

# INFORMATION SHEET



making a difference  
to the lives of people with  
severe learning disabilities

## Promoting Resilience – A Checklist for Providers

This checklist will enable providers to implement practical, evidence-based strategies for increasing the resilience of operational staff.

### What is resilience?

The ability to recover following a difficult event.

### Why is it important to promote resilience?

Enhancing wellbeing can increase the ability of front line staff to implement Positive Behavioural Support plans, leading to better outcomes for people whose behaviour challenges. And reducing stress can lead to greater staff retention.

### Definitions

**Trauma-informed-** is an understanding of and responsiveness to the impact of trauma

**Self-efficacy** – is people’s beliefs about their ability to deal effectively with a particular situation.

**Reflective practice** – is reflecting on your own actions in order to engage in a process of continuous learning.

**Mindfulness** - knowing directly what is going on inside and outside ourselves, moment by moment. An awareness of your thoughts and feelings and of the world around you. Mindfulness has been demonstrated as a useful technique for reducing stress and anxiety.

**Acceptance-based approach** – is an ability to engage in values-based, positive behaviours while experiencing difficult thoughts, emotions, or sensations.

### Checklist

What the research says	What providers can do
Lack of support from managers and a negative view of the organisation can lower staff resilience	<p>Ensure front line staff receive a minimum of one monthly contact from their line manager, preferably in the form of supervision</p> <p>Provide post-incident support aimed at promoting emotional and psychological wellbeing</p> <p>Provide <b>trauma informed</b> training as part of staff induction</p>

	Implement a Positive Behavioural Support approach when supporting people whose behaviours can challenge
Low <b>self-efficacy</b> is linked with low levels of resilience.	<p>Provide clear and realistic job descriptions</p> <p>Equip staff with the skills they need to carry out their job to a high standard</p> <p>Provide training on the functions of challenging behaviour</p> <p>Hold <b>reflective practice</b> sessions</p>
Stress and emotional exhaustion is linked with low levels of resilience	<p>Implement a <b>mindfulness</b> and <b>acceptance-based approach</b> to stress prevention and management</p> <p>Encourage a good work-life balance</p> <p>Teach managers and staff to recognise signs of stress</p> <p>When necessary, refer staff for targeted psychological therapy</p>

### Additional resources

Skills for Care have developed a set of guides on how to build resilience which can found at: <https://www.skillsforcare.org.uk/Leadership-management/managing-people/resilience/Building-resilience.aspx>

The CBF have produced two pamphlets (adults and children) as a guide for professionals who commission services for adults with learning disabilities whose behaviour challenges.

Well Matched and Skilled Staff for adults here:

[https://www.challengingbehaviour.org.uk/learning-disability-files/Pamphlet-for-Commissioners\\_Adult.pdf](https://www.challengingbehaviour.org.uk/learning-disability-files/Pamphlet-for-Commissioners_Adult.pdf)

Well Matched and Skilled Staff for children here:

[https://www.challengingbehaviour.org.uk/learning-disability-files/Pamphlet-for-Commissioners\\_Children.pdf](https://www.challengingbehaviour.org.uk/learning-disability-files/Pamphlet-for-Commissioners_Children.pdf)

MindEd have produced a 'Coronavirus Staff Resilience Hub' to help frontline staff to manage their health and wellbeing here: <https://covid.minded.org.uk/>

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