Supporting the person (and their support network) to be involved in all aspects of positive behaviour support

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Acknowledgement of Country

We acknowledge the traditional custodians of country and pay our respects to their Elders past, present, and emerging.

Housekeeping

- Overview of Zoom functions
- This workshop is intended to be interactive, please join in the discussion
- The usual conduct around confidentiality of individuals' personal information applies
- The content of this workshop is designed to be applicable to a wide range of PBS practitioners and professionals. This is an opportunity for us to all share our expertise and learn from each other
- A copy of the registration confirmation for this course can be kept as evidence for the PBS Capability Framework

Overview of Previous Workshops

Practice Leadership Workshops for Behaviour Support Practitioners

1) Implementing positive behaviour support

2) Reflective Practice

3) Collecting meaningful data and measuring outcomes

4) Supporting the person (and their support network) to be involved in all aspects of positive behaviour support

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Outcomes of today's discussions

- Reflect on the values of positive behaviour support
- Review relevant research
- Consider the various aspects of positive behaviour support and reflect on how we can do better
- Measuring contextual fit
- Hear from a practitioner and a person they support
- Discuss how the person's support network can be actively involved
- Consider the restrictive practice authorisation process
- Provision of useful templates and other resources
- The Positive Behaviour Support Capability Framework

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Polling questions

"Reflecting on what you've observed in your work experience, do you think the provision of positive behaviour support and associated processes (e.g. Restrictive Practice authorisation, staff training etc.) in the disability sector could be more person centred?"

"When considering how well you involve people in all aspects of positive behaviour support, do you think this is an area where you could improve your practice?"

Positive Behaviour Support

Positive behavioural support is a multicomponent framework (Dunlap and Carr, 2007; LaVigna and Willis, 1992; MacDonald, Hume and McGill, 2010) for:

(a) developing an understanding of the [behaviours of concern] displayed by an individual, based on an assessment of the social and physical environment and broader context within which it occurs;

(b) with the inclusion of stakeholder perspectives and involvement;

(c) using this understanding to develop, implement and evaluate the effectiveness of a personalised and enduring system of support; and

(d) that enhances quality of life outcomes for the focal person and other stakeholders.
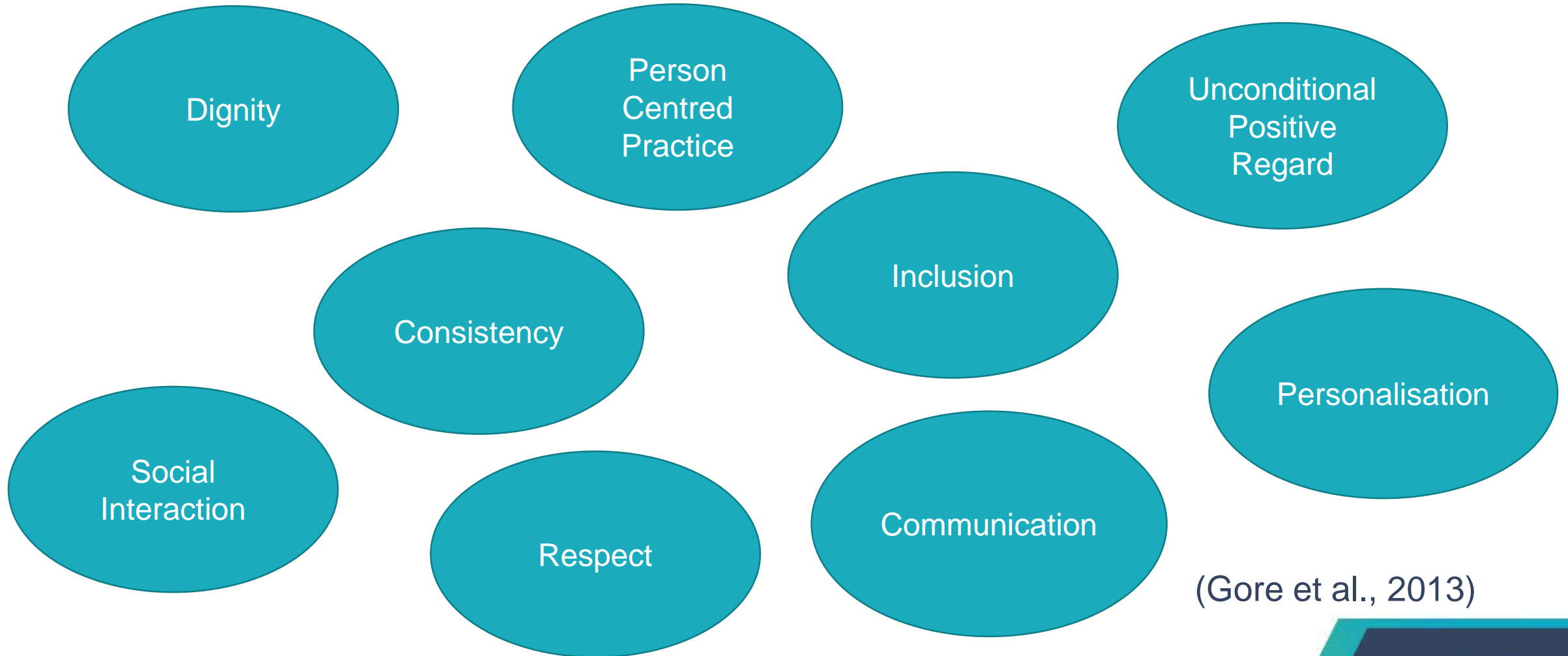
(Gore et al., 2013)

Positive Behaviour Support

- "Consistent with person centred values, positive behaviour support requires active engagement and collaboration with the person." (Carr et al., 2002)

- "The [people receiving support] (and their advocates) are the key decision makers in defining the goals and the parameters of positive behaviour support." (Dunlap et al., 2008)

Stakeholder Participation

- Stakeholder participation is one of nine critical features of positive behaviour support (Carr et. al., 2002)
- Stakeholders have evolved from a passive role in which they are instructed by an expert, to an active role in which they:

(a) provide valuable qualitative perspectives for the purpose of assessment;

(b) determine whether proposed strategies are relevant;

(c) evaluate whether the approach taken is practical and is in line with the values, needs, and organisational structures related to the individual with disabilities and his or her support network; and

(d) define what outcomes are likely to improve the general quality of life and enhance the person's personal satisfaction.

The Values of Positive Behaviour Support

Dignity

Person Centred Practice

Unconditional Positive Regard

Consistency

Inclusion

Social Interaction

Personalisation

Respect

Communication

(Gore et al., 2013)

Benefits of involving the person in PBS

- Upholds the values of positive behaviour support
- Increases the validity and credibility of plans
- Recognises people with disability as experts in their own lives
- Promotes choice and control
- Empowers the people we support
- Promotes ownership of strategies aimed at improving quality of life
- Improves insight
- Outcomes can be shared and are more rewarding for everyone involved (especially the person receiving support)

Review of relevant literature

- An exploratory study of Behavioural Specialist experiences of involving service users in the development of their positive behavioural support plans (Kruger & Northway, 2017)

| Major themes	Minor themes
The communication process	Understanding individual ability Using alternative approaches Avoiding distress
Complicating factors	Complexity of need Time/resources Cognitive ability
Focus on the individual	Observations and assessments Multi-disciplinary team working Collaborating with carers One-to-one interaction

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Review of relevant literature

- 'Just look at my face': co-production of a positive behaviour support plan (Ham & Davies, 2018)

- Describes how a service user (Sebastian) became fully involved in the development of his positive behaviour support plan and participated in training his support team.

"Sebastian appeared to gain confidence in vocalising his concerns, wishes, needs and frustrations which, in turn, gave staff greater confidence in supporting him knowing that was what he wanted."

Figure I. Sebastian's assault cycle
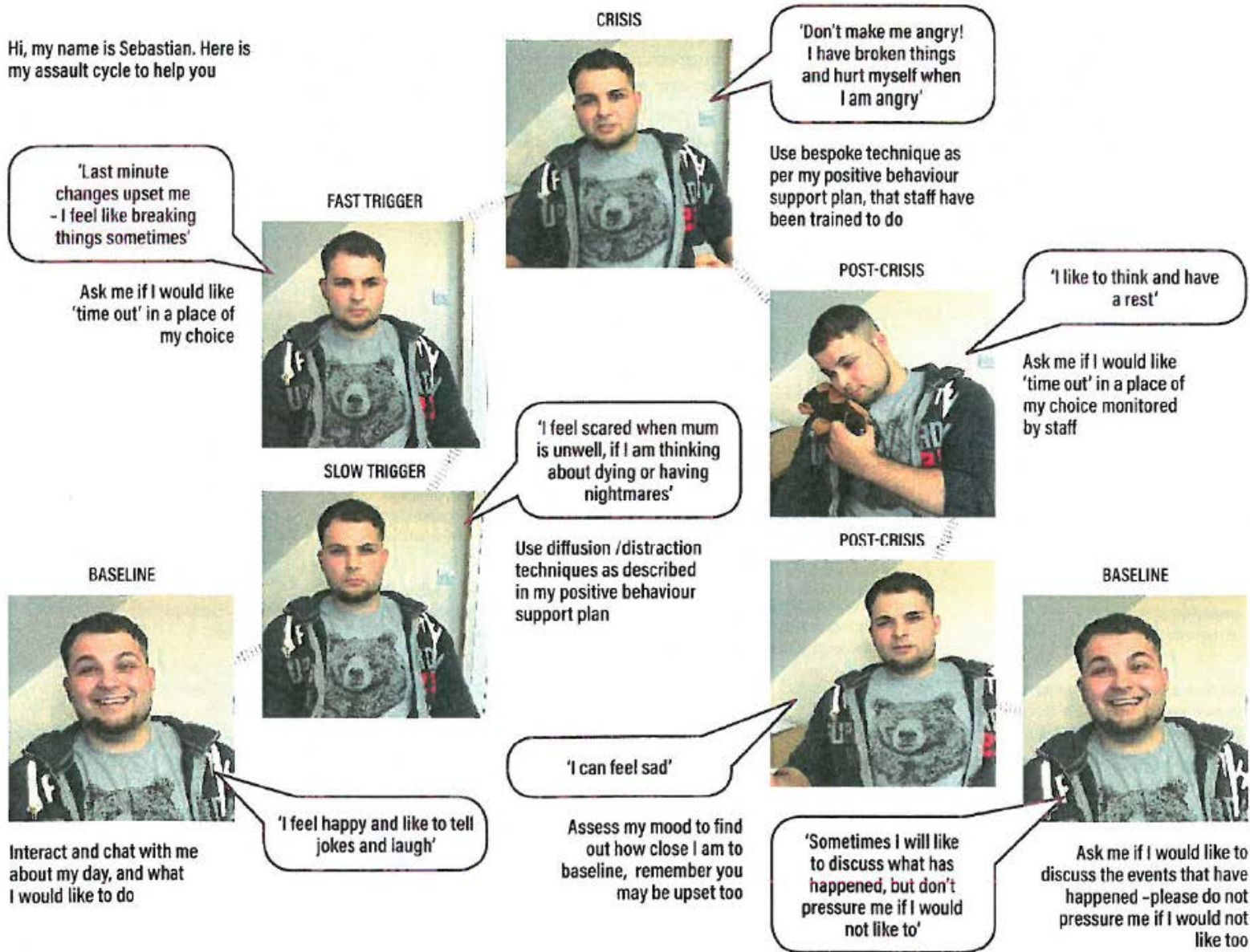
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Authors:	

Important things to me
– What do I want in my life?

Things I need some support with:
– Areas where I need some support

More about how to support me…
– What other places can you look for information?

Things I need every day
–
–
–
–
–

Behaviour description (What happens when I am upset or angry?):

TRIGGER
Things that make me more likely to be unable to cope

ESCALATION
What happens when I'm starting to not cope?

CRISIS
What happens when I'm really upset or angry?

RECOVERY
What happens when I start to calm down?

BASELINE
What do I look like/sound like etc. when I am having a good day?

Reasoning/Function

Why?

Preventative strategies
How can my staff support me to cope

Escalation support
Supporting me when I'm starting to not cope

Crisis support
Supporting the person through a crisis

Recovery support
Supporting me when I am calming down

Skill teaching
What new skills can I be supported to learn?

Behaviour cycle adapted from time-intensity model: Kaplan, S. G., & Wheeler, E. G. (1983).

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MAKING A PLAN...

When are you most likely to get really upset or angry?	What happens when you get upset or angry?	What do other people do? How does this make you feel?

What would help you not get this upset?	What are some options you have instead of doing this?	What would be good rewards for you, to help you know you're doing a good job?

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Review of relevant literature

"I feel like just a normal person now": An exploration of the perceptions of people with intellectual disabilities about what is important in the provision of positive behavioural support (McKenzie et al., 2018)

Good support included:

- being treated as a human being;

- Being included, listened to and respected;

- having a good and full life and being helped with behaviours and skills.

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Barriers and Enablers of Involving the person in all aspects of PBS

Take 2 minutes to consider 2 x barriers and 2 x enablers of involving the person in all aspects of PBS. Type into chat box.

Consider:
- Likes/dislikes
- Functional Behaviour Assessment
- Response strategies
- Training staff
- Data collection
- Research
- Presentations
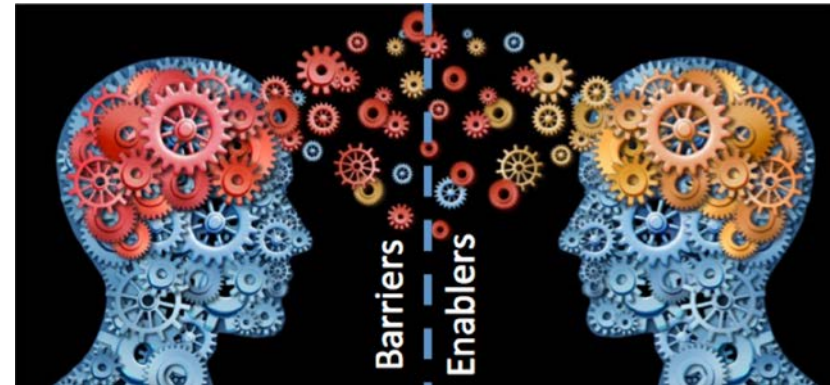
Practice example

Meet Georgia and Evelyn. - 10 minute discussion between a behaviour support practitioner and the person she supports.

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How do we make involving the person the new norm?

- Embed a person centred approach into everything we do
- Take the time
- Advocate for the people we support
- Be creative/innovative
- Share successes and learn from each other

- Other ideas?

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Quick Stretch.

Involving the person's support network

- [Circles of Support](#)

- Increased wellbeing

- Establishment and maintenance of relationships – friends

- Reduced isolation

- Support to achieve goals and improve quality of life.

- Advocacy

- Safeguarding

Considering whether a circle of support might be useful

- Are there any unpaid people in this persons life?
- Do you believe there are others who will care and contribute to this persons life?
- Is there room for others to be involved in this person's life?
- Is the persons safety and wellbeing compromised and is this causing anxiety?
- Is the person (and/or their family) prepared to ask others to help?

Etmanski & Etmanski (2000).

Supported Decision making

Being able to participate in making decisions is a basic human right.

- Support for Decision Making Framework – Latrobe University
- A video explaining the important link between supported decision making and legal capacity – Michael Bach.

Explaining what PBS is and seeking consent

- Ensure the person has an understanding of the process of positive behaviour support and provides consent (where possible) [What is Positive Behaviour Support?](#)

- Use visual tools and resources to support the person's understanding

- Explain how the person can be involved in the process

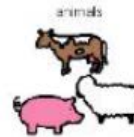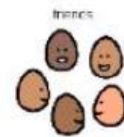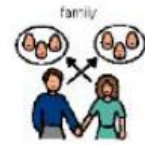- Ask the person how much they would like to be involved
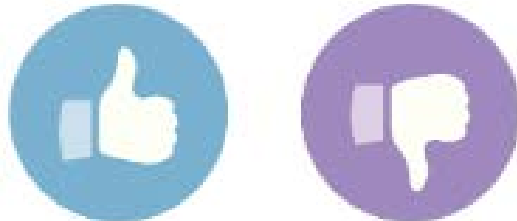
About the Person

- All positive behaviour support plans should start by introducing the person

- Discuss their strengths and interests

- Outline where the person may need additional support

- There are lots of ways to involve the person in this part of the process

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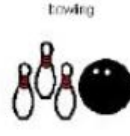
Person Centred Thinking Tools
(Helen Sanderson Associates)

- Perfect week
- 4 plus 1 questions
- Good day/bad day
- Sorting important to/for
- What's working/not working
- The doughnut
- Relationship circle
- Presence to contribution
- Matching support
- Learning log
- Decision making profile
- Decision making agreement
- Communication chart

NOW

ACTION PLAN

HOW DO I WANT MY LIFE TO BE?
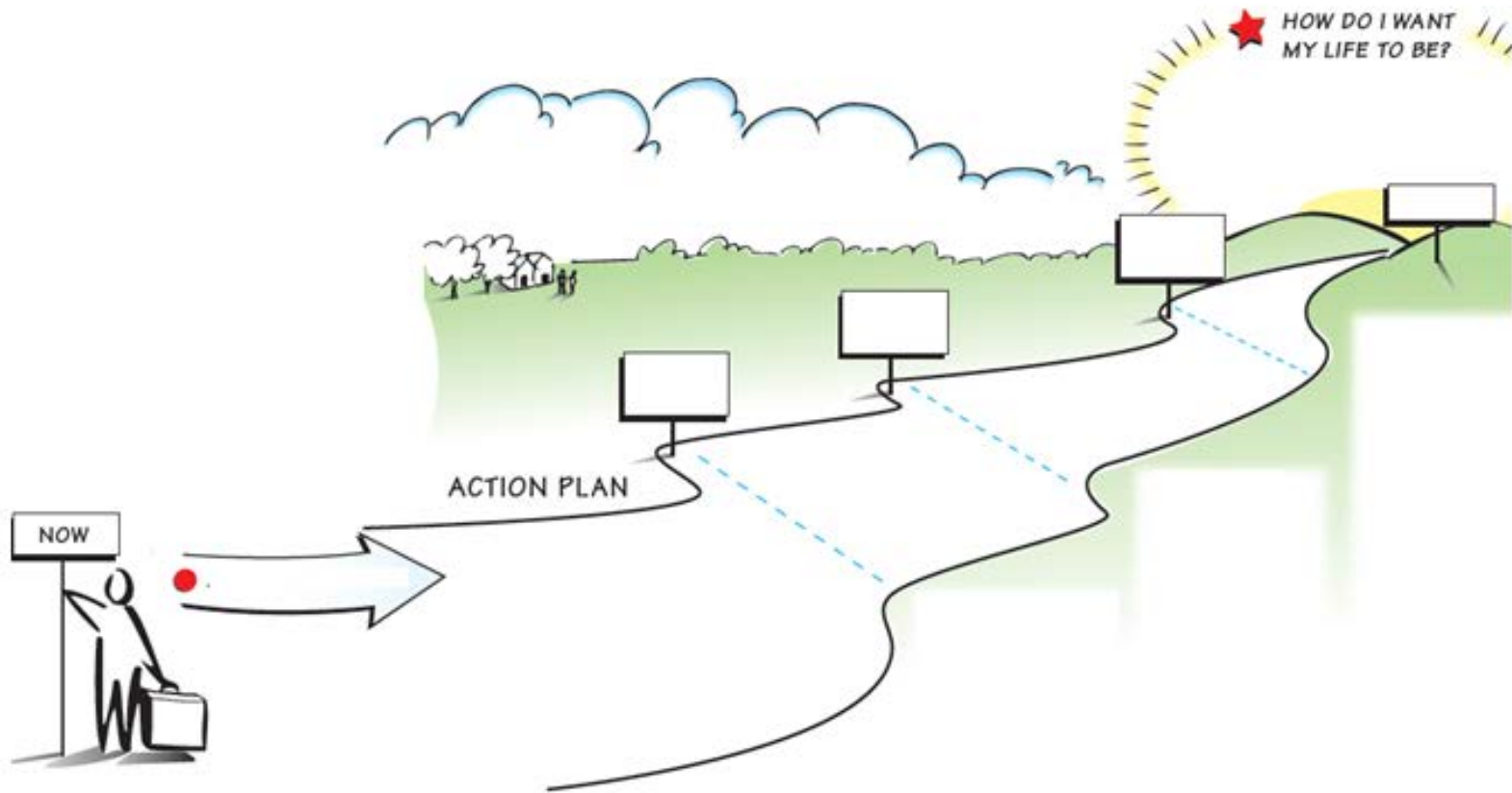
Functional Behaviour Assessment

- Setting events and triggers – use visual supports to discuss these with the person

- Once the function has been determined – ask the person how they might be able to get their needs met in a different way.

- Brainstorm possible solutions with the person and their support network.

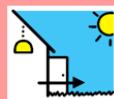## 3

Looks like…
Breaking things, hitting, kicking, screaming, crying

Feels like…
Hot, angry, hurting

I can…

2

Looks like…
Crashing into the walls, not listening, pushing my sister

Feels like…
Fast, bored,

I can…

1

Looks like…
Playing with my toys, sharing with my sister, listening to my mummy and daddy

Feels like…
Calm, happy,

I can…

Collaborating on Response Strategies

- Use visual supports to ask the person what their preferred response is when they are upset, angry or overwhelmed

- Helps people feel safe

- Provides choice and control

- Engage in post incident reviews

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Measuring Contextual Fit

- "Contextual fit is the match between the strategies, procedures, or elements of a positive behaviour support plan and the values, needs, skills, and resources of those who implement and experience the intervention."

Measurements of contextual fit have been developed for the school settings and in services/family home. (Albin et al., 1996; Horner et al., 2003)

What about a measure of contextual fit developed for the person?

Choice question: Would you like to be able to give feedback on your plan? **Yes** or **No**

	If yes…	Not at all	Not much	Can't tell	Well	Very Well	N/A
1	Are you aware of / informed about the plan?						
2	Do you understand what is in the plan?						
3	First impressions matter. Does the plan represent you positively?						
4	Does the plan represent you accurately?						
5	Are you comfortable sharing this information?						
6	Will the plan make your life better?						
7	Does the plan give you choices and alternatives?						
8	Are the expectations in the plan realistic?						
9	Are your strengths & interests used as strategies to help?						
10	Does the plan motivate you and reward you for doing well?						

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Implementation

- Develop an implementation checklist that can be reviewed and agreed to by the person you're supporting.

- Ask the person how they would like to be involved in the implementation process.

- Staff training

- Regular check ins and reviews

- The person may like to tick off each action as it is implemented

State/Territory based Restrictive Practice Authorisation Process

- Discussion:

- How person centred is your state/territory-based restrictive practice authorisation process?

- How could this be improved?

- What can you do in your role to support a more person centred approach?

Supporting the person to train their support team

- [Summer Foundation's participant led videos](#)
- Co-facilitated presentations
- Photos and Posters
- Podcasts

- Other ideas?

Communication Support

- Talking Mats - https://www.talkingmats.com/

- Easy read resources (will be provided in follow up email)

Speak Up and Be Safe from Abuse Communication Board

The PBS Capability Framework

Knowledge: Interim Response	Skills: Interim Response	SERVICE PROVIDER AND IMPLEMENTING PROVIDER CONSIDERATIONS ACROSS ALL PRACTITIONER LEVELS
CORE BEHAVIOUR SUPPORT PRACTITIONER		
• Understand behaviours may occur that cause immediate risk of harm to the person or others • Know high-risk behaviours need to be managed safely and effectively using the least restrictive options • Know high-risk situations and environments can be identified (including antecedents, triggers) • Know how and why interim responses will be unique to the person • Be aware that interim risk management may include restrictive practices • Understand the consequences of unauthorised use of restrictive practices • Understand legal and ethical expectations	• Gather and document appropriate authorisation and consents where required by state or territory laws and policies • Evaluate the risk posed by the behaviour to the person and others • <mark>Consult with the person, their family, carers, guardian or other relevant person</mark> • Communicate clearly and effectively with relevant parties to gather information and provide direction • Collaborate with team members • Record and report accurately • Identify any existing data that might provide insight into the situation • Provide guidance on protective actions related to environment, setting and circumstances • Coach those implementing a behaviour support plan with the assistance of a supervisor • Seek professional support from a supervisor	• Recruit and retain appropriately skilled behaviour support practitioners and implementers • Ensure all staff have the skills to provide effective supports for people with complex needs and behaviours of concern • Review procedures and policies using interim behaviour support plans to reduce the immediate risk and likelihood of crisis incidents • Help the behaviour support practitioner to conduct an initial risk assessment • Provide support for immediate review by a medical professional if required • Ensure that all staff understand restrictive practices and the consequences of unauthorised use • Ensure staff are released to attend training in the implementation of an interim behaviour support plan • Have a mechanism in place to record and review incident reports and collect other initial data as necessary

Interim Response

Knowledge: Interim Response	Skills: Interim Response	SERVICE PROVIDER AND IMPLEMENTING PROVIDER CONSIDERATIONS ACROSS ALL PRACTITIONER LEVELS
PROFICIENT OR ABOVE BEHAVIOUR SUPPORT PRACTITIONER		
• Know a range of de-escalation techniques • Be aware of the implications of using restrictive practices as a response • Have a working knowledge of authorisation and reporting requirements for restrictive practices relevant to state or territory laws and policies	• Develop an individualised immediate response plan • Use a range of strategies that can be safely adjusted once full assessment and planning concludes • Document and implement ethical reactive strategies • Seek professional support as required • Work collaboratively with the relevant stakeholders (including emergency services when required) • Train those implementing a behaviour support plan in its effective implementation	• Facilitate debriefing for involved parties (if a critical or serious incident has occurred) • Ensure inclusion of key parties (including the person) in post-incident reviews

Functional Assessment

Knowledge: Functional Assessment	Skills: Functional Assessment	SERVICE PROVIDER AND IMPLEMENTING PROVIDER CONSIDERATIONS ACROSS ALL PRACTITIONER LEVELS
CORE BEHAVIOUR SUPPORT PRACTITIONER		
• Understand the values, policy and legislative context in which PBS occurs • Understand that behaviours happen for a reason and serve a purpose • Know the common functions of behaviours • Understand the difference between what the behaviour looks like and its function	• Place the person at the centre of the functional assessment and establish support to keep them there • Conduct a respectful and responsive assessment that considers the diversity of a person's culture • Involve the person, their family members, carers, guardian and other relevant people in the assessment	• Support the person to contribute to the assessment • Facilitate and enable the practitioner (and team where relevant) to conduct information-gathering for the assessment • Identify key stakeholders for the practitioner • Support the practitioner to conduct an initial risk assessment

Functional Assessment

Knowledge: Functional Assessment	Skills: Functional Assessment	SERVICE PROVIDER AND IMPLEMENTING PROVIDER CONSIDERATIONS ACROSS ALL PRACTITIONER LEVELS
CORE BEHAVIOUR SUPPORT PRACTITIONER		
• Understand that assessment is focused initially on improving quality of life and secondly on reducing behaviours of concern • Understand the importance of obtaining baseline measures of: 　– Current behaviour(s) of concern (including frequency and intensity) 　– Quality of life 　– Current use of restrictive practices • Value the role of the service, staff, family members or carers in developing or maintaining behaviours • Understand that the complexity and duration of the functional assessment is dependent on the severity, impact, frequency and duration of the behaviour • Understand the importance of data-driven decision-making • Understand life-course events	• ==Use communication and active listening skills to develop rapport with the person and their team== • Adapt assessment terminology and systems to the needs of the target audience • Assess the person's abilities and needs • Use observation skills • Use effective systems to collect data from a variety of sources • Identify antecedents (setting events and triggers) to behaviours of concern and factors that support quality of life • Identify consequences that maintain a behaviour • Identify and describe the behaviour in a way that is observable and measurable • Analyse the relationship between the person and their environment • Produce an assessment report • Seek professional support as required	• ==Support the person to contribute to the assessment== • Facilitate and enable the practitioner (and team where relevant) to conduct information-gathering for the assessment • Identify key stakeholders for the practitioner • Support the practitioner to conduct an initial risk assessment • Ensure staff have the training and skills to effectively participate in data collection • Ensure staff are supported to collect data and contribute to the development of a functional assessment • Arrange medical reviews as required

Planning

Knowledge: Planning	Skills: Planning	SERVICE PROVIDER AND IMPLEMENTING PROVIDER CONSIDERATIONS ACROSS ALL PRACTITIONER LEVELS
CORE BEHAVIOUR SUPPORT PRACTITIONER		
• Understand that a behaviour support plan is based on knowledge from the functional assessment • Identify who will read and use a behaviour support plan • Understand that a behaviour support plan must be written so it suits its intended audience • Understand that a behaviour support plan must have both proactive and reactive components	• Use data to inform a theoretical and ethically sound behaviour support plan (under supervision as required) • Identify those responsible for implementing a behaviour support plan • Identify barriers to implementation • <mark>Collaborate and consult as required to develop strategies</mark> • Develop proactive strategies to improve the person's quality of life • Develop strategies that aim to increase the person's skills, including communication, and the interaction skills of communication partners	• Enable systems and procedures that provide a safe, predictable and stable environment • Be aware of environmental aspects that may pose risk factors • Provide supervision and support to those responsible for implementing and monitoring a behaviour support plan, including clarifying anything not understood • Provide time and resources for staff to read and absorb each person's behaviour support plan • Provide staff with reasonable supports and adaptations to understand a behaviour support plan and follow it correctly

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Implementation

Knowledge: Implementation	Skills: Implementation	SERVICE PROVIDER AND IMPLEMENTING PROVIDER CONSIDERATIONS ACROSS ALL PRACTITIONER LEVELS
CORE BEHAVIOUR SUPPORT PRACTITIONER		
• 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	• 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	• 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

Implementation

Knowledge: Implementation	Skills: Implementation	SERVICE PROVIDER AND IMPLEMENTING PROVIDER CONSIDERATIONS ACROSS ALL PRACTITIONER LEVELS
CORE BEHAVIOUR SUPPORT PRACTITIONER		
	• Support those implementing a behaviour support plan to use the recommended data collection systems • Promote least restrictive practices	• 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

Know it works

Knowledge: Know it Works	Skills: Know it Works	SERVICE PROVIDER AND IMPLEMENTING PROVIDER CONSIDERATIONS ACROSS ALL PRACTITIONER LEVELS
CORE BEHAVIOUR SUPPORT PRACTITIONER		
• Understand the rationale of a behaviour support plan and its uses • Understand the importance of continuous review and methods to conduct reviews • Maintain professional learning to keep abreast of current knowledge of best practice • Know the indicators to include and how and when to check the effectiveness of a behaviour support plan	• Re-assess the situation • Review adherence to implementation • Use data collected by implementers to monitor the implementation of a behaviour support plan (compared to baseline) in a whole-of-life context, and provide feedback to implementers • Reflect on external factors that may impact on the efficacy of PBS • ==Build and utilise collaborative partnerships to evaluate a behaviour support plan== • Coordinate a formal review meeting • Inform changes to a behaviour support plan as required • Track progress of a behaviour support plan using the indicators of effectiveness	• Support staff to collect ongoing data to evaluate the effectiveness of a behaviour support plan • Provide information on how consistently staff are implementing a behaviour support plan that may be affecting evaluative data • ==Support the person and other key people to contribute to a behaviour support plan's evaluation and review meetings== • ==Use the person's outcomes as performance indicators== • Ensure mechanisms are in place to collect and report on incident report data

Restrictive Practice

Knowledge: Restrictive Practice	Skills: Restrictive Practice	SERVICE PROVIDER AND IMPLEMENTING PROVIDER CONSIDERATIONS ACROSS ALL PRACTITIONER LEVELS
CORE BEHAVIOUR SUPPORT PRACTITIONER		
• Understand that the use of a restrictive practice must be authorised according to the relevant state or territory laws and policies • Understand that regulated restrictive practices include seclusion, and chemical, mechanical, physical and environment restraints • Understand that a restrictive practice can represent serious human rights violations	• Consult with the person and/or obtain consent (as required by relevant state or territory laws and policies) • Only prescribe a restrictive practice under the direct supervision of a practitioner who is rated proficient or above	• Report any emergency or unauthorised restrictive practice to the NDIS Commission and undertake a review of the incident (Australian Government, 2018c) • Ensure appropriate policies and procedures are in place

Restrictive Practice

Knowledge: Restrictive Practice	Skills: Restrictive Practice	SERVICE PROVIDER AND IMPLEMENTING PROVIDER CONSIDERATIONS ACROSS ALL PRACTITIONER LEVELS
CORE BEHAVIOUR SUPPORT PRACTITIONER		
• Understand the *Zero tolerance framework* (National Disability Services, 2018) and associated resources		

Knowledge: Restrictive Practice	Skills: Restrictive Practice	SERVICE PROVIDER AND IMPLEMENTING PROVIDER CONSIDERATIONS ACROSS ALL PRACTITIONER LEVELS
PROFICIENT OR ABOVE BEHAVIOUR SUPPORT PRACTITIONER		
• Understand that restrictive practices must be in proportion to the potential consequences of the risk of harm	• Work with the person, their informal supports and service provider to develop a behaviour support plan that is based on a functional behaviour assessment • Provide a statement of intent to use a restrictive practice to the person and their support networks in an accessible format, as required in the *NDIS (Restrictive Practices and Behaviour Support) Rules 2018* • Ensure a behaviour support plan contains outcomes-focused, person-centred and proactive strategies that address the person's needs and behaviours of concern	

Helpful resources

- [Summer Foundation participant led videos](#)
- Tom Tutton's [presentation – Including people with disabilities in all elements of PBS](#)
- ASPECT resources
- Foundations of Positive Behaviour Support films
    - [- What is Positive Behaviour Support?](#)
    - [- Quality of Life](#)
    - [- Listening and Communicating](#)
    - [- Being Aware of Sensory Needs and Preferences](#)
    - [- Upholding the Values of Positive Behaviour Support](#)

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