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**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 |  |  |
| **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 |  |  |
| **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 |  |  |
| **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 |  |  |
| **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. |  |  |
| **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 |  |  |
| **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 |  |  |
| **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 |  |  |
| **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 |  |  |
| **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) |  |  |
| **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 |  |  |
| **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 |  |  |
| **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 |  |  |
| **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 |  |  |
| **2. Understand the reasons for a person’s challenging behaviour** | * Identify things in the environment which make challenging behaviour more likely for the person |  |  |
| **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 |  |  |
| **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. |  |  |
| **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 |  |  |
| **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 |  |  |
| **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. |  |  |