

Book review

Understanding and responding to behaviour that challenges in intellectual disabilities: A handbook for those who provide support (2nd edition)

Editors: Peter Baker and Tony Osgood

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It was a fairly daunting task for me to review this book as the contributors are many of the people who have inspired and continue to inspire my own practice. I was pleased to see it described as a handbook for those who provide direct support. To my mind this means it must provide guidance for those people who are tasked with applying the principles of PBS on a daily basis and it should be a book that finds a home in the staff room or on top of the fridge. It should not contain language or jargon that demands a certain level of higher education to understand. Technical terms should be explained clearly. Families and direct support workers should be able to pick it up and dip in. It is written in the main by people who are regarded as PBS experts but the expectation here is that they should describe what needs to be done and how to do in plain English and give practical examples. In my opinion it also needs to provoke reflection and not be simply an instruction manual.

The book has a distinct purpose and that is to improve quality of life of people who are often excluded and restricted through no fault of their own, usually because systems are not designed to meet their needs.

It is through these two lenses that I undertook the review. The editors clearly state, 'Our intention has been to produce summaries of different aspects of the PBS framework that are both accessible and practical', and the book will be most useful to practitioners if it can inspire confidence and is encouraging and enabling. The book is in four sections: Clearer Values, Gaining a Better Understanding, Delivering Support and Lessons Learned and the learning points in each short chapter are a helpful additions

In the first chapter Edwin Jones sets the tone for how we should think about behaviours that challenge and provides a number of reflective exercises. The premise is unapologetic: whether a person is considered to have challenging behaviour or not depends on how well a person is supported. The responsibility is ours. Jonathan Mason's chapter on prevalence does a nice job of explaining what is known and what is not known about the size of the problem. Anne MacDonald breaks the framework of PBS into four simple composites and explains the processes that support functional assessment and behaviour support planning.

A chapter on the legal considerations by Rachel Forester-Jones is a useful inclusion and covers legal entitlements and restrictions for people whose behaviour is described as challenging. It considers some common questions and sets out the answers in simple language. This chapter places support in the context of human rights which is exactly where it should be.

Tony Osgood's chapter, 'Listening to people using services' should be mandatory reading for anyone who claims to practice PBS. A useful chapter about assessment by Lawrence Patterson and Jenna Szymanski is followed by two important chapters. The first of these is about the relationship between communication and behaviour that challenges by communication expert Jill Bradshaw, and the second is quality of life by Julie Beadle-Brown. These two topics should be included in all PBS training as they underpin the framework but are often skipped over.

The practice leadership chapter by Roy Deveau supports a coaching model and Roy points out that practice is most effectively shaped and influenced by colleagues in the workplace not by external experts, external training or organisational policy. Maria Hurman enthuses us about rapport – a topic also often missed in PBS training and Sandy Toogood writes elegantly about environmental contexts.

I really liked the chapter on reactive strategies by John Shepard, who is clearly advocating and clarifying that non-restrictive reactive approaches and alternative responses to physical interventions maybe useful even at times of crisis. Ciara Padden and Shelley Brady set out the rationale and process for skills teaching. Chapters about cognitive approaches (Stephan Oakenshaw) and the ethical use of medication (Shoumitri Deb) give more food for thought.

The last section is concerned with lessons learned and we are reminded of the imperative to provide support and listen to both staff (Peter Baker and Nick Gore), and families (Isabelle Garnett and Holly Young) who are an integral part of the model but whose wellbeing and views are often not considered. As we would expect, Viv Cooper of the Challenging Behaviour Foundation summarises national policy in an accessible form and relates it to good practice.

A summary from the editors finishes off the book and they look forward, reminding us that PBS is an evolving model but must keep its development anchored to improvements in quality of life as well as science. Peter Baker and Tony Osgood state that

If an approach does not explicitly improve the lived experience of people it aims to support and enable, then it really is not PBS, no matter what it claims.

If I have any small criticism at all about this book it is that on occasion it can be a little repetitive if you are reading it all in one go, with chapter authors sometimes making the same points. However, these are the key messages and bear repeating. In the main the language is very accessible and the ideas are explained simply and articulately. It has achieved the editors' aim of being both accessible and practical. It is also an optimistic and encouraging read.

The editor's royalties from this book go to The Challenging Behaviour Foundation (CBF). I recommend you buy a copy for the staff room and also one to keep it on the fridge. Buying this will not only support a worthwhile cause but will give a clear message to the academic and expert community that we need more accessible literature. Immediate change is in the hands of those those who provide direct support and more of this is needed to empower and create change.

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Director of Programme Development

Book review

The PBIS tier three handbook: A practical guide to implementing individualized interventions

Authors: Jessica Djabrayan Hannigan and John E Hannigan

Published by: Corwin, May 2018

Paperback

ISBN: 9781483375571

144 pages

The PBIS Tier Three Handbook follows on from the tier one and tier two handbooks. It focuses on identifying markers to achieve status as a strong Tier Three Gold Level PBIS Champion Model. Behaviour systems, characteristics of the needs of tier three individuals and reviewing the effectiveness of the tier three system are discussed for students in educational settings, including specialised provisions. Tier three individuals are identified as pupils who require the most intensive support and require additional support to that provided by tiers one and two.

From the start, the writers clearly highlight that this tier is not a 'one-size-fits-all model' and interventions are based on the individual needs. The 'before you begin' section is useful for readers to decide if this tier of support is required. Pupils at tier three levels are likely to challenge educators through their significant behaviour, the impact on the environment and the intense level of input required.

The flow of this book makes it easy for readers to follow. Topics are introduced, intriguing questions are asked, challenges are mentioned and solutions given. This allows the reader to put their own setting into perspective and consider ways to meet the markers of tier three. Important points are repeated throughout the handbook; multi-department working is a main focus. It would be useful for education professionals at all levels to read this handbook to ensure there is a shared understanding of the approach and to help maintain consistency, particularly due to the challenges that may be faced at tier three. Useful diagrams and examples are inserted throughout the handbook to convey the topic, making this an easy read. Many topics are thought-provoking from the start and encourage

readers to reflect on their current situation, and the effectiveness of existing systems. The language used and everyday examples given indicate this handbook has been written by practitioners in the field.

Part II of the handbook looks at introducing a strong tier three structure to support identified pupils. It moves on to identify SMART goals, implementing individualised interventions and monitoring of these to sustain a tier three model; aiming to help improve outcomes for all and promote a positive culture.

The five critical markers and five characteristics to maintain a strong Tier Three Gold Level PBIS Champion school are clearly explained. To help ensure markers are met effectively and consistently, actions to meet each are laid out and conditions to be concerned about identified. Both markers and characteristics are realistic and well explained; another indicator of the writers' experience of being in the field. Readers are asked to tackle exercises consisting of typical challenges working within tier three, and practical solutions to help are suggested. Visuals of suggested solutions are included which are required to help convey the ideas being suggested. SMART targets are well explained to demonstrate an individual's progression and for maintaining a Gold Level standard. Examples of SMART targets and practice exercises allow readers to be innovative with their ideas for support.

Exercises and questions to prompt the reader to consider alternative ways of working may initially be overwhelming; however, the end section of the handbook uses case studies to explore lessons learned and how to overcome difficulties. This helps summarise the information shared and encourages the reader to

adopt new ways of working. Scenarios in Part III give the reader an opportunity to put their learning into practice and identify tier three interventions to manage challenging situations. Tips for success to help readers reach successful outcomes are also included; these may help readers feel more optimistic about the changes that can be made.

This handbook is a great resource for learning, reflecting and succeeding. It takes a realistic perspective, obviously influenced by the writers' experience, making it easy to envisage putting its suggestions into practice. Exploring topics such as time keeping, multi-department and agency working, and securing a solid foundation remind the reader that there are vital factors that need to be consistent and in reality this can be difficult. The model clearly exudes person centred working and highlights the success that can be achieved for all pupils and environments if these factors are adhered to and a Tier Three Gold Level PBIS Champion school is maintained.

Diane McEwen, Behaviour Support Advisor
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