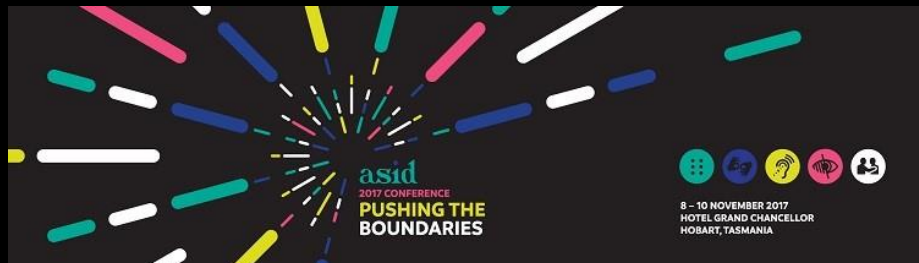


Quality control for positive behaviour support in disability services

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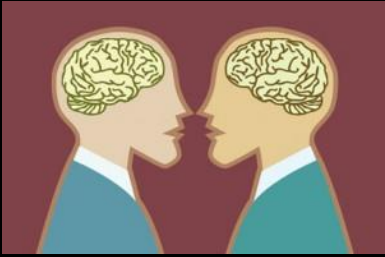
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There are 4 key components of PBS

(Dunlap, Sailor, Horner & Sugai, 2009)



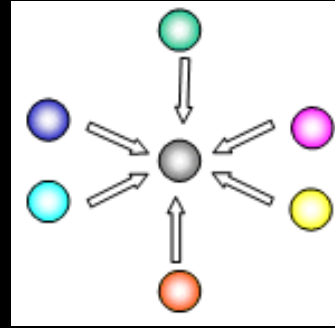
BEHAVIOURAL SCIENCE

ABA (FBA)

Prevention

Teach expected behaviours

Reinforcement



MULTICOMPONENT INTERVENTIONS

Natural contexts

Generalisation

Linked to FBA

Practical and effective



LIFESTYLE OUTCOMES

Guided by clients and their
advocates

Ecologically valid

Durable change

Not just behaviour change



SYSTEM CHANGE

Organisations

Culture

Policy

Decisions

Sustainability

PBS is...

*PBS is an approach to behavior support that includes an ongoing process of research-based assessment, intervention, and data-based decision making focused on building social and other functional competencies, creating supportive contexts, and preventing the occurrence of problem behaviors. PBS relies on strategies that are respectful of a person's dignity and overall well-being and that are drawn primarily from behavioral, educational, and social sciences, although other evidence-based procedures may be incorporated. **PBS may be applied within a multi-tiered framework at the level of the individual and at the level of larger systems (e.g., families, classrooms, schools, social service programs, and facilities).***

Therefore, a PBS perspective can be considered more reflective of a supports model of disability, grounded in the context of the individual person and focusing on the need for change on various levels, including the immediate environment, their social interactions, **and the specific systems surrounding the person.**

a process of assessment and intervention, an approach, or a framework. Many refer specifically to functional behavioral assessment, many refer to quality of life as the goal, and many explicitly focus on outcomes for a target individual. Others emphasize an integration of science and values, the design of constructive environments, and systems change. All of the definitions include features that are clearly relevant to applications of PBS, but the stress and prioritization of characteristics differ from definition to definition. As suggested by Dunlap et al. (2014), communication within and outside of the field could be enhanced if an updated and unified definition were developed and adopted.

A session at the 2014 Annual Conference of the APRS (Dunlap & Kincaid, 2014) addressed the issue, provided some historical context, and put forth a draft of an updated definition of PBS that the presenters had developed with email and telephone input from approximately 13 leading authors and program developers in the PBS arena. A set of criteria was advanced for consideration. These asserted that a definition of PBS should have the following attributes:

1. **Face validity:** Does the definition accurately describe the field? Are practitioners comfortable with the use of the definition as being inclusive of their endeavor?
2. **Distinguishes PBS from Not-PBS:** Can the definition be used to identify approaches that are or are not PBS? Does it draw a clear line between PBS and other endeavors that may share some but not all of the PBS characteristics?
3. **Pertinent for all levels of PBS application:** Is the definition broad enough to represent all current PBS activities within different systems and settings and populations? Is it also broad enough to cover applications with future systems, settings, and populations?
4. **Useful for consumers:** Can a wide range of consumers use it as a definition that researchers and practitioners, parents and professionals, policy makers, administrators, and direct support staff can understand and find useful for describing their philosophy, values, and activities?

Purpose: Is it sufficiently clear and concise to be the definition clearly explained in relatively few terms and sentences?

The majority of the 2014 APRS session consisted of discussion regarding the criteria and the particulars of the proposed definition. Following the conference, an electronic distributed questionnaire was shared with more than 50 APRS members to gather further input regarding the criteria, essential elements to be included in a definition, and adequacy of the proposed definition. More than 200 APRS members responded to the survey within the first 2 weeks and provided overwhelming support for the five criteria.

PBS is an approach to behavior support that includes an ongoing process of research-based assessment, intervention, and data-based decision making focused on building social and other functional competencies, creating supportive contexts, and preventing the occurrence of problem behaviors. PBS relies on strategies that are respectful of a person's dignity and overall well-being and that are drawn primarily from behavioral, educational, and social sciences, although other evidence-based procedures may be incorporated. PBS may be applied within a multi-tiered framework at the level of the individual and at the level of larger systems (e.g., families, classrooms, schools, social service programs, and facilities).

This definition has face validity and can most effectively

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Kincaid et al. (2016)

meaningful change for individuals with challenging behavior. The medical model does not provide a template with which to understand how specific idiosyncratic contexts affect impairment, and the social model, while recognizing the distinction, often fails to identify the frequent shortcomings supports that an individual might need, at the expense of calling for collective social action to reduce the effects of a disabling society. However, both models have been portended rather simplistically in the literature and it can be argued that both have "run out" since the initial debate about their relative merits and disadvantages began in the early 1980s (Oliver, 1983). Nevertheless, the question of their respective utility for generating effective approaches to challenging behavior remains a valid one. A supports model of disability offers more insight into the nature of disability and the occurrence of challenging behavior but to date has only been infrequently discussed in this context. However, it has been used to develop a more effective approach to

and utilize an effective technology to bring about real change for the individual displaying challenging behavior. This promise explains in part why disability services in several countries have adopted PBS. However, PBS must also deliver on this promise, and although a substantial body of research regarding efficacy has developed over the past 25 years, more is needed in specific areas. These include (a) how cost effective are supports delivered through PBS; (b) how to ensure that the quality and integrity of behavior support plans are maintained within services; and (c) do the supports offered within a PBS framework improve quality of life for the individual with intellectual disability across social, interpersonal, and occupational domains. Models of disability are useful not only to understand disability but also to inform practices, and those practices must be tied to desired outcomes. At its simplest level, models must specify desired outcomes and practitioners working from those models must determine their effectiveness in bringing about

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Grey et al. (2016)

Results (1): Survey of PBS policy (From: Rotholz, Mosely & Carlson, 2013)

Category	Criteria	Provider 1	Provider 2	Provider 3	Provider 4
Training	Training format	No	No	No	No
	Who receives training	No	No	No	No
	The training curriculum	No	No	No	No
	Who provides training	No	No	No	No
Behaviour support plan	FBA as part of plan	No	No	Yes	No
	Quality of life evaluated	No	No	No	No
	Who develops plan	No	No	No	No
	Who reviews plan	Yes	Yes	No	No
	Who approves plan	Yes	Yes	No	No
	How plan is quality evaluated	No	No	No	No
	<i>*How fidelity of implementation is checked</i>	No	No	No	No
Restrictive practices	Permitted	Yes	Yes	Yes	No
	Approver qualifications	No	No	No	No
	Approval method	No	Yes	Yes	No
Definition	A definition of PBS	No	No	No	Yes
	Correct definition	N/A	N/A	N/A	No

Key components of PBS for disability services

(Gore et al. 2013)

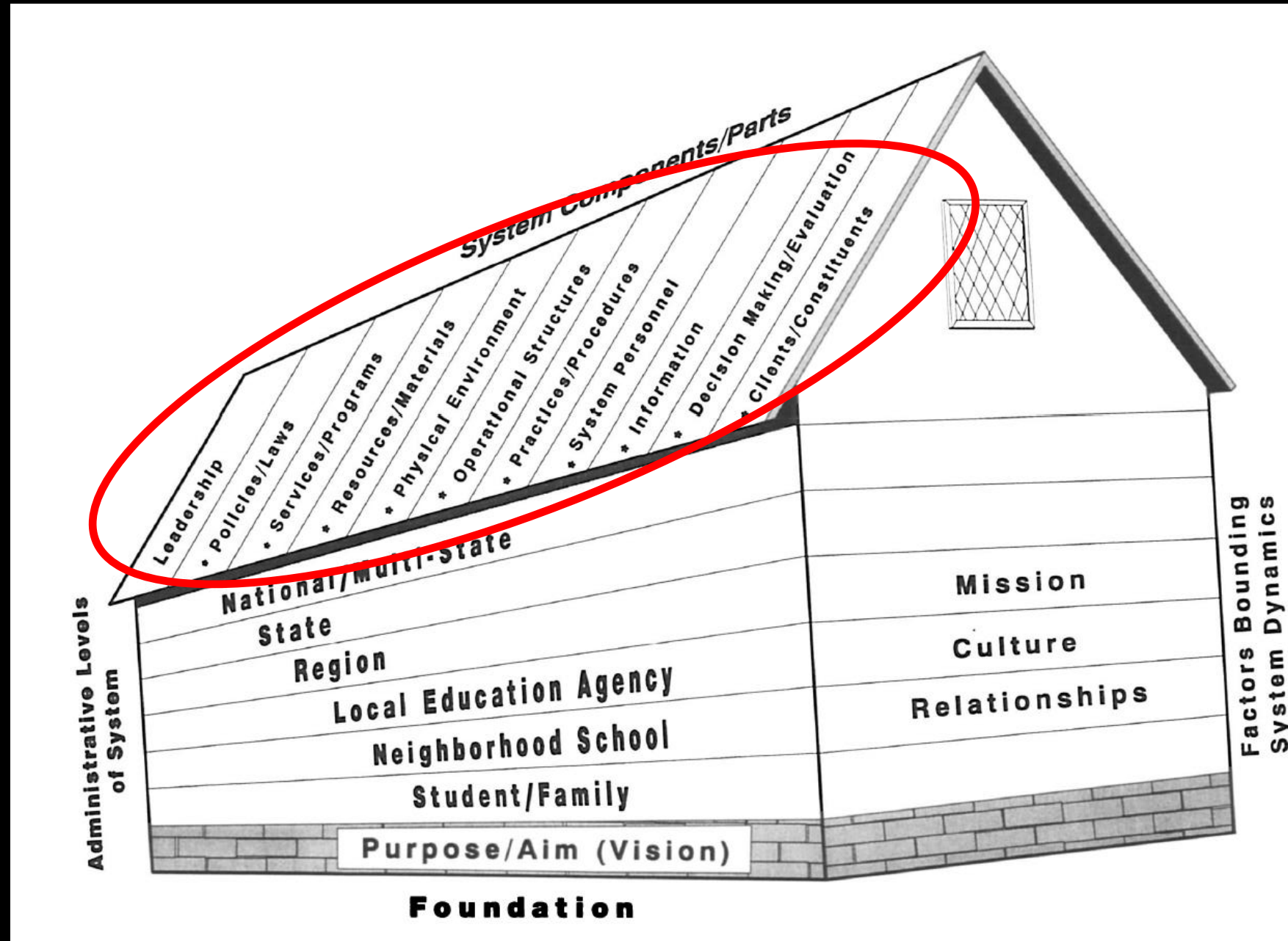
Values	1. Prevention and reduction of challenging behaviour occurs within the context of increased quality of life, inclusion, participation, and the defence and support of valued social roles
	2. Constructional approaches to intervention design build stakeholder skills and opportunities and eschew aversive and restrictive practices
	3. Stakeholder participation informs, implements and validates assessment and intervention practices
Theory and 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

Results (2)

Category	Criteria	Provider 1	Provider 2	Provider 3	Provider 4
Values	Prevention and reduction of behaviours of concern	No	Yes	No	Yes
	Inclusion and participation	No	No	No	Yes
	Skills of stakeholders	No	No	No	No
	Reduce restrictive practices	No	No	No	No
	Assessment and intervention validated by stakeholders	Yes	No	No	No
Theory	Behaviour is functional	No	No	No	No
	ABA used to assess and support behaviour change	No	No	No	No
	Other complementary, evidence-based approaches	No	No	No	No
Process	Data-informed decision making	Yes	No	Yes	No
	FBA	No	No	No	No
	Proactive and reactive interventions	No	Yes	No	Yes
	Support, monitoring and evaluation over the long term	No	No	No	No

Conceptual model of service delivery

(From: Schalock et al., 1994, p. 212)



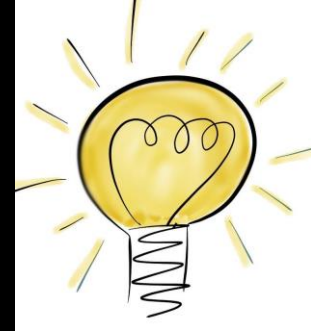
Results (3)

Category	Criteria	Provider 1	Provider 2	Provider 3	Provider 4
System	Purpose, aim, vision of the organisation	No	Yes	No	Yes
	Leadership role defined	Yes	Yes	No	No
	Other policies and laws referenced	Yes	Yes	Yes	Yes
	A range of services provided to meet individual and common needs of clients	No	No	No	No
	Resources to implement PBS are specified	No	No	No	No
	Physical environments enhance interaction	No	No	No	No
	Structures within the organisation enhance implementation of PBS	No	No	No	No
	Staff have required knowledge, skills, background	No	No	No	No
	An internal evaluation process for PBS	No	No	No	No
	All relevant stakeholders are involved	Yes	Yes	No	No

Why does PBS feature is disability policy?

(see Maggetti & Gilardi, 2016)

“PBS has been successful overseas”



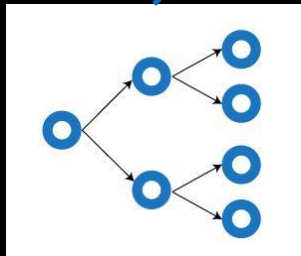
“Because other services are using it”



“Because our services could be better”

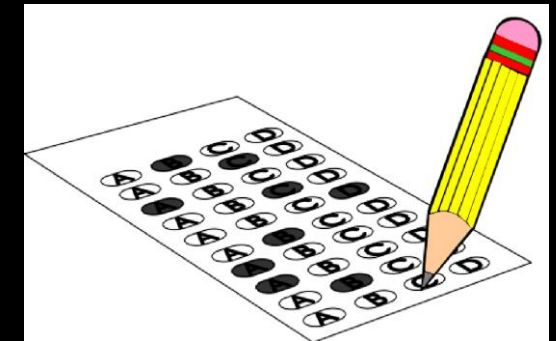


Next steps: What influences the adoption of PBS at the state level?



Opinion seeker?

Opinion leader?



Quality indicators for PBS

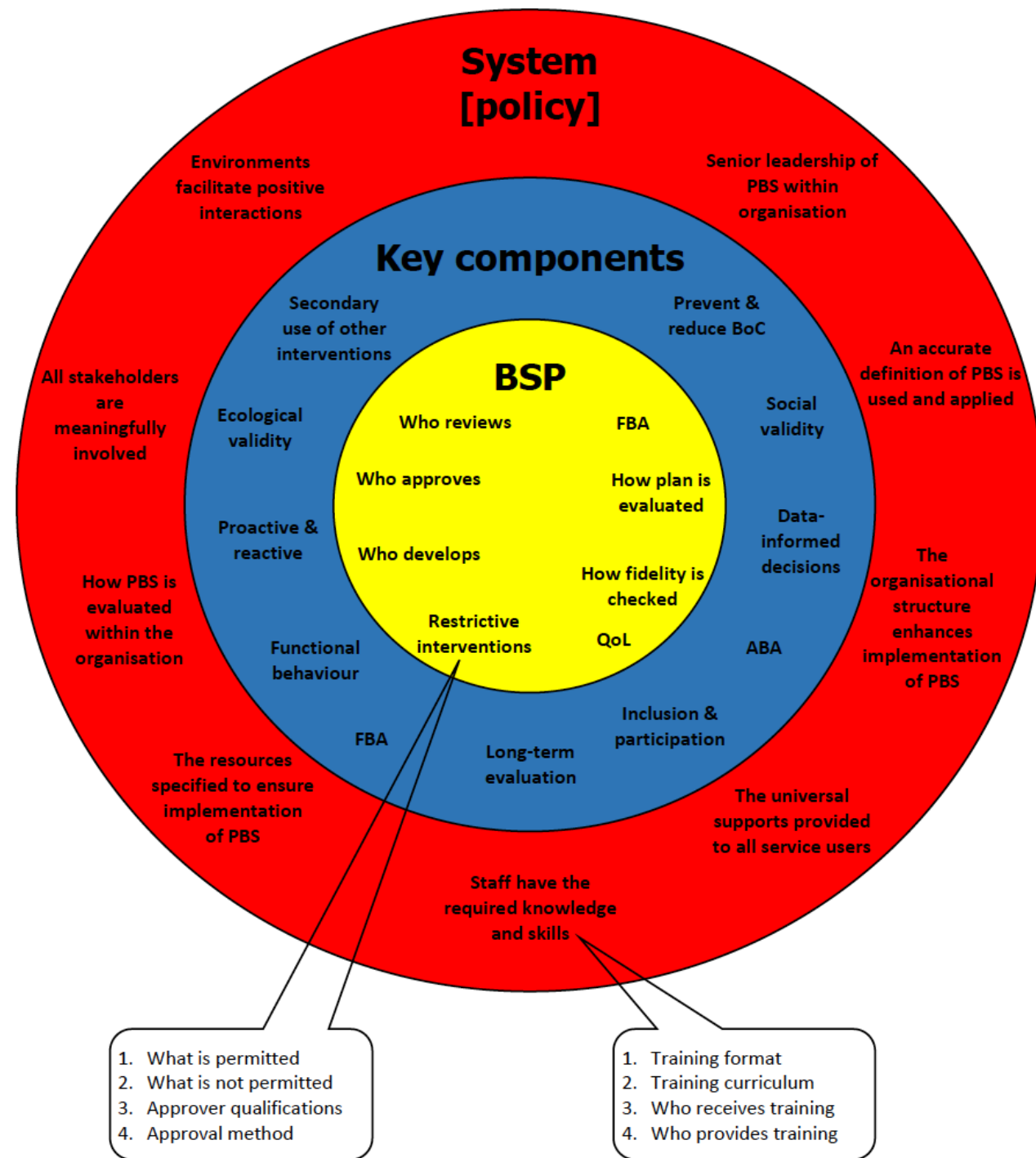
- Handout available after presentation
- Also available online. Find me on *ResearchGate*



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