BUILDING CAPABLE ENVIRONMENTS
USING PRACTICE LEADERSHIP

WHERE WE BEGAN?

- PBS plan audit completed (BSP- QE11 Wright et al 2013)

- PBS plans average rated 80% and above

- Training had taken place

- Concerns:
  - Quality of Life
  - Reported levels of BoC
  - Recorded levels of as required medication
  - Observation and reports of environmental restrictions

WHAT GUIDES STAFF IN WHAT THEY DO?

- Paperwork and Processes

- Inspections – not good enough

- Audit – focuses on systems

- Telling them all the things they aren't doing

- Find out where people are at
  - Spend time in practice
  - Identify how to bridge the gap

APPRAISAL

- Be mindful of language – avoid terms audit / inspection. Not the message of a collaborative approach.

- A good life doesn't simply happen, it needs to be planned for, everyone needs to plan together.

- You start behaviour support by [helping a person] get a life. You don't start the process by decreasing problem behaviours (Horner 2002)

CAPABLE ENVIRONMENTS

(MCGILL ET AL 2014, 2020)

(McGill et al., 2014)		
Positive social interactions	Support for communication	Provision of opportunities for choice
Encouragement of more independent functioning	Personal health care and support	Provision of acceptable physical environments
Support to maintain/ establish relationships with friends and family	Support for participation in meaningful activities	Provision of consistent, predictable and personalised environments
Mindful, skilful support workers	Effective management and support	Effective organisational context

One element of capable environments appraisal

Characteristic	What does this involve?	Why is this important?	Working well	Opportunities for development
Support for participation in meaningful activity	Carers provide tailored assistance for the individual to engage meaningfully in preferred domestic, leisure and work activities and social interactions	Challenging behaviour is less likely when the person is meaningfully occupied Skilled support ensures that they can participate at least partially even in relatively complex activities	On occasions individuals are supported to prepare hot drinks and snacks Individuals are supported to engage in domestic tasks (laundry, mopping, dishes, etc.)	Support to engage in preparing snacks and drinks using graded assistance Develop visual schedule for preparing snacks/meals Review opportunities where individuals can dip in and out of activities

Adapted from McGill et al 2014, 2020

DATA COLLECTION

- Active Support Measure (Mansell et al., 2005), a measure of the quality of staff support;

- Momentary Time Sampling of Noah's engagement in activity and staff contact and assistance;

- Frequency, Duration and Episodic Severity (ES) of incidents of Noah's challenging behaviour (Crates and Spicer, 2016; LaVigna and Willis, 2016);

- Frequency of use of PRN medication in response to challenging behaviour.

Engagement in Meaningful Activity and Relationships

Session	Content	Participant activity	PBS team activity	Output
1	**Values-based support (Lovett, 1996; Sailor et al., 2011); capable environment framework adapted to include evidence for current support and opportunities for development (McGill et al., 2014, 2020)**	**Review support to focal person and complete appraisal tool**	**Guide appraisal of current support**	**Individual support plan developed using characteristics of capable environment.**
2	Overview of positive behaviour support (Gore et al., 2013); person-centred active support (PCAS) (Beadle-Brown et al., 2012).	Identify key areas of active support for focal person using the four principles of PCAS.	Guide development of detailed plans that incorporate characteristics of capable environment framework	Detailed plan for providing PCAS
3	Periodic Service Review (PSR) of plan (LaVigna et al., 1994)	Define performance standards and create individual PSR specifying: WHAT staff should do in OBSERVABLE terms; WHEN they should do it; WHO is responsible for each action; HOW everyone will know the action has been carried out	Guide development of PSR	PSR created with visual graph to allow monitoring
4	Using practice leadership to embed active support and capable environments (Beadle-Brown et al., 2015)	Training and mentoring other staff using a practice leadership approach	Guide development of plans to prevent challenging behaviour	Provision of daily x 15 minutes feedback to team members

Session	Content	Participant activity	PBS team activity	Output
5	**Identify barriers and enablers to implementation process** (Mansell *et al.,* 2008)	**Develop plan to promote implementation**	**Coach implementation skills such as leading team meetings, prioritising tasks, and addressing concerns in practice**	**Implementation skills practiced**
6	**Resolution Strategies** (Spicer and Crates, 2016)	**Create resolution (reactive) strategies for focal person**	**Guide development of plans for successful resolution of incidents of challenging behaviour**	**Resolution strategies developed**
7	Assessing and understanding meaning of behaviour (O'Neil et al., 2015)	Define focal person's behaviours that challenge and assess their functions	Guide to analyse data and produce a formulation	Person-centred understanding of the focal person's behaviour
8	Enabling opportunities and developing skills (Beadle-Brown *et al.*, 2012)	Identify opportunities for engagement; develop functional (fun) skills	Facilitate develop of plan and provide direct mentoring in service to implement and coach practice leadership	Plan to develop skill that is functionally equivalent to challenging behaviour

Multi-element Support Plan

Proactive			Resolution
Environmental Strategies	**Enabling Opportunities**	**Preventative Strategies**	**Non-Aversive Resolution Strategies (NARS)**
Settings Interactions Communication Activities Choices Participation Maintain relationships	Little and often Every Moment has Potential Maximising choice and control Graded Assistance	Removing events that predict challenging behavior Increasing events that predict positive experiences	Settings Interactions Communication Activities Choices Participation Maintain relationships

PRACTICE LEADERSHIP

- Hands-on Approach

- Coaching and mentoring

- Multiple levels of Practice Leadership

- Linked to IABA tiered competency framework
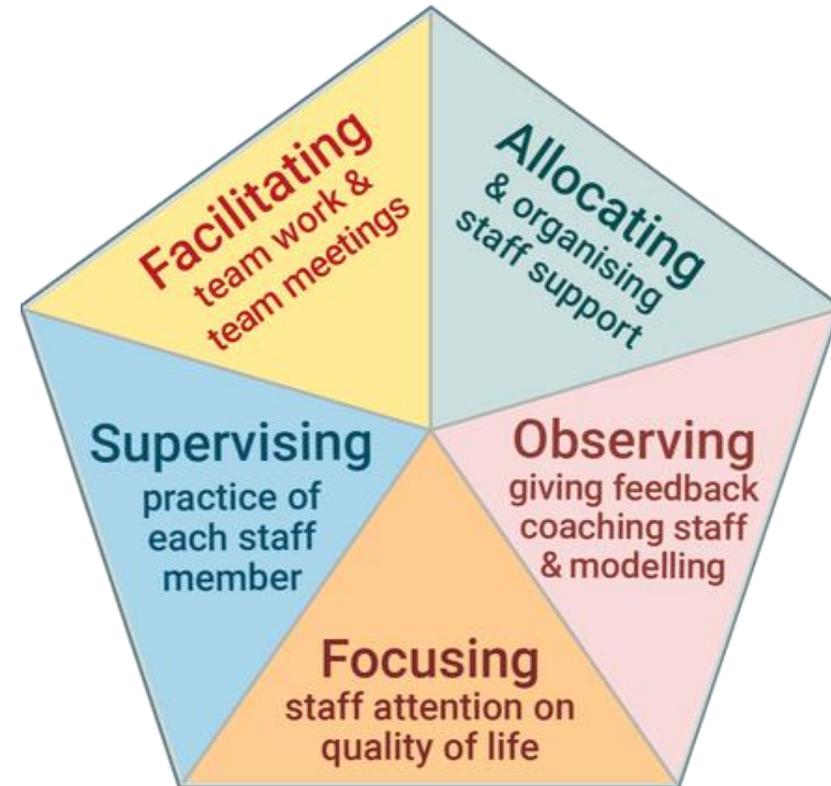
PSR STANDARD FOR PARTICIPATION IN ACTIVITY

WHAT	Exactly WHAT you want staff to do or the responsibility you would like them to perform in OBSERVABLE terms. *Arranges all items needed for baking activity as outlined in activity schedule*
WHEN	Specify exactly WHEN you want the action to be carried out. *To be done 30 minutes before scheduled activity planner*
WHO	Specify WHO has the responsibility for carrying out the action. *Lead support worker for this activity*
HOW	Specify HOW (verifiable) you will know the action has been carried out (e.g. direct observations, ability to answer questions on subject, ability to describe process in great detail, record review) *Direct observation by support worker 2 and visual account in reflective diary*

TEN A DAY

|	
Positive Social Interactions	
Support for communication	
Support for participation in meaningful activity	
Provision of consistent and predictable environments which honour personalised routines and activities	
Support to establish and/or maintain relationships with friends and family	
Provision of opportunities for choice	
Encouragement of more independent functioning	
Personal care and health support	
Provision of acceptable physical environments	
Mindful skilful carers	

INCREASE IN: ENGAGEMENT INTERACTION COMMUNITY PRESENCE

Momentatary Time Sampling - Level of engagement, staff support & ASM

	Active Support Measure	Noah Social Interaction	Noah Engagement	Staff No Interaction	Staff Assistance	Staff Praise
Baseline MTS	15	5	4	48	13	8
End of Course	28	30	35	19	32	20

PARTICIPANT'S FEEDBACK
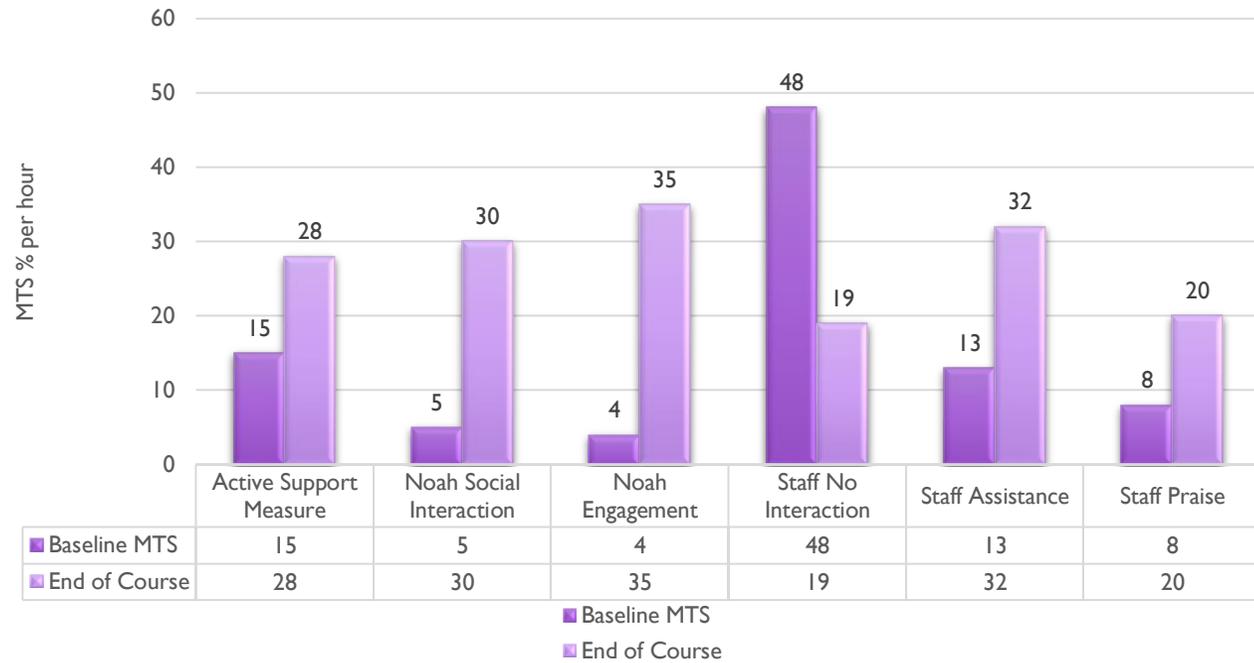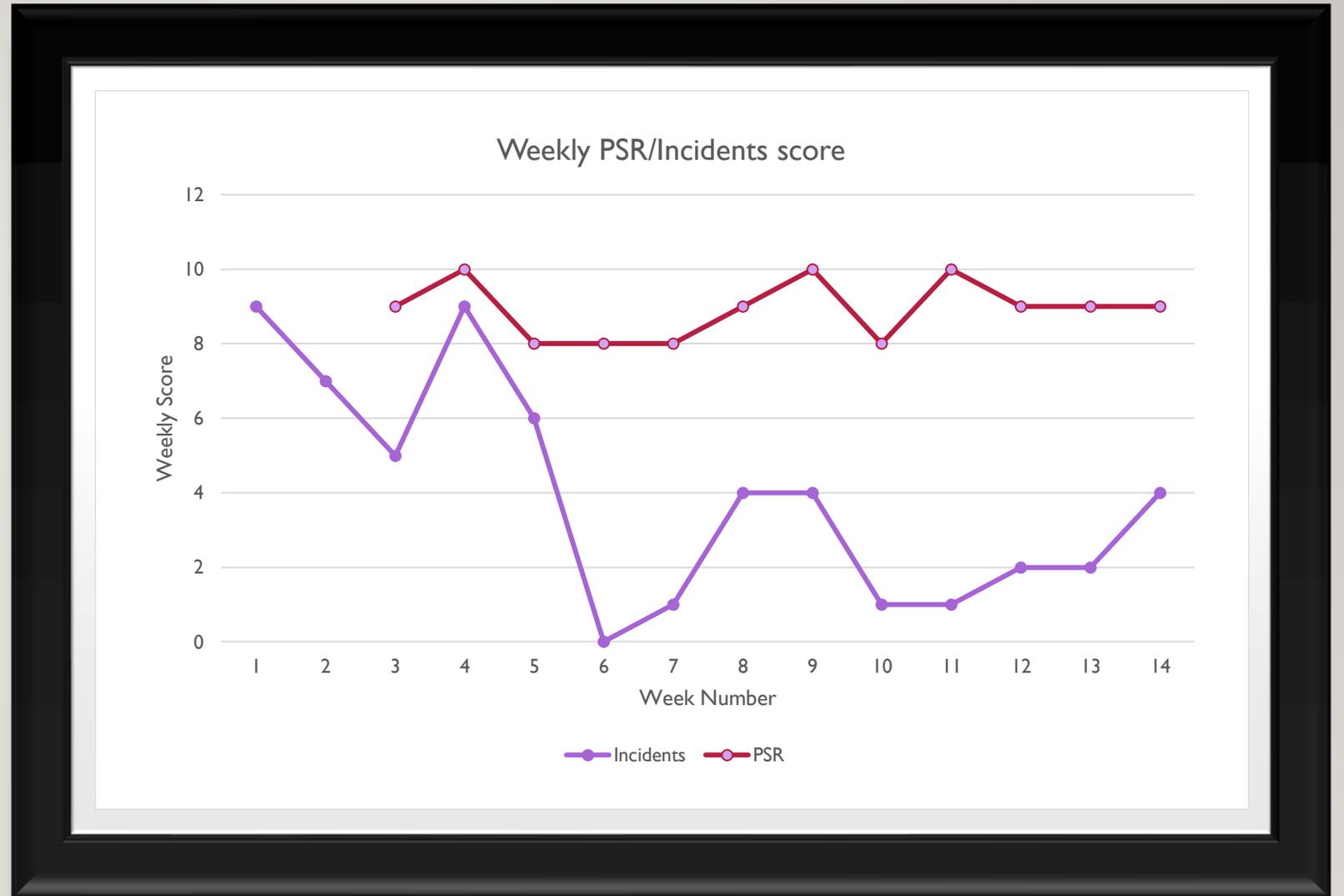
"[Capable Environments] is a method of working where you help an individual to achieve a better quality of life by modifying their environment, including how you work with them, rather than directly trying to change the individual."

"I am making a point of getting more involved in direct support, providing development ideas and mentoring staff."

"I enjoyed completing observations for the 10-a-day as it caused a bit of competition"

"I know that monitoring practice is a really important part of my day and it is taking the time to say, I am focusing on this piece of work for the next 30minutes."

"[I learned] that doing 10 simple tasks each day can have such a big impact on the people we supports lives."

CONCLUSIONS

A focus on quality of life (why we are here) → A framework of support(capable environments) → A method to implement (person centred active support)

Support to implement (Practice Leadership & PSR) → How do we know it is working (QoL , subjective and objective data)
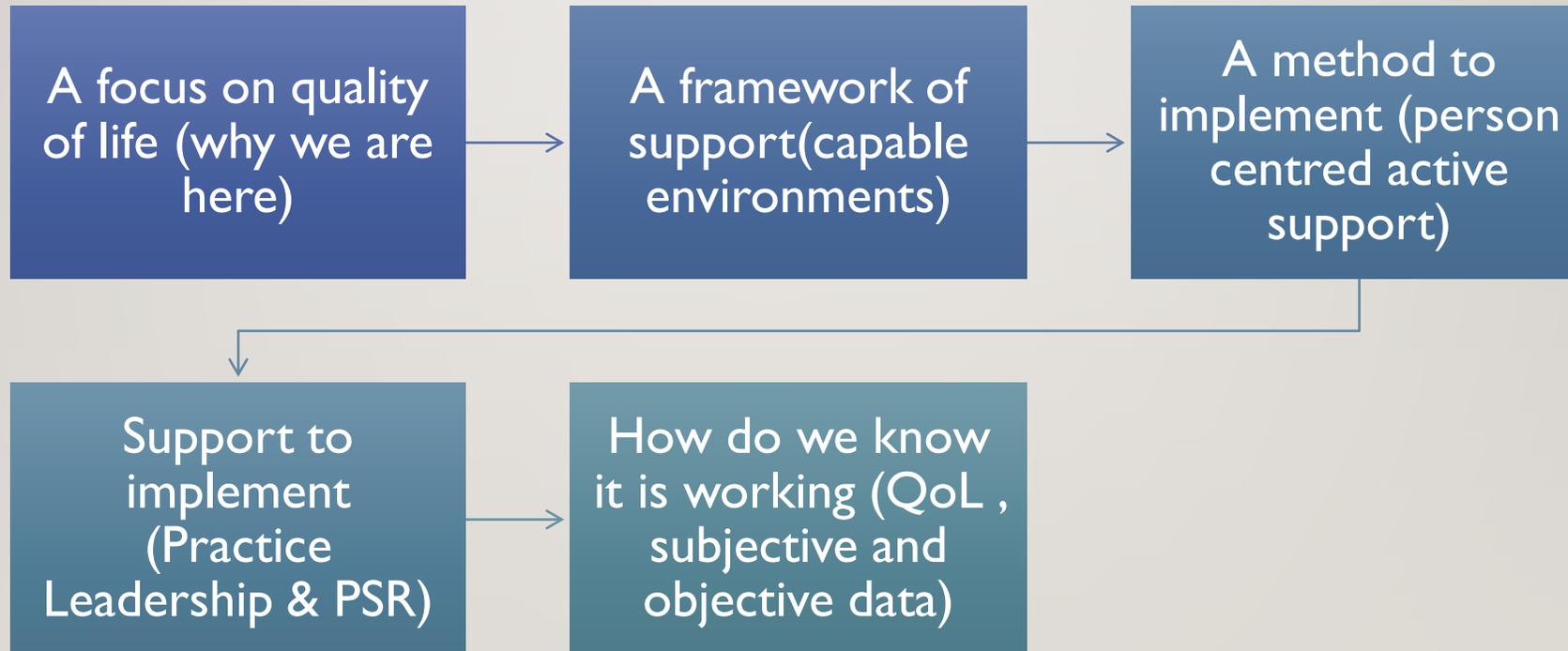
HUMANISTIC APPROACH = PEOPLE GET THE SUPPORT AND SERVICE THEY NEED

'Our job is not to fix people,
but
to design effective
environments'

Rob Horner

THANK YOU! ANY QUESTIONS?

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