

# Positive Approaches to Challenging Behaviour

*The benchmark in positive behaviour support training*

## 2, 3 or 4 Days

### Course Overview

**Our *Positive Approaches to Challenging Behaviour* (2, 3 or 4 Day) courses are tailored to settings which support Children's Homes (open and secure), Schools and Fostering Services. This range of courses is aimed at personnel who work with children and young people whom for a variety of reasons present challenging behaviour.**

Participants will acquire a comprehensive set of skills for supporting a broad range of behaviours from low arousal, low level disruptive and repetitive type behaviours through to violence and aggression which on occasion may necessitate them being held.

Participants will gain a detailed understanding of the underlying causes of challenging behaviour, what steps can be taken to reduce the likelihood of such behaviours occurring in the first instance, and learn a range of strategies known to be effective in de-escalating and defusing challenging behaviours when they do occur (positive behaviour support).

All sector variants of this programme will skill staff in a range of breakaway techniques (disengagement & self-protection) and restrictive physical intervention techniques. The number and nature of the techniques will be influenced by whether the course is either a 2, 3 or 4 day event.

The 2 day Positive Approaches to Challenging Behaviour course follows a comprehensive theoretical syllabus which also includes up to 4 physical techniques (audited as the most relevant to your setting). The 3 and 4 day courses offer the commissioner the opportunity to learn additional physical techniques and/or theoretical knowledge.

### Learning Outcomes

**Upon course completion, participants shall:**

- Be able to identify and make consistent responses to challenging behaviours presented by children and young people.
- Develop an awareness of the needs of children and young people and reasons for behaviour both prior to, and during episodes of behaviour escalation and recognise the factors that trigger change in behaviour.
- Understand personal responses to situations involving conflict, aggression and violence.
- Develop a range of de-escalation and defusion techniques appropriate to context.
- Be introduced to Positive Behaviour Support.
- Develop an awareness of the importance of promoting the dignity, choice and inclusion of children and young people through individualised behaviour planning.
- Recognise the importance of promoting a consistent team work approach in responding to the needs of children and young people.
- Be familiar with current legislation and procedural frameworks as well as localised safeguarding policy.
- Understand their duties and responsibilities in relation to children and young people leaving without permission.
- Have an awareness of gender and cultural issues in relation to developing individual behaviour support plans.
- Have explored the risks surrounding and associated with Restrictive Physical Intervention.
- Be skilled and competent in a relevant range of non-restrictive, low arousal techniques and a relevant range of breakaway techniques as well as more restrictive 1 and 2 person holds.
- Develop an understanding of the importance of Reducing Restrictive Practices.
- Have skills and strategies for restoring the environment post-incident.
- Explore best practice in relation to the recording of incidents (3 & 4 day).

## Knowledge

**Value Base** – Courses begin with group exercises to establish what is meant by the term “challenging behaviour” and what our values are in relation to responding to children and young people who present behaviour that is sometimes repetitive, self-injurious or in some instances aggressive and/or harmful. Also the behaviour of young people who run away or leave without permission, resulting in them placing themselves (and others) at risk of harm.

Participants consider historical definitions of challenging behaviour alongside contemporary thinking which places behaviour within its environmental context. Subsequently, participants can establish a new fundamental premise that people don't “have” challenging behaviour, it's not a diagnostic criteria, rather, behaviour is a product of a person's experiences and their interaction with the environment.

All behaviour has meaning and is a form of communication, quite often behaviour which we describe as challenging is an attempt on the part of children and young people to communicate an unmet need. Our task as professionals is to try to understand the communication before we respond to it.

**Understanding Behaviour** – Introduces participants to some of the key ideas seeking to establish causes for behaviour. Maslow's Hierarchy of Needs is utilised to establish a common framework for understanding needs and wants and linked back directly to the service setting. Theories relating to instinctive and innate behaviours are explored and the links between communication, frustration and challenging behaviour are all discussed.

Ideas about learned and habitual behaviour are included. Participants should leave with a good understanding of the subtle but profound effects reinforcement contingencies may have on both the children and young people they work with and themselves!

All of these important themes are discussed within the context of the particular service setting participants work in, in order to make their learning have more meaning and application.

**Stages of an Incident (Cycle of Arousal)** – Gives participants a clear understanding of the emotional and physiological reactions taking place in the children and young people and themselves as they support them through a sequence of events, taking them from a baseline through crisis and into post event depression.

**Legal Framework** – This range of courses provides an introduction to the legal framework within which staff practice, with particular emphasis on the legal principles ‘duty of care’, ‘best interest criteria’ and ‘lawful excuse’.

We recognise that many staff may have anxieties about what they ‘can and cannot do’ or ‘what they should or should not do’ as well as the fear of accusations.

Our presentation on the law is intended to improve the confidence of staff when making decisions about whether they should or should not intervene by offering a clear, decisive framework with regard to the use of restrictive physical interventions.

**Our courses comply with and have regard for (but not limited to) the following legislation and guidance:**

Children Act 1989 & 2004, Education Act 1996 & 2011, Education & Inspections Act 2006, Apprenticeships, skills, children & learning Act 2009, Health & Safety at Work 1974, Children's Homes: National Minimum Standards 2015, Residential Special Schools: National Minimum Standards, Fostering Services: National Minimum Standards 2011, DoH; Guidance on restrictive physical interventions for people with learning disability and autistic spectrum disorder, in health, education and social care settings 2002, HSE; Violence and aggression to staff in health services, HSE Guidance; Violence at Work 2003, BILD Code of Practice for the use and reduction of restrictive physical interventions, Case Law (duty of care, Risk of foreseeable harm, and other).

**Risks Related to Physical Intervention** – The use of restrictive physical interventions should never be taken lightly. Participants are introduced to the potential health risks associated with physical intervention particularly positional asphyxiation.

## Skills

**Primary Prevention** - Participants are posed the question: *“What can we do to reduce the likelihood of challenging behaviour occurring in the first instance?”*

Ideas around effective proactive planning, consistency and predictability, relationship building, choice and independence (personalisation agenda) and the role of praise are discussed within the context of primary prevention.

**Secondary prevention** – Where primary prevention strategies have not succeeded, there will be occasions where staff will need to utilise a range of alternative approaches to try and divert the behaviour from escalating to a crisis (Positive Behaviour Support).

Participants will have the chance to share and discuss their experiences of successfully utilising secondary strategies and also have the opportunity to role play scenarios. Strategies covered include (but are not limited to) distraction, planned ignoring (in relation to non-dangerous behaviours), use of consequences, praise, removal of audience, token economies and appealing to past strengths.

**Reactive Strategies** - Given the often complex nature of the needs of some children and young people, it is recognised that in some exceptional circumstances behaviour may escalate to a critical point at which staff may need to use techniques in order to keep themselves safe.

Typically this occurs at the crisis stage of the cycle of arousal, however even at this heightened state of agitation some behaviours may still be amenable to some very specific “non-contact” reactive strategies. Participants will learn about concepts such as “attentional shift” amongst other recognised and tested strategies.

**Restoring the Environment** – whether it's an act of self-injurious behaviour, damage to property, aggression or violence toward staff or other children and young people, it is essential for staff to recognise the importance of creating opportunity to engage children and young people (where appropriate) to participate in returning the environment to normal routine and good order.

**Recording** – The importance of accurate professional recording of incidents is an often overlooked but very important aspect of post incident action. Understanding the difference between facts and opinion, the importance of clinical descriptions and timescales are all examined through a range of media and interactive exercises. A pro-forma is suggested as a template for good practice. (This is not included in a 2 day course).

**Reducing Restrictive Practices** – In keeping with our commitment to a positive behavioural support approach it is important that participants are equipped with the knowledge and skills to learn from critical incidents, particularly where restrictive physical interventions may have been used, in order to reduce the likelihood of such incidents occurring in future. This will be central to the organisation’s endeavour to reduce the incidence of interventions requiring the use of restrictive practices. Participants are given an analytic tool to affect this in the form of an up-to-date version of ABC charting approaches.

## Physical Techniques

All participants will leave the course skilled and competent in a range of non-restrictive, low arousal techniques and a range of Breakaway techniques (self-protection) as well as more restrictive 1 and 2 person holds.

All PRICE Training techniques emphasise the minimum use of force necessary for the least length of time required to prevent children and young people or others coming to harm.

The response to a particular behaviour should always be proportionate to the level of risk being presented. A key advantage of the physical techniques is that they adopt a “gradient of response” approach. There are a range of one and two person techniques which offer varying degrees of restriction. Through using a dynamic approach to risk assessment staff are able to match appropriate techniques to the severity of behaviour being presented. A low risk behaviour would warrant a lower level response (less restrictive), a more risky or dangerous behaviour a higher level (more restrictive) response.

PRICE Techniques have also been designed in a way which enables staff to move seamlessly between techniques. The initial response of a member of staff to children and young people who are presenting very aggressive or otherwise dangerous behaviour may be to employ a highly restrictive one or two person technique to keep them or those around them safe from harm. As the children and young people respond positively to the de-escalation strategies being concurrently employed, staff are able to reduce the level of restriction being used by “phasing down” into lower level techniques. Similarly where the situation requires it, techniques can be phased up from less restrictive to more restrictive. A key factor here is that the movement between techniques maintains contact and control, reducing the risk of the children and young people breaking down the holds and hurting themselves or others around them.

None of the PRICE breakaway techniques or restrictive holds involve the deliberate use of pain as either a method of gaining control or effecting release. This is a core PRICE principle and reflects our commitment to ethical practice.

## Teaching Methodology

The teaching methodology of PRICE Training is geared towards creating a positive, engaging, challenging and interactive learning environment. Instructors try and avoid the ‘chalk and talk’ approach. Our experience has demonstrated that adult learners do not engage well with a passive learning experience, therefore our training delivery utilises a diverse range of teaching activities. These include experiential learning exercises, practice based simulations, opportunities for group discussion, audio and visual presentations, scenario work and sector-specific case examples.

Throughout, participants are encouraged to share, reflect and develop their practice in an environment, which also lends itself to fun learning. Our team of Instructors recognise that varying the stimuli in a training environment reduces the likelihood of the participant tiring or disengaging particular senses.

The training of physical intervention techniques are conducted under calm, controlled conditions as this enhances both skill development and skill retention. Instructors also encourage participants to work in groups and pairs in order to promote team working.

## Assessment & Accreditation



The assessment process seeks to establish participants as ‘competent’ or ‘not competent’ via a series of observation criteria and a short written test.

Where a participant falls marginally below the standard of ‘competent’ the Instructor may recommend a development plan that specifies action required to meet the standard.

A certificate is issued to all successful participants. These are BILD PIAS accredited courses that are subject to a refresher course (of shorter duration) or the repeating of the course in order for participants to remain validated.



*We provide a range of BILD Accredited courses that enable individuals and staff teams to better understand and respond appropriately to challenging behaviour.*

*For more information on PRICE Training please call us on*

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