

# *Challenging Behaviour: What is it, why does it occur, and what can we do about it?*

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# Challenging Behaviour

“culturally abnormal behaviours of such an intensity, frequency, or duration that the physical safety of the person or others is likely to be placed in serious jeopardy, or behaviour which is likely to seriously limit use of, or result in the person being denied access to, ordinary community facilities” (*Emerson, 1995*)

# Three criteria

1. The behaviour (what a person is doing)
2. That the behaviour is severe, frequent or long-lasting, and
3. What the behaviour leads to (harm to self or others, results in abuse by others, restricts participation in everyday life, leads to exclusion)

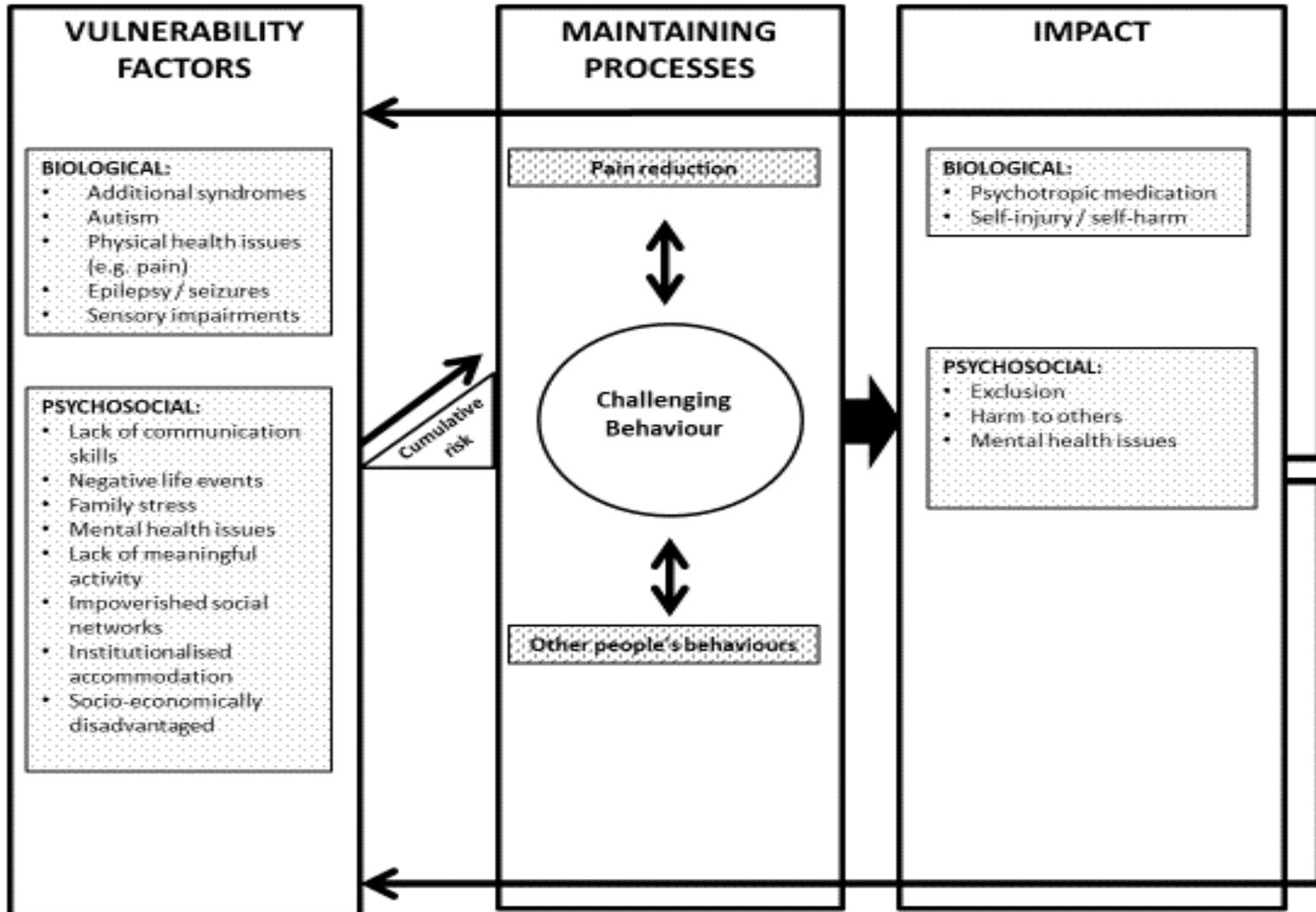
***A behaviour is only “challenging” if it is severe, long lasting or frequent enough to lead to negative outcomes***

# Prevalence – How many?

- *Conservative* estimate from population-based data in the UK (Emerson et al., 2014) = 1 in 6, to 1 in 9 children display CB
- In population-based studies, approximately 1 in every 5-6 adults with ID known to services engages in significant CB. Bowring, Totsika, Hastings et al. (2017):

Challenging Behaviour	Prevalence [95% CI]
Overall CB	18.1% [13.9%, 23.2%]
Self-injury	7.5% [4.9%, 11.4%]
Aggression-destruction	8.3% [5.5%, 12.3%]

# Why? [from Bowring, Painter & Hastings, 2019]



# Anti-psychotic reduction

- Prescribed to 21.9% of population of adults with ID known to services. Adults with CB 3x more likely to be prescribed anti-psychotics [RR = 3.0; 95% CI: 1.5, 5.9] (Bowring et al., 2017)
- Two recent anti-psychotic reduction RCTs had recruitment difficulties and small N. Both reported successful reduction with no associated increase in CB (McNamara et al., 2017; Ramerman et al., 2019)
- Tyrer et al. (2008): 86 adults with ID with no psychosis received haloperidol, risperidone or placebo. After 4 weeks, reduction in aggression in all 3 groups but largest reduction for **placebo**
- Stopping over medication of people with ID, autism or both (STOMP)

<https://www.england.nhs.uk/learning-disabilities/improving-health/stomp/>

# Service models that work

- Specialist challenging behaviour team/service (*“specialist behaviour therapy team”*)
  - Small RCT of 63 adults with CB (Hassiotis et al., 2009). Lower CB in specialist service at 6 months
  - 2-year follow-up (Hassiotis et al., 2011), CB differences maintained. No total cost differences
- All age *PBS service* run as a MDT [Bowring et al., 2020]
  - 39 children, 46 adults; mix of ID and autism
  - PBS intervention model: functional assessment, multi-component interventions (NICE Guidelines, 2015/18)
  - Follow-up: large ES positive changes in QoL (25% achieving Reliable Change); large ES reductions in CB (73% RC, clinical sig. reduction for 72%)

# Role of people with ID+CB

Who's Challenging Who?: a co-produced approach for training staff in learning disability services about challenging behaviour

*Tizard Learning Disability Review, 2019*

Samantha Flynn, Richard P. Hastings, Rachel McNamara, David Gillespie, Elizabeth Randell, Leisa Richards and Zac Taylor

## REVIEW

### 'He's hard work, but he's worth it'. The Experience of Caregivers of Individuals with Intellectual Disabilities and Challenging Behaviour: A Meta-Synthesis of Qualitative Research

G. M. Griffith and R. P. Hastings  
*School of Psychology, Bangor University, Bangor, U*

**CLINICAL PSYCHOLOGY  
SCIENCE AND PRACTICE**

"I'm not a patient, I'm a person": The Experiences of Individuals With Intellectual Disabilities and Challenging Behavior—A Thematic Synthesis of Qualitative Studies

Gemma M. Griffith and Lisa Hutchinson, School of Psychology, Bangor University  
Richard P. Hastings, University of Warwick, Coventry

*Journal of Intellectual Disability Research* doi: 10.1111/j.1365-2788.2012.01630.x  
VOLUME 58 PART 2 pp 99-109 FEBRUARY 2014

### Who's Challenging Who? Challenging those whose behaviour challenges

L. M. Hutchinson,<sup>1</sup> R. P. Hastings,<sup>1</sup> P. H. Hunt,<sup>2</sup> et al.

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<sup>2</sup> *Mencap Cymru, Cardiff, UK*

*Journal of Intellectual Disability Research* doi: 10.1111/jir.12536  
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### Who's challenging who training for staff empathy towards adults with challenging behaviour: cluster randomised controlled trial

R. P. Hastings,<sup>1,2</sup> D. Gillespie,<sup>3</sup> S. Flynn,<sup>1</sup> R. McNamara,<sup>3</sup> Z. Taylor,<sup>4</sup> R. Knight,<sup>1</sup> E. Randell,<sup>3</sup> L. Richards,<sup>1</sup> G. Moody,<sup>3</sup> A. Mitchell,<sup>1</sup> P. Przybylak,<sup>1†</sup> B. Williams<sup>1</sup> & P. H. Hunt<sup>5</sup>

<http://pbsacademy.org.uk/>

PBS Competence Framework

Workbooks for *people with ID* to understand PBS and contribute to their PBS Plan

*Commissioners and care managers*: contract specification, PBS monitoring tools

*Service Providers*: self-assessment checklist

*Family carers*: 5 guides on PBS, what to look for in a good PBS service

*Support workers*: competencies portfolio  
Tool for checking the quality of PBS services

*PBS Standards*

Services/Teams, Training Providers, Individual Practitioners

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**<http://profhastings.blogspot.co.uk/>**