

Putting PBS into Practice (blended learning equivalent of PBS Practitioner)

Background and aim of the programme

This programme will introduce the key components of PBS and the values and science that underpin it. The potential causes and function of behaviors of concern will be covered as well as the impact of personal attitudes, values and beliefs on the quality of support that is offered. This programme covers the essential knowledge needed by anyone who provides direct support and implements Behaviour support strategies or a Behaviour support plan. Participants will explore the purpose and essential elements of a Behaviour support plan, including proactive strategies such as teaching new skills as well as reactive strategies and learn what they need to do to support functional assessments.

Learning outcomes.

- On successful completion of the programme delegates will:
- Be able to describe the value base underpinning good quality services and how they are reflected in the PBS framework
 - Recognize that personal values and attributions can influence the type of support given
 - Be able to describe the range of needs a person may have. Be able to explain why it is important to know the individual person and be able to describe how to turn this knowledge into action that improves the quality of life for the person
 - Be able to describe the factors that influence a capable and supportive environment
 - Be able to explain the difference between an enabling model of support and a hotel model of care
 - Understand their role and responsibilities in relation to supporting functional assessment
 - Understand the purpose of data collection and why it is important to describe and record Behaviour accurately
 - Be able to explain the role and purpose of Behaviour Support Plans and describe each essential element of a Behaviour Support Plan
 - Be familiar with the stages of the arousal cycle
 - Understand the importance of supporting individual communication and teaching new skills to people and be able to describe a range of techniques to do this
 - Have developed an understanding of the difference between restrictive and non-restrictive strategies.

<p>Structure</p>	<p><u>Part one</u> 3 hours self-directed learning completed ahead of tutorial 1 Tutorial 1, 2 hour small group live online tutorial (including a break)</p> <p><u>Part two</u> 3 hours self-directed learning completed ahead of tutorial 2 Tutorial 2, 2 hour small group live online tutorial (including a break)</p> <p>A minimum of a week is needed between tutorial 1 and tutorial 2 to provide learners with time to complete self-directed learning.</p>
<p>Group size</p>	<p>6</p>