

# PBS and Autism

an important relationship for restraint reduction

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Embrace

# Out of interest.....



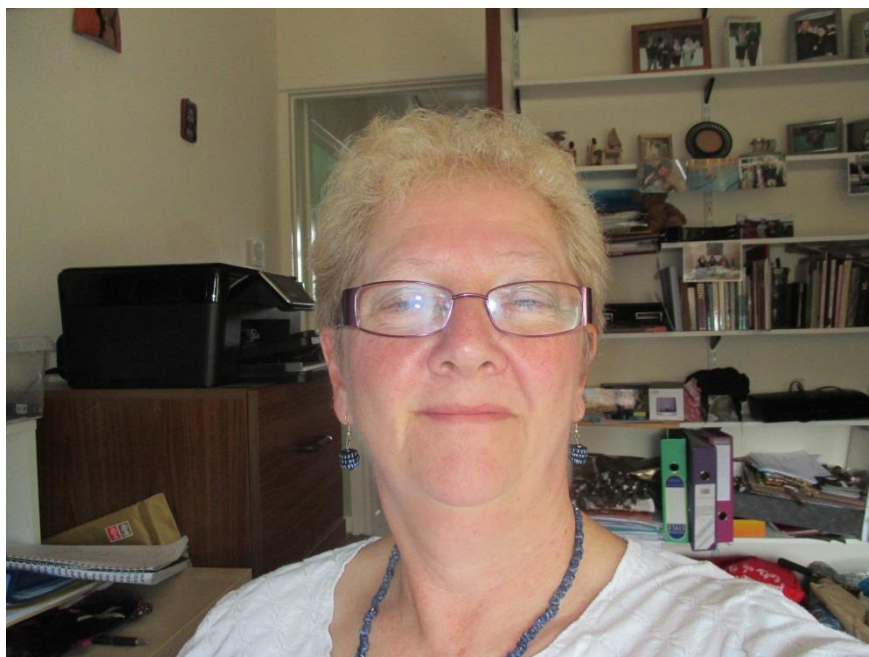
- How many people work for organisations that run PBS training?
- How many work for organisations that run Autism training?
- How many work for an organisation that links PBS and Autism specifically together?

# Our story so far.....



- Appointment of an autism advisor in 2012
- Scoping Exercise re individuals with autism that found out of 539 people in our Adult services for people with learning disabilities and our children's services, 176 had a diagnosis of ASD with a much greater number described as having 'autistic tendencies'

# I was also convinced that....



The majority of people in our Learning Disabilities services who present behaviour that challenges in terms of violence have autism.

What we have to do is understand the autism....

# Our untoward event reporting system.



- During the month of September 2013
- 49 events involving violence to self / others or property or that presented considerable challenge were reported.
- 43 of them were individuals on the autism spectrum
- During the month of February 2014
- 77 Events involving violence to self / others or property or that presented considerable challenge were reported.
- 60 Of them were individuals on the autism spectrum.

**We needed to stop asking staff to run a marathon in bare feet.**



# A clear pathway for autism training



## A quality pair of trainers for the marathon run.....

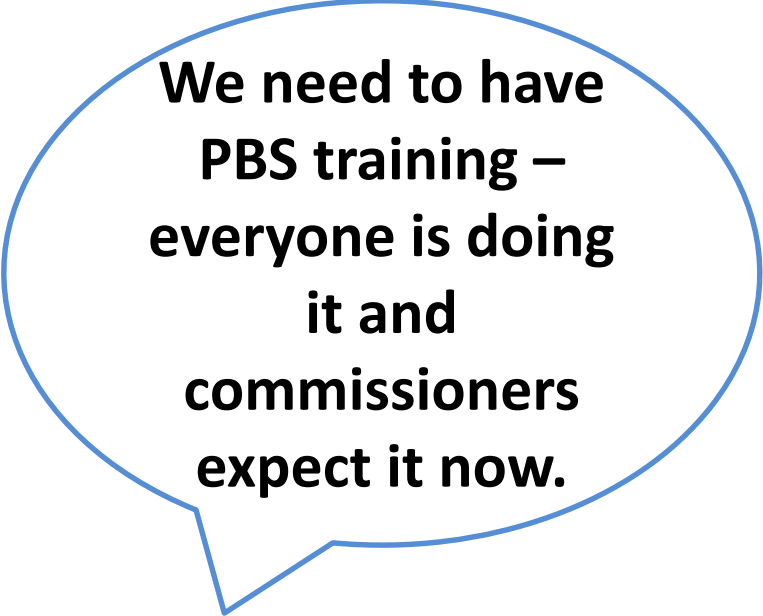
- An ELearning introduction
- One day face to face
- Range of bespoke sessions on issues relevant to particular individuals.
- A two module, 40 credit undergraduate programme for autism champions ( with Coventry University)
- Internal staff conferences to keep abreast of current research.

Autism and Stress

Autism and Attachment

Autism and Choice

**Someone kept saying in my ear,**



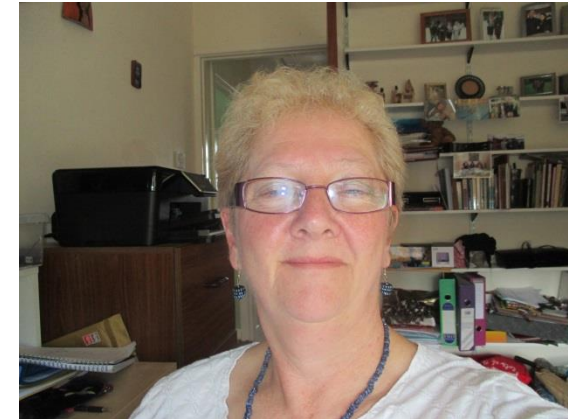
**We need to have  
PBS training –  
everyone is doing  
it and  
commissioners  
expect it now.**

**I didn't really want to listen but in the end I did.**

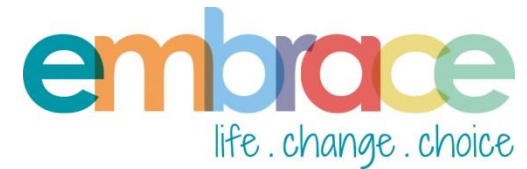


# The link with bild

- **A meeting of minds.**



**PBS as the frame work, the back drop, the undercoat, that ensures all bases are covered.**



- It can go across the whole of Embrace
- Elderly care
- People with mental health issues
- People with Acquired Brain Injury
- Children in residential care
- Children in our special schools
- Children and adults with learning disabilities
- Children and adults with autism

# The light switches on



- Yes a frame work to look at the communicative function of the behaviour
- To explore the context
- That ensures a good understanding of autism or dementia or attachment disorder.....whatever is relevant for each **individual** we seek to support.

# But.....



- PBS on it's own is not adequate
- I would even go as far as to say it would be better to take the word behaviour out altogether.

# The dangers of PBS in setting for people with LD without good autism knowledge.



Meet Donald.....on arrival in our adult services he was distressed – the move was difficult for him to understand. Staff were expecting challenges.....they got them but it was the smearing of faeces that caused most distress to the staff – Donald seem to quite like it.

# A PBS approach.....

What could the function of the behaviour be?

- The move has been traumatic for him.
- He is telling us he does not like it here?
- He is bored?

Gather data about when it happens and where, who is around and what is going on.

Analyse the data and see what it tells us.

# Good autism knowledge and experience tells me.....

Predictability is the key driver for people with autism.

If someone with autism is unhappy and confused about what is happening to them they seek patterns and predictability in the best way they can.

Non verbal, confused and anxious.....

The only way of gaining predictability is via his own body.

It works

Now Donald is calmer but the staff aren't!

# There were also:

- Holes in the walls
- Staff were getting hurt
- Mum was getting hurt when she visited

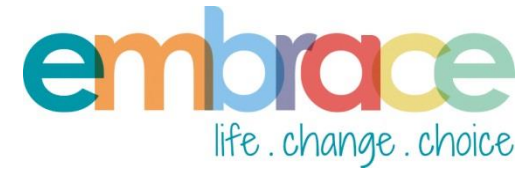
But

It was the smearing that distressed staff the most.

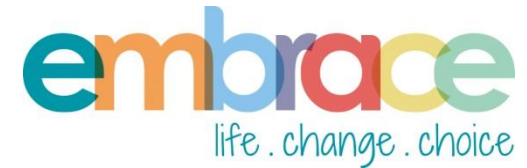
All of this was about getting what was needed most – predictability. With good autism knowledge we were soon able to develop more positive predictable patterns. Without it we may still have been gathering data.....there will always be a function to the behaviour – **but if someone has autism you need to learn to think in an autistic friendly way first.**



A holiday was an impossible dream and is now a predictable reality.

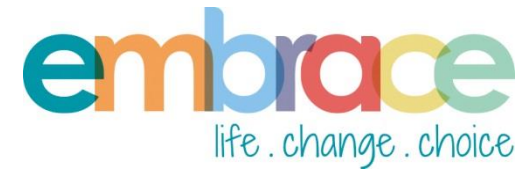


# What about PBS in our schools for our young people with BESD? (behavioural, social and emotional difficulties)



- Same issue for me
- A good and useful backdrop / framework
- BUT
- If the individual who is presenting the challenges has a diagnosis of ASD, or we think they could be on the autism spectrum, we need to be working in autism friendly ways.

## .Meet George, an intelligent, volatile young man previously excluded from several schools



Highly articulate and intelligent.

Foul language used very regularly.

Violent towards staff.

Violent towards property.

Totally self centred.

Asperger Syndrome diagnosis.

# Staff say....

“We know he has AS but what is the AS and what is just challenging behaviour?”

“He knows what he is doing and is so embarrassing when we are out and he swears and tells such disgusting stories.”

“His parents let him access stuff on the net he should not see, I think this could be the root cause.”

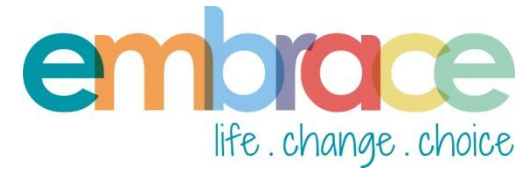
“He also does stuff to get attention I think. When he blows it is scary.”

# A PBS approach....



- What is the function of this behaviour?
- What does George get from it?
- Lets gather some data and try to understand it

# George has Autism



The world and people in it are confusing for George  
His confusion makes him anxious, like all people with  
autism.

He wants and needs predictability.

**He does not understand the impact of his behaviour on others.....**we may think he does / should etc but his poor theory of mind, like others with autism, tells us he does not understand.

# Working in an autism aware and autism intelligent way.....



- Develop positive predictable structures.....including things as basic as how you meet and greet this young man.
- Use visual supports to help him SEE the perspectives of other people.
- Take a real interest in his special interest in a knowledgeable and intelligent way.
- Help him to understand himself and the nature of his diagnosis.

# George and Brompton bicycles





# Not everyone in our services is on the Autism Spectrum



- We need the framework of PBS for a good values base.
- We need the framework of PBS to guide our understanding of challenges people present right across our services.

We need the framework of PBS for individuals with autism when good autism practice does not seem to work.

With the two firmly linked together we believe....

**The lives of those we  
support will be enhanced.**

