

Evaluation of the experiences of participants who attended a three day Positive Behaviour Support Coaches programme

Introduction

Twenty six CAPBS Coaches Programmes were run by The Centre for the Advancement for Positive Behaviour Support at BILD between December 7th 2014 and December 15th 2015.

Jahr (1998) suggests training is best evaluated with regard to measurable change in staff behaviour, observable change in outcomes for client, and acceptability to participants in the process.

This report is based on information from evaluation reports completed by participants who attended those programmes. We hope it will give some indication of the acceptability of the training and the fit with the expectation of the potential Coaches.

Follow up research will be undertaken to ascertain any change in organisational behaviour and improvement in outcomes for the people with intellectual disabilities that the services support.

170 evaluation sheets were analysed altogether. The evaluations were completed by participants from 43 different organisations the completed evaluation sheets are the standard evaluation sheets used for all learning and development events held by BILD.

Information about the Coaches programme

The Coaches programme runs over three consecutive days and is facilitated by an experienced and qualified PBS consultant. All facilitators of the programme have had some group or individual input before running the programme and have an opportunity to debrief afterwards. On the third day a second CAPBS consultant is present to add an element of quality assurance to the assessment process and also to run a session on coaching techniques while the participants are getting individual feedback from the main facilitator. There are a maximum of 10 participants on each programme

The programmes are either run as a generic programme where participants from a number of different organisations work together or they are commissioned as workplace options where participants are from the same organisation

The generic programmes give participants the opportunity to share and consider practice ideas across organisations and service types. A typical programme may have representatives from local authorities, NHS trusts, private and voluntary providers and a range of children's and adult services could be represented. Since working together during the programme several organisations have started collaborative projects

The workplace programmes have the advantage of being focused on a specific organisations needs and therefore have an added dimension for the consultant of the facilitation of organisational development work. The successful embedding of Positive Behaviour Support needs a whole organisational approach and an senior manager is asked to attend on day three to view the presentations by participants and support the action planning session.

The programme is designed for people who already have some PBS knowledge and an ability within their role to influence practice.

The aims of the programme are three fold:

- To extend participants knowledge of PBS it current context and underpinning theory
- to support development of accessible training materials and resources,
- To enable participants to gain some understanding of organisational implementation of PBS and create a workable action plan.

Sessions cover the core components of PBS (Gore et al 2013) They do not cover functional assessment skills but focus on the coaches role in auditing the different levels of PBS skills and support needed within their organisation and developing a strategy to manage this. The PBS Competence Framework (PBS Coalition 2014) is referenced as the framework for identifying underpinning the skills and knowledge that direct contact workers need. From September next year an university accredited optional extension will be available that Coaches can complete under supervision within their workplace and this will cover a full functional assessment and intervention plan.

Delegates are required to undertake some pre course reading of recent research papers and the programme is intensive. It has 11x 2 hour sessions and runs from 9am to 7pm on Day One and Day 2. There are a range of learning activities and the consultant takes a facilitating

role, introducing ideas and research and setting groups tasks. Sometimes these will involve different types of presentation to the rest of the group - this is to check understanding of ideas and to promote creative methods of making PBS information accessible to different groups of stakeholders. It also means they start to build a portfolio of training material.

Participants are assessed in four areas.

- Presentation of a research paper with a partner (presentation skills and ability to make knowledge accessible to wider audiences)
- Presentation of a session plan and ideas of training materials with a partner (presentation and coaching / training skills)
- A short written knowledge test (knowledge of basic positive behaviour support concepts)
- General assessment of personal contribution throughout the course

The characteristics of the evaluated programmes

During this period five of these programmes were generic programmes and were also residential - four took place in Birmingham and one in Stirling. Twenty one were workplace programmes.

The occupational roles of the participants included team leaders, PBS trainers, managers, supervisors, clinical psychologists PBS organisational leads, lead trainers from physical intervention organisations, nurses and teachers.

There were nine different consultants though where an organisation had more than one programme the same consultant was asked to facilitate all the programmes for them to give consistency. One consultant only worked on day three of the programmes

This report is based upon the audit of 170 evaluations received following participant completion all three days of the coach's programme.

The report is organised into four sections which follow the evaluation proforma

Results

General section

Participants are given three options to answer each question.

	Very Good	Good	Poor
I was able to relate each of the learning outcomes to the training I received?	165	3	
My learning was enhanced by the knowledge of the trainer?	168	1	
I was well engaged during the session?	168	1	
The course materials will help support me in my role?	167	2	
The room was comfortable and well laid out?	113	39	5

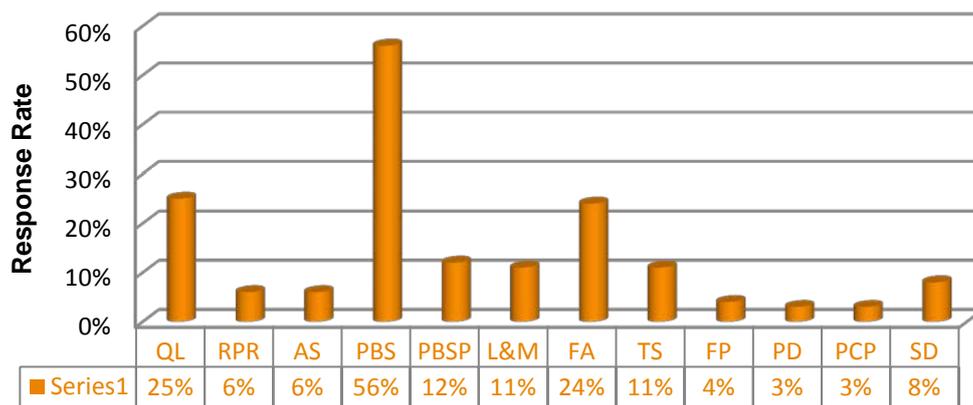
Overall the majority of evaluations relating to the content and learning on the course were very good, with only 7 rated as good and none as poor

The training environment was rated by 5 people as poor, 39 as good and 113 as very good. The training environments were different for each programme and the evaluation sheets has given us useful information about which rooms to book in future or what specifications to give to workplaces who are choosing the training venue themselves. The most common complaint was that the room was too small - even though there are a small number of delegates - there is a large element of presentation group and poster work.

1. Participants are asked to identify two things that they have learned that they will take back to their organisation with them

Feedback has been organised into broad groups of related subject areas or a specific group identified if there are five or more specific entries within the 170 evaluations.

Two things they have learned and will take back



Key:

QL = Quality of life (inclusive of happiness), **PRP** = Restrictive practice reduction, **AS** = Active support, **PBS** = More about Positive Behaviour Support **PBSP** = Positive behaviour support plans, **L&M** = Leadership & management, **FA** = Functional assessment, **TS** = Training skills development, **FP** = Future planning, **PD** = Personal development, **PCP** = Person centred planning, **SD** = Staff development

It is clear that there are a broad range of key learning outcomes which were being consistently met. The primary messages that participants are reporting as meaningful are an increased understanding of what PBS inclusive of its components and requirements for implementation, the importance of quality of life and happiness measures and the process of functional assessment inclusive of data recording and audit. There is also significant feedback in relation to the identification of further development on an organisational, service and individual basis. There is specific feedback in relation to the desire to support the need for specific leadership related to implementation and the requirement for organisational buy in.

Some quotes from participants illustrate the breadth and range of important learning outcomes:

About PBS

“What is Positive Behaviour Support? I thought we already did this but obviously there are many factors I did not know.”

“What Positive Behaviour Support is and what the values are, how effective it is and the importance to service user’s life.”

“The potential PBS has to make positive changes to an individual’s life.”

Quality of life

“Focusing on happiness and wellbeing (PERMA) can have a positive impact on people we support in reviewing behaviours of concern.”

“Happiness as an outcome – behaviour support plans – getting it right”

“Measure the positives not just the negatives”

Organisational implementation

“The need to ensure organisational buy in to the changes we wish to implement around reducing restrictive practices.”

Supporting behaviours of concern

“Behaviour support plans and examined my own attitudes and beliefs also how importance this has in the work place.”

“Seeing the individual first not the behaviour”

“To encourage staff to look at the behaviour and look at why it is happening and then reasons behind the behaviour rather than just ‘dealing with it’.”

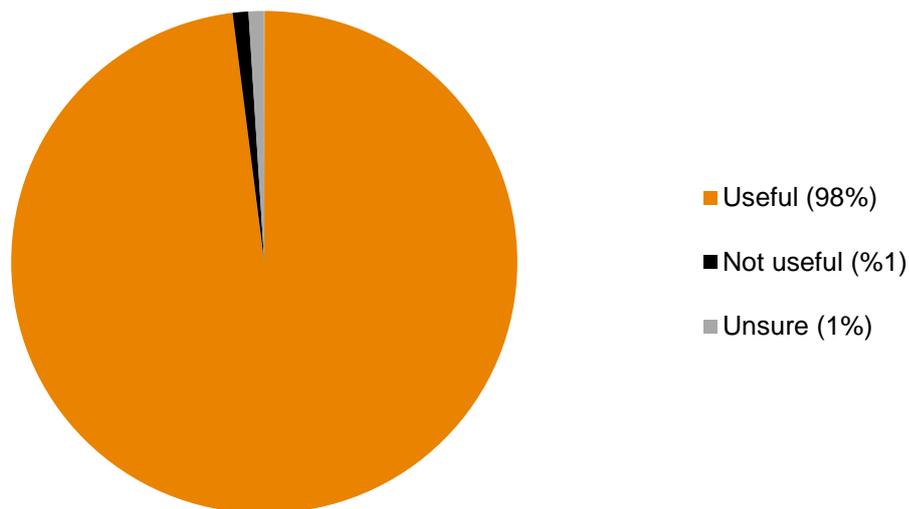
Other

“The confidence to speak out in a group”

It would be really detrimental to narrow it down to two things. Absolutely everything was valuable.

2. Participants were asked whether the knowledge and skills they have gained by attendance on the programme will be of use to them in their role

How useful will the skills and knowledge gained be in my role?



”

98% of participants reported that there is a direct use, within their existing role whether they are providing direct care or working at a strategic level.

Two participants were undecided as to how they would implement the training, with one participant reporting no direct correlation to their existing role.

Some participants talked of changes that they felt it would prompt:

“I will be managing a happier service staff/people that we support. Better quality service.”

“It could lead to fundamental change in working practices”

“Every day! Changing attitude and practice, introduce elements in supervision and team meetings.”

“This opens new ways of feeling things, supporting people, staff and service users”

“Influencing the organisational approach to positive behaviour support; enriching the lives of the people we support.”

“

Some participants reported that the programme had helped them develop clarity about what they needed to do next to implement PBS.

“I feel equipped, more confident and clear about my company’s targets”

“Systematic way to break down what I need to do to embed throughout organisation rather than feeling overwhelmed at the enormity of the task.”

“This will support everything about my role it’s a core fundamental for everything we do.”

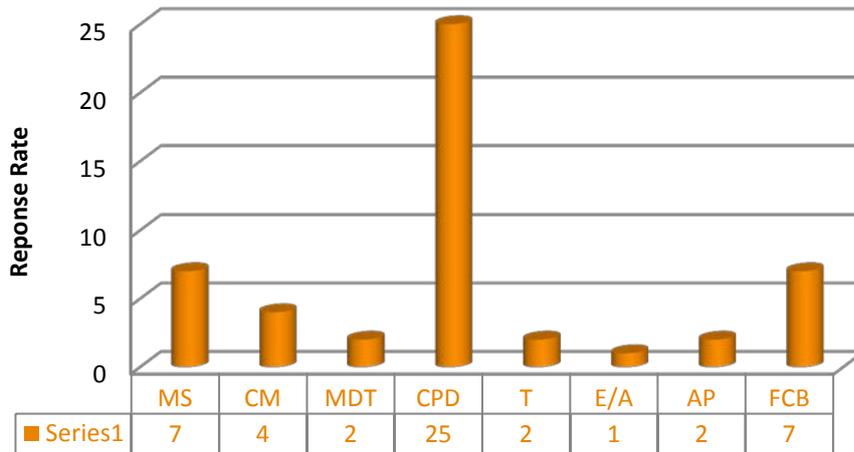
3. Participants were asked what additional support they felt they required to implement Positive Behaviour Support when they returned to their workplace.

Support can be seen as being gained internally – from within their organisation and also from external continuous professional development opportunities.

The majority of participants that answered this question felt it was important that they had support for their continuous professional development.

Overwhelmingly participants wanted to continue their learning through further training, particularly in relation to functional assessment. There was also a wish for a continuing relationship with BILD and on-going management support to drive through strategies and change.

Type of Additional Support Required



Key:

MS = Management support, **CM** = Internal coaches meetings, **MDT** = Liaison MDT, **CPD** = continue professional development, **T** = Time, **E/A** = Evaluation / audit, **AP** = Further action planning, **FCB** = Further contact with BILD

Quotes taken from evaluation summary:

Further external CPD

"I feel that we as a group would benefit from further input on the journey, re-validation but also Active Support so this can be implemented alongside PBS and having training in this would be of benefit."

"ABA – looking forward to Gary LaVigna course. Also would like some more input on writing BSP"

"Interested in higher level – diploma or degree in this area. Becoming an 'expert' might help overview big projects like this"

"More in-depth functional assessment training and would have benefited from a lesson plan to get us 'up and running'"

Support from within their organisation

"More action plan time but hoping the enthusiasm of the team continues."

"Keeping the learning alive."

"The learning was very comprehensive. We will need support to have the time to deliver the learning when back in area."

Summary

From information gained from these evaluation forms and from feedback during the programme and afterwards in emails and face to face contact, it seems participation in the programme had a significant impact on the participants. They felt the programme had delivered its specified learning outcomes and they were highly motivated to put their learning into practice.

The results of first stage of the evaluation highlight that a number of useful questions could be asked in future stages about the embedding and sustainability of the model and whether measurable changes have taken place as a result of the Coaches programme. The range of services and organisations taking part could provide a rich picture of the different landscapes of PBS implementation

Second Stage of the evaluation

12 months after the programme coaches or a representative from every organisation will be contacted and asked to complete a phone survey. We hope to find out what changes have taken place. In the following years there will be a sample on an annual basis to ascertain sustainability. A question we hope to answer is how effective the generic program compares to the effectiveness of a workplace programme and how effectively culture is carried through individual participants compared to a group impact. Some of the development of implementation will be mapped and visible through the Coaches Network and we would also hope to be able to understand how important the Network is in supporting the development of good PBS practice organisations and the motivation of the Coaches themselves.

The Coaches Network

The Coaches network is a practice sharing forum open to those who have successfully completed the programme. National CPD events are planned on a 6 monthly basis and Coaches are connected to each other through a Facebook site .At the CPD events they have an opportunity to present and discuss their progress with each other, top up on knowledge and gain advice from experts in masterclasses .

This network will develop as membership expands.

CAPBS Consultants who facilitated the programme

Sarah Leitch, Steve Wilson, Colin Smith, Alison Branch, Deborah Reading, Justine Barksby, John White, Darren Bowring, Christine Rose

References

Jahr,E (1998) Current Issues in Staff Training *Research in Developmental Disabilities* 19 (1) 73-87.

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