

The Evolution of **Positive Behaviour Support (PBS)** in Scotland

1980

1990

2000

2010

2020



Introduction

In the past behavioural approaches were seen as an appropriate way to support people with behaviours that challenge. Many of these practices were not person centred, or holistic, and relied on reward and punishment systems and for many people were experienced as traumatic, abusive and restrictive. At that time many people with learning disabilities with behaviours that challenged lived their lives in long stay institutions.

There was a recognition that this type of care and support was not appropriate and provided little quality of life.

As hospitals closed and there was a move towards community living and participation, person centred planning and a focus on quality of life and meeting people's needs were recognised as important drivers. There was recognition of a need to change practice and change attitude.

This led to a rejection of all aversive approaches to supporting people with learning disabilities and behaviours that are perceived as challenging.

Over the years that followed policy and strategy have developed to reflect this and Positive Behaviour Support

emerged. PBS rejects these principles of aversive approaches, focusses on quality of life and upholding peoples human rights.

PBS is about putting the person at the heart of the journey, improving the person's quality of life and that of those around them.

This has led to the development of a PBS framework which moves away from a narrow focus on interventions solely focused on behaviour change. PBS considers the wider system and looks at making positive changes to the system around the person, the environment and how they are supported in order to improve their quality of life. The aim is to fix the system, not the person.

Practice has changed to listen to the person themselves, work collaboratively with the individual, family, professionals and commissioners, always keeping the person at the heart of their journey. The PBS framework involves working to develop skills of the person and those who support them. PBS is constructive and aims to build and develop rather than remove or eliminate and rejects using aversive (i.e. unpleasant) or restrictive (i.e. limiting movements or activities) interventions. PBS recognises that a long term, ongoing approach is needed which adapts with the person, rather than a one-off intervention.

1980s & 90s

John O'Brien's work developed in the 1980s and influenced the changes and development in services and then on into the 1990s.

5 Valued Experiences: Belonging, Being Respected, Sharing Ordinary Places, Contributing and Choosing.

5 Accomplishments : Autonomy, Community Participation, Competency, Valued Social Roles and Community Presence.

To create a just world that is built on the contributions of all.

1980s

1980s

1980s

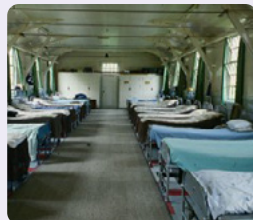
1990s

1990s

John O'Brien's 5 Valued experiences



O'Brien's
5 Principles



Hospital Closure
Programme Starts



A rejection of
principles to
all aversive
approaches in
supporting people
with learning
disabilities and
behaviours that
are perceived as
challenging



A move to Person
Centred Planning
Focus on Quality of
Life and meeting
people's needs



A move away from
institutional care
to ways of working
that places the
person at the
centre of their care

2000-
2012

Leading on from O'Brien's principles, policy and strategy was developed to reflect these. The Same as You (2000) says that people with learning disabilities should have support to live their life the way they want. This led to the establishment of the Scottish Consortium for Learning Disabilities (now known as the Scottish Commission for people with Learning Disabilities - SCLD) to facilitate implementing The Same As You recommendations. NHS Education for Scotland committed to developing skills and the workforce in relation to PBS, leading to the production of the Improving Practice in PBS learning resource.

2000



The Same As You
Scotland's first 10 year
Learning Disability
Strategy

2001



**The Scottish Consortium
for Learning Disability
(SCLD) established**

2011



**NHS Education for
Scotland - Developing
Skills and Workforce PBS**

2012



**Strengthening
the Commitment -
Modernising Learning
Disabilities Nursing
Review**

2012-
2018

The Keys to Life Learning Disability strategy (2013) followed The Same As You and continued to emphasise the individual at the heart of their own life.

Despite the move to person centred support and community participation, people with learning disabilities and complex needs continued to be cared for in residential or hospital based settings, often far from their homes. The Scottish Government commissioned the Coming Home report (2018) to explore the issues around this. Around the same time the No Safe Place report (2018) explored restraint and seclusion with Scotland's schools, and the RRISC (2019) UK wide report went to the House of Lords in relation to the use of restraint and seclusion with children with disabilities.

2013



Keys to Life
Scotland's second
10 year Learning
Disability
Strategy

2014



NES Improving Practice - An education resource for supporting people with behaviour perceived as challenging

2015



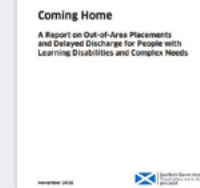
Scottish Commission for People with Learning Disabilities

2017



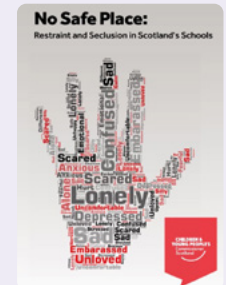
NES Supporting psychological wellbeing in adults with learning disabilities

2018



Coming Home Report - A report on Out of Area Placements and Delayed Discharge for People with Learning Disabilities and Complex Needs

2018



No Safe Place Report
Restraint and Seclusion in Scotland's Schools
Children and Young People's
Commissioner
Scotland

2018-
2021

This has led to the establishment of the PBS Community of Practice Scotland and Restraint Reduction Scotland. These aim to uphold human rights, eliminate restrictive practices, improve quality of life and put people with learning disabilities at the centre. The PBS Community of Practice Scotland aims to promote and share good practice in relation to PBS.

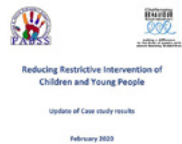
There is a growing recognition of the impact of trauma on the lives of people with learning disabilities and those who care for them. PBS is continuing to evolve to work in trauma informed ways, and the importance of good PBS to avoid further trauma for individuals and their families.

2018



UK PBS Alliance supporting regional PBS communities of practice

2019



Reducing Restrictive Interventions of Children and Young People - Update on Case Study Results

2019



PBS Post Graduate Certificate University of Glasgow

2020



Sustaining the Commitment - The report of the UK Modernising Learning Disability Nursing Review

2020



NES National Trauma Training Programme

2020



PBS Community of Practice Scotland

2020



Restraint Reduction Scotland

2021



SCLD co-produced the Human Rights Town App designed to empower people with learning disabilities to recognise and realise their human rights.

The 2022 PBS in the UK 'State of the Nation Report' seeks to provide clarity around the questions that have arisen in respect of "who PBS is for". It proposes an updated, refined definition of PBS and a guide to future PBS delivery for the UK.

2021

2022

2022

2022

2022



SCLD Human Rights Town App
Developed by people with learning disabilities



Coming Home Implementation Report



PBS State of the Nation Report



Physical intervention in school's guidance consultation



Human Rights Lived Experience Board - advising the Scottish Government on the Human Rights Bill

2022



There has been a recognition of the need for learning and training in relation to PBS. Masters in PBS (2022) (University of Glasgow (UoG) and the SSSC e-book (2023) 'An introduction to PBS'.

For further information about the PBS Community of Practice Scotland visit [SCLD's website](#)

2022

2023

2023/4

2023/4



PBS MSc
University of Glasgow



Introduction to PBS
eLearning module
Scottish Social Services Council (SSSC)



UNCRPD
Working towards
incorporation in
Scots Law



UNCRPD
Working towards
incorporation in
Scots Law

PBS

Upholding
Human Rights

Promoting
Quality of Life

People at the
centre

Values led

**The journey
continues...**