
Engaging support networks in change

Motivating change in support networks to support the participant's behaviour support plan



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Working together on positive
behaviour support (PBS)

Using the ADKAR Model of change

Introducing a behaviour support plan into a person's life means they – and the people around them – will need to start doing things differently.

This will mean change, not only for the person who has the behaviour support plan, but also for people in their support network – both personal connections, like friends and family, and paid professionals.

The behaviour support plan can only be effective if everyone understands the need for the plan, the need for change and to do things differently, and their part in making it effective.

The person's support network will be essential in this process and – as a behaviour support specialist – you will need to engage them and provide them with the information they need to help this be a successful behaviour support plan for the participant.

View our video about [using the ADKAR Model to influence behaviour change](#) with support networks for effective behaviour support implementation.

You will need to:

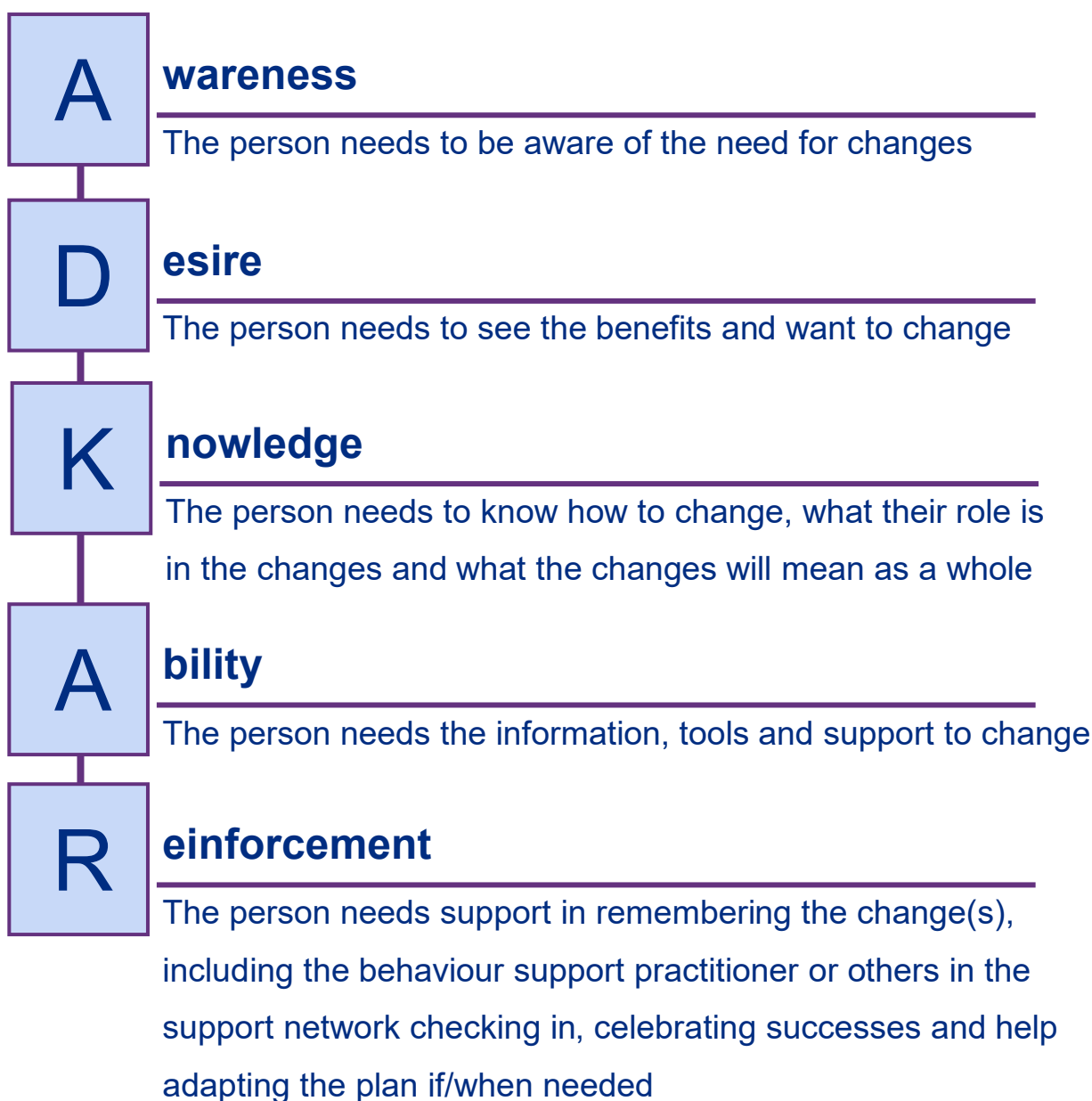
- **engage the person's support network** to problem solve new ways of doing things and new routines.
- **demonstrate how** these new ways of supporting the person will work.
- **coach people** in these new ways of thinking and working so that the plan on paper becomes a lived experience for the person with disability.

A simple tool that is often used by experts in behaviour change is called the '**ADKAR Model**' of change.

Using the ADKAR Model can help you to set the plan up for success.

Motivating support networks to change using the ADKAR Model* in behaviour support planning

The ADKAR Model gives you a flexible step-by-step process to ensure that the person with the behaviour support plan is surrounded by people who are working together to support their behaviour support goals.



* ADKAR Model developed by Jeff Hiatt (2003), prosci.com

Change checklist

As part of the planning process, you are likely to have worked with the participant to identify the members of their [individual support network](#). This process will help you identify the key people in the person's support network who have a role in the plan's development, implementation, and later in its evaluation and review.

Use this checklist as an example of how to engage these people to make the plan successful. You can adapt it as needed to apply to your participant's unique support network(s).

[Always gain consent from the participant](#) to discuss details of their behaviour and their plan with their support network before beginning this process.

Also consider the person's wishes under the [Spectrum of Engagement for Behaviour Support Planning](#) when adapting this checklist for the person's situation.

You may also wish to see how you can [use this model with participants](#) for effective behaviour support planning and implementation.

Create AWARENESS of the need for change

☐ **Emphasise the participant's legal and human rights**, as well as [their communication rights](#) as fundamental to the planning and implementation.

☐ **Explain the participant's wishes** and their needs.

☐ **Talk about the function of** [the current behaviours of concern](#), and what the person with disability is trying to communicate and achieve when using these behaviours.

☐ **Identify** [the goals of the behaviour support plan](#) and what the changes might look like.

☐ **Discuss any established behaviours** that the people in the person's support network need to change, focusing on *why* and the benefits of making these changes.

Create DESIRE to support the change

☐ **Explain the effects** of the behaviours of concern the plan aims to address (on the person with the plan and on the people around them).

☐ **Highlight the positive impacts** making changes to these behaviours might have on the person with the behaviour support plan and those around them.

☐ **Talk about the positive benefits** for the person with the behaviour support plan wants to change. This can include exploring [what the good life looks like for them](#) and [talking about their behaviour support goals](#).

☐ **Talk about the consequences** of *not* making the changes, and the impact this might have on the person and those around them – including the person from the support network.

Regular follow-up and sustained communication are key to engagement, maintaining momentum, addressing challenges, and celebrating successes.

Raise KNOWLEDGE of how to change

☐ **Explain the relevant parts of the plan** and the person in the support network's part in it.

☐ **Talk about what the changes involve**, including changes to the person with disability's environment and routines

☐ **Check whether they need to learn new skills** (the person with disability or the person in the support network), and how everyone involved is likely to use some new ways of communicating.

☐ **Discuss how to identify** when a behaviour is becoming concerning, and the agreed methods for addressing the situation. Talk about how people can work together to de-escalate an emerging situation.

☐ **Be clear about the plan** for when behaviours of concern escalate, and how people can respond with the least restrictive alternative, respecting [people's rights](#) and dignity and keeping people safe.

☐ **Talk about steps for resolving any incidents** and what the agreed follow up will be – for the person, for those providing support, and for the organisation.

Ensure their **ABILITY** to make the change

- ☐ **Provide any information or tools** the person may need to enact their part in the plan. This may include connecting them with training and resources to ensure they have the ability to carry out their role effectively.
- ☐ **Explain what success looks like** in terms of this plan – and explain how to identify problems and what they should do to manage any challenges or obstacles that arise during the process.
- ☐ **Connect the person** in [the support network with anyone else they may need](#) as part of enacting this plan. Who can people contact for information and support?
- ☐ **Allow space for questions** throughout the conversation and provide answers (or commit to follow up).

REINFORCE the change to make sure it happens

- ☐ **Provide your details** so the person can contact you.
- ☐ **Explain the next steps** in the planning process, including the date of the next review and what their role will be in that review.
- ☐ **Explain when and how** you will be in contact again.
- ☐ **Explain what you will be looking for** in terms of positive change and challenges when you next contact them.
- ☐ **Keep your promise** to check in <4.5 link to website> with the person in the support network.
- ☐ **Recognise and celebrate** progress to ensure ongoing commitment and morale.
- ☐ **Remember: change takes time.**

New ways of thinking about the person with disability and their behaviours, as well as successfully using new ways of responding to the

behaviours, will take time to fine tune. Ask the person in the support network how *they* are doing with their part of the plan (in addition to the participant's progress) and whether they need any additional support to make the plan a success.

[Regular follow-up](#) and sustained communication are key to engagement, maintaining momentum, addressing challenges, and celebrating successes.

This comprehensive approach helps create a collaborative and supportive environment that enhances the likelihood of lasting, positive change for the person at the heart of this process – the person supported by the behaviour support planning process.



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