Active Support for the 21st Century

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Active Support Community of Practice

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Active Support

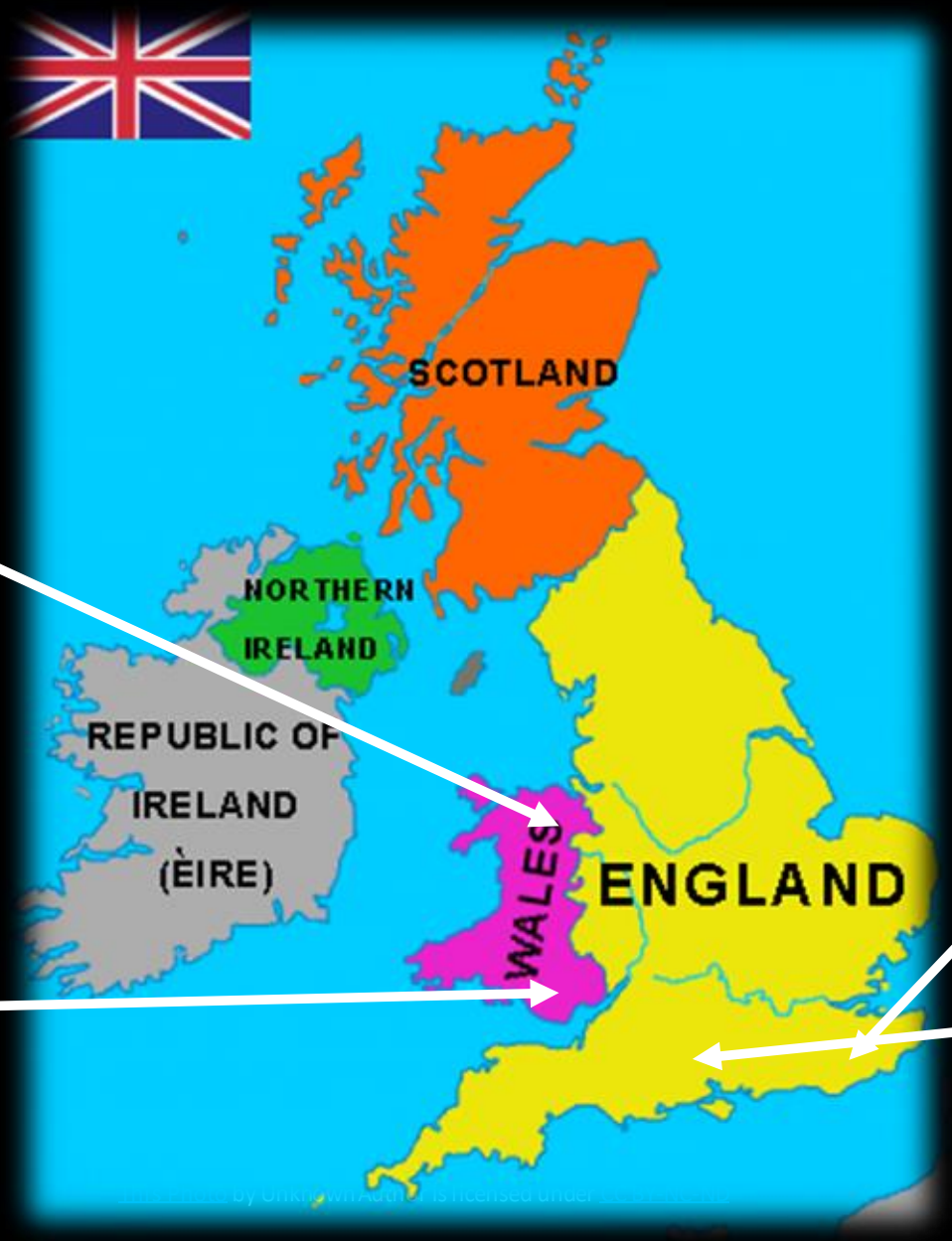
SIMPLE

EASY TO UNDERSTAND

DIFFICULT TO MASTER

Short talk number one

Active Support – looking back



And has been applied in North Wales since 1990

It was revitalised in South Wales in 1999

Person-Centred Active Support was developed at the University of Kent 2004 - current

Active Support was developed and evaluated here in a town called Andover 1981-1986

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Active Support pioneers 1981-1986

SIMPLE

EASILY UNDERSTOOD

DIFFICULT TO MASTER

Active Support pioneers 1981-1986

SIMPLE

EASILY MISUNDERSTOOD

DIFFICULT TO MASTER

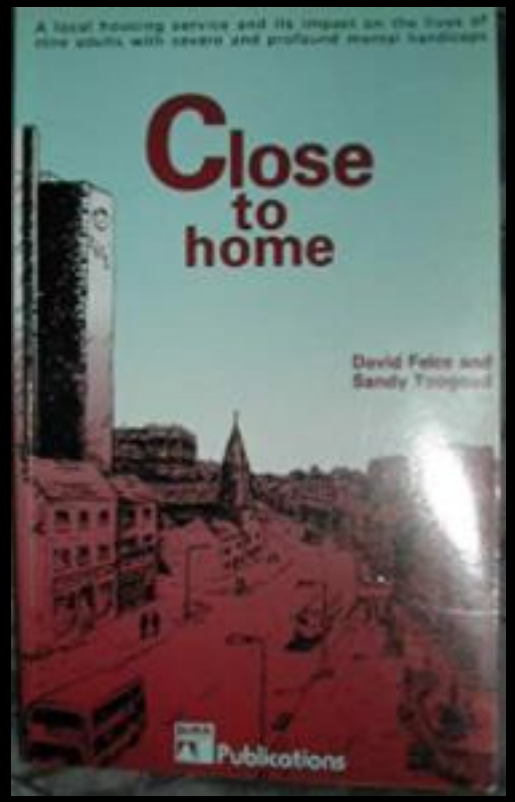
Active Support pioneers 1981-1986

ONCE MASTERED, NEVER FORGOTTEN

Active Support pioneers 1981-1986

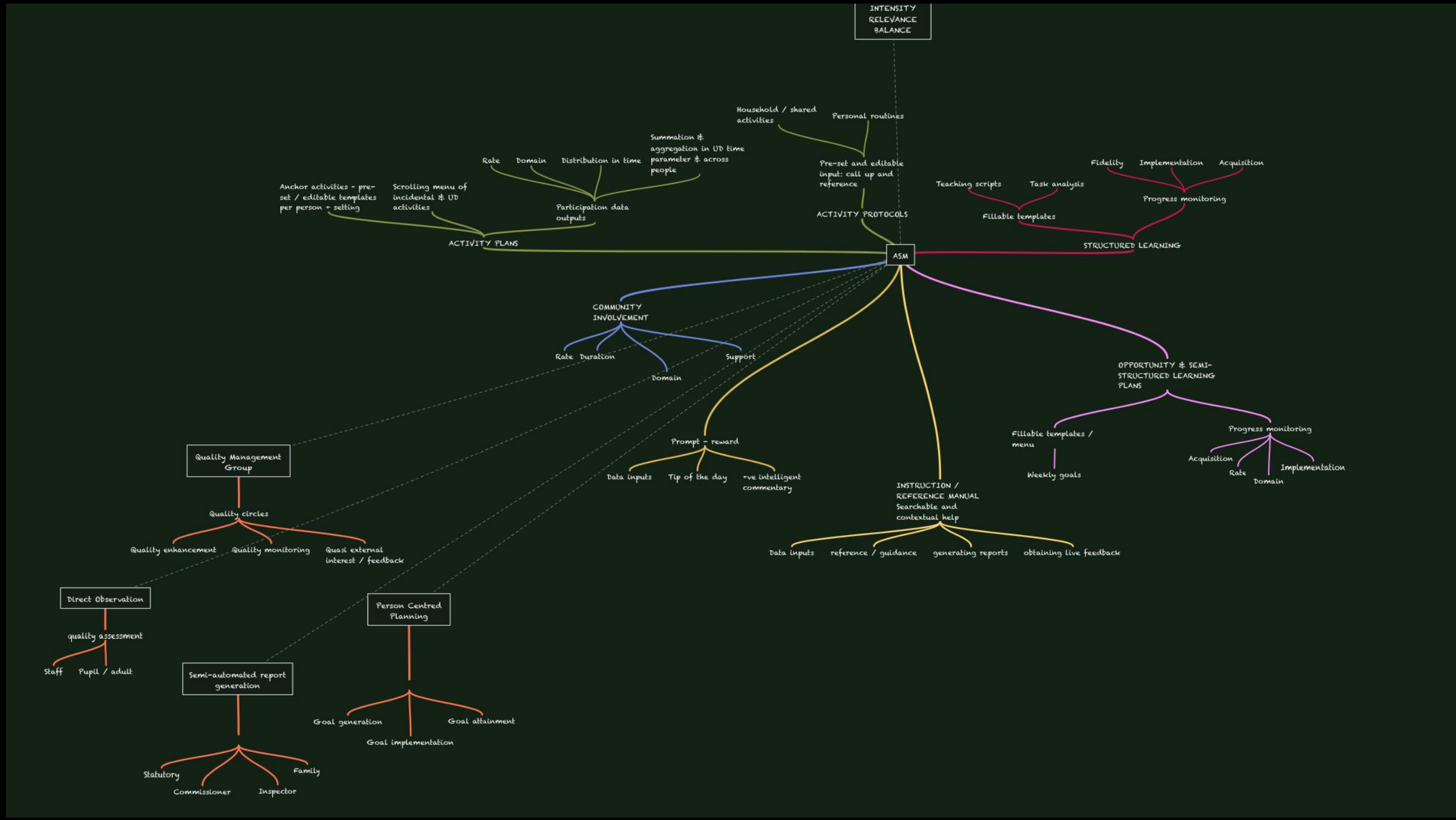
Helping people change behaviour that challenges and meet the challenges of everyday life.

Close to Home



One of the most remarkable things is I never felt it was all programmed. I didn't realise until recently that it's carefully structured. It seems just a friendly, ordinary household - really marvellous.

(Felce and Toogood, 1988. Pp 144)


INTENSITY
RELEVANCE
BALANCE
Household / shared activities
Personal routines
Summation & aggregation in UD time parameter & across people
Rate
Domain
Distribution in time
Pre-set and editable input: call up and reference
Fidelity
Implementation
Acquisition
Teaching scripts
Task analysis
Progress monitoring
Anchor activities - pre-set / editable templates per person + setting
Scrolling menu of incidental & UD activities
Participation data outputs
Fillable templates
ACTIVITY PROTOCOLS
ACTIVITY PLANS
STRUCTURED LEARNING
ASM
COMMUNITY INVOLVEMENT
Rate
Duration
Support
Domain
OPPORTUNITY & SEMI-STRUCTURED LEARNING PLANS
Prompt - reward
Fillable templates / menu
Progress monitoring
Weekly goals
Acquisition
Rate
Domain
Implementation
Data inputs
Tip of the day
+ve intelligent commentary
INSTRUCTION / REFERENCE MANUAL Searchable and contextual help
Quality Management Group
Quality circles
Quality enhancement
Quality monitoring
Quasi external interest / feedback
Data inputs
reference / guidance
generating reports
obtaining live feedback
Direct Observation
quality assessment
Staff
Pupil / adult
Person Centred Planning
Semi-automated report generation
Goal generation
Goal attainment
Goal implementation
Statutory
Family
Commissioner
Inspector

An ordinary life

Doing something extraordinary - makes the ordinary possible

Short talk two
A bit of theory

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ACTIVE SUPPORT:

THE CORE MESSAGE

What has been the core message?

Engagement

Engagement is the key to:

- Quality of life,
- Behaviour change,
- Learning, development, and growth.

For you, me, and the people you work with.

Engagement

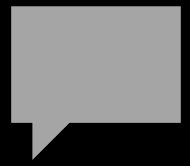
Engagement is doing something meaningful.

It is all about interacting and participating.

Without engagement there is no learning and there can be no development.

Types of engagement

Activity engagement is about taking part in activity.



Social engagement is about spending time with others.

Engagement

We are all engaged almost all the time.

Lack of engagement is a major issue in many adult social care environments, in special education settings, in communities, and in family homes.

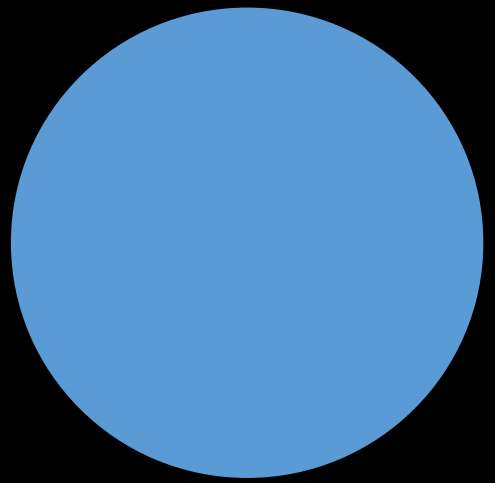
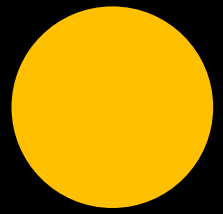
Engagement

Levels vary according to behavioural ability and practical assistance.

So what we do makes a BIG difference.

Teaching and assisting are types of behaviour.

Teaching and assisting

And so,

we can learn how to do it well.

Staff training

Density and massing.

Behavioural models and feedback.

In-vivo = contextually salient

Evaluating staff training

Effectiveness

Efficiency

Acceptability

Measurable change in staff behaviour

Observable change in support user behaviour

Generalise beyond the immediate training situation.

Behaviour

Behaviour is what we do.

Behaviour occurs in a context.

Context (also called the environment) is everything inside and outside our skin that makes behaviour more or less likely.

Adapted from Hanley et al. (2003)

Context and contingency

Our behaviour (what we do) has an effect → it makes the environment responsive.

How the environment responds selects future behaviour → making more or less likely the behaviour will be repeated.

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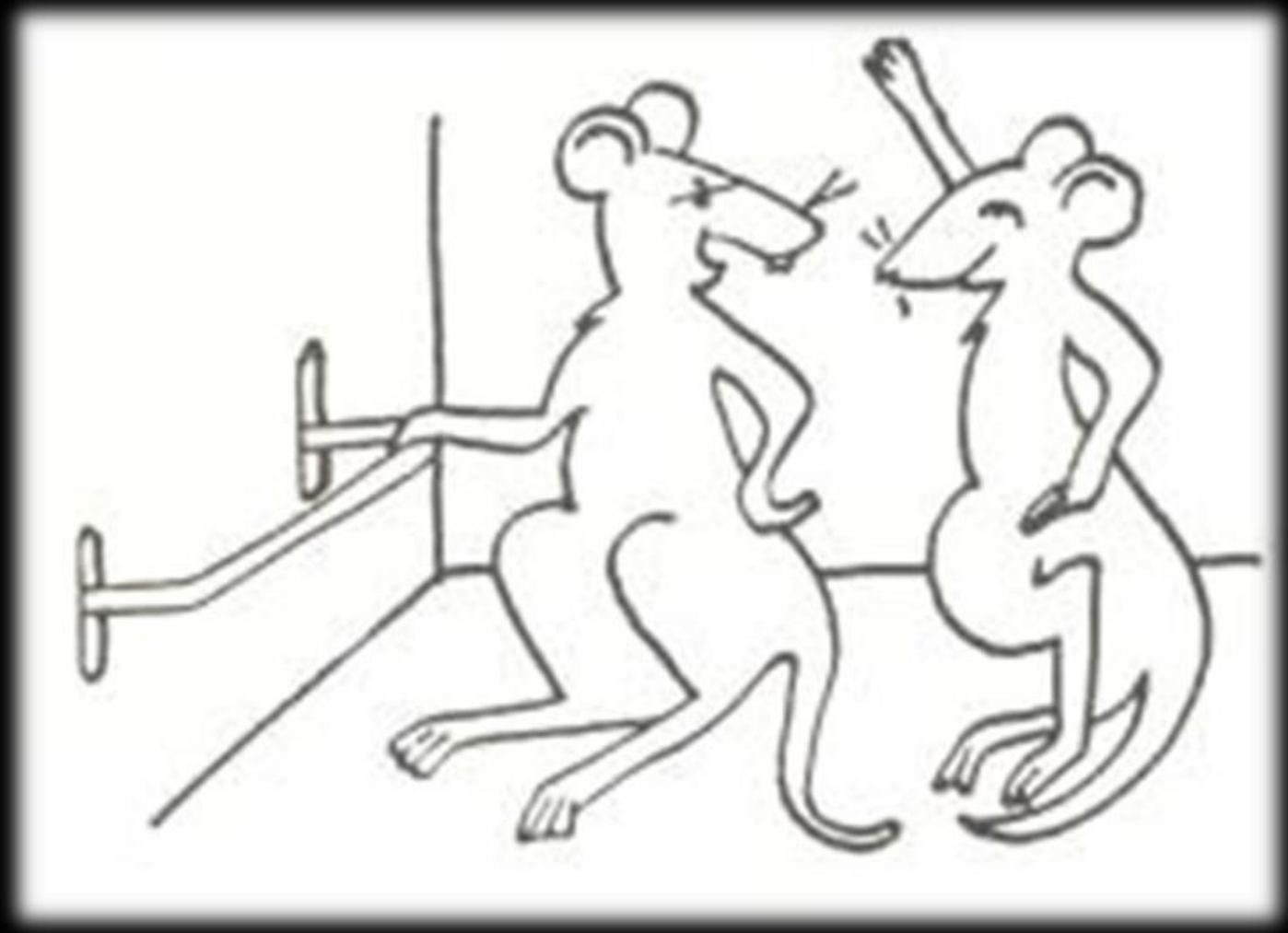
But it works both ways



“Boy, have I got this guy conditioned! Every time I press the bar down, he drops in a piece of food!

What does engagement look like?

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Short talk number three

Environments

The physical environment

Is all of the things we are able to sense – the things we see, hear, taste, touch, and feel.

The physical environment influences behaviour.

IF we feel too warm, we may THEN open a window. Opening a window is behaviour. IF we gain relief from opening a window, we may THEN be more likely to repeat the behaviour when next we feel too warm.

The social environment

Is the range of social contacts we have with others, and how that fits with what we want, need, and prefer.

Most of us value social contact, most of the time. All contact is not the same, however, or of equal value. The power to evoke behaviour is greatest when it is absent.

IF we have no one to spend time with, we may THEN seek contact with others.

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The tangible environment

The tangible environment is everything that exists. Things we can hold, and things that we can eat and drink.

Most of us feel a basic need for food and drink, and to be occupied, and we feel it more strongly when it is absent.

IF we have nothing to do, feel hungry or thirsty, we may THEN search for something to do, eat, or drink.

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The task demand environment

The task demand environment is the pattern, level, and type, of activity demand that exists in our life as it relates to our ability to meet those demands and to our preferences.

Most of us want to avoid doing activities that are too difficult, that occur too often, that are too bunched up in time, or that we simply dislike.

IF we have too many difficult or low-preferences tasks, we may THEN find ways of avoiding those activities.

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The inner-world environment

Most of us have a sense of an inner-world, that only we can know, but that we can describe to others in words.

Our inner-world is another type of environment in that it effects what we do.

For example, IF we feel pain, THEN we might engage in behaviour to alleviate the pain, such as taking an analgesic.

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Verbal environment

Uniquely, human beings have the ability to think, read, write, speak, and listen in words.

This means we can (a) observe and describe relationships between behaviour and environment, and (b) form rules about when to and when not to behaviour in certain ways.

The ability to speak and listen span the inner- and outer-world environments described above, in ways that are sometimes helpful and sometimes not.

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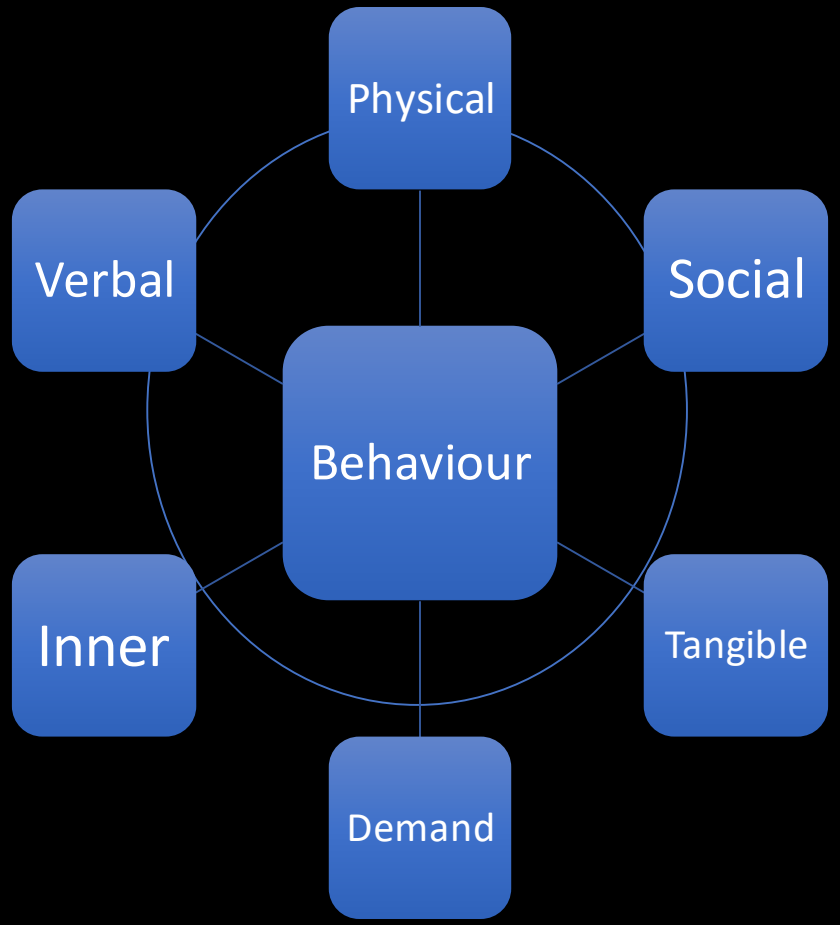
Constellation of Environments



HELPFUL – SUPPORTIVE – NURTURING

Make the PHYSICAL environment as comfortable and attractive as possible.

Provide opportunities for SOCIAL CONTACT mainly in response to non-challenging behaviour.

Minimise restrictions on accessing TANGIBLES.

Provide SUPPORT and ASSISTANCE.

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HELPFUL – SUPPORTIVE – NURTURING

Observe and manage physical and emotional WELLBEING.

Have clear methods of COMMUNICATION.

Harmonise high EXPECTATIONS

Utilise ROUTINES and be CONSITENT.

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Choose one thing you can do to make the environment supportive and nurturing

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Make it easy to remember

Short talk four

Active Support

- Simply constructed
- Easy to understand
- Difficult to MASTER

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Active Support

It takes an extra-ordinary effort to accomplish the ordinary … and make it look easy

Active support environments:

- Build on what people can already do.
- Plan how people use their time.
- Supply assistance in the moment as it is needed.
- Monitor progress and keep track.

Active Support Procedures

Person-centred learning.

Context – home and community environments.

Transact effective teaching and support.

Supportive environments manage

Expectation, engagement, and support intensity – how much?

Programme relevance - goodness of fit with individual need and curriculum demand.

Balance curriculum and timetable over time and content.

Supportive environments:

Support and assistance replace demand and control.

Spending time with others replaces being ignored or overlooked.

Accessing nourishment and activity materials replaces impoverishment and restriction.

Having interesting things to do replaces boredom and passivity.

McGill & Toogood (1994)

BAGS of support

- Belonging and connection
- Autonomy and control
- Gifts and talents
- Speaking, listening, and sense of self

Short talk five

An easy win

Room Management

Improving Environments for Profoundly Handicapped Adults

Using Prompts and Social Attention to Maintain High Group Engagement

JAN PORTERFIELD, ROGER BLUNDEN, ED BLEWITT

Mental Handicap in Wales—Applied Research Unit

lthough individual skill training programs for the develop-
entally retarded are essential, the activities which occur during

Room Management

Designated one person into the room manager role for a period.

That person moved around the room on an unpredictable schedule.

And delivered social praise or tangibles contingent on on-task behaviour.

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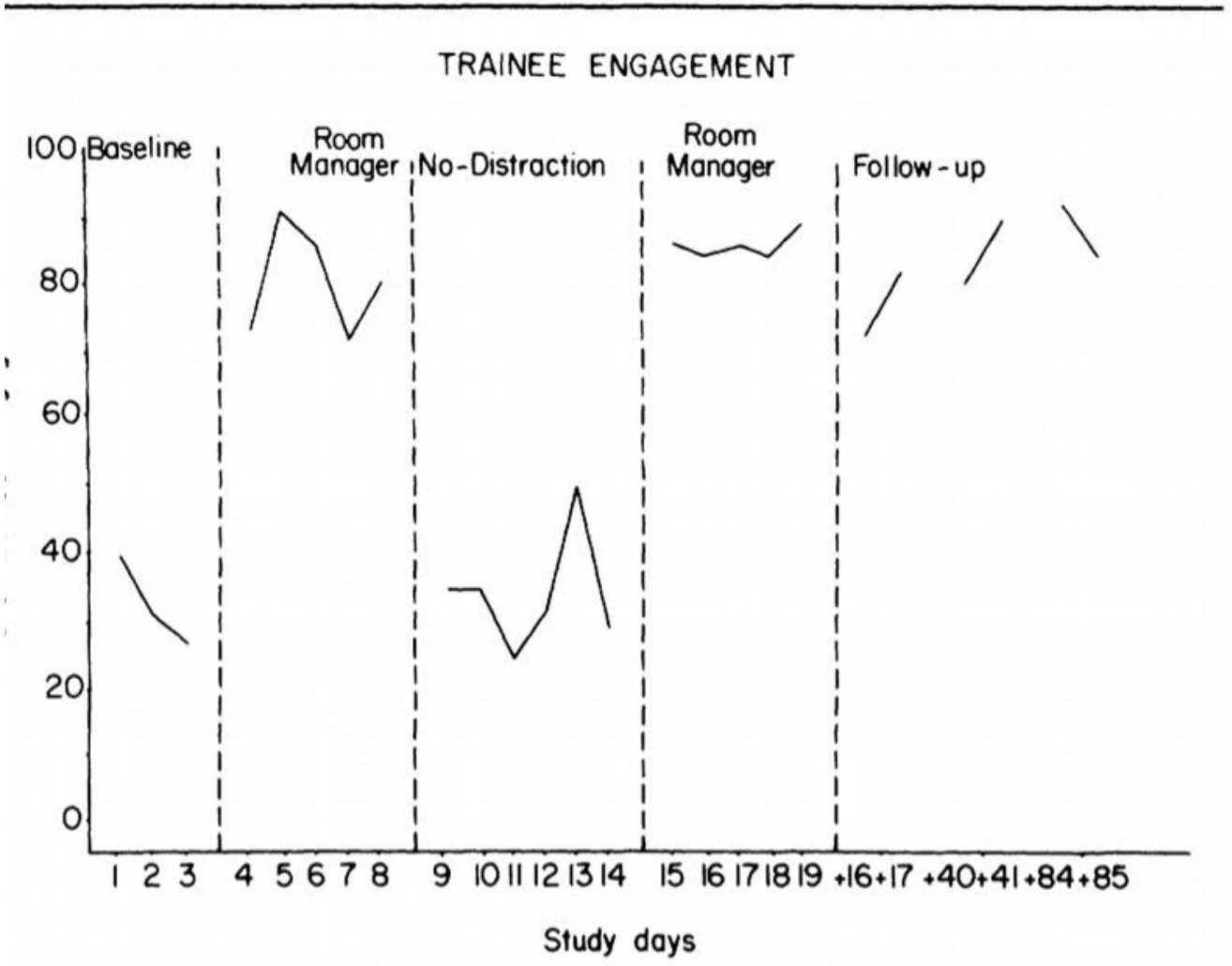
Room management procedure

How happy are you with this file preview?



ıre 1: Percentage of trainees engaged during the activity hour for 19 days and followup days.

Maximise engagement

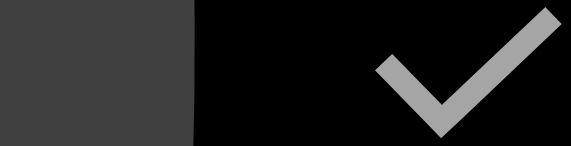
On the average attend more to on-task behaviour than off-task behaviour.

Short talk six

AS-APP

AS-APP

Plan



Implement

Monitor

Paperless system

ACTIVITY SUPPORT PLANS

- Anchor activities.
- Incidental activities.
- At home and out-and-about activities.
- Household Customs.
- Personal routine scripts.
- Realtime data display.
- Data management.

Paperless system

- *Hints and tips.*
- *Encouragements.*

- *Structured learning scripts.*
- *Opportunity and learning plans.*
- *Person-centred life plans.*
- *Function-based behavioural support plans.*

Short talk seven

Conclusion

Summary

- Easy to understand difficult to master.
- Engagement is the key - ability, assistance, and environments.
- Helpful – supportive – nurturing Active Support environments.
- BAGS of support.
- Easy win.
- AS-APP

Core principles from P-CAS

Every moment has potential

Little and often

Graded assistance to ensure success

Maximising choice and control

Mansell et al (2004)

Thank you

Diolch yn fawr iawn

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