

Breaking Down Barriers

Enabling implementation of
positive behaviour support

Introduction

- **Support network**
 - Strain on families and paid carers
 - Risk from emotional exhaustion, stress and burnout
 - Exposure can lead to negative responses
 - Negative responses may promote/maintain behaviour
- **Individual**
 - Exclusion
 - Placed out of area
 - Poor quality of life
 - At risk of aversive practices

Families perceptions of professional support

Wodehouse & McGill (2009)

Family perceptions

- Ineffective strategies
- Lack of expertise
- Insufficient special services
- Poor information
- Lack of joint working
- Problems with respite
- Exclusion

Family recommendations

- Need for training
- Adopt a family-centred focus
- Joint working
- Coherence and collaboration between different professionals

Barriers to Implementation:

Purpose of study

- Lack of evidence to accurately describe the factors that impede or support implementation
- Consider professionals perceptions regarding the factors that impede or facilitate implementation of behaviour support

Focus Groups

- 3 x 45 minutes sessions
 - Session One: Defining positive behaviour support
 - Session Two: Primary barriers to successfully implementing positive behaviour support
 - Session Three: Factors necessary to design and carry out successful behaviour support

Results

Theme 1

- **Assessment Process**

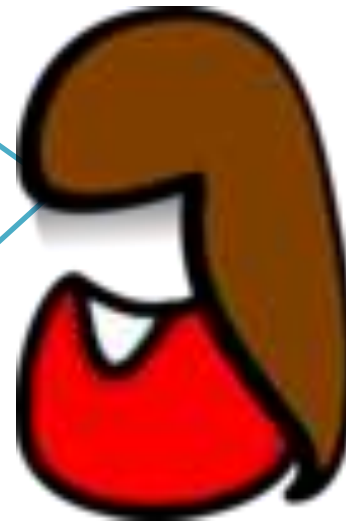
- *Carers have a lack of knowledge of behaviour support*
 - *Difficult to explain the process & what team does*
 - *Lack of knowledge about services available*
- *Carers expect a quick solution*
 - *A quick solution*
 - *Expect a magic wand*

Lack of knowledge and expect a quick solution

“confusion in what is actual behaviour support, I think they think, it is that magic wand that is expected...”



“often it's people just see us as a quick fix...it's amazing how many people actually use the word magic wand”



Expect a quick solution

“think often it's people just see us as a quick fix, and it's not, you know it's not as if we can just go in there with the magic wand, it's amazing how many people actually use the word magic wand”



Theme 1

- **Assessment Process**

- *When the assessment starts there is conflict between what is happening and their expectations*
 - *Time consuming*
 - *People unable to complete recordings*
 - *Lack of access to staff*
 - *Lone working*

Conflict of expectations

“I know from over the years there is no point in giving families ABC charts, and it’s because they are so stressed with doing everything else, you know they are running a home...they might be very motivated and want to change their situation, but very often what they require is more support”

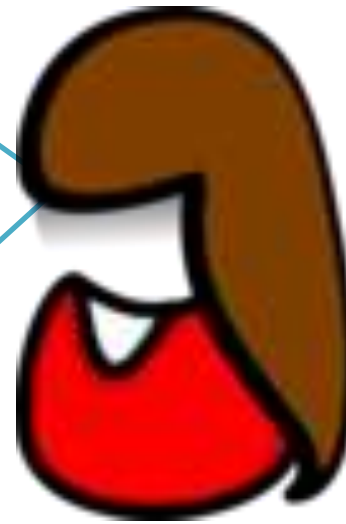


Conflict between what is happening and expectations

“it's about getting time to see the staff, but it's quite difficult in some services. It's quite chaotic, staff cannot be freed up...”



“it's the actual document, positive behaviour support plan in itself can sometimes be a barrier because it's sometimes quite long”

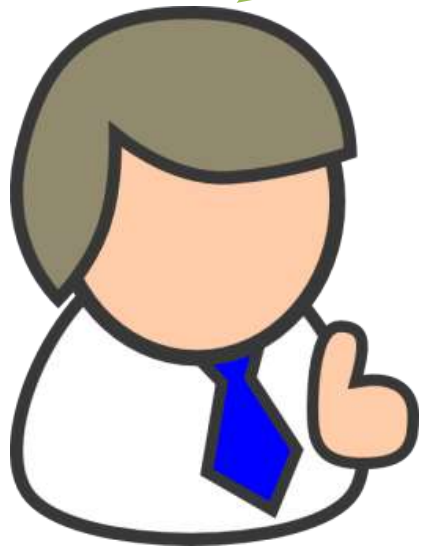


Theme 2

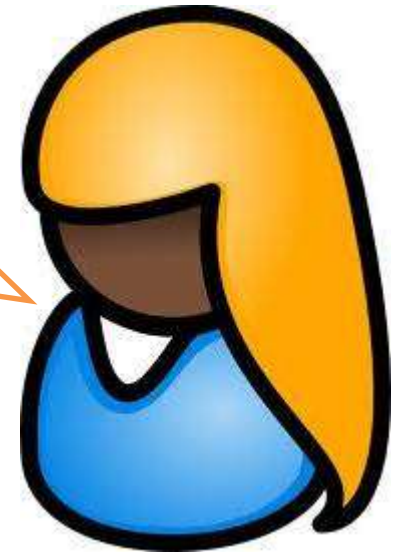
- Implementation process
 - *Lack of appropriate resources*
 - *Day service*
 - *Need for other services (respite)*
 - *Poor commissioning*
 - *Service philosophy not meeting persons needs*
 - *Lack of appropriate placements*

Lack of appropriate resources

“I questioned why they don’t have separate day service because for some people having that that would be enough to maintain it(the placement)”



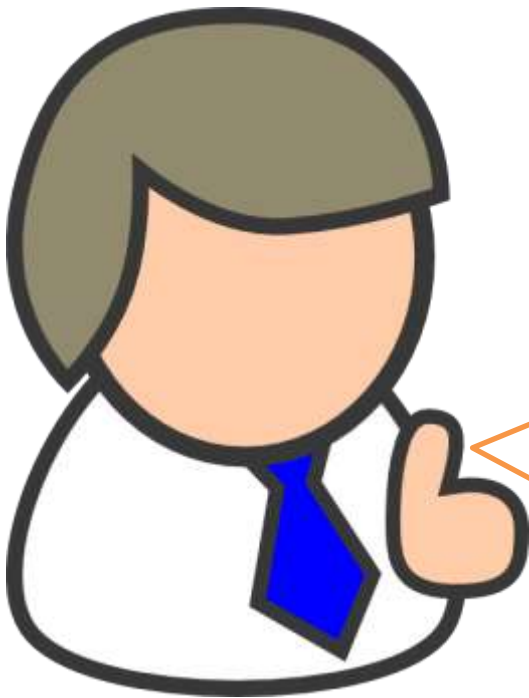
“often the commissioners of the service want what is the most cost-effective service and looking for something that will fulfil their budgetary requirements,”



Theme 2

- Implementation process
 - *Staff capability*
 - *Lack of agreed training*
 - *Staff not trained in general support = lack of skills*
 - *Not understanding function*
 - *Staff not understanding impact of autism or learning disability*

Staff not trained in general support



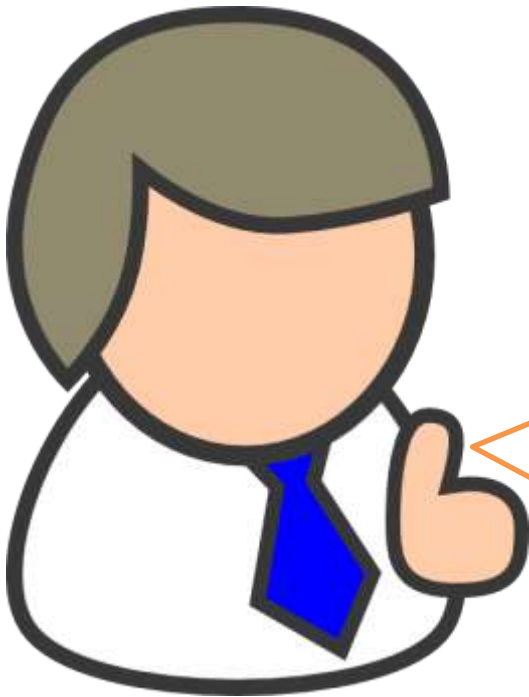
“I think that people have such limited understanding even of the issues facing people with learning disabilities never mind behaviour support ,... for a lot of them didn't actually know what it is was they were meant to be doing in the first place”

Theme 2

- Implementation process
 - *Lack of organised services*
 - *Lack of managers presence*
 - *High turnover of staff*
 - *Not very specialist*
 - *No supervision/staff meetings*
 - *Difficult shift patterns*



Lack of managers presence



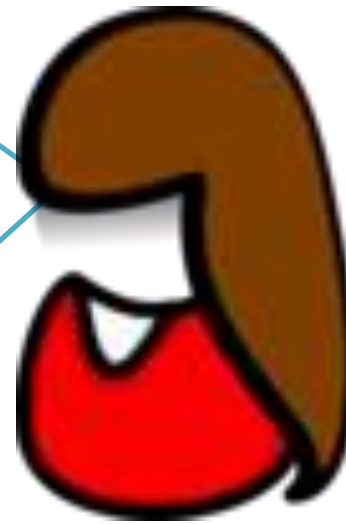
“you never see the senior or the manager because they have got 14 houses that they are looking after at the same time, they don’t have a base... so most of the managers are on a bus with a lap top, or work from home, or work in the car, we can’t meet them”

Shift patterns and staff turnover

“they are frightened by some of the behaviours, so to spend 12 hours with somebody where you are continually in a fearful state of, or highly emotionally aroused themselves is an incredibly difficult thing to do”



“One of the issues in some services is the turnover of staff, because you are almost having to redo everything”

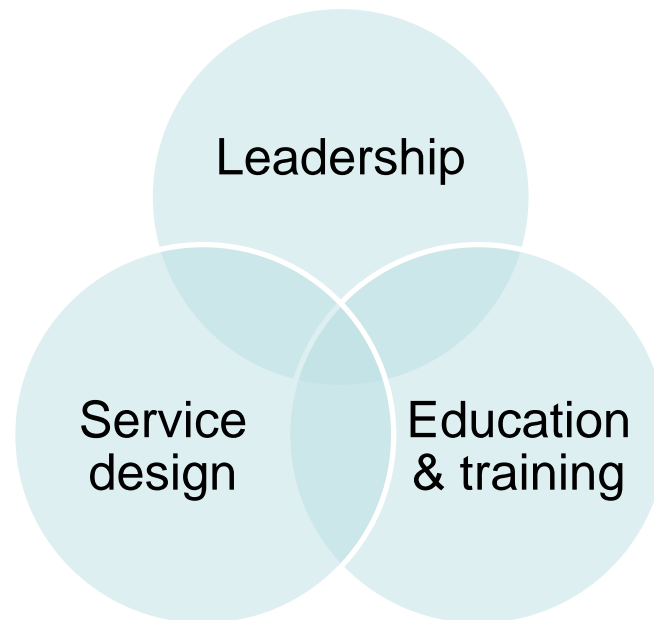


Theme 2

- Implementation process
 - Lack of support with implementation of behaviour support
 - Lack of support for staff = need for job coaching
 - Need for input to be intensive
 - Good Multi-Disciplinary Team working
 - Need for skilled managers in the service

Group work

What would you recommend locally to overcome barriers implementing PBS?



Recommendations

Resources:

Intensive support to families and care providers.

Emphasis should be on multi-disciplinary working and stronger links to the commissioners of services

Access:

Need to move away from depending on small groups of highly trained staff that in the long term are often not available

Recommendations

Training

Map training to a competency framework, blends knowledge, demonstration of skills and attributions

Competency framework

Identify the specific skills and competencies across all spectrums of support

NHS Education for Scotland

Supporting workforce development

- *A well-prepared, developed and supported workforce at all levels is essential to the delivery of quality health care for people with learning disabilities, and education and training throughout the career pathway is key to achieving this (Scottish Government, 2012).*

Promoting Excellence Framework

- ★ Informed practice
- ★ Skilled practice
- ★ Enhanced practice
- ★ Expert practice level



Informed by

- Evidence, best practice guidance and literature reviews
- Reviews of existing competency frameworks
- Links being made with wider work programmes
- Stakeholder consultation and engagement.



Using the Framework

- Individuals
 - Values, knowledge & skills
 - Strengths & gaps
- Organisations
 - Right knowledge & skills
 - Development activity
- Educators & trainers
 - inform
- People with learning disabilities / family carers
 - expectations



Sustainable Support

- National Framework for pre registration LDN
- Edinburgh Napier University modules L8 & L11
- MCN Project
- PBS Support Worker resource
- PBS resource & pilot (2010)
- Psychological awareness resource
- IABA practice seminars (professional & family carers)
- Community of Practice
- Train the trainers & supervision

Any Questions

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