

To support organisations in their commitment to reducing and eliminating restrictive practices, as outlined in the National Framework for Reducing and Eliminating the Use of Restrictive Practices in the Disability Sector, Team-Teach Asia Pacific Pty Ltd provides training in line with the state specific Student Behaviour procedures, and which expressly aligns with the United Nations Convention on the Right of the Child, which states that the welfare of the child shall be the paramount consideration.

Staff who access training include those from Early Childhood Services, Support Schools and centres, school chaplains, school leadership teams, teachers and support staff, Out of Hours School Care, disability services, psychologists, occupational therapists etc. Team-Teach Asia Pacific Pty actively encourages the attendance of commissioning managers at training, in particular the involvement of those responsible for the development and implementation of policy, to ensure that focus remains firmly on de-escalation and on increasing safety for all. All training is additionally monitored through an evaluation process which checks that safety and the developing an understanding of behaviour within a holistic context is maintained as a core focus.

The content of the programmes is updated to reflect the latest research findings about the psychology of behaviour management, biomechanics and safe systems of manual handling. Team-Teach Ltd commissions independent academic research into the effectiveness of the training and a comprehensive review of the legal framework in order to better protect staff working in challenging environments.

The Team-Teach approach evolved from an educational residential care background. It is advised and supported by a broad-based group with current and relevant personal experience in a range of settings. These include Senior Officers in a range of services for children and adults with learning, intellectual and physical disabilities, mental health conditions, neurological conditions, sensory disabilities and chronic medical conditions.

Team-Teach has therefore been developed to facilitate processes, practice and interventions which promote awareness and understanding of each individuals need and how to best support their development. Team-Teach constantly evolves and is continually guided by contemporary research and practice. It is guided by research that is both evidence based (deriving information from scientific evidence, systematic and empirical research) and evidence informed (the current best evidence available, combined with the knowledge and experience of practitioners and the views and experiences of service users).

Within the broad spectrum of categories above there is a current demand for input and support from Team-Teach with regards to the impact of trauma and its effects on the individual, those supporting them and the care setting in which they are based.

There are children within the education system (some who will also be in care) that experience symptoms and difficulties associated with complex trauma. These may also be related to a number of other early life adversities such as ante-natal exposure to alcohol, placement instability, poverty, neglect, and disorders such as ASD. The Substance Abuse and Mental Health Services Administration's (SAMHSA) concept of trauma provides a comprehensive definition:

Individual trauma results from an event, series of events or set of circumstances that is experienced by an individual as physically or emotionally harmful or life threatening and that has lasting adverse effects on the individual's functioning and mental, physical, social, emotional or spiritual well-being. (SAMHSA, 2014, p. 7)

The holistic processes that underpin Team-Teach ensure that the practices of care settings are 'trauma informed'. Trauma informed care is a term that is used with increasing regularity. However,

Drew Allison
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its meaning is often unclear with little consensus of definition. The definition below aligns with the Team-Teach approach to managing challenging behaviour:

Trauma-informed care refers to a framework grounded in an understanding and responsiveness to the impact of trauma, that emphasises physical, psychological, and emotional safety for both providers and survivors, and that creates opportunities for survivors to rebuild a sense of control and empowerment. It incorporates an awareness of the impact of trauma and traumatic stress and recognition of the potential longer-term interferences to one's sense of control, safety, ability to self-regulate, sense of self, self-efficacy and interpersonal relationships. (Kataoka, S. H., Stein, B. D., Jaycox, L. H., et al. (2003). A school-based mental health program for traumatized Latino immigrant children. J Am Acad Child Adolesc Psychiatry, 3, 311–318.)

A significant number of settings have identified and engaged Team-Teach, through their due diligence and evaluative processes, to assist in the development of practices that are trauma informed and wholly tailored to the needs of the individual and the setting that is supporting them.

The aim of the training is to achieve knowledge, skill and understanding related to the following areas:

- To understand and work within the key principles and values that underpin high quality practice.
- To develop a range of responses: non verbal, para-verbal and verbal de-escalating and calming strategies, including a “Help Script” & “Help Protocol” to avert and more safely manage challenging behaviour.
- To develop an understanding of causes and signs of aggression and conflict.
- To improve staff self awareness and self control whilst managing difficult behaviour
- To understand the typical stages of crisis behaviours and appropriate calming and safe staff responses.
- To appreciate the importance of recording and reporting including risk assessment and behaviour / de-escalation plans and the value of a process for monitoring and evaluating.
- To understand appropriate physical contact in the context of comforting and reassuring to de-escalate and calm. If there is imminent risk of harm to the student, students or others, develop gradual and graded range of personal safety and positive handling responses to protect people from hazardous behaviour.
- To develop an understanding of the legal framework and how to protect people and services
- To understand their involvement and entitlement to a post Incident support and de-briefing framework for all involved in serious incidents.

The emphasis within the Team-Teach framework is that **at least 95%** of responses should be non physical. Prediction, prevention, de escalation, the importance of non verbal and verbal communication and structured debriefing and repair are a strong focus of training. Training explicitly emphasises that, without exception, all approaches should maintain safety and dignity for all, be gradual and graded, and be reasonable, proportionate and necessary. Physical interventions should be seen as a last resort and only used when it is in the best interest of the service user, and are reasonable, proportionate and necessary.

Team-Teach does not provide any physical intervention training unless it is part of a comprehensive risk, restraint and restriction reduction programme, within a holistic framework where the opinions and expertise of relevant professionals are prioritised and where the child and carers are actively engaged.