

My Adaptive Skills Programme – Liam Finlayson

<p>PHOTO</p>	<p style="text-align: center;"><u>All about me</u></p> <p style="text-align: center;">My name is Liam Finlayson. I have a learning disability and ASD. I live at HOME with my mum.</p> <p style="text-align: center;">I communicate using visual information including objects of reference and some photos and symbols.</p> <p style="text-align: center;">I might sometimes display unconventional behaviours to meet my needs. This programme outlines strategies you can use to help support me to learn new skills.</p>
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I like:

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I understand that by utilising the strategies outlined in this Adaptive Skills Programme, I am providing NAME with opportunities to build and develop more adaptive skills and be supported through and reduce any unconventional behaviour.

Signed	Print Name	Designation	Date
		Parent/carer	
		Clinical Psychologist	
		CAMHS LD ITS Staff Nurse	
		ASLS Specialist Provision Coordinator	
		Head Teacher	
		Class Teacher	
		Manager – RESPITE	
		Key Worker – RESPITE	

Developed by Dr. Helen Downie (NHS Lothian CAMHS LD team)
and Jilly Catlow (City of Edinburgh Council)

These are the supports I need at all times to learn skills that help me better communicate, interact and engage.

I need:

Your support to emotionally regulate



Because:

- I am at an early level of emotional development.
- I need an adult to help me manage my emotions until I have skills to do so myself.
- I don't have the skills to behave differently until you teach them to me.
- If I am not well regulated I will not be able to do anything else.

I need you to:

- Be emotionally responsive to me; support me through times of challenge.
 - Acknowledge my feelings, e.g. say "I know this is hard for you..."
 - If I am struggling, make things easier for me to be successful.
 - Remember, I am telling you in the only way I have, in the moment, that I can't cope and I need your help.
- Recognise and label my emotions when I am calm and happy and when I am worried or angry.
 - Don't tell me I'm fine if I'm not as this is confusing and makes me feel like you don't understand me.
- Model appropriate behaviour for me; don't shout if you don't want me to.
- Don't ask me questions when I am upset
 - Don't ask me what's wrong
 - Open questions are hard when I am calm so I won't be able to respond when I'm upset.
- Analyse my behaviour to see what the function is and proactively teach me a better way to meet that function.
 - I need to be taught when I am calm as I can't learn when in a heightened state.
- I need to be taught what calm feels like.
 - Build positive, calming routines into my day so I have planned access to these as part of my timetable, not just when I am heightened.
 - At the moment I need simple repeated activities to learn adult direction and transition.
 - Remember to be emotionally responsive when I am calming down.
 - I need you to help me to calm down as I don't have the developmental skills to do so by myself.

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I need:

**Regular routines for key points in my day
(including: big transitions such as arriving and leaving,
and meal times)**

**Because:**

- I need to know what is going to happen at key times in my day to feel safe and secure.
- Routines help me to make transitions more easily as I know what to expect.

I need you to:

- Set up individualised routines that are appropriate to my needs and that help me to feel calm and settled.
 - Morning routine, after school routine, snack, mealtimes, personal care, bedtime, big transitions (that involve a change of location)
- Start, finish and structure all activities in the same way so I know what to expect.
 - Use song signifiers to start and finish activities.
 - Set up routines for tasks so I feel confident in knowing what I have to do even when the activities are varied.
- **See activity and transition plan for routines.**

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Name: Liam Finlayson

Version: V2

Date: March 2020

I need:**An individual now and next visual timetable****Because:**

- I need to know what is going to happen to feel calm and settled.
- I need to know that you are in control to feel safe.

I need you to:

- Present my timetable in a way that I can understand:
 - Now and next symbol timetable
 - Use objects to reinforce what is required of me.
- Have my timetable set up and ready for my arrival each day.
- I must check my timetable at each transition, drawing attention to what is finished and what it is time for (velcroed symbol coming off and going in finished pocket and next symbol being moved up to the now box).
- Make my timetable happen, no matter what behaviour I present throughout the day.
- Respond consistently but flexibly to how I am feeling.
 - Once you have said something will happen, then it needs to but you can make it easier or quicker for me so I am successful.
- I do not get to choose what goes on my timetable or move it around, I need you to be in control of this so I feel safe.
- Draw my attention to any changes so I am prepared for these as much as possible. If appropriate give me a reason in a visual way I can understand.
- My timetable is not a choice. Don't ask me questions, make statements 'It's time for ...' (not, 'Shall we' or 'Are you ready for' unless it is actually a choice).

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I need:**Visual supports for
each activity****Because:**

- I need to know what I have to do before I am finished.
- I understand visual information much more clearly than verbal instructions and can retain it better.
- I am less anxious when I know what I have to do.
- I am much more independent at completing tasks with visual supports.
- I need you to be able to make it happen no matter what behaviour I present and having it visually presented makes that easier.
- Visual supports help adults to be consistent and for me to build relationships through strategy as everyone behaves in a consistent way.

I need you to:

- Make sure I have appropriate visual supports at all times.
 - All my activities should be visually clear so I can see what I have to do and how many before I am finished, such as posting activities.
- Model what I have to do.
- Choose developmentally appropriate activities and break them down so I can be successful.
- Make sure I can see how much more I have to do.
 - Show me the objects so it is clear exactly how much there is to do
 - Use start and finished boxes so it is visually clear how much and what I have to do.
- Make it easier, faster or help me more if I am finding things difficult but make sure I am successful so it is ok for me next time.
- Be consistent as a team of adults, use the visual supports consistently and respond consistently to my behaviour so I build relationship through strategy.

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I need:

**An adult to have planned what I will
be doing at all times throughout out my day
To have a balance of activities
with access to my preferred items and time
to relax in a way that I choose**

**Because:**

- I need to know what I will be doing to feel safe and secure
 - Being on task doesn't always mean on an adult directed task but it means knowing where I should be and what I can do at these times.
- I need to know what I should be doing or I will present with behaviours in order to get a predictable response.
- I will make my own routines and take control over my environment if an adult does not do it for me.

I need you to:

- Know who is working with me and give me your full attention when you are with me.
- Use visual supports so I know what I have to do and how much there is to do.
 - Make me successful; start small and build up.
- Use my timetable at each transition so I know what is happening.
 - **I am not currently coping with choose time so just need small bursts of adult directed activities that build up. This will build up to include choose time but for now I just need adult directed activities.**
 - Choose time after each activity is a good balance to my day and means that if I am struggling, the activity can be successfully finished more quickly.
 - I need to move on without there being 'dead time' before the next timetabled activity which can cause anxiety.
 - Knowing that a preferred activity is coming can help me get through a more challenging one.
 - The choose is on my timetable and built into my routine so it not earnt and cannot be removed or taken away.
 - Having preferred activities built in is more beneficial than rewards as I know they are coming and are therefore more predictable and reassuring.
 - I need the items I can choose a choose time to be visually presented to me (they can change depending what is available and what I need at a time).
 - 2 different choices.
 - I am allowed to change my mind at choose time, between the two choices but not something else not presented. If there is something else I want it can be added to the next choose time if appropriate.
 - Getting a reward can be unpredictable as the criteria to earn the reward can change. Sometimes it can be more predictable to

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present with behaviour not to get the reward as I can be certain of the reason for that and feel I have increased control.

- It is the adults' job to make activities happen so I would always earn the reward. If I am always going to earn it then it is more predictable and more reassuring to build it in as a planned activity so I can see it coming on my timetable.
 - Activities need to be relevant and intrinsically desirable and motivating to help me engage.
- Make sure the task does happen.
 - Lots of positive attention and praise.
 - Be calm and confident with me.
 - Remember, choosing time is an activity not a reward!

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Name: Liam Finlayson

Version: V2

Date: March 2020

I need:

**You to make activities happen for me
and with me**

**Because:**

- Sometimes I need extra support to be successful.
- I need to trust that my timetable and people are predictable so everything on my timetable needs to happen in some way.
- I need to know you are in control and I am safe
- I need to know that no matter what I do that everything will be OK and things will still happen.

I need you to:

- Making activities happen for me is not the same as making me do it.
- Remember, we are not looking for compliance. You are teaching me that I can trust you and my timetable.
- Be responsive to how I am feeling and help me get through the activity successfully.
 - If I am presenting with behaviour that is preventing me from engaging with the task fully, then I need more help to complete the task successfully.
 - Even if I can do it usually, I can't just now.
 - Help me so that my behaviour doesn't have to escalate. This will strengthen our relationship.
 - Helping me with an activity isn't a get out. It is an important step in knowing I can trust you and my timetable.
 - It also means that the task doesn't become a negative experience so it is more likely that I will be able to engage more fully next time as I was able to be successful last time.
- Make sure that everything on my timetable is something that can happen in some way.
- Activities should come to me wherever I am, even if I am moving around.
 - I need to know that the activity will happen and that I can't just wait it out.
 - Make no reference to the fact that I haven't made the transition, just praise the fact the activity has happened.
 - I can wait out transitions so I need transitional activities that can be made to happen and can move with me and help me make transitions as I know what I have to do and can be successful.
- Demonstrate activities so that I can see what I have to do. Make it easier, quicker and help me more to get through it.
- If I am struggling to engage at all, then help make the activity happen for me by touching part of the activity to me and then using them appropriately, such as parts of a puzzle.
 - Touch them to me so that I feel a bit involved. It doesn't need to be my hand, it can be any part of me that is available.
- If I am moving around, carry the task with you and make it happen while in proximity to me in the same way as above.
 - A finished box is helpful to show the task is finished visually. This is often

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the first part of the task that I can engage with as I know it will then go away. I should be offered the box at this point if it is appropriate but if not continue in the same way and do it for me.

- PRAISE ME as if I have done the activity perfectly as I need reassurance it is ok.
- See all of my behaviour as communication.
 - In order to reduce unwanted behaviours, you need to teach me new ones.
 - I need to trust that my timetable and the adults around me are predictable so what they say needs to happen.
 - Seeing the activities happen will help me to feel calmer, more settled and over time I will be able to increasingly engage with tasks.
- Remember that at times of anxiety (even if the triggers aren't clear) I may need you to revert to this method even if I have been doing well.
 - I may also need it for some tasks and not others.
- Remember, this isn't a get out or a choice, I am simply telling you I am struggling in the only way I have, so please listen and help me.

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I need:

To build relationships with a range of adults through strategy and consistency

**Because:**

- I need to know that adults are predictable.
- I need to be taught how to build relationships with adults.
- I need to work with a range of people to know that I can.
- I need to have the skills to build relationships for when I move on from school.

I need you to:

- Have a consistent plan of how you support me and make sure all the adults around me are clear about this.
- I need consistent visual supports to help the adults be consistent and so I rely on the visuals not the adults.
 - I am more independent using a visual support that I am relying on adult direction at all times.

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I need:

My PECS book/ choosing boards with me at all times

**Because:**

- I can struggle to functionally communicate.
- A lot of my behaviour is due to not knowing a better way to tell you what I want and need and how I feel.

I need you to:

- Make sure I have my PECS book/ choosing a boards with me at all time.
 - Keep my PECS book up to date with the activities and choices that are available for me. **DO NOT GIVE ME THE CHOICE OF SOMETHING IF I CANNOT HAVE IT.**
 - **This is not typically how a PECS book works, however I am still learning and structure is important to me so currently choosing boards might be more appropriate and helpful.**
 - When I ask for something using my PECS give me praise and let me have it once you have completed the activity in some form. This will reinforce my appropriate behaviour.
 - If I request food outside of snack/meal times please acknowledge my request and redirect me to my timetable and when it is appropriate for me to request food i.e. snack/mealtime
 - Do not place any conditions of me receiving my choice like asking me to say “please”
 - Prompt me to use it if I do not do so spontaneously.
 - If I am anxious tap the symbol I need to use and hold out your hand to prompt me to hand it to you.
 - This means that my behaviour has no impact over what happens, and I have asked for what I need not got it through other means.
 - Immediately reinforce any requests I make.
 - If I can't have what I have asked for at the time, tell me sorry, and when I can have it not, as telling me 'no' makes me cross. Quickly redirect me to something else and tell me what I can have.
 - Make sure my PECS book remains organised into categories so I can find things easily.
 - On the front of my book I should always have:
 - I want (top left)
 - Toilet
 - drink
 - Help
- At choosing time I should only have 2 choices visually presented to me.
- Be confident that you know how to use my communication systems.
- Remember, my PECS book must go everywhere with me; home, school & respite.
- Support me to use it if I do not do so spontaneously.
- Use it consistently throughout my day and have appropriate expectations for my

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communication.

- Immediately reinforce any requests I make.
- NEVER say NO to my request, as that is very final, but if I can't have it then, tell me when I can have it (that might be next week but it's still framed in a positive way), offer me an alternative.
 - If something is finished for now (such as toast), then tell me that and show me what I can have.

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I need:**Sensory supports****Because:**

- I have difficulties processing sensations and can become over or under stimulated
- Meeting my sensory needs helps prepare me for learning and increases my ability to participate

I need you to:

- Think about my total sensory environment and notice any preferences I have in these areas:
 - **visual** – (do I prefer an environment free of clutter?)
 - **sound** – (do I react to loud, unexpected noises?)
 - **movement** – (do I function better with regular movement breaks)
 - **touch** – (do I need touch to help regulate and calm me?)
 - **smell** – (do I react to strong smells and how can you minimise this for me?)
 - **taste** – (do I always put things in my mouth, need to chew?)
- **I might need an updated OT sensory assessment**
- Honour my sensory preferences and have sensory supports built into my day at regular intervals (put on my timetable proactively).
- For example, if I seek movement and need to jump, spin, bounce, fidget or chew more than others in my group to stay regulated, make sure I have appropriate supports available to me like:
 - Safe things to chew
 - Fidget bag with items to squeeze
 - Interlocking or push and pull toys
 - Bean bag/ gym ball
 - Trampoline or sensory motor activities (obstacle course etc)
 - Weighted backpack to help with transitions
 - Outdoor equipment for swinging, pushing/ pulling
- Teach me how to ask for these supports where possible
- Notice when they help me and for how long
- If I have a particular aversion or get overwhelmed, controlled exposure, where I can opt out, is usually best.
- If further advice is needed, please refer to an Occupational Therapist.

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These are the things I might do if my needs are not met. You need to respond in a consistent way so that I can learn new ways to let you know what I need.

Make sure you are using all the strategies above to meet my needs proactively.

I might present:

Behaviours where I don't do what I am asked to



Because:

- I don't understand what you are asking me to do.
- I don't know when I will be finished.
- I am anxious.
- I am stuck doing what I am already doing.
- I have had previous bad experiences of being asked to do things that were too difficult.
- It is new and I don't know what it is.
- I think it might be too difficult.
- I need your help to engage.
- I have more control and predictability when I refuse to do things.
- I don't have another way to tell you that I am struggling.

I need you to:

- Know that this is hard for me.
 - I am not making a choice to behave in a negative way, I don't have any other strategies to tell you I'm not coping.
- Make activities much easier than you think I am capable of so that I can engage and learn to be successful again.
- Make tasks happen for me so I learn I can trust my timetable and the adults supporting me.
- Give me a timetable of preferred activities if I cannot follow what would be the standard timetable.
 - Balance this timetable between adult directed preferred activities and 'choose' time where I can decide what I do from a visual range you have selected for me.
 - This isn't a get out but teaches me that my timetable is consistent and the adults around me are safe, consistent and can help me.
- Give me lots of short, achievable activities.
 - Never give me more than twice the amount of time on my own activity than I can manage with you, so if I am only managing 2 minutes of adult directed activity, I shouldn't have more than 4 minutes of choose time.
 - As this builds up I should never have more than 10 minutes of choose time without an adult directed activity as I will get stuck and be harder to redirect me back to task.

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- Set me up to be successful; don't ask me to do anything that you know will be too hard and I can't achieve.
 - Offering me rewards for behaving in a certain way adds more pressure so don't ask me to do anything you can't make happen and build nice things into my day that are not contingent on me doing anything.

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I might present:**Behaviours where the function is to gain attention****Because:**

- I need attention at a level greater than you might think due to my developmental needs and might ask for it in ways you find difficult.
- I have a lot of anxiety and need to know there is an adult with me to feel safe.
- I need the predictability of the routine I use to attention seek.

I need you to:

- Know that I probably need more attention than you think I do.
- Give me attention for positive behaviour (look hard to find it).
 - Be specific in your praise e.g. Good sitting
- Teach me a method of getting your attention positively and appropriately.
- Never acknowledge the behaviour you don't want to see - I don't know the difference between positive and negative attention.
 - Redirect me back to the activity and give me lots of attention for that to reinforce the wanted behaviour.
 - Don't ignore me, or my behaviour will escalate to something you can't ignore and that behaviour will be reinforced.
 - You can ignore the unwanted behaviour and redirect from it but **NEVER ignore me**, I am telling you I need you.

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I might present:**Noisy behaviours****Because:**

- I can find this stimulating.
- I like the feeling this gives me.
- It can signal my mood.
- I can make my own noise to block out noises I don't like.

I need you to:

- Make sure I have visual supports for all sessions and I am clear of what I have to do.
- Make sure I am on task at all times.
- Ensure I have lots of positive attention and praise for being on task.
- NEVER tell me to be quiet (you can't make it happen); chat to me and take my noise as a communication, try to entertain me in another way.
 - If I need to be on task, redirect me to what I should be doing.
- Involve me in intensive interaction and join in my play.
- Label my emotion and if I am happy join in with me, if it is more a negative communication, try to soothe me.
- Be aware of fluctuations in my mood and respond appropriately but ensure that everything happens, just with more support or faster if it is required.
- Make sure I have time and space when I can make my noises as I enjoy them and they help me.

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I might present:**Wandering/fidgeting/movement behaviours**

- Leave the area I should be in
- Hold items such as socks in my mouth or over my hands

Because:

- I like to do this.
- This is meeting my sensory needs.
- Having an object I like makes me feel calmer and safer.
- I need a movement break.
- I am trying to make myself feel better as I am anxious.
- I'm not sure what I should be doing/it is too difficult.

I need you to:

- Make sure I have visual supports for all sessions and I am clear of what I have to do.
- Use visuals to support what I am expected to do.
 - Take the activity to me if I need to move/wander.
- Try to make the activity more interesting for me.
- If I have an item with me that I like to hold or play with, let me keep it if it is going to make me distressed to take away.
 - If I can, encourage me to put it in my pocket or in a box that is mine so I know where it is and show me when I can have it back (at the end of each session).
 - **BEWARE of me putting socks on my hands or in my mouth as this can become problematic quickly**
 - Show me the 'sock out' symbol attached to a poly pocket
 - Show me a chewy or alternative if it is being offered
 - Give me time to process what you have said.
 - If I do not put my sock in the poly pocket get a different sock and show me it going in the poly pocket
 - If am able to touch the poly pocket with my sock or put my sock in the poly pocket give me praise.
 - Please let me take my sock back out the poly pocket, even if it is just after I've put it in.
 - Please keep my poly pocket somewhere that I know it is safe.
 - Never forcibly remove my sock unless I am in danger of choking or at risk of harm.
 - Try not to give me lots of attention for having a sock in my mouth or talk about the fact I have a sock in my mouth.
 - Be clear who is giving instructions. Only 1 person should speak to me.
 - Never make removing the sock a condition of me getting something, unless it is unsafe for me to keep my sock where I should be going.
 - Make the activity happen and try to engage me as much as you can.
 - Keeping the preferred item with me might allow me to be calm enough to engage/be present for the activity.

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- Ensure I have lots of positive attention and praise for being on task (or even just present).
- Join in with me (intensive interaction) and play with me in a way I understand.
- Make sure I have time when I can make these movements and play with my things as I enjoy them and they help me.

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I might present:**Casting/swiping behaviours****Because:**

- I am feeling anxious and I am trying to take more control of my environment as I do not have enough predictability.
- I am at a developmental level where this is appropriate.
- I am looking for a predictable reaction.
- I like the cause and effect of things falling/tipping.

I need you to:

- Help me by having the environment visually clear and ordered so I don't have to worry about it.
 - **DO NOT have any items out that I do not need. This includes lamps, pillows, DVDs, and NO TOILETRIES in the bathroom.**
- Make sure my activities are visually clear and predictable.
- Make sure you always have something to redirect me to.
- Hold on to things and give me one at a time and support me to use it appropriately if likely to throw as I need to know how to use it properly.
- Don't get into it with me about throwing items as that adds value for me as now I have your increased attention and the item scattering.
- If I like throwing liquids (sometimes the mess can be enough of a reaction in itself) consider how to provide me with a drink, sometimes a sports bottle can help, or by providing small amounts at a time and offering me more.
- NEVER get me to pick up or tidy up what I have thrown, this makes the routine even more predictable and reinforcing for me and will encourage me to do it more.
 - **Do not reference the throwing in any way.**
 - Where possible do not pick up or tidy up in front of me as this too is a reaction and makes you predictable and will be reinforcing.
 - If you need the item I have thrown then where possible get someone else to get it and bring it back silently and without eye contact.
 - Support me to use the item appropriately and make the activity finish quickly and successfully.
- Throwing doesn't necessarily mean that I am finished and should never be treated as such as I might learn that this is how I finish things.
 - Teach me to use a finished box proactively and generalise this across my learning by using it in all situations.
 - When I am finished with something visually clear such as an inset puzzle, prompt me to put it in the finished box. If I am throwing something that I can choose to be finished with (e.g. snack plate) offer me some more food, on the plate, hold on to the plate and if I take the food continue in this manner as throwing must never limit my access to food and drink. If I don't want more food, prompt me to put the plate in the finished box. This might require hand over hand support to teach me how to do this appropriately.
- Make sure activities are as visually clear as possible so I can see when I will be finished. If activities are not visually clear, make them clearer using countdowns.

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Always use countdowns from the start and not just when I start to present with unsettled behaviour.

- **Don't get me to do more because I am doing well. You need to finish on a high; I am doing well because I know what is expected-don't change that.**

I might present:**Ordering behaviours**

- I can take things apart/destroy them, I see this like organising them

**Because:**

- I am feeling anxious and I am trying to take more control of my environment as I do not have enough predictability.
- I am making my own routines and rules as I don't feel I have enough structure so I am creating my own.

I need you to:

- Help me by having the environment visually clear and ordered so I don't have to worry about it.
- Don't stop me rearranging things (or closing open doors etc.), as this will make things worse. Please redirect me and start making it happen if I look stuck.
- Make sure my timetable is consistent and being made to happen.
- Make sure my activities are visually clear and predictable.
- Make sure you always have something to redirect me to.
- Make sure I have no unstructured time. You might have to structure playtime and choosing time for me because I might not be able to make choices.
 - Add in preferred activities for me that you know I enjoy and help me by making them happen.
- If I am trying to take control by moving people or positioning how the sit or stand (uncrossing legs etc.) then respond to the communication that I have given you and redirect back to task with no verbal response.
 - This should reduce once I have more structure in other ways.
- Don't mention anything about these routines as that adds value for me, as then they are not just important to me but they are important to others too.
 - Please see them as lack of structure and give me it in other ways so I don't have to worry about these things.

Developed by Dr. Helen Downie (NHS Lothian CAMHS LD team)
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I might present:**Difficulties with transitions**

- Sit or lie down and refuse to move
- Put my hands inside my clothes or lie on them and refuse to move

Because:

- I am anxious.
- I don't know where I am expected to go.
- I don't know what will happen when I get there.
- I don't know when I am coming back.
- I have had previous bad experiences.
- I might be overstimulated by the environment or noise and struggle to move on.
- I am avoiding doing something or going somewhere.
- I don't want to finish what I am doing.
- I might get more attention for delaying the transition than I might for making a successful transition.

I need you to:

- Make checking my timetable happen after each activity so I know what it is time for, bring it to me if I won't come to it.
- NEVER physically move me unless I am in immediate danger.
- Make sure I have visual supports for all sessions so I know where I am going, what I have to do when I get there, and what will happen next.
- If I am struggling with transitions, I need lots of practise.
 - I need practise within activities within a space I am comfortable in.
 - Initially I can start to stretch and reach (while staying in the same place) for resources I need.
 - Next is for me to make small transitions in the classroom, such as moving around stations for parts of one activity.
 - Build in consistent tidy up time so I know this predictable routine.
 - Make checking my timetable always a consistent transition (it is in the same place and I know it happens at the end of each activity to say something is finished and a new thing will start).
 - **Always remember though that if I am struggling, make it happen for me and keep moving on. Making things happen shows me that transitions will happen anyway and I can do it.**
- If it is a transition I don't need to make and the activity can happen where ever I am (if the activity is more important than transition), then make it happen quickly and make me successful and move on.
 - Praise me as if I was doing the task exactly as you had planned.
 - Don't mention that I am not where you want me to be.
 - Sometimes you will need to provide an activity that is related to where I should be even if I can't get there, (e.g. putting 5 beanbags in a basket for PE instead of whatever the activity would be if I got there).
 - Once I start being able to get there I will probably still need these to start with this simpler activity before I will be able to take part in those planned for everyone else.

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- **I have a clear plan of activities to help me learn about transitions. I need to learn things will happen in order to learn how to make transitions. I will wait you out so I need lots of opportunities to make physical transitions but also the transitions between activities need to happen no matter what so that I learn my timetable works and can begin to feel confident to transition as adults can make it happen.**
- If it is the physical transition that I am learning then just wait, reinforcing with my visual support that I just have to get there, do one thing (probably deliver a message, give someone a high five etc., don't expect me to do the whole activity as something about it is making me anxious) and then come back.
 - You might want to make the transition gradual and get me to get gradually closer to the room you want me to go to and be doing the activity in the corridor so that I learn to be successful and you teach me that it is ok in a way I can cope with.
 - If I have made the transition one week, don't expect me to be able to do it every week and make sure you have a consistent plan if I am struggling.
 - Try to be proactive and you decide where the activity is taking place (being emotionally responsive) rather than me sitting down at a point and making it predictable for myself.
- If there is something I like a lot then consider if this would help me make the transition and cope with the session.
 - Let me keep it during the session too so I don't get there and it gets taken away as that will reinforce that the transition is not worth it.
 - Sometimes just being in the room and encountering the activity while absorbed in something else is actually helping me to feel calm and over time I will begin to engage with the activity as I feel calmer and more confident about it being made to happen for me.
- Lots of positive attention when making a transition.
 - But remember that if you need to make it happen keep praising me as if I am doing it.

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I might:**Eat things I shouldn't****Because:**

- This is the developmental level I am at and I am exploring my environment with my mouth.
- I like to chew things as it gives me good feedback.
- I like the taste of some unusual things.
- I am hungry or thirsty and don't know how to ask, and that is all that is available to me.
- I like the predictable response it gives me.

I need you to:

- Make sure dangerous items are locked away and not available to me.
- Meet my sensory needs to chew and mouth things.
- Give me opportunities to try new foods.
- **I need snack to be structured for me and only food available at food times. I must not be able to access food at any other times.**
 - Mealtimes are:
 - Breakfast, snack, lunch, snack, dinner, supper
 - Do not allow me to snack out with these times
 - When it is time for a snack/meal, put the choices for snack or meals on the front of my PECS book
 - Support me to use my "I want..." strip to make a request (see below)
 - If I have had an appropriate portion of something, (e.g. 1 yoghurt or 2 biscuits), then take symbol off board and tell me it is "finished". Direct me to what is left or when they have all gone tell me that snack/meal is finished.
- Teach me how to ask for something to eat and drink when I need it.
 - Always give me a drink when I ask.
 - If I have asked for food outwith food time then redirect me to my timetable and current activity.
- If I have got something to eat or drink I shouldn't have, take it away with no verbal response and limited reaction as possible as this may be reinforcing the behaviour. Then support to me to ask for something appropriate to eat or drink.
 - Seek urgent medical attention if required.

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I might present:**Self-injurious behaviours**

- **Hitting, biting and nipping myself**

Because:

- I have issues with sensory integration.
- It is a way of self-soothing and regulating.
- It keeps adults with me and makes them predictable.
- It causes a reaction that is reinforcing.
- I've learned that this is the best way to tell you something is too difficult or that I don't understand.
- I don't have any other ways of telling you that something is wrong
- I have a pain (especially if this is a new behaviour)

I need you to:

- Complete an individual behavioural risk assessment and support plan to ensure there is a plan in place to meet my needs.
- NEVER make direct reference to my self-injury.
 - Be calm, confident and positive with me.
- Make sure I have adult attention at all times and know who is supporting me (visually on my timetable can be helpful).
 - If a second adult is required to effectively support me, make sure that only one person is communicating with me.
- Help me by having the environment as safe as possible to meet my needs.
- Make sure my timetable is consistent and being made to happen.
- Make sure my activities are visually clear and predictable.
- Make sure you always have something to redirect me to.
 - Identify activities that can be made to happen even if I am displaying self-injurious behaviour
 - If you can keep things predictable despite my self-injurious behaviour I will realise there are other things that make the world predictable.
- Build in an appropriate sensory diet to help with any sensory integration issues. This should be built in throughout my day as a routine so that I have planned access to it and if it has to be used proactively it is part of a known routine so that will be reassuring.
 - **I might require an updated OT sensory assessment**
- Make sure I have no unstructured time, you might have to structure playtime and choosing time for me because I might not be able to make choices.
 - Add in preferred activities for me that you know I enjoy and help me by making them happen.
- Make sure I have access to activities where I have to use my hands together (such as building a tower) so that I have something to focus on.

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I might present:**Low level physical behaviours (should be ignored/redirected/worked through)**

- **Throw items**
- **Leave the area I should be in**
- **Bang hard on doors and walls**
- **Pull you to take you places, show you things or try to get things**

Because:

- I am anxious.
- I am upset.
- I don't know what I am expected to do or where to go.
- I might be overstimulated by the environment or noise and struggle to move on.
- It is meeting my sensory needs.
- I am avoiding doing something or going somewhere.
- I don't want to finish what I am doing.
- I don't know when I am coming back.
- I need your attention and know that this will get a predictable response.
- I am in pain or discomfort (feeling tired, hungry, thirsty, hot etc.) and don't know how to tell you.

I need you to:

- **Wear appropriate clothing to minimise reactions and keep yourself safe.**
 - **Long hair tied up at all times**
 - **Minimal jewellery and nothing that will get a reaction if it is grabbed (due to breaking or causing pain)**
 - **Long sleeves**
 - **Trousers**
 - **Closed toed shoes**
- Make sure I have visual supports for all sessions and I am clear of what I have to do.
- Make sure I am on task at all times.
- Ensure I have lots of positive attention and praise for being on task.
- NEVER directly reference my behaviour (e.g. no hitting) as that can be reinforcing as I get attention for it.
 - I also don't understand negatives so the word 'hitting' is just reinforced and it reminds me to do it again.
- Make sure my sensory needs are being met.
 - Give me replacements for how I am behaving e.g. something to squeeze, something to chew, deep pressure massage etc. and teach me how to ask for these.
- Be aware of fluctuations in my mood and respond appropriately but ensure that everything happens, just with more support or faster so that there is no response to my behaviour.
- Position yourself safely to protect yourself if necessary.
- Be tuned in to my behaviour as I will have triggers and signals that I am becoming anxious and try to support me before I become actively distressed.

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- Firmly but calmly, reassure me and redirect me to task.
 - Don't be too sympathetic as this can reinforce that there is something wrong and make me more anxious.
 - This sympathy might also be reinforcing to the behaviour.
- Break the task down to tell me how much I have to do before I'm finished.
- Make sure all parts of the task happen, even if highly supported and quickly.
- Lots of praise when I'm on task.
- NEVER recognise the negative behaviour I have presented, always use positive language and redirect me, e.g. NEVER say 'don't hit me' but DO SAY 'Time for ...' so that I know what I should be doing.
- If I am pushing you away or telling you to go, move out of my direct space as I am trying not to hurt you, but ensure the activity still happens.
 - My personal space will be greater than normal at times of stress.
- Angle yourself to give me space and protect yourself as my behaviour might escalate if my needs aren't met.
- If all supports are in place and I am still upset, check that I am well.
 - Give me medicine if appropriate, make sure you contact my family.

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I might present:**High level physical behaviours****Because:**

- All of the reasons above.
- Lower level behaviours haven't met my needs.

I need you to:

- Complete an individual behavioural risk assessment and support plan to ensure there is a plan in place to meet my needs before this point.
- If you have had to use physical intervention once, you must complete a physical intervention plan which details when physical intervention is used, what physical intervention is appropriate, and the routine that is used to support de-escalation at times of crisis.
- If you have used seclusion once, you must complete a seclusion plan which details when seclusion is used, the space to be used, and the routine that is used to support de-escalation at times of crisis.
- Both physical intervention and seclusion must be recorded when used.

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