NHS Education for Scotland

Supporting psychological wellbeing in adults with learning disabilities

An Educational Framework on psychological interventions for practitioners working with adults with learning disabilities in Scotland

Contents

1. Background and purpose of Framework **4**

2. Need for provision of psychological interventions for adults with learning disabilities **6**

3. Development of the knowledge and skills Framework on psychological interventions used by practitioners working with adults with learning disabilities **10**

4. How the Framework should be used **12**

5. The structure of the Framework **13**

6. Informed Practice Level on psychological interventions for practitioners working with adults with learning disabilities **16**

7. Skilled Practice Level on psychological interventions for practitioners working with adults with learning disabilities **26**

8. Enhanced Practice Level on psychological interventions for practitioners working with adults with learning disabilities **56**

9. Specialist Practice Level on psychological interventions for practitioners working with adults with learning disabilities **101**

References **194**

Appendix 1 Critical Readers **197**

Appendix 2 Structure of PBS Coalition PBS Competencies Framework **199**

Appendix 3 Evidence base for psychological interventions and therapies with people with learning disabilities detailed in “The Matrix” **201**

Appendix 4 Improving accessibility of psychological therapies for people with learning disabilities **204**

Background and purpose of Framework

The Scottish Government has specifically highlighted the need to reduce health inequalities for people with learning disabilities as a core element of the Keys to Life strategy. It also has a focus on increasing access to psychological therapies across the whole population. Given that it is well recognised that there is greater prevalence and incidence of mental health problems in adults with learning disabilities compared to the general population, it is important that the specific needs of people with learning disabilities are considered. This has led the Psychology Directorate of NHS Education for Scotland to establish a specific project to develop a training strategy for psychological interventions for adults with learning disabilities in Scotland.

In recent years the Psychology Directorate of NHS Education for Scotland has developed a wide range of training in relation to psychological interventions across a range of populations. However, no specific training plan in relation to psychological interventions for adults with learning disabilities was available, and there were therefore very few training events for staff working specifically with this population. The Nursing Directorate in NES has been involved in commissioning and developing some training in psychological interventions in relation to challenging behaviour "**Postive Behavioural Support: a learning resource**" (2012) and "**Improving Practice: supporting people with learning disabilities whose behaviour is perceived as challenging - an education recsource fro support workers**" (2014)) and in psychological care "**Thinking about me? Essential psychological care for people with disabilities**"(2014). Whilst there was significant input from psychologists into many of these resources, there were no specific developments for applied psychologists working with adults with learning disabilities. Staff working in learning disability services would sometimes access training for other groups but at times there was uncertainty as to the appropriateness of training and occasionally difficulty in accessing it.

The NHS Education for Scotland document, "**The Matrix - A Guide to Delivering Evidence - Based Psychological Therapies in Scotland**" (2014) does now include a specific section on psychological therapies and interventions with adults with learning disabilities, but acknowledges that the level of evidence required to meet the standards set in the Matrix is difficult to achieve in learning disability services (due to factors such as the wide range of abilities included within the diagnosis of learning disability, consent and ethical issues making it difficult to establish a robust evidence base).
The Psychology Directorate in NHS Education for Scotland has two major areas of responsibility: training of psychologists for NHSScotland and upskilling the existing multi-professional workforce in psychological care. This Knowledge and Skills Framework has been developed as the first stage of this process, with the aim of considering both of these areas of responsibility in relation to health services for adults with learning disabilities. Although the focus to date has been on health service provision, the Framework has also been designed so that it should also be applicable to a wide range of staff working in social care settings.

Need for provision of psychological interventions for adults with learning disabilities

The 2016 report **Psychological therapies and people who have intellectual disabilities** by Commissioning Team for the Faculties for Intellectual Disabilities of the Royal College of Psychiatrists and the Division of Clinical Psychology of the British Psychological Society highlights a number of factors that need to be considered in relation to improving access to psychological interventions for this population as detailed below. Note that this document uses the term intellectual disabilities (ID) instead of learning disabilities.

Failure to recognise mental health needs

Failure to recognise, diagnose and respond to the mental health needs of people with ID was the result of a number of interrelated factors:

- societal and cultural beliefs that people with ID do not experience the same range of emotions as those without these difficulties;
- institutional settings served to segregate and 'hide' people with ID;
- the process of diagnostic overshadowing whereby all difficulties were attributed to the primary ID;
- poor attendance at primary care services which reduced opportunities for referral for specialist assessment;
- failure to diagnose mental health difficulties;
- cognitive and communication difficulties reducing the individual's ability to express symptoms verbally, thus masking their internal world;
- the fact that certain issues may manifest differently across the range of levels of ID, for example it is easier to identify problems in people with mild/moderate ID, as they are more likely to be clearly identifiable;
- lack of standardised assessment tools;

- dependence on third parties to recognise issues and access appropriate assessments;
- failure to discriminate between challenging behaviour and mental health needs in service systems; and
- lack of specialised training for professionals and researchers.

Risk factors for the development of mental health difficulties

People with ID can experience a range of biological, psychological and social factors which increase their vulnerability, with implications for susceptibility to the development of mental health problems.

Need for provision of psychological interventions for adults with learning disabilities

Biological factors may include:

- genetic liabilities;
- biochemical and structural abnormalities;
- abnormal thyroid functioning;
- epilepsy;
- sensory impairments; and
- medication side-effects.

Psychological factors may include:

- communication deficits which lead to frustration and lack of motivation;
- specific emotional awareness deficit – difficulty understanding the emotions of others;
- limited range of coping mechanisms;
- limited outlets for expression of emotional needs;
- low self-efficacy and self-esteem;
- perceived powerlessness and external locus of control;
- difficulty forming deep friendships;
- attachment difficulties or interrupted attachments; and
- the effects of labelling and stigmatisation.

Social factors may include:

- not being held in esteem within society;
- restricted access to valued activities such as employment, marriage and parenting;
- low income and poverty;
- increased risk of physical and sexual abuse;
- impoverished support systems;
- poor quality of life – current or historic;
- lack of meaningful leisure opportunities; and

Whilst acknowledging there are a wide range of prevalence estimates the above report notes that the study by Cooper et al (2007) in Glasgow identified results indicating that 40.9% of the adults with learning disabilities in the population studied had an identifiable mental health diagnosis, with prevalence reducing to 22.4% if challenging behaviour and ASD were excluded.

Development of the knowledge and skills Framework on psychological interventions for practitioners working with adults with learning disabilities

The development of this Framework was informed by a range of information sources. Project staff completed a literature review in relation to education and training of practitioners in psychological interventions with adults with learning disabilities. Related knowledge and skills Frameworks were reviewed, in particular the NES Frameworks **Promoting Excellence** (Dementia), **Optimising Outcomes** (Autism Spectrum Disorders) and **Equal Health** (Health Equality and Learning Disabilities). There were a series of meetings with health professional groups (psychology, nursing, psychiatry, occupational therapy, arts therapies, dietetics, physiotherapy, speech and language therapy, and clinical psychology training courses) to ascertain what their requirements for a training strategy were and these were followed up with surveys of NHS professionals (one for psychologists and the other for other professions). An initial consultation event for psychologists was held in June 2016 and a multi-professional event was held in September 2016. These events elicited feedback on the key areas to be covered by the Framework and identified a number of individuals who were willing to act as "critical friends" in reviewing the detailed Framework Links have also been established with colleagues in NHS Education Scotland across the Psychology and Nursing Directorates and with the Keys to Life team at the Scottish Government. These discussions and events have been very influential in the design of the Framework.

At an early stage in the design process, consideration was given to the Framework being in two separate sections: one focussing on challenging behaviour, with a particular focus on Positive Behavioural Support (PBS) approaches, and the other focussing on mental health issues and psychotherapeutic approaches. However, the process of consultation led to the decision being taken to integrate these approaches into a single Framework as the separation of challenging behaviour and mental health is often a false dichotomy.

As noted in the **Pschological therapies and people who have intellectual disabilities** report (BPS, 2016):

"There are a number of theories regarding the relationship between mental health and challenging behaviour. These include:

- that challenging behaviour may represent an atypical presentation of mental health difficulties;
- that challenging behaviour may be a secondary feature of mental health difficulties;
- that mental health difficulties may act as establishing operations for operant-maintained challenging behaviour;
- that challenging behaviour and mental health difficulties co-occur due to an underlying biological pathology; and
- that the presence of challenging behaviour increases risk factors for the development of mental health difficulties."

It is therefore important that practitioners have an understanding of both challenging behaviour and mental health difficulties at an appropriate level for their role and this is reflected in the structure of the Framework.

In the development of this Framework it became clear that the **Equal Health** Framework developed by colleagues in the Nursing Directorate of NHS Education Scotland was going to be closely linked to this Framework. This was not only in relation to areas where "Equal Health" makes reference to psychological or mental health needs but also in relation to physical health and the rights-based approach that runs through it as these are often directly related to psychological wellbeing. This Framework should therefore be viewed as being underpinned by "Equal Health". Where there are specific examples these are included in the text in italics to make the links explicit. The rest of the Framework provides a more detailed account of the knowledge and skills required at different levels across services to promote psychological wellbeing for adults with learning disabilities.

How the Framework should be used

The Framework can potentially be used in a number of ways, including by:

- individual practitioners, by themselves, (in conjunction with the appropriate generic and/or professional Frameworks and guidance) to help them understand the values base, knowledge and skills they require to deliver optimal assessment, care, support and treatment with adults with learning disabilities to support psychological wellbeing
- individual practitioners, alongside their managers/supervisors, to identify their strengths and any gaps in knowledge and skills in relation to the role they are performing, which will allow both to identify and take action to address any development needs to deliver the aspirations set out in this Framework
- organisations, to ensure staff have the necessary knowledge and skills to support psychological wellbeing in adults with learning disabilities and to plan staff development activities to reflect the aspirations set out in the Framework
- organisations, to shape the design and delivery of future-focused vocational and professional undergraduate and postgraduate education and training
- adults with learning disabilities, their families and carers as an information resource to ensure they are aware of, and can exercise their rights in relation to achieving appropriate levels of assessment, care, support and treatment to promote psychological wellbeing

The structure of the Framework

Each level defines the knowledge, skills and behaviours specific to the practitioner's role in relation to supporting psychological wellbeing for people with learning disabilities. Rather than being hierarchical, the levels are concerned with levels of responsibility in relation to working with adults with learning disabilities in relation to psychological wellbeing. Each level therefore defines the knowledge and skills in supporting psychological wellbeing for adults with learning disabilities specific to a practitioner's role, rather than to his or her seniority within the organisation or profession. Professional roles that typically relate to different levels of the Framework are identified in the introduction to each service level, but it is important to recognise that within some professional groups there may be individual practitioners who are qualified to work at higher levels of the Framework.

The skills outlined at each level are constructed in an incremental way where each levels builds on the previous one: for example, practitioners working at Skilled Practice Level would also possess the knowledge and skills described at Informed Practice Level and practitioners working at Specialist Practice Level would possess the knowledge and skills described at all preceding levels. Each individual practitioner and his or her employer must take responsibility for ensuring that they correctly interpret and apply the content and aspirations of the Framework in relation to their roles in working with adults with learning disabilities, their families and carers.

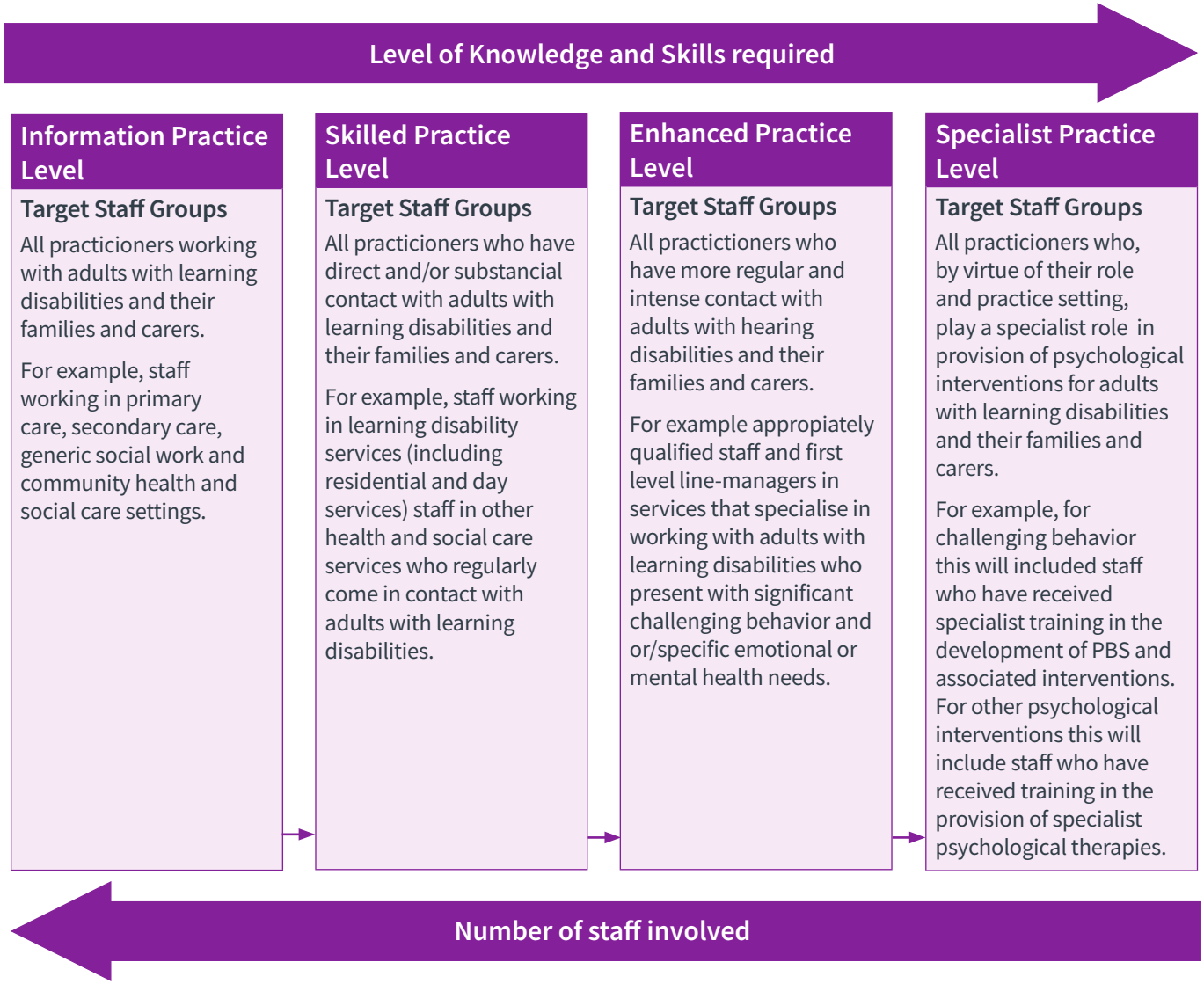
The structure of the Framework

The **Informed Practice Level on psychological interventions for practitioners working with adults with learning disabilities** outlines the baseline knowledge and skills required by all practitioners working with adults with learning disabilities and their families and carers.

The **Skilled Practice Level on psychological interventions for practitioners working with adults with learning disabilities** outlines the knowledge and skills required by practitioners who have direct and/or substantial contact with adults with learning disabilities and their families and carers.

The **Enhanced Practice Level on psychological interventions for practitioners working with adults with learning disabilities outlines the knowledge and skills required by practitioners who have more regular and intense contact with adults with learning disabilities** and their families and carers, provide specific interventions, and/or direct/manage care and services.

The **Specialist Practice Level on psychological interventions for practitioners working with adults with learning disabilities** outlines the knowledge and skills required by practitioners who, by virtue of their role and practice setting, play a specialist role in provision of psychological interventions and therapy with adults with learning disabilities and their families and carers. It is recognised that some levels of intervention at this level may be considered to be Highly Specialist, due to the level of complexity and risk involved.


Level of Knowledge and Skills required
Information Practice Level
Target Staff Groups
All practicioners working with adults with learning disabilities and their families and carers.
For example, staff working in primary care, secondary care, generic social work and community health and social care settings.
Skilled Practice Level
Target Staff Groups
All practicioners who have direct and/or substancial contact with adults with learning disabilities and their families and carers.
For example, staff working in learning disability services (including residential and day services) staff in other health and social care services who regularly come in contact with adults with learning disabilities.
Enhanced Practice Level
Target Staff Groups
All practictioners who have more regular and intense contact with adults with hearing disabilities and their families and carers.
For example appropiately qualified staff and first level line-managers in services that specialise in working with adults with learning disabilities who present with significant challenging behavior and or/specific emotional or mental health needs.
Specialist Practice Level
Target Staff Groups
All practicioners who, by virtue of their role and practice setting, play a specialist role in provision of psychological interventions for adults with learning disabilities and their families and carers.
For example, for challenging behavior this will included staff who have received specialist training in the development of PBS and associated interventions. For other psychological interventions this will include staff who have received training in the provision of specialist psychological therapies.
Number of staff involved

Informed Practice Level on psychological interventions for practitioners working with adults with learning disabilities

The Informed Practice Level on psychological interventions for practitioners working with adults with learning disabilities outlines the knowledge and skills required by all practitioners working with adults with learning disabilities and their families and carers.

For example, staff working in primary care, secondary care, generic social work, education and community health and social care settings who work with adults with learning disabilities on an occasional basis.

*Items in ***italics*** in this table are particularly relevant elements taken from the Informed Practice Level of the NES Equal Health Framework

The Informed Practice Level on psychological interventions for practitioners working with adults with learning disabilities outlines the knowledge and skills required by all practitioners working with adults with learning disabilities and their families and carers.

Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities have physical and mental health issues that may impact on their behaviour recognised by staff	• *Knowledge of individual health passports* • *Understand the effects of fragility, adversity and isolation on people with learning disabilities* • Knowledge that distress and challenging behaviour may be related to an underlying sensory problem or a physical health problem, especially those resulting in pain • Knowledge that challenging behaviour can be associated with mental health difficulties	• *Ability to refer the person with a learning disability for physical or mental health assessments* • *Use health passports to gain an understanding of the needs of people with learning disabilities* • Ability to see the behaviour of the person as potentially reflecting physical or mental health needs rather than assume all aspects of presentation are due to learning disability

The Informed Practice Level on psychological interventions for practitioners working with adults with learning disabilities outlines the knowledge and skills required by all practitioners working with adults with learning disabilities and their families and carers.

Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Where there is concern that adults with learning disabilities may be distressed or displaying challenging behaviour as a result of abuse or trauma, an appropriate response is provided	• *Understand that people with learning disabilities may be at risk of experiencing neglect, harm or abuse – physical, sexual psychological and financial* • *Understand that legislation exists to protect the rights of people with learning disabilities and safeguard them against any potential risk or harm* • *Awareness of local adult protection protocol and policy* • Recognise when the physical or social environment could compromise the health and safety of adults with learning disabilities • Understand the importance of speaking with adults with learning disabilities on their own, where appropriate	• *Recognise and respond when a person with a learning disability is experiencing neglect, harm or abuse* • *Take appropriate action according to organisational procedures when a person with a learning disability may be experiencing neglect harm or abuse* • Ability to use basic communication strategies to enhance communication and understanding in interactions with adults with learning disabilities

The Informed Practice Level on psychological interventions for practitioners working with adults with learning disabilities outlines the knowledge and skills required by all practitioners working with adults with learning disabilities and their families and carers.

Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities have their legal rights respected	• *Understand that legislation exists to protect the rights of people with learning disabilities and safeguard them against any potential risk or harm.* • *Knowledge of the consent and capacity issues that may affect people with learning disabilities.* • Knowledge of the principles of the Adults with Incapacity (Scotland) Act 2000	• *Ability to identify when a person does not have capacity to consent* • Ability to apply the principles of the Adults with Incapacity (Scotland) Act 2000 in practice

The Informed Practice Level on psychological interventions for practitioners working with adults with learning disabilities outlines the knowledge and skills required by all practitioners working with adults with learning disabilities and their families and carers.

Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities have the potential communicative function of challenging behaviour recognised	• *Awareness that people with learning disabilities may use alternative methods of communication* • Awareness that use of alternative methods of communication can support both understanding and expression and can potentially reduce the likelihood of challenging behaviour • Awareness that challenging behaviour is less likely when the person understands and is understood by those around them • Awareness that challenging behaviour may be a way for the person to show how they are feeling	• *Seek support and advice from professionals and family carers where there may be communication issues* • *Ability to communicate with each person with a learning disability* • Capacity to communicate to the individual, the family or carer that you have some understanding of their difficulties or emotions

The Informed Practice Level on psychological interventions for practitioners working with adults with learning disabilities outlines the knowledge and skills required by all practitioners working with adults with learning disabilities and their families and carers.

Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities have the potential communicative function of challenging behaviour recognised (continued)	• Awareness that challenging behaviour may arise in situations where the person is feeling anxious, distressed or excited	• Ability to respond to challenging behaviour by facilitating alternative forms of communication

The Informed Practice Level on psychological interventions for practitioners working with adults with learning disabilities outlines the knowledge and skills required by all practitioners working with adults with learning disabilities and their families and carers.

Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities experience services that have made reasonable adjustments to reduce likelihood of challenging behaviour or distress occurring	• *Knowledge of the organisational barriers and aspects of their own practice that could cause restrictions for a person with a learning disability accessing services* • Recognition that the adult with a learning disability, families and carers can provide advice on appropriate adjustments	• *Ability to seek support and guidance to overcome barriers and make reasonable adjustments* • *Ability to make reasonable adjustments in relation to accessing services* • Capacity to describe to the individual, where appropriate, using accessible communication, the purpose of the interaction, the process and possible outcome • Capacity to make adjustments to practice and/or the environment to meet the needs of individuals and families/carers

The Informed Practice Level on psychological interventions for practitioners working with adults with learning disabilities outlines the knowledge and skills required by all practitioners working with adults with learning disabilities and their families and carers.

Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities receive an appropriate response from staff when presenting with distressed or challenging behaviour	• *Knowledge of how to respond to a person with a learning disability who exhibits behaviours that are perceived as challenging* • Knowledge of how to respond to a person with a learning disability who is distressed	• *Interact with people with learning disabilities, their families and carers in a way that recognises their wishes and priorities* • *Recognise when a person with a learning disability exhibits behaviours that are perceived as challenging and respond appropriately* • Capacity to recognise when the situation needs to be managed by a carer or other staff member, familiar to the individual with greater knowledge of how best to respond

The Informed Practice Level on psychological interventions for practitioners working with adults with learning disabilities outlines the knowledge and skills required by all practitioners working with adults with learning disabilities and their families and carers.

Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)

Adults with learning disabilities have their mental health needs recognised	• *Awareness of the importance of physical and mental health assessments*
	• Understand that a significant number of adults with learning disabilities also have mental health problems
		• Recognise that adults with learning disabilities may find it difficult to:
		  • Explain how they feel
		  • Describe the development and "history" of their symptoms
		  • Identify events or factors that may have contributed to their difficulties, such as a change in carers, bereavement or abuse

The Informed Practice Level on psychological interventions for practitioners working with adults with learning disabilities outlines the knowledge and skills required by all practitioners working with adults with learning disabilities and their families and carers.

Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities are assisted to access support, advice and/or treatment for psychological needs	• *Awareness of the role of other professionals and family carers who can support the active engagement of the person with learning disabilities in community life and valued activities* • Knowledge of local and national sources of information and support where individuals and their families or carers can access additional psychological information or advice • Knowledge of how to access local community information and services that can provide psychological support for adults with learning disabilities and their families • Awareness of referral routes for specialist health, social work and third sector support in relation to psychological issues	• *Ability to refer the person with a learning disability for physical or mental health assessments* • *Ability to seek support and guidance to overcome barriers and make reasonable adjustments*

Skilled Practice Level on psychological interventions for practitioners working with adults with learning disabilities

The Skilled Practice Level on psychological interventions for practitioners working with adults with learning disabilities outlines the knowledge and skills required by all practitioners who have direct and/or substantial contact with adults with learning disabilities and their families and carers.

For example, staff working in learning disability services (including residential and day services), staff in other health and social care services who regularly come in contact with adults with learning disabilities (which will include acute services with high usage by people with learning disabilities). Staff at this level will most often apply/support psychological interventions designed by others.

*Items in ***italics*** in this table are particularly relevant elements taken from the Informed Practice Level of the NES Equal Health Framework

The Skilled Practice Level on psychological interventions for practitioners working with adults with learning disabilities outlines the knowledge and skills required by all practitioners who have direct and/ or substantial contact with adults with learning disabilities and their families and carers.

Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities receive support from staff who have understanding of the causation of challenging behaviour and mental health issues	• *Understand the implications of the results of physical and mental health assessments* • *Understand the ways in which the impact of environmental challenges can result in frustration and distress* • *Understanding of the effects of neglect, harm or abuse* • Understand that challenging behaviour is best understood as learned behaviour that relates directly to antecedent events and reinforcing consequences (i.e. what happened before the behaviour and what happened afterwards)	• Ability to identify the environmental variables associated with challenging behaviour and mood for the person • Ability to recognise communication difficulties and to adjust communication accordingly • Ability to understand that their own behaviour can influence how a person feels and behaves and adjust their behaviour accordingly • Ability to interact with adults with learning disabilities in a manner that supports their emotional wellbeing

The Skilled Practice Level on psychological interventions for practitioners working with adults with learning disabilities outlines the knowledge and skills required by all practitioners who have direct and/ or substantial contact with adults with learning disabilities and their families and carers.

Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities receive support from staff who have understanding of the causation of challenging behaviour and mental health issues (continued)	• Understand that challenging behaviour is less likely • when a person is doing things they have chosen to do or with people they have chosen to be with • in the absence of environmental pollutants (e.g. excessive noise) • when an individual is healthy and not in pain or discomfort • when the person is meaningfully occupied • when the person is with family members or others with whom they have positive relationships and more likely • when the person is supported inconsistently • when in transition between one environment and another	

The Skilled Practice Level on psychological interventions for practitioners working with adults with learning disabilities outlines the knowledge and skills required by all practitioners who have direct and/ or substantial contact with adults with learning disabilities and their families and carers.

Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities receive support from staff who have understanding of the causation of challenging behaviour and mental health issues (continued)	• Understand that behaviour happens for a reason and that our collective role is to understand what that reason is • Understand that when people find it hard to explain or understand their feelings and thoughts, it can be particularly difficult for them to report symptoms of psychological distress	

The Skilled Practice Level on psychological interventions for practitioners working with adults with learning disabilities outlines the knowledge and skills required by all practitioners who have direct and/ or substantial contact with adults with learning disabilities and their families and carers.

Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)

Adults with learning disabilities receive support from staff who have understanding of the causation of challenging behaviour and mental health issues (continued)	• Understand that a lack of meaningful activity can increase vulnerability to mental health difficulties
	• Knowledge that adults with learning disabilities are at high-risk of experiencing common risk factors for psychological difficulties including:
	  • Social isolation
	  • Relationship problems
	  • Adverse life events
	  • Chronic physical illness
	  • Care home residency or paid carer support
	  • Poverty	

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Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities are supported by staff who make a positive contribution to the assessment of challenging behaviour and/or mental health issues	• *Understand the importance of including family carers and recognising their role in physical and mental health assessments* • *Understand the requirements of formal assessment of capacity under the terms of the legislation.* • Understand the importance of providing clear information to support the assessment process • Understand how to describe a person's strengths, needs, preferences (including communication and activities), hopes, dreams and aspirations	• *Ability to identify situations/ circumstances when a person may require assessment of capacity.* • Ability to actively contribute to the assessment process • Ability to support the person through any assessment procedures that may require their participation • Ability to describe personally important outcomes for the person being supported • Ability to identify and report progress, problems and barriers in assessment process

The Skilled Practice Level on psychological interventions for practitioners working with adults with learning disabilities outlines the knowledge and skills required by all practitioners who have direct and/ or substantial contact with adults with learning disabilities and their families and carers.

Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities are supported by staff who make a positive contribution to the assessment of challenging behaviour and/or mental health issues (continued)	• Understand how to describe a person's behaviour and observations of mood and mental state • Understand how to describe a person's cycle of arousal • Understand how to record and report information to assist the assessment process • Understand how to take all reasonable steps to include a person in their own assessment	• Ability to identify and clearly describe behaviour and environmental antecedents in observable and measureable terms (distinguishing between judgements and descriptions) • Ability to identify and report other variables that might affect the person • Ability to identify how a person expresses enjoyment in activities • Ability to identify how a person expresses dissatisfaction in activities

The Skilled Practice Level on psychological interventions for practitioners working with adults with learning disabilities outlines the knowledge and skills required by all practitioners who have direct and/ or substantial contact with adults with learning disabilities and their families and carers.

Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities are supported by staff who communicate well with them	• *Knowledge of a range of methods of communication with people with learning disabilities* • *Knowledge of Augmentative and Alternative Communication (AAC) systems and where to seek support* • *Knowledge of how pain, illness or distress may be communicated by people with learning disabilities* • Understand that communication difficulties can have significant effects on behaviour and emotional state	• *Use communication strategies including alternative communication methods appropriately* • *Note the individual signs of distress that a person with a learning disability may display* • Ability to adapt communication to meet the needs of the person • Capacity to communicate clearly, respectfully and sensitively

The Skilled Practice Level on psychological interventions for practitioners working with adults with learning disabilities outlines the knowledge and skills required by all practitioners who have direct and/ or substantial contact with adults with learning disabilities and their families and carers.

Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities are supported by staff who communicate well with them (continued)	• Understand that communication involves many different components including speech, tone, facial expression, gesture, context, pictorial, symbolic, past experience etc. • Understand that communication is critical for supporting autonomy, wellbeing and quality of life • Understand the importance of individual communication profiles	• Ability to actively support communication systems for a person • Ability to contribute to a detailed description of how best to communicate with the person • Ability to make information about treatment accessible to the person receiving intervention

The Skilled Practice Level on psychological interventions for practitioners working with adults with learning disabilities outlines the knowledge and skills required by all practitioners who have direct and/ or substantial contact with adults with learning disabilities and their families and carers.

Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities are supported by staff who understand the potential impact of their own behaviour on another person's behaviour and mental health	• ***Understand the impact of the environment on the safety and wellbeing of people with learning disabilities*** • Understand that challenging behaviour is less likely when the person is with people with whom they have positive relationships. • Understand the importance of establishing enabling relationships in empowering people to learn • Understand the impact of the interaction of own behaviour and that of the person • Understand how supervision can support them to reflect on their own behaviour	• Ability to reflect on own relationship with a person • Ability to model dignity, respect, warmth, empathy and compassion in interactions at all times • Ability to identify aspects of interactions that have a positive or negative effect on a person • Ability to develop rapport with a person • Ability to maintain appropriate professional boundaries • Ability to identify own signs of stress and anxiety and how this can impact on interactions • Ability to reflect on own behaviour in supervision

The Skilled Practice Level on psychological interventions for practitioners working with adults with learning disabilities outlines the knowledge and skills required by all practitioners who have direct and/ or substantial contact with adults with learning disabilities and their families and carers.

Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities are supported by staff who understand the importance of, and support the development of positive relationships	• *Appreciate that people with learning disabilities have a right to engagement in life's roles and relationships* • *Understand the benefits of ongoing and supportive relationships to the health and wellbeing of people with learning disabilities, their families and carers* • *Understand the importance of supportive networks and/or therapeutic connections for people with learning disabilities, their families and carers* • *Understanding of bereavement and loss issues for families, carers and the teams involved with the person with a learning disability*	• Ability to develop rapport with a person on their own terms • Ability to reflect on your relationship with a person • Ability to actively support a person to develop friendships and relationships with others • Ability to engage with the person and others who are important to them in a warm and empathic manner • Ability to help and support behaviour and daily interactions that make the person look and feel good

The Skilled Practice Level on psychological interventions for practitioners working with adults with learning disabilities outlines the knowledge and skills required by all practitioners who have direct and/ or substantial contact with adults with learning disabilities and their families and carers.

Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities are supported by staff who understand the importance of, and support the development of positive relationships (continued)	• Understand the importance of positive relationships • Understand that the social networks of adults with learning disabilities are often more limited than those of people without learning disabilities • Understand that the presence of a positive social network can protect against the development of psychological problems • Understand that limited social networks can increase the significance of loss of key relationships	

The Skilled Practice Level on psychological interventions for practitioners working with adults with learning disabilities outlines the knowledge and skills required by all practitioners who have direct and/ or substantial contact with adults with learning disabilities and their families and carers.

Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities are supported by staff who understand the importance of, and support the development of positive relationships (continued)	• Understand that challenging behaviour is less likely when the person is with people with whom they have positive relationships • Understand that staff who establish good relationships with individuals can embed any necessary less positive interactions (e.g. physical care that may be uncomfortable or distressing) • Understand the importance of establishing enabling relationships in empowering people to learn and manage as much of their lives as possible • Understand the potential benefits of a person having a circle of support • Understand the importance of positive endings	

The Skilled Practice Level on psychological interventions for practitioners working with adults with learning disabilities outlines the knowledge and skills required by all practitioners who have direct and/ or substantial contact with adults with learning disabilities and their families and carers.

Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities are supported by staff who are knowledgeable about their care plan, and how it is applied in practice (including, where appropriate, specific support in relation to psychological interventions)	• *Knowledge of what is meant by the term person-centred support in relation to people with learning disabilities* • *Knowledge of person-centred care plans/health action plans based on best evidence* • *Knowledge of how care plans and care pathways are reviewed* • Understand the importance of knowing about an individual's strengths, needs, preferences, hopes, dreams and desires • Understand the health and physical needs of the individual being supported • Understand the importance of the practicalities of support delivery	• *Ability to follow a person-centred care plan/health action plan* • *Ability to follow established care pathways* • *Ability to contribute to the review of care plans and care pathways* • Ability to help schedule the implementation of personally important goals for the individual being supported • Ability to demonstrate an appropriate level of support to an individual, rather than doing too much for them, or not engaging with them

The Skilled Practice Level on psychological interventions for practitioners working with adults with learning disabilities outlines the knowledge and skills required by all practitioners who have direct and/ or substantial contact with adults with learning disabilities and their families and carers.

Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities are supported by staff who are knowledgeable about their care plan, and how it is applied in practice (including, where appropriate, specific support in relation to psychological interventions) (continued)	• Understand that what motivates people is an essential element of understanding them as a person • Understand the rationale for specific psychological interventions where these are part of the care plan	• Ability to directly support the person to access things that are important to them and balance this with the things that are required for them to have a good quality of life • Ability to support the person to develop skills in order to do things as independently as possible • Ability to support meaningful choice • Ability to support psychological interventions that are part of the care plan (for example in interactional style, supporting therapeutic homework tasks, diary keeping etc.) when appropriate

The Skilled Practice Level on psychological interventions for practitioners working with adults with learning disabilities outlines the knowledge and skills required by all practitioners who have direct and/ or substantial contact with adults with learning disabilities and their families and carers.

Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities are supported by staff who understand the importance of person-centred planning	• *Understand that a good and valued quality of life should reflect the priorities of the person with learning disabilities, their family and carers* • *Understand what is meant by the term person-centred support in relation to people with learning disabilities* • *Knowledge of person-centred care plans/health action plans based on best evidence*	• *Interact with people with learning disabilities, their families and carers in a way that recognises their wishes and priorities* • *Ability to follow a person-centred plan/health action plan* • *Contribute to the development of a person-centred care plan/ health action plan* • Capacity to adopt a person-centred approach and provide support that is tailored to individual need and choice • Ability to help schedule the implementation of personally important goals • Ability to support the person to make, and develop, meaningful choices

The Skilled Practice Level on psychological interventions for practitioners working with adults with learning disabilities outlines the knowledge and skills required by all practitioners who have direct and/ or substantial contact with adults with learning disabilities and their families and carers.

Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities are supported by staff who understand the importance of person-centred planning (continued)	• Understand the value base underpinning modern high quality services including: • the principles and practice of normalisation and inclusion, especially in relation to creating opportunities for increased community presence, stronger network of relationships, greater participation in ordinary activities, making a greater number of choices, developing skills, and enhancing personal dignity and respect • the principles and practice of person-centred planning and action • the importance and meaning of adopting the least restrictive approach	

The Skilled Practice Level on psychological interventions for practitioners working with adults with learning disabilities outlines the knowledge and skills required by all practitioners who have direct and/ or substantial contact with adults with learning disabilities and their families and carers.

Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities are supported to participate in meaningful activities and in community engagement	• *Awareness of the benefits for people with learning disabilities of engaging in meaningful activities or employment as a means of maintaining their independence and enriching their lives* • *Understand that people with learning disabilities may require support or environmental adjustment to maintain active engagement in community life and valued activities* • Awareness of the range of multi-sensory, therapeutic and recreational activities that promote wellbeing and independence	• *Support people with learning disabilities to create and maintain their valued personal and community connections* • Ability to demonstrate an appropriate level of support to a person • Ability to identify activities a person likes and create opportunities for the person to make them part of daily life • Ability to organise and plan appropriate levels of activity • Ability to effectively support participation in community activities and events

The Skilled Practice Level on psychological interventions for practitioners working with adults with learning disabilities outlines the knowledge and skills required by all practitioners who have direct and/ or substantial contact with adults with learning disabilities and their families and carers.

Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities are supported to participate in meaningful activities and in community engagement (continued)	• Understand that challenging behaviour is less likely when a person is meaningfully occupied • Understand that challenging behaviour is less likely when a person is doing things they have chosen to do • Awareness that engagement, activity and wellbeing are linked • Understand that meaningful activity and community engagement can be a protective factor in relation to mental health and challenging behaviour	• Ability to identify and support behaviour and interactions that make the person look and feel good • Ability to support the development of new skills • Ability to actively support a person to access things that are important to them and balance this with the things that are required for them to have a good quality of life

The Skilled Practice Level on psychological interventions for practitioners working with adults with learning disabilities outlines the knowledge and skills required by all practitioners who have direct and/ or substantial contact with adults with learning disabilities and their families and carers.

Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities are supported by staff who are competent in applying reactive strategies	• *In-depth knowledge of a range of methods of communication with people with learning disabilities* • *In-depth knowledge of crisis and emergency plans* • Knowledge of the written crisis response within the Behaviour Support Plan for each individual • The legal and ethical expectations when responding to someone in crisis • A range of de-escalation techniques and ethical reactive strategies • Knowledge of best practice in relation to restrictive practice	• *Use communication strategies, including alternative communication methods appropriately* • Identify early warning signs that distress or challenging behaviour may occur • Ability to apply Behaviour Support Plan • Use knowledge from training when unplanned strategies are needed; make informed, ethical judgements in unforeseen circumstances

The Skilled Practice Level on psychological interventions for practitioners working with adults with learning disabilities outlines the knowledge and skills required by all practitioners who have direct and/ or substantial contact with adults with learning disabilities and their families and carers.

Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)

Adults with learning disabilities who present challenging behaviour are supported by staff who are knowledgeable about their Behaviour Support Plan and how it is applied in practice	• ***Knowledge of a range of proactive strategies, including positive behaviour support and active support***
	• Understand the Positive Behavioural Support approach and components of a Behaviour Support Plan
	• Understand that the people who are the most important part of a person's day-to-day life are those who are most likely to be involved in their support, and are also connected to how challenging behaviour develops and is maintained
	• Understand that the purpose of a Behaviour Support Plan is to improve the quality of life for a person and reduce challenging behaviour and the use of restrictive practices
		• Understanding and ability to implement a Behaviour Support Plan accurately. Follow three steps of
		  • read and absorb each Behaviour Support Plan for every person being supported being able to demonstrate that the strategies described are understood and followed correctly
		  • seeking clarification for any aspect that is not understood
		  • participate in supervision and receive feedback on accuracy of implementation

The Skilled Practice Level on psychological interventions for practitioners working with adults with learning disabilities outlines the knowledge and skills required by all practitioners who have direct and/ or substantial contact with adults with learning disabilities and their families and carers.

Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)

Adults with learning disabilities who present challenging behaviour are supported by staff who are knowledgeable about their Behaviour Support Plan and how it is applied in practice (continued)	• Understand that a Behaviour Support Plan is a written plan which:
	  • describes a personalised intervention and the data informing that intervention
	  • should act as a practical tool to guide, to be followed consistently by all carers
	  • will act as a safeguard to protect the rights of both, persons with learning disabilities and those who support them
		• Ability to identify early warning signs that challenging behaviour may occur and respond according to plan
		• Ability to identify and report progress, problems and barriers
		• Ability to complete records and other documents that help describe or monitor the implementation of the Behaviour Support Plan
		• Provide constructive input to Behaviour Support Plan development in terms of the practical aspects of delivery

The Skilled Practice Level on psychological interventions for practitioners working with adults with learning disabilities outlines the knowledge and skills required by all practitioners who have direct and/ or substantial contact with adults with learning disabilities and their families and carers.

Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)

Adults with learning disabilities who present challenging behaviour are supported by staff who are knowledgeable about their Behaviour Support Plan and how it is applied in practice (continued)	• Understand for each Behaviour Support Plan:
	  • someone is responsible for each element of the plan and it must be implemented consistently
	  • own role in relation to the responsibilities outlined within the plan
	  • the rationale for the plan and key functions of behaviour that challenges identified for the person
	  • the short, medium and long term aims of the plan
	• Understand the importance of:
	  • providing options, and that people may express preferences in different ways
		• Ability to directly support the person to express choice and to access things that are important to them
		• Ability to arrange and support participation in meaningful activities utilising Active Support strategies
		• Ability to respond safely and ethically to episodes of challenging behaviour

The Skilled Practice Level on psychological interventions for practitioners working with adults with learning disabilities outlines the knowledge and skills required by all practitioners who have direct and/ or substantial contact with adults with learning disabilities and their families and carers.

Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities who present challenging behaviour are supported by staff who are knowledgeable about their Behaviour Support Plan and how it is applied in practice (continued)	• respecting a person's choice, even if it may not be your own • supporting and (in some cases) teaching genuine choice making, of creating opportunities for choosing, and of providing experience and knowledge about options and consequences • Understand that when challenging behaviour does occur, it needs to be managed safely and effectively with the least restrictive options • Understand the written crisis response within the Behaviour Support Plan for each individual and own role within the crisis management protocol	

The Skilled Practice Level on psychological interventions for practitioners working with adults with learning disabilities outlines the knowledge and skills required by all practitioners who have direct and/ or substantial contact with adults with learning disabilities and their families and carers.

Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities are provided with information and education to assist them in managing their own behaviour and emotions	• *Knowledge of a range of proactive strategies, including positive behaviour support and active support* • *Knowledge of a range of health promotion tools that have had reasonable adjustments made to enable the person with a learning disability to understand them* • *Knowledge of the importance of physical activity for people with learning disabilities* • Understand the importance of people being able to self-manage their behaviour where possible • Knowledge of specific health promotion tools relating to emotions and mental health	• *Encourage and support people with learning disabilities to participate in therapeutic, recreational and active support services* • Ability to interact with individuals in a manner that supports them to implement agreed self-management strategies • Ability to provide support in relation to assisting understanding of health promotion materials • Ability to work alongside adults with learning disabilities to support them to use self-help materials, e.g. guided self-help, computerised CBT

The Skilled Practice Level on psychological interventions for practitioners working with adults with learning disabilities outlines the knowledge and skills required by all practitioners who have direct and/ or substantial contact with adults with learning disabilities and their families and carers.

Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities receive ongoing support in relation to psychological interventions	• Understanding, where appropriate, of the potential benefit of a person being supported to attend specialist psychological sessions, and of the professional and ethical boundaries relating to this • Knowledge, where appropriate, of how to support a person to complete psychological therapy 'homework' tasks	• Ability, where appropriate, to support a person to attend specialist psychological therapy and to adhere to agreed practice in relation to this • Ability, where appropriate, to support individuals to complete 'homework' tasks, such as thought diaries, self-monitoring, anxiety ratings etc.

The Skilled Practice Level on psychological interventions for practitioners working with adults with learning disabilities outlines the knowledge and skills required by all practitioners who have direct and/ or substantial contact with adults with learning disabilities and their families and carers.

Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities are supported by staff who make a positive contribution to monitoring and reporting on challenging behaviour and mental health issues	• *Knowledge of how care plans and care pathways are reviewed* • Understand the importance of on-going data collection and the need for: consistency; timeliness; unobtrusiveness; procedural integrity • Understand the importance of monitoring and reporting changes in behaviour, mood, acquisition of skills, functional communication, participation in activities and other quality of life indicators.	• *Ability to refer to the relevant professional, depending on information in the physical and mental health assessments* • *Ability to contribute to the review of care plans and care pathways* • Ability to actively participate in review meetings • Capacity to collect data adhering to agreed systems • Confidence in reporting progress or lack of progress towards achieving outcomes

The Skilled Practice Level on psychological interventions for practitioners working with adults with learning disabilities outlines the knowledge and skills required by all practitioners who have direct and/ or substantial contact with adults with learning disabilities and their families and carers.

Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities are supported by staff who make a positive contribution to monitoring and reporting on challenging behaviour and mental health issues (continued)	• Understand what aspects of behaviour and mental health should be recorded as part of regular record keeping and those which should be reporting distinctly • Understand how to describe an individual's physical and emotional state from non-verbal behaviours (i.e. facial expression, body movements, other behaviour) • Understand how to record and report changes in behaviour and mental health according to agreed procedures • Understand the importance of raising concerns at an early stage	• Ability to identify and report obstacles to achieving desired outcomes • Ability to provide feedback on what is working well and what could be working better • Ability to observe behaviour and other indicators of emotional state and to report this accurately

The Skilled Practice Level on psychological interventions for practitioners working with adults with learning disabilities outlines the knowledge and skills required by all practitioners who have direct and/ or substantial contact with adults with learning disabilities and their families and carers.

Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities are assisted to access enhanced or specialist support, advice and/or treatment for psychological needs	• *Awareness of specialist services and professionals that support/ enable access to a range of appropriate and therapeutic activities* • *Knowledge of the services and supports that can help people with learning disabilities, their families and carers to maintain valued activities, social engagement and inclusion* • Knowledge of range of services available locally to support psychological needs	• *Ability to make referrals to specialist learning disability services* • Capacity to identify need for onward referral to higher level services and initiate this within service setting

The Skilled Practice Level on psychological interventions for practitioners working with adults with learning disabilities outlines the knowledge and skills required by all practitioners who have direct and/ or substantial contact with adults with learning disabilities and their families and carers.

Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities who display challenging behaviour are supported by staff who meet the "Direct Contact Competencies" highlighted in the PBS Competence Framework	• A very detailed set of competencies in Positive Behavioural Support for direct care staff is detailed in the PBS Coalition document "Positive Behavioural Support (PBS): A Competence Framework" which is available at http://pbsacademy.org.uk/pbs-competence-Framework/. The structure of this Framework is shown at Appendix 2. • The only adaptation required for this to apply in a Scottish context is that section 1.1 "Knowing and understanding relevant legislation" would need to be adapted to note that 1) The Adults with Incapacity (Scotland) Act 2000 will apply instead of the Mental Capacity Act, 2) There is no direct Scottish equivalent for the Deprivation of Liberties Safeguards (DOLs), 3) The relevant mental health act is the Mental Health (Care and Treatment) (Scotland) Act 2003, and 4) Best interests decisions are not part of the Adults with Incapacity (Scotland) Act 2000 – the closest element is the principle that "Any action or decision taken must benefit the person and only be taken when that benefit cannot reasonably be achieved without it".	

Enhanced Practice Level on psychological interventions for practitioners working with adults with learning disabilities

The Enhanced Practice Level on psychological interventions for practitioners working with adults with learning disabilities outlines the knowledge and skills required by practitioners who have more regular and intense contact with adults with learning disabilities and their families and carers, provide specific interventions, and/or direct/manage care and services.

For example, appropriately qualified professional staff and first level line-managers in services that specialise in working with adults with learning disabilities who present with significant challenging behaviour and/or specific emotional or mental health needs. These are staff who will be taking an active role in the development of treatment design and implementation (in the absence of complex presentations). Some will be in a position where they can lead on the creation of environments and opportunities that provide a recovery focus for adults with learning disabilities and associated mental health needs or challenging behaviour. Line managers will provide guidance and professional supervision to 'skilled practice' staff as appropriate to role.

*Items in ***italics*** in this table are particularly relevant elements taken from the Informed Practice Level of the NES Equal Health Framework

The Enhanced Practice Level on psychological interventions for practitioners working with adults with learning disabilities outlines the knowledge and skills required by practitioners who have more regular and intense contact with adults with learning disabilities and their families and carers, provide specific interventions, and/or direct/manage care and services.

Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities receive appropriate assessment of challenging behaviour and/or of mental health needs (does not include those with complex or high-risk behaviour)	• *Detailed knowledge and understanding that behaviours perceived as challenging are often an expression of unmet need* • *In-depth knowledge of the different forms of learning disability and the particular implications and impact on the person, family and carers* • *Knowledge of how to conduct assessments of physical and mental health* • *Knowledge of how to interpret the results of physical and mental health assessments* • Knowledge of a range of functional assessment tools and their strengths and limitations	• *Ability to assess the impact of the learning disability* • Ability to adopt an outcomes-based approach, building on peoples existing capabilities when assessing support needs • Capacity to engage with the individual presenting for assessment • Capacity to gather and integrate relevant family history

The Enhanced Practice Level on psychological interventions for practitioners working with adults with learning disabilities outlines the knowledge and skills required by practitioners who have more regular and intense contact with adults with learning disabilities and their families and carers, provide specific interventions, and/or direct/manage care and services.

Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities receive appropriate assessment of challenging behaviour and/or of mental health needs (does not include those with complex or high-risk behaviour) (continued)	• Knowledge of screening measures for mental health difficulties for use with adults with learning disabilities and their strengths and limitations • Detailed knowledge and understanding that distressed behaviours perceived as being challenging are often an expression of unmet needs • Knowledge and understanding of potential causes and signs of stress and distress for the person, their family and carers • Knowledge of evidence-based approaches and techniques for assessing neglect and abuse and appropriate responses	• Capacity to identify and assess support and intervention needs in the context of complexity of presentation and systems • Capacity to identify and interpret other relevant sources of information to support the assessment • Capacity to identify appropriate adjustments to the assessment process, location or environment necessary to facilitate a successful assessment • Capacity to work out the individual's difficulties by observing and analysing behaviour when verbal communication is limited or unclear

The Enhanced Practice Level on psychological interventions for practitioners working with adults with learning disabilities outlines the knowledge and skills required by practitioners who have more regular and intense contact with adults with learning disabilities and their families and carers, provide specific interventions, and/or direct/manage care and services.

Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities receive appropriate assessment of challenging behaviour and/or of mental health needs (does not include those with complex or high-risk behaviour) (continued)	• Knowledge of the signs of common mental and physical health problems for adults with learning disabilities • Knowledge of the potential importance of specific causes of learning disability (including specific syndromes) in relation to mental health and behavioural presentation • Knowledge of the benefit of including a communication profile in assessment reports • Knowledge that physical health needs are very important within assessment and can be interrelated with behaviour and mental health.	• Competent to adapt the questions or approach where necessary to enable participation in the assessment and completion of the assessment • Ability to recognise when an adult with learning disabilities may be experiencing mental health problems • Ability to take a person-centred approach to assessing distressed behaviour which may be perceived as challenging • Ability to assess the person's individual and family history, health needs, communication preferences, preferred activities/ items, likes/dislikes, skills and abilities

The Enhanced Practice Level on psychological interventions for practitioners working with adults with learning disabilities outlines the knowledge and skills required by practitioners who have more regular and intense contact with adults with learning disabilities and their families and carers, provide specific interventions, and/or direct/manage care and services.

Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities receive appropriate assessment of challenging behaviour and/or of mental health needs (does not include those with complex or high-risk behaviour) (continued)	• Knowledge of specific syndromes and conditions that may indicate behavioural profiles • Understand the importance of obtaining assessment information from observation and talking to family and paid carers • Understand the possible impact of adverse life events on mental health and behaviour (e.g. historic abuse, neglect or current poverty and social isolation etc.) • Knowledge of the relevant assessment tools to assess preference and motivation • Knowledge of the relevant assessment tools to determine skill and ability levels	• Ability to provide clearly written information in a report formal outlining the nature of the assessment, the outcome and indicating next steps • Ability to use and interpret appropriate assessment tools to determine current preferences

The Enhanced Practice Level on psychological interventions for practitioners working with adults with learning disabilities outlines the knowledge and skills required by practitioners who have more regular and intense contact with adults with learning disabilities and their families and carers, provide specific interventions, and/or direct/manage care and services.

Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities receive appropriate assessment of challenging behaviour and/or of mental health needs (does not include those with complex or high-risk behaviour) (continued)	• Knowledge of the importance of identifying factors that trigger and perpetuate challenging behaviour or mental wellbeing • Understand the benefit of using a range of assessment tools to compensate for weaknesses in individual measures (e.g. semi-structured interviews, rating scales, reviewing recordings, direct observation strategies, triangulation of data) • Understand the impact that pharmacological interventions may have on a person's presentation • Knowledge of the contributions of specialist staff to a thorough assessment	

The Enhanced Practice Level on psychological interventions for practitioners working with adults with learning disabilities outlines the knowledge and skills required by practitioners who have more regular and intense contact with adults with learning disabilities and their families and carers, provide specific interventions, and/or direct/manage care and services.

Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities are supported by staff who are knowledgeable about relevant legislation	• *Detailed knowledge of the principles and key provisions of legislation such as the Human Rights Act 1998, Mental Health (Care and Treatment) (Scotland) Act 2003, Adults with Incapacity Act 2000, Adult Support and Protection Act 2007 and the Equalities Act 2010.* • *Understand the requirements of appropriate current legislation on informed consent, confidentiality and advance planning and the implications for the person with a learning disability and his or her family and carers.*	• *Actively support people with learning disabilities, their families and carers to understand the legal Frameworks that support choice and decision-making.* • *Apply the principles and key provisions of legislation to safeguard people with learning disabilities.* • *Actively support the person with a learning disability and his or her family and carers to implement legal aspects regarding informed consent, confidentiality and advance planning.* • *Actively seek the person's consent before any intervention is carried out.*

The Enhanced Practice Level on psychological interventions for practitioners working with adults with learning disabilities outlines the knowledge and skills required by practitioners who have more regular and intense contact with adults with learning disabilities and their families and carers, provide specific interventions, and/or direct/manage care and services.

Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities are supported by staff who are knowledgeable about relevant legislation (continued)	• *Knowledge of the principles of determining capacity in any given situation.* • *Understand how human rights legislation can contribute to person-centred planning for people with learning disabilities.* • *Knowledge of appropriate current legislation on informed consent and confidentiality.* • *Knowledge of the elements of relevant legislation that can support people with learning disabilities, such as power of attorney, guardianship and advocacy.*	• *Ascertain whether the person with a learning disability has a guardian or attorney appointed* • *Refer for assessment when no guardian or attorney has been appointed.* • *Actively support the person with a learning disability to maximise his or her ability to communicate needs, wishes and desires.* • *Provide information for the person with a learning disability, family and carers about the ongoing implications for them of legislation regarding informed consent, guardianship, power of attorney and advocacy.*

The Enhanced Practice Level on psychological interventions for practitioners working with adults with learning disabilities outlines the knowledge and skills required by practitioners who have more regular and intense contact with adults with learning disabilities and their families and carers, provide specific interventions, and/or direct/manage care and services.

Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities are supported by staff who provide a service that is 'trauma informed'	• *Knowledge of evidence-based approaches and techniques for assessing neglect and abuse and identifying appropriate responses* • Understanding that the possibility of past traumatic experiences needs to be considered in relation to both challenging behaviour and mental health • Knowledge of adult protection legislation and how to apply appropriate measures and safeguards for adults with learning disabilities	• Ability to apply evidence-based approaches and techniques for assessing neglect abuse and other trauma with appropriate sensitivity • Ability to deliver interventions to promote safety and stabilisation • Ability to contain emotions in appropriate ways and support people in distress

The Enhanced Practice Level on psychological interventions for practitioners working with adults with learning disabilities outlines the knowledge and skills required by practitioners who have more regular and intense contact with adults with learning disabilities and their families and carers, provide specific interventions, and/or direct/manage care and services.

Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities are supported by staff who provide a service that is 'trauma informed' (continued)	• Understanding of the events that can be particularly traumatic for adults with learning disabilities including, loss of a parent or long term carer, loss of day activities, abuse, bullying, poor environment etc. • Knowledge of when it is appropriate to seek specialist support	

The Enhanced Practice Level on psychological interventions for practitioners working with adults with learning disabilities outlines the knowledge and skills required by practitioners who have more regular and intense contact with adults with learning disabilities and their families and carers, provide specific interventions, and/or direct/manage care and services.

Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities are supported by staff who communicate very well with them	• *In-depth knowledge of a range of methods of communication with people with learning disabilities* • Detailed knowledge of how to adapt communication to meet the individual needs of an adult with learning disabilities , including a range of augmentative and alternate communication methods • Understanding of the key functions of communication as it relates to behaviour that challenges (i.e. request for tangible items and social contact, removing unwelcome demand, express emotional distress)	• *Use communication strategies including alternative communication methods appropriately* • Ability to develop individual communication plans

The Enhanced Practice Level on psychological interventions for practitioners working with adults with learning disabilities outlines the knowledge and skills required by practitioners who have more regular and intense contact with adults with learning disabilities and their families and carers, provide specific interventions, and/or direct/manage care and services.

Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities are supported by staff who enhanced understanding of the impact of their own and others behaviour on a person's behaviour and emotional state	• Enhanced understanding of how one's own behaviour can impact on the behaviour and mental wellbeing of a person, including the impact of subtle verbal and non-verbal behaviours. • Understand potential impact of cognitive and emotional factors on personal response to challenging behaviour or other indicators of emotional distress • Understand that the attributions that staff make about a person can influence their emotions and how they respond	• *Engage with people with learning disabilities, their families and carers in a warm and empathic manner when responding to frustrations and distress* • Ability to identify how subtle differences in own, or others, behaviour impacts on the behaviour or mental state of a person • Ability to role model positive interactions and responses in relation to challenging behaviour and mental distress • Ability to model interactional approaches that are less likely to trigger a negative response from a person.

The Enhanced Practice Level on psychological interventions for practitioners working with adults with learning disabilities outlines the knowledge and skills required by practitioners who have more regular and intense contact with adults with learning disabilities and their families and carers, provide specific interventions, and/or direct/manage care and services.

Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities are supported by staff who promote supportive relationships (including in relation to behaviour change and mental health)	• *Understand the importance for people with learning disabilities, their families and carers in engaging in socially included roles, relationships and activities that support their independence and wellbeing* • *Understand the importance of engagement in valued relationships and meaningful activities for people with learning disabilities* • Understand that the development of a positive therapeutic relationship is strongly associated with positive outcomes from therapy	• *Educate staff in relation to the importance of social networks for people with learning disabilities* • Ability to ensure goals relating to relationships with family, friends and the wider community are prominent in person-centred planning and implementation • Ability to support other staff to develop and maintain positive relationships with the person (for instance, by suggesting/ supporting joint activities relevant to person's interests and interactional style, communication skills and abilities)

The Enhanced Practice Level on psychological interventions for practitioners working with adults with learning disabilities outlines the knowledge and skills required by practitioners who have more regular and intense contact with adults with learning disabilities and their families and carers, provide specific interventions, and/or direct/manage care and services.

Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities are supported by staff who promote supportive relationships (including in relation to behaviour change and mental health) (continued)	• Understand that the development of a therapeutic relationship with an adult with learning disabilities may have added complexity due to: individuals not knowing what to expect in therapy, power imbalance and referrals often having been made by others other than the person themselves • Understand the importance of maintaining and developing each person's relationships with family and his or her social network • Understand when it might, and might not, be appropriate to use family members or carers to support therapeutic or behavioural change	• Ability to reflect on own relationship with the person within supervision or reflective practice groups • Ability to support the team to reflect on relationship with the person, both positives and negatives

The Enhanced Practice Level on psychological interventions for practitioners working with adults with learning disabilities outlines the knowledge and skills required by practitioners who have more regular and intense contact with adults with learning disabilities and their families and carers, provide specific interventions, and/or direct/manage care and services.

Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities are supported by staff who are competent in environmental and mediator analysis	• *In-depth knowledge of environmental issues that may challenge safety and quality of life* • *In-depth knowledge of the impact of the environment on the safety and wellbeing of people with learning disabilities* • *Understand the range of psychological, psychosocial and environmental interventions that can ease behavioural distress* • Understand the significance of the match between the person, their carers and their environment (ecological and mediator analysis)	• *Ability to assess environments and make appropriate changes to reduce frustration and distress* • Ability to assess environment, support skills, person and identify strengths (change enhancers) and limitations (change barriers) to implementing plans and feed this into the planning process • Ability to carry out an assessment of goodness of fit of an intervention plan • Ability to carry out an audit of team competence in relation to an intervention

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Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities are supported by staff who are competent in environmental and mediator analysis (continued)	• Understanding of how to structure, review and monitor environments to maintain consistency • Knowledge of tools used for ecological and mediator analysis • Knowledge of psychological variables associated with carer distress and discontinuities in care • Knowledge of potential contribution of other specialist professionals in advising on environmental suitability	• Ability to actively manage or support other staff to build a positive environment • Ability to identify and make environmental adjustments to suit the individual requirements of a person • Ability to work with the person and those supporting them to make adaptations to the environment that can promote independence and minimise the amount of help required

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Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities are supported by staff who are competent in developing and applying prevention strategies	• *In-depth knowledge of a range of methods of communication with people with learning disabilities* • Understanding of the role of antecedent strategies • Understanding of strategies of primary prevention (e.g. environmental changes, skill development, preventing triggers, managing functions of behaviour) and secondary prevention (e.g. preventing escalation and supporting de-escalation) • Knowledge of teaching strategies that can be used to promote appropriate alternative behaviours that are functionally equivalent to challenging behaviour	• *Use communication strategies, including alternative communication methods appropriately* • Ability to identify early warning signs of emotional distress or that challenging behaviour may occur • Ability to identify where a person is on their cycle of arousal and respond accordingly • Ability to contribute to the identification of antecedent strategies included in a Behaviour Support Plan • Ability to demonstrate implementation of antecedent strategies related to the person's plan that may include: Making changes to the physical

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Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities are supported by staff who are competent in developing and applying prevention strategies (continued)	• Knowledge of basic behavioural principles and the behaviour techniques employed in teaching skills and communications: reinforcement, prompting, shaping, modelling, task analysis • Knowledge of a range of approaches that can be applied to assist in reducing emotional distress or assist in adjusting mental state.	environment, increasing choice and control, providing non-contingent reinforcement, increasing individual support during demanding activities, supporting mental health and/or physical health needs that serve as setting events for behaviour that challenges • Ability to support individuals to reduce emotional distress via anxiety reduction approaches, person-centred support, distraction approaches, active listening, simple problem solving approaches etc. • Ability to review and assess practicality of potential antecedent strategies • Ability to model appropriate antecedent strategies

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Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities are supported by staff who are competent in developing and applying reactive strategies	• *In-depth knowledge of a range of methods of communication with people with learning disabilities* • *In-depth knowledge of crisis and emergency plans* • Knowledge of a range of robust crisis management strategies based on least restrictive options • Understanding of what is meant by 'least restrictive' and a range of strategies that can be used to achieve this • Knowledge of the ethical and legal framework around responding to someone in crisis	• *Use communication strategies, including alternative communication methods appropriately* • *Ability to create crisis and emergency plans* • *Enhance the knowledge and skills of others in relation to crisis and emergency plans* • Ability to establish an infrastructure and allocate the resources needed to support a least restrictive management strategy

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Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities are supported by staff who are competent in developing and applying reactive strategies (continued)	• Understanding of the competence required of a staff team to deliver an appropriate crisis response • Understanding of the importance of investigating unplanned restrictive incidents • Knowledge of best practice in relation to restrictive practice	• Ability to encourage discussion around ethical and practical implications of reactive strategies • Ability to routinely monitor restrictive practices • Ability to investigate unplanned restrictive interventions • Ability to monitor and review restrictive practices on a regular basis

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Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities who have (non-complex or high-risk) challenging behaviour have Behaviour Support Plans that are developed, implemented and evaluated on an individual basis	• *Detailed knowledge and understanding that behaviours perceived as being challenging are often an expression of unmet needs* • *Understand the range of psychological, psychosocial and environmental interventions that can ease behavioural distress* • *In-depth knowledge of a range of proactive strategies, including positive behaviour support* • Knowledge of the cycle of assessment, intervention, monitoring and evaluation, with particular emphasis on the outcome variables relevant to the PBS model, and the infrastructure and processes that need to be in place to support this	• *Ability to assess environments and make appropriate changes to reduce frustration and distress* • *Implement and evaluate therapeutic, recreational and active support activities* • *Develop, implement and evaluate a range of proactive strategies, including positive behaviour support* • Ability to provide functional communication training • Ability to develop Behaviour Support Plans based on functional assessment of behaviour

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Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities who have (non-complex or high-risk) challenging behaviour have Behaviour Support Plans that are developed, implemented and evaluated on an individual basis (continued)	• Knowledge of models of causality of challenging behaviour and the relationship between opportunities for choice and challenging behaviour • Understand that behaviour is influenced by context, i.e. what happens in the environment may increase or decrease the likelihood of the behaviour occurring • Knowledge that PBS focuses on the building of skill repertoires; challenging behaviour can be viewed as a form of communication and building skills can enable people to communicate their needs in a more functional way.	• Ability to apply basic behavioural principles and the behaviour techniques employed in teaching skills and communications: reinforcement, prompting, shaping, modelling, task analysis • Ability to support enhanced engagement in activities • Ability to identify early warning signs that challenging behaviour may occur • Ability to ensure that the team is able to support the implementation of ethical and least restrictive reactive strategies

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Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities who have (non-complex or high-risk) challenging behaviour have Behaviour Support Plans that are developed, implemented and evaluated on an individual basis (continued)	• Knowledge of the 4-term contingency of the interdependent relationship between any establishing or motivating operations, a discriminative stimulus, behaviour and consequence (i.e. motivation, antecedents, behaviour and consequences) • Knowledge of the 4 common functions of challenging behaviour: social attention; avoidance/escape; access to tangibles; sensory stimulation • Understand that a functional behavioural assessment helps to understand what challenging behaviour looks like, the contexts in which they might occur and the purposes they serve for the person concerned	• Ability to demonstrate to members of the team the strategies described in the Behaviour Support Plan • Ability to ensure that all persons being supported have individual communication plans, and that these are regularly updated • Ability to lead and model the implementation of PBS in practice (i.e. practice leadership)

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Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities who have (non-complex or high-risk) challenging behaviour have Behaviour Support Plans that are developed, implemented and evaluated on an individual basis (continued)	• Understanding of the difference between form (what a behaviour looks like) and function • Understanding that the outputs of the Behaviour Support Plan should make use of information arising from a preference assessment; both for addressing challenging behaviour and skills development • Knowledge of the strengths and weaknesses of various data collection methods and the appropriate method for the behaviour(s) in question • Knowledge of how to identify known critical periods/events for each individual that may increase the chance of challenging behaviour occurring	

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Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities who have (non-complex or high-risk) challenging behaviour have Behaviour Support Plans that are developed, implemented and evaluated on an individual basis (continued)	• Knowledge that a good Behaviour Support Plan should: • prevent the conditions that lead to challenging behaviour occurring. These conditions will be identified during the functional behaviour analysis • include teaching strategies that offer the individual an appropriate, alternative behaviour to serve the same function as the challenging behaviour, making it redundant • show how new behaviour will be reinforced when being developed, maintained, and generalised across settings	

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Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities who have (non-complex or high-risk) challenging behaviour have Behaviour Support Plans that are developed, implemented and evaluated on an individual basis (continued)	• Knowledge behind the application of antecedent strategies; a range of antecedent-based support strategies and how these are implemented • Knowledge of teaching strategies (skills teaching and functional communication skills teaching) and procedures including task analysis, chaining, shaping, modelling, prompting, discrete trial teaching, establishing stimulus control • Understanding of how other evidence-based interventions may be used as an element of the PBS plan where indicated (e.g. CBT)	

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Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities who have (non-complex or high-risk) challenging behaviour have Behaviour Support Plans that are developed, implemented and evaluated on an individual basis (continued)	• Understanding that it is essential that any behaviour support plan or intervention is able to be delivered in the setting in which it is designed for: that the resources are in place to facilitate that delivery, staff have the training necessary, change enhancers are optimised and barriers to implementation are addressed • Understanding that the strategies contained within the Behaviour Support Plan need to be reviewed to check they are having the desired effect, continue to be acceptable to the person and key stakeholders and are feasible, given the time and effort needed	

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Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities have care plans to support mental health needs that are developed, implemented and evaluated on an individual basis	• *In-depth knowledge of person-centred care plan/health action plans based on best evidence* • *In-depth knowledge of how care plans and care pathways are reviewed* • *Understand the range of environmental and person-centred approaches that can promote wellbeing for people with learning disabilities* • In-depth knowledge of each person's strengths, needs, preferences, hopes, dreams aspirations • Knowledge of the importance of spiritual and cultural beliefs and contexts	• Ability to actively support the person to maximise their ability to communicate their needs, wishes and desires • Ability to establish the necessary opportunities and infrastructure to facilitate the making of informed choices and that these are acted upon • Ability to develop holistic support and intervention plans/ pathways which incorporate multi-disciplinary and multi-agency components, with clear indication of sequencing of and responsibility for interventions • Capacity to identify realistic ways to support the individual and the family/carers

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Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities have care plans to support mental health needs that are developed, implemented and evaluated on an individual basis (continued)	• Knowledge of how to describe personally important outcomes for individuals that are observable, measurable, and timely • Knowledge of importance of ensuring goals relating to relationships with family, friends and the wider community are prominent in person-centred planning and implementation • Knowledge of the importance of the individual being able to contribute to their care plan and being enabled to make choices in relation to short, medium and long term goals	• Ability to use a combination of different levels of intervention, based on individual needs, to promote wellbeing and alleviate distress

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Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities have care plans to support mental health needs that are developed, implemented and evaluated on an individual basis (continued)	• Understand the importance of identifying and focusing on outcomes that are important to the person with learning disabilities • Knowledge of the importance of positive activities and opportunities as part of a care plan in relation to mental health needs • Understand the emotional complexities that can be associated with future planning • Understand the importance of risk enablement in care planning	

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Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities receive individualised advice to support and promote mental wellbeing	• *In-depth knowledge of the importance of physical activity for people with learning disabilities* • *In-depth knowledge of the range of multi-sensory, therapeutic, recreational and active support activities that promote wellbeing and independence* • *Understand the range of environmental and person-centred approaches that can promote wellbeing for people with learning disabilities* • *Understand the range of multi-sensory stimulation, recreational activities and combined therapies that promote wellbeing and alleviate distress in people with learning disabilities*	• *Engage with people with learning disabilities, their families and carers to inform them about the importance of physical activity* • *Implement and evaluate therapeutic, recreational and active support activities* • *Proactively intervene to support people with learning disabilities, their families and carers to manage stress and avert distress* • *Creatively use a combination of different levels of intervention, based on individual needs, to promote wellbeing and alleviate distress*

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Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities receive individualised advice to support and promote mental wellbeing (continued)	• In-depth knowledge of easy read and accessible materials regarding mental health and/or behaviour change that are designed for use with adults with learning disabilities • Knowledge that helping a person develop their 'emotional vocabulary' and insight into their own cognitive process can increase their potential to benefit from psychological interventions	• Ability to assist people with learning disabilities to identify and use accessible self-help materials • Ability to assist individuals to reflect on their thoughts and feelings and how to describe and understand them

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Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities receive psychological interventions for discrete mental health issues from staff who are appropriately trained	• *Knowledge of evidence-based, solution-focused psychological interventions* • Where appropriately qualified, knowledge of CBT self-help strategies delivered to an established protocol • Where appropriate to role, knowledge of established models of group intervention such as standardised small-scale anxiety management groups, group-based social learning programmes and anger management groups to protocol	• Ability to facilitate groupwork • Ability to run groups according to agreed protocols • Where appropriately qualified, ability to use protocol-based interventions in accordance with practice requirements (e.g. Behavioural Family Therapy) • Ability to encourage and motivate adults with learning disabilities to actively participate in psychological interventions • Capacity to provide dedicated time to specific interventions

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Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities receive psychological interventions for discrete mental health issues from staff who are appropiately trained	• Where appropriately qualified, provision of psychological interventions to agreed protocols (e.g. Behavioural Family Therapy) • Understanding of the potential importance of the family or carers in facilitating therapeutic gain	• Ability to develop a therapeutic relationship • Ability to adjust communication to the appropriate level for individuals and to review effectiveness of this • Ability to engage others (such as families and carers) in supporting the therapeutic process, where appropriate

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Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities are supported by staff who are competent in data analysis	• Knowledge of how to apply data collection procedures to evaluate goals in the Behaviour Support Plan or in therapy • Understanding of the information that different types of data source provide • Knowledge of the strengths and weaknesses of different forms of data collection and the appropriate methods for the behaviour/issue in question • Knowledge of how to summarise and provide a descriptive analysis of monitoring data • Understanding of how on-going data can be incorporated into a Behaviour Support Plan (as a live document) or in informing adjustment to a particular therapeutic approach	• Ability to adjust the Behaviour Support Plan based on evaluation data gathered • Ability to summarise and provide descriptive analysis of outcome data • Ability to interpret data within the context of an agreed monitoring strategy • Ability to balance the relative significance of data from a range of sources

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Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities are supported by staff who ensure good records are kept about them	• Understanding of the importance of accurate record keeping in relation to psychological interventions • Understanding of the importance of auditing effectiveness of therapeutic interventions • Knowledge of the level of recording that is necessary to inform the implementation of Behaviour Support Plans or other therapeutic interventions	• Ability to record and report accurately in relation to behaviour, observed emotional state and associated factors • Ability to record variance from agreed approaches • Competence in administering and recording of all relevant aspects of an individual's presentation • Ability to support and promote accurate recording by others • Ability to challenge when appropriate levels of recording are not in place

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Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities are supported by staff who can monitor and report on challenging behaviour and mental health	• *In-depth knowledge of how care plans are reviewed* • Understanding of the infrastructure and processes that need to be in place in order to support the cycle of assessment, intervention, monitoring and evaluation (this includes outcomes in relation to Behaviour Support Plans and a range of other therapeutic approaches) • Knowledge of how to make, and facilitate the making of, data-based decisions • Knowledge of range and applicability of structured observations of behaviour	• *Ability to implement and evaluate established care pathways* • *Ability to review care plans and care pathways* • *Use a range of assessment strategies to identify changes in the person's emotional wellbeing* • Ability to ensure appropriate paperwork is completed by self and others • Ability to make clear the link between the data collected and the decision-making process and ensure that the team understand this relationship

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Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities are supported by staff who can monitor and report on challenging behaviour and mental health (continued)		• Ability to identify and report obstacles to successfully delivering behavioural or emotional change • Ability to develop mechanism for monitoring outcome of interventions and support which focus on positive outcomes and which take individual difference into account • Ability to select appropriate measures that evaluate outcome variables at an individual, group and organisational level • Ability to interpret data within the context of an agreed monitoring strategy

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Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities have their psychological support outcomes evaluated to agreed standards	• *Understand the importance of evaluating personal outcomes* • *Understand the importance of identifying and focusing on outcomes that are important to the person with a learning disability* • *Understand the principles, approaches and practices that promote outcomes-and asset-focused approaches to care of people with learning disabilities* • Knowledge of how to describe personally important outcomes for individuals that are observable, measurable, and timely	• *Engage with the person with a learning disability to establish the outcomes that are important to him or her, and support him or her to prioritise and achieve these outcomes* • *Undertake person-centred assessments focused on the outcomes for the person with a learning disability* • Ability to develop mechanisms for monitoring outcome of interventions and support which focus on positive outcomes and which take individual fluctuations in presentation into account

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Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities have their psychological support outcomes evaluated to agreed standards (continued)	• Understanding that participation in everyday activity is a key outcome for many adults with learning disabilities • Knowledge of how to summarise, analyse and report outcome data • Knowledge of systematic audit models such as Quality Improvement methodology and Periodic Service Review	• Ability to identify and report obstacles to successfully delivering Behaviour Support Plans or other interventions • Ability to measure participation in meaningful activities and community engagement • Ability to summarise, analyse and report outcome data

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Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities have support from staff who are competent in supervision of the staff they manage	• Knowledge of how to provide practice supervision in relation to appropriate psychological interventions according to agreed professional practice	• Ability, where appropriately trained, to provide practice supervision to staff in relation to implementation of Behaviour Support Plans and other care plans • Ability, where appropriately trained, to provide direct coaching to others in implementation of strategies and provide regular performance feedback • Ability to reflect on and support others to reflect on personal experience when implementing strategies, particularly when implementing reactive strategies

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Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities have support from staff who are competent in supervision of the staff they manage (continued)		• Ability to ensure that all members of the support team understand and are able to accurately implement each Behaviour Support Plan • Ability to provide verbal and written feedback on an individual and team basis • Ability to facilitate regular team meetings to review and update support plans, gain staff feedback, and involve staff in decision-making • Ability to manage difficulties within supervision or identified through supervision

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Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities have support from staff who participate in appropriate levels of supervision for their own practice	• Understanding of the importance, and benefit, of supervision in relation to own practice in provision of psychological interventions • Understanding of the benefit of supervision being informed by routine outcome measures	• Capacity to regularly attend and actively participate in supervision and review meetings • Ability to utilise supervision to develop own practice and skills • Ability to utilise supervision to improve quality of psychological interventions for individuals • Ability to reflect on ethical practice, adherence to protocol, progress in treatment and elements of the therapeutic relationship in supervision • Ability to participate in supervision on an individual or group basis

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Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities are assisted to access specialist support, advice and/or treatment for psychological needs	• *Detailed knowledge of local services and specialists, their roles and functions* • Knowledge of individual behaviours and presentations that may alert staff to consider referral for specialist advice and or treatment (e.g. autism assessment, genetic screening, neuropsychological assessment, psychiatric assessment etc.) • Understanding of level of complexity or risk that should trigger referral to specialist level of service	• *Refer to services and specialists as required* • Ability to recognise when additional specialist supervision or support is required to support an intervention • Ability to recognise when the complexity of presentation, or level of risk, is such that referral to specialist professionals is appropriate • Ability to present relevant information to specialist professionals

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Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities who display challenging behaviour are supported by staff who meet the "Behaviour Specialist/Supervisory/ Managerial Competencies" highlighted in the PBS Competence Framework	• A very detailed set of competencies in Positive Behavioural Support for behaviour specialist/supervisory/managerial staff is detailed in the PBS Coalition document "Positive Behavioural Support (PBS): A Competence Framework" which is available at http://pbsacademy.org.uk/pbs-competence-Framework/.	

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Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adult with learning disabilities receive psychological interventions from staff who have generic therapeutic competencies	• To apply face-to-face psychological interventions staff should be able to meet the generic therapeutic competencies as defined in the UCL competence Framework as provided at https://www.ucl.ac.uk/pals/research/clinical-educational-and-health-psychology/research-groups/core/competence-frameworks. This provides detailed competencies under the following headings: • Knowledge and understanding of mental health problems • Knowledge of, and ability to operate within, professional and ethical guidelines • Knowledge of a model of therapy, and the ability to understand and employ the model in practice • Ability to engage client • Ability to foster and maintain a good therapeutic alliance, and to grasp the client's perspective and 'world view' • Ability to manage emotional content of sessions • Ability to manage endings • Ability to undertake generic assessment (relevant history and identifying suitability for intervention) • Ability to make use of supervision	

Specialist Practice Level on psychological interventions for practitioners working with adults with learning disabilities

The Specialist Practice Level on psychological interventions for practitioners working with adults with learning disabilities outlines the knowledge and skills required by practitioners who, by virtue of their role and practice setting, play a specialist role in the provision of psychological interventions for adults with learning disabilities and their families and carers.

For example, for challenging behaviour, this will include staff who have received specialist training in the development of PBS and associated interventions, (i.e. applied psychologists or other professionals with appropriate additional qualifications). This level will also include appropriately qualified professional leads/senior managers of specialist challenging behaviour services as there are two elements operating at this level: 1. Staff who are responsible for assessment, formulation, development and monitoring of individualised Behaviour Support Plans for adults with learning disabilities who present with complex challenging behaviours. 2. Staff who are responsible for service design and ensuring that environments and lifestyle opportunities are managed appropriately to reduce the likelihood of challenging behaviour and that staff are managed to apply Behaviour Support Plans effectively. Some staff will fulfil both of these roles. Staff in these roles should also be responsible for supervision commensurate with the role. Provision of highly specialist psychological intervention for challenging behaviour for people with very complex needs or whose behaviour is very high-risk is most likely to be provided by applied psychologists who specialise in working with people with learning disability.

For other psychological interventions, this will include staff who have received training in the provision of specialist psychological therapies (i.e. applied psychologists, arts therapists or other professionals with appropriate specialist qualifications). Provision of highly specialist psychological therapy for people with very complex needs, or whose associated behaviour is very high-risk, is most likely to be provided by applied psychologists who specialise in working with people with learning disability.

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*Items in ***italics*** in this table are particularly relevant elements taken from the Specialist Practice Level of the NES Equal Health Framework

Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities who have complex or high-risk, challenging behaviours receive appropriate assessment	• *Comprehensive knowledge and understanding that behaviours perceived as challenging are often an expression of unmet needs* • *Comprehensive knowledge of approaches that promote multi-disciplinary assessment and interventions to support people with learning disabilities with behaviours perceived as challenging.* • *Comprehensive knowledge of how a person with a learning disability communicates pain or distress.* • *Comprehensive knowledge of physical and mental health assessments*	• *Advise on the use of a range of person-centred assessment approaches* • *Instigate and involve others in conducting and following-up physical and mental health assessments* • Ability to develop a comprehensive psychological formulation informed by assessment • Capacity to identify if the individual presents with additional complex behaviours and needs

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Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)

Adults with learning disabilities who have complex or high-risk, challenging behaviours receive appropriate assessment (continued)	• *Comprehensive knowledge of the different forms of learning disability and the particular implications and impact on the person, family and carers*
	• *Expert knowledge and understanding of the complexity of interactions and potential conflicts that arise which may compromise the wishes of the person with a learning disability*
	• *Expert knowledge of specific assessment tools and techniques*
	• Expert knowledge of functional analysis
	• Knowledge of a range of risk assessment methods
		• Capacity to identify risk: To record, act on or pass this information in line with local operational policy
		  • Self-harm
		  • A history of rapid escalation of problems
		  • Harm to others
		  • Self-neglect
		  • Breakdown of support systems
		  • Exploitation or abuse by others
		• Competence in using clinical judgement in the process of integrating material from observation, research, clinical tools and interviews

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Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)

Adults with learning disabilities who have complex or high-risk challenging behaviours receive appropriate assessment (continued)	• Knowledge that a comprehensive psychological formulation in relation to behaviour may need to take account of lots of information including:
	  • Communication skills
	  • Level of ability
	  • Life experiences, such as living in a long-stay hospital or experience of bereavement
	  • Mental health history
	  • Behavioural history
	  • Sensory issues
	  • Physical and neurological issues
		• Ability to complete functional assessment incorporating all variables of the person, environment, staff team and organisation
		• Ability to conduct and support experimental functional analysis where this is indicated to derive functional hypotheses
		• Ability to demonstrate triangulation and synthesising of assessment outcomes to develop a clear hypothesis
		• Ability to produce and communicate assessment results in an accessible form that enables supervisory and direct support staff to integrate findings into support plans

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Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)

Adults with learning disabilities who have complex or high-risk challenging behaviours receive appropriate assessment (continued)	• Relationships
	• Relationships with staff
	• Meaningful activities
	• Quality of life
	  • Autonomy and choice
	  • Financial resources
	  • Support from organisations' practices and philosophy
	  • Experiences of stigma and discrimination
	• Understanding of potential differential diagnoses (e.g. ADHD, ASD, personality disorder, psychosis, dementia etc.)
		• Ability to construct a formulation that explains the functions of a person's challenging behaviour and how it is maintained
		• Ability to describe and explain each formulation to the teams involved in supporting each person with challenging behaviour
		• Ability to offer staff training at all levels to help them understand the formulation

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Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities who have complex or high-risk challenging behaviours receive appropriate assessment (continued)	• In-depth knowledge of potential sources of stress and distress and the approaches and evidence-based interventions to support people who cannot communicate their needs • Knowledge of the range of changes in behaviour and communication that can signify mental health issues in adults with learning disabilities • Knowledge of the range of changes in behaviour and communication that can signify dementia or other neurological conditions in adults with learning disabilities	• Ability to describe how the important variables surrounding an individual and their care team, interact to produce challenging behaviour within a contingency diagram • Ability to use on-going preference and motivational assessments • Ability to use and interpret appropriate assessment tools to determine current skill levels and appropriate next steps in skill building • Ability to use multiple data-gathering tools to compensate for weaknesses in individual measures

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Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities who have complex or high-risk challenging behaviours receive appropriate assessment (continued)	• Knowledge of the range of syndromes and conditions that need to be considered in the assessment of adults with learning disabilities • Understanding of the importance of having specialist behaviour analytic services to assess the functions of behaviour • Knowledge of how to select the most effective assessment procedures and the ethics of completing functional assessment • Knowledge of how to ethically carry out hypothesis testing	• Ability to use a range of functional assessment tools and support stakeholders' participation where appropriate: semi-structured interviews; rating scales; reviewing recordings; direct observation strategies; triangulation of data • When appropriate to role, ability to carry out neuropsychological assessment

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Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities who have complex or high-risk challenging behaviours receive appropriate assessment (continued)	• Understanding of when hypothesis testing is indicated and how to safely design and carry it out through experimental functional analysis • Understanding of the wider systemic factors that influence behaviour and mental health, including the societal, cultural and policy context • Knowledge regarding when neuropsychological assessment may be indicated	

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Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities who have complex mental health needs receive appropriate assessment	• *Comprehensive knowledge of how a person with a learning disability communicates pain or distress* • *Comprehensive knowledge of physical and mental health assessments* • *Expert knowledge and understanding of the complexity of interactions and potential conflicts that arise which may compromise the wishes of the person with a learning disability* • *Expert knowledge of specific assessment tools and techniques*	• *Advise on the use of a range of person-centred assessment approaches* • Capacity to identify and assess support and intervention needs in relation to mental health in the context of complexity of presentation and systems • Capacity to identify and interpret other relevant sources of information to support the assessment • Capacity to identify if the individual presents with additional complex behaviours and needs

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Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)

Adults with learning disabilities who have complex mental health needs receive appropriate assessment (continued)	• Knowledge that psychological formulations in relation to mental health needs may need to take account of lots of information about the person, including his or her:
	  • communication skills
	  • level of ability
	  • life experiences, such as living in a long-stay hospital or experience of bereavement
	  • mental health history
	  • behavioural history
	  • sensory issues
	  • physical and neurological issues
		• Capacity to identify risk: To record, act on or pass on this information in line with local operational policy
		  • Self-harm
		  • A history of rapid escalation of problems
		  • Harm to others
		  • Self-neglect
		  • Breakdown of support systems
		  • Exploitation or abuse by others
		• Capacity to integrate referral information, screening outcome and other details in order to decide on appropriateness of full assessment

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Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities who have complex mental health needs receive appropriate assessment (continued)	• home and community placements • relationships • relationships with staff • meaningful activities • quality of life • autonomy and choice • financial resources • support from organisations' practices and philosophy • experiences of stigma and discrimination in the community	• Competence in identifying particular presentation of some conditions in adults with learning disabilities, e.g. how depression or anxiety may present • Competence in recognising potential differential diagnoses, e.g. ADHD; Dyspraxia; Personality Disorder; Psychosis; ASD or Language Disorder • Competent to adapt the questions or approach where necessary to enable participation in the assessment and completion of the assessment

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Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities who have complex mental health needs receive appropriate assessment (continued)	• Comprehensive understanding of how stress may impact on adults with learning disabilities • Comprehensive understanding of the impact that discrimination and stigma may have on the life of adults with learning disabilities • Understanding that a recent change in circumstances may have caused significant difficulties and hence the individual who was coping in the past, may now have more problems in day-to-day life	• Competent to use clinical judgement in the process of integrating material from observation, research, clinical tools and interviews • Ability to develop a comprehensive psychological formulation which includes the causation of mental health issues and how it is being maintained • Ability to describe and explain a formulation to the person themselves, and when appropriate, to others supporting them

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Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities who have complex mental health needs receive appropriate assessment (continued)	• Knowledge of how to construct a formulation that explains the factors causing a person's mental health difficulties and how it is maintained. • Knowledge of how to describe and explain each formulation to the person and, when appropriate, to those supporting them • Understanding of how to provide staff training, at all levels, to help them understand the formulation. • Knowledge of how to use assessment tools effectively within a clinical setting	• Demonstrate triangulation and synthesising of assessment outcomes to develop a clear formulation • Produce and communicate assessment results in an accessible form that enables supervisory and direct support staff to integrate findings into support plans • Skills in assessing risk to self or others, formulation of risk and development of multi-disciplinary and multi-agency risk management plans

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Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities who have complex mental health needs receive appropriate assessment (continued)	• In-depth knowledge of the sources of stress and distress and the approaches and evidence-based interventions to assess people who cannot communicate their needs • Knowledge of when adults with learning disabilities have language difficulties or other complexities that require a specialised approach in assessment	• Use and interpret appropriate assessment tools to determine current skill levels and appropriate next steps in therapeutic intervention • Use multiple data-gathering tools to compensate for weaknesses in individual measures • Adapt self-monitoring tools to meet the needs of individuals

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Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)

Adults with learning disabilities who have complex mental health needs receive appropriate assessment (continued)	• When appropriate to role and training, knowledge of approaches to assessing suitability for participation in different psychotherapeutic interventions including:
	  • Psychodynamic psychotherapy
	  • Cognitive behavioural therapy
	  • Cognitive analytic therapy
	  • Mindfulness and acceptance-based therapies
	  • Dialectical behaviour therapy
	  • Solution-focused brief therapy
		• Use a range of assessment tools and support stakeholders participation where appropriate: semi-structured interviews; rating scales; reviewing recordings; direct observation strategies; triangulation of data
		• Ability to assess likely ability of individuals to participate in, and benefit from specific therapeutic approaches

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Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities who have complex mental health needs receive appropriate assessment (continued)	• Systemic psychotherapy • Group interventions • Art, drama and music therapies • Understanding of the wider systemic factors that influence behaviour and mental health, including the societal, cultural and policy context • Knowledge of how to provide trauma-focussed psychological treatment • Knowledge of what health and social care systems and resources are available to support complex cases	

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Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities who have complex mental health needs receive appropriate assessment (continued)	• Knowledge of a range of mental health assessment tools (including those which have specifically been designed or adapted for use with adults with learning disabilities) • Knowledge of how to assess an individual's ability to engage with specific therapeutic approaches	

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Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities are supported by staff who have expertise in legislation as it applies to psychological interventions	• *Comprehensive understanding of the principles of assessment of capacity for people with learning disabilities and the underpinning evidence and legislation.* • *Expert knowledge in the application and understanding of the legislation, guidance and policy in all pertinent areas, including ethical decision making in relation to people with learning disabilities.* * Comprehensive knowledge of the principles and application of Mental Health (Care and Treatment)(Scotland) Act 2003 and the Adults with Incapacity (Scotland) Act 2000 in relation to psychological interventions	• *Act as a source of expert advice when informed consent may be compromised.* • *Sensitively carry out assessments to inform consent and capacity where this may be compromised in relation to people's rights and choices.* • Ability to ensure that psychological interventions comply with the principles and requirements of the Mental Health (Care and Treatment) (Scotland) Act 2003 and the Adults with Incapacity (Scotland) Act 2000.

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Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities are supported by staff who can communicate very well with them in therapeutic interventions	• *Comprehensive knowledge of a range of methods of communication with people with learning disabilities* • Knowledge of how to adapt communication to meet the individual needs of an adult with learning disabilities in therapeutic interactions • Understanding of functional communication training and the relevance of this to challenging behaviour • Understanding of the impact that alternative forms of communication can have on the dynamic of conversation	• *Advise on the use of communication strategies including alternative communication* • Ability to adapt communication to promote therapeutic engagement • Ability to support assessment and intervention components that address alternate functional communication

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Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities are supported by staff who are skilled in environmental and mediator analysis	• *In-depth knowledge of environmental issues that may challenge safety and quality of life* • *In-depth knowledge of the impact of the environment on the safety and wellbeing of people with learning disabilities* • *Understand the range of psychological, psychosocial and environmental interventions that can ease behavioural distress*	• *Ability to assess environments and make appropriate changes to reduce frustration and distress* • Ability to monitor the safety, consistency and predictability of environments that define the service • Ability to influence and promote change in the system of support if it does not produce a safe, consistent and predictable environment • Ability to implement service-wide strategies to support consistent and clear communication

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Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities are supported by staff who are skilled in environmental and mediator analysis (continued)	• Understand how risk-averse service cultures contribute to restrictive environments which mean fewer opportunities for individuals to build a sense of self-efficacy and develop problem solving skills • Understanding of how socio-environmental factors can contribute to behaviour, skills development and emotional state • Understanding of the range of psychological, psychosocial, environmental and interactional approaches that can minimise behavioural and emotional distress	

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Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities are supported by staff who are skilled in developing and applying reactive strategies	• *In-depth knowledge of crisis and emergency plans* • Knowledge of the current legal and ethical Framework and how to implement nationally agreed standards of best practice within organisation • Knowledge of a wide range of reactive strategies and understanding of the level of restriction associated with them	• *Use communication strategies, including alternative communication methods appropriately* • *Ability to create crisis and emergency plans* • *Enhance the knowledge and skills of others in relation to crisis and emergency plans* • Ensure a least restrictive crisis management strategy is in place for each person that is appropriate and congruent with accredited training • Ability to design an escalation of response within the context of management of risk and least restrictiveness

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Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities are supported by staff who are skilled in developing and applying reactive strategies (continued)		• Address concerns for any proposed strategies that might not be practical • Ensure that least restrictive strategies are understood by all members of the team • Ability to routinely monitor restrictive practices (e.g. for an individual and across the organisation) for trends and variances • Investigate unplanned restrictive interventions and maintains paperwork trail to ensure it was legally and ethically appropriate; redesign systems and programmes accordingly

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Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities who have complex or high-risk challenging behaviours have Behaviour Support Plans that are designed specifically for them	• *Comprehensive knowledge of a range of proactive strategies, including positive behaviour support* • *Comprehensive knowledge of approaches that promote multi-disciplinary assessment and interventions to support people with learning disabilities with behaviours perceived as challenging* • *Comprehensive knowledge of appropriate interventions, based on a knowledge of the person with learning disabilities and behaviours that may be perceived as challenging, and best evidence available*	• *Advise on appropriate interventions for people with learning disabilities who have behaviours perceived as challenging* • *Promote and lead on multi-disciplinary assessment and interventions to support people with learning disabilities with behaviour that may be perceived as challenging* • *Advise on a range of proactive strategies, including positive behavioural support*

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Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities who have complex or high-risk challenging behaviours have Behaviour Support Plans that are designed specifically for them (continued)	• *Comprehensive understanding of environmental adaptations that may be required* • *Expert knowledge and skill to individually tailor evidence-based psychological interventions relevant to people with learning disabilities* • In-depth understanding of principles, processes and concepts of behaviour	• Ability to draw on a range of different social, psychological and psychosocial approaches to provide support appropriate to the person with learning disabilities • Support the team in developing an understanding of why behaviour occurs for every person supported recognising that those reasons will be specific to that person • Support the team in understanding the effect of their own behaviour on others, including the person supported, and help them adapt accordingly

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Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities who have complex or high-risk challenging behaviours have Behaviour Support Plans that are designed specifically for them (continued)	• Detailed understanding of the science of behaviour within the overall context of the PBS model; the processes involved in synthesising data from multiple sources; and the application of that information in order to create an overview of a person's skills and needs. Will be able to integrate other evidence-based interventions by co-ordinating work of other clinical specialists	• Assess environment, support skills, person, and identify strengths (change enhancers) and limitations (change barriers) to implementing plans and feed this into the planning process • Design assessment procedures to evaluate effectiveness of interventions, to inform evidence

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Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities who have complex or high-risk challenging behaviours have Behaviour Support Plans that are designed specifically for them (continued)	• Understanding of the infrastructure and processes that need to be in place in order to support the cycle of assessment, intervention, monitoring and evaluation, with particular emphasis on the outcomes variables relevant to the PBS model • A comprehensive and up to date knowledge of implementation procedures in respect of behavioural analysis	• Capacity to identify and assess support and intervention needs in the context of complexity of presentation and systems • Design interventions that enable individuals to develop new skills and to access and participate in meaningful activities • Provide expert advice on strategies to adapt lifestyle that supports continued engagement in communities, employment, relationships and social networks

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Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities who have complex or high-risk challenging behaviours have Behaviour Support Plans that are designed specifically for them (continued)	• Understanding of the role of environmental factors in highly complex clinical presentations (e.g. Proximity requirements in relation to personal space, sensory aspects, communication, environment, routines and structures) • A comprehensive and up to date knowledge of communication and skills teaching • Knowledge of the Behaviour Support Plan in detail and of how to communicate key strategies and reasons why they are needed	• Demonstrate implementation of antecedent strategies related to the person's plan that may include: Making changes to the physical environment, increasing choice and control, providing non-contingent reinforcement, increasing individual support during demanding activities, supporting mental health and or physical health needs that serve as setting events for behaviour that challenges • Ensure that antecedent strategies are understood by everyone within the system and necessary resources are in place to maintain fidelity

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Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities who have complex or high-risk challenging behaviours have Behaviour Support Plans that are designed specifically for them (continued)	• Understanding of the theory behind the application of antecedent strategies; a range of antecedent-based support strategies and how these are implemented • Understanding of the complexities involved in co-morbidity	• Ensure information is readily available to staff, kept updated, written in straightforward language, and supports team members to understand key issues and to share information as appropriate • Ability to identify a wide range of options to be used to reinforce appropriate behaviour for each person • Ability to demonstrate the strategies described within the Behaviour Support Plan to members of the team • Ensure a least restrictive crisis management strategy is in place for each person that is appropriate and congruent with

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Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities who have complex or high-risk challenging behaviours have Behaviour Support Plans that are implemented and evaluated on an individual basis	• *Comprehensive knowledge of a range of methodologies for delivering, measuring and monitoring outcomes to ensure that the needs and wishes of people with learning disabilities, their families and carers are met* • *Comprehensive knowledge of approaches that promote multi-disciplinary assessment and interventions to support people with learning disabilities with behaviours perceived as challenging*	accredited training; address concerns for any proposed strategies that might not be practical; ensure that least restrictive strategies are understood by all members of the team • Design, and support staff in the implementation of, system wide interventions • Ensure that all members of the support team understand and are able to accurately implement each Behaviour Support Plan, for every person being supported

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Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities who have complex or high-risk challenging behaviours have Behaviour Support Plans that are implemented and evaluated on an individual basis (continued)	• Understanding the importance of ensuring the Behaviour Support Plan is implemented as intended, including the implications of poor adherence • Knowledge that interventions are often system-wide and need active management/support	• Ensure the physical environment is an appropriate match for the person and recommend changes in line with their needs • Ensure general organisational systems support individual antecedent intervention (e.g. consistent workforce, maintaining routines, minimal disruption).

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Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities who have complex or high-risk challenging behaviours have Behaviour Support Plans that are implemented and evaluated on an individual basis (continued)	• Knowledge of how system change can be difficult for staff and the need to support them • Knowledge of a range of support strategies for stakeholders and others in the system • Understanding of what a clear policy on the use of restrictive practices involves • Understanding of the contingencies within the organisational system and teams, and how these can translate into effective intervention of barriers to intervention	• Secures the resources necessary to ensure that all persons supported are able to engage in meaningful activities • Ensure the highest levels of consistency are maintained for individuals with complex needs • Ensure an agreed format and mechanisms are in place to review Behaviour Support Plans regularly and that an action plan to address deficits is developed and implemented

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Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities who have complex or high-risk challenging behaviours have Behaviour Support Plans that are implemented and evaluated on an individual basis (continued)	• Understanding of the resources/ infrastructure necessary to support a PBS Framework in terms of model of care and assessment pathways • Understanding of what health and social care systems and resources are available to support individuals with complex needs • Understanding of the importance of practice being evidence-based at an Individual, group of individuals, and organisational level, and that the only way to assess effectiveness is through systematic monitoring and evaluation at each level	• Select or design appropriate measures that evaluate outcome variables (e.g., individualised frequency charts, record of physical interventions used) • Select or design appropriate measures that evaluate outcome variables at an individual, group of individuals , and organisational level (e.g., physical aggression and self injury, along with use of physical interventions) • Explain the rationale for evaluating a given outcome variable and link this to the PBS model

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Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities who have complex or high-risk challenging behaviours have Behaviour Support Plans that are implemented and evaluated on an individual basis (continued)	• Knowledge of how to influence and change the system of support if it does not produce a safe, consistent and predictable environment • Understanding of how data driven procedural integrity reflects a more scientific or effective approach to assessing the effectiveness of an intervention; and is the only way to be sure that the strategies outlined in the Behaviour Support Plan are implemented or not	• Explain why, in addition to being evidence-based in terms of using empirically supported methods, we must also evaluate what works for the person and what works at a group and organisational level and how to monitor outcomes organisation-wide • Establish the necessary infrastructure to facilitate the synthesis of data • Make clear the link between the data collected and the decision making process and ensure that the team understand this relationship

The Specialist Practice Level on psychological interventions for practitioners working with adults with learning disabilities outlines the knowledge and skills required by practitioners who, by virtue of their role and practice setting, play a specialist role in the provision of psychological interventions for adults with learning disabilities and their families and carers.

Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities who have complex or high-risk challenging behaviours have Behaviour Support Plans that are implemented and evaluated on an individual basis (continued)		• Routinely monitor restrictive practices (e.g. for an individual and across the organisation) for trends and variances • Review debriefing data regularly and devises and ensures action plan is implemented to address recommendations including need for further training, change to processes and procedures etc. • Implement periodic audits of systems in place across the organisation, and undertake regular and frequent positive monitoring observations

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Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities with challenging behaviour receive support from services which are designed to optimise the effectiveness of Behaviour Support Plans	• *Comprehensive knowledge of a range of methodologies for delivering, measuring and monitoring outcomes to ensure that the needs and wishes of people with learning disabilities, their families and carers are met* • *Comprehensive knowledge of a range of proactive strategies, including positive behaviour support*	• *Support and enable people with learning disabilities to find the right solutions for them and actively design and select the services they require* • *Contribute to the development of practices and services that meet the individual needs of people with learning disabilities* • Ensure general organisational systems support individual antecedent intervention and participation in meaningful activities (e.g. consistent workforce, maintaining routines, minimal disruption).

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Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities with challenging behaviour receive support from services which are designed to optimise the effectiveness of Behaviour Support Plans (continued)	• *Comprehensive knowledge of appropriate interventions, based on a knowledge of the person with learning disabilities and behaviours that may be perceived as challenging, and best evidence available* • *Comprehensive knowledge of the concepts of person-centred care and personalisation, and their implications for practice, service design and delivery* • *Expert knowledge and skill to individually tailor evidence-based psychological interventions relevant to people with learning disabilities*	• Ensure the physical environment is an appropriate match for the person and recommend changes in line with their needs • Supply operational and procedural guidance for supporting activity engagement – active support training and practice leadership • Ensure that restrictive interventions are delivered within an overall organisational Framework that actively seeks to reduce their use to a minimum

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Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities with challenging behaviour receive support from services which are designed to optimise the effectiveness of Behaviour Support Plans (continued)	• Understand the infrastructure and processes that need to be in place in order to support the cycle of assessment, intervention, monitoring and evaluation, with particular emphasis on the outcome variables relevant to the PBS model • Knowledge of how to structure, review and monitor environments to maintain consistency • Those responsible for organisation resources will have knowledge of the infrastructure and available resources that contribute to the development of an effective Behaviour Support Plan	• Establish service quality standards that every person, being supported will have an active, meaningful Behaviour Support Plan implemented with integrity • Explain possible long terms implications, such as how failing to ensure high levels of procedural integrity can result in challenging behaviour, poor quality of life and repeated, unnecessary revisions to the Behaviour Support Plan

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Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities with challenging behaviour receive support from services which are designed to optimise the effectiveness of Behaviour Support Plans (continued)	• Knowledge of how to operate and design customized Periodic Service Review schedules • Knowledge of the strategic importance of effective team leadership • Knowledge of the importance of robust human resource management in the support of a positive environment	• Ability to assess the resources at macro organisational level • Ability to develop strategic plans which secure the resources necessary to support a PBS Framework • Ability to coordinate and ensure immediate resources are available to support implementation of the plan for an individual • Ability to ensure that appropriate resources are available for teaching opportunities, to allow participation in meaningful activities and to support a least restrictive management strategy

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Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities with challenging behaviour receive support from services which are designed to optimise the effectiveness of Behaviour Support Plans (continued)		• Capability to raise resource issues and needs on an organisational level • Ability to design and operate customised Periodic Service Review schedules • Assess, audit, review and, where necessary, ensure adaptations are made to the physical and social environment to support adults with learning disabilities where they live or work • Ensure that Behaviour Support Plans are audited regularly and that an action plan to address deficits is developed and implemented

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Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities with challenging behaviour receive support from services which are designed to optimise the effectiveness of Behaviour Support Plans (continued)		• Demonstrate leadership in shaping service design and delivery that reflects co-production, participation, empowerment, enablement and community capacity building • Actively manage staff and the environment to build a positive environment • Establish a human resource infrastructure and policies that facilitate effective team working and encourage staff involvement • Implement good human resource and personnel management and supervision procedures

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Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities with co-morbid or complex presentations have therapeutic care plans in place that are developed, implemented and evaluated on an individual basis	• *Comprehensive knowledge of a range of person-centred approaches to support people with learning disabilities who have unmet needs or whose ability to communicate needs is compromised* • *Expert knowledge of the range of options and interventions that support people with learning disabilities who are experiencing mental health problems* • *Thorough understanding of evidence-based approaches that can enhance psychological, social and physical wellbeing*	• *Advise on environmental and person-centred approaches that promote wellbeing for people with learning disabilities* • *Draw on a range of different social, psychological and psychosocial approaches to provide support appropriate to the person with a learning disability* • *Proactively intervene to support the person with a learning disability, family and carers to manage stress and avert distress* • *Creatively use a combination of different levels of intervention, based on individual needs, to promote wellbeing and alleviate distress*

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Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities with co-morbid or complex presentations have therapeutic care plans in place that are developed, implemented and evaluated on an individual basis (continued)	• *Understand the range of psychological, psychosocial and environmental interventions that can ease behavioural distress* • Understanding of medical and social models in relation to mental illness • Knowledge of usefulness of biopsychosocial models in relation to understanding psychological difficulties.	• *When appropriate to role, modify and adapt social, psychological and psycho-social interventions and evaluate effectiveness for people with learning disabilities* • Ability to draw on a range of different social, psychological and psychosocial approaches to provide support appropriate to the person with learning disabilities • Capacity to identify realistic ways to support the individual and their family/carers, including support from other agencies

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Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)

Adults with learning disabilities with co-morbid or complex presentations have therapeutic care plans in place that are developed, implemented and evaluated on an individual basis (continued)	• Detailed understanding of key psychological concepts in relation to mental health
	  • Behavioural theories
	  • Cognitive theories
	  • Psychodynamic theories
	• Advanced understanding of the specific interpersonal and relationship issues that may impact on adults with learning disabilities, their families and carers
	• Advanced understanding of the value of person-centred approaches in therapeutic relationships and communication
		• Capacity to identify appropriate adjustments to the interaction, location or environment necessary to facilitate a successful experience
		• Capacity to identify and assess support and intervention needs in the context of complexity of presentation and systems
		• Capacity to apply knowledge to ensure effective and appropriate provision of care, support or intervention in their service area

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Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)

Adults with learning disabilities with co-morbid or complex presentations have therapeutic care plans in place that are developed, implemented and evaluated on an individual basis (continued)	• Expert knowledge of the range of options and interventions that support adults with learning disabilities who are experiencing mental health problems
	• Understanding that care plans including psychological therapy should take into consideration:
	  • the choice and preference of the service user
	  • the degree of impairment and severity of the disorder
	  • the person's willingness to engage with therapy and their motivation to change
	  • the person's ability to remain within the boundaries of a therapeutic relationship
		• Capacity to develop protocols for addressing complex communication impairment within the service
		• Ability to provide role appropriate social, emotional and psychological support and interventions to help adults with learning disabilities, and their families and carers, address issues relating to mental health needs

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Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)

Adults with learning disabilities with co-morbid or complex presentations have therapeutic care plans in place that are developed, implemented and evaluated on an individual basis (continued)	• the availability of personal and professional support" with the same indent.
	• Expert knowledge and in-depth understanding of impact of learning disabilities on communication in a therapeutic context
	• Understanding of how to provide expert advice on strategies to adapt lifestyle that supports continued engagement in communities, employment, relationships and social networks
	• Understanding of the therapeutic relationship as a fundamental aspect of psychological therapy, i.e. the collaborative and effective bond between therapist and client.
		• When appropriate to role modify and adapt social, psychological and psycho-social interventions and evaluate effectiveness for the adults with learning disabilities
		• Ability to adjust care plans according to:
		  • the choice and preference of the service user
		  • the degree of impairment and severity of the disorder
		  • the person's willingness to engage with therapy and their motivation to change
		  • the person's ability to remain within the boundaries of a therapeutic relationship

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Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities with co-morbid or complex presentations have therapeutic care plans in place that are developed, implemented and evaluated on an individual basis (continued)	• Understanding of how to integrate psychological therapy as a component of PBS • Understanding of risk assessment and risk management within the legislative and policy Framework • Understanding of how to evaluate the effectiveness of psychological interventions	• the availability of personal and professional support • Skills in assessing risk to self or others, formulation of risk and development of multi-disciplinary and multi-agency risk management plans

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Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities have access to evidence-based individual and/or group therapy for complex presentations	• *Expert knowledge and skill to individually tailor evidence-based psychological interventions relevant to people with learning disabilities* • *Expert knowledge of the range of options and interventions that support people with learning disabilities who are experiencing mental health problems* • *Advanced understanding of the value of person-centred approaches in therapeutic relationships and communication*	• Competence in provision of evidence-based psychological therapy or interventions, with person-centred adaptation as appropriate. This may include one or more of the psychotherapeutic approaches detailed in Psychological therapies and people who have intellectual disabilities (2016, RCP & BPS) • Competence in provision of specific psychological therapies and interventions with a strong evidence base

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Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)

Adults with learning disabilities have access to evidence-based individual and/or group therapy for complex presentations (continued)	• Knowledge of the current evidence base in relation to psychological therapies as detailed in Psychological therapies and people who have intellectual disabilities (2016, RCP & BPS) in relation to:
	  • Psychodynamic psychotherapy
	  • Cognitive behavioural therapy
	  • Cognitive analytic therapy
	  • Mindfulness and acceptance-based therapies
	  • Dialectical behaviour therapy
	  • Solution-focused brief therapy
		• Ability to assess capacity and capability of individuals in relation to suitability for specific therapeutic approaches
		• Ability to assess motivation, and where ethically appropriate to do so, to improve motivation to participate in psychological therapy
		• Ability to promote and support individual choice in relation to therapeutic support
		• Ability to create effective therapeutic relationships in individual, family and group contexts

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Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities have access to evidence-based individual and/or group therapy for complex presentations (continued)	• Systemic psychotherapy • Group interventions • Art, drama and music therapies • Knowledge of the psychological therapies and interventions with a strong evidence base for adults with learning disabilities, as detailed in the "People with Learning Disabilities" evidence table in The Matrix (2014) "A Guide to Delivering Evidence-Based Psychological Therapies in Scotland" (See Appendix 3)	• Capacity to consider when psychological therapies with a strong evidence base in the general population, but without a specific evidence base in learning disability, may appropriately be considered for an individual with learning disabilities • Ability to adapt generic therapeutic approach to facilitate participation by adults with learning disabilities • Capacity to manage and plan for endings in therapeutic contact with individuals and families

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Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities have access to evidence-based individual and/or group therapy for complex presentations (continued)	• When appropriate to role, knowledge of other evidence-based psychological therapies and interventions as detailed in other sections of The Matrix, but without, as yet, a specific evidence base in application with adults with learning disabilities • Knowledge of how these therapeutic approaches can potentially be adapted to make them more accessible to some adults with learning disabilities (See Appendix 4)	• Ability to utilise knowledge of colleagues in relation to aspects of therapy (e.g. in relation to impact of medication, communication, sensory issues etc.) • Ability to involve family / carers / other staff in supporting therapeutic interventions within and between sessions where appropriate

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Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities have access to evidence-based individual and/or group therapy for complex presentations (continued)	• Understanding that language difficulties or other complexities do not necessarily mean that adults with learning disabilities can not participate in psychological therapy. For example arts therapies that have less of a focus on verbal ability can be particularly helpful in this regard. • Knowledge of how to assess the extent to which adults with learning disabilities have the necessary skills and motivation to engage with specific therapeutic approaches	

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Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities have access to evidence-based individual and/or group therapy for complex presentations (continued)	• Understanding that developing a therapeutic relationship may be more complex when undertaking psychological therapy with a person with a learning disability than with someone without a disability due to several factors: • clients may not know what to expect in therapy: they may not understand the role of the therapist, possibly thinking of him or her as a friend, particularly if they have not experienced having their difficulties being listened to for a long time	

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Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities have access to evidence-based individual and/or group therapy for complex presentations (continued)	• there is often a power imbalance between therapist and client: this may be magnified by a number of factors in the case of psychological therapy with adults with learning disabilities, including perceived differentials in status, ability and role • the client is less likely to have self-referred, so may be less motivated to engage	

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Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)

Adults with learning disabilities have access to evidence-based individual and/or group therapy for complex presentations (continued)	• Understanding that therapy may have to be adapted on an individualised basis to accommodate:
	  • cognitive deficits
	  • memory impairments
	  • attention span
	  • receptive and expressive communication difficulties
	• Understanding that psychological therapists should deliver treatment within the following service characteristics:	

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Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities have access to evidence-based individual and/or group therapy for complex presentations (continued)	• an explicit and integrated theoretical approach used by both the treatment team and the therapist, which is shared with the service user • structured care in accordance with this guideline • provision for therapist supervision • Knowledge regarding the core skills and circumstances that people need in order to be able to engage effectively with different types of therapy (e.g. for cognitive therapy this includes:	

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Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities have access to evidence-based individual and/or group therapy for complex presentations (continued)	• The ability to recognise a variety of emotions in themselves and others, in particular the emotions that are related to the issues they are presenting with and have the language to be able to describe these emotions • For cognitive restructuring it is important that people can distinguish activating events, thoughts and emotions	

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Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities have access to evidence-based individual and/or group therapy for complex presentations (continued)	• The ability to recognise that if people are able to change the content or intensity of cognitions then the nature or intensity of emotion may also change • Have social supports that can facilitate the learning of new skills and the engagement in new activities) • Knowledge of how psychological therapies and interventions may interlink with pharmaceutical interventions relevant to adults with learning disabilities	

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Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities are supported by staff who can carry out an appropriate level of data analysis to enhance support	• Knowledge of a range of data collection procedures (e.g. frequency, duration, partial & whole interval, momentary time sampling) • Understanding that data driven procedural integrity reflects a more scientific or effective approach to assessing the effectiveness of an intervention; and is the only way to be sure that the strategies outlined in a Behaviour Support Plan are implemented or not • Knowledge of how to design and implement delivery monitoring systems	• Ability to make clear the link between the data collected and the decision-making process, and ensure that the team understand this relationship • Ability to put in place data collection procedures appropriate for the behaviour, the dimensions of that behaviour (frequency, intensity, duration etc.) and the context in which it occurs • Ability to ensure that appropriate data are used to inform all decisions

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Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities are supported by staff who can carry out an appropriate level of data analysis to enhance support (continued)	• Knowledge of how to analyse and produce graphical and tabular representation of data	• Establish an infrastructure that supports data driven decision making • Ability to design and implement the most effective data collection procedures (e.g. frequency, duration, partial & whole interval, momentary time sampling) • Ability to design assessment procedures to evaluate effectiveness of interventions, to inform evidence • Ability to synthesise data from relevant skills and functional assessments to create an overview of a person's skills and needs

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Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities are supported by staff who can carry out an appropriate level of data analysis to enhance support (continued)		• Ability to analyse and produce graphical and tabular representation of data • Take responsibility for data management by collating and presenting data in a form that facilitates analysis • Ability to use computer software to analyse and present delivery monitoring data in a visual format

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Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities experience individualised outcome evaluation where appropriate	• *Comprehensive knowledge of a range of methodologies for delivering, measuring and monitoring outcomes to ensure that the needs and wishes of people with learning disabilities, their families and carers are met* • *Comprehensive knowledge of the importance of, and approaches and methods that should be used to measure, the impact of support against outcomes*	• Capacity to ensure that service adopts auditing process to evaluate the referral and assessment process • Capacity to reflect on current practice and to adapt it to meet the requirements of the service users or change in referral patterns • Capacity to reflect on the nature of the service being offered and possible changes in practice to accommodate individuals and their families

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Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities experience individualised outcome evaluation where appropriate (continued)	• *Comprehensive knowledge of the principles, approaches and practices that promote outcomes- and asset-focused approach to care of people with learning disabilities* • *Comprehensive knowledge of a range of methodologies for delivering, measuring and monitoring outcomes to ensure that the needs and wishes of people with learning disabilities, their families and carers are met*	• Select or design delivery monitoring systems and train direct carers in their use • Select or design appropriate measures that evaluate outcome variables (e.g., individualised frequency charts, record of physical interventions used)

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Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities experience individualised outcome evaluation where appropriate (continued)	• Comprehensive knowledge of the opportunities and challenges in implementing an outcomes-based approach to provision of support for adults with learning disabilities, their families and carers • Comprehensive knowledge of a range of methodologies for delivering, measuring and monitoring outcomes to ensure that the needs and wishes of adults with learning disabilities, their families and carers, are met	• Ensure the continued competence of direct carers in the use of the data gathering methods • Explain why, in addition to being evidence-based in terms of using empirically supported methods, we must also evaluate what works for the person and what works at group and organisational levels and how to monitor outcomes organisation-wide

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Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities experience individualised outcome evaluation where appropriate (continued)	• Comprehensive knowledge of the principles and options for the application of outcomes-based approaches including a joint outcomes approach for adults with learning disabilities, their families and carers • Understanding of the importance of practice being evidence-based at the individual, group, and organisational level, and that the only way to assess effectiveness is through syst ematic monitoring and evaluation at each level	• Ensure that there are organisation wide systems for evaluating outcome data at an individual, group and organisational level in place and are utilised within the organisation's performance management and quality assurance systems

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Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities experience individualised outcome evaluation where appropriate (continued)	• Knowledge of the different outcomes variables that can be measured at an individual, group of individuals , and organisational level • Knowledge of how to analyse outcome data at an individual/ group of individuals and organisational level • Knowledge of the importance of the periodic auditing of systems and procedures across the organisation	• Implement personalised systems for goal-based person-centred outcome planning, implementing plans, and monitoring their impact • Promote the use of an outcomes-based approach which builds on adults with learning disabilities existing capabilities when assessing the support needs of adults with learning disabilities

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Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)

Adults with learning disabilities have support from staff who can provide clinical supervision to others	• Understanding that to provide supervision for psychological therapies supervisors will be:
	  • A qualified psychological therapist with a working knowledge of, and substantial experience in, the delivery of the intervention in which they are providing supervision
	and
	  • will have training which equips them with the 'Skills for Health' supervision competences (as detailed in The Matrix A Guide to Delivering Evidence-Based Psychological Therapies in Scotland, NHS Education for Scotland, 2014)
		• Staff supervising psychological therapies have an appropriate qualification and substantial experience in the intervention being supervised and appropriate supervision training
		• Capacity to provide an appropriate level of individual and/or group supervision
		• Ability to demonstrate good supervision skills in training and developing skills around: understanding behaviour; work relationship dynamics; maintaining personal boundaries; work-life balance

The Specialist Practice Level on psychological interventions for practitioners working with adults with learning disabilities outlines the knowledge and skills required by practitioners who, by virtue of their role and practice setting, play a specialist role in the provision of psychological interventions for adults with learning disabilities and their families and carers.

Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities have support from staff who can provide clinical supervision to others (continued)	• Knowledge of how to provide regular and frequent individual supervision for all staff • Knowledge of how to observe staff working practices and provide verbal and written feedback, and systematically check procedural fidelity in delivering agreed support plans • Understanding of how the quality of treatment provided will be enhanced by psychological therapies supervision which will reduce potentially harmful variations in practice and ensure delivery of therapy in line with best practice and the evidence base	

The Specialist Practice Level on psychological interventions for practitioners working with adults with learning disabilities outlines the knowledge and skills required by practitioners who, by virtue of their role and practice setting, play a specialist role in the provision of psychological interventions for adults with learning disabilities and their families and carers.

Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities have support from staff who can provide clinical supervision to others (continued)	• Knowledge of the role of supervision in terms of supporting the skills, training and personal wellbeing needs of others within the team such that they can fulfil their roles adequately • Understanding of the importance of practice leadership • Understanding of options for formal training at various levels including the additional requirements to practise as a supervisor and a trainer for specific therapeutic approaches	

The Specialist Practice Level on psychological interventions for practitioners working with adults with learning disabilities outlines the knowledge and skills required by practitioners who, by virtue of their role and practice setting, play a specialist role in the provision of psychological interventions for adults with learning disabilities and their families and carers.

Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities have support from staff who can provide clinical supervision to others (continued)	• Understanding of the role of supervision in terms of supporting the skills, training and personal wellbeing needs of others within the team such that they can fulfil their roles adequately	

The Specialist Practice Level on psychological interventions for practitioners working with adults with learning disabilities outlines the knowledge and skills required by practitioners who, by virtue of their role and practice setting, play a specialist role in the provision of psychological interventions for adults with learning disabilities and their families and carers.

Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities receive support from staff who benefit from specialist supervision	• Understanding of the importance of participation in regular supervision of casework and wider systemic issues, including difficult situations and risk. • Understanding of the importance of supervisors having the opportunity to develop or refresh their supervision skills through CPD • Understanding that anyone delivering psychological therapies should be appropriately trained and supervised	• Participates in regular clinical supervision by experienced peers • Uses supervision as a key component of clinical governance • Uses supervision to develop clinical skills and identify needs in relation to continuing professional development • Uses supervision to enhance performance in relation to work with individuals

The Specialist Practice Level on psychological interventions for practitioners working with adults with learning disabilities outlines the knowledge and skills required by practitioners who, by virtue of their role and practice setting, play a specialist role in the provision of psychological interventions for adults with learning disabilities and their families and carers.

Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities receive support from staff who benefit from specialist supervision (continued)	• Understanding of the importance of regular supervision being in line with existing guidelines for the particular therapeutic modality. This supervision should address all ongoing clinical cases, and be informed by routine individual outcome measures. • Knowledge of the training and experience required to practise as a supervisor and a trainer within each modality	

The Specialist Practice Level on psychological interventions for practitioners working with adults with learning disabilities outlines the knowledge and skills required by practitioners who, by virtue of their role and practice setting, play a specialist role in the provision of psychological interventions for adults with learning disabilities and their families and carers.

Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)

Adults with learning disabilities have support from staff who can identify and support the training needs of other staff	• Knowledge of factors which need to be considered in the planning of training including:
	  • The baseline knowledge and skills of the group targeted for training
	  • A curriculum designed and evaluated on sound educational principles
	  • The opportunity, as an integral part of the training, for skills development over time through supervised clinical practice or coaching
		• Assess the resources at macro organisational level
		• Develop strategic plan for whole team training and continued professional development
		• Capacity to reflect on training and support needs of other members of staff
		• Conduct training audits, identify gaps in staff knowledge and deliver training support as required
		• Ensure staff are trained in or have access to, specialist behavioural skills, in order to write high quality plans based on accurate assessment data

The Specialist Practice Level on psychological interventions for practitioners working with adults with learning disabilities outlines the knowledge and skills required by practitioners who, by virtue of their role and practice setting, play a specialist role in the provision of psychological interventions for adults with learning disabilities and their families and carers.

Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities have support from staff who can identify and support the training needs of other staff (continued)	• The knowledge, skills and experience of the trainers and supervisors, in the particular psychological intervention • The competence of the trainers to deliver training effectively • Systematic assessment of knowledge and skills acquired during training	• Ensure that all members of the support team understand and are able to accurately implement each Behaviour Support Plan, for every person being supported • Demonstrate to members of the team the strategies described within the Behaviour Support Plan • Maintain quality by offering direct coaching to others in implementation of strategies and provide regular performance feedback • Train direct carers in the use of the data gathering methods

The Specialist Practice Level on psychological interventions for practitioners working with adults with learning disabilities outlines the knowledge and skills required by practitioners who, by virtue of their role and practice setting, play a specialist role in the provision of psychological interventions for adults with learning disabilities and their families and carers.

Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities have support from staff who can identify and support the training needs of other staff (continued)		• Support other staff to describe and deliver the values and core aims of the organisation, orally, in writing and in actions. • Teach direct carers why adhering to the Behaviour Support Plan is important. • Explain possible long-term implications, such as how failing to ensure high levels of procedural integrity can result in challenging behaviour, poor quality of life and repeated, unnecessary revisions to the Behaviour Support Plan (i.e. people mistakenly think the Behaviour Support Plan is the problem)

The Specialist Practice Level on psychological interventions for practitioners working with adults with learning disabilities outlines the knowledge and skills required by practitioners who, by virtue of their role and practice setting, play a specialist role in the provision of psychological interventions for adults with learning disabilities and their families and carers.

Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities have support from staff who can identify and support the training needs of other staff (continued)		• Provide feedback to supervisees and stakeholders on what worked well and what could have worked better • To reflect on current in-service training needs in line with service development • Training should cover the identification and assessment of possible differential diagnoses as well as co-occurring conditions and how to be aware of the individual profile of those attending for diagnostic assessments so as to facilitate smooth transition to appropriate services.

The Specialist Practice Level on psychological interventions for practitioners working with adults with learning disabilities outlines the knowledge and skills required by practitioners who, by virtue of their role and practice setting, play a specialist role in the provision of psychological interventions for adults with learning disabilities and their families and carers.

Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities have support from staff who can identify and support the training needs of other staff (continued)		• Training should cover the neurodevelopmental and genetic bases of the disorder and the likely presentation at various points across the lifespan • Training should enable staff to establish the specific needs of individuals presenting to the service, how to plan and adjust any intervention offered consistent with national guidelines and the need to collaborate with other agencies to ensure various needs are met. Training should enable staff to plan risk assessments which may need to be adapted to the social and communication needs of the individual

The Specialist Practice Level on psychological interventions for practitioners working with adults with learning disabilities outlines the knowledge and skills required by practitioners who, by virtue of their role and practice setting, play a specialist role in the provision of psychological interventions for adults with learning disabilities and their families and carers.

Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities are supported by staff who know when and where to refer for specialist advice	• *Detailed knowledge of local services and specialists, their roles and functions* • Knowledge of levels of risk and complexity in individual behaviours and presentations which may alert staff to consider referral for highly specialist advice	• *Refer to services and specialists as required* • Ability to recognise when highly specialist supervision or support is required to support an intervention • Ability to recognise when the complexity of presentation, or level of risk, is such that referral to highly specialist professionals is appropriate

The Specialist Practice Level on psychological interventions for practitioners working with adults with learning disabilities outlines the knowledge and skills required by practitioners who, by virtue of their role and practice setting, play a specialist role in the provision of psychological interventions for adults with learning disabilities and their families and carers.

Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities who display challenging behaviour are supported by staff who meet the "Higher Level Behaviour Specialist/ Organisational/Consultant" competencies highlighted in the PBS Competence Framework	• A very detailed set of competencies in Positive Behavioural Support for Higher Level Behaviour Specialist/Organisational/Consultant staff is detailed in the PBS Coalition document "Positive Behavioural Support (PBS): A Competence Framework" which is available at http://pbsacademy.org.uk/pbs-competence-Framework/.	

The Specialist Practice Level on psychological interventions for practitioners working with adults with learning disabilities outlines the knowledge and skills required by practitioners who, by virtue of their role and practice setting, play a specialist role in the provision of psychological interventions for adults with learning disabilities and their families and carers.

Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities receive psychological interventions from therapists who meet the requirements of relevant competence Frameworks for specific therapeutic approaches.	• Clear understanding of required competencies to apply different modalities of psychological therapy or intervention – this may include specific professional qualifications, other specific qualifications or supervised practice • Understand the importance of competence being established by direct observation of practice (whether in-vivo, or by recorded practice samples) • Achieves relevant qualification to demonstrate high level of knowledge • Participates in regular clinical supervision by experienced peers • Meets relevant competence level required for specific therapeutic approach (for example as shown at http://www.ucl.ac.uk/pals/research/cehp/research-groups/core/competence-Frameworks • Ability to appropriately adapt therapeutic approach where appropriate to meet the needs of people with learning disabilities on an individual basis	

When working at a highly specialist level

Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities receive formulations drawn from a range of psychological models	• *Expert knowledge and skill to individually tailor evidence-based psychological interventions relevant to people with learning disabilities* • *Expert knowledge of the range of options and interventions that support people with learning disabilities who are experiencing mental health problems* • *Thorough understanding of evidence-based approaches that can enhance psychological, social and physical wellbeing*	• *When appropriate to role, individually tailor evidence-based psychological interventions relevant to people with learning disabilities* • *When appropriate to role, modify and adapt social, psychological and psycho-social interventions and evaluate effectiveness for people with learning disabilities*

Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities receive formulations drawn from a range of psychological models (continued)	• Expert knowledge of a range of psychological therapies • Expert knowledge of psychological formulation from a range of models, and of how formulation can integrate these models	• Ability to construct a clear formulation in complex cases • Ability to integrate formulation from a range of psychological models • Ability to lead multi-professional formulation

Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities with the greatest complexity and/or risk (including those where is linked with complex mental health issues) have access to highly specialist psychological interventions	• ***Expert knowledge and skill to individually tailor evidence-based psychological interventions relevant to people with learning disabilities*** • ***Expert knowledge of the range of options and interventions that support people with learning disabilities who are experiencing mental health problems*** • ***Expert knowledge of different perceptions of risk and the range of approaches to the management of risk***	• Act as a source of expert advice on the benefits of risk enablement in supporting adults with learning disabilities to have choice and control • Design interventions that carefully balance the wishes of the individual and associated risks • Complete comprehensive assessments where there are a wide range of complexities to be taken into account • Design PBS plans that are achievable in the context of complex personal and situational factors

Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities with the greatest complexity and/or risk (including those where is linked with complex mental health issues) have access to highly specialist psychological interventions (continued)	• Expert knowledge of the assessment and treatment of complex and high-risk challenging behaviour or mental health issues	• Integrate psychological therapy into PBS plans • Effect organisational change to meet needs of individuals • Ability to apply extensive theoretical knowledge to complex individual presentations • Capacity to manage and plan for endings in therapeutic contact with individuals, families and carers

Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities who have severe and enduring or very complex needs are provided with highly specialist psychological therapy	• *Expert knowledge and skill to individually tailor evidence-based psychological interventions relevant to people with learning disabilities* • *Expert knowledge of the range of options and interventions that support people with learning disabilities who are experiencing mental health problems* • *Thorough understanding of evidence-based approaches that can enhance psychological, social and physical wellbeing*	• *When appropriate to role, individually tailor evidence-based psychological interventions relevant to people with learning disabilities* • *When appropriate to role, modify and adapt social, psychological and psycho-social interventions and evaluate effectiveness for people with learning disabilities* • Ability to use a range of psychological therapies • Ability to adapt these to meet individual service user needs

Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities who have severe and enduring or very complex needs are provided with highly specialist psychological therapy (continued)	• Expert knowledge of a range of psychological therapies • Expert knowledge of how to adapt these for adults with learning disabilities and how this relates to the evidence base	• Ability to apply extensive theoretical knowledge to complex individual presentations • Ability to integrate therapeutic approaches with the wider service context

Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities have access to integrated therapeutic approaches where this meets their individual need	• ***Expert knowledge and skill to individually tailor evidence-based psychological interventions relevant to people with learning disabilities*** • ***Expert knowledge of the range of options and interventions that support people with learning disabilities who are experiencing mental health problems*** • ***Thorough understanding of evidence-based approaches that can enhance psychological, social and physical wellbeing***	• When appropriate to role, individually tailor evidence-based psychological interventions relevant to people with learning disabilities • When appropriate to role, modify and adapt social, psychological and psycho-social interventions and evaluate effectiveness for people with learning disabilities • Capacity to reflect on current practice and to adapt it to meet the requirements of the service users or change in referral patterns

Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities have access to integrated therapeutic approaches where this meets their individual need (continued)	• Expert knowledge of how psychological therapeutic approaches can be integrated on the basis of individual need	• Capacity to reflect on the nature of the service being offered and possible changes in practice to accommodate individuals and their families • Ability to match the level of intervention as far as possible to the level of service user need, taking into account such factors as risk, problem severity, chronicity, co-morbidity, social complexity, history of previous treatments and service user's preference • Ability to integrate different therapeutic approaches on the basis of individual need

Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities have access to creative formulation-based psychological therapy where the evidence base to meet their needs is currently limited. This includes careful monitoring and evaluation of the approach on an individual basis	• Expert knowledge and skill to individually tailor evidence-based psychological interventions relevant to people with learning disabilities • Expert knowledge of the range of options and interventions that support people with learning disabilities who are experiencing mental health problems • Thorough understanding of evidence-based approaches that can enhance psychological, social and physical wellbeing • Knowledge of how to introduce, monitor and evaluate new therapeutic approaches with integrity	• ***When appropriate to role, individually tailor evidence-based psychological interventions relevant to people with learning disabilities*** • ***When appropriate to role, modify and adapt social, psychological and psycho-social interventions and evaluate effectiveness for people with learning disabilities*** • Ability to be creative in finding potential formulation-based approaches where standard approaches are not appropriate

Outcome	What practitioners know (knowledge)	What practitioners are able to do (capability/skill/ability)
Adults with learning disabilities have access to creative formulation-based psychological therapy where the evidence base to meet their needs is currently limited. This includes careful monitoring and evaluation of the approach on an individual basis (continued)	• Knowledge of how to introduce, monitor and evaluate innovative adaptations to standard treatment approaches with integrity • Expert understanding of single-case design interventions	• Ability to work collaboratively with adults with learning disabilities when such a creative/innovate approach is indicated • Ability to carefully monitor, evaluate and adjust therapeutic interventions on an individual basis

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Appendices

Appendix 1. Critical readers

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Appendices

Appendix 1. Critical readers

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Dr Maria Truesdale, Lecturer in Learning Disabilities, Edinburgh Napier University

Dr Patricia Watts, Professional Officer for Scotland, British Association of Art Therapists

Appendices

Appendix 2. Structure of PBS Coalition PBS Competencies Framework Headings

Competence Area 1: Creating high quality care and support environments

- **1.1** Ensuring that services are values led
- **1.2** Knowing the person
- **1.3** Matching support with each person's capabilities and with goals and outcomes that are personally important to them
- **1.4** Establishing clear roles and effective team work
- **1.5** Supporting communication
- **1.6** Supporting Choice
- **1.7** Supporting physical and mental health
- **1.8** Supporting relationships with family, friends and wider community
- **1.9** Supporting safe, consistent and predictable environments
- **1.10** Supporting appropriate levels of participation in meaningful activity
- **1.11** Knowing and understanding relevant legislation
- **1.12** A commitment to Behaviour Skills Training

Competence Area 2: Functional, contextual and skills-based assessment

- **2.1** Working in partnership with stakeholders
- **2.2** Assessing match between the person and their environment and mediator analysis
- **2.3** Knowing the health of the person
- **2.4** Understanding the principles of behaviour (4 term contingency), how behaviour is learned and understanding the function of behaviour
- **2.5** Supporting data driven decision making
- **2.6** Assessing the function of a person's behaviour
- **2.7** Assessing a person's skills and understanding their abilities
- **2.8** Assessing a person's preferences and understanding what motivates them

Appendices

Appendix 2. Structure of PBS Coalition PBS Competencies Framework Headings

Competence Area 3: Developing and implementing a Behaviour Support Plan; Evaluating intervention effects and on-going monitoring

- **3.1** Understanding the rationale of a BSP and its uses
- **3.2** Synthesizing data to create an overview of a person's skills and needs
- **3.3** Constructing a model that explains the functions of a person's challenging behaviour and how those are maintained
- **3.4** Devising and implementing multi-element evidence-based support strategies based on the overview and model
- **3.5** Devising and implementing a least restrictive crisis management strategy
- **3.6** Developing the plan; outlining responsibilities and timeframes
- **3.7** Monitoring the delivery of the BSP (procedural/ treatment fidelity/integrity)
- **3.8** Evaluating the effectiveness of the BSP
- **3.9** The BSP as a live document

Appendices

Appendix 3.

Psychological interventions and therapies with a strong evidence-base for adults with learning disabilities, as detailed in the "People with Learning Disabilities" evidence table in **The Matrix** (2014) "A Guide to Delivering Evidence-Based Psychological Therapies in Scotland":

Anger

- Group anger management - cognitive and behavioural
- Individual cognitive behavioural therapy for anger

Anxiety

- Behavioural relaxation training

Challenging Behaviour

- Functional analysis and behavioural interventions; use of functional analysis to determine antecedent management, including stimulus control, setting events, establishing operations, differential reinforcement, adjustment of environmental variables and those internal to the person
- Positive behavioural support; Values-based activity and support planning with effective assistance to involve the person in meaningful activity; environmental redesign; Incorporates proactive strategies for reducing the likelihood of the occurrence of the behaviour, and reactive plans for managing the behaviour when it occurs; Incorporates individual and carer/ systems change approaches
- Active support; Patient-focused interactive training and coaching for carers in active support for meaningful engagement in activities

Appendices

Appendix 3.

Psychological interventions and therapies with a strong evidence-base for adults with learning disabilities, as detailed in the "People with Learning Disabilities" evidence table in **The Matrix** (2014) "A Guide to Delivering Evidence-Based Psychological Therapies in Scotland":

Challenging Behaviour (continued)

- Functional equivalence/Functional communication training; Teaching alternative adaptive responses, new skills or ways of communicating to gain the same outcome, without using challenging behaviours
- Extinction; Extinction should only be considered for nondangerous behaviours, i.e. not aggressive, destructive or self-injurious behaviour
- Specialist Teams; Use of a specialist behaviour therapy team in addition to standard treatments is both more effective and more efficient in reducing challenging behaviours and may have financial advantages over standard treatment
- Social problem solving; Teaching skills to devise an effective strategy in a given situation where challenging behaviour may occur. Taught in addition to specific skills to cope in these situations

Depression

- Group CBT with an additional component concerning social support

Psychosis

- Individual CBT

Appendices

Appendix 4.

Examples of adaptations that can be made to make psychological therapy more accessible to people with learning disabilities

Examples of adaptations that can be made to make psychological therapy more accessible to people with learning disabilities

IAPT 'Learning Disabilities Positive Practice Guide'
- The core recommended adaptations for interventions are:

a. Use accessible communications, easy read medication and self-help guides.

b. Emphasise less cognitive elements and more behavioural elements within the intervention structure.

c. Focus on delivering a small set of interventions well rather than trying to cover too many.

d. Expect a significant need for repetition and, particularly when there is more than a week between sessions, the need to completely recap skills on a continuous basis.

e. Consider inviting supporters into therapy for some or all of the sessions. Ensure that the supporters are properly briefed with respect to what is expected of them in the session.

f. Allow extra time to involve the supporter/carer/family so that they can facilitate with homework, repetition and interpretation. The client could make an audio recording of the session, the things to practise, or a reminder of their thoughts or emotions.

g. Adjust the length of sessions if necessary (they may need to be shorter if concentration is a problem, or longer to cover the outcome measures and minimum data set – this is offered as a reasonable adjustment to other protected groups in IAPT services).

h. Negotiate access to specialist clinical supervision for practitioners.

i. Send reminders of session times, by text or telephone call, to the client, and to the supporter, so that they can plan what is needed to get the person into the therapy room.

Appendices

Appendix 4.

Examples of adaptations that can be made to make psychological therapy more accessible to people with learning disabilities

Thinking About Me

Recommended adaptations include:

- simplification: using more straightforward techniques, explaining the process more, reducing the length of sessions
- language: simplifying speech, using shorter sentences and more easily understood words
- activities: using drawings and homework assignments to help the client understand and remember the work from sessions
- developmental level: considering the person's developmental level and using appropriate games, discussion of current news stories or television programmes to support therapeutic techniques
- directive methods: being more directive (depending on the person's ability level), perhaps defining treatment goals and using visual materials to highlight progress
- flexible methods: adjusting techniques to suit the client's ability level
- caregiver involvement: involving family or support staff is more common with clients with learning disabilities, with consideration being given to confidentiality issues, blurring of roles for support staff and the risk that the client will not feel in control of his or her own treatment

- transference: recognizing that the client may (unconsciously) transfer some of his or her feelings about relationships with a parent onto the therapist by, for instance, being “childish” or angered if asked to undertake a task between sessions
- disability/rehabilitation approaches: addressing the issue of disability within the treatment, with the therapist supporting the client to develop a positive view of him or herself.

This resource may be made available, in full or summary form, in alternative formats and community languages. Please contact us on 0131 656 3200 or email altformats@nes.scot.nhs.uk to discuss how we can best meet your requirements.

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