Index

Aberrant Behaviour Checklist 158
abuse
in care environments 34, 107
of older adults 139–40
vulnerability of young people to 106–7
accident and emergency, risk of aggressive behaviour in 10
Adang, O.M.J. 7
adolescents see childcare settings
aggression management 13–14
arousal in 22
in care settings 14–16
aggressive behaviour in care settings 10–12
characteristics of 67–9
concerns over 1
defining aggression 2–3
institutional/organizational 12
nature of 11–12
responses to the prevention of 13–14
theoretical approaches to 3–9
Allen, D. 10, 77, 157, 158, 161, 168, 169, 170, 178, 197, 198–9
Anderson, C.A. 2, 9
animal studies of aggressive behaviour 4–5
ANOVA (analysis of variance), of behavioural management training courses 82
anxiety reduction, and people with ASD 92–4, 103
applied behaviour analysis 5–6, 178–9
diversion strategies in 25–6
social validity of 74–5
arousal, link between behaviour and 21–4
arousal equilibrium 22–3
ASD (autism spectrum disorder) 87–103
anxiety/arousal difficulties and reduction 92–4
and arousal 23–4
and aversive stimuli 26
low arousal approach to 87
physical interventions 94–6
physical management of 36, 61, 62
research on crisis management training 157
sensory differences in people with 90–2
staff training approaches 98–103
see also autism
Asperger’s syndrome 87, 99
and aggressive behaviour 89–90
and sensory differences 91, 92
assault in care settings, data on 10, 15

Managing Aggressive Behaviour in Care Settings: Understanding and applying low arousal approaches
By Andrew A. McDonnell © 2010 John Wiley & Sons, Ltd
assault cycle 17, 27
Assaulted Staff Action Program 31
attributional models
helping behaviour 7
staff behaviour in care environments 19, 32, 182–3
autism
case example 96–8
cognitive theories of 88
defining 87
as differences or deficits 88
low arousal approach to 21, 87, 97–8, 102–3
maintaining positive relationships with individuals 32
physical management training 57
risk of aggressive behaviour 10–11, 67
self-injury and aggression 88–90
and touch 30
see also ASD (autism spectrum disorder); Asperger’s syndrome
automatic aggressive behaviour 20
aversive stimuli 26, 27

Baker, D.J. 154
Bandura, A. 2, 6, 19
Barker, P.J. 32
Beech, B. 155
behaviour management 14–15
and behaviour change 58
changing approaches to 197–200
consumer views on 74–6
training 77–8, 80–5
trauma-informed approaches to 18
see also low arousal approaches;
physical interventions
behavioural interventions
and older adults 144–5
in psychiatric settings 131–2
behaviourist models of aggressive behaviour 5–6
Bell, L. 109
Bennett, David ‘Rocky’ 199
Bisconer, S.W. 132
black box approaches 6
Blackburn, R. 94

boundaries see rules and boundaries
Bowers, L. 123, 126
Bowie, V. 3, 14
brain-damaged adults 10
Braverman, V. 12
breakaway techniques 36, 40, 46, 53, 59
research on crisis management training 168, 170, 171, 172
Bromley, J. 95
Buchanan-Barker, P. 32
Bullock, R. 106
bullying 3
Bushman, B.J. 2, 9
Byrne, J.M. 12

Calhoun, J.B. 4–5
Carmel, H. 157, 159, 168, 169
Carr, E.G. 69
cathartic theories of aggression 3–4
Cathcart Shabat, J. 106
CD (conduct disorders) 105, 106
chair restraint 48, 51, 61–2, 63, 76
and autism 100–1
in psychiatric settings 136, 138
research on 175
childcare settings 105–19
and abusive practices 106–7
low arousal approaches 113–18, 119
physical management 62, 63
psychiatric services 108–9, 125
staff training in 110–15
use of restrictive procedures 107–10
violence and aggression in 106
Clunis, Christopher 121
coercive practices, reduction of in psychiatric settings 130–2
cognitive behaviour therapy 20, 33
cognitive models of aggressive behaviour 6–7
cognitive-behavioural frameworks
physical management training 58, 60
shaping staff behaviour 24–5
cognitive-behavioural models of aggressive behaviour 9
Colton, D. 194
community settings
Index

family placements, breakdown of 67
fear, and staff training in childcare
   settings 113, 114, 115
the fear industry 196
Fenton, M. 125
Fernandes, C.M. 157, 159, 168, 169
Folkman, S. 23, 93
football violence, situational factors in
   7–8
Fox, J.J. 6
fragility of physical interventions
   190–1
Fryer, M.A. 108
Fuller, P.R. 5
Gallon, I.G. 127–8, 190
Gardner, H. 197, 198, 199–200
Gaussian curve of arousal 22–3
Geel community 200
gender
   restraint and seclusion practices 108,
      125
   and sexual abuse 106–7
   and staff training in psychiatric settings
      137
Gerland, G. 94
girls
   restraint and seclusion practices 108,
      125
   sexual abuse of 106–7
Gomes, M.M. 2
goodness of fit training 155
Goodwin, M.S. 23–4, 92
Grandin, T. 91–2
Grenyer, B.F.S. 185
Grove, W.M. 192
Gunn, J. 122
Hack, Simon 139
Hahn, S. 11, 157, 159, 168, 170
Haw, G. 201
Higgins, L. 185
Hill, Robert Gardiner 125
Hirstein, W. 92
hospital settings 2, 11
hot memory systems 8–9, 176, 183
Hunter, M. 157, 159, 168, 169
Hurlebaus, A. 157, 160, 168, 170
hyperactivity, and physical restraint 70
hyperarousal 184
Infantino, J.A. 157, 160, 168, 170
injuries
   and abuse of young people 106
   and aggressive behaviour 68
   caused by physical restraint 37, 46,
      70–1
   and crisis management in childcare
      settings 107–8
   and mechanical restraints 142
   and staff training 138
instinct theories of aggressive behaviour
   3–4
institutional/organizational
   aggression/violence 12
intellectual disability settings
   and autism 89
   community settings 35
   crisis intervention 69
   and crisis management training 155
   low arousal approaches to 21, 78–80
   mechanical restraints 72–3
   organizational approaches to restraint
      reduction 73–4
   physical restraint 38, 41, 54, 70–2
   risk of aggressive behaviour 10–11
   staff training in behaviour
      management 77–8, 80–5
   trauma-informed behavioural
      management 18
interpersonal space, low arousal approach
   to 30
Itard, Jean Marc Gaspard 201
Jacobson, J.W. 68
Kanner, L. 87, 90
Kaplan, S.G. 17
Karlsson, S. 142–3
Kesey, Ken 121
Kendrick, A. 107
Klick, S. 157, 161, 168, 170, 178
Kitwood, T. 64, 145–6, 181
Kovach, C.R. 144

large institutional environments 34
Larson, T.C. 108
Lawrence, Stephen 188
Lazarus, R.S. 23, 93
Leadbetter, D. 16, 71, 95, 112, 195, 198
leadership
and crisis management training 155, 176
reducing restrictive practices 195
learning disabilities see intellectual disability settings
Leather, P. 155
Leggett, J. 123
Link, S. 157, 160, 168, 170
Linsley, P. 22, 31
longer-term therapeutic interventions 32–3
Lorenz, K. 4
low arousal approaches ix, 181–6, 197, 201
autism 21, 87, 97–8, 102–3
behaviour management 24–5
carers/service users’ relationships 182–3
childcare settings 113–18, 119
demand reduction process 182
history and evolution of 21
intellectual disability settings 21, 78–80
key elements of 23–34
measuring research outcomes 174–5
and older adults 147–51, 181
physical management practices 38, 58, 65
in psychiatric settings 132–5
and punishment strategies 183–4
reflective practices 20–1, 185–6
and restraint holds 85
staff training and older adults 147–8
Lyons, J.S. 106

McCord, J. 183–4
McDonnell, A.A. 127–8, 157, 162, 171, 175, 176–7, 188, 190, 196, 198

MacDougall, D. 3
McGill, P. 155–6, 176, 195
McGowan, S. 157, 163, 168, 171
McIntyre Undercover (BBC documentary) 40, 199
malignant alienation 32
market forces, and physical interventions training 196–7
martial arts, and physical restraint training 37, 40, 41
Martin, J.P. 12
Martin, L.S. 161, 168, 171
Maurer, R.G. 90
MAVAS (Management of Aggression and Violence Attitude Scale) 159
mechanical restraints
defining 125
in intellectual disability settings 72–3
and older adults 141–4
in psychiatric settings 125–6
reducing use of 194
medication, and aggressive behaviour in older adults 140
Meehl, P.E. 192
memory systems, hot and cool 8–9, 176, 183
mental health services see psychiatric settings
Mercer, J. 109
Metcalfe, J. 8–9
Middleby-Clements, J.L. 185
Milgram, S. 12
Millfields Charter 198
Mischel, W. 7, 8–9
moral management 200–1
Morrison, E.F. 15, 126
MSP (malignant social pathology) 145
multi-sensory environments 93
multiple-baseline research designs 178
Musingo, M.S. 157, 160, 168, 170
Myatt, Gareth 40, 109–10, 199

natural selection 4
Needham, I. 157, 163, 171, 172
negative scripts, staff expectations and beliefs 19–20
Index

NHS (National Health Service), assaults against staff 10
non-verbal behaviours, as a trigger for aggression 30
Novaco, R.W. 6–7, 27
Nunno, M.A. 109, 111
obsessive behaviours, and diversion strategies 25
older adults settings 139–52
aggressive behaviour in services for older adults settings 139–52
behavioural and psychosocial interventions 144–5
low arousal approaches to 147–51, 181
and mechanical restraints 141–4
physical interventions/restraint 64, 191
research on crisis management training
staff training in aggression management 146–8
see also dementia settings

O One Flew Over the Cuckoo's Nest 121
operant models of aggressive behaviour 5–6
organizational culture
and crisis management training 155
in psychiatric settings 130
reducing restrictive practices 193–6
organizational responses to crisis management 33
overt aggression 2–3
pain-based physical interventions 39,
71–2, 187–8
panic anxiety 32–3, 80, 90, 97
paradigm shifts, changing behavioural management approaches 200
Paterson, B. 16, 195, 198
PCA (principle components analysis),
challenging behaviour confidence scale 80–1
Perkins, J. 112
person-centred approaches 16, 18, 181–2, 201
in childcare settings 118

critical incident management 31–2
in dementia settings 145–6
physical management practices 64
Philips, D. 128, 157, 164, 168, 172
physical aggression 1
and arousal 22
data on 10, 11
managing 17
nature of 11–12
staff fear of 29
physical exercise, and people with ASD 93–4
physical interventions 35–65, 186–90
and autism 94–6, 100–1
avoiding complex techniques and movements 187
avoiding extreme teaching scenarios 188–9
childcare services 107–10, 114–15, 117
consumer views on 75–6, 196–7
core training course 57–62
dementia settings 147
duration of training 51–3
first training courses 54–7
fragility of 190–1
graded approaches to 189
identifying acceptable 39–40
injuries caused by 37, 46, 70–1
intellectual disability settings 38, 41, 54, 70–2
legal issues 53, 57
limitations of 38–9
limits and boundaries on training syllabi 189
measuring training research outcomes 175–6
monitoring usage 192
pain-based 187–8
preventive strategies 53
psychiatric settings 123–4, 130–2, 136–8
reasons for restraint 76
reducing use of 193–6
research on crisis management training 156–74
restraint-related deaths 39–40, 71, 198, 199
risk limitation/risk taking 192–3
and service user health factors 191
studies of current practices 40–51
teaching in matted environments 190
teaching methods 53
teaching minimum number of 187
views on 186–7
see also restraint holds
pin-down, and children in residential care 107
Pinel, Philippe 200
positive behavioural supports 6, 18, 182
positive parenting programmes 13
positive relationships, with distressed individuals 31–2
post-incident recovery 30–3
pre-crisis intervention 25
predictive power of theories 9
preventing aggressive behaviour, responses to 13–14
Prichard, Thomas 125
primary prevention programmes 13
prisons
aggressive behaviours in 12
incarceration policies 13–14
prone restraint holds 37, 40, 41, 43, 45, 109, 124, 190
banning from physical interventions training 197–200
psychiatric settings 121–38
child/adolescent services 108–9, 125
control and restraint training 37
data on aggressive behaviour in 10, 11
environmental design 34
low arousal interventions 132–5
mechanical restraint 125–6
mental illness diagnosis and crime 122
model of aggression and violence in 15
physical management practices 41, 44, 62, 63
physical restraint in 123–4, 130–1
reducing coercive practices 130–2
research on crisis management training 157
risk of aggressive behaviour in 10
seclusion in 124–5, 127, 130–1
staff attitudes to coercive practices 126–7
staff training 127–30, 135–8
Tidal Model in 18
violence and aggression towards staff 122–3
psychodynamic approaches to aggression 3–4
psychopathy, and staff alienation 32
psychosocial interventions, and older adults 144–5
PTSD (post-traumatic stress disorder) 108, 134
public health model of violence prevention 13–14, 195
punishment strategies 183–4
qualitative research, on crisis management training 178
Quilitch, H.R. 176
randomized control trials, in crisis management research 174, 177
Rateau, M.R. 143
Reason, J.T. 192
reflective practices 20–1, 185–6
relaxation techniques, and people with ASD 93
requests, managing 28–9
residential settings, aggressive behaviour in 10
resonance, changing behavioural management approaches 199
response chains, managing 27–8
restraint holds 36–7
bar armlock 43
basket holds 41, 42
biting disengagement 44
deaths related to 39–40, 71
gooseneck wrist locks 42, 45–6
head press 44
and low arousal approaches 85
pain-based 39, 71–2, 187–8
and people with ASD 94–5
Index

restraint holds (Cont.)
in psychiatric settings 136
rear choke hold 44
supine holds 43
training sessions 59–60
two-hand release 47–8, 49–50
walk-around method 48–51, 52–3, 64, 96, 98
wrist release 46–7, 48, 49
see also chair restraint; prone restraint holds; walk-around technique
Rice, M.E. 157, 165, 168, 172
Rickwood, Adam 109–10
risk management, and physical interventions 192–3
role play
in physical management training 53–4, 60–1, 62
research on crisis management training 168
Rudestam, K.E. 128, 157, 164, 168, 172
rules and boundaries 33, 183
in childcare settings 118
Ryan, C.J. 123
Sailas, E. 125
sanctions, and low arousal approaches 183–4
schizophrenia 18, 24
scientific evidence, for banning prone restraint holds 197–8
scripts
and the general aggression model 9
staff expectations and beliefs 19–20
seclusion
in childcare settings 107, 108, 113
in psychiatric settings 124–5, 127, 130–2
secure training centres, restraint usage in 107
self-defence techniques 15
self-efficacy, and staff confidence 176
self-harm
and autism 88–90
children in residential care 105
low arousal case study of 78–80
and mechanical restraint 72–3
and physical restraint 63, 70
sensory differences, in people with ASD 90–2
sexual abuse, of young people 106–7, 119
Shaefer, K. 106
Silvester, J. 123
Sinclair, J. 88, 103
Sinclair, R. 106
situational factors in aggressive behaviour 7–8
Skinner, B.F. 5
Smallridge, P. 188
Snoezelen rooms 93
SOAS-R (Staff Observation Aggression Scale-Revised) 140
social learning model of aggressive behaviour 6
social validity measures 74–5, 178–9, 197
of physical interventions 187
staff attitudes, to coercive practices in psychiatric settings 126–7, 129–30
staff behaviour
low arousal approaches to 24–5
in the maintenance of aggression 19–20
managing requests 28–9
role of reflective practices 20–1
rules and boundaries 33
staff demands, low arousal approach to managing 26–7
staff feedback, on training systems 176
staff training 15–16
in autism spectrum disorders 98–103
in childcare settings 108, 110–15
instructors 64
making fit for purpose 189–90
in management of challenging behaviours 80–5
and older adults 146–7
in physical interventions 38–65, 186, 196
best practice evidence 156–74, 186
in psychiatric settings 127–30, 135–8
in management of challenging behaviours 80–5
trainer competency 190–3
see also crisis management training
Stanford prison experiment 12, 195
Stott, C.J. 7
Stowell, J. 12
stress reduction, and people with ASD 92–4
Studio3 Training Systems ix, 16, 46, 65, 195–6
care settings 113–14
core training course 37–65
measuring research outcomes 174–6
Sturmey, P. 74, 84
tangible rewards, and behaviour management 58
Taylor, P.J. 122
TClis (therapeutic crisis intervention) training 110–13
Temple, R.O. 157, 165–6, 168, 173
Thackrey, M. 157, 158, 166, 168, 173
therapeutic interventions, restraint as 109
three-strike rule 13–14, 33
Tidal Model of behaviour management 18, 31–2, 181
token economies 5–6, 183
tolerance of aggressive behaviour 184–5
TOM (theory of mind), and autism 88, 99
training see crisis management training; staff training
transactional models of aggression 7–8
trauma, low arousal approach to 32–3
trauma-informed behaviour management approaches 18
Tuke, William 200
Tynan, H. 157, 158, 169
UK law on aggressive behaviour 2
United States
children in residential care 106
older adults and mechanical restraints 141, 143–4
physical management practices 41–4
Van Den Pol, R.A. 15, 167, 168, 173
verbal aggression and arousal 22
in childcare settings 116–17, 119
data on 10, 11
in hospital settings 2, 11
managing 17
in older adults 139
in psychiatric settings 122–3
verbal de-escalation 39–30
verbal defusion skills, training in 128
Victor (the wild boy) 201
violence defining 2–3
institutional/organizational 12
managing in care settings 14–16
responses to the prevention of 13–14
see also aggressive behaviour
Wahler, R.G. 6
walk-around technique 48–51, 52–3, 64
in childcare settings 114, 116
and people with autism 96, 98
Weiner, B. 7, 32, 182
Welsh, W.N. 7, 27
Wheeler, E.G. 17
Whittington, R. 15, 127, 129, 185
Williams, D.E. 71
Williamson, A. 188
Wolf, M. 74–5, 178–9
Woods, P. 74
workplace violence 3, 10
Wykes, T. 15, 129
Yerkes–Dodson law 22
York Retreat 200
Yorston, G. 201
zero tolerance of aggressive behaviour 185
Zito, Jonathan 121