

Information story on 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.

The information is provided in an information story format that communication partners can discuss with the person. 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, facial expressions) as well as using the tool to have the conversation.
- The first few pages of the script will be the same for most people (pages 1-3).
- The following pages will need to be personalised for the person you support (pages 5-10). 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 information. Some sample symbols are included (page 14). Some signs that can be used when going through the tool are also included (page 12-13).
- 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 etc
 - Consider how to record this information.
- Involve other people who are important to the person e.g. family and friends.

CONTENTS

Section	Target Audience	Page
Having a good life and when things go wrong	All adults with a disability if restrictive practices are being considered	1
Mechanical restraint	Only use with adults who require this restrictive practice. This requires personalisation	5
Chemical restraint	Only use with adults who require this restrictive practice. This requires personalisation	6
Physical restraint	Only use with adults who require this restrictive practice. This requires personalisation	7
Seclusion	Only use with adults who require this restrictive practice. This requires personalisation	8
Containment	Only use with adults who require this restrictive practice. This requires personalisation	9
Restricted Access	Only use with adults who require this restrictive practice. This requires personalisation	10
Having a good life	All adults with a disability if restrictive practices are being considered	11
Signs to use	Signs which can be used to support communication when using this tool	12
Example symbols	Symbols which can be used to support personalisation of the resource	14



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 boxes.

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

Having a good life means

- feeling safe
- being healthy



Sometimes you might:

- hurt yourself
- hurt other people
- break things.

There could be many reasons why you do this.

People might try to **help** you and everyone to feel safe again.





NOTE FOR COMMUNICATION PARTNERS

The following section contains information about each restrictive practice.

ONLY read information about the restrictive practice that is relevant to the person.

Insert symbols or photos into the boxes so it is easier to understand if necessary.

For words like 'calm' describe what the person does that lets people know they are calm.

Your staff might **help** you be safe by helping you to:

- wear a belt,
gloves or clothes

- sit in your chair

- wear a helmet

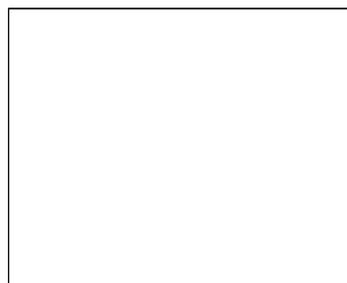
Your staff might **help** you be safe and calm by:

- taking tablets

- taking medicine

Your staff might **help** you be safe by:

- holding your body tightly



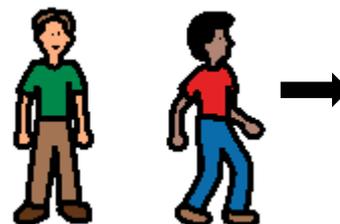
- moving you away to a safe place



When you are calm staff will know it is safe to let you go.

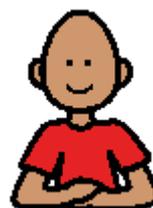
Your staff might help you stay safe by:

- moving away from you



You will be by yourself.

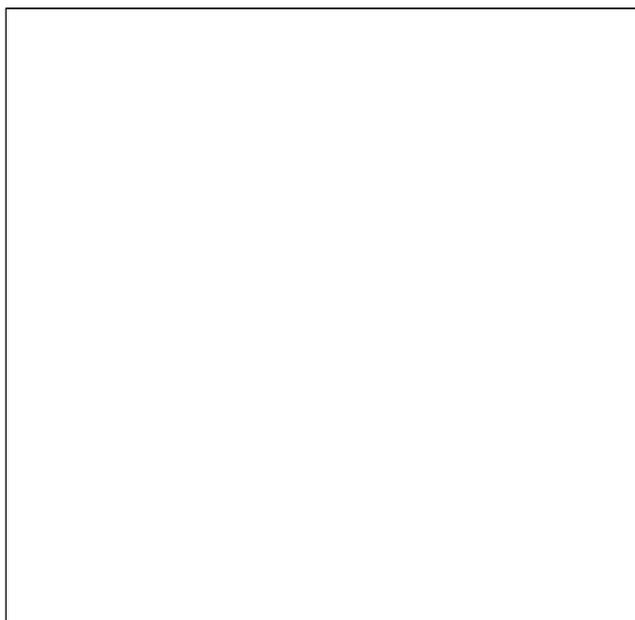
You will wait here until you are calm.



When you are calm staff will come back.

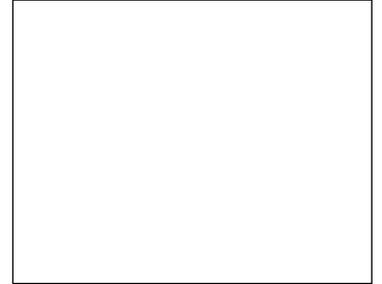
Your staff might help you
by:

- making sure you are in a safe place.



Your staff might help you stay safe and healthy by:

- locking some things away

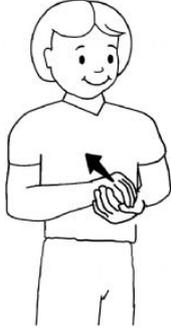


Your staff might **do these things** to help everyone feel safe and healthy.

Everyone should have a good life and feel safe.



Suggested signs for the script

 <p>Good</p> <p>How to sign: Point thumb upwards from fist.</p>	 <p>Safe</p> <p>How to sign: Cup hands together, like a ball, and draw towards your body</p>	 <p>You</p> <p>How to sign: Point forward or towards the person</p>
 <p>Help*</p> <p>How to sign: 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 knows</p>	 <p>Help*</p> <p>How to sign: With right hand cupped on left, palms together, move hands forward.</p> <p>*Choose the sign for help that the adult knows</p>	 <p>Tablet</p> <p>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.</p>



Medicine

How to sign:

Stir extended little finger in cup formed with other hand



Move

How to sign:

With both hands flat, fingers pointing forward, palms facing each other and hands a distance apart and in front of one side; move hands simultaneously sideways to opposite side.



Stay/wait

How to sign:

With hand flat, fingers pointing forward and slightly upwards. Slowly bounce hand downwards twice.



Calm

How to sign:

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



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

