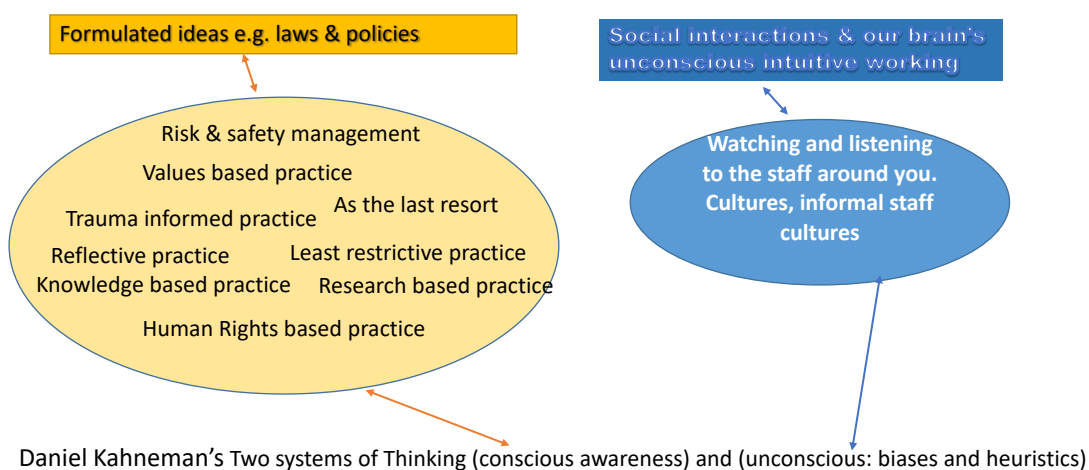


Developing and shaping staff practice

Roy Deveau, Honorary Research Fellow, Tizard Centre,
University of Kent, Canterbury, England

1

Influences upon staff practice: two sources



2

A story from 1988 - normalisation



3

Two systems of thinking Daniel Kahneman, 2011

System 1 automatic, intuitive, unconscious

- 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. We are not aware of Sy1 thinking.
- 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).

System 2 conscious, effortful

- When we 'think' what we think is our conscious thoughts. Conscious thinking 'thinks it has the upper hand and usually it does'. System 2 has its problems. It is just too slow and effortful. Imagine asking staff (as we usually do) to think about what they do. Work in system 2 continuously effortfully (taking a exam) is just too stressful, too slow too much hard work. And being on the receiving end is no joke. We, all of us, like interacting in a relaxed sociable manner. What we want to develop is intuitive skilled practice.

4

EDDY training, applied behavioural format for skilled practice: a practice leadership tool (Deveau & Leitch, 2018)

- E=Explain;
 - D=Demonstrate;
 - D=Do under supervision;
 - Y= (You have a go).
 - Feedback at each stage which is repeated until skilled practice observed
-
- To develop intuitive (or any) skilled practice requires 'a regular environment to practice with immediate feedback on the correctness of thinking and actions' (Daniel Kahneman, 2011)

5

Important intuitive system 1 effects

- Priming and confirmation bias

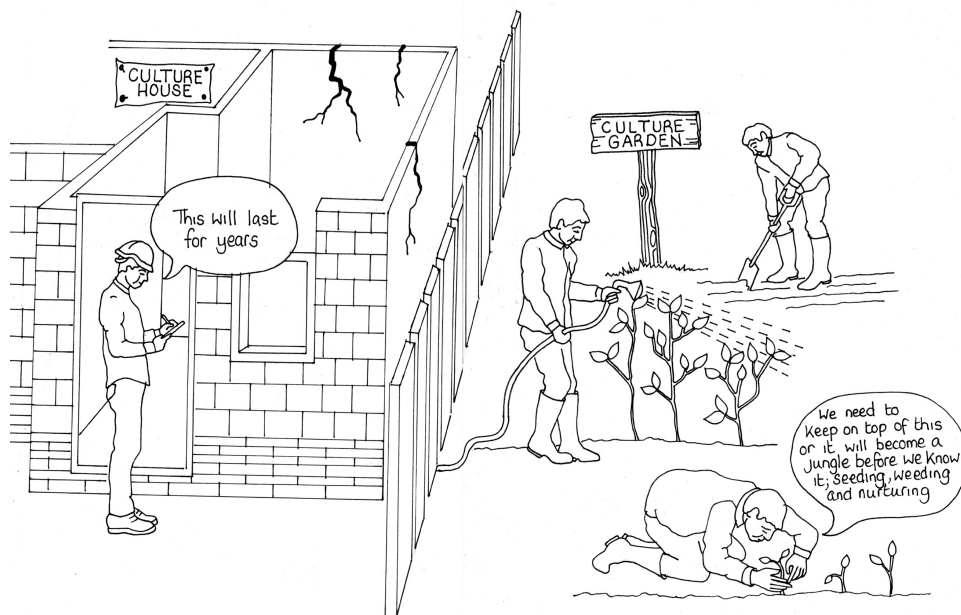
6

Consider this information regarding John Smith

John Smith	Paranoid Schizophrenic	DOB 07.03.1992	Often becomes agitated and shouts when having auditory hallucinations. Neglects his care and constantly asking for cigarettes	Swears at staff, may be violent to staff who present requests or deny cigarettes. Needs 4 person supine or prone restraint when violent.	John (likes to be called Johnny) Smith	Is a skilled craftsman and cabinet maker. Used to play football for his county team, in goal. Loves a pint and chat in his local pub when he feels secure enough.	Johnny will be 31 years old on the 7 th March next year.	Likes to talk and 'have a laugh' with staff who sit and have a chat. Likes to talk about football, his work and his family.	Will tell you about the postmen who torment and threaten him, if you ask him who or what he is shouting at. See security plan
------------	------------------------	----------------	---	--	--	---	---	---	---

7

Shaping staff cultures (Deveau, 2022) Acknowledgment to United Response, UK



8

Practice leaders shaping staff practice: bullet points

- If you want to be the practice leader: be present where the action is;
- If not present enough, admit you cannot be a practice leader;
- But find out who is and nurture them (more than 1, a core team);
- Staff culture development and maintenance is practice leadership;
- No quick fixes for informal staff cultures: think gardening not building;
- STAFF are not JUST the PROBLEM they are also the SOLUTION;
- Look for those golden apples - not just the rotten ones.

9

Contact and references

- roydeveau@aol.com
- Kahneman, D. (2011), Thinking, Fast and Slow, Macmillan.
- Björne, P., Deveau, R., & Nylander, L. (2021). Passing laws is not enough to change staff practice: The case of legally mandated "incident" reporting in Sweden. *Journal of Intellectual & Developmental Disability*, 46(2), 186-196.
- Deveau, R., & McGill, P. (2016). Practice leadership at the front line in supporting people with intellectual disabilities and challenging behaviour: A qualitative study of registered managers of community-based, staffed group homes. *Journal of Applied Research in Intellectual Disabilities*, 29(3), 266-277.
- Deveau, R., & McGill, P. (2019). Staff experiences working in community-based services for people with learning disabilities who show behaviour described as challenging: The role of management support. *British Journal of Learning Disabilities*, 47(3), 201-207.
- Deveau, R., & McDonnell, A. (2009). As the last resort: reducing the use of restrictive physical interventions using organisational approaches. *British Journal of Learning Disabilities*, 37(3), 172-177.
- Deveau, R., & Leitch, S. (2020). Implementation of policy regarding restrictive practices in England. *Tizard Learning Disability Review*, 25(1), 1-8.
- Deveau, R., Ockenden, J., & Björne, P. (2021). Exploring new ways of thinking about and developing staff practice: the role of modes of thinking. *Tizard Learning Disability Review*, 26(2), 90-99.
- Deveau, R., & Leitch, S. (2016). *Person centred restraint reduction: Planning and action*. BILD publications.

10