



Challenging our approaches to behaviour

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ASSID Seminar
Yooralla Human Resources Department
Melbourne

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Learning Outcomes

By the end of today we should have considered:

- Definitions of challenging behaviour and discussed common factors that influence behaviour.
- Discussed the difference between 'reactive' and 'proactive' approaches to challenging behaviour.
- Considered the key legislation and guidance that underpins our responses to incidents of challenging behaviour in Scotland and compared this with Australian guidance.
- The core elements of critical incident management – actions and reflection.
- How to use recording systems and recognise why they are important.

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Plan for the day

Morning

Introductions & housekeeping

What is challenging behaviour?
– What causes it?

How can we respond?

- Proactive approaches
- Reactive approaches

What are the procedures and legislation?

- Professional responsibilities
- The Law
- Best practice guidance
- Sense Scotland Policies

Afternoon

Managing critical incidents - preparation

- Risk assessment
- Physical intervention agreements

Managing critical incidents – responding

- Speech & body language
- Attitude and approach
- Physical restraint

Managing critical incidents – reflecting

- Calming down
- Recording & reporting
- Reviewing and reflecting

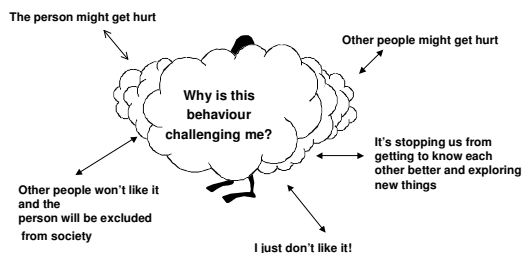
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Group Activity: What is challenging behaviour?

Behaviour	Acceptable	Not acceptable	Why?

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What is going on between us – what is challenging behaviour?



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Whether we are challenged by behaviour depends upon a number of factors:

- Where we are (public or private space)?
- How harmful the behaviour is?
- Our own mood & feelings?
- Impact on others – service users, colleagues, neighbours?
- How supported and in-control we feel?
- What is socially acceptable? Our values?
- Tensions between promoting independence and duty of care?

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Challenging behaviour may be...

Aggressive (things or people)
Self harming
Shouting & screaming
Repetitive actions – tapping, flicking, groaning

Passivity
Withdrawal

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"Severely challenging behaviour refers to behaviour of such an intensity, frequency or duration that the physical safety of the person or others is likely to be placed in serious jeopardy, or behaviour which is likely to seriously limit or deny access to and use of ordinary community facilities."

• (Emerson et al 1987)

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*"Labelling a behaviour as **challenging** adds little to our understanding of how that behaviour functions in the person adapting to their world."*

*"Referring to **interactional challenges** alerts us to the necessity of looking beyond the person, often to others in their immediate environment."*

Cullen C (1999) *A review of some important issues in research and services for people with learning disabilities and challenging behaviour.*

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ACTIVITY: Understanding our own behaviour

- Think of a time when you did something that was a problem for you or those around you. Maybe you yelled at someone, shouted at the kids, kicked the cat, upset someone, didn't pull your weight at work...?
- What exactly did you do?
- What led up to you doing what you did - had someone upset you, were you bored, confused, afraid?
- Generally, what things make it more likely that you will behave 'badly'?
- What happened as a result of your challenging behaviour? Did you get what you wanted? Did it make things easier or harder for you?

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Out of the blue? What really led to this behaviour?



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Influences...

- A highly significant majority of challenging behaviour will be triggered by ordinary human problems...
- Look to these factors for answers before you try to seek out the extra-ordinary!
- We may never find all the complex answers but we can help a great deal by tackling the ordinary ones!

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“All behaviour has a message value”

- I'm bored
- I want some attention
- I'm in pain
- I'm angry
- I'm confused...
- It's an emotional event that we can empathise with – not a “detached” incomprehensible tantrum.
- These **problems** suggest there is a **need** to be met.
- Remember, one behaviour can be used for many different messages... That's why it's a challenge – detective work, trial and error.

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ACTIVITY: Problems v Needs

Behaviour	What might this indicate the person has a need for?

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Proactive & Reactive approaches

- **Proactive** – planning for tomorrow. How will the behaviour ever be overcome unless we start to teach the skills that make the behaviour unnecessary?
- **Reactive** – What can we do to manage the behaviour when it occurs?

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Activity: Analysing behaviour issues - PROACTIVE

What does the person do?	What do we think it might mean?	What communication skills might help?	What other skills might help?	How can we make the environment more helpful?
Hits himself on the head	Come here	Sign for come here – an easy way to get our attention?		Signifiers available to tell us what he wants?
	Go away	A finish or go away sign		
	Can't wait any longer		To learn to be more patient – how can we teach that?	
	Confused/ anxious		Learning to feel comfortable in strange/busy places?	Radio/tv off to reduce noise. Predictable routine.

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Reactive Plans

- Reactive plans are a response to the situation as it is today!
- What do we already know?
- Can we avoid things that we know cause distress?
- Can we give lots of opportunities to do things that are enjoyed?
- Can we distract the person and give them something else to think about?
- How can we avoid an escalation of behaviour and distress?
- Can we make sure that the physical environment is working for us instead of against us?
- What is the most calming way to talk to the person?
- Are we all following the same plan?

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Reactive approaches

- Stimulus Control – Avoid upsetting things
- Stimulus satiation- Unconditional access
- Stimulus change- Redirect, use humour, introduce the unexpected
- Environmental control- Safe environment, no clutter, natural barriers

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Reactive management plan

When Charlie does...	We will...
Hits himself on the head when alone	Give him our attention and ask him if he want to do something (bored/wants attention) (use agreed signifiers/signs) Preferred activities are.... Massage, tea, playing a clapping game with you...
	If he continues to hit his head we will guide him to a quieter place using CALM guiding or comfort hold)
	If he continues to hit head, hold using CALM Secure comfort hold for a couple of minutes, then ask him if he wants to get a drink or biscuit
Hits himself on the head during an activity	Ask him if he wants to finish (use agreed sign)

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Part One Summary

- Ordinary people in extra-ordinary situations – empathy with Service users? – client-hood to them and families, colleagues –
- Not controlling behaviour but teaching a way out of it! Making the behaviour redundant, seeing the communication and responding!
- Finding a way to manage it safely in the meantime
- Using policies and procedures to help keep us on track – good helpful advice not just 'the rules'.
- Recognising that Challenging behaviour is a complex, subjective topic with no easy answers – detective work – process of elimination!
- The object of today's session is to help you see the breadth & depth of this topic – no instant experts!
- The beginning of a learner's journey

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Recognise the key legislation and guidance that underpins our responses to incidents of challenging behaviour in Scotland

Some underpinning legislation

- European Convention on Human Rights
- Human Rights Act 1998
- Un Convention on the Rights of the Child (1991)
- Regulation of Care (Scotland) Act 2001 (CARE COMMISSION/SSSC)
- Mental Health Act 2003 (MENTAL WELFARE COMMISSION, MWO)
- Adults with Incapacity (Scotland) Act 2000
- Children (Scotland) Act 1995
- Health & Safety at Work Act 1974 & Regulations

Best Practice Guidance

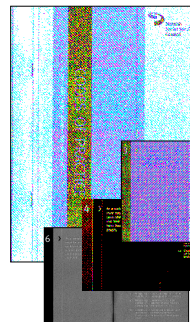
- Holding Safely
- Rights, Risks and limits to Freedom (MWC)
- National Care Standards
- Scottish Social Services Council (SSSC) Code of Practice
- BILD Code of Practice for Restraint Guidance

Sense Scotland Policies and Guidance

- Working Principles
- Challenging Behaviour
- Physical Interventions

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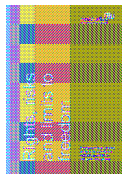
SSSC CODE OF PRACTICE



- Our professional responsibilities as Social Services Workers
- 3 "Promote independence while protecting from harm"
- 4 "Respect rights whilst seeking to ensure that behaviour doesn't harm themselves and others"
- 6 "Be accountable for your own work... responsible for updating your knowledge & skills"

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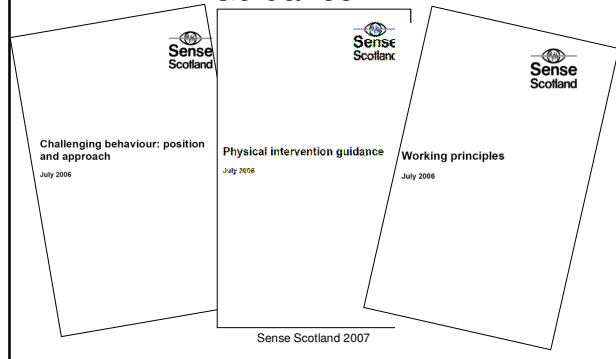
Guidance



- Care Commission benchmark for adult and children's services
- Positive attitudes and approaches
- Planned interventions
- Safe practice
- Recording and reporting
- Analysing!

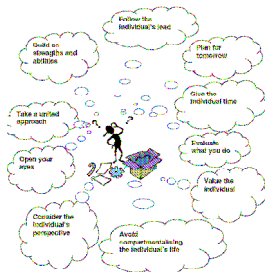
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Sense Scotland Policies and Guidance



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Working Principles



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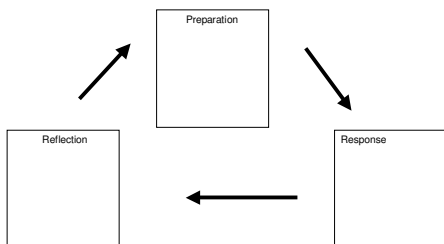
Be able to demonstrate the core elements of critical incident management – actions and reflection

What is a critical incident?

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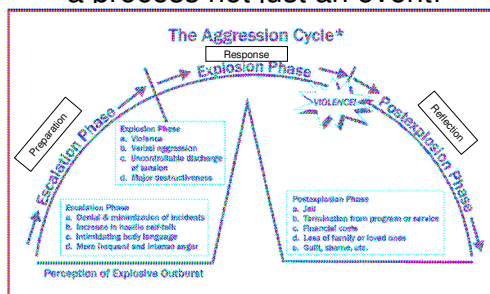
Be able to demonstrate the core elements of critical incident management – actions and reflection

What is critical incident management?



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Distress and Aggression a process not just an event!



*Based on the Cycle of Violence by Lenore Walker (1979). *The Battered Woman*. New York: Harper & Row.

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Be able to demonstrate the core elements of critical incident management – actions and reflection

- **Preparation**
- **Responding**
- **Reflecting**

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Critical Incident Management - Preparation

- Predictably unpredictable?
- Aggression cycles and adrenaline
- Risk Assessment
- Physical intervention agreements
- CALM practice

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CALM Principles & Restraint

- BILD Code of Practice
- Holding safely
- Avoidance
- De-escalation
- Planned use of restraint
- Approved techniques
- Practise!
- Safety of service user and staff member

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Critical Incident Management - Reflecting

- Calming the situation down
- Recording and reporting
- Reviewing and reflecting
- Debriefing

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How to use recording systems and recognise why they are important

Why Bother?

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Three main recording tools

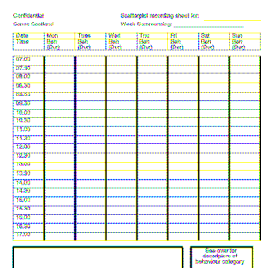
- Incident and accident reports
- Behaviour monitoring – scatter-plots
- Behaviour monitoring – ABC charts

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Incident/Accident reports

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Scatter-plots



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- **Frequency:**
– How often does he do this?
- **Intensity**
– What behaviour was it observed? Shouting, or more intense, slapping his self, or even more intense, banging his head?
- **Duration:**
– How long did he do it for?

ABC records

Behaviour Analysis Record
Client:

Date	Time	Antecedent	Behaviour	Consequence
		What was the person doing? Was it hot? Busy? Quiet? What had just happened? Where was she/he? Who else was around? When was it?	What did the person do? What were his/her actions? Was it directed at anyone or any thing? How long did it last?	What did the person do next? What did you do next? Did something/ someone go away? Was something given to the person? Did he/she gain the attention of someone? Who?

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Learning Outcomes Quiz!

- How would you define challenging behaviour?
- List five factors which could influence challenging behaviour:
- What's the difference between a 'reactive' and 'proactive' management plan?
- What are the key pieces of legislation and guidance that need to be considered when planning to support someone with challenging behaviour?
- What should you do when involved in a 'critical incident' with a service user?
- Why is it important to discuss and reflect after involvement in a challenging behaviour incident?
- Why is it important to keep records of challenging behaviour?
- Why is it important to analyse behaviour records?
- Why is it important to stay calm when a service user is distressed or angry?
- What are your strategies for staying 'cool, calm and collected'?
- Why might it be unhelpful to use terms like 'kicking off' when describing challenging behaviour?

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