



A Review of Behaviour Practitioners in Post

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Thanks to:



Marianne Bond Wooldridge
(Dimensions)



Jonathan Beebe
(University Of Hertfordshire)





Why ask?

- Local → Ireland → UK
- PBS is on the agenda post-Winterbourne / HIQA
- Behaviour support is not a protected field but we work with some of the most vulnerable people
- What is PBS?
- Social media experience – perceptions



Research Aims

1. To identify the skills and duties of existing practitioners.
2. To investigate how behaviour support services fit into the overall service structures so effective support structures can be developed
3. To 'future-proof' behaviour services by ensuring appropriate planning and recruitment of future behaviour practitioners to meet service needs.





Who took part?

	<i>Sample</i>	<i>n</i>
	Ireland (Irl)	96
	United Kingdom (UK)	327
	Combined (C)	423

- Allowed question skipping to ensure anonymity
- Average response rate per question 81%

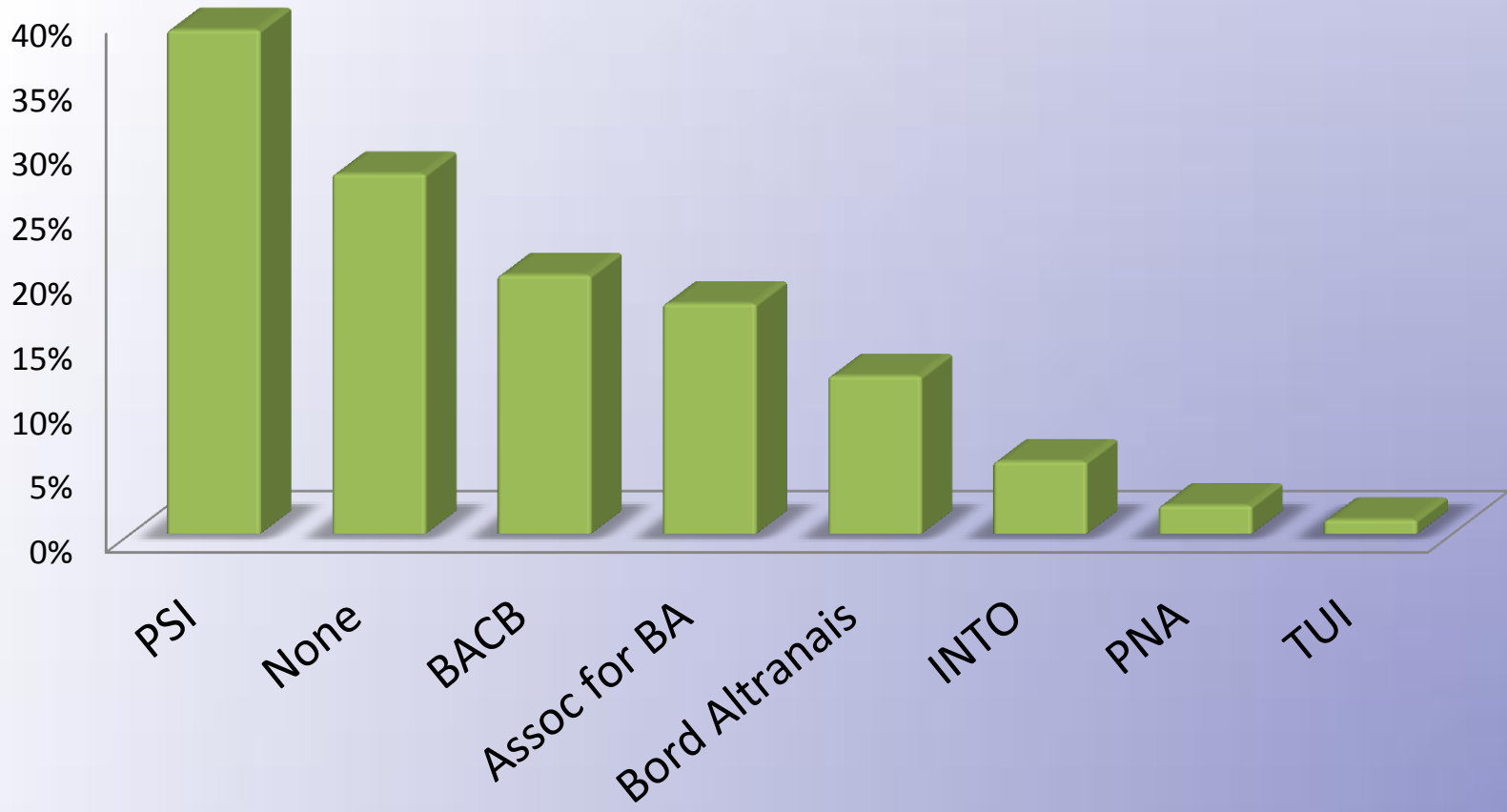


Who are we?

We Are:	 Ireland	 UK
Female	73%	
Working with	Children (71%) & Adults (40%)	Adults (68%) & Children (43%)
Working for	1-6 years (54%)	15+ years (48%)
Qualified as	Psychologist (47%) and / or ABA (23%)	Nursing (32%); ABA (24%) and/or Psychology (15%)
Working in	<ul style="list-style-type: none"> • Special school (55%) • Home (38%) • Community based residential service (37%) • Community based day programme (32%) 	<ul style="list-style-type: none"> • Special school (27%) • Home (29%) • NHS or Community based residential service (59%) • Supported Living Service (28%)

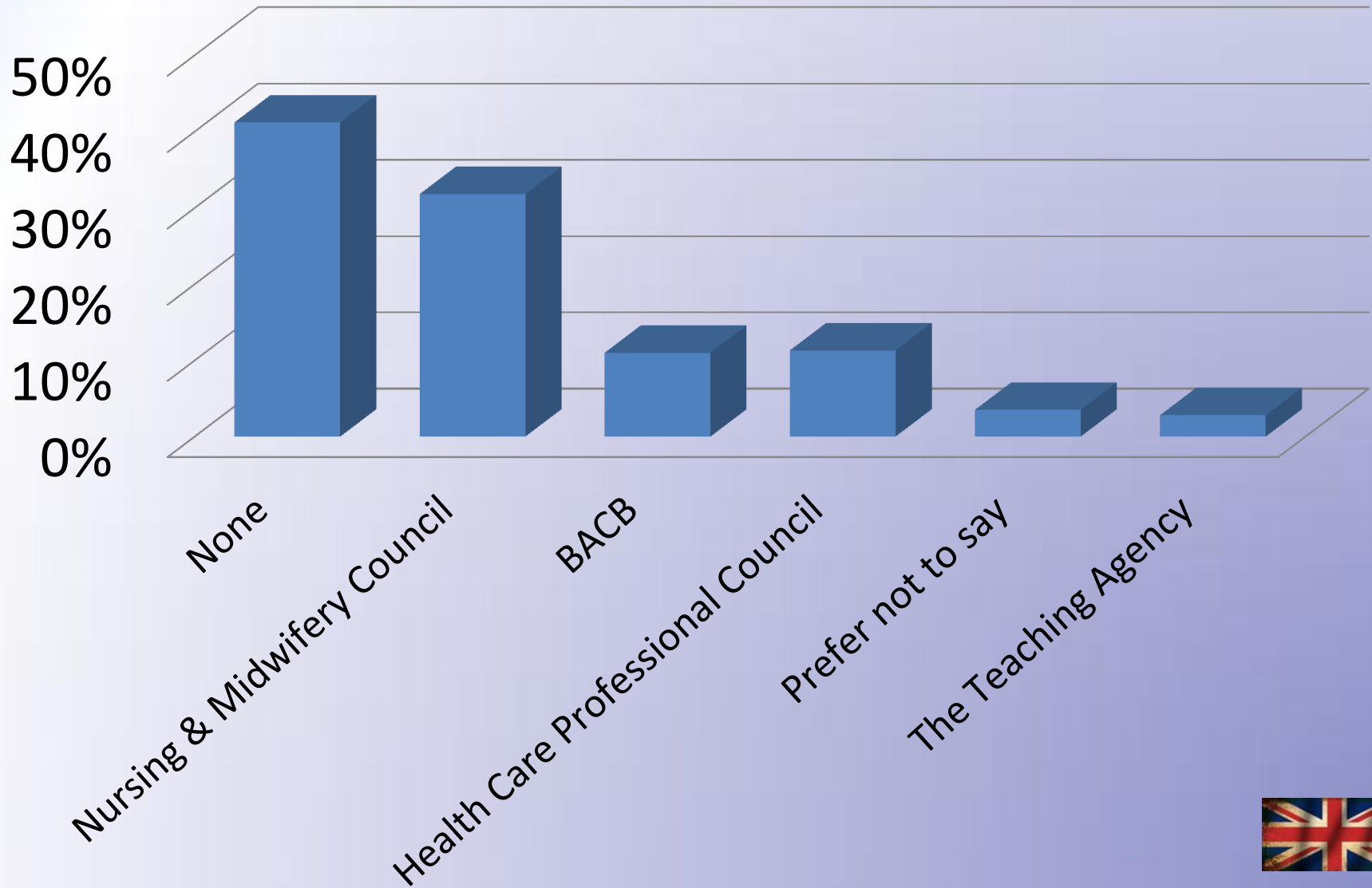


Professional Accreditation





Professional Accreditation





35% have no professional registration with a regulated professional body





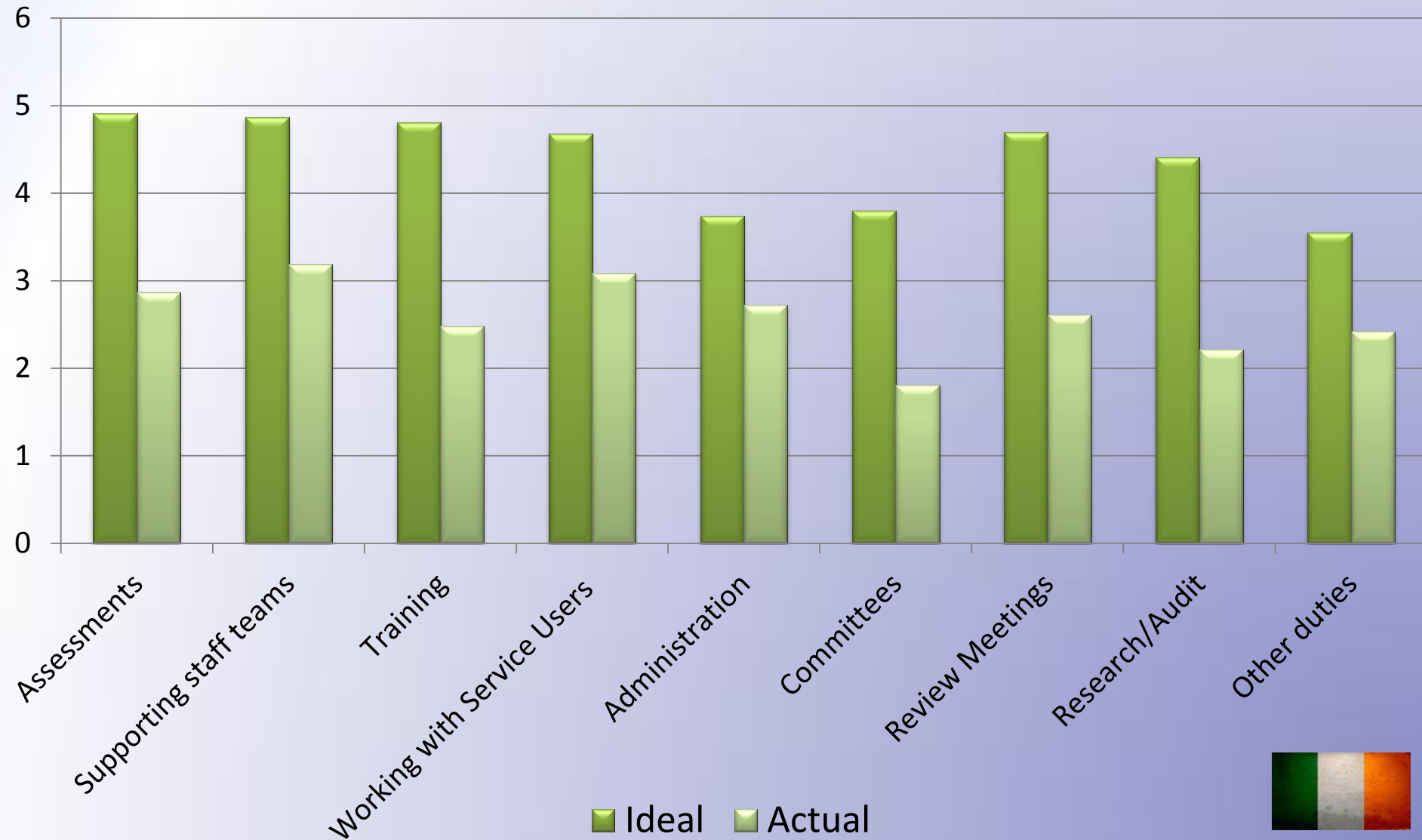
What do we do all day?

- Number of assessments completed – 12.5
- Number of consultations completed - 38
- What are our duties? How does this match up to what we *feel* we should be doing?



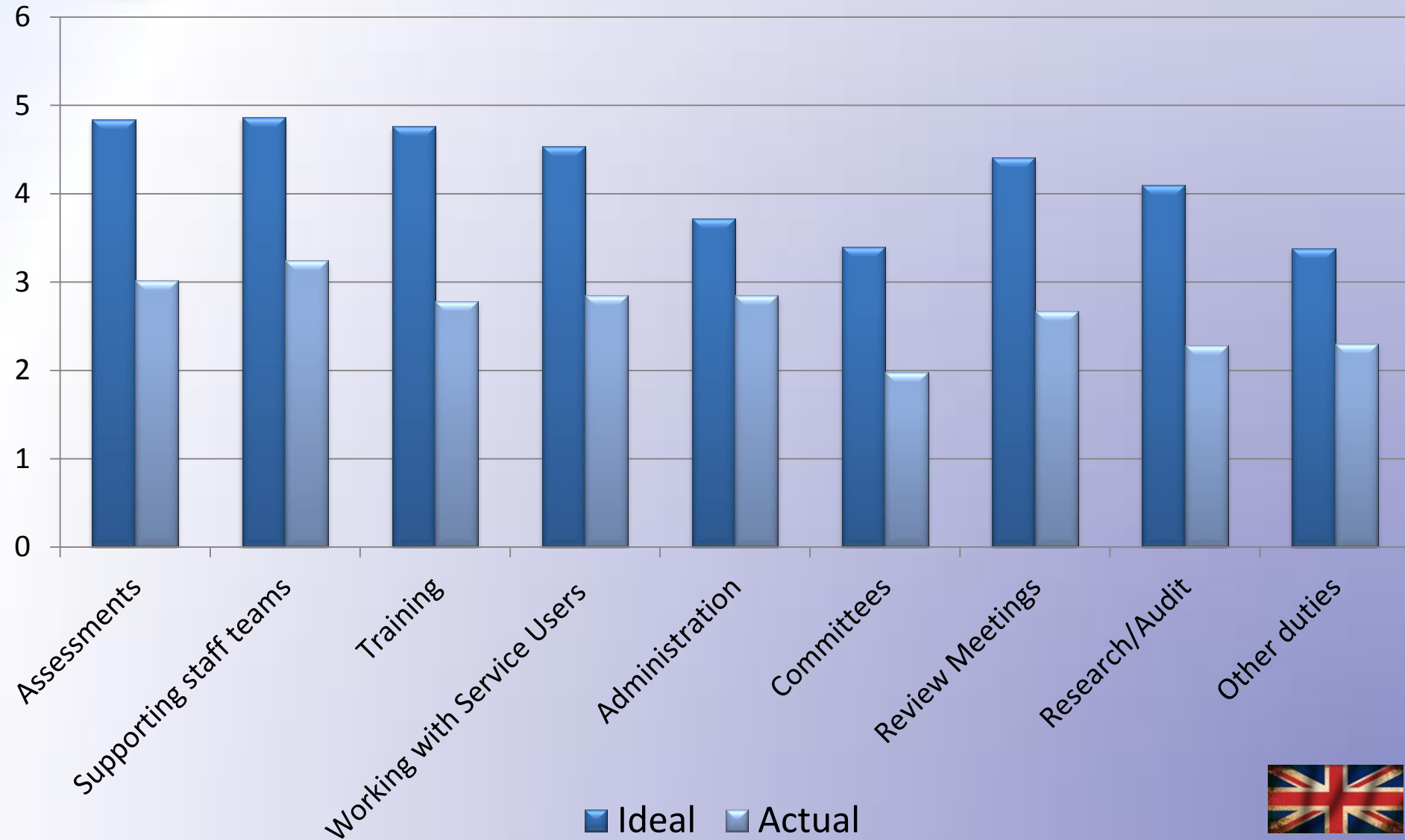


Ideal v. Actual Duties





Ideal V. Actual Duties





PBS (UK)

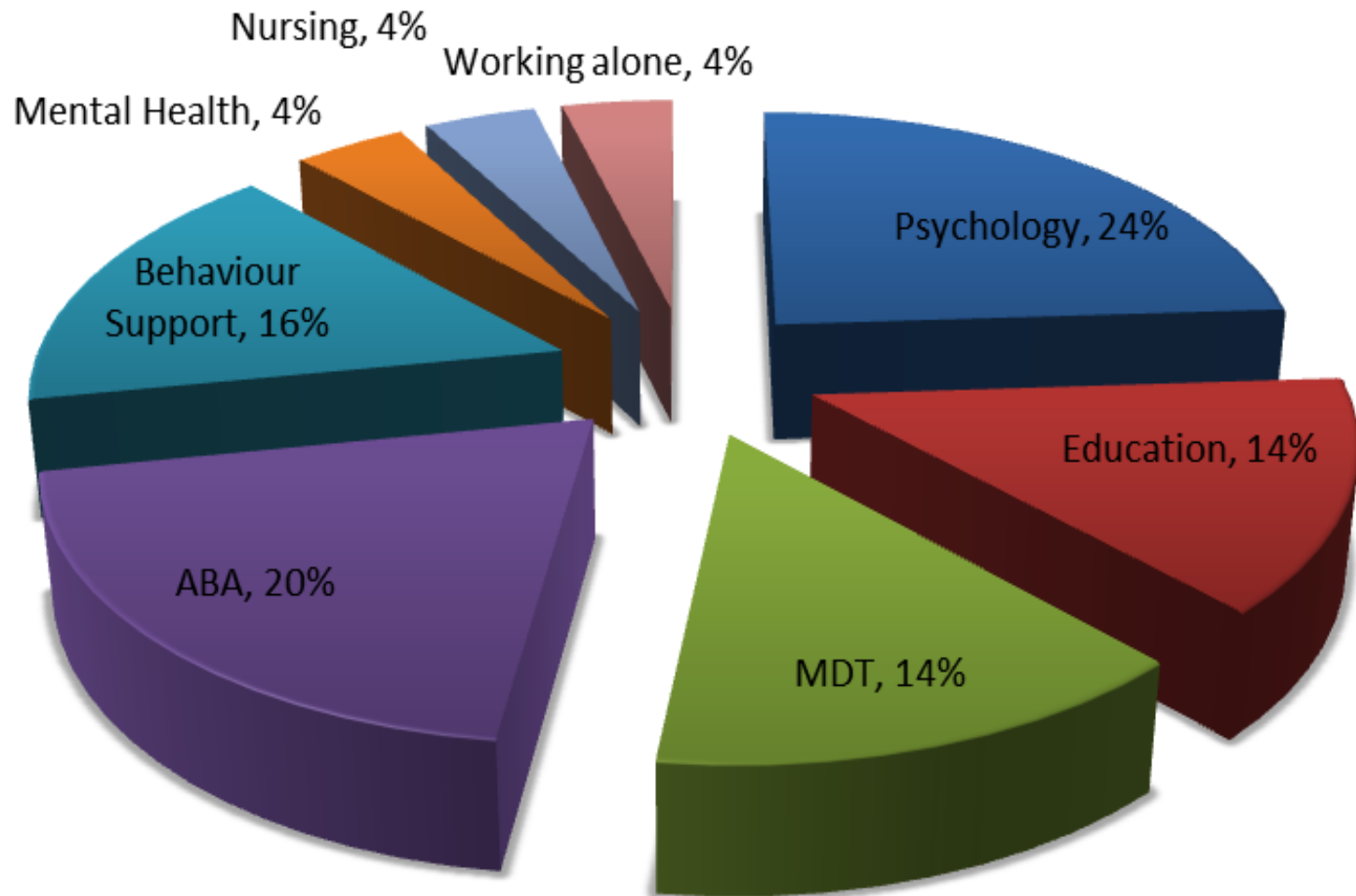
Table 1: Key components of PBS

Values	1. Prevention and reduction of challenging behaviour occurs within the context of increased quality of life, inclusion, participation, and the defence and support of valued social roles
	2. Constructional approaches to intervention design build stakeholder skills and opportunities and eschew aversive and restrictive practices
	3. Stakeholder participation informs, implements and validates assessment and intervention practices
Theory & evidence base	4. An understanding that challenging behaviour develops to serve important functions for people
	5. The primary use of applied behaviour analysis to assess and support behaviour change
	6. The secondary use of other complementary, evidence-based approaches to support behaviour change at multiple levels of a system
Process	7. A data-driven approach to decision making at every stage
	8. Functional assessment to inform function-based intervention
	9. Multicomponent interventions to change behaviour (proactively) and manage behaviour (reactively)
	10. Implementation support, monitoring and evaluation of interventions over the long term

Gore et al, 2013

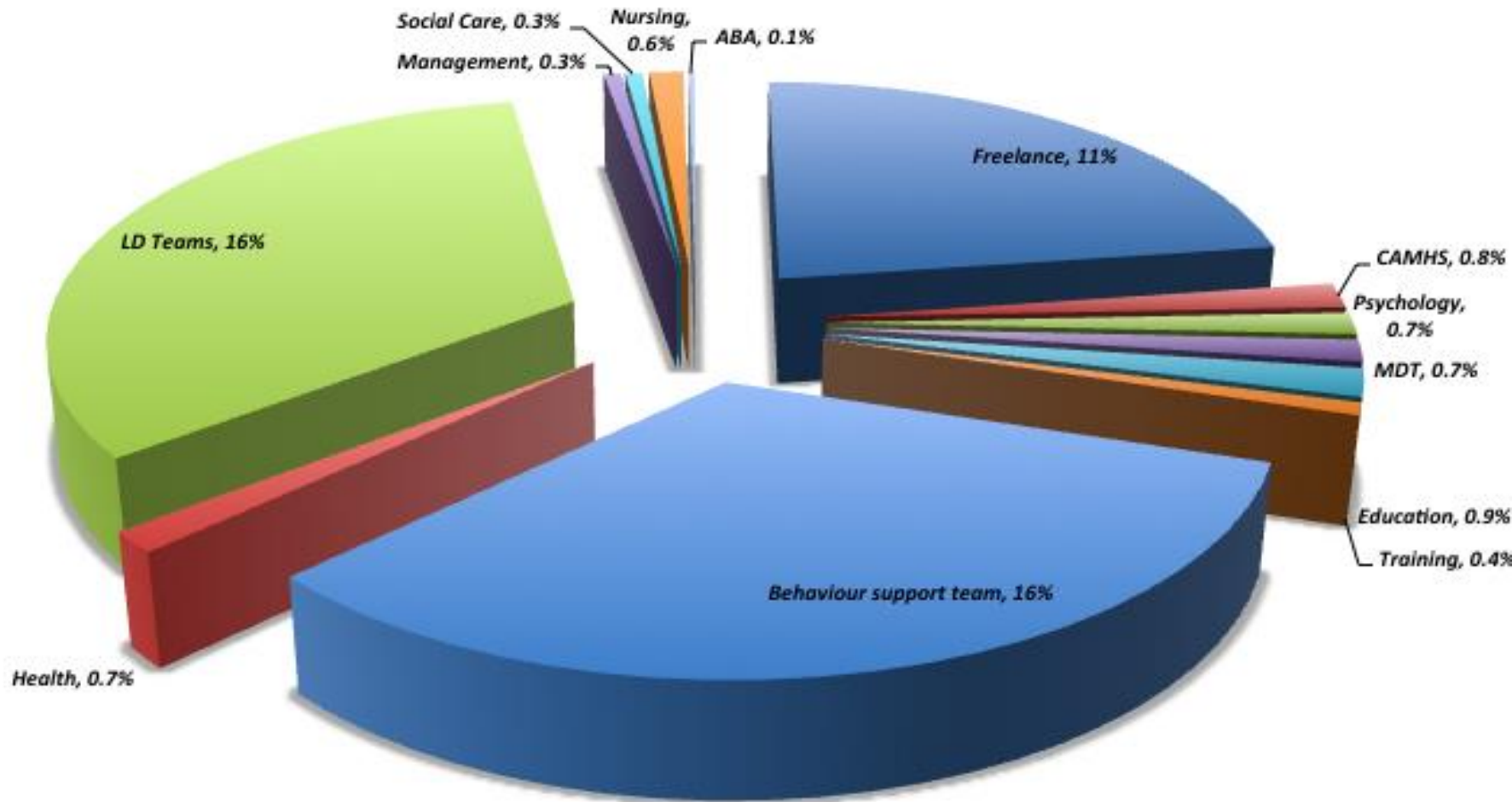


Where do we fit into Service Structures?





Where do we fit into Service Structures?





11% working alone in UK; 4% in Ireland

Only 16% working within Behaviour Teams.

Lots of professionals may be isolated from peer support and clinical supervision.



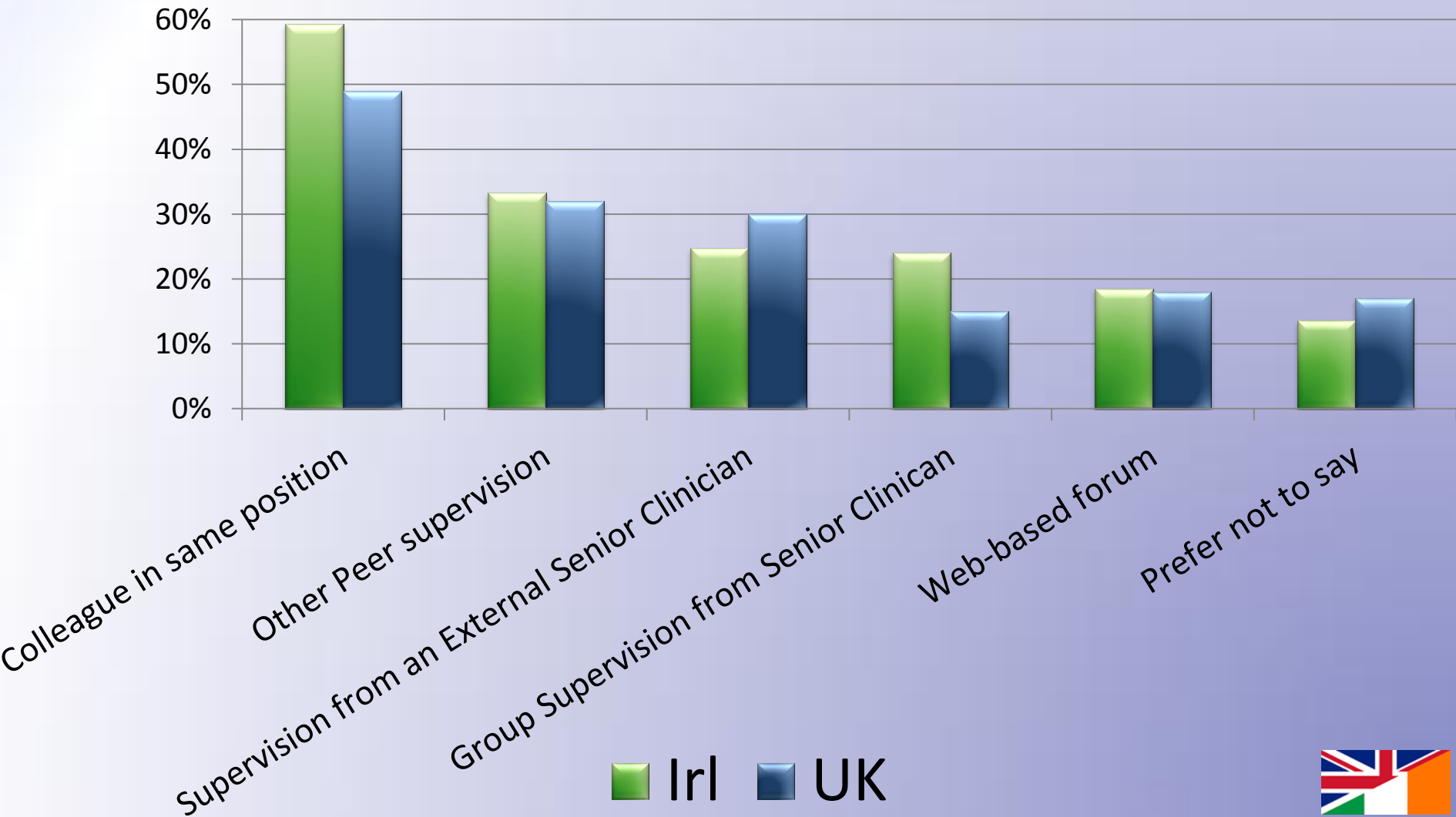
Who do we report to?

- Line management – 86%
- Clinical Supervisor – 61%
 - With specialist training in behaviour – 71%
- So only 43% receiving *behaviour specific* supervision



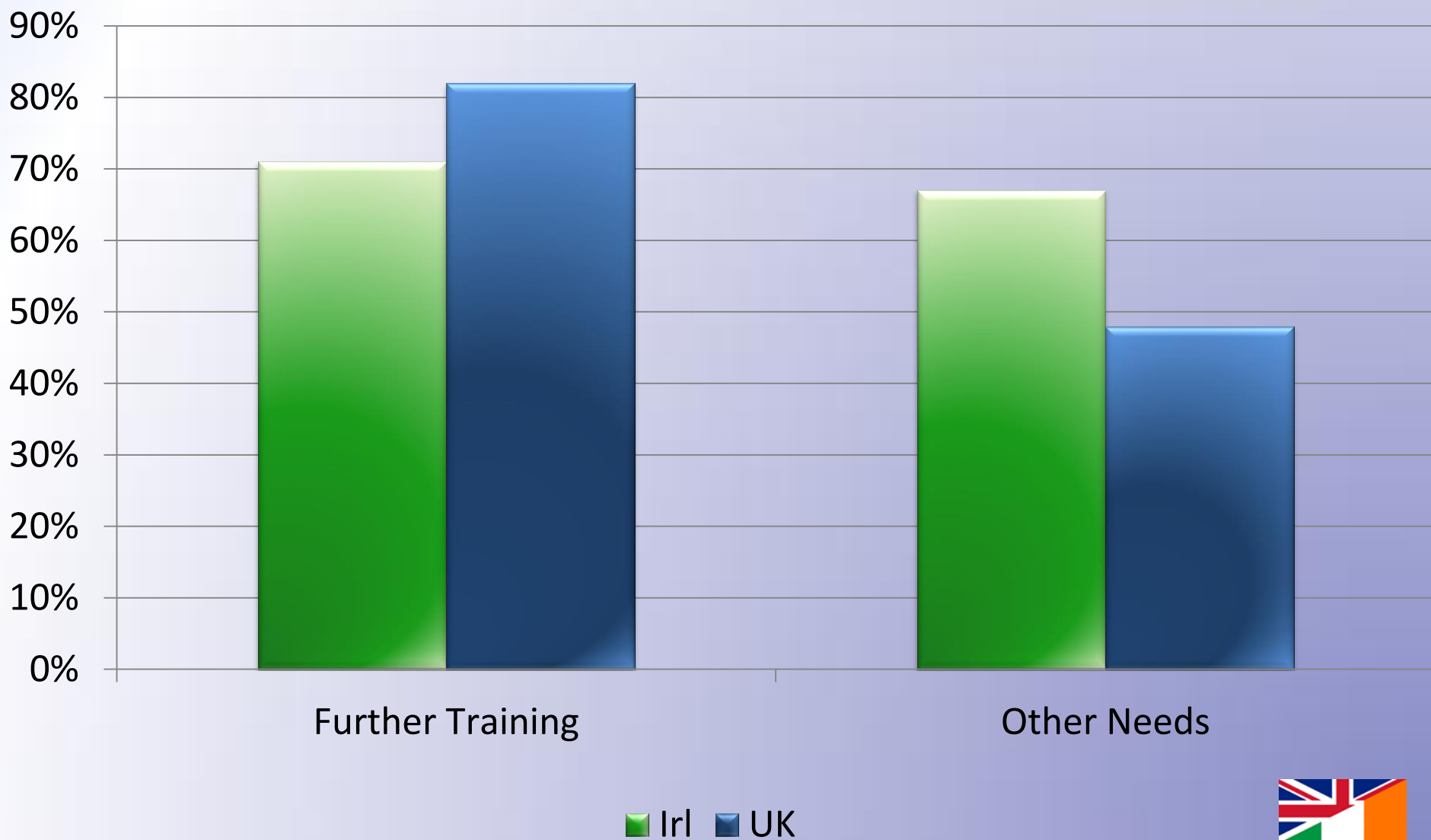


What additional support do we get?





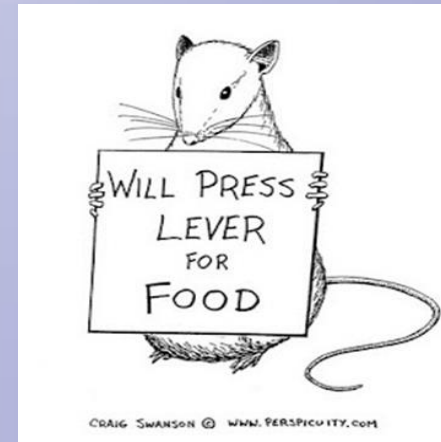
What supports do we need?





What other support do we need?

- Training
 - D.Clin.Psych, CBT, ABA, MSc, PGDip, BTEC
 - Sexuality, Education, Autism, PECS, Feeding programmes, Play Therapy, Marte Meo, Play Therapy, Health, Eating disorders, Positive handling, Sleep, Verbal Behaviour
- Other Needs:
 - Team Supports
 - Professional Recognition & Links
 - MDT's
 - Admin & resources
 - Supervision
 - Time
 - Access to literature



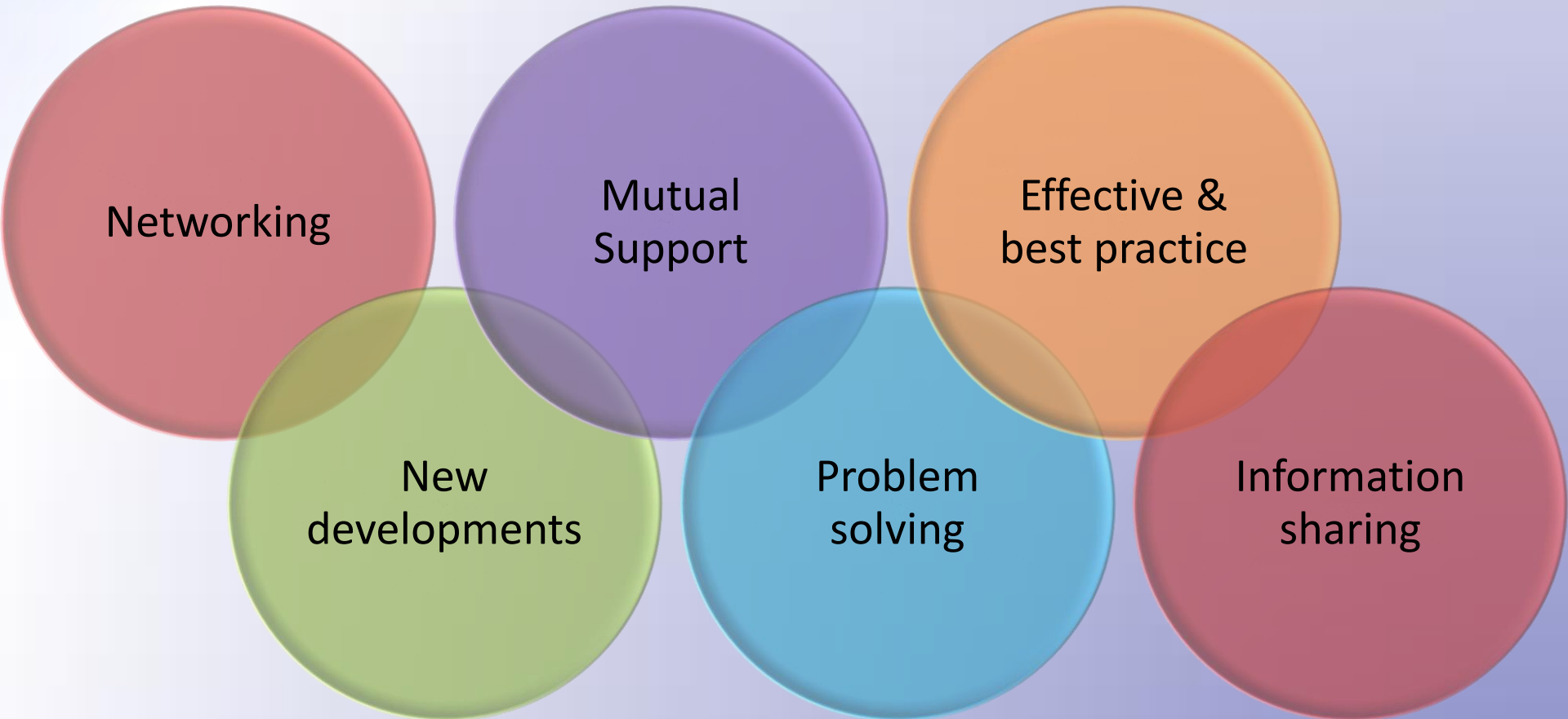


So what do we do with this information?





Peer Support



But restrictions make it difficult to meet face-to-face



Internet resources

- Facebook

ABA Ireland; PBS Ireland; PBS Chat; Callan Institute

- Linked In

Managing Challenging Behaviour, The Behaviour Analysis Network;
Board Certified Behaviour Analysts

- Behaviour Analysis in Ireland

www.behaviouranalysisinireland.wordpress.com

- Irish Association of Behaviour Support

www.iabs.ie

- PBS Ireland on Dropbox





Networking

- ABAF
- EABG
- UK-SBA Workshops
- Training events
- PSB Ireland



Best practice guidelines

- Own professional Guidelines & Ethical Codes
- Universal Declaration of Human Rights
- BACB Guidelines for Responsible Conduct For Behaviour Analysts
- Journals – Journal of PBS, JIDR, JABA, etc.
- Professional groups (DBA, BACB, IABA, etc.)



Summary

- Wide variety of skills and professional affiliations amongst current practitioners in post.
- Highlighted issues in relation to obtaining appropriate supervision
- Current needs that practitioners have in order to fulfil their posts effectively
- Standards and systems necessary for current and future practitioners.



Opportunities (UK)

- PBS training courses
- Competencies
- Accreditation of courses
- Standards for practitioners
- Dissemination
- Mentoring and supervision
- Consistency and agreement
- Peer supervision sessions - regional
- UK-SBA SIG
- HCPC



Future Development of Teams

- Service commitment to core behavioural values
- Building a team to match



I don't know
who I am
anymore



I have
real identity
crisis



Look!
How many
affiliations I have!





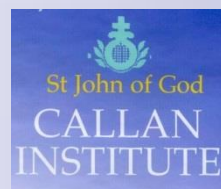
Thanks & Questions



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- The best ways to support behaviour practitioners within services
- How to ensure best practice for the people in receipt of behaviour services given the current variance in clinical structures and professional accountability and clinical governance.
- To identify how Services can develop behaviour support departments to ensure they are moving towards a more cohesive, professional positive behaviour support structure.



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