



all about people

A model for staff development:
using video analysis to support PBS
developing skilful, competent interaction
partners to work with individuals whose
behaviour challenges.

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Staff Development

- To provide a high quality of services it is important to empower practitioners with high level of skills, knowledge and confident within their roles
- How we can achieve this in inconsistent environments? Where services are challenged?

Staff Development

- The purpose of this presentation is to share with you my experience and work using video analysis in supporting staff to develop their practical skills, communication and their interaction competency
- To demonstrate how good competency of communication partners can have a positive effect on behaviour occurrence and episodic severity measures

Staff Development

- This presentation will describe the 7 principals which we have come to believe, form the basis for staff development
- The principals have been developed and based on years of experiences, supporting staff to work and interact with many individuals in a range of settings.
- Originally pioneered in multi-sensory impairment settings, and implemented across Intellectual Disability and Autism settings.

Staff Development

- These principals give the practitioner the rationale behind the techniques being taught and enable them to adapt their practice to suit individual needs
- The principles are put into practice across services by the use of “video analysis” as part of the process of what we call “ practice supervision”

Why we focus on practice supervision based on video analysis

Our expectations of our staff in terms of development of specialist skills are very high

When staff begin working within services, frequently they often don't have much experience working with people with behaviour that challenges and with individuals who have complex communication needs

Video analysis gives visual feedback and removes the staff from 'in the moment' memories replacing those with valuable self-evaluated precise feedback

It removes some of the risk of staff being a factor or trigger to episodes of behaviour

It has seen reductions in behaviour as a direct result

Ecological Analysis of the Services

- The complexity of the needs of the individual people
- The complexity of the services- Inconsistent environment
- The interpersonal environment
- Staff experience and expectations of their role

Inconsistent Environment

Staff come from different Backgrounds

Working on Shifts

Annual Leave

Off Sick

New Starters

Leaving

The Interpersonal Environment

Staff Expectations From the Organisation

Staff Beliefs

Quality of Interaction

Amount of Interaction

Learning Opportunities

Meaningful activity

Practice supervision based on video analysis

Practice Supervision is based on two teaching methods:

- Individual video analysis
- Learning as a group

Practice supervision based on video analysis

1) Individual video analysis

How this works:-

- Different environments
- Confidence and a sense of value to the staff
- Quality of time between the senior practitioner and the staff
- Help the staff to assess the activity
- How the staff show their skills impacts on the quality interaction with people day by day
- Transferring Knowledge
- To support staff in becoming active independent learners
- Little paper work

The practice supervision based on video analysis

Reasons for the individual approach:

- To be able to prioritise specific skills targets
- To be able to adapt to an individual staff members, personality etc
- About us and our abilities: Not the person we support
- It is a learning process all of the time
- Experience has taught us there can be patterns and correlation between interaction partner and episodes of behaviour

Practice supervision based on video analysis

- Our main aim is to help the participant/staff to become more effective independent learners. The ability to self-evaluate is key.
- Video Analysis is based around seven principals which are asked from the point of view of the participant

The principals cover:

- The aims of the activity
- Anticipation
- Interaction
- Giving time
- The use of speech (and individual styles of communication), physical & verbal support
- Objects of Reference, natural gestures and signs
- Experiencing things together *with* the person *not* for them

Video analysis

1 What are the aims of the activity?

- The activity needs to be meaningful to the person
- Is it addressing behaviour directly or indirectly
- How is activity is presented?
- How well planned is the activity?
- How realistic is the activity?
- Is the activity too long?
- Is the activity too complex
- Too simple?

Video analysis

2 Anticipation

How did I tell the person that the activity had commenced and did the person understand?

“Anticipation is part of the development of communication.

It is the repeated consistent approaches that provide anticipation.”

How did I help the person anticipate?

What signs of Anticipation were shown by the person?

- At the beginning of an activity
- During the activity
- At the end of the activity

Practice Supervision 7 Principles

3 Interaction

- How did the person and I interact during the Activity?
- Did they understand?
- Do we know when to lead and when to be led?
- Do we respond to initiatives?

Video Analysis is based around seven fundamental questions that are asked from the point of view of the participant

4 Giving Time

Had I given them time to complete the task?

- What is understood about sensory and motor processing and does the individual require 'accommodations'. "Allowing time for people to receive, interpret and respond to stimuli".
- Was the person given insufficient time thereby resulting in many unnecessary prompts or was he/she given so much time that they are distracted and not able to keep motivation for the task?

Video Analysis is based around seven fundamental questions that are asked from the point of view of the participant

5 How I use physical guidance and physical prompts

- Was the level and quality of prompts and guidance used suitable for the person?
- Was it used in the correct situations?
- Was there too much or too little use of physical prompts and guidance?
- Did the participant encourage and allow the person to explore the task at hand?
- Did the participant appropriately help to shape signs for the person?
- Was the guidance and prompting unnecessarily restrictive?

Video Analysis is based around seven fundamental questions that are asked from the point of view of the participant

6 How I use OR, Natural Gestures, Signs

- This would depend on the degree of any additional visual and hearing impairment
- Are the signs clear, slow enough and at the same level
- Are they in the person's visual field
- Is the person given time to understand and contemplate the meaning of OR
- Are too many or too few signs, gestures, object used
- Is language appropriate to the level of understanding of the person involved? Too many demands at the same time?

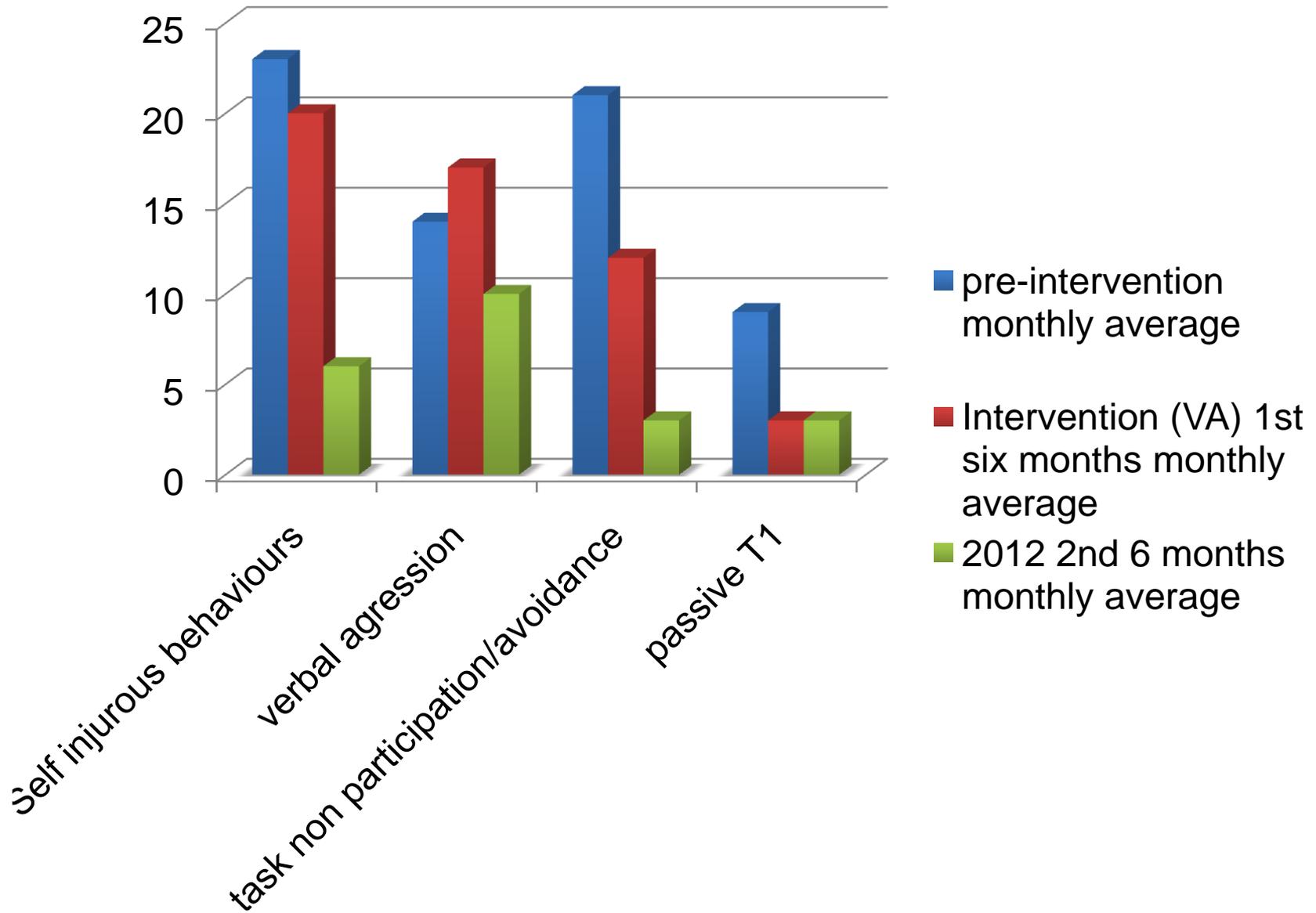
Video Analysis is based around seven fundamental questions that are asked from the point of view of the participant

7 Experiencing things together *with* the person *not* for them

What was my role in the task?

- Did I do things for the person that they were able to do independently, or did I ask the person to do too much?
- Did my interventions restrict the access of the context of the learner and therefore reduce their learning opportunities?
- Did I ask the person to perform a task that they did not understand?

T – Behavioural occurrence data



Video analysis - summary

Video analysis is not the only instrument used, but it is a valuable tool to support staff consistency, development and quality of services

It can highlight, in a proactive and constructive way, ways to reduce precipitating factors in interaction breakdown and avoid contributing to the likelihood of behaviour occurrence

It must be done sensitively, proactively and ethically for it to have maximum impact. However it could easily form a KPI of a Periodic Service Review.



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In evaluation, participants in practice supervision saw a reduction in behavioural occurrence during planned learning opportunities and evaluated their interaction with individuals they support as 'of higher quality and more sustained'

Staff themselves evaluated that consistency of approach was a significant factor, as well as a greater awareness of their role and a better understanding of 'indicator' behaviour