



Positive Behavioural Support

Practice Leader Competencies

EVIDENCE TEMPLATE

**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 Practice Leader Competencies Assessment. It is provided as an aid to assessors. All the standards included in each section of the Competencies Assessment are listed on the following pages. These pages can be used as file dividers, so that the documentary evidence and notes collected can be collated or referenced under the relevant section.

N.B. Full details of evidence to be examined is given in the Practice Leader Competencies Measure against each item within each of the 15 Standards. PLEASE REFER TO THIS DOCUMENT WHEN GATHERING THE EVIDENCE

This 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 INDIVIDUAL ON THE PRACTICE LEADER COMPETENCIES ASSESSMENT

Developed by members of the Learning Disability Advisory Group Subgroup 'Transforming Care in Wales for People with Learning Disabilities and Challenging Behaviour':

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Ein cyf/Our ref RE/05486/16

Professor Ruth Northway and Sophie Hinksman
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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 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.

Service:

Practice Leader being assessed:

Name of Assessor(s):

Relationship to Practice Leader:

Date of Assessment start:

Date of Assessment completion:

Notes:

STANDARD 1		
My PBS plan helps me have a good quality of life		
COMPETENCY: Leads the team to understand, implement and review the PBS plan		
Performance Criteria		Evidence collected
1.1	Supports the team to understand all plan elements	
1.2	Trains the team in the PBS plan: 3 stage competency training	
1.3	Mentors the team in implementing the plan	
1.4	Conducts Positive Monitoring on a regular basis	
1.5	Administers Goodness of Fit checklist	
1.6	Feedback on performance to staff	
1.7	Role models best practise and supports development of the person	
1.8	Carries out Periodic Service Reviews to track team progress	
1.9	Maintains consistency of support using observation and the 3-stage competency training	
1.10	Monitors Primary Preventative strategies e.g. Active Support, Communication systems, PCP, routines, are being implemented by the team	

STANDARD 2**I am supported to make informed choices and have control****COMPETENCY: Ensures people are enabled to make decisions independently or that MCA and Best Interest decisions are in place**

Performance Criteria		Evidence collected
2.1	Assesses that support plans and risk analysis reflect the person's abilities around choice and decision making	
2.2	Facilitates individuals' circle of support to engage in choice and decision making	
2.3	Audits to check that adequate communication systems are in place and used for choice making	
2.4	Leads staff team in analysing the decisions people are making ensuring best practice	

STANDARD 3**I have relationships with family and friends****COMPETENCY: Actively promotes and maintains people's relationships with family, friends and partners**

Performance Criteria		Evidence collected
3.1	Role models and demonstrates professional boundaries and personal relationships	
3.2	Facilitates contact with families and friends ensuring the interpersonal environment is appropriate	
3.3	Monitors and feeds back on communication between staff team and families/friends	
3.4	Facilitates meetings with family and circles of support	
3.5	Audits to ensure that all recording is kept confidential, factual & values based	

STANDARD 4**I participate at home and in the community****COMPETENCY: Leads the team in Active Support**

Performance Criteria		Evidence collected
4.1	Makes sure staff adhere to Active support routines and community participation	
4.2	Prioritises resources to support participation	
4.3	Makes sure all AS monitoring is kept up to date e.g. opportunity plan, goal planning etc.	
4.4	Matches/develops staff skills to participation needs	
4.5	Assesses service user skills and outcomes over time	
4.6	Conducts individual service user reviews to demonstrate outcomes	
4.7	Role models direct support to service users	

STANDARD 5**I live in an enriched typical environment , that suits my needs****COMPETENCY: Develops and maintains a homely environment**

Performance Criteria		Evidence collected
5.1	Ensures the environment is adapted to suit individual need and choice	
5.2	Supports the individual to maintain their home to an acceptable standard	
5.3	Monitors environment with a view to minimise restrictive practice	
5.4	Monitors and observes to reduce any institutional practice	
5.6	Promotes individuality and choice	

STANDARD 6		
I am supported to communicate		
COMPETENCY: Promotes culture of Inclusive Communication		
Performance Criteria		Evidence collected
6.1	Supports staff to implement Inclusive Communication.	
6.2	Makes sure people are assessed for appropriate level of communication.	
6.3	Promotes total communication environment	
6.4	Supports staff to use communication profiles and Passports	

STANDARD 7**I have appropriate treatment for my physical and emotional wellbeing****COMPETENCY: Supports the individual to maintain their physical and mental wellbeing**

Performance Criteria		Evidence collected
7.1	Enables access to health appointments e.g. GP etc.	
7.2	Makes sure people's health needs are addressed	
7.3	Makes sure health needs are in PBS plan Primary Prevention and staff know them.	
7.4	Supports staff to follow health treatment plans	
7.5	Ensures consent to treatment was sought or MCA and Best Interest decisions are in place	
7.6	Supports individuals to access regular health reviews/health checks	
7.7	Ensures that health recording is sufficient to inform the delivery and formulation of plans for the individual	
7.8	Supports staff to recognise and manage pain	

STANDARD 8		
My behaviours that challenge are understood		
COMPETENCY: Supports staff to understand the function of individuals' challenging behaviours		
Performance Criteria		Evidence collected
8.1	Ensures that a BBAT and BAR have been completed where necessary	
8.2	Supports staff to understand challenging behaviour in a person-centred way	
8.3	Supports staff to participate in any internal and external assessments and analyses	
8.4	Ensures that monitoring of behavioural incidents is maintained and analysed	
8.5	Makes sure that observations are facilitated/ consent in place / carried out and fed into analysis	
8.6	Observes and coaches staff team.	
8.7	Prepares data and information on challenging behaviour for the MDT	

STANDARD 9		
There is a sustained reduction in my challenging behaviours		
COMPETENCY: Implements strategies to reduce challenging behaviours		
Performance Criteria		Evidence collected
9.1	Ensure all behavioural incidents are recorded	
9.2	Ensure that monitoring of behavioural incidents are collated monthly and analysed quarterly to evidence intensity, frequency & duration of behavioural incidents	
9.3	Ensure that any changes to the PBSP are informed by data analysis and communicated to the MDT	
9.4	Ensures that the PBSP is subject to regular review (specify frequency)	
9.5	Ensures that post incident support is routinely provided to individuals and their staff following an incident of challenging behaviour	
9.6	Supports staff to manage stress and their wellbeing	

STANDARD 10		
I am not subjected to restrictive practices		
COMPETENCY: Develops/facilitates a culture of least restrictive practice		
Performance Criteria		Evidence collected
10.1	Understands restrictive practice as identified within a legal framework	
10.2	Ensures all staff have completed identified ethical physical intervention training re restrictive practice	
10.3	Identify any restrictive practice & ensure that the relevant capacity and best interest assessments have been completed and are evidenced i.e. the least restrictive practice, and a plan to reduce any currently approved restrictive practice	
10.4	Ensures that all restrictive interventions are recorded Data is systematically collected, summarised & analysed on at least a monthly basis	
10.5	Ensures all restrictive interventions are monitored and reviewed	

STANDARD 11		
I am not subjected to punishment or punitive practice		
COMPETENCY: Safeguards the wellbeing of the individual		
Performance Criteria		Evidence collected
11.1	Promotes a Person Centred culture	
11.2	Ensures staff: <ul style="list-style-type: none"> • are compliant with statutory training requirements and includes DDE, SSWB Act • can distinguish between positive and negative reinforcement and punishment/punitive practice • know what to do if they see punishment or punitive practice 	
11.3	Is a positive role model and demonstrates positive support, pcp and active support competencies	
11.4	Completes positive monitoring of PBSP implementation - specify frequency	
11.5	Communicates clear standards of service delivery and support – addressing identified practice issues in a timely manner	

STANDARD 12		
I am supported by staff trained in PBS		
COMPETENCY: Ensure positive behaviour support is the foundation of all support provided		
Performance Criteria		Evidence collected
12.1	Has undertaken, or is undertaking, training in PBS	
12.2	Promotes and enables own continued professional development	
12.3	Promotes and enables continued professional development for the team	
12.4	Supports staff to develop and maintain their values base and attitudes	
12.5	Conducts Positive Monitoring in a regular basis	
12.6	Runs PSR system on a regular basis	

STANDARD 13		
My PBS plan is implemented consistently by the staff team		
COMPETENCY: Supports staff to implement individuals' PBS plans		
Performance Criteria		Evidence collected
13.1	Delivers 3-stage training for individuals' PBS plans	
13.2	Actively involves staff in developing and reviewing PBS plans	
13.3	Conducts positive monitoring regularly	
13.4	Provides effective and honest feedback to staff, which recognises and develops good practice	
13.5	Runs PSR system on a regular basis	
13.6	Monitors the impact of PBS plans	

STANDARD 14		
I am safe and protected from abuse		
COMPETENCY: Implements practice and policies to promote the safety of others		
Performance Criteria		Evidence collected
14.1	Is trained in and understands processes for: Safeguarding Adults at Risk, Dignity, Diversity & Equality, Whistleblowing, Complaints, Confidentiality	
14.2	Ensures the staff team are compliant with statutory training requirements for Safeguarding Adults at Risk Dignity, Diversity & Equality	
14.3	Ensures policies and procedures for: Safeguarding Adults at Risk, Dignity, Diversity & Equality, Whistleblowing, Complaints , Confidentiality are clearly communicated & implemented	
14.4	Promotes opportunities for individuals to contribute to the planning, delivery and review of their support, exercising choice and control	
14.5	Ensures individuals are supported to access advocacy services and/or maintain family relationships	
14.6	Promotes positive risk-taking to achieve positive outcomes for individuals	
14.7	Recognises stress indicators in team	
14.8	Recognises stress indicators in individuals	
14.9	Ensures that post incident support is routinely provided to individuals and their staff following any incident of abuse	

15. KEY LEADERSHIP SKILLS		
COMPETENCY: Is an accomplished Practice Leader		
Performance Criteria		Evidence collected
15.1	Takes responsibility for service and team performance. Demonstrates: Accountability Learning Evidence-based practice	
15.2	Communicates clear standards for service delivery and support – addressing identified practice issues in a timely manner	
15.3	Is a positive role model – visible and approachable	
15.4	Is knowledgeable and applies knowledge and evidence to evaluate impact on service delivery and support	
15.5	Embeds equality, diversity and inclusion in team practice	
15.6	Promotes a culture of continuous improvement and learning, uses reflective practice	
15.7	Has resilience and maintains the wellbeing of individuals and staff	
15.8	Self-aware/emotional intelligence/manages own emotions	
15.9	Manages own workload	
15.10	Maintains professional boundaries	
15.11	Demonstrates culture and vision to motivate team towards goals	
15.12	Supports staff team to have a clear identity of role	
15.13	Decision making /judgement/objectivity/managing well in crises	
15.14	Ensures that post incident support is routinely provided to individuals and their staff following an incident of challenging behaviour	
15.15	Supports staff to manage stress and their wellbeing	