

Challenging needs, challenging environments, behaviour that challenges – what can we and others do?

**The Hillingdon experience**



# Challenging needs, challenging environments, behaviour that challenges – what can we and others do?

- **PBS at the community level**
- **Essential for Living**
- **Current literature about risk factors for the development of behaviour that challenges**
- **Planned research**



# PBS at a community level – a joint understanding of “behaviour”



Understand the communication and decode the message

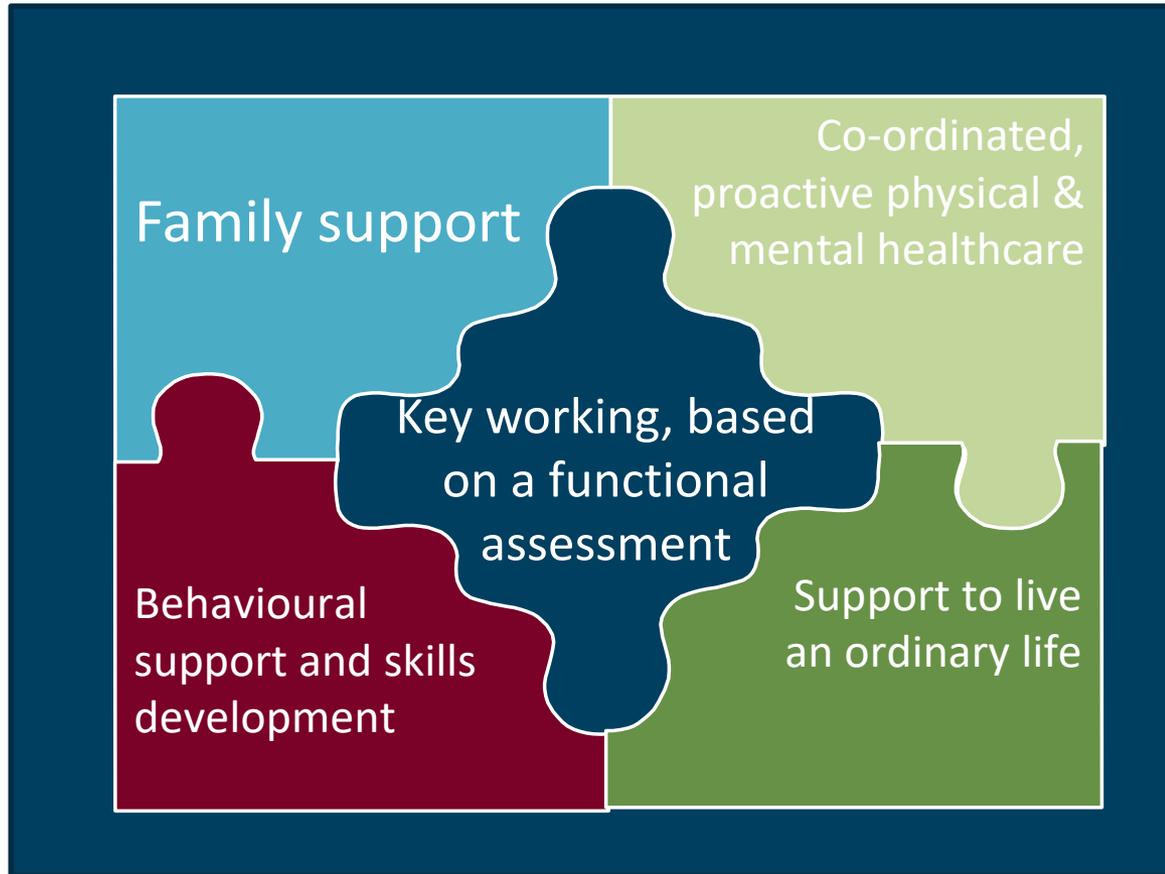


Change the environment to fit the child, e.g. lower the noise level, add visuals, interact in a different way, offer different activities, improve Quality of Life



Teach the child skills, e.g. to ask for what they want, to tolerate waiting, to problem solve

# PBS at the community level



(Adapted from The Challenging Behaviour Foundation and the National Development Team for Inclusion, 2016).



# Essential for Living (McGreevy et al, 2014)



essentialforliving.com

A Communication, Behavior and Functional Skills Curriculum for Children and Adults with Moderate to Severe Disabilities

The Essential Eight Skills	
One.	<b>MAKING REQUESTS</b> for preferred items and activities
Two.	<b>WAITING</b> after making requests
Three.	<b>ACCEPTING REMOVALS</b> -- the Removal of Preferred Items and Activities, Making Transitions, Sharing, and Taking Turns
Four.	<b>COMPLETING REQUIRED TASKS</b> -- 10 Consecutive, Brief, Previously Acquired Tasks
Five.	<b>ACCEPTING 'NO'</b>
Six.	<b>FOLLOWING DIRECTIONS</b> Related to Health and Safety
Seven.	<b>COMPLETING DAILY LIVING SKILLS</b> Related to Health and Safety
Eight.	<b>TOLERATING SITUATIONS</b> Related to Health and Safety



# Risk factors for behaviour that challenges

- Mixed literature – different populations, measures, definitions
- Studies have looked at characteristics of the person, other behaviours, skills, environmental issues
- Often no clear rationale for why factors are chosen



# Our plans in Hillingdon

- We started from the point of what skills we need to teach young people if they present with behaviour that challenges – communication and tolerance
- So are these the risk factors for developing behaviour that challenges?
- Currently completing ethics application with Louise Denne at Warwick University to look at the relationship between levels of behaviour that challenges and children's Essential Eight skills.
- We hope to collect the data in the spring term and will keep you posted!



# References

McGreevy, P., Fry, T. and Cornwall, C. (2014) *Essential for Living - A Communication, Behavior and Functional skills Curriculum, Assessment and Professional Practitioner's Handbook*. Orlando, FL: Patrick McGreevy

National Development Team for inclusion and Challenging Behaviour Foundation (2016) *Developing local pathways for children and young people with learning disabilities and/or autism whose behaviours challenge (including those with mental health conditions) - Tools to develop local pathways*. Retrieved from [https://www.ndti.org.uk/uploads/files/Tools\\_to\\_Develop\\_Local\\_Pathways.pdf](https://www.ndti.org.uk/uploads/files/Tools_to_Develop_Local_Pathways.pdf) on 11/9/2019.

