

ROL DE APOYO DIRECTO

CONOCIMIENTO, CREENCIAS Y ACTITUDES

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- La relación entre las conductas de las personas y las creencias, reacciones emocionales y conductas de los profesionales que intervienen:
 - La necesidad de tener en cuenta estos aspectos en la capacitación de los profesionales



Hace más de 20 años...

Bromley, J., & Emerson, E. (1995). Beliefs and emotional reactions of care staff working with people with challenging behaviour. *Journal of Intellectual Disability Research*, 39(4), 341-352.

- En general, los resultados de la presente encuesta ayudan a sugerir una serie de factores que pueden influir en la experiencia y el comportamiento del personal de atención que trabaja con personas con conductas desafiantes. Señalan la importancia del apoyo y asesoramiento del personal para permitir al personal mantener relaciones positivas con los usuarios y también señalan una serie de factores que pueden mitigar el hecho de que el personal de atención solicite y proporcione la ayuda apropiada. Estos incluyen la prevalencia de reacciones de emoción negativa del personal de atención a episodios de comportamiento desafiante, las fuentes de estrés experimentadas por el personal de atención y las posibles discrepancias entre las creencias del personal de atención y los conceptos subyacentes a los enfoques basados en la conducta

La visión desde la arena

- Contexto personal:

- Temporal: malestar, acontecimientos vitales...
- Persistente: carencia de habilidades para afrontar las conductas; dificultad de abordar la angustia...

- Contexto ambiental:

- Temporal: la presión del trabajo, ruido
- Persistente: control del 'jefe', filosofía...



Qué mal he dormido,
¡y no sé decirlo!

¡qué gustito,
sin hacer nada!

¡qué gusto,
otra vez sin
hacer nada!

¡no me he
enterado!

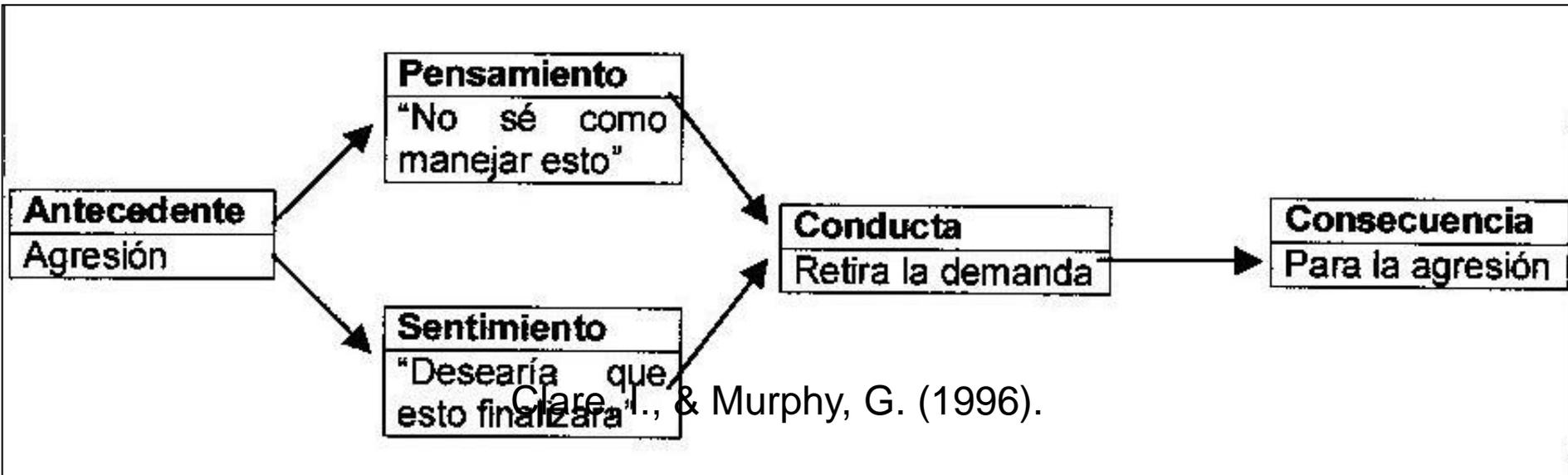
**Pego a mi
hermano**

¡HAZ!

¡quiero pasar de esto!

¡Vaya!, día de zafarrancho
¡y mi mamá y mi papá querrán algo!

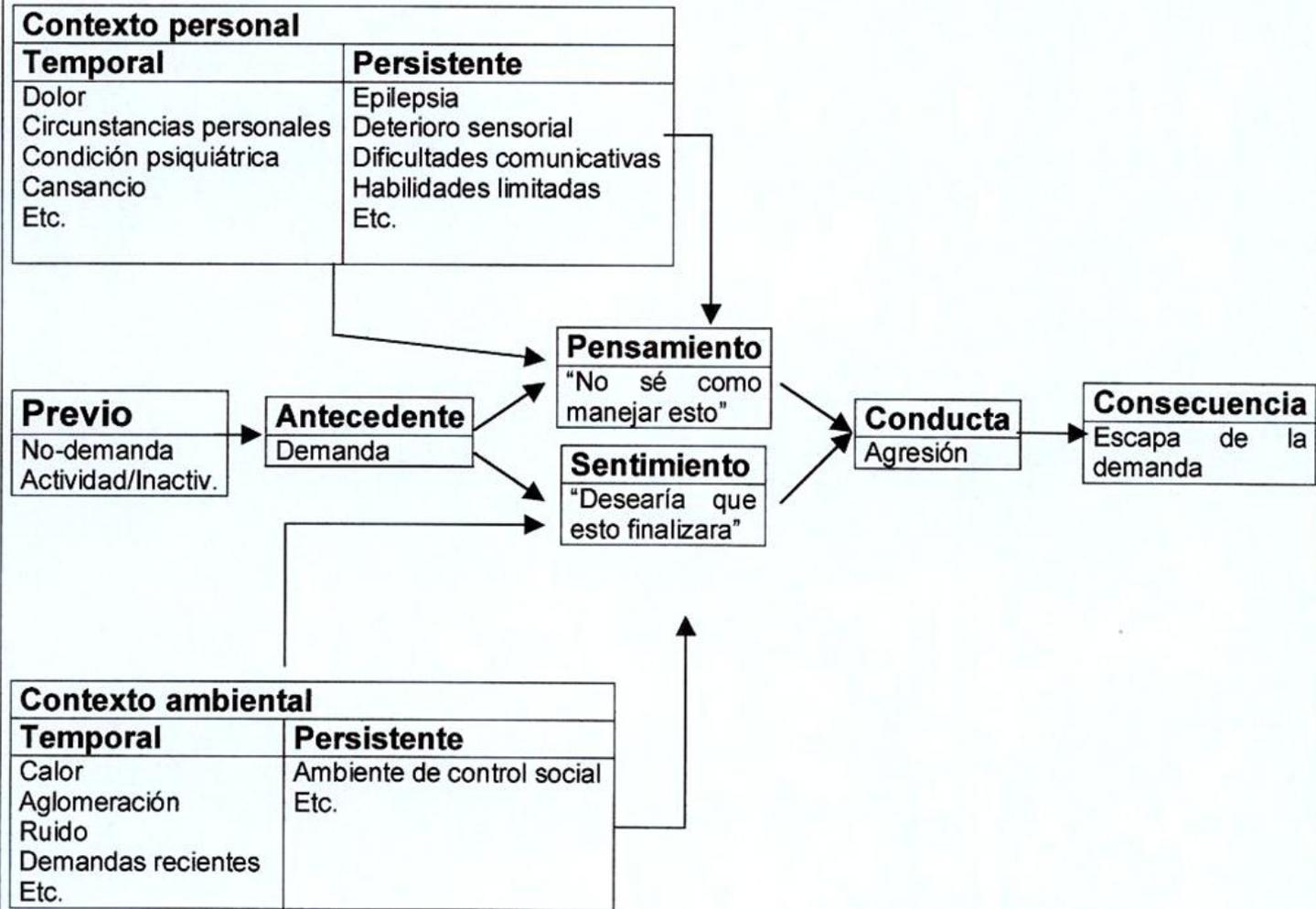




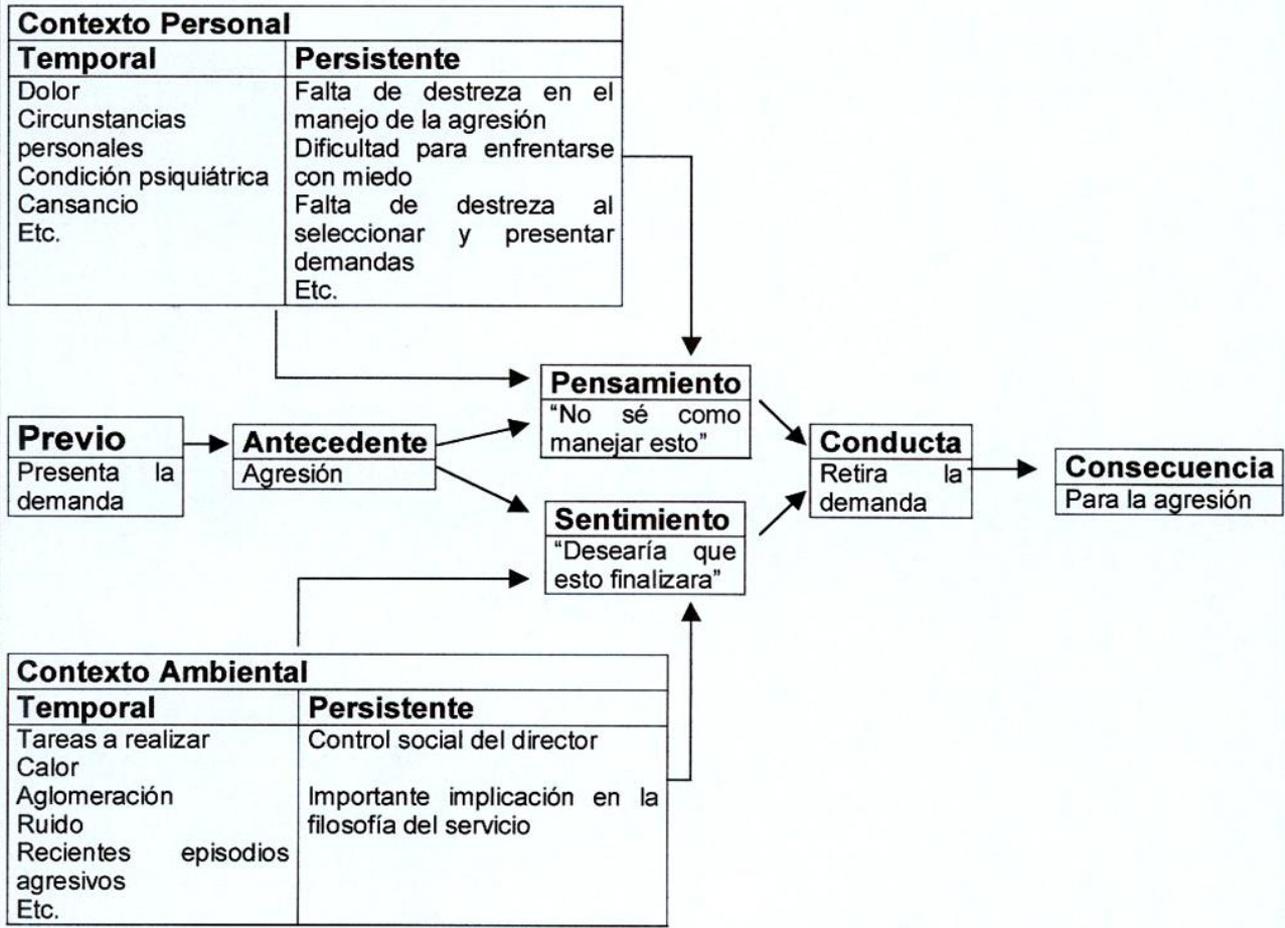
Clare, I., & Murphy, G. (1996).

McGill, P. Clare, I. y Murphy, G. (1997). Understanding and responding to challenging behaviour: from theory to practice. *Learning Disability Review*, vol. 1, 9-17

McGill, P. Clare, I. y
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 Understanding and
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*Learning Disability
 Review, vol. 1, 9-17*



McGill, P. Clare, I. y Murphy, G. (1997). Understanding and responding to challenging behaviour: from theory to practice. *Learning Disability Review*, vol. 1, 9-17



College of Direct Support (web 2002): **National Alliance of Direct Support Professionals Code of Ethics.**

- Nueve apartados en el Código Ético de Minnessota: Apoyos centrados en la persona, Promoción del bienestar, Integridad - Responsabilidad, Confidencialidad, Justicia – Honradez - Equidad, Respeto, Relaciones, Autodeterminación, Defensa (Advocacy)
- “Yo Iñaki como profesor de Javier y de Leire respetaré sus valores y facilitaré la expresión de sus elecciones, respetaré sus preferencias y cortaré la expresión de puntos de vista y estereotipos negativos sobre ellos mismos y el colectivo que representan, etc...”

Compromisos NADSP

The National Alliance for Direct Support Professionals

1. Mi primer y principal compromiso es de lealtad para con la persona a la que apoyo. El resto de actividades y funciones se derivan de esa lealtad.
2. Soy responsable de promover el bienestar, físico y emocional de las personas a quienes apoyo. Estimularé su crecimiento, y admitiré su autonomía, prestando especial atención para reducir cualquier riesgo innecesario.
3. Apoyaré la misión y la vitalidad de mi profesión en la ayuda a las personas en el autogobierno de sus vidas y alentará un espíritu de colaboración entre la persona apoyada, otros profesionales y la comunidad.
4. Salvaguardaré y respetaré la confidencialidad y la privacidad de las personas a quienes apoyo.
5. Promoveré y practicaré la justicia, la imparcialidad y la equidad respecto a las personas a que apoyo y a la comunidad en general. Reforzaré los derechos humanos, los derechos civiles y las responsabilidades de quienes apoyo.
6. Respetaré la dignidad humana y la singularidad de la persona a quien apoyo. Reconoceré como valiosa a cada persona que apoye y ayudaré a que otros entiendan su Valor
7. Ayudaré a quienes apoyo a desarrollar y mantener sus relaciones.
8. Ayudaré a quienes apoyo a dirigir el curso de sus propias vidas.
9. Abogaré, con las personas que apoye, por la justicia, la inclusión y la participación total en la comunidad.

Hacia un cambio de interpretación



Perspectiva Negativa de la Conducta
(la persona ES un problema)



©PACER Center, Inc., 1999



Perspectiva Positiva de la Conducta
(la persona TIENE un problema)



©PACER Center, Inc., 1999

En un Servicio Centrado en la Persona...



1. Promover un liderazgo visionario y diverso

2. Compartir valores y creencias en el día a día

3. Contar con una estructura organizacional flexible y fluida

4. Practicar la capacidad de aprendizaje individual y organizacional

5. Tejer alianzas con otros

5 CLAVES

Table 1: Key Components of PBS

Values	1. Prevention and reduction of challenging behaviour occurs within the context of increased quality of life, inclusion, participation, and the defence and support of valued social roles
	2. Constructional approaches to intervention design build stakeholder skills and opportunities and reject aversive and restrictive practices
	3. Stakeholder participation informs, implements and validates assessment and intervention practices
Theory and Evidence Base	4. An understanding that challenging behaviour develops to serve important functions for people
	5. The primary use of constructional principles and procedures from behaviour analysis to assess and support behaviour change
	6. The secondary use of other complementary, evidence-based approaches to support behaviour change at multiple levels of a system
Process	7. A data-driven approach to decision making at every stage
	8. Functional assessment to inform function-based intervention
	9. Multicomponent interventions to change behaviour (proactively) and manage behaviour (reactively)
	10. Implementation support, monitoring and evaluation of interventions over the long term

Gore, N.J., McGill, P., Toogood, S., Allen, D., Hughes, J.C., Baker, P., Hastings, R.P., Noone, S.J. & Denne, L.D. (2013). Definition and scope for positive behavioural support. *International Journal of Positive Behavioural Support*, 3 (2), 14-23

Positive Behavioural Support

A Competence Framework

Positive Behavioural Support (PBS)
Coalition UK

May 2015

Table 2: The PBS Competence Framework

1. Creating high quality care and support environments	2. Functional, contextual and skills based assessment	3. Developing and implementing a Behaviour Support Plan (BSP) Evaluating intervention effects and on-going monitoring
1.1 Ensuring that services are values led	2.1 Working in partnership with stakeholders	3.1 Understanding the rationale of a BSP and its uses
1.2 Knowing the person	2.2 Assessing match between the person and their environment and mediator analysis	3.2 Synthesising data to create an overview of a person's skills and needs
1.3 Matching support with each person's capabilities and with goals and outcomes that are personally important to them	2.3 Knowing the health of the person	3.3 Constructing a model that explains the functions of a person's challenging behaviour and how these are maintained
1.4 Establishing clear roles and effective team work	2.4 Understanding the principles of behaviour (4 term contingency); understanding the function of behaviour	3.4 Devising and implementing multi-element evidence based support strategies based on the overview and model. Antecedent strategies <ul style="list-style-type: none"> • Antecedent strategies • Developing functionally equivalent alternative behaviour (to CB) • Increasing skills and communication • Systems change and contextual interventions
1.5 Supporting communication	2.5 Supporting data driven decision making	3.5 Devising and implementing a least restrictive crisis management strategy <ul style="list-style-type: none"> • Arousal curve • Reactive strategies
1.6 Supporting choice	2.6 Assessing the function of a person's behaviour	3.6 Developing the plan; outlining responsibilities and timeframes
1.7 Supporting physical and mental health	2.7 Assessing a person's skills and understanding their abilities	3.7 Monitoring the delivery of the BSP (procedural/treatment fidelity/integrity)
1.8 Supporting relationships with family, friends and wider community	2.8 Assessing a person's preferences and understanding what motivates them	3.8 Evaluating the effectiveness of the BSP
1.9 Supporting safe, consistent and predictable environments		3.9 The BSP as a live document
1.10 Supporting high levels of participation in meaningful activity		
1.11 Knowing and understanding relevant legislation		
1.12 A commitment to Behaviour Skills Training		

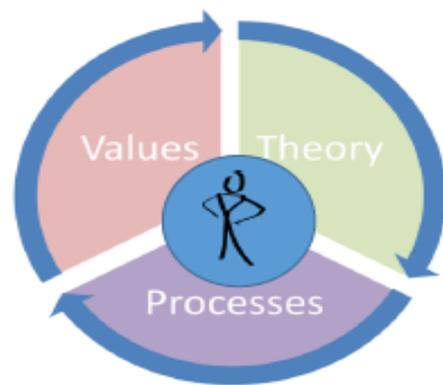
PBS Competence Framework 2015  CC BY-NC

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1.4	Establishing clear roles and effective team work		
	Things you need to know	Things you need to do	Why is this important?
DC	<p>The central functions and responsibilities of one's own role and the roles of others to support the wellbeing of individuals (i.e., direct support workers are enablers not just to drive the bus, do all the cleaning/cooking, etc.)</p> <p>The importance of establishing enabling relationships in empowering people to learn and manage as much of their lives possible</p> <p>To maintain high but realistic expectations. The relationship between one's own behaviour and the behaviour of others</p> <p>The importance of maintaining a sustainable pattern of work</p> <p>The need to maintain professional boundaries (e.g., conflicts of interest, social media contacts)</p>	<p>Demonstrate appropriate level of support to the person, rather than doing too much for them, or not engaging with them</p> <p>Demonstrate the difference between care and providing personalised and active support³</p> <p>Act as a key worker for one person or more</p> <p>Provide peer support to colleagues</p> <p>Actively participate in teamwork; attend and participate in team meetings and supervision</p> <p>Maintain proper work timetables; advise supervisor if work hours risk becoming unreasonable</p> <p>Reflect on own actions and feelings, and how these impact on the actions and feelings of others</p> <p>Seek support from supervisor/manager/peers when needed</p> <p>Declare any personal and/or professional relationships that will or might impact on job role or organisation's functioning</p> <p>Attend to own physical, psychological and emotional wellbeing</p>	<p>Staff are the key resource in any support service.</p> <p>Having high quality staff, low staff turnover and effective teamwork is critical to successful outcomes.</p>

³ Active support (AS) is a multi-component person focused intervention that aims to improve the quality of life of people with an intellectual disability by increasing the opportunities to participate in all types of activities of daily life with the appropriate support from staff (from Totsika et al., 2010)

Box 1: The Core Elements of PBS (Gore et al., 2013)



Each of the 10 elements described opposite must be included and visible in any service delivering PBS; and each must have as their central focus, the person being supported and their family.

Values

1. The core aim of PBS is the prevention and reduction of challenging behaviour by improving the quality of life of the person and those around them
2. It works by developing and building skills of the person and of those who support them rather than using aversive (i.e. unpleasant) or restrictive (i.e. limits the person's movement or activities) interventions
3. Practitioners work in partnership with the person and all of those who are important to them including their family and friends, carers, and other professionals and actively include them in assessments, defining targets, implementing interventions, and reviews

Theory

4. All behaviour, including challenging behaviour happens for a reason - understanding what this is (practitioners call it the *function* of the behaviour) can suggest how to make sure the person has access to the things they need in other ways (e.g. by changing the environment, teaching them new skills etc.)
5. PBS uses the principles and procedures from behaviour analysis to assess and support skills teaching and behaviour change
6. Other, complementary evidence-based approaches may be included in PBS plans (e.g. Cognitive Behaviour Therapy, Parent training for children with CB, early intervention for children 3-5 with emerging CB)

Processes

7. PBS bases decisions on data gathered about a person's skills, behaviour, and needs
8. A functional assessment (a range of procedures) helps to identify the reasons (*function*) for a person's behaviour and is used to create a clear and structured plan of action
9. A PBS plan will include proactive strategies to prevent challenging behaviour from happening, strategies to teach new skills to make the challenging behaviour less likely and reactive strategies that minimise restriction if it does occur
10. PBS is not a quick fix: the aim is to actively support people over the long-term and to monitor and maintain their quality of life.

