

DIGNITY & RESPECT

INDIVIDUAL INTERACTIONS & CHOICES

BOUNDARIES

- Establish CLEAR boundaries
- Set them *immediately* and they need to remain consistent
- Model appropriate boundaries
- Respectable language should be used

DEMEANOR

- Stay Positive and Calm
- Showing surprise, disgust, offense, irritation, or anger, will lead to that behavior happening again.

DO NOT TAKE IT PERSONAL

RAPPORT

- Developing rapport is *essential* when working with individuals who can be difficult.
- Use active listening skills when talking to the individual.
- Be friendly and professional

GIVING DIRECTION

- Directions should be clear and short.
- Not in the form of a question.
- When possible use “First” and “Then”
 - First pick up the clothes and then put them in the basket.

DEVELOPMENTAL DISABILITIES

- Autism Spectrum Disorder
- Spina Bifida
- Traumatic Brain Injury (TBI)
- Fragile X Syndrome
- Cerebral Palsy
- Down Syndrome
- William's Syndrome
- Rett Syndrome

DEVELOPMENTAL/INTELLECTUAL DISABILITIES

- Individuals who fall into the mild mental retardation have an IQ between 70 and 55.
- Developmental and/or Intellectual disabilities may be complicated by several different physical and emotional problems.
- Onset of Intellectual Disability must occur prior to 21.
- Most individuals with developmental and/or intellectual disabilities can learn a great deal, and as adults can lead at least partially independent lives.
- To meet intellectual disabilities you must have below average intellectual functioning and one adaptive behavioral functioning.

PRINCIPLES OF TOUCH

- Ask permission to touch
- Touch only when necessary
- Know how to touch – relaxed and non-threatening
- Know where to touch
- Relax and touch slowly
- Keep your hands open and relaxed
- Touch for as short a period as possible

ACTIVE LISTENING SKILLS

- Relax: if you look relaxed, then you are showing the individual that you are listening. Don't fake attention.
- Body language
 - Show interest
 - Lean forward,
 - Face the individual
 - Maintain eye contact (but don't stare)
- Let the individual talk.
- Don't try to guide the conversation.
- Don't ask a lot of questions – a few are okay.
- Show the individual you accept and respect their feelings
- Observe the individual's nonverbal and verbal cues
 - Pay attention to see if their nonverbal language matches their words.

NONVERBAL COMMUNICATION

- Facial expression
- Eye contact
- Physicality
- Many of the individuals we work with have difficulties expressing their thoughts or communicating their emotions or thoughts.
- Body language offers signs to the individuals mood or thoughts.

VISUAL SUPPORTS



Usage

- Show progress
- Reminders
- Explain expectations
- Cues
- Ease transitions

■ Types

- Calendars
- Schedules
- Memory Aid



ABC MODEL

- **A- Antecedent**
 - Events that happen before the behavior
- **B- Behavior**
 - What the individual does for a reaction or response
- **C- Consequences**
 - Events happens after the behavior



TOKEN ECONOMY

- The process of urging a desirable behavior by providing immediate rewards that can be exchanged for something that is desired.

Stages

- Identify the behavior to increase
- Define the token
- Identify the incentives
- Exchange System
- Keep record of exchange

SOCIALIZATION & AGE-APPROPRIATENESS

Common behavioral characteristics of individuals with learning disabilities:

- Inability to interpret environment and social cues
- Poor judgment; little thought about logical consequences
- Poor impulse control
- Need for immediate gratification
- Inability to set realistic priorities and goals
- Inappropriate conclusions due to deficient reasoning ability
- Illogical reasons for actions
- Inability to develop meaningful relationships with others
- Immature and “bossy” behavior
- Low frustration tolerance resulting in disruptive behavior

SOCIALIZATION & AGE-APPROPRIATENESS

- Individuals who have learning disabilities may be less observant in their social environment, may misinterpret the social behavior of others at times, and may not learn as easily from experiences or social “cues” as their friends.

SOCIALIZATION & AGE-APPROPRIATENESS

- **Socializing** adds richness to life Too often, **individuals** with **disabilities** are isolated—whether because of physical, **intellectual** or emotional reasons.
- But **socializing**, being part of a group, and making friends adds a rich dimension to our lives, and having a **disability** shouldn't preclude anyone from enjoying a social life.

SOCIALIZATION & AGE-APPROPRIATENESS

- Feeling socially isolated can affect your health and wellbeing so we believe it's important to stay connected and make new connections with like-minded people.

SOCIALIZATION & AGE-APPROPRIATENESS

Types of Activities

- Movies
- Lunches
- Visits to theatres
- Visits with friends
- Gardens
- Museums
- Daytrips
- Annual events



DOING THINGS THAT OTHERS
THEIR AGE WOULD LIKE TO
DO



SOCIALIZATION & AGE-APPROPRIATENESS

Dressing age appropriate



SOCIALIZATION & AGE-APPROPRIATENESS



SOCIALIZATION & AGE-APPROPRIATENESS

- Age appropriateness is more than the social, emotional, cognitive, and physical development appropriateness of program content. It also includes
 - Instructional strategies and teaching
 - Methods used in the program.

SOCIALIZATION & AGE-APPROPRIATENESS

Appropriateness addresses the relevance and suitability of topics, messages, and teaching methods in relation to the age or developmental level of their intended audience.

There are multiple dimensions to consider when defining age appropriateness including

- Social,
- Emotional,
- Cognitive
- Physical development.

It is important to keep in mind who are the same age or it may be at different developmental levels.