

# Embedding the Just Right (Regulation) Programme into the Positive Behaviour Support Strategy

**Ashleigh Magner, Clinical Lead for Occupational Therapy, Orchard Hill College**

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## Introduction

Few staff were familiar with the Just Right approach and how to confidently support student's sensory regulation and skill development needs.

Just Right and PBS share similar principles and values and complement each other well as both aim to improve the quality of life of our students and the people who work with them.

Implementation of the 3-year PBS strategy was a good opportunity to work together to embed Just Right into students' daily routines – as well as the curriculum.

## Outcomes

1. Directly improved/ reduced/ streamlined paperwork within OT team so that paperwork produced (and time spent completing it) is meaningful and purposeful- and benefits the students journey.
2. Increased clinical contact time to allow therapists to be in classrooms and in the community providing in context support, staff coaching and modelling and advocating for all features of a capable environment.
3. Enhanced skills and knowledge of staff (and IS team members/ OT's) in supporting students with behaviours of concern and sensory processing difficulties.
4. Updated and revamped OT training to incorporate PBS.

## Key references:

Case-Smith, J., Weaver, L. L., & Fristad, M. A. (1-16). A systematic review of sensory processing interventions for children with autism spectrum disorders. *Autism*, 2015.

Hume, L., Khan, N., & Reilly, M. (2020). Building capable environments using practice leadership. *Tizard Learning Disability Review*.

McGill, P., Bradshaw, J., Smyth, G., Hurman, M., & Roy, A. (2019). Capable Environments. In P. McGill, *Understanding and Responding to Behaviour that Challenges in Intellectual Disabilities: A Handbook for Those Who Provide Support: A Handbook for Those who Provide Support*, 2nd Edition Paperback (p. Chapter 6). West Sussex: Pavilion Publishing and Media Ltd.

## Results

### Results:

- Completed audits of 75% of classes across the college
- Reflections, concerns, focus added to IS team risk register and weekly update meetings
- Findings to drive training plan

### Capable Environments IS Audit Tool:

- Developed an audit tool for universal offer applicable to all disciplines and features of a capable environment.
- Weekly modelling and staff coaching with IS team
- Target focused for all teams with defined review date
- Joint sessions with therapy assistants for implementation

### Personal Support Plans:

- Embedded Just Right principles, strategies & equipment into PSP
- Template created with input from each discipline: OT, SaLT, MT, Nursing, PT, Curriculum
- Created examples of what a good PSP looks like
- Allocated MDT groups to each Year 3
- Shared schedules and guidance
- Support sessions for complex cases

### Results:

- All OT's inputted into Year 1 and Year 3 PSP's by May 2021
- Quality review of all Year 3 PSP's May 2021, risk classrooms identified and action plan compiled

### Transition Out Group:

- Collaborated on a 6-week group protocol with PMLD lecturer
- Each week a different zone (What I look like, what I need)- emphasis on the PSP and shared with carers for weekly feedback (some carer attendance in group as offered virtually too for students shielding)

### OT Training:

- Incorporated PBS into Just Right Training
- Gathered feedback/ evaluation forms from attendees
- Staff completed a test post attending the training
- Collaborated with PBS team on three Friday workshops for red risk classes (morning PBS, afternoon Just Right)

### Results:

- Completed PSP's of all learners in class as an MDT (8 learners)
- Weekly input from students and carers
- Feedback from carers positive and understand the purpose and application of the PSP and Just Right

### Results:

- 75 % pass rate attendees
- Positive and constructive feedback for improvement gathered

## Conclusions/ Next Steps

Barriers and Development Areas	Solutions
<b>Time</b>	- Schedule in/ structure time for important tasks e.g. PSP - Prioritise time for collaboration as an MDT
<b>Staff availability: Curriculum and IS staff</b>	- Annual timetable planning - Give ample notice and encourage forward planning - Recruitment drive- permanent OT's
<b>Competence of IS staff team and their coaching, modelling and practice leadership skills</b>	CPD training, book clubs, structure to allow for peer supervision, attendance at special interest groups, and practice leadership through weekly modelling opportunities
<b>IT systems and storage</b>	OneDrive set up and training cross college- access document simultaneously from different locations
<b>Training plan</b>	- Bite sized - Practical - Recorded- for reflection/ repetition - Frequent- fortnightly - In situ practice leadership - Baseline and outcome measures
<b>PSP's</b>	- Identified gaps- amended template with MDT input - Practice leadership opportunities - Staff to complete their own PSP - Feedback from parents, students and community teams
<b>Groups</b>	- Good transition in and out activity - Differentiate group to different EAC levels - Training sessions with OT's and therapy assistants for implementation