

## Report on North East and Cumbria PBS Awareness Sessions

### 1. Introduction to the PBS Awareness Sessions

As part of the Transforming Care Programme workforce development in Positive Behavioural Support (PBS) was highlighted as a priority. In April 2016, Alison Branch and Steve Wilson took up post as Senior Clinical Trainers in PBS for the region with a role in supporting staff and family carers to use PBS in practice. A key part of this role was to engage with a range of people to establish how best to increase skills and knowledge in PBS across the region. The [full report](#) for this scoping project gives further information about proposals for developing the workforce. During the course of this work it became apparent that many organisations/people were unclear about what PBS was or were confused by the difference between PBS and physical intervention or de-escalation programmes. Prior to more detailed teaching and learning in PBS across the region, we decided to develop and deliver a short (3 hours) PBS Awareness session suitable for everyone to learn about what PBS is and how it can be applied in practice using a simple case study. All sessions were offered free of charge and included a free printed workbook that participants could take away with them.

### 2. Aims of sessions

The aims of the PBS Awareness session were for attendees to be able to:

- Say what Positive Behavioural Support is
- Describe how Positive Behavioural Support works in practice
- Identify something you will take from the session and use

### 3. Target audience

The session was aimed at staff and family carers supporting people with a learning disability and/or autism with behaviour that challenges, who wanted to know how Positive Behavioural Support worked in practice. A specific session was delivered to commissioners across the region.

### 4. Trainers:

The sessions were led by:

**Alison Branch** – Senior Clinical Trainer in PBS, Transforming Care North East and Cumbria. Alison works as a PBS practitioner in Northumberland, Tyne and Wear NHS Foundation Trust, has an MSc in Applied Behaviour Analysis, is a Board Certified Behaviour Analyst and a Clinical Specialist Occupational Therapist.

**Steve Wilson** - Senior Clinical Trainer in PBS, Transforming Care North East and Cumbria. Steve works as a Learning Disability Nurse in the PBS Pathway in Tees, Esk and Wear Valley NHS Foundation Trust and has a BSc Honours Degree in Behavioural Analysis and Positive Intervention.

## 5. Number of attendees and delivery locations

The sessions were offered across a range of locations in the region. Table 1 below shows total number of places offered, total number of places booked, total number of attendees and numbers of people who did not attend by location.

<b>Table 1 – Number of attendees by delivery location</b>				
<b>Location</b>	<b>Number places offered</b>	<b>Number places booked</b>	<b>Number people attended</b>	<b>Number of people who did not attend on the day</b>
<b>All locations</b>	966	966	781	185
<b>Middlesbrough</b>	150	150	127	23
<b>County Durham</b>	183	183	162	21
<b>North Tyneside</b>	80	80	63	17
<b>Gateshead</b>	104	104	73	31
<b>Newcastle upon Tyne</b>	207	207	152	55
<b>Northumberland</b>	100	100	90	10
<b>South Cumbria</b>	62	62	53	9
<b>North Cumbria</b>	80	80	61	19
<b>Note</b>				
1. All venues were offered free/nominal charge by provider organisations, NHS or Councils.				
2. It was not possible to hold PBS Awareness in all geographical locations across the region due to lack of free venues and/or time constraints.				

## 6. Family Carers attending PBS Awareness Sessions by location

<b>Table 2 – Family carers</b>	
<b>Location</b>	<b>Number of family carers attended</b>
<b>All locations</b>	16
<b>Middlesbrough</b>	1
<b>County Durham</b>	1
<b>North Tyneside</b>	0
<b>Gateshead</b>	0
<b>Newcastle upon Tyne</b>	6
<b>Northumberland</b>	1
<b>South Cumbria</b>	4
<b>North Cumbria</b>	3

## 7. Organisations/using PBS Awareness Sessions for staff

102 different organisations used the PBS awareness sessions.

Table 3 below provides a breakdown of organisations by type.

<b>Table 3 - Number of organisations using PBS Awareness sessions by type</b>					
<b>Private/voluntary</b>	<b>Local Authority</b>	<b>NHS</b>	<b>University/College</b>	<b>Police</b>	<b>CQC</b>
<b>76</b>	<b>13</b>	<b>7</b>	<b>3</b>	<b>2</b>	<b>1</b>

Table 4 shows the numbers of participants from each organisation type.

<b>Table 4 - Number of participants from each type of organisation</b>					
<b>Private/voluntary</b>	<b>Local Authority</b>	<b>NHS</b>	<b>University/College</b>	<b>Police</b>	<b>CQC</b>
<b>622</b>	<b>104</b>	<b>38</b>	<b>9</b>	<b>3</b>	<b>5</b>

## 8. Private & Voluntary Sector Organisations attending PBS Awareness sessions.

**Table 5 - Breakdown of private & voluntary sector organisations and number of attendees**

Company Name	No	Company Name	No	Company Name	No
Aapna services	2	Foetal Alcohol Spectrum Disorders Network	1	PRS Inclusion Services	4
Aspire Care Group	4	Friends Action North East	3	Pathways Care Group	2
At Home in the Community/Prospects	2	Gateway into the Community	3	Percy Hedley Foundation	6
Azure	41	Glenmore Trust	1	Positive Support for You	1
Bondcare	12	Groundwork North East and Cumbria	1	Real Life Options	1
Cambian Interact	16	H-C One – Northview Lodge	6	Resilience North East Ltd.	1
Careline Lifestyles	9	Health & Social Care Partnership	12	Right at Home, Tyneside	1
Carlisle Mencap	4	Highlea Care Ltd	8	Safe in Tees Valley	2
CHAD Ltd (Care Home for Adult Disabilities)	2	Home Farm Trust	1	St Cuthbert's Care	19
Chase Park Neuro	10	Homegroup/Stonham	42	Saint John of God Hospitaller Services	2
Chrysalis	1	HMS Care	2	Shine on Care	3
Cinnabar Support and Living Ltd.	10	Huntercombe Group	6	Skills for People	3
Community Based Services Gateshead	1	Innovations	16	Swanton Care	24
Community Integrated Care	37	Interactive Development Support	3	Thirteen Care and Support	1
247 Community Support	8	LD North East	6	Time to Care	2
Contact a Family	1	Lifeways	9	True Jesus Church	1
Creative Support	2	Mears Group	4	Turning Point	3
Crescent Care Home Ltd.	1	Mencap	33	United Response	1
Darlington Assoc. on Disability	1	Mental Health Matters	7	Voyage Care	8
Danshell	9	National Autistic Society (Furness Branch)	1	Walsingham Support	33
Daybreak	5	New Beginning North East Ltd.	9	Wellburn Care	2
Diagonal Alternatives	6	Newcastle carers	2		
Dimensions	28	N-Lighten	2		
Disabilities Trust	6	New Prospects	8		
Eden Futures	4	North East Autism Society	3		
ESPA	3	Orbis Support	1		
Essential Care & Support	8	Oaklea Trust	2		
Flexible Support Options	19	Paus, Barnados	3		

## 9. NHS and Local Authority Organisations using PBS Awareness sessions

<b>NHS/Local Authority</b>	<b>Numbers attending</b>
NHS North of England Commissioning Support	5
NHS England	2
NHS Newcastle Gateshead Clinical Commissioning	1
Northumbria Healthcare NHS Foundation Trust	4
Northumberland Tyne and Wear NHS Foundation Trust	21
Cumbria Partnership NHS Foundation Trust	4
Tees, Esk & Wear Valley NHS Foundation Trust	1
Cumbria County Council	17
Darlington County Council	2
Durham County Council	26
Gateshead Council	7
Hartlepool Borough Council	3
Middlesbrough Council	34
Newcastle City Council	7
Northumberland County Council	2
North Tyneside Council	6
South Tyneside Council	2
Stockton Borough Council	16
Sunderland City Council	2

## 10. Local Authority attendees by job role/type

<b>Council</b>	<b>DOLS</b>	<b>Support Housing</b>	<b>Social Work</b>	<b>Carers Support</b>	<b>Early Years</b>	<b>Safe Guarding</b>	<b>Commissioning</b>	<b>Day Support</b>	<b>Contracts/Quality</b>	<b>Support worker</b>	<b>Manager</b>	<b>Care co-ordinator</b>	<b>Assessing Officer</b>	<b>Tutor</b>
<b>Cumbria</b>			6				1	4		4	2			
<b>Darlington</b>			1						1					
<b>Durham</b>	2	2	3	1	1	1	3	13						
<b>Gateshead</b>			3					2			1		1	
<b>Hartlepool</b>							2		1					
<b>Middlesbrough</b>			8	1			1	14	3	7				
<b>Newcastle</b>			3	3			1							
<b>Northumberland</b>			1								1			
<b>North Tyneside</b>							1							5
<b>South Tyneside</b>							2							
<b>Stockton</b>			4							10	1	1		
<b>Sunderland</b>									1		1			

## 11. All PBS Awareness attendees by role or job type

Table 8 – Breakdown of all PBS Awareness attendees by role/job type		
PBS Awareness attendees role		No
Family carers		16
Support worker/care assistant/assistant practitioner (NHS & private/voluntary sector)		366
Team Leader/service leader/senior support worker/supervisor		89
Support Manager/manager/service manager/registered manager/deputy manager		88
Social Worker/student social worker		36
Day support roles/activity planner/activities co-ordinator		23
Community Nurse/registered nurse (NHS & private/voluntary sector)		19
Learning & development manager/Trainer/training officer/training assistant		12
Non-NHS Therapists/assistants; psychology assistant		11
Quality Manager/service improvement manager		9
Operations Manager/Area manager/Locality manager		9
Newcastle College		7
Contracts Manager/officer		6
Tutor/Teacher/lecturer		5
CQC Inspector		5
Carer support/information advisor/engagement officer/supporter		5
NHS North of England Commissioning Support		5
Life Skills Coach (day care)		4
Project Officer/manager		4
Behaviour Therapist/specialist/manager		4
Checkpoint Durham Constabulary		4
CEO/Director		3
Safeguarding Lead/Practice Officer		3
Assessor		3
Practice/clinical lead		3
Care/project/volunteer Co-ordinator		3
Police Officer		3
Disability Advisor e.g. autism		2
Recovery worker/coach		2
OT (NHS)		2
Best Interest Assessor		1
Person centred planning		1
Finance Manager		1
Education Development Advisor		1
Learning Support (education)		2
SEND Advisor		1
Commissioner/commissioning officer	• NHS	5
	• LA	11
	• Independent sector	1
NSH England (Service Improvement/Project management)		2
Northumbria University		1
Teesside University		1

## **12. PBS Awareness Evaluation**

All attendees were asked to give their reaction to the session and feedback to identify something they had learnt.

### **12.1 Reaction to the PBS Awareness Sessions**

**Some examples of comments from attendees:**

“Brilliant course – would recommend to others”.

“Great session – thanks Steve and Alison”.

“This needs to be repeated nationally as the alternative to inpatient care and to off label medication. Really valuable training thank you!”

“Excellent clear and detailed overview of PBS. This will really help our team support people, families and supporters”.

“I found the course interesting”.

“I will encourage staff and parents to attend this invaluable teaching/learning session. Thanks.”

“I really enjoyed this training - the trainers were very good”.

“I have learnt that I am no less qualified to analyse ABC charts than anyone else. We all have a role in PBS. Thank you for your time.”

“I liked the energy of delivery and communication from the facilitators”.

“All staff should attend this. Thanks.”

“There is more to PBS than I thought – did not realise the science behind it - very well delivered and enjoyable - thank you!”

“Excellent training – thought provoking and so useful to take back to workplace”.

“A good review of PBS - even though it is a complex area the trainers made it seem simple”.

“Best explanation of PBS I have ever heard - better than 2 years at University.”

“I have learnt more about PBS and ABA than my 2 years at university - thank you!”

“Thank you - great tutors”.

“Basing PBS on Sharon’s story was helpful when thinking about applying it to practice, rather than just looking at theory”.

“Today was really informative and I will definitely take a lot away from the session”.

“I would love more training opportunities”.

## **12.2 Feedback about what attendees learnt**

This feedback has been collated into main themes as follows:

### **a) The importance of improving quality of life as a main outcome of PBS**

Many attendees said they understood the importance of improving quality of life and that PBS was not just about reducing behaviours which are challenging.

#### **Some examples of comments from attendees:**

“PBS is used for a better quality of life”

“Preferred activities with preferred people’

“Makes you think about how to improve a person’s life/well-being’

“It’s a much clearer and kinder way of working with the people we support who are frustrated, frightened and lonely. It’s something that can be incorporated with the staff team I work with”

“Build more of a rapport with the individual and gain their trust”

“Respect for the well-being of the individual and enhancement of life has to be our goal as practitioners”

“I have ideas on how to improve a person’s everyday life”

“I will aim to improve the quality of life of the people I support”

### **b) PBS uses proactive and non-aversive strategies to support someone with behaviours which challenge**

Attendees expressed their understanding that using punishment or restrictive practice to manage behaviour without trying to understand the behaviour is contrary to the philosophy of PBS, and can often make behaviours that challenge worse.

#### **Some examples of comments from attendees:**

“Steer people away from the perception that service users should have consequences (punishment) to their behaviour”.

“Punishment is not the answer”

“Look at the bigger picture and why there are behaviours and not just how behaviours are managed”.

“Restrictive practice is not the answer – recognising that and acknowledging there is another way is important. We should not just use restrictive practice because that is what is expected of us”.

“Looking at why the behaviour is happening to prevent the behaviour instead of punishing the behaviour”.

“Punishment should not be used – it often makes the behaviour worse”.

“I have learnt to never become complacent and that all clients should all be treated as individuals and have their needs met. A lot of triggers within my own service are due to staff lack of understanding”.

“The importance of proactive strategies”.

### **c) PBS is a person centred approach**

Attendees acknowledged that PBS is a person centred approach with support around understanding a person’s behaviour specific to each individual.

#### **Some examples of comments from attendees:**

“The individual comes first”.

“To look at things from the individual’s perspective- try to imagine what life may be like for the person”.

“Walking in a client’s shoes helps you to understand things from their perspective”.

“The value base of PBS is true to person centred planning”.

“Find out what the person wants and how they want to live their lives”.

“The benefit of using PBS over the individual’s life course”.

“The importance of empathy and compassion”.

“It is important to get to know the person you are supporting”.

“I am thinking of ways I can involve staff and my service users in their plan”.

“Most interventions currently are quite reactive in response to a situation – we need to be proactive to meet a person’s needs and to prevent behaviour from occurring”.

“Reinforces use of personalised support, working proactively with the person whilst also having a shared understanding of pertinent issues including times when risk management becomes necessary - Thank you”.

### **d) Behaviour happens for a reason**

Attendees understood that behaviours of concern do not occur in isolation.

#### **Some examples of comments from attendees:**

“Behaviour happens for a reason”.

“Look for triggers as there is always a reason for a behaviour”.

“Behaviour is a message”

“There is always a reason for a behaviour – need to think more about the reasons”.

“Challenging behaviour happens for a reason - a way of communication”.

“Always a reason for behaviours – watch and learn at bad times - communicate with team to provide best care- ask why?”

“All behaviours happen for a reason – spend time and find out”.

“This session gives staff an insight in how their behaviour has an impact on people we support - hopefully people will reflect on this!”

### **e) PBS uses Applied Behaviour Analysis to understand behaviour**

Attendees realised the necessity of completing ABC charts and understood how to do this correctly.

#### **Some examples of comments from attendees:**

“I have realised today that I can use ABC charts to try and identify why these behaviours happen”.

“ABC – I was unaware of this before today”.

“Better understanding of ABC”.

“Learnt how to use an ABC chart correctly”.

“How to fill in ABC charts correctly – the importance of having a good description of behaviour”.

“Good to see the value of ABC and scatterplots being explored”.

“ABC charts - I was told by my new manager we only use these if the residents show a new behaviour. I’ve learnt today that we must be completing ABC charts every time a behaviour of concern is shown so we can evaluate when, where and why they are showing behaviour”.

“It is vital to analyse ABC charts”.

“How ABC can be used to teach new skills and behaviours”.

“Using ABC to teach a new behaviour or skill”

“Had not previously considered using ABC’s to develop skills”.

### **f) Understanding of the ABC model to behaviour (3-term contingency)**

Attendees understood the correct use of the term ‘consequence’ in the ABC model, i.e. what was the outcome of the behaviour for a person.

#### **Some examples of comments from attendees:**

“To ensure ABC charts accurately reflect consequences”.

“Very helpful in understanding the C section of ABC”.

“The correct understanding of consequence was useful, as staff write in punishments in the C column”.

“We need to change staffs’ understanding of ‘consequence’ in the C column”.

“Understanding of why behaviours occur and more knowledge of the term consequence was helpful. This helps us understand the reasons for behaviour”.

### **g) Use of facts and data**

Attendees demonstrated an understanding of the importance of being objective and not subjective when collecting data.

#### **Some examples of comments from attendees:**

“Collect your facts to help produce a good factual plan”.

“Find out facts first”.

“Sticking to facts not opinions”.

“There is always a reason for a person’s behaviour, DON’T assume you know”.

“Work on facts and data, not assumptions”.

“To use facts and data to inform functional behaviour assessment NOT opinions”.

“Recording facts in the right way”.

“The collection of evidence should always be factual”.

“Base interventions in support plans on evidence and facts”.

“Deal with facts and evidence and not judgement and opinion”.

“Clinical notes should be less emotive from staff”.

### **h) Use of scatterplots**

Attendees understood the benefits of using a scatterplot to highlight patterns to behaviour across a day, week, month etc.

#### **Some examples of comments from attendees:**

“A scatterplot looks useful in identifying possible trigger times to behaviours”.

“The scatterplot to map behaviours”.

“The scatterplot is a good tool in picking up trends in behaviour”.

“Using scatterplots to pin point times behaviour occurs is a useful way to get factual information”.

“Evidence behaviour patterns through the use of a scatterplot”.

“Use scatterplots to gather information about patterns”.

### **i) Importance of doing an assessment of behaviour (Functional Behaviour Assessment)**

Attendees understood there was a process to “doing” PBS and liked the acronym DASH as a way of remembering the stages in behaviour assessment. (DASH - Define the behaviour clearly, Ask questions about the behaviour, See the behaviour, Hypothesise about possible reasons for the behaviour).

### **Some examples of comments from attendees:**

“I liked the simplicity of DASH”.

“DASH – helping staff understand the process”.

“Use DASH in workplace”.

“DASH- collect facts, clear description”.

“Fact find more – DASH”

“Importance of functional behaviour assessment (DASH)”.

“I will use DASH to find out why”.

“I learnt that there is a process to PBS rather than just understanding what PBS is and its values”.

### **j) Practicalities of using behaviour support plans**

Attendees expressed an appreciation of the practical application of behaviour support plans.

### **Some examples of comments from attendees:**

“Importance of staff working consistently”.

“We need to be singing from same hymn sheet”.

“I have been thinking about boredom being a triggering factor and things I can do proactively to prevent this”.

“Try to stop things escalating into a more severe reaction”.

“Working together as a team is better than doing it on your own”.

“Applying different aspects of PBS to support planning”.

“Be proactive ....then reactive....stay active!”

## **13. Summary and key points**

- 781 people attended a free 3 hour PBS Awareness session in a location in the North East and Cumbria region.
- 185 places on this free training were wasted through people not attending on the day.
- The vast majority of attendees were from social care providers (as expected) but there was representation from NHS organisations, Local Authorities, families etc. See tables 2 & 3 for full details.
- Reaction to the PBS Awareness sessions was extremely positive and the sessions were well received.
- Feedback shows that the aims of the sessions were met.
- The feedback demonstrates the need for everyone involved in the delivery of PBS to be clear about what PBS is. This is an important prerequisite to people attending further advanced training which has been commissioned to be for the region.

- Providing a short 3-hour session enabled many organisations to release staff, and family carers were able to attend a session that fitted in with their caring responsibilities. Sessions delivered locally limited travel for people and reduced the overall amount of time required to attend.
- Demand for the PBS Awareness sessions exceeded the team's capacity to deliver. Each session was sold out very quickly.
- Delivery locations were dependent on venues being offered of a suitable size and free of charge by provider organisations or local authorities. Consequently, we were not able to offer a PBS Awareness session in every locality.
- Some organisations/individuals have requested follow-up information/advice following the PBS Awareness sessions. E.g. the use of ABC charts and scatterplots. This has been provided where possible and illustrates the need for ongoing support to use PBS in the workplace following any training.

#### **14. Recommendations**

- Continue a programme of PBS Awareness across the region to a range of organisations and family carers.
- Continue to offer PBS Awareness free of charge but limit numbers to 3 per organisation to try to reduce the wastage of places.
- To continue to offer PBS Awareness across a range of locations in the region (dependent on being able to access free venues).
- Target specific groups of people, e.g. social workers; family carers and tailor make sessions to specific groups e.g. parents of younger children.

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