

Learning Plan: Session 4

Time Allotment: 3.0 hours (180 minutes)

Time		References	Did It Work?		If no, what needed to be changed?
			Yes	No	
mins Objective:	Session Overview	Session 4 Learning Plan			
Activity:	• Review Learning Plan				
mins Objective:	Review Hierarchy of Special Needs	CCS Textbook (pg. 35)			
Activity:	• Briefly review the hierarchy • Explain that even though unintentional, supporters often miss out on the basic brain, body and being in favour of promoting adaptive behaviours. • Explain that as supporters, we must be aware that a challenging behavior may be the result of dozens of other potential antecedents other than functional goals of behavior (eg. access to tangibles, attention seeking, escape/avoidance, self-stimulation) - o Biomedical unmet needs - o Power struggles with supporters • Remind participants that the hierarchy is not rigid. • Explain to participants that there are other schools of psychology (other than Behaviouralism) to which we can refer when we look at wellbeing. All humans must have six core needs met: - o Pain-free				

	- o Secure - o Calm - o Unconfused - o Connected - o Useful • Remind participants that there is a purpose and payoff for challenging behaviours, even if the person themselves are unaware of the payoff • Have participants complete Hierarchy of Needs exercise as a self-reflection.	CCS Textbook (pg. 40)			
mins Objective:	Well-being Facilitation Plan	CCS Textbook (pg. 41-47)			
Activity:	• Review the Wellbeing Facilitation Plan with the class participants. • Review with participants that this plan will be used each time we gather to help teams create a plan of wellness that identifies the various Needs Areas. • Remind participants that a group composite of this plane will also be required in submission for the U of T certificate.	Wellbeing Facilitation Plan Handout			
mins Objective:	15 Awareness Based Calming and De-escalation (BBABC) Tools	CCS Textbook (pg. 57-65)			
Activity:	• Explain that the principles of BB-ABC are based in evidence based practices in: - o Mindful emotional self-regulation - o Bi-lateral stimulation (EMDR-Eye Movement Desensitization and Reprocessing) o - Acupressure - o Mirror Neuron Enhancement	(pg. 58-59)			

	- o Emotional Freedom Therapy • Review the following BB-ABC Exercises - o Butterfly Hug - o Collar Bone Activation - o Hand Activation - o Mindful Movement/Breathing				
mins Objective:	Emotional Contagion and Mindful, Emotionally Self-Regulated and Kind Supporters	CCS Textbook (pg. 60-61)			
Activity:	• Explain that after review of 1,000's of behavioural incident reports, approx. 40% of the incidents were caused by or significantly influenced by power struggles with the supporter that are unrelated to safety. • Explain the following significances of emotional contagion: - o One's emotions and related behaviours directly trigger similar emotions and behaviours in others. -E.g. NLP (Neurolinguistic Programming)-Yawning, Smiling, Laughing, Frowning				
mins Objective:	Effective and Ethical Speech	CCS Textbook (pg. 63)			
Activity:	• Review that speech should always be - o Useful - o Truthful - o Timely and - o Kind • Never miss a good opportunity to be silent • Review Feelings to Feelings, Reasons to Reasons - o Using Chart paper, draw out illustration found on page 64 and explain how we easily double down on	(pg. 64)			

	reasons when we should be identifying feelings. o If time permits, have participants break up into pairs and practice responding to increased verbal agitation. (5 minutes)				
mins Objective: Activity:	Integrating CCS with Behavioural Support Services • Explain to participants that the technology of ABA (Applied Behaviour Analysis) and IBI (Intensive Behavioural Intervention) can absolutely improve quality of life after the many unmet needs have been explored and addressed. • The following are insights and strategies from Humanistic Psychology that are recommended as pre-requisites and compliments to behavioural interventions: - o People's basic motivation is to avoid solitary confinement and to belong - o Behaviour has psychological purposes that are seldom known by the person and their behavior is seldom planned - o If one can't obtain their basic human needs through positive behaviour, they will attempt through maladaptive behaviour - o Humans are always trying to move from "felt minus" to "felt plus" - o Humans perceive their reality and often their perspective is mistaken or bias. • Read through the 3 fundamental understandings of Behaviour Purpose	CCS Textbook (pg. 65-72) (pg. 66-67)			

	and Payoff listed on page 66.				
mins Objective:	Complete the Wellbeing Facilitation Plan- Needs Area #1	Wellbeing Facilitation Plan			
Activity:	• Have participants break up into planning groups and complete Needs Area #1.				
mins Objective:	BREAK				
mins Objective:	Facilitating Optimal Living, Learning and Well-being Through Discovering and Disengaging from Programmed Priorities	PowerPoint-Session IV- R. 1			
Activity:	• Review slide deck with participants as this is a content review from Session 2. - o PFP Framework - o 4 Outs- Burn Out, Freak Out, Tune Out and Space Out - o Why Bother? - o Understanding the Set Up ♣ Hidden Rules ♣ We've become good mind readers (predicting cards example) - o Examples of Rules/ Faulty Filters - o Factors Influencing our Filters ♣ Birth Order ♣ Heredity ♣ Family Atmosphere	CCS Textbook (pg. 287-299)			

	♣ Family Values ♣ Role Models				
mins Objective:	Fruitful and Faulty Filters Discovery- PART 1	CCS Textbook (pg. 300-305)			
Activity:	• Birth Order Exercise • Divide participants into following groups: - o First Born - o Middle Child - o Last Born - o Only Child • Have each team list out 5 advantages due to their birth order • Take up answers from each group. • Then have each team list out 5 disadvantages due to their birth order • Take up answers from each group. • Have each group list out 5 qualities/characteristics that they attribute to their birth order. • Take up answers from each group.				
mins Objective:	Filter Self-Assessment- PART 2	CCS Textbook (pg. 362-381)			
Activity:	• Walk through the filter self-assessment exercise with the entire group for each participant to begin to recognize their filters. • Remind participants if the reframe more strongly resonates with them, then that filter in particular more than likely is not theirs • Remind participants that it is not uncommon to identify with more than one filter and that they should do their best to narrow identification down to 2 or 3.				

	• Remind participants that this activity is educational and self-exploring so move forward with a light heart and open mind throughout the exercise.				
mins Objective:	B-FIT Mindfulness Practice Session #2- Awareness and AHH-ing of the 4 B-FIT Senses	CCS Textbook (pg. 266-268)			
Activity:	• Lead the participants through the exercise for 10 minutes.				
mins Objective:	Session Preparation and Learning Log	Session 4 Learning Log			
Activity:	• Review readings and homework found on Session 4 Learning Plan • Have each participant complete the Session 4 Learning Log				