

Sample Analysis For Self Abusive Behaviour

Factors Which **Decrease** Self Abuse

- give the student choices and/or pictures, tangibles
- don't rush the student
- communicate to the student through signs about what is happening
- avoid placing the student with people he doesn't know
- calming touch
- changing the activity accordingly, based on the student's mood
- having someone who understands his needs

Factors Which **Increase** Self Abuse

- boredom
- frustration
- student can't communicate needs
- working with someone new
- not getting his/her way
- wants his/her toy and you aren't quick enough getting it to him/her
- increased seizure activity
- a new seizure medication
- being tired (difficulty sleeping the night before)
- in an unfamiliar setting
- not following routines
- being in pain
- the activity is too long
- student needs to go to the bathroom, and people haven't read the student's "signals" correctly

Behaviours Demonstrated **Prior** To Self Abuse

- student very restless
- student starts wringing his hands
- student then puts both hands together and bashes his forehead
- student will start poking his thumb on his forehead then poke his eye
- jaw tightens up

INCLUSION OUTREACH

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Preventative Strategies

a) to **avoid** the behaviour...

- slowly introduce new people who will work with the student
- make sure everyone working with the student knows how to communicate with him/her
- change activities often so student doesn't get bored (short periods of work time)
- try to maintain good seizure control
- ease transitions by cuing/warning student as to what is coming next
- give the student time; respect his/her own need for pacing
- limit the student's physical contact; only one person at a time

b) to **redirect** the behaviour once you sense it is about to start ...

- pull the student's hands down and apart
- apply deep pressure down both of student's arms simultaneously
- apply deep intermittent pressure on both of student's shoulders
- use the student's signs, provide him/her with choices ("What does he want?")
- catch student just before he/she hits and change the activity or give student a toy
- provide choices through signs to see what student wants

c) to **respond** to the behaviour once it occurs (consistent **consequences**)

- don't reward student with a toy or change of activity
- sign "stop hitting" in student's hands
- bring student's hands down and hold them in his/her lap
- wait 5 seconds to know that he has really relaxed
- apply deep intermittent pressure on both of student's shoulders