

Learning Plan: Session 1

Time Allotment: 3.0 hours (180 minutes)

Time		References	Did It Work?		If no, what needed to be changed?
			Yes	No	
mins Objective:	Welcome and Introductions	Session 1 Learning Plan CCS Slide Deck- Session 1 Session 1- Resource 1- Handout Wellbeing Facilitation Plan CCS Textbook			
Activity:	• Introduction of Instructors. • Quick overview of what brings you here today • Icebreaker for class participants, if applicable.				
mins Objective:	Logistics and Course Overview				
Activity:	Review the following: • Class dates and times • 10 sessions at 3.5 hrs/session • Breaks/ Lunch • Class Sign In Sheets • Learning Plans • Preparation and Follow-up Logs • Wellbeing Facilitation Plans ◦ Planning in groups • Handouts/ Homework ◦ Textbook readings ◦ Videos ◦ Articles ◦ Etc. • Certificate of Completion through University of Toronto's School of Continuing Studies • CCS Model <u>First Pillar</u>: Optimal Supports for				

	Wellness (looking deeper to complement and complete best practices). Second Pillar- Development of the skills of emotional self-regulation, authenticity, compassion and kindness of the supporter				
mins Objective:	Review Contributors of CCS Model	CCS Slide Deck Session 1 slides 1-4.			
Activity:	Review CCS Slide Deck Session 1 slides 1-4.	Session 1- Resource 1- Handout			
mins Objective:	Discuss Conscious Care and Support First Principles	CCS Slide Deck Session 1 slides 5-17.			
Activity:	- Review CCS Slide Deck Session 1 slides 5-17. - List and describe the fundamental first principles of understanding challenging behaviours - Co-occurring conditions rather than disability; - Anxiety is counterproductive; - Anxiety _ Aggression _ Calm - From 0-60 mph in seconds? - Not actually true. Anxieties that some one has through their unmet needs can have them sitting at a constant 55 mph. - The Recurring Cycles of Behaviour to Compliance to Behaviour - Behavioural interventions are often necessary;	Session 1- Resource 1- Handout CCS Textbook (pgs. 15-27)			

	- Review the pie piece illustration of how CCS provides optimal support and adds to current treatments in Ontario mainly through biomedical best practices, consciously caring and self-regulated supporters and competent service delivery. - Comprehensive Anxiety Reduction (CAR)				
mins Objective:	Review Wellbeing Facilitation Plan	Wellbeing Facilitation Plan CCS Textbook (pgs. 41-45)			
Activity:	- Walk through the plan with participants identifying the hierarchy of needs with continue, stop and start within each section. - Explain that this is a great planning tool for implementation. - Also identifies who and when each step will begin. - Worth noting that even though the plan is designed addressing the hierarchy, that one needs are doesn't necessarily need to be completed before moving along to the next. Needs areas can skillfully be addressed concurrently.				
mins Objective:	Introduce Needs Area #1- Awareness-based calming and de-escalation skills offered by mindful, emotionally self-regulated and kind supporters	CCS Slide Deck Session 1 slides 19-21.			
Activity:	- State the importance of the foundation of support being built upon the skillsets of mindful, emotionally self-regulated and kind supporters. - State the importance of incorporating	Session 1- Resource 1- Handout CCS Textbook (pgs. 53) CCS Textbook (pgs. 57-58)			

	awareness-based calming and de-escalation skills into daily support as they are ways to calm the system without behavioural means or through the cognitive door.				
mins Objective:	Review Mindfulness Benefits for Individuals with Developmental Disabilities				
Activity:	Review train scenario and illustration <u>TRAIN SLIDE ONE</u> Script: You are part of a maintenance crew and the operator of the lever that directs trains through a work site. You notice a train coming towards you that has lost all brakes and is gaining speed. There is no time to warn your fellow maintenance team members, but have to make a millisecond decision- do you flick the switch and potentially kill one of your fellow team members, or keep the switch so the train continues ahead and potentially kills four of your fellow team members. Ask for a show of hands for who would flick the switch? Research and human conditioning tells us that most of you would flick the switch as one potential death is better than 4 (the numbers do the talking for you). It's a logical math's problem and solution.	CCS Slide Deck Session 1 slide 22.			

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	- the amygdala - MPFC connected with the vagus nerve and parasympathetic nervous system. - Review the functions correlated to the Medial Pre-Frontal Cortex	CCS Slide Deck Session 1 slide 25 CCS Textbook (pg. 125)			
mins Objective: Activity:	Review BB-ABC Calming Interventions - Engage group with 2-3 BB-ABC activities, depending on size following the <i>Describe, Demonstrate, Do</i> method. - Butterfly Hugs - Collarbone Activation - Hand Activation - Review calming benefits of awareness based calming techniques - Activates the MPFC which stays on to help regulate the amygdala (fight, flight or freeze responses). - Not only activates but neurons can grow in MPFC therefore increasing capacity in the functioning of the MPFC around self-regulation. - Activates both hemispheres of brain in pattern with bilateral stimulation. Patterning calms. - Oxytocin levels increase with touch. Oxytocin is soothing. - Emotional contagion- calm of the support begets calm of the person supported.	CCS Slide Deck Session 1 slides 26-30. Session 1- Resource 1- Handout CCS Textbook (pgs. 57-59) CCS Textbook (pgs. 57-58)			

mins Objective:	BREAK				
Activity:					
mins Objective:	Introduce Needs Area #2- Gastrointestinal (GI) bowel, digestive and immune systems' treatment, nutrition, pain management, dental and myofunctional disorders, illness prevention and treatment	CCS Slide Deck Session 1 slides 31-36. Session 1- Resource 1- Handout CCS Textbook (pg. 88-89) <i>Nature of Things</i> , Autism Enigma			
Activity:	- Discuss the brain-bowel connection and how distressed microbes can lead the biological system into an anxious state. - Briefly review the works of Derrick McFabe (The Killee- Patchell Evans Autism Research Group) and the California Institute of Technology and the connections of gut microbes, anxiety and symptoms of autism. - Suggest the Nature of Things Documentary titled <i>The Autism Enigma</i> for people to learn more about the work of McFabe and the brain gut connection.				
mins Objective:	CCS GI and Bowel Management and Holistic Treatments				
Activity:	- Engage a qualified holistic GI specialist, e.g. qualified and available MD, ND or nutritionist who will for example: - Complete a comprehensive biomedical assessment e.g. Organic Acid Test	CCS Slide Deck Session 1 slide 37. Session 1- Resource 1- Handout CCS Textbook (pgs. 92- 103)			

	○ Remove food toxins/allergens and metals ○ Balance minerals, vitamins and neurotransmitters ○ Implement holistic bowel management ○ Optimize nutrition ○ Optimize sleep				
mins Objective:	Dental and Myofunctional Needs	CCS Slide Deck Session 1 slide 38.			
Activity:	• Review top 10 observations to identify oral health problems that could be causing pain leading to challenging behavior.	Session 1- Resource 1- Handout CCS Textbook (pgs.104-107).			
mins Objective:	Introduce Needs Area #3- Emotional Wellness including mental and neurological health and disorder's treatment, trauma desensitization and trigger's elimination, psychological wellbeing, medication side effects, ABA behavioural interventions				
Activity:	• Discuss that most often, supporters are not versed well to accurately document and track the symptoms of emotional and mental health. • Stress the importance that we as supporters must do a better job as emotional health can be tracked in other ways than just incident reports. • Review with participants that often incident reports are a reflection of what supporters lacked in the moment to ensure the situation did not escalate (lack of mindful emotional self-regulation) therefore misrepresenting	CCS Slide Deck Session 1 slides 40-41. Session 1- Resource 1- Handout			

	that the incident report was indeed tracking an incident of challenging behaviour. - Refer to Emotional Wellness Tracking Tool - Based on <i>Becks Depression Inventory</i> - Can possible represent more accurate picture of emotional wellness outside of incidents of challenging behaviour.	Emotional Wellness Tracking Tool CCS Textbook (pgs. 111-112)			
mins Objective: Activity:	Medication Side Effects - Briefly discuss a possible risk of <i>Akathisia</i> due to anti-psychotics, anti-anxiety and anti-depressant medications. - Also, thyroid should be checked annually with the above medications - Review the importance of advocacy and asking physicians about what to look for with side effects, how do we know if the medication is effective.	CAUTION: Medication Side Effects CCS Textbook (pgs. 121-122)			
mins Objective: Activity:	Trauma, PTSD and the Window of Tolerance - Discuss the importance of the great possibility of experienced trauma for someone who has a disability, for various reasons. - Review the <i>Window of Tolerance</i> illustration which when someone is traumatized, the window of tolerance	CCS Slide Deck Session 1 slides 42-43. Session 1- Resource 1- Handout			

	narrow leaving them to experience more signs of chronic hyper or hypo arousal. Review Trauma Desensitization and Mood Disorders Prevention and Treatment Interventions				
mins Objective: Activity:	Introduce Needs Area #4- Brain development, coherence balancing and inflammation regulation - Explain that neurogenesis, neuroplasticity, neuro-stimulation and neurochemical production are not well explored when provided optimal supports for people who have a disability. - When activities are in engaged that stimulate the above considerations, improve levels of anxiety and agitation can occur leading to improved quality of life. - Review Brain Coherence illustration - Typical brain runs at 25 Hz of energy for processing - Atypical brain runs at 17Hz much like how we feel when we first open our eyes after sleeping. - Often people will aggress to raise the level of brain energy or, they can activate the cerebellum through activities of bouncing and balancing. - Reference work of John Ratey, <i>SPARK</i> that speaks to exercise and revving up the brain to increase coherence.	CCS Slide Deck Session 1 slides 44-46. Session 1- Resource 1- Handout CCS Textbook (pgs. 131-132)			

	- Consider Cameron Mott example (removal of half her brain because of a life-threatening seizure disorder) and how the brain has the potential to grow and adjust and accommodate our needs. Neurogenesis and neuroplasticity is possible for all brains. - Also review that neuroscience also near unanimously concurs that neurogenesis, neuroelectric stimulation, neurochemicals' production, and neuroplasticity are, with appropriate training and conditioning, not only possible but highly predictable to measurably enhance cognition, empathy and emotional self regulation. - Lastly, state that there is no evidence to suggest that the Brain and GI of people supported cannot heal, grow and develop and there is evidence that the Brain and GI can heal, grow and develop with appropriate (CCS type) training and conditions.	CCS Slide Deck Session 1 slide 47. CCS Textbook (pgs. 123-124) CCS Slide Deck Session 1 slide 47. CCS Slide Deck Session 1 slide 48.			
mins Objective: Activity:	CCS Brain Coherence, Balancing & Inflammation Regulating Interventions - Review CCS Brain Coherence, Balancing & Inflammation Regulating Interventions - Enhance essential brain calming elements - Prevent excess of excitatory elements - Balance anxiety producing vitamins and minerals - Cerebellum activation	CCS Slide Deck Session 1 slides 49-53. Session 1- Resource 1- Handout CCS Textbook (pgs. 134, 137-139)			

	5. Maintain adequate glutathione levels to prevent brain inflammation 6. Keep the Mitochondria Cell System Healthy 7. Cardio Exercise 8. Neurofeedback				
mins Objective:	Introduce Needs Area #5- Human energy system – building, balancing and protecting from wireless radiation and electromagnetic fields (EMF)	CCS Slide Deck Session 1 slides 54-56. Session 1- Resource 1- Handout			
Activity:	• Describe that like many other allergens and pollutants that can compromise health, contaminants and electromagnetic pollution (EMF and Dirty Electricity) have been directly linked to compromised wellbeing.				
mins Objective:	Muscle Testing with Cell Phone				
Activity:	○ Engage participants with Muscle Testing with a Cellphone. ○ Ask for a volunteer to come up with their cellphone. ○ Do a pre-test with their non-dominant, non-injured arm by asking them to hold their arm out in front of them palm facing down. ○ As the tester, you will approach them at a 90 degree angle with your dominant arm outstretched with your palm placed just above the wrist of their outstretched arm. ○ Asking the participant to just hold				

	their arm up, not to push back forcefully, gently apply force downward lowering their arm. ○ Ask them to grab their cellphone with their dominant hand ensuring that it is on. ○ Repeat the muscle testing as described above for the post test. ○ Have the larger group break off into pairs and experience the muscle testing with the cell phone. • Review that toxins deplete the human energy system and can cause anxiety, anger and aggression. Highlight the work of Martha Herbert on slide.	CCS Slide Deck Session 1 slide 55. Session 1- Resource 1- Handout			
mins Objective: Activity:	How to Minimize the Exposure to EMF and Dirty Electricity • Review that we can reduce the exposure of EMF by turning off wi-fi when not needed, get outside into mother nature, grounding mats etc. • Review that we can reduce the exposure to Dirty Electricity from out 110 V outlets by using a Greenwave filter.	CCS Slide Deck Session 1 slide 56. Session 1- Resource 1- Handout			
mins Objective: Activity:	Introduce Needs Area #6- Sensory Integration and Processing • Review that there is an 80% likelihood that individuals with autism and other developmental disabilities have sensory processing and integration challenges.	CCS Slide Deck Session 1 slide 57-58. Session 1- Resource 1- Handout			

	• Review Hyper vs. Hypo Sensitivity Illustrations ○ Even though the input might be different that can affect the sensory processing and integration system (hyper vs. hypo), the resulting behavior can look the same. ○ Explain that people can have hyper sensitivity in one sense store but a hypo sensitivity in another. ○ Stress the importance that we need to discern hyper vs. hypo to best be able to help the person with a prescribed sensory diet from a qualified Occupational Therapist. • Review two common hypo sensitivities that are most often seen and some activities that can help regulate ○ Vestibular sense store (balance) ○ Proprioceptive sense store (knowing where body is in space) • Review importance of gut health as it connects with sensory processing and integration. • Review common audio sensory processing problem with processing various frequencies.	CCS Slide Deck Session 1 slide 59-60. CCS Textbook (pgs. 153-154) CCS Slide Deck Session 1 slide 61-65. CCS Slide Deck Session 1 slide 66. CCS Slide Deck Session 1 slide 67-68. CCS Textbook (pgs. 155-156)			
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mins Objective:	Essential Exercises to Assist with Sensory Processing and Integration				
Activity:	- Review Essential Proprioception and Vestibular Sensory Integration & Processing Equipment & Exercises - Ensure that sensory assessment has been done by qualified OT.	CCS Slide Deck Session 1 slide 69-70. Session 1- Resource 1- Handout			
mins Objective:	Introduce Needs Area #7- Environmental – supporter’s accommodations, behaviour (ABA learning), social interactions and contributing to others’ well-being				
Activity:	- Overview Needs Area #7 by stating that because we have addressed many other “upstream” potential causes of anxiety through the CCS Hierarchy of Needs, that are not through the cognitive door, the following engagements and technologies can be much more meaningful. - Things to consider: - Communications - Validate not Vet - Accommodations - Limited Choices - Avoid ‘No’ - Behavioural Learning - ABA, IBI, Best Practices - Social Interactions “Go slow in ways I know” - Contributing to Others’ Well-being - Socially Valued Roles	CCS Slide Deck Session 1 slide 71-72. Session 1- Resource 1- Handout CCS Textbook (pgs. 165-168, 176-178)			

	Review 5-10 possible inducers of anxiety and agitation and how we can help.	CCS Textbook (pgs. 170-176)			
mins Objective:	Key Professional and Intrapersonal Qualities to Consistently Deliver Optimal Support				
Activity:	Review illustration <i>To Consistently Deliver Optimal Support – The Supporter Needs Three Key Professional and Intrapersonal Qualities</i>	CCS Slide Deck Session 1 slide 73-74. Session 1- Resource 1- Handout			