

Positive Behaviour Support (PBS) – Learning Disabilities Accredited Course (Level 5)

Positive Behaviour Support (PBS) or elements of this approach are now recommended through UK professional guidance across health and social care. It is widely recognised as the most ethical form of support for individuals with a learning disability who are at risk of behaviours of concern. PBS also supports the national drivers related to restrictive practice reduction and provides services with a framework within which to begin supporting this agenda.

Momentum for the implementation of PBS or its component parts has been supported through documentation such as Positive and Proactive Care from the Department of Health / Skills for Care, NICE guidance 11, PBS Competency Framework and the CQC's Brief Guide: Positive Behaviour Support for People with Behaviours that Challenge July 2018. This increasing focus has led to many commissioners requiring provider services to evidence both their commitment to and implementation of PBS at an organisational level which also positively supports the CQC's Key Lines of Enquiry.

Effective

The primary aim of PBS is the increase in quality of life and wellbeing for all through a robust values base, development of capable environments (environments where behaviour of concern is less likely to occur) with a focus on effective person-centred practices.

Safe

A possible outcome of wellbeing is the reduction in behaviours of concern which reduces the risk of abuse within a service. One of the characteristics of a capable environment is the development of a mindful and skilled workforce as well as the development of effective managers whom encourage good decision making, positive practices, effective assessment of risks and dynamic approaches to risk. In addition, the requirement for skills building, within PBS, supports the development of protective factors for the individual to reduce the likelihood of abuse.

Caring

The primary focus of PBS is on the delivery of person centred care and the importance of the development of positive relationships. It also provides a platform to explore a possible link between trauma and behaviours of concern, encouraging a positive empathetic culture to be developed within services.

Responsive

PBS considers the vulnerabilities that individuals may experience that can contribute to the development of behaviours of concern. It therefore provides a platform for effective and targeted support, addressing an individual's physical, psychological, emotional and social needs.

Well-led

PBS is an organisational approach that requires organisations to be value based, open, transparent, with no-blame learning cultures who support positive risk taking and enablement. PBS also supports the evidencing of learning through data.

The PBS Alliance have defined four component parts of Positive Behaviour Support:

- Values led
- Promotion of quality of life
- Understanding behaviour and meeting needs
- Making systems (organisations) work for a person

Source: *Developed by A MacDonald, E Jones, S Leitch and the UK APBS Alliance, 2019 updated 2020*

As an organisational model, PBS requires cultural change, and learners attending the programme will be expected to have had initial conversations with their own managers relating to this and have gained buy-in at an organisational level prior to the start of the programme.

Individuals signing up to this programme must also complete the practice work and participate in the assessment of the impact of the programme on their service. This course is practice based rather than 'academic'. It will support the cultivation of practice leadership within an organisation.

Expected impacts of the programme are (but not limited to):

Tier 3 Impacts

- Completing and/or improving the use of documents to record behaviour using a structured method.
- Identifying and implementing an individual's preferred post incident support.
- Implementing a structured debrief protocol.
- Contributing to the review and revision of an individual's Positive Behavioural Support Plan.
- Identifying and/or implementing possible secondary prevention strategies that may be used with an individual.
- Identifying and/or implementing effective communication and positive interaction in primary prevention for individuals.
- Identifying and/or implementing an effective skill building programme for an individual.
- Undertaking a restrictive practice audit tool.
- Introducing a new quality of life and wellbeing monitoring tool.

Tier 4 Impacts

- Reduction in medication used to control or subdue behaviour.
- Reduction in safeguarding incidences between people that use services.
- Measurable improvement in quality of life.
- Reduction in restrictive practice.
- Improved staff retention and reduction in staff sickness.

How will this programme be delivered?

The 12-week programme will be supported by two experienced facilitators with extensive experience within practice who will guide participants through each of the component parts of PBS and the theory underpinning whilst actively exploring the links to participants' own practice environments. The key concepts of PBS will be considered at both an operational and strategic level.

The programme will be delivered within a positive learning environment, enabling the practitioner (course participant) to actively participate. Prior to, and in between sessions, practitioners will be asked to undertake a variety of activities to support their own learning.

The programme includes two accredited modules:

H/616/9327	Implement the Positive Behavioural Support Model
Y/616/9325	Lead Active Support

There are six taught sessions on the programme, and candidates will be required to complete the assessed work to successfully achieve the accreditation.

The sessions will not only provide an introduction to key ideas and concepts, but also the opportunity to further develop independent learning through access to additional resources. Practitioners will have access to an E Portfolio and a range of learning resources.

H/616/9327 – Implement the Positive Behaviour Support Model

There will be four taught sessions on this element of the programme.

Taught Session 1 (Live Session)

This introductory session focuses on gaining a shared understanding of what PBS is and is not, alongside the national context of the development/inclusion of PBS. This can be shared with staff, multi-professional teams and commissioners to support a consistent approach to individuals' support. The underpinning values base of PBS will be explored, how this informs intervention strategies and supports the overall primary aim of PBS, which is the quality of life.

Taught Session 2 (Live Session)

PBS has a strong evidence base, which is the theme of session two. During the session, the model of functional assessment will be introduced, and this session will include an understanding of why behaviours of concern may occur. The PBS evidence base is supported through robust data collection, and practitioners will have the opportunity to consider different formats for this and how this can support the development, implementation and evaluation of a Positive Behaviour Support Plan.

Taught Session 3 (Live Session)

The programme will introduce the concepts of proactive and reactive strategies. Reactive strategies manage risk at the time of an individual's heightened levels of distress but do not result in behaviour change. It is through the use of proactive strategies that an individual's behaviour of concern can be positively supported through skills development, increases in quality of life, communication strategies, changes to the environment and quality of service delivery. It is only through proactive interventions that long term meaningful change can occur for an individual rather than short term management of risk during periods of distress. This session will focus on the use and implementation of proactive strategies at both an individual and service level, with a specific focus on quality of life and the relationship between trauma and the Positive Behaviour Support model. Following this session, practitioners will be asked to complete an exercise within their own practice environment to support the content of Taught Session 7.

Taught Session 4 (Live Session)

This session specifically focuses on the role of the practice lead and the creation, implementation and support of capable environments. These are fundamental to the successful implementation of PBS within a service. A specific focus will be on one of the primary components of a capable environment, which is restrictive practice reduction and how this needs to be supported at an organisational and service level.

Following this session, practitioners will be asked to complete an exercise within their own practice environment to support thinking around the practical application of PBS.

Y/616/9325 – Lead Active Support

This element will have two taught sessions.

Taught Session 5 (Live Session)

This session introduces the key components of Active Support and explains how this approach can be integrated into the individual's person-centred support. Links between quality of life and Active Support are highlighted along with legislation and guidance that support the use of Active Support as a recognised good practice approach.

Taught Session 6 (Live Session)

This session focuses on the role of practice leadership. It supports the development of the essential leadership skills that are required to support staff teams to increase positive interactions, and to develop daily plans to maximise participation. It also provides an overview of the ways to monitor the effectiveness of the approach.

Who is suitable for this programme?

This program will benefit Managers, Operational Managers and Regional Managers working operationally within services as well as Managers working at a strategic level who would like to explore the implementation of the PBS model of support across their organisation.

What is the cost of this programme?

The cost of the course is £728 + VAT per person; £874 in total (5% of all revenue will go to the Care Workers Charity). Full payment is required before the start of the training. Refunds will only be applicable if at least 30 days' notice is given before the course start date. Tickets cannot be transferred to alternative course dates. You can pay over termly instalments. Please do contact us to discuss payment options that would be suitable to you. You can contact us via email at info@3spirituk.com or call us on 01442 368464.

Book a Place on the Programme

To book a place on the programme, please click [here](#).

To learn more about the programme, please email us at info@3spirituk.com