

# The BILD Positive Behaviour Support International Research and Practice Conference 2014

## Defining PBS and promoting evidence based practice

8 - 9 May, Glasgow



# BILD's 2014 Defining PBS and promoting evidence based practice – 8 May

## Workshop 1

Assessing and addressing challenging behaviours; combining functional analyses with strengths-based approaches

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BILD PBS Conference 2014

Defining PBS and promoting evidence based practice

# Assessing and Addressing Challenging Behaviours:

## Combining Functional Analyses with Strength-Based Approaches



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# Introduction and Aims

Proposed Model of Practice for Assessing and Addressing Challenging Behaviours:

- Pragmatic
- All those working around the pupil are informed in the process
- Interventions focus on not only addressing challenging behaviours but on developing strengths and positive staff-pupil interactions.



# Plan of Session

1. Traditional Approaches
2. Proposed Model of Practice
3. Case Study:
  - Functional Analysis
  - Solution Focused Approaches and Pupil Forum
  - Video Interactive Guidance (VIG)
  - Outcomes and Reflections
4. References



# Challenging Behaviour of People with SLD and PMLD

*'Culturally abnormal behaviour of such an intensity, frequency and duration that the physical safety of the person or others is likely to be placed in serious jeopardy, or behaviour which is likely to seriously limit the use of, or result in the person being denied access to, ordinary community facilities.'*

(Emerson, 1995, p7.)

Also dependent upon the social context in which it occurs.



# Traditional Approaches

Functional analyses is carried out to define the **function** that the behaviour serves for a pupil and to identify the processes responsible for maintaining it.

Interventions:

- alter environmental factors
- eliminate behaviours
- replace them with behaviours which are more socially appropriate in that context

# Traditional Approaches

- Educational psychologists use observational approaches.
- Teacher may complete an ABC (Antecedent, Behaviour, Consequence) chart.
- May complete MAS (Motivational Assessment Scale)





# Traditional Approaches

Functional analyses in a classroom setting:

- Limited by time constraints
- Often dependent on the expertise of the professional conducting it (Crawford, Brockel, Schauss, & Miltenberger, 1992).
- Adopts a deficit model
- Some staff may be excluded



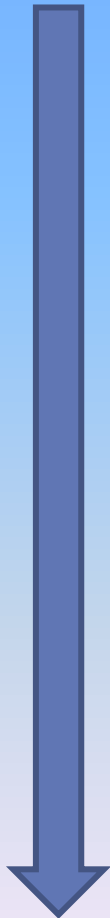
# Current Strengths Based Approaches

- **Place more emphasis on the development of exceptions to challenging behaviours.**
- **Complement positive behaviour support approaches**
- The use of 'solution-focused' language (Rhodes and Ajmal, 1995) when working with staff can help them to focus on the pupil's strengths whilst empowering them to generate solutions to challenging behaviours.
- Video Interactive Guidance (VIG), can be used to enable staff to reflect on the elements of their interactions that are successful and build on positive communicative attempts

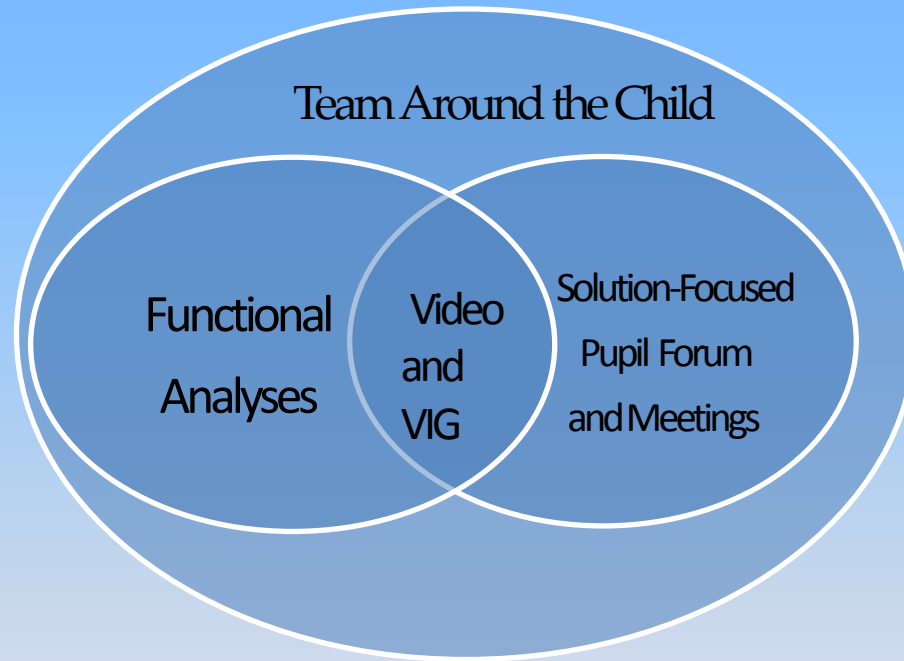


# Proposed Model of Practice

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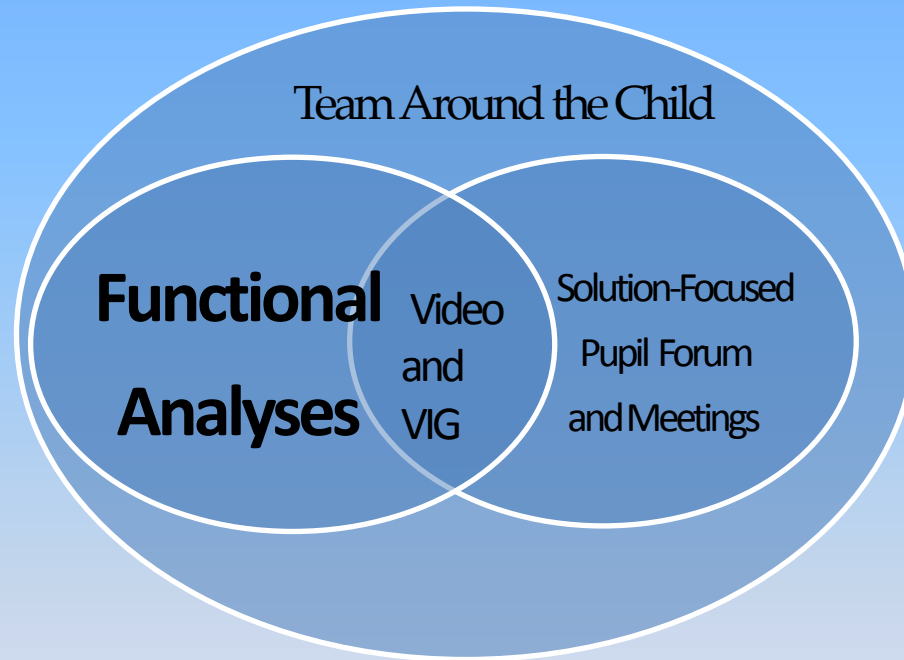
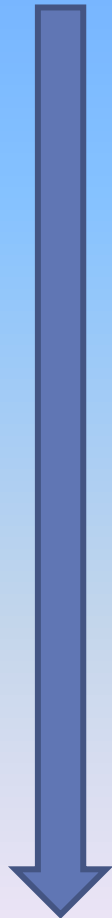


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# The Model In Practice

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# Pupil Tom

## Behaviours:

- *Hitting with one or two hands at staff*

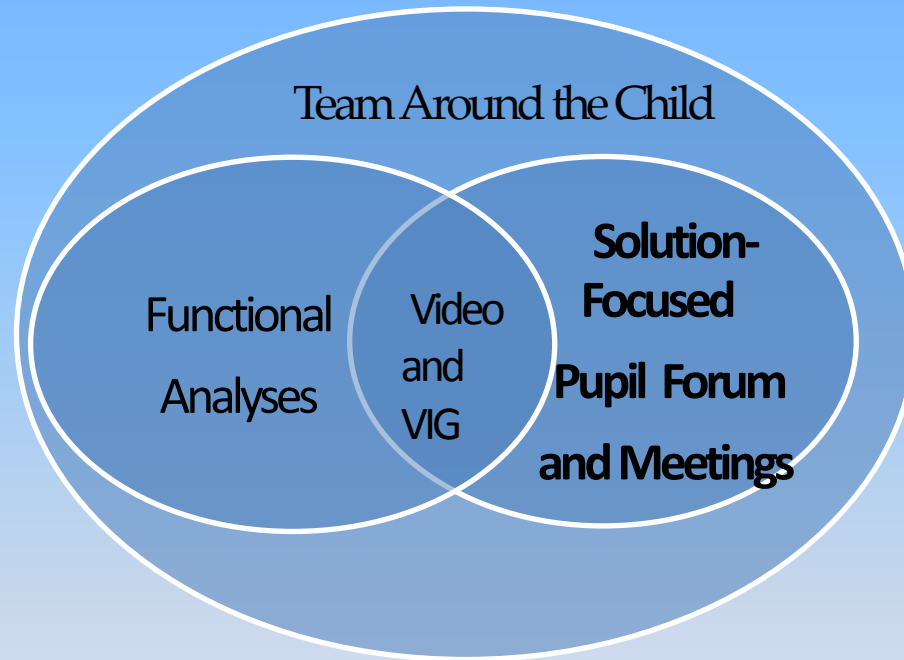
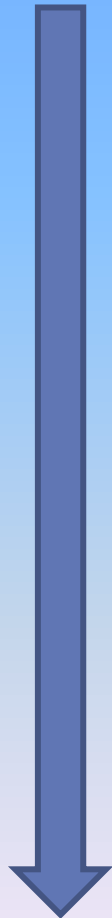


## Reasons for Behaviours:

- *To gain social attention from staff*
- *When Tom is disengaged form group activity*
- *To obtain sensory feedback*

# The Model In Practice

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# Solution Focused Approaches

- Derived from solution-focused therapy, (De Shazer: 1985), and Into Kim Berg (Berg and Dejong, 1996).
- Uses a set of behaviourally and cognitively orientated therapy techniques and **language** to increase positive behaviours (termed 'exceptions') and to develop the use of effective coping strategies.
- Teacher solution-oriented strategy meetings (Harker and Redpath, 1999)

# Solution Focused Language

Rhodes and Ajmal (1995) list the specific linguistic techniques which can be used with pupils in schools.

- Problem free talk
- The exploration of 'exceptions'
- Rating scales
- Compliments



*Hand out: SF Techniques*



# Activity

*Can you think of how you would use solution focused language and questions to elicit exceptions around Tom?*



# Solution Focused Pupil Forum

A solution-focused 'pupil forum'

Each section is time limited. Avoids 'circular-thinking'  
(Wagner, 1987)

Structure:

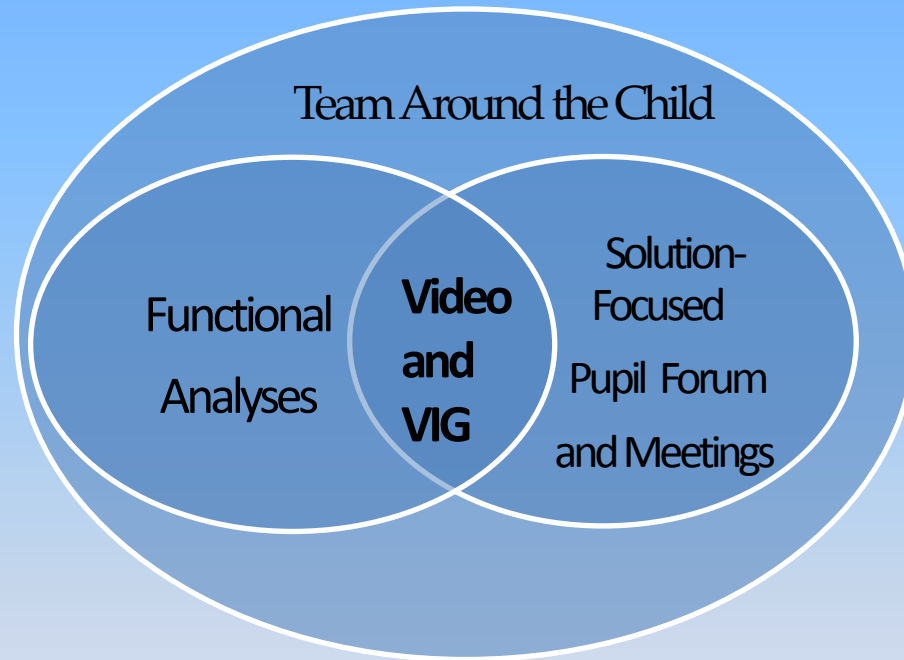
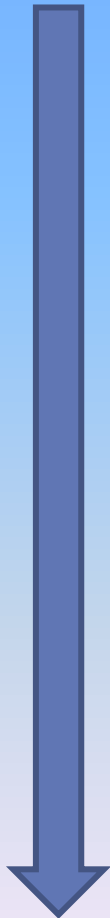
1. Problem Reflection and Discussion
2. Discussion of Strengths and Exceptions
3. Discussion about Possible Interventions
4. Agreement about interventions and Evaluation



Hand-out: SF pupil forum (blank and Tom's form)

# The Model In Practice

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# Video Interactive Guidance

Clients are guided to reflect on short video clips of their own successful interactions, often with a child. (Kennedy, Lander and Todd, 2011).



Research studies highlight the effectiveness of VIG in shaping behaviour and helping to develop attuned interactions between a young person with autism and staff and or parents.



# Video Interactive Guidance

- Advantageous to focus on developing the strengths of a child or young person with autism (Happe, 1999),
- Evaluations of this approach have been used primarily with young people with autism
- The same approach can be applied with staff working with other people with severe and profound learning difficulties



# Video Interactive Guidance

*'The seven steps to attuned interaction and guidance'*

(Kennedy, p30, in Kennedy, Landor and Todd, 2011).

- During each clip, judge whether to give information or thinking time. Give and take short turns between EP, others and video clip
- Describe content of video and purpose
- Share what is seen/ask open, tentative questions
- Create space for others to respond
- Name thought/build on others' ideas
- Check for others' responses/ statements
- Move on to possible new ideas about how to develop interactions etc.

# V.I.G Activity

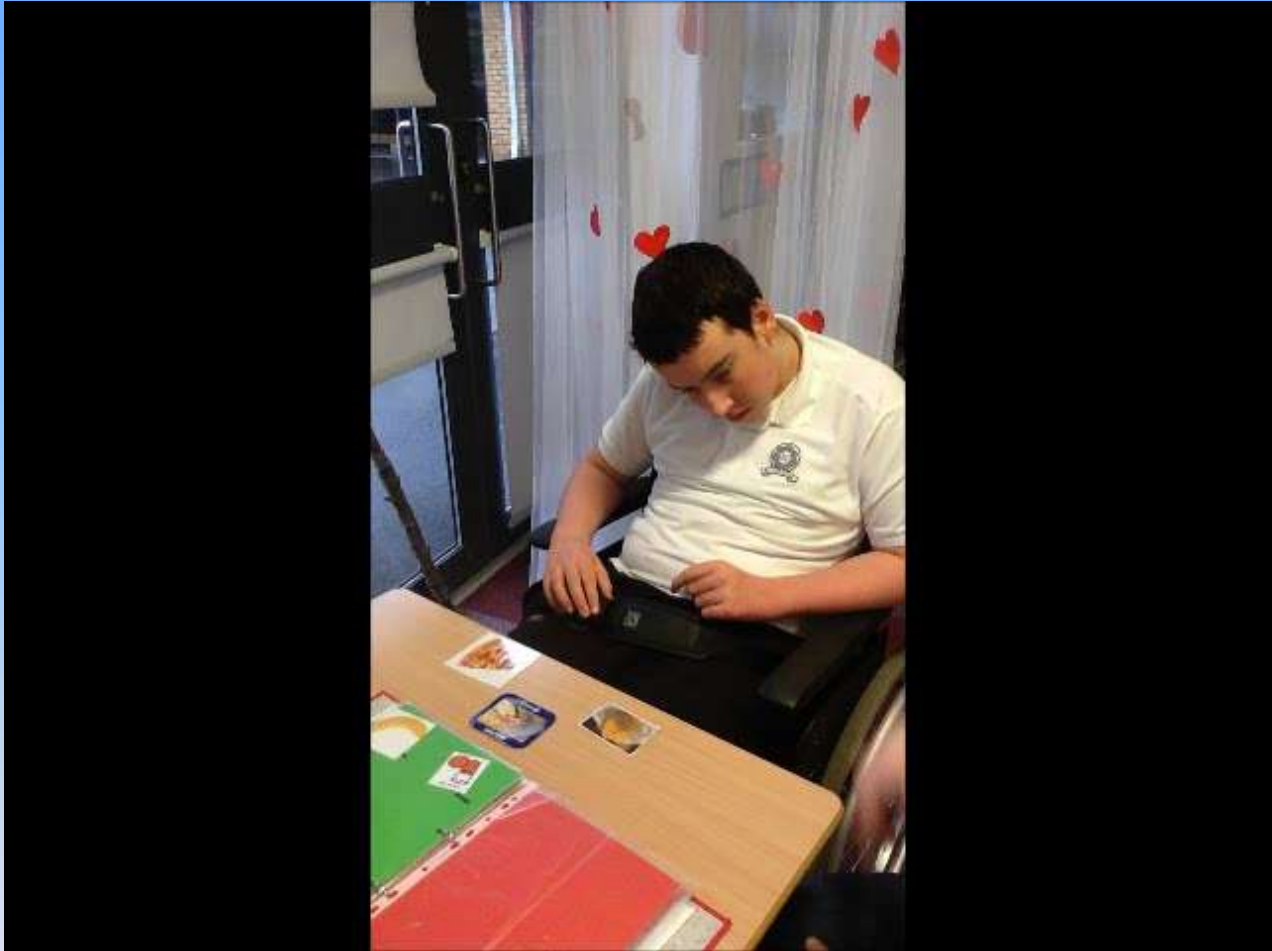
<b>Clip- Area</b>	<b>Comments</b>	<b>Possible Areas to Develop</b>	<b>Challenges</b>
Tom accessing standing frame with support assistants			



standing frame 1









# Model of Practice - Recap

Functional Analysis + SF Teacher Meeting + V.I.G +  
parents' meeting



Behaviour Plan

## Outcomes:

- *reduced hitting out with hands*
- *Increased mobility*
- *active involvement in gym sessions*
- *and increased use of symbols to make choices*

# Model of Practice - Recap

## Reflections:

- All involved
- Empowering
- Focuses on developing positive interactions and developing communication skills
- Less time consuming

## Next steps:

- Further evaluation of model





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