

Practice Support Certificate in Multi Element Behaviour Support Decision Making Resource

Student Name Is undertaking a course in Multi Element Behaviour Support. They will be supervised during this course by their line manager, clinical supervisor; tutored by staff from Callan Institute; and supported by a mentor. As part of the course, they will undertake to complete a comprehensive functional assessment and develop a Multi Element Behaviour Support Plan with you and would like to ask you if you would agree to them supporting you in this way. The information they collect may be shared in the class, but your name will not be used so no-one will know it is you. You will remain anonymous. All information discussed in training and submitted to Callan Institute will be private and confidential. If you decide not to say yes, this will not affect the support you get from the services.

SECTION 1: About me	
My name is	Sidney O'Brien
My address:	7 Hyacinth Park, Gramscille, Co Leitrim
The following best describes my communication profile: Pre-verbal – I use pictures, noises and bring people physically to what I want	
This is how I understand information: I understand best when I see something physically in front of me. I'm learning to use pictures too and can recognise familiar ones.	
This is how I express myself: my likes, my dislikes, and my preferences If I like something, I will smile and giggle, and often make eye contact smiling at you. If I dislike something, I will make whining noises, withdraw, or may attempt to pull away from whatever it is, or push it away.	

SECTION 2: Decision Making Supports Provided
This is how I was supported with my decision: (please outline the supports given) Keyworker developed a social story outlining what would happen. We also watched a YouTube video on PBS and discussed it at the time and watched it later with just Mum to reflect on it.
These are the people who know me best and supported me with the decision (for example, my keyworker, a family member (as appropriate), a staff member, an advocate etc.) (please name the people involved in supporting the person with their decision) Keyworker (Jenny); Teacher in school; Parents
This is what my will and preference is: Although Sid was unable to verbally and definitively say yes, he engaged when going through the social story. When asked 'OK?' at each stage he smiled and giggled and made eye contact, which usually indicates he is happy with what is happening. Throughout the process, we will continue to check in with him at each step to ensure he is comfortable and happy to continue.

This is the decision made by me (with support if required).

My decision is:

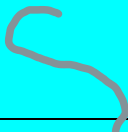
- I would like the staff to support me with Multi Element Behaviour Support
 - I am happy with staff recording a video of a skills teaching moment and sharing it with Callan Institute
 - I do not want any video recordings taken and shared with Callan Institute
As Sid cannot specifically agree to this, it is considered to take a least intrusive approach for him by not using him in the recording shared with Callan
 - I don't want the staff to support me with Multi Element Behaviour Support
How/Why?

Additional Comments:

Completed with:

Name: Sidney O'Brien

Date: 20th Feb 2022



Your Signature

Date

Margaret O'Brien
Parent/Guardian (If appropriate)

10th Feb 2022
Date

Jenny Milton
Student/Staff Member on the Course

10/2/22
Date

Comprehensive Behaviour Assessment

Name:	Sidney O'Brien
Address:	7 Hyacinth Park, Gramscille, Co Leitrim
Date of birth:	19/4/06
Date of assessment:	10-28 February 2022
Referred by:	Mr and Mrs O'Brien
Facilitator:	Jenny Milton
Clinical Supervisor:	Margaret Ellen, Psychologist

1. Reasons for referral

Sidney was referred by his parents, Mr and Mrs O'Brien for an evaluation. The purpose of the evaluation is to assist Sid in securing the programming and service which would enable him to develop and use his capabilities for more independent, normal living and more productive activities than his behaviours of need currently permit. Accordingly, it was requested that the evaluation focus on these behaviours of need.

The particular presenting behaviours identified at time of referral include:

- Hair pulling:** 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 parent's 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.
- Smearing faeces:** Sid frequently has a bowel motion shortly after going to bed. He then makes contact with the faeces with his hands 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 until he goes to sleep and need to clean his bedroom often.

2. Background Description:

Positive attributes & Strengths:

Sid is a lively, warm young man. He has a very strong family and is a valued member of both his school community and his local GAA club where he enjoys playing, not least because of his sense of humour. He loves being at the thick of things and enjoys a good practical joke.

Despite being pre-verbal, he is very good at getting his needs across to others and doesn't give up. He has used pictures to help him communicate on a fairly causal basis for some time, but there is now a focus on him using pictures in a more structured way to really help him communicate socially, rather than focusing on just his basic needs.

Interests & Hobbies:

Sid enjoys being on the move as much as possible. He loves swings, swimming and anything that keeps him on the go.

He also enjoys chocolate (his favourite being white chocolate) and yogurts.

Sid is a real 'people' person, and he loves being involved in a group, or at home, curling up at the end of the day on the sofa or in the bed with his parents.

3. Cognitive Profile

This part of the assessment describes the factors that affect the person’s ability to understand the world. Rate how well the person functions in each domain by placing a rating (1 – 4) in the appropriate space.

1 = the skill is not available to the person.

2 = the person has difficulties performing this skill

3 = the person can perform this skill.

4 = the person has excellent skills in this area

Attention	Does the person attend to fun tasks (games, eating, TV)	3	Watch video, play with toy cars
	Does the person attend to academic tasks (matching, reading)	2	30-60 seconds
	Does the person attend to words (own name, requests)	3	When short and simple and Lámh is used.
Vision	Does the person see items within one meter?	4	Sid has excellent visual skills
	Does the person have visual skills for safe mobility?	4	Sid can navigate his environment safely but may be unaware of some hazards. (e.g., bathroom chemicals)
	Does the person pick up small objects?	3	Sid can see and pick up small coins off a table
Hearing	Can the person hear high and low frequencies?	4	Yes – Sid’s hearing has been tested and seems OK across all spectrums
	Does the person discriminate background and foreground sounds?	4	Sid can hear a dog barking outside the room, he may even call your attention to it.
	Does the person hear verbal requests?	4	Yes – but may not always understand that he is being expected to do something.
Memory	Will the person seek an object that has been hidden from view?	4	Yes – Sid often looks for his favourite toys
	Does the person remember familiar faces?	4	Sid will remember a face after about 2 meetings.
	Is the person able to bring a message to another room on request?	2	Sid can walk from one room to another. If the message was written down and he was asked to give it to someone, then he could perform this skill.
Understanding	Does the person distinguish frustration from tone of voice?	2	Sid enjoys any type of interaction. He may think you are playing with him and try to copy your facial expression.
	Does the person recognise approval from facial expression?	3	Yes, he will smile at you and try to touch your face.
	Does the person carry out verbal requests?	2	Requests have to be repeated and accompanied with gestures.
Concept of time	Does the person understand sequences (e.g., first we will do this, then we will do this ...)	2	Sid has a difficult time understanding the sequence of events. If gestures are used- pointing to the clock or the door, it seems to help.

	Does the person wait for a preferred object without frustration?	2	Sid may get upset if kept waiting for longer than 10 minutes for something
	Does the person use a watch, calendar or diary?	1	Sid does not understand the time of day etc.
Concept of number	Does the person understand “more” and “bigger”	2	Sid appears to get confused by these concepts
	Does the person use money to buy something?	1	Sid does not make independent transactions in the shop
	Would the person correctly recognise incorrect change in a shop?	1	As Above
Performance	Does the person initiate activities?	2	Sid likes to play with toys that make noise and move. He will go and get these frequently throughout the day.
	Can the person match pictures with objects?	3	Sid can match simple items.
	Does the person write?	1	Sid may scribble, but does not form letters
Use of equipment	Does the person use the telephone?	1	Sid may listen briefly but then drops it
	Does the person read a newspaper?	1	Sid does not show interest in newspapers
	Can the person use a computer mouse or joystick?	3	Sid likes the computer and gets very excited when it is computer time.
Problem solving	Can the person generate an alternative course of action?	1	If an obstacle comes up, Sid will need prompting in order to find another way to deal with the situation (e.g., if his beanbag is in another room).
	Evaluate advantages and disadvantages of two different courses of action?	1	Sid requires prompting as to which course of action to take
	Plan and implement a job that has a number of components?	1	Sid would require prompting to plan / complete a task that has multiple steps.

Themes:

Cognitive factors that may predispose this person to behaviours of need are as follows:

- *Sid initiates few activities. He is dependent on the environment for every activity. 2. He has no way to predict what is coming next. 3. His problem-solving skills are nil, so when he gets stuck or wants a change he has no way of communicating this effectively.*
- *Cognitive factors that may need to be considered in the design of a behaviour support plan include:*
- *Sid can attend to academic tasks for 30-60 seconds. This could be developed. 2. Sid enjoys the computer. 3. Sid’s ability to understand language could be supported using pictures & gestures (LAMH).*

4. Sensory Profile:

The function of the sensory profile is to help identify any difficulties Sid may experience when exposed to sensory stimuli. Difficulties in this area, that cannot be verbally expressed, can often lead to people becoming upset and expressing their message in the form of behaviour. By identifying sensory factors that annoy this person we can identify ways in which we can change the environment to accommodate his needs and make life a little easier for them.

Please rate how well this person functions in each domain by placing a rating (1 – 4) in the appropriate space.

1 = skill is not available to this person / the person does not enjoy this at all.

2 = has difficulties performing this skill / does not often enjoy this

3 = can perform this skill / may enjoy this somewhat

4 = has excellent skills / greatly enjoys this

In the final column please elaborate further on how performs on the relevant task.

	Sensory Profile	Rating	Please explain your rating
Hearing	Can he/she hear high and low frequencies? E.g., Music, whistle, television.	4	Excellent hearing and can get distracted by noise.
	Does he/she hear sounds that you might not notice?	4	Yes, outside noise can be distracting.
	Does he/she attend to words (his own name, requests)	3	Yes, when attending to you.
Vision	Does he/she watch the television? (Favourite show, adds etc.)	4	Yes enjoys cartoons.
	Does he/she see items within one meter?	4	Yes
	Does he/she have visual skills for safe mobility?	4	Yes
	Does he/she pick up small objects?	3	Yes, with two attempts
Touch	Does he/she enjoy light touch? (Tap on the arm etc.)	1	No, does not like you to brush off him.
	Does he/she enjoy deep pressure touch? (Hand, foot, back massage)	4	Yes, loves cuddles, and rough and tumble
	Does he/she prefer to wear layers of clothes or one top?	1	Just one top
Smell	Does he/she like certain smells?	4	Yes loves the smell of play doh
	Does he/she react when there is a strong smell close by? E.g., Food cooking, perfume etc.	4	Mum reports he enjoys the smell of baking.
	Does he/she enjoy hygiene products, soap, deodorant, talc, aftershave/perfume, lotions etc.	1	Does not show a preference
Movement	Does he/she follow an instruction that was given more than 10 minutes previously?	1	No, he can get quite distracted

	Does he/she stop performing a task in the middle of it?	1	Yes, he can get distracted
	Does he/she move one part of their body constantly? (Fingers, hands, head, foot, leg etc.)	4	Yes, he loves to twiddle his fingers
	Does he/she like to sit and watch other people?	1	No, he likes to be on the move
	Once an activity has started can he/she stop the activity and start another one.	4	Yes,
	Does he/she like to walk around and be on the move? (Walking, sitting, standing, running, touching items etc.)	4	Yes
Sensory Feedback	Does he/she like swings, rocking chair, bouncy castle, trampoline, etc?	4	Loves the swings
	Does he/she enjoy bus trips?	4	Yes, likes to sit beside the window and may hum on the bus
	Does he/she prefer a bath or a shower?	4	Bath
	Does he/she like swimming and/or the Jacuzzi?	4	Loves swimming
	Does he/she enjoy sitting on beanbags?	4	Yes, likes the sound of them
	Does he/she like to cover himself with blankets or wear gloves/hats?	1	No
Taste	Does he/she enjoy certain foods/drinks? (specify)	4	Loves all types, especially yoghurts
	Does he/she dislike certain foods/drinks?(specify)	4	No
	Does he/she have a favourite food item that he enjoys daily?	4	Yes cheese.

Sensory Profile Summary:

Are there any indicators in the above sensory profile that indicate a hyper-sensitivity (i.e., overly sensitive) in a particular sense?

- Appears sensitive to noise, light touch and maybe food textures
- He loves sensory activities and 'big movement'

Are there any indicators from the above sensory profile that indicate the person may benefit from or enjoy more sensory input in a particular area?

- He likes deep pressure, movement and certain textures and smells. These could be reviewed and scheduled into his day more frequently.

4. Communication Profile

Many people use behaviours of need to communicate. The purpose of the communication assessment is to establish the range of ways in which the person communicates, to identify important messages that the person cannot effectively communicate and to help decide on an appropriate augmentative communication system if necessary.

1. How does the person communicate that he or she wants?

An object	Points to the object and says 'a-da'
Something to eat or drink	Points to the kitchen area
Someone to come near	Motion a favourite person to come over and sit beside him
To be acknowledged	Wrap himself around you or attempt to rub noses, this could also lead to hair pulling
To have fun	May hold onto your clothes and pull at you. Poke your eyes, pull your hair or try to hug your head.
To be tickled or wrestled with	As above.
To be included	Will stand very close to you.
Time alone	Push you away of may stiffen his body, arch his back and lie on the floor
Space	Sid may push you away
Go away	Push you away.
A certain activity	Points
To be touched	Stands close to you and touches you on the arm etc.
Need to go to the toilet	Pats his bottom
Need to go to bed	Does not like going to bed
I need help	Does not ask for help, leaves the activity
I want praise and affection	Stands close by.
I need clarification	Does not do the task or walks away.
Stop	Push you away
No	Push you away
I need a break	Leaves the activity
I want a change	Leaves the activity.
I want more	Points to the desired item.
I'm bored	Sits and looks at a person, may go over to the person and try to pull their hair etc.
I'm confused	Walks away
I'm angry	Cries, says 'da-da'
I'm afraid	Hides behind a person, holds on tightly to a person.
This is fun	Curly his hands towards his mouth, shakes them and laughs.
I can't wait	Points, cries.
I'm in pain	Cries
I like you	May try to rub noses, wrap his arms around you, try to pull hair.

2. Does the person

Listen when others speak?	Yes, if familiar, simple and gestural prompts are
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	used in the presence of physical cues.
Respond to his or her own name?	Yes
Distinguish between different tones of voice?	Yes
Follow 1, 2 or 3 step spoken directions?	Yes- 1 step instructions- e.g., Sid can you get your coat?
Understand questions with abstract words (e.g., which one is bigger)?	No
Follow requests with prepositions (e.g., "on", in, "under")?	No
Watch when others speak	Yes
Understand more when speech is accompanied by gestures	Yes
Follow 1, 2 or 3 step directions when gestures are used?	1 step instructions

3. Augmentative Communication Guide:

Circle yes or no to the following questions:

	Circle yes or no	This skill may be essential for ...			Some things you might try if this skill is not present
		Eye pointing	Picture exchange	LAMH	
Does he/she show preferences?	Yes No				Try activity sampling
Does he/she see (watch, track, scan)?	Yes No				Try object cues
Does he/she tolerate physical contact?	Yes No				Try eye pointing, object cues, tolerance training,
Can he/she match (same objects, picture to object)	Yes No				Try picture exchange with one picture, distractor card, eye pointing, match to sample training
Does he/she remember?	Yes No				Try picture exchange with a picture board
Does he/she initiate social contact?	Yes No				Try picture exchange
Does he/she respond to gestures or facial expression?	Yes No				Try picture exchange
Does he/she engage in pretend play?	Yes No				Try picture exchange
Can he/she imitate?	Yes No				Try picture exchange

Themes:

The Behaviour of Need may be communicating the following message for the person:

- I want to do something Else,
- let's play
- I'm bored
- I don't like waiting.

The most important accommodation that people can make in their communication to the person is:

- Use pictures, words and sign.

The most appropriate form of augmentative communication is:

- Picture Exchange communication

5. Life Profile

In order to make real sense of the person's behaviour, it is important to try and understand the behaviour in the context of the person's life story. Who are the significant people, where are the significant places and what are the significant events in the person's story?

the person's family members and the significant people in the person's life:

Sid lives at home with his parents, Luke and Janet O'Brien and his two younger sisters, Cleo aged 4 years and Petra aged 2 years. The family has lived in a two-story house in Gramscille for over 7 years. Mr O'Brien is a stockbroker and sometimes needs to work long hours.

Mrs O'Brien used to work before Sid was born, but now devotes her time to looking after their children and their home. The house is very tastefully designed and well kept. The ground floor contains a playroom for the children as well as a living room. There is an abundance of toys, games and books. Mrs O'Brien employs a child minder, Penelope, to support her structuring of Sid's activities. Penelope can provide Sid with one-to-one supervision to do activities like body awareness exercises and playing with the computer, which is one of Sid's favourite activities.

Sid attended Cerebral Palsy Ireland when he was 8 months old. He remained in attendance there for 3 ½ years. The CBI offered him an early intervention service consisting of physiotherapy, occupational therapy and speech therapy.

Themes:

What has worked for the person?

- Loves working 1:1, especially using the computer. Enjoys a lot of stimulation and the toy room has been excellent in providing this.
- Sid is very fond of his family and enjoys spending time with them.
- Seems to have benefited from early intervention services with CPI.

What has not worked for the person?

- Sid may find it difficult to settle if his father isn't home from work.

6. Environmental Profile

Sometimes behaviours of need occur because of conflict between the environment and an individual's needs. An ecological analysis is an attempt to identify the characteristics of the environment that support the individual and those aspects that may conflict with his or her needs. You will need to observe the person in his or her living and daytime environments for 30 minutes. The following questions address a number of potential contributors to a mismatch between the person and the environment.

Describe the environment.

Sid enrolled in Montana Hill, a day programme when he was 5 years 3 months. Sid attends a classroom of 9 children. The classroom provides a specialist developmental and educational service to children with a variety of learning, physical and/or behavioural needs. The other children in the room present with mild or moderate learning disabilities, severe communication difficulties and one other child presents with a behaviour of need. Currently, two full-time staff work in the room: a Montessori teacher with special education training and an assistant who has a background in psychology. The classroom has a Montessori ethos with additional emphasis on direct instruction of developmental skills in the area of socialisation, communication, self-help, cognition and motor co-ordination.

What is the person's expectation in this environment?	To have fun, play
What are the expectations of others in the setting?	To participate in group activities, to follow instructions, take part in a game with one other peer, matching, strings beads, makes a series of syllables
What kind of activity has just been completed? What activity is next?	Sid is sitting down, watching others within the room.
How long do activities take? How long is the break between activities?	Activities last for –10-15 minutes. A break of 5-10 minutes between activities.
How many people share this setting?	9 children and 2 staff
What are the environmental constraints? (Number of staff, time available, financial, transport)	The main problems in Sid's programme involve his aggressive behaviour towards other children, his short attention span(it is rare for Sid to remain at one activity for 10 minutes) and his high activity levels. Sid usually has a 1:1 or 1:2 teacher to pupil ratio, and in practice this leaves one teacher for the remaining 7/8 pupils.
Are there any environmental pollutants? (Noise, crowding, multiple activity, cold)	Crowding, people in close proximity, quiet, or down time.
How does the person access food and drink?	Dependent on the people /schedule in the environment- if he can see a drink or food item he will point to it.
What other enjoyable activities are accessible?	Painting, sand/water play, bouncing castle, listening to music, watching videos.
What is the person's physiological	May become tired, 2 days before a seizure. Otherwise,

status? (Vision, hearing, medical, tiredness, hungry)	vision, hearing fine.
How are requests made?	Short, simple 1 step instructions with gestures- using cues in the environment. (E.g., Sid, get you lunch box- as you point to the lunch box)
What opportunities are there to interact with others?	Sid's behaviour is limiting his interaction with others. While he has the opportunity to play with his 8 classmates, the behaviour is less likely to occur if he does not interact with them.
What proportion of interactions are positive, neutral and negative?	Staff find themselves giving Sid direct instructions- 70% of the time, 20 % are positive and 10 % are neutral.
What opportunities are there to engage in age appropriate, functional activities?	All the activities in school are age appropriate and functional.
What opportunities are there to learn?	Sid's individual programme plan is based on his Portage Developmental Checklist assessment. There are teaching procedures in place to achieve the identified targets.
What types of teaching materials, activities are available?	Circle time, music, story time, physiotherapy, swimming, art, cooking, self-care tasks.
What choices does the person exercise?	Sid has the opportunity to make choice during free play, otherwise, the day is structured with very little opportunity for choice.
How does the person exercise choice?	Sid will be offered a two-way choice. At free-play, Sid will be encouraged to pick between two activities. Each activity will be either pointed out to him, or if possible, presented to him- jigsaw or music.
What does the person do between activities?	Sits and watches others in the room.
How does the person know in advance what is happening next?	Sid follows the schedule dictated by the staff in the classroom. During circle time, the daily schedule is introduced, is put on the board. It is referred to throughout the day.
Are there any sudden changes in the environment?	There are visitors to the room, on a daily basis.
When is the last time the person did something new?	Last week, Sid went to the National Aquarium
Have any specific environmental accommodations been put in place for this individual?	No.

Themes:

The strengths of this environment for this person are as follows:

- The short duration of the activities (10-15 mins)
- Lots of equipment for Sid
- A lot of people passing through that Sid enjoys meeting

The weaknesses of this environment for this person are as follows:

- Low staff : client ratio.
- Quite time, during which Sid may have trouble focusing
- A very set routine apart from free play

The following environmental accommodations are recommended:

- A beanbag in room for days when Sid is tired (pre-seizure)
- A geographically separated area that Sid can use for sand play or 'quiet activities' during quiet time if he cannot focus.
- To investigate a 1:1 staff for Sid

7. Health Profile

A number of common problems are identified below. Please indicate in the appropriate space if a health difficulty is present now, recurs, has been a problem in the past and does not recur or has never been a problem.

Physical Health				
CONCERN	PROBLEM NOW	RECURS AS PROBLEM	PROBLEM IN PAST – NOT NOW	NEVER A PROBLEM
Epilepsy	Yes			
Dental problems	No			No
Skin problems		Yes- a rash, 4 times a year.		
Menstrual difficulties	N/A			
Constipation		Stools can be small and hard.		
Diarrhoea				No
Asthma			Yes- was prescribed Ventalin & Proventil. No longer administered.	
Hearing				No
Sight				No
Ear infections				No
Coeliac disease				No
Allergies				NKA
Food sensitivities				No

Mental Health:				
CONCERN	PROBLEM NOW	RECURS AS PROBLEM	PROBLEM IN PAST – NOT NOW	NEVER A PROBLEM
Anxiety problems				No
Obsessive-compulsive disorder				No
Depression				No
Bipolar depression				No
Hallucinations				No
Delusions / paranoia				No
Dementia				No
Alcohol / drug abuse				No
Acquired brain injury				No

Medication				
Medication and dosage	Reason for administration	Date commenced	Date changed	Reason for change
Epilim mg daily	Epilepsy	8/08		
Stesolid 10mg PRN	Epilepsy	8/08		

Diagnosis:

- Sid is diagnosed with severe learning difficulties and ataxic cerebral palsy.

What health factors may be contributing to Sid's behaviours?

- Sid suffers from epilepsy and has approximately 8 myoclonic seizures each year. Attacks are preceded by blank staring spells, high temperature and dry retching. Existing behaviours of need intensify in the two days prior to attack, although not all sudden increases in the behaviour imply that an attack is immanent.

8. Motivational Profile

The items in this questionnaire refer to things that might give a person pleasure or satisfaction. Please rate how much the person enjoys each of the following by placing a number (1 to 5) in the appropriate space.

0 = Never Tried 1 = Not at all, 2 = A little, 3 = A fair amount, 4 = Much, 5 = Very much.

<i>Food</i>			<i>Academic</i>				
Snacks		Table tennis	1	Reading	1	Feeding animals	3
What kind?		Going to a match	2	Writing	0	Listening to stories	4
a.White chocolate	5	Visit to Old Trafford	1	Magazines	2	Compiling music tape	0
b.Chips w//ketchup	5	Painting	4	Being read to	4	Decorating own room	0
		Pottery	4	Science	0	Choosing own bedtime	5
Meals		Playing snooker	0	Social studies	0	Sleeping late	5
What kind?		Playing pool	0	Physical education	5	Chairing a meeting	0
a.Easi-singles	5	Card games	1	Maths	2	Magazine subscription	0
b.Cheeseburgers	5	Other?		School	3	Being centre of attention	3
		a.		Leave class early	3	Leave work early	3
Drinks		b.		Free time	2	Choose type of work	4
What kind		c.		Doing responsible job	3		
a.Coca-cola	5			Video after class	4	<i>Tokens</i>	
b.Ki-ora	5	<i>Music</i>				Stars on chart	2
		Playing an instrument	3	<i>Domestic Activities</i>		Special badges	0
Preparing food	2	Singing	3	Setting the table	2	Certificates	4
		Dancing	3	Making the bed	1	Points	0
		Buying CDs	2	Baking	3	Money	0
<i>Possessions</i>		Listening to music	3	Repairing	0	Note home	0
Jewellery	1			Working outside	2		
Clothes	1	<i>Excursions</i>		Going on messages	2	<i>Other</i>	
Magazines	1	Ride in a car	4	Cooking	2	a.	
Computer games	1	Visiting relatives	4	Washing car	0	b.	
Skate board	1	Visiting friends	3	Shopping	1	c.	
Diary	1	Going to beach	3	Exempt from chores	3	d.	
Bicycle	3	Having picnic	3			e.	
Other possessions?		Going out to dinner	2	<i>Personal appearance</i>			
a.		Going for a walk	3	Getting new clothes	1		
b.		Visiting the zoo	2	Putting on make-up	0		
c.		Shopping for clothes	2	Getting a haircut	1		
d.		Going to the library	0	Manicure	0		
		Going on the train	0	Massage	0		
<i>Entertainment</i>		Bus trip	4	Visit to beautician	0		
Watching TV	4	Other		Perfume or aftershave	0		
Cinema	1	A		Wearing jewellery	0		
Pub	1	B		Having picture taken	1		
Renting video	1	C					
Concert or show	1			<i>Other events</i>			
		<i>Social interaction</i>		Staying past bedtime	5		
<i>Sport</i>		Playing with children	2	Earning money	2		
Playing soccer	1	Playing with adults	3	Free time	3		
Playing hurling	1	Hugs, kisses	3	Having a pet	3		
Playing football	1	Sleepovers	0	Taking a bath	5		
Swimming	5	Coffee with others	0	Jacuzzi	5		
Riding a bike	4	Party with friends	3	Multi-sensory room	3		
Skating	1	Other		Steam room	0		
Bowling	1	A		Aromatherapy	2		
Horse-riding	1	B					
Fishing	1	C					

Themes:

What are the person's most favourite things to do?

1. Playing with cars
2. Food, white chocolate and easi-singles,
3. Watching reality shows like 'Nailed it'
4. Having a bath,
5. Sleeping in his parent's bed

What are the person's least favourite things to do?

- Going to bed,
- getting out of the bath,
- entering a strange environment
- wearing hats or gloves.

How varied is the person's repertoire of favourite things?

- Quite varied and age appropriate

How often does the person do favourite things?

- Daily.

Summary of Profiles

Cognitive Profile: Sid has a short attention span and has poor initiation skills. He does not understand verbal requests unless they are accompanied by a gesture. He has a difficult time waiting and is dependent on the environment to provide him with the activities that he enjoys. He is unable to predict the schedule for the day and /or week and has no problem-solving skills. Sid likes the computer. He also likes tasks that involve movement and 'doing'. He remembers people and can match simple items. He looks at pictures.

Sensory Profile: Sid enjoys movement and deep pressure touch. He also likes to be active and can be distracted by noise. He likes certain textures and foods and enjoys the smell of baking. He dislikes light touch.

Communication Profile: Sid can say 'a-da', 'da-da' and 'momma'. If the item he wants is in sight, he will point it or retrieve it. He uses touch to access play, affection etc. He cries when he is upset or angry, however he is unable to communicate his needs or initiate activities that he would like. He is dependent on the environment to offer him activities etc

Life Profile: Sid's parents and grandparents spend an infinite amount of time with him. He has a playroom in his home.

Environmental Profile: The classroom environment is attempting to structure Sid's activities and introduce table top tasks. Sid may be finding the contrast between home and school too large and as such is trying to initiate other activities through touch and hair pulling etc.

Health Profile: Sid is in good health. Seizures occur 8 times a year approx. and may increase the behaviour 2 days before. He suffers from the odd skin rash which may cause irritation. He had asthma as a child, however he no longer suffers from asthma and does not need a ventilator.

Motivational Profile: Sid has many interests and is easily motivated by tasks that are hands on, and involve movement and 'doing'

The five factors that may be most significant to understanding why this person engages in behaviours of need are:

1. Difficulty tolerating or communicating excitement and fun without hairpulling.
2. Very sociable: enjoys social play, especially with adults. Enjoys novelty. Great sense of humour.
3. Classroom activities do not suit him. 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.
4. Epilepsy. Behaviour more likely in the four days prior to a seizure.
5. Other behaviour of smearing seems to be related to boredom in the mornings in his bedroom.