

Team or Teacher Skills

- Client responds well to setting boundaries in advance and revisiting them often
- Use preteaching, then pre-cue what has been taught, and reinforce skills when they occur
- Use preventative check ins when doing well
- Be subtle with praising (it can be a trigger, so use low-key conversation and do things together instead of saying “good job”)
- Use visuals to teach what to do/say when it’s time (e.g., who to talk to about x if I can’t talk about it with you)

Notes for educators:

- Misdiagnosis on record (as ADHD but is probably PTSD)
- Missing skills, needs fluency in math, reading
- Feeling “slow” is a trigger; in the past used aggression to get out of classes she was failing

Behaviors to Track

- Needs reinforcement of alternative behaviors for these behaviors: Aggression to others (staff, peers, animals); using inappropriate social boundaries/ discussing personal or sexual topics; hurting herself; suicidal statements; threatening to harm others
- **Monitor for major risks to others (peers, staff, animals) due to history**

Mari likes:

-Curry, fries, Tupac; Video games; Doing hair, makeup and nails; Boxcar mysteries; Listening to music; Riding her bike

Mental Health Needs

- Affected by **trauma** (childhood abuse and neglect)
- Many diagnoses including Bipolar Disorder; Post Traumatic Stress Disorder; Reactive Attachment Disorder; ADHD
- Takes many medications for help with behavior, impulse control, sleeping
- Was exposed to weapons, gangs, and drugs
- May be suicidal at times
- Recently discharged from a hospital where she stayed for several months and was isolated a lot of the time (will now crave social interaction)

Mari uses:

Female pronouns; Jokes and humor to get to know others; Poetry to express her needs; Lots of great coping skills; PRNs (medication as needed) to help cope with difficult environments

Home and Team:

- No contact with her family
- Has several team members who want to team with any new member

“Mari”

Mari is:

13 years old; Identifying as female; Asian, born male; Good at art; Diagnosed with intellectual disability; “street smart”

Mari has:

Been abandoned by her foster family; Lived in many placements and on the street; been successful with a kind SLP who helped her learn to express herself with poetry and art

Coping or Alternative Skills to Reinforce

- **Coping skills:** Telling others she needs to talk; making a painting or poem; being read to; taking a nap; saying “I need space” and taking break; asking for and taking a medication
- **Alternative Behaviors:** Requesting appropriately; doing an art project; talking with others; journaling her feelings

Example Client-At-A-Glance

Email: _____ (Contact for support BCBA-D)

Phone: _____ (contact for team leader)