



Multi Element Behaviour Support – A Short Course

Logbook of Competencies

Name of participant _____

Date commenced on this course _____

Introduction

The aims of this course in Multi Element Behaviour Support are

- To introduce participants to the principles of Multi Element Behaviour Support and
- To provide participants with skills in behavioural assessment, intervention design, implementation and supervision.

There are 7 units on the course

1. Introduction to Multi Element Behaviour Support
2. Environmental Accommodations
3. Skills Teaching
4. Direct Interventions
5. Reactive Strategies
6. Comprehensive Behaviour Assessment
7. Multi Element Behaviour Support Plan

COURSE PARTICIPANTS

This document includes the 49 competencies that are evaluated as part of satisfactory course completion.

Course participants should ensure that post tests 1 to 5 are completed. Course participants should also ensure that they submit the following:

1. Comprehensive Behaviour Assessment, including Functional Assessment
2. Multi Element Behaviour Support Plan
3. Quarterly Progress Review, including Periodic Service Review and Behaviour Graph
4. Video of functionally equivalent skills teaching

LINE MANAGERS:

Line Managers should observe participants' performance, and rate the following 9 competencies:

2.6; 3.7 4.7; 5.6, 7.4; 7.5; 7.6; 7.7 and 7.8

Line Managers should rate each competency with a 1 if the Line Manager has observed that the participant performing the relevant competency, or O if the participant requires further opportunity to develop the competency. Ratings should be verified with the Line Manager's signature.

Please only initial in the spaces provided in the Line Managers column.

Alternatively, the Line Manager Support Form may be completed by the Line Manager and submitted separately to the Logbook of Competencies.

Registration

| | |
|--|---|
| Name | |
| Date of birth | |
| Previous qualifications | Awarded by |
| Current position | |
| Work Address | |
| Which best describes the type of service do you work in? | <ul style="list-style-type: none"> a. Adult training and work enterprises b. Adult activation c. Child day service d. Supported employment e. Large residential setting f. Group home or apartment g. Other (please specify _____) |
| How many years have you worked with people with intellectual disabilities? | |

| | |
|---------------------------------------|--|
| Name of Line Manager | |
| Line Manager's title | |
| Line Manager's address (if different) | |

| | |
|--|--|
| I wish to complete the 10 Credit module and submit Part 1 and Part 2. This includes the case portfolio work, a written essay of 2000 words and a 1500 word reflective essay on my learning experience. | I wish to exit this module with 5 Credits and I will submit Part 1, which includes the case portfolio. |
| Signed: | Signed: |
| Date: | Date: |

| Unit 1 | <i>Introduction to Multi Element Behaviour Support</i> | Method of rating | Rating (1 / 0) | Rater | Line Manager |
|--------|--|-------------------------|-----------------------|--------------|---------------------|
| 1.1 | List the components of a multi-element behaviour support plan | Post test one | | | |
| 1.2 | Define function | Post test one | | | |
| 1.3 | Explain the rationale for a functionally based reactive strategy | Post test one | | | |

Post test 1: Introduction to Multi Element Behaviour Support

1. Name the four components of a Multi Element Behaviour Support plan.

| | | | |
|----|----|----|----|
| 1. | 2. | 3. | 4. |
| | | | |

2. Name three outcomes of effective multi-element behavioural support

1. _____ 2. _____ 3. _____

3. Define function

4. What is a Multi Element Behaviour Support Reactive Strategy?

5. Give two reasons for considering alternatives to punishment.

i.

ii.

| Unit 2 | <i>Environmental accommodations</i> | Method of rating | Rating (1 / 0) | Rater | Line Manager |
|--------|---|--------------------------------------|-----------------------|--------------|---------------------|
| 2.1 | Give examples of environmental accommodations | Post test two | | | |
| 2.2 | Explain the rationale for environmental accommodation | Post test two | | | |
| 2.3 | Plan an environmental accommodation | Post test two | | | |
| 2.4 | Complete an environmental profile | Comprehensive Behaviour Assessment | | | |
| 2.5 | Design environmental accommodations based on assessment profiles and setting events | Multi Element Behaviour Support Plan | | | |
| 2.6 | Implement environmental accommodations based as specified in written protocols | Line Manager Audit | | | |

Post test 2: Environmental accommodations

1. What is the purpose of environmental accommodation
2. Name three types of environmental accommodations
 - i.
 - ii.
 - iii.
3. List three things you would record in an activity sampling programme
 - i.
 - ii.
 - iii.
4. List two guidelines you would provide staff who would like to use a picture sequence book to indicate the day's activities
 - i.
 - ii.
5. If the function of a challenging behaviour is "I'm hungry", suggest an environmental accommodation.
6. If a behaviour is more likely to occur when a person is asked to perform a household chore, suggest an environmental accommodation.
7. If the behaviour is rewarded by attention, suggest an environmental accommodation.

| Unit 3 | <i>Skills teaching</i> | Method of rating | Rating (1 / 0) | Rater | Line Manager |
|--------|--|--------------------------------------|----------------|-------|--------------|
| 3.1 | List four categories of skills teaching | Post test three | | | |
| 3.2 | Explain the rationale for each category of skills teaching | Post test three | | | |
| 3.3 | Plan an augmentative communication skills teaching programme | Post test three | | | |
| 3.4 | Implement a cognitive, sensory and communication profile | Comprehensive Behaviour Assessment | | | |
| 3.5 | Correctly identify a functionally equivalent skill from assessment data | Comprehensive Behaviour Assessment | | | |
| 3.6 | Design three skills teaching programmes based on assessment data | Multi Element Behaviour Support Plan | | | |
| 3.7 | Implement skills teaching programmes as specified in written protocols | Line Manager audit | | | |
| 3.8 | In a role play, correctly implement a prompt fading protocol, using cue, prompt and reward as appropriate | Role play | | | |
| 3.9 | Based on video evidence, correctly implement a prompt fading protocol, showing cue, prompt and reward as appropriate | Video | | | |

Post test 3: Skills teaching

1. Name four types of skills teaching

- i.
- ii.
- iii.
- iv.

2. What is the purpose of each type of skills teaching

- i.
- ii.
- iii.
- iv.

3. What guidelines would you recommend to staff who wish to teach picture exchange as a functionally equivalent communication skill.

- i.
- ii.
- iii.

4. List four forms of relaxation

- i.
- ii.
- iii.
- iv.

| Unit 4 | <i>Direct intervention</i> | Method of rating | Rating (1 / 0) | Rater | Line Manager |
|--------|--|--------------------------------------|----------------|-------|--------------|
| 4.1 | Correctly identify different types of reward contract from written vignettes | Post test four | | | |
| 4.2 | Explain the rationale of a direct intervention | Post test four | | | |
| 4.3 | Plan the implementation of a direct intervention | Post test four | | | |
| 4.4 | Show an understanding of behaviour reward contract, co-operation training, antecedent control, satiation | Post test four | | | |
| 4.5 | Plan an assessment prior to co-operation training | Post test four | | | |
| 4.6 | Design a direct intervention based on assessment data | Multi Element Behaviour Support Plan | | | |
| 4.7 | Implement a direct intervention as specified in written protocols | Line Manager Audit | | | |

Post test 4: Direct interventions

1. What is the purpose of a direct intervention?
2. If a behaviour happens two times in a month, what is the appropriate period in a reward contract?
3. John is given a reward for spitting five times. What is the name given to John's reward contract?
4. Name two types of assessment that would be necessary before commencing a reward contract.
 - i.
 - ii.
5. What are some of the reasons that requests might not be co-operated with?
 - i.
 - ii.
6. How would you use satiation to help a person overcome attention-seeking behaviour?
7. Under what circumstances would you not recommend a satiation programme?

| Unit 5 | <i>Reactive strategies</i> | Method of rating | Rating (1 / 0) | Rater | Line Manager |
|--------|--|--------------------------------------|----------------|-------|--------------|
| 5.1 | Define a Multi Element Behaviour Support Reactive Strategy | Post test five | | | |
| 5.2 | Give an example of an episodic severity rating | Post test five | | | |
| 5.3 | Define restrictive and aversive strategies | Post test five | | | |
| 5.4 | Explain the rationale of reactive strategies | Post test five | | | |
| 5.5 | Design a reactive strategy based on assessment evidence | Multi Element Behaviour Support Plan | | | |
| 5.6 | Implement reactive strategy as specified in written protocol | Line Manager Audit | | | |

Post test 5: Reactive strategies

1. What is the purpose or reason for a reactive strategy as part of the Multi-Element Behaviour Support model?

2. What are the features of a Multi Element Reactive Strategy?

- a. b.

3. What is your understanding of a Restrictive Strategy and give an example?

4. What is your understanding of an aversive strategy and give an example?

5. Give an example of a Reactive Strategy in Positive Behaviour Support that is not aversive.

6. Select a behaviour and give an example of how you would use episodic severity to rate it.

| Unit 6 | <i>Behavioural assessment</i> | Method of rating | Rating (1 / 0) | Rater | Line Manager |
|--------|---|------------------------------------|-----------------------|--------------|---------------------|
| 6.1 | Submit a completed Comprehensive Behaviour Assessment Report | Comprehensive Behaviour Assessment | | | |
| 6.2 | Conduct behaviour recording | Comprehensive Behaviour Assessment | | | |
| 6.3 | Present a verbal report of the comprehensive behaviour assessment, correctly identifying five themes that are relevant to behaviour support | Verbal Presentation | | | |
| 6.4 | Submit a functional assessment | Functional Assessment | | | |
| 6.5 | Test the hypotheses in natural settings based on the profiles identified in the behavioural assessment | Checking the Message Workbook | | | |
| 6.6 | Submit a graph of data recording | Comprehensive Behaviour Assessment | | | |
| 6.7 | Make a verbal presentation of the function of the behaviour, based on at least three separate stands of evidence | Verbal Presentation | | | |

| Unit 7 | <i>Intervention development</i> | Method of rating | Rating (1 / 0) | Rater | Line Manager |
|--------|--|--------------------------------------|-----------------------|--------------|---------------------|
| 7.1 | Develop the message of behaviour using the checking message booklet | Checking Message Booklet | | | |
| 7.2 | Submit a Multi Element Behaviour Support Plan | Multi Element Behaviour Support Plan | | | |
| 7.3 | Make a verbal presentation of the Multi Element Behaviour Support Plan, including appropriate functionally equivalent skill and examples from at least four categories of intervention | Verbal Presentation | | | |
| 7.4 | Establish reasons for referral prior to assessment | Line Manager Audit | | | |
| 7.5 | Establish a schedule of team meetings | Line Manager Audit | | | |
| 7.6 | Elicit behaviour interventions from team members | Line Manager Audit | | | |
| 7.7 | Give constructive feedback to team members | Line Manager Audit | | | |
| 7.8 | Train team members in intervention protocols; establishes verbal competence, role play competence and <i>in vivo</i> competence | Line Manager audit | | | |
| 7.9 | Submit a completed Periodic Service Review | Quarterly Progress Review | | | |
| 7.10 | Submit Quarterly Progress Report | Quarterly progress report | | | |
| 7.11 | Chair a case review | Role play 2 | | | |

