

Decider

Skills

Group

The Decider facilitators were feeling the 'Fizz' because whilst the young people were learning the skills, we realised the skills weren't being used across the ward and with the families.



The facilitators took a step back and observed what was happening by collecting feedback from young people, staff and Family/Carers, about their knowledge and use of Deciders.

Young People

Young people's feedback before and after learning Decider Skills

Q) What do you know about Decider Skills already? (before)

- "Not much knowledge about the Decider skills"

Q) What do you know about Decider Skills now? (after)

- "Deciders is about ways we can do to make us feel better about ourselves and situations"

Before I knew about decider skills I found dealing with my emotions difficult and confusing. I used to think it was to distract myself and let myself become quite distressed (crying) but then a few different people told me that there were other ways to deal with my feelings. I was told that I should try to focus on what I was feeling and then think about what I could do to make myself feel better. I was also told that I should try to talk to someone about how I was feeling and that they would help me. I was also told that I should try to use the skills that I had learned in the group to help me deal with my feelings. I was also told that I should try to use the skills that I had learned in the group to help me deal with my feelings.

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RESPECT
MIND
OPINION



Our social media pages have helped to spread the word with our colleagues in outpatients at @NHS Tayside, @NHS Grampian, @NHS Highland, @NHS Orkney @NHS Shetland, @NHS Western Isles and the 3rd Sector. This means when somebody leaves the YPU and returns home they can continue developing their Decider Skills.

Staff

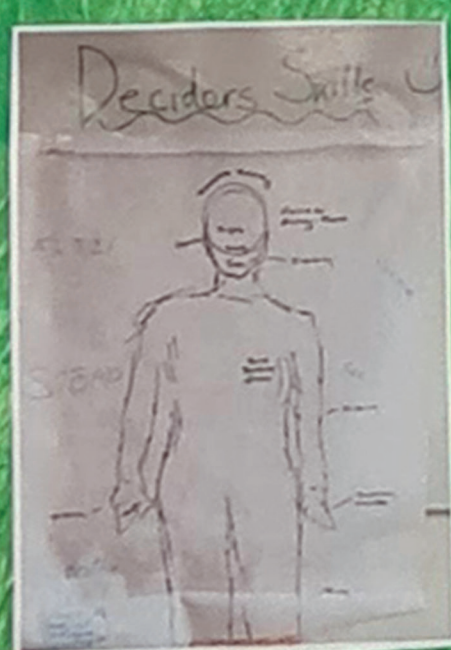
Staff feedback before and after receiving weekly updates.

Q) Would it be helpful for you to know what skills your young person is learning each month? (before)

- "Yes - 100%. That would help staff practice the skill as well as encourage the young people to utilise the skill if it was relevant to the difficulties they're facing at that point in time"

Q) Have you found it helpful knowing what Decider Skill has been learned each week? (after)

- "Yes. As it has allowed staff to reinforce the Decider"



At the end of each four week block of Decider Skills, young people apply the skills to a real life scenario. They show how the skills can be used and draw this out using a life size cut out.

Family/Carers

Family/Carers feedback before and after receiving weekly updates about The Decider Skills Group.

Q) What do you know about Decider Skills already? (before)

- "I know there are quite a lot of skills that use different techniques to help identify and manage emotions"

Q) So what did you find most helpful, / less helpful (after)

- "Has been good to know what's been done within group as this is good way to talk with our young"



"We recreated Sieve or Sponge on a pass home, which helped us to communicate better about our own thoughts and feelings". (Parent)

High Scores	Deciders Skills that can help
Goals-Difficulty in concentrating and/or accomplishing tasks when experiencing negative emotions	All the Decider skills
Impulse - Difficulty, remaining in control of one's behaviour when experiencing negative emotions	Distress tolerance
Awareness - Reflects a lack of awareness or inattention to emotional responses	Mindfulness + Emotion Regulation
Strategies - Reflects the belief that there is little one can do to regulate oneself once upset	Emotion Regulation + Interpersonal effectiveness
Clarity - Reflects the extent to which an individual knows and is clear about his or her emotions	Interpersonal effectiveness
Non Acceptance- tendency to have a negative secondary or non accepting reaction to one's own distress	Distress tolerance Mindfulness

The nursing staff now adds the DERS scores to the Safety Plans and the 6 weekly Care Programme Approach reviews. This helps staff and families know which areas a young person might need some extra support with when they are feeling the 'Fizz'.

It also helps everyone working with the young person to see their progress between admission and moving on from the Young Peoples Inpatient Unit.

With all the feedback from staff, Family/Carers and our young people the 5 4 3 2 1 Skill has been the one most commonly used when feeling the 'Fizz' using our own visual reminder to See, Hear, Touch, Smell and Breath.

