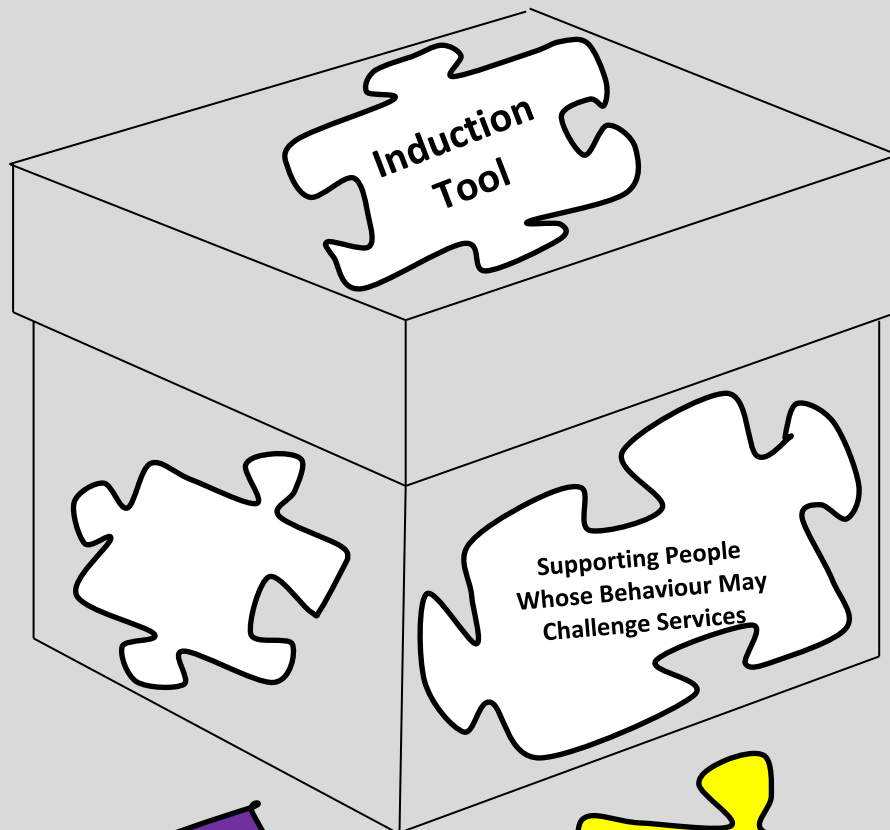


Avon & Wiltshire Positive Behavioural Support Network

For people who support individuals with a learning disability who have challenging behaviour



Foreword



Positive Behavioural Support (PBS) is a key component of the Government's *Positive and Safe Strategy*. While we know that PBS is an effective tool for helping people with severe challenging behaviours, at present, knowledge about this approach is too thinly spread to make a major difference in the lives of those we support. A key task is therefore to ensure that PBS is adopted on a systemic, whole service basis, rather than being something which only a select and restricted sample of people have access to.

The Induction Tool produced by the Avon & Wiltshire Positive Behavioural Support Network is a really useful introductory training that can contribute to developing this more wide-spread service knowledge and competence. It is an accessible training pack that rightly majors on PBS' commitment to improving service user quality of life. Importantly it emphasises the fact that that we can all behave in challenging ways given the right (or rather, the wrong) circumstances-something which is essential in developing empathy with people whose behaviour we sometimes struggle to understand.

The training pack is a really good 'starter for ten' and deserves to widely adopted by Network members. I thoroughly commend its use.

Professor David Allen
Clinical Director, Positive Response Training & Consultancy and Professor, Tizard Centre, University of Kent

About the people who developed this tool



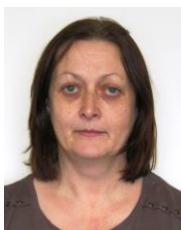
I have worked with people with learning disabilities since 1974; in the early part of my career approaches towards those who became distressed were very negative and reactive. It has been really great to see how paid and unpaid carers have embraced and used Positive Behavioural Support approaches to understand why people do become distressed, to help people live in ordinary communities and lead fuller lives. (Alan Nuttall)



I have worked with people with learning disabilities since 1984 at a time when understanding someone's behaviour was not how challenging behaviour was managed. Fortunately things have moved on massively since then but improvement still needs to continue. I have many years of experience of working with people who challenge and I am committed to seeing this development in services continue. What I like about Positive Behaviour Support is (among other things) it makes sure everyone involved considers the seemingly small things that upset or annoy people and by creatively addressing these things a massive positive impact can be achieved in someone's quality of life. (Bev Cole)



I have worked within the NHS for the last 30 years and have a passion for supporting people with a learning disability with additional complex challenging and mental health needs. I am committed to exploring ways to make a difference for individuals, their families and/or carers (paid/non paid). There has been a lot of change in service delivery over the years especially in the approaches to understanding and managing challenging behaviour, part of this change has been the use of Positive Behavioural Support to enable individuals with complex needs the opportunity to achieve better quality life outcomes. (Tracy Cox)



I am an Occupational Therapist, and have worked in the NHS since 1979, working with people who have a learning disability and mental health problems, and whose behaviour may challenge services. During this time I have seen the use of many different approaches, as our understanding of how and why people's use challenging behaviour has developed. I have seen the benefits of using Positive Behavioural Support in changing the lives of people with a learning disability, their family and friends, and the people who support them to lead meaningful lives. (Wendy Wright)

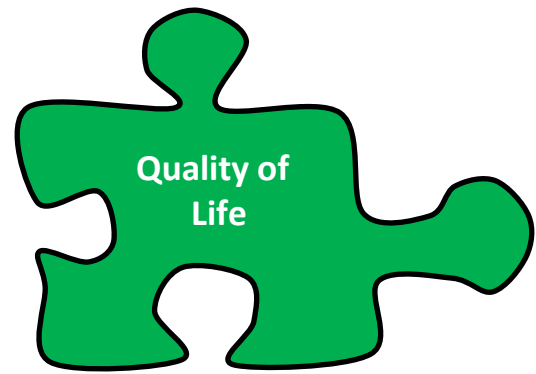
Introduction

This Induction Tool is for anyone who supports a person whose behaviour challenges services.

It is designed to help you understand and explore your own value base and attitudes through practical exercises and discussions with your mentor.

It will provide you with a foundation from which you can undertake further training on Positive Behaviour Support (PBS).

Section 1



A good quality of life is important to us all. What constitutes a good quality of life will vary from person to person but there will be some similarities. It is important to remember that what you think is a good quality of life will not necessarily be what someone else considers to be a good one. A good quality of life may include:

- a circle of close friends
- a family life
- a sense of security (material and emotional)
- having personally meaningful things to do
- having choice and control in your life
- opportunities to grow and develop
- basic needs being met
- feeling good about yourself
- having a cultural and/or spiritual identity

Exercise 1a

Write down a list of some of the things which you think are important for you to have a good quality of life?

Exercise 1b

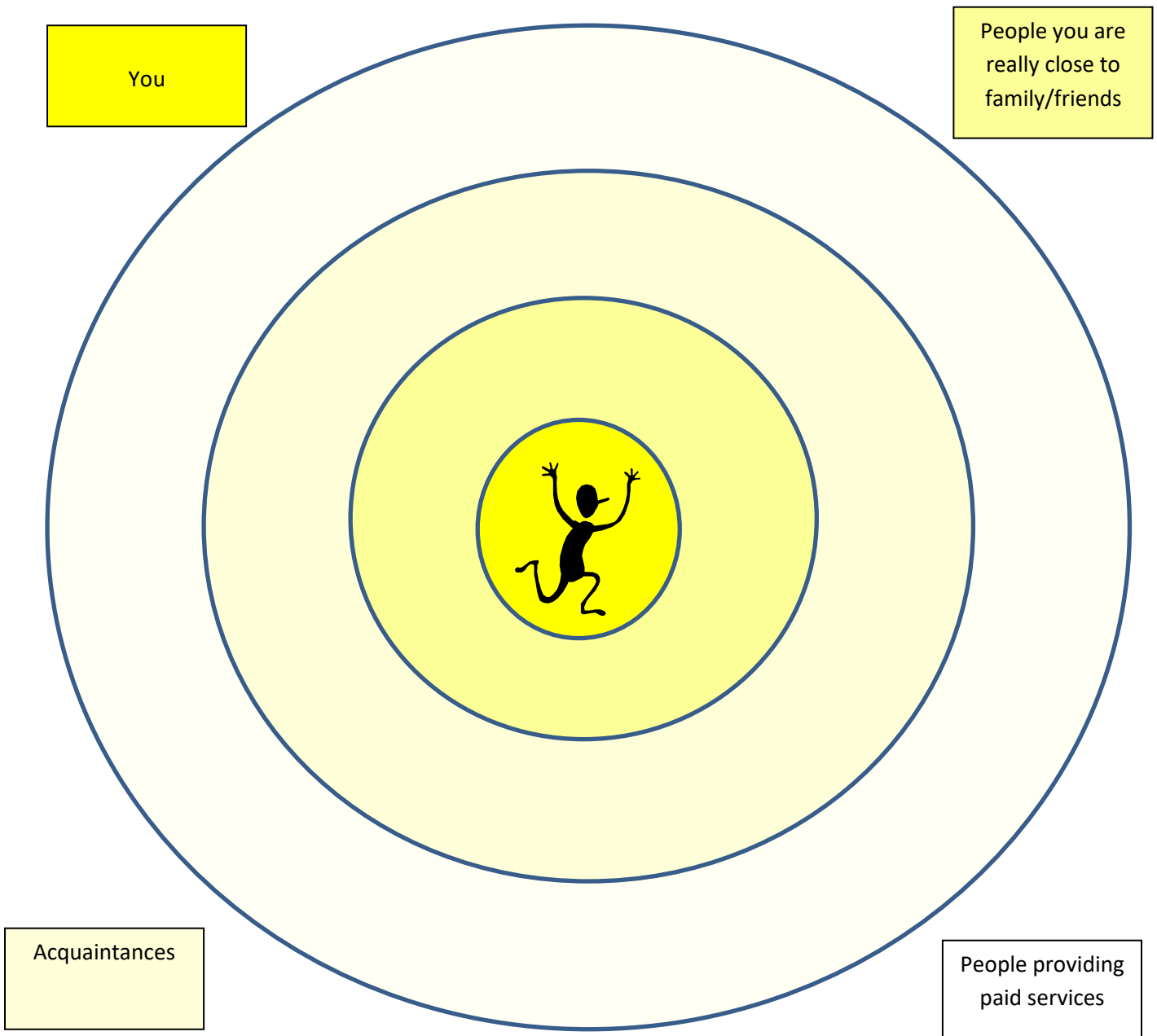
Write down a list of some of the things which you think are important for the people you support to have a good quality of life? Compare this list with the one above. Discuss with your mentor what you have found.

The people in our lives have a really important role to play in our quality of life. In our own lives this might include friends, family and work colleagues. But if we think some more, there may be other people we can identify. For example during periods of ill health our GP may become important.

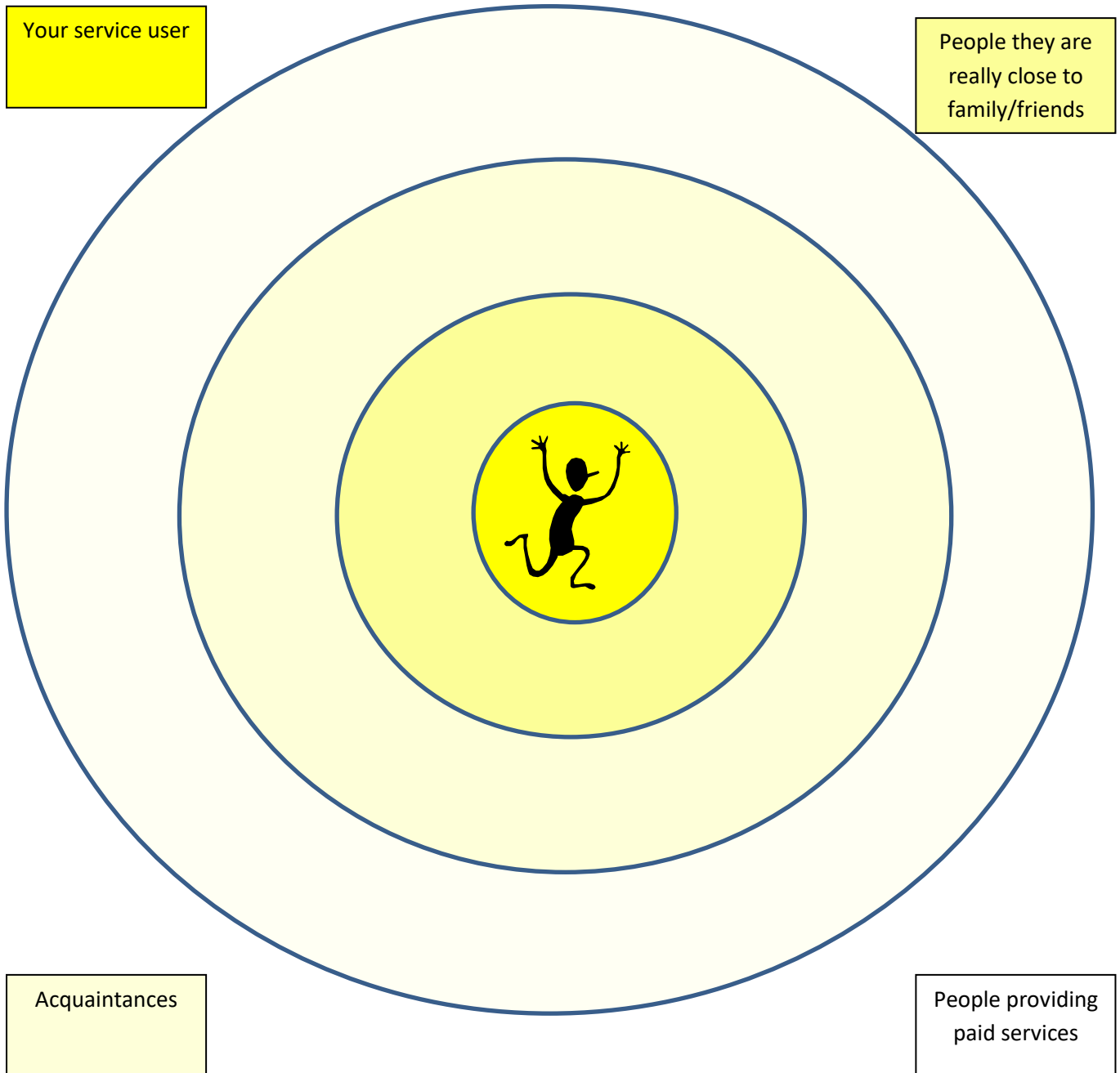
Exercise 1c

Fill in the following two diagrams.

Think about the people who can influence your quality of life.



Now think about a person you are supporting, and fill in the circles for them.



Compare the two diagrams and discuss with your mentor. Write down the main points you discussed with your mentor:

Section 2



- Everyone will find certain situations and events challenging. These are individual and may vary considerably for different people.
- There are some things which we are all more likely to find challenging. This could be something about the place we are in (the environment) or something which other people are doing which is affecting us (interpersonal).

Exercise 2a

Environmental

Write down some things you find challenging in a particular environment. Choose an environment which you have previously had some difficulties in.

Intrapersonal

Write down the some things you find challenging in your interactions with others.

Exercise 2b

Write down what things other people sometimes find challenging about the things you do.

- Some people with a learning disability are described as having “challenging behaviour”. This means that some of the things they do are more likely to get noticed by us. Sometimes this is because we are really worried about the things the person is doing. But sometimes it’s just because we expect people to fit in with what we think is ‘normal’.
- What we really mean by challenging behaviour is:
 - behaviours which we think can harm the person or others
 - behaviour which can lead to damage to property
 - behaviour which get in the way of the person or others having a good quality of life.
- These are a few types of behaviour which get called challenging:

Hitting others

Throwing or breaking things

Shouting or swearing

Hurting self

Repetitive behaviours

Running away from carers

Exercise 2c

With your mentor think about the people you are working with. Write down any of these behaviours which they show.

Perhaps there are some other behaviours which the people you are working with show that may also be called challenging – if so write them down and discuss with your mentor to see if they agree.

- We need to think about how challenging behaviour affects us. This is important because it influences how we think, feel and behave towards the person with challenging behaviour?

Exercise 2d

With your mentor, talk about and write down, how you think experiencing challenging behaviour from someone you support will make you feel.

Exercise 2e

Write down how you think feeling like this may affect how you think and behave toward the person with challenging behaviour.

Section 3



Typically when we use the term 'challenging behaviour' we are using it to describe a service-user we are working with. If we are honest how often would we be brave enough to describe the behaviour of our work colleagues or managers as challenging?

When we think about *who* can be challenging it is really useful to consider the views and behaviour of a range of different individuals. This can include:

Exercise 3a

Think about a situation when you have been on holiday perhaps in a different country. Write down any situations where you found the behaviour of the people there strange or challenging and discuss them with your mentor.

Were there situations where the things that you did drew attention from other people? Write these down as well and discuss them with your mentor?

Exercise 3b

Look back at the diagram you completed on page 5. This shows the possible range of people that a person with a learning disability may have contact with.

Think about the things that each of these people can say or do which the person with a learning disability would find challenging. How might they respond?

- People they are really close to (family/friends)

- Acquaintances

- People providing paid services

- The general public

Would the other people be affected by the service user's response?

Discuss this with your mentor

Section 4



We all experience different environments in our typical week. This may include going to work or clubs, going out with friends, shopping or spending time at home.

Exercise 4a

What are the different environments that you yourself may encounter during a typical week?

Do a weekly timetable of that week.

	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>	<u>Saturday</u>	<u>Sunday</u>
<u>Morning</u>							
<u>Afternoon</u>							
<u>Evening</u>							

Exercise 4b

Think of a service user that you know – what are the various environments that he or she experiences?

Do a weekly timetable for that person.

	<u>Monday</u>	<u>Tuesday</u>	<u>Wednesday</u>	<u>Thursday</u>	<u>Friday</u>	<u>Saturday</u>	<u>Sunday</u>
<u>Morning</u>							
<u>Afternoon</u>							
<u>Evening</u>							

Exercise 4c

Using the information from exercise 1 and 2 think about the range and frequency of activities and choices between you and your focus person

What are the similarities and differences

Discuss your thoughts with your mentor.

Environments

We need to think about the various environments people use and how they may make people feel and react. Often simple things in the environment can affect people adversely for example excessive noise, heat, crowds, moving between environments/exercise (transitions). It is essential we know how people feel in different environments and what we can do to adjust the environment and minimise the impact on the person.

Exercise 4d

Write down how you feel in different environments when you go from one environment/exercise to another.

What makes it easier for you to:-

- *Relax*
- *Socialise*
- *Concentrate*
- *Learn*
- *Talk*

Think about someone you support and how they might feel and react when they go from one environment/exercise to another?

Discuss with your mentor what support your team provide to individuals that find some environments difficult.

Section 5



There are times in all of our lives when significant life events affects how we feel and react for example starting a new job, changes in health, moving house, personal loss. Sometimes we might find these changes exhilarating other times challenging or distressing. This is called setting conditions

Exercise 5a

What sort of life events have you experienced? List what you feel are the significant ones.

Exercise 5b

Describe or reflect on two specific events:

One that had largely negative outcomes for you:

One where things were more positive:

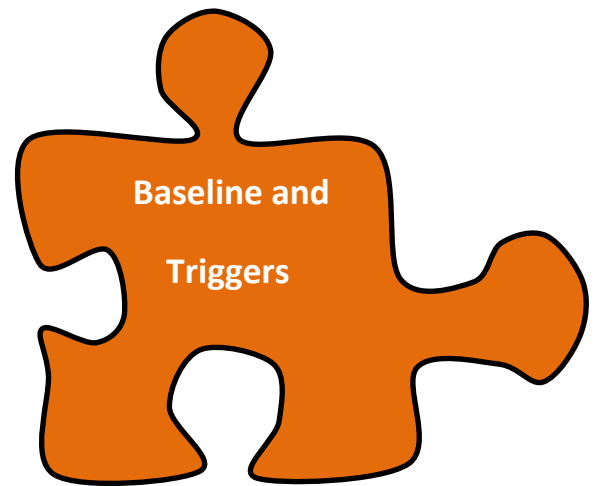
Exercise 5c

Thinking again of a service user that you support, what sort of life events have they experienced and are there any differences and similarities to yours?

Exercise 5d

What support might someone with a learning disability need during a specific life event such as bereavement or change of accommodation?

Section 6



Exercise 6a

Make a list of the words your friends and family would use to describe your personality on a daily basis:

Make a list of words that you would use to describe yourself:

Make a list of what makes you annoyed?

If something annoyed you how would your list describing yourself change?

Exercise 6b

Think of somebody you know really well who has a different personality to you.

Make a list of:

- The words you feel would best describe them on a daily basis

- What makes them annoyed

- How would you know if they were annoyed.

Reflect on any differences.

You should have seen differences between your usual behaviour and that of the person you know well.

We call this baseline behaviour.

Each person has a different baseline according to their personality and life experiences.

You would have seen that some things annoy you and your friend. They may not be the same things we call these personal triggers.

Also, you will have seen yours, and your friend's behaviour change when annoyed, although you each may express this annoyance differently.

Consider the people you support. Find out each person's baseline, their individual triggers, and how each person expresses their anger or annoyance.

Exercise 6c

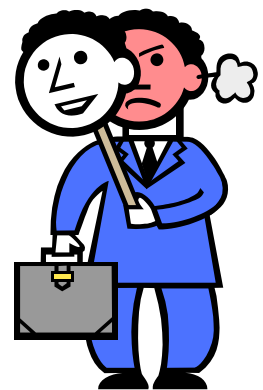
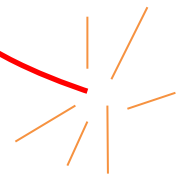
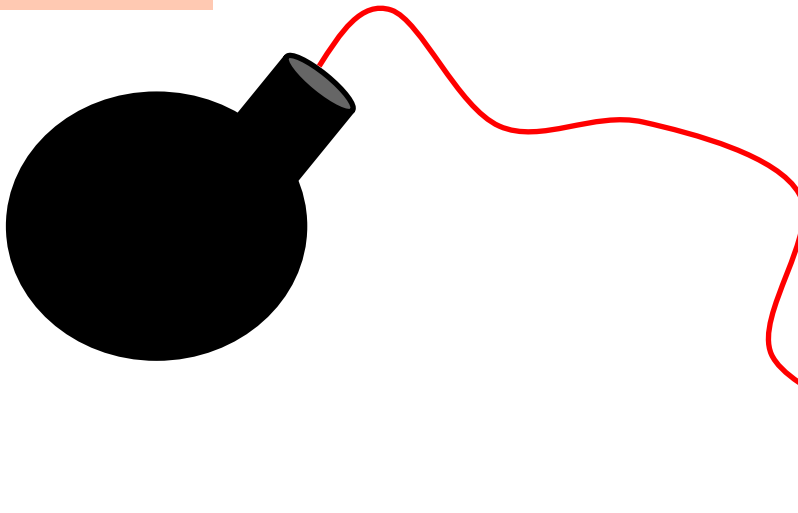
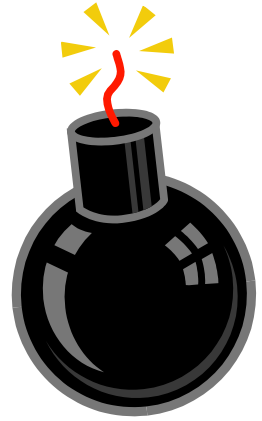
When you are angry what is helpful and what isn't? Make a list.



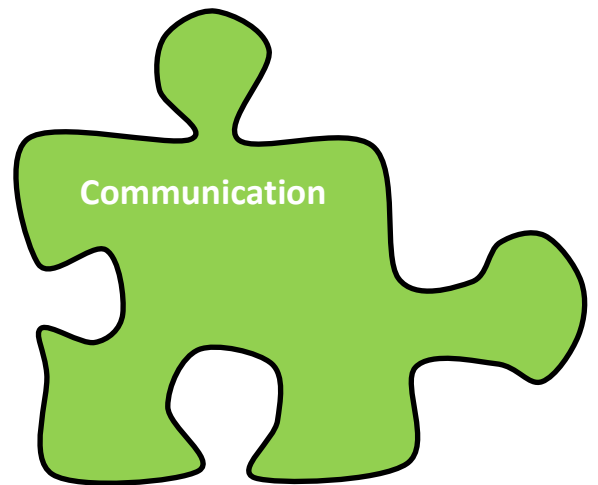
Discussion Point:

Consider the pictures below. Which one best fits the way you feel or express anger?

Can you recognise other people's anger in these pictures?



Section 7



Exercise 7a

What are the different ways that we communicate?

Exercise 7b

Reflect on how we all express emotions – relate this to your personal experience and compare/contrast with the experience of someone who lives in care. How might the way they express their emotions be different and be perceived by others?

Exercise 7c

How can we use specific activities, such as outings in the community, as a learning experience?

Exercise 7d

Draw a square with a circle on top of it:

Sit on both of your hands. Now describe a spiral stair case without using your hands. How easy or difficult was that?

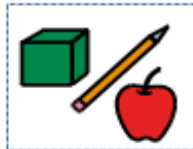
Consider how often you use any of the following when you are trying to describe something.

Would it help the person you are supporting if you used a particular way of communicating with them? Why?

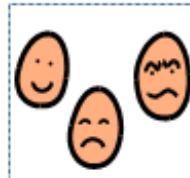
**Signing /
Gesture**



Objects



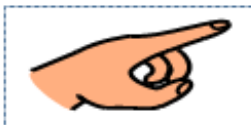
**Facial
Expression**



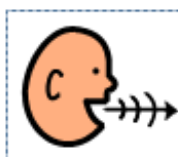
**Eye
Gaze**



Pointing

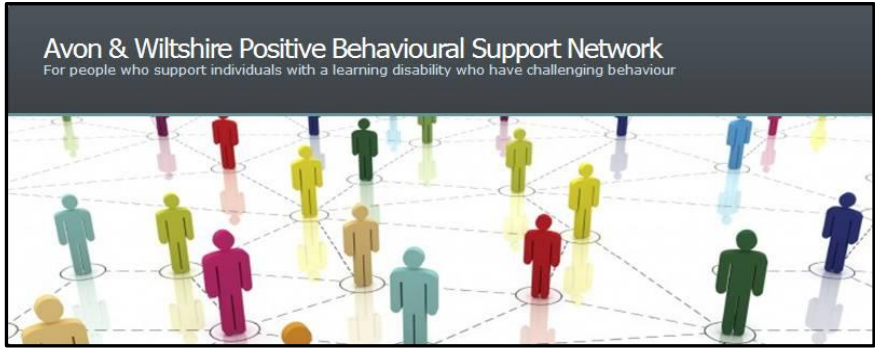


**Speech
Vocalisations**



Pictures / Symbols / Photographs





Congratulations

**You have completed the
Induction Pack**

Your name:

Your signature:

Mentor's Name:

Mentor's signature:

Date of Completion:

Avon and Wiltshire 
Mental Health Partnership NHS Trust



 University of the
West of England


Milestones Trust
turning life choices into reality



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