



PBS and People with Intellectual Disabilities

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Overview of Presentation

- Brief definition of PBS
- Description of the process of implementing PBS for people with intellectual disabilities
 1. Functional behavioural assessment
 2. Developing individual PBS plans
 3. Implementation of individual PBS
 4. Monitoring individual PBS plans in practice



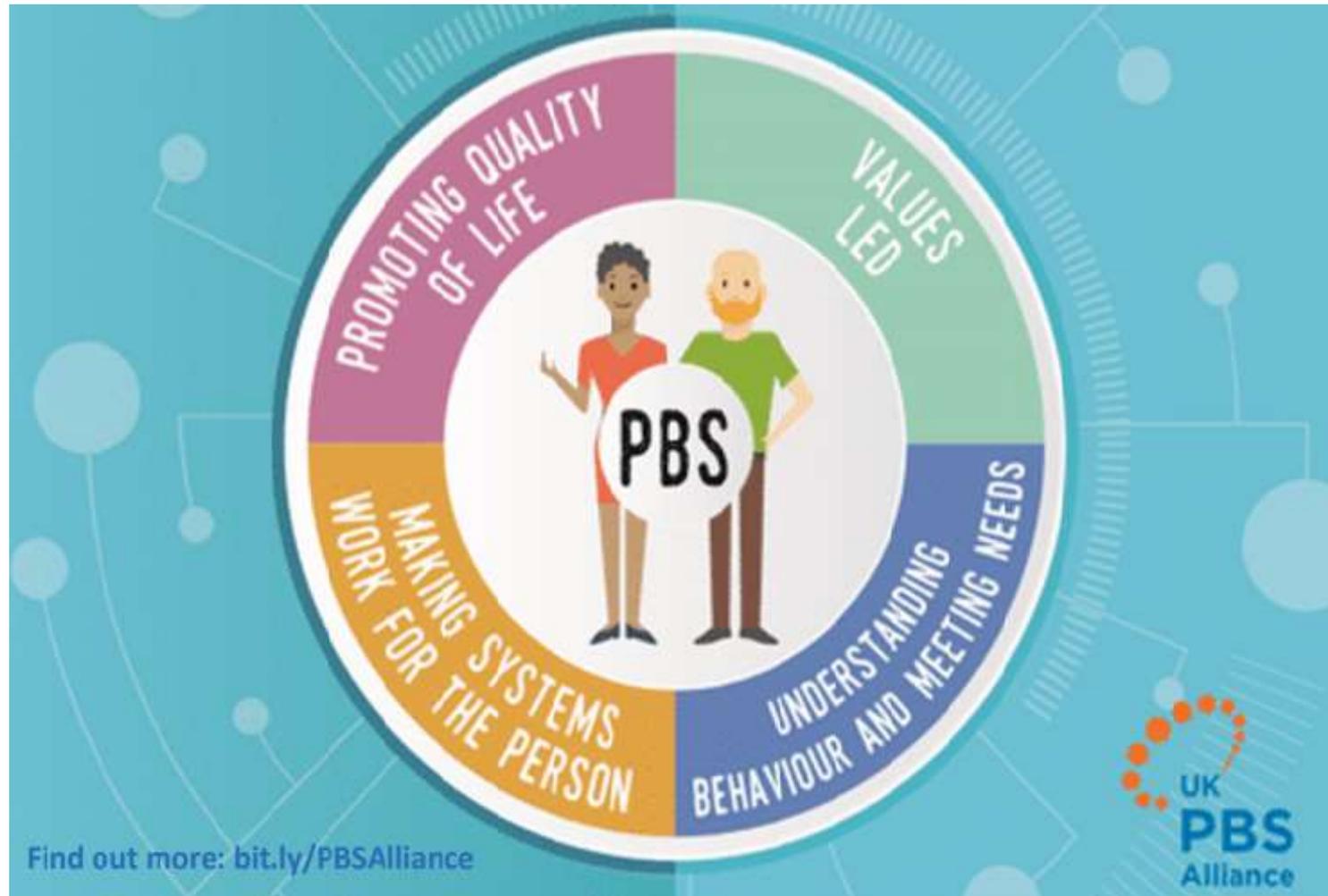
Learning Outcomes

- How PBS can support improved quality of life for people with intellectual disabilities
- To understand the link between individual functional behavioural assessment and PBS plans
- To learn about what is required to ensure successful implementation of individual PBS plans

What is PBS?

- PBS is a framework for supporting people with intellectual disabilities whose behaviours challenge; its focus is to improve quality of life
- It is values-based, uses person-centred approaches and is non aversive
- It uses functional assessment to understand the message conveyed by behaviours that challenge; and behavioural strategies to adapt the environment and teach new skills
- It is a systems-based approach, and is most effective when implemented across organisations and services

Accessible Description of PBS



1. Functional Behavioural Assessment



Functional Assessment

- Functional behavioural assessment is the first step in individual PBS for people with intellectual disabilities
- Behavioural challenges are best understood as learned behaviour that relates directly to antecedent events and reinforcing consequences
- All of the interventions within the PBS plan should be logically connected with the functional assessment; so it is essential to start with the assessment

Functional Assessment



- Behaviour has meaning and does not occur accidentally; it is linked to events occurring in the recent and past history of the person
- We can investigate functional relationships between a person's behaviour and antecedents and consequences within their environment
- We can use this information to support the person to learn different ways of meeting their needs



“The presence of challenging behaviour often means that someone is experiencing a challenging life”

Tony Osgood, 2019

Describing Behaviour

- This is the initial stage of any functional behavioural assessment
- A clear description ensures everyone is talking about the same thing, and that people aren't recording different behaviours
- This encourages staff/carers to pay close attention to the detail of behaviour, and ensures consistency in observational recordings

Recording Behaviour

- We record behaviour in order to understand it, and to be able to work out the message contained in the behaviour
- It may be difficult to understand the behaviour just from observing it once or twice, so having a range of behavioural recordings can help decipher meaning
- Recording behaviour helps us see whether our PBS plan is having any impact

Recording Behaviour

- People often make inferences about:
 - The thoughts and feelings of the person
 - The purpose of the challenging behaviour
- By recording behaviour, we attempt to avoid inferences, and use direct observation to record observable events and behaviours
- We use this understanding to change behaviour, both for the staff and for the person

Analysing Behaviour

- Behavioural recordings need to be used to be useful
- Ensure you make time to analyse the recordings
- Regular review of recordings is essential
- It may be helpful to look at other records at the same time, e.g. staff rotas, support plans, sleep diary, health charts
- Analyse the recordings and summarise your findings, use graphs if appropriate

Functions of Behaviour

- **Escape:** to avoid a situation or environment or task or person that the person finds difficult
- **Attention:** to gain attention from others, including staff/carers, peers, members of the public
- **Sensory:** to enjoy the feeling or sensation of a particular behaviour
- **Tangible:** to get an item or activity or toy or food that is motivating for the person

Remember...

Many behaviours have more than one function

- So behaviours may look and sound the same, but serve different functions for a person

A range of different behaviours may have the same function

- So behaviours may look and sound very different, but may have the same function for a person



2. Individual PBS Plans





PBS Planning

- The main focus of any PBS plan is always to improve quality of life for the person
- The plan must have strategies which focus on quality of life
- The multi-element aspect of the PBS plan is essential; challenging behaviour is often maintained by different variables, so we need to have a range of interventions and strategies to address this

PBS Planning



- The role of the PBS plan is also to make any behavioural challenges...irrelevant, ineffective, inefficient
- **Irrelevant** by preventing occurrence through changes to the person's environment
- **Ineffective** by altering the consequences to the behaviour
- **Inefficient** by teaching replacement behaviours that more easily achieve what the person wants



PBS Planning

- The PBS plan must be based on the person's goals, aspirations, and preferences
- Ensure that the person and other important people in their life are involved in developing the PBS plan
- Everyone's strengths and needs are different and people's aspirations and ambitions will vary; a person-centred approach is part of the basis of PBS



“If it doesn’t start with a good relationship, no behaviour plan will work”

Gary La Vigna



Positive Social Interaction

- Provide positive social interactions and building rapport is an essential element of any PBS plan
- Good rapport is about interpersonal warmth and connectedness, and can be effective in reducing behavioural challenges
- The ability to quickly connect with someone can make all the difference in dealing with crisis

Good Communication

- Ensure that staff communicate in ways the person understands, and respond to the person's type of communication; this should be described clearly in their PBS plan
- Individual communication plans should be clear, based on the person's assessed communication needs, and implemented by all of the staff team

Opportunity to Participate



- Ensure that the person has the opportunity to participate in daily activities & to do new things
- People's lives are enhanced when they participate in a variety of activities each day; this helps people develop relationships through engaging with other people, and also helps people learn and develop
- PBS plans must increase the density of preferred activities and positive experiences in a person's life

Predictable Routines

- Ensure that staff support the person consistently, so that the person's experience is similar, no matter who is providing the support
- The plan must have strategies to ensure that the person understands as much as possible what is happening and what is about to happen
- A range of communication and other approaches tailored to the individual are used

Choice

- Choice is an essential element in any PBS plan; this should include the small day-to-day choices such as what to eat, and the bigger life choices, such as what support they receive
- Providing opportunities for choice gives people control and autonomy, and has been shown to reduce motivation to engage in challenging behaviour

Health

- The PBS plan should address any health issues which arose in the assessment, particularly these were part of the function of behaviours
- Support the person to express pain in a different way
- Enable access to healthcare support
- Support compliance with healthcare treatments, through a range of behavioural techniques and supports

New Skills

- **General skills:** enhance the person's quality of life and to help them be able to participate more independently
- **Functionally equivalent skills:** involve teaching and reinforcing replacement behaviours that serve the same function as the challenging behaviour
- **Coping & tolerance skills:** help people deal with naturally occurring situations they find difficult

Reactive Strategies

- These are interventions with a sole purpose of establishing rapid and safe control over a high-risk situation
- They should always be linked to the function of the behaviour, and should take into account what the behaviour achieves for the person
- They should always be part of an overall plan to address the behaviour

Reactive Strategies

- **De-escalation:** e.g. quiet tone, reduced eye contact, withdrawing, minimising responses
- **Stimulus change:** sudden addition of unusual stimulus
- **Redirection:** diverting the person to alternative activity or conversation or environment
- **Active listening:** offering the person the opportunity to talk about what is annoying or stressing them



3. Implementation of PBS Plans



Implementing PBS Plans

- Plans have to move from paper to practice; it's not enough to know what we want to do, we also have to ensure that we get it done
- The implementation plan is just as important as the PBS plan; the best PBS plan achieves nothing unless it is implemented
- Implementation doesn't just happen by accident; it requires just as much planning as the PBS plan



Contextual Fit

- A PBS plan can be well-designed and grounded in PBS theory, and yet still not be a good fit for the people and environments involved
- When contextual fit is high, a PBS plan is consistent with the values and skills of those who will implement the plan
- The plan must be sustainable given the resources and constraints of the environment, and the systems in which the plan will be implemented

Contextual Fit

- Poor contextual fit is evident if a plan requires:
 - Significant changes in typical routines
 - Significant alteration of environmental features
 - Extraordinary staff effort
 - Extensive external input
 - Mismatch between the demands of the plan, and the organisational resources and competencies



Staff Training

- Staff training is necessary for successful implementation of the PBS plan; it is however, unlikely to be a sufficient on its own, particularly if it is limited to classroom based training
- It is important to avoid a ‘train and hope’ approach, where we deliver the training and hope it will make a difference, but fail to develop methods to ensure its effectiveness in practice



4. Monitoring PBS Plans



Practice Leadership

- Practice leadership can be an effective method of achieving greater implementation of PBS
- Developing practice leaders can support PBS implementation through coaching, mentoring, staff observation & feedback, providing ongoing support
- This involves spending time watching staff delivering the PBS plan in practice, and then giving them feedback on their support

Practice Leadership



“the development and maintenance of good staff support, through coaching staff, providing feedback and modelling good practice; reviewing the quality of support provided by individual staff in regular one to one supervision and finding ways to help staff improve it; and reviewing how well the staff team is enabling people to engage in meaningful activity and relationships in regular team meetings and finding ways to improve it”



Management Support

- PBS is provided within a context of a broad understanding of PBS and support for its values, for example:
 - There is senior management involvement and commitment to PBS and this is reflected in the organisation's strategic plan
 - Quality assurance checks for PBS plans are carried out organisationally, and reported at senior level



Learning Outcomes

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Thanks very much!

PBS Alliance

<https://www.bild.org.uk/uk-pbs-alliance/>



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