

Cultures Checklist:

Initial of person you support:

Name of person completing checklist:

Date:

	How to measure	+/-	Comments
All team members state that they like the person	Discussion		
All team members communicate respectfully to and about the person we support	Discussion & Observation & Reporting		
All team members are able to talk about the person's strengths and preferences	Discussion		
When observing, team members frequently interact positively with the person and in a way the person understands and can communicate	Observation		
Team members can describe why effective relationship and rapport building is important for the person	Discussion		
The person seeks out their team members to interact with them	Observation		
Team members understand the person's communication needs, create opportunities and maintain resources to help them communicate effectively	Discussion & Observation		
Team members can describe how they gain feedback from the person we support. Team members can describe how the person is able to raise complaints	Discussion		
Team members can describe how the person seeks interaction	Discussion		

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Team members can describe how they listen to what the person wants and what they are trying to communicate	Discussion		
The person has the level of predictability they need to ensure they have a routine that meets their needs	Observation		
Team members support the person consistently so that the person's experience is similar no matter who is providing the support	Observation		
The person engages in meaningful activities in line with their protocols	Observation		
Team members provide clear routines consistently and in a way the person can understand and has requested, e.g timetables, menu plans, team members boards, now and next	Observation		
People we support are observed to appear relaxed and comfortable in the company of team members	Observation		
Team members have positive relationships with the person's family and friends	Discussion & Observation		
The person is supported to promote and maintain relationships with their family and friends and support is given for these to flourish and thrive	Discussion & Observation		
Team members encourage and provide opportunities for choice making	Observation		
Team members can describe how they balance choice making alongside duty of care and skill development	Discussion		
Team members support the person to become more skilled, competent and independent in line with protocols and active support principles	Discussion & Observation		
Team members are noticing and acting on opportunities to develop independence	Observation		

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Team members can discuss the current PSR goals for the person we support and how they support with achieving these	Discussion		
Team members recognise and respond to the health needs of the person, promoting a healthy lifestyle and ensuring health appointments, medications and assessments are promoted and encouraged	Observation		
Team members know how to identify when the person might be in pain	Discussion & Observation		
The person has enough space, personal private space, sensory needs are met, and physical environment meets their needs	Observation		
Team members understand positive risk taking and how they would promote this	Discussion		
Team members are able to talk about behaviours functionally	Discussion		
Team members are able to discuss that interventions must be least restrictive, justifiable, necessary and proportionate to the risk of harm and used as a last resort.	Discussion		
Team members are able to describe which restrictive interventions (environmental, physical, mechanical, chemical) are prescribed for the person we support and when they should be used	Discussion		
Team members are able to describe alternatives to restrictive practices that would be used first.	Discussion		
Team members are able to describe the restrictions that are in place for the person we support including what they are and discuss alternatives	Discussion		
Team members are able to describe how they promote the human rights of the people we support, they are also able to describe	Discussion/ Observation		

what constitutes a hate crime and how to report this			
80% of team members report feeling safe and supported by the organisation	Discussion		
The team knows who to contact if they need support	Discussion		
The team knows how to report a concern	Discussion		

#### Relevant references

- Non-contingent social interaction reduces challenging behaviour maintained by attention (Carr et al, 2009)
- Both receptive and expressive communication are strongly associated with severity of challenging behaviour in children with developmental disabilities (Sigafoos, 2000).
- Person-centred active support reduces the severity of challenging behaviour (Beadle-Brown, Hutchinson, & Whelton, 2012)
- Activity schedules decrease challenging behaviour in children and young people with autism spectrum disorders (Lequia et al, 2012).
- Challenging behaviour is less likely where there is good rapport between individuals and their carers (McLaughlin & Carr, 2005).
- Person-centred active support reduces the severity of challenging behaviour (Beadle-Brown, Hutchinson, & Whelton, 2012)
- Offering choices between activities reduces challenging behaviour of children with autism spectrum disorders (Rispoli, et al., 2013)
- Teaching individuals functional communication skills reduces the occurrence of challenging behaviour (Kurtz et al, 2011)
- Challenging behaviour is more likely when individuals are in pain or suffering from a number of different health conditions (Kennedy & O'Reilly, 2006)
- Exposure to poverty increases the risk of conduct problems in children with intellectual disabilities (Emerson et al, 2010)