

# Challenging Behaviour and Learning Disabilities - recent items

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See below recent articles and other items of interest on Challenging Behaviour:

## Journal articles

If you wish to see the full text, please reply to this email or contact your local health or workplace library.

### **Challenging behaviour in people with intellectual disabilities: The assessment and intervention team**

[K. Courtenay](#), [S. Jaydeokar](#)

[European Psychiatry](#) > [2016](#) > [33](#) > [Supplement](#) > S590

#### **Abstract**

People with intellectual disabilities (ID) present with behaviours that challenge community services. Community models of care as alternatives to hospital care exist but are often vary in their function. Certain strategies have been developed to manage challenging behaviour in people with ID. Data from a three-year period on a community-based service for people with ID and challenging behaviour that uses an objective, multi-disciplinary approach is presented. A case note survey of adults with ID under the care of the Assessment and Intervention Team (AIT), a challenging behaviour service in the London Borough of

Haringey. Over the three-year period, 65 adults were managed by AIT. Forty-four were male and 21 were female. The age range was 21–64 years of age. The level of ID was mild ID 61%, moderate 39%. Diagnoses included psychotic disorder (25%); mood disorder (20%); developmental disorder (40%); dementia (10%); challenging behaviour (45%). Six people (11%) were admitted to hospital during their time with AIT. The length of care under AIT ranged from four to fourteen months. AIT managed effectively people with ID living in the community who presented with complex problems putting their placement at risk. The rate of hospital admission was reduced in this period compared with the previous three years. The length of stay in in-patient services was reduced. The most common reasons for the behaviours included mental illness and ‘challenging behaviour’. People with developmental disorders were a large proportion. Community alternatives are effective with positive benefits to the person.

[Research in Developmental Disabilities](#)  
Volume 55, August 2016, Pages 1–13

## **Problem behaviours and symptom dimensions of psychiatric disorders in adults with intellectual disabilities: An exploratory and confirmatory factor analysis**



- [Craig A. Melville<sup>a,1</sup>](#),
- [Paul C.D. Johnson<sup>b</sup>](#),
- [Elita Smiley<sup>c</sup>](#),
- [Neill Simpson<sup>c</sup>](#),
- [David Purves<sup>d</sup>](#),
- [Alex McConnachie<sup>a,1</sup>](#),
- [Sally-Ann Cooper<sup>a</sup>](#)

### **Abstract**

#### **Background**

The limited evidence on the relationship between problem behaviours and symptoms of psychiatric disorders experienced by adults with intellectual disabilities leads to conflict about diagnostic criteria and confused treatment. This study examined the relationship between problem behaviours and other psychopathology, and compared the predictive validity of dimensional and categorical models experienced by adults with intellectual disabilities.

#### **Methods**

Exploratory and confirmatory factor analyses appropriate for non-continuous data were used to derive, and validate, symptom dimensions using two clinical datasets (n = 457; n = 274).

Categorical diagnoses were derived using DC-LD. Severity and 5-year longitudinal outcome was measured using a battery of instruments.

### **Results**

Five factors/dimensions were identified and confirmed. Problem behaviours were included in an emotion dysregulation-problem behaviour dimension that was distinct from the depressive, anxiety, organic and psychosis dimensions. The dimensional model had better predictive validity than categorical diagnosis.

### **Conclusions**

International classification systems should not include problem behaviours as behavioural equivalents in diagnostic criteria for depression or other psychiatric disorders. Investigating the relevance of emotional regulation to psychopathology may provide an important pathway for development of improved interventions.

What this paper adds

There is uncertainty whether new onset problem behaviours or a change in longstanding problem behaviours should be considered as symptoms of depression or other types of psychiatric disorders in adults with intellectual disabilities. The validity of previous studies was limited by the use of pre-defined, categorical diagnoses or unreliable statistical methods. This study used robust statistical modelling to examine problem behaviours within a dimensional model of symptoms. We found that problem behaviours were included in an emotional dysregulation dimension and not in the dimension that included symptoms that are typical of depression. The dimensional model of symptoms had greater predictive validity than categorical diagnoses of psychiatric disorders. Our findings suggest that problem behaviours are a final common pathway for emotional distress in adults with intellectual disabilities so clinicians should not use a change in problem behaviours as a diagnostic criterion for depression, or other psychiatric disorders.

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[J Intellect Disabil Res.](#) 2016 Jun;60(6):537-52. doi: 10.1111/jir.12268. Epub 2016 Mar 4.

## **Risk factors associated with challenging behaviour in people with profound intellectual and multiple disabilities.**

[Poppes P](#)<sup>1,2</sup>, [van der Putten AJ](#)<sup>1,2</sup>, [Post WJ](#)<sup>1</sup>, [Vlaskamp C](#)<sup>1</sup>.

### **Abstract**

#### **BACKGROUND:**

Several factors that correlate with the onset or continuation of challenging behaviour are mentioned in research. These are factors related to persons with ID, but also to direct support professionals and the context. Although many of these factors seem to affect the onset or continuation of challenging behaviour in people with ID in general, results are often inconclusive and have little focus on people with profound intellectual and multiple disabilities (PIMD). The present study aimed to assess the extent to which known factors related to challenging behaviour are also applicable to a group of 198 people with PIMD.

#### **METHOD:**

To determine which factors were associated with challenging behaviour, univariate analyses on associations between known risk factors and challenging behaviour were conducted. The associated factors were then subject to a regression analysis to determine the extent to which they explain the prevalence of challenging behaviour and can thus be seen as factors associated with challenging behaviour.

#### **RESULTS:**

The results show that, in particular, factors concerning the personal characteristics of people with PIMD, such as sleeping problems and auditory problems, were related to the variance in mean frequency of challenging behaviour. Only one factor related to the direct support professionals was found: when these professionals had been offered training on the subject of challenging behaviour in people with intellectual disabilities in general, they identified significantly more withdrawn behaviour. We found no contextual factors related to challenging behaviour.

#### **CONCLUSION:**

These findings are generally consistent with findings reported in other studies, especially concerning the personal characteristics of people with PIMD. Further research should focus on the effects of providing safe auditory environments and appropriate sleep schedules for people with PIMD on the occurrence of challenging behaviour.

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## Who's Challenging Who? Description of study and aims



**Source:** [International Journal of Positive Behavioural Support](#), Volume 6, Number 1, May 2016, pp. 58-58(1)

**Publisher:** [BILD - The British Institute of Learning Disabilities](#)

## NICE guideline in development –Learning Disabilities and Behaviour that Challenges:

### service guidance

**Source:** [International Journal of Positive Behavioural Support](#), Volume 6, Number 1, May 2016, pp. 57-57(1)

**Publisher:** [BILD - The British Institute of Learning Disabilities](#)

## Closing editorial: The need for a better evidence base for the situational management of challenging behaviour presented by people with intellectual disabilities

**Authors:** Baker, Peter; Allen, David

**Source:** [International Journal of Positive Behavioural Support](#), Volume 6, Number 1, May 2016, pp. 52-54(3)

## Title: 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.

**Citation:** Journal of applied research in intellectual disabilities : JARID, May 2016, vol. 29, no. 3, p. 266-277, 1468-3148 (May 2016)

**Author(s):** Deveau, Roy, McGill, Peter

**Abstract:** The front-line management role in services for people with intellectual disabilities remains rather under-researched. The aim of this study was to examine the experiences of



registered managers in services for adults with intellectual disability who exhibit challenging behaviour. Interviews, primarily focussed upon staff practice, were conducted with 19 managers of staffed group homes in SE England. Transcripts were analysed using interpretive phenomenological analysis. Five groups of themes emerged: monitoring staff performance, supporting new ways of working, shaping staff performance, influence of external and employing agencies, and importance of participants' personal values and experiences. The themes identified contribute to a conceptual framework for thinking about front-line management/practice leadership. The limitations, and potential implications, of the findings are discussed. 2015 John Wiley & Sons Ltd.

**Source:** Medline

**Title: Challenging behavior among institutionalized adults with intellectual disability in Israel: A comparison of measurements and definitions**

**Citation:** International Journal of Developmental Disabilities, 2016, vol./is. 62/2(124-130), 2047-3869;2047-3877 (2016)

**Author(s):** Ayelet G., Michal S., Arie R.

**Language:** English

**Abstract:** Objectives: Challenging behavior (CB) is used as a diagnostic label among service providers. For persons with intellectual disability (ID) this label holds important implications such as placement in segregated housing and extreme stigmatization. Therefore, the ways through which service providers define and measure CB holds great importance. This study compared the nature and extent of differences between the way CB is measured in institutionalized adults with ID among service providers with a valid CB tool (Challenging Behavior Scale, CBS). Methods: A survey was conducted among 53 institutionalized adults with ID in Israel. Data were collected via a close ended questionnaire from key staff members. Results: We found that staff's definitions of CB did not align with CBS scores. Conclusions: Given the far reaching implications of the CB label among persons with ID, it is highly important that service providers rely on valid measurements.

**Publication Type:** Journal: Article

**Source:** EMBASE

## **Causing trouble: the language of learning disability and challenging behaviour**

Posted: 19 May 2016 04:15 AM PDT

Tizard Learning Disability Review, [Volume 21, Issue 3](#), July 2016.

**Purpose** This paper reviews two studies concerning referrals for challenging behaviour to community learning disability teams. The social constructionist approach to research taken by the studies is introduced. **Design/methodology/approach** The studies used critical discourse analysis and thematic analysis to analyse referral texts and interviews with referrers. **Findings** The studies found referral processes locating service problems within the bodies of persons with intellectual disabilities whilst constructing the actions of services as appropriate. This was in part achieved by employing the discourses of the total institutions. The referral process often served the purposes of the referring service. **Research limitations/implications** The research took place in a small geographical location across two learning disability teams. **Originality/value** The process of referring to CLDT's and the language used in these referrals is an under researched area. This paper shows how the language and documents of services is a rich source of data. Services exist in a network and understanding how this network functions is important to understanding the function of referrals

## **Commentary on 'Causing trouble: the language of learning disability and challenging behaviour'**

Posted: 19 May 2016 04:15 AM PDT

Tizard Learning Disability Review, [Volume 21, Issue 3](#), July 2016.

**Purpose** This commentary considers the findings of the research studies on referral to a community learning disability team presented in Causing Trouble: The language of learning disability and challenging behaviour. **Design/methodology/approach** The commentary is based on a review of the article and associated literature. **Findings** The studies were undertaken from a social constructionist perspective It is argued that the use of language in referral texts and the way they represent people with learning disabilities and challenging behaviour is influenced by wider social and historical ideas of what is accepted knowledge. The analysis of these texts contributes to our understanding of how outmoded responses to

challenging behaviour are maintained and has potential benefits when used in the context of positive behaviour support. Originality/value The commentary considers the studies presented from a practitioner perspective.