

'PBS Equipped - Subtitles' Transcript

Introduction

Jo Coulson:

[0:01] Right, so you have done the PBS equipped training.

[0:04] This video is all about how to take that training and implement it within your service.

[0:09] As with all of these videos, this has been sponsored by Norfolk County Council.

[0:16] So today what we're going to cover is just an idea of what PBS equipped actually equips you to do, what it doesn't equip you to do, and then what we mean by behaviour function and then some function based strategies.

[0:31] So we must remember that the PBS Equipped Course is only ten weeks long.

[0:36] So, although it gives you lots of knowledge about positive behaviour support, it does not qualify you to be a PBS professional.

[0:43] And therefore, it's really important for us to know, when do you get a PBS professional in?

When to Refer to a Professional

[0:52] So, this bit, we're going to just go through, 'When do you need to refer to a professional?'

[0:56] Because there's some things that you should always consider.

[0:58] So firstly, the behaviour is incredibly high risk.

[1:01] People are being injured quite significantly.

[1:05] Another reason why you might refer someone is because another person that they live with, their behaviour is being changed and impacted on because of the person that you're working with.

[1:16] We might also need to look at referring to a professional if we're using incredibly restrictive interventions, if you can't establish

what the function is based on all the other methods that you learnt in your training.

[1:28] So another two reasons that we might need to refer to a professional is that behaviour escalates following the implementation of the intervention or you get a new behaviour presented once you implement your intervention.

Behaviour Functions

[1:42] Okay, so just to recap the functions of the behaviour, if we remember the acronym S.E.A.T.

[1:47] So, you've got sensory, escape, attention and tangible.

[1:52] Sensory, the behaviour is done because it feels good.

[1:55] Escape is done to avoid or escape from something that the person finds difficult.

[1:59] Attention is done to get some interaction from another person, or tangible, think about things and stuff.

[2:06] The behaviour is done to get an item or an activity.

[2:14] During your PBS Equipped Course, you went through lots of ways to establish what the function of that person's behaviour is.

[2:20] Interviews, the motivation assessment scale, observations, reviewing of ABC forms.

[2:26] So once you've found out what the function is, what do we do about it?

Behaviour function: Sensory

[2:34] So let's say you've established that the function of this behaviour is sensory.

[2:37] The behaviour is meeting some sort of sensory need.

[2:41] So interventions that we can consider to put in place are, we match that person's sensory need.

[2:47] We give regular opportunities for them to participate in a sensory based activity to meet that need.

[2:54] We teach them a communication method to say that they need something to meet that sensory need.

[2:59] We give lots of breaks with opportunities to participate in the sensory activities.

[3:04] And we structure that person's timetable so that there's regular opportunities throughout their day to participate in sensory based activities to meet those needs.

Behaviour Function: Escape

[3:16] Right.

[3:17] So you've now found out that the behaviour is escape maintained.

[3:20] Here are some interventions that you might consider trying.

[3:25] You can either teach the person a way to say, 'I need a break,' so they don't need to use their behaviour to do so.

[3:32] You can alter their timetable, so that the activities are shorter, they have more regular opportunities to break.

[3:39] You can make the activities easier, and for some people, you can make the activities harder because if an activity is too boring, they are more likely to present escape maintained behaviours.

[3:51] All of these interventions are about knowing the person that you're working with.

[3:56] Another thing that we could do is make sure that we're very clear what the expectations of that activity are.

[4:02] We do know that if people are unsure what is expected of them, they're much more likely to present behaviours to get out of that situation.

[4:09] So do an intervention to make it clear what we want from them.

[4:13] And the last thing that we can think about doing is build up the length of the activities slowly.

[4:18] So some activities you can't escape from, let's say, going to the doctors.

[4:22] You can't say you never have to go to the doctors ever again.

[4:25] But what you can do is do a very slow process of reintroducing that person to doctors.

[4:31] So the first time they just pop into the waiting room and say hi.

[4:34] The next time they maybe go in, say hi and sit down for five minutes.

[4:39] You can see there we're doing a very gradual build up so that the person's tolerance levels increase and they can participate in an activity that they've previously found very difficult.

Behaviour Function: Attention

[4:53] For attention maintained behaviours, here are some things that we consider doing.

[4:57] We can make sure that the person has opportunities to have regular interaction with people that they like to communicate with.

[5:04] We should also find out what type of interaction that person actually likes.

[5:08] Do they like big, loud interaction or do they like quieter, softer interaction?

[5:15] We can also teach that person a new skill to request interaction rather than using the behaviour.

[5:20] So, 'Hello, please come talk to me.'

[5:23] We can do lots of interaction and group based activities within that person's activities throughout the day.

[5:31] We can provide staff with scripts around important topics to have interaction with that person.

[5:37] So, for example, if you know that that person loves Harry Potter, you can give staff like little business cards with prompts about what things they can talk about from Harry Potter.

[5:47] Or if that person loves EastEnders in the communication book, put down what happened in last night's episode of EastEnders so that staff have the opportunity to have a meaningful conversation with the person they're working with.

Behaviour Function: Tangible

[6:04] And finally, if you find that the behaviour has a function of tangible, here are some of the things that you can do.

[6:10] So you can schedule regular opportunities for the person to have that item or do that activity.

[6:16] You can teach a communication skill so that that person can request the item or activity that they want.

[6:23] You need to sometimes think about, 'how do we say no?'

[6:26] And if no really needs to be said, and if it is needing to be said, how do you say it better, so that we don't trigger a behaviour of concern.

[6:36] Finally, the last thing that we could do is think about replacing those desired activities or an item with something else that that person might like.

[6:45] It makes saying no much easier.

If the Function Based Strategy Doesn't Work

[6:50] So once you've discovered what the function is and you've decided on your function based strategy, you then need to make sure that you write that strategy in clear enough steps that it can be consistently implemented.

[7:03] What we've done is we've included an example strategy in one of the links below so that you can see the level of detail that we believe is needed.

[7:13] Okay, so you've now found your function, you've decided on an intervention, you've written your intervention up clearly, but it still isn't working, the behaviour is still happening.

[7:25] What do you do?

[7:26] The first thing we should always do is go and check that the intervention is being implemented as written and consistently across all of the people that are working with the person.

[7:36] If you find that they are, brilliant, okay, the intervention is being implemented, but it's probably incorrect.

[7:45] Therefore, go and speak to someone else, a PBS professional, to get further input.

[7:52] If we check and we find out that the intervention isn't being implemented consistently, train the staff up, get consistent implementation, this might be all that's needed.

[8:03] If at that point it still isn't working, contact a PBS professional and get further support.

Conclusion

[8:10] Thank you for watching this short video around the next steps following your PBS Equipped training.

[8:16] If you need further information, go on to the Norfolk County Council website or alternatively the PBS cooperative website at www.pbscooperative.org.uk