



Colouring Within The Boundaries

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Client is 5 years old and has been in the IBI program for over a year. Verbal communication is limited but can answer brief questions when asked. Behaviours include hitting, biting, scratching, spiting, kicking and throwing. Behaviours can run very high during a session when client is not enjoying activity.

The program I created entitled “Colouring Within the boundaries” teaches the child how to properly colour within the lines using a stroke procedure. The child starts off at 10 strokes using a full physical prompt and slowly reduces the prompting level. The client I gave the program to, at baseline, had no ability to properly colour within the boundaries without the help of an instructor. The client would scribble all over the paper and then proceed to rip up the paper. The program touches on using a full physical prompt to guide the child’s hand to correctly colouring within the lines. Some of the criteria of the program are listed below:

Objective: the child will colour within the boudaries when instructed to do so.

Operational Definition: Braydon is considered “colouring in boudaries” when he holds his crayon in his hand and can make at least 10 strokes within the lines for at least 30 seconds with 80% accuracy over 10 trials, done on 2 consecutive days with 2 different therapists.

Prompt Hierarchy:
FP- Full Physical- Therapist helps child draw from behind the child.
PP- Partial Physical- Therapist guides child’s hand lightly to help colour.
G- Gestural- Therapist shows child where to draw.
NP- No Prompt.

Error Correction: If child does not engage in colouring or does not colour within the lines, therapist is to move up a prompt level and give no reinforcement. When child does the proper action the second time, praise is only given, no tangible.

Fisher, W.W., et al.

This article looked at stereotypic behaviours such as ripping paper for attention. In one of the experiments, they placed the child in a room with all the toys they had previously broken. When the child was placed around toys that were already broken, the behaviour decreased. I decided this was a good article for my intervention because the client engaged in ripping behaviour when he was finished, even if the program wasn’t.

Hagopian, L.P., et al.

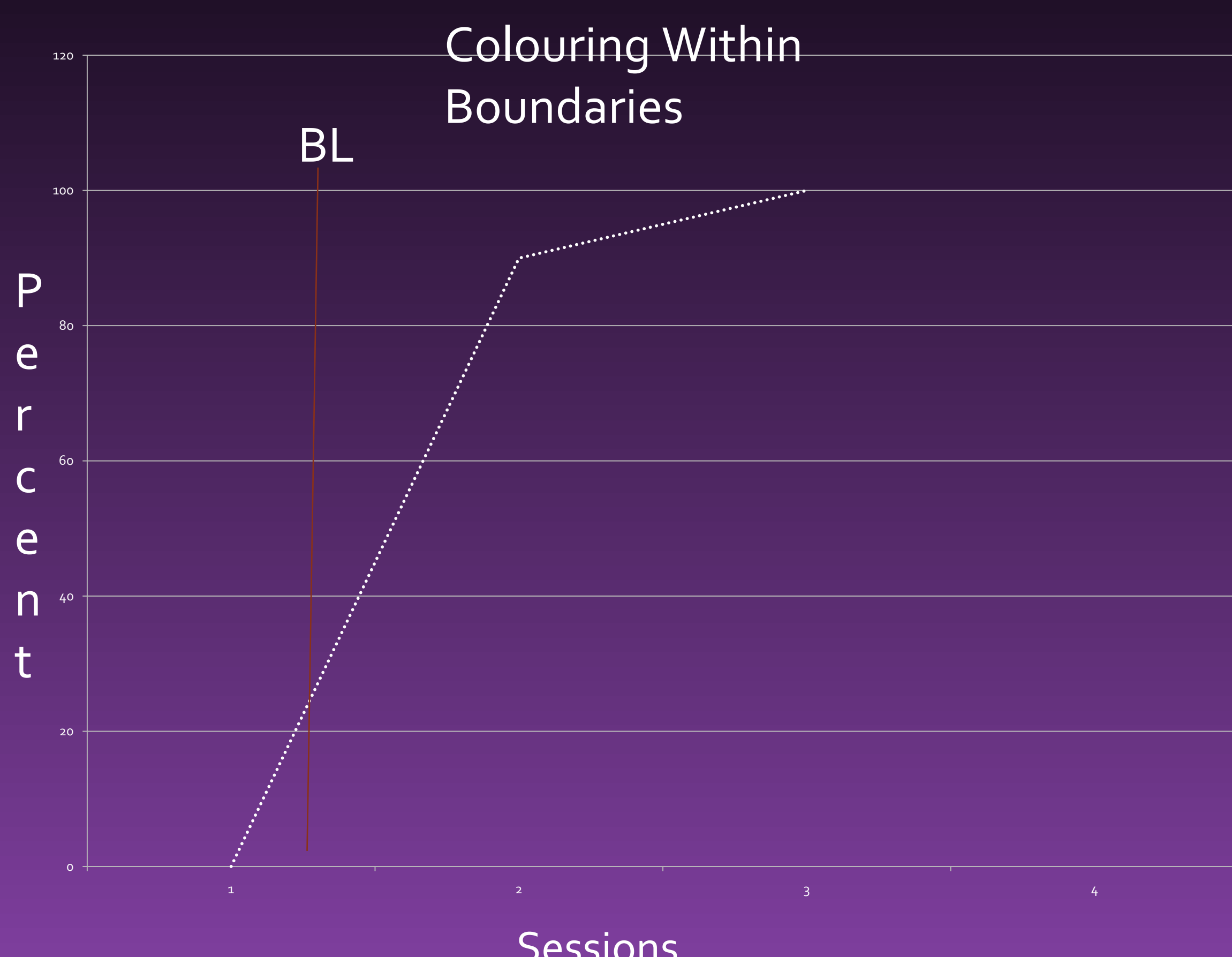
In this article, they looked at destructive behaviours and taught the clients to use functional communication to decrease the behaviour. When the clients used words to explain what they wanted, the behaviour decreased. This article was also chosen for my program because the client did not use verbal skills to express what he wanted most of the time. So teaching him to use his words helped us understand what he wanted.

Heal, N.A., et al

The last article looked at preference assessments and choice decisions for children in a preschool setting. The teacher offered two choices and told the children to “pick one”. When the children were given this option, less behaviour occurred and gave the children more freedom to choose what they wanted. I liked this article because it showed me how to approach the client with colouring. I asked the client to choose one of two colouring pages (preferred items) and less behaviour occurred.

Thanks to R.E.A.C.H. for all the help and support working on my program. And for letting me complete my placement at R.E.A.C.H.

Here is the data collected on “Colouring Within the Boundaries”. The first graph shows the client’s progress during placement with the program. Baseline was taken on the client and it was clear right away that the client did not know how to colour properly within the lines. Data was taken at every session to see how much progress could be made with the client.



Results of the program indicated that if the client was to keep using the program, progress could be made to help the client learn how to colour within the boundaries. The client enjoyed the program, however there was some problems implementing the program with the client. Client enjoyed colouring everywhere including table, face, hands, etc. Revision of the program to include colouring in other places as well as ripping would be essential.

Some other concerns of the program are that sessions were cancelled quiet a lot and therapists did not get to run the program enough with the client. Not enough data was taken on the program. If the program was implemented longer, a final decision could be made about the program and it’s overall results.

Since placement is such a short time and the program was not run long enough, there were some flaws to the program. When running the program, questions were raised such as procedure and when to increase 10 stroke rule. If the program was to keep being implemented, little changes would have to be made to the program to include how many strokes child needs to complete before the program can be moved.