

Report of the Level 5 Diploma in Positive Behaviour Support Project 13/02/2023

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Executive Summary

This qualification has been a long time coming and has universal support in the sector.

A multi-stakeholder steering group oversaw the work and helped ensure the development process aligned well with an Enabling Good Lives approach.

As such, the work has involved a variety of partners and has benefited hugely from the experience of people and family members who have personally experienced behavioural interventions along with subject matter experts.

A national curriculum has been produced that reflects best practice and the need to ensure that the qualification works for all New Zealanders.

Assessments will focus on how well trainees apply their learning into everyday practice.

A process for launching the qualification is in motion, in partnership with the new tertiary players and processes.

The project leads are confident that will result in the qualification being able to be launched by mid-year – May is the target.

Further design and development work is necessary between now and the launch.

It is proposed that the project leads continue to progress this work to maintain momentum and continuity in getting the qualification up and running.

The ability to utilise the balance of funds allocated to the project will also ensure it doesn't get lost in the transition to the new tertiary sector as it sets its priorities.

NZDSN could be invited to manage that process if the Steering Group's work concludes earlier than that.

One further project team meeting will be held to bring everyone up to speed and consider any ongoing involvement.

Introduction

The Positive Behaviour Support Level Diploma Project is a part of a wider suite of workforce development programmes contracted to NZDSN by MoH Disability Support Services directorate and later transferred to Whaikaha/Ministry of Disabled People. Overall project management was by Dr Garth Bennie on behalf of NZDSN. A stakeholder advisory group was formed and managed by the ministry.

The need for a qualification in Positive Behaviour Support was driven by recommendations and requests from within the sector, particularly from residential services providers for people with learning/intellectual disabilities. These providers identified a need for a practice leadership role and qualification, to provide guidance on the implementation of PBS by support workers. As it takes an extended period of time to get an entirely new qualification approved by NZQA, the approach taken was to build the PBS qualification as a specialism within the existing Level 5 Diploma in Health and Wellbeing. This approach had already been successfully tried and tested with the L5 Diploma in Employment Support.

Project Aims

1. To engage widely with stakeholders including people with personal experience and their family/whanau to inform curriculum content for the qualification
2. To develop a detailed curriculum for a L5 PBS qualification as a specialism within the existing L5 Diploma in Health and Wellbeing
3. To make recommendations to Te Pūkenga and Toitū Te Waiora as to preferred content and methods of delivery for the qualification

Project People and Process

Project Co-leads

Gordon Boxall and Martyn Matthews were appointed as co-leads for the project, on behalf of NZDSN. They were tasked with developing an approach to the qualification, and a project plan.

Project Plan and Project Team

An initial draft project plan was developed in October 2021, with the intention that this would be further developed by a project team once established. The team met monthly between April and December 2022 which included one in-person workshop

Additional Technical and Cultural Advisors

A range of additional technical and cultural advisors have contributed to the development of both the competencies and the draft curriculum.

These include:

- Dr Sonia McFarlane, who provided advice on Māori models of practice which are compatible and can be integrated with Positive Behaviour Support
- A specialist PBS Technical Advisory Group of four psychologists who provided advice on technical competencies related to PBS. Two members of this group were also part of our wider project team.
- Nigel Naghiwi (Kāpo Māori) who provided additional guidance on Te Aō Māori to the project team
- Louanna Garmonsway and the PB4L leadership team who provided advice, resources and information as to how Te Aō Māori was being integrated in to the Ministry of Education PB4L approach.

Milestones/key deliverables

1. A review of existing similar qualifications outside of Aotearoa New Zealand
2. A review of the existing L5 Diploma in Health and Wellbeing for 'goodness-of-fit' with PBS
3. Development of a project team that aligned with an Enabling Good Lives Approach
4. Development of a set of core competencies for PBS practitioners at level 5
5. Development of a draft curriculum for the PBS L5 qualification
6. Recommended delivery options and methodology

Review of existing similar qualifications outside of Aotearoa New Zealand

This phase of the project was completed in parallel with the establishment of the project group. In summary, in the UK, USA and Australia, formal qualifications including Positive Behaviour Support are available at the introductory level as part of vocational qualifications similar to NZ L2-4 Health and Wellbeing Certificates, or at the postgraduate level (PGDip or Masters). The only qualification at an equivalent level identified is from the UK and provided by the British Institute for Learning Disabilities (BILD), which is almost identical to a variant previously offered by the Welsh Centre for Learning Disabilities.

A review of the existing L5 Diploma in Health and Wellbeing for 'goodness-of-fit' with PBS

This phase was also completed in parallel with the establishment of the wider project group. The project co-leads, in collaboration with key personnel from Careerforce, reviewed the framework and format of the existing L5 Diploma in Health and Wellbeing in relation to its application to PBS. Advice was provided by Careerforce (now Te Pūkenga) colleagues as to how we could successfully develop and deliver the PBS qualification as a specialisation within the existing diploma programme.

Establishment of the Project Team

A project team was established through a combination of direct nominations from the MoH steering group, direct contact with disabled peoples and family/whanau organisations, and nominations from service providers. In addition to the co-leads, the group comprised of:

- Rainus Baker and Bernadette Moses- two people with a learning (intellectual) disability who have personal experience of mental health and behaviour support services, along with Yi Small, their support person from People First.
- Frian Wadia – parent representative who also a member of the national EGL Leadership Group and works as an early intervention specialist for Autism NZ
- Lisa Martin- family representative and Director of the Complex Care Group
- John Ford, psychologist and highly experienced PBS practitioner, Community Connections
- Kurtsyn Stedman, psychologist and lead for PBS training, Explore Specialist Advice
- Fern Ryan, CEO of ConneXu, a mid-sized provider organisation supporting many people with complex behavioural needs
- Dr Hemant Thakkar, Service Improvement Manager, Te Roopu Taurima, a Kaupapa Māori organisation
- Charlaine McConachy, General Manager for Paulownia Trust, a small residential provider organisation
- Ainsley Darvell, CEO of Flying Kites, an innovative organisation supporting individuals and families using Individualised Funding (up to October 2022)

Aotearoa New Zealand PBS Competencies L5

The first major milestone achieved was the development of a set of competencies that the project team expected that someone completing the new qualification would have by the end of the course.

The draft competencies were developed by the co-leads and project team using an iterative process where draft competency statements were developed, reviewed and refined until a consensus was reached. The final draft competencies are attached as Appendix 1.

Curriculum

During the course of the project, we learned from our colleagues at Careereforce/Te Pūkenga/Toitū Te Waiora that all workplace training would in future be delivered in line with a national curriculum, rather than each training provider having their own. While the final template of how a national curriculum has not yet been developed, we were provided with an example of how this should be developed. We have used this to develop a draft curriculum for the new PBS qualification. The curriculum has again been developed using an interactive process where we used the Graduate Profile Outcomes from the existing L5 Health and Wellbeing Diploma and the competencies the project team had developed as a starting point. The project team have provided feedback and recommendations about curriculum content which has been incorporated.

Additional technical and cultural advisors have also contributed significantly to the final draft, which is attached as Appendix 2.

Recommended Delivery Model

To have a dedicated team that teaches and assesses trainees for this specialist strand of the Level 5 Health and Wellbeing Diploma. The teaching/assessment team to include:

- Disabled people who have had experience of positive behaviour interventions
- Family members whose loved ones have experienced positive behaviour interventions
- Skilled practitioners in the delivery of positive behaviour support
- Cultural diversity including Māori leadership
- Best in field external training practitioners/agencies for the teaching of technical skills
- Skilled practitioners who can coordinate the course delivery, facilitate the ongoing journey through and find a home within the new tertiary education system, keep the curriculum current and ensure compliance with NZQA standards and requirements, including moderation

Discussions have commenced about how the delivery model can be set up within Te Pūkenga

The process to get the qualification recognised by NZQA is underway:

- Te Pūkenga ensure the competencies align with the NZQA Unit Standards and submit them to Toitū te Waiora for their approval (in process)
- Project Leads create trainee and tutor/assessor guidebooks that apply the curriculum to the course requirements (to run parallel with the above)
- An initial team of tutors and assessors will be contracted to support the first cohort of trainees (it is anticipated the numbers will increase as the course develops)
- External trainers will be contracted to provide technical skills on PBS approaches including based on a Māori world view
- The course could have its first intake around May 2023

We are confident that we can get to a launch-ready stage utilising using the remaining project budget. We will continue to work in partnership with Te Pūkenga to establish sustainable ongoing funding for the course. We also now have a letter of intent from Te Pukenga demonstrating their commitment to the implementation of the course (see Appendix 3).

Appendix 1: Competencies for the New Zealand Diploma Health and Wellbeing (Applied Practice) in Positive Behaviour Support

Context: Positive Behaviour Support

The trainee's critical evaluation of Applied Practice during the completion of this diploma programme will reflect on alignment of practice with the following:

- Enabling Good Lives principles and approach and other strengths-based models
- United Nations Convention on the rights of Disabled People (UNCRPD)
- Code of Health and Disability Services Consumers' Rights
- New Zealand Bill of Rights Act (1990)
- New Zealand Disability Strategy
- Concepts from evidence-based positive behaviour support research and materials
- Concepts from te Ao Māori (i.e., models and values)
- Articles of the Te Tiriti o Waitangi
- The needs, wishes and values of individuals and families/whānau
- Your organisation's philosophy/values/policies/procedures

Outcomes

The primary outcomes from positive behaviour support interventions are that:

- the intervention supports improvements in quality of life for the individual and their family/whānau and those supporting them
- the development of skills and opportunities for the person and those supporting them
- the prevention and reduction of behaviour of concern occurs within the context of increased quality of life, increased choice and control, inclusion, participation, and the defence and support of valued social roles.
- aversive and restrictive practices are the last resort, least restrictive and the aim is their elimination.

Trainees who complete this diploma will be required to show evidence that the work they do supports these outcomes for people.

Background

The PBS Coalition has identified three core practice areas which PBS practitioners should be competent in. These are:

- Creating high quality care and support environments
- Functional, contextual and skills-based assessment
- Developing and implementing a Behaviour Support Plan (BSP) and evaluating intervention effects and ongoing monitoring

The table below has been adapted from the original UK PBS Alliance version to describe these three areas of competence in the context of Aotearoa New Zealand. Trainees who complete this diploma will become familiar with the technical terms outlined as they progress through the course.

Creating high quality and values-led support environments	Functional, contextual and skills-based assessment	Developing and implementing a Behaviour Support Plan (BSP) & Evaluating intervention effects and on-going monitoring
<p>Ensuring that services are values-led</p> <p>Knowing the person and their whakapapa</p> <p>Matching support with each person’s capabilities and with goals and outcomes that are personally important to them</p> <p>Establishing clear roles and effective teamwork</p> <p>Supporting communication</p> <p>Supporting choice</p> <p>Facilitating Supported Decision Making</p> <p>Designing supports to reflect the person/whanau goals/dreams aspirations.</p> <p>Supporting a holistic approach to health – physical, mental, spiritual, and whanau</p> <p>Supporting relationships with family, friends and wider community</p> <p>Supporting capable, safe, consistent and predictable and nurturing environments</p> <p>Supporting high levels of engagement in meaningful activity</p> <p>Knowing and understanding relevant legislation</p> <p>A commitment to Behaviour Skills Training</p>	<p>Working in partnership with stakeholders and upholding the articles of Te Tiriti o Waitangi</p> <p>Assessing match between the person and their environment and mediator analysis</p> <p>Knowing the health of the person and the barriers they experience in accessing physical and mental health care.</p> <p>Understanding the principles of behaviour (4 term contingency); understanding the function of behaviour</p> <p>Supporting data driven decision making</p> <p>Assessing the function of a person’s behaviour</p> <p>Assessing a person’s skills and understanding their abilities</p> <p>Assessing a person’s preferences and understanding what motivates them</p> <p>Taking into account the person’s cultural needs and that cultural assessment takes place when required.</p>	<p>Understanding the rationale of a Behaviour Support Plan and its uses</p> <p>Synthesizing data to create an overview of a person’s skills and needs</p> <p>Constructing a model that explains the functions of a person’s challenging behaviour and how those are maintained</p> <p>Devising and implementing multi-element evidence-based support strategies based on the overview and model</p> <ul style="list-style-type: none"> ● Antecedent strategies ● Developing functionally equivalent alternative behaviour (to CB) ● Increasing skills and communication ● Systems change and contextual interventions <p>Designing supports to reflect the person/whanau goals/dreams aspirations.</p> <p>Devising and implementing a least restrictive crisis management plan that incorporates:</p> <ul style="list-style-type: none"> ● safety for all ● calming the brain ● non-aversive strategies <p>Developing the plan; outlining responsibilities and timeframes</p> <p>Monitoring the delivery of the BSP (procedural/treatment fidelity/integrity)</p> <p>Evaluating the effectiveness of the BSP as a live document</p>

Competencies

Relationship Building and Engagement

- People trust that their aspirations and strengths remain at the centre of the support relationship.
- Understands the nature and purpose of the therapeutic relationship and can maintain professional boundaries.
- Demonstrates ability to connect with family/hapū/whānau/iwi or significant others involved in supporting the person
- Demonstrates a person-directed and strengths-based approach to building relationships.
- The relationship is a partnership, and the authority of the person is respected.
- Demonstrates support strategies that value diversity.
- Confidentiality and privacy are maintained.

Outcome facilitation

- People achieve outcomes that reflect their aspirations and strengths.
- Understands the impact of the support environment (e.g. historic aversive practices, isolation, negative perceptions/reputation) on communication, behaviour and quality of life and can describe strategies which build PBS-capable support environments.
- Understands the significant impact of barriers to health care on outcomes and quality of life
- Understands the impact of trauma and/or anxiety on behaviour and well-being
- Demonstrates person-directed planning processes for improving quality of life, achieving outcomes and building self-regulation.
- The perspective and context of the person, their whānau and community are integral to assessment and planning.
- Can use evidence-based assessment and data collection tools that enable the identification of what the person is communicating through their behaviour (Functional Assessment) and develop a shared understanding of the meaning of behaviour.
- Demonstrate different positive behaviour support strategies and technical skills for working with people with different impairments and from different cultures.
- Understands the need for, and can demonstrate the ability to implement multi-component behaviour support plans
- Provide accurate information about available support, services and funding.
- The recording and reporting requirements of the role are met.

Community inclusion/Community development

- Understands the importance of connection as a fundamental human need/right
- Demonstrates the ability to develop behaviour support strategies which reduce the barriers to the person's participation in their community/family/whānau/hapū/iwi.
- People have opportunities to achieve their goals and increasingly experience their community as non-disabling.
- Can develop strategies which reduce prejudice and increase connection/contribution that align with the person's aspirations and goals which are mana enhancing and support tino rangatiratanga.
- People have natural supports around them that assist them to achieve their aspirations and goals.
- The full inclusion of people with a disability and families in all aspects of community life is facilitated.

Advocacy

- Demonstrates effective facilitation and encouragement of client self-advocacy and autonomy.
- Choice, control and decision-making (including supported decision-making, as appropriate) are enabled through effective communication, education and information sharing.
- Promotes leadership opportunities and people are supported to develop leadership skills.

Connecting and research

- People develop connections with communities, organisations, agencies, and services in support of their aspirations.
- Understands the evidence base of Positive Behaviour Support
- Develops strong links and resource base with local communities.
- Liaison with extended circles of support from informal to speciality services as required to facilitate person-directed outcomes.
- Uses teamwork and collaboration to support and explore innovative and existing options.
- Researches and understands contemporary positive behaviour support innovations and issues within Aotearoa.

Continuous improvement

- Demonstrates the ability to objectively and subjectively measure improvements in quality of life for the focus person
- Demonstrates reflection and critical evaluation, individually, and with the team to enhance service delivery and outcomes and to inform adaptation and change when required.
- Demonstrates the use of objective measures and data to inform decisions about whether the positive behaviour support strategies and plans are effective and when changes are needed.
- Evaluates PBS plans in line with best current best practice evaluation tools
- Can critically evaluate current strategies and processes against the principles of Enabling Good Lives.

Legislative requirements and sector-specific strategy

The trainee's practice aligns with and upholds:

UNCRPD

Human Rights Act

NZ Disability Action Plan

New Zealand Disability Strategy

Health and Safety at Work Act 2015

The Code of Rights

Privacy Act

Te Aorerekura – the National Strategy to Eliminate Family Violence and Sexual Violence

Appendix 2: Draft curriculum

Graduate Profile Outcomes and Curriculum Content Guide

Diploma in Health and Wellbeing (level 5)

Context: Positive Behaviour Support

This document is a recommendation of content that should be covered within a training programme. It is envisaged that no content will be repeated but can be added to in a holistic delivery approach relevant to the application of the services within each GPO.

While GPO4 is focussed on te ao Māori concepts, the teaching of the course and all related course materials will have these concepts woven throughout. This will follow the concepts of He Awa Whiria (McFarlane & McFarlane, 2019) where Māori and scientific concepts come together as a braided river. At all times, content will be delivered in a way that aligns with the principles of Enabling Good Lives (or other similar future approaches) and is responsive to the needs, beliefs and aspirations of tāngata whāikaha and whānau.

Graduates of this qualification will be able to:

GPO 1

Integrate theory and knowledge of health and wellbeing to identify the health and wellbeing aspirations of people from diverse contexts.

Credit 30

Programme content is intended to include:

Knowledge:

The knowledge required for GPO 1 is made up of the theoretical elements related to both culture and values, and the science components which are an integral part of the Positive Behaviour Support model of practice and can be applied to the PBS assessment process.

Culture & Values

- The values-base of Positive Behaviour Support and its relationship underpinning human rights and philosophies, including but not limited to:
 - Disability rights activism
 - Human rights-based disability support
 - Social Role Valorisation
 - inclusion
 - Individualised supports and the importance of choice and control/personal and whānau autonomy
 - Supported decision making and its application within the context of PBS
 - Enabling Good Lives or other equivalent future approaches developed in Aotearoa New Zealand
- The perspective and context of the person, their whānau and their community are integral to assessment and planning.

- The impact of colonisation and institutionalisation

Science

- Neurodiversity and developmental disability-current concepts and perspectives, including the impact on learning and behaviour of specific conditions, for example Fragile X syndrome, Down syndrome
- Bio/psycho/social theories and models including but not limited to:
 - social determinants of health
 - theories and models of quality of life
 - The impact of the support environment on communication, behaviour and quality of life
 - The significant impact of barriers to health care on outcomes and quality of life for disabled people.
 - The impact of trauma and/or anxiety on behaviour and wellbeing
 - Behavioural science, including weaknesses and risks of punitive interventions.

Practical: (application of knowledge)

- The learner should demonstrate a personal values base for providing support, which is consistent with and informed by the underpinning rights and values of PBS
- The learner will demonstrate an understanding of the integration of values and science in the practice of Positive Behaviour Support

Breadth of practice:

There is an expectation that the learners will continue to utilise these skillsets throughout the programme and that this will be reflected and evident in their practice.

Graduates of this qualification will be able to:

GPO 2

Critically select and apply a range of evidence-based practices to support people to meet their health and wellbeing aspirations.

Credit 30

Programme content is intended to include:

Knowledge:

- Functional assessment of behaviour methodology and applied practice
- PBS functional assessment data collection techniques
 - Direct observation
 - Data collection
 - Functional assessment tools such as Motivation Assessment Scale (MAS) or Questions About Behavioural Function (QBF)
- The role of different types of behaviour support strategies:
 - Environmental/system adaptations (smoothing the fit)
 - Antecedent control
 - Active Support training

- Reinforcement
- Skill building and structured teaching
- Emotional regulation and coping and tolerance skills
- Reactive/Emergency management strategies
- Communication support strategies, including but not exclusive to
 - Adaptations to communication skills for adults who have an intellectual disability, including simple language, increased time and space, managing our own pace, intonation, body language
 - Visual schedules
 - Now-Next strategies
 - Picture Exchange Communication System (PECS)
 - Makaton
 - NZ Sign Language
- Other therapies or approaches that may be used in conjunction with PBS including but not limited to
 - Cognitive Behaviour Therapy
 - Motivational Interviewing
 - Behavioural Activation Therapy
 - Picture Exchange Communication System
 - Visual Support strategies
 - Occupational Therapy
 - Sensory modulation/sensory diets

Practical:

The learner will undertake the assessment of at least one focus person, with guidance from their practice supervisor. During this assessment process, the learner will need to demonstrate that they:

- understand legislative and ethical requirements (importance of consent and signed evidence),
- that they understand and demonstrate that the behaviour of concern is impacting on the person's wellbeing/QoL and is not just a characteristic of the person (for example, stimming for an autistic person may often be serving a positive function)
- understand adaptations to communication techniques when working with people who are autistic or have a learning disability,
- can develop a therapeutic relationship with the focus person and their support network
- take into account the persons
 - culture
 - lifestyle,
 - health and well-being,
 - person's conditions and characteristics,
 - individual and whanau wishes and aspirations

Breadth of practice:

The following must be demonstrated by the learner:

- The functional assessment process must align with the underpinning values and principles of PBS principles
- The assessment process incorporates multiple sources of information including observational data.
- At least one evidence-based functional assessment tool or demonstration of behavioural principles being used to guide a formulation

Graduates of this qualification will be able to:

GPO 3

Maintain awareness of the socio-cultural, economic and political factors impacting the wider health and wellbeing environment to provide responsive and current support practices.

Credit 15

Programme content is intended to include:

Knowledge:

- The landscape of health, disability and mental health support provision in Aotearoa New Zealand
- The role of informal supports and community networks
- The role of formal and informal advocacy
- The role of disabled persons' organisation in Aotearoa New Zealand
- The history and impact of institutional approaches to support provision including the Royal Commission into Abuse in State Care
- Relevant legislation and practice requirements including but not limited to:
 - UNCRPD
 - HDC Code of Rights
 - NZ Disability Strategy
 - Human Rights Act
 - IDCCR and CPMIP Acts

Practical:

- The learner will

Breadth of practice:

There is an expectation that the learners will continue to utilise these skillsets throughout the length of their training and practice them regularly within their practice environment.

Graduates of this qualification will be able to:

GPO 4

Critically select and apply a range of evidence-based practices informed by knowledge of te ao Māori to support the health and wellbeing aspirations of tāngata whenua.

Credit 15

The content of GPO4 applies across all other modules and will be taught in an integrated fashion rather than as a stand-alone course. Te Ao Māori will be present in all course learning materials and documents.

Programme content is intended to include:

- He Awa Whiria (McFarlane & McFarlane, 2019) where Maori and Western scientific concepts come together as a braided river provides a foundation for te ao Maori knowledge and concepts to be applied within the PBS context.
- Maori health models and their application in relation to Positive Behaviour Support, including but not exclusive to
 - Te Whare Tapa Wha

- Powhiri Poutama approach
- Huakina Mai: A Kaupapa Māori Approach to Relationship and Behaviour Support

Breadth of practice:

There is an expectation that all strategies used by the learner will aim to reduce prejudice and increase connection/contribution that align with the person's aspirations and goals which are mana enhancing and support tino rangatiratanga.

GPO 5

Apply advanced strategies and practices to respond with sensitivity to people from diverse contexts.

Credit 15

Programme content is intended to include:

Knowledge:

This GPO/module builds on the knowledge and skills related to GPO2. The teaching content here will lead from the use of evidence-based assessment and data collection tools, toward formulation or hypothesis about the behaviour of concern. The formulation/hypothesis will focus on identifying what the person is communicating through their behaviour (Functional Assessment) and developing a shared understanding of the meaning of behaviour.

The design and co-development of behaviours support plans alongside the person, their whanau and their support network is paramount. Research indicates that PBS plans are more likely to achieve intended outcomes when a partnership and co-development process is used. The focus of the plan should be on improving the person's quality of life, not just on reducing behaviours of concern.

The technical knowledge component of this GPO relates to behavioural science and its application within the context of PBS. This will include the technical components of multi-element evidence-based support behaviour plans, including but not limited to:

- Antecedent strategies
- Developing functionally equivalent alternative behaviour (to behaviour of concern)
- Increasing skills and communication
- Systems change and contextual interventions, with a focus on how to work within systems to achieve change

Least restrictive approaches to crisis management that incorporates:

- safety for all
- calming the brain
- non-aversive strategies

Practical:

The learner must develop a formulation or hypothesis of the meaning and function of the behaviour of concern for the focus person that reflects a biopsychosocial understanding of behaviour.

The learner will demonstrate the ability to develop and implement a multi-component behaviour support plan with oversight from their supervisor.

The learner will incorporate outcome measures which demonstrate change in both behaviour and quality of life.

Breadth of practice:

The learner must demonstrate that they can select and apply appropriate strategies in response to the behaviour of concern and explain their rationale. This should include how the plan is improving quality of life.

Dissemination of the functional assessment at an appropriate level for target audience, e.g. support staff, whanau and person.

GPO 6

Critically reflect on and evaluate own support practice to achieve continuous improvement.

Credit 15

Programme content is intended to include:

- The importance and use of professional/clinical supervision and models of supervision
- Models and approaches for reflective practice
- PBS best practice evaluation tools
- Evaluating own performance against the values and principles of PBS, and Enabling Good Lives principles (or similar future approaches employed in Aotearoa New Zealand)
- Ongoing professional development planning
- Including the voices of whanau and people we support in evaluation.

Practical:

The learner will attend supervision at least monthly for the duration of the programme

The learner must demonstrate the ability to use basic PBS data-gathering tools and methods when carrying out their PBS assessment and plan implementation, and be able to evaluate the effectiveness of these, post-implementation.

The learner will use a formal PBS plan evaluation tool to analyse their own work

Breadth of practice:

Reflective practice is fundamental to good practice in Positive Behaviour Support. The learner must demonstrate an ability to reflect on how their practice impacts on others throughout the course.

Appendix 3: Te Pukenga Letter of intent



w: careerforce.org.nz
e: info@careerforce.org.nz
p: 0800 277 486

19 December 2022

Peter Reynolds
New Zealand Disability Support Network
Level 8, Prime Property Tower
86-90 Lambton Quay
Wellington Central
Wellington 6011

Dear Peter,

Intent to support delivery of specialised programmes within the NZD Health and Wellbeing (Level 5)(Applied/Applied Practice)

I am writing outlining the intent for Te Pūkenga trading as Careerforce to support the delivery of specialised programmes in Positive Behaviour Support and Employment Support within the current programme of industry training leading to the New Zealand Diploma in Health and Wellbeing (Level 5) (Applied/Applied Practice).

In doing this the intent is that Te Pūkenga trading as Careerforce would work alongside the disability sector through NZDSN starting early 2023 to:

- recruit and select people with appropriate knowledge, skills, and experience, including individuals with lived experience, to provide learning support and assessment, and programme co-ordination in either permanent or contracted positions
- utilise the Positive Behaviour Support project report as a guiding document to implement a work-based curriculum for the specialised programme in Positive Behaviour support
- Continue using the Employment Support Practice Guidelines as a guiding document to implement a work-based curriculum for the specialised programme in Employment Support
- provide resource to assist with building e learning objects for the programmes
- provide resource to assist with the development of communities of practice among staff or contractors providing learning support and assessment.

There is currently considerable change occurring within Te Pūkenga. This presents some challenge to confirming precise timelines for implementing new programmes and the recruitment or contracting of staff to support them. This does not detract from the intent but needs to be considered as a potential constraint for implementation.

Regards

Rod Bentham, Divisional Director - Te Pūkenga trading as Careerforce