

Bristol Intensive PBS Service for children with learning disabilities at risk of school exclusion

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Background

- * In February 2005, a 12 year old LD child was permanently excluded from school due to aggressive behaviour
- * A residential school placement was seen as the 'only option' - against family wishes
- * Developed an individualised intensive therapeutic programme to support child to return to school
- * Jointly funded health and social care

Outcomes

- * After 6 weeks at home, returned to school and child did not miss a single day due to aggression
- * In class 100% of time with minimal extra support
- * Child happier and positive peers relations
- * Family reported significant improvements at home

Reduction in Staff Support

- * Staff ratio first 12 months 2:1
 - 12-18 months 1:1
 - 18-24 months 0.5:1
 - 24-30 months 0.2:1
 - 30-36 months 0.1:1
- * Staff costs ~ £105,000 for 3 years. Equivalent cost at residential school ~ £600,000.

PBSS - Aims and Model

- * PBSS funded on a case by case basis to help children stay in, or return to, school and participate as fully as possible
- * Based on Positive Behaviour Support (PBS) model.
- * Involves systematic application of evidence based child development and skills acquisition methods to deliver individually tailored therapeutic programmes

Outcomes and Data

- * Daily data recording
- * Child development tools – VB-MAPP & EFL
- * Programme focused on range of abilities including,
 - * Communication skills
 - * Academic skills (e.g., reading, imitation and writing)
 - * Emotional literacy
 - * Aggression levels
 - * Quality of Life measures

VB- Mapp Milestones

- * 170 learning and language milestones sequenced into 900 skills across 3 developmental levels
 - * Level 1 (0 – 18 months)
 - * Level 2 (18 – 30 months)
 - * Level 3 (30 – 48 months)
- * Provides a detailed breakdown of functional skills in developmental hierarchy
- * Serves as a complete and ongoing learning and language skills curriculum guide
- * Includes the Early Echoic Skills Assessment (EESA) subtest developed by Barbara E. Esch, Ph.D., CCCSLP, BCBA.

Child's name:				
Date of birth:	2007			
Age at testing:	1 5	2 5	3 6	4 6

7

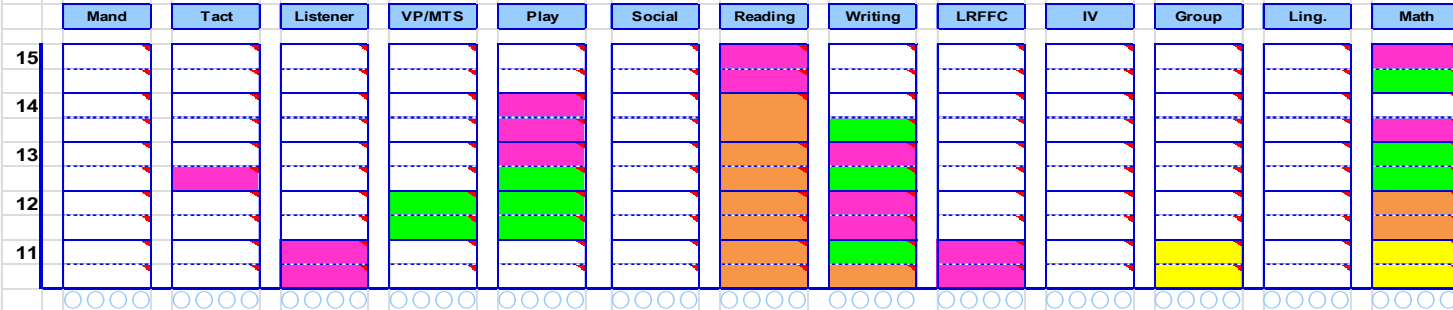
Key:	Score	Date	Color	Tester
1st test:	20.5	09.07.2012	Blue	LJ
2nd test:	36.5	21.12.12	Yellow	VB
3rd test:	78.5	24.07.13	Orange	VB
4th test:	97.5	19.12.13	green	JS

115

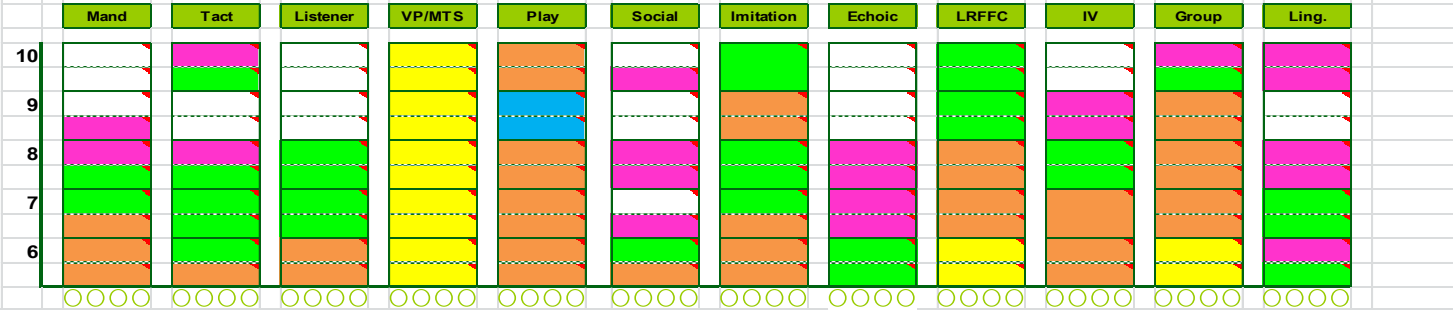
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JS

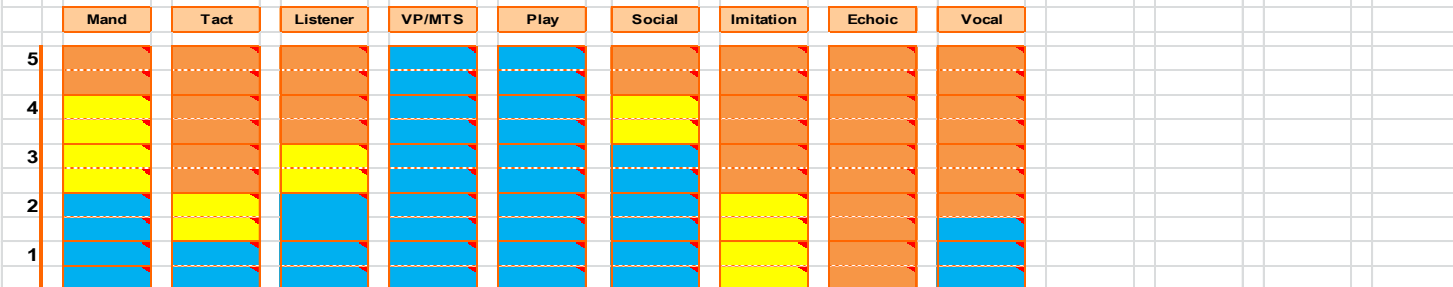
LEVEL 3



LEVEL 2



LEVEL 1

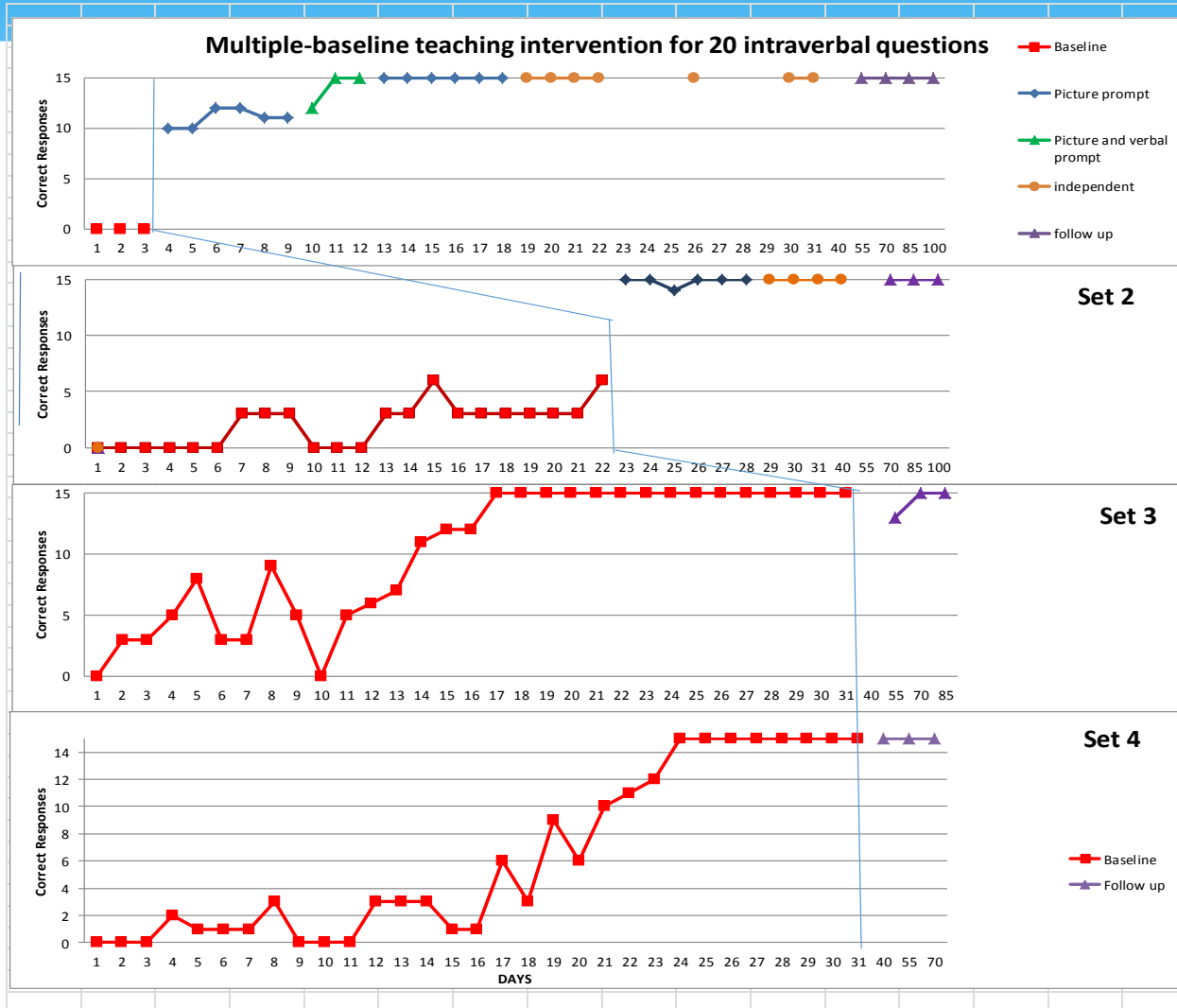


Teaching Intraverbal Conversation Skills

* **Intraverbal – 20 ‘What’ Questions**

- * **Aim:** Increase Intraverbal responding, specifically in answering ‘What’ Questions. This will aid development of appropriate conversational skills and ability to use language functionally.
- * **Method:** A stimulus control transfer procedure will be used in a multiple-baseline design. 4 sets of different ‘what’ questions will be taught, using textual prompts in the form of picture cards. The picture card prompts will then be faded out, with the aim that XX will be able to answer the questions independently.
- * **Questions:** Questions selected are considered functional and relevant to everyday life (i.e “what do you eat?”) and referred to common objects/activities. All questions are presumed equally difficult to learn and novel. Questions were divided into 4 sets of 5 questions (20 ‘what’ questions in total).
- * **Setting:** 10 minute sessions twice a day, five days a week. At normal individual work station.
- * **Dependant Variable:** Accuracy of one-word response. Partial responses and responses containing repetition of questions asked scored as incorrect. Target response: one word answers scored as correct.
- * Questions in a set will be presented in a randomised 3 time in each session. This order will differ on each day.

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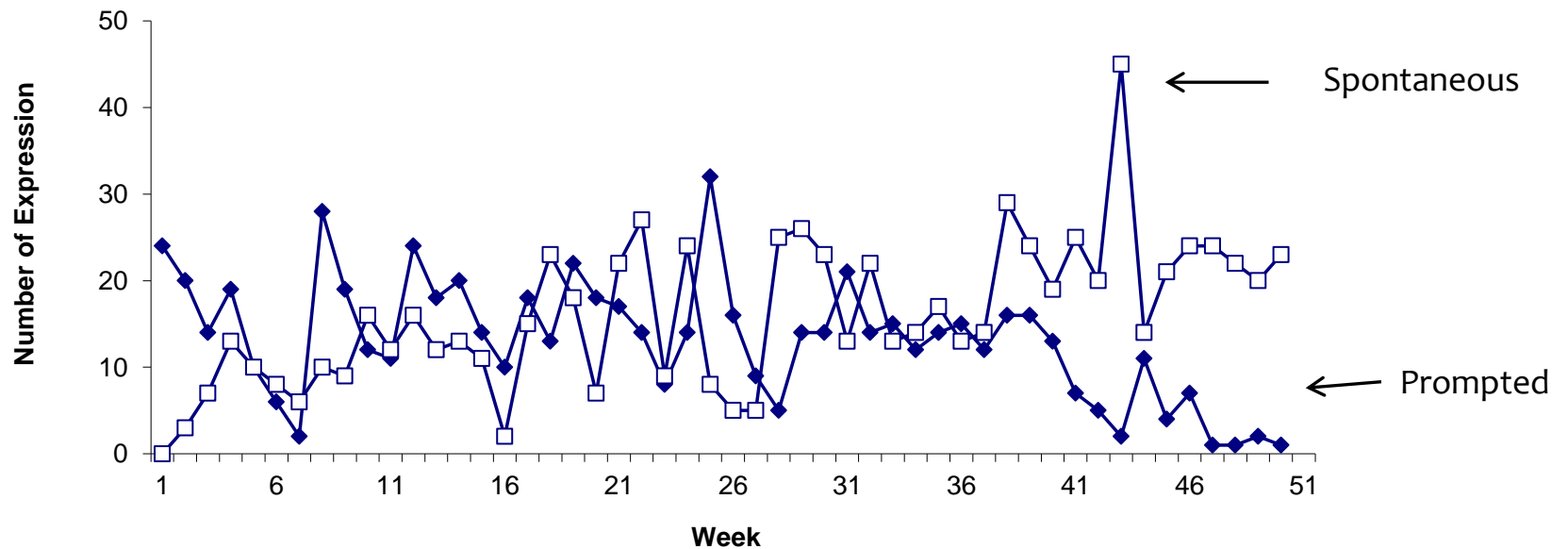


Emotional Literacy

- * A small part of the universe is inside our skin and it's important to be able to talk about it accurately
- * Programme to teach people to talk about the world inside your skin.

Outcomes

- * Emotional literacy – spontaneous vs prompted expression of anger

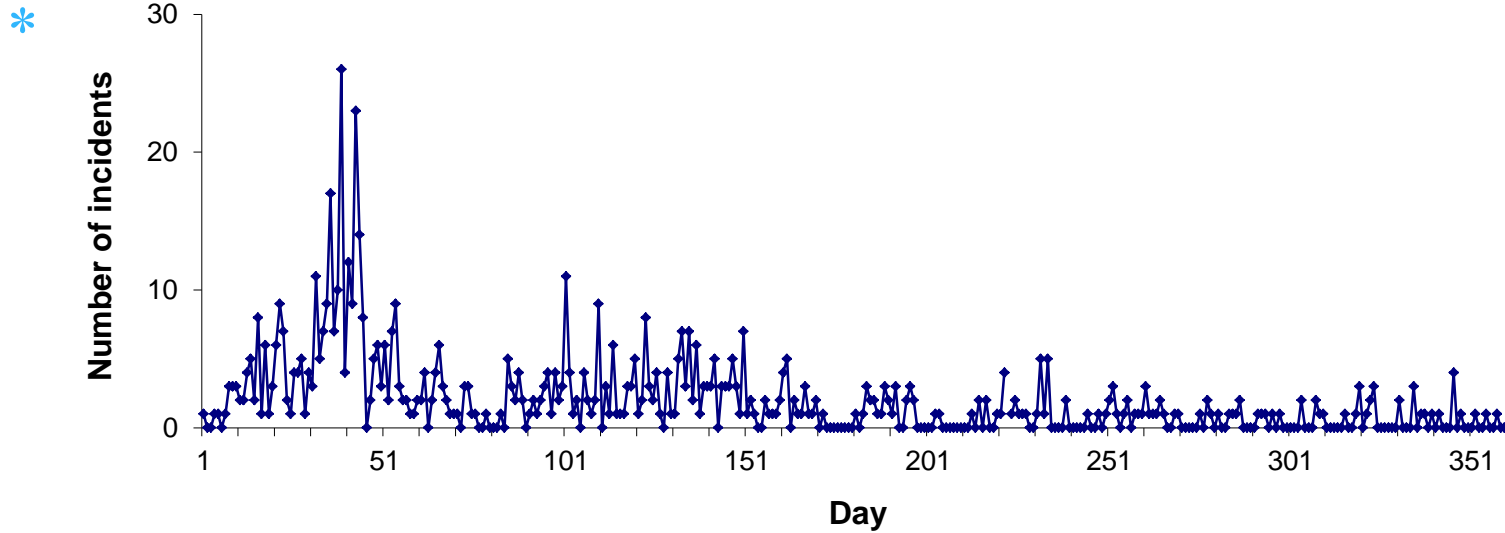


Daily Aggression Data Record by Function

DATE	LEVEL	Swim	Circle Time	Grp S 1	Grp S 2	LUNCH	Circle Time	Grp	One: One
Mon	1								
	2								
	3								
	4								
Tues	1								
	2								
	3								
	4								
Wed	1								
	2								
	3								
	4								
Thu	1								
	2								
	3								
	4								
Fri	1								
	2								
	3								
	4								
NOTES									

S: social D: demand T: tangible A: automatic U: unknown

Example Daily Aggression Record



Profile of children on PBSS programmes 2005-2013

	Gender	Age (years)	Degree of Learning Disability	Diagnosis & medical conditions	Primary Challenging Behaviour	Symbolic Communication	Initial staff Ratio	Duration on programme (months)	Outcome
1	Male	11:2	Severe	Downs Syndrome	Aggression	Some vocalisations	2:1	30	Remained in school & discharged from PBSS
2	Male	10:5	Severe	-	Aggression and sexualised behaviour	Some vocals and < 5 signs	1:1	24	Remained in school & discharged from PBSS
3	Female	9:9	Severe	-	Aggression	Some vocals and PECS 2.1	2:1	36	Remained in school & discharged from PBSS
4	Male	5:7	Severe	ASC	Aggression	None	2:1	84+	Remained in school with PBS
5	Male	9:10	Moderate	ASC/Attachment Disorder	Aggression & SIB	Speech	2:1	15	Remained in school & discharged from PBSS
6	Male	9:1	Severe	ASC	Aggression & SIB	None	2:1	27	Transferred to residential school
7	Male	12:3	Severe	Brain injury & epilepsy	Aggression & non-cooperation	< 5 signs and PECS 2.1	1:1	9	Remained in school & discharged from PBSS
8	Male	13:10	Severe	-	Aggression	Some vocals and PECS 2.1	1:1	9	Remained in school & discharged from PBSS
9	Female	11:3	Severe	ASC	Aggression	PECS 2.1	1:1	7	Transferred to residential school
10	Male	9:2	Severe	ASC	Aggression	PECS 2.1	1:1	12+	Remained in school with PBS
11	Male	5:6	Severe	Dravet Syndrome	Aggression	Some vocals and PECS 2.1	1:1	24	Remained in school & discharged from PBSS
12	Male	5:4	Severe	ASC	Aggression	PECS 2.1	1:1	12+	Remained in school with PBS

Financial Savings

Annual savings produced by the PBSS. LA figures calculated that the PBSS produced savings of £1,849,438 over four years from 2009-13. (Average cost £225,000 calculated from the mean costs of the last five OOA residential placements, range £190,000 to £285,000.)

	Costs	Savings
2009/10	£537,709	£366,291
2010/11	£762,262	£392,738
2011/12	£1,132,195	£442,804
2012/13	£477,395	£647,605
Total	£2,909,561	£1,849,438

General Issues

- * Working in schools – different models
- * School leadership
- * How to sustain system change?
- * School commissioning changes
- * What is PBS? A new term for old practices?
- * New services, PBS competencies and training

Contact Details

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