



Positive behaviour Support Service WHSCT

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Team Structure



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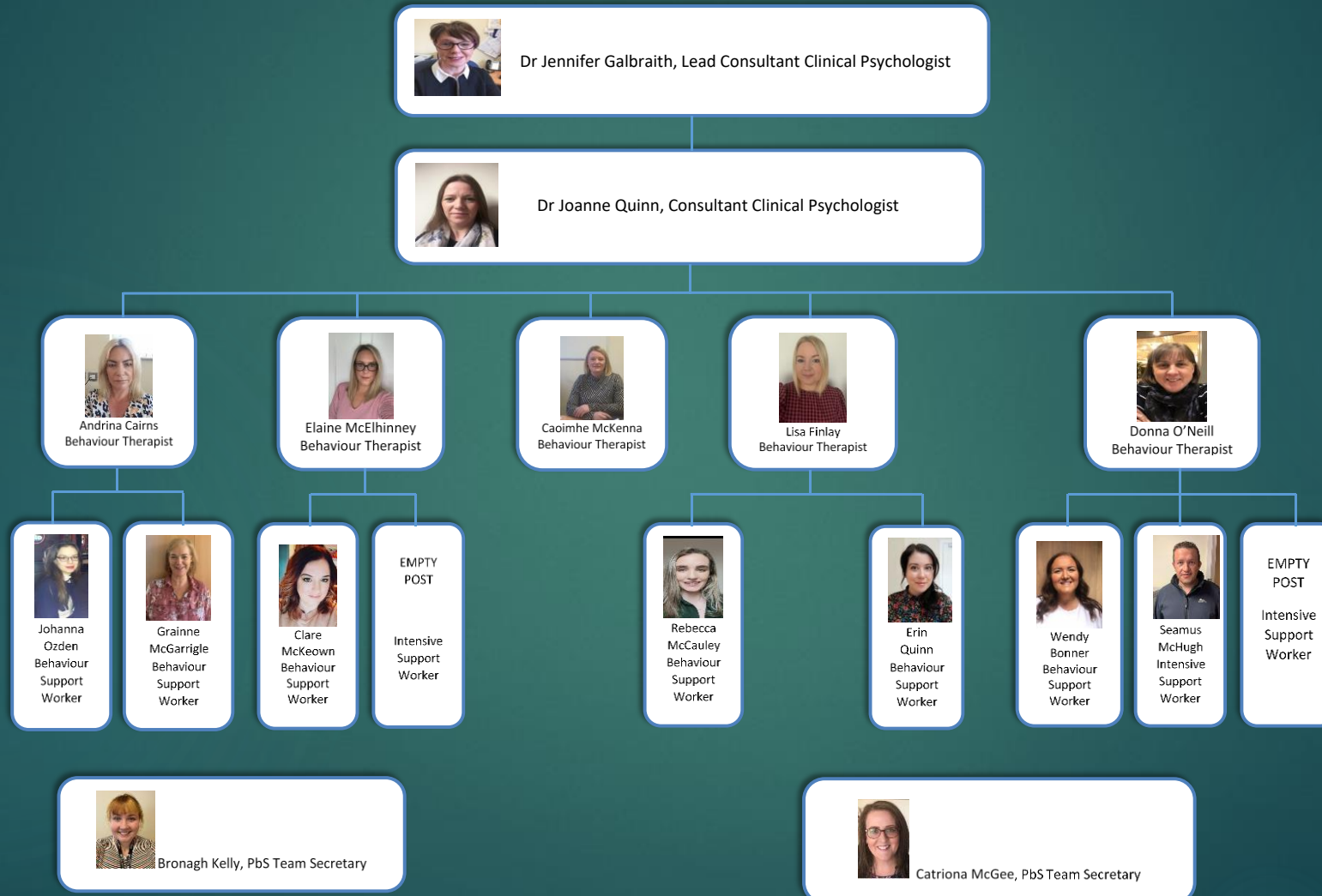


Elizabeth Campbell
Psychology Secretary – Northern Sector



Catriona McGee
Psychology Secretary – Southern Sector

The PbS Team



Where we work



At your home

Lakeview Hospital



Short breaks



day centres



work placements



colleges



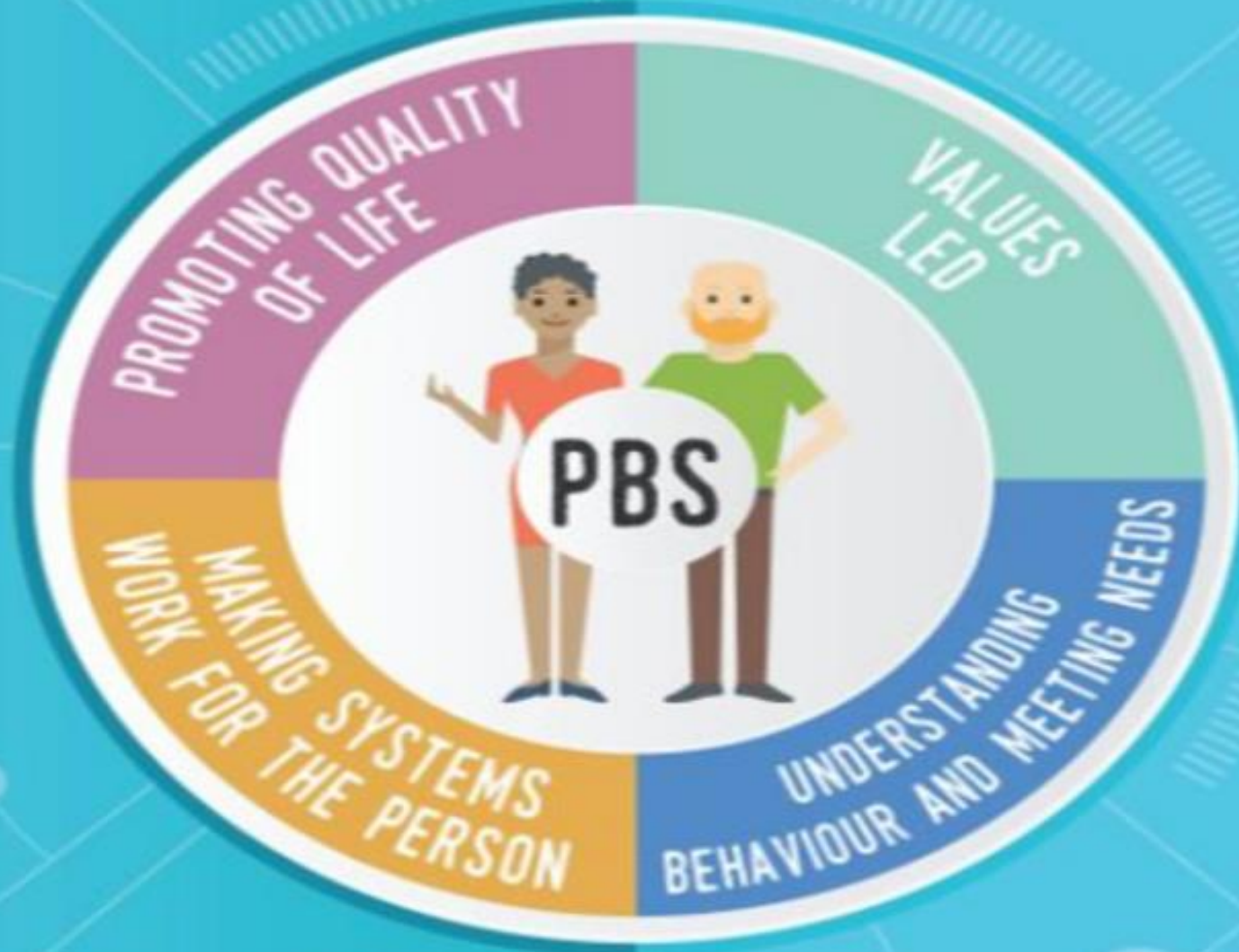
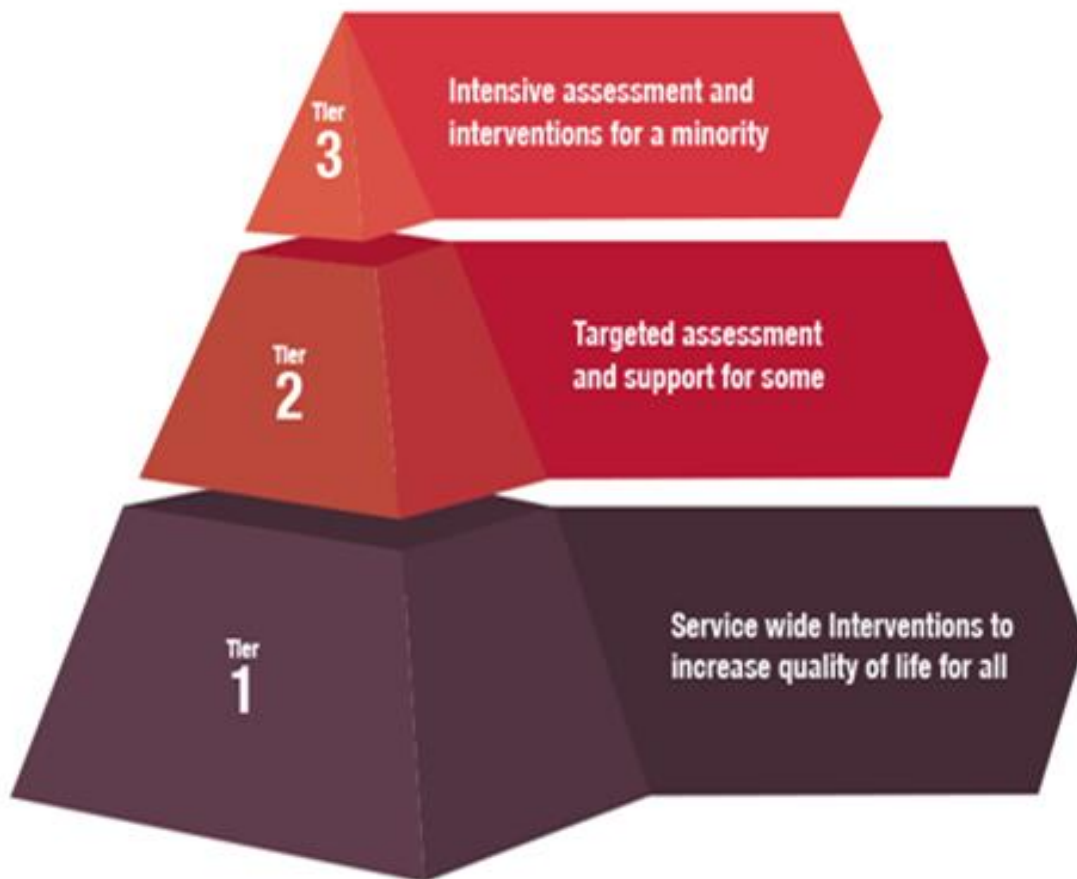


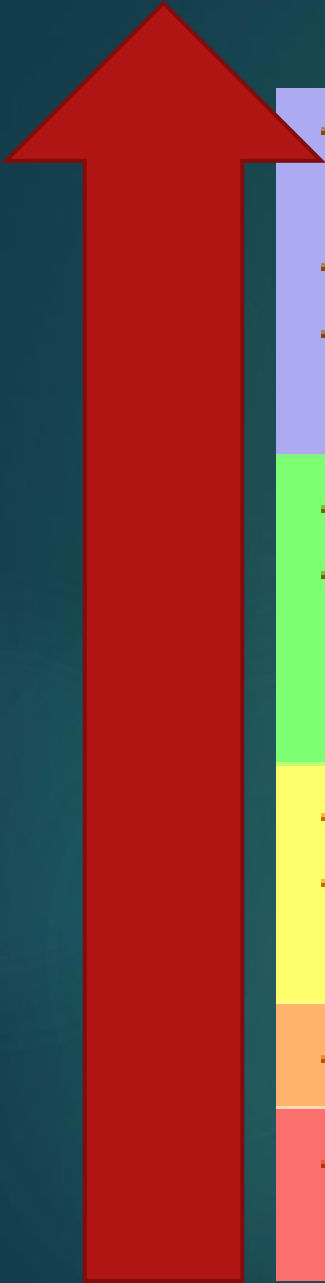
BILD UK APBS ALLIANCE

Positive behaviour Support is improving care across the service

PbS Service



- ❖ Support for participation in meaningful activity
- ❖ Provision of opportunities for choice
- ❖ Encouragement of more independent functioning
- ❖ Support for communication
- ❖ Provision of consistent and predictable environments which honour personalised routines and activities
- ❖ Positive social interactions
- ❖ Support to establish and/or maintain relationships with family and friends
- ❖ Personal care and health support
- ❖ Provision of acceptable physical environment

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PbS Service Pathway

TRAINING

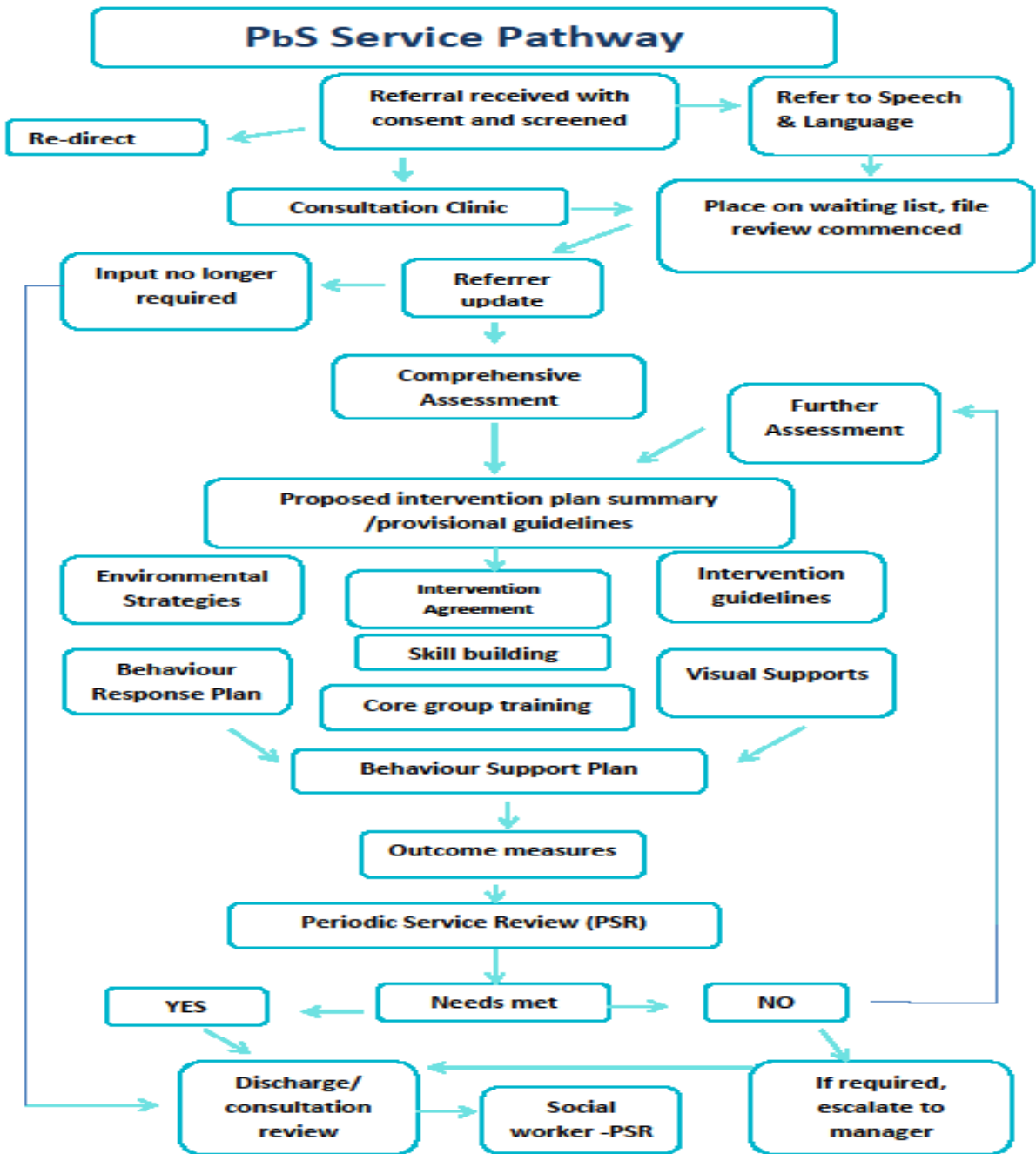
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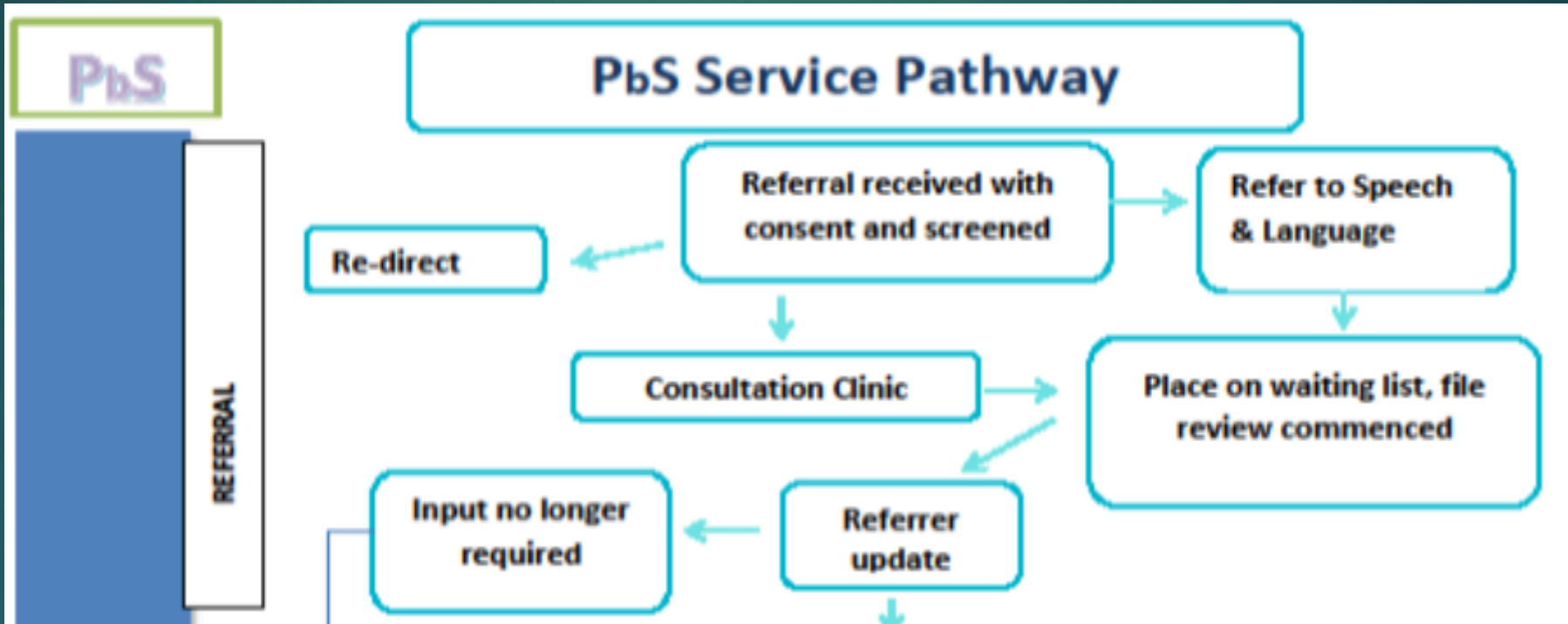
ASSESSMENT

INTERVENTION

REVIEW

DISCHARGE







*"It is always easier for 10 members of staff without
a Learning Disability to learn one way of doing
the same activity, than it is for one person we
support with learning disability to learn 10
different ways of doing the same activity"*

(ART)

What we do.

- ▶ Holistic assessment of the individual and their social, emotional, communication, health, and physical/interpersonal environment, and the impact of their diagnosis on their everyday life
- ▶ Help those around you understand your diagnosis and what that means for you everyday
- ▶ Proactively support the individual, carers and staff team with a primary aim to enhance quality of life.
- ▶ Focus on increasing the person's, engagement in meaningful activity and involvement in a range of positive life experiences as a central objective.
- ▶ Support the creation of capable, enabling environments to meet the needs of our service users
- ▶ Proactive support and increased quality of life reduces concerning behaviour/distress
- ▶ Work collaboratively with family, staff and the wider MDT
- ▶ Functional assessment to identify the unmet need the concerning behaviour may be communicating

Joe Bloggs

Intervention Guidelines

Riverside House

Jane Smith
 Behaviour Support Worker
 Psychological Therapies Department
 February 2019

Transition Card

Joe Bloggs was introduced to the use of a transition card. The transition card should be handed to Joe Bloggs to bring her to the schedule when needed. Joe Bloggs can independently travel to the schedule and post the transition card.



Schedule

The Schedule consists of a series of photographs which show Joe Bloggs what is happening next. The schedule is fixed in the back hall outside the kitchen.



The aim of a schedule is to support Joe Bloggs to understand what is happening in her day and in what sequence. (Top-down) A schedule will show:

- The sequence of activities
- What has to be done
- When preferred activities are taking place

Joe Bloggs posts her transition card at the schedule, removed the next photograph which will take her to the area where the activity is happening and where the photograph will have a receiver, for example: the picture of plate, fork and knife takes Joe Bloggs to the table for meal times.



Joe Bloggs independently removes the first picture from her schedule and travels with it to the activity or area she is scheduled for. Joe Bloggs taking the picture with her keeps Joe Bloggs focused on where she is going and lessens her distractibility.

Behaviour Response Plan

I do not choose to be distressed. When I am you see it and you will know something has gone wrong and I don't have the skills to understand or cope when things go wrong

When this happens I need your support
The signs can be subtle, the traffic signals will tell you what I need to cope and what to do at these times.

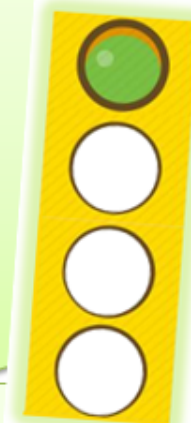


Positive support strategies should be followed in the order they are written so there is consistency in how all staff help me.

Proactive Plan – Green Phase

Typical Presentation: I am in good form

- I enjoy interacting with staff and peers.
- I have a good sense of humour and enjoy jokes
- I enjoy shopping, baking, going for coffee or a walk.
- I sometimes like to spend time relaxing alone but mostly I like the company of others
- I like watching movies and listening to music (specific interests)
- I love animals, especially dogs.
- I like to spend time with my family



Positive Support Strategies:

1. Involve me in pre-planning my days/week
2. I like to know in advance when my preferred activities will happen.
3. I should have choice and control over as many areas of my life as possible.
4. I will be involved in decisions and have my voice heard and wishes acted up where possible
5. When offering choices give me the option of 2 or 3 at most at a time I can feel confused with too many choices or generating ideas on request.
6. Ask if I need support with an activity or personal care routine, my ability from day to day may change
7. Ensure I have 1: 1 time with staff planned everyday and available as needed
8. Engage me in conversation about positive memories from my past
9. Don't rush me; give me time to talk and listen to what I am saying.
10. If I have a concern, it should be taken seriously
11. If you can't answer my questions or concerns please support me to talk to someone who can.
12. If other guests are staying with me it is important to identify my key staff during that time
13. Prepare me in advance if something I am looking forward to will change and have a plan B, an alternative.
14. Support me if required after contact with my family as I miss them.

Understanding My Diagnosis



This booklet is made with the purpose that the information contained within is adapted to more closely suit the client i.e. use personal

Intellectual Disability: INSERT NAME HERE

I have an Intellectual Disability/Learning Disability, this means my abilities are different than yours. Here are some things that are important to know:



- COMMUNICATION

Expressive Communication - I may find it difficult to express my wants and needs



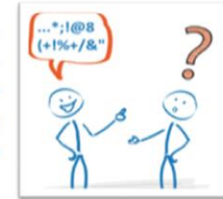
It is important to have staff around that I am familiar with and who know me and it's important to have **visuals** to support my communication. For example photos of the key areas of importance and when new things arise to ensure these are available too.



Receptive communication: I may not always understand what you say to me.

Also **people will respond in different ways.**

Some may say "the day after tomorrow"; another may say "soon", or "in a couple of days", another may say "nearer the weekend", another may say "Friday". This causes lots of **confusion** as they all say something different and I can become **frustrated**.



Processing information

The speed at which I **process information may be slower** so give me time before you repeat. When you repeat the question, I may have to start processing again (this causes more delay and confusion).

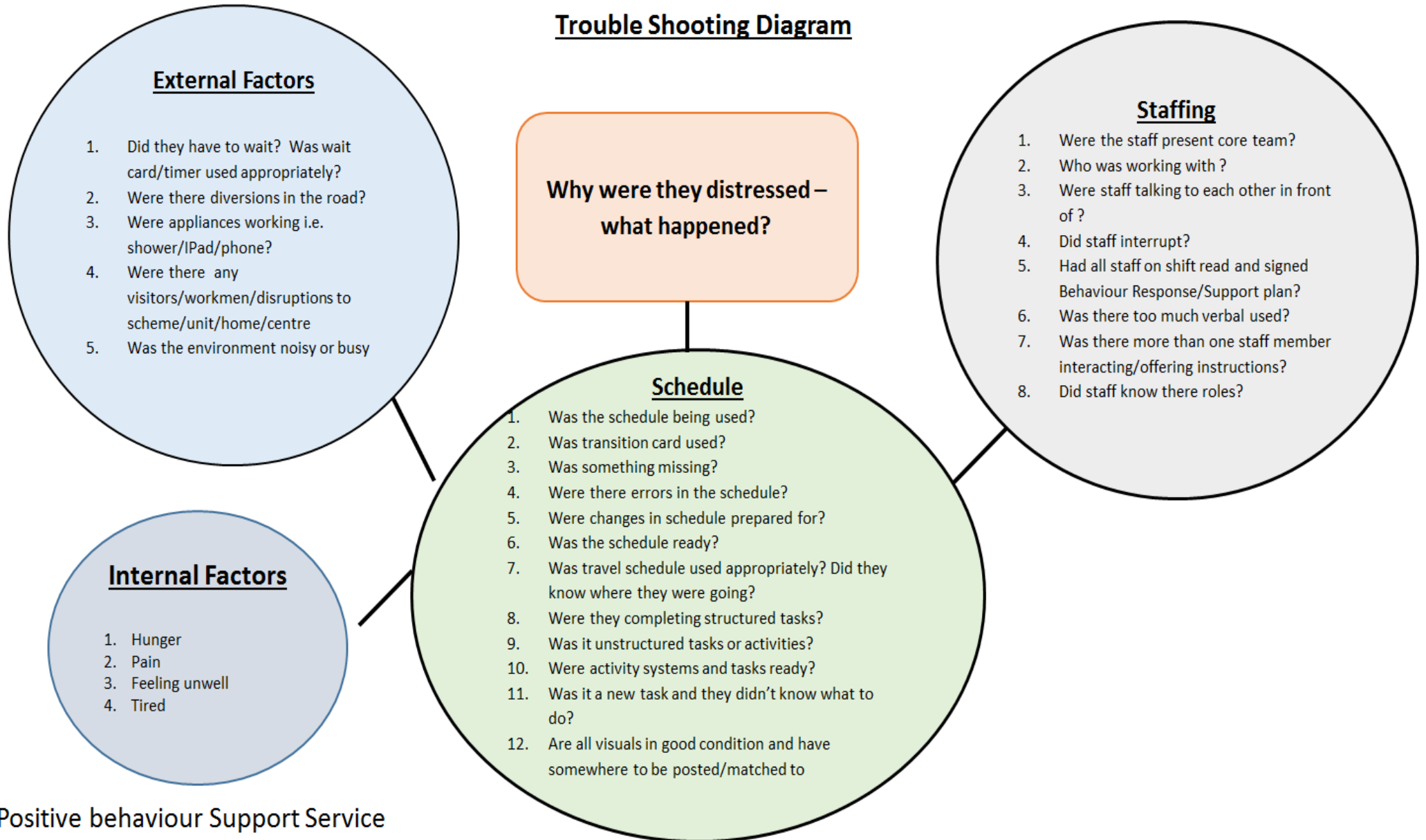


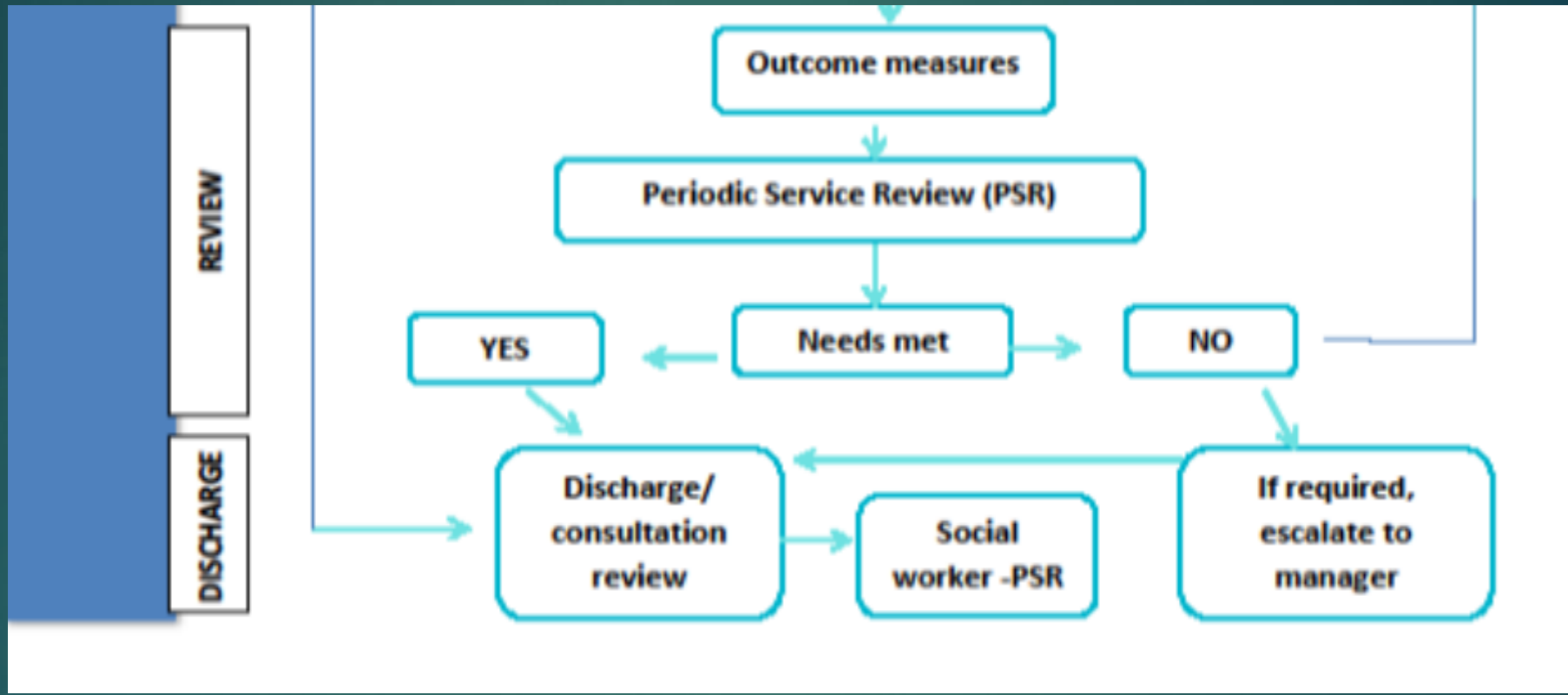
To help me:

It is important that staff respond consistently with me and use the same communication tools. I need to be concretely shown using **visuals** in a way that I can understand what's happening.



Trouble Shooting Diagram







Learn and understand the impact of the diagnosis (ID, ASD, Fragile X) on the way the person learns and understands our shared world and the challenges this creates

Understand from their perspective?

UNDERSTAND THE DIAGNOSIS GIVES US THE OPPORTUNITY TO SEE THE PERSON AND THEIR POTENTIAL

FOR FURTHER INFORMATION PLEASE CONTACT :

Team Administrator

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Tyrone & Fermanagh Hospital

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