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# Evaluating a Training Package developed to help staff learn to do a Functional Assessment and develop a Positive Behaviour Support Plan

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# Literature Review Positive Behaviour Support and Effective Staff Training

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# Purpose

To explore effective and sustainable staff training delivery options to a broad and diverse staffing group, who support clients with intellectual disability and challenging behaviours, across regional and metropolitan Queensland.



# Overview of Positive Behaviour Support

- What is Positive Behaviour Support?
  - A science and a technology developed to improve the lives of individuals with an intellectual disability who exhibit challenging behaviours
- What are challenging behaviours?
  - Behaviours that are considered dangerous, disruptive, and/or disgusting and result in restricted access to environments



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# What is Positive Behaviour Support?

- Applied Behaviour Analysis -
- Person-centred Planning -
- Social Inclusion Theory -



- There is substantial evidence to support the PBS model:
  - Literature reviews (e.g., Carr et al., 1999)
  - Meta-analyses
    - Harvey et al., 2009
    - Didden et al., 2006
    - Campbell, 2003



# Critical Features of PBS

- Comprehensive Quality of Life and lifestyle change;
- Has a lifestyle perspective and typically would change over time through the stages of lifespan development;
- Ecological and social validity;
- Inclusion of all stakeholders;
- Systems change; and
- Emphasis on prevention.



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# How do we achieve this?

- Evidence Based Practice;
- Staff training – what type and how it is developed and presented;





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# Staff Training

Short Term, knowledge based training events;  
Non-competency based training strategies;  
Training provided by Consultant Specialists in-  
vivo a client natural environment  
(accommodation or community)



# Person Focused Training

Direct support staff/teams are trained to:

- Conduct a functional assessment;
- Design of behaviour support plan; and
- Implementation of behaviour support plan



# Person Focused Training

Conduct a functional assessment – including Contextual Assessment Inventory, data gathering measures, identify functions of behaviour and develop summary statements;

Defining the causes and providing the knowledge around challenging behaviour;



# Person Focused Training

Design of behaviour support plan – including the identification of intervention strategies specifically targeted for individual clients

Development of an Implementation plan – including crisis management strategies;



# Training Conduct

4 daily sessions, over a period of 9 weeks (3 weeks apart);

Each participant will conduct activities relative to a particular Focus Person, as a strategy to develop a Positive Behaviour Support Plan;



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# Person focused Training

Frontline staff, management and clinicians have a common framework and language for considering challenging behaviour and interventions;

Person Focused Training in Positive behaviour support has led to a wider availability of local expertise;



# Person focused Training (*cont*)

Clients demonstrated increased choice, communication skills, opportunity to participate in preferred activities and increased predictability of scheduled activities.



# Practice Supervision and Coaching

Development of multi-level understanding and competency supervision and consolidation of knowledge and skills;

Development of coaching and mentoring programs across the sector to ensure that skill development for clients is well understood and presented.





# Evaluation of Training

4 levels of Evaluation (Kirkpatrick, 1996):

1. Trainee impressions of the training (*Reaction*);
2. Examples of learning that occurred within the training (*Learning*);
3. How staff performance changed as a result of the training (*Behaviour*); and
4. Outcomes of the training (*Results*).



# Conclusion

- Specialist services – used in a consultancy type arrangement;
- Person Focused Training Model – to deliver and support direct support teams;
- Practice Supervision and Coaching and mentoring Programs; and