

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 – 9 May

Workshop 4

Using IT to disseminate good practice in positive behaviour support

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BILD PBS Conference 2014

Defining PBS and promoting evidence based practice

Online Functional Assessment & Intervention



Prof David Allen

POSITIVE RESPONSE
TRAINING AND CONSULTANCY



Challenging Behaviours in Intellectual & Developmental Disabilities

- Overall prevalence rate in population 6-30% (Emerson & Einfeld, 2011)
- Risk to person and others-physical aggression toward others, self-injury and destructiveness are the most common forms (Cooper et al, 2009; Crocket et al, 2006; Tyrer et al, 2006; Emerson et al, 1997)
- Associated with reduced quality of life, physical injury, additional disability, increased risk of exclusion, deprivation, systematic neglect & abuse, exposure to ineffective interventions for person with ID
- ...and heightened stress, increased emotional & physical health issues, increased financial burden of care etc. for carers (Emerson & Einfeld, 2011)
- Behaviours are often enduring (Kiernan et al, 1997; Widahl, 1988; Green et al, 2005)
- Significant direct and indirect care costs (Allen et al, 2013)

Effective Intervention

- The most effective interventions are derived from **applied behaviour analysis** (Carr et al. ,1999; Campbell, 2003; Didden et al.,1997, 2006; Harvey et al, 2009; Hsen-Hsing Ma, 2009; Scotti et al, 1991, 1996; Marquis et al., 2000; Whitaker, 1993)
- Positive Behavioural Support represents best evidenced based and ethically acceptable intervention at present time

Functional Behavioural Assessment

Primary Prevention

- Changing features of person's physical environment
- Altering programmatic environment
- Introducing total communication
- Addressing internal setting events (mental & physical health)
- Improving carer confidence & competence
- Eliminating or modifying specific triggers for behaviour
- Increasing rates of access to preferred reinforcers
- Increasing the density of social contact
- Increasing rates of engagement
- Modifying demands
- Providing additional help
- Embedding
- Teaching skills

Secondary Prevention

- Stimulus change
- Stimulus removal
- Prompting to coping skills
- Not ignoring
- Strategic capitulation
- Diversion to reinforcing activities
- Diversion to compelling activities

Reactive Strategies

- Proxemics
- Self-protective
- Minimal Restraint
- As required meds

- Intervention needs to be based on understanding *why* behaviours occur (via *Functional Assessment*)
- Completion of pre-intervention Functional Assessment improves effectiveness of intervention x 2-3

Outcomes of Functional Assessment

(from O'Neil et al., 1997)

- A clear description of the challenging behaviours, including response classes and behavioural chains that frequently occur together
- Identification of the events, times, and situations that predict when the challenging behaviours will and will not occur across the full range of typical daily routines
- Identification of the social outcomes that maintain the behaviours (i.e. the function they serve for the person)
- Construction of one or more summary statements or hypotheses that describe specific behaviours, specific situations in which they occur, and the reinforcers that are maintaining them
- Collection of direct observational data that confirm the summary statements.

Clinical Practice Guidelines

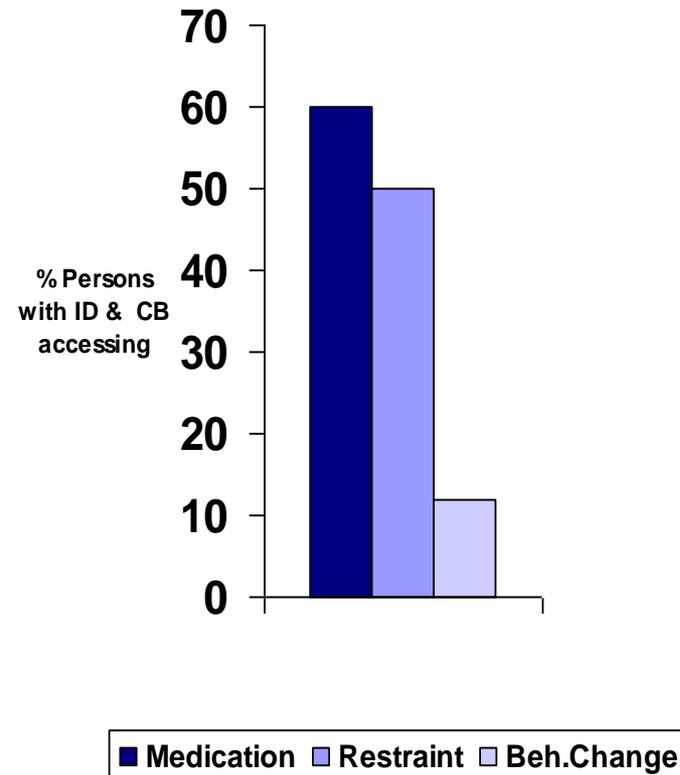
Challenging behaviour: a unified approach. Clinical and service guidelines for supporting people with learning disabilities who are at risk of receiving abusive or restrictive practices. Royal College of Psychiatrists, British Psychological Society and Royal College of Speech and Language Therapists (2007)



*'A correlation has been found between carrying out a functional analysis and successful outcome, measured by reduced challenging behaviourThis should therefore be the **approach of choice** where challenging behaviour is severe and the most urgent target for intervention.'*

Actual UK Clinical Practice

‘While achieving behavioural change for individual service users has been repeatedly demonstrated at an individual level within the research literature, being able to implement and sustain behavioural support in the volume required to meet the needs of all those who present with challenging behaviours is a critical objective that the field has historically failed to meet.’ (Allen, McGill et al, in press)



Explanations

- Historical image
- Insufficient expert help
- Insufficient expertise amongst the 'experts'
- Not as simple as A-B-C!



Some Current Functional Assessment Tools

- FAST (Iwata, 2005)
- QABF (Matson & Vollmer, 1995)
- MAS (Durand & Crimmins, 1992)
- CAI (McAtee et al, 2004)
- Functional Assessment Interview Form (O'Neil et al., 1987)
- Behaviour Assessment Guide (Willis et al., 1993)
- ABC Recordings (discrete/continuous)
- Interval, partial interval
- Direct behavioural observation (MTS)
- Analogue



All tend to cover slightly different aspects of FA, some very brief, (others not!). Comprehensive assessment therefore requires multiple tools and an ability to 'knit' results together.

Project Aims

- Principal aim is to make evidence based practices available to all those who need them
- ...and to do so by making the process of obtaining functional support easier
- ...not limited by geography or professional availability
- ...usable by parent carers as well as professionals

- To develop a web based functional assessment and intervention programme
- ..that attempts to address strengths and weaknesses in existent methodologies and within a single tool
- ...and which does the knitting for the user!

Components

- Online Informant Interview
- Direct Observation
- PBS Plan Tool

Programme is not a cure for poor data gathering & sloppy work!



Learn more from:

- <http://www.positive-response.co.uk/>