



T R A I N I N G
S Y S T E M S

STUDIO III TRAINING SYSTEMS

Managing Challenging Behaviour

*For staff working with people with
an acquired brain injury*

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The Objectives of the Course:

1. To increase staff confidence in the management of challenging behaviour
2. To instil in staff the principles and benefits of working within a non-aversive framework
3. To demonstrate to staff the importance of understanding how their own behaviours can affect others
4. To provide staff with the skills to defuse challenging situations with the aim of negating the need for physical intervention
5. To provide staff with an understanding of some of the causes of challenging behaviour, with particular reference to Acquired Brain Injuries, to help view people in a more positive way
6. To make staff aware of the importance of working within the law and the need for and use of policies
7. To emphasise the importance of de-briefing after incidents
8. To provide staff with a range of physical intervention skills which are safe and acceptable to both staff and clients alike.

Introduction

This information is intended to give an idea of the content, philosophy and background to our three-day 'Managing Challenging Behaviour' course for carers of people with an Acquired Brain Injury.

The ideals of Studio 3 are to promote the management of challenging behaviour in a gentle and dignified way, by providing a better understanding and insight into challenging behaviour and by use of low arousal approaches and gentle physical skills.

Studio 3 trainers have been running courses in the management of challenging behaviour for many years and our courses are based on applied academic research carried out in residential homes, day centres, respite care and institutional settings. Our trainers have a wealth of hands-on experience in working with brain-injured clients and are able to relate the theory of the course to real-life practical examples.

We aim to give carers the skills they need to manage challenging behaviour so that the environment for the clients improves and the carers begin to develop more positive relationships with their clients. We also find that after the course, carers feel more confident in the work place and enjoy their jobs more, hopefully with less stress.

As part of the course package we provide a template policy on the management of violence and aggression. Our trainers will then work with you to develop this basic policy to suit the needs of your service. The policy is written in straightforward language so that it can be easily understood by all staff. This policy clears up the grey areas, especially around physical interventions and restraint. On the course we explain how this policy is meant to give a clear framework for carers and also the service.

The first day of the course goes into legal issues and how these relate to the policy. This section includes up-to-date references to the Human Rights Act (1998) and Department of Health Guidelines for Physical Interventions (26.07.02)

Also on the first day we cover understanding the nature of violence presented by people with an Acquired Brain Injury, which is likely to be short and explosive, but unsophisticated in nature. Carers are also encouraged to acknowledge and explore their own reactions and tolerances to challenge, with a view to seeing such behaviour as impairment in itself, and part of the brain injured person's condition. This can often help staff to detach from assumptions that clients are always aware and in control of their challenging behaviour. Groups are supported in looking at the causes of challenging behaviour specific to someone with a brain injury. These could include problems such as cognitive impairment, memory loss and disinhibition as well as issues such as loss, change and frustration. The first day also includes an introduction to

Low Arousal approaches (including interaction, defusion and distraction strategies), an introduction to debriefing (why it is necessary and how to do it) and finally a section on managing challenging behaviours.

The second day of the course combines gentle physical skills with the skills learnt on the first day. Studio 3 feel very strongly that physical skills are very much the last resort and no matter how gentle they are, we would prefer not to use them at all. However, being practical, there are times when they will be necessary (for example, when all else has failed and there is still an immediate danger of serious physical harm). The physical skills taught on any two focus on getting away from dangerous situations, whilst avoiding causing any harm or pain to the carer or the service user.

Our academic research has shown us which physical behaviours are most common to brain-injured clients and the course examines how to manage these. The physical skills presented on the course are gentle, simple and easy to learn and they work very well because they are designed to be part of the overall low arousal approach to help defuse an incident.

The physical skills section of the course acknowledges that carers (just like clients!) are all different in terms of age, strength, physical ability etc. Therefore these skills DO NOT rely on physical strength or size to be effective.

The third day of the course allows plenty of time for practising the low arousal approaches and physical skills together. The last element of the course is learning the restraint procedure. This comprises learning to walk a client around in a safe way, allowing them time to calm down and for the situation to become safe. This technique of using movement to defuse a situation has the added benefit of not employing any form of immobilisation which in itself can be highly arousing, dangerous and potentially illegal. We want to emphasise that the philosophy of the course is to use restraint as little as possible and that often, if we know what to do, we can back off and defuse an incident. Any time that we use restraint it is an admission that we have run out of other things to do. However, realistically, there may be occasions when restraint will be needed. This method of restraint allows carers to talk to the client who can then choose to calm down and so be let go, giving the client some choice and control. Most other procedures that we have seen are 'take down' procedures giving the client no choice or control, usually ending in a tangle of bodies.

Finally, the trainers will role-play a client with each course member. These role-plays will test the various skills learnt on the course and necessitate the use of restraint. Staff usually find it helpful to practise physical skills in an environment that is safe but realistic. This can also help in preventing “freezing” or “blunting” if and when real incidents occur.

Refresher Training

Every 9 to 12 months it is important for staff to undergo a refresher day to renew and update their skills. This is an opportunity to discuss and work through any problems that may arise.

But what if?

This course is designed to help staff cope with the vast majority of challenging behaviour but there will always be incidents that fall outside the remit of the basic course. When there are individuals who are so challenging that additional support is needed, we are happy to make our trainers available to visit your service to work with the client alongside the carers. A major part of this work will include putting together reactive plans to manage these behaviours.

The need for teams to work consistently to an agreed, shared plan is emphasised throughout the three-day course. Such consistency is essential in managing challenging behaviour in someone with a brain injury.

One and Two Day Workshops

One and two-day modules, broadly based on the first and second days of the three-day course, can be provided to offer a tiered approach to accessing the training.

The one-day course is ideal as induction training for new staff or an introduction to responding to challenging behaviour for a broad staff base helping to provide consistency in approach throughout the service. Particular emphasis is placed on low arousal techniques.

The two-day workshop builds on this and provides staff with additional ‘keeping safe’ and physical avoidance skills but excludes restraint.

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Course Timetable

Day One

09.30 - 10.00	Introduction to the day
10.00 - 10.45	Legal issues (including the implications of the European convention of Human Rights) and the role of policies
10.45 - 11.00	Tea/Coffee
11.00 - 11.30	Qualitative differences in violence - exercise
11.30 - 12.00	Behavioural tolerance - exercise
12.00 - 12.30	Causes of Challenging Behaviour
12.30 - 13.30	Lunch
13.30 - 14.30	An introduction to the 'low arousal' approaches
14.30 - 15.00	Coping with Challenging Behaviour - debriefing exercise
15.00 - 15.15	Tea/Coffee
15.15 - 16.30	Managing versus Changing Behaviours

Managing Challenging Behaviour

Course Timetable

Day Two

09.30 - 10.45	Group participation exercises
10.45 - 11.00	Tea/Coffee
11.00 - 12.30	The principles of non-aversive physical skills
12.30 - 13.30	Lunch
13.30 - 14.30	Physical avoidance skills: Theory and practice
14.30 - 15.15	Non-physical and physical low-arousal skills in practice
15.15 - 15.30	Tea/Coffee
15.30 - 16.00	Role Play: Defusing skills
16.00 - 16.30	The acceptability of physical restraint procedures

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Course Timetable

Day Three

09.30 - 11.00	Recap of Day Two
11.00 - 11.15	Tea/Coffee
11.15 - 12.30	Physical restraint: An introduction to defusion through movement
12.30 - 13.30	Lunch
13.30 - 14.30	Physical restraint: The 'walk-around' technique
14.30 - 15.45	Role play
15.45 - 16.00	Tea/Coffee
16.00 - 16.30	Consolidation

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Physical skills which may be taught on the three-day course:

- Release from wrist grabs – single
- Release from wrist grabs – double on one wrist
- Release from wrist grabs – both wrists
- Release from hair grab – hair pulled from front
- Release from hair grab – hair pulled from back
- Protection of the airways
- Avoidance of and release from biting
- Avoiding punches/blocking
- Managing service user who drops to the floor
- Restraint – ‘walk-around’ procedure
- Chair restraint (not a generically taught procedure)
- Other specialist skills as prescribed in an individual’s behaviour management plan

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THE TRAINING TRAINERS SCHEME

Studio III Training Systems offers a scheme through which services can nominate members of staff to be trained to provide in-house behaviour management training for their organisation. The aim is to develop individuals to become high quality trainers who are capable of delivering both behaviour management training and providing 'state of the art' knowledge about the development and implementation of specialised behaviour management plans.

The scheme is criteria based. Trainees achieve competency by assisting on courses and being assessed on their ability to deliver each element of the training. A final assessment takes place when they are ready to deliver the full three-day course by themselves. There are a number of mandatory workshops for scheme participants and these cover topics such as: legal perspectives, advanced movement skills, principles of reactive planning, staff perceptions about managing behaviours, dual diagnosis and psychopharmacology.

The scheme aims to provide participants with a broad knowledge base of behaviour management so that they can become a valuable in-house resource beyond that of just delivering the training. We limit the intake to 30 nominees per year and seek the opportunity to meet with potential participants prior to their acceptance onto the scheme.

For full details of the scheme, please contact Graeme Brady
Telephone 01225 334111, Fax 01225 334416 or e-mail:
info@studio3.org

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Equal Opportunities Statement

Studio 3 Training Systems draws to the attention of all its customers and employees, legislation which affects the rights of every person to equal opportunities at work including: The Equal Pay Act, The Sex Discrimination Act (1975), The Race Relations Act (1976) and The Disability Act (1995)

It is also recognised that useful guidance is contained in:

- The Equal Opportunities Commission Code of Practice for the elimination of discrimination on the grounds of sex or marital status and the promotion of equality of opportunity in employment.
- The Commission for Racial Equality's Code of Practice for the elimination of racial discrimination and the promotion of equality of opportunity in employment
- The Department of Employment and Education Code of Practice issued under the Disability Discrimination Act.

Studio 3 is committed to the active pursuit of equal opportunities in all its dealings with services, service users and employees.

So far as is reasonably practicable and within the law, no one shall receive less favourable treatment on the grounds of sex, marital status, sexual orientation, age, family circumstance, disability, colour, race, nationality or ethnic or national origins, religious or political beliefs, or be disadvantaged by conditions or requirements that cannot be shown to be justifiable.

Issues regarding Gender, Ethnicity, Religion, Disability, Sexuality and Sexual Orientation which may be reflected in training

Studio III Training Systems recognise that due to the nature of their work, staff may often be exposed to abuse related to gender, ethnicity, religion, disability, sexuality or sexual orientation. Although your employer is legally obliged under the Race Relations Act (1976) S.71 to protect employees from this kind of abuse, in practice it is very difficult to prevent. Racially abusive behaviour is an offence under the Race Relations Act and possibly the Public Order Act (1986) as well. However, it is very difficult to secure a conviction against a service user if you were racially abused.

Issues such as gender, ethnicity, religion, disability, sexuality or sexual orientation are highly emotive and are often discussed on courses. Studio 3 is committed to the open debate of these issues and course participants need to be aware that trainers may use language and behaviour of an offensive nature when such issues are being discussed on courses and during role plays. Studio 3 will only adopt this approach when it is intrinsically linked to the course aims and objectives. Course participants are advised to speak to the trainers if they believe that the use of language and behaviour is not applicable to the course setting.

For Further Information

Please contact Graeme Brady at our Head Office on 01225 334111 or e-mail: info@studio3.org or visit our web site: studio3.org



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CLIENT LIST

To date we are providing training and clinical support to over 100 statutory, voluntary and private organisations including:

Autism West Midlands	Association of Teachers and Lecturers (Including teaching staff from many schools throughout the UK who have attended the ATL/Studio III courses)
Barnardos	Borders Regional Council
South Birmingham Primary Care Trust	BUPA
Birmingham Specialist Comm. NHS Trust	Cerrig Camu
Bolton Social Services	Devon and Cornwall Health Authority
Bradford Health Authority	Downe Residential Project – Downpatrick
Brothers of Charity - Galway	Enfield and Haringey Health Authority
Coln House School	Gwent Health Authority
Dyfed and Powys Health Authority	Hull & East Riding Community NHS Trust
Edgware Community Hospital	Kingscrest
Gloucestershire Autism Services	Leicester City Social Services
Gheel Training Group - Dublin	Loddon NHS Trust
Harrogate Health Care	Mount School
Knowsley Social Services	Middlesbrough Social Services
London Borough of Waltham Forest	National Autistic Society
MENCAP	Neath & Port Talbot County Borough
MCLS	
National Federation of City Farms	
Northern Life Care Council	
Redbridge & Waltham Forest Health Authority	North Merseyside Health Trust Services
Nottinghamshire Healthcare NHS Trust	Portsmouth & SE Hants Health Authority
Richmond Social Services	Ruskin Mill
Shaw Homes	St Helens and Knowsley Health Authority
Shropshire Health Authority	St Michael's House - Dublin
Sisters of Charity	South Sefton Social Services
South Warwickshire Social Services	Stepping Stones
Stroud Court Community Trust	Triangle Housing Association
Swansea Social Services	TRACS
Vista	Western Care - Ireland
Westminster Social Services	West Glamorgan Housing Consortium

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