Arranging and paying for training in positive behavioural support

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1. **Introduction**

Positive behavioural support (PBS) is the best way of supporting people who display, or are at risk of displaying, behaviour which challenges services. PBS is a way of:

- understanding behaviours that challenge
- assessing the broad social and physical context in which the behaviour occurs
- planning and implementing ways of supporting the person which enhance quality of life for both the person themselves and their carers.

There are a range of reports and guidance relevant to PBS available. This guide pulls together and summarises the key points regarding training and development for PBS from various well known documents, which are listed at the back of this guide.

PBS is based on the values of recognising each person’s individuality and their human rights, the importance of self-determination, and an acceptance that behaviours which challenge develop to serve an important function for people.

PBS is routed in a rejection of aversive and restrictive practices, with an acknowledgment that for some people at some times an authorised restrictive practice (possibly including a physical intervention) may be necessary - only when legally and ethically justified to prevent serious harm to the person or others.
Evidence shows us that prevention and reduction of challenging behaviour occurs best when there is support which:

- increases the individual’s quality of life, inclusion and participation
- defends and supports valued social roles
- uses principles and procedures from behaviour analysis to assess and support behaviour change and other complementary, evidence-based approaches.

The process of PBS is based on data and analysis, using functional assessments to plan interventions to change and manage behaviour. To put PBS into practice requires:

- the right values in both individuals and systems
- understanding of the theory behind PBS
- meaningful participation from the individuals using the service
- time and skills to complete the process
- staff training and good practice management
- on-going monitoring and evaluation.

When a person receives PBS it is unlikely to come from just one individual, one professional group or one service. Families, carers, professionals, service providers and commissioners need to work together and each play their part in supporting that person.
Within an organisation or local system this means we need to develop the knowledge, skills and confidence at different levels to enable people to use PBS to:

- offer good proactive support for a good life
- implement behaviour support plans (BSP)
- record and report
- (for some people) carry out restrictive practices
- carry out functional analysis and design BSP
- monitor implementation
- support staff carers and individuals, demonstrate good practice and challenge poor practice
- organise support in the most effective way
- teach skills to other people.

The full definition and description of the process of PBS is available at the start of the PBS competence framework, available on our website at [www.skillsforcare.org.uk/PBS](http://www.skillsforcare.org.uk/PBS).
2. **Core principles to arranging and paying for training in positive behavioural support**

The following eight principles should be considered when arranging and paying for training in positive behavioural support. Training and development about PBS needs to consider:

1. Development for individual staff at all levels and other stakeholders.

2. Developing a range of skills and knowledge across the organisation and/or the local health and social care system.

3. Bespoke training around how to implement a behaviour support plan (BSP) for the individuals using that service.

4. It should be based on the actual needs of the individual(s) being supported.

5. Policies and procedures and the culture and practices of the service must be in line with the values of PBS and support training for workers and leaders.

6. Training should be proportional to the BSP for each individual, with positive approaches taught before and given significantly more time than any restrictive practices.

7. Learners at all levels should be assessed, ensuring they are putting the skills and knowledge learned into practice, and supported by good practice management.

8. People who need care and support (and their families where relevant) should be involved in planning their own support and in all aspects of staff development.
3. Content of the training

The PBS competence framework was published in May 2015 by the PBS Academy UK, a collective of individuals and organisations promoting PBS in the UK.

The framework gives detail of the competencies needed to do PBS at three levels. This can be found on the Academy’s website where there is a wide range of resources about PBS.

www.pbsacademy.org.uk

PBS training should cover the PBS competence framework with direct support workers, supervisors and consultant level workers acquiring the skills and knowledge outlined for each area.

In November 2015 the Learning/ Intellectual Disability Nursing Academic Network (LIDNAN) published the “framework for working with people whose behaviour is perceived as challenging” which identifies the knowledge and skills that each student (nurse for people who have a learning disability) should have by the end of their programme.

This is a list of currently available units which could be appropriate, but it is important to choose the specific unit(s) that would be most appropriate for your job role/level:

<table>
<thead>
<tr>
<th>Unit code</th>
<th>Unit title</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSC 2012</td>
<td>Support individuals who are distressed</td>
<td>2</td>
</tr>
<tr>
<td>LD 203</td>
<td>Provide active support</td>
<td>2</td>
</tr>
<tr>
<td>MCA 01</td>
<td>Awareness of the Mental Capacity Act 2005</td>
<td>3</td>
</tr>
<tr>
<td>HSC 3065</td>
<td>Implement the positive behavioural support model</td>
<td>4</td>
</tr>
<tr>
<td>032</td>
<td>Lead positive behavioural support</td>
<td>7</td>
</tr>
</tbody>
</table>
Units and qualifications about supporting people with autism are also available in the tables below.

<table>
<thead>
<tr>
<th>Unit number</th>
<th>Unit title</th>
<th>Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>AUT 301</td>
<td>Communicate with individuals on the autistic spectrum</td>
<td>3</td>
</tr>
<tr>
<td>AUT 302</td>
<td>Support individuals on the autistic spectrum using a person centred approach</td>
<td>4</td>
</tr>
<tr>
<td>AUT 303</td>
<td>Support individuals on the autistic spectrum to manage their sensory and environmental needs</td>
<td>3</td>
</tr>
<tr>
<td>AUT 304</td>
<td>Promote active support with individuals on the autistic spectrum</td>
<td>3</td>
</tr>
</tbody>
</table>

Further details on the units and qualifications can be found on the Register of Regulated Qualifications, available online at register.ofqual.gov.uk.

Other qualifications include:

- BTEC Professional Diploma in Positive Behavioural Support
- BTEC Professional Certificate in Positive Behavioural Support
- BTEC Advanced Certificate in Positive Behavioural Support
- BTEC Diploma in Positive Behaviour Management

and for those teaching others:

- Postgraduate Certificate - Teaching and Learning in Professional Practice.

Anyone who may carry out any restrictive practice or provide learning in this area should have completed training around the Mental Capacity Act. The QCF unit MCA01, ‘Awareness of the Mental Capacity Act 2005’ (level 3) covers the learning outcomes of the Mental Capacity Act.
By completing these qualifications learners should understand how to work in a positive and non-aversive way, which includes:

- developing personalised daily activities
- adapting a person’s environment and routine
- helping the person develop an alternative behaviour to achieve the same purpose by developing a new skill
- using strategies designed to calm and divert people who show early signs of distress.

Over the next two years the qualification framework will be changing from QCF (Qualifications and Credit Framework) to RQF (Regulated Qualifications Framework).

The qualifications and units still exist and it is expected that focus on PBS will continue within the new qualification system.

As this happens this guide will be updated accordingly. For the latest qualification developments visit our website at www.skillsforcare.org.uk/qualifications.

Staff should be taught to implement only the reactive strategies as approved/prescribed for, and planned with, the individual they support directly.

Staff should have an appropriate level of awareness of the specific needs/conditions of the individual they support. This may include an understanding of dementia, psychosis, autism, borderline personality disorder, head injury, trauma, anxiety, learning disability, sensory impairment etc. and the ways in which these conditions may lead to behaviour that challenges.

Workers in all social care and health services must have an understanding of how to access specialist advice and support for people, which includes advice on the impact of culture and the environment.
4. Choosing a learning provider

You may develop or recruit ‘in-house’ trainers, contract with external trainers or take up offers of ‘free’ training. Training may also be available from the local community learning disability team or specialist behaviour support team.

Anyone providing training or assessment must be occupationally competent and also hold, or be working towards, a teaching or training qualification. This means anyone providing training must have experience of behaviour skills training and be able to demonstrate their own competence in each of the training areas being delivered.

Examples of suitable teaching and training qualifications are listed in Appendix C of ‘A positive and proactive workforce’ available at www.skillsforcare.org.uk/restrictivepractice.

Currently there is no scheme to regulate or accredit training courses or to formally recognise professionals qualified in PBS. This can mean that sometimes people claim to use PBS or to run a PBS training course, which may not actually meet the standards of the PBS Competence Framework.

PBS professionals offering training can come from a variety of backgrounds but should have some specific training and qualifications in PBS - many will be professionals who are either registered nurses, clinical psychologists, occupational therapists or speech and language therapists. Some PBS professionals will be registered with the Behavior Analyst Certification Board® (BACB®).
Questions to consider when choosing a learning provider for positive behavioural support

- Is their training mapped to the PBS competence framework?
- Do they offer or can they signpost you to training for various levels and groups of people to ensure that you are taking a ‘system wide’ approach to development?
- Can they work with you to design and deliver bespoke learning to meet the specific needs of the individual or service?
- Do the people delivering the learning hold accredited qualifications in positive behaviour support or behaviour analysis at an appropriate level? Do they have teaching qualifications?
- Can they provide examples of services which have previously applied the learning?
- Do they have a system of feedback or testimonials you can check?
- Does the proportion of the training content programme conform to the balance of proactive/reactive strategies in the individual’s support plan(s) and include any restrictive practices that are planned?
- Does the learning contain an element of competence testing – for instance observations/role play testing as well as verbal competence and reflection?
- Does the learning provider have a system in place to feed back about learners who are unsafe in their practice?
- Can the learning provider describe the biomechanical and psychological risks and issues of any restrictive techniques that are taught, and work with you to define which techniques will and will not be taught.
- Is the learning consistent with, or integral to, the process of functional analysis and formulation?
Can the learning provider offer support or suggestions to your organisation following the learning provision to ensure that what has been learnt is being put into practice properly?

Has the learning provider been accredited by undertaking a rigorous external quality assurance process?

If you decide to commission external learning providers you may find the Skills for Care guide *Choosing workplace learning* useful. Visit [www.skillsforcare.org.uk/learningproviders](http://www.skillsforcare.org.uk/learningproviders).
5. Training accreditation

Currently there is no scheme to regulate or accredit training courses in PBS. While accreditation is not mandatory, many employers feel more confident about contracting with trainers who are endorsed in some way and some service specifications/contracts ask for this. Some endorsement options are:

**British Institute of Learning Disabilities (BILD)**
BILD accredit organisations, training programme content and trainers who provide training in restrictive practices against the standards of the BILD Code of Practice 2014.
www.bild.org.uk/our-services/accreditation/

**Skills for Care Endorsement Framework**
The Endorsement Framework is a mark of quality for excellence in learning and development in the adult social care sector. Find endorsed providers and their courses at:
www.skillsforcare.org.uk/endorsement

**Skills for Health Quality Mark**
The Quality Mark is the “gold standard” for benchmarking training delivery across the healthcare sector.
www.skillsforhealth.org.uk/qualitymark

**Behaviour Analyst Certification Board**
Behaviour Analyst Certification Board (BACB) is a non-profit corporation established to meet professional credentialing needs identified by behaviour analysts, governments, and consumers of behaviour analysis services.
www.bacb.com/credentials/
Awarding organisations
Awarding organisations accredit the RQF units.

Other accreditation systems relating to restrictive practices
Other accreditation systems are available from organisations such as Crisis Prevention Institute (CPI), Security Industry Authority (SIA) and General Services Association (GSA).
6. Who needs to be trained in a service offering positive behavioural support?

It’s important to plan development for everyone connected with a service offering PBS. This will include thinking about the individual using the service, families, advocates, professionals, support workers, practice leaders, managers, and the executive team.

Currently the minimum requirements are:

- All support workers should receive training in PBS - refreshed at least annually and monitored in practice.

- All support workers with a leadership role should have completed or be undergoing more extensive training in PBS which includes practice-based assignments and independent assessment of performance. They will also need skills in leadership.

- All workers with a role of assessing or advising on the use of PBS with individuals (which may be peripatetic or consultant) should have completed, or be undergoing, externally-validated training in PBS including both practice and theory-based assignments with independent assessment of performance at National Qualifications Framework level 5 or above.

- Bank, agency, casual and self-employed workers should receive training and support in line with all other workers in the team.

- Learning must be offered to people using the service. Their family carers or support network should be included in learning, proportionate to the level of their involvement in supporting the individual.

- All staff involved in the development or implementation of PBS strategies should receive supervision from an individual with more extensive PBS training and experience.
■ Staff in consultant roles are supervised by an individual (within or outside the organisation) with a relevant postgraduate qualification, for example, applied behaviour analysis, positive behaviour support or clinical psychology.

■ Where physical intervention is used, all staff should receive regularly updated training (at least annually) in a suitably accredited physical intervention training programme and understand the Mental Capacity Act.

■ At least one member of the executive team/board (and their equivalents in non- regulated services) should have experience and training in using a PBS approach with individuals. Board members or their equivalents who authorise the use of restrictive interventions in their organisations must fully understand PBS and any physical interventions which they authorise.

■ Anyone who is a registered nurse for people who have a learning disability should have the knowledge and skills identified in the LIDNAN “Framework for working with people whose behaviour is perceived as challenging”; either as part of their pre registration training (from November 2015) or continuous professional development for those who qualified before this date.
7. Paying for training

The service specification/contract and funding arrangements for any service offering PBS should recognise the requirements summarised in this guide.

Sources of funding include:

- Funding provided at no actual cost by the commissioner of the service or the local community learning disability team (CLDT) or specialist behaviour support team.

- Skills for Care funding:
  - *the Workforce Development Fund* – provides a funding contribution for employers to work towards learning which results in the achievement of qualification units.
  - individual employer funding - people who employ their own care and support staff (individual employers) can apply for funding to cover the full cost of care related training for both themselves and their personal assistants.
  - Local Transforming Care Partnerships (TCPs) may have funding to support PBS training or may commission training locally, which relevant employers can access at little or no cost. Contact your local Skills for Care or Health Education England representative for more information.

All Skills for Care funding opportunities can be found at www.skillsforcare.org.uk/funding.
8. Putting it all into practice

- All workers involved in the development or implementation of PBS strategies should receive supervision from an individual with more extensive PBS training and experience.

- Workers in consultant roles should be supervised by an individual (within or outside the organisation) with a relevant postgraduate qualification e.g. applied behaviour analysis, positive behaviour support or clinical psychology.

- The learning must be supported by the culture of the organisation including good practice management (including debriefing and supervision) and joint working with relevant professionals.

- Staff must also be trained and supported to enable and empower people, supporting the individual to ‘self-care’ and providing active support and excellent physical and mental health care to support this.

- The outcomes of the learning should be assessed and evaluated.

Skills for Care is committed to improving support for people who display or are at risk of displaying behaviour which challenges. Please visit www.skillsforcare.org.uk/pbs for regular updates, support with funding and new resources.
9. List of references and resources

There are a range of reports and guidance relevant to PBS which have been developed over the past 25 years and remain as important today as they have ever been. This guide summarises the key points about PBS and training from these documents, which are available online at www.skillsforcare.org.uk/pbs.

- Positive and Proactive Care – a guide to minimising restrictive practices, Department of Health (2014).
- A positive and proactive workforce, Skills for Care and Skills for Health (2014).
- Ensuring quality services, core principles for the commissioning of services for children, young people, adults and older people with learning disabilities and/or autism who display or are at risk of displaying behaviour that challenges (‘EQS’, Local Government Association and NHS England (2014).
- Supporting staff working with people who challenge services, Skills for Care with the NDTI (February 2013)
- The autism skills and knowledge list, Skills for Care and Skills for Health (2011) (See also: autism qualifications and units).
- International journal of PBS (December 2014).
- Framework for working with people whose behaviour is perceived as challenging”, LINDAN (2015).