



What we do

We provide support to young people and adults in the home, school, community and/or hospital setting. Predominantly, referrals are made to us due to the complexity and severity of an individual's behaviour. However, PBS can also be used to help create or develop healthy cultures of care and support (for the people using services and for carers and support staff) in settings where challenging behaviour is not prevalent.

As an independent organisation we have the flexibility to develop creative solutions tailored for specific situations.

WHO WE ARE



Paddy Behan: Co-founding director and PBS Consultant

CV Snapshot:

- BSc Intellectual & Developmental Disabilities
 - MSc Applied Behaviour Analysis
- Career working in assessment and intervention of challenging behaviour (children and adults with learning disabilities and/or autism and CAMHS needs), running national positive behaviour support teams and previous senior management experience.



Dr Tia Martin: Co-founding director and PBS consultant

CV Snapshot:

- PhD Autism – Queen's University of Belfast
- MSc Autism – University of Strathclyde
- MSc Child Development: Early Years and Research. University of Stirling.
- Recently published in the journal of autism and developmental disorders, International Journal of Child Development and a peer reviewer for the International Journal of Positive Behaviour Interventions.

We also work closely with a bank of associates with varying specialisms in Positive Behaviour Support and other evidence-based therapies. These specialisms include: Personality Disorder, Acquired Brain Injuries, Dementia, Occupational Therapy, Speech and Language Therapy, Feeding Disorders, Alternative Communication Systems, Research, Active Support, Wellbeing, Acceptance and Commitment Therapy & Practice Leadership. This means that if there is something we don't know, we can usually find someone who does!

We currently use the experience and knowledge of Roy Deveau from the Tizard Centre and Dr. Bobby Newman (BCBA) to support, advise and supervise some of our work.



WHAT IS POSITIVE BEHAVIOUR SUPPORT

Positive behavioural support is a multicomponent framework for:

- (a) developing an understanding of the challenging behaviour 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.

PBS may be implemented in a range of *settings* that include:

1. Residential or small group homes
2. Schools
3. Family homes and other community settings

PBS may be implemented to support people with a variety of needs including:

1. Adults, children and young people with intellectual or developmental disabilities
2. Typically developing children and young people with other emotional and behavioural difficulties
3. People with other neurological conditions (acquired brain injury) who display behavioural difficulties

NB. PBS uk and our advisors also believe it can be applied more widely, for example when supporting people with dementia.

Functional Behaviour Assessment

All behaviour happens for a reason (i.e., it achieves something for the person). We call this reason the function of the behaviour. Focussing on the context in which behaviour has developed and persists provides useful information about why someone displays the behaviours that they do. This information about 'why' can then be used to develop effective support strategies.

Functions of behaviour are unique to the individual and are dependent on a broad range of factors. FBA involves collecting relevant information on a behaviour, and the context in which it is occurring, through a range of procedures. The three main assessment approaches are:

1. **Indirect assessment:** structured interviews and checklists to gain an understanding about situations in which challenging behaviour is occurring
2. **Direct Assessment:** involves direct observation in the context in which behaviour usually occurs. The most common form is A-B-C recording (Antecedent – Behaviour – Consequence)
3. **Functional (Experimental) Analysis:** Involves the systematic introduction and removal of certain aspects of the environment in predefined conditions to observe affect on behaviour.

Indirect and direct assessment approaches enable hypotheses to be proposed around the function of behaviour. This information can then be used to develop interventions and/or support plans

Functional (experimental) analysis enables the testing of hypotheses. These approaches have commonly been used when indirect and direct assessments have given unclear results.



Working with individuals

Every individual and the respective context is unique and therefore the approaches we take vary. We do however place an emphasis on not expecting others to do something we would not try ourselves. Therefore, wherever possible, and appropriate, we try and work side by side with families/staff and often directly with individuals. Engaging the individual, families and support staff is an important part of the process.

Working with Young people

We have worked with young people across a variety of settings (home, school, respite centres and CAMHS units)

The youngest person we have worked with is 4 years old. The initial referral came in requesting support as Sean (not his real name) would only eat if hand fed by dad and was experiencing serious challenges transitioning through doorways. The impact was significant as he had to be sent home from school to eat and would struggle with every transition along the way (sometimes resulting in restraint being used to move him)

After building a little rapport with Sean and doing some work to establish what kind of that motivated him we used some shaping and desensitisation procedures to support him to be comfortable accepting food from others and to lessen the stress of transitioning through doorways (one particular song stored on a phone seemed to provide enough positive emotion to cancel out the aversive nature of transitioning – thanks George Ezra!!)

We also identified some academic and verbal motor skill deficits and so engaged an ABA tutor and specialist Speech and language therapist to complement these approaches.

What the family have said so far: *'PBSUK are an extremely professional company. They have been able to create programs of work centred around the areas that were proving difficult for our family. The initial baseline assessments they carried out in order to get the correct programs of work in place for our daughter were very comprehensive...The progress and achievements our daughter has made since PBSUK began working with her is phenomenal, way beyond what we could have ever hoped for. Whenever I need advice or have questions Tia is always so quick to reply. She is always thorough and honest in her responses and I have full trust that she will recommend what's best for our daughter at all times'*

Working with Adults

We have worked with adults across a variety of settings such as residential care homes, supported living homes and hospitals.

One example of how we supported an individual living in a care home was Kyle (not his real name). We received a referral as Kyle was having daily incidents resulting in staff injuries. As a result, staff had lost confidence in working with him and he was not going out anymore. Kyle's quality of life was suffering and staff were demoralised. We engaged in a systematic rapport building process by undertaking preference assessments and pairing ourselves with the things he liked. We then worked with the staff team to enable them to enjoy these activities again with him. Once Kyle started building trust in those around him again and we (PBSuk staff and his support staff) started to build our confidence, we started



to reengage Kyle with activities out of the house that he had previously been known to enjoy. Following this, we developed a positive behaviour support plan that included some environmental adaptations being made (i.e., a room in the house where Kyle could engage in his preferred activities with staff without interruption)

Feedback received: *'PBS uk were recommended to me by a colleague as I needed an urgent review of current behaviour intervention and PROACT SCIPr-uk training. Paddy, Tia and the team got to work immediately and supported the services, provided training and mentoring to staff and delivered detailed plans for staff for safe working practises. They worked with the people who use the service at their pace and when was required, even overnight, and got to know them and their individual needs and strengths. Tia kept me updated through the process and always remained professional and caring. I would certainly use their services again'*

Additional Testimonials

From an operations manager for residential services:

- *I recently worked with PBS UK when I was in post offering turnaround operational support to a specialist Autism and LD residential service in crisis. It was clear that the service and support staff were lacking the skills to manage the very complex behaviours of some of the people being supported at the service; where PBS plans were in place, they were not person centred and did not give support staff the tools to really understand the behaviours of the people they were supporting, or implement any valuable or effective intervention or support techniques*
- *Paddy and Tia were fantastic from the outset. Rather than offering a 'prescriptive' process, they met with us and listened to where we felt we were failing and what we wanted to achieve. They presented us with several options and provided thorough feedback at each step of the process. There was continued open dialogue and they remained completely flexible in their approach. If they felt something wasn't working, they approached us with evidence and an alternative solution.*
- *When we identified that staff needed support with implementing the plans, they delivered the training in a super responsive timeframe.*
- *I can confidently say that the work PBS UK did with the people we support and the staff team, was key in driving up the standards of care delivered at the service and enabling the staff to support people to a better quality of life. I wouldn't hesitate in encouraging providers to utilise this incredibly knowledgeable, effective and professional resource when looking to improve quality of life for people we support and push forward standards of care being delivered to people with complex needs.*
- Operations Manager, Residential Support Provision

Feedback from an induction training package developed for a new supported living provider:

Q: What was the best thing about the PBS training with Paddy & Tia from PBSUK?

- *Their enthusiasm and passion for what they do which transferred to the rest of us, well, for me at least. Loved listening to their personal stories when working with the people they have supported in the past. Also, the fact that they have made mistakes and got things wrong at times showing us that they are human like the rest of us.*



- *Fantastic training by both Paddy and Tia, I think the best thing about the training was the passion they both clearly have for this. Paddy and Tia could tell if staff were getting a little tired and would provide short breaks when needed.*
- *Amazing, amazing information, they both knew and understood learning disability, and autism.*
- *Easy to understand & relatable*
- *Both Paddy and Tia delivered their training with great passion. It was presented and explained in a way that really engaged us. I felt that sometimes we were overwhelmed with the information but they both took time to explain and ensure we understood before moving on.*