 | 23 | 24 | 25 | 26 | 27 | 28 |
| Date | 29 | 30 | 31 |  |  |  |  |

TRAFFIC JAM COPING ROUTINE SUCCESS!

