

National Institute for Health and Clinical Excellence

Challenging Behaviour in Learning Disability
Stakeholder Comments – Draft scope

Please enter the name of your registered stakeholder organisation below.		
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Stakeholder organisation:		Optical Confederation
Name of commentator:		Ben Cook
Comment No.	Section number <small>Indicate number or 'general' if your comment relates to the whole document</small>	Comments Please insert each new comment in a new row. Please do not paste other tables into this table, as your comments could get lost – type directly into this table
Example	3.4.6	Our comments are as follows
Proformas that are not correctly submitted as detailed in the line above may be returned to you		
1	General	<p>We would like to highlight the prevalence of visual impairment in people with learning disability. There is a link between the severity of the learning disability and the likelihood of visual impairment. (1)</p> <p>There is under detection of visual impairment in all groups of patients with learning disability. (1) (2)</p> <p>It is likely that visual impairment is a factor in challenging behaviour and thus it is important to establish not only baseline visual performance in all patients with learning disability but to take into account any changes in vision when assessing the causes of challenging behaviour. (3)</p> <p>It should also be noted that the effectiveness of any therapy requiring visual input to aid communication will be adversely affected unless the visual ability of the patient is taken into account when developing the treatment or assessment plan.</p> <p>The LOCSU Enhanced Service Community Eye Care for Adults & Young People with Learning Disabilities Pathway was launched in 2012 with leading charities, SeeAbility and Mencap. (4) This provides an established pathway to facilitate eye examinations for people with learning disability. This may help prevent some challenging behaviour in the first instance therefore Clinical Commissioning Groups can work with providers in primary care to increase awareness of resources available to this cohort.</p>

2	3.1 (j)	We note that sensory impairment is mentioned as a contributory factor for challenging behaviour and would like to highlight the prevalence of visual impairment in people with learning disability. People with learning disability are 10 times more likely to have a visual impairment. (1) (5)
3	3.1 (k) (l)	It is likely that sensory deprivation especially if this is an acquired loss may add to a defensive response to unusual experiences or abnormal environments, hence testing for sensory impairments should be part of any investigation as to the cause of the challenging behaviour in order to avoid the risk of diagnostic overshadowing. To establish change in visual function it is of course important to establish a baseline visual ability which should be recorded in a patient's notes. This should as far as possible include not only visual acuity, but a full eye examination, visual field and results of a functional visual assessment.
4	4.3.1 (a) (b)	Assessment of visual performance and sight testing of all patients at risk of developing challenging behaviour and those who have developed challenging behaviour should be considered to ensure sight loss is not a contributory factor in such behaviour and to facilitate the provision of other therapy and assessment in an appropriate fashion.
5	4.3.1 (d)	We would encourage greater training in the importance of sight tests, the ability to carry out functional visual assessment, and recognition of behaviour possibly caused by visual impairment for all health and social care professionals. Such information should also be available for families supporting or caring for people with learning disabilities and challenging behaviour.
6	4.3.2	We recognise these guidelines do not cover the treatment and management of co-existing conditions such as sight loss but stress the presence of sensory impairment will impact on not only a patient's behaviour but on their ability to communicate with health professionals to achieve effective assessment and treatment of their condition.
7	General	<p>References:</p> <p>1.) Emerson E, Robertson J. Estimating prevalence of visual impairment among people with learning disabilities in the UK. Lancaster University: Centre for Disability Research, 2011.</p> <p>2.) Woodhouse J.M, Ryan B, Davies N, McAvinchey A.(2012) A Clear Vision: Eye Care for Children and Young People in Special Schools in Wales</p> <p>3.) Pilling, R. (2011). The management of visual problems in adult patients who have learning disabilities. Ophthalmic Services Guidance, The Royal College of Ophthalmologists.</p> <p>4.) LOCSU Enhanced Service Community Eye Care for Adults & Young People with Learning Disabilities Pathway [Revised June 2012, Version 1.2]</p> <p>5.) Turner S, Kill S, Emerson E. (2013) Making Reasonable Adjustments to Eye Care Services for People with Learning Disabilities</p>

8	General	<p>The Optical Confederation represents the 12,000 optometrists, 6,000 dispensing opticians and 7,000 optical practices in the UK who provide high quality and accessible eye care services to the whole population. The Confederation is a coalition of the five optical representative bodies: the Association of British Dispensing Opticians (ABDO); the Association of Contact Lens Manufacturers (ACLM); the Association of Optometrists (AOP); the Federation of Manufacturing Opticians (FMO) and the Federation of Opticians (FODO). As a Confederation, we work with others to improve eye health for the public good.</p> <p>The Local Optical Committee Support Unit (LOCSU) provides quality, practical support to Local Optical Committees in England, to help them to develop and implement local objectives, in respect of primary eye care services. LOCSU has developed a number of eye care pathways including cataract and low vision to provide expert advice, associated business cases, clinical training packages and implementation tools to assist with the commissioning of these pathways. For more information, please visit: www.locsu.co.uk</p>
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Please email this form to: Challengingbehaviour@nice.org.uk

Closing date: 5pm on 4 June 2013

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