Back to Basics:

An Individualised Programme for a Child in Crisis

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and

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Background

- The child has a diagnosis of Autism, LD, tourettes and ADHD.
- Non-verbal
- He has attended the school (and accessed the respite service) for a number of years, but due to a his behaviours becoming more difficult to manage he became a termly boarder.
- Continued significant increase in challenging behaviours.

Aims

1. To increase his quality of life
2. To reduce his anxieties
3. To reduce the levels of challenging behaviours
4. To reduce stress levels of staff
5. To develop staff’s knowledge so that they are able to work with our more complex pupils

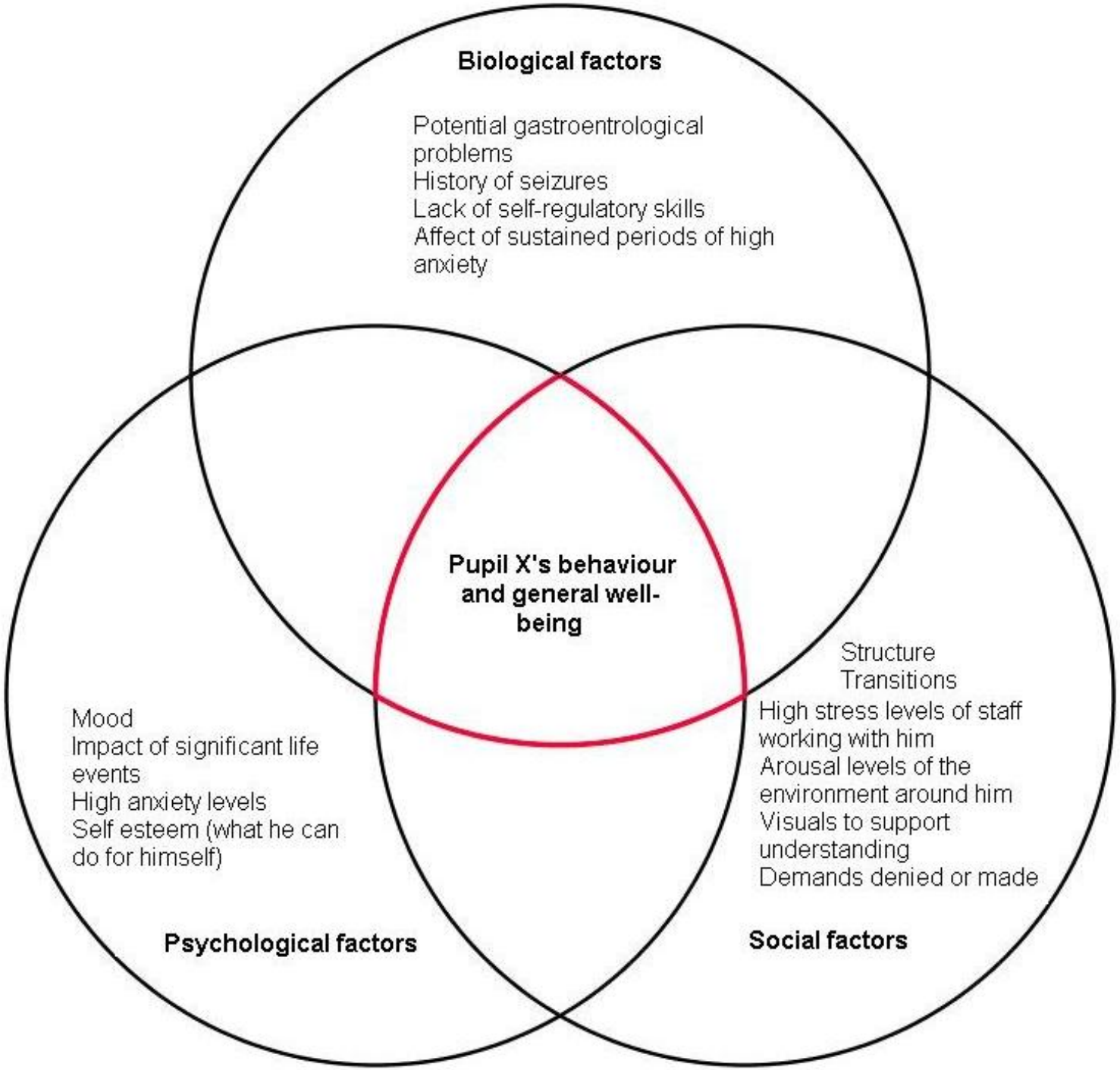
National Autistic Society Strategic Plan

People with autism who use our schools and adult services will receive pioneering and outstanding person-centred education, training and support, through every stage of their life.

Assessment

Data collected through:

- Observations
- Working hands on
- Talking to staff and reflecting
- Occupational Therapy input
- Started liaising with his Paediatrician
- Liaising with parents


Biological factors
Potential gastroentrological problems
History of seizures
Lack of self-regulatory skills
Affect of sustained periods of high anxiety
Pupil X's behaviour and general well-being
Mood
Impact of significant life events
High anxiety levels
Self esteem (what he can do for himself)
Psychological factors
Structure
Transitions
High stress levels of staff working with him
Arousal levels of the environment around him
Visuals to support understanding
Demands denied or made
Social factors

Factors influencing behaviour

Triggers

↓

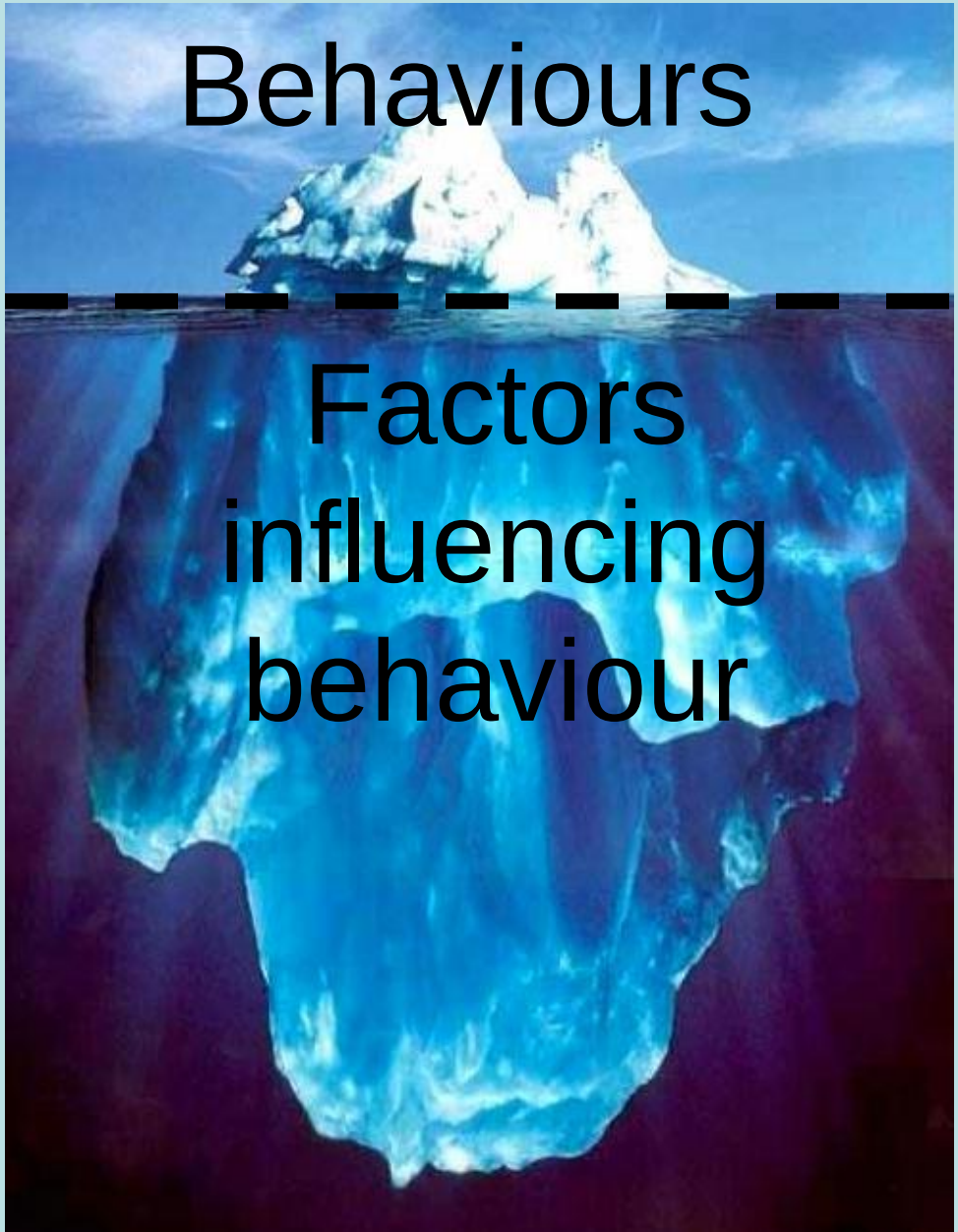
Structure, noise, mood, activities

↓

Life events, external social dynamics, skill set

↓

Well being, person-environment fit, self regulatory skill set



Timetable

Specially tailored timetable incorporating:

- Meeting sensory needs
- Having regular access to food
- Opportunities to use Picture Exchange Communication System (PECS)
- Building on his independence skills

Things to remember…

- Staff to take control
- For his day to be structured and timetable led
- Timetable structures the day, not the time on the clock
- Staff end the session whilst it is positive
- Consistency
- New ideas

Whole timetable

Music in Bedroom
Bath
Breakfast
Wipe Table
Music
Brush teeth
Tac Pac 1
Snack
Play
Surprise activity (‘*What’s in the bag?’)*
Sensory toys box
Snack
Construction (build 4 towers)
Brushing with music
Story time session
Cooking lunch
Eating lunch
Brush teeth
Music in the lounge
Play
Tac Pac 2
Cooking fruit salad
Water play
Play

Sensory activities

Music in Bedroom
Bath
Breakfast
Wipe Table
Music
Brush teeth
Tac Pac 1
Snack
Play
Surprise activity (‘*What’s in the bag?’)*
Sensory toys box
Snack
Construction (build 4 towers)
Brushing with music
Story time session
Cooking lunch
Eating lunch
Brush teeth
Music in the lounge
Play
Tac Pac 2
Cooking fruit salad
Water play
Play

Access to food

Music in Bedroom
Bath
Breakfast
Wipe Table
Music
Brush teeth
Tac Pac 1
Snack
Play
Surprise activity (‘*What’s in the bag?’)*
Sensory toys box
Snack
Construction (build 4 towers)
Brushing with music
Story time session
Cooking lunch
Eating lunch
Brush teeth
Music in the lounge
Play
Tac Pac 2
Cooking fruit salad
Water play
Play

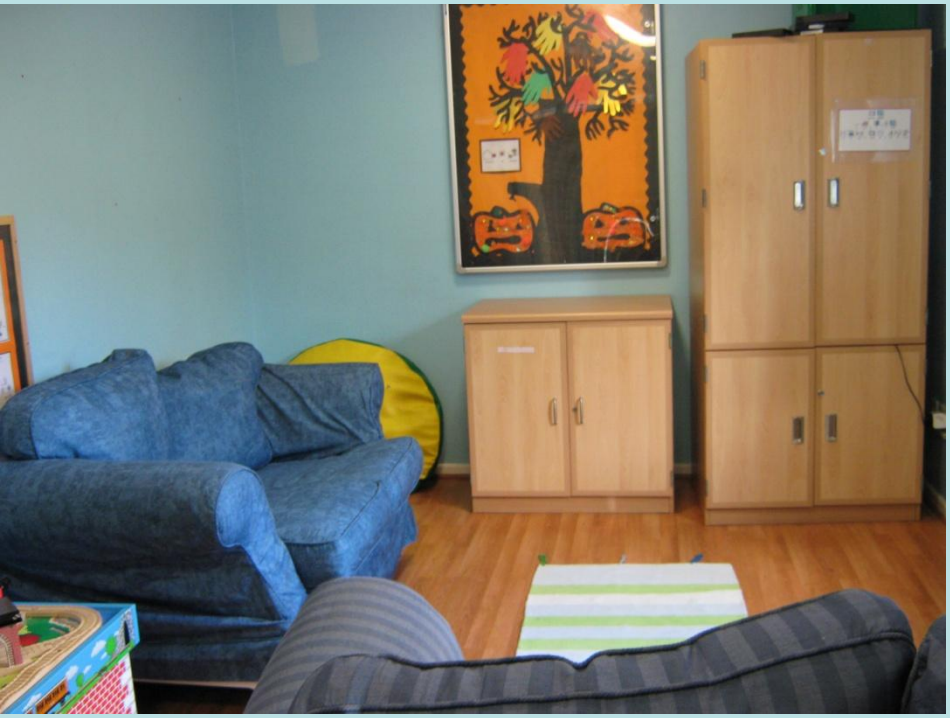
Opportunities to use PECs

Music in Bedroom
Bath
Breakfast
Wipe Table
Music
Brush teeth
Tac Pac 1
Snack
Play
Surprise activity (‘*What’s in the bag?’)*
Sensory toys box
Snack
Construction (build 4 towers)
Brushing with music
Story time session
Cooking lunch
Eating lunch
Brush teeth
Music
Play
Tac Pac 2
Cooking fruit salad
Water play
Play

Independence skills

Music in Bedroom
Bath
Breakfast
Wipe Table
Music
Brush teeth
Tac Pac 1
Snack
Play
Surprise activity (‘*What’s in the bag?’)*
Sensory toys box
Snack
Construction (build 4 towers)
Brushing with music
Story time session
Cooking lunch
Eating lunch
Brush teeth
Music in the lounge
Play
Tac Pac 2
Cooking fruit salad
Water play
Play

Environment



OLD

NEW

Visuals

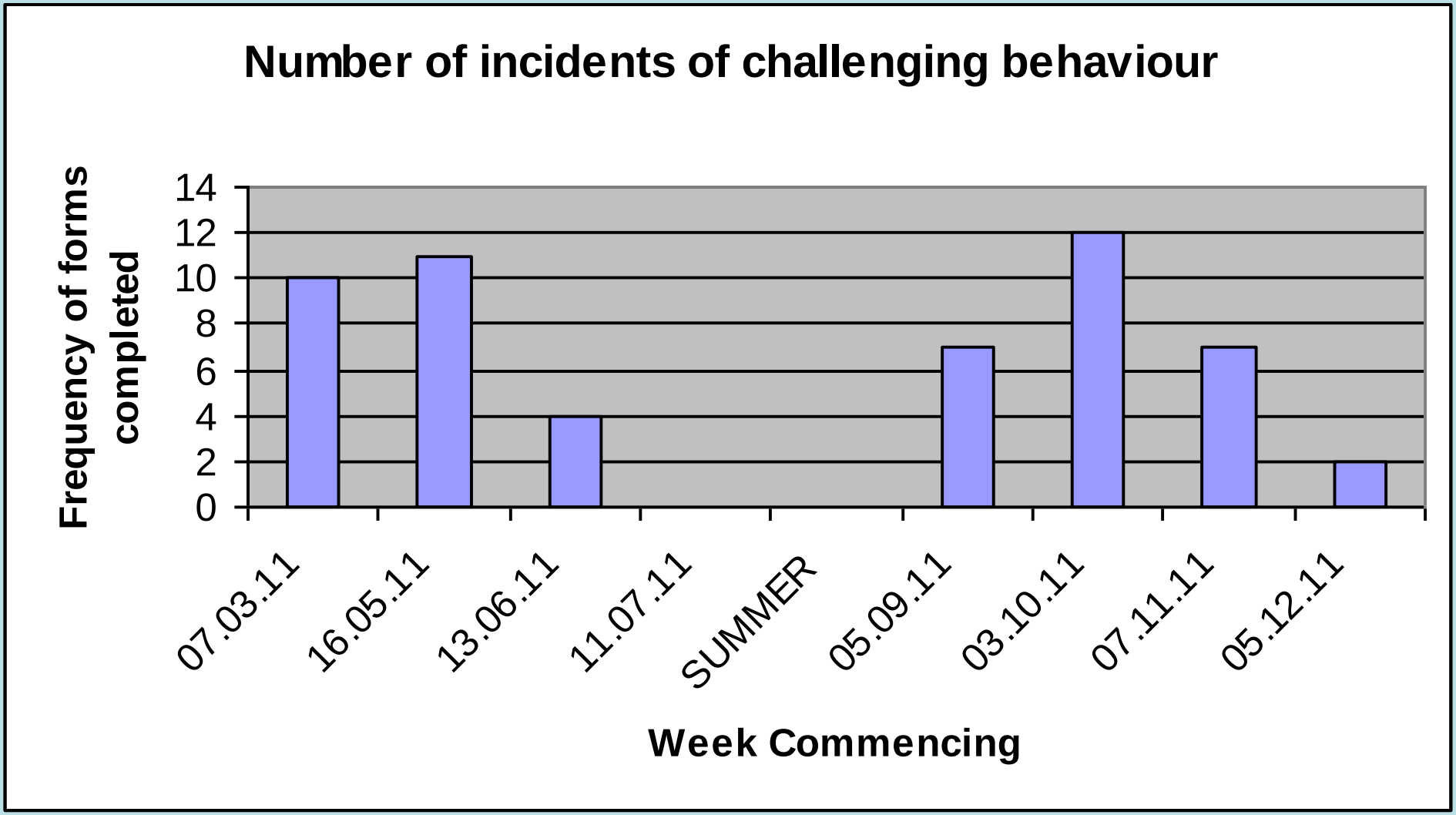
- Timetable
- Menus / crosses / empty packets
- Cooking jigs
- Communication opportunities / PECS
- Facial expressions and attitude

Top tips!

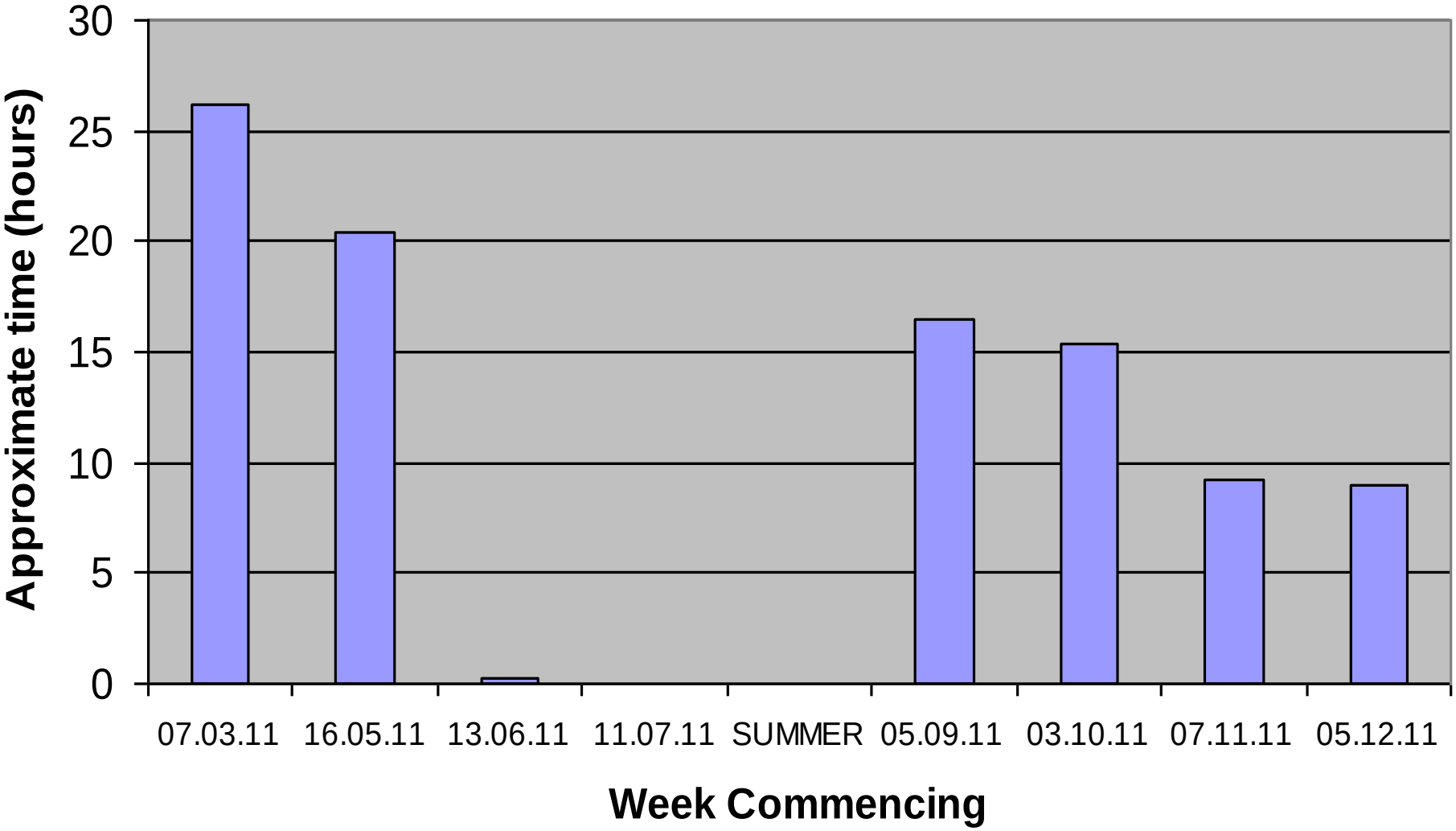
- Don’t deviate from timetable
- Visual cues
- Act a clown / remain positive and have fun. Don’t say ‘no’!
- Happy singing
- Reduce language (especially if upset)
- Ensure environment is set up appropriately and safely BEFORE any activity.
- Don’t dwell on things that have gone wrong and learn from our mistakes
- Make sure no food is visible
- Need to ‘read’ his behaviours and quickly act accordingly.
- Use the chewy toys
- Be consistent
- Empathy

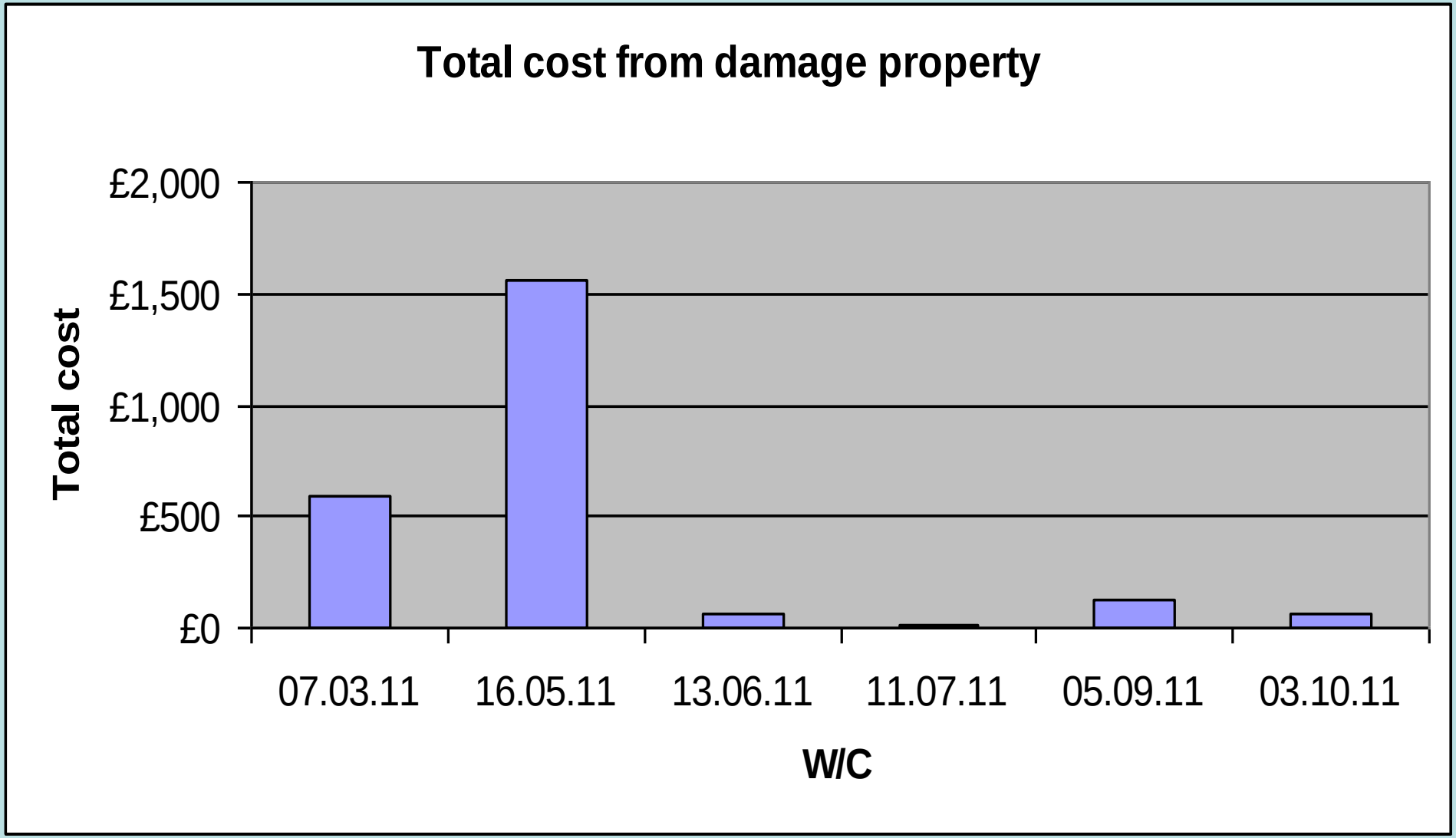
Successes

- More engaged in activities
- Brushing teeth
- Broader range of cooking skills
- Dressing / Shoes
- Increase in number of PECS transactions
- Able to recognise more symbols
- Reduction in injuries, frequency and duration of incidents and cost to damage to property.


Number of incidents of challenging behaviour
Frequency of forms completed
14
12
10
8
6
4
2
0
07.03.11
16.05.11
13.06.11
11.07.11
SUMMER
05.09.11
03.10.11
07.11.11
05.12.11
Week Commencing

Comparing amount of time reported exhbiting behaviours




Total cost from damage property
£2,000
£1,500
£1,000
£500
£0
Total cost
07.03.11
16.05.11
13.06.11
11.07.11
05.09.11
03.10.11
W/C

Summary

- We delivered training to all our staff to expand their knowledge and develop practice

- We have identified key pupils who could benefit from their own individualised programmes tailored to their needs

Summary

- We will continue to make mistakes because we are human but the important thing is not to beat ourselves up, sometimes laugh about things but to ALWAYS reflect and adapt our strategies accordingly.

Thank you for listening