

Multi-Element Behaviour Support Plan

| | |
|----------------------------|---|
| Name: | Sidney O'Brien |
| Address: | 7 Hyacinth Park, Gramscille, Co Leitrim |
| Date of birth: | 19-04-06 |
| Date of assessment: | 6-11 th February 2022 |
| Date of Report: | 1s March 2022 |
| Referred by: | Mr & Mrs O'Brien |
| Facilitator | Jane Milton |
| Clinical Supervisor | Margaret Ellen, Psychologist |

Reasons for referral

Sidney was referred by Mr & Mrs O'Brien for a Comprehensive Behaviour Assessment. The purpose of the assessment was to enable Sydney to develop and use his potential for more independent ordinary living than his behaviour problems currently permit. Accordingly, it was requested that the assessment focus on these behaviours and the services, interventions and professional competencies required to help Sydney overcome them.

The behaviours identified at the time of referral include

1. **Hairpulling:** 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 parents' 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.
2. **Smearing faeces:** Sid frequently has a bowel motion shortly after going to bed. He then makes contact with the faeces with his hand and/or feet and transfers the faeces to the bed linen, the curtains, the walls and other parts of the bedroom. The smearing is a concern because of the obvious demands it places on Sid's family. Sid's parents check on him in his bedroom every 10 minutes, or until he goes to sleep and need to clean his bedroom often.

For the purposes of this behaviour support plan, it has been agreed to work on 'Hair Pulling' as this is currently having the greater impact on his quality of life.

Data sources

This assessment is based on information obtained from the following sources

1. Review of files historical records
2. Direct observations of Sid's behaviour in the classroom, including 20 minutes of video recording.
3. Daily behaviour records completed in the class and at home
4. A sleep diary completed at home
5. Cognitive assessment using the Bailey Scales of Infant Development
6. Communication Profile conducted with Mr & Mrs. O'Brien and the classroom Staff
7. Interviews with Sid's classroom teacher and programme supervisor.
8. Medical evaluation completed by Dr. Watson
9. Motivational Profile completed by Mr. & Mrs. O'Brien

Functional Assessment

A functional assessment was conducted for the following behaviours: Hairpulling. This assessment endeavours to identify the factors that influence the occurrence and non-occurrence of the target behaviour so that intervention strategies can be designed.

The following themes emerged from the assessment and profiles:

- Difficulty tolerating or communicating excitement and fun without hairpulling
- Very sociable – enjoys social play, especially with adults. Enjoys novelty. Great sense of humour.
- Classroom activities do not appear to suit Sid. 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 is more likely in the four days prior to a seizure.
- Other behaviour of smearing seems to be related to boredom in the mornings in his bedroom.

The function of Sid's behaviour is hypothesised as follows:

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 or like switches, buttons and levers – only better because you get all sorts of reactions when you press, 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 (e.g., 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 functions of Sid's behaviour were examined using an incident analysis sheet and were confirmed as follows:

- **'Hello! Let's Play'** (68% of incidents confirmed this message).
- **'I'm finished this' (academic work)** (20% of incidents confirmed this message)
- **'I'm tired / irritable'** (12% of incidents confirmed this message)

Long term goals

The following goals were agreed with Mr & Mrs O'Brien, and the staff in Sid's classroom:
In five years' time, Sid will:

1. Still be living at home.
2. Use 20 picture cards as part of an augmented communication system
3. Be able to occupy himself with leisure activities for one hour at a time without supervision
4. Be able to engage in a range of social activities with other children without engaging in hairpulling

Short term goals

In the next three months, the following will be achieved:

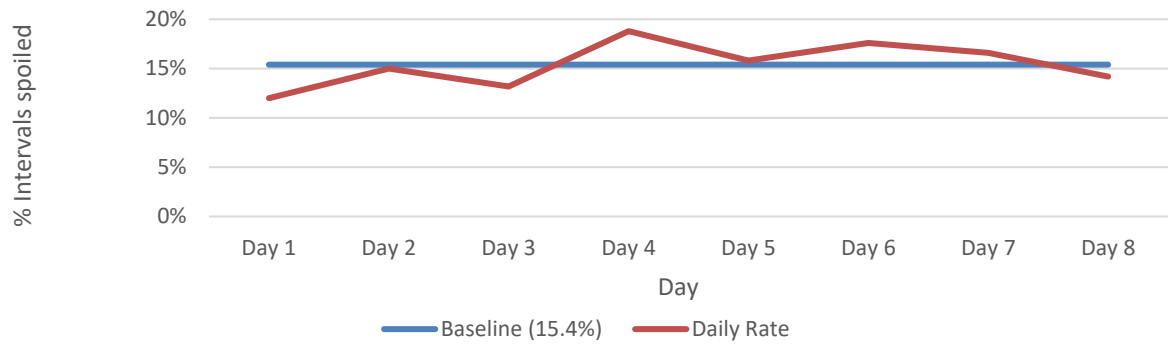
1. The frequency of hairpulling will reduce from its current level of 15% of 10-minute intervals between 10am and bedtime to a maximum of 8% of 10-minute intervals (over a 5-day period) – (i.e., a reduction of 53% from baseline frequency)
2. The frequency of hairpulling during close social contact will decrease from its current level of 60% of one-minute intervals to 10% of two-minute intervals over 10 trials.
3. Sid will be able to use a picture card to indicate that he is finished an activity
4. Sid will start to use his rest time appropriately (i.e., not engage in behaviour for first 10 minutes of rest time).

Data collection

1. Daily interval recording sheet, with 10-minute intervals. Completed every day from 10am to 9pm.
2. For each teaching session involving close physical contact, recording sheet that records trial duration, and whether or not target behaviours were emitted and the latency of emission.
3. Data graph will be updated weekly and plotted with Periodic Service Review to review progress.

Graph of behaviour

Baseline Data Collection (10-18th Feb 2022)



1. Environmental accommodations

1.1 Frequency of Social Play:

It is recommended that Sid be provided with social play more frequently (every 20 minutes) than he currently indicates that he wants it, in order to eliminate the need to pull hair to achieve social play. Some ideas for appropriate social games include:

- Rough & Tumble: help Sid to engage in all sorts of different movements, including rolling over, being lifted, falling down, being swung around, etc.
- 'Give me' Game: Collect several objects. Hold out your hand and say, 'give me.....'. Another person can prompt Sid to take turns and say, 'give me.....'.
- Masks: Sid and an instructor each put on a mask. The instructor can model different behaviours when the mask is on or off. E.g., Hands like horns when the mask is on, smiling and saying/smiling hello when the mask is off.

Each play session should last 2 – 3 minutes. It is important to monitor Sid's reactions during any play activity to ensure that he is enjoying it. A play sampling record will be maintained to record each play activity and Sid's response.

1.2 Pictorial Communication Board:

A variety of objects (keys, toilet, sweets, drink, computer, bouncing castle) are photographed . Each photo is laminated, has a Velcro backing and is stuck on a board which is covered in fabric. Sid's morning and afternoon activities are represented on this board. As each activity is finished, Sid removes the picture and puts it into the 'Finished Box'.

2. Skills Teaching:

General Skills:

The following skills will enable Sid to engage in activities which he enjoys, and which will increase his independence and quality of life.

- Making a purchase from a shop
- Water play
- Preparing a bath

These activities will be task analysed, and a baseline of Sid's abilities for each component of the skill should be carried out. (*Teaching procedure to be attached*).

Functionally Equivalent Skills:

Sid will learn to communicate 'I want to play' using a picture card, independently on 3 out of 4 occasions. (*Teaching procedure to be attached*)

Functionally Related Skills:

Sid will learn to communicate his wants and needs using a Picture Exchange Communication System (PECS)

A Motivation assessment was conducted, and the following items were identified as preferences:

- Chocolate
- A bottle of Coca-Cola
- Mini bus
- The computer

Sid will communicate that he would like a piece of chocolate using a picture card independently on $\frac{3}{4}$ occasions. As Sid progresses through the teaching procedure, a distractor card will be added to ensure Sid is discriminating and attending to the picture. (*Teaching procedure to be attached*).

Coping & Tolerance Skills:

Sid will learn to tolerate the presence of other children in his environment.

Once Sid begins to progress from the current level of hair pulling (15% of 10-minute intervals to 15% of 20-minute intervals) he will be provided with the opportunity to visit another classroom. He will be shown the reward contract (see below) and also be shown an additional tangible incentive (e.g., an ice-lolly, starfruit or other foodstuff out of the ordinary for him) not to pull hair for the next 20 minutes in the new classroom. At the end of 20 minutes, Sid will be rewarded as per his contract. Sid's parents can repeat this procedure at home when Sid's sisters' friends come to visit.

3. Direct Interventions:

Trigger Control:

- **Game Ready:** When approaching Sid, particularly if it's the first time he's seen you that day, have a trick, joke or activity ready so that he can engage in a fun activity with you straight away.
- **Short Activities:** Be sure to keep activities that challenge him (such as academics) short and offer him breaks frequently.

Reward Contract:

Materials:

- A chart containing:
 - A three-dimensional cardboard clown with holes cut out for a mouth and a large spongy nose.
 - A chute running from his mouth through the head towards the bottom of the chart. The chute contains space for up to 15 table tennis balls.
- 15 table tennis balls
- Access to mini bus

Procedure:

The reward is initially set for 20 minutes (50% rule). At the beginning of each 20-minute interval, the chart is presented to Sid to explain to him that he will get a table tennis ball if he does not pull hair. If he is successful, he is given the ball and helped to place it into the clown's mouth. When Sid gets the target number of table tennis balls (4), he is given the keys to the bus and can play with the steering wheel etc. for 2 minutes.

If Sid wins at least one trip a day to the bus for 5 consecutive days, the target number of table tennis balls required to get the trip to the bus increases by one. Each morning the game restarts in the same way.

4. Reactive Strategies:

Function of Behaviour:

- **'Hello! Let's Play'** (68% of incidents confirmed this message)
- **'I'm finished this' (academic work)** (20% of incidents confirmed this message)
- **'I'm tired / irritable'** (12% of incidents confirmed this message)

Active Listening:

Use Active Listening to identify what Sid may be trying to communicate and then respond to his need.

Hello, Let's Play:

It is most likely (68%) that Sid is asking to play. Use planned ignoring with the hairpulling (i.e., do not bring attention to it, so that it does not become a game in itself). Instead, redirect Sid to an appropriate game that he enjoys. If he has learned the skill of saying 'I want to play' using a picture card, encourage him to use it also.

I'm Finished this:

The next most likely (20%) message Sid may be communicating is that he is finished his academic work or does not want to continue with it. If this is the situation, use the Lámh sign for finished, and say 'Sid, lets finish this now' and move onto the next activity.

'I'm tired':

Sometimes (12%) Sid may use this behaviour to communicate that he is tired. If he appears to be tired, offer him a relaxing activity, such as listening to the music quietly in a beanbag, or spending time in his hammock.

Rebuilding Relationships:

After a behaviour of need has occurred, once Sid is calm again, re-engage him in a fun activity, no matter how brief, even if it's just a joke and a smile; so that he knows he is comfortable and safe in the relationship with the person supporting him at that time.

Other strategies:

In order to minimise the episodic severity of this behaviour, there are also some general guidelines that are useful for supporting Sid:

- If you have long hair, keep it tied up.
- Don't put your head in close proximity to where he can easily grab it.

Mediator Analysis:

The two full time teaching staff working with Sid, Sid's parents and the author will meet on a regular fortnightly basis. The first task is to ensure that all parties have a clear understanding of the above procedures and the principles underlying them. The second task is to prioritise the components of the plan and to agree on implementation dates. Finally, the meeting will serve as a way of monitoring progress, comparing and analysing data.

Signed:

Jenny Milton
Jenny Milton

28/3/ 22
Date

Signed:

Margaret Ellen
Margaret Ellen

29/3/ 22
Date

PERIODIC SERVICE REVIEW

Name: Sidney O'Brien

Date of Periodic Service Review: _____

| 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. | | |
| 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 another children & reward contract implemented daily. | | |
| 7. Game Ready: Last three times Sid was approached, the person approaching engaged in 8. a joke / fun activity immediately | | |
| 9. Short Activities: Academic tasks in the last week did not exceed 10 minutes before being offered a break | | |
| 10. Reward contract implemented daily. | | |
| 11. Reactive strategy: redirection to activity outlined on picture schedule. | | |
| 12. Fortnightly contact with the family. | | |
| 13. Two Team meetings occurred within the last month | | |
| 14. PSR completed weekly. | | |
| 15. Data collection & graph are completed and up to date. | | |
| Total | | |
| Percentage score | | |