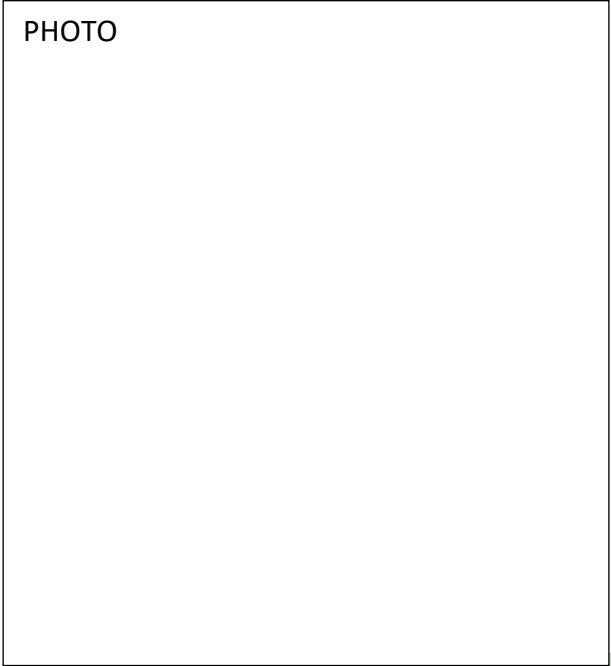


My Adaptive Skills Programme – Afolabi Oduniyi

PHOTO



All about me

My name is Afolabi. I have ASD. I live at home with my mum, dad and brother.

I communicate using words and visual information including symbols and photos.

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.

- I like:**
- **Cartoons**
 - **Disney**
 - **Cartoon network**
 - **Simpsons**
 - **Sonic, Mario**

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	

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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 end of the day before I go home I need to do relax.
 - I sit somewhere comfy
 - 10 deep breaths
 - Listen to I need a forest fire
 - Read me as much of a book as I need (usually David Walliams)
- 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.
 - I am not yet able to use my calming down routine when heightened but I need more experience of it when calm so I can.

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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.
 - Arrival
 - Good morning
 - Choose (15 minutes)
 - Game
 - Choose (15 minutes)
 - Snack
 - Home
 - Activity
 - Choose (15 minutes)
 - Relax
 - Taxi
 - Home
- I need my environment differentiated so I am clear of the expectations. I need a place to play with my toys at choose and a work space. My toys **MUST NOT** come out of the play area identified and all work should take place at the identified separate work space.

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I need:

An individual visual timetable of symbols that detail my whole day

**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:
 - Full day symbol timetable
- 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 visually clear activities at all times.
 - I need a symbol strip of activities that have multiple parts such as relax.
- 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
- 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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Name: Afolabi Oduniyi

Version: 2 Date: Jan 2020

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.
 - If the activity is not in itself visually clear, use a timer or count down with me so I know when I will be finished and I need to/can move on. Make me successful; start small and build up.
- Use my timetable at each transition so I know what is happening.
 - 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).
 - Toys, garden, game, relax, toilet should always be on my choosing board.
 - I am allowed to change my mind at choose time within the options presented.
 - Getting a reward can be unpredictable as the criteria to earn the reward can change. Sometimes it can be more predictable to present with behaviour not to get the reward as I can be certain of the reason for that and feel I have increased control.

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- 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.
 - I am currently on a preferred activity timetable to help me be successful.
- 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!

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.
- I can struggle to transition and stop doing my preferred activities.
 - My timetable should be brought to me and silently held out to me. I will usually change it even if I'm not going to stop.
 - The activity should then be shown to me and taken to the work space.
 - DO NOT NAG ME about finishing as I will escalate quickly and it will not help
 - If I am talking to you, engage with me but keep it quite flat and not extend the activity I should have finished.
 - I will transition but it takes time. DO NOT RUSH ME as this will only extend the issue.
 - I need to know that the activity will happen and that I can't just wait it out.
- If you want me to learn to do something you can't make happen such as riding a bike, you should present this as a choice and have other options that you can make happen.
 - If you have presented it as an activity without a choice (as it is unexpected that I won't want to participate) then you will have to do it for me.
 - This is not a get out but again reassures me that what you say will happen and that you can help me when I can't do it.

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- 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 there is a series of tasks then you need to visually present how much I am going to have to do.
 - Break tasks with multiple parts down visually using symbols can help me to see what I have to do.
 - Using 1, 2, 3 for a series of tasks can help me to understand how much there is to do and allow you to make it happen and show me that my behaviour has no impact over what happens or when things are finished.
 - Using numbers also allows you to be more flexible than using the symbols or photos for the task so that if I start to show signs of anxiety, the original activities can be replaced with easier ones without me knowing and yet the visual supports are accurate and reassuring.
- 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.
 - Having all activities happen will help me to feel calmer, more settled and over time I will be able to increasingly engage with tasks.
 - 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.

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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Name: Afolabi Oduniyi

Version: 2 Date: Jan 2020

I need:

My choosing board available to me at all times with activities that will help me

**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 my choosing board is always available and has toys, garden and relax on it at all times.
- Use it consistently throughout my day and have appropriate expectations for my communication.
- 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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Name: Afolabi Oduniyi

Version: 2 Date: Jan 2020

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?)
- Honour my sensory preferences and have sensory supports built into my day at regular intervals (put on my timetable proactively).
- I seek movement and need to jump, spin, bounce and fidget more than others in my group to stay regulated, make sure I have appropriate supports available to me like:
 - Opportunities for movement and let me move while doing activities.
- I am awaiting an OT assessment to look at my preferences.

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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 as 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.
 - Remember to use a timer for 15 minutes for choose time. Put it somewhere I can see but do not reference it once it is on as I consider this nagging.
 - 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.
 - DO NOT give me your phone or an ipod/ipad or let me watch any videos. I get very stuck and this will cause me to become over stimulated and upset.
- Give me lots of short, achievable activities.

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- I should have 15 minutes of choose time after each activity.
 - I should never have more than 15 minutes of choose time without an adult directed activity as I will get stuck and be harder to redirect me back to task.
- 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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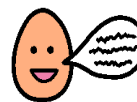
I might present:**Moving about, jumping, climbing
Playing with toys****Because:**

- I like to do this.
- This is meeting my sensory needs.
- 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.
- Give me a moment to move about then call me back to the activity, 'Time for...'. Use visuals to support what I am expected to do.
- Try to make the activity more interesting for me.
- Remember I need lots of movement breaks where I move how I choose.
 - I will move about a lot during an activity but my choose times are very energetic and I should be allowed to do this but make sure I am safe.
 - If there are things I can't climb on, please let me know before so that it isn't a change for me.
- Build in choose time after every activity for me to play with toys.
 - This is very motivating for me but I can struggle to stop.
 - It is important that the boundaries for the toys are established at the start.
 - Toys should be for one area only and not be allowed to come into work areas as this makes my transitions harder and reduces my focus if I have my toys with me constantly.
 - A timer should be used for choosing time but just set it and then leave it somewhere I can see and don't reference it again as I will see this as nagging and will lead to an escalation in my behaviour.
 - DO NOT give me your phone or an ipod/ipad or let me watch any videos. I get very stuck and this will cause me to become over stimulated and upset.
- Ensure I have lots of positive attention and praise for being on task (or even just present).
- 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:**Repetitive language behaviours**
(talk about my preferred topics)**Because:**

- I like to talk about these things.
- I am trying to engage and interact with you in a predictable way.

I need you to:

- Know that I like to talk about things I have watched on the internet, episodes of the regular show, teen titans, trailers for new games and films.
- Know that I can get very stuck on this and want you to know about them too but also have the same experience of them as me (find the same things funny or disgusting etc.) and if you don't or don't remember it exactly or have a different take on it I can get very upset.
 - I MUST NOT watch any videos on your phone on ipad/ipod. I get very stuck and can't move on.
 - AT AfC TELL ME THERE IS NO INTERNET IN THE BUILDING
- I will ask you if you have seen videos or clips and then what you think and ask you to re-enact them. I will also ask you your favourite part but that is a problem if it isn't the same as mine.
 - If I ask you to watch something at home, tell me you'll try. When I then ask you if you watched it tell me sorry I didn't manage to. Don't get into this further with me.
- I will ask you to tell other people about things that have happened. It is unlikely that you will ever get the detail of this right so repeat what I have said to you to the other person then say how good it was and ask me to tell it because I tell it so much better.
 - Tell them about the episode of ... with ...
 - So there was this episode of ... with ... and it was so good. Oh Afolabi you tell it so much better you tell them.
- I can sometimes do the same thing with my play and expect you to be watching closely and be able to retell exactly what has happened.
 - Try not to do it in great detail as I will expect this every time and it will cause an issue.
- Do talk to me about these things but try not to get into too much detail.

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Name: Afolabi Oduniyi

Version: 2 Date: Jan 2020

I might present:**Shouting and swearing or socially inappropriate language****Because:**

- I find shouting stimulating.
- I shout when I'm playing and it does sound angry.
- I am anxious.
- I am upset.
- I need your attention and I am looking for a predictable response.

I need you to:

- Monitor my shouting and check that I am just playing and not getting over stimulated by it. I can't be redirected from it so just monitor in terms of my mood.
- Remember that this is not personal. Keep a neutral facial expression.
 - I can get cross easily and think that you did it on purpose. I need you to apologise and tell me that you didn't mean it and you are very sorry.
 - I will need time after this so don't engage with me until I engage with you after shouting at you.
- NEVER tell me not to shout as you can't make it happen.
- Ignore the content but know that I am telling you I am anxious so support me to feel better.
- I need limited language when I start shouting. Simple apology the quiet waiting is best.

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Name: Afolabi Oduniyi

Version: 2 Date: Jan 2020

I might present:**Difficulties with transitions****Because:**

- I am anxious.
- 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 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.
- I need lots of practise with transitions.
 - **I have my toys in one area and do my work in another. My toys must never leave the play area as these environmental boundaries help me transition and know what is expected of me in each area.**
 - 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.
 - **DO NOT bring the activity to me as it needs to happen in the area that it should happen. You can't make me come but you can do the activity without mentioning that I wasn't there.**
 - **My processing is slow so only move to this method after about 10 minutes of waiting and if I am showing no signs of finishing up.**
- Don't nag me about time or keep telling me what it is time for as this will slow things down. Have the timetable and stand in the direction that you would like me to go in. You can talk to another adult about the activity but if this annoys me stop
 - Engage with me if I talk to you but don't discuss what I am doing and add value to it beyond 'I know, I see that'.
 - Make sure you use the timer for choosing time but just set it and put it somewhere I can see.
 - DO NOT remind me about the timer as I will get cross and this will delay things.
 - Once the timer has gone off present my timetable to me silently and have the expectation of me changing it myself. I might not move on immediately but I am aware I should be finished and what is next.

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I might present:**Climbing/running behaviours****Because:**

- I like to move and climb (this will not be dangerous).
- I am distressed and trying to get away from or get to something/someone.

I need you to:

- Make checking my timetable happen after each activity so I do 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.
- Remember I am physically active and I like to move, jump, climb and be aware of this.
- **When I am distressed I will try to get to whatever or whoever is causing me an issue and I will climb over whatever is in my way. I am physically strong and agile.**
 - **I should NEVER be held unless I am in physical danger.**
 - If I am about to climb a perimeter fence then tell me 'Afolabi you need to come down. I'll have to help.' and take me down. Once I am down, let go and move away. It is now likely I will be targeting you since you put your hands on me and I have previous negative experience of this.
 - See below for how to manage this further.

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Name: Afolabi Oduniyi

Version: 2 Date: Jan 2020

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

- **I might shout/scream**
- **I might throw things**
- **I might storm off and slam doors and not want to speak to you**

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)**
 - **High necked clothing**
 - **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.
 - I am awaiting an OT assessment
- Be aware of fluctuations in my mood and respond appropriately but ensure that everything happens, just with less demand and language so that there is no response to my behaviour.
- Position yourself safely to protect yourself and make sure there is nothing hard that can be easily thrown in the environment.
- Be tuned in to my behaviour.
 - I will begin to snap at you and be less tolerant of you and expect you to

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- know what I am talking about with little information shared with you.
- I will be more focused on my play and getting you to retell things.
 - I will begin to push boundaries such as taking my toys out of the area they should be in.
 - My play will involve more angry tones than usual and not be lifted with laughing.
 - My transitions will be slower
 - Use much less language with me.
 - Wait quietly.
 - If I have got cross with you, say 'I'm sorry Afolabi, I didn't mean it'. DO NOT get into it further with me.
 - DO NOT mention transitions just use my timetable and wait patiently.
 - If after about 10 minutes there is no sign of me moving, make the task happen where it should be (do not bring it to me) by you doing it (quickly!!) and get back to choosing time.
 - If I have stormed off, do not follow me (though do check where I am) and wait quietly for me to come back. The second person can go to check if I am not angry at both of you.
 - The second person should NEVER reinforce the person I am angry with has caused a problem but can say (if asked or I am complaining about them) 'Oh dear, s/he didn't mean it and is very sorry'.
 - When I come back, do not speak to me until I speak to you. Don't even look at me for a while.
 - 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.

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

- I might slap you
- I might punch you
- I might pull your hair
- I might kick you
- I might bite you
- I might grab your clothing to get closer to you and hit you in the face
- I might jump and wrap myself round you then hit, bite and kick
- I might tell you to stop moving, protecting yourself, lie down so I can kick you
- I might shout at you to let me go even if you are not holding me

Because:

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

I need you to:

- Be aware that I have negative experiences of being held and secluded so this must be avoided unless immediate and high levels of risk.
 - I will not calm down in hold or when secluded so it will not be beneficial.
- Deflect my blows and keep moving.
- Use little language.
- It might be useful to send the person I am focused on away (tell me they have left the building and have gone to get lunch etc. as they are upset) but this can then cause me to try to leave the building to get to them. I will go through windows so be aware of this. Do not leave yourself short so if they can't leave then don't send them away. They must not have left and then have to come back to help the other person as this will reinforce my behaviour of hurting another person to get the original one back.
- I will continue actively targeting you for up to an hour.
- Try to keep getting me back to my room where my toys are.
 - Keep coming to the room and then trying to leave, it is likely that I will not stay and will continue targeting you but keep moving and keep coming back to the room.
- If you have had to hold me (to release someone who is being hurt, or because I have tried to climb a fence) then let go as soon as you can and create distance. Having held me will have made me more angry.
- When you are deflecting my blows I will scream at you to let me go even if you are not holding me. Say calmly and quietly 'I'm not holding you'.
- This will continue until I am exhausted and will finally sit with my toys. Leave the area but be somewhere available so I know you haven't left me.
- Leave me for at least 15 minutes then knock on the door and DO NOT go in until I have answered you. This should be the person I am least angry with.
 - Ask how I am, I will say still angry. Say you will check on me again in a while. DO NOT SAY A NUMBER OF MINUTES.
 - Repeat every 10 minutes and reduce to every 5 minutes once I appear to be

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- calming. My play will be quite while I am still angry.
- I might come out of the room to look for something but do not speak to me until I speak to you.
 - When I am down to being checked on every 5 minutes. Ask if I can come and sit with you. Initially I will say no but keep asking each check.
 - After one person has been in for a little while. Ask if the second person can come back in.
 - Eventually I will say yes.
 - I might ask you about why or what you did. Just say you are very sorry, do not get into it.
- Once I am calm and both people back with me and I am beginning to talk to you again, put the timer on for my usual 15 minutes choosing then start back on my timetable after that.
 - I need to learn to use my calming down routine at times of anxiety but I'm not there yet as I need more experience of it being calming and using it proactively. This is a next step for me that I haven't yet begun.
 - 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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