

Learning Plan: Session 3

Time Allotment: 3.0 hours (180 minutes)

Time		References	Did It Work?		If no, what needed to be changed?
			Yes	No	
5 mins Objective:	Session Overview	Session 3 Learning Plan			
Activity:	• Review Learning Plan				
5 mins Objective:	A More Complete Understanding of Optimal Support	CCS Textbook (pg. 31)			
Activity:	• Review with participants that optimal care isn't about having certain feelings that make us feel inadequate or not a right fit for the job. • State that optimal care transcends our nervous system's response to move away from the "bad guys" to the "good guys". State that the learnings from CCS transform from singulars to a sense of "us-ness". • Review the illustration, Optimal Care and Support.				

5 mins Objective:	Breaking the Recurring Cycle of Behaviour	PowerPoint-Session III- R. 1 (slides 2-3)			
Activity:	• Review the illustration, Breaking the Recurring Cycles of Behaviour to Calm to Behaviour - o Any unmet need can lead to anxiety, agitation and aggression - o We can meet anxiety, agitation and aggression with a full model of support that is inclusive of the biopsychosocial model along with biomedical best practices, emotionally self-regulated supporters and an effective way in how to deliver the services. - o This can lead to true health, wellness and calm leading to a fulfilling and meaningful life. - o This can then lead to an eventual break in the recurring cycle of maladaptive behavior and anxiety, agitation and aggression.	CCS Textbook (pg. 26)			

60 mins Objective: Activity:	GI, Bowel, Digestive and Immune Systems' Holistic Treatment and Pain Management • Review the PowerPoint - o GI, Bowel and Digestive Health Is the Foundation for a Healthy Mind - o Needs for GI and Bowel Management and Holistic Treatment • Our gut microbes more often than not can run the show and often affect how we are feeling. Research has shown that distressed gut microbes can produce agitation leading to aggression. • Work of Derrick McFabe and Kilee Patchell-Evans Autism Research Institute (London, ON) demonstrates that gut microbes- specifically propionic acid (PPA)- can influence the symptoms of autism in rat studies. - o Perspective - o Chronic Anxiety - o Examples of behaviours because of unmet GI needs - o The Brain-Bowel Connection - o Video of Tim Buie • Overview of Acid-Reflux with those with Autism or	PowerPoint-Session III- R. 1 CCS Textbook (pg.88-108) PowerPoint-Session III- R. 1 (slides 6-7) *Yong, E. (2018). <i>I Contain Multitudes: the microbes within us and a grander view of life</i>. P. 69-70. Ecco. **MacFabe, D.F., Cain, N.E., Boon, F., Ossenkopp, K.P., & Cain, D.P. (2010). Effects of the enteric bacterial metabolic product propionic acid on object-directed behavior, social behavior, cognition, and neuroinflammation in adolescent rats: Relevance to autism spectrum disorder. <i>Behav Brain Res.</i> https://www.ncbi.nlm.nih.gov/pubmed/23990817 PowerPoint-Session III- R. 1 (slides 8-12) PowerPoint-Session III- R. 1 (slide 13)			
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	Intellectual/Developmental Disabilities - o Causes of Unhealthy Gut Flora - o Why Vulnerable? • Poor Diet • Chewing Problems • Inflammation in the Gut and Brain • Digestion is Poor • Opiates Can Be Created • Yeast • Neurotransmitters • Enzymes - o Harmful Effects of Sugar • Have participants break up into pairs or small groups and share the top three things that they have heard from the presentation. • Review Solutions - o Reduction of unhealthy foods and toxins - o Assessments and Testing, as needed • Organic Acids Test (OAT) • Gluten and Casein • Food Sensitivity and Zonulin • Hair Mineral and Metal Tests • Copper : Zinc Profile - o A Nutritious Diet • Transition to Whole Foods (Centre for Discovery)	https://www.youtube.com/watch?v=psah-Eg-4Bc PowerPoint-Session III- R. 1 (slide 14-22) Group Discussion PowerPoint-Session III- R. 1 (slides 23-32) CCS Textbook (pg.93-94) CCS Textbook (pg.95-99)			
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	o Vitamin and Mineral Supplements, as recommended o Optimizing Glutathione Levels - eliminating triggers for inflammation and providing anti-inflammatory supplements, e.g. N-acetylcysteine (NAC) increases the body's own production of glutathione (GSH) which is the most critical antioxidant that protects the brain from many toxins and contaminants that cause inflammation. Many people supported are dangerously low in GSH. This deficiency can be remedied by increasing the intake of sulfur-rich foods and supplements such as NAC. - NAC, given to a group of children with ASD/DD during a controlled research study by Stanford University in 2012, was effective in reducing the levels of irritation in addition to; - treating traditional allergies and lowering histamine; - restoring intestinal health and	PowerPoint-Session III- R. 1 (slide 33) Hardan, A. Y., Fung, L. K., Libove, R. A., Obukhanych, T. V., Nair, S., Herzenberg, L. A., Frazier, T. W., & Tirouvanziam, R. (2012). A randomized controlled pilot trial of oral N-acetylcysteine in children with autism. <i>Biological psychiatry</i>, 71(11), 956–961. https://doi.org/10.1016/j.biopsych.2012.01.014			
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	- balance; • eliminating problematic foods; • eliminating sources of toxins and supporting the body's own detoxification processes; • restoring appropriate balance between excitatory and inhibitory transmitters in the brain. - o Treat problems holistically • Constipation • Anxiety • Review Conclusions				
20 mins Objective:	Complete the Wellbeing Facilitation Plan- Needs Area #2	Wellbeing Facilitation Plan Break Out Rooms and Discussion			
Activity:	• Have participants break up into planning groups and complete Needs Area #2				
10 mins Objective:	BREAK				
Activity:					

10 mins Objective:	Supporter's Human Competencies, Mindful Emotional Self-Regulation Skills, Self-Assessment	CCS Textbook (pg. 183)			
Activity:	• Walk participants through the self-assessment. • Afterwards, review that the goal is for the "S" levels to be closer to the "N" levels of self-assessment. • The skill set that we use to obtain those levels are through mindful self-awareness using the tool of B-FIT Mindfulness.				

5 mins Objective:	Mindful Emotional Self-Regulation-Self and Others and Personal Qualities	CCS Textbook (pg. 184-185)			
Activity:	• Read Imagine section in textbook • Review that our challenge is to be unconditionally kind and respectful when supporting others when their needs are not obvious; especially when our mindless brain does not judge them as deserving, because for example, they are not likeable or appreciative.				
10 mins Objective:	B-FIT Mindfulness- What it is and Reasons to do it				
Activity:	• Show Happify Video- Why Mindfulness is a Super Power • Explain that B-FIT is a set of intrapersonal tools to help develop capacity to be conscious (more fully awake) as much as possible - o B- Body sensations - o F- Feelings - o I- Image Thoughts - o T- Talk Thoughts • Discuss subjective ahh-llowingness while still working passionately to change what we can objectively to make life better for ourselves and others	Happify Video-Why Mindfulness is a Super Power CCS Textbook (pg. 188)			
15 mins Objective:	B-FIT Instruction	CCS Textbook (pg. 258-259)			
Activity:	• Review Labelling - o B- Body sensations • Location, shape,				

	- intensity - o F- Feelings • Name emotion - o I- Image Thoughts • Pictures/Mind Movies, Image - o T- Talk Thoughts • Words/Phrases, Talk • Review Posture - o A posture that is relaxed but alert - o Back off of chair and feet flat - o Avoid lying down • Review Dozn', Frozn' and Pozn' - o Dozn'- open your eyes for a minute to avoid feeling sleepy - o Frozn'- labels help you stay alert and avoid daydreaming - o Poz'n- mindfully give your best effort	CCS Textbook (pg. 261)			
15 mins Objective: Activity:	B-FIT Mindfulness Practice Session #1 • Lead the participants through the exercise for 10 minutes.	CCS Textbook (pg. 264-266) 11-minute mindfulness recording (A Centre for Conscious Care)			

15 mins Objective:	The CCS 5 Stage Process- Step #1- CATCH	CCS Textbook (pg. 397-399)			
Activity:	• Explain the importance of noticing and paying attention to being “HERE”. - o Opposite of “auto-pilot” - o When we are on auto-pilot, our PFP brain will take over and we will react with the behaviours and feelings with which we have been programmed. - o We can then mindlessly be				

	driven into an emotional highjack then contributing to whatever a concern might be. - o Catching ourselves in the moment is the first step to authentically providing support • Review the “Wisdom of Here” and the benefits of being present.	CCS Textbook (pg. 399)			
5 mins Objective: Activity:	Session Preparation and Learning Log • Review readings and homework found on Session 3 Learning Plan • Have each participant complete the Session 3 Learning Log	Session 3 Learning Log			