

# SAFEGUARDING SPOTLIGHT: HOARDING & SELF-NEGLECT BRIEFING PACK



## Pause & Reflect

Think about an item that you have owned for a long time.

Why have you kept it?

- Sentimental Value?
- Monetary Value?
- Identity?



Pause the video here and complete the reflection task.

## Potential Discussion Points/Additional Thoughts

- Do any of these reasons also underpin hoarding behaviour?
- What is the difference between keeping, collecting and hoarding?
- How would you feel if someone told you to 'just get rid' of something that was special to you?



Pause the video on each image. Use the previous bullet point list (which provides an overview of some of the risks associated with hoarding). Identify the established and emerging risks in each image and consider/discuss how these risks could be reduced.



## Pause & Reflect

Choose one executive function skill from the previous list.

Think of some simple tools you could use to support an individual who finds this skill challenging.

Why would this be effective?



Pause the video here and complete the task. Your focus should be on supporting someone to overcome issues that may arise or be exacerbated by their difficulty with a specific executive functioning skill, e.g. setting goals.



## Caring Conversations

You are meeting someone for the first time. During your home visit, hoarding behaviour becomes apparent.

- How could you open up a conversation to broach the issue?
- How would you navigate and respond to challenge?

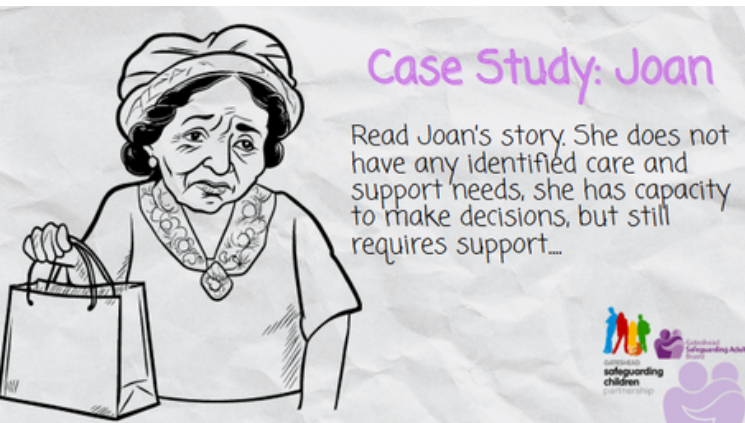


Pause the video here and complete the task.

## Potential Discussion Points/Additional Thoughts

- What would a supportive approach look and sound like? Could this be misinterpreted and if so, how could you overcome this?
- How could you challenge resistance or disengagement? What might they say to you that requires you to change your approach?

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Read Joan's story (there is a transcript below). As you learn more about her, consider:

- The safeguarding concerns surrounding Joan;
- The personal challenges she faces that increase the risk to her;
- How she can be supported and who by;
- What could happen, in a 'worst case scenario'.

## Copy of Joan's Story

Joan is 64 years old and lives in a one-bedroom, top-floor flat. Her home is severely cluttered with clothing, cardboard packaging and miscellaneous household items, many of which are broken or unusable. It is very difficult to move around in Joan's home due to the clutter; her kitchen and bathroom are virtually inaccessible. Joan divorced her husband three years ago, having suffered decades of emotional and financial abuse. The divorce was acrimonious, and she is in debt due to legal fees incurred during the process. Joan does not have any children, and her brother lives abroad. Due to the abuse she experienced during her marriage, Joan does not have many friends to begin with, and she has begun to distance herself from those she did socialise with.

Joan has missed two rent payments, prompting her Housing Manager to visit. During the visit, it became clear that Joan's flat is in a state of disrepair, but there were also other concerns identified. Joan reported to her Housing Manager that she only bathes once every two weeks, primarily due to her inability to access the shower. The shower is blocked by storage containers and piles of clothing, and Joan admits to finding the thought of removing the items from the bathroom very overwhelming. Joan's fridge has not worked for some time, and it contains rotting food. Due to this – as well as her financial circumstances – Joan is surviving primarily on pre-packaged snacks from the local shop. Joan has Type-2 Diabetes, but she frequently misses GP appointments; she has not requested her medication for several months, nor has she had a medication review.

The air inside Joan's flat smells strongly of pet waste – there is no ventilation. Joan owns five cats, none of which have been vaccinated or seen a vet recently due to the cost. Joan describes her pets as 'the reason she gets out of bed in the morning', but admits that she struggles to regularly clean the litterboxes due to lack of motivation.

Joan is worried about getting into further debt to her utility company, so she uses a space heater instead. The Housing Manager notices that there are no smoke detectors in the flat.

The Housing Manager shares her concerns with Joan, but she is emotionally detached from the situation; things have been this way 'for as long as she can remember'. She is overwhelmed by the thought of clearing her home and doesn't know where to start. It becomes clear that Joan struggles to make decisions.



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You are the lead professional in Joan's case. Who would you approach to be part of an effective multi-disciplinary team? Why?




Pause the video here and think about/discuss some of the specific professionals and organisations you could approach to form an effective MDT.

## Discussion Points/Further Discussion

- Why have you chosen these professionals and organisations?
- How would you ensure robust and meaningful multi-agency collaboration?
- Are there any potential barriers? How would you navigate them as lead professional?

### MDT Plan: Joan




Professional/Organisation	Reason for involvement
Fire Service	
Community Psychiatric Nurse (CPN)	
Housing Manager	

Action	By What?	By When?	Intended Outcome	Priority
A safety risk will be assessed and the Fire Service will be alerted to help Joan to identify fire hazards in her home.	Fire Service	Within 2 Weeks	The risk of fire in Joan's home will be reduced. She will have a good understanding of how to protect herself from fire and will accept support to reduce emergency risks.	High

## Pause & Reflect

As the lead professional, you are about to chair your first MDT meeting. Use the planning template within the resource pack to allocate actions to each agency. You should also consider:

- Timeframes
- Desired Outcomes.



Using your previous thoughts/discussions, complete a mock MDT plan to reduce the risk to Joan. Think about who should be responsible for certain actions, which should be prioritised, and what the intended outcomes are. Are there any barriers? How can these be overcome? Are there any challenges that are not obvious now but may become apparent later?

How will you, as lead professional, know that your MDT have made a difference to Joan?

## Evaluation of Training

Feedback is important to the Safeguarding Business Unit. Please take the time to evaluate the training to inform our future plans!

