



Situations or Behaviours of Concern Standards 30 - 32

As defined in the CET Accreditation Standards

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Situations or Behaviours of Concern



- Service providers must have processes in place to ensure staff can effectively respond to unanticipated and anticipated situations or behaviours of concern



Unanticipated Situations or Behaviours of Concern



- Situations or behaviours of concern are called “unanticipated” if they are
 - Unpredictable
 - Unplanned
 - Isolated
 - Cause for an emergency response

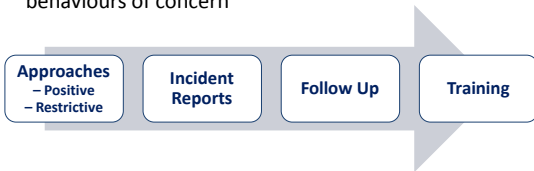




- When situations or behaviours have never been seen before – that is, they are **unanticipated** – no written plans will have yet been developed to deal with them
- However, processes – also called *approaches* – are still needed to keep individuals and staff safe until the emergency has passed or a plan is in place



- Section Overview for unanticipated situations or behaviours of concern



Approaches



- Approaches
 - Can be positive or restrictive
 - May or may not include the same positive or restrictive options as a planned procedure
 - Are necessary to have in place regardless of the organization's policy on restrictive interventions in a formal, planned procedure

IT'S MANDATORY that you

- Know about approaches
- Have info about approaches
- Know what to do in an unanticipated situation

Incident Reports



- Incident reporting is done any time there is a situation or behaviour of concern
- that has not been previously identified
- that is being monitored without a formal plan in place

Follow Up



- For follow up to be effective
 - Management must
 - be made aware of every incident and
 - ensure a review is completed that outlines strategies to address future incidents that are likely to reoccur
 - Timelines must be outlined and adhered to for both
 - the submission of the incident report to management and
 - the review by management

Training



- All staff must be given some form of **Non-Violent Crisis Intervention** training
- Training equips staff to know what approaches to use if faced with an **unanticipated** situation or behaviour of concern



- Section Overview





- Complete a risk assessment or review a current assessment whenever
 - a *new behaviour* occurs or
 - a *current behaviour* changes
- The assessment needs to evaluate
 - the degree of potential hurt, harm or loss
 - the likelihood of an individual engaging in the behaviour of concern again





- The next step is to complete a functional assessment to
 - determine the operational definition of the behaviour of concern
 - establish the antecedents for the behaviour of concern (i.e., triggers, times or situations)
 - define the individual's purpose for or reward from the behaviour of concern





- A functional assessment should include
 - A completed medical assessment
 - A communication assessment
 - An environmental assessment and
 - A review of past history and previous strategies used



Formal Plans



- Planned positive procedures and planned restrictive procedures must be written for any formal behaviour plan intervention
- The plans must
 - contain the components outlined in the CET Accreditation Standards
 - address an identified behaviour of concern
 - summarize the risk and functional assessments





- Is a plan needed?
 - What is the INTENT of the document?
 - For consistency to make an individual's day better?
 - A helpful tip sheet
 - To address an identified behaviour of concern?
 - Specific steps in a plan
 - Documentation and monitoring

Review



- A committee must review the planned positive or planned restrictive plan before it is implemented
- Once a plan is implemented, a regular review schedule is needed for any planned restrictive procedures

Training



- Staff need training to carry out a behaviour support plan
- Training should
 - give staff necessary knowledge and skills about the service provider's practices around the use of positive and restrictive procedures
 - be specific to each individual's planned positive and/or planned restrictive procedure



Any Questions?



This is a presentation of the
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