

An Introduction to Positive Behaviour Support (PBS)

-STEVE FARMER
BEE U LD SERVICE

Contents

1. Behaviours of concern
2. Quality of Life
3. Positive Behaviour Support

Behaviours of Concern

Changing terminology

The language used to describe specific behaviour that an individual uses, that we find difficult to manage or understand, has changed over time. It includes:

- Problem behaviour
- Challenging behaviour
- Behaviour that challenges [US]
- Behaviours of concern
- Distressed behaviour

‘Instead of responding to the person we typically react to the behaviour’

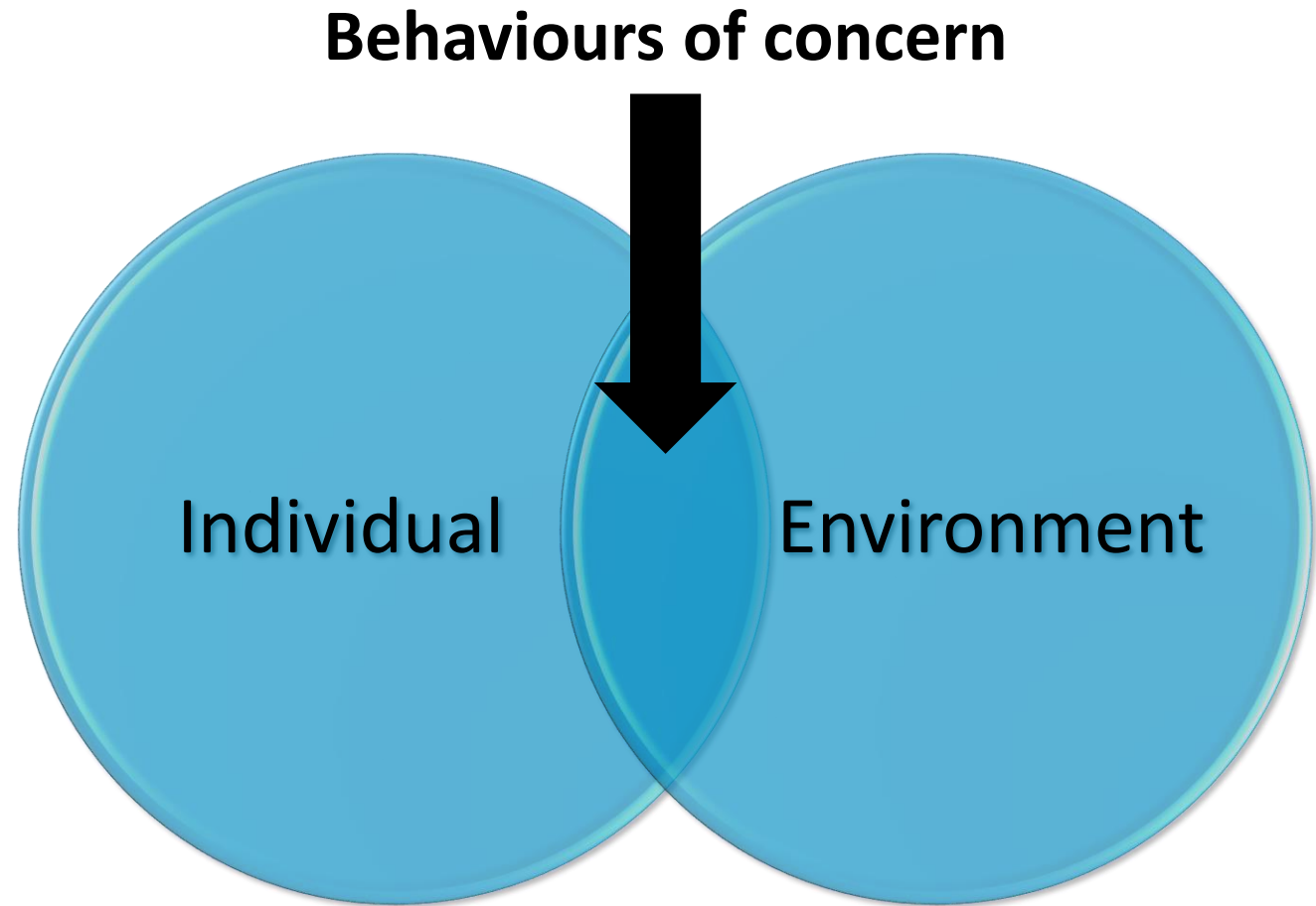
-(Challenging behaviour a unified approach, 2007)

Defining behaviours of concern

- **Culturally abnormal** behaviour(s) of such an intensity, frequency or duration that the **physical safety** of the person or others is likely to be placed in **serious jeopardy**, or behaviour which is likely to seriously limit use of, or result in the person being **denied access to, ordinary community facilities** (Emerson, 1995).
- Challenging behaviours are best thought of as being a way in which people respond and try to gain control over difficult situations (Valuing People, 2001).

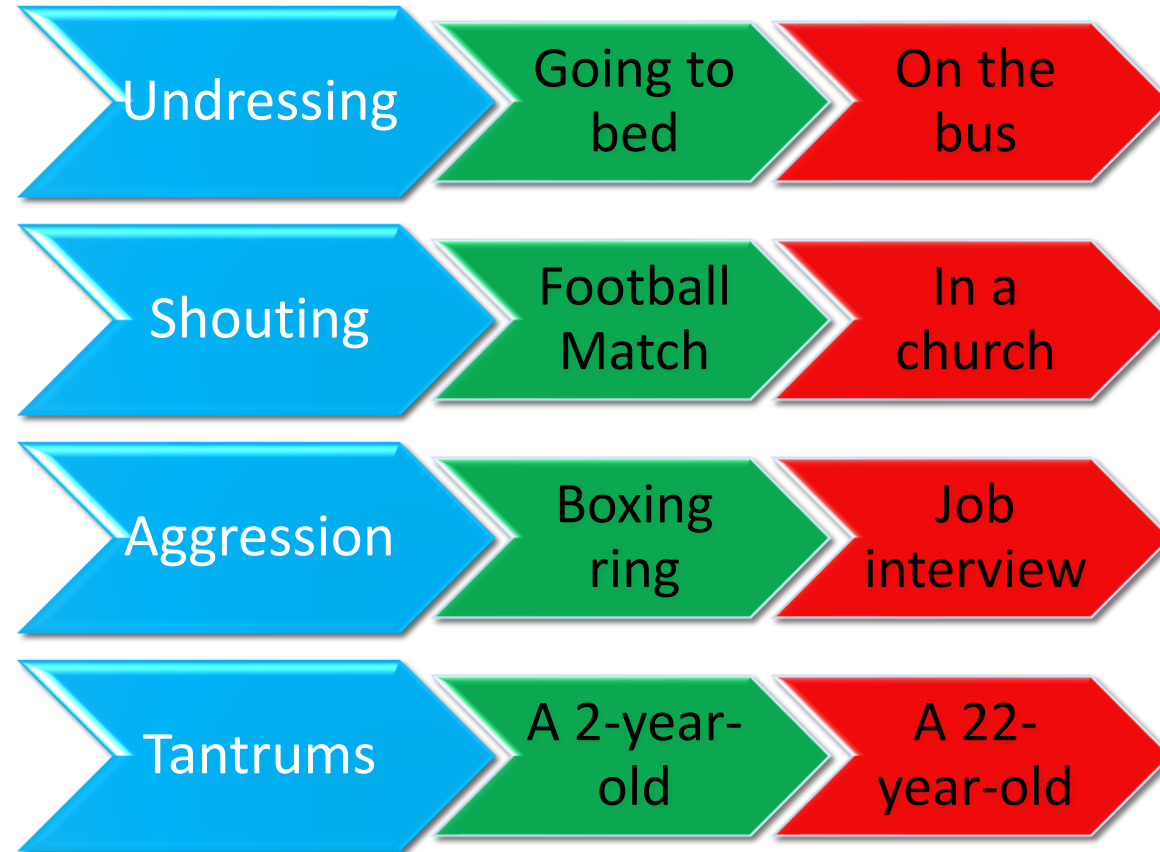
Behaviour of concern: a social construct

“I have gradually come to see that people whose behaviour is difficult are not clients to be fixed so much as freedom fighters, the most vigorous critics of our attempts at service” (Lovett, 1996).



(Challenging behaviour a unified approach, 2007)

“Behaviours of concern” is a social definition



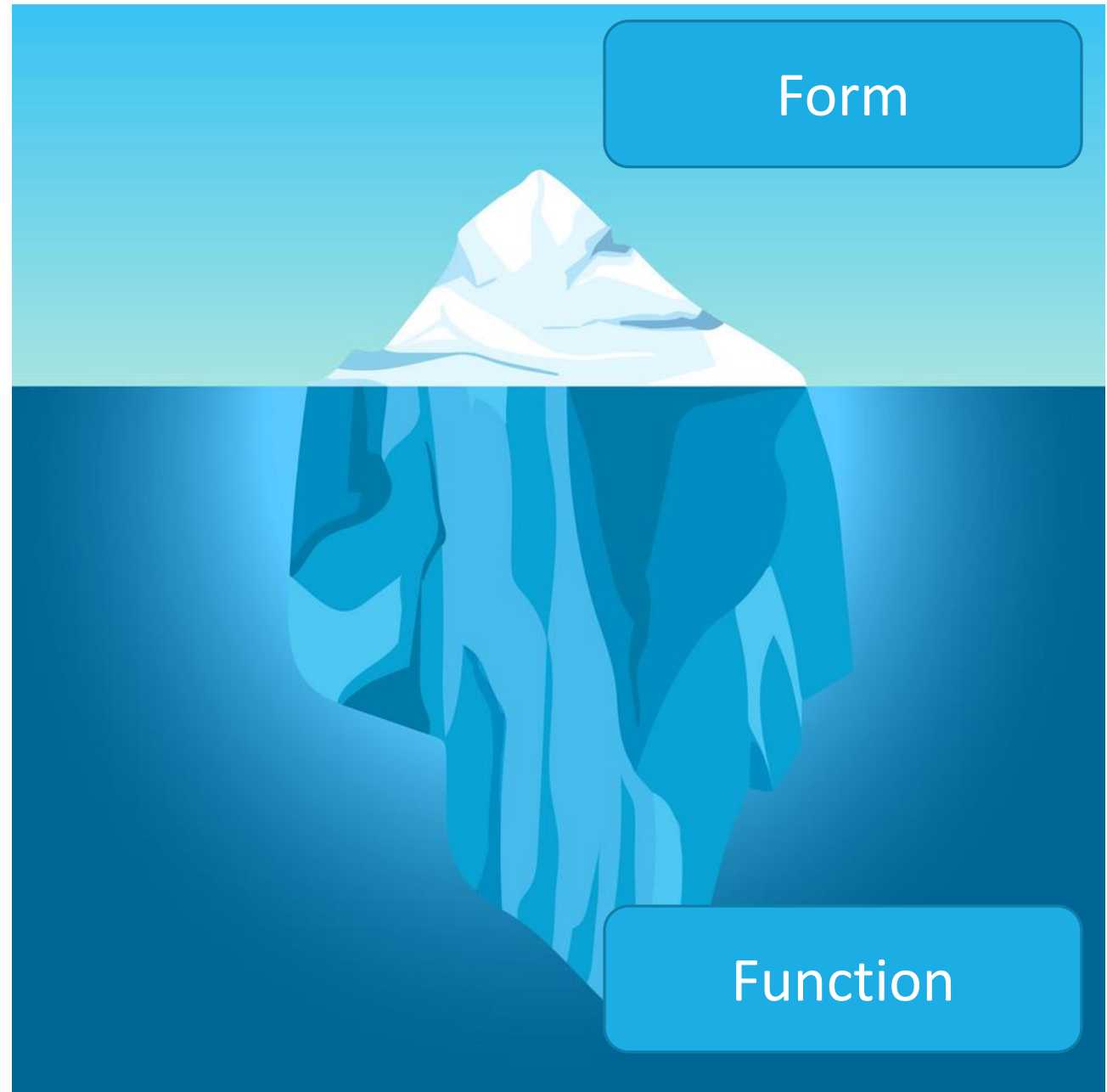
Understanding Behaviour

Form

What the behaviour looks like

Function

The meaning behind the behaviour



Why does BoC occur more commonly in people with learning disabilities and/or autism

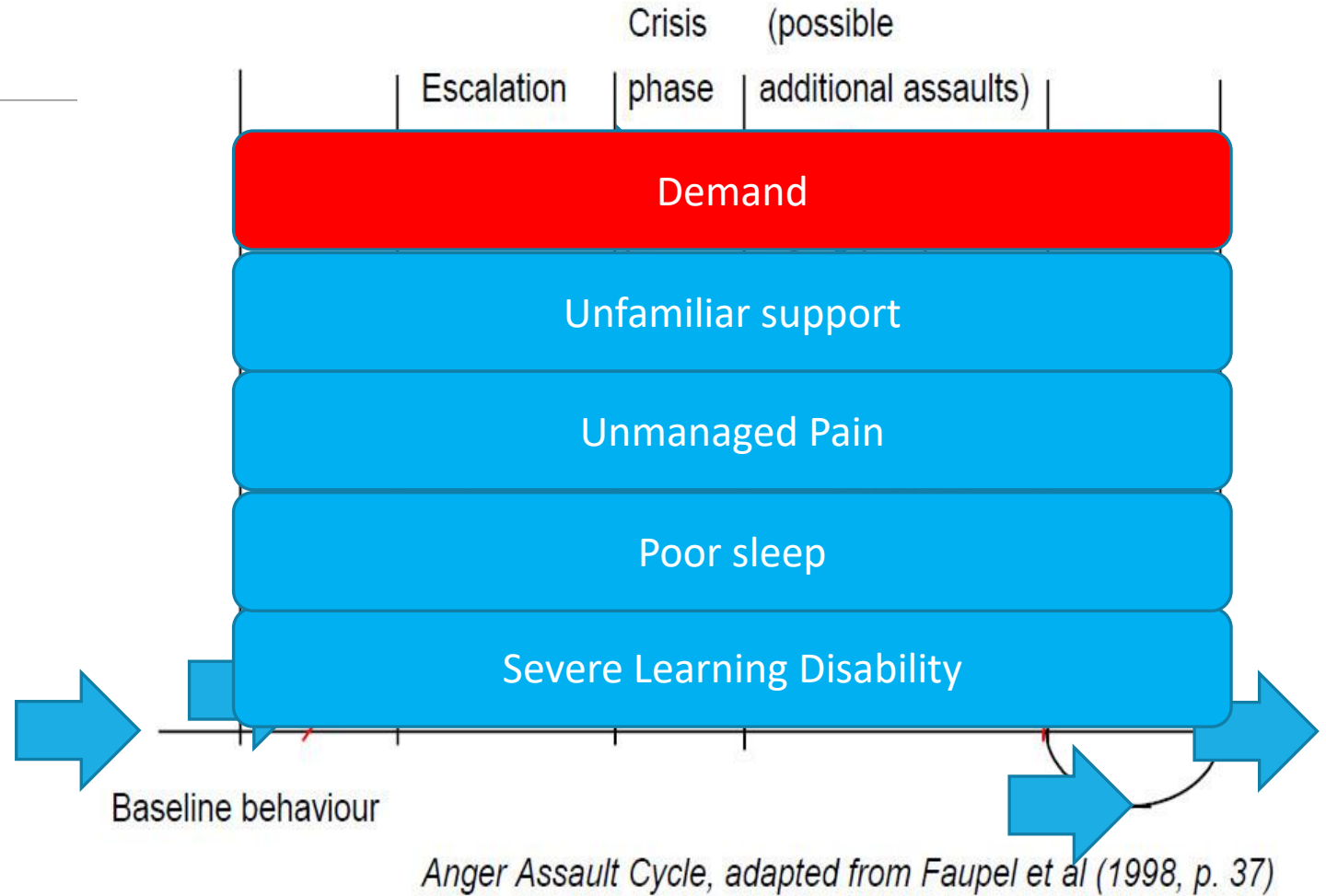
- There is no simple answer!
- Most people without additional support needs will use BoC early in their lives
- We develop skills to get what we want and need more effectively
- Many young people with LD and ASD may not develop these skills to the same extent
- Individual and environmental risks increase the likelihood of it occurring
- Behaviours of concern can be the most effective way for a person to communicate a need, or to exercise control

Risk Factors

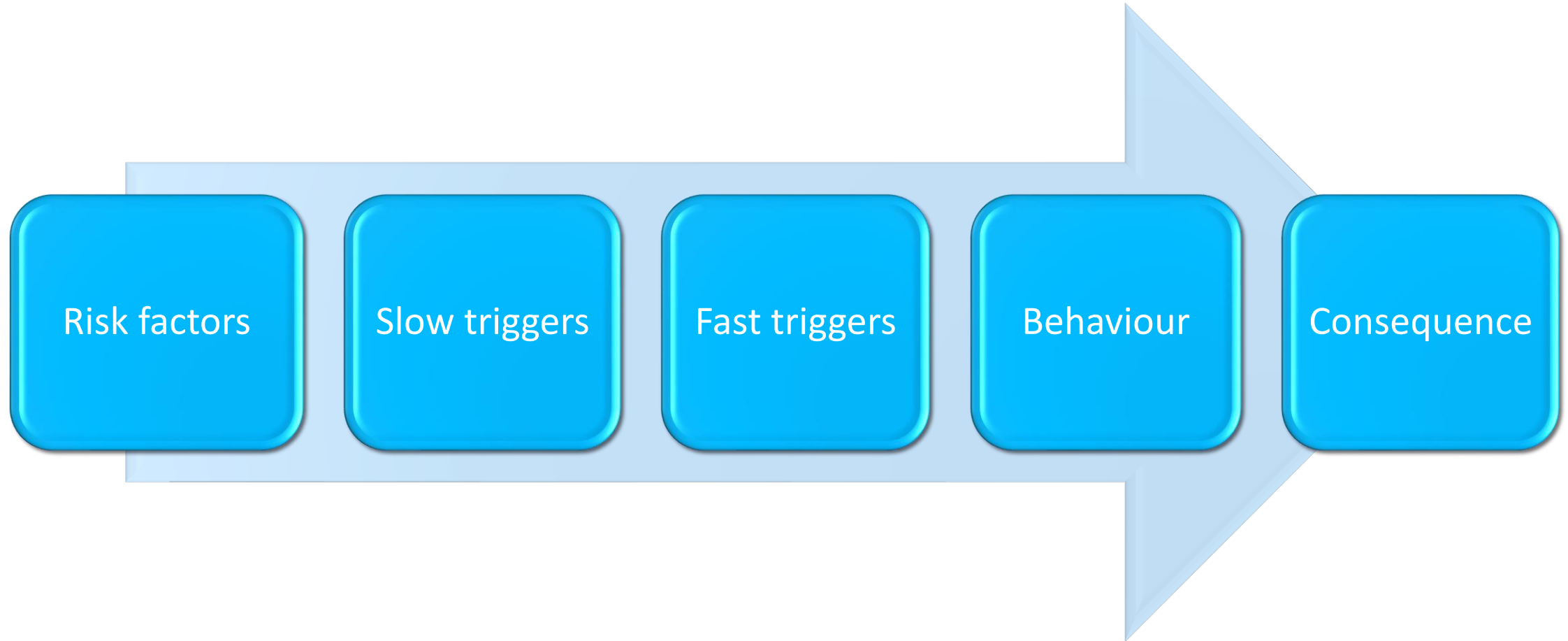
Individual Factors	External Factors
<p>Personal Characteristics</p> <p>Mental health needs</p> <p>Secondary conditions</p> <p>Historical Factors</p> <p>Communication difficulties</p> <p>Physical health</p> <p>Sensory</p>	<p>Environmental factors</p> <p>Activity levels</p> <p>Organisational Factors</p> <p>Social isolation</p>

The Arousal Cycle

- Baseline
- Trigger phase
- Escalation
- Crisis
- Recovery
- Post Crisis
- Back to Baseline
- Risk Factors, setting events, slow and fast triggers



A model of behaviours of concern



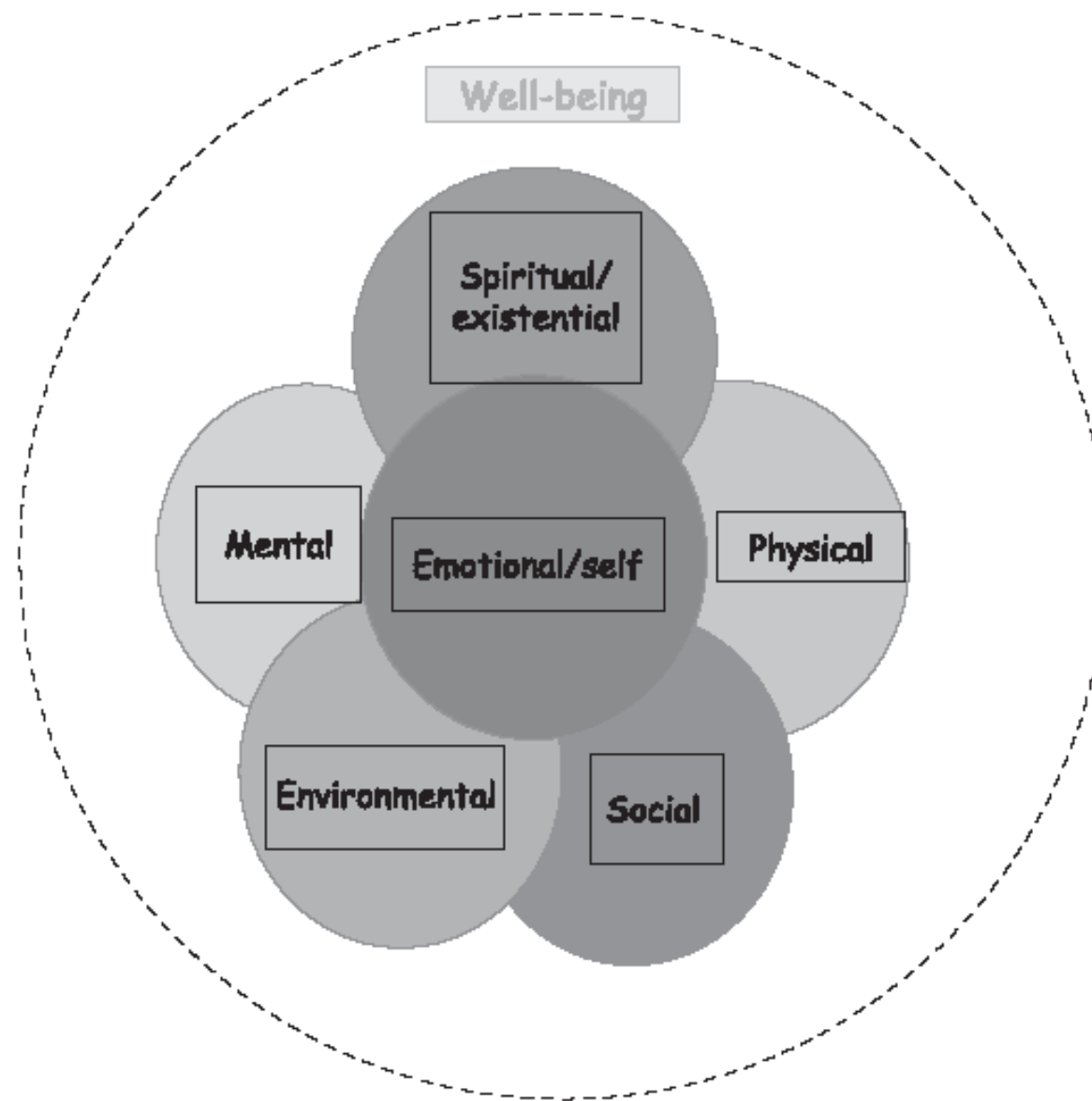
Quality of Life (QoL)

Why is QoL Important?

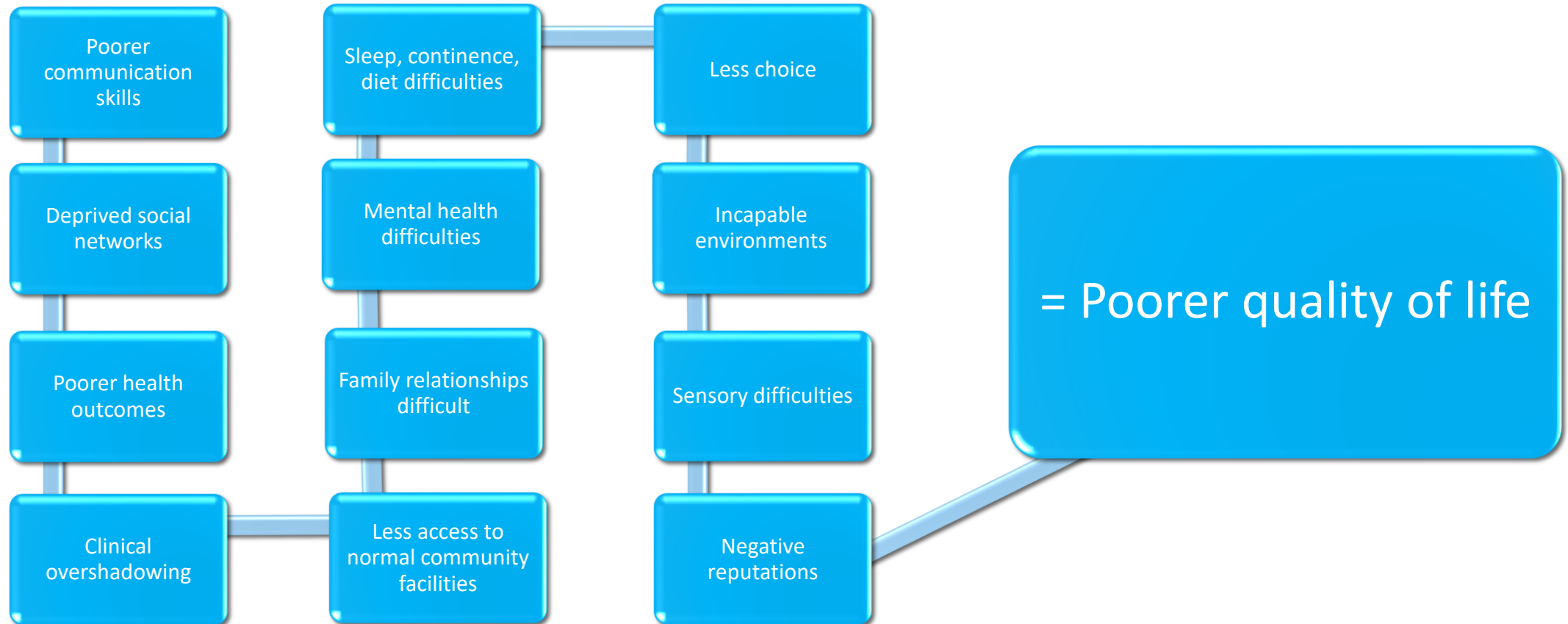
A good QoL, gives us the resources to cope with challenges.

Longevity, improved response to illness, faster wound healing times.

Higher resilience, and stress management



Challenges for people with a Learning Disability



Increase Quality of Life, Decrease BoC

'Difficult behaviours are messages which can tell us important things about a person and the quality of his or her life'

-David Pitonyak



The Impact of BoC

Individuals

- Physical harm; abuse; over-medication; reduced access to the community/ services; unmet health needs; relationship and placement breakdowns; reduced choice and control; being placed far from home; aversive practices

Families

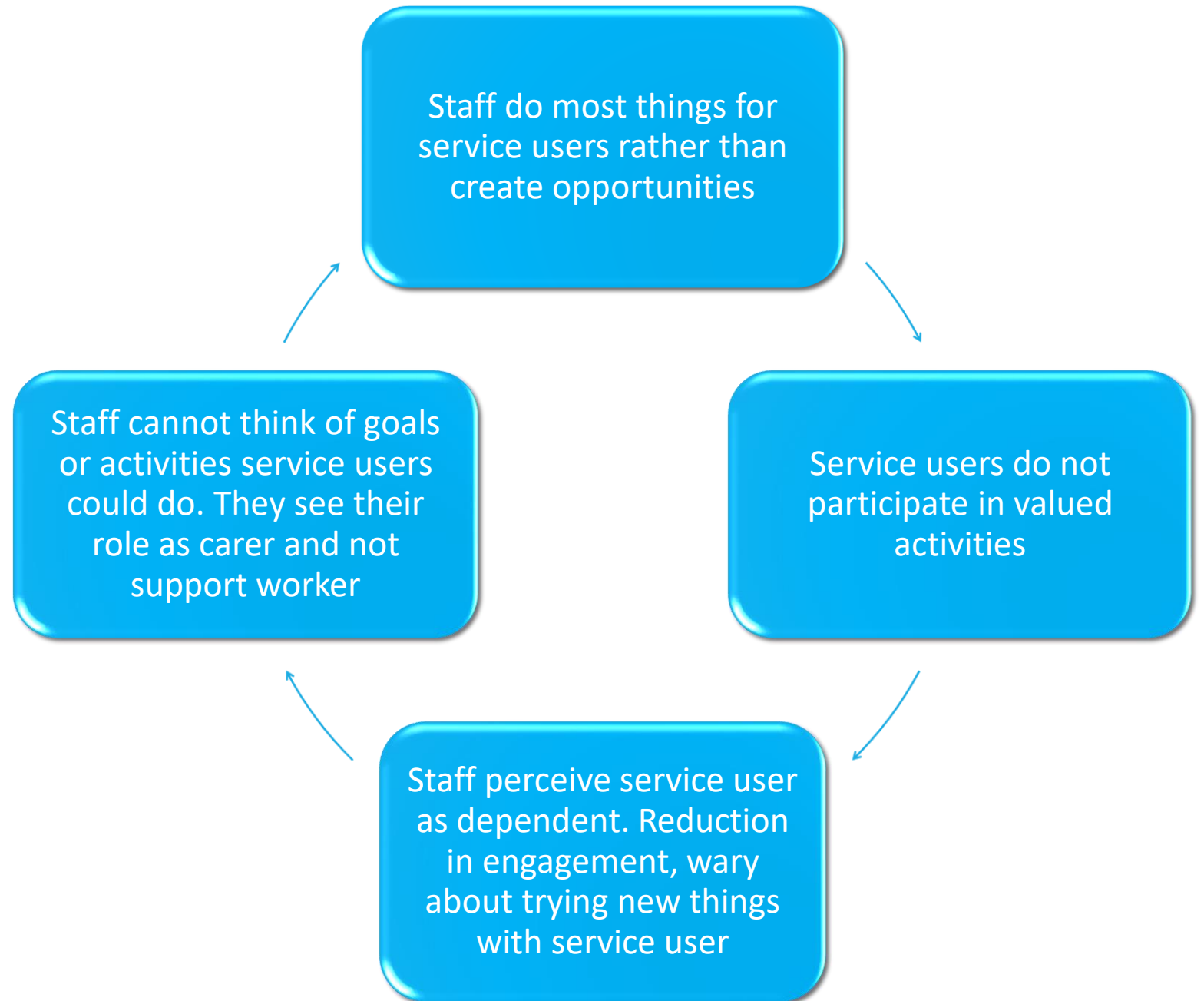
- Increased stress; injury; social isolation; worries for the future; relationship breakdown; financial implications; unmet health needs/ increased illness

Paid carers

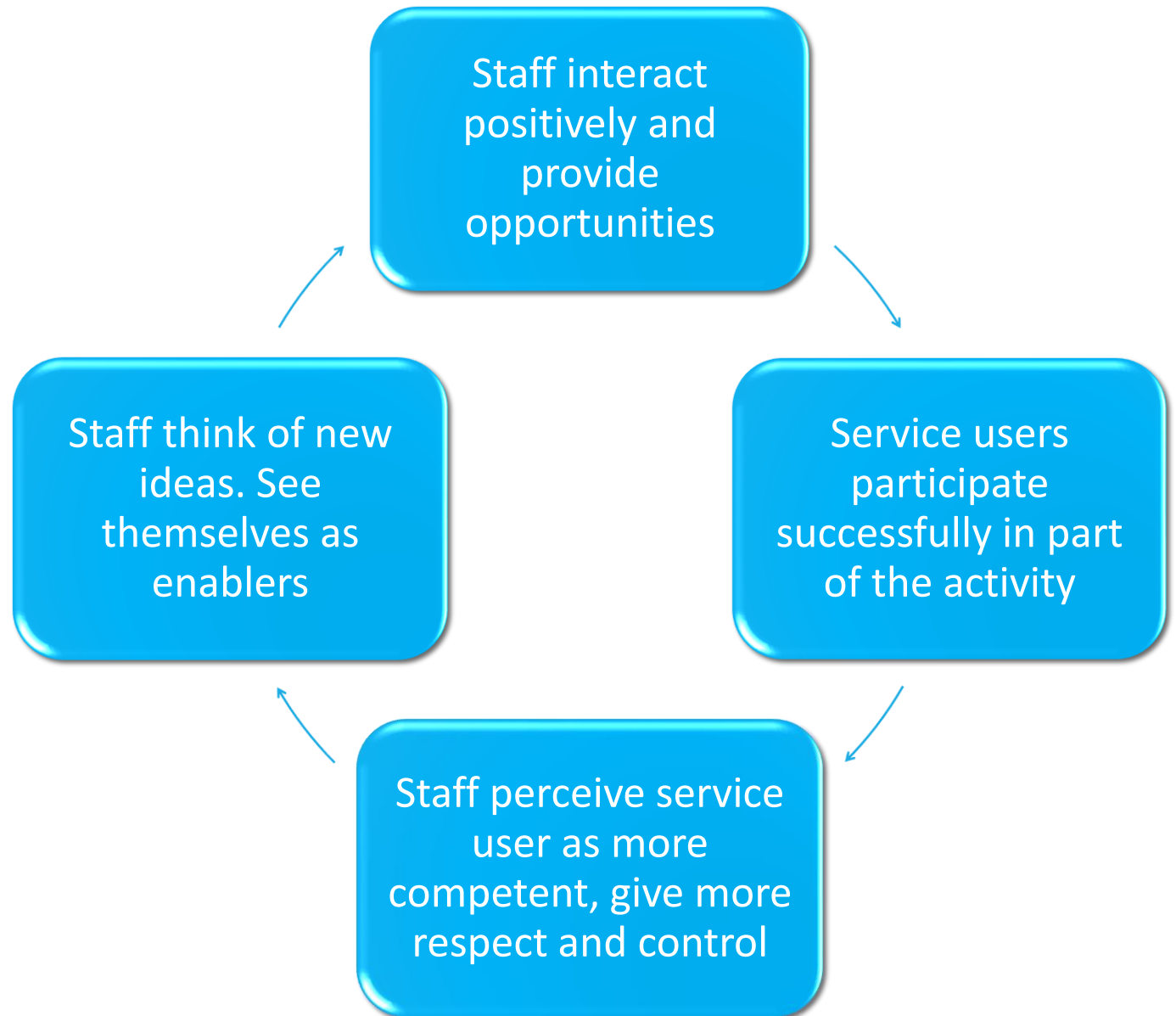
- Increased stress; physical and emotional harm; social isolation; increased sickness; negative feelings towards the individual; reduced job satisfaction
-

Disempowerment- the hotel model

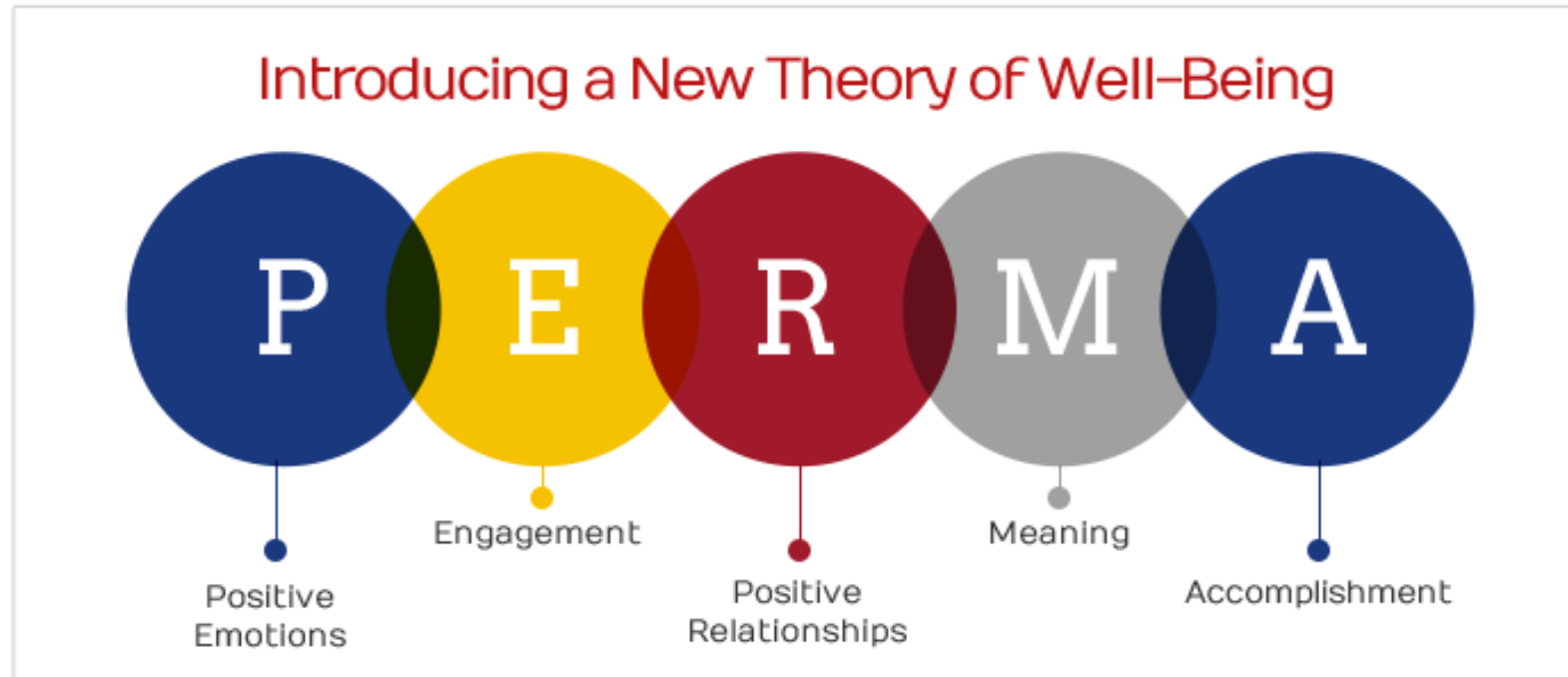
-Mansell et al 2005



Empowerment: circles of positive interaction

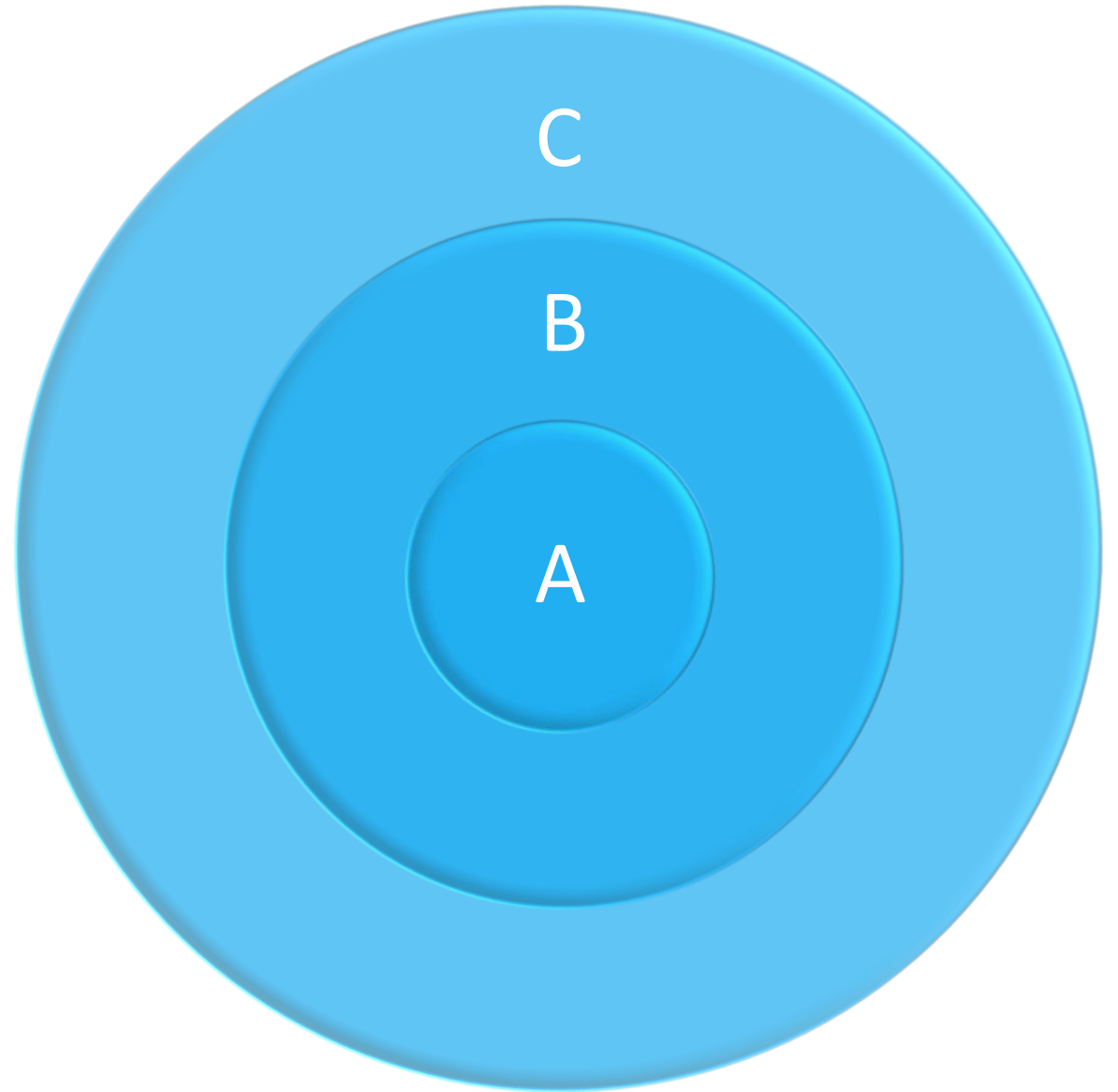


PERMA



Capable environments

- A. Creating high quality care and support environments
- B. Functional, contextual and skills based assessment
- C. Behaviour support plan, evaluation and monitoring



Capable environments

1. Positive social interactions
2. Support for communication
3. Support for meaningful activity
4. Consistent/ predictable environments
5. Support to establish/ maintain relationships
6. Provision of opportunities for choice
7. Encourage more independent functioning
8. Personal care and health support
- 9. Provision of acceptable physical environments**
- 10. Mindful and skilled carers**
- 11. Effective management/ support**
- 12. Effective organisational context**

PBS introduction

PBS- Science Plus Values

Applied Behaviour Analysis (Lovaas, 1987)	The application of scientific study of learning and behaviour
Normalisation and Social Role Valorisation (Wolfensberger, 1983)	Normalising living conditions, creating and maintaining valued social roles
Self-Determination (Wehmeyer <i>et al</i> , 1996)	To achieve a desirable level of personal control over one's life
Person-Centred Planning (O'Brien & O'Brien, 2002)	Putting people at the centre of their own care, enabling their voice to be heard
The Five Service Accomplishments (O'Brien & O'Brien 1987)	Sharing ordinary places, making choices, developing abilities, treated with respect, growing in relationships

PBS a definition

“A **multi-component** framework for developing an **understanding of behaviour that challenges**...used to construct socially valid interventions which **enhance quality of life** outcomes for both the person themselves and their carers”

-Gore et al (2013)

“Illumination not elimination”

-Weiss and Knoster (2008)

“An extraordinary blend of Vision, Values and Science...the focus of PBS is to create effective environments and a better quality of life”

- Horner (2009)

PBS Framework

- Considers the **person** and his or her life circumstances **as a whole**
- Reduces the likelihood of behaviours that challenge occurring by creating **supportive and capable** physical and social **environments**
- Is **proactive and preventative** and aims to teach people new skills to replace behaviours that challenge
- Involves input from different professionals and include **multiple evidence based approaches** that come from a shared value base, provided in a coordinated and person centred manner.

-PBS Academy (2017)

The Twelve Key Components of PBS

Rights and Values

Person-centred foundation

Constructional approaches and self-determination

Partnership working and support for key people

Elimination of restrictive practice

Theory and Evidence Base

Biopsychosocial model of behaviours of concern

Behavioural approaches to learning, experience and interaction

Multi-professional and cross-disciplinary approaches

Process and strategy

Evidence informed decisions

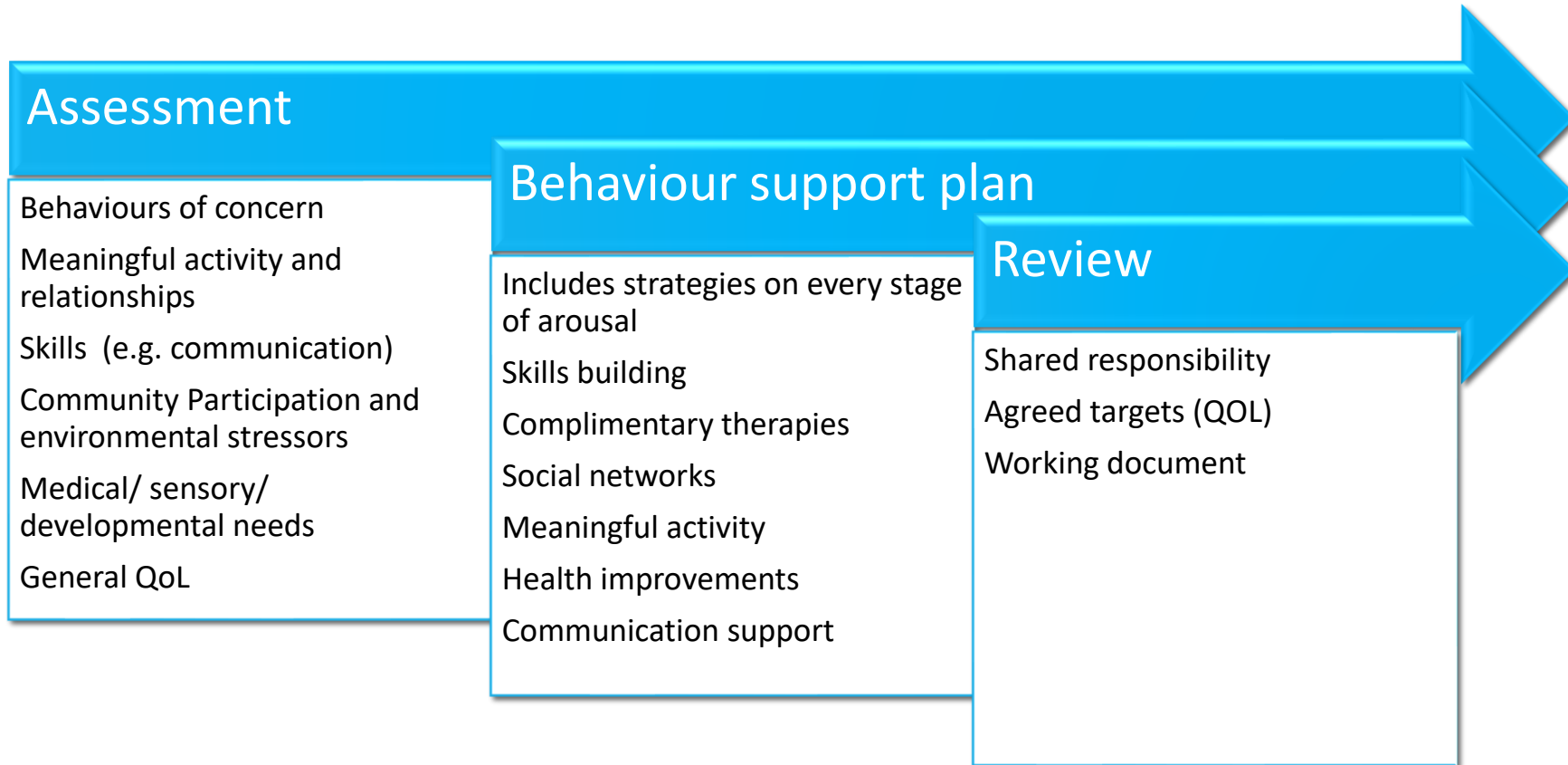
High quality care and support environments

Bespoke assessment

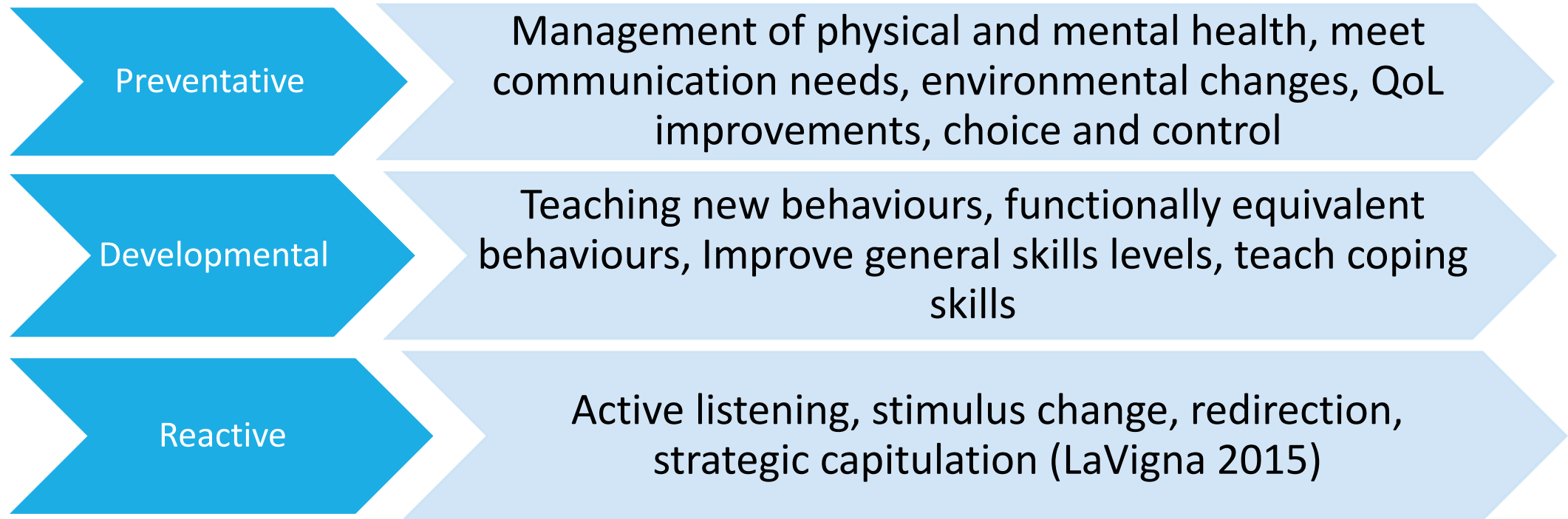
Multi-component, personalised support plans

Implementation, monitoring and evaluation

The PBS Process



Proactive and reactive strategies



The Behaviour Support Plan

- The PBS process is data driven and starts with understanding the young person
- Then create the behaviour support plan.
- Created in collaboration with all stakeholders
- This will ideally include:

The person's hopes, dream, goals

Information on the behaviour

Information about meaningful activity

Teaching strategies (skills building)

Preventative strategies

Reactive strategies

Post-incident strategies

Agree monitoring process

Information on responsibilities and review plan

Basic behaviour support plan- Jane

Jane Smith Description of challenging behaviour: crying, stamping feet, jumping up and down, shouting, throwing objects and using repetitive speech.

Proactive strategies

Environment & structure	Communication	Attitudes	Responses
Jane and staff write up her activity board space for Jane's choice Jane to plan her meals on a menu planner Keyworker to plan Jane's week ahead on an activity planner	Staff to: use clear language, refer to activity board for predictability Answer Jane's questions when she is anxious. Give Jane space when she is distressed. Redirect Jane by changing subject	Staff to: Trained how to implement the activity board Develop a better understanding of Jane's needs. Share good practice and challenges	Staff to: try and pre-empt triggers and reduce or remove where possible. Calm and low arousal approaches. Allow Jane to have her own space when safe and desired Get Jane to focus on her activity board.

Reactive Strategies

- Staff to answer Jane's questions calmly
- Respond to Jane's anxieties i.e. do the activity/task the way she wants
- And/or move away to give Jane space, returning when she is calm.

Why use PBS?

- Ethical blend of science and values
- Uses positive approaches to improve quality of life
- Generates shared language across services
- In line with current policy related to restrictive practice reduction
- Evidence-based
- Positive responses from those that use the service
- System focus, not expectant of individual change
- Increases specialist knowledge
- Large support network

In summary

BoC are
functional

Socially
constructed

Qol up, Boc
down

Capable
environments
first

12
components
not a menu

BSP after
assessment

Proactive
strategies
ideally

Reactive is
management

Resources

Free PBS introductory course- <http://www.bild.org.uk/capbs/pbs-awareness-course/>

Information about further training- <http://www.bild.org.uk/capbs/capbs/>

YouTube video about PBS- <https://www.youtube.com/watch?v=epjud2Of610>

David Pitonyak resources about understanding difficult behaviour- <http://dimagine.com/wp-content/uploads/2018/03/10things.pdf>

PBS information sheet- <http://pbsacademy.org.uk/wp-content/uploads/2017/05/PBS-key-messages-April-2017-1.pdf>

PBS resources- <http://pbsacademy.org.uk/about-pbsacademy/>

PBS (United Response)- <https://s33156.pcdn.co/wpcontent/uploads/Positive Behaviour Support 2015 .pdf>

Active support and PBS (United Response)- <https://s33156.pcdn.co/wp-content/uploads/positive-behaviour-support-and-active-support.pdf>