Building the capacity of human services to deliver best practice in positive behaviour support to people with a disability

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Monitoring the use of restrictive interventions across Victoria, Australia

• **Disability Act, 2006**
  
  • Mandatory for services to report their use of restrictive interventions-behaviour support plans
  
  • Senior Practitioner must evaluate, research and inform services how to improve support to people who are subjected to restraint and seclusion
Focus on quality of behaviour support plans

• Carr et al (1999) decrease challenging behaviours by 50% if team did an FBA

• Our previous work showed:
  1. Support workers act on plans (Webber, McVilly, Fester & Chan, 2011)
  2. PBS training makes a difference to the quality of BSPs (McVilly, Webber, Paris & Sharpe, 2012)
  3. Quality plans can lead to less use of restrictive interventions (Webber, Richardson, Lambrick & Fester, 2013)

Our strategy is to help support workers improve quality of their BSPs to reduce their use of restrictive interventions
How we measure quality of BSPs


- Objective, reliable, valid measure of 12 components of quality of BSPs

- Scores range from 0-24,

- 13+ found to be “minimum score” in terms of reducing restrictive interventions

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**Quality components of Behaviour Support Plan**

**Evaluation Guidelines and example scores**

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<thead>
<tr>
<th>Quality Component of Behaviour Support Plan</th>
<th>Evaluation Guidelines and Example Scores</th>
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<tbody>
<tr>
<td>1. <strong>Safeguard the behaviors of concern:</strong> What the behavior looks like, its frequency, duration, impact (e.g., time), and what it means to others.</td>
<td>1: All behaviors are evaluated.</td>
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<td>2. <strong>What triggers the behaviors of concern:</strong></td>
<td>1: Triggers identified.</td>
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<td>3. <strong>Setting events for behaviors of concern:</strong> Can be identified in the environment (e.g., people, objects, tasks, events, routines, changes, services, people, environments).</td>
<td>1: Setting events identified.</td>
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<td>4. <strong>Functional analysis of behaviors of concern:</strong></td>
<td>1: Functional analysis performed.</td>
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<td>5. <strong>replacement behaviors that make the behaviors of concern more effective:</strong></td>
<td>1: Replacement behaviors identified.</td>
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<td>6. <strong>What strategies are used to change the behavior of concern:</strong></td>
<td>1: Strategies used to change the behavior of concern.</td>
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<td>7. <strong>What strategies are used to reduce the behavior of concern:</strong></td>
<td>1: Strategies used to reduce the behavior of concern.</td>
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<td>8. <strong>What behavioral goals are set:</strong></td>
<td>1: Behavioral goals set.</td>
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<td>9. <strong>Team coordination:</strong></td>
<td>1: Team coordination.</td>
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<td>10. <strong>Communication and review of goals:</strong></td>
<td>1: Communication and review of goals.</td>
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**Scoring:** The BSP-QE II has a total achievable score of 24, with a threshold of 13 of the 24 components where: 1 means the component has been addressed in the BSP; 2 means the component has been partially addressed in the BSP; and 0 means the component has not been addressed or not included in the BSP. A score of 13+ is considered to be a “minimum score” in terms of reducing restrictive interventions.
PBS training

4 day PBS training: Aim-to produce and assess a BSP

- Day 1  Important information about the person re bio-psycho-social needs
- Day 2  Function of behaviours and planning supports (FBA and PBS)
- Day 3  Using the BSP-QE II to assess BSPs
- Day 4  Recap and implementation back in services

4 hour PBS training:

- BSP Toolkit-Content from days 1-2, and building in BSP-QEII components
This research...

- Analysed:
  - 4 day PBS and 4 hour PBS training

- 3 roles involved in BSP:
  - 1. Creator 2. Endorser 3. Approver

- Used the BSP-QE II to assess BSPs written before the trainings with BSPs written post trainings
Results: 4 Day PBS

- BSPs of approvers increased significantly in quality compared to those who did not attend.

- BSPs from all roles (creator, endorser, approver) reached minimum quality score.
Results: 4 Hour PBS

- No significant difference in BSP quality between those who attended and those who did not.
- Approver reached minimum score, creator close to minimum – not endorsers.
- BSP quality increased slightly for all (attended training or did not attend training).

Type of roles in BSP creation:

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<th>Pre</th>
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<tr>
<td>Creator</td>
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<tr>
<td>Endorser</td>
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<td>12</td>
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<tr>
<td>Approver</td>
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Minimum Quality Score
Limitations/Context

• No pure control group
• Roles: Individual/team input?
• Attendees: motivation, prior knowledge,
• Differences in training:
  • 4 day: - time to gather info - APO + manager requirement, BSP QEII training
  • 4 Hour: - half day- no info gathering-start of process
Some conclusions/further work needed

• BSPs are in general improving in quality

• 4 Day PBS leads to significant improvement in BSP Quality for approvers

• 4 hours of PBS: sufficient in short term for participants to learn basics of writing quality BSPs?

• Participants self-selected:
  • Need to look at those who didn’t attend, everyone had access to the learning materials.

• Need to look at what about training makes the difference
  - Developing a BSP during workshop – BSP QEII training?
References


