

Practice Leadership Workshops for Behaviour Support Practitioners

Facilitator: Dave Relf

National Practice Lead – Zero Tolerance Initiative

Outcomes of today's discussions

- To share and discuss why practice leadership is critical to Positive Behaviour Support
- To understand the importance of being attuned to the culture of a staff team
- Understand the role of the behaviour support practitioner in staff training and ongoing practice development
- To consider how you might apply practice-based coaching methods to PBS implementation
- Provision of resources and further reading

What is Practice Leadership?

- “An individual who develops, encourages and supports their staff team to put into practice the vision of the organisation.”
(Beadle-Brown, Bigby & Bould, 2015)
- Consider the difference between “management” and “leadership”
- Who else might contribute to practice development?

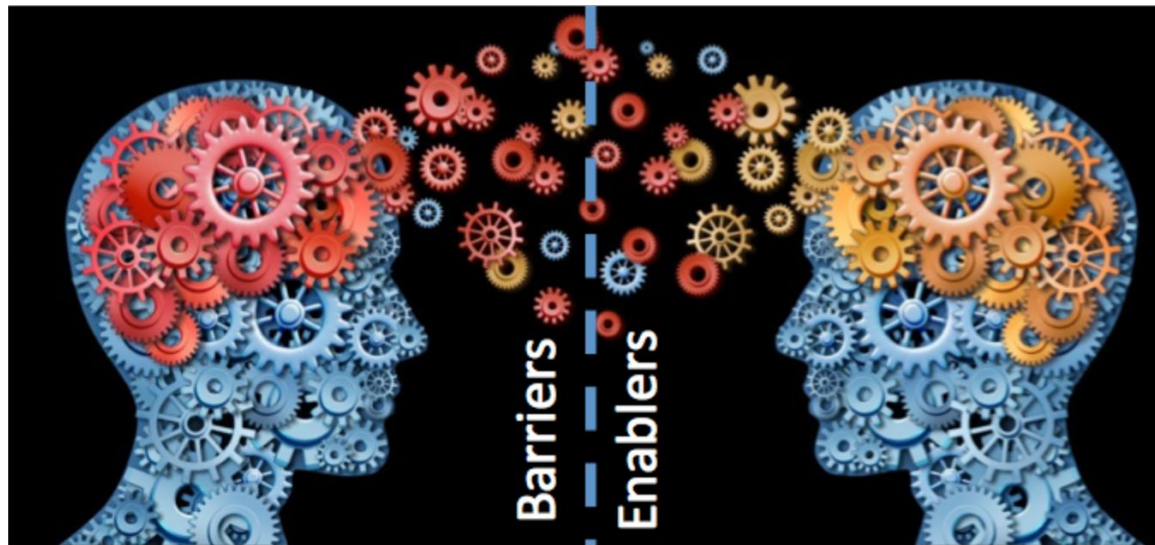
5 Components of Practice Leadership

- 1) Focus on the quality of life of the person and how well staff support this
- 2) Allocating and organising staff to deliver support when and how service users need and want it
- 3) Coaching staff to deliver better support by spending time with them providing feedback and modelling good practice
- 4) Reviewing the quality of support provided by individual staff in regular supervision and finding ways to help staff improve it
- 5) Reviewing how well the staff team is enabling people to engage in meaningful activity and relationships in regular team meetings

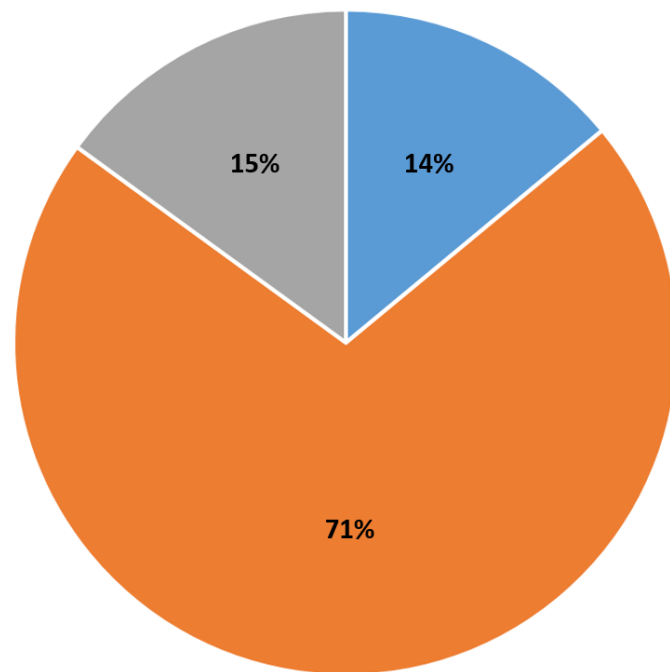
Mansell, Beadle-Brown, Ashman, & Ockenden (2004)

Practice Leadership and Positive Behaviour Support

- Have you ever written a high quality behaviour support plan that wasn't fully implemented?



Employee engagement in Australia



■ % Staff Actively Engaged ■ % Staff Not engaged ■ % Staff Actively Disengaged

If these percentages were representative of a staff team you are supporting – how would you go about engaging the team?

Who would you focus on?

Based on data aggregated from 2014-2016 Gallup World Polls

Becoming attuned to service culture

- “The way we do things around here”

Dimensions of Culture:

- Alignment of power-holders' values
- Regard for participants
- Perceived purpose
- Working practices
- Orientation to change and ideas

How do you
assess culture?

Bigby & Beadle-Brown (2016)

Quick Stretch.



What is the role of the Behaviour Support Practitioner in practice leadership?

- Making recommendations regarding ecology to enable positive behaviour support
 - Promote least restrictive alternatives
 - Consider the capacity of the person and their support network
 - Collaborate with other service providers – support implementation across multiple contexts
 - Provide implementers with information about possible risks if the plan is not implemented consistently.
 - Identify the roles of the person receiving support, staff and others
 - Assess service culture
 - Facilitate team building opportunities
 - Choosing when to teach staff.
 - Choosing how to teach staff
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- Implementation is a process – not an event.

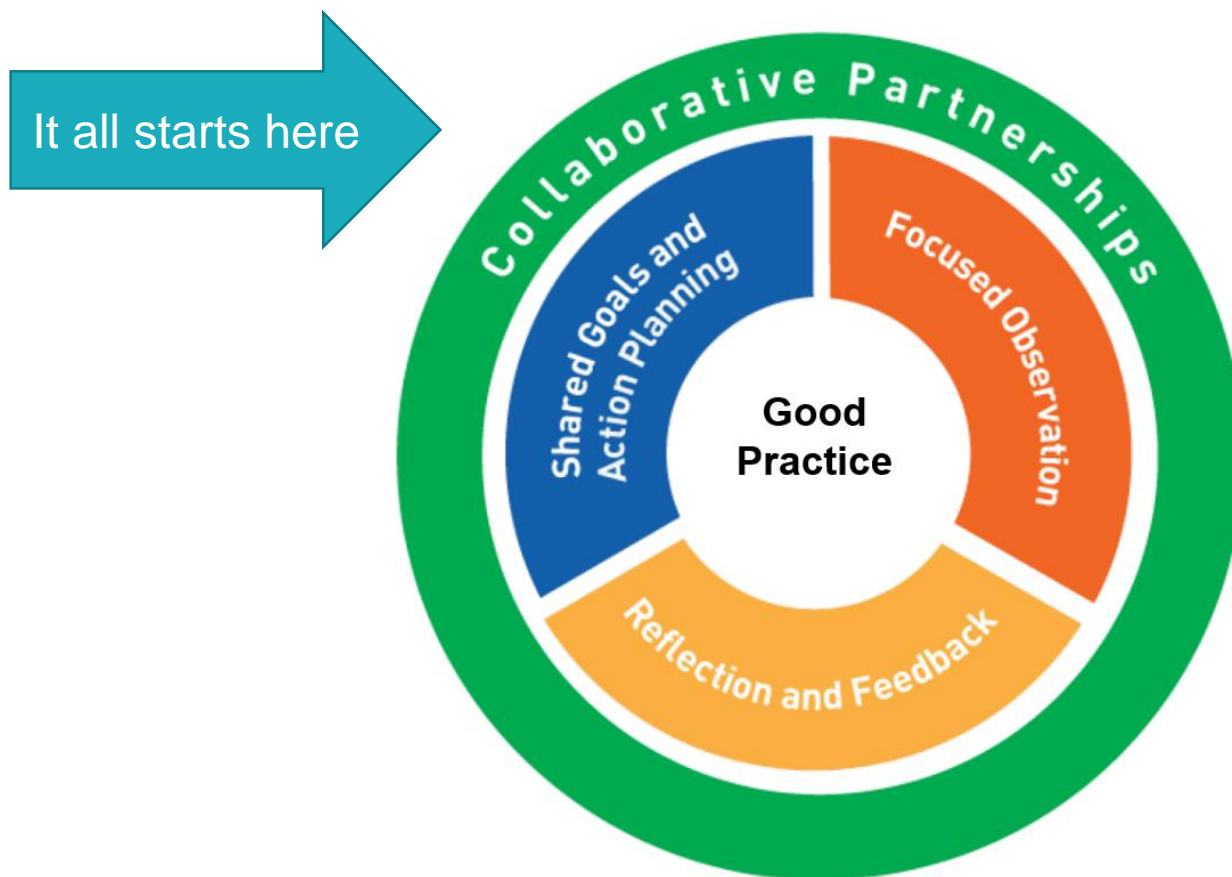
Training methods and approaches

- Educative vs Interactive Approach

Training methods

- Multi-modal – (generally most effective)
- Experiential
- Video/Multi media
- Verbal - (least effective)
- Written Language

Practice-based coaching



Created by and available from the National Center for Pyramid Model Innovations (NCPMI) at ChallengingBehavior.org

Developing collaborative partnerships

- Focus on constructive communication between the coach and the coachee.
- Establish a written agreement
- Empower and inspire
- Motivation in the moment – the power of praise.

Shared Goals and Action Planning

- Goals and Actions plans should always be developed collaboratively between the coach and the support worker.

Goal Considerations

- Does the goal contain one or more specific actions the coachee will do?
- Can the actions be counted or measured?
- Are there times of day, activities, routines or transitions included to make it clear when the coachee should be implementing the practice?
- Is the goal achievable over the next few coaching sessions?

SMART Goals

Specific – What exactly do you want to accomplish?

Measurable – How will you track progress?

Achievable – Do you have what you need to achieve this goal? What other support do you need?

Relevant – Is the goal worthwhile? Is it the right time to accomplish it?

Timely – When will you achieve this goal? When will you work on it?



Shared Goals and Action Planning

- An Action Plan is a working document that describes:
 - The goal(s) that the support worker wants to achieve
 - Planned actions or steps to be taken towards achieving the goals
 - An explicit statement about when the goal will be achieved.

Focussed observation

- A Practice Leader should be comfortable with observing staff supporting people
- It's important that the person receiving services, other service users and the staff member feel comfortable being observed also.
- Make the time to observe staff practice on a regular basis.
- Record any significant observations.
- Provide positive and constructive feedback regularly

More information and resources on Practice Based Coaching:
<https://challengingbehavior.cbcs.usf.edu/Implementation/coach.html>

Supporting the Practice Leader

- Collaboration between the Behaviour Support Practitioner and the Practice Leader is critical
- Identify the barriers and enablers to implementation
- Enquire about the Practice leader's confidence and capacity to implement practice-based coaching
- Provide opportunities for reflection and offer feedback regularly
- Determine how feedback will be provided to others in the person's support network

Feedback should be:

- Planned
- Focussed
- Supportive
- Constructive

Helpful resources

- [NDS Empowerment Circle](#)
 - Behaviour Cycle – visual tool to support implementation
 - SMART goals template
 - [Collaborative Action Plan](#)
 - [NDS Recognising Restrictive Practice films](#)
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- What tools are others using to support PBS training and implementation?

The PBS Capability Framework

Knowledge: Implementation	Skills: Implementation	SERVICE PROVIDER AND IMPLEMENTING PROVIDER CONSIDERATIONS ACROSS ALL PRACTITIONER LEVELS
CORE BEHAVIOUR SUPPORT PRACTITIONER		
<ul style="list-style-type: none"> • Understand the importance of individualised implementation of a behaviour support plan • Understand how implementation approaches can vary for a person across different stages of life • Consider the people to include in implementation • Understand that functioning and resilient teams are likely to increase the consistency of implementation 	<ul style="list-style-type: none"> • Provide individually tailored education and training to those who are implementing a behaviour support plan • Consider the capacity of the person at the centre of a behaviour support plan and their role in implementation • Support implementers to incorporate strategies into daily support plans and other relevant support documents • Support implementation across different environments and contexts • Provide feedback to implementers on implementation and model alternatives 	<ul style="list-style-type: none"> • Ensure staff supporting the person have good links with community • Provide clear expectations of staff that a key component of their role is to identify and develop meaningful activities for each person throughout the day • Lead and monitor the implementation of a behaviour support plan • Provide resources to support implementation • Provide staff with ongoing training, supervision and support in the implementation of a behaviour support plan
	<ul style="list-style-type: none"> • Support those implementing a behaviour support plan to use the recommended data collection systems • Promote least restrictive practices 	<ul style="list-style-type: none"> • Use performance management systems to ensure staff are using strategies outlined in a behaviour support plan • Provide critical incident debriefing for all involved parties when necessary

Knowledge: Implementation	Skills: Implementation	SERVICE PROVIDER AND IMPLEMENTING PROVIDER CONSIDERATIONS ACROSS ALL PRACTITIONER LEVELS
PROFICIENT OR ABOVE BEHAVIOUR SUPPORT PRACTITIONER		
<ul style="list-style-type: none"> • Understand the critical people to include in implementation across diverse cultural contexts • Know different methods of giving feedback • Be aware of complex team dynamics and know strategies to manage these effectively • Understand the importance of incident debriefing practice 	<ul style="list-style-type: none"> • Provide education and training to an interdisciplinary team • Address barriers to implementation • Identify the resilience, capacity and sustainability of implementers and make appropriate adjustments to a behaviour support plan to take these into consideration • Provide implementers with information on ethical reactive strategies • Provide implementers with information on risks and consequences of non-compliance with implementation 	
	<ul style="list-style-type: none"> • Train implementers in escalation mechanism and emergency response plans • Identify appropriate methods of feedback for those implementing a behaviour support plan • Facilitate team building to enable successful implementation of a behaviour support plan • Adjust a behaviour support plan as required • Identify incident debriefing supports available to implementers • Provide training on facilitating critical incident debriefing to appropriate members of the implementing team if required 	

Future Workshops

Practice Leadership Workshops for Behaviour Support Practitioners

- Reflective Practice
- Collecting meaningful data and measuring outcomes
- Supporting the person (and their support network) to be involved in the development of their own plan.

Recognising Restrictive Practices workshops



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