

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 5

Realising inclusive education in Scotland.
Is there a place for seclusion?

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BILD PBS Conference 2014

Defining PBS and promoting evidence based practice



Seclusion: Is there a place for it in Scottish Schools?

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Confusion over terminology

- Terminological inexactitude (Churchill 1906)
- 'Time out'
- 'Exclusion'
- 'Segregation'
- 'Seclusion'
- '*****space'
- 'Chill out room'
- 'De-escalation room'
- 'Quiet room'
- 'Garden time'
- 'Solitary confinement'

'Time out' is common practice?

'Seclusion' not monitored

- 32% Secondary heads report using 'frequently'
- 49% Secondary school heads report using it 'sometimes'
- 13% Secondary school heads report using it rarely
- Only 7 % Secondary school heads report 'never' using it
- Behaviour in Scottish Schools 2009

Primary Head teachers

- 23% report using it 'frequently'
- 56% report using it 'sometimes'
- 13% report using it 'rarely'
- 8% report 'never' using it
- Behaviour in Scottish Schools 2009

Summary

- 90% + of Scottish schools report using 'it'
- ? More frequently used with children with disabilities / autistic spectrum disorder
- ? Significant variation in usage / practice

Terminology : Time Out

- “A behavioural intervention of short duration in which undesired behaviours are eliminated by not being reinforced”.
- “Where time out interventions are being used and the patient is locked in the room” and “or incapable of giving consent then the care providers must decide whether this constitutes seclusion...”

Terminological Inexactitude: When is Seclusion not Seclusion

- Mental Welfare Commission for Scotland
- “The restriction of a persons freedom of association without his or her consent by locking him/her in a room”
- **But you can be confined by someone holding a door or by someone threatening you?**
- “Seclusion can only be justified on the basis of clearly identified and significant risk of serious harm to others **that cannot be managed**
- **by other means”**

Learning Theory

Internal / external (stimuli) in the environment that tell us whether the behaviour is necessary to avoid a situation, change a situation to a more pleasant one or bring an unpleasant situation to an end.

Behaviour is simply what we do and can be influenced by internal and external events and our interpretation of the behaviour of others

Our emotional and physical state affects the impact of certain consequences

Antecedent

Behaviour

Consequence

Antecedents can be *proximal*

Triggers that happen very close to the behaviour or *distal* things, which may have happened a long time ago. These are often quite unconscious to the person who may know what they are feeling but not why...

Everything we do has a consequence, something happens as a result of it (however small). The nature of the Consequence usually influences the relative likelihood of us doing it again

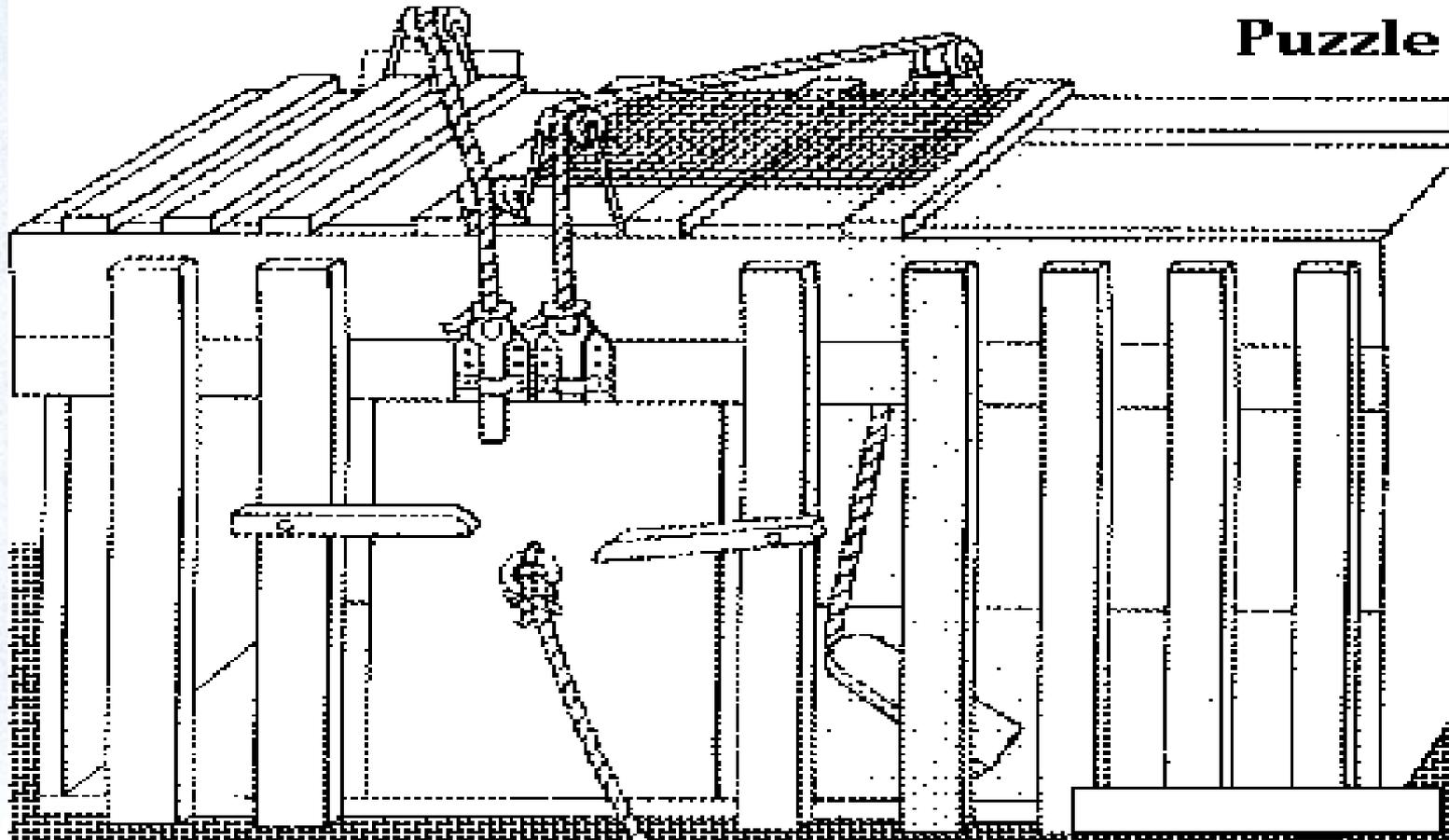
The relationship between antecedent and behaviour is sometimes complex.

NB We always need to know the Establishing Operations for the behaviour

The Theory Bit (Part 1)

- Time out from positive reinforcement is a subtype of Operant conditioning
- Operant conditioning deals with the modification of voluntary behavior through the use of consequences (NB Voluntary!!!!!!!!!!)
- Classical conditioning deals with the conditioning of behavior so that it occurs under new antecedent conditions (focus is on triggers and setting conditions)
- First systematically described by Thorndyke 1874-1949 famous for studying cats efforts to escape.
- Observed some consequences strengthened behavior and some weakened behavior

Puzzle Box



L17

The Theory Bit (Part 2)

- Skinner built upon Thorndike's ideas to construct a more detailed theory of operant conditioning based on 'reinforcement', 'punishment', and 'extinction'
- Time out is a form of punishment
- Sometimes described as negative reinforcement or negative punishment
- If we consequence a behaviour we wish to extinguish by removing the reinforcement from the child or removing the child from the reinforcement we're using 'time out'
- If we consequence a behaviour by adding in a consequence the child perceives as unpleasant we're using an aversive....

Least Restrictive Alternative

- Perlin (2000:1014)
- Environmental restrictiveness,
- The use of physical and chemical restraint
- The effectiveness of alternative care and 'treatment'.. AW (Scotland Act) Principle 2
- The intervention must be the least restrictive in relation to the person's freedom in order to achieve the desired benefit

Before

- What do you need to have in place before even thinking about using seclusion?
- National and Local Policy
- Training
- Supervision
- Monitoring
- Functional Assessment
- Positive Behavioural Support Plan
- Post incident reviews

Report on Implementation of the UN Convention on the Rights of the Child in Scotland 1999-2007

- ‘Children should not be restrained or held in solitary confinement unless absolutely necessary for their own safety, or the safety of others. Staff are appropriately trained in restraint techniques and these would only be applied as a last resort. Similarly being held in solitary confinement would be a last resort and under supervision guidelines’

UN Convention

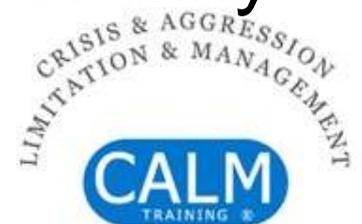
Article 19. Protect the child from all forms of physical or mental violence, injury or abuse, neglect or negligent treatment,

Article 23.1 Parties recognize the right of the disabled child to special care

Article 37. No child shall be subjected to torture or other cruel, inhuman or degrading treatment or punishment.



- 37.d Every child deprived of his or her liberty shall have the right to prompt access to legal and other appropriate assistance, as well as the right to challenge the legality of the deprivation of his or her liberty before a court or other competent, independent and impartial authority, and to a prompt decision on any such action.



Mental Welfare Commission for Scotland 2013

- “Seclusion therefore amounts to a deprivation of liberty”

Lack of oversight / safeguards

- No national policy
- No central monitoring
- No training (or not to national standards)
- Misuse of the procedure
- No mandatory debriefs
- No supervision
- Development of corrupted school cultures

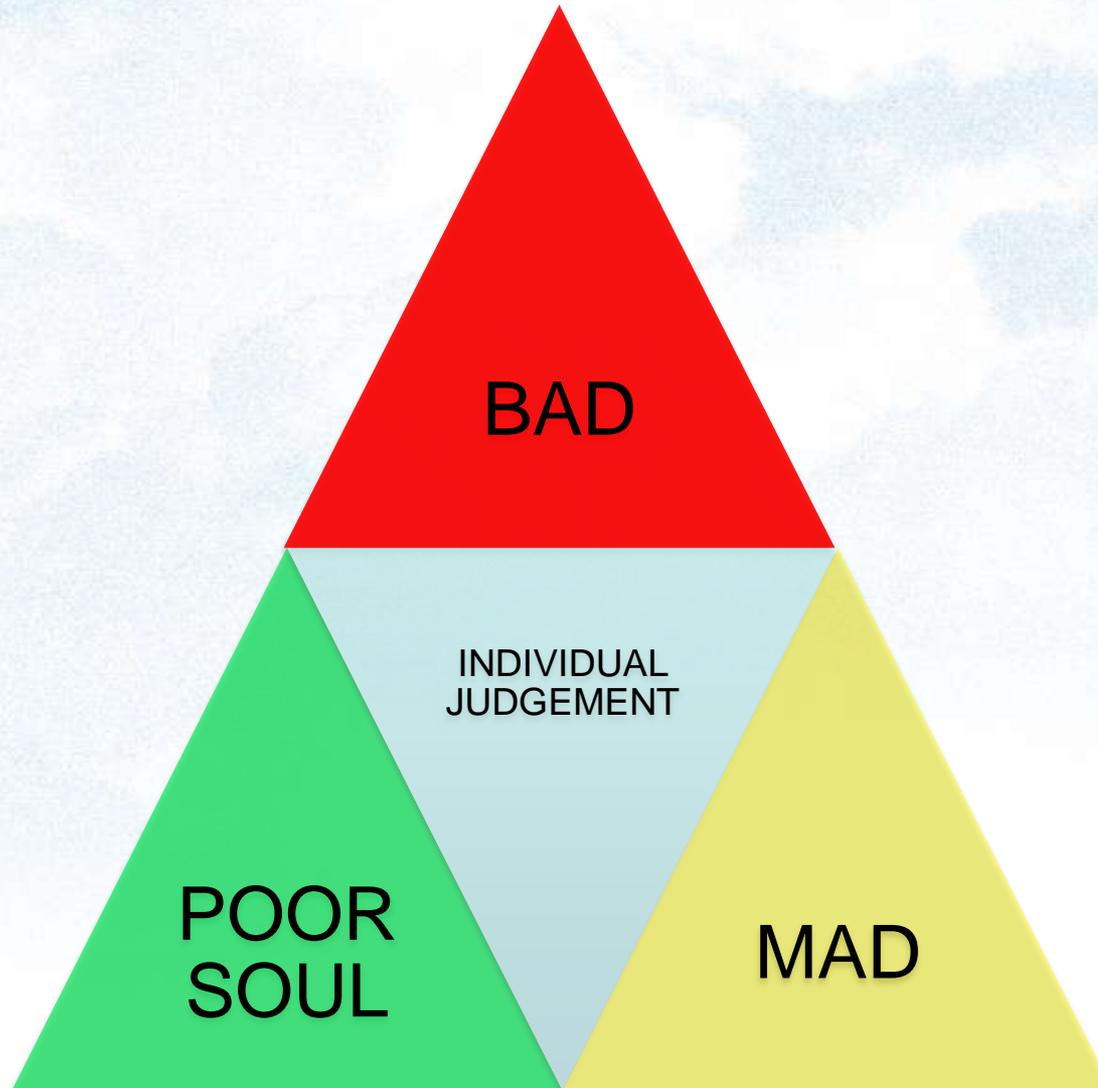
European Convention Human Rights

Article 5(1)- the right to liberty and security

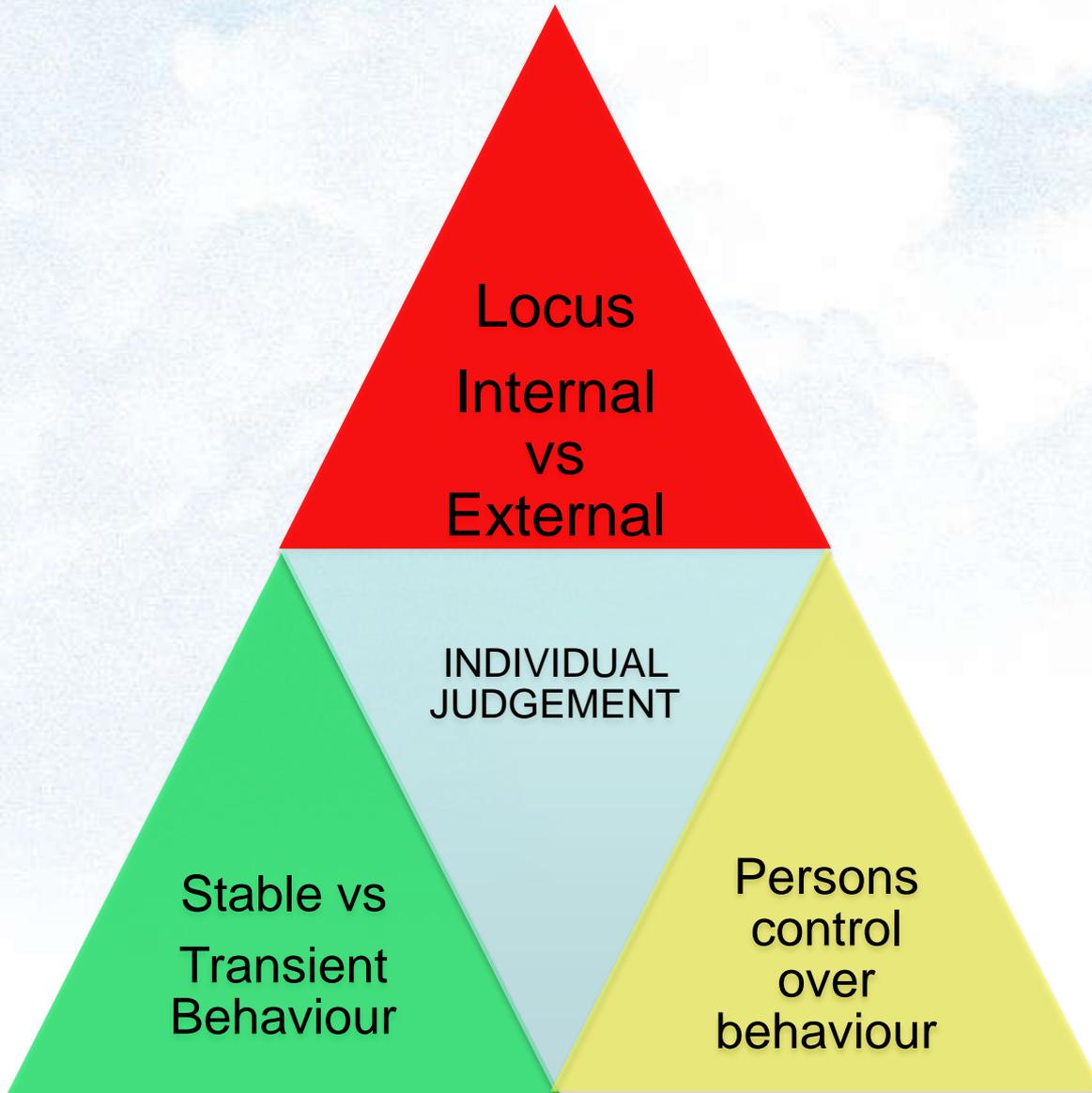
“1. Everyone has the right to liberty and security of person. No one shall be **deprived** of his liberty save in the following cases and in accordance with a procedure prescribed by law:.....

d. the detention of a minor by **lawful order** for the purpose of educational supervision

Traditional Staff Causal Assumptions



Judgments and Attributions



Attribution and Emotion

Perceptions that the behaviour is

- a) Controllable by the person
- b) Internally caused (actor/observer)

Associated with

- a) Higher levels of anger
- b) Lower optimism
- c) Less willingness to help

•(Dagnan & Cairns, 2005;

•Dagnan & Weston, 2006; Wanless & Jahoda, 2006).

- May lead to sabotage of others efforts to help

Functional Assessment Process

- History taking (background, treatment history).
- Medical history.
- Interviews (structured / unstructured).
- Questionnaire(s) MAS Scale, QABF scale
- Observation naturalistic / structured.
- Data collection.
- Hypothesis Testing Analogue observation
- Support Plan development

Discover what places, people, things activities or expectations

- seem to trigger the behavior
- seem not to be associated with the behavior

You need to closely examining 'setting events' which lead to problem behavior

Excess / Deficit

- Behaviours are operationally defined as excesses or deficits
- So a child who washed his hands 100 times a day *might* be classed as exhibiting an appropriate behaviour in 'excess' (although this could also be OCD)
- Whilst a child who nipped 'his' assistant to indicate she was fed up in the dining room and wanted to leave *might* be classed as having a 'deficit' if they had no other means of communicating what might be seen as a reasonable desire.

The function(s) of behaviour

- Sensory

Escape

Automatic

- Tangible

Attention

Motivation Assessment Scale (Durand and Crimmins 1988)

- Structured Interview
- Designed to elicit the function of a behaviour
- Designed to eliminate time consuming / intrusive assessment procedures
- Copyrighted tool
- CALM licence
- 75\$ for 25 copies
- Research suggests its useful but has limitations
- Exercise

Attention

- I want
 - Your attention
 - Her attention
 - Attention involving touch
 - High intensity attention lots of eye contact, touch, speech and movement
 - I don't want to share you
 - I want you and me to do driving, walking, painting. Bathing.

Tangible

- I need / want
- Remember if you don't understand the concept of time and you become thirsty how would you know it's only 5 minutes to lunchtime when you're thirsty?
- An ice cream
- A cold breeze
- A glass of scotch touch of water no ice
(sorry that's perhaps only me on a Friday night)
- An activity
- NB The assault cycle

Escape / Avoid

- I don't want
- If you don't understand the concept of time how would you know this activity has been going on for 5 minutes? Average maximum adult attention span is 20 minutes
- In LD / ASD attention span range can be much reduced
- To stay here
- To go there
- For this activity to end
- To start this activity
- To be close to you / him
- To be away from her
- To be in this sensory environment (sound, smell, light, patterns)
- My world to be unpredictable

Sensory

Preferred levels of
stimulation

Finger nail chewing

Eating

Running

Listening to Music

Quiet

- Finger flicking
- Self injury
- Rocking

Positive behavioural support

- Proactive, assessment-based approach that is consistent with the science of behaviour & the values of person-centred support and the philosophy of social role valorisation
- Examines not only the person but their life contexts
- Encourages collaboration among families and professionals from a variety of disciplines (e.g., person centred planning, group action planning, listening)
- Dynamic & responsive, expanding in response to a growing research base and adapting to the community
- Is effective in promoting positive and durable lifestyle changes for people with significant behavioural challenges
- Is about skill & capacity building for everyone involved (Horner 1999)

Four stage model

1 Environmental
intervention

3 Focused
Intervention

2 Positive
intervention

4 Reactive
strategies

Environmental Intervention

- **Alter time and or location of activities.**
- **Remove cues.**
- **Move People.**
- **Increase the amount of time the person spends in activities that appear incompatible with the challenging behaviour.**
- **If particular demands or expectations appear to cause challenging behaviour then try to alter the environment or working practices so that these demands are minimised.**
- **Keep the environment consistent (up to a point!)**

Positive Intervention

- **Increase Opportunities for Valued Activity.**
- **Teach General Skills**
- **Teach Specific Skills** behaviour may communicate a desire to:
 - obtain attention (note the desire for attention is a legitimate one)
 - to escape from attention or an activity and / or make someone leave
 - for a tangible reward (to produce a specific consequence)
 - to self stimulate (for example someone self injuring may strike their eyes to produce a sensation of flashing lights)
- **Teach Coping Skills.**

Focused Intervention

Differential reinforcement. DRL/ DRO

selectively reinforce the person for exhibiting some behaviours in comparison to others.

- **Removal of Reinforcement:**
- **Planned Ignoring / Time out? (maximum 15 minutes)**
- **??? Extinction Burst**
- **Cognitive Behavioural Approaches**

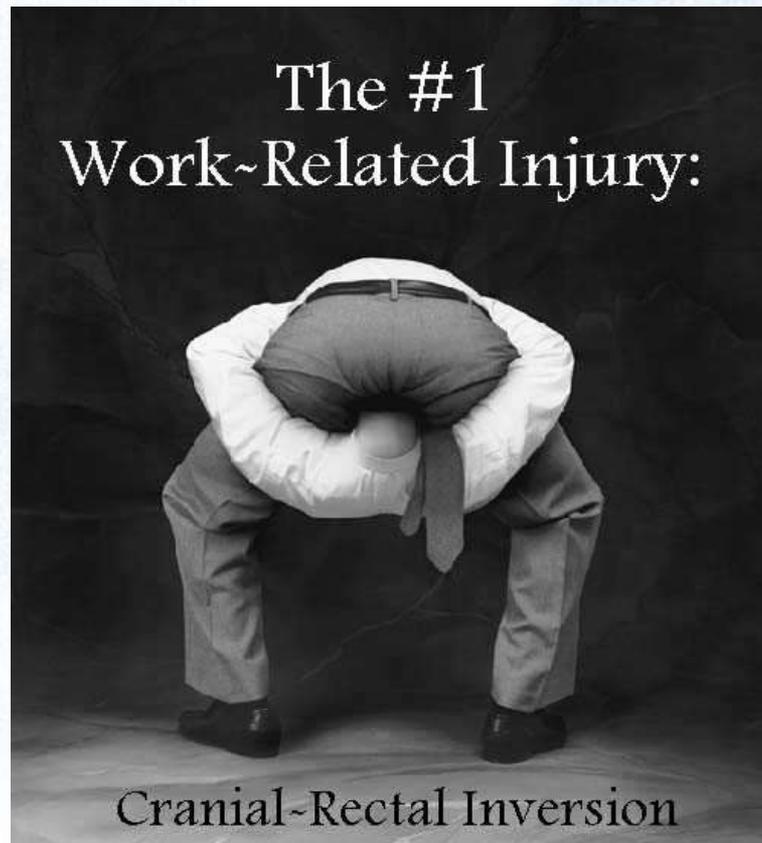
Reactive Strategies

- Emergency procedures which provide clear guidelines about what to do, where to go, etc. Their goal is to intervene to prevent or establish control over dangerous situations.
- **Interruptive Strategies.**
- **Proximity Control.**
- **Instructional Control.**
- **Facilitated Relaxation.**
- **Physical Blocking.**
- **Isolation (Seclusion?)**

Summary

- (1) problem behaviour results from unmet need.
- (2) behavior is functional
- (3) behavior is related to context (i.e. influenced by environmental factors)
- (4) effective approaches to working with behavior involves understanding the child and his/her behaviors in context by means of functional assessment

Not a positive seclusion strategy



Reference Texts Worth Buying!!

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