

Positive Behaviour Support for Adults with Dual Diagnosis in Educational Settings

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Presentation Overview

- Changing Role of Educator
- Key Features of Positive Behaviour Support
- What is Challenging Behaviour?
- Method of Functional Assessment
- Positive Behaviour Support Process
- Case Studies One and Two

Changing Role of Educator

- The changing role of the educator
 - Information gathering and wider assessment of needs
 - Liaising with other professionals/ parents/ carers
 - Specific knowledge on behaviour technologies

What is challenging behaviour?

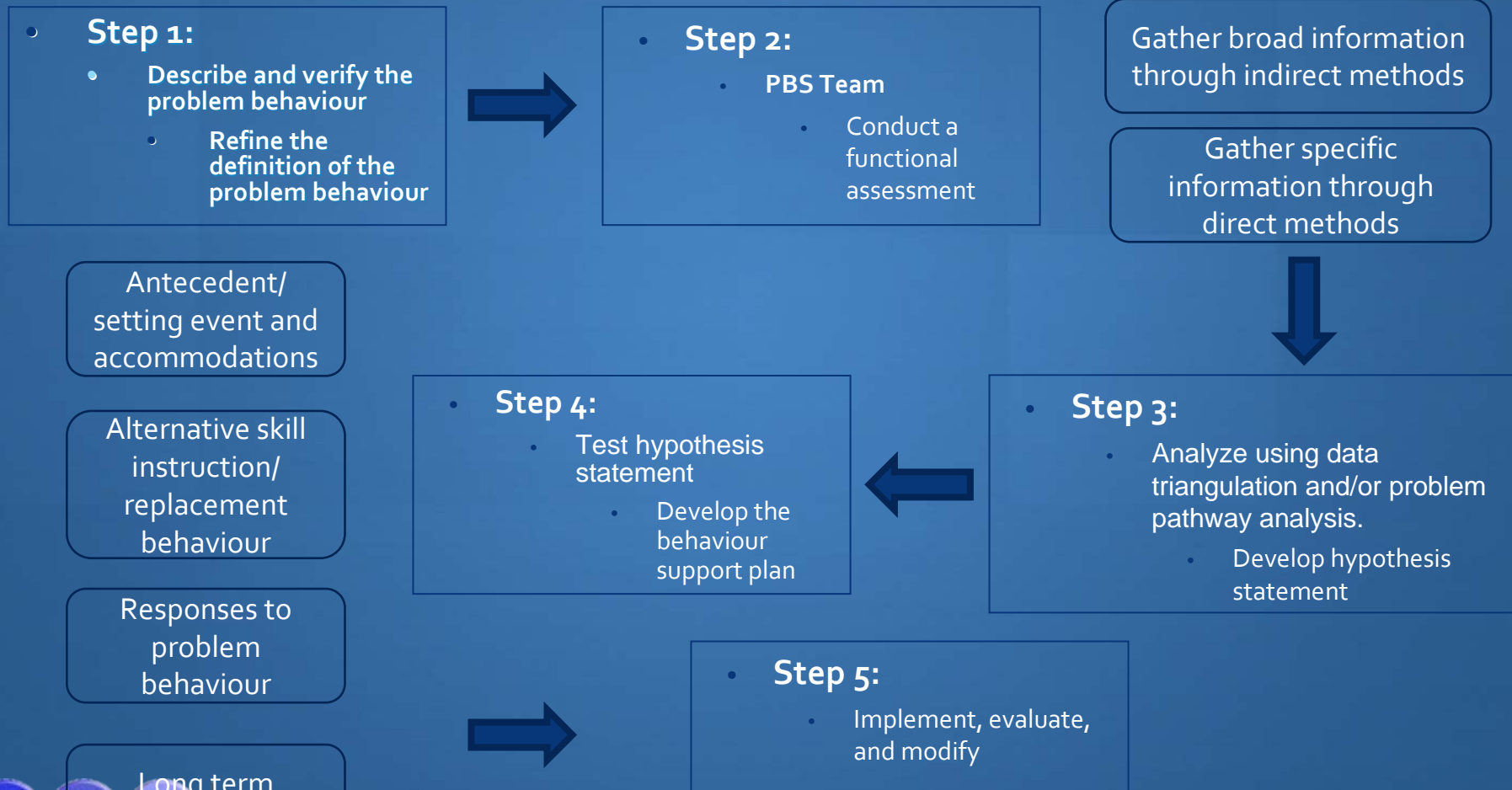
- "Severely challenging behaviour refers to behaviour of such an intensity, frequency or duration that the physical safety of the person, or others around them, is likely to be placed in serious jeopardy.
- It can also describe behaviour which is likely to seriously limit use of, or result in the person being denied access to, ordinary community facilities."
- Emerson et al (1987)

Key Features of Positive Behaviour Support

- Ecologically orientated
- Assessment based and individually customised
- Preventative and educational
- Lifestyle and inclusion focused
- Comprehensive
- Team based
- Respectful and long term focused

- Bambara & Kern (2005)

Positive Behaviour Support Process: Functional Assessment

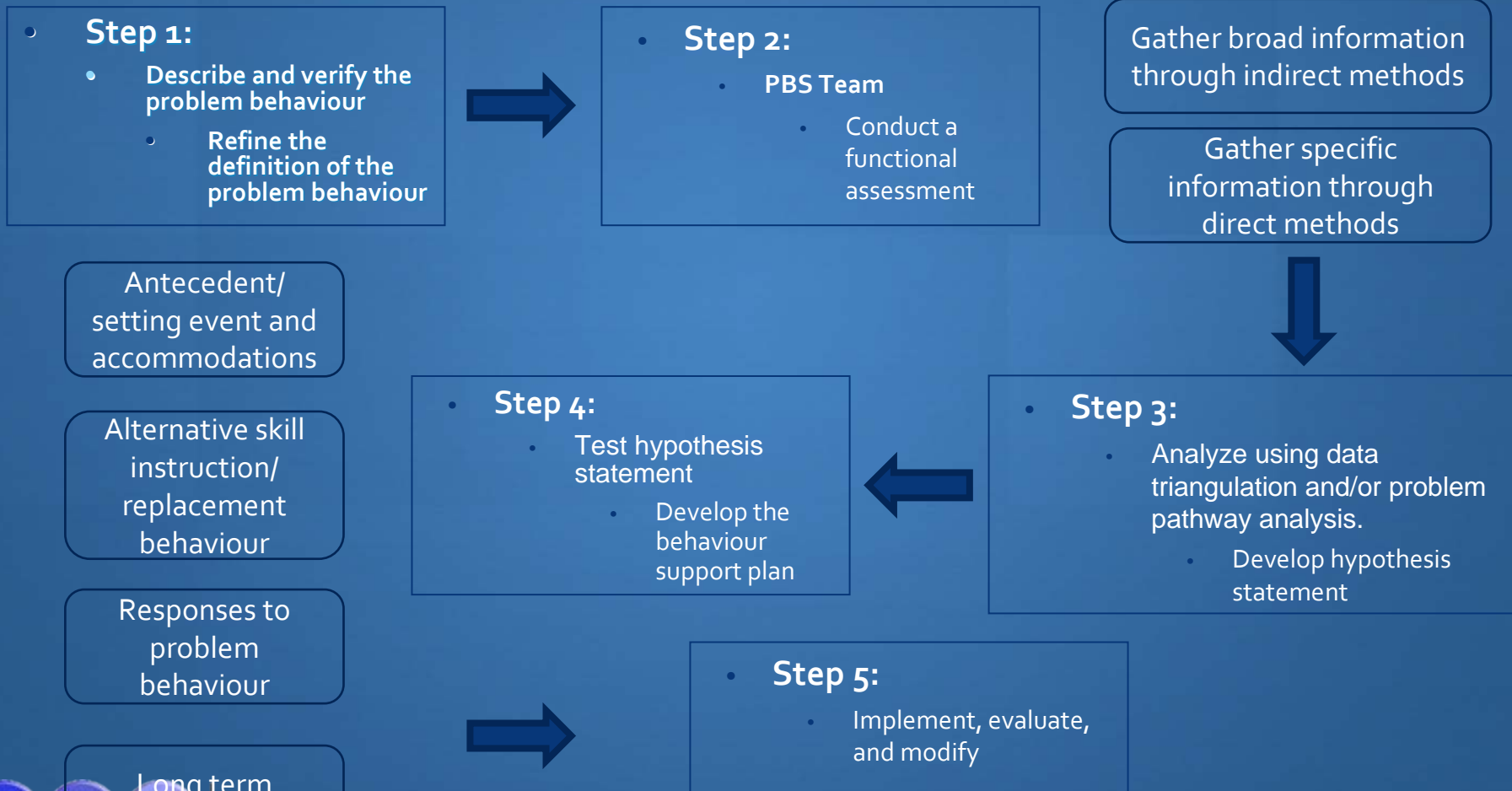


Case Study - Abdul

Profile

- 27 year old male with dual diagnosis
- Lives at home with a large supportive family
- Attends day care provision and on site classes provided by local college
- Behaviour: verbal and physical aggression towards peers, negatively influences his peers, disrupts activities, skills deficit in personal safety and personal care
- Initial response: 1 to 1 attention when his behaviour upsets others, rule reminders, meetings held with parents and social worker
- PBS process started through staff training

Positive Behaviour Support Process: Functional Assessment



Case Study: Stephen

Profile:

- 45 year old male on the Autistic Spectrum with low level verbal communication skills and obsessional behaviour
- Living in supported accommodation with regular contact with his sister
- Mixed provision from day care centre to college
- Behaviour: running off before, during and after class, de-facing books in the library, urinating in library, spitting at library books and the floor, refusal to let go of note book and pens, stubborn refusal to start or complete tasks in class
- Initial response: Warnings given to student and liaised with day centre staff, behaviour persisted due to lack of support in college and student withdrawn from college provision. Meeting with day centre staff/ carers decided to use PBS process to see if student could return to college.

PBS Process

- **Step One**
 - Problem behaviour defined – running off to library when unsupervised and causing damage to library books and facilities
- **Step Two**
 - Functional Assessment – observations from staff in team and library, meetings with day centre staff and family, record of incidents (ABC Chart) and online internal forum discussion (Moodle)
- **Step Three**
 - Hypothesis – student was unable to cope with unstructured and unsupported time during college day

PBS Process

- **Step Four**

- **Development of behaviour support plan**

- Antecedent – case made for 1 to 1 support
- Alternative skill instruction – intensive work on note pads/ pens obsession, asking for support – communication skills – building wider life skills i.e. Travel training, use of money
- Long term supports – individualised targets set for developing independence and reducing reliance on 1 to 1 support

- **Step Five**

- **Implement and evaluate plan**

- Improvements logged on behaviour and engagement in learning process tracked and cross partnership update meetings/ feedback on discussion forum. Improvements in behaviour and achievement at both college and day centre.

Conclusions

- PBS provides a valuable structure to support those with problem behaviour
- Staff develop increased awareness of individual support needs
- The process is adaptable to suit a variety of settings
- Detailed information gathering in initial assessment
- Team work is essential in providing a wide knowledge base with clearly defined roles
- Positive behaviour support should be part of general staff

Contact Details

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