

Positive Behaviour Support

Aspect uses Positive Behaviour Support (PBS) as an overarching ethos and evidenced-based practice framework for the provision of support for supporting situations where there are behaviours of concern (see Definitions). PBS recognises a behaviour of concern happens for a reason and indicates there is a mismatch between what a person needs and what is being provided.

Aspect values the **a different brilliant®** of Autistic people and the traits/ characteristics that come as part of being Autistic. The use of PBS at Aspect only aims to address behaviours of concern and does not seek to reduce or minimise neutral Autistic behaviours unless specifically requested by the individual receiving support. These include:

- increasing eye contact;
- reduction of stimming (when non-injurious);
- reduction of 'focused interests';
- reduction of typical Autistic communication styles (e.g. 'info-dumping');
- increasing tolerance of unwanted physical contact e.g. hugs;
- mimicking non-autistic social conventions, tone and affect in speech and facial expressions.

Aims and outcomes of Positive Behaviour Support (PBS)

The aim of PBS is to improve the quality of life for students/participants. This includes physical, emotional and interpersonal wellbeing, independence in everyday life skills, engaging in meaningful activities, community participation, increased access to personal preferences, choice making and self-advocacy.

PBS outcomes:

- Creating inclusive environments which explicitly and visually make people feel welcome, understood valued and that they belong without needing to change who they are in order to fit in.
- Building positive trusting relationships between students/participants and those around them, including peers, family members and Aspect staff, through a thorough understanding of the student/participant and a perspective that values the individual's strengths and interests, and prioritises their human rights, dignity, respect and independence.
- Improving wellbeing by utilising structured supports, communication and sensory preferences and supports, and adapting environments to reduce and eliminate known stressors for the student/participant and minimise the likelihood of behaviours of concern.
- Empowering students/participants by teaching them new skills, promoting independence, enhancing their ability to communicate and interact with others and supporting self-advocacy.

- Supporting change in and reduction of a behaviour of concern and supporting staff to understand and address the function of a behaviour, through the provision of targeted supports for supporting new replacement behaviours or skills that will encourage positive behaviour in the future.

The fundamental outcome of PBS is improvement in a person's quality of life and adherence to human rights. This can only be defined by those people who are receiving support or by their advocates.

Supports and strategies

PBS is grounded in the principles of respect, inclusion, and understanding. It focuses on creating supportive environments that meet the individual's needs, teaching new skills, and using evidence-based practices to support sustainable behaviour change.

PBS understands that all behaviours of concern have a purpose or reason and is an attempt to communicate or meet a need (this is called the 'function'). PBS uses supports based on a functional behavioural assessment (see Definitions). PBS is both positive and proactive. Positive means increasing and strengthening helpful behaviours and new skills through meaningful 'reinforcement' (not using punishment or negative consequences such as 'response cost'). Proactive means developing environments that prevent challenges, anticipating when needs are not being met and planning to avoid responding in an unplanned reactive way when challenges occur.

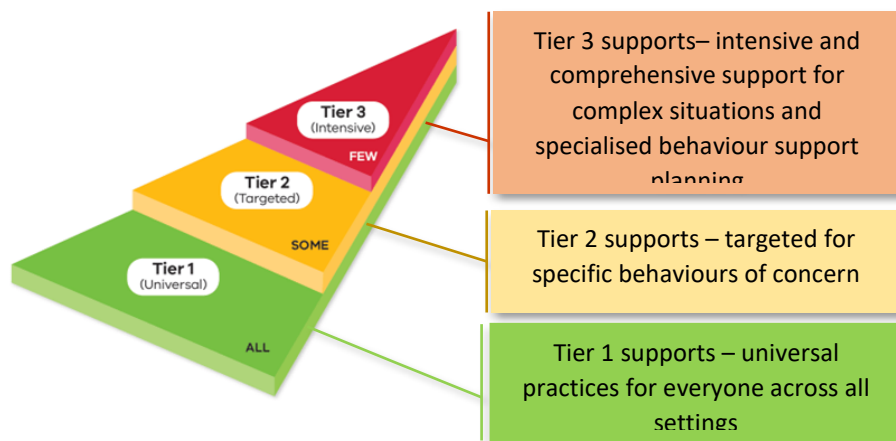
PBS emphasises that strategies have to be able to be used in everyday home, school and/or community routines. Strategies need to have a good fit with the context in which they will be used or implemented. PBS offers support to implement strategies consistently across environments and over time. Supports are evaluated and aim for sustainability and transferability across environments. Through this model the students/participants access behaviour support that is appropriate to their needs using a person-centred approach. Support provided incorporates evidence-informed practice (see Definitions) and complies with relevant legislation and policy frameworks.

What does PBS look like at Aspect?

Aspect staff utilise the PBS framework to build inclusive, autism-capable environments (see Working in Partnership policy), and foster a proactive approach to supporting students/participants by using a collaborative person-centred and family-focused perspective. Aspect's PBS approach is used by Aspect staff working directly with individuals or in an advisory way in situations where there are behaviours of concern. It is addressed at staff induction, through internal training, and PBS expectations are clearly articulated in staff position profiles.

Aspect's PBS framework consists of three tiers of support - each tier provides a different intensity of support. Support at each tier is proactive, evidence-based, and tailored to meet the preferences and needs of the individual.





Tier One supports are universal practices for all students/participants.

Tier One supports includes the following key elements:

- Implementing a whole school system of positive values and behavioural expectations in schools.
- Positive behavioural expectations are implemented within all ICS services at an individual level and in group-based programs.
- Using the Five Point Star framework in planning, interacting and reflecting on interactions.
- Meeting the needs of individuals students/participants by providing autism-friendly environments.

Tier One supports are the foundation for a positive school culture and focus on implementing proactive positive strategies to reduce or eliminate behaviours of concern through a targeted support program or a PBS Plan.

Tier Two supports are targeted programs and PBS plans for identified student/participants.

Tier Two supports are:

- targeted supports introduced for individuals, as required, who exhibit specific behaviours of concern.
- based on a functional assessment and are designed to address specific needs through individualised PBS plans. PBS plans focus on encouraging replacement behaviour, skill-building and supports change through positive and meaningful reinforcement.

Tier Three supports are intensive supports reserved for individuals with complex situations.

Tier Three supports:



- involve the development and implementation of comprehensive PBS Plans in collaboration with a team of internal and external stakeholders.
- aim to provide a coordinated, wrap-around approach to supporting the reduction of behaviours of concern.

The commitment to ongoing professional development ensures that Aspect staff are well-prepared to support situations where there are behaviours of concern. By adhering to the PBS tiered levels of support, Aspect aims to create a positive, supportive, and effective environment that respects human rights, enhances the wellbeing and development of all students/participants.

Restrictive and Prohibited Practices

Aspect is committed to maintaining the safety, dignity, and rights of the individuals using Aspect schools/services. To this end, we adhere to strict procedures and provide a comprehensive reference guide that outlines the definitions of restrictive and prohibited practices (see Definitions), in alignment with state and regulatory body requirements, as well as best practices for supporting Autistic individuals. This guide includes detailed information on practices that are explicitly prohibited.

Aspect aims to:

- Protect, uphold and respect individuals' human rights.
- Provide Aspect staff with a clear, open, transparent, and agreed-upon framework for safely managing challenging situations.
- Meet regulatory requirements for state and territory governments regarding the use, approval, and reduction of restrictive practices.
- Prevent the use of prohibited practices and the misuse of restrictive practices.

Restrictive Practices

Aspect recognises that different strategies may be required to keep people safe in crisis situations where there is risk of harm. Different strategies, including the use of restrictive practices (see Definitions) may be necessary to ensure the safety of individuals and those around them. The use of these practices is part of Aspect's duty of care and our commitment to maintaining a culture of safety and wellbeing (see Safeguarding the People we Support policy). However, recognising the potential impact on an individual's human rights, the inherent risks, and the potential for misuse, the use of restrictive practices—whether planned or as an emergency response—are closely monitored, recorded, and regularly reviewed and evaluated.

Aspect's goal is to reduce and, where possible, eliminate the use of restrictive practices over time, by creating better-matched environments, providing improved support, and fostering skill development for both individuals and the staff supporting them.

Planned restrictive practices are used only as specified within a PBS plan that meets best practice standards.



Emergency use of restrictive practices outside of a prescribed and authorised PBS plan. Aspect staff may use a restrictive practice in emergency situations to protect an individual from imminent danger, but only when the risk of not using the practice is greater than the risk of using it.

Prohibited Practices

Aspect maintains a firm stance that certain strategies are inappropriate at all times and are prohibited throughout the organisation. These practices are considered punitive, harmful, and contrary to the goals of PBS and good autism practice. The ongoing use of unauthorised restrictive practices, without efforts to incorporate them into a PBS plan and seek necessary authorisation, may be deemed prohibited practices.

Aspect considers the use of prohibited practices to be unethical and unacceptable. Such practices are not employed under any circumstances at Aspect. By strictly adhering to these guidelines, Aspect ensures that all individuals are supported in a manner that is ethical, respectful, and aligned with our commitment to PBS.

Supporting Staff

Training and Professional Development

Aspect is committed to supporting staff in managing challenging situations safely and effectively as part of the PBS framework. This commitment includes the following specific strategies:

- Aspect implements the following approach to staff training:
 - All relevant staff are trained in the implementation of Tier One supports to ensure a consistent foundation of support is provided across all environments.
 - If it is part of their role, staff receive additional training to effectively develop and implement targeted Tier Two supports, which aim to have a positive impact on students'/participants' quality of life.
 - Staff working in roles providing intensive Tier Three supports are provided with additional training and support to effectively participate in this collaborative, team-based approach.
- Staff are provided training in de-escalation techniques to help manage and reduce behaviours of concern calmly and safely.
- Staff have access to ongoing support and guidance from supervisors and specialists. This support network provides staff with expert advice, practical assistance, and emotional support, helping them to feel confident and capable when managing behaviours of concern.
- Aspect has established clear protocols for reporting and addressing safety concerns. Staff are required to report any incidents or concerns promptly, and these reports are taken seriously and addressed in a timely manner.



- Under relevant WHS legislation, all Aspect staff have specific responsibilities to maintain a safe working environment. Staff are responsible for taking reasonable care of their own health and safety, as well as the health and safety of students/participants and others who may be affected by their actions or omissions.
- Staff are to comply with all Aspect policies, procedures, and guidelines related to safety and positive behaviour support.
- Staff are required to promptly report any hazards, unsafe conditions, or incidents into RiskMan. This helps prevent accidents and injuries and allows for the timely implementation of corrective actions.
- Staff are encouraged to actively participate in Aspect's Safety Management System (ASMS).

External Framework

The Positive Behaviour Support policy illustrates Aspect's adherence to the:

- For NDIS Services the NDIS Practice Standards (2018) and NDIS Code of Conduct, specifically within the NDIS Practice Standards & Quality Indicators:
 - Core Module: 1. Rights and Responsibilities, under all Outcomes.
 - Core Module: 2. Provider Governance and Operational Management, under the relevant Outcomes.
 - Core Module: 3. Provision of Supports, under the relevant Outcomes.
 - Core Module: 4. Support Provision Environment, under the relevant Outcomes.
 - Supplementary Module: 2. Specialist Behaviour Support Module, under all Outcomes.
 - Supplementary Module: 2a. Implementing Behaviour Support Plans, under all Outcomes.
 - Supplementary Module: 3. Early Childhood Supports, under all Outcomes.
- For Education Services the Disability Standards for Education (2005), specifically:
 - Part 3: Making Reasonable Adjustments.
 - Part 5: Standards for Participation.
 - Part 6: Standards for Curriculum Development, Accreditation and Delivery.
 - Part 7: Standards for Student Support Services.
 - Part 8: Standards for Harassment and Victimisation.



- NESA Registered and Accredited Individual Non-Government Schools (NSW Manual), specifically:
 - 3. Requirements for Registered Non-government Schools, under requirements for Staff; Curriculum; and Safe and Supportive Environments.
- Standards for Registration and Review of Registration of Schools in South Australia, specifically the relevant quality related criteria for:
 - Standard 2 Student Learning and Assessment.
 - Standard 3 Student Safety, Health and Welfare.
- For all services the Australian Human Rights Commission's National Principles for Child Safe Organisations specifically:
 - o 1. Child safety and wellbeing is embedded in organisational leadership, governance and culture;
 - o 2. Children and young people are informed about their rights, participate in decisions affecting them and are taken seriously.
 - o 3. Families and communities are informed and involved in promoting child safety and wellbeing.
 - o 4. Equity is upheld and diverse needs respected in policy and practice.
 - o 5. People working with children and young people are suitable and supported to reflect child safety and wellbeing values in practice.
 - o 6. Processes to respond to complaints and concerns are child focused.
 - o 7. Staff and volunteers are equipped with the knowledge, skills and awareness to keep children and young people safe through ongoing education and training.
 - o 8. Physical and online environments promote safety and wellbeing while minimising the opportunity for children and young people to be harmed.
 - o 9. Implementation of the national child safe principles is regularly reviewed and improved.
 - o 10. Policies and procedures document how the organisation is safe for children and young people.

Critical Definitions

Behaviour of Concern - is any behaviour that causes difficulties and limits a person's ability to have a good life. Behaviour of concern is understood as part of an interaction between:

- an individual, their current and past experiences, and what they have been taught.
- the other people in their lives.
- the environments, communities and cultures they live in.



Behaviour of concern happens for a reason and indicates there is a mismatch between what a person needs and what is being provided.

Evidence-based - Aspect defines 'Evidence-based practice' as strategies that: - have the highest quality available research showing positive impacts for Autistic people and their families in real-world settings; - meet the aspirations, preferences and values of people on the autism spectrum; - fit with Aspect's 50 years of expertise in autism practice and assists the work of our educators, therapists and support staff; - are positive and not painful or distressing, respect the full diversity of Autistic people and can contribute towards an Autistic person's satisfaction with their quality of life and their inclusion in society.

Evidence-informed Practice - refers to emerging practices that have yet to develop a research base. Sometimes, it takes time for new research evidence to emerge. Where there is limited research available and strategies meet Aspect's evidence-based practice criteria, Aspect's Research Centre for Autism Practice (ARCAP) conducts research in partnership with the Autistic community to investigate evidence-informed strategies. This might include the use of technology (iPads or telehealth), strategies to support emotional regulation or approaches to training (e.g. the police) to respond positively.

Functional Behaviour Assessment - An assessment to understand the behaviour (including frequency, intensity and duration) and its function behaviour/s. Identify setting conditions (these are the stressors in the day that are more likely to make the behaviour occur), triggers (the things that occur immediately before the behaviour), response of others and the purpose the behaviour serves for the student, for example to get/get away from:

- something tangible (object or activity)
- attention for something
- sensory input

Restrictive practices – any safety strategy, practice or intervention that has the effect of restricting the rights or freedom of movement of a person. These practices are restricted in their use, subject to approval (unless used in a crisis to prioritise duty of care), and the inclusion of these definitions is not an endorsement of their use. States and Territories are responsible for determining which practices are considered prohibited or restrictive and/or reportable – see Restrictive and Prohibited Practices Reference Guide for more information on the potential and prohibited uses of restrictive practices.

Prohibited Practices – Aspect also regards that some other strategies are inappropriate at all times and are therefore prohibited organisation wide as they may be punitive, harmful, do not meet the goals of positive behaviour support or do not represent good autism practice. The ongoing use of unauthorised restrictive practices without efforts to include in a behaviour support plan and seek



authorisation may be considered prohibited practices. Aspect considers the use of prohibitive practices as unethical and wrong. Prohibited practices are not used at Aspect.

Legislation

International

United Nations Convention on the Rights of Persons with Disabilities

United Nations Convention on the Rights of the Child 1989

Universal Declaration of Human Rights 1948

National

National Disability Insurance Scheme Act 2013 (Cth)

National Disability Insurance Scheme Amendment (Quality and Safeguards Commission and other measures) Bill 2017 (Cth)

Disability Standards for Education 2005 (Cth)

Disability Discrimination Act 1992 (Cth)

Australian Human Rights Commission Act 1986 (Cth)

Ombudsman Act 1976 (Cth)*

Crimes Act 1914 (Cth)

Work Health and Safety Act 2011 (Cth)

New South Wales

Anti-Discrimination Act 1977 (NSW)

Children and Young Persons (Care and Protection) Act 1998 (NSW)

Children's Guardian Act 2019 (NSW)

Crimes Act 1900 (NSW)

Disability Inclusion Act 2014 (NSW)

Education Act 1990 (NSW)

Education Standards Authority Act 2023 (NSW)

Guardianship Act 1987 (NSW)

Work Health and Safety Act 2011 (NSW)

Victoria

Charter of Human Rights and Responsibilities Act 2006 (VIC)

Children Youth and Families Act 2005 (VIC)

Crimes Act 1958 (Vic)

Disability Act 2006 (Vic)

Equal Opportunity Act 2010 (Vic)

Guardianship and Administration Act 1986 (Vic)

Occupational Health and Safety Act 2004 (VIC)

Workplace Safety Legislation Amendment (Workplace Manslaughter and other matters) Act 2019 (Vic)



South Australia

Children and Young People (Safety) Act 2017 (SA)
Consent to medical treatment and Palliative Care Act 1995 (SA)
Criminal Law Consolidation Act 1935 (SA)
Education Act 1972 (SA)
Education and Early Childhood Services (Registration and Standards) Act 2011 (SA)
Equal Opportunity Act 1984 (SA)
Family and Community Services Act 1972 (SA)
Guardianship and Administration Act 1993 (SA)
Work Health and Safety Act 2012 (SA)

Australian Capital Territory

Children and Young People Act 2008 (ACT)
Crimes Act 1900 (ACT)
Disability Services Act 1991 (ACT)
Discrimination Act 1991 (ACT)
Guardianship and management of property Act 1991 (ACT)
Human Rights Act 2004 (ACT)
Work Health and Safety Act 2011 (ACT)

Queensland

Anti-discrimination Act 1991 (QLD)
Child Protection Act 1999 (Qld)
Criminal Code Act 1899 (Qld)
Disability Services Act 2006 (Qld)
Guardianship and Administration Act 2000 (Qld)
Human Rights Act 2019 (Qld)
Work Health and Safety Act 2011 (Qld)

Northern Territory

Anti-Discrimination Act 1992 (NT)
Care and Protection of Children Act 2007 (NT)
Criminal Code Act 1993 (NT)
Disability Services Amendment Act 2012 (NT)
Guardianship of Adults Act 2016 (NT)
Work Health and Safety (National Uniform Legislation) Act 2011 (NT)

Tasmania

Children, Young Persons and their families Act 1997 (Tas)
Criminal Code Act 1924 (Tas)
Disability Services Act 2011 (Tas)
Guardianship and Administration Act 1995 (Tas)
Work Health and Safety Act 2011 (Tas)



