

**Note: All courses will offer opportunity to discuss individual behaviours and support plans and will be designed specifically for the service user group and setting**

Name of course	<b>Level 1 Introduction: (Supporting Learning Disabilities and Autism) Day One: Positive Behaviour Support</b>
Length/duration of course	1 day 6.5 hours average contact time.
Course aims	PBS is based on the values of recognising each person's individuality and their human rights. It is also an acceptance that behaviours which challenge develop to serve a communicative function for people. For a support plan to be truly person-specific our starting point must be to understand why the person is challenging. In other words – <b><i>what's the message?</i></b>
Course outcomes	<p>By the end of this workshop, delegates will be able to:</p> <p>Understand the functional perspective of why people challenge – <i>quite simply, what's the message?</i> (RRN Std 2.5)</p> <p>Understand the philosophy that underpins Positive Behaviour Support (PBS) including the different levels and what is meant by 'primary, secondary and reactive' strategies (RRN Std 2.5, 2.6, 2.7, 2.8)</p> <p>Identify how personal values and attitudes can impact on organisational culture and PBS and our relationships with the people we support (RRN Std 2.3)</p> <p>Understand the importance of recognising, recording and adjusting setting conditions – both personal and environmental (RRN Std 2.5)</p> <p>Recognise behaviour escalation and the different types of strategies used throughout each phase – <i>what works, when and why?</i> (RRN Std 2.5, 2.6, 2.7, 2.8)</p> <p>Recognise the importance of person-centred communication and what we need to consider in everyday situations (RRN Std 2.5)</p> <p>Apply a range of de-escalation interventions such as identifying early warning signs, calming, redirection, planned ignoring – <i>what can you do de-escalate a situation and empower the person to regain self control</i> (RRN Std 2.6, 2.7)</p> <p>Complete an ABC (Antecedent, Behaviour, Consequence) chart and other good practice planning templates through the use of evidence-based case study work (RRN Std 2.12, 2.13)</p> <p>Understand the support worker role within a functional behaviour assessment and the implementation of PBS within the organisation. (RRN 2.3, 2.12, 2.13)</p>
Participant profession	All staff working within residential, day settings, housing, fieldwork and education. <b>Autism and Learning disabilities services</b>

**What's the Message? Ltd**

Email: [admin@whatsthemessage.co.uk](mailto:admin@whatsthemessage.co.uk), Tel: 0116 2795109

[www.whatsthemessage.co.uk](http://www.whatsthemessage.co.uk)

Name of course	<b>Level 2 Foundation: (Supporting Learning Disabilities and Autism) Day 2: Positive Behaviour Support (BILD ACT and RRN certificated training)</b>
Length/duration of course	Foundation Level. 1 day 6.5 hours average contact time
Course aims	To further develop person-specific proactive and preventative strategies based on the communicative function of the behaviour.
Course outcomes	<p>As per Day 1 of the Introduction Level, with the addition of:</p> <p>Ensure consistency of approach, within services, by understanding the key components of a person-centred Rapid Support plan (based on a model of 70 percent prevention, 20 percent de-escalation and 10 per cent reactive) (RRN Std 2.3, 2.5, 2.6, 2.7, 2.8, 2.14)</p> <p>Implement primary prevention strategies: Avoiding triggers and understanding 'the Functional No' (in relation to restricted activities or tangible items) (RRN Std 2.5)</p> <p>Implement primary prevention strategies: Avoiding the use of 'punishers' and using visual planned and positive consequences to empower choice and decision making for the people we support. (RRN Std 2.4, 2.5)</p> <p>Consider how we can close the gap and build positive, appropriate relationships with the people we support (RRN Std 2.3, 2.14)</p> <p>Understand the importance of accurate record keeping and the requirements for effective post incident management and support (RRN Std 2.13, 2.14, 2.15)</p> <p>Recognise different types of restraints and restrictive practice that may be present within the workplace and reflect on the rational for their use and consider alternative approaches and best interest of the people we support. (RRN Std 2.1, 2.2, 2.3, 2.4, 2.8, 2.8a, 2.9, 2.10,, 2.11, 2.14, 2.15)</p> <p>Understand what is meant by the terms duty of care and candour including decision making and human factors within the context of the health and social care role. (RRN Std 2.3. 2.3, 2.4)</p> <p>Consider the requirements for post incident management and review including team and individual debrief and incident recording (RRN Std 2.12, 2.13).</p> <p>*Subject to behaviour audit: Demonstrate competency with certified release (breakaway) techniques (relevant to service area) and understand the Law in relation to national and local policy, reasonable force, restraint reduction, human rights and health, risk and safety consideration (RRN Std 2.8. 2.10, 2.15)</p>
Participant profession	All staff working within residential, day settings, housing, fieldwork and education. <b>Autism and Learning disabilities services</b>



**Note: All courses will offer opportunity to discuss individual behaviours and support plans and will be designed specifically for the service user group and setting**

Name of course	<b>Level 3 Foundation Plus (Supporting Learning Disabilities and Autism) Day Three: Positive Behaviour Support</b>
Length/duration of course	1 day 6.5 hours average contact time.
Course aims	<p>To develop strategies to support an individual within a specific service setting</p> <p>Pre-requisites for this training are to be redacted:</p> <ul style="list-style-type: none"> <li>- Copies of behaviour records to be made available, for example ABC charts or behaviour charts</li> <li>- Copies of the existing PBS plan (if available)</li> <li>- Medical information and diagnosis for the person</li> <li>- Existing information for previous functional behaviour assessment (if this is available)</li> </ul> <p>This information can be forwarded to WTM in advance or made available on the day of training.</p>
Course outcomes	<p>By the end of this workshop, delegates will be able to:</p> <p>Using pre-prepared data, the group will work through a specific case study within their setting.</p> <p>Subject to behaviour audit, restrictive intervention can be taught as part of this level. If this is the case, delegates will be able to:</p> <ul style="list-style-type: none"> <li>- Create a person-specific risk assessment for restrictive practice in accordance with the requirements of the Restraint Reduction Network</li> <li>- Consider the requirements for a restraint reduction plan</li> </ul>
Participant profession	All staff working within residential, day settings, housing, fieldwork and education. <b>Autism and Learning disabilities services</b>

**What's the Message? Ltd**

Email: [admin@whatsthemessage.co.uk](mailto:admin@whatsthemessage.co.uk), Tel: 0116 2795109

[www.whatsthemessage.co.uk](http://www.whatsthemessage.co.uk)