

Supportive environments – improving quality of life and reducing CB.

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Workshop

BILD International PBS Conference

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Structure

- Core message
- Short talks
- Fun quizzes
- Table discussion

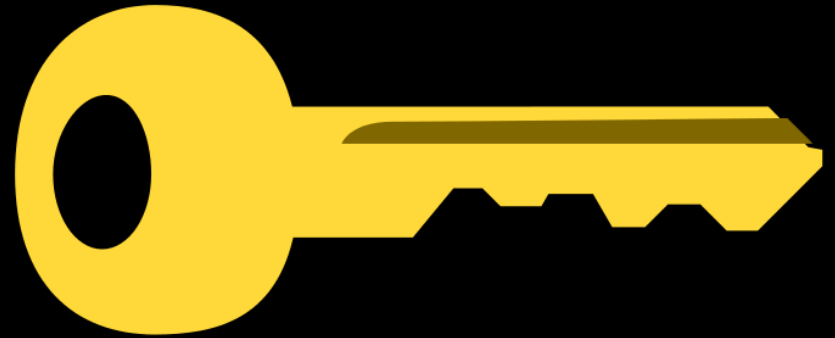
Core message

An Ordinary Life ...

- Ordinary life is **what we do**, not just where we live.
- **Where** we live, and **how** things are organised, creates opportunities and sets boundaries for what we can do.

Engagement

- Engagement is the key:
 - Quality of life,
 - Behaviour change,
 - Learning, development, and growth.



Engagement

Engagement is simply about **doing things ...** having a busy life, **happy and fulfilled life ...**

Engagement

Lack of engagement is a **major issue** in adults social care settings, in special education settings, and can be in family homes too.

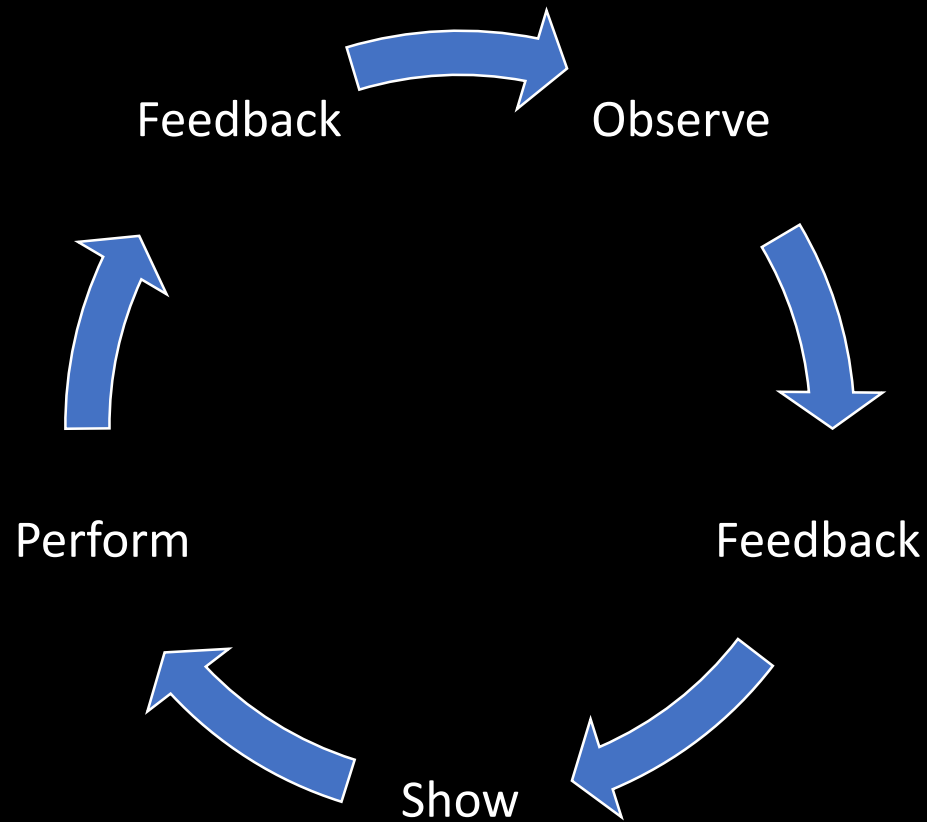
Engagement

Engagement levels vary according to **ability and assistance**: so what we do makes a difference.

Assistance

Providing assistance is **behaviour**.

The feedback loop



B-A-G-S

- **B**elonging and connection.
- **A**utonomy and control
- **G**ifts and talents
- **S**peaking, listening and sense of self.

Short talk 1

Challenging Behaviour

Challenging behaviour

- The term was first adopted in 1985.
- To focus attention on the challenges service providers might face in providing comprehensive, locally-based support following deinstitutionalisation.
- Instead of seeing challenging behaviour as inevitable and a characteristic of the individual.

Challenging behaviour

- Behaviour ... of such an **intensity, frequency or duration** as to threaten the **quality of life** and/or the **physical safety** of the individual or others and is likely to lead to responses that are **restrictive, aversive or result in exclusion**.

Behaviour

- Behaviour is what **we do**.
- Behaviour always occurs in a **context**.
- Context (also called the environment) is everything **inside and outside our skin that makes behaviour more or less likely**.

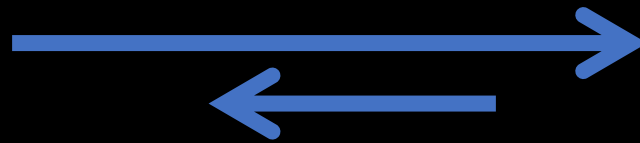
Context and contingency

- **Effect** → behaviour makes environments respond.
- *(CB makes deficient environments responsive).*

- **Select** → Environments strengthen behaviour.
- *Deficient environments strengthen CB.*

← Behaviour environment →
← two way street →

BEHAVIOUR
(what a person does)



(Internal and private)
ENVIRONMENT
(External and public)

Perspective



“Boy, have I got this guy conditioned! Every time I press the bar down, he drops in a piece of food!”

Ways that CB can make environments responsive

Effect

Escape or avoid aversive task demand or social contact. →

Contact social interaction or tangibles. →

Sensory. →

Select

Selects behaviour by **removing** task demand or social contact.

- Selects behaviour by **delivering** social attention or tangibles.

- Selects behaviour by modifying **sensory experience.**

Four term contingency

The four term contingency

- Behaviour
- Motivation or drive
- Availability of consequence
- Type of consequences

Learning History

- Every contingency we contact is added to our learning history.

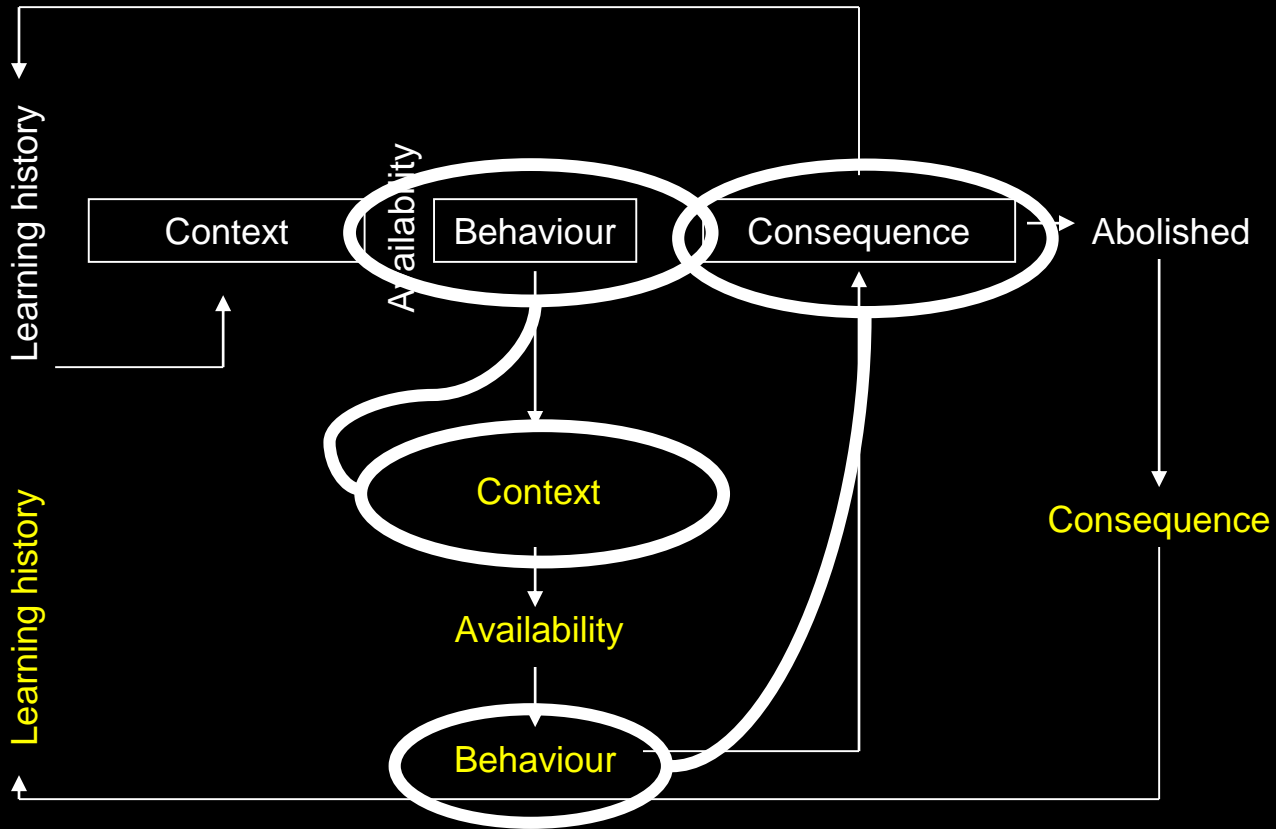
Verbally controlled behaviour

- Verbal rules that control behaviour.
- Describe and override contingencies.
- Rule-following is strengthened by contingencies.

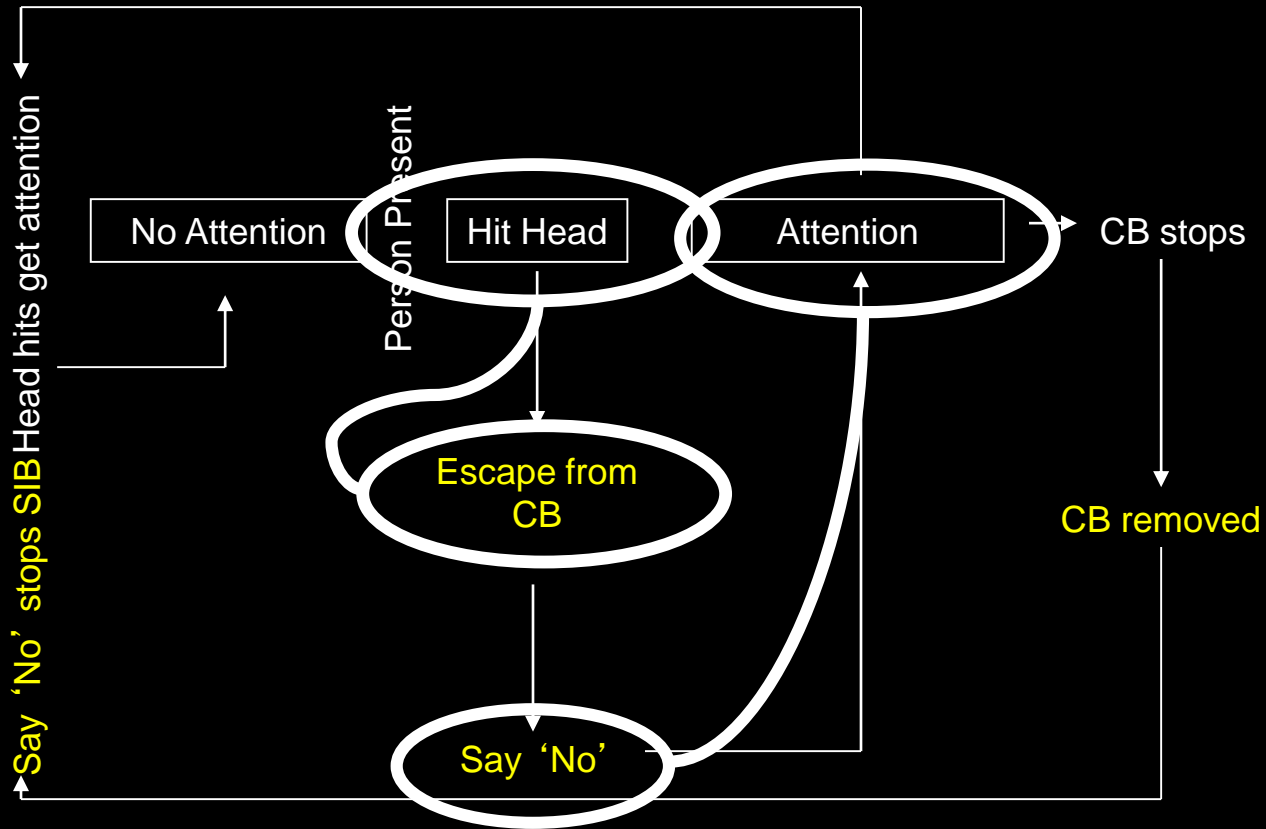
These relations apply to:

- Challenging behaviour.
- All other behaviour the person could do.
- The behaviour of carers and staff.

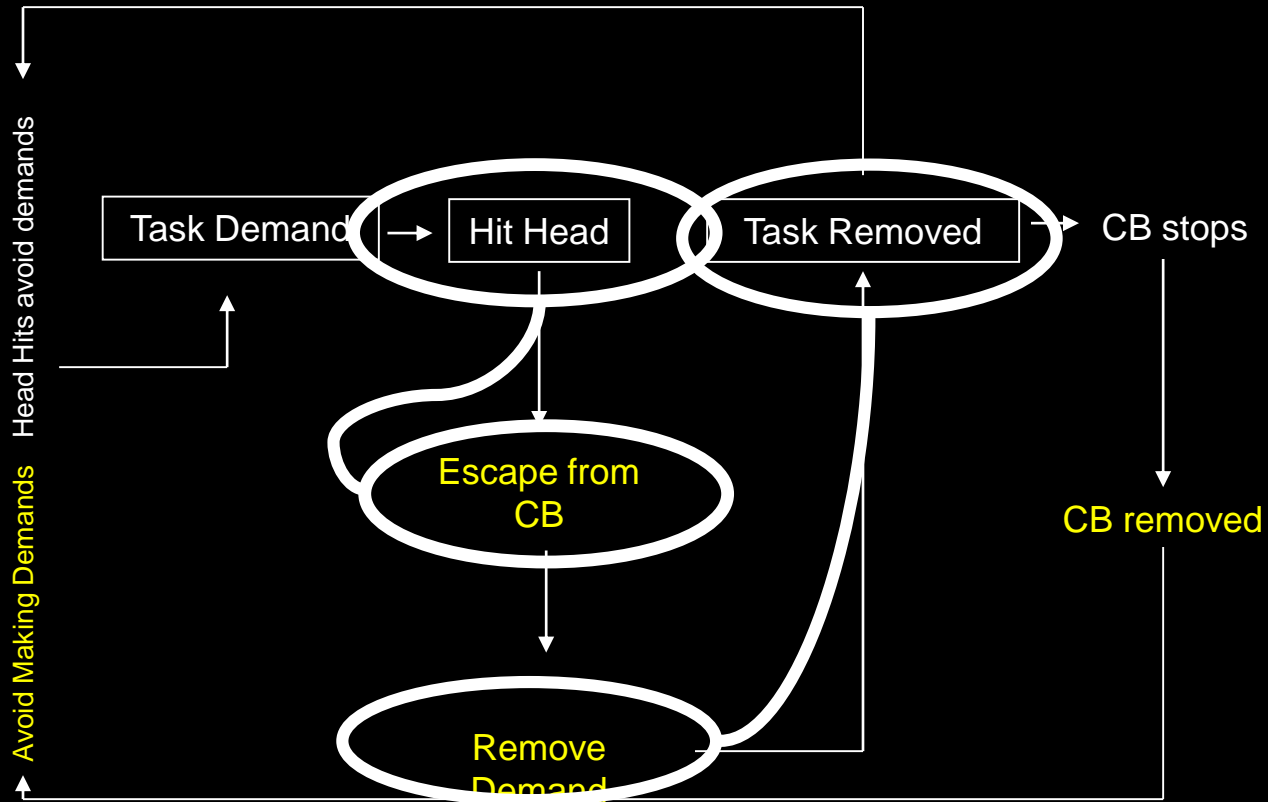
A CONTINGENCY DIAGRAM: KEY: white = client / yellow = carer



A CONTINGENCY DIAGRAM: KEY: white = client / yellow = carer



A CONTINGENCY DIAGRAM: KEY: white = client / red = carer



Short talk 2

Environments

The physical environment

- Is all of the things we are able to sense – the things we see, hear, taste, touch, and feel.
- The physical environment can influence behaviour.
- **IF** we feel too warm, we may **THEN** open a window. Opening a window is behaviour. IF we gain relief from opening a window, we may **THEN** be more likely to repeat the behaviour when next we feel too warm.

The social environment

- Is the range of social contacts we have with others, and how that fits with what we want, need, and prefer.
- Most humans value social contact, most of the time.
- All contact is not the same, however, or of equal value.
- The power to evoke behaviour is greatest when it is absent.
- **IF** we have no one to spend time with, we may **THEN** seek contact with others.

The tangible environment

- The tangible environment is everything that exists.
- Things we can hold, and things that we can eat and drink.
- Most of us feel a basic need for food and drink, and to be occupied, and we feel it more strongly when we have not had it for a while.
- **IF** we have nothing to do, feel hungry or thirsty, we may **THEN** search for something to do, eat, or drink.

The task demand environment

- The task demands environment is the pattern, level, and type, of activity demand that exists in our life as it relates to our ability to meet those demands and to our preferences.
- Most of us want to avoid doing activities that are too difficult, that occur too often, that are too bunched up, or that we simply dislike.
- **IF** we have too many difficult or low-preferences tasks, we may **THEN** find ways of avoiding those activities.

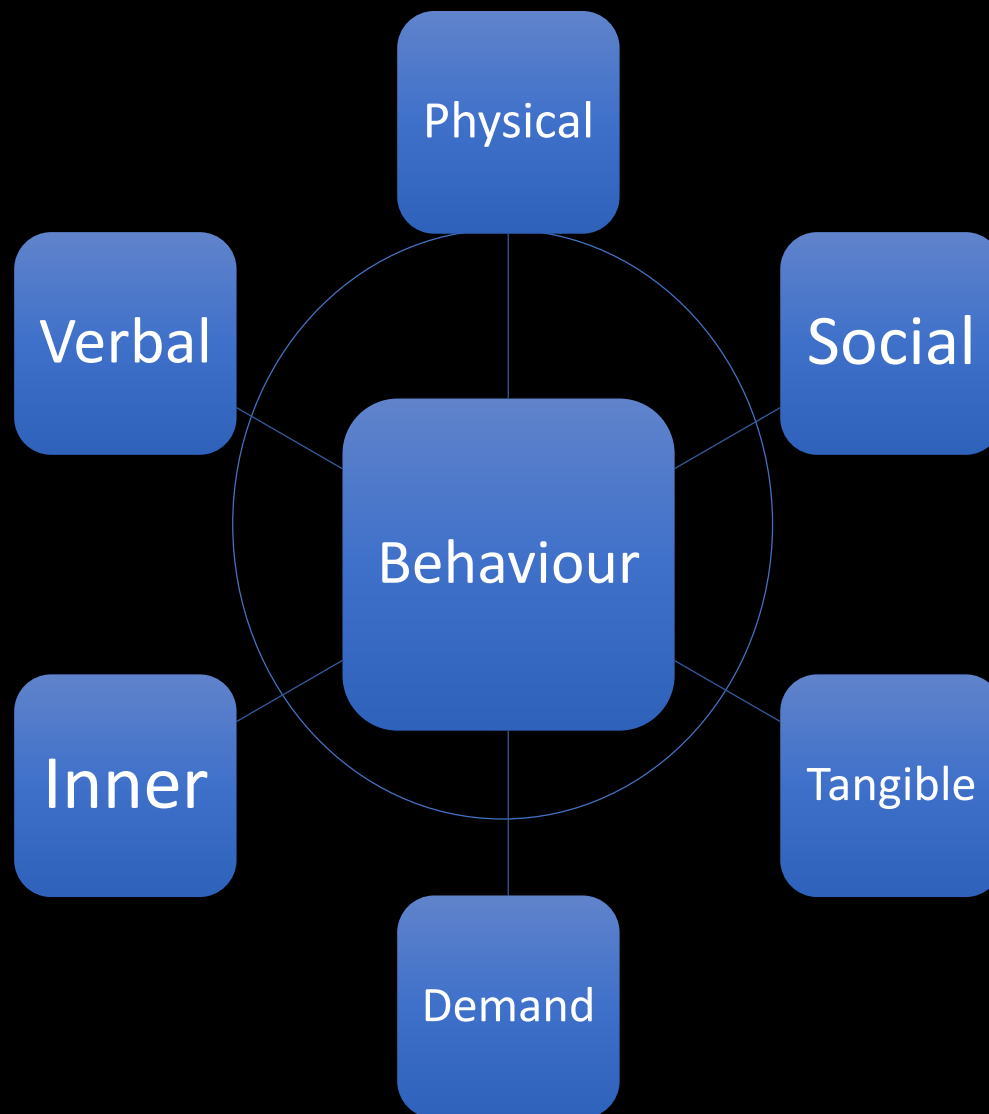
The inner-world environment

- Most of us have a sense of an inner-world, that only we can know, but that we can describe to others in words.
- Our inner-world is another type of environment in that it effects what we do.
- For example, **IF** we feel pain, **THEN** we might engage in behaviour such as seeking out and taking a analgesic.

Verbal environment

- Uniquely, human beings have the ability to think, read, write, speak, and listen in words.
- This means we can (a) observe and describe relationships between behaviour and environment, and (b) form rules about when to and when not to behave in certain ways.
- The ability to speak and listen span the inner- and outer-world environments described above, in ways that are sometimes helpful and sometimes not.

Constellation of Environments



HELPFUL – SUPPORTIVE – NURTURING

- Make the **PHYSICAL** environment as comfortable and attractive as possible.
- Provide many opportunities for **SOCIAL CONTACT** mainly in response to non-challenging behaviour.
- Minimise restrictions on accessing **TANGIBLES**.
- Provide **SUPPORT** and **ASSISTANCE**.
- Observe and manage physical and emotional **WELLBEING**.
- Have clear methods of **COMMUNICATION**.
- Harmonise high **EXPECTATIONS**
- Utilise **ROUTINES** and be **CONSISTENT**.

Engagement

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