



**positive
moods**

Angelman Syndrome in the Teenage Years

Active and Positive Behavioural Support

What is Positive Behavioural Support?



Discussion points

- **Behaviour as communication**
 - What is the need or want?
- **Behavioural phenotypes**
 - The behaviour is not always functional
- **Functional behavioural analysis**
 - 4 functions of behaviour (sensory, attention, escape, access)

Personal values, attitudes and beliefs and how they shape how we respond, think or react to behaviour

- “The person is being naughty, manipulative, purposely trying to upset me, he/she is doing it on purpose!” vs. “The person is frustrated, unable to get their message across, has a skills deficit, is trying to communicate with me.” The person has a want or need that isn’t met”

How might reframing the behaviour change the way a support person responds?

- “The person should have consequences” “They need to know that their behaviour is unacceptable!” etc. (this differs and is largely dependent on a person's values, attitudes and beliefs about behaviour and their experiences. It also often has a significant impact on how people support those with disabilities, especially those with challenging behaviours.

Who does the consequence benefit? What are we teaching?

What is active support?



Let's consider, what is your support team doing?

- Are they providing active support, do they know how?
- Are they doing “for” the person or “with” the person?
- How are they supporting “connection”
- How are they supporting inclusion in community?
- How are they expanding the world of those they support in a person-centred way?

The benefits of “Active Support”

- Supports young people to learn independence and to have choice and control over their life WHILE receiving assistance and support
- Improves or maintains the health, and wellbeing of the person and improves “quality of life”
- Supports young people to spend quality time with friends, family or peers and to be included in their communities
- Supports young people to have new experiences and to develop or learn new skills
- Empowers the person and improves confidence and self esteem through a purpose filled life

Brief Overview of Active Support

- **Every Moment has Potential**
 - The things we all need to do as part of our home life or work responsibilities
 - Conversations and interactions with all the people around us
- **Little & Often**
 - Breaking tasks into smaller parts or steps, for example: making a cup of tea
 - (get the cup, carry kettle to sink, hold kettle under tap, turn on tap, turn off tap, take kettle to benchtop, press down the switch to turn it on etc.)
- **Graded Assistance**
 - What type of support is required to help the person to participate? Environmental? Verbal? Visual? Physical?
 - The importance of “non-verbal communication”
- **Maximising Choice and Control**
 - We can't always choose WHAT we do, but we do get a choice about when, where and how we do something.

We can!
We just need a little bit of extra support...



CLEAN!



VOTE

CONSENT



Resources:

[Active Support: An Essential Component of the Way We Work](#)

[Active Support Handbook](#)

[Active Support Training Modules](#)

Positive Moods: Positive Behavioural Support Referral

[Referral form](#)

Thank you!

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