

Supplementary material for journal article

Reference: Scott, S. J., Denne, L. D. & Hastings, R. P. (2018). Developing a logic model to guide evaluation of impact for learning disability projects: the case of the Positive Behavioural Support (PBS) Academy. *Tizard Learning Disability Review*, <https://doi.org/10.1108/TLDR-10-2017-0038>.

The following tables and figure are supplementary material for the above journal article.

Table 1 – A list of the objectives identified by the PBS Academy in support of its aims.

Section: Clarifying the need (stage two)

Figure 1 – A summary of third-party activities that the PBS Academy has been involved with and influenced. *Section: Defining the elements of the logic model (stage three)*

Table 2 – The PBS Academy outcomes. *Section: Defining the elements of the logic model (stage three)*

Table 3 – A summary of the stakeholder groups that the PBS Academy has identified as critical to the successful implementation of services delivered under a PBS framework, and the benefit it seeks for each group. *Section: Defining the elements of the logic model (stage three)*

Table 1: PBS Academy objectives

PBS Academy objectives

Develop and disseminate best practice relating to challenging behaviour and PBS

Develop PBS resources to be made freely available

Establish national standards for professional staff competencies, organisational competencies, and competencies for families and carers in PBS

Develop PBS standards for the accreditation of service providers, training providers and individual practitioners

Develop a national community of practice model that facilitates the development and roll out of lifespan challenging behaviour care pathways and systems across health, social care, and education

Provide teams of recognised experts to provide consultation for the most complex cases nationally

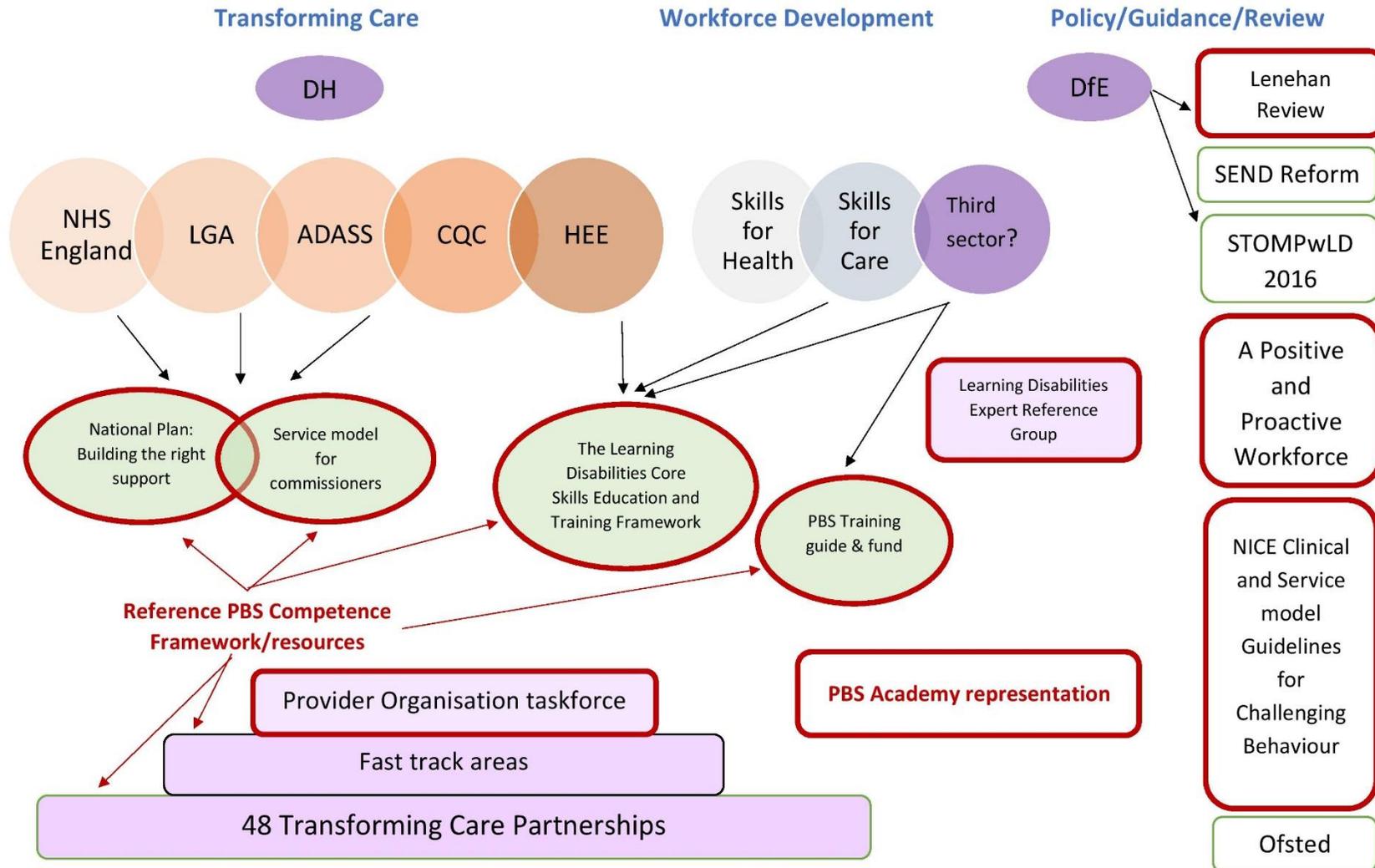
Carry out or commission research on challenging behaviour and PBS

Publish evidence-based practice and PBS research

Contribute to local and national policy relating to challenging behaviour

Bring together stakeholders together to work on a common aim

Figure 1: Key policy initiatives links to the PBS Academy



Key: DH = Department of Health, DfE = Department of Education, SEND = Special Educational Needs and Disabilities, STOMPwLD = Stop the Over Medication of People with a Learning Disability, NICE = National Institute for Health and Care Excellence, LGA = Local Government Association, ADASS = Association of Directors of Adult Social Services, CQC = Care Quality Commission, HEE = Health Education England, PBS = Positive Behavioural Support

Table 2: PBS Academy anticipated outcomes

Time frame	PBS Academy anticipated outcomes
Short term <i>2013 - 2015</i>	<p>Increased awareness of the factors that contribute to challenging behaviour for people with learning disabilities</p> <p>Increased understanding of PBS as a multi-component framework in which families, carers, professionals, service providers and commissioners each play a part</p>
Medium term <i>2015 - 2018</i>	<p>Improved access to PBS to a high standard in a variety of different settings</p> <p>Learning disability policy to include PBS</p> <p>Family carers able to use PBS and to challenge services about PBS</p> <p>PBS to be added in to contract specifications by commissioners</p> <p>Reduction the use of restrictive practices</p> <p>Decreased number of people with learning disabilities in Assessment and Treatment Units (ATUs)</p> <p>Increasingly skilled workforce and more competent staff</p> <p>Development of qualifications in PBS that are linked to the regulated qualifications framework</p> <p>Higher standards for PBS and services meeting these standards</p> <p>PBS reflected in national and regional workforce plans</p>
Long term <i>2018+</i>	<p>All people with learning disabilities having access to PBS and being able to benefit from high-quality, evidence-based support delivered by competent professionals working as part of a multi-disciplinary team</p> <p>PBS Competence Framework translated into everyday best practice (improved standard of PBS delivery)</p> <p>Cultural change in use of PBS as a proactive approach</p> <p>Enhanced quality of life for people with learning disabilities who are at risk of displaying behaviour that challenges and those that support them (in terms of enhanced wellbeing and greater meaningful and valued participation in the community)</p> <p>Fully recognised qualifications system and accredited training for all staff working with an PBS framework</p> <p>Professional recognition and career structure for all qualified staff working within a PBS framework</p>

Table 3: Influence the PBS Academy aims to achieve for different stakeholder groups

Stakeholder group	How the PBS Academy aims to influence/benefit this group
People with LD	<p>Increased quality of life</p> <p>Increased understanding of PBS</p> <p>Increased access to PBS in the communities of their choice</p> <p>Increased skills and associated reduction in need for CB</p> <p>Minimised use in restrictive interventions (and placements, e.g. ATUs)</p> <p>Reduced out of county provision</p>
Family carers, family members and friends of people with LD	<p>Increased quality of life</p> <p>Increased understanding of CB and PBS</p> <p>Ability to use PBS</p> <p>Being empowered to know what to ask for and expect of others/services</p> <p>Being able to check if a service is using PBS Knowing how to challenge services about PBS delivery and who to contact</p> <p>Recognition from service providers and other professionals of the importance of and role played by family carers, family members and friends</p> <p>Increased self-efficacy and confidence in using PBS</p>
Professionals who work with people with LD	<p>Increased quality of life (professional satisfaction)</p> <p>Increased understanding of CB and PBS</p> <p>Explicit understanding of what they need to know and do, paired with what others need to know and do to support them</p> <p>Being empowered to know what to ask for and expect of others</p> <p>Increased opportunity for professional development and occupational standards</p> <p>Increased support from their organisation (supervisions, dedication to professional development) hopefully leading to increased job satisfaction, increased confidence and self-efficacy of supporting people displaying CB using PBS</p> <p>Professional recognition</p> <p>Career path for PBS professionals</p>
Schools and education professionals	<p>Increased understanding of challenging behaviour and PBS</p> <p>Teacher training includes PBS</p>

	<p>Explicit understanding of what schools need to know and do to support children with LD at risk of behaviour that challenges</p> <p>Supporting education professionals in the use of PBS</p> <p>Increased confidence in schools in terms of supporting children's needs and behaviour</p> <p>Reduced exclusions</p>
Health care and residential services and professionals	<p>Increased understanding of challenging behaviour and PBS</p> <p>Explicit understanding of what healthcare services need to know and do to support children with LD at risk of behaviour that challenges</p> <p>Decrease in admissions of people with learning disabilities to ATUs or inappropriate healthcare provisions</p> <p>Support in how to use PBS in healthcare settings</p>
Provider organisations for people with LD	<p>Increased understanding of CB and PBS</p> <p>Support to develop a whole organisation PBS approach using PBS Academy resources (and also to develop their own resources specific to their service)</p> <p>Explicit understanding of what professionals within their organisation need to know and do to support with workforce development</p> <p>Being able to offer support to professionals within the organisation using the framework which in turn should lower staff turnover</p> <p>Being able to employ practitioners with a greater degree of certainty about competence and quality</p>
Commissioners	<p>Greater understanding of the nature and use of PBS in practice</p> <p>Ability to write clear specifications for contracting PBS services</p> <p>Improved ability to identify/review services to ensure they meet best practice standards</p>
Policy makers	<p>Greater understanding of challenging behaviour and PBS</p> <p>Increased amount of policy documents referring to PBS and embedding PBS</p> <p>Decrease in funding used for out of area placements</p> <p>Decrease in lobbying from the general public</p>
Training and workforce development	<p>The development of quality training available to all stakeholders at the appropriate level</p> <p>The development of training that maps on to the Regulated Qualifications Framework</p> <p>Greater demand for training in the workforce</p>

	Greater demand in courses related to PBS, leading to an increase in intake of students for courses
Representatives of people with LD, family carers (e.g. the CBF), and professionals (e.g. SfC)	<p>Greater understanding of CB and PBS</p> <p>Ability to signpost people they are representing to information about PBS targeted at specific stakeholder groups</p>

Notes. LD = learning disabilities. PBS = positive behavioural support. CB = challenging behaviour. ATU = Assessment and Treatment Units. CBF = Challenging Behaviour Foundation. SfC = Skills for Care