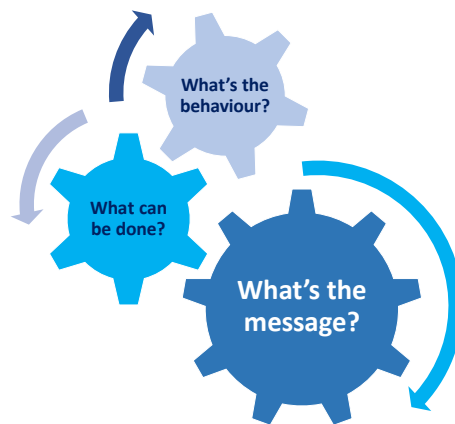


What's the Message?

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PI System/model



We will work in partnership with your organisation and carry out a behaviour audit/training needs analysis to ensure the training programme developed matches the needs of the people you support. The emphasis will be on establishing why the person is challenging – in other words, ‘what’s the message’? Once we do this, then we can start to build consistent positive behaviour supports through 70% prevention, 20% de-escalation and 10% reactive strategies.

Physical Interventions may be taught as part of the reactive strategies.

Example settings:

- Health and Social Care: Residential, Fostering Services (including Dementia/Acquired Brain Injury services)
- Mainstream Education settings (Primary and Secondary)
- Special Schools and Pupil Referral Units
- NHS hospital services
- Adolescent Mental Health (including Eating Disorders)
- Carers and Parents

Geographical area covered England, Wales, Scotland, Northern Ireland, Europe

Who is training for? Health and social care staff and teachers within residential settings, nursing homes, schools and hospital settings supporting people with a learning disability and/or autistic spectrum conditions.

Accredited courses **1 day Introduction Level:** Prevention and Management of Challenging Behaviour (incl. Release Techniques)
2 day Level 1: Prevention and Management Challenging Behaviour (incl. Physical Intervention and Release Techniques)
4 day Level 2: Prevention and Management of Challenging Behaviour (incl. Physical Intervention and Release Techniques)
5 and 7 day Train a Trainer course: To be able to train a Level 1 or 2 course in Prevention and Management of Challenging Behaviour (incl. Physical Intervention and Release Techniques)
1 day Update: Prevention and Management of Challenging Behaviour (incl. Physical Intervention and Release Techniques)

General Approach to Teaching Physical Interventions

Physical Intervention is a last resort. Having said that, our staff need to fully understand the skills to prevent and manage challenging behaviour. If staff only use de-escalation skills then physical intervention is **not** a last resort. We will help staff to work with a primary focus upon prevention. We will also consider what is meant by restrictive practice and explore all areas where there is a potential for restrictions and restraints to be used.

Relevant Training Topics

The list of training topics below are examples of subjects we teach but are not exhaustive.

What's the behaviour? What's the Message? What can be done?

- Difference between topography of behaviour and function
- Understanding challenging behaviour and function – in other words, *What's the Message?*
- Functional assessment of behaviour
- Implementing person-centred strategies based on 70% pro-active intervention, 20 de-escalation and 10% re-active.
- Understanding organisation culture and exploring our beliefs values and attitudes
- Considering how we make the change to promote positive behaviour supports to be truly person-centred
- Building positive appropriate relationships
- Understanding the importance of appropriate communication
- Provision of templates such as the Rapid Support Sheet, ABC charts and other behaviour

recording templates

- Exploring rights, risk and restraint – electronic, environmental, chemical, medical, physical, cultural, mechanical restraint
- Recognising behaviour escalation (including triggers and early warning signs) and understanding the strategies we can use throughout these phases
- Working in accordance with local and National policy and within the Law
- Implementing risk assessment and good health and safety practice
- Demonstrating competency with physical interventions and/or release techniques
- Implementing emotional and operational post incident management and review and effective incident reporting
- Taking the training to workplace and how to implement a positive behaviour support framework into the organisation