

# Disclaimer

Certainty is the sin of bigots, terrorists,  
and Pharisees.

Compassion makes me think I could be  
wrong.

Anthony DeMello  
*The Wellspring of Life*

# Beyond the ABC's

## Considering ASD and Behavior



### It's About Relationships

- Will we listen?
- Can we bear it?



### It's About Change

- How will we know?
- What do we need?



### It's About Action

- What places will we create?
- What are we learning?
- Who will take charge?



Continuum of Care

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## The Short Course

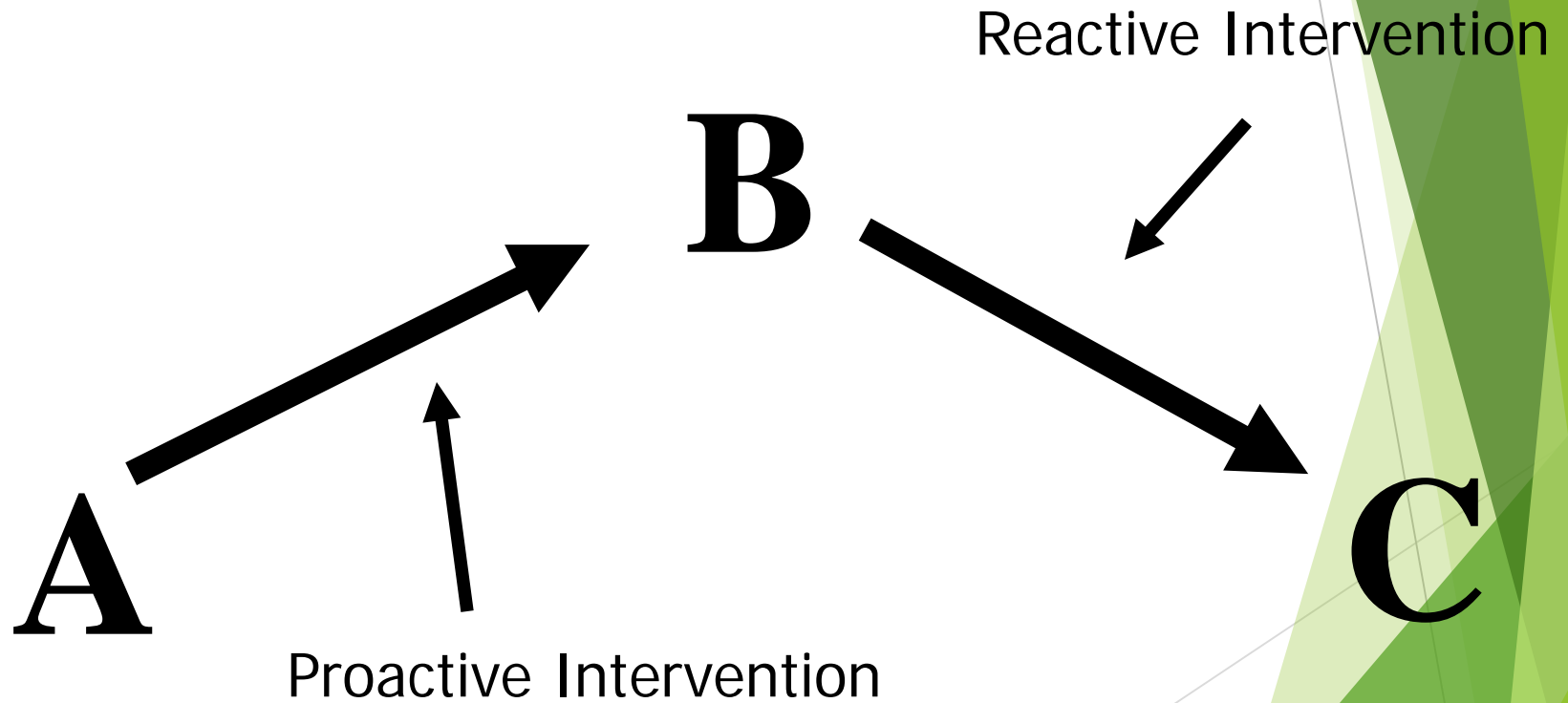
**So** much of our thought, time and energy are devoted to kid's extraordinary needs-arising due to impairment and disability-that we neglect or overlook their ordinary needs-those things all kids want in their lives. (That are sometimes extraordinarily hard to get.)

# Behavior communicates need

People's behavior makes sense if you think about it in terms of their goals, needs, and motives

Thomas Mann

# ABC's of Changing Behavior



# **A**ntecedants as unmet needs

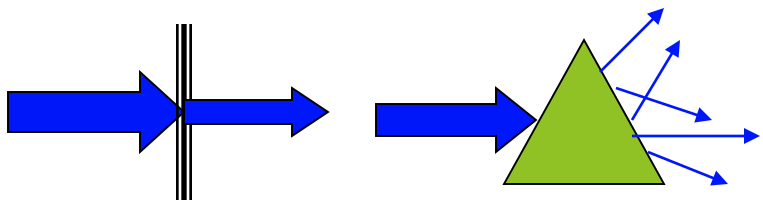
## **Personal Autonomy**

- **Control**
- **Choices**
- **Power**
- **Self regulation**
- **Pleasure and joy**
- **Accomplishment**

## **Relationships**

- **Interdependence**
- **Safety and trust**
- **Communication**
- **Self esteem**
- **Sense of belonging**
- **Generosity**

# Antecedants as unmet needs

<p><u>Sensory Regulation</u> Filter v. Prism</p> 	<p><u>Escape and Avoidance</u> I don't understand . . . I don't like this . . .(pain) I don't like you . . . I don't want to . . .</p>
<p><u>Attention</u> Be careful with this one What's so great? Is this the best way?</p>	<p><u>Tangible</u> Food Object Specific person Place or activity</p>

# Learning the language of behavior.

- What is happening?  
(Antecedents/Precursors)
- Then he/she does this . . .  
(Behavior)
- We think it means this . . .  
(Interpretation)
- And we should . . . (Analysis  
and action)

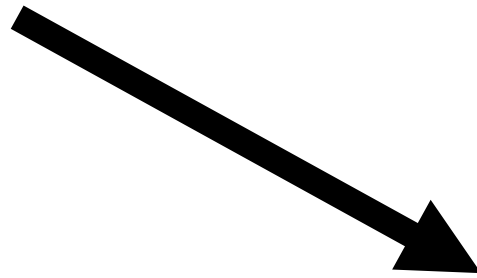


# ABC's of Changing Behavior

Reactive Intervention



**A**

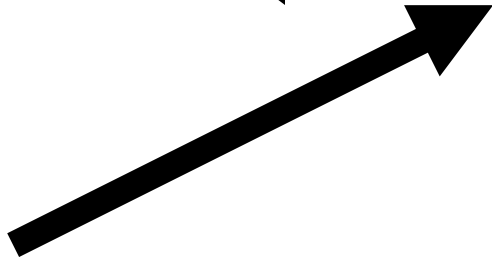


**B**

**C**



Proactive Intervention



# Finding the Balance

- ▶ What is important *to* this person
- ▶ What is important *for* this person?

Our responsibility is to distinguish and balance considerations between what is important *to* and *for* an individual and engage in creative negotiation.

Michael Smull

# What's Our Job?

- ▶ Staff core responsibilities.
  - ▶ Identify gifts, practice giving
  - ▶ Bring resources
  - ▶ Abide
  - ▶ Fill in the gaps
- ▶ Individual's responsibility.
- ▶ Areas of creative negotiation.

# Becoming a Disciplinarian

- ▶ Be a leader, parent, teacher, and therapist worth following
- ▶ Try not to be critical-your approval is critical
- ▶ Praise achievement-praise effort when achievement is lacking
- ▶ Be interested in what they do, what they say, and how they feel
- ▶ Remember how overly sensitive kids are-go easy on sarcasm and teasing
- ▶ Help identify or discover strengths and capacities
- ▶ Encourage opinions and expression of them-even ones you disagree with
- ▶ Teach responsibility by giving choices
- ▶ Be tolerant of trends, fads, and fashions by not making a big fuss
- ▶ Remember kids will do as you do, not as you say
- ▶ Give them love
- ▶ Give them hope

# Let's Talk

- ▶ On-going conversation about what works, also known as what makes sense; what doesn't work, also known as what doesn't make sense. This conversation looks at things from the individual's perspective, the team members' perspective's and the participating organizations' perspectives.

# The Four Questions +

Michael Smull

- What have we tried?
- What have we learned?
- What are we pleased with?
- What are we concerned with?
- The fifth question and its questions:
  - Now what?
  - -what will we continue to do?
  - -what will we do less of or stop doing?
  - -what will we begin or return to doing?

Kids spend their lives being told by grown ups to behave, to be good. Few have any idea what we mean. Most get that it's about conforming to our idea of what's good and bad behavior, which we sometimes change at will. We need to ask kids what they think we mean.

Chris Heimerl

# Setting Considerations

	Relationships	Environments	Activities	Attributes
<b>Most of the time-teaching, supporting, creating opportunities</b>	Manner of relating Providers <ul style="list-style-type: none"> <li>•Competence</li> <li>•Caring</li> <li>•Coherence</li> </ul> Peers Family Friends	Safety Space Stimulation Participation Pleasure Choices	Meaning Variety Purpose Expectations <ul style="list-style-type: none"> <li>•Goal direction</li> <li>•Challenge</li> <li>•Guidance</li> <li>•Learning style</li> <li>•Routines</li> </ul>	Communication Social competence Problem-solving Cognition Emotional status Self regulation Medical Cultural Issues Spiritual Beliefs History-Trauma
<b>Sometimes-when our best efforts fall short</b>				
Once in awhile-so no one gets hurt				



# 7 Questions-Support Plan Foundation

1. *How can we help the person to achieve a sense of health and well-being?*
2. *How can we help the person to expand and deepen his/her relationships?*
3. *How can we help the person to have more fun in ordinary, everyday community places?*

O'Brien & Lyle

# 7 Questions-Support Plan Foundation

4. *How can we help the person to have more power?*
5. *How can we help the person to make a contribution to others?*
6. *How can we help the person learn valued skills?*
7. *How can we help the person's supporters to get the support they need?*

# What Do Good Staff Do?

- ❖ **They show up**
- ❖ **They keep their word**
- ❖ **They listen and learn**
- ❖ **They teach**

# What Do Good Staff Do?

- ❖ **They help with choices**
- ❖ **They help solve problems**
- ❖ **They see possibilities**
- ❖ **They have fun**

# What Do Good Staff Do?

- ❖ **They are clear**
- ❖ **They ask for help**
- ❖ **They take action**
- ❖ **They take time**

# What Do Good Staff Do?

- ❖ **They stay connected to their community**
- ❖ **They take care of themselves and each other**

# Avoiding Power Struggles

## Skill 5



Know your triggers

Avoid "hooks"

Listen

Rephrase, restate

Acknowledge feelings

Shift logical levels

Redirect

Acknowledge power issues

Give some control-choices

Offer support, problem-solving

Predict consequences

Remove from setting

Reconnect later

# What do good organization do?

- ▶ Communicate
- ▶ Care
- ▶ Competence
- ▶ Coherence



# Feedback Questions

- ▶ What's one thing I will take home with me from this meeting?
- ▶ What's one thing that was missing over the last two days that I wanted?
- ▶ Future meetings/discussions could focus on the following issues and topics:

# Action Plan

- ❖ **On Monday, I will influence my work and take this action.**
- ❖ **Within the next month, I will influence my work and take this action.**
- ❖ **Next week, I will work with my team in this way.**
- ❖ **In the next month, I will work with my team in this way.**

If fear alters behavior, you're  
already defeated.

Brenda Hammond



# Four Rules of the Universe

## Three Roads to Quantum Gravity

Lee Smolin

1. There is one, only one, universe and it contains everything and everything it contains is connected.
2. There is one, only one, universe but many observers and every observer experiences a different reality.
3. In the future, we will know more.
4. The universe is about relationships, not events.