

Therapeutic Behavioral Services (TBS) (H2019)

DESIGNATED PROVIDERS ONLY

Initial Meeting

P - (Purpose): TBS initial treatment meeting to discuss TBS services with family, establish target behavioral goals, and develop behavioral plan, to address impairments in Maggie's anger control and communication

I - (Intervention): Gathered information regarding Maggie's interests in order to formulate interventions that will engage her in services and build on her strengths. Discussed target behavior goals. Explained possible future TBS interventions to assist Maggie in attaining goals, including coping skills, developing system of rewards and consequences, coaching, and parent meetings. Reviewed mandated reporting laws and identified client's crisis plan before ending visit.

R - (Response): Maggie reported that she enjoys drawing, and her foster mother confirmed that Maggie's problem behaviors decrease significantly when she is doing artwork. Maggie's foster mother reported that Maggie has verbal and physical anger outbursts "constantly," including screaming, tantrums, kicking, and slamming doors. She also said that Maggie "completely ignores any and all attempts" to de-escalate situations and "doesn't even seem to hear [her]." Agreed on goals:

1. Increase anger management skills to decrease aggression, so that verbal aggression (screaming, tantrums, crying, threatening) occur no more than 5x's per day, and physical aggression (kicking, hitting, throwing objects, slamming doors) occurs no more than 5x's per week over the next 30 days.
2. Increase communication skills to decrease noncompliance so that non-compliance occurs no more than 10x's per day over the next 30 days.

Both Maggie and her foster mother seemed receptive to TBS services, and Maggie said she would like to have art supplies as a reward.

PL - (Plan): First observation and assessment visit at school scheduled for 5/27. TBS specialist will meet with client at school and at home as target behaviors were present in both environments.

Client Home Visit

P - (Purpose): One-to-one therapeutic behavioral assistance to Maria, to address target behavior goal of increasing self-soothing skills to decrease unsafe behaviors (cutting, scratching people's name in arm, running away) to zero incidents of unsafe/self-injurious behaviors over next 30 days.

I - (Intervention): Clinician arrived for scheduled visit. Used open-ended questions to gather more information regarding Maria's tracking chart homework. Highlighted Maria's increased ability to link her actions with outcomes she does not want, and verbally praised her for making positive choice to use coping skill of asking for help and sharing her feelings. Facilitated discussion to explore possible triggers to Maria's target behaviors. Helped Maria identify positive coping skills she can use when faced with similar situation where she feels sad, including reading, writing poetry, and drawing. Provided supportive environment by actively listening and validating Maria's feelings. Checked in with group home staff regarding client's report.

R - (Response): Maria had completed tracking chart and reported one incident of unsafe/self-injurious behaviors over the past three days. She shared that she started to scratch her boyfriend's name in her arm but stopped after thinking about consequences to her actions, including moving down level system in group home. Client further shared she was able to speak with group staff to ask for help. Client shared she was sad that she would not see her boyfriend for one week. Staff identified knowing about incident and highlighted client's increased ability to ask for help when having urge to engage in unsafe/self-injurious behavior.

PL - (Plan): Next visit in one week.

P - (Purpose): One-to-one therapeutic behavioral assistance to Mai. Target Behavior Goal addressed in session: Increase self-soothing coping skill to decrease self-injurious tantrums to no more than one time per week over next 30 days.

I - (Intervention): Scheduled home visit. Upon Mai's refusal to participate in TBS, specialist asked open-ended questions to assess her mood and possible triggers. Because Mai had previously stated that she finds being outside calming, specialist offered option outdoor session. Validated Mai's feelings of being upset and her choice of not wanting to talk about it. Presented Mai with a feeling log and prompted her to use it to identify different feelings through the day. Encouraged her to use the log on her own, and told her she would receive reinforcement for doing so. Coached Mai to use self-soothing coping skill of playing a game. At the end of game, asked open-ended questions to help Mai identify her feelings before and after the game. Validated her feelings and encouraged her to use similar coping skills when experiencing similar feelings in the future. Reinforced Mai's participation in the day's session and reminded her to use feelings log.

R - (Response): Mai presented as sad, as evidenced by her expression and posture. Though she initially refused to engage, she was receptive to working outside as well as to the feelings log. She identified her feelings for the day on the log as happy, smart, angry, and sad. After playing a game of tag, she said that she was "upset" before playing the game and she felt "better, not so upset" after the game was over.

PL - (Plan): Specialist to conduct next home visit session in one week.

May 2024