

PBS PBS
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Positive
Behavioural
Support

The Evaluation Matrix for Challenging Behaviour Services

All Wales Community of Practice and LDAG Subgroup
Transforming Care in Wales for People with Learning Disabilities and Challenging Behaviour
March 2018

Evaluation Matrix

For Challenging Behaviour Services

This tool has been developed to aid commissioners and providers of all service types across all sectors. It is designed to assess the capability of individual service settings to deliver high quality Positive Behaviour Support to people with learning disabilities and challenging behaviour. It may be used by commissioners to assess the suitability of services prior to purchase, and by providers for self-evaluation purposes and to promote service development.

NB. This Evaluation Matrix is complementary to the PBS Standards Measure and both must be used in conjunction with the User Guide. Benchmarking results for both can be found in the User Guide

Developed by members of the All Wales Challenging Behaviour Community of Practice:

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Llywodraeth Cymru
Welsh Government

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12 October 2016

Dear Ruth & Sophie,

Thank you for your letter of 29 September and attachments.

I am pleased to endorse the Positive Behavioural Support Measures and Guidance developed by a sub-group of the Learning Disability Advisory Group (LDAG) with the Challenging Behaviour Community of Practice. My officials will have a separate discussion with you and your colleagues about the publication and distribution of the documents.

I am grateful to the LDAG sub-group and Community of Practice for their work in developing these documents which will improve the care of people with a learning disability and challenging behaviour and help them to achieve their well-being outcomes.

*Yours,
Rebecca*

Rebecca Evans AC/AM
Gweinidog Iechyd y Cyhoedd a Gwasanaethau Cymdeithasol
Minister for Social Services and Public Health

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Rydym yn croesawu derbyn gohebiaeth yn Gymraeg. Byddwn yn ateb gohebiaeth a dderbynnir yn Gymraeg yn Gymraeg ac ni fydd gohebu yn Gymraeg yn arwain at oedl.

We welcome receiving correspondence in Welsh. Any correspondence received in Welsh will be answered in Welsh and corresponding in Welsh will not lead to a delay in responding.

PROFILES OF THE SERVICE SETTING BEING ASSESSED AND THE ASSESSOR

THE SETTING BEING ASSESSED

Name or address of setting:

Description of Service (please tick all that apply)

| | | | | | | | | | |
|-------------------------------------|--|--------------------------------|--|---------|---------------------------------|--|--|--|--|
| Residential/ Supported Living | | Day opportunities | | Respite | | Specialist challenging behaviour service | | Other (eg ILF, sessional support, outreach, care at home) please specify: | |
| Number of service users | | Number of staff hours | | | | | | | |
| Service User Group | | All with challenging behaviour | | | Some with challenging behaviour | | | None with challenging behaviour | |

THE ASSESSOR

Name and Contact details of Assessor:

| | | | | | |
|--|---------------------|--|--|--|--------------------------------------|
| Relationship to the service being assessed: | Internal to setting | | External to setting but internal to organisation | | External to setting and organisation |
|--|---------------------|--|--|--|--------------------------------------|

Assessor Qualifications:

Experience related to challenging behaviour:

Experience in assessing services:

Understanding of Positive Behavioural Support:

SECTION 1. STAFF TRAINING & DEVELOPMENT

Assumptions:

The agency has a staff development and training programme which ensures staff are able to fulfil the aims of the agency and meets the assessed and changing needs of service users, their carers, their relatives and representatives. The programme is reviewed annually. Also, that all staff including managers are competent and trained to undertake the activities for which they are employed and responsible. (Standards 19 & 20)

There is a rigorous recruitment and selection procedure which meets the requirements of legislation, equal opportunities and anti-discriminatory practice and ensures the protection of the service user and their relatives or representatives. (Standard 17)

NB. If the service does not meet fully the above minimum standards, this section of the matrix should not be scored.

| GOOD | VERY GOOD | EXCELLENT |
|---|---|--|
| <p><input type="checkbox"/> The organisation provides induction and ongoing <u>BILD accredited</u> training specific to challenging behaviour, including: understanding behavioural principles and proactive approaches, and the use of reactive strategies (eg. PBM training).</p> <p><input type="checkbox"/> 80% of staff supporting people with challenging behaviours in this setting undergo refresher training in the above on at least an annual basis</p> <p><input type="checkbox"/> The organisation demonstrates a clear commitment to 'service-user driven training' to respond to identified need</p> <p><i>(Evidenced by training records)</i></p> | <p><input type="checkbox"/> Further training in proactive approaches and methods is provided, such as Antecedent Intervention, Skill Teaching, Active Support (AS), Person-Centred- Planning (PCP) Inclusive Communication, BTEC PBS courses.</p> <p><input type="checkbox"/> 80% of staff in this setting have completed or are undertaking the above training.</p> <p><input type="checkbox"/> The organisation has developed its own internal network of at least 2 of the following:</p> <ul style="list-style-type: none"> • Positive Behavioural Management (PBM) • Active Support (AS) trainers, • Person-Centred-Planning (PCP) facilitators <p><i>(Evidenced by training records)</i></p> | <p><input type="checkbox"/> 80% of staffing supporting people with challenging behaviours in this setting are trained or are undertaking training in the BTEC Advanced Certificate or Advanced Diploma in PBS (or similar qualification).</p> <p><input type="checkbox"/> A whole organisation approach to training in PBS is integrated and operational and reflected in its annual training plan.</p> <p><input type="checkbox"/> Practitioner internal to the organisation is READILY available to the setting, with appropriate specialist qualification such as the BTEC Advanced Professional Diploma in PBS or similar.</p> <p><input type="checkbox"/> The organisation's training and development programme includes functional analysis and behaviour plan design.</p> <p><input type="checkbox"/> The organisation provides practice leadership training for managers to support the implementation of PBS in practice.</p> <p><input type="checkbox"/> All staff with managerial responsibilities for this challenging behaviour setting have completed or are undertaking formal training in PBS.</p> <p><i>(Evidenced by training records)</i></p> |

SECTION 2. BEHAVIOURAL ASSESSMENT

Assumptions:

A needs assessment regarding new service users is undertaken by people who are trained to do so, using appropriate methods of communication so that the service users, their carers and their representatives, are fully involved. Reasonable steps are taken to acquire adequate information to inform the process. (Standard 2)

The agency is able to demonstrate its capacity to meet the needs (including specialist needs) of individuals accepted by the agency. (Standard 3)

An assessment is undertaken, by an appropriately trained and qualified person, of the potential risks to service users and staff associated with delivering the service user's package of care (including, where appropriate, the risks associated with assisting with medication and other health related activities) before the care worker commences work and is updated annually or more frequently if necessary (Standard 12)

NB. If the service does not meet fully the above minimum standards, this section of the matrix should not be scored.

| GOOD | VERY GOOD | EXCELLENT |
|---|---|---|
| <p>This setting demonstrates co-operation with the process of behavioural assessment, via functional analysis by external professionals* i.e.:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Staff members are released for interviewing; <input type="checkbox"/> Basic behavioural information is collected via bespoke (ie individually tailored) monitoring forms; <input type="checkbox"/> Access is granted to observers to collect objective data in the setting. <p><i>(Evidenced by shift plans; house diaries; visitors book)</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Behaviour monitoring is a routine part of operational procedures within this setting, with or without external involvement <p><i>(Evidenced by operational policy documentation and records of behavioural incidents).</i></p> <p>*If a service that acts as external specialist behavioural team is being assessed, omit this column – start in the Very Good column</p> | <ul style="list-style-type: none"> <input type="checkbox"/> 80% of staff in this setting know the key processes that a functional analysis involves: triangulation of data collected by multiple methods (interviews using structured tools – MAS, FAI, CAI, PASADD etc., direct observation – ABC charts, Scatterplots, MTS, CTS etc.) <p><i>(Evidenced by staff members undertaking accredited courses in functional analysis processes).</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> There is a clear interface between PCP and behavioural assessment in this setting - that is, behavioural assessment is undertaken in a holistic manner, taking into account the person's needs, strengths, likes, dislikes, personal and social quality of life and preferences <p><i>(Evidenced by an example of a completed and comprehensive Behavioural Assessment Report, sampled randomly. See Appendix for required content)</i></p> | <p>Skills are developed within this setting:</p> <ul style="list-style-type: none"> <input type="checkbox"/> To undertake a basic assessment of challenging behaviour via a functional analysis (i.e. ask questions about what's happening before and after behaviour to develop hypothesis) <input type="checkbox"/> Conduct direct observations to test hypothesis. <input type="checkbox"/> Write a behavioural assessment report. <input type="checkbox"/> Collate and analyse records of behavioural incidents and review assessment reports in light of incoming data. <p><i>(Evidenced by staff undertaking the BTEC Advanced Professional Diploma in PBS or an equivalent accredited course</i> OR <i>an example of a comprehensive Behavioural Assessment Report undertaken by staff in this setting. See Guide Appendix for required content)</i></p> |

SECTION 3. BEHAVIOURAL SUPPORT PLAN

Assumptions:

A service delivery plan for the provision of the care is developed and agreed with each service user, which provides the basis for the care to be delivered. (Standard 4)

The agency is reliable and dependable and is able to respond flexibly to the needs and preferences of service users which arise on a day to day basis, and services are provided in a way that meets the outcomes identified from the needs assessment. (Standard 7)

Personal care is provided in a way which maintains and respects the privacy, dignity and lifestyle of the person receiving care at all times with particular regard to assisting with (Standard 8)

Managers and care workers enable service users to make decisions in relation to their own lives, providing information, assistance, and support where needed in accordance with their service delivery plan. (Standard 9)

Service users are safeguarded, in accordance with written policies and procedures (which take into account “In Safe Hands, Implementing Adult Protection Procedures in Wales” (National Assembly for Wales, 2000)), from any form of abuse or exploitation including physical, financial, psychological, sexual abuse, neglect, discriminatory abuse or self-harm or inhuman or degrading treatment through deliberate intent, negligence or ignorance. All staff working with children and their families have copies of the local authority child protection procedures (Standard 14.2) and are fully conversant with the agency’s policy and procedure. (Standard 14)

Care workers ensure the security and safety of the home and the service user at all times when providing personal care. (Standard 15)

NB. If the service does not meet fully the above minimum standards, this section of the matrix should not be scored.

| GOOD | VERY GOOD | EXCELLENT |
|--|--|---|
| <p>This setting demonstrates co-operation with the process of behavioural support plan development by external professionals*, i.e.:</p> <p><input type="checkbox"/> The provision of information;</p> <p><input type="checkbox"/> Commenting on behavioural assessment report findings;</p> <p><input type="checkbox"/> Commenting on behavioural support plan during its construction.</p> <p><i>(Evidenced by authorship of existing Behavioural Support Plans – includes external and internal professionals)</i></p> <p>*If a service that acts as external specialist behavioural team is being assessed, omit this column – start in the Very Good column</p> | <p><input type="checkbox"/> Staff members in this setting have an understanding about: the purpose and components of a behavioural support plan; that a behavioural support plan should be matched onto the outcomes of a behavioural assessment.</p> <p><i>(Evidenced by staff members undertaking the BTEC Advanced Diploma or Advanced Certificate in PBS or an equivalent accredited qualification).</i></p> <p><input type="checkbox"/> There is a clear interface in this setting between PCP and the behavioural support plan - that is, the plan is constructed in a holistic manner, taking into account the person’s needs, strengths, likes, dislikes, personal and social quality of life and preferences</p> <p><i>(Evidenced by an example of a completed and comprehensive Behavioural Support Plan, sampled randomly. See Appendix for required content)</i></p> | <p>Skills are developed within this setting to:</p> <p><input type="checkbox"/> Develop a comprehensive behavioural support plan;</p> <p><input type="checkbox"/> Monitor and review a Positive Behavioural Support plan.</p> <p><i>(Evidenced by staff members undertaking the BTEC Advanced Professional Diploma in PBS or an equivalent accredited course</i> Or <i>an example of a comprehensive Positive Behavioural Support Plan being undertaken / undertaken by the setting staff – see Guide Appendix for required content.)</i></p> |

SECTION 4. IMPLEMENTING PBS PLANS IN PRACTICE

Assumptions:

The business operates from permanent premises and there is a management structure in place, including clear lines of accountability, which enables the agency to deliver services effectively on a day to day basis, in accordance with the agency's business plan. (Standard 22)

There is an effective system for Quality Assurance (QA) based on the outcomes for service users, in which standards and indicators to be achieved are clearly defined and monitored on a continuous basis by care workers and their line managers. (Standard 27)

NB. If the service does not meet fully the above minimum standards, this section of the matrix should not be scored.

| GOOD | VERY GOOD | EXCELLENT |
|--|---|---|
| <p><input type="checkbox"/> The Positive Behavioural Support plan is implemented via staff training at the verbal level, which at least 80% of the direct staff team in this setting receive. (See Guide Appendix on the 3-stage training model)</p> <p><input type="checkbox"/> Clear service performance standards are set for this setting, against which the quality of service delivery can be monitored.</p> <p><input type="checkbox"/> This setting is monitored against set service performance standards by quarterly ad hoc visits from senior staff within the organisation and by monthly observations by the manager.</p> <p><input type="checkbox"/> In this setting, challenging behaviour is measured as a service user outcome via behaviour monitoring systems.</p> <p><i>(Evidenced by policy documents, training plans etc)</i></p> | <p><input type="checkbox"/> Behavioural support plans in this setting are implemented via competency-based staff training, i.e. Verbal, Role Play & In Situ competence, which at least 80% of the staff team receive. (See Appendix on the 3-stage training model)</p> <p><input type="checkbox"/> Service performance standards in this setting are developed with the full involvement of the staff team (i.e. a bottom-up approach).</p> <p><input type="checkbox"/> This setting is <i>systematically</i> monitored against set service performance standards by planned, quarterly visits from senior staff in the organisation and by monthly observations by the manager.</p> <p><input type="checkbox"/> A range of service user outcomes are routinely monitored in this setting, e.g. rates of challenging behaviour, participation levels, community presence, rates of use of reactive strategies etc.</p> <p><input type="checkbox"/> Quarterly reports are produced to document the outcomes of monitoring in this setting.</p> <p><input type="checkbox"/> Systems are in place in this setting for reporting back to staff and the organisation on a quarterly basis.</p> <p><input type="checkbox"/> Key stakeholders in this setting (including service users) are routinely asked for their views of service quality and improvement needs, which are documented for reference.</p> <p><i>(Evidenced by incident reports, service reports etc)</i></p> | <p><input type="checkbox"/> Advanced systems are in place for implementing PBS plans, i.e. comprehensiveness testing; Goodness of Fit checks, competency-based staff training, Positive Monitoring and Periodic Service Review, in which at least 80% of the staff team participate. (see Appendix)</p> <p>This setting is routinely monitored against the set performance standards in a robust way, to include:</p> <p><input type="checkbox"/> A functioning operational PSR system</p> <p><input type="checkbox"/> Positive Monitoring systems to assess how well PBS plans are implemented by staff in practice.</p> <p><input type="checkbox"/> Systems are in place for developing and implementing remedial action plans from the outcomes of monitoring. Actions set are reviewed on a quarterly basis.</p> <p><input type="checkbox"/> Positive and constructive feedback is provided to the managers and staff of this setting on the outcomes of monitoring, and this is documented as procedure.</p> <p><i>(Evidenced by completed monitoring tools)</i></p> |

SECTION 5. STAFF SUPPORT

Assumptions:

All managers and staff are provided with a written job description person and work specification, identifying their responsibilities and accountabilities and with copies of the agency's Staff Handbook and grievance and disciplinary procedure. Staff are required to adhere to the Care Council for Wales Code of Conduct. (Standard 18)

All staff including managers receive regular supervision and have their standard of practice appraised annually. (Standard 21)

NB. If the service does not meet fully the above minimum standards, this section of the matrix should not be scored.

| GOOD | VERY GOOD | EXCELLENT |
|--|--|---|
| <p><input type="checkbox"/> Staff receive individual debriefing and support following exposure to serious incidents of challenging behaviour in this setting.</p> <p><input type="checkbox"/> Managers provide regular direction and support to staff in this setting.</p> <p><input type="checkbox"/> Staff report feeling supported by the organisation</p> <p><i>(Evidenced by post-incident support policy and formal records of post-incident support, with evidence of action following debrief sessions, where required. Discussions with staff).</i></p> <p><input type="checkbox"/> Out of hours support is available to this setting, to help with staff cover etc.</p> <p><i>(evidenced by contact details, logs etc)</i></p> | <p><input type="checkbox"/> Discussion about the experience of exposure to incidents of challenging behaviour is a routine part of individual supervision sessions in this setting.</p> <p><input type="checkbox"/> Regular peer sessions are held in this setting to debrief generally about incidents of challenging behaviour that staff have been exposed to</p> <p>Proactive stress management systems in this setting include:</p> <p><input type="checkbox"/> Buddy / mentor systems introduced for new staff members;</p> <p><input type="checkbox"/> Team building and teamwork is encouraged.</p> <p><input type="checkbox"/> Service user focused meetings that occur on at least a fortnightly basis, with clear communication strategies in place to ensure all staff have regular access to decisions made</p> <p><i>(evidenced by organisational policies, supervision records, meeting minutes)</i></p> <p><input type="checkbox"/> Out of hours support is available to this setting that gives staff access to live behavioural support and advice.</p> <p><i>(evidenced by contact details, operational guidance, logs etc)</i></p> | <p><input type="checkbox"/> The service / organisation emphasises the importance of <i>proactive</i> as well as <i>reactive</i> stress management for staff.</p> <p>Proactive stress management systems in this setting encompass:</p> <p><input type="checkbox"/> Individual supervision sessions used to discuss proactive steps for reducing the likelihood that stress will be experienced;</p> <p><input type="checkbox"/> Support provided to staff to recognise the early indicators that they may be becoming stressed;</p> <p><input type="checkbox"/> The provision of education and training in stress management strategies;</p> <p><input type="checkbox"/> Staff forums</p> <p><input type="checkbox"/> Staff involvement in management</p> <p><input type="checkbox"/> Availability of occupational health</p> <p><input type="checkbox"/> Employee assist programmes</p> <p><input type="checkbox"/> A range of out of hours support systems is in place that gives staff access to a named behavioural specialist known to the setting, who can give informed advice, attend if necessary, debrief, call on other support etc.</p> <p><i>(Evidenced by: clear statements on proactive stress management system in operational guidance; records of staff training in stress management; team-building initiatives; supervision policy, low staff sickness, high staff retention, staff consultations, staff survey results.)</i></p> |

SCORE SHEET

Name of Service being assessed: _____ Name of Assessor: _____ Date: _____

NB. If the service did not meet fully the minimum standards on any section of the matrix, leave that section blank.

To score each section, start at GOOD to check that all the standards are met. If not, leave the rating columns blank and note which standards were met and the evidence for this in the Evidence column. If all GOOD standards are met, check through the VERY GOOD standards. If all these are not met, tick the GOOD column, and note all the evidence found. If all VERY GOOD standards are met, check through the EXCELLENT standards. If all these are not met, tick the GOOD column, and note all the evidence found. If all the GOOD, VERY GOOD and EXCELLENT standards are met, tick the EXCELLENT column and note all the evidence found.

Ensure that, where indicated, you refer to the Evidence Template Appendix for examples of documents and content breakdowns, in order to judge the evidence accurately.

| SECTION | GOOD | VERY GOOD | EXCELLENT | Evidence |
|---------------------------------------|------|-----------|-----------|----------|
| 1. STAFF TRAINING AND DEVELOPMENT | | | | |
| 2. BEHAVIOURAL ASSESSMENT | | | | |
| 3. BEHAVIOURAL SUPPORT PLAN | | | | |
| 4. IMPLEMENTING PBS PLANS IN PRACTICE | | | | |
| 5. STAFF SUPPORT | | | | |

SUMMARY OF ASSESSMENT

Areas of Good Practice

Areas where improvements are needed

Recommendations for further action

Assessor's Signature :

Date: