“Changing for good: the practicalities of making meaningful, person-centred changes post-Winterbourne”

A Summary Perspective

*Sandy Bering*

‘I invent nothing .... I discover by listening’ *(Auguste Rodin)*

*Sheffield 2014*
Challenging Behavior

Communicates A Message
All Behaviour Is Meaning-Full

- Understanding something about the life a person is living
  - Difficult behaviours result from unmet needs
    - Meaningful relationships
    - Attention
    - A sense of safety & well being
    - Power, control & choices
    - Joy (things to look forward to)
    - Competence - Relevant skills & knowledge
    - A sense of value & self worth
    - Making a positive contribution
    - Revenge
    - Displayed inadequacy
  - ‘What would it be like to live this person and their carer’s life?’
‘...such behaviours represent challenges to services rather than problems which individuals with learning disabilities carry around with them. If services could rise to the ‘challenge’ of dealing with these behaviours, they would cease to be ‘problems’ (Blunden & Allen, 1987)

‘...the competence or capability of local ‘mainstream services for people with learning disabilities will...influence the number of people defined as presenting a serious challenge. Well organised and managed services...will show fewer problems’ (Mansell Report, 1993)

Clearly, Common Sense Well Known for Decades Not Common Practice – All too often ineffective practical local support and action plans from commissioners, clinicians and services
CRISIS SUPPORT NEEDS

WHO
CHALLENGES?

SUPPORT NEEDS

POPULATION
People with LD
Changes Needed To Transform Care?

- Clear Credible LT Leadership / Commitment - Vision and Values Avoiding the ‘Easy’ Crisis Placements – (commissioners, clinicians and providers)

- Good Homes, Work and Lifestyles So Are Happy, Live Well, Love, Learn and Contribute - Not Placed into Services / Slots

- Seeing Behaviour in Context – Learning to Listen and Act Positively
Changes Needed To Transform Care?

• Open-door support for families and personal champions – Learning Lessons / Reviews

• Better practical early support for children and families to tackle ‘upstream’ (Early detection/interventions for emerging problems especially in transition)

• Competent health and social care providers – inc Joint Training Partnerships

• Effective care management and resource allocation panels – health/social £s

• Better individual behaviour support plans that target making life busy, full, fun and happy
Person-Centred Assessments, Plans and Active Support

- Physical health
- Medication
- Mental health
- Communication
- Leisure
- Relationships
- Planning
- Work and activity
- Accommodation
- Staffing/support
- History
Changes Needed To Transform Care?

- Skilled and accessible specialist professional support - people encouraged to care/connect and good short full life plans

- Specialist CLDT development programme with LD Professional Senate - Competent, Credible, Committed and Capable Staff

- When Times Get Hard - Access to ST flexible practical assistance and spectrum of support resources - £ / Breaks / Assessment & Treatment Beds / Rehabilitation / Care Pathways to Longer Term Options

- Personal and Professional Leadership – with Better informed commissioning and work with Providers – Dignity / Compassion / Skills / Endurance for the Long Run
The THREAT and The Promise?

‘We tend to meet any new situation by re-organising, and a wonderful method it can be for creating the illusion of progress while producing confusion, inefficiency and de-moralisation’

Petronium
Greek Philosopher (210 BC)

So We Must Align Leadership, Policy and Practice With a Sense of Urgency and Realism = Common Sense Really Is Common Practice!
Thank you

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