

# **Developing staff skills for delivering positive behaviour support**

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# What do we have to offer...

- A Scottish perspective!
- Developing staff skills
- Policy and strategic intent
- Some examples
- Thoughts and reflections



# Background

- Political context
  - Human rights
  - Inequalities

***Health services are responsive to everyone who needs them.***



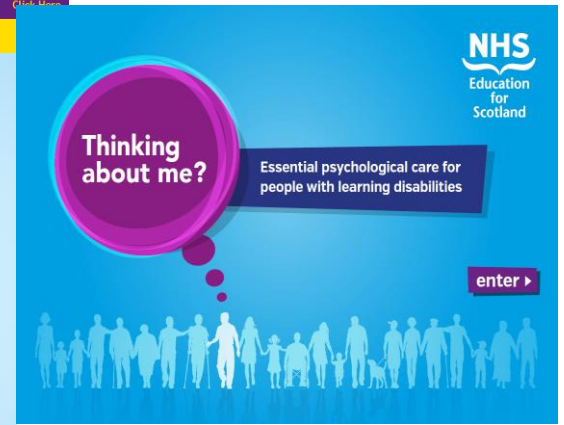
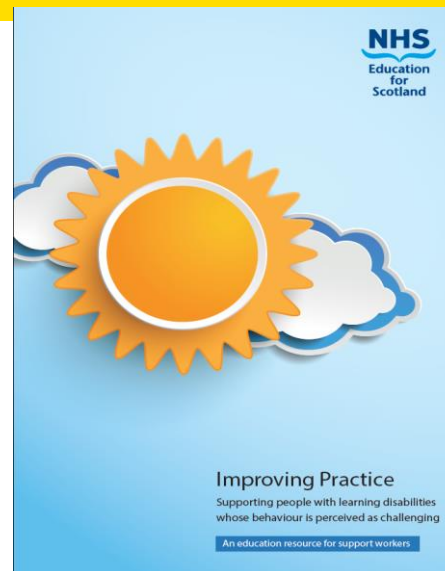
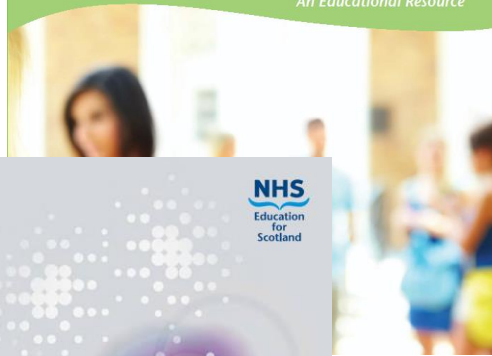
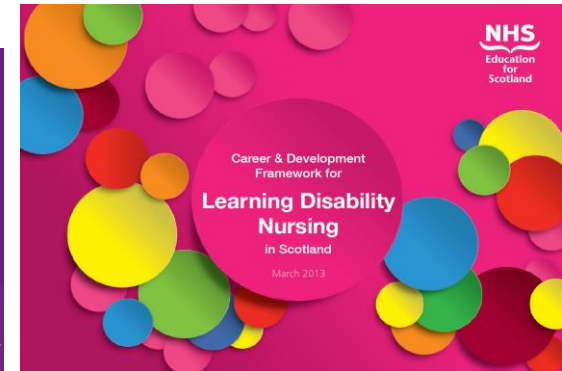
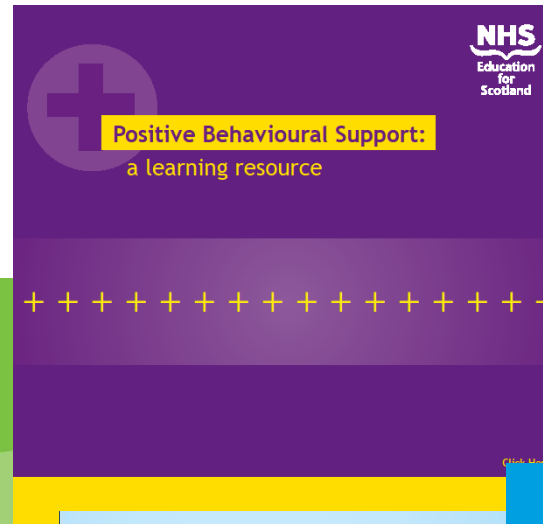
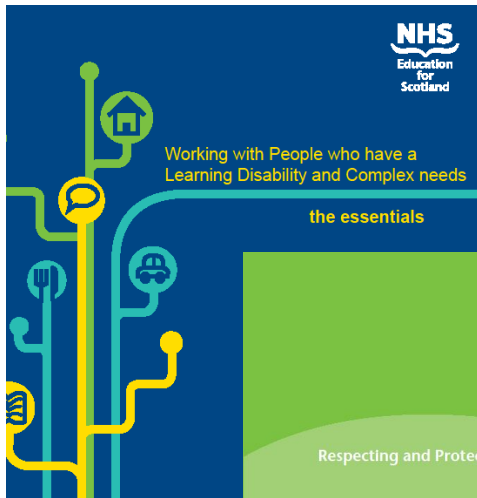
# Strengthening the Commitment

The cover of the report features logos for the Department of Health, DHSSPS (Department of Health, Social Services and Public Safety), Llywodraeth Cymru (Welsh Government), and The Scottish Government. The title 'Strengthening the commitment' is prominently displayed in a pink box, with the subtitle 'The report of the UK Modernising Learning Disabilities Nursing Review' below it. The cover is decorated with a word cloud of terms such as 'Empowerment', 'Family centred', 'Equity', 'Inclusion', 'Person centred', 'Well-being', 'Diversity', 'Dignity', 'Self-determination', 'Human rights', 'Personalisation', 'Partnership', 'Health focused', 'Strengths based', and 'Respect'.



Human rights – Personalisation – Equity – Inclusion - Strengths based – Person centred

# LDN workforce development



# The journey...not there yet!

## Where we were

- Very few 'expert' nurses
- Very few nurses able to offer supervision
- Patchy training in essentials of PBS
- Some education at UG

## Where we want to be

- Several nurse experts in each Board area
- Nurses able to supervise in all boards
- Essential skills & competence throughout workforce
- Sustainable education provision at UG and PG

# Promoting Excellence Framework

- **Informed** – baseline level all staff
- **Skilled** – direct and / or substantial contact
- **Enhanced** – provide specific interventions and/or direct/manage care & services
- **Expert** – expert specialist role

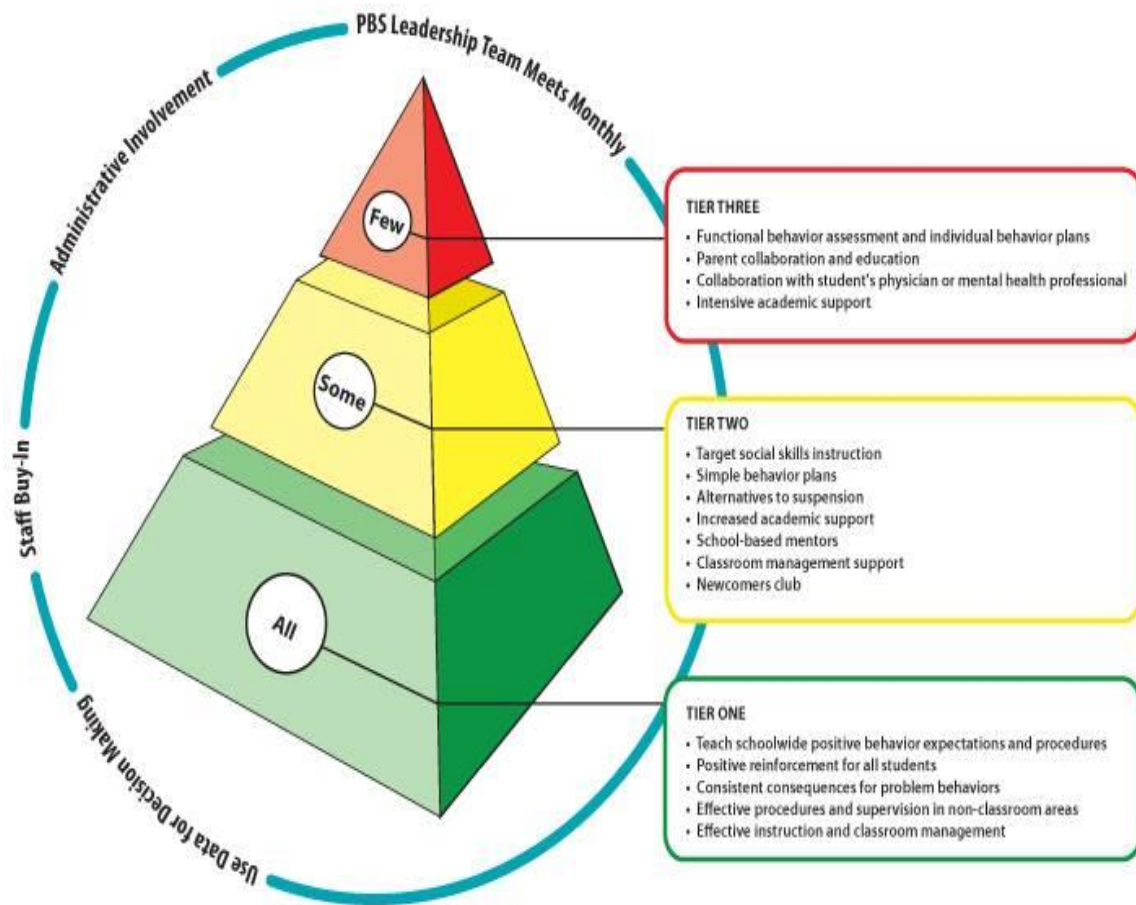
# Using the framework

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



# Focus on PBS

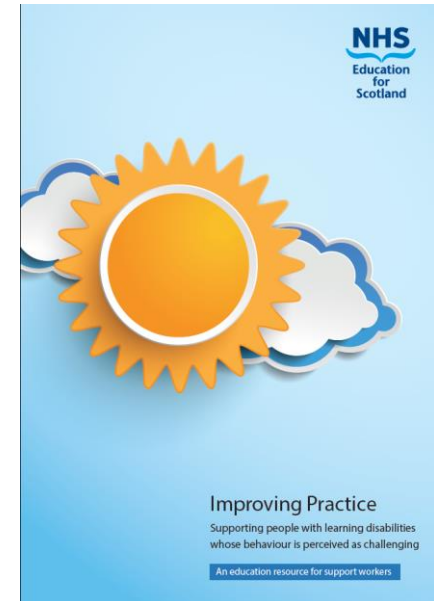
Level	Qualification
Informed	Non credited, SVQ 3-4, HNC
Skilled	BSc
Enhanced	MSc
Expert	



# Developing educational infrastructure

Informed / Skilled practice

- Students
- Support workers



# Developing educational infrastructure

Enhanced Level

Advanced Positive Behaviour Support  
40 CAT points Level 11



## **Building capacity**

- Align changes in systems
- Individualised services
- Service commitment

## **Building competence**

- Increasing knowledge
- Evidence based interventions
- Supervision and mentorship

# Participants

- 20 participants. Including nursing, social work and managers from the voluntary sector
- Clinical supervisors from nursing and psychology

# Developing educational infrastructure

Enhanced / Expert practice

- CLDNs
- Assessment and Treatment services
- Specialist Teams

# Course Content

- Run over 2 trimesters
- 7 face to face teaching days (56)
- Individual learning activities (254)
- Online tutorial (90)
  - 400 hours
- At least one hour academic supervision on site
- In addition
  - 1 reflection day
  - 3 supervisor's days

# Course Content

- Trimester One
  - Unit One
    - Positive Behaviour Support
    - Applied Behaviour Analysis
  - Unit Two
    - Frameworks for assessment and intervention
    - Active Support
- Trimester Two
  - Unit Three
    - Implementation of PBS plans – including training using three-stage training model & Periodic Service Review
  - Unit Four
    - Appraise leadership qualities in developing positive practice



# Outcomes

- developing the person's repertoire of skills to achieve community presence.
- skills teaching in order to help the individual better meet their needs. Horner, Turnbull, and Carr, (1990)
- capable environment as outlined within the RCP (2007)
- community participation, quality of life indicators and adaptive behaviour. Baker and Daynes (2010)

# Service user outcome measures

**Severity, frequency and duration of the challenging Behaviour**

ABC charts/behaviour monitoring devised by Edinburgh Napier University

**Quality of life, range of activities and opportunities**

Momentary Time Sampling. This will entail 4-6 blocks of sampling, of 20 minutes each

**Development of Skills**

The Maslow Assessment of Needs Scales  
Learning Disability (Skirrow & Perry, 2009)  
Guernsey Community Participation & Leisure Assessment (Baker, 2000)

# Service user outcome measures

## **Well-being**

The Health Equalities Framework  
(Aitkinson et al., 2013)

## **Demographics**

Age, gender, level of learning disability, other diagnoses

## **Profile of Medication**

Prescribed and non-prescribed.

# Carer outcome measures

## Well-being

Self-efficacy questionnaire  
(Hastings &  
Brown, 2002)

Emotional Reactions to  
Challenging  
Behaviour Questionnaire (Mitchell  
& Hastings, 1998)

# Service outcome measures

## **Use of Restrictive Interventions**

Edinburgh Napier University Severity Matrix

Number of days receiving tier 3 services/

Number of days receiving tier 2 services

## **Staff Attributions**

Staff Experiences & Satisfaction Questionnaire (Beadle-Brown et al.)

Emotional Reactions to Challenging

Behaviour Questionnaire (Mitchell & Hastings, 1998)

The Challenging Behaviours Attributions

Scale (Hastings, 1997)

# Service outcome measures

**Observations of Support &  
Levels of Engagement**

Active Support Measure (Mansell &  
Elliott 1996)

**Range of  
Supports/Relationships**

Relationships Circle

# Organisation outcome measures

## **Risk Management**

Number of incident forms  
completed relating to service user  
in this time  
Hours of staff absence/sickness in  
staff

## **Periodic Service Review**

PSR Score at interval points

# MCN Partnership

## Evaluation: Project aims

- To demonstrate the PBS module has resulted in positive outcomes for service users
- To establish the PBS module has resulted in positive outcomes for service user's carers
- To determine the PBS module has resulted in positive outcomes for delivering services
- To demonstrate the PBS module has resulted in positive outcomes for employing organisations



# Insert video clip



# Dissemination of results

- Analysis of baseline data and six month post intervention
- Results will be written into a report for the Scottish Government & to NHS Education for Scotland
- Results will be communicated to other professionals involved in the delivery of behaviour support services within the NHS and local authorities

# Next steps

- Supervision
- Post graduate certificate /diploma
- Organisational approaches to  
implementation

“Our job is not to fix people, but to design effective environments”

Rob Horner

# Thoughts & reflections



**Everyone's an expert  
these days...**



**Purist to pragmatist...**



**Not so clever after all...**





# A Human Right

- People with intellectual disability and challenging behaviour have a right to skilled and competent support that is evidence and values based.

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# Thank you



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