

A Holistic Approach to Behaviours of Concern with Adults with Autism and Complex Needs.

Lighthouse 2017

Complex Behaviours Require More complex Holistic Approaches. CLDD.

- * Personalised approaches that are not about fitting square pegs into round holes.



However they are about.

- * A range of behaviour management (support) strategies that focus on the reduction of stress, fear and frustration and seeks to prevent aggression and crisis situations. The low arousal approach seeks to understand the role of the 'situation' by identifying triggers and using low intensity strategies and solutions to avoid punitive consequences for individuals with Autism.

Low Arousal.com.

- * **They are also about,**
- * Recognising strengths and abilities to promote happy, meaningful and fulfilled lives.
- * **For Us they are about.**

A way of being with people that involves ***reflection in and on*** practice and seeking to live without blame.

Features of a Holistic Approach.

1. Starts with us and seeks to understand our part in behaviour support.
2. Is an individual approach that seeks to understand the person, what causes them to be anxious and experience high levels of stress. what motivates them.
3. Seeks to understand the persons sensory experience, addresses sensory difficulties and makes the most of sensory strengths.
4. Understands the impact of environments on understanding, functioning, anxiety, stress, (confusion)
5. Addresses the underpin difficulties. Communication, interaction, Flexibility of thought and behaviour.



- * Has short term strategies that run alongside long term approaches.

Features of a Holistic Approach 2.

6. Provides support to the person to manage their levels of arousals through self regulation. (alert -----Calm)
 7. Promote wellbeing, happiness and meaningful physical activity
 8. Short term approaches long term strategies.
- Sometimes you need a quick fix to get you home.*

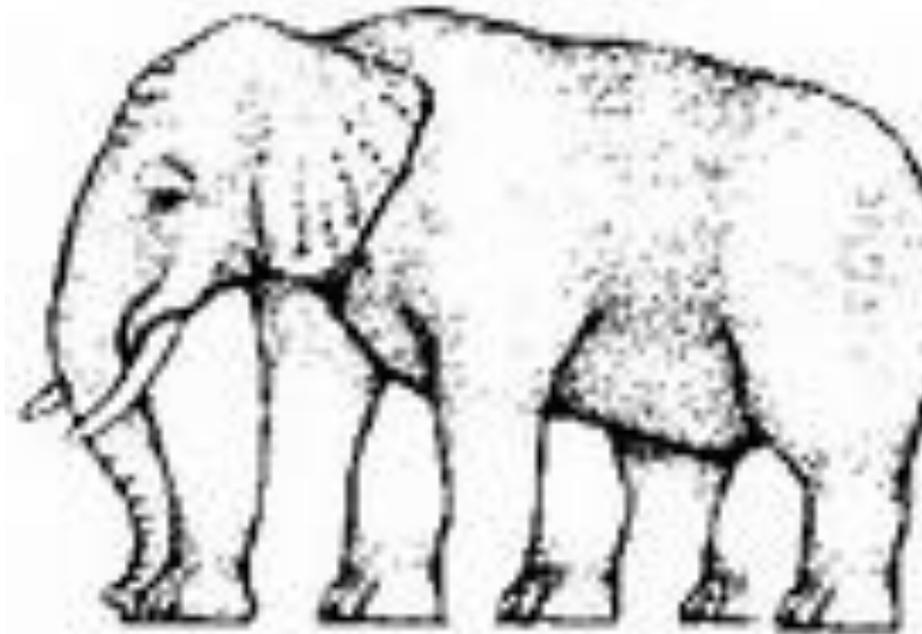


Understanding our part in behaviour support.

- * Finding a common place to start. We all have behaviour that challenges at times.
- * Taking Time to reflect on and in practice. Avoiding the negative cycle.
- * Learning how our behaviour is perceived by the person with autism, well meaning behaviours may not always be helpful or what the person requires.
- * We need to be aware of our individual perspective of behaviour and keep it in perspective.
- * We need to be aware of our Language and attitudes around behaviour e.g. describe don't label, attention seeking, he knows what he's doing, its his autism.

Having an individual approach that seeks to understand the person,

The only way you will understand is if I put my brain in your head, then you will see things properly. (Miron Summers)



What Contributes to Anxiety and High levels of stress?

Sensory Differences

Lack of effective coping skills

Change and Transitions

Communication Difficulties.

Lack of Rightfulness

Difficulties understanding people

Levels of demand

Demands of Daily Life



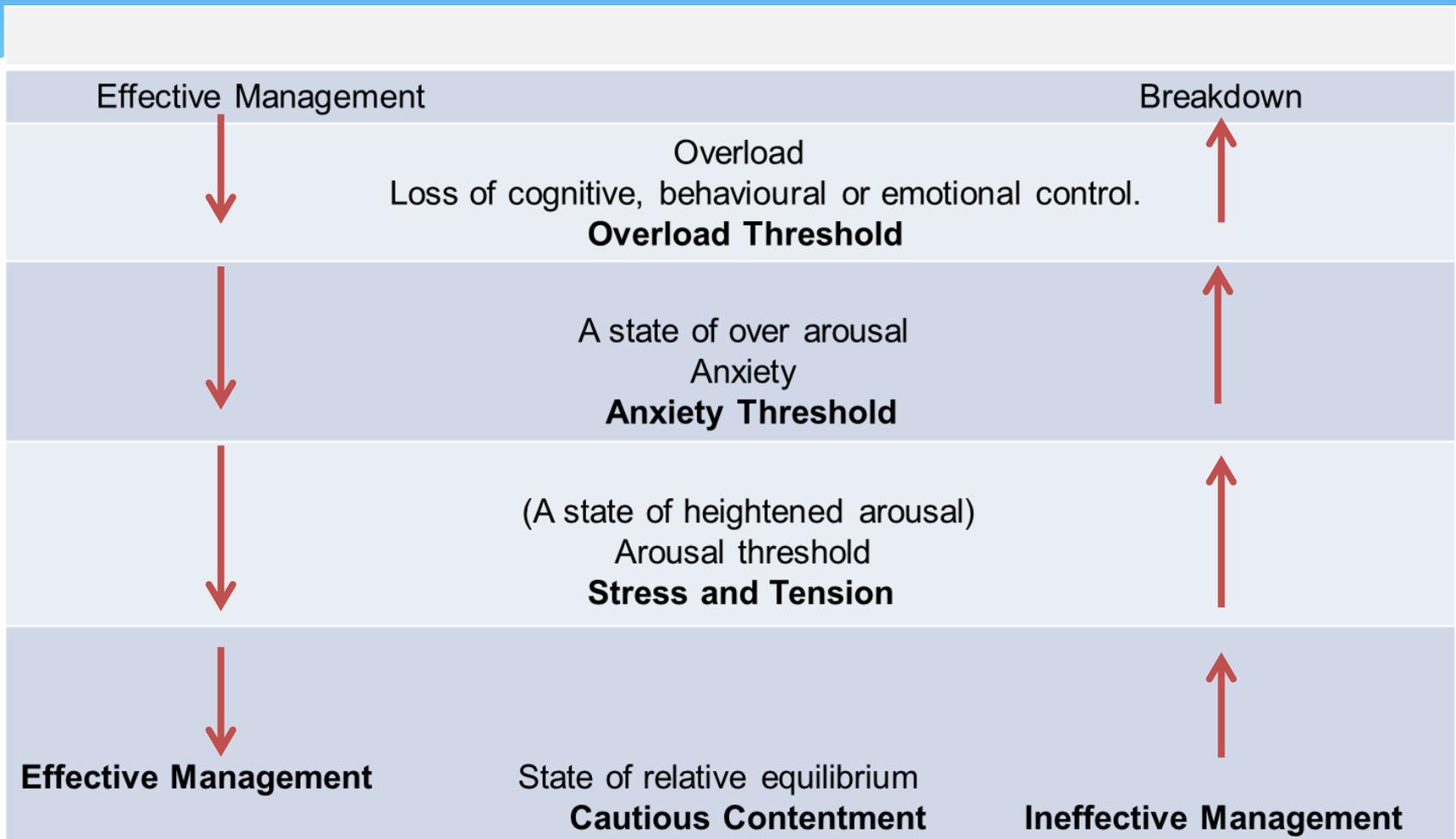
GOOD AND POOR COPING SKILLS

Based upon Groden 1994 adaptive and maladaptive coping models

<i>Good coping strategies</i>	<i>Poor coping strategies</i>
Stressors	Stressors
Buffers Social networks, self talk, internal controls	Inability to use buffers Communication difficulties, lack of self control, no or limited friendships.
Adaptive Behaviours Exercise, socialising, assertiveness	Maladaptive Behaviours Tantrum, self-injury, aggression
Reinforces	Negative responses
Stress Reduction	Increased stress



Stress – Anxiety Continuum

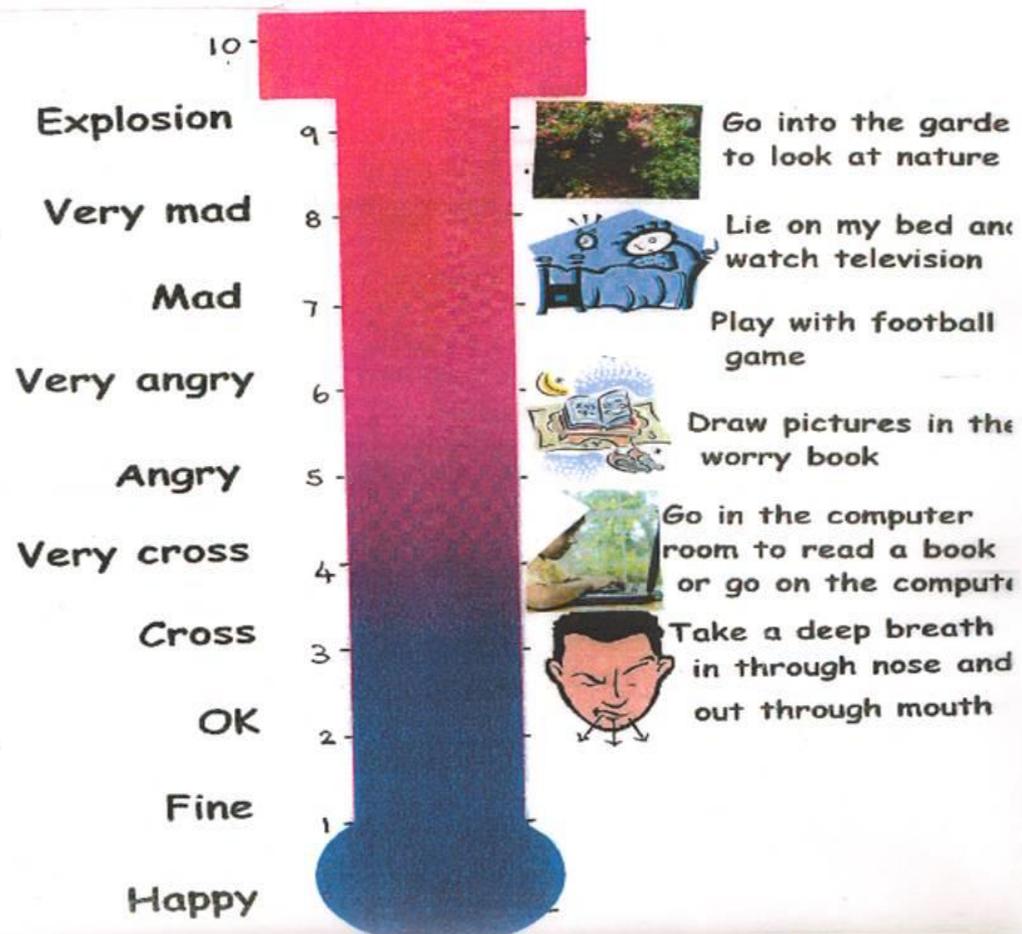


Responding to High Levels of Stress and Anxiety

Things to try

- * Build in rest periods throughout the day
- * Provide snacks at intervals throughout the day
- * Be prepared to reduce the demands made upon the person
- * Be prepared to adjust your interaction by:
Lowering your voice, taking a step back, reducing verbal input avoiding criticism, staying calm.
- * Distract (Distraction boxes, favourite music, My staying calm book)
- * Redirection to proffered activities that are calming e.g. taking a bath, listening to music, aromatherapy, using the computer may also help reduce anxiety. Use lights particularly those that are repetitive such as spinning lights or bubble tubes.
- * Worry and anxiety alert cards.

My Calming down thermometer



Living Near the Edge



The Impact of Sensory Experience on Behaviour

If I experience the world differently to others, I may behave differently.



Sensory Overload its Impact on Anger and Meltdowns

Sensory overload happens when...

Too much information coming in at once. My brain might not be able to filter out what is irrelevant such as background noise, wallpaper, the feel of my clothes on my skin or people moving around. This means I have to try and process all this at once rather than just what is relevant.

The sharp sound and bright lights were more than enough to overload my senses. My head would feel tight, my stomach would churn and my pulse would run my heart ragged until I found a safety zone.

(Willey)

The sensory overload caused by bright lights, fluorescent lights, colours and patterns make s the body react as if being attacked or bombarded, resulting in such physical symptoms as headaches, anxiety, panic, attacks or aggression

(Williams),

Sensory Impact Upon Behaviour

- * **Fear, Fight Flight** responses.
- * Behaviours can be triggered due to the anticipation of being subjected to a repeated painful sensory experience.
- * May not have coping strategies for their sensory experiences e.g. asking for help, buffers or problem solving.
- Have difficulty maintaining an optimal arousal level for activities, energy level that is too high or too low
- Difficulties with transitions, i.e., stopping one activity and starting another moving from one setting to another.
- * Difficulties with social interactions and relating to others.

Different Sensory Experience

- * Gustatory

- * Touch



- * Vestibular



- * Proprioceptive



Different Sensory Experience

* Sound



* Vision



* Smell

Behaviours of Concern and the Environment.

Environments impact upon all of our behaviours both positively and negatively.

Things to consider,

- (1) What takes place there
- (2) The layout (no clear escape routes)
- (3) Sound, Smell, Visual, Textures, Sensory overload
- (4) design of the environment limited personal space or areas to take yourself in order to self regulate.
- (5) How predictable is the environment.

Understands the impact of environments on anxiety, stress, understanding and the Resulting Behaviour.

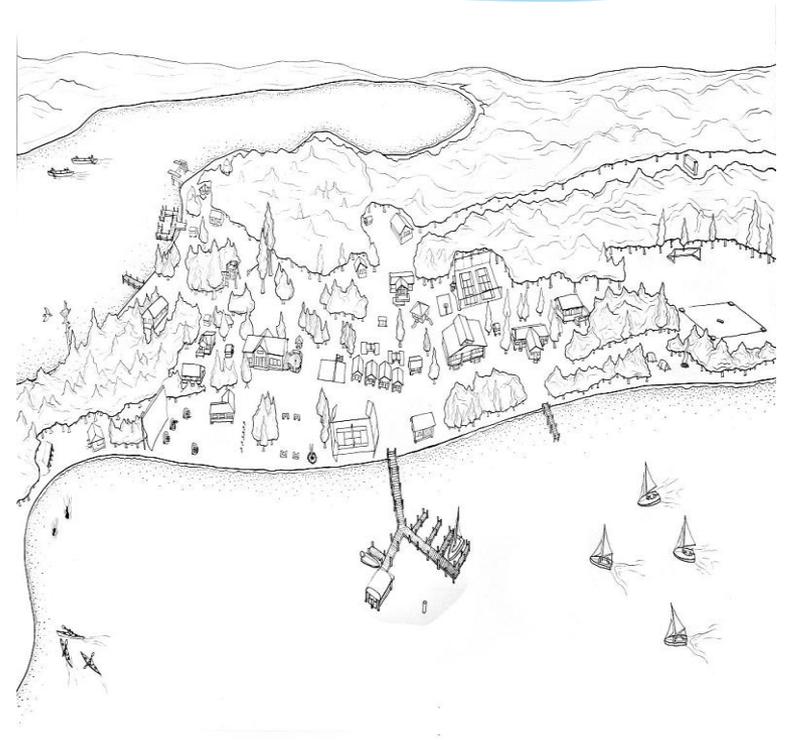
Landscape of Fear.

Based on Kate Ripley. From diagnostic pathways to interventions.

Green. The adult is happy and relaxed here and functions well.

Yellow. OK areas, functions reasonably well in.

Red. Finds it difficult to be in this area, Doesn't function very well in this area, Worried, Anxious,



Promote Wellbeing, Happiness and Meaningful Physical Activity.

Promoting Happiness.

- Happiness is not just not being unhappy. i.e., not being stressed. Knowing when and what makes the person happy, Happiness profiles.

Wellbeing.

Physical . Emotional and Social. Being successful. The importance of having real choices and exercising control over your life.

Meaningful Activity.

Importance of having activities that are meaningful to the person and that builds their strengths and ability.

Happiness is....

(Person with autism)

“Happiness is when everything is arranged by colour and size. Happiness is when the last number fits and the puzzle is perfect”

“Happiness is when a special, trusted person is near. Happiness is a feast for the senses that is just right, not too little, not too much”

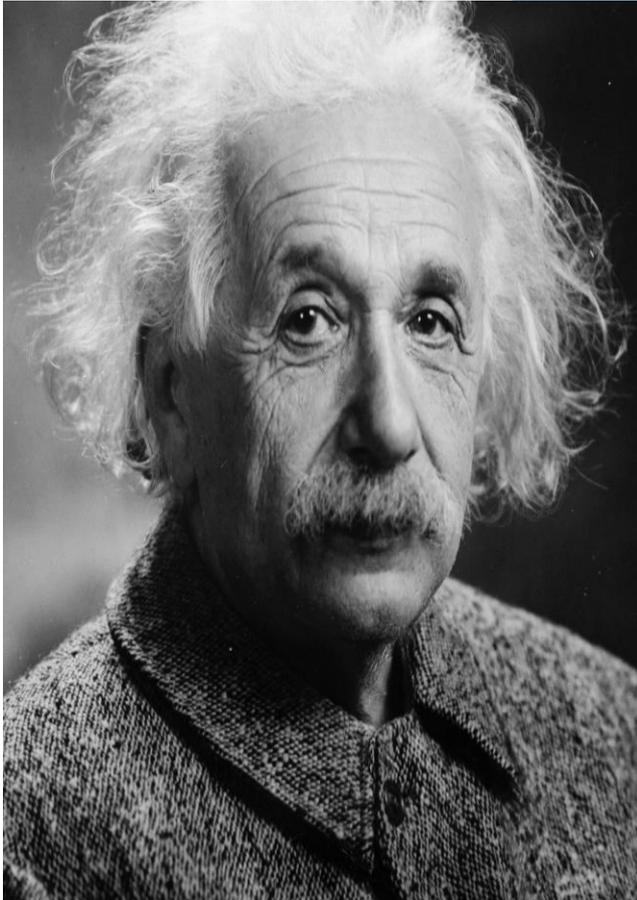
“Happiness is a delighted squeal, a flapping hand, a leap, a twirl. Happiness is the gentle sawtooth edge of a cat’s purr. Happiness is the sparkle of water, the tickle of shifting sand, the squish of mud”

“Happiness is emptying the can of shaving cream and the entire roll of toilet paper just to see how they look and feel”

Meaningful Activities:



The Importance of Providing the Right Activities.



“Everyone is a genius. But, if you judge a fish on its ability to climb a tree, it will live its whole life believing it is stupid”

Albert Einstien

The Impact of Communication Difficulties on Behaviour:

- Not understanding the function of communication.
- Not understanding or misunderstanding communication
- Not having an effective way of communicating needs and wishes .
- Requiring more time to process communication
- Literal understanding and use of language

Supporting Behaviour Through Communication and Interaction

(ensuring and maintaining the basics)

- Provide the individual with ways of initiating, refusing communication and ensure that we communicate effectively at all times e.g. (using visual?)
- little things make a difference in communication
- Matching our language to the persons level of understanding
- Providing time for information to be processed and acted upon
- Help them understand the hidden rules that govern social interaction
- Providing a reason to engage and play the communication and interaction game.
- **Avoid confrontation**

Work in Partnership with the Individual with Autism and Significant Others

- Enable service users to find solutions to and solve their own problems
- Working in genuine cooperation, partnership
- Supporting them to gain and have control over your life
- Working with parents and siblings

Keep it SHARP

- * Simple
- * Holistic
- * Achievable
- * Realistic
- * Persevere

Further Reading

- * The benefits of regular exercise in reducing anxiety (Petruzello, Landers, Hatfield, Kubitz & Salazar, 1991).
- * Reductions in stereotyped behaviors of people with ASD (Allison, Basile & MacDonald, 1991; Kern, oegel & Dunlap, 1984;
- * **Low Arousal Approach - Research Autism** researchautism.net/.../low-arousal-approach Brief description of the **low arousal approach**, a multi-component intervention which uses a variety of techniques to deal with challenging behaviours
- * **A "Low Arousal" approach to Autism? by Chris Barson**
- * www.sensoryplus.co.uk/blog/article/low-arousal-approach-to-autism **A "Low Arousal" approach to Autism?**
- * **Four key Components Of Low Arousal Approaches,**
McDonnell (2010)

Thank You
for Joining me Today

Geoff

Email. Geoffaut@hotmail.com

Telephone 07495308097