

**This form describes a treatment protocol for emotionally-driven behavior.  
This is NOT a BEHAVIOR INTERVENTION PLAN.**

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## DIRECT TREATMENT PROTOCOL

This plan attaches to:  IEP, date: **02/16/15**    504 plan, date:    School Team, meeting date: **02/16/15**

**Student Name** **Marcia Jensen**   **Today's Date** **02/16/15**   **Next Review Date** **03/16/15**

- 1.** The behavior is (*describe what it looks like*) **Student exhibits explosive aggressive behavior when upset that consists of running out of the classroom, attempting to push or hit staff, and destroying school property (tearing items off the wall, breaking toys or other materials, etc.)**
- 2.** What is the impact of this behavior on the student's educational performance (i.e., academic and social-emotional functioning)? **Student needs to learn emotional regulation skills to effectively manage anger and frustration, in response to emotion-provoking situations, that currently interferes with her ability to participate in academic activities, interrupts the learning of others, and poses safety concerns.**
- 3.** Describe other interventions that have been used (e.g., BIP implementation, medication management, parent counseling, etc.) **Student has received a function-based BIP and parents are connected with a community-based social worker.**
- 4.** Why does this behavior require treatment by a related service provider? **Intensity and frequency of the explosive behavior and student's lack of response to other interventions**
- 5.** Baseline for the behavior: Frequency or intensity or duration of behavior **Explosive aggressive behavior occur 1 to 2 times per week and is of significant intensity that require physical restraint, contacting parents, and in some situations calling law enforcement.**  
 reported by **Teacher and Administrator**   and/or    observed by **Teacher, Paraprofessionals, Administrator and School Psychologist.**
- 6.** Does this treatment protocol also require positive behavior supports and a behavior intervention plan?  yes    no  
 If yes, describe rationale for both a treatment protocol and a behavior intervention plan to address this behavior **The existing function-based BIP should be revised in order to ensure that a multi-pronged plan, that includes a combination of antecedent and consequence strategies, is implemented.**

### Environment PART I: Environmental Situations in which this behavior occurs and suggested environmental changes

**Observation & Analysis**

- 7.** What are the situations in which this behavior is likely to occur? **The explosive behavior is likely to occur when Marcia is requested to engage in a non-preferred activity and staff set limits and enforce compliance with the request. The main non-preferred activities include independent seatwork and mathematics instruction. The explosive behavior is also more likely to occur on days when Marcia appears to be fatigued and has had a conflict with a peer on the bus.**  
 Who collected this data? **Data were collected by the Classroom Teacher**   Dates **On multiple occasions**

**Environmental Changes**

- 8.** What environmental changes will remove opportunity or reduce likelihood of the behavior occurring? **Several environmental changes would decrease the likelihood of the behavior problem occurring:**
- (1) Removing/minimizing requests to engage in non-preferred activities;**
  - (2) Allowing Marcia to have choice in selecting which activity to participate in, particularly when it involves independent seatwork or mathematics;**
  - (3) Class pass strategy that teaches Marcia how to avoid or escape in a socially acceptable manner unwanted activities by issuing a class pass (see attached Class Pass Handout)**
  - (4) Adult supervision and facilitation of conflict resolution on the bus**
  - (5) Provide Marica with an opportunity to rest when she appears significantly fatigued**

Who will establish? **Classroom Teacher**   Who will monitor? **School Psychologist**   Frequency? **Daily**

**Treatment PART II: Direct evidence-based treatment to be provided**

**Observation & Analysis**  
Team believes the student's identified problem should be addressed by the following evidence-based treatment protocol  
**9. Cognitive behavior therapy protocol that teaches Marcia emotional regulation skills, improves her ability to identify unhelpful thoughts and alter them to be more helpful, and develops an individualized problem-solving plan that takes into account the specific triggers that provoke the explosive behavior.**

**Intervention/ Treatment Protocol**  
What specific materials and approaches will be used to treat the emotional dysregulation and unhelpful thinking patterns that are resulting in the student's problem behavior?  
**10. The Practicewise MATCH protocol will be used as the platform to deliver evidence-based CBT. In particular, the Conduct/Anger module of Practicewise will be implemented that specifically focuses on how to manage anger and frustration by developing the combination of cognitive restructuring, emotional regulation, and behavioral skills. See attached handout describing Practicewise.**  
Who will implement? **School Psychologist** Who will monitor? **Administrator and Classroom Teacher** Frequency? **1 to 2 sessions per week** Expected duration of treatment? **14 to 16 weeks**

**Reinforcement Methods**  
What reinforcement procedures will be used in this treatment protocol to support development and generalization of learned skills?  
**11. Positive reinforcement contingencies will be established to reinforce reductions in the problem behavior (frequency and intensity), as well as the practice and use skills outside the CBT sessions. The reinforcement will begin on a daily basis and will be faded to twice weekly after Marcia demonstrates a positive response (reductions in problem behavior and improvements in the use of CBT skills). Preferred items, activities, experiences that Marcia identified include: preferred time with an adult, access to free time to engage in art, walk outside, and food items.**  
Reinforcement for:  less frequent behavior  lower intensity  skill practice during session or homework  
 using skills in natural situations  
Selection of reinforcer based on: **Preference assessment conducted with Marcia, as well as interviews with parents and teacher regarding the items, privileges, and activities that result in pleasurable, wanted experiences for Marcia.**  
By whom? **Classroom Teacher** Frequency of reinforcement? **Daily**

**EFFECTIVE REACTION PART III: FUTURE RESPONSES TO PROBLEM BEHAVIOR**

How will staff respond to future episodes of this problem behavior?  
**12. The staff will utilize Collaborative Problem Solving methods in response to situations in which Marcia becomes upset and would result in explosive behavior, particularly in the Triggering and Agitation Phases (see attached handout). The CPS approach will begin with an (1) empathy statement (i.e., what's up), (2) followed by a discussion of the teacher's dilemma or need, and, (3) end with figuring out a mutually agreed upon solution to the issue at hand. Moreover, if Marcia escalates her behavior, then the team will adhere to the personalized prevention and de-escalation plan in order to help Marcia select a contained area to deescalate (see attached handout).**  
Is there a need to develop a personalized crisis prevention and response plan due to the intensity of the problem?  yes  no  
Who will need training on desired responses if the behavior occurs again? **Classroom Teacher, Paraprofessionals, Administrator, and School Psychologist. This plan will also be communicated to the Parents and Outside Providers.**  
What personnel will train teachers and staff on effective responses? **Behavior Analyst assigned to the building** When? **Prior to the beginning of the DTP.**

**OUTCOME PART IV: BEHAVIORAL GOALS**

Behavioral Goal(s)  
**13. A decrease or elimination of the problem behavior through this treatment protocol will be monitored by achievement of these goals during treatment sessions and in observations of the student in natural settings**  
Three categories of goals  
Reductions or elimination of problem behaviors

By when	Who	Will do what, or will NOT do what	At what level of proficiency	Under what conditions	Measured by whom and how
By 3/16/15,	Marcia	will decrease the number of incidents of explosive aggressive behavior	to 1 time every two weeks	when confronted with requests to participate in non-preferred activities in school	as measured by the classroom teacher and paraprofessional using a critical events daily inventory (see attached).

**Increase in the use of learned skills or coping techniques**

By when	Who	Will do what, or will NOT do what	At what level of proficiency	Under what conditions	Measured by whom and how
By 3/16/15	Marcia	will use cognitive, emotional, and behavioral CBT skills	at least 80% of the time	when confronted with requests to participate in non-preferred activities in school	as measured by the classroom teacher and paraprofessional using a Skill Log.

**Improvements in student ratings of subjective units of discomfort/distress**

By when	Who	Will do what, or will NOT do what	At what level of proficiency	Under what conditions	Measured by whom and how
By 3/16/15	Marcia	will rate her distress or discomfort	at a level of 5 or lower	when confronted with requests to participate in non-preferred activities in school.	as measured by the school psychologist using a subjective units of discomfort/distress scale

**Coordination of Treatment Protocol with Other Services and Supports:**

- Are curriculum accommodations or modifications also necessary?  yes  no
- If yes, where described: **Line 8**
- Does this behavior also require a behavior intervention plan?  yes  no
- Does this treatment protocol require coordination with behavior intervention plan implementers?  yes  no
- If yes, person responsible for coordinating treatment protocol and behavior intervention plan implementers: **School Psychologist and Classroom Teacher.**
- Does this treatment protocol need to be coordinated with other agency's service plans?  yes  no
- If yes, persons responsible for contact between agencies **School Psychologist will contact the family's assigned Social Worker to coordinate care.**
- Is this treatment protocol necessary to benefit from the student's special education?  yes  no
- If yes, this treatment protocol is a "related service." Person responsible for providing the related service: **This represents a related service as part of Marcia's IEP. It will be delivered by the school psychologist who has received training in CBT.**

**COMMUNICATION PART V: COMMUNICATION PROVISIONS**

Manner and content of communication

**14.**

1. Who?	2. Under what condition(s) (Contingent? Continuous?)	3. Delivery Manner	4. Expected Frequency?	5. Content?	6. How will this be two-way communication
School psychologist with classroom teacher and parent	after each CBT session	will send a note to the classroom teacher and parent	once or twice weekly	that describes the knowledge and skill emphasized with Marcia in the weekly CBT session and include recommendations to practice the skill and how to help her generalize the skill to natural situations.	Teacher and parent will respond by indicating whether they understand the content and provide any information that might be useful for the next CBT session.

1. Who?	2. Under what condition(s) (Contingent? Continuous?)	3. Delivery Manner	4. Expected Frequency?	5. Content?	6. How will this be two-way communication
School psychologist, classroom teacher, and social worker	as part of progress monitoring meetings	will meet face to face	once a month	to review progress monitoring data and develop a plan to implement a coordinated system of care across school and home settings	this will occur face-to-face and all parties will have input regarding progress and educational/social-emotional programming.

1. Who?	2. Under what condition(s) (Contingent? Continuous?)	3. Delivery Manner	4. Expected Frequency?	5. Content?	6. How will this be two-way communication

**PARTICIPATION PART VI: PARTICIPANTS IN PLAN DEVELOPMENT**

- Student **Marcia Jensen**
- Parent/Guardian **Helen Jensen**
- Parent/Guardian
- Educator and Title **Marty Howell - Classroom Teacher**
- Educator and Title **Jessie Charmichael - Paraprofessional**
- Educator and Title
- Administrator **Chris Chronas**
- Agency Representative **Megan Fisher**
- Psychologist **Dajana Kubergovic**
- Related service providers
- Other