### Self-assessment Tool for the Positive Behaviour Support Capability Framework

### Core Behaviour Support Practitioner

**Overview**

The Self-assessment Tool is based on the Positive Behaviour Support (PBS) Capability Framework. The PBS Capability Framework provides a description of four levels of practitioners and, for each level, outlines the capabilities for practitioners across seven domains of behaviour support practice (see the [Self-assessment Resource Guide for the Positive Behaviour Support Capability Framework](https://www.ndiscommission.gov.au/document/2151) for more details). The seven capability domains are: Interim Response, Functional Assessment, Planning, Implementation, Know It Works, Restrictive Practice, and Continuing Professional Development and Supervision.

**How to use the self-assessment tool – Core Practitioner**

* Review the PBS Capability Framework and identify the practitioner level that you consider reflects your current knowledge and skills (see the [Positive Behaviour Support Capability Framework](https://www.ndiscommission.gov.au/pbscapabilityframework), pages 9-11).
* You should complete the self-assessment tool for a Core Practitioner before proceeding to self-assessment tools for higher capability levels.
* Download the document and save to your computer using the following naming convention:   
  Surname, first name – Core Practitioner Self-assessment Tool.
* As you go through each knowledge and skill capability item in the self-assessment tool, select the rating that applies to you according to the definitions in the table below. This is done by clicking the box in the column next to the capability item that matches the rating you want to select.

| Item | Capability rating | Criteria |
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| 1 | Capability met | The practitioner has the knowledge or skill described in column 2 of the relevant table in the self-assessment tool |
| 2 | Developing capability | The practitioner is in the process of developing the knowledge or skill described in column 2 of the relevant table in the self-assessment tool; and can demonstrate progression against existing professional development goals. |
| 3 | Capability not met | The practitioner does not have the knowledge or skill described in column 2 of the relevant table in the self-assessment tool |

* For each of the seven capability domains, indicate the type or source of evidence that you consider supports your self-assessment where you are *meeting* or *developing capability* for the items. This is added at the end of the capability items for each domain. One piece of evidence can be used to cover a number of items within, and across capability domains. Sources of evidence should be included in a Portfolio of Evidence (see the [Self-assessment Resource Guide for the Positive Behaviour Support Capability Framework](https://www.ndiscommission.gov.au/document/2151), section 2.2).
* If you assessed yourself as *capability* *met* or *developing capability* for each knowledge and skill capability item for a **core practitioner** as set out in the self-assessment tool, then this is your self-assessed practitioner level (see the [Self-assessment Resource Guide for the Positive Behaviour Support Capability Framework](https://www.ndiscommission.gov.au/document/2151), section 2.1, table 3).
* If you assessed yourself as *capability* *met* for all knowledge and skill capability item for a **core practitioner** as set out in the self-assessment tool, you may also wish to assess yourself against the knowledge and skill capability items for a proficient practitioner level. This may assist you to identify areas in which you can extend your knowledge and skills over time.

| **Self-Assessment Tool for a Core Behaviour Support Practitioner** | | | | |
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| **1. Interim Response**  Where a person with a disability has an immediate need for a behaviour support plan, the practitioner should have the capability to respond by developing an interim behaviour support plan to minimise the risk to the person and others. | | | | |
| **Item** | **Core Knowledge Capabilities** | Capability met | Developing capability | Capability not met |
| 1.1 | Understand that behaviours may occur that cause immediate risk of harm to the person or others |  |  |  |
| 1.2 | Know high risk behaviours need to be managed safely and effectively using least restrictive options |  |  |  |
| 1.3 | Know high risk situations and environments can be identified (including antecedents, triggers) |  |  |  |
| 1.4 | Know how and why interim responses will be unique to the person |  |  |  |
| 1.5 | Be aware that interim risk management may include restrictive practices |  |  |  |
| 1.6 | Understand the consequences of unauthorised use of restrictive practices |  |  |  |
| 1.7 | Understand legal and ethical expectations |  |  |  |
| **Item** | **Core Skill Capabilities** | Capability met | Developing capability | Capability not met |
| 1.8 | Gather and document appropriate authorisation and consents where required by states or territory laws and policies |  |  |  |
| 1.9 | Evaluate the risk posed by the behaviour to the person and others |  |  |  |
| 1.10 | Consult with the person, their family, carers, guardian or other relevant person |  |  |  |
| 1.11 | Communicate clearly and effectively with relevant parties to gather information and provide direction |  |  |  |
| 1.12 | Collaborate with team members |  |  |  |
| 1.13 | Record and report accurately |  |  |  |
| 1.14 | Identify any existing data that might provide insight into the situation |  |  |  |
| 1.15 | Provide guidance on protective actions related to environment, setting and circumstances |  |  |  |
| 1.16 | Coach those implementing the plan with support from a supervisor |  |  |  |
| 1.17 | Seek professional support from a supervisor |  |  |  |
| **1. Interim Response** | | | | |
| **Sources of Evidence** | | | | |
| *Examples: Environmental risk assessment; interim behaviour support plans; behavioural escalation cycle and response strategies, community safety protocol; attendance at relevant training.* | | | | |
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| **Statement about why these sources of evidence are relevant** | | | | |
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| **2. Functional Assessment**  The practitioner should have the capability to conduct a behaviour assessment to develop an understanding of the person including their strengths, important elements of their life and system of supports. This involves a functional behavioural assessment and formulation in order to understand the person’s needs and why behaviours of concern are occurring. | | | | |
| **Item** | **Core Knowledge Capabilities** | Capability met | Developing capability | Capability not met |
| 2.1 | Understand the values, policy and legislative context in which positive behaviour support occurs |  |  |  |
| 2.2 | Understand that behaviours happen for a reason and serve a purpose |  |  |  |
| 2.3 | Know the common functions of behaviours |  |  |  |
| 2.4 | Understand the difference between what the behaviour looks like and its function |  |  |  |
| 2.5 | Understand that assessment is focused initially on improving quality of life, and secondly, on reducing behaviours of concern |  |  |  |
| 2.6 | Understand the importance of obtaining baseline measures of:  (a) current behaviours of concern (including frequency and intensity), and  (b) quality of life, and  (c) current use of restrictive practices. |  |  |  |
| 2.7 | Value the role of the service, staff, family members or carers in developing or maintaining behaviours |  |  |  |
| 2.8 | Understand that the complexity and duration of the functional assessment is dependent on the severity, impact, frequency and duration of the behaviour |  |  |  |
| 2.9 | Understand the importance of data-driven decision making |  |  |  |
| 2.10 | Understand life-course events (i.e. the connection between a person’s history and events during their life that may have had an impact on them) |  |  |  |
| **Item** | **Core Skill Capabilities** | Capability met | Developing capability | Capability not met |
| 2.11 | Place the person at the centre of the functional assessment and establish support to keep them there |  |  |  |
| 2.12 | Conduct a respectful and responsive assessment that considers the diversity of a person’s culture |  |  |  |
| 2.13 | Involve the person, their family members, carers, guardian and other relevant people in the assessment |  |  |  |
| **2. Functional Assessment** | | | | |
| **Item** | **Core Skill Capabilities** | Capability met | Developing capability | Capability not met |
| 2.14 | Use communication and active listening skills to develop rapport with the person and their team |  |  |  |
| 2.15 | Adapt assessment terminology and systems to the needs of the target audience |  |  |  |
| 2.16 | Assess the person’s abilities and needs |  |  |  |
| 2.17 | Use observation skills |  |  |  |
| 2.18 | Use effective systems to collect data from a variety of sources |  |  |  |
| 2.19 | Identify antecedents (setting events and triggers) to behaviours of concern and factors that support quality of life |  |  |  |
| 2.20 | Identify consequences that maintain a behaviour |  |  |  |
| 2.21 | Identify and describe the behaviour in a way that is observable and measurable |  |  |  |
| 2.22 | Analyse the relationship between the person and their environment |  |  |  |
| 2.23 | Produce a behaviour assessment report |  |  |  |
| 2.24 | Seek professional support as required |  |  |  |
| **Sources of Evidence** | | | | |
| *Examples: Observational data; staff ABC data record; structured interview based on Functional Assessment Interview; behaviour analyses and formulation notes, functional behaviour assessment reports* | | | | |
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| **Statement about why these sources of evidence are relevant** | | | | |
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| **Self-Assessment Tool for a Core Behaviour Support Practitioner** | | | | |
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| **3. Planning**  The practitioner should have the capability to translate the findings from the behaviour assessment into a proactive and evidence-informed comprehensive behaviour support plan that is responsive to the person’s needs and improves their quality of life. | | | | |
| **Item** | **Core Knowledge Capabilities** | Capability met | Developing capability | Capability not met |
| 3.1 | Understand that a behaviour support plan is based on knowledge from the functional assessment |  |  |  |
| 3.2 | Identify who will read and use a behaviour support plan |  |  |  |
| 3.3 | Understand that a behaviour support plan must be written in a way that is useful to its intended audience |  |  |  |
| 3.4 | Understand that a behaviour support plan must have both proactive and reactive components |  |  |  |
| **Item** | **Core Skill Capabilities** | Capability met | Developing capability | Capability not met |
| 3.5 | Use data to inform a theoretical and ethically sound behaviour support plan |  |  |  |
| 3.6 | Identify those responsible for implementing a behaviour support plan |  |  |  |
| 3.7 | Identify barriers to implementation |  |  |  |
| 3.8 | Collaborate and consult as required to develop strategies |  |  |  |
| 3.9 | Develop proactive strategies to improve quality of life |  |  |  |
| 3.10 | Develop strategies that aim to increase the person’s skills, including communication and the interaction skills of communication partners |  |  |  |
| 3.11 | Develop necessary adaptations to a person’s environment and routine |  |  |  |
| 3.12 | Write a behaviour support plan in a way that is usable by those implementing it |  |  |  |
| 3.13 | Include an escalation mechanism |  |  |  |
| 3.14 | Develop data collection systems that are objective, understandable and usable by the key people |  |  |  |
| 3.15 | Include a continuous cycle of monitoring |  |  |  |

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| **3. Planning** |
| **Sources of Evidence** |
| *Examples: Use of person-centred tools to develop goals; implementation plan; comprehensive behaviour support plans (with evidence of supervisor support if include restrictive practices); data collection forms for implementers.* |
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| **Statement about why these sources of evidence are relevant** |
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| **4. Implementation**  The practitioner should have the capability to put the behaviour support plan into action. This includes being able to adapt strategies to different environments, train those in the person’s support system to implement the plan, monitor progress and make changes to the plan as required. | | | | |
| **Item** | **Core Knowledge Capabilities** | Capability met | Developing capability | Capability not met |
| 4.1 | Understand the importance of individualised implementation of a behaviour support plan |  |  |  |
| 4.2 | Understand how implementation approaches can vary for a person across different stages of life |  |  |  |
| 4.3 | Consider the people to include in implementation |  |  |  |
| 4.4 | Understand that functioning and resilient teams are likely to increase the consistency of implementation |  |  |  |
| **Item** | **Core Skill Capabilities** | Capability met | Developing capability | Capability not met |
| 4.5 | Provide individually tailored education and training to those who are implementing a behaviour support plan |  |  |  |
| 4.6 | Consider the capacity of the person at the centre of a behaviour support plan and their role in implementation |  |  |  |
| 4.7 | Support implementers to incorporate strategies into daily support plans and other relevant documents |  |  |  |
| 4.8 | Support implementation across different environments and contexts |  |  |  |
| 4.9 | Provide feedback to implementers on implementation and model alternatives |  |  |  |
| 4.10 | Support those implementing a behaviour support plan to use the recommended data collection systems |  |  |  |
| 4.11 | Promote least restrictive practices |  |  |  |
| **Sources of Evidence** | | | | |
| *Examples: Documentation for staff training sessions; monitoring and review schedule; observation/ meeting notes from implementation monitoring sessions; data recording systems; analyses of incident data.* | | | | |
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| **Statement about why these sources of evidence are relevant** | | | | |
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| **5. Know it works**  The practitioner should have the capability to monitor and evaluate the effectiveness of the behaviour support plan, review strategies to ensure that quality of life outcomes are achieved, and work towards the reduction and elimination of restrictive practices. | | | | |
| **Item** | **Core Knowledge Capabilities** | Capability met | Developing capability | Capability not met |
| 5.1 | Understand the rationale of a behaviour support plan and its uses |  |  |  |
| 5.2 | Understand the importance of continuous review and methods to conduct reviews |  |  |  |
| 5.3 | Maintain professional learning to keep abreast of current knowledge of best practice |  |  |  |
| 5.4 | Know indicators to include and how and when to check the effectiveness of a behaviour support plan |  |  |  |
| **Item** | **Core Skill Capabilities** | Capability met | Developing capability | Capability not met |
| 5.5 | Re-assess the situation (i.e. any changes to context where behaviours of concern occur, or the participant’s environments) |  |  |  |
| 5.6 | Review adherence to implementation (i.e. are those supporting the participant implementing the strategies in the way they were trained?) |  |  |  |
| 5.7 | Use data collected by implementers to monitor the implementation of a behaviour support plan (compared to baseline) in a whole of life context, and provide feedback to implementers |  |  |  |
| 5.8 | Reflect on the external factors that may impact on the efficacy of positive behaviour support |  |  |  |
| 5.9 | Build and utilise collaborative partnerships to evaluate a behaviour support plan |  |  |  |
| 5.10 | Coordinate a formal review meeting |  |  |  |
| 5.11 | Inform changes to a behaviour support plan as required |  |  |  |
| 5.12 | Track progress of a behaviour support plan using the indicators of effectiveness |  |  |  |

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| **5. Know it works** |
| **Sources of Evidence** |
| *Examples: Procedural reliability documentation; data or documentation on decrease in behaviours of concern; evidence of attendance at relevant training; minutes of formal review meeting; review of data and outcome measurement.* |
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| **Statement about why these sources of evidence are relevant** |
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| **6. Restrictive Practices**  The practitioner should have the capability to recommend a regulated restrictive practice in a behaviour support plan according to safeguard requirements. This includes ensuring that a restrictive practice is used in line with an authorisation process, that it is the least restrictive response and an option of last resort to reduce the risk of harm to the person with disability or others. | | | | |
| **Item** | **Core Knowledge Capabilities** | Capability met | Developing capability | Capability not met |
| 6.1 | Understand that the use of restrictive practices must be authorised in accordance with relevant state or territory laws and policies |  |  |  |
| 6.2 | Understand that regulated restrictive practices include seclusion, and chemical, mechanical, physical and environment restraints |  |  |  |
| 6.3 | Understand that restrictive practice can represent serious human rights violations |  |  |  |
| 6.4 | Understand the [*National Framework for Reducing and Eliminating the Use of Restrictive Practices in the Disability Service Sector*](https://www.dss.gov.au/our-responsibilities/disability-and-carers/publications-articles/policy-research/national-framework-for-reducing-and-eliminating-the-use-of-restrictive-practices-in-the-disability-service-sector) |  |  |  |
| 6.5 | Understand that restrictive practice is an option of last resort, occurs in limited circumstances, should be used for the shortest period of time, and should be the least restrictive option available |  |  |  |
| 6.6 | Understand that restrictive practices must only be used in accordance with a behaviour support plan |  |  |  |
| 6.7 | Understand the relevant state or territory laws and policies regarding authorisation and consent to the use of regulated restricted practices |  |  |  |
| 6.8 | Understand that some restrictive practices are prohibited in some States and Territories |  |  |  |
| 6.9 | Understand that the use of restrictive practices can only be in response to risk of harm to the person or others |  |  |  |
| 6.10 | Understand that, in order to develop a behaviour support plan that includes regulated restrictive practices, the plan must be lodged with the NDIS Commission |  |  |  |
| 6.11 | Understand the [*Zero Tolerance Framework*](https://www.nds.org.au/resources/zero-tolerance)and associated resources |  |  |  |

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| **6. Restrictive Practices** | | | | |
| **Item** | **Core Skill Capabilities** | Capability met | Developing capability | Capability not met |
| 6.12 | Consult with the person and/or obtain consent (as required by relevant State or Territory laws or policies) |  |  |  |
| 6.13 | Prescribe restrictive practices under the direct supervision of a person at a practitioner level of proficient or above |  |  |  |
| **Sources of Evidence** | | | | |
| *Examples: Evidence of training or community of practice attendance; documentation of restrictive practices discussion with supervisor (re legislation, authorisation processes, etc.); restrictive practices protocol developed with supervisor.* | | | | |
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| **Statement about why these sources of evidence are relevant** | | | | |
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| **7. Continuing Professional Development and Supervision**  The practitioner should have the capability to extend their knowledge and skills in the delivery of consistent, safe and high-quality behaviour support services that are focused on improving the well-being and quality of life of people with disability and complex support needs. Part of increasing capability is undertaking continuing professional development and supervision. | | | | |
| **Item** | **Core Knowledge Capabilities** | Capability met | Developing capability | Capability not met |
| 7.1 | Understand the importance of self-directed, lifelong learning, including a commitment to ongoing professional development |  |  |  |
| 7.2 | Understand the importance of behaviour skills training |  |  |  |
| 7.3 | Understand the importance of incorporating learning from supervision into practice |  |  |  |
| **Item** | **Core Skill Capabilities** | Capability met | Developing capability | Capability not met |
| 7.4 | Set professional development goals |  |  |  |
| 7.5 | Implement an annual professional development plan that is regularly reviewed and updated (which includes goals related to skills and knowledge within this framework) |  |  |  |
| 7.6 | Participate in supervision to identify personal and professional goals, and take steps to achieve them |  |  |  |
| 7.7 | Prioritise, prepare for, and engage actively in supervision |  |  |  |
| 7.8 | Openly express and discuss expectations and needs related to supervision |  |  |  |
| 7.9 | Openly identify and discuss practice issues which are challenging, and skills and knowledge that need developing |  |  |  |
| 7.10 | Work to develop trust in the supervision relationship |  |  |  |
| 7.11 | Take responsibility for seeking help when required |  |  |  |
| 7.12 | Regularly review the supervision relationship and provide honest feedback |  |  |  |

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| **7. Continuing Professional Development and Supervision** |
| **Sources of Evidence** |
| *Examples: Continuing professional development plan; supervision agreement; documentation of supervision sessions; documentation of attendance at training or completion of courses.* |
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| **Statement about why these sources of evidence are relevant** |
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