

Debriefing – developing a learning culture

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Challenging Behaviour Community of Practice – 18th September 2024



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Introduction to Debriefing

- ▶ A structured process allowing staff to reflect on experiences, discuss challenges, and share insights
- ▶ This process is essential for fostering a supportive environment that promotes a positive learning culture
- ▶ Hot debriefs
- ▶ Cold debriefs



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Introduction to Debriefing

Peter Baker 2017 – “Debriefing after incidents is consistently recommended as good practice, despite the absence of clear guidance about the nature of the debrief and an inadequate evidence base”.



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Introduction to Debriefing

The DoH, 2014 , A positive & proactive workforce suggests that debriefing is needed and allows for learning and support for staff.



A noun or verb?.....

► Noun - a series of questions about a completed mission or undertaking:

"in the debrief, Katie gave her assessment of the shift and her support"

1. Verb - question (Behavioural Nurse) about a completed piece of work or intervention:

"the manager debriefed Katie over the 12 week assessment"



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Enhancing the understanding of individual needs of patient

- ▶ An opportunity to share observations
- ▶ Identify specific needs and triggers for the person they support
- ▶ Shared knowledge can lead to a deeper understanding of how to tailor interventions more effectively
- ▶ Behaviour analysis – ABC. Understanding patterns, developing proactive strategies



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Good for the individual/ team

- ▶ Regular debriefs build trust in teams – this can lead to staff feeling safe, listened to, engaged
- ▶ Shared responsibility – promotes team cohesion. Promoting staff morale
- ▶ If done right, promotes **individual** staff feeling involved, respected, clarity of expectations, roles & responsibilities – full circle to proactive strategies



Identify training gaps

- ▶ Skills gaps – professional development aligning with needs of the service
- ▶ Best practice sharing – learning from each other and research



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Improving outcomes for individuals

- Insights can lead to an increase in PCP
- By prioritising proactive strategies and learning should lead to a reduction in incidents



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summary

- It shouldn't be seen as a task
- Its essential
- It should be meaningful
- Enhances understanding, promotes teamwork, identifies training needs and improves outcomes for people we support
- Why isn't there more out there?
- So what, what now?.....



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What next..

- ▶ RRN focus on debriefing the young person
- ▶ Develop documentation that is evidence based and research driven
- ▶ Add to the research – richer

In your service:

1. Do you debrief staff?
2. Why do you debrief staff?
3. How do you debrief staff?
4. What do you then?



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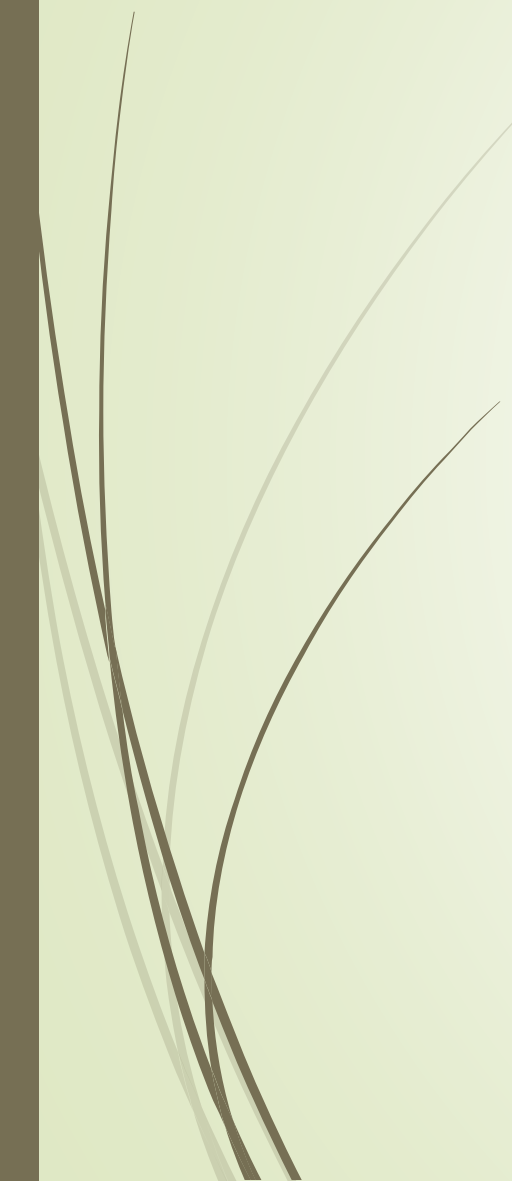
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From the literature

- ▶ It can affect change in practice and procedures enhancing outcomes for our students through providing an expedient training and feedback opportunity.
- ▶ It can provide emotional support to both students and staff if the experience of a restrictive practice or incident of challenging was traumatic for either or both (*Jones and Kroese 2006 cited in Sturmey 2015*).



From the literature

- 
- ▶ Hastings (2005) talks about the impact of challenging behaviour as taking resources (of energy) from the people supporting the individual. The more stress staff are under the less effective they are at implementing strategies the {child} relies on.



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From the literature

- Staff stress may be linked to the behaviours displayed or be influenced more by the working environment itself. (Thomas and Rose 2007). The nature and type of incident will affect the emotional response of staff (Hastings 2005). This will in turn impact that person's ability to implement the PBS plan effectively.



Thank you 😊

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Reference list available 😊