Introducing restrictive practices reduction strategies into services – The practicalities of implementation

Sarah Leitch
Positive Behaviour Support Development Manager BILD
“Effective support does not require different kinds of service but it does require more skilled staff support that is well organised to meet the person’s individual needs.”
“It is possible to identify critical strategies that appear common to efforts to reduce the use of restraint seclusion and as required medication”

Allen 2011
David Colton 2004
Check list for assessing organisational readiness for reducing restrictive practices - 9 themes

Kevin Ann Huckshorn 2005
6 core strategies

Sharon Paley 2013
9 Organisational factors

David Allen 2013
10 key ingredients
Common Organisational Factors

- Leadership
- Staff training / orientation / 
- Environment / activities / structure
- Data collection and use
- Debriefing
- Quality assurance
- Partnership working / consumer involvement
- Preventative, active and clear crisis plans in place
- Evaluation and monitoring
Two studies in children residential services

The impact of restraint reduction meetings on the use of restrictive physical interventions in English residential services for children and young people.
*Deveau and Leitch 2014*

Holding the Space
*SIRCC University of Strathclyde 2010*
http://www.c4eo.org.uk/themes/vulnerablechildren/vlpdetails.aspx?lpeid=68
Two good ideas

Everyone that has restraints in their behaviour plan should also have a plan of how to reduce the frequency and level of the restraints (Roy Deveau 2007 BILD conference)

Within 72 hours of a restraint planned or unplanned a reduction meeting should be held to explore alternative strategies (Andy McDonnell in the bar at the IAR conference 2008)
Introduction of a post restraint review into 10 services

It works but patchy / difficult to sustain and model needed to be flexible to meet needs of services

Barriers:

- Perceived time constraints
- Shift patterns
- Reluctance to involve parents / young people - too difficult
- More paperwork
- Some reluctance to reflect / question practice
- Perceived as criticism
- Depended on commitment of manager

Debriefing / post incident reviewing / participation
Conclusions

• Achievable but needs a big commitment
• No one size fits all
• Participatory action research model best
• Important for staff and children to listen to each other
• Support needed from organisation
• Systems as well as hearts and minds
• Very positive re floor restraints
• Restraints on smaller children more problematic
Holding the Space A cultural change

Pilots worked exceptionally well ‘Holding the Space’ may have helped the staff to develop ways to hold the children emotionally without resorting to RPIs.’

Implementation to 6 services in Scotland training 2 trainers for each service.

A 3 stage evaluation showed many difficulties in implementation VRE Forums and blogs – revealed the culture carriers talked about needing courage and discussed organisational support being weak and resistance from other staff.
What is your organisation’s or service’s experience of implementing any of these key strategies?

What has worked?

What has not worked so well?
Thank you

Sarah Leitch
Development Manager – Positive Behaviour Support
British Institute of Learning Disabilities