Interaktion i särskilt boende för personer med utvecklingsstörning och utmanande beteende

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Akademisk avhandling

som med vederbörligt tillstånd av Rektor vid Umeå universitet för avläggande av medicine doktorsexamen framläggs till offentligt förvar i Vårdvetarhuset, aula.
Fredagen den 17 maj, kl. 09:00.
Avhandlingen kommer att förvaras på svenska.

Fakultetsopponent: Professor, Mats Granlund,
Högskolan för Lärande och kommunikation, Jönköping, Sverige.
The overall aim of this thesis was to explore the interactions between adults with learning disabilities and carers in special accommodations as well as to evaluate the effects of an intervention created for carers working with people with learning disabilities at special accommodations. The setting for the study was in one county in northern Sweden. In study I, information regarding 556 adults with learning disabilities was collected. In both study II & III, 11 people with learning disabilities and 16 of their carers participated. In study IV, 7 carers and one person with learning disabilities participated. Data in study I consist of carers' estimations of the resident's disabilities and frequency of restraint use. Video-recorded observations and individual narrative interviews were used in study II and study III, and in study IV multiple methods of data collection were used in a mixed method design with both carers' estimations using instruments and with semi-structured interviews. Methods for analyses in study II, III and IV were qualitative content analysis and in study I and IV statistical analyses were used.

Study I revealed that of the 556 residents studied, 99 (18%) had been subjected to physical restraint use over the previous week. Use of physical restraint can be related to both physical disabilities and challenging behaviours in the interaction between people with learning disabilities and their carers'. In interviews for study II, the carers reflected on both successful and unsuccessful interactions after viewing video of situations where they have been participating. Examples of successful interactions included understanding cues, satisfying needs, and managing situations with challenging behaviours. The carers also reflected on the consequences of unsuccessful interactions, which included causing irritation, aggression and violence. In study III, interactions between 11 residents with learning disabilities and 16 of their caregivers were recorded on video. Verbal and non-verbal interaction skills used among the carers were identified. The results showed that skilled interactions between the carers and their clients were based on being confirming, sharing daily life experiences, giving time and space, and using congruent and distinct language. Study IV evaluated the effects of a web-based learning intervention, based on a theoretical model, and the results showed an increased ability among the carers to handle situations with challenging behaviour and a decreased frequency of challenging behaviour.

Conclusion: A break in communication between people with learning disabilities and their carers could lead to impaired interaction that creates situations of challenging behaviour. Carers often experience helplessness and uncertainty in situations with challenging behaviour and express a need for support. Further, a decrease of situations of challenging behaviour was observed after the web-based program was implemented. The web-based training program may be useful in training for carers, both novices and more experienced carers in special accommodations for people with learning disabilities.

Keywords
challenging behaviour, communication, intellectual disabilities, interaction, interventions, learning disabilities, mixed methods, physical restraint, web-based training.