

“Developing a resource(s) to guide inspections of facilities and services that support children, young people and adults with learning disabilities at risk of behaviours that challenge”



Background to current project

Positive Behavioural Support (PBS) Standards: implications for workforce development and the role of CQC



The potential role of CQC

- Service providers have indicated that a key driver of organisational and workforce development is the requirement of all services to be inspected by CQC. Were CQC to adopt standards critical to the delivery of PBS as part of their inspection, it is possible that this may lead to improved quality of PBS services.

Actions arising from CB-NSG workshop

Meet with CQC to explore how the PBS standards may be used to inform inspections

- Follow up workshop with CQC to produce
- 1) a number of key questions that inspectors might ask of services (with guidance re what to look for)
 - 2) A tool re quality of BSPs and/or tool to assess quality of life/outcomes.

Current project

- Funded by the University of Warwick ESRC Impact Acceleration Account
- Co-production model: CQC and PBS Academy
- Original plan 3 whole day in-situ workshops ... to date held 7 smaller workshops on-line & mix of breakout and whole group sessions
- Mix of inspectors, experts by experience and those working as part of the CQC “Closed Culture” work (in turn informing CQC’s longer-term strategy).

Where have we got to?

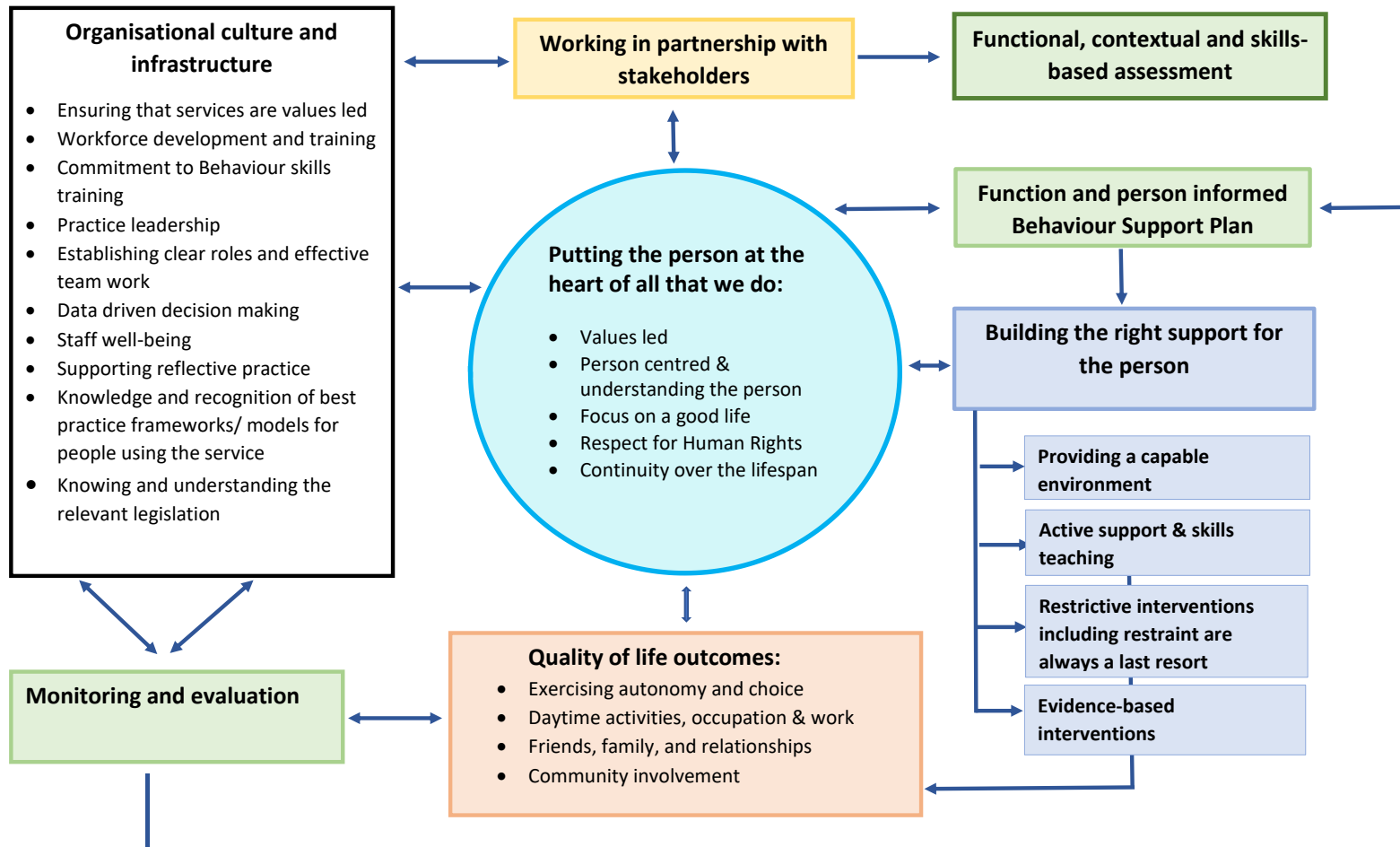
- Draft resources have been developed but nothing yet agreed
- Recognition amongst senior leaders in CQC that some services may require a 'different' approach. This work could fall into that category.
- Issues still to be worked through are ...
 - how different the approach can be?
 - what are the resource and planning implications?

Underlying assumptions

Who are the people the service is delivering support to?
What are their needs and aspirations?
Is the service meeting those needs and aspirations?

Interactive schematic (dashboard)

Who are the people the service is delivering support to? What are their needs and aspirations? Is the service meeting those needs and aspirations? Delivering support within a PBS Framework



Corroboration

Who are the people the service is delivering support to? What are their needs and aspirations? Is the service meeting those needs and aspirations?

Is there a planned **programme** for each person that focuses on their quality of life? Do the parts fit together?

Yes



Are the planned programme/s **relevant** to each person's needs?

Yes



Is each person's support programme being delivered at the right level of **intensity**?

Yes



Is there a **balance** of programme/s and support plans for each individual with coherence across settings and over time

Questions map onto PBS
Academy Competence
framework and Standards for
service providers

Section 1: Is there a planned programme for each person that focuses on their quality of life?

1. Is the environment kind, caring, nurturing and appealing to people's sensory and physical preferences?
2. Do staff know the people they are supporting including their health and wellbeing needs?
3. Are people engaged in meaningful activities and relationships?
4. Are staff supporting people to experience real choice and control?
5. Are staff promoting a safe, consistent, and predictable environment?
6. Are complex needs and behaviour/s that challenge being supported effectively?
7. Is there a clear commitment to minimising the use of restrictive interventions including restraint and only using as a last resort?
8. Is there effective Practice Leadership and support for service staff wellbeing?
9. Is there an effective programme of Service Staff Training and is there evidence of this being embedded into practice?

Section 2: Are the planned programme/s relevant to each person's needs?

10. Is it evident that each person's programme/s have been developed to meet their current needs and preferences as well as longer-term aspirations?
11. Do staff monitor and evaluate each person's outcomes meaningfully and review their support plan adapting where necessary?
12. Are relevant stakeholders (including the person themselves and their families) involved in the development of each person's support plan in a meaningful way?

Section 3: Is each person's support programme being delivered at the right level of intensity?

13. Does each person's programme offer sufficiently intensive learning opportunities to promote skills acquisition?
14. Do staff know the protocols for each Person and their own role in the delivery of the support plan?

Section 4: Is there a Balance of programme/s and support plans for each individual with coherence across settings and over time?

15. Is there a balance across multiple programme/s (if relevant)?
16. Is the support provided to the person seamless across services and between professionals involved in the person's life?
17. Does each person's plan reflect planning for the future and a progression towards longer-term aspirations as well as providing continuity over their life journey?

Corroboration

1. Is the environment kind, caring, nurturing and appealing to people's sensory and physical preferences?

Schema: Values led, Providing a capable environment & Organisational culture & infrastructure. KLOE's: Safe, Caring & Well-led

What you might see in situ

A living environment that you yourself would be happy to live in, including an appealing *physical* environment which is sympathetic to the sensory and physical preferences of all people within the service; an empathetic *social* environment in which staff are warm, appropriate, respectful, and positive towards the people they support and their families and a dignified *interactive* environment in which staff are nurturing in the care and support to the persons they are working as rather than 'over-protective'.

A living environment that accommodates the needs of each person being supported and provides options for peace and quiet as well as communal areas for socialising. Staff consistently supporting individuals to engage and to communicate using non-verbal communication, communication aids etc. to supplement verbal communication or if necessary, replace verbal communication.

What you might hear

Staff speak positively about their expectations for the people they support both in the present and in respect of their longer-term aspirations and goals (direction of travel). This is reflected in day to day activities with staff ensuring that they can and do participate in all areas of their lives; and ensuring that support helps people to meet those longer-term goals.

The person and their family speak positively about all aspects of the environment in which they live.

What to look for in documentation

A statement of values that underpins the service and evidence that the organisational culture, leadership and infrastructure supports this.

Individualised assessments (such a Speech and Language Therapist assessment) outlining communication needs and preferences and an agreed plan for each person. N.B Check for evidence that all staff use these consistently.

Red flags:

Over-protective care (doing things for people because it seems kind to do so rather than encouraging them to do things for themselves) could lead to deskilling and loss of independence for those persons.

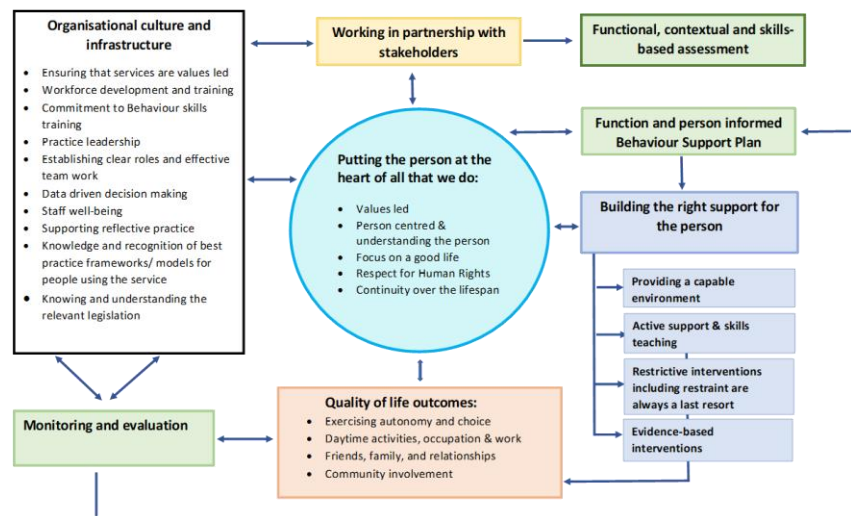
Avoidance of involving people in activities due to perceived risks (e.g staff are heard to say that they cannot include someone because their behaviours would present a danger to others)

An unsuitable physical environment that offers little flexibility so that individual needs cannot be accommodated. There are instances where people being supported are having to move for safety reasons because one person is distressed.

Vision

Who are the people the service is delivering support to? What are their needs and aspirations? Is the service meeting those needs and aspirations?

Who are the people the service is delivering support to? What are their needs and aspirations? Is the service meeting those needs and aspirations? Delivering support within a PBS Framework



Is there a planned **programme** for each person that focuses on their quality of life? Do the parts fit together?

Are the planned programme/s **relevant** to each person's needs?

Is each person's support programme being delivered at the right level of **intensity**?

Is there a **balance** of programme/s and support plans for each individual with coherence across settings and over time

Corroboration of evidence via a test of model coherency

Your feedback

If the outlined approach to inspections for services that support people with a learning disability is fully adopted are you confident that:

- The inspections process is more likely to highlight areas of concern within and across services?
- Service providers will have a greater incentive for implementing the PBS Academy standards of service delivery?

Is there anything that we are missing?