ASPIRE HABILITATIVE SUPPORTS INDIVIDUAL CHOICE AND INTERACTIONS
Demeanor

◦ Staff should remain positive and calm
◦ To avoid the target behaviors from occurring again the staff should not show offense, disgust, anger or irritation with the client and their actions and/or behaviors
Set Boundaries

- Staff should model safe and effective boundaries.
- Staff should establish appropriate clear boundaries immediately and maintain them constantly.
- Staff should use respectable language and encourage clients to do the same.
Rapport

- The development of Rapport with the clients that you work with is essential. This can assist in times of difficult behaviors and actions.
- When talking to an individual, be engaged and use active listening skills.
- Always use professional and friendly communication and interactions.
Direction Giving

◦ Give short and clear directions.
◦ Do not give directions in the form of a question.
◦ “First and Then” directions should be used when possible.
- First put the dishes in the sink and then turn the water on.
Developmental Disabilities

- Autism Spectrum Disorder
- Traumatic Brain Injury
- Rett Syndrome
- Spina Bifida
- Fragile X Syndrome
- Cerebral Paley
- Down Syndrome
- William’s Syndrome
Developmental/Intellectual Disabilities

- Individuals who fall into the mild mental retardation range have an IQ between 70 and 55.
- Developmental and/or Intellectual Disabilities may be complicated by several different physical and emotional problems.
- Onset of a disability must occur prior to the age of 21.
- Most individuals with developmental and/or intellectual disabilities can learn a great deal, and as adults can lead at-least partially independent lives.
- To meet intellectual disabilities you must have below average intellectual functioning and one adaptive behavioral functioning.
Principals of Touch

- Ask permission to touch
- Touch only when necessary
- Know how to touch (relaxed, non-threatening)
- Know where to touch
- Relax and touch slowly
- Keep your hands open and relaxed
- Touch for the shortest period needed
Active Listening

◦ Relax, looking relaxed helps to show the individual that you are listening.
◦ Body Language:
  - Show Interest
  - Lean Forward
  - Face the Individual
  - Maintain Eye Contact (be mindful not to stare)
◦ Give the individual time to talk
◦ Stay away from trying to guide the conversation
◦ Only as a few questions
◦ Show the individual that you respect and accept the feelings that they are sharing
◦ Observe the individual’s non-verbal and verbal ques
  (pay attention to if their non-verbal ques are matching their words.)
Non-Verbal Communication

◦ Eye Contact
◦ Facial Expressions
◦ Physically

REMEMBER
◦ Many of the individuals that we work with have troubles with expressing and/or communicating their thought and emotions.
ABC MODEL

A - Antecedent - Events that occur before the behavior.

B - Behavior - What the individual does for a reaction or response.

C - Consequences - Events that happen after the behavior.