

## **Visual tool for discussing why restrictive practices are being considered for an adult with a disability**

This tool is one example of how communication partners can discuss with a person who has a disability and uses challenging behaviour why restrictive practices are being considered by their service provider.

It is important to know the person in order to determine how best to personalise this for them.

### **How to use this tool:**

- This tool can support a person to understand what restrictive practices are being considered for them and why they are being considered. It is important to use other ways to support the person's understanding (e.g. gesture, sign and facial expressions) as well as using the tool to have a conversation.
- The tool will need to be personalised for the person you support (pages 1-2). Only talk about practices that might be used with the person you support. Omit the information about practices that are not used with that person.
- You can choose symbols from those provided or take photos to help personalise the visual tool. Some sample symbols are included (page 9). Some signs that can be used when discussing the tool are also included (page 7-8)
- This tool should not just be given to the adult. It is important that someone sits with them and discusses the use of restrictive practices. Sometimes you may need to do this over a couple of conversations.
- It is still important to gain information from the person about their views and how they feel while you are discussing the topic with them. In order to do this:
  - Ensure that any tools that the person uses to communicate their message are present when discussing the information and encourage the person to use them
  - When discussing the model statement remember to build in opportunities to allow the person to share their views e.g. pausing, asking questions (see below)
  - Consider how to record this information.
- Involve other people who are important to the person e.g. family and friends.

# Contents

Section	Use	Page
Visual tool – Why?	Can be used as the basis for discussing what restrictive practices are being considered for the adult and why	1
Suggested script for: <ul style="list-style-type: none"><li>• Containment</li><li>• Seclusion</li><li>• Physical restraint</li><li>• Mechanical restraint</li><li>• Chemical restraint</li><li>• Restricted access</li></ul>	For use by the communication partner to discuss each restrictive practice	3
Signs to use	Signs which can be used to support communication when discussing the script	7
Example symbols	Symbols which can be used to support personalisation of the resource.	9



## **Note for communication partners:**

This information will need to be personalised for the adult.

Insert photos and/or symbols that are relevant for the person.

Only read information about the restrictive practices that are being considered for the person.



## Why?

Sometimes you might....	Staff might help you be safe by....



When you are calm.....

## Suggested script for communication partners

The following are suggested scripts that can be used by communication partners when discussing the use of restrictive practices with an adult with a disability who uses challenging behaviour.



### **Note for communication partners:**

This information will need to be personalised for the adult.

Insert photos and/or symbols that are relevant for the person into the table.

Only talk about the restrictive practices that are being considered for the person. You may need to go through one restrictive practice at a time if the person has multiple practices in their plan.

In the script - where you see .....this indicates that this sentence needs to be modified to the adult's situation e.g. including a specific example.

## **For Containment**

Your family and staff are here to help you.

Your family and staff want you to have a good life.

Sometimes you might..... *<use the visual tool to discuss the person's challenging behaviour >*

Your staff think that staying in a safe place might help you and/or other people stay safe. *<insert a photo of where the person is contained into the visual tool>*

Your family and staff will also try other ways to help you have a good life.

## **For seclusion:**

Your family and staff are here to help you.

Your family and staff want you to have a good life.

Sometimes you might..... *<use the visual tool to discuss the person's challenging behaviour>*

Your staff might help you stay safe by ..... *<use the visual tool and describe where the person is secluded >*

You will be by yourself but staff will be close by.

You will wait here until you are calm.

When you.....*<describe signs that let staff know when the person is calm and use the visual tool if required>* staff will come back and you can leave.

Your family and staff will also try other ways to help you have a good life.

### **For Physical restraint:**

Your family and staff are here to help you.

Your family and staff want you to have a good life.

Sometimes you might..... *<use the visual tool to discuss the person's challenging behaviour >*

Your staff might help you be safe by holding you tight might. *<use the visual tool to describe the physical restraint>*

When you.....*<describe signs that let staff know when the adult is calm>* staff will know it is safe and let you go.

Your family and staff will also try other ways to help you have a good life.

### **For mechanical restraint:**

Your family and staff are here to help you.

Your family and staff want you to have a good life.

Sometimes you might..... *<use the visual tool to discuss the person's challenging behaviour >*

Your staff might help you be safe by..... *<use the visual tool to describe the mechanical restraint>*

When you.....*<describe signs that let staff know when the adult is calm>* staff will *<use the visual tool to describe what will happen after>*.

Your family and staff will also try other ways to help you have a good life.

**For chemical restraint:**

Your family and friends are here to help you.

Your family and staff want you to have a good life.

.....<insert the name of the adults doctor> thinks that taking.....<describe the medicine e.g. table etc) might help you to stay safe and calm.

.....<insert the name of the adults doctor> is not giving you medicine because you are sick.

Your family and staff will also try other ways to help you have a good life.

**For restricted access:**

Your family and friends are here to help you.

Your family and staff want you to have a good life.







Sometimes you might.....<describe what the person does which places their health or safety at risk>

Your staff think that .....<describe how access is restricted> might help keep you stay safe and healthy.

Your family and staff will also try other ways to help you have a good life.



## Suggested signs for the script

 <p style="text-align: center;"><b>Help*</b></p> <p><b>How to sign:</b> With one hand flat, palm upwards and fingertips facing forward; hold other hand bent so that palms face each other and fingertips rest on the palm of first hand. Together, move hands forward in front of stomach.</p> <p>*Choose the sign for help that the adult is most familiar with</p>	 <p style="text-align: center;"><b>Help*</b></p> <p><b>How to sign:</b> With right hand cupped on left, palms together, move hands forward.</p> <p>*Choose the sign for help that the adult is most familiar with</p>	 <p style="text-align: center;"><b>You</b></p> <p><b>How to sign:</b> Point forward or towards the person</p>
 <p style="text-align: center;"><b>Good</b></p> <p><b>How to sign:</b> Point thumb upwards from fist.</p>	 <p style="text-align: center;"><b>Safe</b></p> <p><b>How to sign:</b> Cup hands together, like a ball, and draw towards your body</p>	 <p style="text-align: center;"><b>Stay/wait</b></p> <p><b>How to sign:</b> With hand flat, fingers pointing forward and slightly upwards. Slowly bounce hand downwards twice.</p>



### Calm

**How to sign:**

Move flat hands, dominant higher than other, in slow gentle circles towards chest.



### Go/leave

**How to sign:**

Start with hand bend downwards at wrist, fingers bent down. Flick hand upwards and in front of you, usually off to one side, so that fingers end pointing upwards.



### Medicine

**How to sign:**

Stir extended little finger in cup formed with other hand



### Tablet

**How to sign:**

Start with hand in fist. Form a circle with pointer and thumb (pointer at top of circle). With fingertips facing, but a short distance away from mouth, bring hand towards mouth and flick pointer finger up straight.



### Lock up

**How to sign:**

With pointer finger curved around extended thumb and touching the palm of the other hand, twist hand forward at wrist.

## Example symbols to personalise

