

Behavioral Intervention Plan

Individual

- Katie
- Age: 6, going into Kindergarten
- Setting: Mostly at home, sometimes in public

Target Behavior

- Narcissism
 - Arguing by consistently not agreeing with others (Especially Elders), and keeping a close mind (Not willing to compromise or see others' point of view)
 - Interrupting others by talking when others are talking
 - Hanging on others (e.g. grabbing arms, sitting on laps, poking)
 - Talking about how good she are at everything frequently (e.g. "I'm really good at this, right?")
 - Downgrade others abilities to their face or behind their back (e.g. call someone fat, "I'm better than him at this")
 - Change the topic of conversation to herself many times in an interval of time

Function of Behavior

- Attention
 - Research, including direct observation, the Motivation Assessment Scale (MAS), and the Functional Analysis Screening Tool (FAST) have determined Katie's Narcissism is due to the need for attention. This research has been completed by the nanny, parents, and teacher. The data shows the narcissist behavior of talking about self and downgrading others occurs during the morning when she is by herself. However, the narcissistic behavior occurs more in the afternoons when Katie's older siblings come home from school. These behaviors include hanging on others, interrupting others and, changing the conversation to herself. The behavior occurs most often when the Nanny is paying attention to siblings and not Katie. This behavior occurs at home most frequently, but also in public areas, such as parks and pools.

Through direct observation, it has been discovered that Katie receives positive and negative attention for her behavior. She receives positive reinforcement if the adult caves in and listens to her. When she is ignored, she receives negative punishment. After self-centered comments and arguments, she is engaged in discussions with the adult based on why the behavior is wrong. This is a form of positive punishment. Finally, when she downgrades others', she is put into the time out, her consequence being a negative punishment.

Baseline of Target Behavior

- Average frequency over 10 days= 10

Replacement Behavior

- Target Behavior: Talking about how good she is at something frequently ("I am very good at this, right?" "I am faster than John in coloring.")
 - To gain attention, Katie will say "I am working hard at this. John is working hard also."

- Target Behavior: Changing subject to herself frequently
 - Katie will have one chance to say how topic has to do with her, then she will be asked to listen quietly to others. She may engage in conversation throughout rest of conversation, but may not talk about herself until the topic is complete.
- Target Behavior: Hanging on people and interrupting
 - Katie will tap on person's shoulder when she would like to say something and wait for others to finish talking before she begins talking.

Intervention Plan

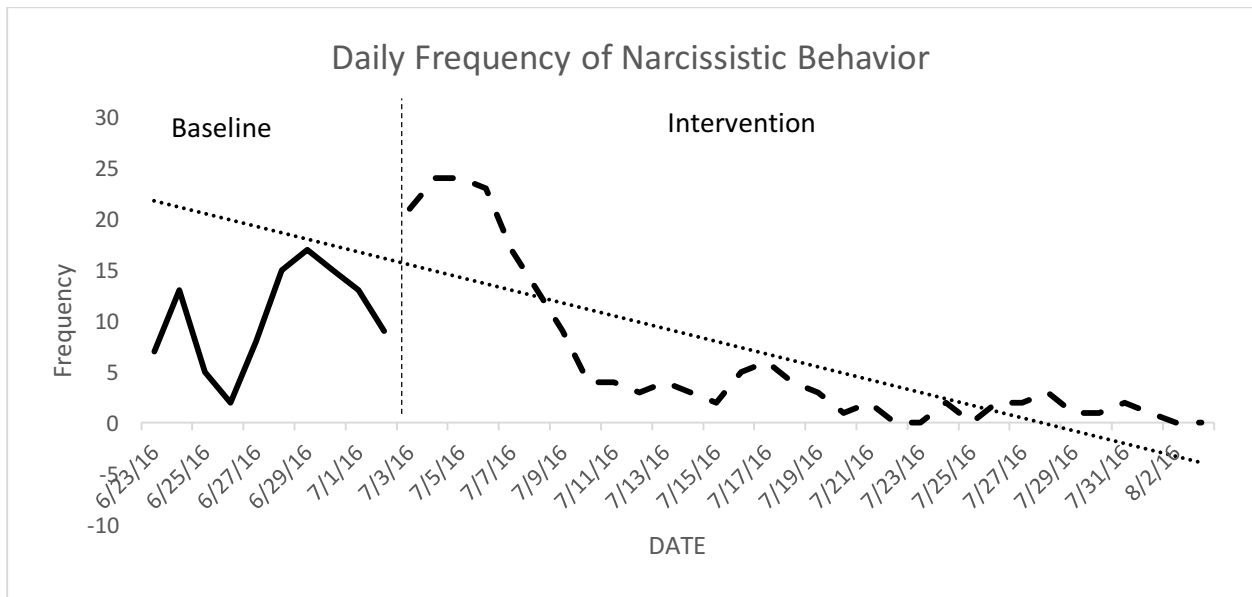
- Reinforcement Plan for Narcissist Behavior
 - For 5 days, Katie will receive 1:1 Fixed Ratio Reinforcement.
 - After 5 days, Katie will receive 2:1 Fixed Ratio Reinforcement.
 - After 5 days of 2:1 reinforcement, Katie will receive Variable Ratio Reinforcement. This will continue, even if behavior stops.
- Differential Reinforcement
 - DRA: Katie will receive reinforcement (praise) when using replacement behavior by nanny, parents, and teacher.
 - DRH: Katie will receive reinforcement (praise) when she shows more patience by nanny, parents, and teacher.
 - DRL: Katie will receive reinforcement (praise) when she talks about herself less by nanny, parents, and teacher.
- Intervention Methods
 - Give a lot of attention until she does not want any more from the adult who is with her
 - When Katie engages in Narcissist behavior, adult will discuss with Katie how the behavior is harmful and why it is wrong.
 - When behavior occurs, adults will explain to Katie that positive attention is better than negative attention. (e.g. If Katie says "Tom is trying hard to color, just like I am" gets better, more positive attention than "Tom is not as good at coloring as I am.")
- Teaching Component
 - Who will teach Katie the replacement behavior
 - Nanny
 - How will replacement behavior be taught
 - One-on-one instruction.
 - Katie and nanny will sit down and have a discussion about what is appropriate and what it inappropriate.
- Who uses Reinforcement Plan
 - Nanny/Babysitter
 - Parents
 - Teacher

Data Collection Method

- Method: Frequency
 - Daily chart: Adults will tally each time Katie uses narcissist behavior per day

- Chart will be looked at on Friday, each week
- Weekly chart will be created based off daily chart (e.g. how many times per day, what time)
- Who collects data:
 - Nanny: Nanny will collect data from 8 to 4, Monday through Friday
 - Parents: Saturday and Sunday

Graph of Data



Recommendations for Further Plan Adjustment

- All weekly charts will be observed at the end of the month.
- If method seems to be working, continue method and reevaluate next month.
- If method does not work, increase attention given to Katie until she does not want it anymore. Take away fun events and use time outs when behavior occurs. After time outs, explain to Katie that Narcissist behavior is unacceptable.
- If method works faster than planned, continue Varied Ratio Reinforcement and change chart from “hourly” to “daily.” Then, from “daily” to “weekly.” Once “weekly” becomes “monthly”, behavior does not need to be evaluated anymore.

Date for Plan Review

- This plan will be reviewed in four Fridays.