

Sample Analysis For Self Abusive Behaviour

Factors Which **Decrease** Self Abuse

- give him choices that he wants (everything is going his way)
- don't rush him
- communicate to him through signs about what is happening
- avoid placing him with people he doesn't know
- calming touch, soothing, patting or stroking down his shoulders
- proper communication about what is happening
- being with people he knows and who know him well
- changing the activity accordingly, based on his mood
- having someone who understands his needs

Factors Which **Increase** Self Abuse

- boredom
- frustration
- lack of communication via signs in his hands
- working with someone new
- not getting his way
- wants his toy and you aren't quick enough getting it to him
- increased seizure activity
- a new seizure medication
- being tired (difficulty sleeping the night before)
- in an unfamiliar setting
- not following routines
- being in pain
- seizure activity increased or seizure medication has changed
- not getting his way
- the activity is carrying on too long
- he needs to go to the bathroom, is we, and people haven't read his "signals" correctly

Behaviours Demonstrated **Prior** To Self Abuse

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

Preventative Strategies

a) to avoid the behaviour...

- go slow when introducing new people to work with the student
- make sure everyone working with him knows how to communicate fluently with him
- change his activities often so he doesn't get bored (short periods of work time)
- try to maintain good seizure control
- plan a fluid transition time for the student to experience new people, places and activities
- give the student time and respect his own need for his pacing
- keep the student's physical contact to 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
- stroke with deep pressure down both of his arms simultaneously
- apply deep intermittent pressure on both of his shoulders
- use the student's signs, provide him with choices ("What does he want?")
- catch him just before he hits and change the activity or give him a toy
- provide choices through signs to see what he wants

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

- don't reward him with a toy or change of activity
- sign "stop hitting" in his hands (tap on his forehead for the "hitting" sign)
- bring his hands down and hold them in his lap
- wait 5 seconds after he resists to know that he has really relaxed
- stroke him with deep pressure down both of his arms
- apply deep intermittent pressure on both of his shoulders
- use signs to provide the student with choices about what he wants