



The keys to life



Taking Forward Positive Behavioural Support in Scotland

Outline of Presentation

- Definition of Positive Behavioural Support
- The Scottish Government PBS project
 - Rationale for PBS project
 - Overview of the PBS project
 - Findings from the PBS project
 - Recommendations
- Next steps

Defining Positive Behavioural Support

What do we Mean by PBS?

- Applied Behaviour Analysis
- An applied science
- A framework for support
- A psychological therapy
- An approach used only by specialists
- Just being person-centred
- Just being positive to people

Reviewing PBS Definitions

- 18 studies defining PBS (13 articles & 5 book chapters)
- Ranging from 1990 – 2016
- 16 from the US & 2 from the UK
- 17 different features of PBS were identified

Year	Study Authors	Title
1990	Horner et al	Towards a Technology of Nonaversive Behavioral Support
1999	Carr et al	PBS: Overview & Definition (in PBS for People with DD: A Research Synthesis)
2000	Sugai et al	Applying PBS & Functional Behavior Assessment in Schools
2000	Anderson & Freeman	PBS: Expanding the Application of ABA
2002	J. Carr & Sidener	In Response: On the Relation Between ABA & PBS
2002	Carr et al	PBS: Evolution of an Applied Science
2005	La Vigna & Willis	A PBS Model for Breaking the Barriers to Social & Community Inclusion
2005	Allen at al	PBS: Definition, Current Status & Future Direction
2006	Johnston et al	PBS & ABA
2007	Carr	The Expanding Vision of PBS: Research Perspectives
2008	Dunlap et al	PBS & ABA: A Familial Alliance
2009	Dunlap et al	Overview & History of PBS (in Handbook of PBS)
2009	Singer & Wang	The Intellectual Roots of PBS (in Handbook of PBS)
2013	Gore et al	Definition & Scope for PBS
2015	Hieneman	PBS for Individuals with Behavioral Challenges
2016	Morris & Horner	PBS (in Handbook of Evidence-Based Practices in IDD)
2016	La Vigna et al	PBS in the Treatment of Aggression (in New Directions in Treatment)
2016	Kincaid et al	PBS: A Proposal for Updating & Redefining the Definition

17 Features of PBS

- Lifestyle change
- Functional analysis
- Multi-component
- Environmental change
- Antecedent manipulation
- Teaching new skills
- Use of reinforcement
- Non-aversive
- Includes reactive strategies
- Social validity
- Systems change
- Data driven
- Ecological validity
- Stakeholder participation
- Contextual fit
- Person-centred
- Use of other approaches

Descriptions of Features

- Based on Functional Assessment
 - Functional assessment is used in order to understand what purpose behaviours serve and what events are likely to maintain the behaviour
 - Ensuring a direct link between functional assessment and support plans/interventions
- Multi-component
 - Simultaneous manipulation of many variables as challenging behaviour is often maintained by multiple variables
 - Interventions include changing antecedents, teaching new skills & behaviours, use of reinforcement and reactive strategies

Descriptions of Features

- Environmental Change
 - A belief that challenging behaviours are a product of the person's environment and that many people with learning disabilities live within barren, unstimulating and difficult environments; PBS therefore incorporates broad and lasting changes to the environment in order to address challenging behaviour
 - A wide range of variables is addressed, e.g. relationships, employment, activities, leisure, skills, staffing, diet, routines, physical environment, instructional methods
- Contextual Fit
 - Interventions must fit with the values, skills, resources & social context of the stakeholders

Descriptions of Features

- Ecological Validity
 - Involvement of ‘typical agents’ in implementing the intervention, i.e. family and ordinary support staff, rather than researchers or behaviour specialists
 - Use of natural settings to implement the intervention, e.g. home or community, rather than wards, specialist units or institutions
- Data Driven
 - All decisions about interventions are evidence-based
 - Monitoring & evaluation of the effectiveness of PBS interventions are essential and are based on the collection of data about the individual and a range of aspects of their life

Key Features of PBS

Feature of PBS	Number of Studies Referring to
1. Lifestyle Change/Quality of Life	18
2. Environmental Change	18
3. Functional Analysis	17
4. Multi-component	17
5. Teaching New Skills	16
6. Use of Reinforcement	15
7. Systems Change	15
8. Ecological Validity	15
9. Social Validity	14
10. Data Driven	14
11. Antecedent Manipulation	13
12. Stakeholder Participation	13
13. Non-aversive	12
14. Contextual Fit	11
15. Person-centred	11
16. Use of Other Approaches	11
17. Use of Reactive Strategies	8

PBS Definition

1. Use of Behavioural Technology

- **Functional analysis** as the basis of all interventions
- **Multi-component** interventions: including **environmental** change, **antecedent** manipulation, **teaching** adaptive behaviours, use of **reinforcement** and **reactive** strategies
- Systematic use of **data** to inform & evaluate interventions
- Use of other evidence-based **approaches**

PBS Definition

2. Based on Specific Values

- **Person-centred** values and beliefs underlie PBS
- **Non-aversive** & respectful: interventions must be **socially valid** and comparable to those for non-disabled individuals
- **Involvement of stakeholders**: family & friends must inform the intervention process, agree strategies and evaluate effectiveness
- **Contextual fit**: interventions must make sense for the values, skills & resources of these stakeholders
- **Ecological validity**: involvement of ‘typical agents’ in implementing the intervention, i.e. family and ordinary support staff

PBS Definition

3. Focus on Quality of Life

- Primary goal of PBS, non-contingent & non-negotiable
- Long-term focus to achieve generalised & lasting changes
- Includes improved relationships, increased community integration, greater self-confidence, increased choice and a fuller range of opportunities

4. Commitment to Systems Change

- A belief that meaningful and lasting change is only possible if organisations and systems around people are changed
- A good PBS plan is not enough, organisational systems must be introduced to support this and ensure its implementation

Why Does it Matter?

If PBS doesn't include...	What is the impact?
Behavioural technology	<ul style="list-style-type: none">• Ineffective interventions that don't change behaviour• Just being nice to people, but not helping them• Lack of understanding why behaviours occur & how to change them
A specific value base	<ul style="list-style-type: none">• Strategies are only valued for their effectiveness, not how they treat people• Specialists are seen as knowing better• The voice of the individual is not heard or valued
A focus on quality of life	<ul style="list-style-type: none">• Changes in behaviour, but no better life experience• Focus moves to stopping challenges, not improving lives• Short-term changes which revert over time
A commitment to systems change	<ul style="list-style-type: none">• PBS never achieves wide coverage• Individual PBS is not supported by the whole organisation or environment & is likely to be less successful• PBS appears to be time-consuming, expensive & unrealistic

The Scottish Government's PBS Project

Rationale for PBS Project

Keys to Life Recommendation (2013):

building capacity to deliver specialist services locally, with an outcome that people with learning disabilities and complex needs should be supported to live nearer their family

Keys to Life Implementation Framework (2015):

People with learning disabilities are able to live independently in the community with equal access to all aspects of society

Rationale for PBS Project

- Range of evidence-based research on the effectiveness of PBS for people with learning disabilities & complex needs
- PBS is likely to be part of the solution for out-of-area placements & delayed discharge
- No current Scottish guidance re PBS – a range of English guidance exists..ambition is to make this more specific for Scotland

Areas to Consider

- A Scottish perspective on PBS
- SG policy statement re PBS
- Use of PBS in commissioning
- PBS inspection criteria
- PBS standards for service providers
- Workforce development in PBS
- Accredited training in PBS

Overview of PBS Project

Consultation with a range of stakeholders:

- Parents & carers
- Health care staff (psychology, LD nursing; CAMHS)
- Social care staff (service providers; commissioners; care managers)
- PBS training providers
- Others (SG policy colleagues; NES colleagues; SCLD; English colleagues)

Overview of PBS Project

Questionnaire about PBS:

- Is there a PBS policy in place
- How is PBS implemented
- Who supports the implementation
- Is there PBS mentoring or supervision
- What PBS training is delivered, by whom & to whom
- How are trainers trained & supported
- How is PBS evaluated

Questionnaire Response

Responses:

- 12 (out of 14) Health Boards
- 10 individual HSCP
- 9 social care providers (private & 3rd sector)
- 3 family carer groups
- No focus on education or children's services

Findings: Use of PBS

- Some confusion about what PBS is
- Mixing PBS with physical management training
- Limited use of PBS by social care service providers
- Many providers have no PBS policy
- More evidence of PBS use within health services

Findings: PBS Training

- PBS training is ad hoc & piecemeal
- No clear standard of levels of PBS training required
- Inconsistency re who can provide PBS training
- Main training is *Improving Practice*
- Need a wider range of training options
- PBS training can be very expensive

Findings: Implementation

- Implementation is a key issue
- Organisational systems are needed to support implementation
- Mentoring by more experienced PBS practitioner is essential
- Limited evaluation of impact of PBS
- Evidence of more widespread use of PBS in England – lessons to be learned

Recommendations

- Skill up social care providers in PBS
- Develop a range of training options & levels
- Accredited training available in Scotland
- Competency framework for PBS
- Training linked to competency framework
- Supervision & mentoring support for PBS
 - importance of practice leadership

Recommendations

- Organisational commitment to PBS at highest level
- National group to lead on PBS practice – virtual & face-to-face
- PBS commissioning & inspection standards
- Developing the evidence base for PBS in Scotland through evaluation & research
- Build momentum...



What Happens Next?

- Setting up the Community of Practice
 - Health & social care
 - Academics & researchers
 - Family carers & carers' groups
 - Care Inspectorate & Mental Welfare Commission
- Taking forward a PBS training strategy
- Developing a PBS pathway
- Considering next steps for PBS for children & education



Please get in touch!

Dr Anne MacDonald
PBS Project Lead
anne.macdonald3@gov.scot