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My Lived Experience
My Positive Behavior Support
My Story

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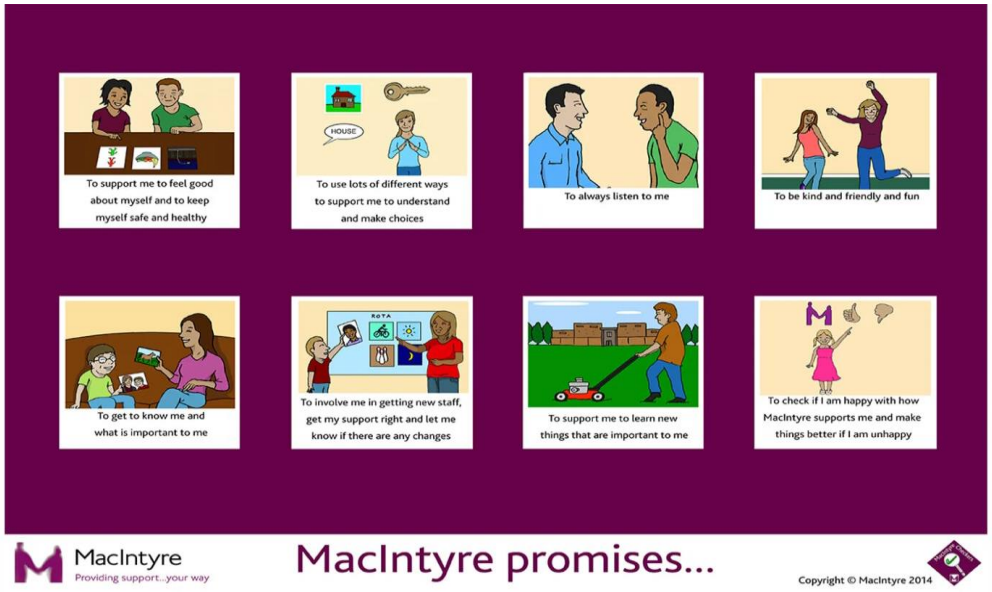
About MacIntyre.

- We provide learning, support and care for more than 1,200 children, young people and adults who have a learning disability and/or autism across England and Wales.
- We will support a sense of wellbeing through a celebration of each person's unique gifts, talents and contributions, the quality of our relationships and ensuring the promotion of real opportunities to connect with others.
- Central to MacIntyre's DNA (the way we do things) are a set of Promises. Each Promise sets out what a person supported by MacIntyre can expect and more importantly what they can hold MacIntyre accountable for.



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Introducing us ..

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Complex Needs: building the right support – now and in the future.

- Exciting and ambitious programme which delivers and supports those who need to move on from/or who at risk of admission to secure or ATU settings
- We recognise that for any individual whose needs may be seen as complex or behaviours challenging to others, equal access to proactive and preventative support is the only way the future is going to look any different

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- “School was difficult and learning was hard”

- “I ran away and hit out when it got hard, I got sent to a PRU”

- “ In the PRU, I was restrained and they hurt me, my Dad had to complain”
  - *(Dom was 9 years old)*

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“ From watching others I learnt that, if I hurt myself, I would go to A&E and escape what I was experiencing and feeling”

“A&E made me feel special and cared for”

“In 2016, I hurt myself so badly and so often, that I ended up in a mental health hospital”

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“I was put on a adult mental health ward, because I did not have a diagnosis of learning disability or Autism”

“MENTAL HEALTH HOSPITAL IS SCARY”

“They… Stopped me seeing my Dad,

Injected me with drugs that made me sleep

Restrained me lots of times and put me in isolation for 7 days”

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“I was diagnosed with a personality disorder, given lots of medication and when I learnt to behave *(Dom’s choice of words*) I was able to go home”

“Hospital taught me lots of new behaviours (*non positive*) and the world had not changed”

“This meant they only way I could cope was to use the same behaviour as before”

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Turns out, I am Autistic and have a Learning Disability, no wonder I was struggling”

No-one had noticed and me and Dad, never got the support we needed”

(Dom was diagnosed finally aged 22)

What is Positive Behaviour Support?

A framework for individuals with a learning disability whose behaviour at times may challenge.

It is not a single approach or plan that just identifies

- Likes and dislikes (*although these are important)*
- warning signs, triggers or how to de-escalate and/or manage behaviour,

Positive Behaviour Support (PBS) is:

- **working in partnership with people**, treating them with **dignity and respect**: All interventions must filter through the lens of human rights first.
- exploring **individualised meaning** behind a persons behaviour using concepts and principles long established in behvaioural theory
- recognising that **behaviour is shaped** by the systems and environment around a person, with each person having a unique and personal learning history

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Assessment – why is behaviour happening, what has happened in the past, what skills does the person already have and how we we support these to develop?

Proactive Approaches		
Focused approaches	**Environmental support and change**	**Learning and habituating new skills and behaviour**
Used to reduce incident frequency, creates a window of opportunity	Person centred approaches and communication. Structure, predictability, skilled staff, meaningful activity	• Learning coping skills • New ways of getting the same intensity of feeling of special and cared for in equally, but not harmful ways. • Gaining a wider understanding and skills to make sense of a often confusing world

Ealy Recognition of behaviour change

Functionally based responses

Reactive response to bevaiours that cause concern

Situational management, to rescue an individual from crisis and meet need

(LaVigna &Willis 2005)

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Person Centred plans into Person Centred action

Capable environments – McGill et al 2020

10 areas that are a mixture of systems and direct staff support approaches:

1. Positive social interaction
2. Supported communication
3. Participation and meaningful activity
4. Relationships
5. Encouraging functional independence
6. Acceptable physical environment
7. Mindful and skilled team
8. Opportunities for choice
9. Health and physical wellbeing
10. Consistent and predicable environments

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In the recently published “PBS in the UK: State of the Nation”; (*Gore et al 2022)*, the recently refreshed definition of PBS states:

“PBS is a multi-collaborator approach, PBS values the expertise of people from a variety of professional backgrounds, and those with lived experience, and embrace evidence-based approaches from several disciplines”

Dialectical behavior therapy (DBT) is a modified type of cognitive behavioral therapy (CBT). Its main goals are to teach people how to live in the moment, develop healthy ways to cope with stress, regulate their emotions, and improve their relationships with others.

"Acceptance is: understanding that things do not always go as planned. That it is no one fault and it is okay to feel down about it"

"DBT and my staff then help me make the choice to not be angry or to hurt myself, and mindfulness helps me do this"

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“I never want to go back”

“I have not self-harmed in some time but sometimes I do get upset, so each day I try hard. I practice my skills and I know my team will help me”

“I don’t want anyone else to have to go through what I did. That’s why I share my story”

Mind Full, or Mindful?