

Beyond Boundaries

An integrative strategy



Erasmus+



HET BALANSKE



na
tak

Welcome!

► Thanks to Ewa Kowanska



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Welcome!

► Thanks to Bert Vanderstappen



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Strategic project Erasmus+

- ▶ 2 year project: October 2017 - September 2019
- ▶ Financed by Erasmus+
- ▶ Partnership Na Tak & Het Balanske
 - ▶ Previous exchange projects
 - ▶ 1st strategic project
- ▶ 3 stages



Symposium Programme

FRIDAY 20/09/2019

13u00: start symposium:

- Welcome
- General information
- Framework

14u15: Break

14u25: 1st Workshop

15u15: 2nd Workshop

17u45: End of day 1

SATURDAY 21/09/2019

8u30: 3rd Workshop

10u00: Break

10u15: Focus group

11u15: Conclusions & End

What will you find in your information file?

- ▶ Timetable
- ▶ Overview meeting rooms
- ▶ Questions focus group
- ▶ Presentations
 - ▶ Workshops
 - ▶ General information

General reading

▶ Thanks to Stephanie Theunissen

Table of contents plenary reading

- ▶ Target group & goal of the project
- ▶ Project design
- ▶ Theoretical frame
 - ▶ Problem behaviour
 - ▶ Mental disability
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 - ▶ Stages of development
 - ▶ Influence of stress
 - ▶ Window of tolerance
 - ▶ Fight or flight
- ▶ Dealing with problem behaviour
 - ▶ An integrative approach
 - ▶ Own skillset
 - ▶ Support from colleagues and employers
 - ▶ Working with context
- ▶ Workshops

Target group and goal of the project

- ▶ Volunteers and professionals working with children, youngsters and adults with mental disability and/or autism.
- ▶ To increase confidence in professionals and volunteers when working with people showing problem behaviour.

Project Design

- ▶ 4 workshops
- ▶ Volunteers and professionals
- ▶ Implementing strategies
- ▶ Evaluation with project management team
- ▶ Follow-up on strategy with interviews
- ▶ Adjust follow-up where necessary

Theoretical framework

- ▶ Based on 4 workshops
- ▶ Integration of offered information to implement one general approach

Problem behaviour

- ▶ Definition Erik Emerson:
 - ▶ “Culturally abnormal behaviour of such an intensity, frequency or duration that the **physical safety** of the person or others is likely to be placed in serious jeopardy, or behaviour which is likely to seriously **limit** the use of, or result in the person being **denied access to, ordinary community facilities.**”

Mental disability

- ▶ Being able to learn:
 - ▶ Is a slower process
 - ▶ Stops earlier - hits a ceiling

Severity	Speed of development: in 1 year progress of...	Ceiling
Mild (IQ 55-70)	7-8 months	7-12 years: concrete operational Concepts attached to concrete situations
Moderate (IQ 40-55)	5-6 months	4-7 years: Preoperational Intuitive thought - complex abstract thought is difficult and illogical connections can be made
Severe (IQ 25-40)	3-4 months	2-4 years: preoperational Symbolic function - can see connections between events in the here and now
Profound (IQ < 25)	1-2 months	< 2 jaar: sensorimotor Thinking = acting

Mental disability

- ▶ Coping
 - ▶ In need of a support figure
 - ▶ Adaptation phase
 - ▶ Attachment phase
 - ▶ Individuation phase

Role of support figure

Adaptation (0-6 months)

Support figure takes care of all the necessary daily things

Attachment (6-18 months)

Proximity of support figure is needed to be able to function

Individuation (+18 months)

Gradually learning to function apart from the support figure

Autism

- ▶ Congenital brain defect
- ▶ Affecting the way people **think**
 - ▶ Problem with processing information
- ▶ Triad of autistic symptoms showing in **behaviour**
 - ▶ Social interaction
 - ▶ Communication
 - ▶ Imagination

Autism problem areas

- ▶ Sensory hypersensitivity
 - ▶ Stimuli are registered too often/too many at once or too intensively (louder or brighter)
- ▶ Sensory hyposensitivity
 - ▶ Stimuli are registered less often/less intense or not at all (look for extra stimuli, possibly through behaviour)

Autism problem areas

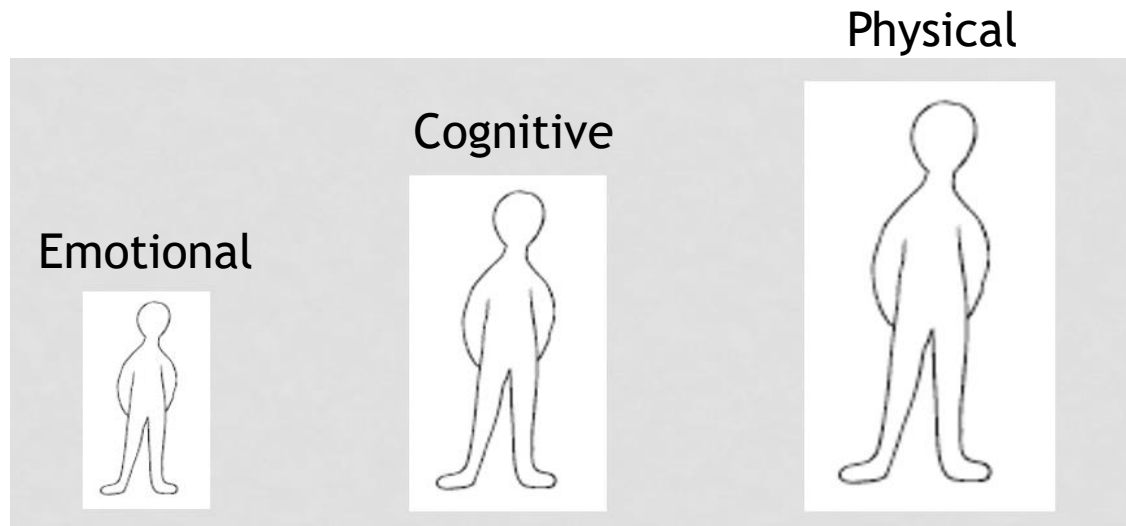
- ▶ Lack of theory of mind
 - ▶ mindblindness: clueless toward what other people feel, mean and think
- ▶ Weak central coherence
 - ▶ Attention to detail without seeing the bigger picture
- ▶ Executive disfunction
 - ▶ Unable to change strategies when facing a problem

Needs

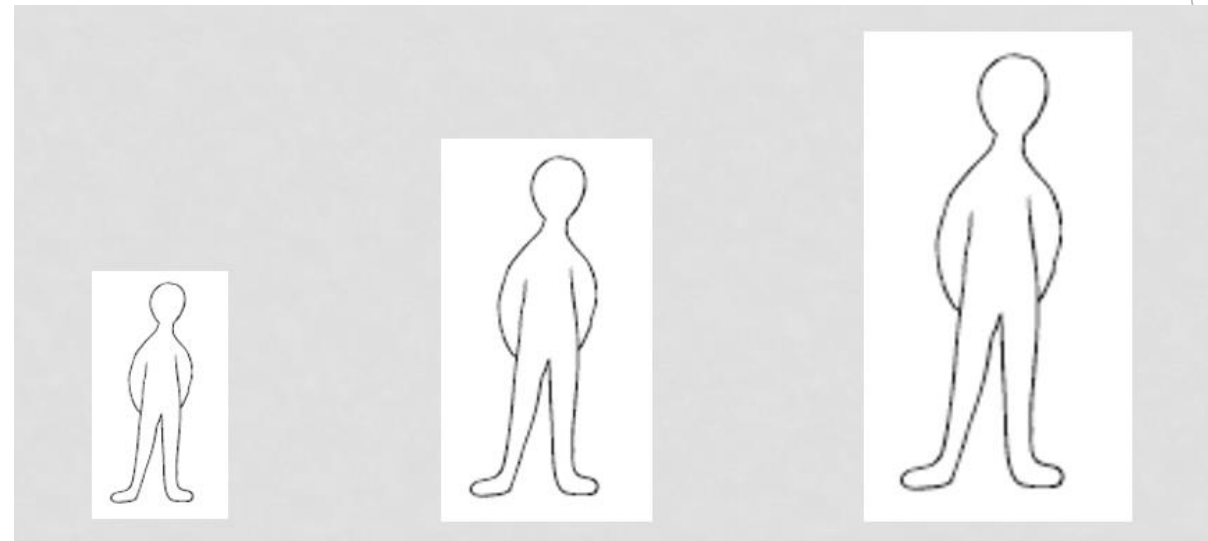
- ▶ What do people with autism and/or mental disability need?
 - ▶ Protection against too many/too intense stimuli - sensory profile
 - ▶ Guidance toward adjusted stimuli and activities
 - ▶ Clarification: what is expected? What is the bigger picture?
 - ▶ Predictability

Stages of development

- ▶ Development happens on several levels and in different stages.
 - ▶ Emotional
 - ▶ Cognitive
 - ▶ Physical
- ▶ Any discrepancy between these stages can lead to problems.



Example of stages of development in mental disability and/or autism



Emotional
Development
eg: 6-18m

Cognitive
development
eg: 2-3y

Physical
development
eg: 19y

Influence of stress

- ▶ Stop making progress in development or regression.
- ▶ Difficulty communicating about feelings or thoughts - stress remains unresolved and shows in behavior.
- ▶ Need to intervene before stress gets critical and leads to problems.

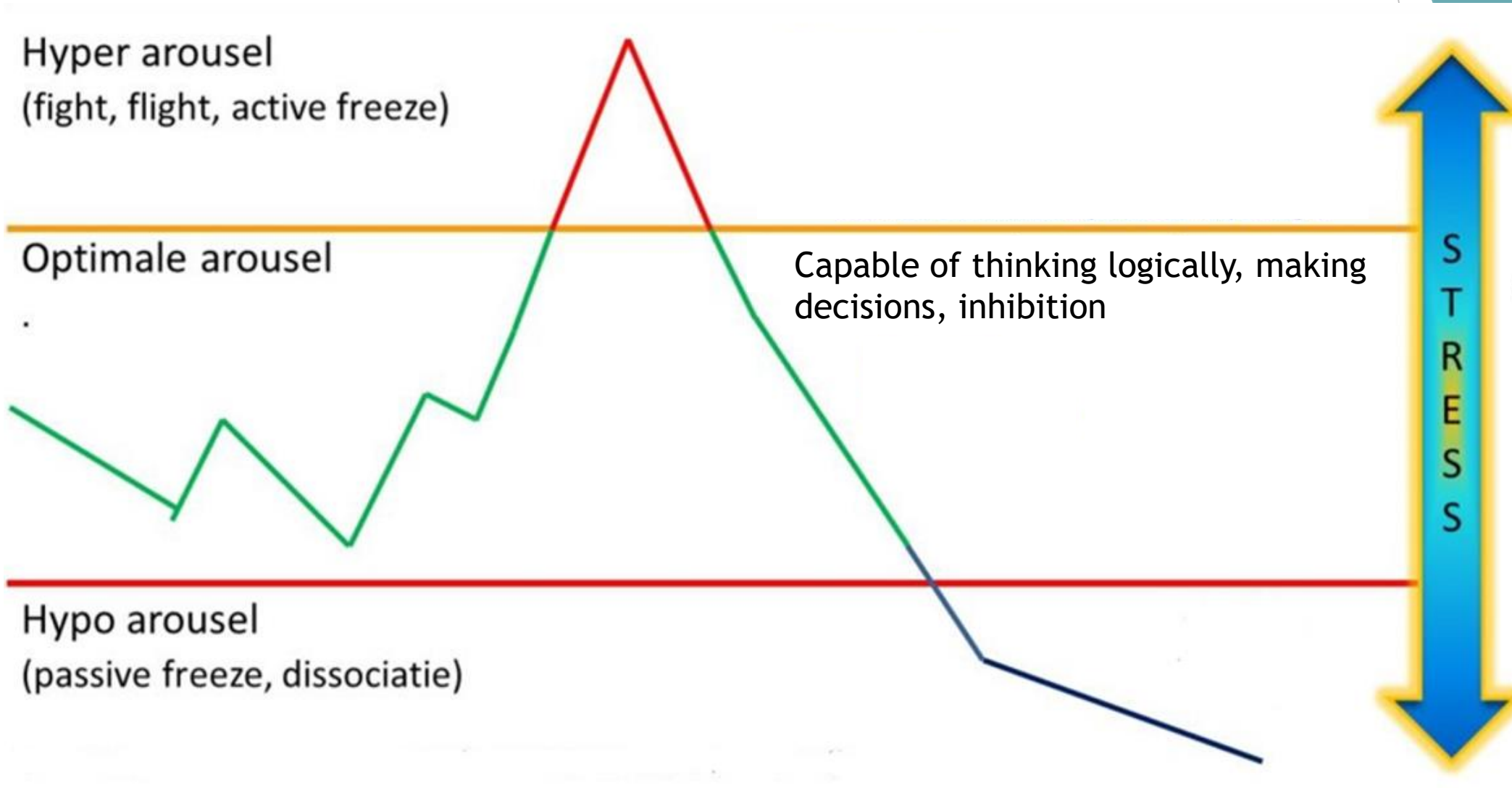
Influence of stress

- ▶ Problem behavior is merely the tip of the iceberg - it's a symptom of underlying issues
 - ▶ Anxiety
 - ▶ Feeling powerless
 - ▶ Feeling empty
 - ▶ Being bored
 - ▶ ...

↳ Stress



Window of tolerance



Fight or flight

Stress reaction	Fight	Flight	Freeze (active/passive)
Activity	Shaking Overstretching Aggressive Refusal	Running away from the situation	Shaking Sobbing Crying
Verbal	Provoking Calling names Screaming	Making up alternatives Sacrificing someone else	Reassuring Laughing Disengaging
Non-verbal	Clenching fists Being alert Angry	Not answering Running away Pulling out of the situation	Giving up Drooping face and body

Influence of stress

- ▶ Smaller window of tolerance leads to more things causing stress
 - ▶ Leads to overstimulation
 - ▶ More difficulty staying in contact
 - ▶ Less information gets processed
 - ▶ Less adaptation to the environment
- ↳ **Behaviour problems**

Influence of stress

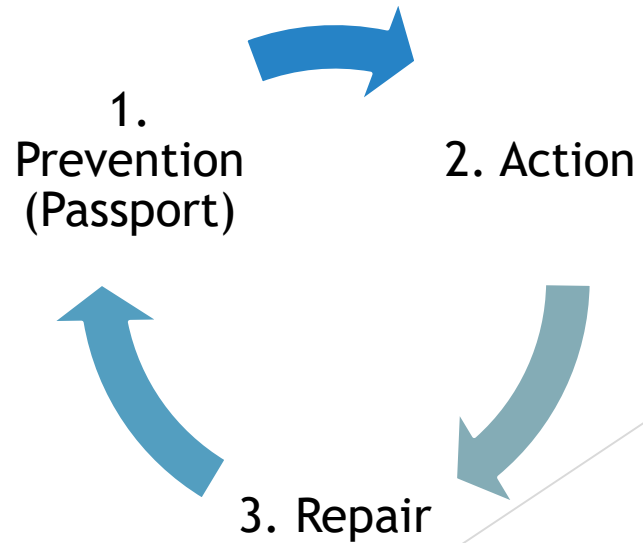
- ▶ Need to know triggers for stress - **prevention**
- ▶ Need to intervene in an early stage to prevent crisis - **action**
- ▶ Need to realise limited possibilities when in crisis + need for reflection after - **repair**

Dealing with problem behavior

- ▶ Use
 - ▶ An integrative approach
 - ▶ Own skillset
 - ▶ Support from colleagues and employers
 - ▶ Working with context

Integrative approach

- ▶ Supported by the organization you work for and shared by colleagues
 - ▶ Prevention
 - ▶ Action
 - ▶ Repair



Skillset of professional or volunteer

- ▶ Observation skills (verbal and non-verbal)
- ▶ Calm, predictable and structuring attitude
- ▶ Versatile and adaptable to changes in situations and behaviour of clients
- ▶ Awareness of style and possibility to reflect on this
- ▶ Will to improve this skillset

Support from colleagues and employers

- ▶ Learn how to deal with these situations better through intervision
- ▶ Meet regularly to discuss and evaluate approach of clients with team
- ▶ Vent about difficult situations and clients to reduce own stress

Working with context

- ▶ Parents or caretakers - work together to create a passport with necessary information as well as transfer information between contexts
- ▶ Parents are experts on their children - importance of an intake procedure or possibility of asking extra information.

Workshops

- ▶ Thanks to
 - ▶ Herman Wouters
 - ▶ Wilfried Peeters
 - ▶ (GAUZZ) Christel & Rozien



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Workshops

- ▶ Break
- ▶ Rooms:

A: Amsterdam

B: Barcelona

C: London

- ▶ Happy learning!



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