



## IN-HOUSE TRAINING REQUEST FORM

Print this form and return to: Amy Jones, BILD, Campion House, Green Street, Kidderminster, Worcestershire, DY10 1JL

Contact name	
Job title	
Telephone	
Fax	
E-mail	
Organisation Name	
Address	

Please send me proposals for in-house training in the following areas:

### Advocacy, choice and empowerment

- |  |                          |  |                          |
|--|--------------------------|--|--------------------------|
| Advocacy, reflective practice and networking   | <input type="checkbox"/> | Promoting advocacy                       | <input type="checkbox"/> |
| Advocacy dilemmas and the role of the advocate | <input type="checkbox"/> | Supporting financial decision making     | <input type="checkbox"/> |
| An introduction to advocacy                    | <input type="checkbox"/> | Supporting people to make choices        | <input type="checkbox"/> |
| Equality and diversity                         | <input type="checkbox"/> | The role of the mental capacity advocate | <input type="checkbox"/> |
| Getting involved in recruitment                | <input type="checkbox"/> | The role of a self-advocacy supporter    | <input type="checkbox"/> |
| Involving people properly                      | <input type="checkbox"/> | Understanding the Mental Capacity        | <input type="checkbox"/> |
| Non Instructed advocacy                        | <input type="checkbox"/> | Act 2005 and its implications            | <input type="checkbox"/> |
|  |                          | Working effectively with people from     | <input type="checkbox"/> |
|  |                          | black and minority ethnic communities    |                          |

### Autistic spectrum disorder

- |  |                          |  |                          |
|--|--------------------------|--|--------------------------|
| Autism awareness – a basic understanding     | <input type="checkbox"/> | Personalised learning using supportive     | <input type="checkbox"/> |
| Autism awareness – an extended understanding | <input type="checkbox"/> | strategies in and out of the classroom     |                          |
| Autism and sensory issues                    | <input type="checkbox"/> | Social stories and play for children       | <input type="checkbox"/> |
| Challenging behaviour and autism             | <input type="checkbox"/> | and adults with autism                     |                          |
| Communication and autism                     | <input type="checkbox"/> | Supporting people with autism              | <input type="checkbox"/> |
| Mental health issues and autistic spectrum   | <input type="checkbox"/> | Transition and autistic spectrum disorders | <input type="checkbox"/> |
| Disorder                                     |                          | Understanding Asperger's Syndrome          | <input type="checkbox"/> |

### Behaviour Support

- |  |                          |  |                          |
|--|--------------------------|--|--------------------------|
| Advanced practitioner – understanding                | <input type="checkbox"/> | Managing challenging behaviour in a      | <input type="checkbox"/> |
| challenging behaviour                                |                          | learning disability service              |                          |
| Best practice in prevention of challenging behaviour | <input type="checkbox"/> | Moving on with challenging behaviour     | <input type="checkbox"/> |
| Challenging behaviour and autism                     | <input type="checkbox"/> | Physical interventions and the law       | <input type="checkbox"/> |
| De-escalation of challenging behaviour               | <input type="checkbox"/> | Positive behaviour support, planning and | <input type="checkbox"/> |
| Incorporating communication based intervention       |                          | risk assessment                          |                          |
| approaches   |                          | Risk management in challenging behaviour | <input type="checkbox"/> |
| Developing policies in the management of             | <input type="checkbox"/> | and physical interventions               |                          |
| challenging behaviour and physical interventions     |                          | Understanding challenging behaviour for  | <input type="checkbox"/> |
| Ethical dilemmas in challenging behaviour            | <input type="checkbox"/> | parents and families                     |                          |
| Introduction to challenging behaviour                | <input type="checkbox"/> |  |                          |

Person centred approaches to better lives

- Active support
- Aspects of ageing
- Being 'equal' – not being the same
- Being person centred
- Creating celebrations
- Creative communication
- Effective support for people with dementia
- Exploring sexual and social understanding
- Graphic facilitation
- Intensive interaction
- Introduction to person centred planning
- Leisure for living
- Life story work
- Literacy activities for people with severe and profound learning disabilities
- Making the quality dream happen: from concept to reality
- Managing citizenship and inclusion of people who have a learning disability
- Managing learning opportunities with people who have a learning disability
- Meaningful activities
- Meeting the needs of people with profound learning disabilities
- 'My life' – better outcomes for people with a learning disability
- Person centred planning facilitators training
- Person centred story making
- Personal and intimate care
- Positive approaches to communication

Supporting and developing the workforce

- A1 Assessor training (levels 1 & 2)
- Assertiveness training
- Assessment surgery (Induction Award)
- Coaching and mentoring for managers
- Developing training skills
- Delivering NVQ in Health and Social Care in a learning disability context
- Effective decision making
- Effective supervision
- Implementing the Induction Award in a learning disability service
- Lone working
- Managing change
- Managing challenging employees
- Person centred coaching and mentoring for staff
- Policy development
- Report writing
- Stress management
- Team work/ building
- Time management
- V1 internal verification training and accreditation

BILD also offer in house training to support the LDQ Induction Award. Please tick this box if you would like to receive further information

BILD can also offer In house training in the following subjects:

- Bullying
- Disability discrimination
- Epilepsy
- Health action planning
- Human rights
- Managing continence
- Managing loss and change
- Medication
- Mental health
- Safeguarding adults
- Sexuality and relationships
- Supporting people with Downs Syndrome
- Understanding learning disability

If the subjects that you require do not appear please list them below:

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BILD is also able to offer training consultancy work. For further information please contact Valerie Wilkinson on 01562 723022 or e-mail v.wilkinson@bild.org.uk

In order to facilitate our planning of tailored training to meet your needs, the additional information on the next page would be very helpful

- 1. What type of organisation are you?  
(i.e. day centre, school, residential home etc)**
  
- 2. What kinds of disability do your service users have?  
(i.e. autism, moderate learning disability)**
  
- 3. Which staff require training  
(i.e. direct care staff, managers)**
  
- 4. What levels of training do staff require?  
(e.g. basic, advanced)**
  
- 5. How does the training fit into specific organisation strategies and policies?**
  
- 6. Are there any specific outcomes required?**
  
- 7. How will the training be implemented and supported back in the workplace?**

**Any additional information you would like to provide**