



## Practice Certificate in Multi-Element Behaviour Support (MEBS)

### Scope of Practice

#### Introduction:

This model of training was adapted from that designed by the Institute of Applied Behaviour Analysis, and based on the Intensive Intervention Sequence (Donnellan et al, 1985). ). It addresses some of the difficulties with a specialist model, i.e. referring to a specialist; and supports a logistical problem of ‘coverage’ while facilitating ‘contextual fit’, in that the team implementing the plan also conduct the assessment and develop the behaviour support plan while completing this competency based training program.

#### On completion of this course, a student will:

1. Have developed skills in conducting one comprehensive behavioural assessment, including a comprehensive psychosocial/background assessment, functional assessment, data collection and analysis and hypothesis testing.
2. Have designed and implemented one multi-element behaviour support plan for an individual with behaviours of concern; including environmental accommodations, skills teaching, direct interventions and reactive strategies.
3. Have conducted a mediator analysis, and monitored the implementation of the plan using Quarterly reports and a Periodic Service Review (LaVigna et al, 1994) as a quality assurance tool.

#### Some of the unique features of the training are:

- *Practitioner model of learning:* Each unit has an assessment matrix of competency skills. This matrix represents a continuum of competency development.
- *Tuition:* The student receives individualised tuition, through written review of the material on four separate occasions. A mentor is identified and meets with the student on a regular basis throughout the course.

- *Clinical Supervision:* The student's case work is supervised by a clinician with expertise in Positive Behaviour Support (specifically the Multi-Element Model) both during and after the course. The clinical supervisor assumes clinical responsibility for the case.
- *Workplace Demonstrations:* the course-work that the student undertakes is part of the local front-line team and multi-disciplinary team's support to the person with behaviours of concern. As such, the student presents the work to these teams at intervals throughout the course. The assessment, interventions and outcomes are developed with the team(s).
- *Training in Person-Centred Planning:* Throughout the curriculum, there is an emphasis on 'ordinary things for ordinary people'. Staff are supported to consider community participation, facilitating friendships and making meaningful choices based on the framework of accomplishments identified by John O'Brien (1987)
- *Clinical impact:* A multi-element behaviour support plan is designed for one individual in the service presenting with behaviours of concern. It is based on a comprehensive assessment, is technically and clinically accurate and is embedded in a quality assurance system. It is presented to the local clinical team/Psychologist/Behavioural Specialist at regular intervals for supervision and feedback to ensure the assessment and behaviour support plan is following best practice guidelines.

## Scope of Practice:

On completion of the course, a student (hereafter termed as the facilitator) will be able to;

1. Under supervision of an experienced professional in Positive Behaviour Support: develop, maintain, monitor and review one Multi-Element Behaviour Support plan they have completed as a result of participating in the 'Practice Certificate in Multi-Element Behavioural Support'
2. Under supervision of an experienced professional in Positive Behaviour Support: conduct another assessment with an individual with an intellectual disability and behaviours of concern with the following guidelines:

The facilitator receives:

- a. Tuition:* The facilitator receives individualised tuition, through written review of the material on five separate occasions.
  - b. A Mentor* is identified and meets with the facilitator on a regular basis throughout the process.
  - c. Workplace Demonstrations:* the casework that the facilitator is now under-taking is part of the local front line and multi-disciplinary teams support to a person with behaviours of concern. As such, the facilitator presents the work to the teams at intervals throughout the process. The assessment, interventions and outcomes are developed with the teams.
2. Continuing Study: This course work may be presented as partial fulfilment or exemption in a course of study in Positive Behaviour Support /Multi Element Behaviour Support.

On completion of the course, a student will **not** be;

- a.* A behaviour specialist. This is a qualification that is awarded at Master's Level, and includes supervision, course work, research etc. (See appendix A)
- b.* Eligible to Practice as a Behaviour Specialist, that is independently conduct assessments, design behaviour support plans, implement, monitor, evaluate and review plans. (See Appendix B)

I have read and understand the above document and will operate under these guidelines.

\_\_\_\_\_  
Facilitator

\_\_\_\_\_  
Supervisor

Date: \_\_\_\_\_

Date: \_\_\_\_\_