

CALM Training Ltd

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PI System/model CALM

Geographical area covered UK, Eire and USA

Who is training for?

Context specific courses are designed for staff employed in health, social care and education services in the public, private and voluntary sectors. The courses are suitable for staff working with children and young people with autistic spectrum disorder, intellectual disabilities, pupils with social, emotional and behavioural difficulties, looked after children and young people. Adults with autistic spectrum disorder, intellectual disabilities, mental health problems and older people, with and without dementia who present challenging behaviour. All workers exposed to occupational violence.

Accredited courses

CALM have a range of specific, customised courses now accredited. These include:

Basic Level: 1 & 2 day CALM Module 1 theory courses

1 & 2 day CALM Module 2 PI courses

1 & 2 day Personal Safety (Lone worker) courses

3 day Small Holds course

1 & 2 day theory course for escort staff

Advanced Level: Advanced Behavioural Management (4 days)

CALM Instructors Course (5 days)

CALM Associates Scheme

CALM Escape Techniques Instructor Course

CALM Small Holds Instructor course.

Sector Specific: Education sector 1 day CALM theory course

Foster Carers programmes.

Parents/Carers: Theory Module, Physical skills module.

General Approach to Teaching Physical Interventions

CALM Physical interventions consist of a range of non aversive procedures which maintain proper body alignment. Core techniques exclude methods identified in research and guidance as high risk and do not employ locks or pain compliance. Procedures are arranged in 3 separate curricula. This allows customisation of programmes on the basis of assessed need and risk assessment. CALM core techniques are arranged in a 5 level hierarchy, to allow demonstration of “minimum reasonable force”. Techniques form a gradient spanning the cycle of aggression. They include low level, relocation and restrictive interventions.

Evidence:- CALM PI training is underpinned by a rigorous quality assurance and injury audit system. CALM has emerged from several national level studies (UK & USA) as the safest restraint model.

All PI courses are delivered within a strict value context in which last resort use and restraint avoidance, pro active strategies, restraint reduction and staff consistency and teamwork form a key emphasis.

Programmes can include escape techniques and/or holds for small children.

Relevant training topics

Reflecting the consistent conclusions from research, CALM training operates within a paradigm which views traditional skills based training programmes as generally ineffective and often counter productive. The achievement of positive training outcomes requires:- A Whole Organisational philosophy, close liaison between training provider and training user (e.g. ongoing support and telephone consultancy) ; an explicit, evidence based practice approach. All courses reflect the practice base, legislation and outcome research of the specific service sector. All CALM staff are directly employed (i.e. no franchising), experienced practitioners/ managers, professionally qualified. Although sector specific key common conceptual themes include:-

- **Public Health Model**- Safety requires a Before – During - After approach
- **Positive Behavioural Support** – C B is functional and amenable to individualised responses
- **Trauma Theory** – Individuals and organisations are effected by trauma. Safety and behavioural change requires that the impact at both individual and organisational levels is understood and addressed

All programmes will include:-

Before (Primary Prevention) - Contextual overview; effect of feelings; values; risk assessment; functional analysis, care planning, law, policy, service culture , approaches to behavioural change, effect of CB on staff and service cultures. Importance of staff support

During (Secondary Prevention) – De escalation, teamwork , crisis management

After (Tertiary Prevention) – Post incident de briefing; staff support; organisational learning, promotion of service user learning/adaptive responses; action planning & review.