

MANAGEMENT OF ACTUAL OR POTENTIAL AGGRESSION (MAPA®)

Violence and aggression are ways in which people sometimes express their feelings. Inevitably, many people in the **education, health** and **social care** sectors will encounter this expression in the form of verbal aggression; threatening behaviour, and/or violence. Many workers have expressed considerable concern regarding the need to upgrade their knowledge and skills in order to effectively deal with this issue. At a national level, there are strong recommendations to provide staff and carers who work with children, young people and adults with appropriate education and training in both **proactive** and **reactive** management strategies, which may include restrictive physical interventions⁽¹⁻⁶⁾.

The '**Management of Actual or Potential Aggression**' (MAPA®) approach has been developed by Positive Options as a person-centred physical intervention model that assists organisations to reduce the adverse outcomes of aggressive and violent behaviour. Whilst there are core themes, the MAPA® approach is highly flexible to meet the specific needs of various commissioning organisations, and the wide range of children, young people and adults that they support. In accordance with national guidance, the MAPA® approach is accredited under the British Institute of Learning Disabilities (BILD) Physical Interventions Scheme⁽⁷⁾.

The MAPA® model can be delivered in two ways:

1. As a 'Direct Delivery' training event, following a training needs analysis; or
2. By 'Training the Trainers' through a Positive Options MAPA® Approved Training Centre (ATC) License Agreement.

The MAPA® model can be delivered as standalone training events or as a complementary component to any or all of the existing and future Positive Options programmes, including:

- **Promoting Positive Behaviour in a Person-Centred Way (PPB®)**; and
- **Person-Centred Supported Decision-Making (SDM®)**.



MAPA® is linked to the workforce development agenda e.g. NVQ, LDQ and National Occupational Competencies. The programme includes a participant learning pack that provides a range of course materials to enable participants to transfer their learning into the workplace.

References:

¹ Department of Health (1991): *Children Act 1989 Guidance and Regulations*

² Department of Health (1993): *Guide on Permissible forms of Control in Children's Residential Care*

³ Department for Education and Skills (1998): *Section 550a of the Education Act 1996: The use of Force to Control and Restrain Pupils*

⁴ Department of Health (2000): *Care Standards Act*

⁵ Department of Health and Department for Education and Skills (2002): *Guidance on the use of Restrictive Physical interventions – How to Provide Safe Services for People with Learning Disabilities*

⁶ Department of Health & Welsh Office (1999): *Mental Health Act 1983 Code of Practice*

⁷ British Institute of Learning Disabilities (2006): *Code of Practice for the use of Physical Interventions – A Guide for Trainers and Commissioners of Training*

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Programme Aims:

- To provide an overview of the legal, professional and ethical framework for staff and/or carers in relation to physical interventions.
- To provide participants with an understanding of proactive *preventative* and *reactive* management strategies.
- To develop and apply a range of person-centred physical interventions skills ('holding and disengagement').
- To explore key issues around personal safety in relation to professional responsibilities.



Programme Themes:

- Understanding and applying the principles of person-centred working.
- How attitudes, values and beliefs influence our approach to and the use of physical interventions.
- Effective communication and the use of de-escalation skills.
- The legal, professional and ethical implications of practice.
- Developing proactive and reactive person-centred management plans.
- Understanding risk management in the context of physical interventions.
- The application of physical interventions ('holding' skills).
- The application of physical interventions ('disengagement' skills).

FOR FURTHER INFORMATION:

About the MAPA® Model:

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