

PBS Coaches Training

The training was the PBS Coaches Training (Positive Behaviour Support Coaches Programme) delivered by the British Institute of Learning Disabilities (BILD). The course took place over five days and was delivered as an intensive training programme combining taught content, discussion, and applied learning. Successful completion of the course led to certification as a PBS Coach.

The training was completed in May 2026.

I am a Clinical Psychologist working within a Child and Adolescent Mental Health Service (CAMHS) in a Learning Disabilities team. The programme was directly relevant to my clinical role supporting children and young people with learning disabilities and behaviours that challenge, as well as working alongside families, education settings, and multidisciplinary colleagues.

The PBS Coaches Training aims to develop advanced knowledge and practical skills in Positive Behaviour Support, with a particular focus on coaching others to implement PBS effectively and consistently. The programme is grounded in evidence-based practice and aligns with the Capability Framework for Positive Behaviour Support.

Key areas of learning included the principles and values underpinning PBS, the assessment of behaviour and quality of life outcomes, functional assessment, and the development and evaluation of PBS plans. The course also focused heavily on coaching skills, including values-based leadership, reflective practice, supervision, and supporting organisational and cultural change. A strong emphasis was placed on ethical practice, human rights, and reducing the use of restrictive interventions.

I found the training to be highly relevant and immediately applicable to my clinical work within a specialist child learning disabilities service. It deepened my understanding of PBS not only as an intervention framework, but as a values-driven approach that promotes collaboration, capability building, and sustainable change.

The coaching focus was particularly valuable, as it has enhanced my confidence in supporting colleagues, families, and wider systems to develop PBS-informed practice rather than relying solely on direct clinical input. I intend to use this training to strengthen PBS formulation, support reflective practice within the team, and contribute to workforce development around proactive and preventative approaches to behaviour.

More broadly, the training has reinforced the importance of maintaining a strong emphasis on quality of life, participation, and rights-based practice for children and young people with learning disabilities.