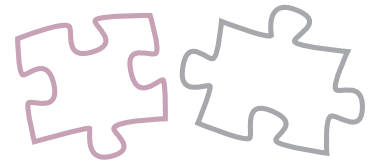




# POSITIVE BEHAVIOUR SUPPORT

Behaviours are our actions in response to our environment, other people, what's happening around us, and what's happening internally for us. Everyone engages in 'behaviours' throughout the day in response to these things. All behaviours have a purpose for the person.



## What are behaviours of concern?

Sometimes people engage in behaviours of concern (also called challenging behaviours). These are behaviours that may impact the safety of the person or others or may impact their ability to do the things they want or need to do. These behaviours may impact on the person's ability to engage with others effectively.

## Why do these behaviours happen?

People generally engage in behaviours when they don't have more effective ways to get their needs met.

## When should we respond to a behaviour?

We need to consider is the 'behaviour' something we need to do something about? If a behaviour is not impacting the person or others there is generally no need to do anything, it's probably more about us feeling uncomfortable than an issue for the person.

## 'ABC' MODEL

The ABC model is often used to help us understand why a behaviour occurs and how we can best support the person, so they don't need to rely on behaviours to get their needs met.

A	B	B
Antecedent	Behaviour	Consequence
What happens before the behaviour – in the lead up and right before it starts?	What happens during a behaviour – What do you see & hear? How long does it last? What helps and doesn't help in reducing the behaviour? How intense/severe is the behaviour?	What happens after because of the behaviour? what does the person and others do? is the person able to avoid something they find unpleasant or gain something they were wanting?

## THE ICEBERG MODEL

There are many reasons why a 'behaviour' occurs. The iceberg model helps explain - what we see is behavior, but below the surface (what we can't see or might miss) are the things that may have contributed to the behaviour.

### Common Triggers

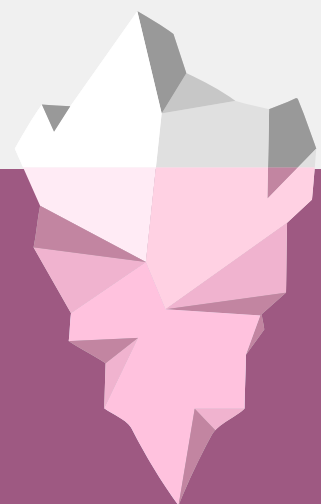
Certain things may be a 'trigger' (make behavior more likely to occur): e.g. they may have communication issues and become frustrated when others don't understand. Or certain sensory inputs may be distressing and lead to behaviour. Being tired or unwell might reduce the person's ability to cope with things that they might usually be able to deal with.

### The behaviour – what we see

- Crying
- Being 'disruptive'
- Shouting/yelling
- Refusing a request
- Throwing things
- Withdrawing/not participating
- Hitting out

### What might be 'underneath' (contributing to the behaviour)

- Anxious
- Unwell
- Tired
- Bored
- Trauma
- Sensory overload
- Unsure what to do
- Lack of confidence
- Difficulty communicating
- Overwhelmed
- Fear of rejection



Continues on the next page →



## SUPPORTING THE PERSON AT NETBALL

# 1

### Get to know the person

- Find out from the person (and their supports) what works best, are there triggers to try to avoid, what helps if the person is becoming distressed, what to do during the behaviour and after to help
- Understanding how the person best communicates will help in your interactions with them
- Build rapport with the person so they feel less anxious knowing you are there to help

# 2

### Be Consistent

- Have consistent routines for your session so things are more predictable, use a visual schedule
- Have clear expectations (so everyone knows what to do) e.g. when you hear me say 'stop' you need to stop what you're doing and look at me
- If something changes or you are introducing something new – give everyone time to process

# 3

### Be Proactive

- If you know something is a trigger for the person (e.g. unexpected, loud noises) try to avoid/reduce the trigger or help prepare the person for it "James, the siren is about to sound soon, do you want to have a break and go and get a drink now?"

# 4

### Focus on the positive behaviours

- Focus on the positive behaviours (what you want to see everyone in the group doing) – model these behaviours, remind the group of your expectations/group rules each session (so everyone knows what to do) and reinforce positive behaviours whenever you see the person doing them e.g. "James that was really great that you waited for your turn – well done!"

# 5

### If a behaviour occurs

(please note, these are just general strategies – please talk with the person and their support people about what works best)

- Stay calm, have relaxed body language; use a calm, quiet voice if you need to talk with person (try to minimise conversation/input though if they are overwhelmed)
- Keep in visual contact to make sure the person is safe, but try to give them space if they need it
- Ignore the behaviour/don't pay attention to it (unless it is dangerous, and you need to intervene quickly) but don't ignore the person
- Actively listen to what the person is trying to say through their behaviour
- If there are strategies that help, support the person to use them (e.g. deep breaths, sipping some water, finding a quiet spot to sit). Some people will have a positive behaviour support plan developed by a behaviour support professional – please follow any relevant strategies recommended in these plans
- Avoid saying things like 'stop', 'calm down', 'be good', 'don't be naughty' – these are not helpful in reducing the behaviour
- When the behaviour is happening don't talk in detail about what they should be doing, they won't be able to take this in: the main aim is to help the person calm. If appropriate to your role, talk (away from others) about the situation, only once they're calm. Remember, the person has engaged in the behaviour as they didn't have a better way to get their needs met, so show understanding and help them come up with a plan of what to try next time (e.g. "I know that you were upset Blake didn't understand you were trying to say it was your turn. What could you do next time?...Next time come and let me know and I'll help you")

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## MYTHS ABOUT BEHAVIOUR

### **“People engage in behaviours because they are ‘naughty’ or are trying to manipulate you”**

No - people generally use behaviours when they don't have a more effective way to get the support they need. The iceberg picture shows just some of the reasons behind behaviour.

### **“Punishment works”**

No - punishment doesn't lead to any long-term changes in behaviour, especially as it often leads to focusing on the behaviour of concern rather than an alternate, positive behaviour that you want the person to learn to use. Punishment can cause the behaviour to escalate and the person to feel more anxiety. What works are positive, proactive strategies (like those listed above) and supporting the person to develop skills and strategies that reduce the need for them to rely on behaviour to get their needs met.

## REMEMBER

Each person is an individual and will have different strengths, interests and support needs even when they have the same disability or condition.

- Utilise the 'All About Me' form and have a conversation with the person
- Create a culture where the person will feel comfortable asking for assistance if they need it
- Don't worry if you make a mistake, it's all a part of learning
- Small changes will make a big difference

## INTERESTED IN LEARNING MORE?

### **Video introduction to positive behaviour support**



[Positive behaviour support video](#) →

### **The iceberg model**



[The iceberg model video](#) →

Information in this resource card has been adapted from:

- <https://www.bild.org.uk/positive-behaviour-support-pbs/>
- <https://allplaylearn.org.au/primary/teacher/teacher-guide/abc/>