

Learning Plan: Session 8

Time Allotment: 3.0 hours (180 minutes)

Time		References	Did It Work?		If no, what needed to be changed?
			Yes	No	
5 mins Objective: Activity:	Session Overview Review Learning Plan	Session 8 Learning Plan			
5 mins Objective: Activity:	Review U of T Assignment and Certification Requirements Read U of T Assignment Requirements Handouts	U of T Assignment Requirements Handout			
15 mins Objective: Activity:	Making Sense of the Senses - Review 8 basic senses: taste, smell, auditory, visual, tactile, vestibular, proprioceptive, interoception - Review the Recurring Cycles of Behaviour Illustration - Review difference between Hyperactive vs. Hypoactive Sense Stores - Review Prevalence of Sensory Problems 80% of people who have a developmental disability or autism may have a sensory dysregulation. - A prolonged startle response is to be considered when supporting people who may have a sensory dysregulation - Senses must be working together or some may become overly responsive than others. - A high percentage of challenging behaviours may come from a sensory dysregulation, which can be better treated and regulated. - What someone is preferring to	PowerPoint Session 8--R-1 CCS Textbook (pgs. 156-164) (slide 2) (slide 3) (slide 4-5) (slide 6-9)			

	engage in (i.e. stimming or preferred activities) could indicate their nervous system meeting an unmet sensory need ○ Occupational Therapists are great resources to support, assess, and plan interventions to meet unmet sensory needs. ● A Balanced GI System is required for Balanced Neurotransmitters which are required for Balanced Sensory Integration and Processing ○ State that the listed systems are all connected so when we explore better meeting someone's sensory world, we need to appreciate the functioning and health of their GI system as well. ● Audio Sensory Processing Problems ○ Can be a prevalent dysregulation with those with autism or developmental disabilities. ○ People with developmental disabilities or autism often cannot tune into human speech because they cannot use their Middle Ear Muscles to dampen the lower sound frequencies as others can. ○ Because lower frequencies are at full volume, they mask higher frequencies. ○ Lower frequencies trigger Fight/Flight brain responses. ○ Autopsies often find cerebellum inflammation which has close links to the vestibular inner ear system.	(slide 10)			
		(slide 11-12)			
		Vargas, D. L., et al. (2005). Neuroglial activation and neuroinflammation in the brain of patients with autism. <i>Annals of neurology</i>, 57(1), 67–81. URL.			

[illegible]

	○ Review what is it and some regulating exercises • Tactile ○ Review what is it and some regulating exercises • Vestibular ○ Demonstrate vestibular by balancing on one foot, then other with eyes closed. Have group participate. ○ Review what is it and some regulating exercises.	(slides 17-18) (slides 19-20)			
5 mms Objective: Activity:	Review Conclusions • Review Sensory Processing and Integration Summary and Useful Equipment and Exercises • Review potential financial costs associated with different equipment	PowerPoint Session 8 R.1 (slides 21-23) (slides 24-25)			
10 mins Objective: Activity:	Stress Inducers and Reducers • Explore Stress Inducers/Reducers #34-45 with the group. • Explain that this tool can be a useful tool to determine the deeper needs of the person they support along with offering additional considerations of support. • Explain that this can be useful to use in upcoming team discussions as the team continues to improve the quality of support offered.	CCS Textbook (pg. 174-175)			
10 mins Objective: Activity:	Explain how as supporters, we assist in facilitating life skills, meaningful days, socially valued roles through community connections. • Refer to "The Abundant Community" by John McKnight and Peter Block. • List out the steps to help supporters promote meaningful connections.	CCS Textbook (pg. 165-167)			

10 mins Objective:	Explain that assessing the likelihood that various activities have a positive effect on the person will help determine what is considered meaningful.				
Activity:	Reflect on the chart found in CCS Textbook on pgs. 167-168 list out activities that have an effect.	CCS Textbook (pg. 167-168)			
15 mins Objective:	Complete the Wellbeing Facilitation Plan- Needs Area #6 and #7	Wellbeing Facilitation Plan			
Activity:	Have participants break up into planning groups and complete Needs Area #6 and #7				
15 mins Objective:	BREAK				
Activity:					
10 mins Objective:	Preventing and Managing Physical and Emotional Suffering	CCS Textbook (pgs. 272-275)			
Activity:	- Review equation Suffering = Pain x Resistance - Review the approach of “divide and conquer” behind the workings of B-FIT Mindfulness - If available, a braided rope is a great visual to explain divide and conquer. - Explain that the energy that is the source of resistance in finite- it will eventually "burst" "fizzle out" or "fall off". - Explain during B-FIT Mindfulness, we redeploy our conscious energy 100% into studying the form and movement of pain (location, form, intensity etc.) - Review B-FIT and how each component of B-FIT (body sensations, feelings, image thoughts, talk thoughts) are the	(pg. 272)			

	energy sources of resistance, therefore quite possibly the source of alleviating suffering. ○ It's about working skillfully with B-FIT sensations rather than pushing away from them in times of discomfort. ○ You can skillfully “ride and abide” the resistances/cringing/discomforts which support relating to resistance differently with more ahh-llowingness				
20 mins Objective: Activity:	B-FIT Mindfulness Exercise #5- Preventing and Managing Pain to Reduce Suffering • To assist with this experience, participants can be encouraged to use a walnut or small stone and place in underneath their sits bone. • Lead the participants through the exercise for 20 minutes.	CCS Textbook (pg. 276 – 277)			
5 mins Objective: Activity:	How Mindfulness Accomplishes Radical Change to PFP • Review how mindfulness can help us break out of PFP prison: ○ A Reminder of Being in Prison ▪ Firstly, mindfulness reminds us that our Mind has a Mind of its own and that when we are only semiconscious (like how we drive our car), our PFP (not mindful us) is making many poor choices. ○ Awareness right now of More Optimal Responses	CCS Textbook (pg. 358)			

	▪ The ‘mindful me’ has a much greater likelihood of not being as semiconsciously driven to behave in accordance with PFP Programming initial thoughts’ and feelings’ directives. ▪ The more conscious we become in the moment, we immediately ‘rethink’ more optimal responses than initially offered by PFP. ○ Upgrade the Live-Drive ▪ As we mature to B-FIT wisdom and kindness and intrapersonal skills, the PFP live-drive seems to be upgraded to a more complete version (i.e. me version 2.0) so even the PFP autopilot thoughts, feelings and actions are now more aligned with the more conscious ‘ideal self’ me. ○ Those Thoughts and Feelings Are Not Me ▪ As we are ‘just naturally’ more and more mindful, the				
--	--	--	--	--	--

	'Mindful Me' (witness, noticer, observer), less and less identifies with 'the' thoughts and feelings as 'me'. ○ Wisdom and Authentic Kindness ▪ With sufficient: Time, Focus, Sensory clarity, Ahh-llowingness, B-FIT starts to self-organize into flowing 'emerging' wisdom and 'usness' authentic kindness.				
5 mins Objective: Activity:	The Path to Awakening – Bret Story • Read "Waking Up- O'Natural- Bret's Story" • Read Reflection on Waking Up to Meaning, Purpose and Heart	CCS Textbook (pg. 351 - 352)			
15 mins Objective: Activity:	Summary- The Five Stage Process • Review and discuss the 4 Quadrants of Support and that the goal in providing the best support to others is to be both proficient in competence and compassion. ○ Cold Competence (high in best practice knowledge/ competence, low in mindful awareness/consciousness) ○ Compromised 4 Outs (low in best practice knowledge/ competence, low in mindful awareness/consciousness) ○ Caring Incompetence (low in best practice knowledge/ competence, high in mindful awareness/consciousness)	PowerPoint Session 8 R. 3 CCS Textbook (pg. 391 - 396) (slide 2-3)			

	○ Optimal Care and Support (high in best practice knowledge/ competence, high in mindful awareness/ consciousness) • Review that to provide optimal care and support, we don't need to feel kind to be kind. This is a result of being more mindful in our approach, and therefore unconditional compassion is cultivated regardless of how we feel. • Review the importance of the five-stage process. ○ CATCH ▪ How aware you are when you are driving with a police car behind you? ▪ Bringing awareness to the moment and of B-FIT sensations ▪ Without catching ourselves in the moment, we cannot move forward to the next step of calming ourselves in times of increased stress/crisis. ○ CALM ▪ To be calm is to subjectively (internally) experience body sensations, feelings and thoughts with no/low resistance, as you work mindfully and passionately to solve problems or threats happening in your external world. ▪ You can still advocate for change and	(slide 4)			
		(slide 5- 16)			

	experience unpreferred moments in life, but you can do so from a place of internal calm rather than chaos. ▪ Review some self- calming strategies. ○ CLARIFY AND CHOOSE ▪ Together with catch and calm, remain aware of mine and others' Feelings and Filters that are influencing the situation and then to objectively make informed choices. ▪ Because we are calm, we can keep our front brain online and also respond in ways that align with support strategies rather than reacting to difficult feelings or thoughts. We can choose to make better decisions. ○ CONSCIOUSLY CONNECT ▪ When we Mindfully Consciously Connect to another person, we move beyond our separate identity and roles to a place of shared unity and stillness – us-ness. This guides our every action, not against anything but in harmony with it. From this place of balance and no subjective resistance,				
--	---	--	--	--	--

	we know and can therefore positively facilitate what must be done to keep others motivated, safe, respected, and still deeply connected with us. ▪ We can come to a place where you and the person you support are much more similar than you are different in turn, adjusting the power differential that can often happen in roles of “supporter” and “person supported”. ○ CARE AND SUPPORT IS OPTIMAL ▪ When supports are based on high competency and high consciousness of the supporter. ▪ Compassionate actions are useful, truthful, timely and kind. ▪ Review statement and example of compassionate action on slide 16 and 17. • Summarize the CCS pie wheel to remind participants what CCS model can provide and what optimal supports include • Review that the foundation of optimal support relies on the development of the supporter • Explain to participants that perhaps rather than being motivated to do their	(slides 16-17) (slide 18) (slide 19) (slide 20)			
--	---	---	--	--	--

	own intra=personal development for them, perhaps they still committed to their growth process for someone else. Have participants reflect on their personal plan statement to be a more complete supporter and human (continue, stop, start)	(slide 21)			
10 mins Objective: Activity:	Living What You Learn - Read summary listed under Living What You Learn - Review Mindful Happiness Is Experienced 'Now' While... Illustration	CCS Textbook (pg. 354-357)			
5 mins Objective: Activity:	Walk the Dual Path- Do Our Part Read "The Dual Path" reflection found in the CCS Textbook (pg.427-428).	CCS Textbook (pg. 427-428)			
5 mins Objective: Activity:	Session Learning Log - Review readings and homework found on Session 8 Learning Plan - Have each participant complete the Session 8 Learning Log	Session 8 Learning Log			