

What is Positive Behaviour Support?

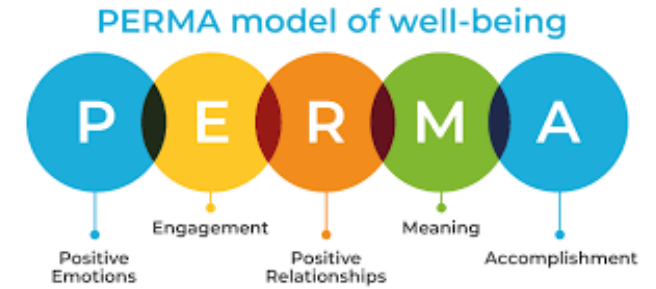


Norfolk
County Council

What is PBS?

Positive behaviour support (PBS) is a person centred framework for providing long-term support to people with a learning disability, and/or autism, including those with mental health conditions, who have, or may be at risk of developing, behaviours that challenge. It is a blend of person centred values and behavioural science and uses evidence to inform decision-making.

Behaviour that challenges usually happens for a reason and maybe the person's only way of communicating an unmet need. PBS helps us understand the reason for the behaviour so we can better meet people's needs, enhance their quality of life and reduce the likelihood that the behaviour will happen.- **Care Quality Commission**

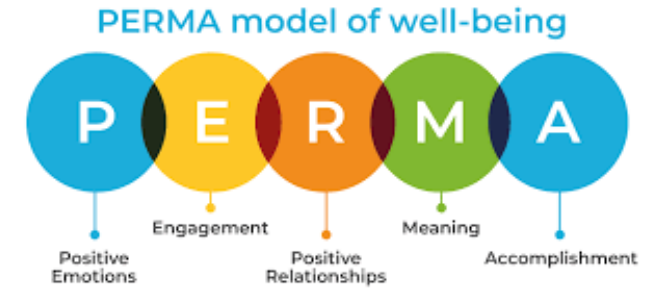


Aims of PBS

The overall aim of Positive Behaviour Support (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, as well as older people.

PBS provides the right support for a person, their family and friends to help people lead a meaningful life and learn new skills without unnecessary restrictions. It is not simply about getting rid of problematic behaviour.

With the right support at the right time the likelihood of behaviour that challenges is reduced.

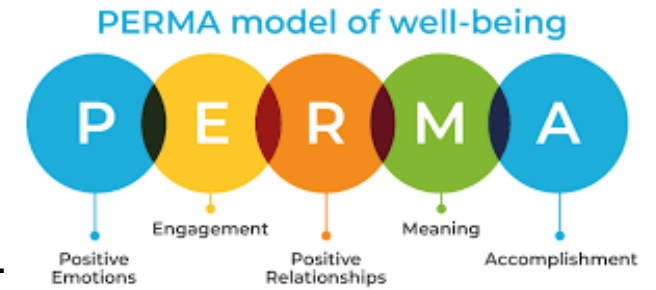


Key principles of PBS

PBS helps us understand the reason for the behaviour so we can better meet people's needs, enhance their quality of life and reduce the likelihood that the behaviour will happen.

A PBS framework:

- Considers the person and his or her life circumstances as a whole including physical health and emotional needs such as the impact of any traumatic or adverse life events and mental illness
- Reduces the likelihood of behaviours that challenge occurring by creating physical and social environments that are supportive and capable of meeting people's needs.
- Is proactive and preventative and aims to teach people new skills to replace behaviours that challenge – and other skills that enhance the opportunities people have for independent, interesting and meaningful lives.
- Is likely to involve input from different professionals and include multiple evidence based approaches and treatments that come from a shared value base and are provided in a coordinated and person centred manner. These may include trauma informed care, autism specific approaches, active support and other appropriate interventions that support physical, mental health and wellbeing.





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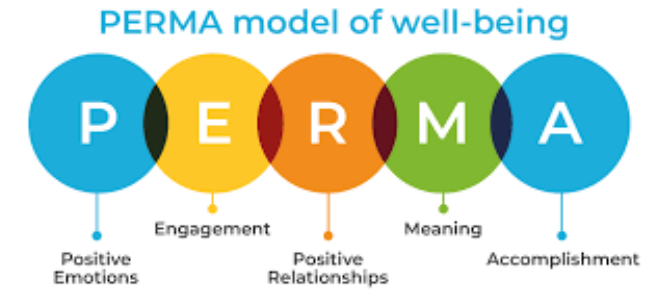
CARE

What is Positive Behaviour Support



Functions of Behaviour

1. Gain access to something , e.g. a toy or a drink
2. Avoid or escape something
3. Gain social attention
4. Gain sensory stimulation
5. Relief from pain or discomfort



Functions of Behaviour

You tell your child to clean up and they begin screaming and crying. You try to soothe your child by picking them up, and you end up cleaning up the toys yourself.

A- Antecedent- what triggered the behaviour?

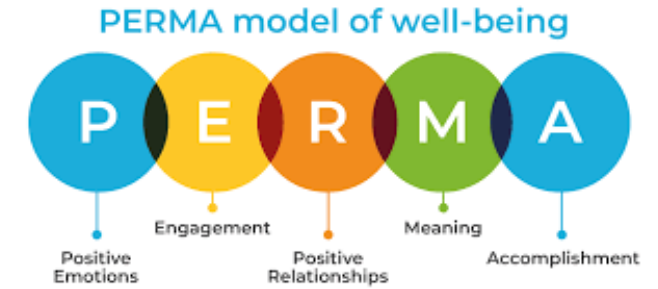
B- Behaviour- describe the behaviour as clearly as possible.

C- Consequence- what happened after the behaviour?

What functions of behaviour are being displayed in this example?

How do we address this behaviour so it doesn't become a pattern?

Functions of Behaviour



Attention- Seeking Behaviour and Escaping Behaviour

Give lots of praise and attention for the behaviours you DO want to see.

Follow through with your demand even though your child may display behaviours that challenge. You may need to reduce your demand initially. For example, if you ask your child to clean up their toys, and they start to scream and cry you could reduce your demand by asking them to clean up one toy and then have a break.

You may have to model the task for the child to copy and repeat. When they repeat the task give them lots of praise. Make sure you return to the task after a break otherwise you are providing another way to escape.

PBS Framework

Rights and values: A focus on rights and good lives

12 Key Components

1. Person-centred foundation
2. Constructional approaches and self-determination
3. Partnership working and **support for key people**
4. Elimination of aversive, restrictive and abusive practices
5. A **biopsychosocial** model of behaviours that challenge
6. **Behavioural approaches to learning, experience and interaction**
7. **Multi-professional and cross-disciplinary approaches**
8. **Evidence informed decisions**
9. High quality care and support environments
10. **Bespoke assessment**
11. Multi-component, **personalised support plans**
12. Implementation, monitoring and evaluation

Theory and evidence base:
Ways to understand behaviour,
needs & experience

Process and strategy: A systematic
approach to high quality support

Reducing the Need for Restraint and Restrictive Intervention

[Reducing the need for restraint and restrictive intervention - GOV.UK \(www.gov.uk\)](https://www.gov.uk)

This guidance is for health services, social care services and special education settings.

It sets out how to support children and young people with learning disabilities, autistic spectrum conditions and mental health difficulties who are at risk of restrictive intervention.

Within this document it discusses taking an evidence-based approach to behaviour. PBS is mentioned as a preferred framework:

Evidence has shown that approaches using such a framework can:

- *build skills – for example communication skills, so that a child may learn a sign for ‘finished’ rather than throwing a cup, or resilience skills to gradually learn to cope with demands which were once too much for them;*
- *enhance quality of life – for example, by identifying pain and enabling medical intervention for an earache which is causing a child to bang their head on the wall or by changing the environment so that a child that needs to run around a lot is taken outdoors regularly, reducing the need for them to run away; and*
- *reduce the likelihood of behaviours that challenge – development of proactive strategies such as avoiding sensory overload for a child where this is known to increase anxiety by allowing them to move to the next session a few minutes before others, will reduce the need for reactive strategies such as trying to intervene in an incident in a crowded corridor when anxiety levels are high.*

Restraint Reduction Network

The Network has an ambitious vision to reduce reliance on restrictive practices and make a real difference in the lives of people. We achieve this mission by sharing learning and developing quality standards and practical tools that support reduction.

The Network welcomes the increased focus on restraint reduction across the NHS and adult social care in the UK. The over-reliance on Restrictive Practices when supporting vulnerable people who become distressed is an ongoing and significant concern. In recent years, there have been a number of scandals associated with the abuse of such practices, as well as a number of deaths associated with physical restraint.

There is growing recognition among professional bodies and government departments (and arm's length bodies) that whilst the use of any kind of restraint may on rare occasions be necessary to keep people safe, it is also traumatic and must be minimised in therapeutic settings.

There is a clear need for cross sector collaboration to improve support for people in vulnerable situations and ensure people's human rights are respected and protected and are not subject to coercive or unnecessary restrictive practices.

[Restraint Reduction Network](#)

School-wide Positive Behaviour Support

School-wide positive behaviour support (SWPBS) is a strategy for improving social and academic behaviour of ALL students.

- School-wide: Focus on the whole school
 - Not just certain children, classrooms or teachers
 - Positive: Focus on building teaching and reinforcement systems aimed at acquiring important skills
 - Instead of focussing on behaviours we don't want or what children can't do
 - Behaviour: Focus on specific expectations
 - Which helps us define what we want pupils to be doing
 - Support: Focus on ensuring all students receive the support they need to be successful

[System-wide Support \(pbsuk.org\)](https://pbsuk.org)

[establishing-school-wide-behaviour-supports---m-murphy-and-a-cox.pdf \(pbsuk.org\)](#)

Benefits of utilising a PBS approach

Financial Benefits

1. Needs of families more appropriately met, reducing care package costs
2. Staff retention increased, reducing recruitment and turnover
3. Reduction in hospital admissions
4. Reduction in serious case reviews and potential litigation
5. Increased capacity for staff e.g., social workers, assistant practitioners, specialist teams.

Non-Financial Benefits

1. Improvement in the quality of life for families
2. Reduction in the number of people having to be restrained
3. Reduction in hospital admissions
4. Reduction in referrals to specialist support teams
5. Increase in staff satisfaction due to training opportunities alongside retention and associated costs

What is the plan for PBS in Norfolk?- Adult Social Services

- NCC is offering free PBS training to support Norfolk commissioned Learning Disability Residential Homes, Supported Living and Day Service providers to train their staff.
- NCC is working with our Health partners to make sure we have integrated PBS practice that is consistent across care. This includes training some colleagues to Masters level and making sure LD teams have been trained in PBS.
- Norfolk PBS Network is open to anyone interested in working collaboratively, accessing free additional PBS CPD sessions and networking with other professionals championing a PBS approach.

Norfolk PBS Network

The PBS Network will be open to anyone interested in: working collaboratively, accessing free additional PBS CPD sessions and networking with other professionals championing a PBS approach.

Our next meeting is Tuesday 21st February– 1-3pm on TEAMS. The network has chosen the next CPD hour to be about Restrictive Practices.

Please email hannah.riches@norfolk.gov.uk to join the network.

Announcements

Latest announcement in the world of PBS!

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— Bob Thomas

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title
- Bob Thomas

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Comments (x)

What are other Council's doing?

- Creation of a PBS team that works across different teams within Children's Social Services, Health and Education (West Sussex County Council).
- Expert Practitioners Network for those trained to practitioner level in PBS across Children's services ([Expert Practitioner Network \(EPN\) | Expert Practitioner Network \(EPN\) | Medway Council](#))
- PBS is being embedded within Children's residential homes and is utilised with foster carers and SEND schools (West Sussex County Council).
- Offering PBS training to their operational teams (Brent Council).
- PBS workers who work with children, young people and adults with learning disabilities and/or autism across services (Southwark Council).
- West Sussex County Council have a Positive Behaviour Support Commissioning Lead (SEND Commissioning Team, Children, Young People & Learning).
- PBS Parent Carer training or drop in sessions.
- Offering PBS sessions to schools to action plan for students who display multiple behaviours that challenge.

Questions?