

positive
behaviour
support



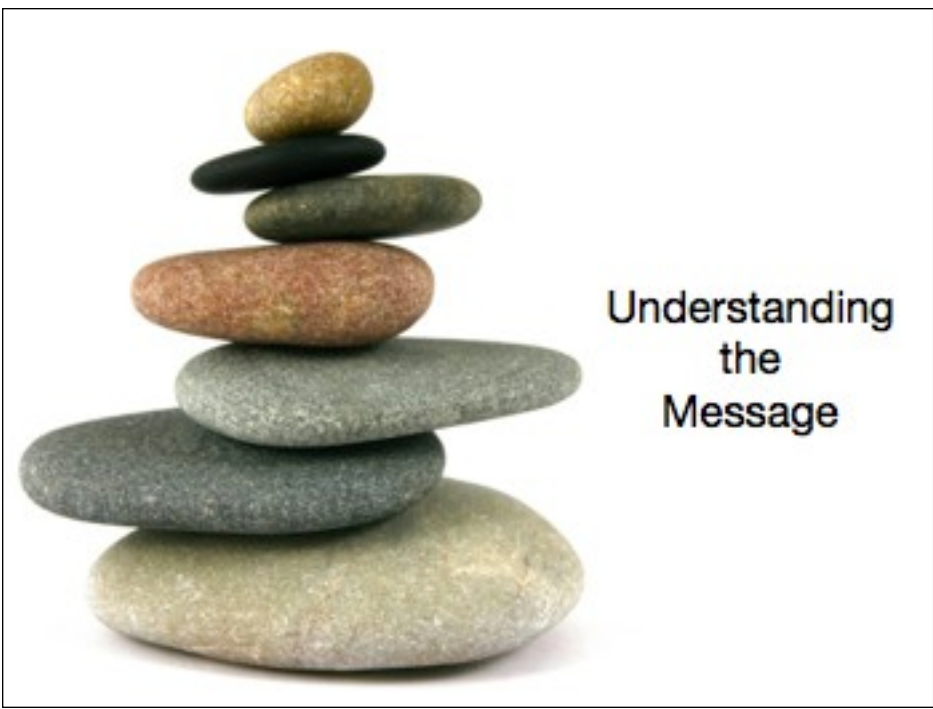
gary radler



Quality of Life



Engagement



Understanding
the
Message



Didden, Korzilius
& Curfs 2007

Skin Picking:

“Come spend time with me”

“Give me some food”

“Let me out of here”

“I don’t want to”

“That feels good”

“That’s a relief” (anxiety reduction)



Multi-element
Planning

Skin picking

**Compulsive
Behaviours
(hoarding, arranging)**

Overeating

Sleep Problems

Temper Outbursts

Food Stealing

Depression

Stubbornness

Aggression

**Poor response to
change in routine**

**Self-Injurious
Behaviour**

**Studies scarce, poor,
and focus on drug
treatment**

Overeating?

Singh etc 2011

- **Mindfulness-based health wellness Program**
- **3 Adolescents**
- **exercise**
- **food awareness program**
- **mindful eating**
- **visualising & labelling hunger**
- **coping skill**

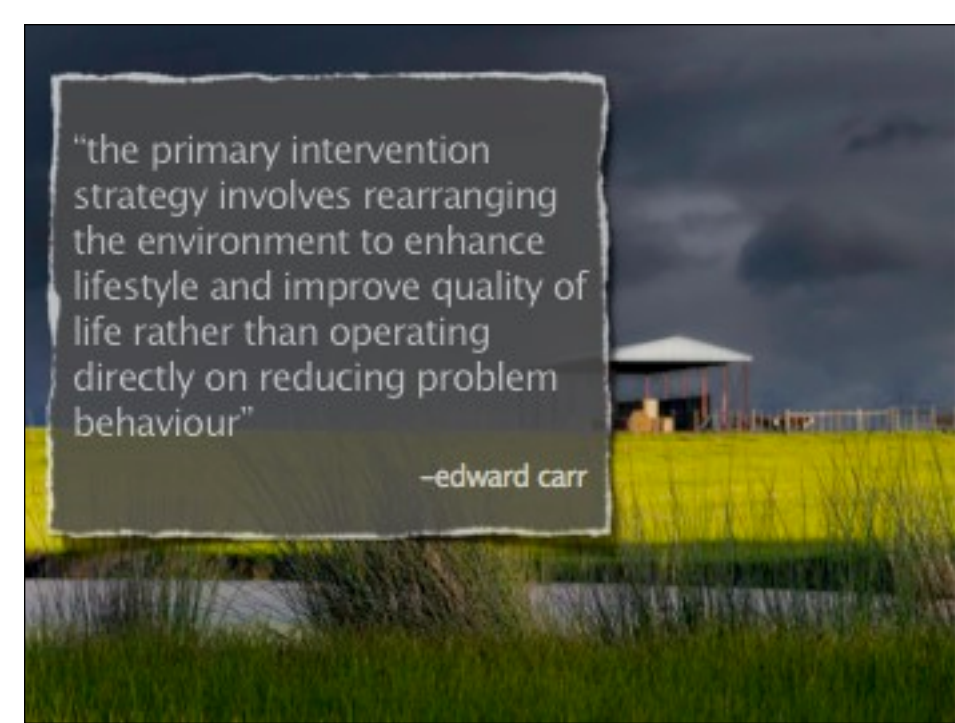
1. If you are standing, stand in a natural manner rather than in an assumed posture, with the soles of your feet flat on the floor.
2. If you are sitting, sit comfortably with the soles of your feet flat on the floor.
3. Breathe naturally, and do nothing.
4. Cast your mind to the last time you felt hungry but could not get any food to satisfy your hunger. Stay with the hunger.
5. You are feeling hungry, hungry thoughts are flowing through your mind, and you are craving food. Let the thoughts flow naturally, without restriction. Stay with the thoughts of hunger.
6. Now, quickly shift your attention fully to the soles of your feet.
7. Slowly, move your toes; feel your shoes covering your feet; feel the texture of your socks, the curve of your arch, and the heels of your feet against the back of your shoes. If you do not have shoes on, feel the floor or carpet with the soles of your feet.
8. Keep breathing naturally and focus on the soles of your feet until there are no thoughts of hunger.
9. Practice this mindfulness exercise until you can use it whenever you feel hungry outside of meal or snack times.
10. Remember to use this meditation procedure when the urge to eat is great, but you really do not need to eat.

-From Singh etc 2011

- BMI went from obese to normal
- Maintained gains for 3 years




what works?
top 3



“the primary intervention strategy involves rearranging the environment to enhance lifestyle and improve quality of life rather than operating directly on reducing problem behaviour”

—edward carr



“...an applied science that uses educational methods to expand an individual’s behavior repertoire, and systems change methods to ... achieve first, an enhanced quality of life and, secondarily, to minimize problem behavior”

—edward carr and friends (2002)



day-to-day?

5-10 years
from now?



“person-centered planning, as an addition to functional assessment, may provide the context that is necessary for a plan to succeed ...”

**Every Moment Has
Potential**

**A Little and
Often**



**The Right Type
and Level of
Assistance**

Maximise Choice & Control



HELLO GARY RADIER
WHAT'S YOUR NEWS?
I WORK AT THE LAUNDROMAT.
MONDAYS, TUESDAY.
I HELP DAD ON THE FARM
MY CAT IS JINGLE BELLS
Melinda said she has been no picking
& got her leechy prize.
FORM MELINDA



a focus on
strengths

STRENGTHS

Talents

Skills

Interests

Nice Things



JAKE'S STRENGTHS

- Calms himself - sits + doesn't want to be touched
- Monitors out of corner of eye what's happening

Skills

excellent eye coordination
open to new activities + places

Running

Ball game!

cricket
throwing
soccer

Gentleness

Interests

initiates conversation

Positive Qualities

Polite
funny - makes funny comments
lovely smile
very social
laughing

STRENGTHS

- Singing
- Guitar
- Music
- Radio
- Music
- Farm animals
- headville
- farm

- Visiting Bakery
- Quiet time on couch
- Bowling with league + Dad
- Scooter riding

- Touch screen
- iPad
- Shopping
- exchanging money
- Adaptable

TALENTS

- Picnics
- wiggles
- Gentle with animals
- Walking dogs
- Preparing food
- vacuuming
- grooming
- sweeping
- mapping

- Vietnamese grocery shopping
- cliques
- Action
- Public transport
- Potting plants
- Watering plants

INTERESTS!

- Movies-3D
- Drives

IDEAS: USING AND BUILDING ON STRENGTHS

Heads that he likes writing ③
 Make sure exercise is aware of his strengths ③
 Stuff need to be positive ③
 Give him time to process ③
 Take him to the places he enjoys ③
 Freedom to express himself ③
 Identifying what music he likes best ③
 Increase community involvement ③
 Increase participation level ③

Prepare meals - teaching music
 Expand on writing (herbs)
 Time to use + improve use of iPad
 Find out about making references + skills ③

THINGS THAT WORK

⇒ Success, Motivation, Happiness, Rapport, Calmness
 Focused when given a repetitive movement activity he is good at
 When he is given a clear, ^{not imposing} ~~imperative~~ instruction with an expectation of cooperation, while staying out of his space
 Praise + acknowledgment
 Wide open spaces
 Persistence + taking a gradual, graded approach
 Talk to Jake to his face, after using his name to get his attention

Use Rule of 5-10
 • Bath 5-10
 • Foot spa 1
 —secs to process
 words in sentence

THINGS THAT WORK

- Asking him if what you think is stressing him actually is.
- In new situations let him know what's coming up + what he needs to do
- Take safety bag - string, wool, etc (often he just needs the comfort of knowing it's there)
 - ↓
 - keep it in some storage place
- Have something to re-direct him to if you see him getting unwell
- Reassure him about doing things he's preferred ways

ACTION PLAN

WHO	WHAT	BY WHEN
All settings	Use learning logs	EDAR Commence July 1
Gary	Give learning log forms to Plouie James Glen Joake Sarah	23 June
Janice	To list all items that need to be in every setting for Jake + to make arrangements to acquire them	End July 31
Gary	To distribute written info about what works + make video of key strategies + strengths	July 31



Circus Poetry +
Sense of Humour
Knows what he wants to do
+ what he doesn't
Compassion + caring (doesn't
like it when others upset)
Good at apologies (shows respect +
strength)
Entertainer
Good leader - likes to be in
charge
Drummer Likes time with
family esp. Alexandra

STRATEGIES FOR BUILDING ON SEAN'S STRENGTHS

getting support staff aware + using him to
in choices (2-3) GR

exploring groups/clubs where people share his
interests - drama, camera club, choir (3) Rachel Alf

Spending him time + respect to listen to him (3) Sue

visiting cars (2)

using home work (3) Miranda

work: exploring phone, (2)
hospitality

face painting of Bunnies (3) Rachel

volunteer work (respite, interchanges, disco) (2)

concierge

more choice to do errand jobs (1)

adequate respite for family (3) Rachel

poster for cleaning (2)

drumming skills (2)

Official EDAR photographer (2)

EDAR puffy cash (1)

Song-writing workshop (2)

Singing in a choir (3) - Miranda

Radically new place with new people
to stretch miles (2)

Help with recruitment processes (3) ^{Anna}
_{Sue}

Picture-based morning routine (3)
Greg.

1=OK idea but not now

2=Good idea

3=Great idea, let's do it

7. Sean will continue to improve his negotiation and compromise skills (see Teaching Strategy on page 177)

Responsibility: Gary Radler

8. Arrangements were made for Sean to join and attend the Camberwell Camera Club and the Mudge Jey Oxford Theatre Group by Sue Taylor.

Responsibility: Sean's after hours support workers from On-Call and Interchange are responsible for supporting Sean's attendance at these clubs.

9. Options for Sean to volunteer at Nursing Homes will be investigated.

Responsibility: Miranda Dunn was following this up in 2009

10. Options for Sean to do some face painting at a Bunnings store were being investigated by Rachel Lester, Sean's DHS Case Manager.

11. Sean to be invited to attend the Box Hill Community Arts Centre to sing in their choir.

Responsibility: Miranda Dunn had made the investigations and Den Gale and Sean were planning to check it out.

12. Sean will participate in the EDAR recruitment and selection process.

Responsibility: Darren Kenyon and Sue Taylor

13. A picture-based morning routine will be developed and followed by Sean.

Responsibility: Greg Eskman

what
works?

when
do
problem behaviours
not
happen?

with whom
do
problem behaviours
not
happen?

during ^{what}
activities
do
problem behaviours
not
happen?

in ^{what} places
do
problem behaviours
not
happen?

what's the **one**
thing that will
guarantee
no
problem behaviours?



Understanding the
Message



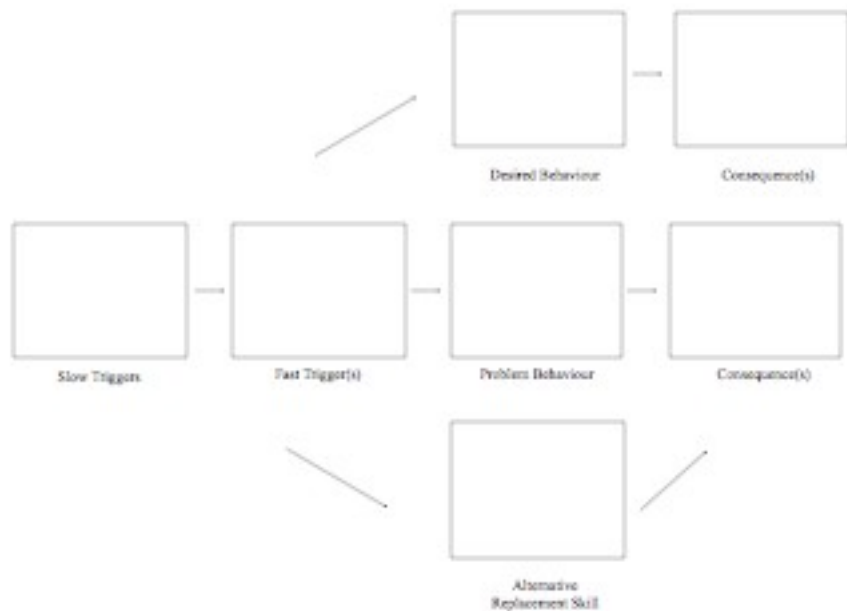
Multi-element Planning

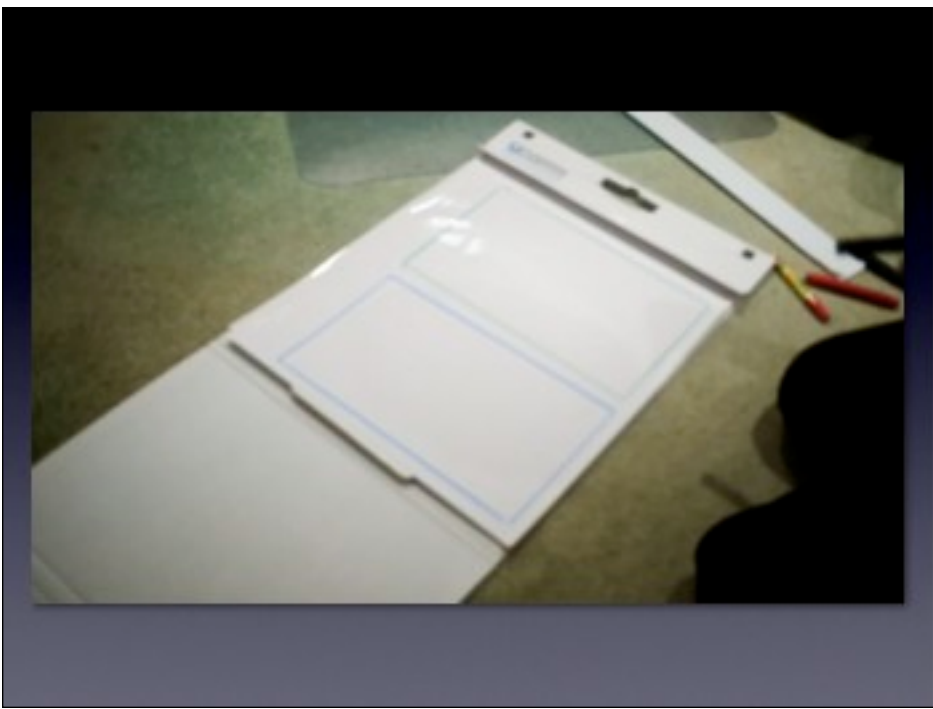
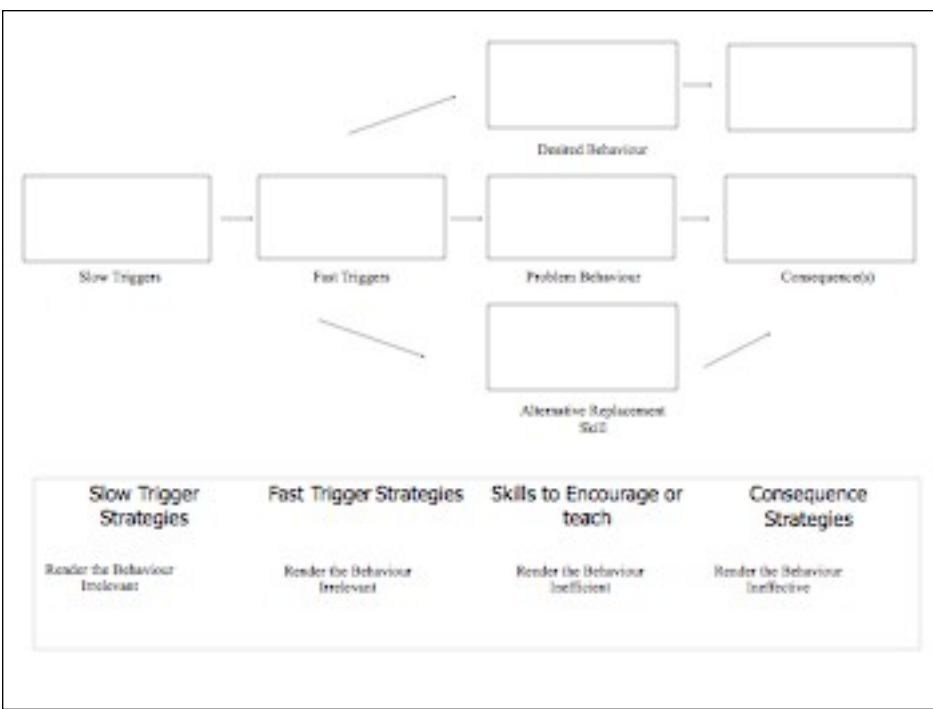
**What the person is
doing tells us we have
to do something...**

**But it's the why that
tells us what to do.**

One at a Time

Summary Statement





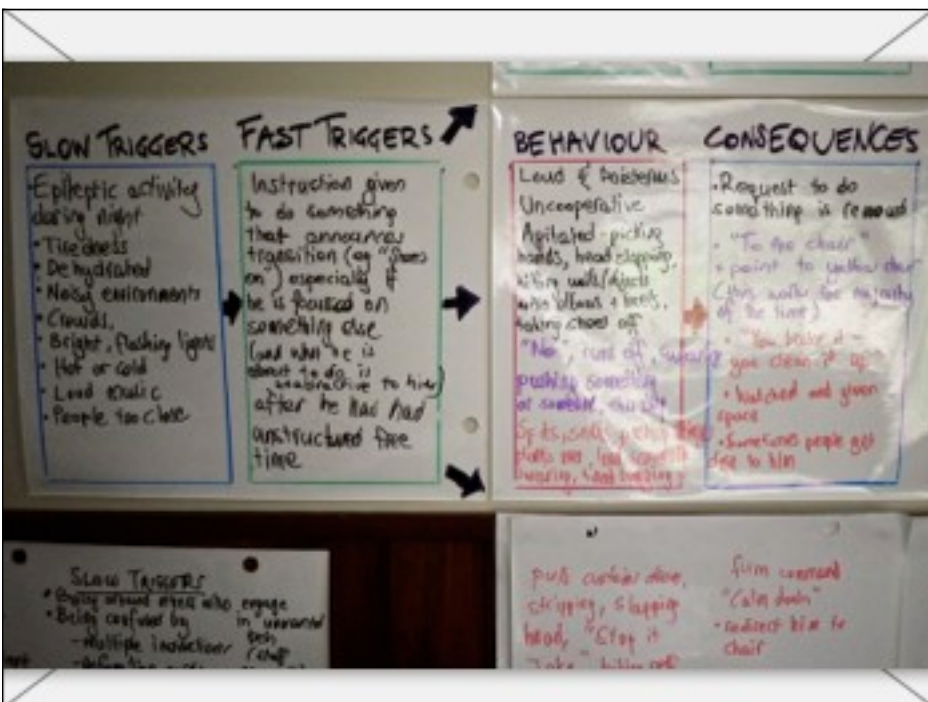
Desired Behaviour

- In an ideal world, what do you want the person to do in this situation?

Desired behaviour: Completing the activity he is involved and getting ready or moving onto the next activity without showing any of the problem behaviours.

Describe the Behaviour

- Early Precursors
- Immediate precursors
- Behaviour incidents
- Observable terms (describe what you hear and see)



pull curtains down,
stripping, slapping
head, "Stop it
Jake", biting self.
(mainly wrists), picking
toenails off, bites
clothes, urinating
on floor

firm command
"Calm down"
• redirect him to
chair

Fast Triggers

- What happens immediately before?

SLOW TRIGGERS	FAST TRIGGERS	BEHAVIOUR	CONSEQUENCES
<p>Epileptic activity during night</p> <ul style="list-style-type: none"> Tiredness Dehydrated Noisy environments Crowds Bright, flashing lights Hot or cold Loud music People too close 	<p>Instruction given to do something that announces transition (eg "Shoes on") especially if he is focused on something else (and what he is about to do is unattractive to him) after he had had unstructured free time</p>	<p>Loud & boisterous</p> <p>Uncooperative</p> <p>Agitated - picking hands, head slapping, hitting walls/object with elbows + feet, taking shoes off</p> <p>"No", runs off</p> <p>pushing someone or someone, this</p> <p>Sf ds, snits, p, plots over, loud swearing, head banging</p>	<p>Request to do something is removed</p> <p>"To the chair" + point to another chair (this works for majority of the time)</p> <p>"You have to get clean it up"</p> <p>balanced and given space</p> <p>Someones people get close to him</p>

Slow Triggers

- Busy around areas who engage in unusual beh
- Being confused by multiple instructions

pull out chair alone, sitting, slapping head, "Stop it", "Take it down"

firm command "Calm down", "return him to chair"

LOW TRIGGERS	FAST TRIGGERS	BEHAVIOUR
<p>Epileptic activity during night</p> <p>Tiredness</p> <p>Dehydrated</p> <p>Noisy environments</p> <p>Crowds,</p> <p>Bright, flashing lights</p> <p>Hot or cold</p> <p>Loud music</p> <p>People too close</p>	<p>Instruction given to do something that announces transition (eg "Shoes on") especially if he is focused on something else (and what he is about to do is unattractive to him) after he had had unstructured free time</p>	<p>Loud & boist</p> <p>Uncooperative</p> <p>Agitated - pick hands, head slapping, hitting walls/object with elbows + feet, taking shoes off</p> <p>"No", runs off</p> <p>pushing someone or someone, this</p> <p>Sf ds, snits, p, plots over, loud swearing, head banging</p>

Slow Triggers

- Background influences
- Predisposing Factors

SLOW TRIGGERS

- Epileptic activity during night
- Tiredness
- Dehydrated
- Noisy environments
- Crowded
- Bright, flashing light
- Hot or cold
- Loud music
- People too close

FAST TRIGGERS

- Instruction given to do something that annoys/irritates (eg "Shut on") especially if he is focused on something else (and what he is about to do is irritating to him) after he has had unstructured free time

BEHAVIOUR

- Loud & hysterical
- Uncooperative
- Agitated - picking hands, head slapping
- W/ing walls/objects
- Also throws & kicks
- Taking shoes off
- "No", runs off, ~~pushing something at another~~
- Spits, ~~says~~ ~~other things~~
- Hates not, ~~has~~ ~~complaints~~
- Swearing, head banging

CONSEQUENCES

- Request to do good thing is removed
- "To the chair"
- points to yellow chair (this works for majority of the time)
- "You have it - you clean it up"
- hushed and given space
- Sometimes people get close to him

Slow Triggers

- Being around people who ~~are~~ ~~in~~ ~~unusual~~ ~~beh~~
- Being confused by ~~multiple~~ ~~instructions~~ ~~conf~~

puts curtains down, stripping, flapping head, "Stop it", "Take" ~~button~~

firm command "Calm down"

- redirect him to chair

SLOW TRIGGERS

Epileptic activity during night

- Tiredness
- Dehydrated
- Noisy environments
- Crowds,
- Bright, flashing lights
- Hot or cold
- Loud music
- People too close

FAST TRIGGERS

Instruction given to do something that announces transition (eg "Shoes on") especially if he is focused on something else (and what he is about to do is unattractive to him) after he has had unstructured free time

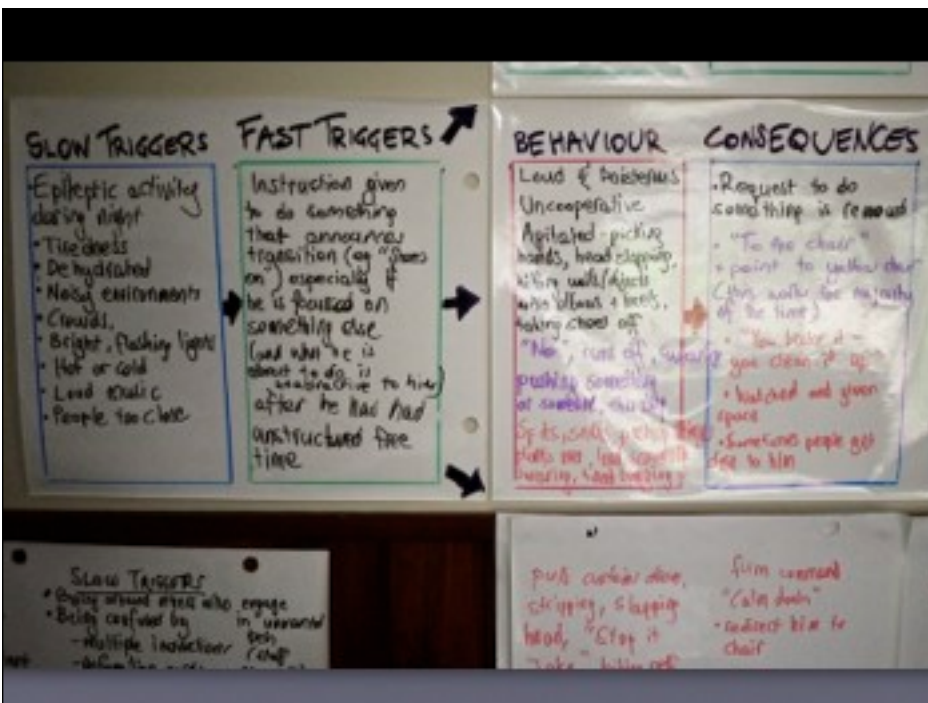
BEHA

Loud &
Uncoop
Agitate
hands, h
hitting wa
with elbow
taking st
"No"
pushing
or someth
Sp ds, st
plants over
sweating,

- ### SLOW TRIGGERS
- People being impatient or irritable with him
 - Being around others who engage in unwanted beh (staff as well)
 - Being confused by
 - Multiple instructions
 - unfamiliar words
 - too many words
 - No red cues
 - Being aware of something planned that will be delayed
 - Change of routine
 - Lack of structure
 - Wants to do something he was enjoying earlier that his current support worker is unaware of.
 - Experienced distressing emotions

Consequences

- What happens immediately after?
- What do people do?
- What changes occur?



BEHAVIOUR

Loud & boisterous
Uncooperative
Agitated - picking hands, head slapping, hitting walls/objects with elbows + heels, taking shoes off
"No", runs off, swearing
pushing something or someone, throwing
Spits, snobs, pushing things, stands over, loud swearing, swearing, head banging

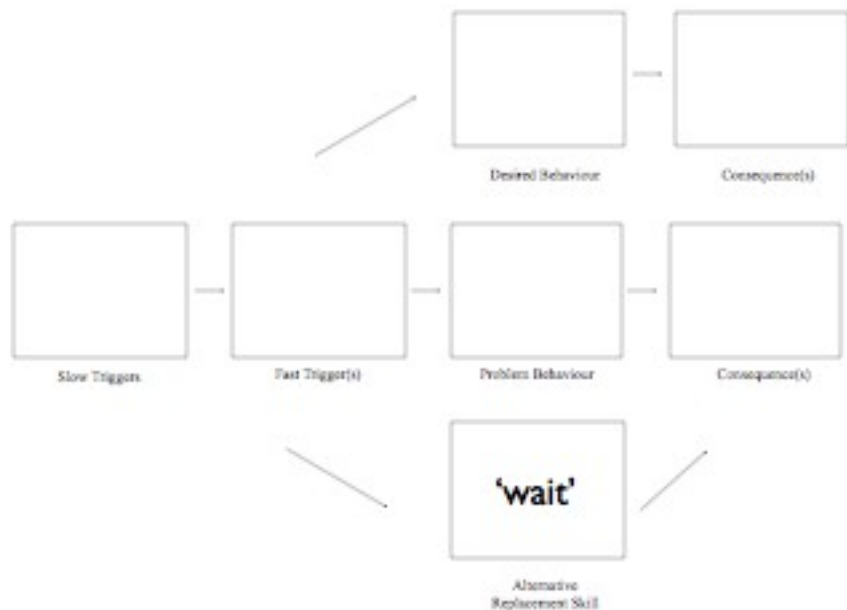
CONSEQUENCES

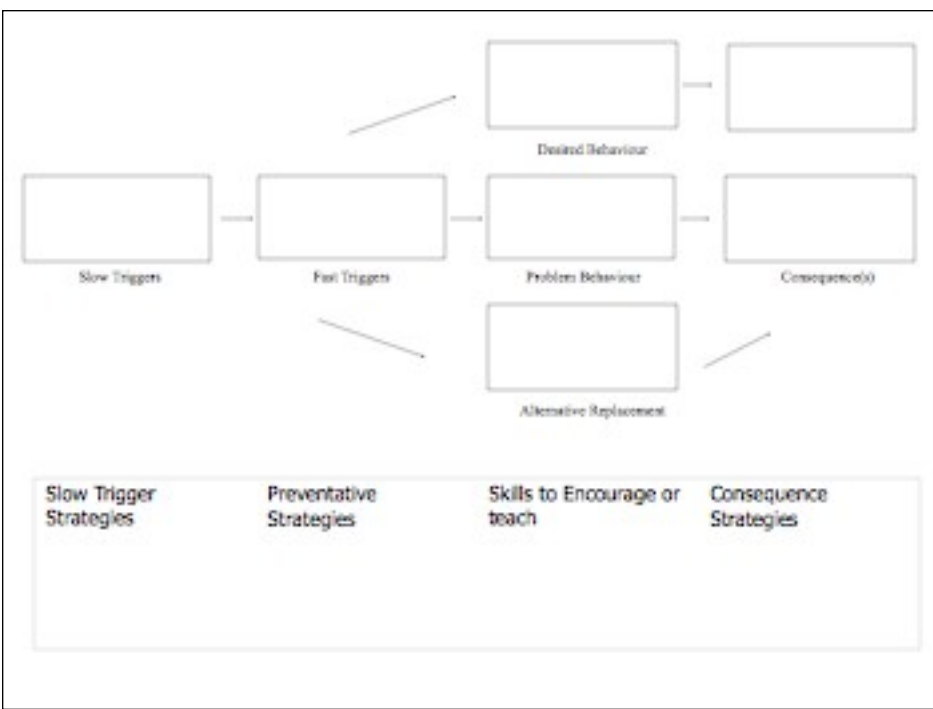
• Request to do something is removed
• "To the chair" + point to yellow chair (this works for majority of the time)
• "You broke it - you clean it up"
• Watched and given space
• Sometimes people get close to him

Function

- Message?
- What does the person get?
- What does the person avoid?
- What does the person escape from?

- I don't want to! (I'm enjoying what I'm doing, I don't like what you want me to do)
- He gets to avoid or delay transitioning





Slow Trigger Strategies:

- Eliminate
- Reduce
- Soften
- Slow Triggers associated with wanted behaviour

Slow Trigger Strategies:

- Jake usually prefers people to stay an arms-length away from him. Please try to keep this distance.

Slow Trigger Strategies

- EDAR will work on teaching him to say, "Space please"
- EDAR will update his communication dictionary to include Jake's gesture for "space"
- When staff are feeling stressed they will take self-management action.
- When staff notice that their colleagues are getting stressed with Jake, they will offer their support. This may include tag-teaming with them.
- Photo-based schedule

Slow Trigger Strategies

- Jake sometimes shows signs of tiredness. When this is the case encourage him to have a rest (e.g. on the floor with his pillows and wool), but he is not to go to sleep as this affects his sleeping at night.
- Jake gets affected by dehydration. Encourage him to drink regularly and encourage him to have a drink at the end of each activity.
- To develop his coping skills, expose him to crowds and loud music when he is not showing any signs of stress. BUT, when he does appear stressed DO NOT expose him to crowds or loud music.

Fat Trigger Strategies:

- Preventative
- Eliminate
- Reduce
- Soften
- Fast Triggers associated with wanted behaviour

Fast Trigger Strategies

- Photo-based schedule
- Social stories for Transitioning between vehicle and place and vice versa

Teaching Strategies

- Desired Behaviour
- Alternative Replacement Skills
- (General Skills)

Teaching Strategies

- Transitioning
- Wait

Consequence Strategies

- For Desired Behaviour
- For Alternative Replacement Behaviour
- For absence of Target Behaviour
- For Whispers
- For Behaviour Incidents



Contractual agreement with Centre Box Hill Security staff

- 1) Centre Box Hill shop staff and the security team expect Sean when he is travelling through the shopping centre
 - a. To act responsibly
 - b. To act in a safe manner
 - c. To not interfere with others
- 2) Security officers hold the power to ban Sean from Centre Box Hill if he behaves inappropriately
- 3) Sean's right to use Box Hill Centre is based on his accepting the rights of the shop owners, the security team and shoppers.
- 4) These rules will apply to all shops at Box Hill Centre (including Op Shops, Supermarkets (Safeway and Coles) Casual Guy, Sams, Louis, The Reject Shop and the food court.

These rules have been drawn up by Security Officer John Hilder
4th December 2009

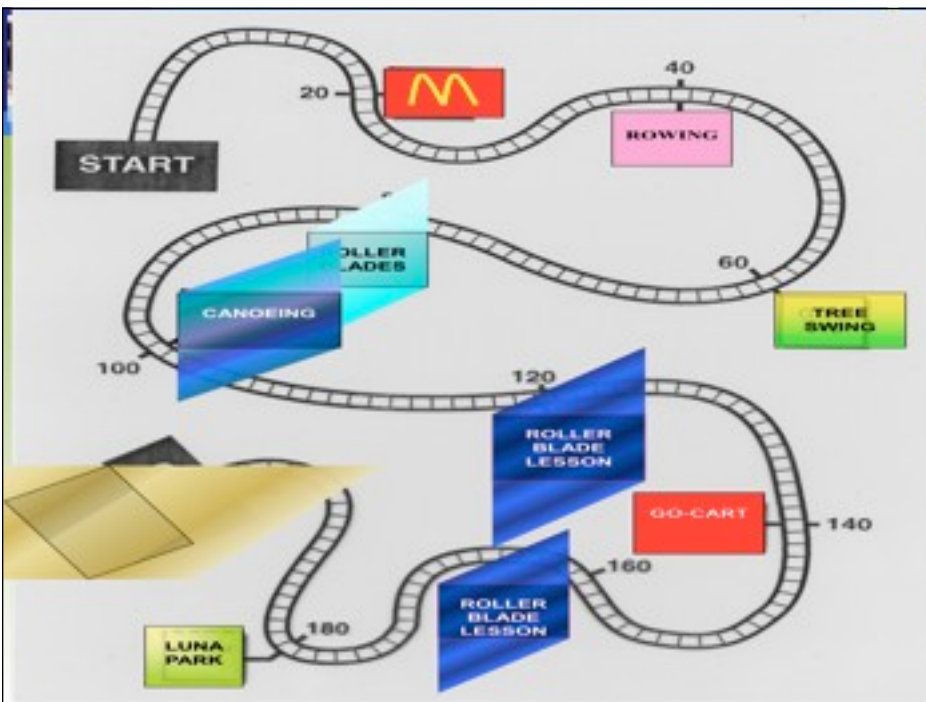
A weekly report will be provided to Greg Esham Team Leader EDNR Belconn Rd by John Hilder Security Manager Centre Box Hill regarding Sean and his use of Box Hill shopping centre while travelling to EDNR on the Bus and the Train.

RESPONSIBLE CITIZEN AWARD

If Sean abides by this contract, he will be rewarded with the Responsible Traveller Award which will see him presented with a \$20 shopping voucher for each month in which there are no incidents of irresponsible behaviour and all reports are positive.

Sean Green..... Greg Esham.....

John Hilder.....



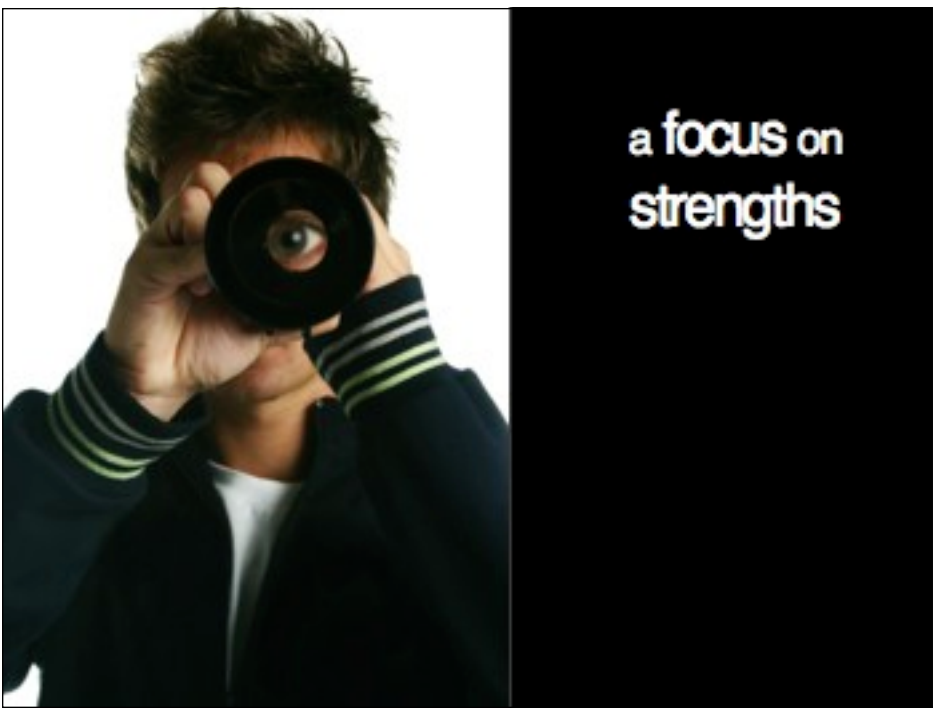


Reactive Strategies

- Redirection
- Capitulation
- Active Listening
- Instructions
- Encouraging Communication
- Inject Humour
- Proximity Control
- Encourage relaxation
- Do something Unexpected
- Interpositioning
- Emergency Physical Containment



Quality of Life



what
works?



Engagement

**Every Moment Has
Potential**

**A Little and
Often**

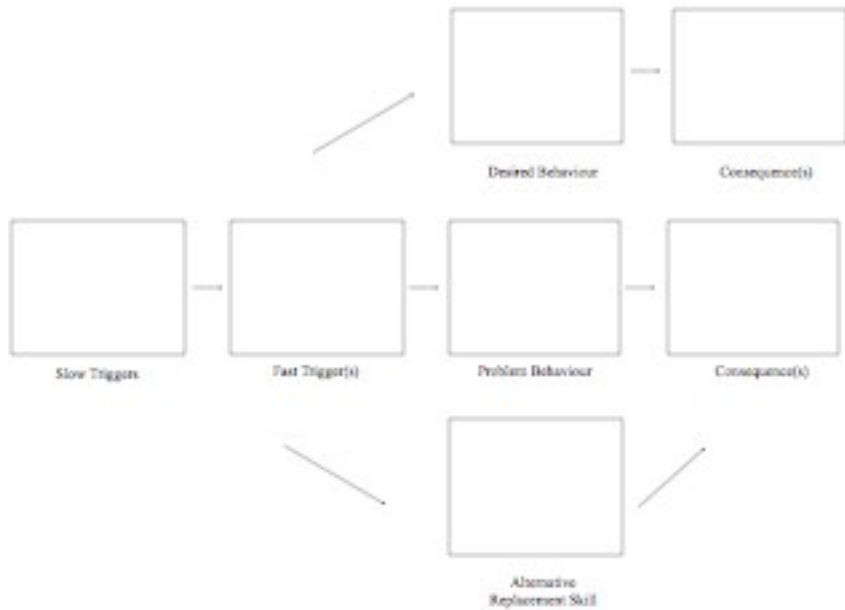


**The Right Type
and Level of
Assistance**

**Maximise
Choice &
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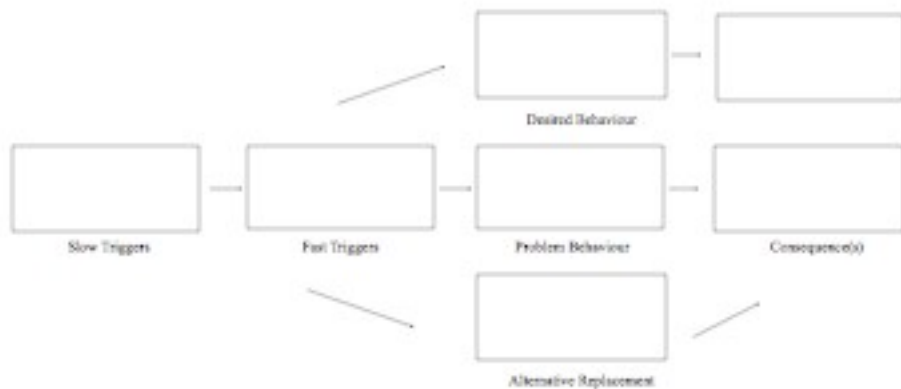


Understanding the Message





Multi-element Planning



Slow Trigger
Strategies

Preventative
Strategies

Skills to Encourage or
teach

Consequence
Strategies



“The best behaviour support happens when the behaviour is not happening”