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).
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

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 etc

• 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)
references


• Roy welcomes further discussion on these issues contact roydeveau@aol.com