

Referral process

To make a referral please contact us on **02086678402** or **tbs@croydon.gov.uk** for a referral form.

Completed forms can be emailed to **tbs@croydon.gov.uk**, faxed to **02087267765** or posted to:

Transitions Behavioural Support Team

LD Commissioning
Bernard Weatherill House
8 Mint Walk
2nd Floor, Zone E
Croydon
CR0 1EA

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Bernard Weatherill House
8 Mint Walk
2nd Floor, Zone E
Croydon
CR0

DRAFT

Transitions Behavioural Support Team

Transitions:

All people undergo times of transition and change. Children transition into adulthood and are expected to negotiate a wide range adjustments to their lives.

Children with learning disabilities and parents of children with learning disabilities often experience times of difficulty when moving between these two phases.

The Transitions Behavioural Support Team help plan transitions for children who are learning disabled and have challenging needs.

CROYDON
www.croydon.gov.uk

Who we help

- 14-18 year olds who present with challenging behaviour. These are defined as behaviours *'of such intensity, frequency and duration as to threaten the quality of life and/or the physical safety of the individual or others and is likely to lead to responses that are restrictive, aversive or result in exclusion'* (Challenging Behaviour: A Unified Approach, 2007).
- 14-18 year olds who have a learning disability. Learning disability is defined as *'a significantly reduced ability to understand new or complex information, to learn new skills, with a reduced ability to cope independently and which has a lasting effect on development'* (Valuing People, 2001).
- 14-18 year olds who are funded by Croydon or are due to move back to Croydon.

How we help

We are a team consisting of a Behavioural Support Team Leader and Facilitator. We carry out extensive assessments of the person, their behaviour and their environment. We analyse this data to then present interventions and strategies as a way forward.

The team will work with individuals and their supporters to understand what functions are served by the behaviour. Functional behaviour assessments identify contexts and predict when behaviour will occur. It creates a hypothesis about the behaviour and directly observes to develop a baseline. Support plans are developed which develop skills of the person's support network, giving them enhanced confidence, capability and capacity to support. As behaviour is understood, effective responses can be developed to prevent the challenges posed and allow support to be effective.

Our approach: Positive Behaviour Support

Positive behaviour support is 'characterised by educational, proactive, and respectful interventions that involve teaching alternative skills to problem behaviours and changing problematic environments. It blends best practices in behavioural technology, educational methods, and ecological systems change with person-centred values in order to achieve outcomes that are meaningful to the individual and to his or her family' (Bambara et al, 2004).

Our objectives

- To support 14-18 year olds whose challenging behaviour most greatly impinges upon their quality of life, physical and psychological well-being and that of those they have contact with.
- To enable 14-18 year olds with learning disabilities to remain or return to a community setting in the Croydon locality
- To facilitate the decrease of levels of challenging behaviour while significantly increasing the quality of life of the referred individual.