

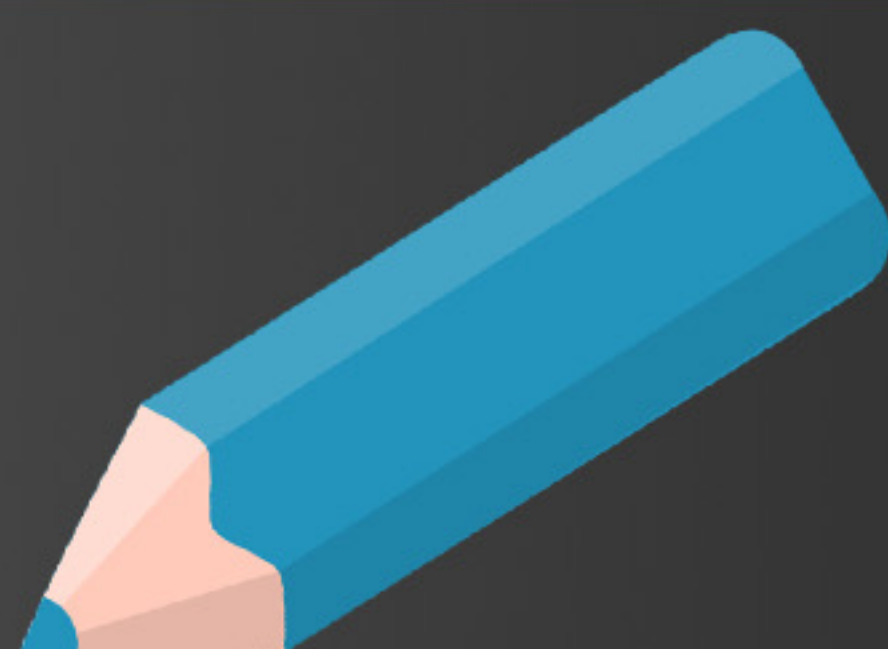


GEMS
Founders School
DUBAI



A little scaffolding is all it takes...

Case Study Azaan Khan



Meet Azaan Khan



Azaan is a bright and lovely young boy who joined Small Steps at our GEMS Founders School facility in September 2018. Azaan was referred to Small Steps by the inclusion team at GEMS Founders School where Azaan attended mainstream classes.

Azaan attended Level FS2 at GEMS Founders with the support of a learning assistant Ms. Maria, but he often encountered several behavioural and social skill challenges that impeded his learning & development.

The team at GEMS Founders School believed Azaan could benefit from intensive and individual ABA support and behaviour intervention under the umbrella of a mainstream school setting.

Azaan's First Steps at Small Steps



Azaan's journey started at Small Steps at the age of 5-years and 8-months while he was enrolled in Year 1 when he enrolled with us and underwent an initial direct observation by our resident BCBA. During this observation Azaan was assessed for his play and social skills, behavioural excesses, deficits and vocal behaviour.

Azaan demonstrated a variety of manding (communication), language, academic and social skills but functioned at a significantly lower level compared to his peers.

Post the direct observation, Azaan was assessed using the Verbal Behaviour Milestones Assessment and Placement Programme (VB-MAPP) over two months which helped identify his strengths and weaknesses across a variety of critical skills.

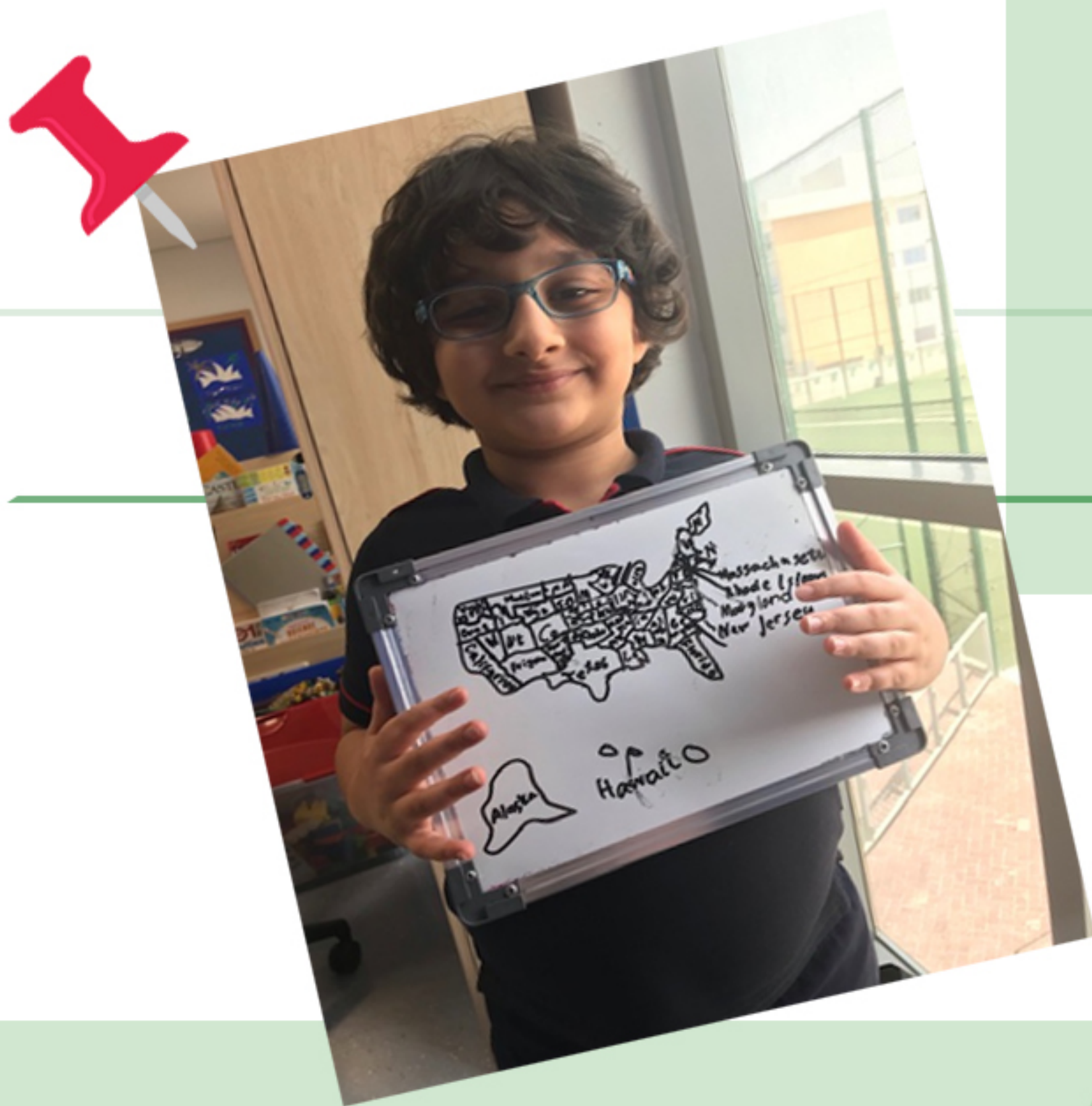




Small Steps Assessment

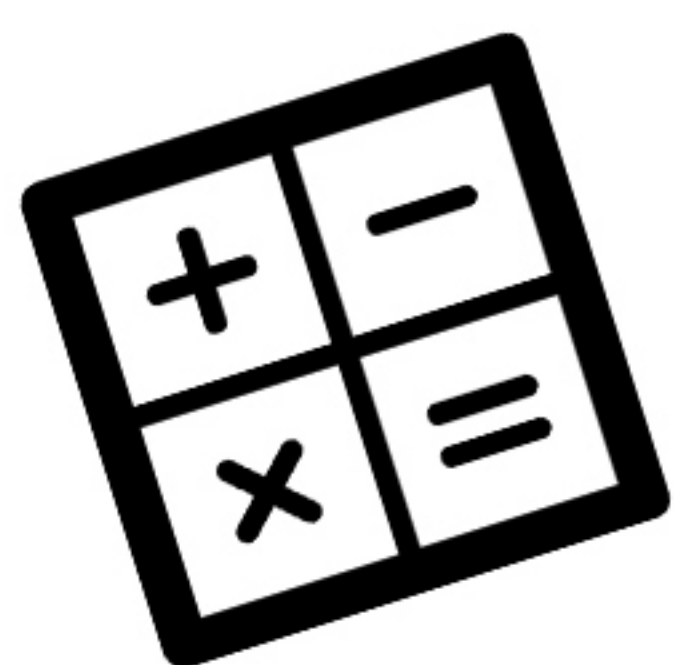
Following the VB-MAPP Assessment, it was evident that Azaan demonstrated several language, learning and behavioural deficits and based on this the BCBA recommended an intensive intervention plan that made use of the evidence-based principles and procedures of Applied Behaviour Analysis.

The immediate priority involved expanding Azaan's mand repertoire, which would help him get what he wants and needs, and reducing problem behaviour, so that Azaan is able to access longer periods of time in the mainstream classroom. Working on Azaan's missing communication- and language skills was critical to ensure his meaningful participation in the mainstream classroom. The team also felt, it was also critical to broaden Azaan's areas of interest to allow for meaningful interactions with his peers.



Azaan demonstrated severe disruptive behavioural challenges when he found himself in situations which he did not prefer such as denied access to a favorite object, increased work demand, group work, attention from others, loud noises etc. These situations would lead to problem behaviour like loud crying, hitting, running, elopement and saying statements like, "I will give you a X!", "Get out of here.", climbing under the table, pushing, rolling on the floor etc.

There was a high risk of behaviour escalation which could lead to problem behaviour episodes lasting 45 minutes to an hour before he would return to complying to the task and attend the task.

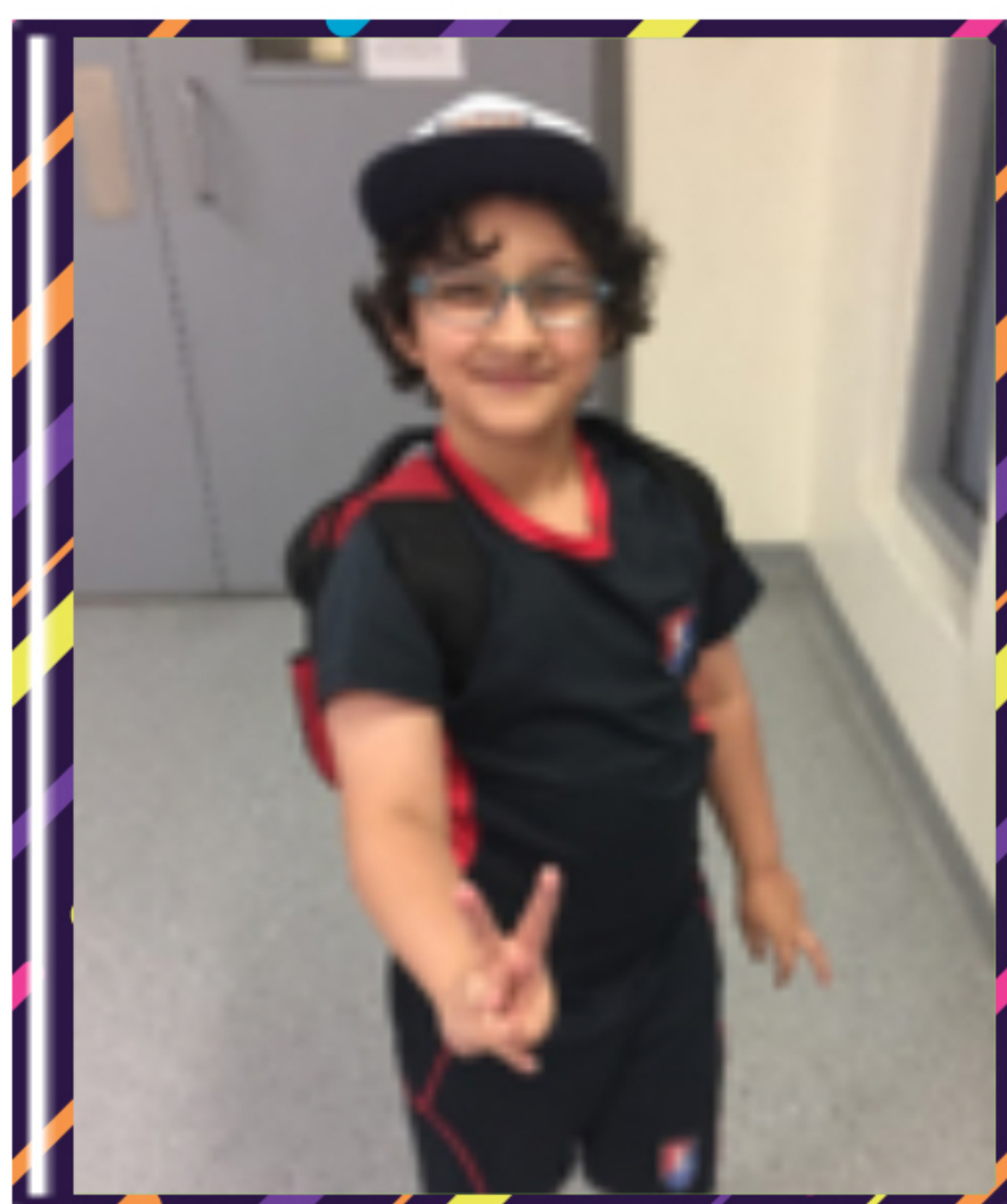


Intervention Strategies

The major challenge with Azaan was to manage his behaviour and modify them with the use of appropriate and interactive ABA intervention techniques.

Azaan's escape, hitting/ aggressive behaviour was put on immediate extinction and his lead therapist was advised to use a first and then a contingency.

To initiate these contingencies and protocols we faced a lot of resistance from Azaan and it took sustained efforts from the interventionists to acquire fluency and integrate them fully with Azaan. During this time we saw a burst of multiple behaviours such as hitting, crying, running, bolting when we stopped and blocked all access and reinforcement to these behaviours.



This was a particularly tough period for Azaan as we would have multiple long episodes of problem behaviour which would last up to an hour each day. But with continued support, we could achieve a remarkable decrease in Azaan's behavioural challenges. We applied antecedent manipulation tactics with Azaan and these helped contain his behaviours.



Summary of the Steps that Azaan and Small Steps Have Taken Together

| | | |
|--|--|--|
| A. Communication 1. Makes requests using full sentences 2. Makes eye contact when making requests and gets the listener’s attention by either calling out name or saying “listen to me” 3. Understands some complex sentences and instructions | | <p>Help Azaan to make full sentences by using “forced alternatives”, for example, “Do you want me to pour the water on the pirates or put the pirates in the water?”</p> <ul style="list-style-type: none">▪ Remind Azaan that he has a choice, and it is okay for him to choose either option▪ Use ‘first, then’ compromise▪ Allow Azaan to take frequent movement breaks especially before and after prolonged group instruction |
| B. Language 1. Understands relatively complex instructions 2. If he does not understand, he will not ask, but he will say the same thing again. He will say “no” if he disagrees. 3. He will answer “yes” to most questions | | |
| C. Behaviour 1. Hyperactive behaviour like running around the classroom or spinning and making sounds 2. Inappropriate behaviour such as saying “no” or “you are not with me” multiple times, not following instructions and crying 3. Elopement, climbing under the table, rolling on the floor | | |
| Reinforcements | | Targets |
| 1. Letter related activities 2. Number related activities 3. Puzzles 4. Making signs 5. Physical games such as running 6. Help Azaan to make full sentences by using “forced alternatives”, for example, “Do you want me to pour the water on the pirates or put the pirates in the water?” 7. Remind Azaan that he has a choice, and it is okay for him to choose either option 8. Use ‘first, then’ compromise 9. Allow Azaan to take frequent movement breaks especially before and after prolonged group instruction | | 1. Azaan will make specific requests to the teacher 2. Azaan will make requests to peers 3. Azaan will engage in reciprocal conversation with peers 4. Azaan will follow group instructions 5. Azaan will engage in appropriate play with peers |



**GEMS**

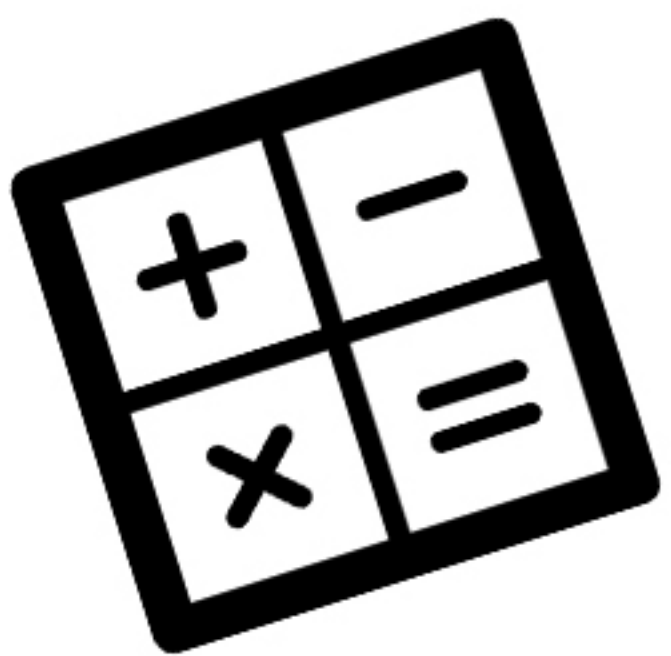
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Term 1

In August 2018 (Term 1, academic year 2018-2019) we had to suspend Azaan's access to all classes due to increased instances of problem behaviour. After one month Azaan started Flourish Maths & English classes conducted by Year 1 SEN Teacher Ms. Dominique Dhooge. We encountered several challenges with respect to compliance during all classes but with the effective use of Azaan's token board, first and contingency and behaviour charts, we were able to access all Maths and English classes in the week.



Term 2

At beginning of Term 2, we assessed Azaan's readiness for mainstream classrooms and started Arabic lessons owing to his flair for language. Despite increased classroom time, Azaan continued to show severe social skills deficits and very low rate of interaction with his peers. To enhance Azaan's social engagement we began PE, snack break and Library time. By the end of Term 2 we could see a remarkable difference across Azaan's verbal repertoire, tolerance towards unwanted situations and group activities, following teachers' instructions, cooperating with peers and zero reaction sudden changes in schedule/routine.

Term 3

Term 3, saw Azaan transition from Flourish Maths to his mainstream Maths class and he began attending Topics lessons which was an amazing feat as this took his inclusion percentage to over 60% in Term 3.



“For every disciplined effort, there is multiple rewards”



The latest

Azaan's journey from the beginning of the school year as a Year 1 boy who found the activities and pace of a mainstream classroom extremely challenging and hard to cope with, to the boy who (i) is in a classroom for 60 per cent of the time (ii) follows teachers instructions, (iii) exceeds his academic goals has been nothing short of remarkable. He was with Small Steps for a whole Academic year and continues to attend GEMS Founders School.

Azaan is now in Year 2, with a 100 per cent inclusion rate and attends all his mainstream classes with support from a learning support assistant.

Azaan Khan's cumulative Targets Mastered



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Words from Azaan's Parents ...

“I want to thank the team at Small Steps and GEMS Founders School for providing an amazing environment for our child, he learnt and flourished there more in a year than he did ever before. The positive changes in his behaviour and personality are so immense that teachers from earlier years feel he is a different child. We are very fortunate that Azaan got the opportunity to work and grow with the wonderful people at Small Steps, the entire staff is just so genuine and so caring. We are forever grateful to Small Steps and GEMS Founders School for this unique concept which has helped shape Azaan into the wonderful boy he was always meant to be.

Thank you.” – **Adnan Khan [Father]**



Words from Azaan's Therapist ...

“Azaan is a bright and spirited boy who has a keen interest and zest for learning. He has a remarkable talent with numbers, letters and languages alike, which has been particularly fun since on more occasions than one, i have got tutored to learn some Russian, Japanese and Mandarin. He is a very quick learner with a creative mind and unique intellect. Everyday with him is exciting and has its own great fun elements. Seeing him progress and achieve minor to major milestones like; sitting in class obediently and complying to teachers instructions, putting his hand up to answer in class, socially interacting with his peers, creative playing in the playground, to name a few, has thoroughly been an exciting and rewarding experience”.

– **Heena Sharma**
[Registered Behaviour Technician]





Home Room Images...



[To support the case study and provide relevant data, some key information from the initial assessments and intervention, and photos are appended within this document. Table 1 gives an outline of Azaan's behaviour and intervention strategies. Enclosed with this study are also data and graphical representation of Azaan's mastered skills from his time with Small Steps from September 2018 - July 2019]