
Positive Behavioural Support – First Steps to Foundation

Getting Started

Getting Started



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Quality PBS Training for Social Care Teams

Standards-aligned, evidence-based training to equip staff with essential PBS knowledge

[Start Training Today](#)

Aligned with National Standards

Flexible Online Learning

Practical and Evidence-based

- Login to the Jigsaw Training site and click on “My Learning” at the top of the page.

My Learning

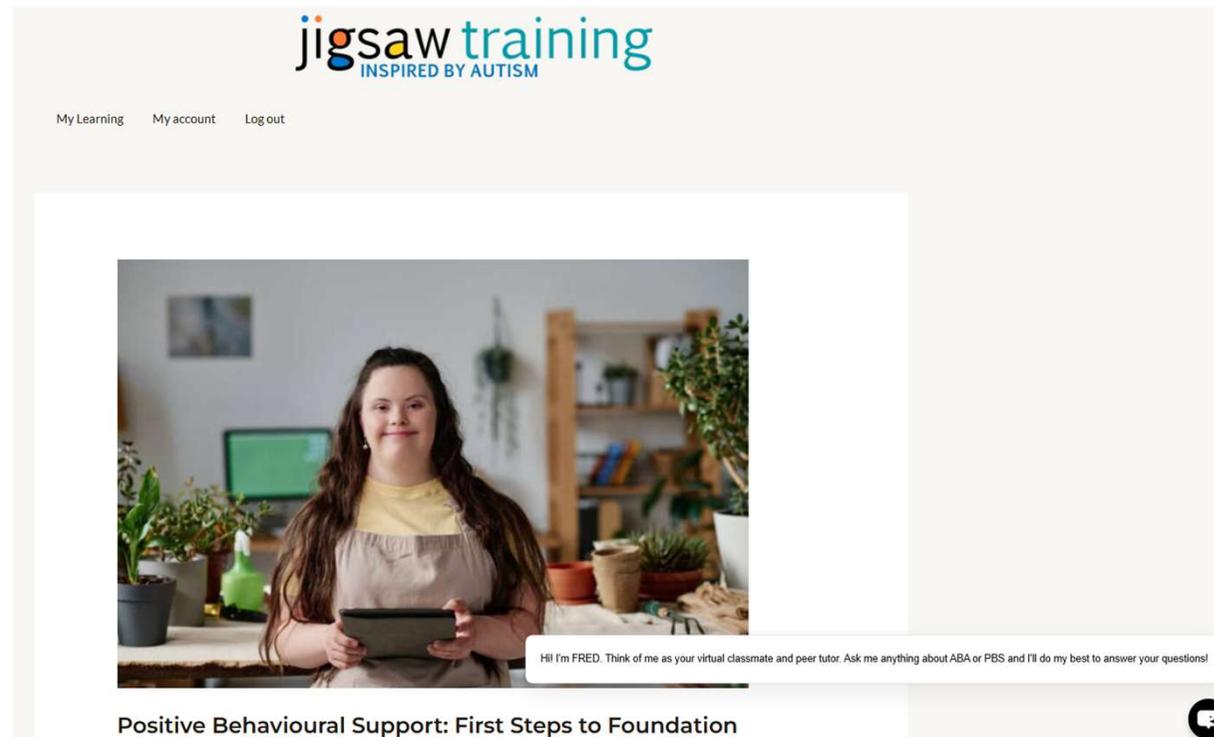
My Learning

My Courses

Course title & description	Status
Positive Behavioural Support: First Steps to Foundation	Enrolled on 29th August 2024  100% Completed view table

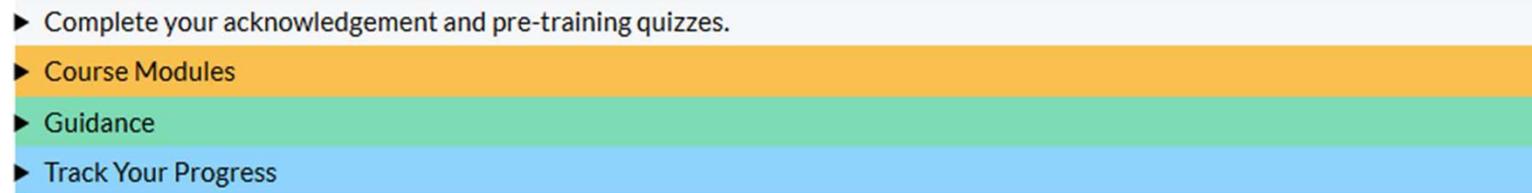
- To access the course, you can click on the course title.
- To see the status of each lesson, click on the “view table” option.
- You can access individual lessons by click on their name within the table.

The Course Home Page



- The Course Homepage describes the course.
- You can see the icon for our AI-bot in the bottom right-hand corner of the screen

Dropdown Menus



You are enrolled in this course.

- At the bottom of the page, you'll find a series of dropdown menus.
- Click on the grey drop-down menu to access Module 0.

Module 0

- [Module 0](#) describes the course format and content.
- There is also an acknowledgement quiz and a pre-test.
- Please complete these and then return to the Course Homepage.

Acknowledgement Quiz

To proceed with the course, please complete the following acknowledgement quiz. By answering the questions, you confirm that you understand the course's purpose and your responsibilities for in-house training.

1. What does this course teach?

- Knowledge competencies of the First Steps PBS Competency Framework.
- Performance competencies of the First Steps PBS Competency Framework.
- Both knowledge and performance competencies.

2. How many hours of in-situ training are recommended to achieve performance competencies?

- 10
- 25
- 50

3. Who is responsible for ensuring trainees receive in-situ training, supervision, and mentoring?

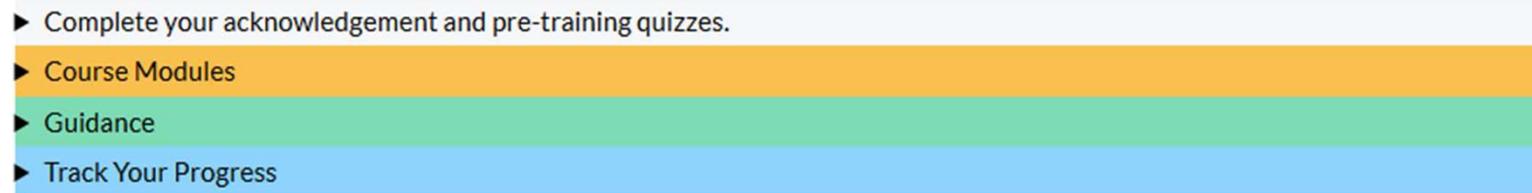
- The course provider
- The trainee's organisation or team
- Both the trainee and their organisation

[View Results](#)

1. [PBS First Steps to Foundation Pre-Test](#) - Completed

[Course Home](#)

Dropdown Menus



You are enrolled in this course.

- The orange dropdown menu provides a list of course modules.
- The green dropdown menu includes important information about the course format, how to complete exercises and browser plugins that make the course easier to complete for people with reading difficulties and neurodivergent conditions.

Dropdown Menus

- The blue dropdown menu allows you to see the lessons you've completed and navigate to them.
- Click on Module 1: Lesson 1

▶ Course Modules		
▶ Guidance		
▼ Track Your Progress		
Module 0: Enrolment, Formative Assessment and Instructions		
Lesson	Status	Grade
PBS First Steps to Foundation Pre-Test	Completed on 4th December 2024	N/a
Module 1: What is PBS and Why is it Needed?		
Lesson	Status	Grade
Module 1: Lesson 1 - Models of Disability	Completed on 15th May 2024	N/a
Module 1: Lesson 2 - Understanding Intellectual and Developmental Disabilities	Completed on 15th May 2024	N/a
Module 1: Lesson 3 - History of the Treatment of People with Intellectual and Developmental Disabilities	Completed on 15th May 2024	N/a

Lesson Page Structure

Module 1: Lesson 1 – Models of Disability

Course: [Positive Behavioural Support: First Steps to Foundation](#)
[Positive Behavioural Support: First Steps to Foundation](#) >> [Module 1: What is PBS and Why is it Needed?](#) >> Module 1: Lesson 1 - Models of Disability

Please read the instructions before you start this lesson

- ▶ 0. Instructions
- ▶ 1. Watch the Video and/or Read the Transcript
- ▶ 2. Complete Your Knowledge Consolidation Exercise
- ▶ 3. External Resources (Optional)

[Positive Behavioural Support: First Steps to Foundation](#) >> [Module 1: What is PBS and Why is it Needed?](#) >> Module 1: Lesson 1 - Models of Disability

Previous Lesson Next Lesson

- The typical lesson page structure includes
 - Instructions regarding how to complete exercises
 - A video and video transcript which you must watch/read
 - A Consolidation Exercise (Multiple Choice or Fill-in)
 - External Resources (Optional or Essential)

Consolidation Exercises

- A RULEG Programmed Instruction Consolidation exercise will have 8 frames (screens)
- You must read the entire content of each screen before filling in one or more blanks
- You can fill in the entire missing word or just the missing letters.
- To see the answer, attempt to fill in the blank and then press the “See Answer” button
- To proceed to the next screen, press the “Next” button

Question 1 of 8

1. PBS professionals and paraprofessionals frequently work with people with disabilities. There are a variety of different conceptualizations and models of disability. The model of disability that is adopted by policy makers and professionals can have great impacts for those who avail of services. Three common models are the medical model, the social model and biopsychosocial model. According to the medical model, disability results from impairments or differences within the individual. When operating within a medical model, a person seeks to identify what is 'wrong' within an individual and how to fix it. The social model of disability emerged in response to the medical model. Instead of focusing on fixing something within a person, it looks at ways of removing barriers that restrict the life choices of people with disabilities. The biopsychosocial views disability as the result of an interaction between the biological state of an individual and the way that society is structured. It conceptualizes disability as resulting from an interaction between physical, psychological and social factors. Like the medical model, the biopsychosocial model tends to support the use of experts to treat the needs of people with disabilities. Like the social model, it supports the idea that society needs to find ways to include people with disabilities within wider society by providing them equal social, educational, political and economic opportunities.

A professional operating under a medical model of disability is more likely to view a person with a disability as ill and seek to cure or fix them. A professional operating under a biopsychosocial model of disability views disability as resulting from an interaction between the biological state of an individual and the way society is structured. They seek to meet any medical, psychological or social ne [] of the person while trying to find ways in which societies and service providers can ch [] to support the needs of the individual with disabilities.

Question 1 of 8

Next >

See Answer

Consolidation Exercises

- Ensure you read all text on a screen.
- You should not try to go straight to the blanks.
- The text before and after the blanks often provides clues and context that make the correct answer more obvious
- In some cases, they provide hints about correct answers on the frames/screens to come later in the lesson.

Question 1 of 8

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Question 1 of 8

Next >

See Answer

Consolidation Exercises

- Occasionally, there will be two Consolidation Exercises to be completed within a lesson.
- Complete all frames/screens in the first exercise, before attempting to complete the second lesson
- You may need to Refresh the screen before completing the second exercise.
- To refresh the screen, press F5 on your keyboard if using a computer
- If using a mobile phone, pull down the top of the screen to refresh the screen

Michelle is a 21-year-old woman with a severe in [redacted] disability. As a child, she lived at home and attended a local special school. As a teenager, she attended a residential specialist school as her parents were not able to cope with her behaviours that challenge at home. She now lives in her own flat where she receives support from paid carers. Michelle can communicate that she wants certain items or activities by pointing or using simple signs. She can also follow simple visual schedules to help her transition between activities and she can pick activities from a choice board that her carers provide to her. She can prepare some simple snacks for herself, but her carers pre [redacted] her meals. She requires physical support to help her with some dressing tasks and most hygiene tasks. Michelle has a real passion for playing the drums and enjoys joining her brother with his guitar during his weekly visits.

Question 1 of 8

Next >

See Answer

Exercise 2 (If you have completed the first exercise, you may need to hit the 'refresh' button to reload the page and access this lesson):

Question 1 of 8

1. Autism is a developmental disability/condition that usually appears during the first three years of life but is sometimes not recognised until adulthood. Some autistic people struggle to learn basic skills while others can learn a lot about complicated subjects very quickly. When a person is autistic, they may have problems letting you know what they want or understanding what other people say or want. They might show affection in atypical ways and have difficulties controlling their feelings when stressed. Understanding social cues can be difficult for many autistic people and dealing with changes or new situations can be challenging. Other people sometimes find it difficult to recognise autistic people's emotions and can have difficulties understanding why certain things are important to autistic people in their lives. Some autistic people like to arrange their day or physical environment in a precise way and say that this helps them keep calm and centred. Sensory experiences are often very powerful for autistic people. An autistic person may find it difficult to ignore certain sounds or movements. They may have atypical reactions to certain forms of touch or other sensations. Autism is a

Navigation

Module 1: Lesson 1 – Models of Disability

Course: [Positive Behavioural Support: First Steps to Foundation](#)
[Positive Behavioural Support: First Steps to Foundation](#) >> [Module 1: What is PBS and Why is it Needed?](#) >> Module 1: Lesson 1 - Models of Disability

Please read the instructions before you start this lesson

- ▶ 0. Instructions
- ▶ 1. Watch the Video and/or Read the Transcript
- ▶ 2. Complete Your Knowledge Consolidation Exercise
- ▶ 3. External Resources (Optional)

[Positive Behavioural Support: First Steps to Foundation](#) >> [Module 1: What is PBS and Why is it Needed?](#) >> Module 1: Lesson 1 - Models of Disability

Previous Lesson Next Lesson

- Remember, there are links to the Module Home and Course Home at the top of the page (beneath the Lesson Title).
- You can navigate to the next lesson using the links near the bottom of the page.

End of Module

Module 1: Lesson 11 – High Quality Care and Support Environments and the Primary Tier

Course: [Positive Behavioural Support: First Steps to Foundation](#)

[Positive Behavioural Support: First Steps to Foundation](#) >> [Module 1: What is PBS and Why is it Needed?](#) >> Module 1: Lesson 11 - High Quality Care and Support Environments and the Primary Tier

▶ 0. Instructions

▶ 1. Watch the Video and/or Read the Transcript

▶ 2. Complete Your Knowledge Consolidation Exercise

▶ 3. Engage with External Resources

▶ 4. End of Module Reflection Exercise (Required)

[Positive Behavioural Support: First Steps to Foundation](#) >> [Module 1: What is PBS and Why is it Needed?](#) >> Module 1: Lesson 11 - High Quality Care and Support Environments and the Primary Tier

[Previous Lesson](#) [Next Lesson](#)

- At the end of each module, you must complete a Reflection Exercise
- Select the blue dropdown menu and click on the link

Reflection Exercises

- Your reflection should be between 150 and 170 words
- Use one or more of the reflection prompts to prepare your thoughts
- Spelling and grammar are not graded
- Reflection Exercises are reviewed at the end of the course and provided that a reflection meets the minimum word count and evidences a genuine attempt to reflect on the module content.

PBS First Steps Module 1 Reflection Exercise

1. Instructions: Reflect on one or more of the following prompts, integrating your understanding of Positive Behaviour Support (PBS) with other concepts explored in this module. Your reflection should take **no more than 20 minutes** to write and be between **150 and 700 words**. Use your own insights and experiences—avoid copying text from lessons, chatbots or external sources. Doing so can lead to disqualification. This is your opportunity to think critically and personally about these ideas.

Reflection Prompts (Choose One or More):

1. **Disability Models and PBS:** Reflect on how the medical, social, and biopsychosocial models of disability influence the way PBS is implemented. How might understanding the social and biopsychosocial models help you design person-centred strategies to address behaviours that challenge? Consider an example where these models shift the focus from "fixing" behaviour to creating supportive environments.
2. **Capable Environments and Human Rights:** Capable environments focus on enhancing quality of life by providing choice, autonomy, and meaningful activities. Reflect on how capable environments also promote the human rights of individuals, such as freedom from overmedication or access to meaningful relationships. Can you think of a time when an environment either respected or undermined someone's rights, and how PBS principles could address this?
3. **Active Support and Skill Building:** PBS prioritises skill building to reduce behaviours that challenge. Reflect on how principles of Active Support—like "Graded Assistance" or "Every Moment Has Potential"—could be applied to develop skills while respecting an individual's preferences and autonomy. How might this reduce the need for restrictive practices?
4. **Restrictive Practices and Duty of Care:** Restrictive practices can conflict with the ethical duty to promote autonomy and dignity. Reflect on a situation where a restrictive practice was used or could have been avoided. How might the PBS principle of the least restrictive approach, combined with person-centred planning, provide a better alternative?
5. **Behaviour Analysis and Quality of Life:** Behaviour analysis helps us understand the function of behaviours that challenge. Reflect on how understanding these functions, combined with the PBS emphasis on enhancing quality of life, could lead to more compassionate and effective support. How might functional assessments be used to create support plans that respect an individual's history and preferences?
6. **Historical Context and PBS Values:** Understanding the historical treatment of individuals with intellectual and developmental disabilities (IDD) helps contextualise the values of PBS. Reflect on how history influences current practice and your role in advocating for rights-based, person-centred support. How might understanding this history inspire a commitment to the elimination of restrictive practices?

Reflection Exercises

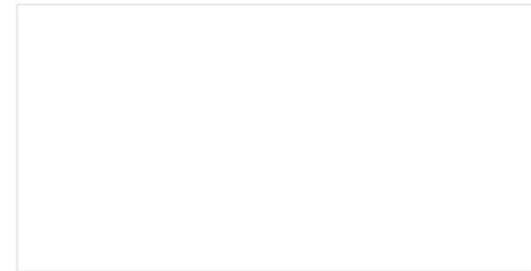
- On some of the first reflection exercises, an example reflection is provided.
- Type your thoughts into the empty box at the bottom of the page and select the “Submit” button.
- Click on the button at the bottom of the page to go to the next module

Example Reflection (Stream-of-Consciousness Style): Prompt Used: “Capable Environments and Human Rights”

“I remember supporting a young man in a residential home who was always restless and agitated. The staff often said he was ‘difficult’ and would restrict his access to the kitchen to keep things ‘safe.’ But when I thought about it through PBS and capable environments, it seemed clear that the environment was the issue. He loved cooking, and the kitchen was locked—not for his safety, but the staff’s convenience. When we gave him access under supervision and let him help with meals, it was like a switch flipped. He became calmer, happier, and more engaged. It struck me how denying him access to something he valued wasn’t just inconvenient for him; it felt like a violation of his dignity. Seeing him thrive in a more capable environment made me think about how small changes—unlocking a door, respecting his rights—can completely transform someone’s quality of life. I wonder how often we overlook these opportunities to align practice with PBS and basic human rights.”

Submission Guidelines:

- Write between 150 and 700 words.
- Take no more than 20 minutes to complete.
- Focus on expressing your reflections clearly and personally; this is not a graded assignment, and spelling and grammar are not evaluated.



See Answer

Submit

Module 2 Home

Modules

- Module 0 includes a pre-test, course descriptions and lesson requirements
- Modules 1-5 are compulsory
- Module 6 is an optional module but is highly recommended
- Module 7 includes a final exam and details about your course certificate.

Help

- If you have questions about course content and want a quick answer, try asking Fred (the AI peer tutor located at the bottom of the page)
- If you have questions about other issues, email info@jigsawconnects.com