

The purpose of this assignment is to help you begin to think of moment-to-moment (MtM) interventions as opportunities toward building lasting intervention strategies. MtM interventions are ways of identifying/assessing concerns, opportunities to build relationships, and as a primary (& ongoing) step in our work with young people. It is not the end step; it happens throughout the relationship and continually guides the relationship.

Watch the video to answer the questions:

<https://youtu.be/cw7jDo8KTao>

<https://youtu.be/-111ty7SCLo>

Your whole assignment should reflect: Competency-based (strength-based), evidence-based, and theoretically sound approaches that align with CYC characteristics. Your answers should also be anti-oppressive with an awareness of trauma, context, and social-location (yours and the young person).

You are to identify the behaviour you are intervening on, as a starting point. Once the behavior is identified, identify the antecedent and two possible functions of the behavior.

You are to think of one possible setting event related to *each* of the four following factors:

1. Biophysical
2. Psychological
3. Social/Cultural
4. Physical space

You will not necessarily know if these are factors or not, you will make an informed guess.

Please note where you are intervening on the behaviour continuum:

You are to come up with an intervention strategy based upon the assumptions you make. The assumptions are based upon what the person presents with, the decisions you make about the possible functions, the setting events, where they are on the behaviour continuum along with goals and who the young person is.

3

1. Identify the antecedent, the behavior you are intervening on, and two possible functions (4 marks, 1 for each of A-D)

A. Antecedent

A. Behaviour

A. Possible Function 1:

A. Possible Function 2:

2. Possible setting events

A. Biophysical: identify the event and if it is same day, day before, within week or long standing (2 marks)

B. Psychological: identify the event and if it is same day, day before, within week or long standing (2 marks)

C. Social/Cultural: identify the event and if it is same day, day before, within week or long standing (2 marks)

D. Physical space: identify the event and if it is same day, day before, within week or long standing (2 marks)

3. Identify where behaviour is on “behaviour continuum” and explain why you think it is at this stage (2 marks)

4. What you would do in the moment, draw upon, discuss, and cite choices based upon at least two of the following texts: Garfat and Fulcher (2011), Davidson (2004), Fox (2013), Weisman (2010), or the influence techniques (use technique and number) (8 marks)

5. Identify what you are noting about yourself and your surroundings and why it is important in this situation regarding:

A. Self-awareness (2 marks)

B. Physical awareness (2 marks)

C. Verbal awareness (2 marks)

D. Environmental awareness (2 marks)

6. Based upon the above how might you develop a **planned intervention** strategy?

A. What are the planned intervention goals for the young person (what are the young person's goals) and your goals for the young person (2 for each)? Pick one of the 4 goals and identify 3-5 objectives to reach that goal (8 marks).

B. Is the goal chosen a treatment, education, and/or developmental goal & why? (3 marks)

C. What tasks- activities, interactions, and/or management methods would you use (think evidence-based processes, you may need to do a little reading and searching)? (4 marks)

D. Based upon what you wrote in question 1 & 2; please note a relevant cultural, background, temperament, personality, and developmental factor. (5 marks- up to 1 mark for each factor covered.)

Identify any assumptions you had to make for the assignment.