**Insert your company logo here**

**Support Workers Doing Positive Behavioural Support Well**

**Competence Checklist**

**Name: ........................................................**







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| **Competence Area 1. Creating high quality care and support environments** |
| **Things you need to know**We can reduce the likelihood of challenging behaviour occurring by providing supportive physical environments and opportunities for interaction and activity with the right kind of support. Things you **need to know** in relation to this include:* Respecting each person as an individual with the same human rights as everyone else
* Appreciating and supporting a person’s social, physical and mental health needs
* Supporting communication and choices
* Supporting participation in activities people enjoy
* Matching support to an individual’s needs as well as their likes/dislikes
* Creating safe, consistent and predictable environments
* Building upon and teaching new skills
* Supporting relationships with the person’s family, friends and their wider community
* Adopting the least restrictive support (and the legislation supporting this)

**PBS knowledge competencies completed on: ................................................. Sign off & date: .....................................................** |
| **Skill Area** | **Evidence of things you need to do** | **Sign off & date** | **Details of things you require to achieve this** |
| **1. Understand person-centred approaches, inclusion and the need for people’s human rights to be respected.** | * Show dignity, respect, warmth, empathy, and compassion in all your interactions
* Treat every individual as a person and support individual needs
* Support people to take part in everyday activities and be part of their community
* Provide opportunities for learning and development
* Support behaviour and daily interactions that make the person look and feel good.
* Minimise any restriction of activities
* Apply key points from legislation in all care and support
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| **Skill Area** | **Evidence of things you need to do** | **Sign off & date** | **Details of things you require to achieve this** |
| **2. Understand the importance of getting to know a person and finding out about their family, their history, likes/dislikes, skills and how someone communicates their needs.** | * Develop a positive relationship with the person
* Be able to give examples of how the person shows enjoyment and displeasure in activities
* Support the person to have the things that are important to them, as well as the things necessary to create a good quality of life.
* Support the person in a range of activities and situations.
* Be able to reflect on your relationship with the person
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| **3. Appreciate how to match support to each individual and set goals that are important to the person.** | * Collect information about a person’s strengths, needs, likes/dislikes, hopes, dreams and desires (from the person themselves, family and others)
* Design a person’s timetable to provide opportunities to work towards goals
* Help measure progress on the person’s goals
* Ensure there is a balance of goals which reflect an overall quality of life
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| **4. Understand your role and that of others and the need for effective team.** | * Offer support that enables a person rather than doing too much for them
* Act as a key worker for at least one person
* Actively participate in teamwork including meetings, supervision, supporting colleagues.
* Seek support from others when required
* Attend to your own physical and emotional

 well-being and seek support to manage your work* Show ability to reflect on your own actions and feelings and awareness of their impact on others.
* Participate in training programmes identified for all staff
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| **Skill Area** | **Evidence of things you need to do** | **Sign off & date** | **Details of things you require to achieve this** |
| **5. Support communication and choice** | * Show effective communication using a range of methods, (e.g., nonverbal, verbal, gestures, pictures)
* Get to know how a person communicates best and support the use and development of this
* Adapt your communication to the needs of the person
* Communicate with colleagues, families, professionals in an appropriate way
* Provide opportunities for a person to make informed choices (big and small) and help teach the person how to do this.
* Respect a person’s choices even if they are not consistent with your own.
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| **6. Support physical and mental health** | * Support individuals to maintain physical/mental health and wellbeing (e.g. cleaning teeth, checking testicles, healthy eating, exercise, mindfulness etc.)
* Use individual health care plans (including competent administration of medication) and record/report appropriately
* Support the use of health care, e.g. visiting GP
* Identify and interpret a person’s physical and emotional state from non-verbal behaviours (i.e. facial expression, body movements, other behaviour)
* Seek support/advice from senior manager or clinician when needed
* Be able to talk about your thoughts and feelings in relation to the management of a person’s health
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| **7. Support relationships with family, friends and wider community** | * Actively work with professionals, family and friends.
* Actively develop/support friendships and relationships with others by supporting the person to make contact, visit people, arrange social events etc.
* Use formal and informal ways of sharing information (as appropriate)
* Seek advice from others (family, friends, professionals) regarding best interest decisions
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| **Skill Area** | **Evidence of things you need to do** | **Sign off & date** | **Details of things you require to achieve this** |
| **8. Support safe, consistent and predictable environments** | * Use strategies to help the person predict, understand and control their environment (e.g. visual timetable, social stories)
* Develop personal activity plans with routine activities and choices
* Identify and avoid if possible, aspects of the environment that may be a risk factor for challenging behaviour
* Use strategies designed to help people cope with difficult environments
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| **9. Support participation in meaningful activity** | * Find out about different activities a person likes and create opportunities for these every day
* Make sure there is at least one activity available at all times with necessary support available
* Help the person do things they do not like, but that are essential. Offer extra motivation and reward for these things
* Introduce new activities so that a person has more activities to choose from
* Support the person to develop skills in order to do things as independently as possible
* Break down complex activities into smaller steps and adapt support so the person can do as much as possible
* Keep track of what people do to make sure there is a good balance of activities which offer variety, occur often enough and are of good quality
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| **Competence Area 2: Assessment of behaviour and skills** |
| **Things you need to know**We know that the best support is based on a thorough understanding of a person’s needs and abilities. Things you **need to know** in relation to this include:* Importance of working in partnership with others
* Need to assess the match between the person and their environment
* Knowing the health of the person
* Understanding the principles of behaviour and that all behaviour

occurs for a reason * Using clear information (data) to support all decisions about a person’s support
* Need to assess the function (reason) of a person’s behaviour
* Need to assess a person’s skills and understand their abilities (including the

 impact of their learning disability)* Importance of assessing a person’s likes/dislikes and understanding

 what motivates someone**PBS knowledge competencies completed on: ................................................. Sign off & date: .....................................................** |
| **Skills Area** | **Evidence of things you need to do** | **Sign off & date** | **Details of things you require to achieve this** |
| 1. **Work in partnership with others to complete assessments and develop appropriate support** | * Contribute information to the assessment process
* Support the person to contribute to their own assessment
* Recognise and support others involved in assessment/support and understand the reasons for their contribution
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| **2. Assess the match between the person and their environment and ability of a service to deliver support** | * Provide information about practical aspects of completing assessment and using a proposed behaviour support plan (BSP)/PBS plan.
* Identify and help resolve any barriers during assessment or use BSP/PBS plan (e.g. staffing, shift patterns, equipment)
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| **Skill Area** | **Evidence of things you need to do** | **Sign off & date** | **Details of things you require to achieve this** |
| **3. Know the health of the person** | * Support the person through any medical assessment needed
* Participate in assessing mental capacity of the person in all aspects of everyday care
* Monitor health of the person and report any changes that may require assessment
* Recognise and report any signs of distress in the person that may indicate a health problem
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| **4. Understand the principles of behaviour and that all behaviour occurs for a reason** | * Identify and clearly describe behaviour and environmental factors in observable and measureable terms (clear descriptions and not judgements)
* Identify and report other things that might affect the person (e.g. illness, relocation, medication)
* Recognise the effect of own behaviour on the person and try to adapt this
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| **5. Use clear information (data) for all decisions** | * Record information according to the agreed procedures, e.g. ABC forms, behaviour recording forms
* Record information required for assessments objectively, e.g. level of independence in tasks
* Record a range of information to develop an understanding of the person’s skills and needs
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| **6. Assess a person’s likes/dislikes, abilities and understand what motivates them** | * Identify what is important for the person, their likes and dislikes and contribute this information to the BSP
* Distinguish between what is important to and important for the person
* Identify a person’s abilities and use these to build new skills
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| **Competence Area 3: Developing, using and checking the effectiveness of a** **Behaviour Support Plan (BSP)** |
| **Things you need to know**We know that support is most likely to be effective when everyone supporting a person follows the same strategies. One way of achieving this is by using a behaviour support plan (BSP) or PBS Plan. Things you **need to know** in relation to this include:* Purpose of a BSP/PBS plan; roles, responsibilities and timescales
* Why we use data to understand a person’s skills and needs
* Understanding the reasons for a person’s challenging behaviour, the

situations it is likely to occur and the range of factors that maintain it* Antecedent strategies (proactive and preventative strategies)
* Teaching new skills and alternatives to behaviour which challenges
* Reactive strategies including the use of the least restrictive crisis management

 strategies* Importance of monitoring the delivery and effectiveness of the BSP/PBS plan

**PBS knowledge competencies completed on: ................................................. Sign off & date: .....................................................** |
| **Skill Area** | **Evidence of things you need to do** | **Sign off & date** | **Details of things you require to achieve this** |
| **1. Understand and use a BSP/PBS plan** | * Be able to understand a person’s BSP/PBS plan
* Demonstrate the ability to carry out strategies correctly
* Participate in training, supervision and feedback on the correct use of BSP/PBS plan
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| **2. Understand the reasons for a person’s challenging behaviour** | * Identify things in the environment which make challenging behaviour more likely for the person
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| **Skill Area** | **Evidence of the things you need to do** | **Sign off & date** | **Details of things you require to achieve this** |
| **3. Develop proactive strategies and teach new skills/ alternative behaviours based on an understanding of the person’s needs** | * Help identify and use strategies that support the person to have a good quality of life and reduce the likelihood of behaviour which challenges from occurring. These may include:

 - a physical environment that matches a person’s needs - use of preferred communication - increase engagement in activity for a person  - increase choice and independence for a person - support to ensure physical and mental well being* Teach and support the development of new skills/communication either as an alternative to challenging behaviour or as part of developing independence.
* Use strategies derived from behaviour analysis to teach complex new skills including: reinforcement, schedules of reinforcement, completing a task analysis, chaining, prompting and prompt fading, modelling and imitation and shaping behaviour
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| **4. Develop and use preventative strategies when early signs of challenging behaviour occur** | * Identify early warning signs (distress) that challenging behaviour may occur.
* Identify where on the cycle of arousal a person is at and respond accordingly
* Use a range of de-escalation techniques
* Change strategies (e.g. lower demands, modify physical environment; clarify routines at different stages of cycle)
* Prompt the person to use an alternative behaviour/new skill, e.g. Using a card to indicate a break is required.
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| **5. Use the least restrictive crisis management strategy****(Reactive strategies)** | * Check you understand crisis management strategies in the BSP/PBS plan
* Remain calm and use the crisis plan quickly, ensuring safety of everyone.
* Use ethical reactive strategies
* Record and report accurately (e.g. strategies used, details of the incident, injuries sustained).
* Use knowledge from training when unplanned strategies are needed
* Seek help when necessary and recognise your own signs of stress and anxiety
* Reflect on experience of delivering reactive strategies
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| **Skill Area** | **Evidence of the things you need to do** | **Sign off & date** | **Details of things you require to achieve this** |
| **6. Help develop a BSP/PBS plan which identifies clear responsibilities and timeframes** | * Check understanding of your role and responsibilities within the BSP/PBS plan
* Support all colleagues/family in understanding the plan especially new staff
* Highlight any misunderstandings or difficulties in using the BSP/PBS plan to supervisor
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| **7. Monitor and evaluate the use BSP/PBS plan and make changes where necessary** | * Describe the goals of the BSP/PBS plan and collect data (information) related to them as requested
* Identify the possible outcomes of failing to follow the BSP/PBS plan, e.g. increase in challenging behaviour, things that prevent the person learning skills, not helping the person to have a better quality of life etc.
* Reflect on your own practice, and that of other team members and try to ensure that everyone follows the plan
* Monitor progress and report changes in challenging behaviour, development of skills and participation in activities and other quality of life indicators
* Complete records and other documents that help monitor the use of the BSP/PBS plan
* Identify and report obstacles to using the BSP/PBS plan (e.g. a new team member who does not understand a strategy, part of BSP out of date etc.)
* Provide feedback on what worked well and what could have worked better
* Regularly attend and participate in supervision and review meetings
* Communicate any changes made to a BSP/PBS plan and ensure new strategies are used consistently.
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