

Summary Multi Element Behaviour Support Plan for Mary Cunningham (Sample)

Mary has a great sense of humour. She has difficulty understanding time and sequences of activity. She also gets confused if things are unfamiliar, crowded or unpredictable. If Mary is given free choice throughout the day, each day is very unpredictable. The challenge of working with her is to establish a routine so that she can make choices that do not add to her sense of insecurity.

The attached behaviour support plan has been carefully assembled by staff who have known Mary well over the years.

1. All staff should be able to give an account of the main points in this support plan to a senior staff member before commencing work with Mary
2. The behaviour support plan can be reviewed and clarified at the monthly joint staff meetings. All interested staff and supervisors are welcome to attend.
3. All incidents of aggressive or property destructive behaviour should continue to be recorded as before.
4. Each six weeks incident analysis sheets should be kept for one week for staff training purposes.

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Mary's Behaviour Support Plan:

Function of Behaviour:

- 'Help me know what is happening next'
- 'let's try and stick to my routine please'

1. Morning Routine:

The ideal sequence in the morning is radio, bath, breakfast then bus.

If Mary gets out of bed before 8am, help her to the toilet and back into bed. If she is not tired, she may like to listen to the radio.

Plan other activities that she might do in her bedroom, so that we have as much time as possible to help the others get ready.

Mary usually gets up last, and when she does, offer her a bath.. Look for behavioural indicators of refusal or distress. If Mary gives you the impression that she does not want to go back to her room, offer her a bath.

If this does not work, or after the bath – offer her breakfast in the alcove.

If this does not work, offer something to do in the alcove. If this does not work, see reactive strategies (No. 7).

2. Bus Routine:

Bring a step to the bus to allow Mary to get on or off so that she sits near the side door. Mary should be the last one onto the bus (as long as this does not involve unnecessary waiting). She should be accompanied by an escort who must have clear idea of what Mary will be doing once the journey is finished. This should be either in her diary or staff should telephone 30 minutes before the bus journey. The escort attempts to engage her in conversation before she becomes distressed due to the restriction on her personal space. Talk to Mary about what she will be doing at the end of the journey. She should be first off the bus and the escort or person receiving Mary should proceed directly to the first activity. Do not spend this critical transition time talking about Mary.

3. Response to Requests:

Do NOT say 'no.' Do NOT say 'wait.'

Try to say YES and provide the activity where appropriate.

Or.....say YES then explain where the activity comes in the sequence of the activity.

Or.....explain the day's sequence *using the photo album) talk about the activity she wants.

Use redirection or suggest an even better activity.

4. Meals:

Divide all meals in two so that Mary can be offered second helpings. Mary can be invited to eat with the group when she is already in good form. She should sit near the door and should be reminded that she can leave whenever she wishes. Look for behavioural indicators of refusal or distress.. At the FIRST SIGN that she does not want to stay with the group invite her to eat in the conservatory instead.

5. Photo Album for activity sequencing:

Decide on the activities for Mary in advance. At the start of each time with her before she asks what the next activity is, explain the sequence of activities to her while placing the corresponding photos in the photo album. If she does not show any interest, do not worry. It is important that she sees you consulting it.

The first activity in the sequence should be enjoyable and neutral and should not allow disruption or distraction by other group members so that Mary can get off on the right foot (e.g., a trip to the Snoozlen, a walk with staff, a glass of orange juice). Early in the sequence there should be a novel and enjoyable activity (e.g., mildly mischievous messing) in which Mary can share a joke and be the centre of positive attention (watch how experienced staff members do this).

When an activity is finished, bring Mary back to the album and remove the photo for that activity. If the sequence of activities needs to be changed or if Mary wants to do something else, amend the photo album. The album is not for offering choices and is not a picture book. It is your way of communicating certainty to Mary and should only be shown to her for that purpose.

6. Relaxation:

Each day offer a brief relaxation session to her. Allow her to refuse. Relaxation should be fun. Music and dance are useful. Gradually introduce other forms of relaxing activity...bubble bath, shoulder massage, foot spa, aromas, relaxation music tapes, snoozlen. She what ones she likes and use relaxation time to follow her lead.

7. Reactive Strategies:

Try NOT to scold Mary. Do NOT withdraw positive experiences from her. Try NOT to ask her why she behaved a certain way. Try NOT to teach her a lesson when reacting to her behaviour. Those strategies have all been tried for many years and have only led to escalation. Apart from this, there are no fixed rules. Try to be flexible and accommodating when Mary is in distress. Here are some options.

- Figure out what Mary wants and offer it to her.
- Explain what is happening next. Use concrete language ' we are walking to the end of the field and then we are going to....'
- Suggest an alternative activity.
- Redirect her towards another activity (sometimes choice is confusing: use a non-optional request, but back down rather than allow distress to increase).
- Redirect her towards relaxation in her bedroom.
- Withdraw any demands and use safe, reassuring language.
- Check that the situation is safe and then back away for a few minutes.
- Offer her a bath.