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# Molly Home Example



# MOLLY



## Behavior

*Molly leaves the dinner table after eating a few bites*

### Learning Challenges and Uneven Skill Development

- Molly might not understand time well enough to know how long to stay at the table
- Molly has no timers or schedules for dinnertime
- Molly might not understand the verbal directions
- Molly might rather do other activities than eat

### Environmental Mismatch and Change

- Little personal space at the table
- Schedule is different on Fridays
- Lots of talking and unexpected laughing at the table

### Sensory/Biological Sensitivities and Preferences

#### Impact of Medical Concerns

- Molly is struggling with the noisy conversation
- Molly might not like sitting on the wooden bench
- Molly might not like being physically guided back to the table
- Molly likes the texture of pasta

### Social, Emotional and Communication Challenges

- Molly has limited ability to communicate her anxiety and distress of the sensory and conversation challenges that face her.
- She is unable to cope with the social demands in light of the sensory challenges
- Kicking, biting, and hitting successfully “communicated” her displeasure and caused people to change their behaviors by stopping conversation

### Difficult to Motivate Narrow Areas of Interest

- Molly does not seem interested in the family conversation
- Molly is not receiving any reinforcement for staying at the table
- Pasta and dessert might keep her at the table a bit longer

# Begin with Success: Recognize the Child's Strengths



MOLLY

## Communication

- Speaks in short phrases
- Finds a way to get her point across

## Physical Attributes

- CUTE!
- Large Motor Skills

COPING SKILLS for all areas

?????

## Academically related areas

- Possibly Math, if hands on

## Functional Skills

- Puts on own coat
- Follows a Schedule

## Work Habits

- Can work alone sometimes

Self Monitoring and Self Regulation of Sensory Needs

- Seems to know when she is overwhelmed

## Personality

- Can be very engaging

## Motivators and Reinforcers

- Music
- Computer
- Likes pasta

## Self Determination Skills

- Will keep trying to let you know what she wants

## Social Competencies

- Best One-on-One

## Antecedents

- Fridays
- Conversation by other family members
- If the menu does not include pasta
- Finishes 3 bites of food

## Behavior

***Molly leaves the dinner table after eating a few bites***

## Consequences

- Verbal requests to sit and eat
- Mom or dad physically guide her back to the table, at which time she kicks, hits, and bites
- Molly is made to sit between mom and dad
- Conversation stops
- Sometimes dessert is served

## Setting Events

- Fridays (*change of routine from week*)
- Not understanding “how long”
- Conversations at the table

## Triggers

- Being Touched (*Very tactile defensive*)
- Being returned to the table to finish eating

## Factors that Increase the Behavior (Reinforcement)

- Sitting between mom and dad might be more predictable for Molly
- People stop talking
- Getting dessert

## What is Increasing or Decreasing the Targeted Behavior?

**Change of routine** may increase Molly's anxiety and make it more difficult to stay at dinner; **Unexpected loud bursts of talking or laughing** may hurt Molly's ears; **Being physically guided back to the table** might be bothering her sensory system while **sitting between mom and dad** might be giving deep, relaxing pressure; **Not understanding “how long”** with the routine changes could be upsetting her; **Getting preferred food items** might be increasing her leaving



## Learning Challenges and Uneven Skill Development

- Time and conversing are hard for Molly
- Communication Skills

## Environmental Mismatch and Change

- Very Little personal Space
- Noisy

## Sensory/Biological Sensitivities and Preferences

### Impact of Medical Concerns

- Touch, noise, & maybe food texture are very difficult to tolerate.

## Social, Emotional and Communication Challenges

- Emotionally escalates quickly
- Cannot express Calmly and Verbally her displeasure
- Unable to Cope

## Difficult to Motivate and Narrow Areas of Interest

- Dinner table conversation is not motivating

## Food choices

What are the Underlying Contributors to the Behavior  
(Setting Events? Triggers? Reinforcers?)

Schedule Changes on Friday, loud talking or laughing, being touched, The need to communicate, gets dessert, hit/kick/bite are her ways to communicate, sitting between

## Learning and Skill Development

Molly Learns best with music, Movement, and a schedule

## Environmental Matches

Structure and Routines!

When she has ability to make some choices or decisions.

## Sensory/Biological Preferences

Visually organized surroundings,  
Likes pasta texture  
Enjoys deep pressure

## Successful Social and Communication

Predictable social situations like music games  
Communicates with short phrases.  
Understands and makes concrete requests much better than emotional explanations

## Motivations and Interests

Music, Hands On Activities, Background, Making a choice

What additional skills are needed to improve behavior?

Understanding how long to sit; coping skills for sensory issues; understanding the change in schedule on Friday nights; Learning more communication skills; learning how to indicate choices, Like foods; being able to respond to redirection that does not include

Behavior  
Molly leaves the dinner table after eating a few bites

## of Improving Learning and Skill Development

### Development

Visual timer to show "how long", ideas for conversation topics using visual supports, sit between mom & dad

### Modifications to Achieve Environmental

### Matches

Mark the area where Molly needs to stay for dinner, make a menu for her to choose her food on Friday, teach her to help prepare the dinner table using a song

### Sensory/Biological Adaptations and Interventions

Physical activity right before dinner, fidget/favorite item to help be able to sit longer, explore foods with texture similar to pasta

### Social-Emotional and Communication Supports and Instruction

Use a list of topic choices for all family members, have visual supports for all topics to help Molly be able to participate, use picture directions about the dinner process

### Ways to add Motivation and Reinforcement

Play favorite music if she is sitting at the table, set up a system with dessert as the reward increasing the amount

What Skills Need to be Taught ?

Sit until timer is done, use visuals/communication system, stay in marked area, set the table, follow a mini-dinner schedule, how to earn dessert



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