

Quarterly Progress Report

Multi Element Behaviour Support (MEBS) Plan

Name:	Sidney O'Brien
Address:	7 Hyacinth Park, Gramscille, Gotham
Date of birth:	19.04.94
Date of MEBS Plan:	1 st March 2012
Date of this Quarterly Report:	4 th June 2012
Referred by:	Mr & Mrs. O'Brien
Facilitator:	Jenny Milton
Clinical Supervisor:	Margaret Ellen, Psychologist

1. Reasons for referral

The purpose of this quarterly report is to evaluate the implementation of the multi element behaviour support plan over the last 3 months. This person was referred for a Comprehensive Behaviour Assessment due to the following concerns:

(List the referral behaviour)

Sidney was referred by his parents, Mr and Mrs O'Brien for an evaluation. The purpose of the evaluation is to assist Sid in securing the programming and service which would enable him to develop and use his capabilities for more independent, normal living and more productive activities than his behaviour problems currently permit. Accordingly it was requested that the evaluation focus on these behaviour problems.

The particular presenting problems identified at time of referral include:

1. Hair pulling: Sid holds and pulls other people's hair. A number of other behaviours tend to occur under the same conditions as hair pulling, although hair pulling is the most frequent and has the most significant impact on Sid's quality of life from his parent's point of view. The other behaviours include scratching other people's faces, poking their eyes and pulling their nose, holding people at the back of their head and biting their face and head. These behaviours are of particular concern for two reasons. Firstly, Sid hurts and frightens other children, the behaviour stigmatises him and limits the extent of his opportunities to interact with children in his local community. Secondly, the behaviours put his current placement in jeopardy because of the effect they have on his classmates and the high level of supervision he currently requires.

The Functional Assessment identified the following as the function of the target behaviour:
(Include the summary of themes and information from the functional assessment as evidence for the function of the target behaviour. Include the results of the testing of hypotheses in natural settings):

The following themes emerged from the assessment:

- Difficulty tolerating or communicating excitement and fun without hair-pulling.
- Very sociable: enjoys social play, especially with adults. Enjoys novelty. Great sense of humour.
- Classroom activities do not suit him. Other children have a moderate level of learning disability. The emphasis is on table-top, academic style activities, instead of brief activities, movement communication and play.
- Epilepsy. Behaviour more likely in the four days prior to a seizure.

Sid's behaviour can serve to communicate greeting and affection. It means that he is ready for social play activities which involve hugs and cuddles, or rough and tumble play. It represents a form of play that satisfies his intense curiosity for moving parts: noses, eyes and hair are like switches, buttons and levers, only better because you get all sorts of reactions when you press or pull or poke them.

The trigger analysis also indicates that the behaviour has a number of secondary functions including to communicate that he has had enough of an activity, for example academic work, particularly if the activity does not have enough adult involvement. A minor function is to communicate tiredness and irritability, which is caused by an impending episode of epilepsy.

The results of the incident analysis are as follows:

“Let's Play” 68%
 “I'm finished” 20%
 “I'm tired” 12%

2. Changes since Last Review:

Since the completion of the Multi Element Behaviour Support Plan the following changes have occurred for the person

(include information on any change regarding where the person lives, their daily work/activities, their leisure pursuits and relationships as in family and friendships, or other information that may be pertinent)

There have been no significant changes in the background information presented in the assessment report dated March 2012.

3. MEBS Plan Implementation: *(Please attach the most recently scored Periodic Service Review to this report)*

Over the last three months the Multi-Element Behaviour Support plan has been implemented through the following activities:

(include information on meetings, observations, data collections, training of staff in protocols, accessing resources, e.g. bus, mobile phone etc.)

- **Fortnightly contact with the family.**
 We have maintained close contact with Mr. & Mrs. O'Brien to ensure continuity of supports across home and school. They were on holidays with him last week, but prior to this we have been meeting regularly. It's been very helpful to us, and they have said it's really helped them at home also.
- **Two Team meetings occurred within the last month**
 The team have met up to review the plan – as a result of this, we've been able to get a lot of the plan implemented, and also were able to review some of the skills teaching procedure as they weren't really working for Sid initially. It's been much better since.
- **PSR completed weekly.**
 The PSR is being completed weekly. The staff team review the document together on Wednesday afternoons for about 10 minutes. It has given us a good opportunity to identify what we want to focus on for the next week.
- **Data collection & graph are completed and up to date:**
 This has been maintained and is made available to those directly involved with the plan. It's been really helpful in evaluating our progress, and relaying his progress to his parents.

4. MEBS Interventions implemented to date:

(Using the PSR as your guide, name the intervention in place, commenting on how the person is responding to it, and its effectiveness.)

- **Social Play:**
This is going really well. Sid seems to concentrate much better when he has the regular opportunity to get up and about in between tasks.
- **Water Play:**
This has been quite successful. We had to buy a deeper/heavier tub, as initially Sid kept tipping the water out. We got more items to put in the water (bottles, ducks, sand) and he now spends more time actually playing with these items appropriate in the tub.
- **I want to Play**
We have started the skills teaching for this. He was quite slow to take to it initially, but now will ask appropriately, though he still sometimes needs prompting if he's overexcited.
- **Picture Exchange**
Sid is using two cards for 'coke' and 'chocolate'. We have introduced the 'mini-bus' card, but he doesn't seem to have got it yet. We may need to do this while he's actually standing at the bus for him to make the connection.
- **Reward Contract:**
He has earned his reward three times to date. He really seems to be enjoying it, and we've had to extend the time between rewards to reflect the changing rate of behaviour.
- **Reactive strategy**
Sid is still engaging in the behaviour, but we have found that episodes have reduced in frequency (see graph). Also, he is much easier to redirect if he does become upset, as we let him know that his playtime is coming up soon.

5. MEBS Plan Interventions not yet implemented are as follows:

(Using the PSR as your guide, name the intervention in place, commenting on how the person is responding to it, and its effectiveness.)

- **Picture Timetable** – we need to purchase printer ink so we can print the coloured picture required. These are on order and should arrive next week.
- **Tolerating other Children nearby** – This has not yet been implemented. We are holding off until he has some of his other skills in place (water play, choice making) so that he can have a shared activity to do with the other children, and an way to get out of the situation without getting upset if he does get overwhelmed. This may make it easier for him.

Goals Met:

The following **short-term goals** have been met:

(State the goals and evaluate the effect achieving this goal has had on the person's life)

- **The frequency of hair pulling will reduce from its current level of 15% of 10 minute intervals between 10am and bedtime to a maximum of 8% of 10 minute intervals (over a 5 day period) – (i.e. a reduction of 53% from baseline frequency):**

This goal has been met, and even exceeded as he has reduced the behaviour to 3% of 10 minute intervals

- **Sid will start to use his rest time appropriately (i.e. not engage in behaviour for first 10 minutes of rest time).**

Sid has achieved this goal, though he is much happier doing it if it's bad weather. If it's sunny, he would much rather be out and about and busy, and is likely to be more fidgety.

The following **long term goals** have been met:

(State the goals and evaluate the effect achieving this goal has had on the person's life)

- **Still be living at home:**

Sid remains in his family home.

7. Goals not yet met:

The following **short-term goals** have not been met:

(State the goals and explain why they have not been met and the plan that is in place to achieve them)

- **Sid will be able to use a picture card to indicate that he is finished an activity**

Sid is using two of his picture cards, but these two related to food. He has not yet using the 'finished' card.

The following **long-term goals** have not been met:

(State the goals and explain why they have not been met and the plan that is in place to achieve them)

- **Use 20 picture cards as part of an augmented communication system**

Sid is currently using two cards himself. We are using an additional 2 cards with him at present, and we hope to extend this over the next while.

- **Be able to occupy himself with leisure activities for one hour at a time without supervision**

Sid can occupy himself now for 10 minutes. After this time he starts to get a bit restless.

- **Be able to engage in a range of social activities with other children without engaging in hair pulling**

Sid still becomes quite upset if other children are close by. He has not achieve this goal yet.

8. Data Collection:

The following data collection methods are being used:

(explain the type of data recording being used, frequency count, sampling, interval spoilage etc.)

Target behaviour & Definitions:

Target Behaviour: Hair pulling

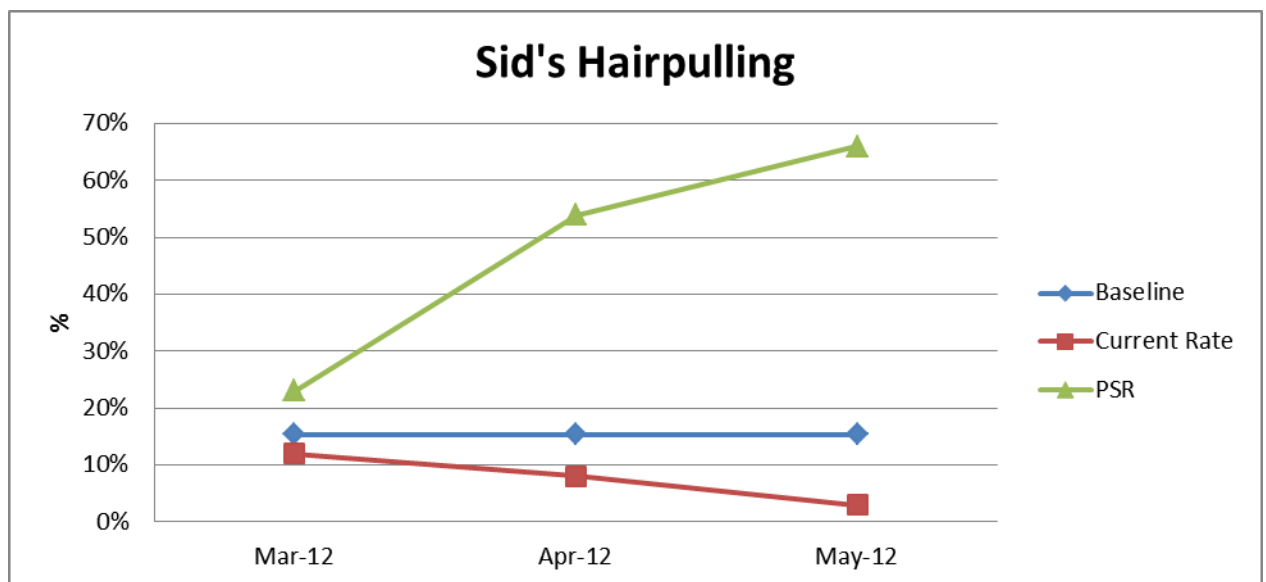
Start Definition:

Gripping the person’s hair by closing one or both hands around any part of the hair on another person’s head.

Stop Definition:

Releasing his grip without making an attempt to re-engage within 5seconds.

Graph of Behaviour:



9. Goals for the Next Quarter are:

The following are the goals for the next quarter and address both the short-term and long-term goals.

1. For Sid to be able to use at least three new picture cards
2. For Sid to be able to occupy himself with leisure activities for at least 15 minutes
3. To maintain Sid's behaviour reduction (3%) over the Summer Holidays.

10. Interventions for the Next Quarter are:

The following are the interventions to be focused on in the next quarter.

- **Picture Cards:** We would like to focused on using the 'finished' card
- **Water Play:** We would like to implement water play on a daily basis
- **Picture Timetable:** We would like to have the visual timetable established and in use in the next quarter.

11. Mediator Analysis:

The supports required by the circle of support to effectively implement, monitor and review this multi element behaviour support plan are as follows:

(consider training, meetings, resources, clinical inputs, data recording, reviews, etc.)

- It is important to continue the fortnightly meetings with Mr & Mrs. O'Brien
- Data will continue to be collected and the PSR monitored.
- The team, in conjunction with Margaret Ellen (psychologist) will do a training session on skills teaching to ensure we are all being consistent with this.
- The whole team need to meet before the school holidays, and before school starts again in September so we can arrange the transition smoothly and ensure everything is set up for Sid.

12. Comments and Conclusions:

Given the above information in this Quarterly Report it is recommended that the Behaviour Support Plan for *(insert person's name)* is *(tick as appropriate)*

- Continued
 Terminated
 Requires a new Comprehensive Behaviour Assessment

General Comments:

Sid is doing really well, and the continued commitment of his family and staff are vital to ensure that the supports provided are consistent. The holidays are coming up at the end of June, so we would like to ensure that his family are comfortable using those interventions that are suitable for using at home, so that we can maintain the progress made to date. We also want to ensure that everyone meets up before coming back in September so that everything is in place for Sid for the next school year.

Signed Jenny Milton

Date: 4th June 2012

MEBS Plan Update

Date of this update:

4th June 2012

Date of assessment:

1st March 2012

Name of person:

Sidney O'Brien

Name of facilitator:

Jenny Milton

Current level of intervention	
Inactive <input type="checkbox"/>	(None of the recommended interventions are in place at present)
Maintained <input type="checkbox"/>	(At least some of the interventions are in place.)
Active with data collection <input type="checkbox"/>	(At least some of the interventions are in place, And data has been collected within the last Quarter)
Active with Periodic Service Review <input checked="" type="checkbox"/>	(At least some interventions are in place, Data has been collected and the PSR For the last month is... <u>66%</u>)

Current status of target behaviour	
Name of primary target behaviour: <u>Hair pulling</u>	
Baseline monthly 53% rate	Average rate over last 3 months 3%
Behaviour dis-improved since baseline <input type="checkbox"/>	(Increased by at least 30 % since baseline)
Behaviour unchanged <input type="checkbox"/>	(70 - 130% of baseline rate)
Moderate improvement <input type="checkbox"/>	(Decreased by at least 30% since baseline)
Significant improvement <input checked="" type="checkbox"/>	(Decreased by at least 70% since baseline)

Recommendation
<p>1. Close (If yes, please state why _____)</p>
<p>2. Continue <input checked="" type="checkbox"/> Follow up again in three months <u>Continue over the holidays and review in new school year</u></p>
<p>3. Schedule new case review (If yes, please state why _____)</p>
<p>4. Schedule new comprehensive behaviour assessment (If yes, please state why _____)</p>

Comments
<p><i>Sid has made great progress over the last quarter (53% to 3%). We need to focus on supporting the family to implement the interventions over the Summer Holidays to maintain this, and ensure we are fully prepared for all interventions to be put in place when he returns in September 2012</i></p>

PERIODIC SERVICE REVIEW

*Name: Sidney O'Brien*Date of Periodic Service Review: 2nd June 2012

Component of plan	+ / -	Comments
1. Social play every 20 minutes for 2-3 minutes each time. Score a + if this is implemented on a daily basis.	+	
2. Pictorial communication timetable: Score a + if this is implemented as per the protocol on 3 occasions each day.	-	<i>Need Printer</i>
3. Skill: Water play. Teaching procedure implemented daily.	+	
4. Skill: 'I want to play'. Teaching procedure implemented daily.	-	
5. Skill: Picture exchange teaching procedure implemented daily.	+	
6. Skill: Visit other children & reward contract implemented daily.	-	
7. Reward contract implemented daily.	+	<i>Earned 3 times</i>
8. Reactive strategy: redirection to activity outlined on picture schedule.	+	
9. Fortnightly contact with the family.	-	<i>Family on holidays last week</i>
10. Two Team meetings occurred within the last month	+	
11. PSR completed weekly.	+	
12. Data collection & graph are completed and up to date.	+	
Total	8/12	
Percentage score	66%	