

## Joshua's Periodic Service Review

No.	Interventions	Score +/-	Comments
<b>Physical Environmental Accommodations</b>			
1.1	<b>Object Schedule:</b> An object schedule be set up for the participant consisting of at least three objects within the next three months.		
1.2	<b>Choice:</b> The participant be offered the opportunity to make choices of activities on at least two occasions per day five days per week.		
1.3	<b>Massage time – Head:</b> The participant be offered the opportunity to have a head massage at least once per day for the duration of ten minutes, five days per week.		
1.4	<b>Massage time – Hands:</b> The participant should be offered the opportunity to have a hand massage every day five days per week for at least ten minutes per session.		
1.5	<b>Foot Spa:</b> the participant should be offered the opportunity to have a foot spa on at least three evenings per week – for duration of at least ten minutes per session.		
1.6	<b>Heated slippers:</b> The participant should be offered the opportunity to wear heated slippers each evening after his bath.		
1.7	<b>Smells:</b> Staff to agree on and select certain smells that could be associated with each room in the participants immediate environment. Scents to be agreed and up and running before end May 2012.		
1.8	<b>Chimes:</b> Different tonal chimes to be selected and put into each room in the participants immediate environment before end May 2012.		
1.9	<b>Aromatherapy:</b> The participant be offered the opportunity to avail of aroma therapy on at least two occasions per week.		
1.10	<b>Out of Chair Time:</b> The participant to spend at least ten minutes of every waking hour out of his wheelchair.		
1.11	<b>Walker time:</b> The participant should be offered the opportunity to use his walker each day for a duration of at least three minutes and build up on duration over time. (See OT recommendations)		
1.12	<b>Heated cushions:</b> Heated cushions be made available to the participant at least once per day while in respite.		
1.13	<b>Oral Stimulation:</b> The participant be offered the opportunity to experience at least two different oral sensory activities per week e.g., eating crushed ice, to bite into an apple, chew gum etc.		
1.14	<b>My Space press:</b> The participant should have his own locked press with his belongings in it in his respite facility.		

1.15	<b>Rocking Chair:</b> The possibility of obtaining a rocking chair for the participant to be explored with the OT and made available to the participant before end May 2012, if approved.		
1.16	<b>Hammock:</b> The participant be offered the opportunity to try out a hammock before end May 2012.		
1.17	<b>Drink Free Available:</b> The participant to have freely and continuously available to him a cyclist bottle of drink – placed on the side of his chair		
1.18	<b>Toilet training:</b> The participant be supported to use the toilet on at least two occasions before the end of April 2012.		
1.19	<b>Eye treatment:</b> The participant be offered the opportunity to avail of soothing eye therapy on at least one occasion per day five days per week.		
1.20	<b>Light therapy:</b> The participant be supported to experience different light experiences using torches, lava lamps etc on at least three occasions per week.		
1.21	<b>Scheduled 1:1 Time:</b> the participant should be offered two 1:1 sessions daily in respite for duration of at least ten minutes per session.		
<b>Interpersonal Environmental Accommodations</b>			
2.1	<b>Identifying Bracelets:</b> All Staff working with the participant to wear an identifying bracelet that they use when introducing themselves to the participant – this should be up and running before end April 2012.		
2.2	<b>Friends:</b> Staff to explore the possibility of getting some new friends for the participant using the “best buddy” system. The initial steps should be made before the end of April 2012.		
2.3	<b>Family:</b> The participants brother be supported to visit the participant once a week when he is in respite.		
2.4	<b>Protocol when feeding:</b> The participant should be supported to feed himself independently through hand under hand support at every meal. He should be communicated with constantly through out the process.		
2.5	<b>Protocol for general engagement:</b> All staff working with the participant should be briefed on how to engage with him and sign off that they have read and noted the protocol as per BSP item 2.5.		
2.6	<b>Include me – using all environmental sounds:</b> As with 2.5 the use of all environmental sounds need to be included in the protocol for relating and staff sign off that they have read and noted the protocol.		
2.7	<b>Photo album of family and friends:</b> Staff support the participant to compile an album with		

	pictures of family and friends that he can use when engaging with others. This should be compiled before end April 2012.		
<b>Programmatic Environmental Accommodations</b>			
3.1	<b>Ball Pool:</b> The ball pool in school to be put up on pallets before end April 2012 to enable the participant to access it.		
3.2	<b>Swimming:</b> The participant should have the opportunity to swim for the duration of at least thirty minutes three times per week.		
3.3	<b>IEP:</b> The participants IEP should be scored monthly to measure achievement and areas needing more support.		
3.4	<b>Independent feeding:</b> see 2.4 above the participant should be supported to feed himself independently at every eating opportunity in both respite and school.		
3.5	<b>Bus time:</b> Drive time for duration of at least thirty minutes should occur on at least three occasions per week.		
3.6	<b>Walk time:</b> The participant should be offered the opportunity to get out for a walk on at least three occasions per week for duration of at least thirty minutes.		
<b>Direct Interventions</b>			
4.1	<b>Trigger controls:</b> ensure that all staff are familiar with behaviour triggers that upset the participant and have signed off that they will ensure that such triggers are neutralised. (x 9)		There are 9 trigger control interventions in the plan.
4.2	<b>Differential Reinforcement of Alternative behaviour:</b> All people working with the participant ensure that they are familiar with the schedule of reinforcement for using his Big Mack button to say, "tell me what is happening" and sign off and follow through with implementation.		
4.3	<b>Differential Reinforcement of other behaviour (momentary):</b> All people working with the participant ensure that they are familiar with the schedule of reinforcement for participant not engaging in eye poking behaviour and sign off and follow through with implementation		
4.4	<b>Differential Reinforcement of Appropriate behaviour:</b> All staff to be aware that every time the participant goes into his walker he is to be observed and reinforced for every attempt to put his foot on the ground and use the walker properly.		
<b>Skills</b>			
5.1	<b>Big Mac Button "what's happening" :</b> the participant should be offered the opportunity to engage in these skills teaching procedure on at least three occasions per day five days per week.		

5.2	<b>Choice making skill:</b> the participant should be offered the opportunity to engage in this skill teaching on at least two occasions per day five days per week.		
5.3	<b>"I'm Bored":</b> The participant should be offered the opportunity to use this skill at least twice per day five days per week.		
5.4	<b>Shopping skill:</b> The participant should be offered the opportunity to use this skill at least once per day five days per week.		
5.5	<b>MP3 player skill:</b> the participant should be offered the opportunity to use this skill on at least one occasion per day five days per week.		
<b>Reactive Strategy</b>			
6.1	<b>Reactive strategy for violent rocking:</b> All staff working with the participant should read and sign off on the reactive strategy for when violent rocking behaviour occurs.		
6.2	<b>Reactive strategy for eye poking:</b> All staff working with the participant should read and sign off on the reactive strategy for when eye poking occurs.		
<b>Mediator Analysis</b>			
7.1	<b>Team meetings:</b> The participants plan should be discussed and reviewed once per month at team meetings involving both school and respite staff.		
7.2	<b>PSR scored:</b> The PSR should be scored and graphed once per week.		
7.3	<b>Data Collection:</b> Data collection on violent rocking and eye poking behaviours should continue and be graphed on a weekly basis.		
	<b>PSR Score:</b>	<b>/48</b>	<b>%</b>