

'PBS Informed - Next Steps' Transcript

Introduction

Paddy Behan:

[00:00] So, now that you've finished the PBS informed course, these are some considerations for taking back to your workplace and looking to implement.

[00:07] These videos are 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.

[00:49] So in this video, we will be recapping that all behaviour happens for a reason, and we'll also be covering why it's important to use ABC forms.

Recapping 'All Behaviour Happens for a Reason'

[00:59] So, to recap, all behaviour happens for a reason, we look at behaviours in a very structured way.

[1:06] We call this the four term contingency, and that includes slow triggers, fast triggers, behaviours and results.

[1:16] So, just to break that down, we can think about slow triggers as the conditions that motivate us to behave in certain ways.

[1:24] For example, being hungry has an influence on how we behave.

[1:28] The next fast triggers, what we're looking for are those environmental cues that trigger certain behaviours from us.

[1:37] The next is obviously looking at the behaviours and finally we look at the results or the consequences of those behaviours, and those results are the outcomes.

[1:46] So what do we get or get away from as a result of our behaviours?

[1:51] So, just to recap, when we have information on all of those areas, we can start to ascertain what the function of that behaviour is.

[1:59] I.e. what purpose it serves for the individual.

Function of a Behaviour

[2:02] So the four broad categories of function are sensory, escape, attention and tangible.

[2:14] So we're now going to go through each of those components in a little bit more detail to help you understand slow triggers.

[2:22] Imagine a scenario where a young man is hungry, he's in a noisy environment, he's tired because he didn't sleep so well last night, and also one of his favourite activities, a visit from his mum, has been cancelled.

[2:43] So in this scenario, the fast trigger is the staff team asking this young man to clean his bedroom.

[2:53] The behaviour that then follows the fast trigger is this young man shouting, screaming and throwing things at his staff team.

[3:05] So following the behaviour, the result that is the impact of this is that the staff team remove that demand, so they'll back off and say, "that's no worries, no need to clean your room."

[3:15] This is an example of an escape maintained behaviour.

Completing ABC Forms

[3:22] So the purpose of ABC forms is to help us collect all of this information.

[3:27] Once we have that information, we can then start to build a plan for what we're going to do about it.

[3:35] In order to help us understand the importance of filling out ABC forms, we're now just going to run through a little video example.

[3:43] In this clip, we're going to get to understand the importance of defining the behaviour that you're looking to record.

[3:49] So in this video example, you're going to see John Cleese. and we're not looking to count the number of times he's angry, we're looking to count the number of times he brings the branch above his head and down onto the car bonnet, making audible contact.

[4:03] John Cleese is the gentleman you immediately see in the video, he is wearing a suit and a tie.

Video

John Cleese:

[4:18] Right.

Robotic car voice:

[4:19] Please insert the key.

John Cleese:

[4:20] Yes. Yes, I am inserting it, thank you.

[4:23] Come on, start.

Robotic car voice:

[4:27] Please insert the key.

John Cleese:

[4:28] I have inserted it, you cretin.

Robotic car voice:

[4:30] Incorrect starting procedure.

John Cleese:

[4:32] Right, this is your last warning, I'll count to three.

[4:36] One, two.

Robotic car voice:

[4:37] Sorry, I didn't get that.

John Cleese:

[4:38] Right, that's it.

[4:40] Don't say I didn't warn you, I've had it up to here with you.

[4:43] I'm gonna give you a damn good thrashing.

[4:50] I'm gonna teach you a lesson.

[4:53] Nasty, little.

[5:02] Dusty bonnet there

[5:04] Oh, look.

Completing ABC Forms

Paddy Behan:

[5:41] So in that example, there were seven occasions in which the behaviour was displayed.

[5:47] We're now going to take you through using the ABC form to record that incident.

[5:55] We'll now take you through how to complete the template incident form.

[5:59] So, in the top left hand corner, that's where you would put the date and time of the incident.

[6:04] We're not going to do that for this example.

[6:07] Next box, in the bottom left hand corner, people present.

[6:10] We're going to write, 'John Cleese' after the behaviour presented to police officers.

[6:19] Next, in terms of the location of the incident, we're just going to put roadside.

[6:26] We're looking to fill out the antecedent column.

[6:28 We're gonna tick, 'the individual's routine was disrupted,' 'the individual was alone,' and, 'the individual was prevented from doing a desired activity.'

[6:40] In the box below, explain the above.

[6:43] We're going to talk about what aspect of the routine was changed.

[6:46] And in this instance, John Cleese attempted to start the car, but it would not start.

[6:53] We're now going to move on to look at the behaviour column.

[6:56] And in that behaviour column, we're going to tick, 'verbal threat', 'slamming door,' and, 'using implements to damage property.'

[7:04] Following this we're going to move on to the box below to describe the incident of challenging behaviour.

[7:11] Here we're going to put that John Cleese called the car, "you cretin," then said, "this is your last warning, I'll count to three."

[7:20] John Cleese got out of the car and slammed the door.

[7:22] John Cleese raised voice and said, "I'm going to give you a damn good thrashing."

[7:27] He retrieved the branch and struck the car with the branch seven times.

[7:33] In the consequence column we're not going to tick any of those other than, 'other.'

[7:40] We'll then move on to the box below to explain what the other means and in this instance, the two police officers stepped out of the car and looked at John Cleese.

[7:51] The box below we're going to describe the person's response to the intervention.

[7:55] John Cleese lowered the branch from behind his head and said, "dusty car," and stroked the car with a branch.

[8:01] The box below asks if a physical intervention was used or not and in this instance you're going to tick, 'no.'

What to do with the Completed ABC Form

[8:13] Now that we have all that information recorded in the ABC form, we need to figure out what we're going to do with that information.

[8:20] So what we recommend is that you get together with your team, that you review your ABC forms, develop a plan for how to avoid a similar incident in the future, implement your plan and then get together as a team to review it and you can repeat that cycle as many times as necessary.

[8:38] Review, plan, implement, review.

[8:43] Thank you for watching this video.

[8:45] All the related videos can be viewed at www.pbsuk.org or www.supportingpositively.com and www.pbsmatters.co.uk.

[9:01] Thank you.

