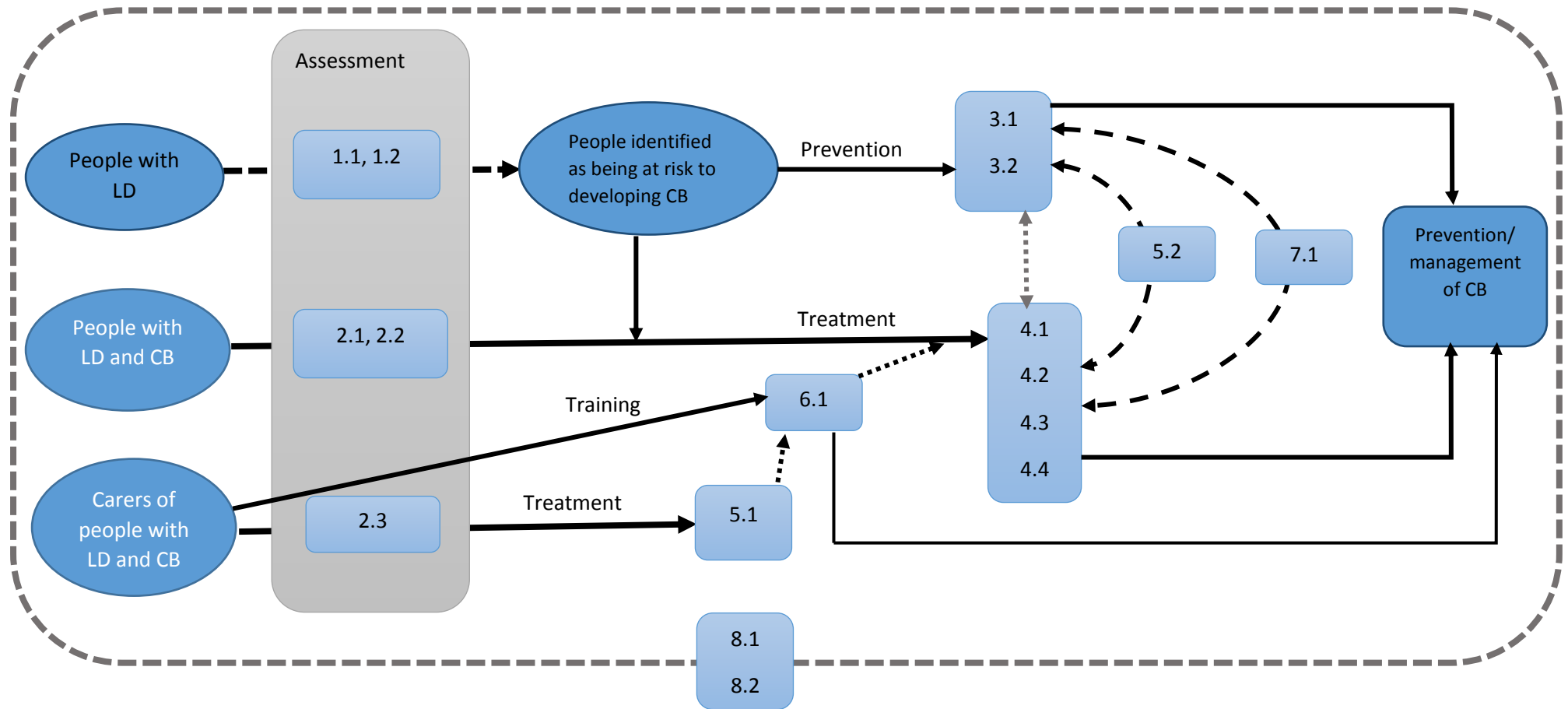


Challenging behaviour and learning disabilities: Analytic framework and review questions



RQ	Review question
1.1	In people with learning disabilities, what are the circumstances, risk factors and antecedents associated with the development of behaviour that challenges?
1.2	In people with learning disabilities, what is the utility of methods and tools used to assess the circumstances, risk factors and antecedents associated with the development of behaviour that challenges (including assessment of sensory deficits, sensory processing disorders, physical health status, communication needs, emotional needs, mental health needs, and environmental factors)?
2.1	In people with learning disabilities, what are the key components of, and the most effective structure for, an assessment of the behaviour that challenges across a range of settings? To answer this question, consideration should be given to: <ul style="list-style-type: none"> • methods of assessment (including functional analysis) • formal assessment tools/ psychological instruments (including risk assessment) • biological and physical health measures
2.2	In people with learning disabilities and behaviour that challenges, what is the utility of methods and tools for assessment?
2.3	Incarers of people with learning disabilities and behaviour that challenges, what is the utility of methods used to assess and monitor their capacity to support the person? To answer this question, consideration should be given to the: <ul style="list-style-type: none"> • identification of appropriate carers • assessment of carers skills and capacity
3.1	In people with learning disabilities, what are the benefits and potential harms of interventions (including early intervention) aimed at preventing the development of behaviour that challenges?
3.2	In people with learning disabilities, and their carers, what are the benefits and potential harms of interventions aimed at reducing health risks and increasing understanding of physical illness or mental health problems in relation to the prevention or management of the behaviour that challenges?
4.1	In people with learning disabilities and behaviour that challenges, what are the benefits and potential harms associated with environmental changes (including the physical and social environments) aimed at reducing and managing behaviour that challenges ¹ ?
4.2	In people with learning disabilities and behaviour that challenges, what are the benefits and potential harms associated with psychosocial interventions (including a broad range of therapies, such as communication interventions, applied behaviour analysis, positive behaviour support and cognitive behavioural therapy) aimed at reducing and managing behaviour that challenges ² ?

¹Including potentially offending behaviour

CBLD Analytic framework and review questions

4.3	In people with learning disabilities and behaviour that challenges, what are the benefits and potential harms associated with pharmacological interventions aimed at reducing and managing behaviour that challenges ² ?
4.4	In people with learning disabilities and behaviour that challenges, what are the benefits and potential harms of 'reactive strategies' (including physical restraint, mechanical restraint, confinement, and containment and seclusion) aimed at managing behaviour that challenges ² ?
5.1	In family and carers of people with learning disabilities and behaviour that challenges, what are the benefits and potential harms of interventions aimed at improving their health and well-being?
5.2	What are the benefits and potential harms of strategies aimed at engaging the family and carers of people with learning disabilities and challenging behaviour as a resource in the design, implementation and monitoring of interventions for the person with a learning disability and challenging behaviour?
6.1	What are the benefits and potential harms of training and education programmes to allow health and social care professionals and carers provide good-quality services and carry out evidence based interventions designed to reduce or manage behaviour that challenges in people with learning disabilities?
7.1	In people with learning disabilities and behaviour that challenges, what are the effective models for transition between services (for example child-adult, adult-older adult, NHS-social care/residential)? To answer this question, consideration should be given to: <ul style="list-style-type: none">• the structure, design and delivery of care pathways• the nature and duration of support provided during transition
8.1	In people with learning disabilities and behaviour that challenges, what are their experiences of having learning disabilities and behaviour that challenges, of access to services, and of treatment?
8.2	For the family carers of people with learning disabilities and behaviour that challenges, what are their experiences of caring for people with learning disabilities and behaviour that challenges, and what support is available for families, partners and carers?