

Positive Behaviour Support (PBS)

Peer Educators

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Introduction to Positive Behaviour Support (PBS) for families

The aim of this training is to support families in supporting their child or young person to thrive and for the whole family to enjoy the best quality of life at home.

This training has been designed and will be delivered by parent carers who have trained as Peer Educators with BILD (British institute of Learning Disabilities).



What does
Positive
Behaviour
Support (PBS)
mean to you?



Aims for families



Understanding Positive Behaviour Support

Identify behaviour that are concerning

Understand the possible reasons for the behaviour

Think about potential strategies

Implement strategies to include everyone around their child

Have the knowledge and language to work with professionals who are supporting their child

How these
sessions will
work

AN INTRODUCTION TO THE VALUES
AND AIMS OF PBS

THINK ABOUT APPLYING PBS VALUES

UNDERSTANDING BEHAVIOUR AND
CONSIDERING APPROPRIATE
STRATEGIES

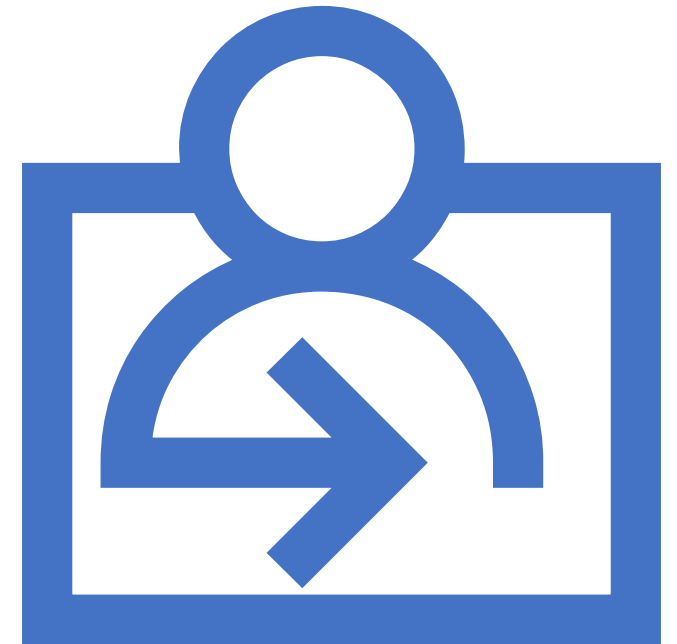


About you and your expectations of the training

Tell us about the person you are caring for

Who you are in relation to the person you care for

What you hope to achieve from this training

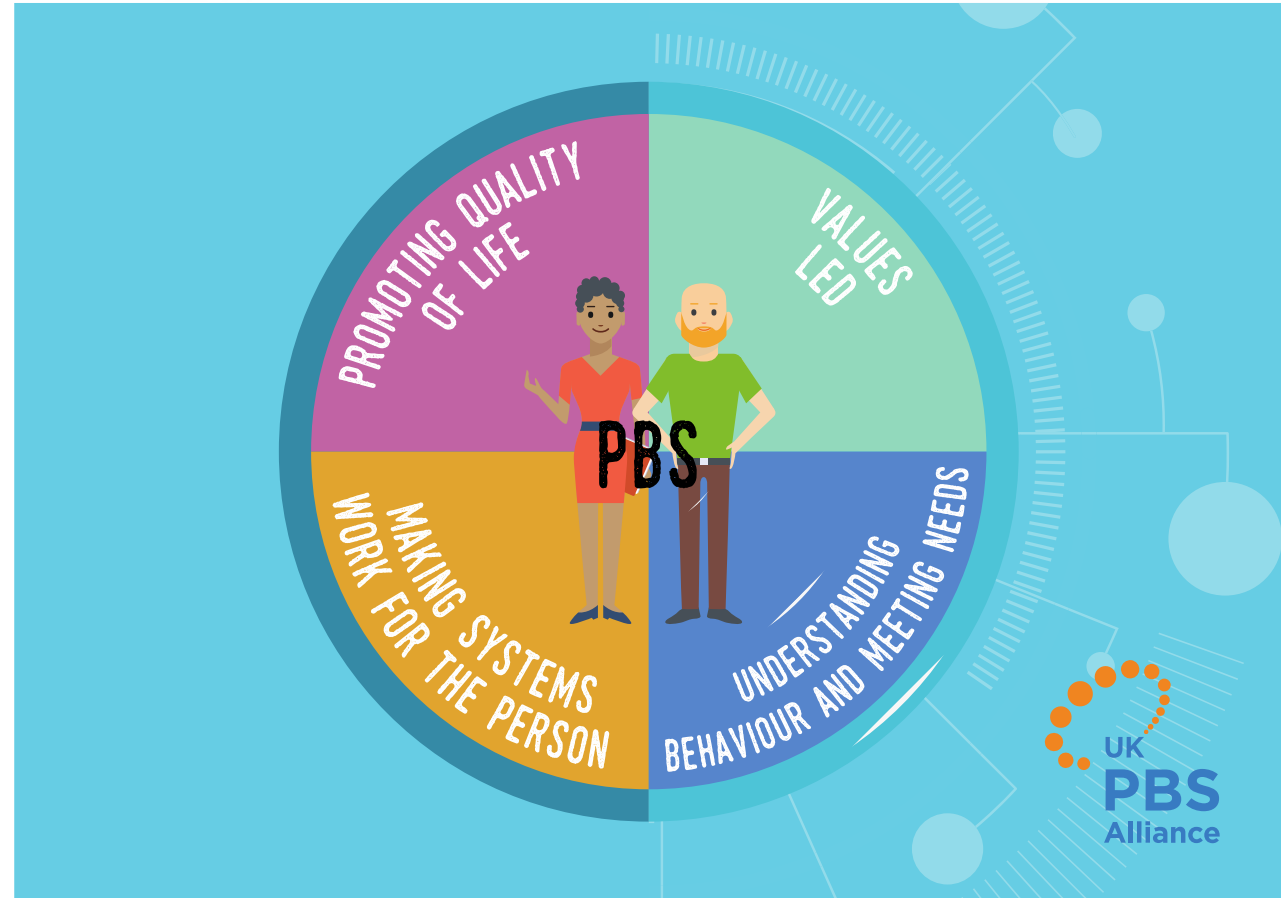


What is covered in this session and what is not.

- We will discuss what PBS is, and what it is not
 - Why use PBS?
 - What is your role?
 - What is a behaviour or a behaviour of concern?
 - Various reasons for a behaviour and the environment
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- Individual issues and concerns will not be covered here.
 - These concerns can be discussed at the Friday drop-ins. These are at Cheviots 10 am – 12 pm on Friday 7th June, 5th July, 6th September, 4th October, 8th November, 6th December, 10th January, 7th February and 7th March

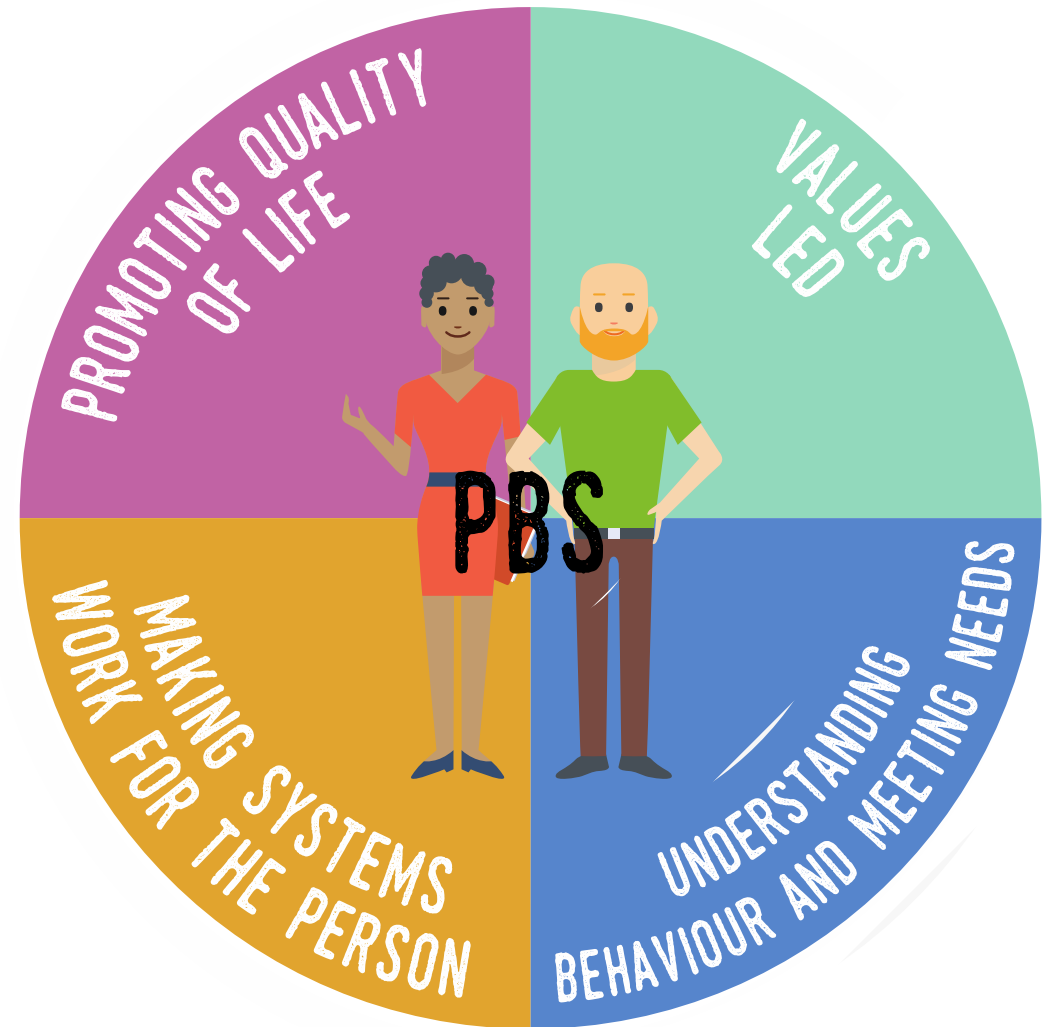


Positive Behaviour Support



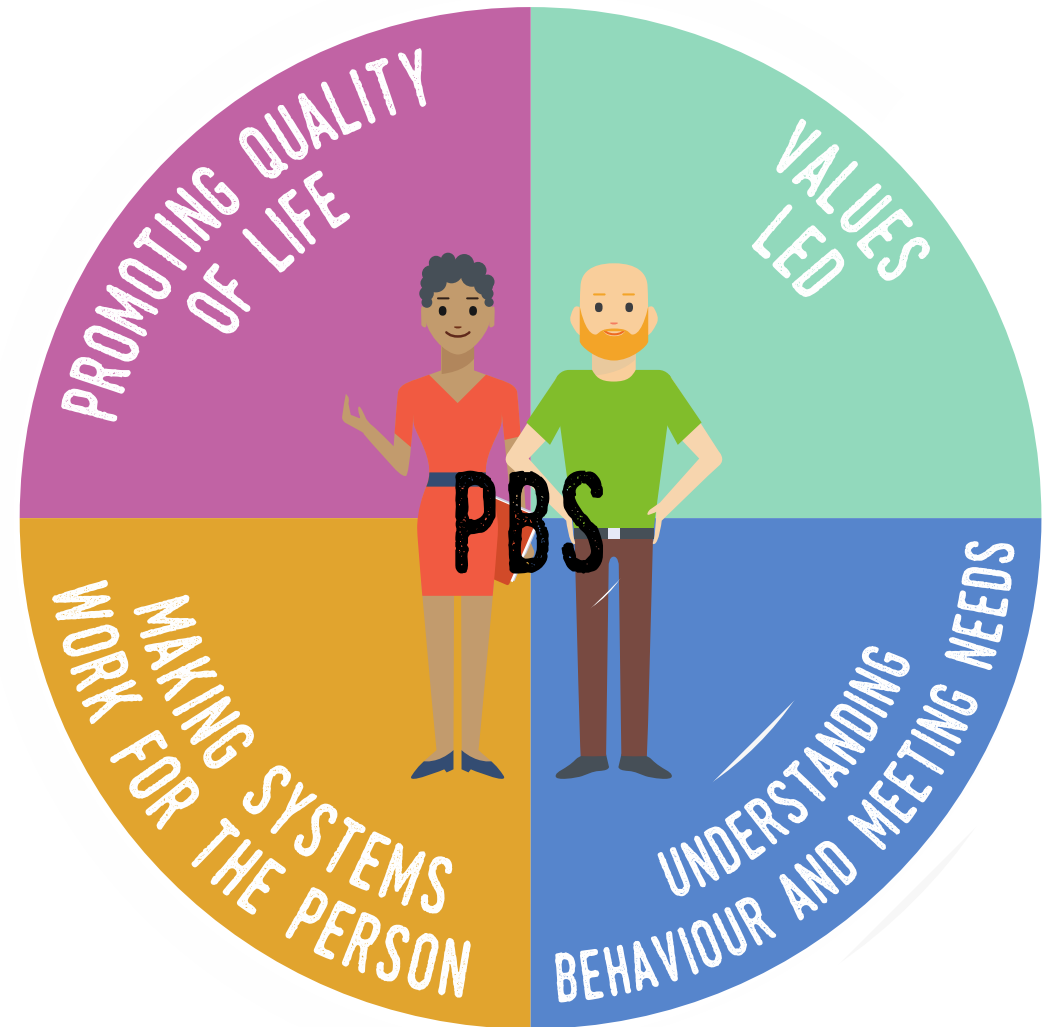
PBS: Led by values

- PBS supports human rights and promotes respect, dignity, inclusion and a life without unnecessary restriction
- PBS means treating people equally and working in partnership with the person and their family to make things better for everyone



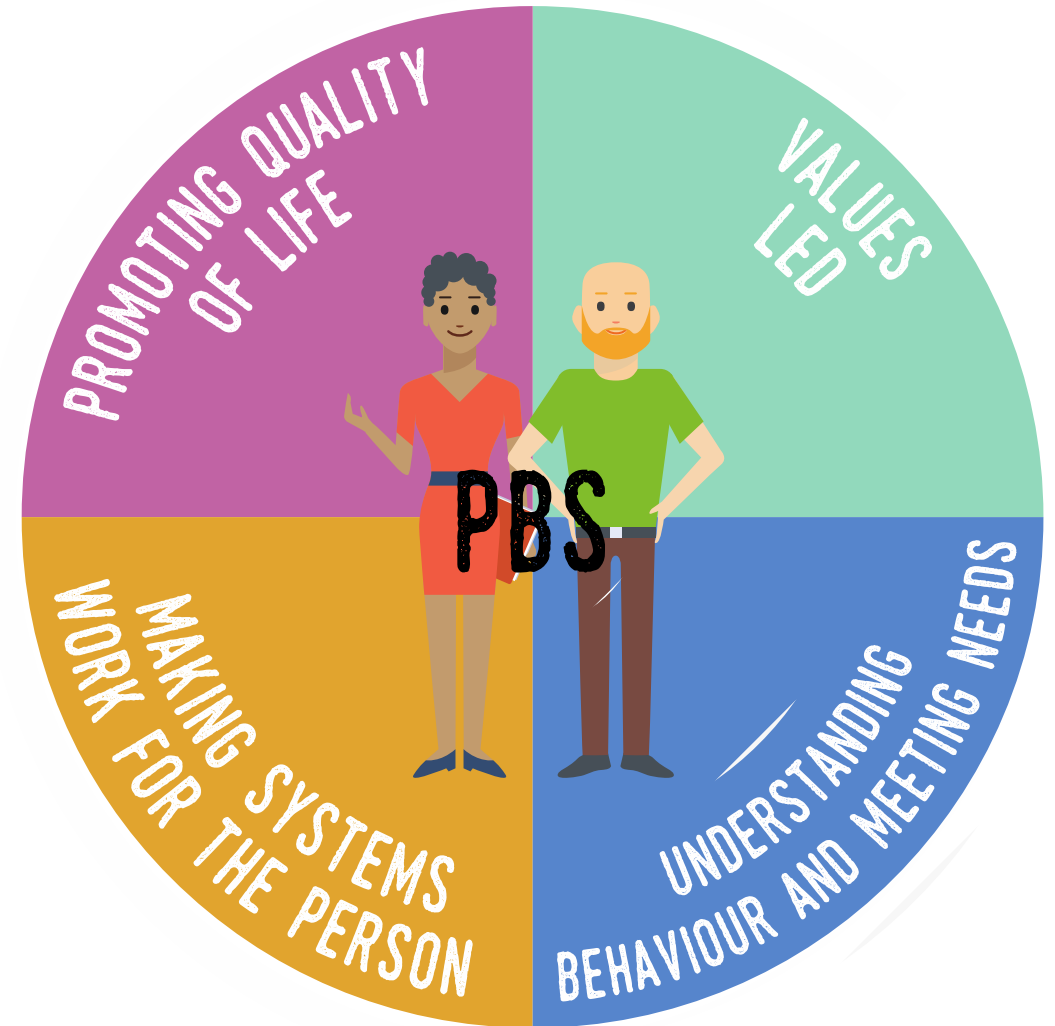
PBS: Promotes quality of life

- The overall aim of PBS is to improve the quality of a person's life and that of the people around them
- This includes children, young people and adults
- PBS provides the right support at the right time for a person so they can lead a meaningful and interesting life participating in activities and learning new skills



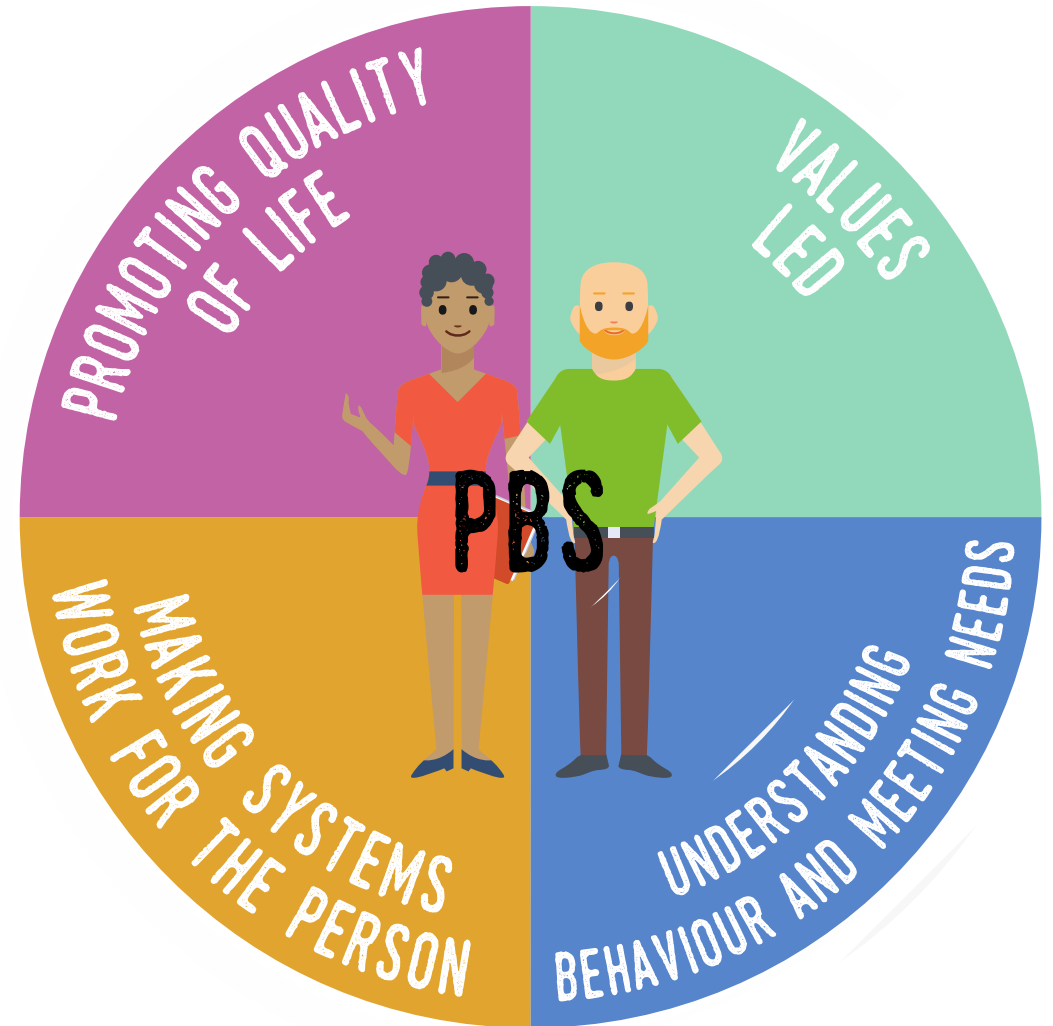
PBS: Understanding behaviour and meeting needs

- PBS uses different methods to gather information to work out what people's behaviour means
- It improves support and empowers people to use better and less harmful ways to get their needs met
- This often involves using a range of different approaches that enhance a person's life



PBS: Making the support work for the person

- Giving the right support at the right time so people can thrive and fulfil their potential
- This may mean changing the way the person is supported. Carers may need training, and support may need to change
- Continuous review is important to make sure support carries on working well for the person and those around them



Positive Behaviour Support

It is a holistic approach to promoting a person's Quality of life.

Behaviours of concern can be a result of a poor QoL and make life difficult for the person and those around them

Sometimes, to understand the behaviour of an individual, an assessment of the person, their social and physical environment in which the behaviour happens is made.

Along with this understanding, the views of the individual and everyone involved is used to develop the support (strategies) that improves the quality of life for the person and others who are involved with them.

Our Voice





What PBS is not



- Behaviour modification or managing behaviour
- Trying to change someone or expecting them to change
- Not changing the environment or how someone is supported
- Just reacting to behaviours of concern/behaviours that challenge
- Focusing on behaviours of concern rather than on what works
- Something that only experts can do
- Doing things to someone without involving them
- Planning how to support someone without involving them and their family
- An intensive ABA programme

Why should we use PBS?

IT IS ESTIMATED THAT LESS THAN 20% OF PEOPLE, WITH A WIDE RANGE OF NEEDS AND WHO WOULD BENEFIT FROM THIS KIND OF SUPPORT, ARE RECEIVING IT

MANY PEOPLE BELIEVE THAT PBS IS THE MOST ETHICAL FORM OF SUPPORT FOR THOSE DISPLAYING BEHAVIOURS OF CONCERN AND SUPPORTS THEIR DIGNITY

PBS IS EVIDENCE BASED AND THERE IS A GROWING EVIDENCE BASE THAT IT WORKS



PBS animation on YouTube: [An Introduction to PBS](#)



People with learning disabilities are entitled to full and enriching lives

• **Although we are all different, there are some core things we all have in common. It is important for most people to:**

- be part of a community
- have good relationships with friends and family
- have long-lasting relationships
- have opportunities to develop experience and learn new skills
- have choice and control over their lives
- be afforded status and respect
- be treated as an individual



The Positive Behaviour Support Framework



The Positive Behaviour Support Framework



Break

What defines a behaviour of concern?



At BILD we prefer to describe behaviour as concerning or a behaviour of distress

‘Difficult’ or ‘challenging’ suggests the need to overcome it, potentially using restriction or restraint

Such a behaviour becomes concerning when the **intensity, frequency or duration** starts to threaten the quality of life for the person and/or those around them

5 Reasons of behaviour (RATES)

- Reduce experience of pain or relief from 'internal' discomfort
- Attention or interaction
- Escape from demands
- Tangible reasons
- Sensory or stimulation

(Cooper et al, 2007)



Describe the behaviours
that concern you

write on post-it notes
for our activity later on

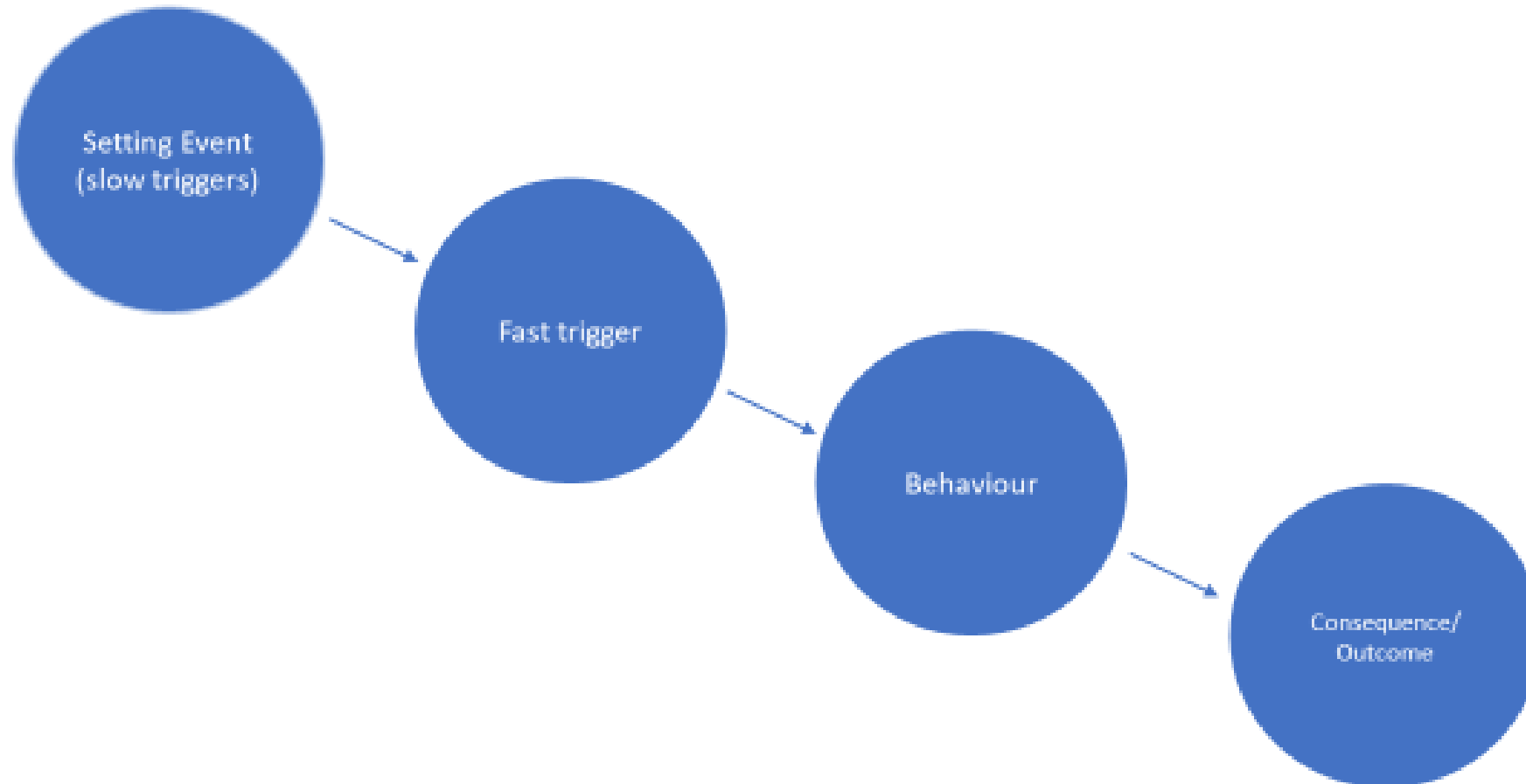
Triggers

Fast triggers are what happens immediately before, to cause the behaviour

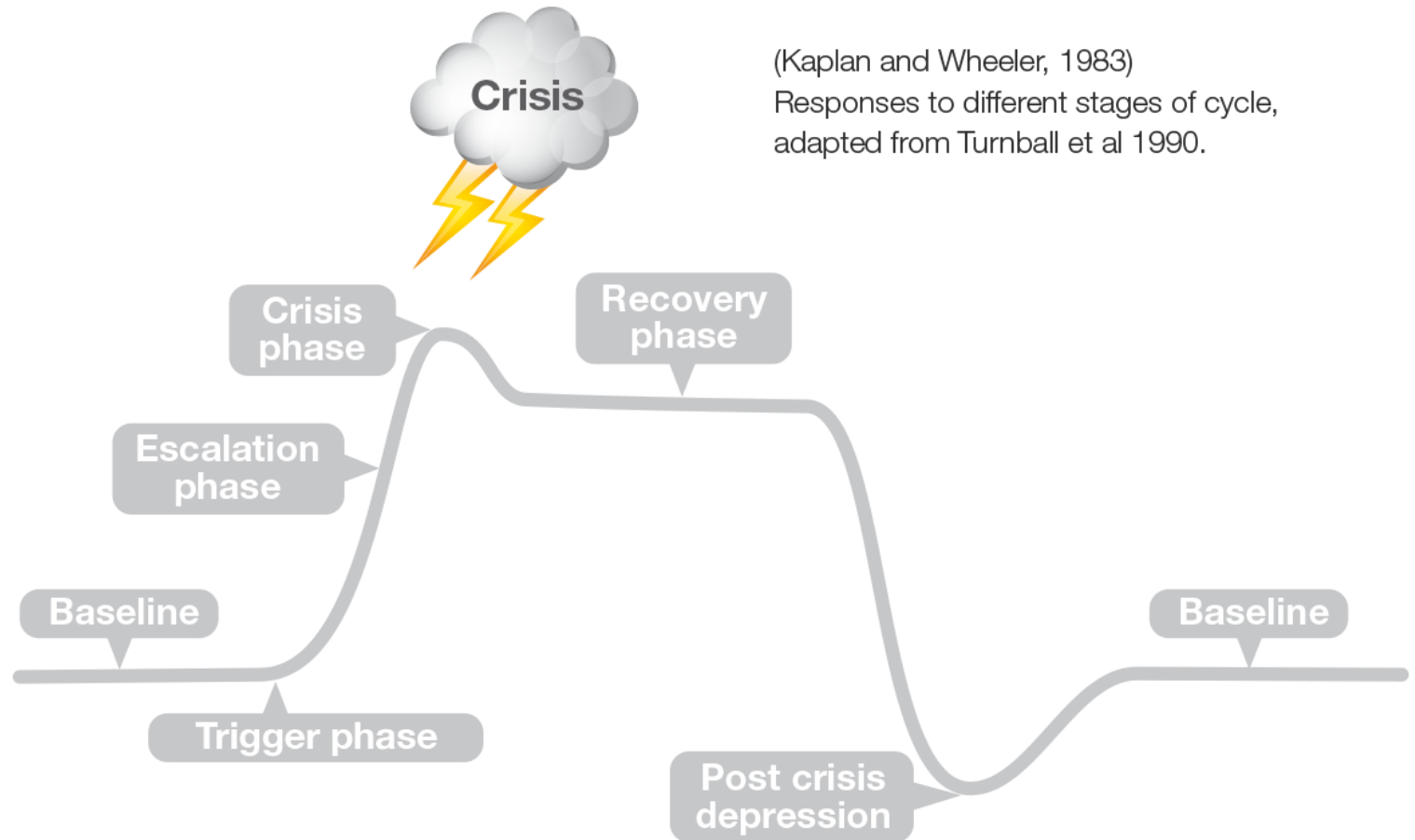
Slow triggers are background factors that makes the behaviour more likely to happen and make the fast trigger more powerful



Understanding behaviour.. the 4 stage model



The arousal cycle



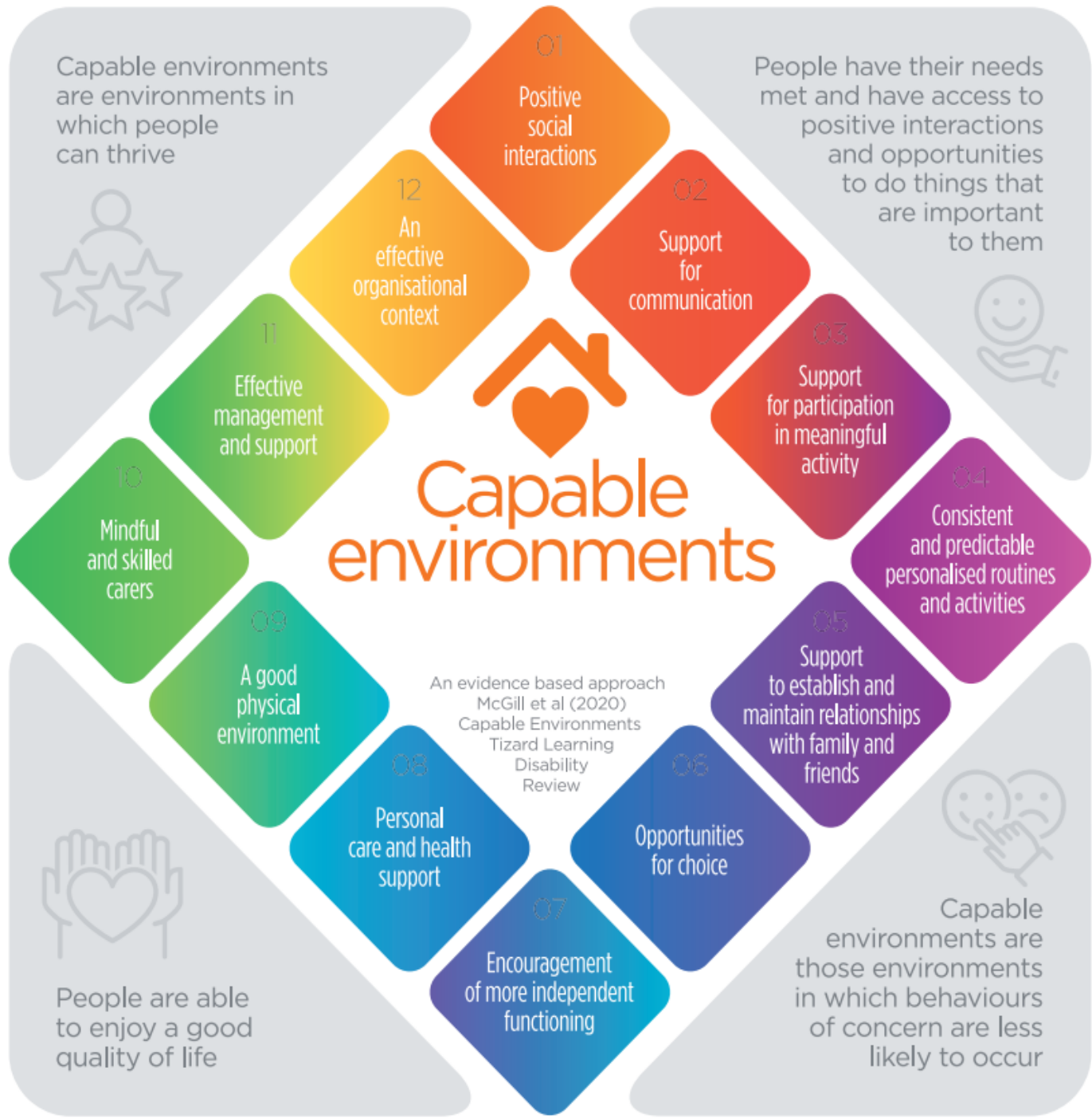
(Kaplan and Wheeler, 1983)
Responses to different stages of cycle,
adapted from Turnbull et al 1990.

Capable Environment



Not changing the
person, but
changing the
environment

Elements of the
environment.....



Capable Environments graphic BILD

Elements of the environment

PHYSICAL HEALTH

COMMUNICATION

SENSORY ENVIRONMENT

ACTIVE SUPPORT

Physical health: think CUTER+

If someone's behaviour changes, you could consider the following areas first.

CUTER+ stands for:

- Constipation
- Urine
- Teeth
- Ears
- Reflux
- + other things to consider (eg headaches and epilepsy)

Noticing changes in any of these areas might mean the person is unwell and that they should have an appointment with their GP



Communication

Communication is a two-way process and it's the responsibility of the people around the person who is being supported to ensure that communication happens effectively.

To help communication happen we should:

- enable people to communicate on whatever level they can
- use whatever techniques work for the person
- adapt how we communicate, rather than expecting the person to adapt
- understand the difference between expressive and receptive communication



What are the risks without good communication?

- Lack of choices and involvement in everyday activities
- Limited relationships
- Increased vulnerability to abuse and hate crimes
- Low mood, increased anxiety, depression and withdrawal from community, reduced employment and housing opportunities
- Lower standards of healthcare, diagnostic overshadowing
- Increased inpatient admissions
- Increased use of restrictive practices
- Overuse of specialised interventions and out of borough placement

Strategies

- Try to get the person's attention – call their name or a touch cue
- Use simple language
- Try to give a piece of information at a time
- Focus on what you want them to do rather than what you don't want them to do
- Where possible back up spoken words with visual aids
- Focus communication on the immediate, future references could be confusing
- There should be a consistent approach by everyone around the person to avoid confusion
- Try to respond positively to any attempts by the person to communicate
- Try to think of communication of their needs in a different way to the behaviour of concern



Sensory environment

8 senses



- Sight
- Smell
- Taste
- Hearing
- Touch
- Vestibular
- Proprioception
- Interoception

- Understand sensory thresholds and preferences
 - Set up appropriate activities and environments to promote engagement and good quality of life
 - Work out if sensory needs are the reasons for the behaviour of concern
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- Sensory missing
 - Sensory seeking
 - Sensory noticing
 - Sensory avoiding

Sensory preferences and thresholds

When a person is not able to do everyday activities independently, he or she will need support; Active Support is a way of improving people's quality of life and makes sure that people who need support have the chance to be fully engaged and involved in their lives. It involves:

- support being tailored and designed to suit the individual with the contribution of people who know the person well
- arranging the environment so that people can be as involved as they want and are able
- making sure people's needs are met so they don't need to use behaviours of concern
- providing as much support to be engaged as people want or need
- removing some of the reasons for behaviours of concern, like making sure people don't have too much time doing nothing meaningful, giving opportunities to engage with others and helping people have free access to activities

Active Support



The 'hotel' model



4. Other people cannot think of new activities the person being supported could do and might see their role as a carer or domestic worker rather than a teacher and enabler



1. Other people do most things for the person being supported rather than create opportunities for them to be involved



3. Other people perceive the person being supported as being dependent. They do not spend much time interacting with or assisting the person being supported and other people are worried about trying new activities, especially if they think there is a risk involved



2. Person being supported does not participate in meaningful activities and can spend their time doing very little

Activity to look at potential reasons behind the behaviours

In groups, pick a specific behaviour from the post its.

Identify potential reasons

Identify various strategies for each reason

Explore what resources, support (professionals/services/family) is needed to enable each strategy

Review impact

If needed, go through with same process with the other reasons



Homework



Think of a behaviour that you struggle with at home



When do you feel it always happens and feel when it never happens



Think of these 2 environments and see the differences



Use the Capable Environmental Checklist to think with your family about areas that are going well and any you would like to think about doing differently



Thank you for taking
the time to join us