



Practical Approaches for Supporting Isolation and Quarantine

Applicable to the Republic of Ireland
and informed by the

HSE guidelines <https://www2.hse.ie/coronavirus/>

9th April 2020

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Webinar Outline

The session will cover:

- Prevention;
- Well Being;
- Quarantine and Isolation;
- Responding to Distress;

Coronavirus: Stay at home

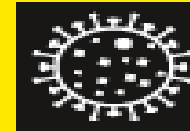
Health information and advice to stop the spread of Coronavirus.

Follow the HSE guidelines

- Support Co-ordination in a Pandemic – practical checklist to avoid stressors for service users.
- Guidance to support a person with additional needs who becomes distressed and angry when you try to engage with them.
- Guidance for COVID 19 in Social Care Group Homes and Residential Services- Disabilities



Coronavirus COVID-19



Coronavirus
COVID-19
Public Health
Advice

Help prevent coronavirus



Wash your
hands



Cover mouth if
coughing or sneezing



Avoid touching
your face



Keep surfaces
clean



Stop shaking
hands and hugging



Keep a safe
distance

The virus spreads in sneeze and cough droplets, so regularly taking the above measures helps reduce the chance of it spreading.

Visit **HSE.ie**

For updated factual information and advice
Or call 1850 24 1850

Protection from coronavirus.
It's in our hands.



Riadas na hÉireann
Government of Ireland

Supporting an individual with ID during the Covid-19 crisis

- Next few weeks and months will be difficult for individuals with ID;
- Difficulty with new routines and schedules;
- Change and feelings of loss related to long established routines;
- Support needed to understand what is happening with accessible formats available.

Understanding stress experienced by individuals with ID during the COVID 19- pandemic

- Increased stress experienced by individuals during this time is inevitable;
- The factors that influence this are many and individual to each person but may include
 - Changes to routine
 - Missing family and friends and staff.
 - Fear of PPE
 - Reduced level of choice within their day
 - Confusion due to different shift, patterns, different staff supporting them

When would the person need to self isolate ?

- If they have symptoms of COVID 19;
- Before they get tested for COVID 19;
- While they wait for test results;
- If they have had a positive test result for COVID 19;
- If they have any cold or flu-like symptoms, such as sore throat, runny nose, blocked nose, cough or wheezing;
- Contact tracing; (48 hours)

See:

[https://www.hpsc.ie/a-z/respiratory/coronavirus/novelcoronavirus/factsheetsandresources/Home%20isolation%20and%20restricted%20movement%20explained %20v3.0 23032020.jpg](https://www.hpsc.ie/a-z/respiratory/coronavirus/novelcoronavirus/factsheetsandresources/Home%20isolation%20and%20restricted%20movement%20explained%20v3.0%2023032020.jpg)

Coronavirus: Stay at home

Health information and advice to stop the spread of coronavirus.

What do we mean by Cocooning ?

- Cocooning is for people who are >70 years. Plus those who are medically vulnerable, diabetes, heart disease, respiratory disease, etc.
- Cocooning means the person stays at home at all times and avoid face-to-face contact.
- Even within your home, the person should minimise all non-essential contact with other members of their household.

<https://www2.hse.ie/conditions/coronavirus/self-isolation-and-limited-social-interaction.html>

Coronavirus: Stay at home

Health information and advice to stop the spread of coronavirus.

Coordination of Supports

- Contact tracing , Testing, Health screening (obs.), Risk Assessment and Self Isolation Plan using Assessment Plan Implementation Evaluation (APIE)
- **RED Group** - This group are asymptomatic contacts who are required to self-isolate - identified through Contact Tracing - Referred to GP, Health Screening, and a Self Isolation Plan using APIE will be put in place
- **BLUE Group** – This group are symptomatic and waiting for a test (if they meet the criteria) or a test result and required to self-isolate. GP, Health Plan and Self Isolation Plan using APIE plan.
- **ORANGE Group**. This group are confirmed COVID-19 cases with or without mild symptoms. GP, COVID 19 Care Plan and Self Isolation Plan. (self-isolation unit, hospital)

Isolation: Understanding the UNCRPD in the context of COVID 19

A number of articles particular relevant for example:

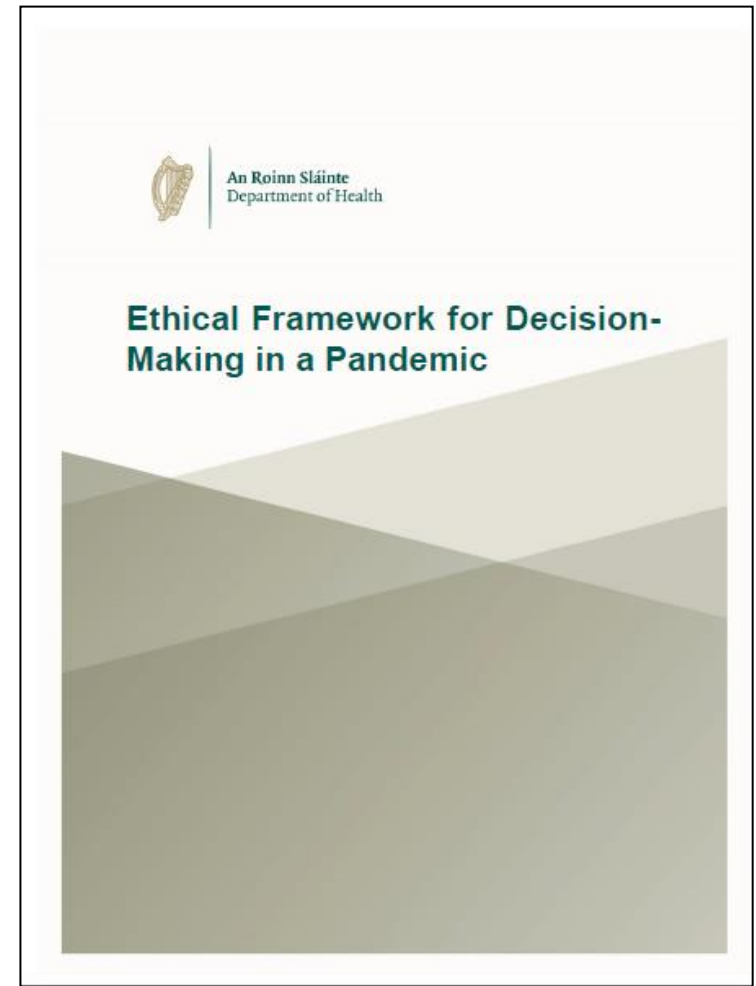
- Article 5 enshrines the right to equality and non-discrimination.. it states that reasonable accommodation to ensure equality –testing, easy read materials, and managing isolation
- Article 11 obliges the state to ensure the safety of persons with disabilitiesand resource allocation measures are carried out in a way that protects persons with disabilities from the risk of infection and death –in a pandemic like COVID 19 protect the person and others including adequate PPE
- Article 25 enshrines the right to the highest attainable standards of health for persons with disabilities. Health facilities available to the general public must be equally available and accessible to persons with disabilities. –Friendly homes and hospitals and making reasonable accommodations to support the person with ID

World Medical Association, Statement on medical ethics in the event of disasters,

Section 8.3.1, <https://www.wma.net/policies-post/wma-statement-on-medical-ethics-in-the-event-of-disasters/>

Ethical Framework for Decision-Making in a Pandemic

- Legitimate restrictions on an individual's freedom can be justified in cases where exercising that freedom places other people at significant risk.
- In enacting any measure where personal freedom is limited, the least restrictive effective measure should be adopted.



Ethical Framework for Decision-Making During in a Pandemic

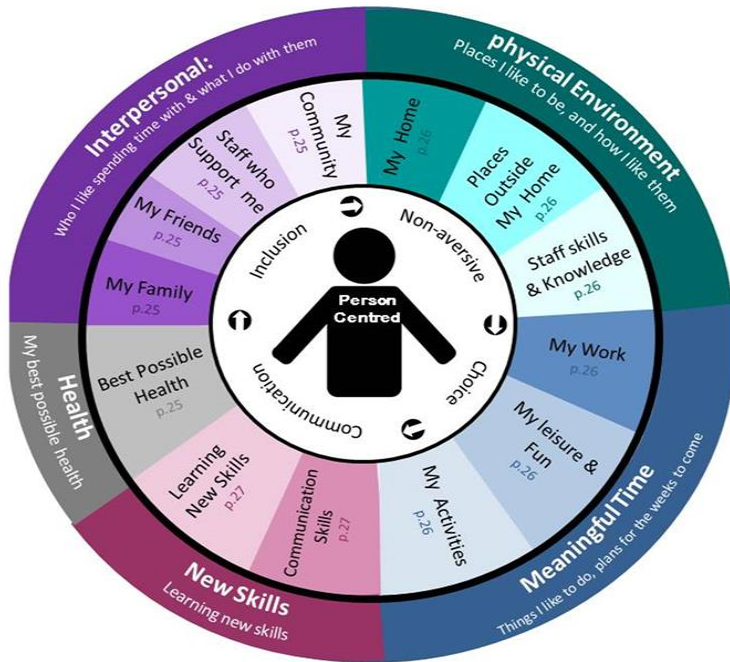
Ethical Principles	Procedural Values
Minimising Harm	Reasonableness
Proportionality	Openness and Transparency
Solidarity	Inclusiveness
Fairness	Responsiveness
Duty to Provide Care	Accountability
Reciprocity	
Privacy	

Well Being in Crisis

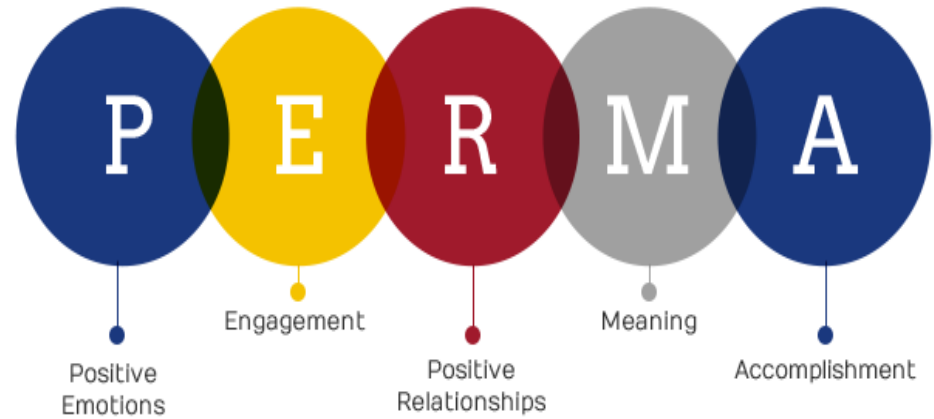
Wheel of Optimal Living:

What makes life good?

& where to look if there is a behaviour of concern

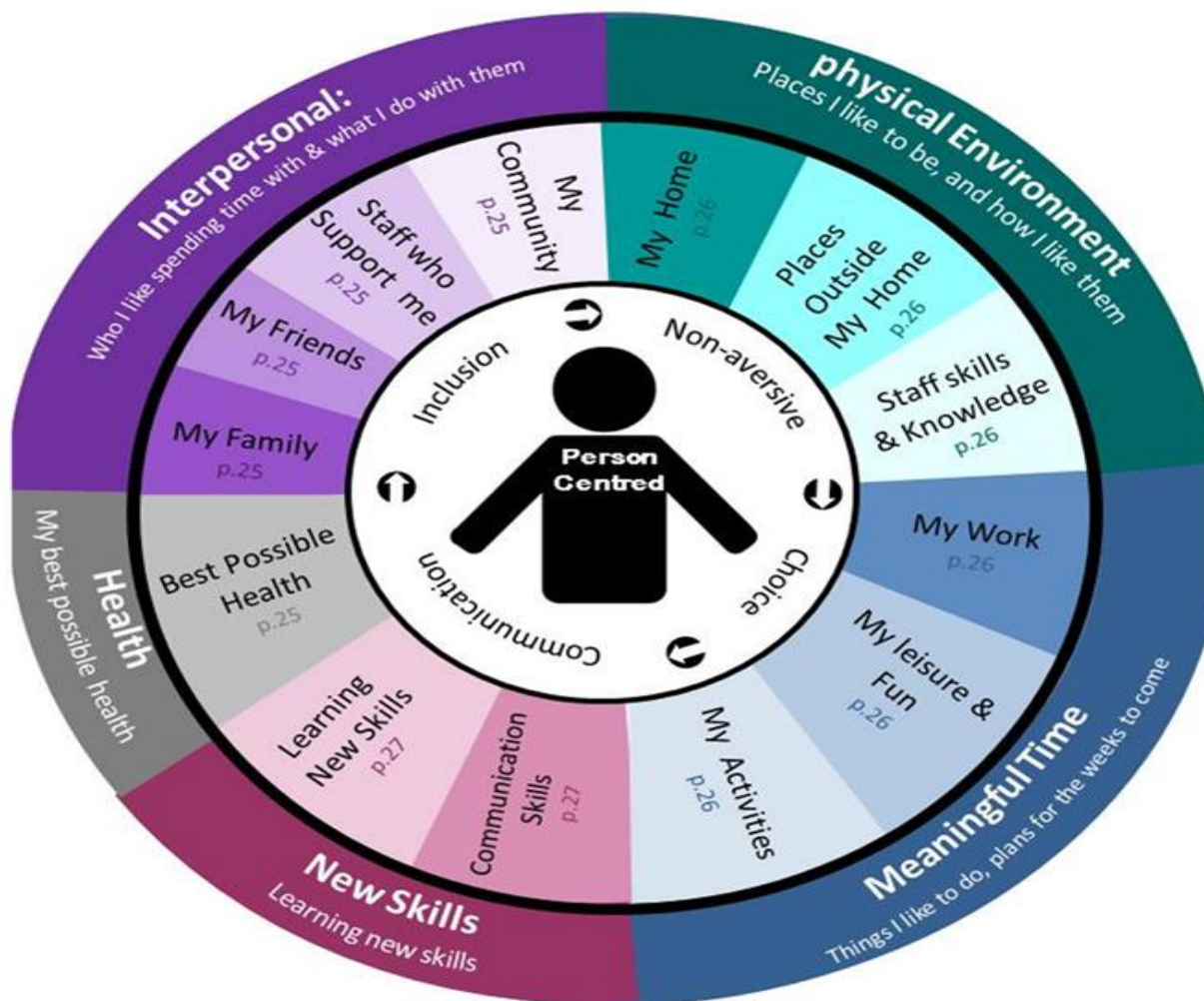


Introducing a New Theory of Well-Being

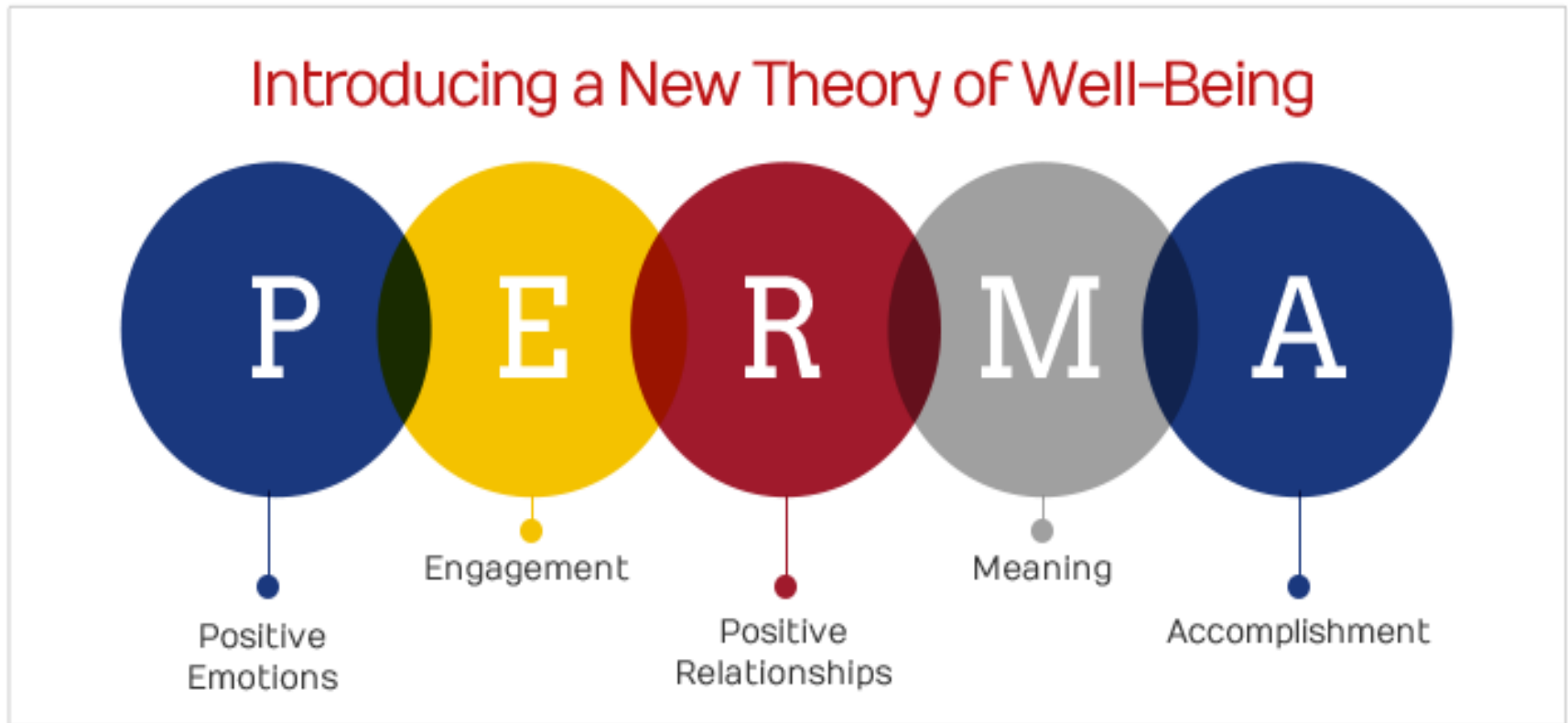


Wheel of Optimal Living:

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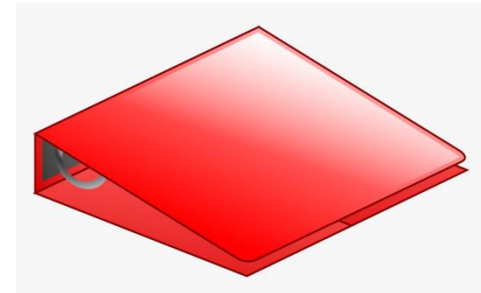
Understand what works for the person and use this



Martin Seligman (2011)

Understand what supports well-being and reduces stress

- Supports for Well Being and reducing stress have already been developed and are detailed in care plan(s).
- These supports should be shared and followed where possible and practical in the current situation.



Talking about Coronavirus

- Use concrete factual information.
- Accessible to the individual; video/objects/pictures/AAC/Sign
- E.g. may not understand the concept of a virus but may be able to understand the tangible things that are required e.g. 2 meters social distancing, washing hands, cough etiquette, temperature, use of calendar for passing of time etc.
- Examples

See: <https://www.tcd.ie/tcaid/about/easyreadmaterials.php>

Strategies to reduce fear and increase coping and tolerance for 'safe relating'

- Desensitisation regarding: PPE, Testing, time in my room – Picture/items/role play
- Familiar people/staff
- Easy Read/Videos
- Accessible and Familiar Environments
- Things/routines/people/music associated with comfort;
- Make the isolation room/space feel like home- pictures, things the person likes, multi-media, etc.



Isolation and Quarantine Practice and Procedure

- Plan-Plan-Plan: Does your service have a plan?
- Plan- Plan-Plan: In direct/direct approach, talk with the individual (and their family) about their well-being, worries and fears (e.g. routine, visits, role, space, new staff, etc.)

Isolation and Quarantine Practice and Procedure

Bio-Psycho-Social-Environmental Approach

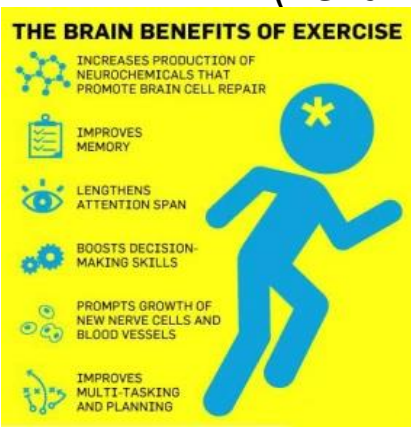
- Risk Assessment
- APIE

Vignette A

- Person A: Living in a group home with 3 other adults. 2 staff available 24 hours a day.
- Isolation required. (asymptomatic- Red Group)
- Person centred approach, 'stay in my own space'

Risk Assessment and Plan

- Risks to be supported:
 - Health Screening
 - Space inside my home,
 - Routine
 - New staff
 - Outside space
 - Contact with family/friends/staff
 - What's next?
 - Distress- crying, not eating,
 - (Behaviour Support Plan)
- Plan
 - Obs. time and Health Passport.
 - Social story with my space;
 - Calendar to mark days
 - My room has a chair /TV
 - Garden and a walk;
 - 'What's app'
 - Visual Schedule; preferred routine known
 - Pictures of all staff used;
 - Message is 'who are you' – plan to introduce new staff; by familiar staff.
 - Nice things we did today.
 - Check-in with family;
 - Check in with staff



Vignette B

- Person B: Living in a residential setting (campus) with 7 other adults. 5 staff available 12 hours a day, 2 staff at night-time.
- Isolation required. ([symptomatic- Blue Group](#))
- Person centred approach, 'stay in my own space'

Risk Assessment

- Risks to be supported:
 - Health Screening, test and care plan
 - My room;
 - Hygiene
 - Routine
 - Contact with family/friends/staff
 - Distress- shouting
(Behaviour Support Plan)
- Plan
 - Obs., nutrition, hydration, (health passport)
 - Social story: I am sick; test;
 - My room has Music /TV and fidgets;
 - Communication protocol for care tasks;
 - Choice box; activities/snacks
 - Nice scents; wear a mask;
 - Visual Schedule;
 - SKYPE and multi-media 'zoo';
 - Message is 'come here, please.' check in times and a bell.
 - Check in with family
 - Check in with staff



Vignette C

- Person C: Living in supported living with 2 others; drop in staff once a day, no night-time support.
- Isolation required. (COVID 19 confirmed- Orange Group)
- Person centred approach, 'stay in my own space'

Risk Assessment

- Risks to be supported:
 - Health Screening and Care plan
 - Self isolation unit;
 - Hygiene,
 - Routine
 - Contact with family/friends/staff
 - Distress: trying to get out of bed, scratching face/ hands
 - Plan
 - COVID 19 care plan;
 - Self isolation unit.
 - Obs., nutrition, hydration
 - How I am feeling scale;
 - Social story: I am sick;
 - Things to do in bed;
 - Visual Schedule;
 - iPad
 - Peppermint foot spray;
 - Message is 'I am scared'- accompanied by a family member/staff.
 - Check in with family
 - Check in with staff
- Note: Quarantine for other 2 and drop in staff.

Isolation Practical Approaches: Distress

- ‘Find the Message’ Understand the ‘why’
- Behaviours communicate a message about the individual’s current needs and situation.
- Distress, pain, confusion, coping challenges can all be communicated through verbal and non-verbal means.
- So ‘what is the individual trying to tell you through their behaviour’
- Based on the message; can you now problem solve? For example; can you adapt the environment; the routine, the people available; the activities; fun, food; access to outside; pain; hope, fear; your responses; MDT input;
- This should be captured in the risk assessment, for example...

Isolation Practical Approaches

- If the message is; 'I want to go for a walk please'; how can this be supported in the daily routine?
- If the message is 'I want to sit on my couch in the sitting room'
- If the message is 'I miss my day service'
- If the message is 'Stop, leave me alone'
- If the message is 'I have a pain in my tummy'
- If the message is 'I want you to stay and sit with me'
- If the message is 'I am frightened and I cannot cope with this'

Plan for the 'Message' of distress

Environment	Skills	Focused Supports	Reactive
Physical – my senses; where I am, what I see, what I hear, what I touch, what I smell	This is what I am good at.... Skills and supports for communication	This is what I find hard (stressors)this is what will help.	Remember my message....this is what I am trying to tell you.
Interpersonal- who I am with, how I laugh, how I cry,	Skills and supports for relaxation Skills and supports for coping and hope;	This is what I lovethis calms me. Have these available.	Reassure me; Be calm and quiet with me;
Activity; what I do, what I like, what I value,		Do not do anything to increase distress and if these are known; write these down so they can be shared with other.	Use Novelty if it helps; Help me cope.

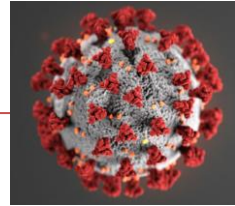
What is the best practice if supporting an individual who tests positive for Covid-19, who displays significant distress as communicated through behaviors of concern?

- Use Risk Assessment and APIE to assist;
- The imminent risk of infection to staff is high...when?
- Think about the behaviour and what the individual is trying to tell you; for example, 'I am scared', 'I do not know you'. 'I do not feel well.' How can these messages be supported?
- Think about what care you need to provide;
- When is the individual not distressed, calm? Can you increase these moments.
- What distresses the individual; why might this be?
- Do you need two staff present, one to comfort and reassure, the other to provide the care.
- What skills for relaxation does the individual have; already written in their care plan. Review the behaviour support plan.
- Social Story and Video information;
- Family support, input and MDT input

Isolation Practical Approaches

- Avoid the need for restrictive practices to support isolation.
- Our aim is always to take a positive and proactive approach to reducing and eliminating the need to use restrictive practices in line: National legislation, organisational values and policies, UNCRPD and evidence based best practice.
- If a restrictive practice is required the Ethical Framework for decision-making in a Pandemic is adhered to and evidenced.

For More Information: Upcoming Webinars



Webinar: Symptom control & End of Life Care in Residential Care Settings during COVID-19 – 8 April 2pm

Webinar: Managing Isolating During COVID-19 Crisis: Practical Approaches – 9 April @ 10am

Webinar: Caring for the Person who is Dying – Upcoming

Webinar: Addressing Grief and Bereavement – Upcoming

Webinar: PPE and Infection Control – Upcoming

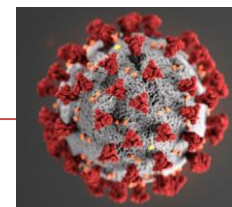


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Resources

- Advance Care Planning: <https://www.tcd.ie/tcaid/accessibleinformation>
- The Palliative Hub: <http://www.thepalliativehub.com/>
- HSE Toolbox Talks: End of life care, CPR and DNAR decisions
- European Association of Palliative Care: www.eapcnet.eu
- Communication around COVID-19: <https://www.vitaltalk.org/guides/covid-19-communication-skills/>
- Coping with stress during COVID-19: <https://learn.nes.nhs.scot/741/quality-improvement-zone>
- Easy Read Materials: <https://www.tcd.ie/tcaid/about/covid19.php>
- IASSIDD website <https://www.iasidd.org/covid-19-resources/>
- Trinity Centre for Ageing and Intellectual Disability website <https://www.tcd.ie/tcaid/>
- Callan Institute www.callan.institute.org Facebook at www.facebook.com/callaninstitute
- Daughters of Charity Disability Support Services <http://www.docservice.ie/>