Positive Behavioural Support

The Evaluation Matrix for Challenging Behaviour Services

EVIDENCE TEMPLATE

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

This Evidence Template should be used when gathering evidence for the Evaluation Matrix. It is provided as an aid to assessors. All the standards included in each section of the Matrix are listed on the following pages, with an indication of what type of evidence should be examined. Each of these pages can be used as a file divider, so that the documentary evidence collected can be collated or referenced under the relevant section.

The Evidence Template could also be used by service settings on an ongoing basis to store relevant evidence that meets the stated standards. Collating the evidence in one place like this will make assessment more streamlined and efficient.

ASSESSORS ARE ADVISED TO COMPLETE THIS EVIDENCE TEMPLATE FIRST BEFORE MOVING ON TO RATE THE SETTING ON THE EVALUATION MATRIX

Developed by members of the
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Ein cyf/Our ref RE/05486/16

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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

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 oedi.

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.

SECTION 1. STAFF TRAINING & DEVELOPMENT (All evidenced by training records)	
STANDARDS	**Evidence**
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).	
80% of staff supporting people with challenging behaviours in this setting undergo refresher training in the above on at least an annual basis.	
The organisation demonstrates a clear commitment to' service-user driven training' to respond to identified need.	
Further training in proactive approaches and methods is provided, such as Antecedent Intervention, Skill Teaching, Active Support (AS), Person-Centred- Planning (PCP) and Inclusive Communication, PBS BTEC courses.	
80% of staff in this setting have completed or are undertaking the above training.	
The organisation has developed its own internal network of at least 2 of the following: Positive Behavioural Management (PBM); Active Support (AS) trainers; Person-Centred-Planning (PCP) facilitators.	
80% of staff 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).	
A whole organisation approach to training in PBS is integrated and operational and reflected in its annual training plan.	
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.	
The organisation's training and development programme includes functional analysis, behaviour plan design.	
The organisation provides practice leadership training for managers to support the implementation of PBS in practice.	
All staff with managerial responsibilities for this challenging behaviour setting have completed or are undertaking formal training in PBS.	

SECTION 2. BEHAVIOURAL ASSESSMENT	
STANDARDS	**Evidence**
(Evidenced by shift plans; house diaries; visitors book) The service demonstrates co-operation with the process of behavioural assessment, via functional analysis by external professionals i.e.:	
▪ staff members are released for interviewing	
▪ basic behavioural information is collected via bespoke (individually tailored) monitoring forms;	
▪ access is granted to observers to collect objective data in the setting	
Behaviour monitoring is a routine part of operational procedures within this setting, with or without external involvement *(Evidenced by operational policy documentation and records of behavioural incidents).*	
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, Scatterplpots, MTS, CTS etc.) *(Evidenced by staff members undertaking accredited courses in functional analysis processes).*	
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 *(Evidenced by an example of a completed and comprehensive Behavioural Assessment Report, sampled randomly. See Appendix for required content)*	
(Evidenced by staff undertaking the BTEC Advanced Professional Diploma in PBS or an equivalent accredited course OR an example of a comprehensive Behavioural Assessment Report undertaken by service staff- see Appendix for required content) Skills are developed within this setting:	
• 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)	
• Conduct direct observations to test hypothesis.	
• Write a basic behavioural assessment report.	
• Collate and analyse records of behavioural incidents and review assessment reports in light of incoming data.	

3. BEHAVIOURAL SUPPORT PLAN	
STANDARDS	**Evidence**
(Evidenced by authorship of existing Behavioural Support Plans – includes external and internal professionals) The service demonstrates co-operation with the process of behavioural support plan development by external professionals, i.e.:	
• the provision of information;	
• commenting on behavioural assessment report findings;	
• commenting on behavioural support plan during its construction.	
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. *(evidenced by staff members undertaking the BTEC Advanced Diploma or Advanced Certificate in PBS or an equivalent accredited qualification).*	
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 *(Evidenced by an example of a completed and comprehensive Behavioural Support Plan, sampled randomly. See Appendix for required content)*	
(Evidenced by staff members undertaking the BTEC Advanced Professional Diploma in PBS or an equivalent accredited course *Or an example of a comprehensive Positive Behavioural Support Plan being undertaken / undertaken by the service itself – see Appendix for required content.)* Skills are developed within this setting to:	
• develop a comprehensive behavioural support plan;	
• monitor and review a Positive Behavioural Support plan.	

SECTION 4. IMPLEMENTING PBS PLANS IN PRACTICE

STANDARDS	Evidence
Evidenced by policy documents, training plans etc)	
The Positive Behaviour 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 Appendix on the 3-stage training model)	
Clear service performance standards are set for this setting, against which the quality of service delivery can be monitored.	
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.	
In this setting, challenging behaviour is measured as a service user outcome via behaviour monitoring systems.	
(Evidenced by incident reports, service reports etc)	
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)	
Service performance standards in this setting are developed with the full involvement of the staff team (i.e. a bottom-up approach).	
This setting is *systematically* monitored against set service performance standards by planned, quarterly visits from senior staff in the organisation and by monthly observations by the manager.	
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.	
Quarterly reports are produced to document the outcomes of monitoring.	
Systems are in place in this setting for reporting back to staff and the organisation on a quarterly basis.	
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.	
(Evidenced by completed monitoring tools)	
Advanced systems are in place for implementing PBS plans, i.e. comprehensiveness testing; Goodness of Fit checking (GoF), competency-based staff training, Positive Monitoring (PM) and Periodic Service Review (PSR), in which at least 80% of the staff team participate. (see Appendix)	
Services are routinely monitored against the set performance standards in a robust way, to include:	
• a functioning operational PSR system, which is led by the team manager;	
• Positive Monitoring systems are in place to assess how well PBS plans are implemented by staff in practice.	
• Systems are in place for developing and implementing remedial action plans from the outcomes of monitoring. Actions set are reviewed on a quarterly basis	
• Positive and constructive feedback is provided to managers and staff on the outcomes of monitoring, and this is documented as procedure.	

SECTION 5. STAFF SUPPORT	
STANDARDS	**Evidence**
(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).	
Staff receive individual debriefing and support following exposure to serious incidents of challenging behaviour in this setting	
Managers provide regular direction and support to staff in this setting	
Staff report feeling supported by the organisation	
Out of hours support is available to this setting to help with staff cover etc. *(evidenced by contact details, logs etc)*	
(evidenced by organisational policies, supervision records , meeting minutes)	
Discussion about the experience of exposure to incidents of challenging behaviour is a routine part of individual supervision sessions in this setting	
Regular peer sessions are held in this setting to debrief generally about incidents of challenging behaviour that staff have been exposed to	
Proactive stress management systems in this setting include:	
• buddy / mentor systems introduced for new staff members;	
• team building and teamwork is encouraged.	
• Service user focused meetings occur on at least a fortnightly basis, with clear communication strategies in place to ensure all staff have regular access to decisions made	
Out of hours support is available to this setting that gives staff access to live behavioural support and advice. *(evidenced by contact details, operational guidance, logs etc)*	
(Evidenced by: clear statements being made on proactive stress management system in operational guidance; records of staff training in stress management; evidence of team-building initiatives; supervision policy, low staff sickness, high staff retention, evidence of staff consultation, staff survey results.)	
The service / organisation emphasises the importance of *proactive* as well as *reactive* stress management for staff.	
Proactive stress management systems in this setting encompass:	
• individual supervision sessions used to discuss proactive steps for reducing the likelihood that stress will be experienced;	
• support provided to staff to recognise the early indicators that they may be becoming stressed;	
• the provision of education and training in stress management strategies	
• staff forums	
• staff involvement in management	
• availability of occupational health	
• employee assist programmes	
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.	