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STOMP Medication Review Pathway

(Stopping over Medication of People with a Learning Disability, Autism or both with psychotropic medicines)

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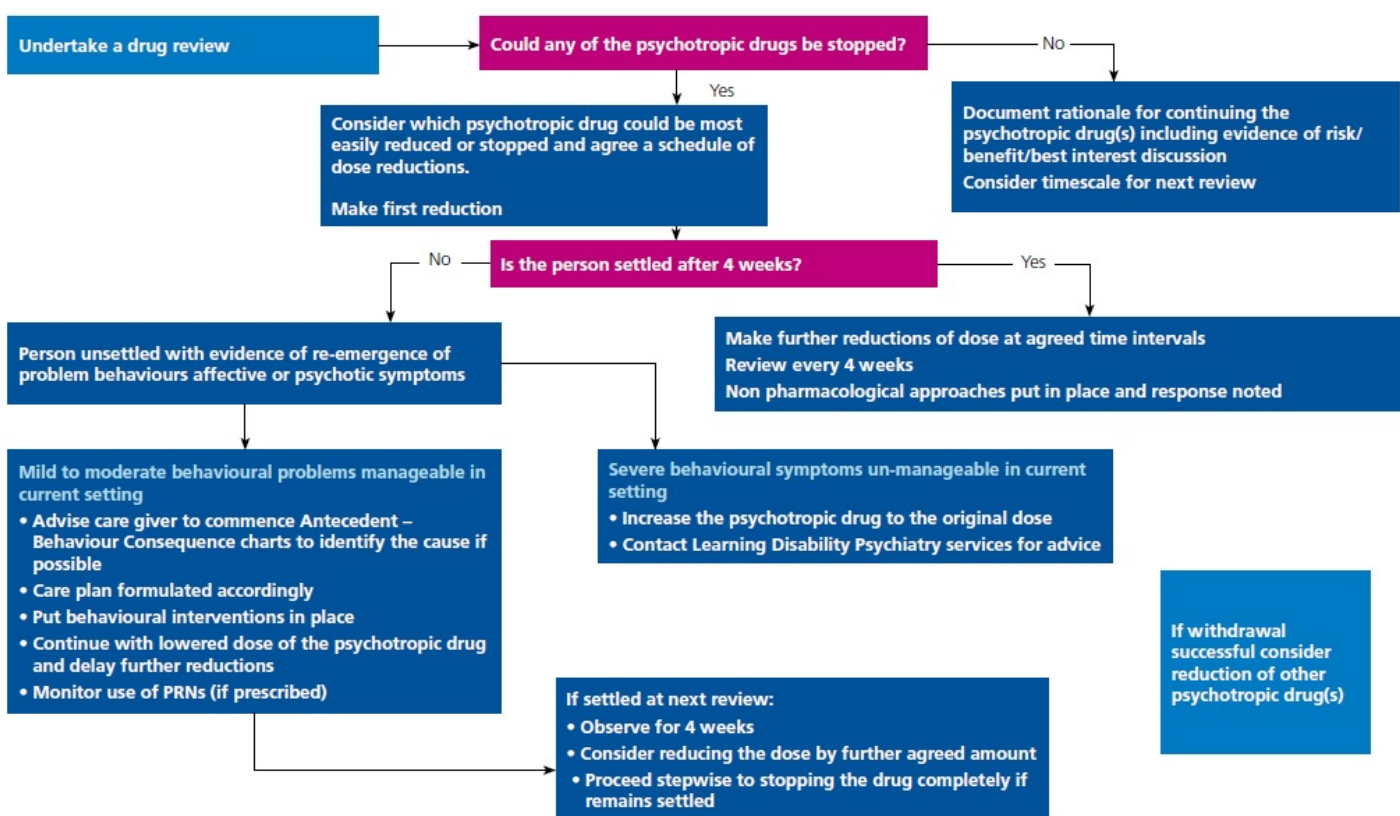
1 Background

STOMP principles are a priority within the NHS with guidance documents available from numerous professional bodies including NHS England, NICE and the Royal Pharmaceutical Society. ‘STOMP’ is an acronym for Stopping over Medication of People with a Learning Disability, Autism or both with psychotropic medicines. This health campaign was introduced in 2016 to stop the over-use of psychotropic medication to manage people’s behaviour. This aims to improve the quality of life of people with a learning disability, autism or both by supporting providers to ensure they **only receive psychotropic medication for the right reasons and in the right amount**. It is estimated that on an average day in England between 30,000 and 35,000 people with a learning disability, autism or both are taking prescribed psychotropic medication without appropriate clinical justification. This is medication which results in alterations to perception, mood or consciousness. Long-term use of these medicines puts people at unnecessary risk of a wide range of side effects including weight gain, organ failure and even premature death. Tees, Esk and Wear Valleys NHS Foundation Trust signed the healthcare pledge for ‘STOMP’ in April 2018

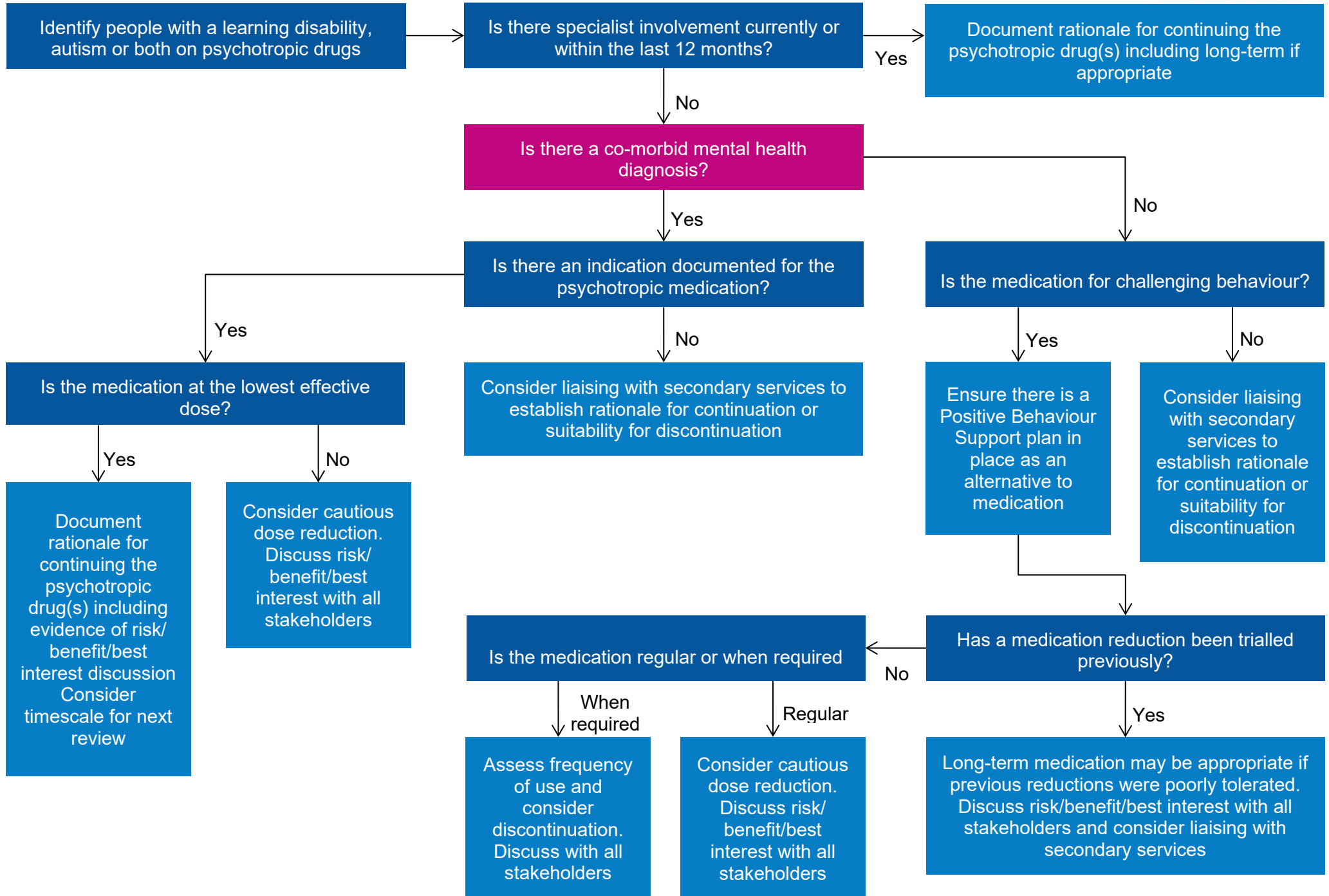
[NHS England guidance](#) provides an algorithm for the safe reduction of medication (Figure 1); however, there is little detail to guide decisions in the first step ‘Could any of the psychotropic drugs be stopped?’

Figure 1

Algorithm for the review, reduction or stopping of psychotropic drugs in people with a learning disability, autism or both



The pathway below aims to guide the assessment of medication during the review process to help distinguish appropriate and inappropriate medication for people with learning disabilities and autism.



When considering medication reductions follow the NHS England guidance from Figure 1 to ensure that the process is safe and tolerable for the person and their social situation. Routine use of Scatter Plots (see appendix 1 below), can help evaluate behaviours before, during and after medication changes. If the frequency or severity of behaviour worsens following medication adjustment this should be discussed with all stakeholders. Any patterns noted through these charts can be incorporated into the Positive Behaviour Support plan to minimise potential triggers.

At each medication review, discuss and document the risks and benefits considering:

- Current presentation
- Target behaviours
- Previous presentation severity
- Potential adverse effects
- Carer/family perspectives
- Monitoring requirements

If unsure about the suitability of prescribed medications or for information on positive behaviour support, contact the TEWV LD services for advice.

Useful Resources

- [NHS England - Stopping over medication of people with a learning disability, autism or both \(STOMP\)](#)
- [NHS England - Supporting Treatment and Appropriate Medication in Paediatrics \(STAMP\)](#)

Other Resources

- [BILD](#)
- [British Association of Behavioural and Cognitive Psychotherapies \(BABCP\)](#)
- [British Association for Counselling and Psychotherapy](#)
- [British Psychological Society](#)
- [Challenging Behaviour Foundation](#)
- [Positive Behavioural Support Academy](#)
- [Royal College of Psychiatrists](#)
- [Royal Pharmaceutical Society](#)
- [National Autistic Society](#)
- [TEWV Learning Disability Service](#)
- [Voluntary Organisation Disability Group \(VODG\)](#)

References

CQC, (2016) Survey of medication for detained patients with a learning disability

NHS England, (2016) Stopping the Over Medication of People with a Learning Disability, Autism or Both

NICE, (2016) Guideline 54: Mental health problems in people with learning disabilities: prevention, assessment and management

NICE, (2015) Guideline 11: Challenging behaviour and learning disabilities: prevention and interventions for people with learning disabilities whose behaviour challenges

NICE, (2012) Guideline 142: Autism spectrum disorder in adults: diagnosis and management

Appendix 1 – Scatter Plot

Scatter plots are used to track changes in behaviour over time. Each time a behaviour that challenges occurs tally it the ‘How Many’ column and put an indication if it was Low, Medium or Severe in the ‘How Severe’ column. You may record multiple incidents in the same box.

Name:.....

Start Date:.....

AM	Day 1		Day 2		Day 3		Day 4		Day 5		Day 6		Day 7	
	How Many	How Severe	How Many	How Severe	How Many	How Severe	How Many	How Severe	How Many	How Severe	How Many	How Severe	How Many	How Severe
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PM	Day 1		Day 2		Day 3		Day 4		Day 5		Day 6		Day 7	
	How Many	How Severe	How Many	How Severe	How Many	How Severe	How Many	How Severe	How Many	How Severe	How Many	How Severe	How Many	How Severe
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