



Positive Approaches to Living with Dementia

1 or 2 Days

Course Overview

Our *Positive Approaches to living with Dementia* (1 or 2 Day) course for carers is tailored to carers who support adults with Dementia who may have other mental health difficulties and/or learning disabilities. The course is suitable for a range of settings, including people living in their own home, residential care, nursing homes, day care and supported living services.

Participants will acquire a set of skills for supporting people with Dementia with a broad range of behaviours from low arousal, low level disruptive and repetitive type behaviours through to more confrontational behaviour in which workers may have to protect themselves from a potential physical assault.

Participants will gain an understanding of the complexities that surround dementia, the underlying causes and types, how this affects the brain and what steps can be taken to reduce the likelihood of challenging behaviours occurring in the first instance. Participants will learn a range of strategies known to be effective in de-escalating and defusing challenging behaviours when they do occur (positive behaviour support).

The 1 day course primarily focuses on the theory around Defusion and De-escalation, providing participants with a sound understanding of ways in which to support those presenting challenging behaviour, including an awareness of the effective use of space, proximity and touch.

The 2 day course includes the theory covered in our 1 day course and also equips staff with a range of breakaway techniques, with the additional option of 1 and 2 person holding techniques (depending on a pre-training behavioural audit).

Our Instructors deliver Lesson Plans that contain a combination of the modules below in a context specific to the environment course participants work in.

Learning Outcomes

Upon course completion, participants shall:

- Develop an awareness of the complexities that surround Dementia including what dementia is, why it happens and the types of dementia.
- Understand how the brain and memory are affected during the stages of dementia.
- Be able to identify and make consistent responses to challenging behaviours presented by people being supported.
- Develop an awareness of the needs of people being supported 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 and apply the concept of Positive Behaviour Support, recognising how it can be applied to deliver effective person-centred support for people whose behaviour challenges.
- Develop an awareness of the importance of promoting the dignity, choice and inclusion of people being supported through individualised behaviour planning.
- Recognise the importance of promoting a consistent team work approach in responding to the needs of people being supported.
- Have an awareness of health, gender and cultural issues in relation to developing individual behaviour support plans.
- On the 2 day course only: be skilled and competent in a relevant range breakaway techniques (and optional 1 or 2 person holding techniques where appropriate).

Knowledge

Value Base

Courses begin with group exercises to establish what is meant by the term Dementia and “challenging behaviour” and what our values are in relation to responding to people being supported who present behaviour that is sometimes repetitive, self-injurious or in some instances aggressive and/or harmful.

Participants consider what dementia is and 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 the person being supported to communicate an unmet need. Our task as professionals is to try to understand the communication before we respond to it.

Understanding Behaviour

This introduces participants to some of the key ideas seeking to establish causes for behaviour. Medical (Dementia) Maslow’s Hierarchy of Needs is utilised to establish a common framework for understanding needs and wants and linked back directly to the complexities that surround Dementia and the service setting. Theories relating to instinctive and innate behaviours are explored, as well as neurological factors relating to Dementia, behaviour phenotypes, sensory issues 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 people they support 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)

‘Stages of an Incident’ is a theoretical model that helps us to look at and consider how an incident progresses.

Legal Framework

The 2 day course provides a basic introduction to the legal framework within which staff practice, including the legal principles ‘duty of care’ and ‘best interest criteria’, health and safety, safeguarding, mental capacity and deprivation of liberty.

Our course seeks to improve the confidence of staff when making decisions in relation to keeping themselves and people being supported safe offering clear guidance with regard to the use of Breakaway techniques.

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.

Restoring the Environment

Whether it’s an act of self-injurious behaviour, damage to property, aggression or violence towards staff or others, it is essential for staff to recognise the importance of creating opportunity to engage people being supported (where appropriate) to participate in returning the environment to normal routine (2 day course only).

Physical Techniques – 2 day course

All participants will leave the course skilled and competent in a range of safe and easy to use techniques.

The techniques are designed as responses to low-level acts such as clothing and hair grabs and focus upon ensuring both the safety and welfare of the person being supported (and staff members) whilst maintaining respect for their rights and dignity.

Whilst all of the PRICE *'Positive Approaches to Challenging Behaviour'* (PACB) courses are BILD accredited, the BILD Code of Practice does not currently cover Dementia. However, all physical techniques taught within this Living with Dementia course are subject to the same strict risk assessment and competency framework as those in our accredited courses.

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 Breakaway 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 & Certification

The assessment process seeks to establish participants as 'competent' or 'not competent' via a continuous assessment process.

A certificate is issued to all successful participants. We recommend that Refresher Training is undertaken annually.

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

01568 619390

or Email: priceadmin@signisgroup.com

or go online at: www.pricetraining.co.uk



— Part of the —

