Course Guide
To
Positive Behaviour Support

Accredited by Pearsons Education
Accredited Courses in Positive Behaviour Support

Level 3 Advanced Certificate in Positive Behaviour Support
Aimed at nursing assistants, support workers, classroom assistants, parents etc. Equivalent to NVQ level 2/3

Conversion from Level 3 BTEC Advanced Certificate to Level 4 Professional Certificate in Positive Behaviour Support
Candidates who have achieved the Level 3 Advanced Certificate in Positive Behaviour Support may wish to progress to the Level 4 Professional Certificate. The Advanced Certificate can be accepted as Recognised Prior Learning (RPL) for a substantial proportion towards the Professional Certificate. Candidates wishing to progress to this higher qualification will need to apply to register and pay the registration fee.

Level 4 Professional Certificate in Positive Behaviour Support
Aimed at registered nurses, deputy managers, first-line managers in social care etc. Equivalent to NVQ 3/4

Level 5 Professional Diploma in Positive Behaviour Support
Aimed at senior practitioners, behaviour specialists, staff with management & leadership responsibilities. Equivalent to first year degree level

The courses have been designed to so that they can deliver whole organisation training – the different levels reflecting the different levels of responsibility – so all are talking the same language and understand the same basic concepts. (Information on content comes a few pages on)
LEARNING MODEL

The e-learning model can be summarised as TPTA and comprises:

- **T** theory
- **P** practice
- **T** transfer to workplace
- **A** assessment

**Theory**

Core underpinning knowledge. Presentation and question screens are sequenced together covering all learning objectives. Theory comprises PDFs and Ask the expert. Activities which take theory into practice include Case studies and Tutorials.

**Practice**

Applying new knowledge within safe virtual environments. Activities include Linear scenarios, where learners manage decision points and get scored based on their decisions. We also provide Branching scenarios. These are immersive simulations where a learner takes part in influencing the outcome of a scenario and sees the consequences of their actions. Practice also includes Revision/Practice tests.

**Transfer**

Here we bring everything together and prompt learners to apply what they’ve learnt to their own role and working environment. Transfer to workplace comprises Work-based activities.

**Assessment**

Online Assessment uses various question types.

**ACTIVITIES IN MORE DETAIL**

**PDF**

PDFs are downloadable paper-based information, the content comprises short ‘need to know’ reading materials in a distilled and visually engaging format.

**Tutorial**

An engaging e-learning activity to check prior knowledge, build new knowledge, apply that knowledge in a task based question and reflect on a model answer.

**Case study**

Story-led learning brings content to life by getting learners to consider real-world applications of procedures involving situations and characters carefully tailored to appeal to the target audience. The case studies represent a mini learn and apply model and deliver the core learning for each subject area.

**Linear scenario**

Learners apply their acquired knowledge to decision point questions relating to an example situation/storyline. For example following a day in the life of a service user and their carer and the challenges that come up during the day. The story is linear in that the learner doesn’t influence the outcome, but rather that the story is the vehicle to explore the questions/learning outcomes. A scoring scale grades the learner’s decisions across the story.

**Branching scenario**

Immersive, learner-led stories. Learners apply their acquired knowledge in real world situations. Learners are presented with challenges and problems to resolve and are required to make decisions that define the outcome of the story.
Ask the expert
Frequently Asked Questions. These are delivered as audio commentaries with text

REVISION AND ASSESSMENT
Revision/Practice test
Provides a safe environment for learners to do pre-assessment revision questions and test their knowledge before doing the full assessment. Two modes offer the chance to answer questions with just-in-time hints or in simulated test conditions.

Assessment
The assessment requirements reflect the course content and have been designed to test the application of the learner’s knowledge and skills in a range of complex activities demonstrating comprehension of relevant course concepts, the ability to access and analyse information independently and make reasoned judgements, selecting from a range of procedures and to take some responsibility for the output of others.

The assessment is in two parts

Online assessment
A selection of question types (same as revision types) will test the learner’s knowledge and understanding of key course concepts. A minimum of 3 questions tests each assessment requirements. Each candidate will be required to answer a unique set of questions, randomly selected from a ‘bank’ of different questions that test the same assessment requirements. This will help ensure that test conditions are maintained in the e learning environment, significantly reducing the risk copying and ensuring valid assessment.

Work-based activities - Transfer to workplace
The ultimate success of any e-learning initiative is when learners actually put what they have learnt into practice in their workplace. To facilitate this, we provide off-line activities to be taken away and completed by the learner and observed by the mentor. These Activities originate within the e-learning but take place at work. This will include downloadable worksheets complete with instructions, checklists, templates for writing reports etc. and other formal documentation associated with the role. The learner will be given instructions on how to complete each task within the e-learning and what the aims and objectives are for the task.

These are reviewed by the learner’s mentor/manager who is required to verify that the learner has undertaken all relevant work based activities. Completed work based activities should be added to the learner’s portfolio of evidence as part of their general personal development plan.

- NB At Professional Diploma level-5 – these are ‘Supervised Practice Activities, overseen by a workplace Practice Supervisor who has to be approved by the course board. These involve comprehensive functional analysis, plus design and implementation of PBS plans i.e. clinical work in situ.
Level 3: BTEC Advanced Certificate

Unit 1: Service History & Values
Description of unit
Services for people with learning disabilities and challenging behaviour have evolved over time. This unit considers ways that these services have changed and how they are delivered today. Positive Behaviour Support (PBS) is one of the main approaches used today to enable people with learning disabilities and challenging behaviour to lead better lives. The unit considers the values that underpin the ways that PBS is delivered and is effective.

Unit 2: Contribute to Person-Centred-Planning
Description of unit
This unit consists of a description of how Person-centred Planning (PCP) complements Positive Behaviour Support (PBS). This includes the key features of PCP and a basic introduction to Essential Lifestyle Planning (ELP) as a relevant Person-centred Planning format for people with learning disabilities and challenging behaviour so that they can get some of the good things in life.

Unit 3: Behavioural Analysis
Description of unit
This unit focuses on defining and understanding what we mean by ‘challenging behaviour’. It can mean different things to different people, and having a clear understanding is therefore an important first step towards a wider insight into why some people exhibit challenging behaviour.

A wide range of things will determine whether or not a person has challenging behaviour and a variety of different personal and environmental risk factors will be considered. Why a person might show challenging behaviour or, more technically, the functional relationships between environmental triggers for and the consequences of behaviour are then outlined.

Unit 4: Mental Health Issues
Description of unit
This unit explores the relationship between challenging behaviour and mental health disorders. It examines some of the diagnostic difficulties in assessing mental health problems and how psychiatric disorder may present in people with learning disabilities. The classification of psychiatric disorder and risk factors for developing mental health problems in people with learning disabilities are also explored.

Unit 5: Positive Behaviour Support and the Three Stage Intervention Model
Description of unit
Positive Behaviour Support is the preferred approach used when working with people with learning disabilities who exhibit challenging behaviours. It is rooted in person-centred values and places emphasis on respect for the individual who is being supported. This unit considers the key characteristics of Positive Behaviour Support. It looks at how the results of functional analysis are translated into meaningful interventions that provide effective help and support to service users with challenging behaviour receive. The unit considers in detail interventions based on the three-stage model: primary prevention, secondary, and reactive strategies.
Unit 6: Positive Behaviour Support Stage 1: Primary Prevention

Description of unit

This unit focuses on primary prevention; the short and long-term strategies that help the person behave in non-challenging ways. It incorporates Positive Interaction, part of the Active Support Model, as a key way of achieving inclusion, and helping people to develop. This section also includes other aspects of the Active Support Model to do with planning activities on a daily basis and planning opportunities for service users to develop. Practical ways of improving communication are described, based on the understanding that communication happens between two or more people and, therefore the solution to a communication problem lies with both people involved in the interaction. Also included in this section is information on the skills needed to implement a structured teaching plan. Challenging behaviour can occur when people lack the appropriate skills to get their needs met. Teaching the person new skills is, therefore, another key aspect of primary prevention measures.

Unit 7: Positive Behaviour Support Stage 2: Secondary Prevention

Description of unit

This unit covers the second element of Positive Behaviour Support: secondary preventative strategies and the time intensity model. Learners will look at how challenging behaviour can be prevented by responding to early signs that a person is distressed. Learners will understand how secondary prevention involves strategies that are brought into play once a person’s behaviour shows early signs of agitation and a person has reached crisis and their challenging behaviour occurs. Learners will also understand the time-intensity model which provides a framework for understanding the dynamics of episodes of challenging behaviour.

Unit 8: Positive Behaviour Support Stage 3: Reactive Strategies

Description of unit

This unit considers the third element of PBS: reactive strategies. It also considers best practice in terms of supporting service users and staff following an incident of challenging behaviour.

Unit 9: Positive Behaviour Support Plans

Description of unit

Positive Behaviour Support (PBS) Plans are single, coherent plans that are person centred and specify how staff and other carers should support a person with learning disabilities and challenging behaviour.
Level 4: BTEC Professional Certificate

Unit 1: Evolution of the Provision of Services for People who Exhibit Challenging Behaviour

Description of unit
Services for people with learning disabilities and challenging behaviour have evolved over time. Starting with the eugenics movement (with its origins in the 19th Century), this unit looks at its impact and effect on service provision throughout the 20th Century. Positive Behaviour Support (PBS) is one of the main approaches used today to enable people who exhibit challenging behaviour to lead better lives. One aspect of this is Social Role Valorisation (SRV) and learners will explain its impact and evaluate the ways that services are underpinned by value-based aims.

Unit 2: Person-centred Planning and Positive Behaviour Support

Description of unit
This unit considers key person-centred approaches used in working with people with learning disabilities and who exhibit challenging behaviour. PCP and PBS enable people with learning disabilities and challenging behaviour to improve their quality of life through increased choice and a holistic approach to their health and well-being. This unit will enable the learner to explain and compare these approaches and to evaluate Essential Lifestyle Planning (ELP) when used as a PCP technique within Positive Behaviour Support.

Unit 3: Analysis of Challenging Behaviour

Description of unit
Having a clear understanding of the definition of challenging behaviour is an important first step towards a wider insight into why some people exhibit challenging behaviour. Challenging behaviour can be affected by a wide variety of personal and environmental risk factors. Learners will analyse the role that these factors might play in relation to challenging behaviour.

Learners will be able to evaluate the ways that challenging behaviour is analysed through a consideration of the key components of functional analysis.

Unit 4: Mental Health and Challenging Behaviour

Description of unit
People with challenging behaviour and learning disabilities sometimes also have a mental health problem. Some studies suggest that up to 40% of people with learning disabilities are likely to experience mental health problems, compared to 25% of the general population, whilst others propose rates as high as 67%. Diagnostic difficulties are present in assessing the mental health of people who exhibit challenging behaviour. For example, psychiatric disorders often present differently in people with learning disabilities. This unit looks at the ways that mental disorders are classified and considers the factors which place people who exhibit challenging behaviour at greater risk of mental illness.

Unit 5: The Three Stage Intervention Model in Positive Behaviour Support

Description of unit
Positive Behaviour Support (PBS) is the preferred approach used when working with people with learning disabilities who exhibit challenging behaviours. It is rooted in person-centred values and places emphasis on respect for the individual who is being supported. This unit considers interventions based on the three-stage model: primary prevention, secondary prevention, and reactive strategies. Learners will understand the key characteristics of Positive Behaviour Support and how these translate into meaningful interventions which mean that service users with challenging behaviour receive effective help and support.
Unit 6: Primary Prevention Strategies

Description of unit

Primary prevention is the first element of the Three Stage Intervention Model (unit 5) and therefore a key element of Positive Behaviour Support (PSB) with people who exhibit challenging behaviour. It includes proactive short- and long-term strategies that enable the person to behave in non-challenging ways. It incorporates Positive Interaction, part of the Active Support Model, as a key way of achieving inclusion, and enabling people to develop and manage their behaviour. Learners will understand and justify the use of personal care routines and evaluate opportunity plan goals.

Practical ways of improving communication are considered, based on the understanding that communication happens between two or more people, and therefore, the solution to a communication problem lies with both people involved in the interaction.

Learners will develop the skills needed to design structured teaching plans and differential reinforcement schedules as additional primary preventative approaches.

Unit 7: Secondary Prevention Strategies

Description of unit

Secondary Prevention Strategies forms the second element of the Three Stage Intervention Model (unit 5) and therefore a key element of Positive Behaviour Support (PSB) with people who exhibit challenging behaviour. This unit considers the time intensity model which provides a framework for understanding the dynamics of episodes of challenging behaviour.

Learners will also evaluate the use of secondary prevention strategies.

Unit 8: Reactive Strategies

Description of unit

This unit enables the learner to understand the third element of Positive Behaviour Support (PBS): reactive strategies.

Learners will evaluate best practice in terms of supporting service users and staff following an incident of challenging behaviour.

Unit 9: Positive Behaviour Support Plans

Description of unit

Positive Behaviour Support Plans are single, coherent plans that are person-centred and specify how staff and other carers should support a person with learning disabilities and challenging behaviour. This unit requires learners to explain the consent procedures involved in a PBS Plan and to analyse its components. Learners will then go on to produce their own PBS Plan and analyse staff responses to a case scenario.

Unit 10: Managing Positive Behaviour Support

Description of unit

This unit is designed for those who are responsible for implementing and managing PBS within a service delivery context. Learners will understand the main types of management activity. The unit also covers the impact of changes to planning on service users. Learners will be able to contribute to the implementation of PBS and carry out a Periodic Service Review (PSR).
Level 5: BTEC Professional Diploma

Unit 1: Key Service Values and Accomplishments

Description of unit
This unit is designed to explore the service aims and values that should be in place for people with learning disabilities who exhibit challenging behaviour. It will allow learners to understand the key historical events that have shaped the development of such services and also consider the key concepts and major goals of Social Role Valorisation (SRV). SRV relates to the analysis of human relationships and supersedes the earlier principle of normalisation. Understanding the process of categorising people and their differences’, and knowing how to analyse its effects is important when working in a Positive Behaviour Support (PBS) environment. The unit requires learners to consider the accomplishments of service provision through an evaluation of a service setting. Learners will be able to complete a standards matrix based on the needs of a particular service user.

Unit 2: Person-centred Planning and Person-centred Action Plans

Description of unit
Person-centred Planning and Person-centred Action are integral to Positive Behaviour Support (PBS). PCP and PCA are approaches designed to provide bespoke and personalised plans to support individuals with learning disabilities to live more independently. This unit considers the process and principles involved and learners will analyse how PCP and PCA complement PBS. Learners will also understand the key differences between PCP and PCA. Learners will develop their skills by planning and setting goals for service users using a PCP evaluation matrix and then explaining and justifying the recommendations which they have made.

In creating an action plan for a service user, the learner will demonstrate that they have assimilated the relevant information about PCP and PCA and show that they can implement their learning in the clinical environment for service users.

Unit 3: Developing an Integrated Model of Challenging Behaviour

Description of unit
This unit allows learners to understand the ways that challenging behaviour is defined and caused through the consideration of the personal and environmental risk factors involved. Learners will be able to understand how secondary disabilities can predispose individuals towards challenging behaviour. The combination of risk factors is what leads to an integrated model of challenging behaviour. The learners’ skills will be developed through the application of the integrated model to service users and the identification of a set of prioritised behaviours for the individuals concerned.

Unit 4: Functional Analysis of Challenging Behaviour

Description of unit
This unit considers the ways that a functional analysis of challenging behaviour is carried out. It is a skills-based unit which requires learners to develop their measurement and analytical skills to a high level. Learners will understand the data collection techniques involved in functional analysis, including interviews and other methods. The data collected will then be evaluated by the learner in order to formulate the functions of behaviour of individual service users. Learners will also collect observational data and utilise their findings in the production of a full functional analysis report.
Unit 5: Supporting People with Mental Health Problems and Intellectual Disabilities

Description of unit

This unit considers the relationship between mental health disorders, intellectual disabilities, and challenging behaviour. Learners will understand the main categories of mental health disorders and associated signs and symptoms in individuals. The unit also enables learners to develop their skills through the application of a specific approach used to assess the mental health needs of people with learning disabilities. Skills are further developed through an analysis of the results of these assessments. The last part of the unit looks at the main treatment options for mental health problems in people with learning disabilities.

Unit 6: Positive Behaviour Support Development

Description of unit

In the 20th century concerns emerged about the ways in which approaches to intervention supported people who exhibited challenging behaviour and whether they were properly effective and achieved the desired results. The outcome of these concerns was the development of the concept and practice of Positive Behaviour Support (PBS). Learners will analyse the ways in which PBS addresses these original concerns and then develop their skills through an understanding of the structure for producing PBS plans for individuals. The unit also considers aversive and non-aversive interventions and learners will evaluate evidence for the effectiveness of such procedures. The last part of the unit will help learners to understand the concept of social validity and how it promotes the understanding of interventions in terms of their effectiveness and acceptability in individuals with challenging behaviour.

Unit 7: Primary Prevention Part One: Principles and Strategies

Description of unit

This unit considers the key stages in Positive Behaviour Support (PBS) intervention. Learners will compare and contrast primary and secondary prevention and reactive strategies. The unit looks at different ways to change triggers and how these can reduce the chances of challenging behaviour occurring. The unit requires learners to develop their skills by planning prevention procedures for service users and to evaluate the procedures they recommend using a functional analysis.

Unit 8: Primary Prevention Part Two: Active Support

Description of unit

This unit looks at the Active Support model and learners will be expected to apply their knowledge and understanding to produce an interactive profile for service users, plan participation in daily activities as part of a personal care programme, design a personal care routine and a daily participation record for service users and then analyse the data. Skills are further developed in the design, implementation and monitoring of skillteaching procedures. Learners will apply their understanding by designing suitable plans for service users.

The last part of the unit looks at the differential reinforcement of other behaviour (DRO) and learners will design and justify an intervention strategy for service users.
Unit 9: Primary Prevention Part Three: Promoting Communication Environments

Description of unit
Effective communication is especially important when working with people who exhibit challenging behaviour. This unit explores the relationship between communication difficulties and challenging behaviour. Learners will understand how behaviour becomes a way to communicate and how problems with understanding can affect behaviour. The unit also explores Functional Communication Training as a means to change the way people with challenging behaviour communicate their needs.

Unit 10: Secondary Prevention and Reactive Strategies

Description of unit
This unit requires learners to develop and apply their skills in designing and producing secondary preventative strategies derived from functional analyses of service users.

Whilst the main focus in Positive Behaviour Support (PBS) is on prevention, challenging behaviours cannot always be prevented. Reactive strategies inform responses to the occurrence of such challenging behaviour. Part of this approach involves the use of risk assessments and risk management plans, and learners will implement these as part of the requirement for this unit.

The final part of the unit looks at post-incident support and considers immediate, intermediate and longer-term support, both for service users and those who provide care for them.

Unit 11: Positive Behaviour Support (PBS) Planning

Description of unit
Carefully constructed Positive Behaviour Support (PBS) plans help carers to implement interventions and support service users to improve their independence and lifestyles.

This unit requires learners to explain the consent procedures involved in a PBS Plan and to discuss the intervention and monitoring procedures in the plans. Learners will develop their skills by demonstrating the relationship between PBS planning and functional analysis.

The last section of the unit expects learners to design a PBS plan and the associated guidelines for carer procedures.

Unit 12: Implementing and Managing Positive Behaviour Support

Description of unit
This unit focuses on the process of implementing and managing a Positive Behaviour Support (PBS) plan. Learners are expected to develop high levels of skills and be able to carry out the full implementation of a plan and review its effectiveness. The key aspects in the management cycle consider the quality of the intervention, in particular goodness of fit; the processes involved in implementation, training and monitoring; and Periodic Service Review (PSR).

Learners will be required to demonstrate high levels of leadership skills at both the planning stage and in their ability to respond when difficulties occur.