Developing PBS practice

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The CAPBS 2016 Webinar Series: Developing PBS Practice

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Staff behaviour valued by service users: the views of people whose behaviour challenges

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Staff behaviours valued by service users: views of people whose behaviour challenges.

Relationship and rapport quality.

- Mansell: behaviour as the product of the interaction between individual and environmental factors.

- Importance of social relationships and the quality of relationships.

- Quality of relationship influencing well-being and quality of life.

- Rapport: *a good understanding of someone and an ability to communicate with them…. a close and harmonious relationship.*

- Rapport as an indicator of relationship quality.

- *Quality of rapport influencing the likelihood of behaviours of concern.*

Bi-directional relationship between staff and client behaviour and relationships.

- Staff influence frequency and intensity of behaviour by reinforcing both adaptive behaviours and behaviours of concern.

- Staff attribution of behaviours of concern influences staff behaviour.

- Impact of client behaviour on staff behaviour and stress levels.

- Staff behaviour as a variable in development and maintenance of behaviours of concern.

- *Need to consider staff behaviour and their relationships with clients when assessing and intervening for behaviours of concern.*

- *Need to consider client view on staff behaviour and its impact on quality of relationships, rapport and support.*

The views of people with ID and behaviours of concern.

- Importance of including people with ID in research directly.

- Most research focuses on perceptions and experiences of staff and professionals.

- Studies involving people with ID's perspective on staff behaviour and relationships are scarce.

- In addition to focussing on the staff perspective it is essential to consider what a good relationship and good rapport looks like from the perspective of people with ID.

- This study aims to bridge this gap by focussing on the views of a sample of people with ID and behaviours of concern about what they believe to be the qualities and behaviour of good support staff.

- Semi-structured interviews analysed using qualitative thematic methodology.

Participants.

- 17 people: 10 men, 7 women, median age 40.
- Mild to moderate ID, (7 also Autism, 1 also physical diability, 1 D.S.)
- All communicate verbally to some degree.
- All presented behaviours of concern
- At least half 'serious' either in past, currently or both.
- Receiving between 23-103 hours per week 1:1 support.
- Significant experience of a range of services and staff support.
- Capacity to consent.

Ethical considerations.

- Content of questions
- Trauma history
- Accessible information.
- Time to consider and consent.
- Timing and location of interviews.
- Ability to withdraw, take break or end interview at any time.
- Rapport with interviewer.
- Immediate feedback.

Semi-structured interviews.

- Open questions-prompts to express views and express thoughts and feelings as fully as they were able or willing to.

- Language flexibly adapted, based on individual interviewee.

> - *What did staff do?*
> - *What was good/not good?*
> - *What were they like?*
> - *What should staff do/not do?*
> - *How should they be?*
> - *What should they be like?*

- Audio recording (or not) and transcribing.

Thematic Analysis.

- Immersion in the data; repeated reading, searching for meanings, analysis across entire transcripts.

- Coding of relevant text.

- Analysing codes to identify themes.

- Reviewing and refining themes.

- Naming themes.

- Choosing quotes to support and evidence themes.

Results.

Theme	Subtheme
1. 'A nice person; a kind person'	• How staff speak • Friendliness
2. 'Help me'	• Practical help • Emotional support and feeling safe • Help when angry or upset
3. 'Not controlling of my life'	• Being told what to do • Being 'told off' • Service arrangements and rules
4. 'Know me well'	
5. 'Make time'	

Theme 1: 'A nice person; a kind person'.

- All 17 participants.
- Staff should treat people 'in a good way', be kind, nice, have a sense of humour, be caring, generous, honest, talkative, patient.
- They should be friendly, respectful and speak in a calm, polite way.
- They shouldn't 'take the micky' or be unkind.

'Nice bunch of staff, helpful, kind, easy to have quiet time and if we wanted to make noise that was fine; didn't mind at all, very very helpful, kind'

Sub-theme: How staff speak.

How should they talk to you?'

'Calmly. "Debbie, let's do the washing" and that. Yeah that's fine, we'll do that, that's the way I like it, that way, just calm.

'What do they do that upsets you?'

'It's the way they speaks to people I don't like.'

'How?'

'This is it: **[adopts loud voice]** *"Debbie" like that. Aggressive. I don't like loud aggressive. I like calmly.'*

'The good staff talk to me in a polite manner. The bad staff don't talk to me in a polite manner some of them, they like give me kind of like attitude and that, um and then I kind of kick off, then I, you know, I, you know, kick off, I just kick off, and then it's a bit unfair really cos they started it.'

'They can be quite rude there. Sometimes they do swear quite a lot down there. If they be rude, just be, just walk away, don't say anything'.

Sub-theme: Friendliness.

'Kind, I don't like them to be unkind to me'.

'He used to be so selfish. I then got used to him, right, then he said he was sorry after that. He then was a bit bad. He was selfish; he said "keep out my way".

Theme 2: 'Help me'.

- 14 participants
- Very different areas that mattered to individuals and /or found difficult
- Included 'look after me'

'Look after me upstairs. I can't look after myself upstairs on my own. I'm a bit, er, look after me, look after my life, look after me weekends, stuff like that, help me, help me out, help me do it.'

'If you need support, if you need help with family, problems, they should help you'.

Sub-theme: Practical help.

'Cos they help me with my dinner sometimes don't they, and when I burn myself on those hot tins. It's nice to have a bit of help from the staff'

'He just wants me to do things all the time because I only needed, I needed help and not a lot more but I needed a bit of help.'

Sub-theme: Emotional support and feeling safe.

'What's it most important for them to do?'

'Do Pippa's book check, not every night, they don't do it every night'

'What else?'

'Say "goodnight sleep well sweet dreams" every night'

'What does Pippa do if they don't?'

She gets upset'

Sub-theme: Help when angry or upset.

'Calm me down when I'm angry; look after me, make me a cup of tea; that sort of thing'.

'How do they calm you down?'

'Just let me come back to my flat, don't go on, 'cos I don't want to hit out. I don't want to hit out at people'.

Theme 3: 'Not controlling of my life'

- 10 participants:
- Some of the most emotive material
- Valued advice giving
- Staff shouldn't rush them, be bossy, nag or 'tell off'
- Feeling controlled, excessive rules, some staffing arrangements and restrictions provoked sadness, annoyance, anger
- Some reference to long term effects and some participants resigned

'They were good at giving advice, what to do what not to do, advice not telling'.

'It's like if I say like one thing and they say the other. I just feel like they're telling me, it's hard to explain, it's like if I wanna eat something that's not good and things, not good, and things that aren't proper meals and that, I feel it isn't really down to them to tell me this. They don't have no right do they, controlling over my life and that I don't really need, I really don't'.

Sub-theme: Being told what to do.

'Drives me up the wall. It's like if I say one thing then they say the other "oh, you're not allowed to do this" to me. I don't like staff telling me what to do but I'm not giving up without a fight'.

'I don't like it when they're bossy. "Eat your lunch outside", they're bossy, I felt they were very bossy'.

'Try make me do everything I don't want to do. Nag at me a lot'.

Sub-theme: Being 'told off'.

'I tell you another thing that's not good, when they treat you in bad ways [pause] they tell you off and when you get somewhere and you never get used to it any old how and you never get used to it when they tell you off, and they shouldn't tell you off.'

Sub-theme: Service arrangements and rules.

'I wanna have a good life, wanna have a proper nice flat my own and not have people, not having staff all the time so, cos I don't like the one to one all the time, and if by cancelling it I get in trouble sometimes and I don't want to have one to one all the time cos it's, um, not cos it's boring but cos I'm independent, I wanna go in the real world, see my friends family, stuff like that really, but y'know, I don't want it all the time but I like to be around people but I don't need support all the time. It don't get me anywhere'.

Theme 4: Know me well.

- 7 participants
- Staff should understand and remember details of what mattered and take these seriously
- Staff not doing or forgetting caused uncertainty, anxiety, irritation, annoyance or anger

'Another thing: I hate being touched and she touched me and I went off on one big style. I kicked off, slammed doors, kicked the doors'.

'I like people to understand what I'm saying and things and if they don't understand what I'm saying I get frustrated, and angry. Feel like I want them understand what I'm saying, like I get really, I start hitting myself and I shouldn't do that.'

'I got routines inside my head so in the morning, get up, have a cigarette, cup tea and do whatever I have to do, same every morning. They need to know that. They should know that when I get stressed and angry they don't come in here.'

'It upsets me when it's "TBC" ["to be confirmed" written on the weekly plan of staff supporting her] *all the time, don't like that, no I don't like that, upsets me. I always want to know who's working with me. I wish they would sort it out.'*

Theme 5: 'Make time'.

- 7 participants
- Staff should be available, give time to talk and interact, listen, give attention
- Staff being too busy, ignoring them, making them wait caused sadness, annoyance or anger.

'They spend time with me, they talk to me, make time, talk about things.'

'That irritates me when they keep me waiting and waiting and waiting'.

'What do staff do that upsets you?'

'When they're busy'

'How does that make you feel?'

'Angry. I'm not patient, I want to go out, I want to go out. Keep on saying that'

'What do they say?'

'"Wait till they done the planning at the weekend and then someone will take you". I'm not patient. I get annoyed when they don't listen.'

'They don't listen to me. They don't listen to what I tell them. They don't listen when I ask them nicely. They all busy. It's upsetting when they don't listen to me. They say they're busy all the time. Never talk to me when they're busy. They shut the office door. They don't take any notice of me. They shut me out of the office and they don't listen to me. They say "go to your flat, don't talk to me 'cos I'm busy" and they ignore me all the time. They do take no notice of me. They go in the office and shut the door and have meetings, "stay in your flat and don't shout and don't bang either". They tell me off when I shout. I don't like being ignored'.

Discussion.

- Participants' responses are based on significant experience of support rather than necessarily the current service.
- Views on good support are described both by saying *'they should do this'* as well as *'they shouldn't do this'*.
- Most participants didn't refer specifically to areas of good quality support traditionally emphasised in research (e.g. Active Support, community participation, skills teaching).
- May be because hadn't experienced this, weren't aware they had or because it was less important than other relationship factors.
- Some reference to what staff should or shouldn't do to help prevent or support during behaviours of concern.

Discussion (continued).

- Participants were clear that some staff behaviour contributed to their behaviours of concern.

- Staff behaviour leads to them feeling unvalued and/or of less worth.

- 'Telling off' or 'telling me what to do': suggests power imbalance which provokes annoyance/anger or weary acceptance.

- Being rushed or nagged: suggests staff think they had the right to do this/their role; *participants were clear that it was not*.

Discussion: Summary.

- Specific staff behaviours that are valued by people with ID and behaviours of concern and which may contribute to greater rapport, more effective relationships, better support and improved quality of life and well being.

- Staff behaviours are from the perspective of people with ID themselves and have been well defined.

- Could inform staff training content, including the feelings of people with ID so staff have insight into the views and opinions of those they support.

- Could inform recruitment and promote more thoughtful deployment and allocation of staff; focussing on staff behaviour to provide better matches.

- Positive impact on people with ID's quality of life and well being but also on staff stress, injury, turnover and associated costs.

Conclusion.

- Listening to the views of people with ID is important: it empowers them, it provides an opportunity to hear their views, it can have a positive impact on service delivery.

- Contribution to evolving understanding of the role of the support worker, key features of effective support, and which staff behaviours should be valued by organisations and promoted as important.

- Identifying, promoting and improving staff behaviours that are valued by people with ID may mean the quality of rapport between them and the support provided increases.

- May in turn reduce the intensity and frequency of behaviours of concern, have a positive impact on quality of service, on the experience of staff members and most importantly on people with ID's quality of life.

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