

Challenging Behaviour

First name:

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Surname:

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Company:

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Date:

--	--	--	--	--	--	--	--

Please complete the above, in the blocks provided, as clearly as possible.

Completing the details in full will ensure that your certificate bears the correct spelling and date.

The date should be the day you finish & must be written in the DD/MM/YYYY format.

Copyright Notice

This booklet remains the intellectual property of Redcrier Publications L^{td}

The material featured in this document is subject to Redcrier Publications L^{td} copyright protection unless otherwise indicated; any breach of this may result in legal action. Any other proposed use of Redcrier Publications L^{td} material will be subject to a copyright licence available from Redcrier Publications L^{td}. The information enclosed is not to be used, leased or lent to any one intending to use its contents for training purposes, neither is it to be stored on any retrieval systems for use at a later date.



Challenging Behaviour

Contents

Index.	Page 2
Learning outcomes.	Page 3
Fundamental standards.	Pages 3 - 4
Introduction.	Page 5
Unit One.	Pages 6 - 10
<i>What is challenging behaviour?</i>	
Unit One Exercises.	Pages 6 / 8 / 10
Unit Two.	Pages 11 - 18
<i>Reasons why people behave in ways which are challenging.</i>	
Unit Two Exercises.	Pages 13 / 14 / 15
Unit Three.	Pages 19 - 23
<i>The effects of carers and the care setting on behaviour.</i>	
Unit Three Exercises.	Pages 19 / 22 / 23
Unit Four.	Pages 24 - 28
<i>Investigating and reducing challenging behaviour.</i>	
Unit Four Exercises.	Pages 25 / 26
Conclusion.	Page 28
<i>The Maybe poem.</i>	Page 29

N.B: We are aware that official practice is to use the terms “service users” or “people using this service” to describe those receiving care. We prefer the term “client” and use it throughout our training package.

Key:



worksheet



important



Challenging Behaviour

Learning outcomes.

- Identify behaviours that can be challenging.
- Recognise why people behave in ways that are challenging.
- Recognise how behaviour can be misinterpreted.
- Identify strategies to reduce challenging behaviour.

Fundamental standards.

The fundamental standards are the standards by which CQC will inspect social care. The standards are based on the regulations from the Care Act 2014 and CQC have changed the focus for the purposes of inspection.

The fundamental standards are those standards that no care setting must fall below.

The standards are based on five areas as follows:

- | | |
|--------------------|---|
| Safe. | People are protected from abuse and avoidable harm. |
| Effective. | People's care, treatment and support show quality of life and promote good outcomes, and providers should show evidence to prove it. |
| Caring. | Care should be person centred involving dignity and respect, and compassion. |
| Responsive. | Following correct working procedures as agreed by your workplace and as set out in the client's care plan. |
| Well led. | Management leadership and governance should ensure all of the above happens. Staff training should be recognised and openness and fairness be apparent. |

These areas are known as key lines of enquiry or KLOES. Each KLOE has a set of criteria which CQC use to check whether the fundamental standards are being met.

Challenging Behaviour

The fundamental standards are as follows:

Person centred care. Ensuring that those receiving the care are at the centre of all decisions.

Dignity and respect. Providing the client with dignity and respect in all aspects of their care.

Need for consent. Asking the client's permission before carrying out tasks that affect them.

Safe care and treatment. Following correct working procedures as agreed by your workplace and the client's care plan.

Safeguarding service users from abuse. Following agreed working and safeguarding procedures and being aware of signs and symptoms.

Meeting nutritional needs. Being aware of dietary needs, working with the care plan, ensuring clients have the right equipment and conditions to eat.

Cleanliness, safety and suitability of premises and equipment. Carrying out required checks of premises and equipment, implementing cleaning rotas and carrying out safety checks.

Receiving and acting on complaints. Having a complaints policy and procedure in place that is accessible to all and act in accordance with the policy when dealing with complaints.

Good governance. Ensuring that all aspects of the workplace is overseen and policies and procedures are implemented and monitored regularly.

Staffing. Fit and proper persons employed.
Fit and proper person requirement for Directors is followed.

Duty of candour. Relevant information must be volunteered to all persons who have or may have been harmed by the provision of services, whether or not the information has been requested and whether or not a complaint or a report about that provision has been made.

Our Redcrier manuals will provide your staff with training to support attainment of the fundamental standards.

Challenging Behaviour

Introduction.

The aim of this manual is to help you to understand what challenging behaviour is, who it affects and how you can reduce your clients' likelihood of being harmed by their own actions or the actions of others.

Challenging behaviour, sometimes known as behaviour that challenges, is often repetitive, may continue for a long period of time and is usually attributed to a person's lack of understanding or medical condition. It is rarely intentional and more likely to be a reaction to an unmet need, a change in their environment or routine or a lack of understanding of the situation. Challenging behaviour is often associated with an inability to communicate causing frustration. This can be seen in its simplest form in the two year old, who is unable to communicate their needs to their parent and as a result has a "temper tantrum."

It should not be confused with **aggression** which is often a forceful even hostile attack and often aimed at a particular person or group of people. Aggression is usually an intention to cause harm and can be verbal and non verbal as well as physical.

Challenging Behaviour

Unit One

What is challenging behaviour?

The aim of this manual is to help you to understand what we mean by challenging behaviour, who it affects and how you can reduce your clients' likelihood of being harmed by their own actions or the actions of others.

Supporting your clients to overcome the problems caused by challenging behaviour is an art, not a science; two clients may behave in the same way but their reasons for doing so are likely to be very different. It is vital that you get to know your clients as individuals to understand what their particular needs are. Action taken to 'deal with' challenging behaviour must be focussed on the client's best interests and not the convenience of others. The actual strategies you use to support the client to change their behaviour will be different for every situation and individual.

'Severely challenging behaviour refers to behaviour of such 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 delay access to and use of ordinary community facilities.'

(Emerson, 1995).

The definition shown in the box above is one of the most common in current use; think about behaviours you consider to be challenging, do they fit in with this definition? Complete the table below with your own ideas.

Challenging behaviours.	Why do you feel the behaviour challenging?	How does it affect you?

Challenging Behaviour

When we talk about challenging behaviour we tend to associate it with people who have dementia or severe learning disabilities or who are suffering from poor mental health. We generally consider challenging behaviours to be those which cause us difficulties, put us at risk of physical harm or make us feel uncomfortable. We may lose sight of the fact that anyone (including ourselves) can act in ways that are annoying, dangerous or anti-social.

Look at your list above and consider how many times you have seen people outside care settings demonstrating challenging behaviours. Be honest, have you ever acted in a way that might be defined as challenging? You might have lost your temper and shouted at a shop assistant or perhaps you argued with a colleague because your opinion was different to theirs.

Away from work our response to people's behaviour will depend on various different factors, for example:

- Our children or partners may be able to be rude or even violent without affecting the way we feel about them.
- A person speaking loudly in the street may intimidate us because we don't know them and are afraid of what they might do.
- We may ignore 'bad' behaviour if we know the person has recently suffered a loss or is having problems at home.
- The environment we are in will affect whether certain behaviours are 'socially acceptable' e.g. shouting and gesturing at a football match would be ok but not at the theatre.

In care settings it's all too easy to slip into the habit of labelling people according to conditions they are diagnosed with and the way they behave. This can lead to a lack of understanding of the person as an individual, we may have low expectations of what they are able to achieve and come to view them as a collection of problems to be dealt with.

Look at the following scenarios:

1. Sue is on her first day in a new job, her supervisor points at a lady sitting in an arm chair and tells Sue to take her to the toilet. 'Watch her' she says 'she's a difficult one, I hurt my back last week because she wouldn't move when I told her to.'
2. Pat is on her first day in a new job, her supervisor tells her about Mary who has arthritis and is partially deaf. 'She can't move fast because it hurts, and you need to speak clearly to her and make sure she can see your lips so that she understands what you are asking her to do.'

Let's imagine that Sue and Pat are working at the same place, a month after they start they have a break together and their conversation goes like this:

Challenging Behaviour

Sue: I can't stand that woman in room 3, she's always moaning at me and she takes so long to do anything that I practically had to drag her to the bathroom the other day.

Pat: That's odd, I get on really well with Mary; she loves to tell me about her family, we have a right laugh when I'm getting her ready in the morning.

To Sue, Mary is a number, to Pat she's a person; Pat sees past Mary's physical problems and treats her as an individual. Pat and Mary are developing a relationship, Sue just carries out tasks.

Think of an instance where your behaviour has been challenging what caused you to act like this?

Carers can cause people to behave in ways that are challenging when they fail to treat them with dignity and respect; they may also interpret certain behaviours as challenging when, in reality, they are natural responses to poor care or unmet needs. In our scenarios Mary may be unco-operative with Sue because she treats her like an object; Sue may believe that Mary is being deliberately awkward because she expects her to be 'difficult' and lacks the necessary information to understand her physical limitations or to communicate with her properly.

On page 4 you were asked to complete a table of behaviours you consider to be challenging; there are many types of behaviour that can be defined in this way, including the following:

- Hitting.
- Kicking.
- Biting.
- Throwing things.

Challenging Behaviour

- Repetition.
- Self-injury.
- Destroying property.
- Shouting.
- Swearing.
- Discriminatory language; racism, sexism etc.
- Removing clothes.
- Inappropriate sexual behaviour.
- Pica, eating inedible things e.g. upholstery.

People with learning disabilities may be more likely to exhibit certain types of behaviour due to communication difficulties and frustration. However, they are less likely to be seriously violent than the 'average' person in the street.

Look at the list and think about who may be negatively affected by the different types of behaviour, now look again at the definition of 'challenging behaviour' on page 6. Reference is made to the safety of the person who behaves in a challenging way and to the way in which this may limit their access to ordinary community services. The person most likely to be harmed by challenging behaviour is the one behaving in a way that is challenging.

Look at these examples:

- Brian has Tourette's, this causes him to shout out words that many people find offensive; because of this he has been asked to leave various public buildings including the library and the council offices. These upsetting experiences have made Brian nervous about going out so his quality of life is severely affected.
- George hears voices, they are very real to him and he often talks back to them. People verbally abuse George when they see him talking to himself and he has been physically assaulted on more than one occasion.
- Hisham suffers from Alzheimer's disease, when he got into bed with one of the other residents believing she was his wife, her family complained to the manager. They are now putting pressure on the home to move Hisham or restrict his movements in some way.
- Keith had a stroke which affected his physical and mental abilities, it's not unusual for him to ring his call bell a hundred times a day; his carers only respond if they are not doing anything else.

As you can see people may be at significant risk of harm because they exhibit challenging behaviour, in the following units we will look at why people may behave in ways which are challenging and how we can either deal with the causes or improve and promote understanding and tolerance.

Challenging Behaviour

Why should we avoid labelling people who exhibit challenging behaviour?

Sample