

# Working Together to Improve Quality of Life

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## Introduction

The Behavior Resource Team (BRT) from Kirksville Regional Office worked collaboratively with a family when the undesirable behavior of the 10 year old daughter created a crisis situation. Assistance was provided following in-patient treatment. The BRT worked closely with a public school implementing School-Wide Positive Behavior Supports (SWPBS). The goal for the BRT was to promote consistency of implementation of strategies that provided positive, clear expectations, recognition of desirable behaviors and structure in the child's life.

## Home Matrix

At Home	Before School	Meals	After School	Bedtime
Be Respectful	Use Manners • Please • Thank you Ask for help Use inside Voice	Use Manners • Please • Thank you Ask for help Use inside Voice Ask for seconds politely	Use Manners • Please • Thank you Ask for help Use inside Voice	Use Manners • Please • Thank you Ask for help Use inside Voice
Be an Achiever	Follow dressing directions Complete morning hygiene • Brush hair • Brush teeth	Scrap and rinse plate Put cleaned plate in basket	Do chores • Empty dishwasher • Set table Show Mom backpack Tell one good thing that happened today	Get dressed for bed Brush teeth Use potty
Be Motivated	Make bed Pick clothes up off floor Put clothes in hamper Take medicine	Help Mom clear table after eating	Put backpack up Do homework Put shoes away Follow schedule	Going to bed on time Put dirty clothes in hamper Take medicine
Be Safe	Keep hands to self • Safe hands Keep feet to self • Safe feet	Keep hands to self • Safe hands Keep feet to self • Safe feet Chew each bite 10 times, swallow and then take next bite	Keep hands to self • Safe hands Keep feet to self • Safe feet	Keep hands to self • Safe hands Keep feet to self • Safe feet

## Methods

The Kirksville Region BRT, parent, local school and other involved entities met routinely to plan and prepare for the child's return home and to the public school. The team used a color level to indicate the child's ability to engage in typical behavior, specifically unstructured time (recess, lunch with peers). Green level was maintained by keeping hands and feet to self, following directions and engaging in zero instances of disruptive or aggressive behavior. Yellow level was described as fewer than 3 instances of disruptive behavior and zero instances of aggressive behavior. Red level was defined as engaging in 3 or more instances of disruptive behavior and 1 or more instance of aggressive behavior.

School personnel working with the child participated in the 18 hour Tools of Choice curriculum.

Behavior Consultant services funded through the Regional Office (DMH) provided consultation and coaching to the paraprofessional working directly with the child.

The BRT worked with the family to implement the school's expectations within the home environment and provide coaching and consultation.

The BRT provided on the phone coaching to school personnel during episodes of crisis.

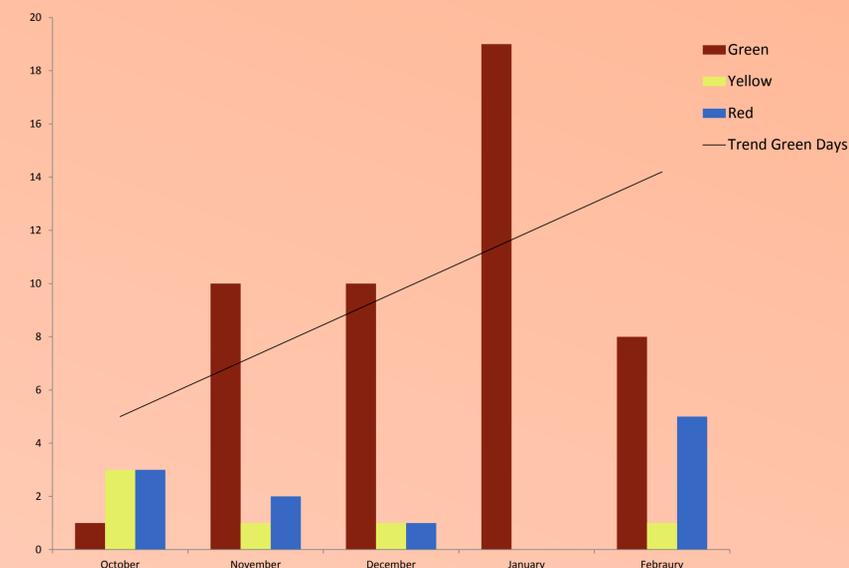
### Continuum of Procedures for Encouraging Desirable Behavior

	Name of Reinforcement	Resources Needed for Implementation	Description & Criteria for Reinforcement	When & Where Presented	Information to Staff	Reinforcement Goal(s)	Description of Celebrations	Coordinator (who is responsible)
Free and Frequent	Loops	Mom has the Loops already	Peer specific verbal praise with giving out a loop. i.e. "You were so motivated when you _____!"	To any child in the home, in any location	Will provide BRT with number of loops handed out each day when she visits	To hand out 20 a day to each child	10 loops= 15 minutes of favorite TV show 70 loops = making homemade pizza	Mom and PA's

Example of Home Reinforcement Plan

## Results

The child experienced success in the school environment having gone from only 1 or 2 green days in a row to 25 green days in a row.



Number of days at each color level

## Discussion

Working with the school system to promote consistency in interactions within the home and school environment lead to the success the child experienced within the school system.

The school, BRT, Family collaboration resulted in the child being maintained in the home environment for most of the school year with minimal problems.

In the future, we plan to build more reinforcing contingencies for the family to gain more consistent implementation of Tools of Choice and Positive Behavior Support Strategies.

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## References

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