

## **'PBS For Social Workers Is It Really Happening?' Transcript**

### **Introduction**

Paddy Behan:

[00:00] Hi.

[00:01] This session is for social workers to help them understand what to look for in services that are implementing positive behaviour support.

[00:08] Sponsored by Norfolk County Council.

[00:14] Hi, my name is Paddy Behan and I am the co founding director of PBS UK.

[00:20] I've worked in health and social care for over 20 years now, having started out as a support worker.

[00:26] At PBS UK, we work with adults and children with a diagnosis of a learning disability and some people who are autistic too.

[00:34] The support we provide is based upon working alongside these people and their networks to help them live a life that is meaningful to them.

[00:42] We like to say we try and provide support for people to flourish.

[00:48] So in this video we're going to go through: what is positive behaviour support?

[00:53] Positive behaviour support is a collaborative approach, aims to increase quality of life, is function based, focuses on teaching new skills for all involved, both the individual and people that work and support that person, and does not condone the use of aversive or punitive strategies.

[1:17] So all PBS strategies will incorporate good practice.

[1:20] However, not all good practice is positive behaviour support.

[1:25] In these next clips we're going to run through some things for you to look out to see when PBS is being implemented and some red flags for perhaps when it's not.

### **Collaborative Approach**

[1:38] This first section relates to the collaborative approach and things you should be looking out for is, has that individual and the important people around them been involved in the assessment and the development of any plans?

[1:50] The strategies observed to be in place are consistent with what's been agreed in that person's plan and that there is consistency in the approaches observed when required.

[2:03] So some red flags to look out for would be things like people not knowing where the plan is or what's contained in the plan.

[2:11] The strategies that you observe in practice don't match what's written down in the plan and inconsistency in approaches between staff members.

### **Increases Quality of Life**

[2:22] This next section looks at quality of life.

[2:25] The aim of positive behaviour support is to increase quality of life and reduce behaviours described as challenging.

[2:33] So it's important that the individual has goals that are A. aimed to increase quality of life and reduce behaviours described as challenging and B. that are regularly reviewed by the person and their circle of support.

[2:45] You're also looking to see that that individual has regular scheduled access to the things that they like and enjoy and that the individual is supported in line with good quality basic supports.

[2:56] You can also see the video on capable environments to help you with this.

[3:04] And red flags to look for in this area would be that there are no goals in place, that there's no evidence that those goals have been developed collaboratively and that there's no way of evaluating if those goals have been achieved or not.

### **Function Based**

[3:22] This next section is about understanding the 'why' or what we refer to as the function of behaviour.

[3:29] There are four broad categories of function: sensory, escape, attention and tangible.

[3:38] Sensory, people might do things because it feels nice.

[3:42] Escape is where someone's doing something to avoid something that they don't like or find unpleasant.

[3:49] Attention function is where somebody's doing something to maintain and interaction or gain some form of attention.

[3:57] And tangible refers to behaviours that are maintained by getting access to things that people want, such as the iPad, the bus, particular food or particular drink.

[4:12] The next thing to look for is that people have behaviour support plans that are based on a behaviour assessment and that contain strategies that are based on the function of that behaviour.

[4:24] You're also looking to see that the function of that behaviour has been explained in the support plan in ways that that person and those that support them can understand, and that data around behaviour is collected regularly and reviewed to help inform interventions.

[4:42] So, red flags to look out for, the main one is that there's been no behaviour assessment whatsoever, and if there's been no behaviour assessment conducted, then it's highly unlikely that the strategies contained in that behaviour support plan will be based on a functional understanding of that behaviour.

[4:58] And the final red flag to look out for is that people around that person are unable to describe why these behaviours happen, or perhaps that they attribute it personal factors, such as that person wants to be in control, they're tired, or it's just the way that they are.

### **Teaches New Skills**

[5:16] The next section is what to look for with regards to skills teaching.

[5:20] You'd want to see that skill development plans are in place that are based on a functional understanding of that person's behaviour.

[5:27] For example, might be teaching them to communicate a want or a need, or how to get things around them to stop.

[5:33] You'd also see development plans in place for that person's circle of support, e.i. Plans that help the staff team develop their skills related to supporting that individual.

[5:43] And finally, the opportunities for skill development are observed in practice that the staff team and working with that person to help them do, rather than doing for.

[5:56] So, red flags would include that there are no skills teaching plans in place, that strategies for the individual focus on avoiding situations rather than helping that person learn how to cope or deal with that situation better, and that staff teams aren't observed to be providing opportunities for that person to develop skills.

### **Does Not Condone Use of Punishment**

[6:22] With regards to not condoning the use of aversive or punitive approaches, things that you wanna look out for in services would be things like, are interventions in place positive, person centred, kind?

[6:35] Just think, is that how I'd want a loved one of mine to be treated?

[6:38] If there are any restrictive interventions in place, that they're justified and that there is a plan to reduce the use in the future.

[6:47] Following incidents, data recorded, if factual and reflective and that information is used for action planning.

[6:57] Red flags to look out for in this area would be practices such as, staff that are demanding an apology after an incident, that are threatening to take things away, that are threatening any other consequences for the behaviour, ignoring an individual or reprimanding that individual.

[7:18] Other red flags to account for with restrictive intervention is, not justified, not the least restrictive, and that there are no plans for reduction.

[7:29] Another red flag may be that there are repeated safeguarding concerns regarding the reactive practices of the staff team.

[7:38] For more information on restrictive practices you can refer to our video.

## **Conclusion**

[7:43] Thank you for watching this video.

[7:45] All the related videos can be viewed at [www.pbsuk.org](http://www.pbsuk.org) or [www.supportingpositively.com](http://www.supportingpositively.com) and [www.pbsmatters.co.uk](http://www.pbsmatters.co.uk).

[8:02] Thank you.