



POSITIVE BEHAVIOURAL SUPPORT

RESOURCE 5

PRACTICAL TOOLS TO HELP YOU



The Challenging
Behaviour Foundation

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Acknowledgements

The development of The PBS Information Pack for Family Carers - Resource 5 was made possible with the help of a number of individuals and organisations. We would like to thank:

- Viv Cooper, Jen Fookes, Nick Gore, Jacqui Shurlock and Serena Brady for their contribution to the content
- Family carers who provided us with examples of their experiences
- Jen Fookes and her son, and Kate Farmer and her daughter, who allowed us to use their photographs
- The Challenging Behaviour National Strategy Group and The Challenging Behaviour Foundation Family Carers' Review Panel, for their feedback on draft documents
- The Early Intervention Project, funded by the Department of Health, for contributions to content and for the cover design.
- Skills for Care for the use of their facilities

Louise Denne and Alison Branch chaired this working group and were responsible for writing, editing and producing the overall content. Richard Hastings and Steve Noone were part of the Steering Group for this project.

Finally, we are **extremely grateful to Mencap** who gave us funding for the completion of this project, as well as help with the production of this resource.

Further information

To see all resources in this pack and additional information from The PBS Academy, The Challenging Behaviour Foundation and The Early Intervention Project go to:

www.pbsacademy.org.uk

www.challengingbehaviour.org.uk

www.pavingtheway.works

¹ The PBS Coalition laid the foundation for the establishment of the PBS Academy and all materials are now published under the PBS Academy name.

Resource 5 – Practical Tools for Family Carers

Behaviour Support Plans

A behaviour support plan is an essential component of Positive Behavioural Support (PBS)². There are many types of behaviour support plan and the format can vary depending on who they are written by and who is going to use them. Two example behaviour support plans (from The Challenging Behaviour Foundation PBS leaflet³) have been included here and look very different. Both include information on what the person's behaviour is, what may trigger this behaviour, preventative strategies, reactive strategies (i.e. ways to safely manage behaviour) and post behaviour strategies (to support the individual to calm, prevent re-escalation of behaviour, and ensure everyone is ok). There are no explicit references to the function (reason) for the behaviour in these plans although information about function is included (e.g. in Behaviour Support Plan 1, the function is related to avoiding foods that the individual doesn't like).

These example plans will give you an idea of the type of things that should be included in your relative's behaviour support plan, and how this information may be presented. Use these plans and the following information to help you identify whether your relative's behaviour support plan includes all the key elements and whether anything is missing or not well described.

- **Information on the person's needs** and how these might relate to their behaviour (e.g. Gabriel's health needs, in Behaviour Support Plan 2)
- **Information on the behaviour**, e.g. what it might look like, early warning signs, the function of the behaviour, things that might trigger the behaviour
- **Information on ways to support the person, which prevents the likelihood of behaviour occurring** (may be called **Green Strategies** or **Proactive Strategies**). These strategies focus on matching the environment to the person's abilities and needs, ensuring effective communication, engagement in activity and opportunities to learn new skills. E.g. In Plan 1, offering choices or Plan 2, using simple, clear language.

² Positive Behavioural Support is sometimes referred to as Positive Behaviour Support. The PBS Academy uses Positive Behavioural Support to ensure that the emphasis is not on specific behaviours but on a behavioural approach to understanding and working with challenging behaviour.




³ This reference can be found at the end of Resource 1.

- **Information on teaching strategies** both for general skills and for new behaviours, which serve the same function as behaviours which challenge and replace the need to use such behaviour. E.g. the use of **PECS** (Picture Exchange Communication System) in Behaviour Support Plan 2. You should find information on goals, how this behaviour will be rewarded, how you should prompt the person etc.
- **Information on ways to prevent the behaviour getting worse** (may be called **Amber Strategies** or **Preventative Strategies**). These will include things like changes to the person's environment (e.g. less noise, not so hot etc.) or how people communicate and respond to the person as they start to show early signs of distress.

For example in Behaviour Support Plan 1, reassurance offered about not having to eat certain foods, or in Behaviour Support Plan 2, offering additional help with a difficult task).

- **Information on how to safely manage the behaviour** (may be called **Red Strategies** or **Reactive Strategies**). These are used in response to the behaviour occurring. There should be a hierarchy of strategies to use starting with the least restrictive ones. If restrictive strategies are included, there should be a plan about how these will be reduced.
- **Ways to support the person after the behaviour** (may be called **Blue Strategies** or **Post Incident Strategies**). These strategies are designed to support the person to recover following an incident of behaviour. The person may still be upset and may require time and space to recover fully. In Plan 1, offering to play music is used here or in Plan 2, giving Gabriel a favourite object.
- **Information about how the plan will be monitored** to check it is being used correctly and the strategies are effective. This should include the type of information/data that should be collected. There should be information here about increasing quality of life as well as reducing behaviours which challenge.
- **Information on responsibilities and review of the plan.** This should include who is responsible for specific parts of the plan and timescales, as well as how and when the plan should be reviewed etc.

Behaviour Support Plan 1

<p><u>My difficult situation</u></p> <p>Being given foods I don't like, including:</p> <ul style="list-style-type: none">• Butter• Cheese• Fish pie• Milk• Eggs• Bananas• Ice cream• Chicken• Mashed Potato• Sandwiches 	<p><u>Behaviours I might display</u></p> <p>Early warning signs :</p> <ul style="list-style-type: none">• Pursed mouth• Face looks tense• I will not engage with you• I will wring my hands/pick at my fingers• I will vocalise nah (translates as "No")• I will sign don't like/don't give me <p>If the early warning signs are not noticed I may:</p> <ul style="list-style-type: none">• Repeatedly sign "No" and may sign I don't like butter eggs cheese fish/list foods I don't like repeatedly• Start to cry uncontrollably and shout "nah nah nah" repeatedly• Attempt to hit or kick• Wet or soil myself 
<p><u>What you can do to avoid this difficult situation</u></p> <ul style="list-style-type: none">• Make sure you know what I do and don't like to eat, review this regularly as I may change my mind• Ask me what I would like• Give me choices and respect my choices• Don't just expect me to eat what others are eating• Actively involve me in choosing meals, buying, preparing and cooking. When we are shopping encourage me to look for foods on the shelves, put them in basket, put them on the conveyor belt at the till, put the shopping in bags and paying• Work on skills to teach me to cook foods that I do like• Give me opportunities to try foods if I want to• I like different foods so help me to look for foods and meals to make from other countries – look in magazines, the internet, shops, ask people – be creative 	<p><u>What can you do if I display challenging behaviour</u></p> <p>When I am showing early warning signs:</p> <ul style="list-style-type: none">• Reassure me that I don't have to eat it• If there is nothing I want to eat suggest we go to the shop and find something I do like• Use humour to distract me: sign "Never give me" and say it in a deep, funny cross sounding voice with a pretend cross face• Ask me what I think of I will reply "Eugh" – you repeat "Eugh" this makes me laugh <p>If the situation has escalated:</p> <ul style="list-style-type: none">• Talk in a calm voice• Don't use too many words• Don't offer me alternative food until I have calmed down• If I put my hand up as if I am going to slap/hit you say "Hands down" or move away from me and just say "Let me know when you feel calmer" <p>Afterwards:</p> <ul style="list-style-type: none">• Put some music on and give me a drink and small snack - grapes or a couple of chocolates• Give me a hug if I want you to

Gabriel's Green Strategy

<u>Support strategies</u> The things that we can do or say to keep Gabriel in the green for as much time as possible.	<u>Behaviour</u> What Gabriel does, says and looks like that gives us clues that he is calm and relaxed.
<ul style="list-style-type: none"> Give Gabriel regular positive feedback and encouragement Always try to use positive language even when he is doing something you would rather he didn't e.g. oh that is mummy's precious book, let's find your book Use simple, clear language Make sure that Gabriel has the opportunity to do something outside of the house at least once a day Support Gabriel to access what he wants using his PECS system or with his tablet Make sure that at least once an hour you spend some one to one time with Gabriel e.g. reading a book, a massage Make sure that Gabriel has his chewy tube to carry around Make sure that if you have to ask him for his chewy tube for a certain period of time e.g. meal time/bath that you tell him clearly when he will get it back e.g. dinner and then chewy tube Regularly practise using the PECS system with Gabriel Give Gabriel plenty of opportunity to walk independently and make sure if out for a walk as a family/group you go somewhere where he is going to have this opportunity Give Gabriel plenty of time to process what you have said to him before asking again Make sure that Gabriel has all his medication so that he does not become constipated Give plenty of opportunity to listen to music 	<ul style="list-style-type: none"> Gabriel will smile and laugh He will happily make eye contact and will communicate with you and respond positively He will initiate contact and want to join in with what others are doing. He will bounce up and down on his knees His body language will be relaxed He may move around quite fast whilst making an eeeeeeeeeee kind of sound He may dance He will bang his object on the floor He will blow raspberries on himself and others He will do roly poly's!

Gabriel's Amber Strategy

<u>Support strategies</u> The things that we can do or say to stop the situation from escalating further and return Gabriel to the proactive phase as soon as possible.	<u>Behaviour</u> What Gabriel does, says and looks like that gives us clues that he is becoming anxious or aroused.
<ul style="list-style-type: none"> Ask Gabriel if he would like help with whatever it is he is struggling with or trying to access Offer to scratch his back Ask him to blow a raspberry on your hand/arm Support him to access what he wants with his PECS system or through MAKATON Try to distract Gabriel by offering an activity e.g. listening to music, playing drums or reading a book Initiate some rough and tumble play with Gabriel Place Gabriel in an upside down position or swing him around whilst supporting him under his arms with his head against your chest Ask him if he wants a bath Ask him if he wants to go to his room and play his drums Cuddle up with the cuddle blanket Watch live music videos on the iPad Sing songs with Gabriel or make funny noises e.g. animal noises Distract Gabriel with some different toys or read a book with him Tickle him Bouncing on the trampoline 	<ul style="list-style-type: none"> Gabriel will shout He will clench his fists and vocalise in a high pitched voice. He will usually adopt a W sitting position at these times He will come and seek you out if you are not in the same room He may become tearful and want to sit on your lap He will shake the stair gate He will cast things He will be unwilling to engage in positive communication He will appear distracted and will be unable to concentrate or make eye contact He will lay his head on the side of the sofa

Gabriel's Red Strategy

<u>Support strategies</u> The things that we can do or say to quickly manage the situation and to prevent unnecessary distress, injury and destruction.	<u>Behaviour</u> What Gabriel does, says and looks like when he is challenging.
<ul style="list-style-type: none"> Stay calm and reassure Gabriel that you are going to help him. Make sure only one person talks at a time. If Gabriel is seeking to comfort himself by banging his head encourage him to cuddle his teddy bear instead. Distract Gabriel with a favoured object. If he is seeking sensory feedback encourage him to bang his hands or feet instead. If he is pulling hair or pinching etc say to him 'kind hands' and support him to stroke hair or arms etc. Say 'LOOK' in a really excited voice and then distract him with a chosen object. Don't make reference to the behaviour but stop him doing it. For example if he is hitting himself take his hand and say 'high 5' 	<ul style="list-style-type: none"> Gabriel will rock against furniture or the door etc. Gabriel will vocalise in a way which sounds like a high pitched growl or a very loud shout. He may be crying. He will cast objects. He will bang his head on the floor or against the furniture. He may come up to you and bang his head on you e.g. on your knee. His body language will be very tense. He will usually be sitting bolt upright. He may hit himself on the head with a closed fist. He may pull hair, pinch or slap bare skin. Gabriel may become very clingy and will want continual contact.

Gabriel's Blue Strategy

<u>Support strategies</u> The things that we can do or say to support Gabriel to become more calm again and return to the proactive phase.	<u>Behaviour</u> What Gabriel does, says and looks like that tells us that he is becoming more calm
<ul style="list-style-type: none"> Have a cuddle with the cuddle blanket Offer a massage or scratchy back. Make sure Gabriel has a preferred object Gabriel's 'blue' phase appears to be fairly quick and once he has had a few minutes of recovery he is usually back in the green phase The exception to this is when he has been struggling to communicate what he wants. In these circumstances wait until he is calm and communicative and support him using PECS or MAKATON to access what he wants 	<ul style="list-style-type: none"> His posture will become more relaxed He will make more eye contact and will interact with you He will seek out attention from a preferred person

Strategies to safely manage behaviour.

General support strategies and skills teaching.
Specific strategies to prevent challenging behaviour.

Strategies to support Gabriel to remain calm and prevent escalation

Strategies to help Gabriel after an incident of behaviour.

Behaviour Support Plan 2

Taking forward concerns about PBS Support - Sample text for letters/emails

If you are unhappy about the support your relative is receiving and believe this is not within a PBS framework, you can contact the support provider or the statutory organisation responsible for commissioning (buying or arranging) the service, to register your concerns and ask for them to be addressed. See **Resource 3, page 14** for further information.

Here is a template for a letter with suggested wording to help you state clearly your concerns, link these to current guidance and request a formal response.

Dear Sir or Madam,

(your relative's name) (date of birth)

I am writing as the parent of the above child/young person/adult who is being offered/receiving a service from **[name of provider]**

NHS England and LGA guidance (*Ensuring Quality Services 2013*) recommends Positive Behavioural Support (PBS) as the framework of support built on the strongest evidence base for supporting individuals with a learning disability and behaviour that challenges.

PBS is also recommended in professional guidelines including the NICE guidelines for Challenging Behaviour; Positive and Proactive Care: Reducing the need for Restrictive Interventions; A Positive and Proactive Workforce; and Supporting Staff who work with people who Challenge services.

The PBS Competence Framework sets out all the elements that should be in place where PBS is being used.

[relative's name] has a learning disability and behaviours that challenge. I have checked the competence framework and I am concerned that the following aspects of **[name of relative's]** service are not in place/satisfactory.

[cut and paste elements of framework which are not in place, ideally with examples, e.g.

“We are not fully involved as equal partners in decisions about our daughter's care. We were not consulted on the development of the behaviour support plan and did not have the chance to input or discuss with professionals.”]

I look forward to a reply explaining how you will address this issue and trust that it will not be necessary to take this matter further.

Yours sincerely,

[Your name]