

# Practice leadership and reducing restrictive practices

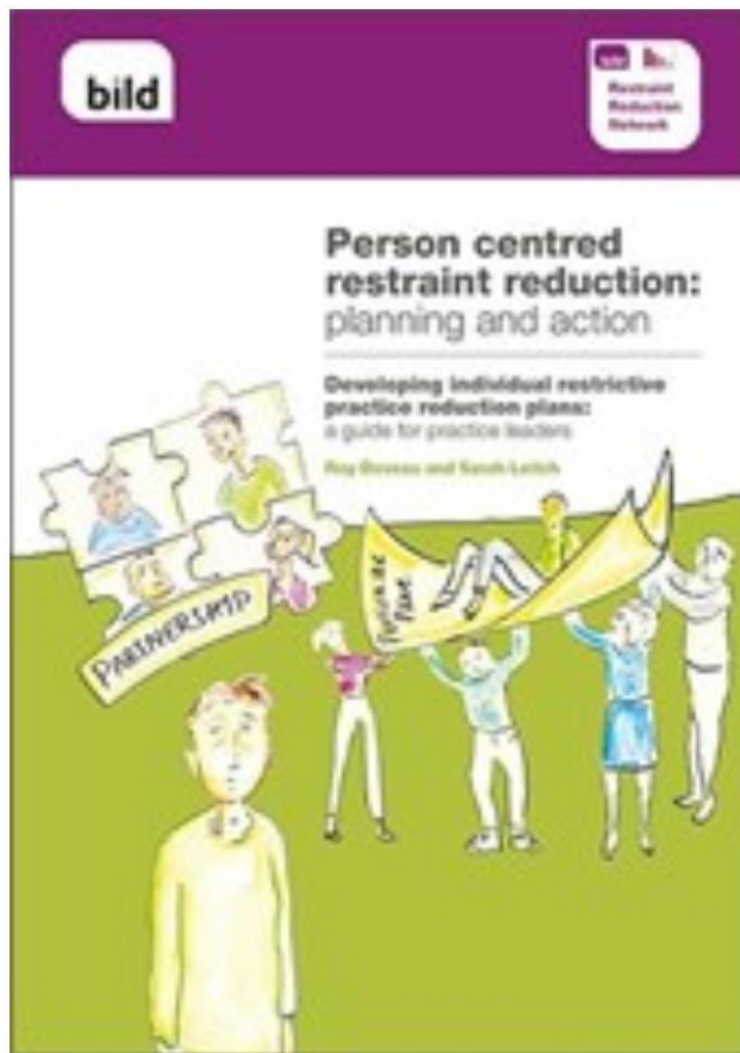
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The views expressed here are entirely my own

# Today:

- PLANS for managing behaviour described as challenging and reducing restrictive practices are commonly and rightly employed (Deveau, 2007, BILD Conference presentation).
- Policy, regulation, training, planning and law have been central focus.
- PLANS, policy etc. a great idea – What could go wrong
- Quite a lot apparently to talk about today
- We are all human.
- **Implementation** requires Practice Leadership by the presence of a frontline manager focused upon the RIGHT things (Deveau & Leitch, 2018).

# Deveau & Leitch, 2018



# Daniel Kahneman, Psychologist and Nobel prize winning author of *Thinking, Fast and Slow* (2012)

- Kahneman: two modes of thinking: the unconscious, intuitive, experiencing self (system 1) and the conscious, rational, remembering self (system 2).
- System 1: automatic, delivers extremely rapid responses to stimuli with little or no perceived effort, to guide most of what we *intuitively* do on a day- to- day basis. generates impressions, perceives stimuli with speed and generates feelings and intentions which Sy2 usually accepts.
- Sy1: intuitive/instinctive reactions suggested by Sy1 originate most of what Sy2 thinks – and is just fine. BUT intuition is subject to biases, and heuristics (mental shortcuts). *Intuitions: heuristic or expert* e.g. low arousal approaches.
- System 2: rational, slow, effortful - so not readily called into play (e.g. exams).

# examples

- Driving?
- Holding firmly but gently?
- Staff rapport – getting on with - people who may show behaviour described as challenging?
- Sy1, Hueristic thinking e.g. confirmation bias.

# Culture, the elephant in the room



David Eagleman, Social Neuroscientist and author of - The Brain: The story of You (2015)

Neuroscience shows that human brains develop in response to social interaction. The brain needs other people and minds around it to exist/function.

*“ All this social glue is generated by specific circuitry in the brain; sprawling networks that monitor other people, communicate with them, feel their pain, judge their intentions and read their emotions”  
(Eagleman, 2018, p24)*

‘Social glue’ determines small group culture - helpful or not - to implementation of plans, policies ect

- Strategy = plans: PBS & reducing RP
- Strategy = Laws & policy
- ‘culture has strategy for breakfast’ (Drucker)



# Examples of powerful cultural influences (social glue) within small work groups

- Elton Mayo & Lloyd Warner (1930s bank wiring experiments), concluded after detailed observation and interviews, the existence of informal groups or "cliques" which developed *informal rules of behaviour* as well as mechanisms to enforce them. The cliques served to control group members and to manage bosses; when bosses asked questions, clique members gave the same responses, even if they were untrue. These results show that *workers were more responsive to the social force of their peer groups than to the control and incentives of management.*

# Examples of powerful cultural influences (social glue) within small work groups

- 'I have two teams that work very differently' (service manager, personal communication).
- Winterbourne view the other shift from Wayne's was characterised as 'chaotic' unlike Wayne's (personal communication, Plomin, producer; Undercover Care: the Abuse Exposed, BBC, 2011).
- *The state of care in mental health services 2014 to 2017*, noted that 'local leadership' may be linked to different levels of restraint use in different wards of the same hospital (CQC, 2017).
- Duncan Mitchell History of LD Nursing, different wards could have very different regimes caring and kindness adjacent to bullying and casual cruelty.
- Whorlton Hall (Panorama, BBC, May 2019).

# What can we do to shape/manage these fundamental human attributes?

- Provide/facilitate opportunities to practice with immediate feedback (Kahneman, 2012).
- Shape the immediate cultural contingencies that shape *implementers* behaviours (Eagleman, 2015).
- Practice leadership (Deveau & McGill, 2016; Deveau & Leitch, 2018)

Is vital to organising and providing these two interventions – and monitoring and shaping staff practice.

# EDDY (Deveau & Leitch, 2018) ABA format for competency training

- RD devised EDDY training (E=Explain, D=Demonstrate, D=Do under supervision, Y= You have a go) to develop staff skills so they become confident and competent at presenting skilled technical interventions. EDDY provides a format for practice leaders to provide opportunities to practice with immediate feedback.
- Aiming for intuitive expertise (Kahneman, 2012).

# *Practice leaders and PLANS*

- Plans, policies: how they are developed: expert PBS/trainers practitioners asked to write a Plan PBS or BSP, in a crisis.
- Do staff have the necessary knowledge through training AND on-the-job coaching.
- Are staff fully involved do they have a sense of ownership (Deveau & McGill, 2016)
- Is the plan acceptable to staff who will implement it does it have 'contextual fit' Albin et al., 1995; McClean et al 2005).

## *Practice leaders and PLANS*

- *Developing/formulating:*
- Inclusion and involvement of implementers ‘ownership’ of the developing Plan.
- Employ staff tacit learning, use observation and discussion.
- Use staff within the team, never work with one only, reinforce the social glue in the team by creating small groups within. Distributed leadership within the staff team, creates a core team, more resilient than one good manager.

# PL research

- Better implementation of Active Support (Beadle-Brown et al., 2014; Bigby et al., in press)
- Staff experiences of working with people with ID who may show behaviour described as challenging is better e.g. less stress, better teamwork and job satisfaction, greater *trust* in the manager (Deveau & McGill, 2014 & 2016).  
Work to develop staff to work better with challenging behaviours (Deveau & McGill, 2016)

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