SAFE

Thinking

Feelings

C A L
ER
M

EXPS

CALMER

CALMER
feeling heard and understood

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South Creek
Nurturing Potential

WELCOME TO SOUTH CREEK
'NURTURING POTENTIAL'

The CALMER Approach with the South Creek School sharing a co-design approach to support students.

Jeder
INSTITUTE

Acknowledgements

1. Acknowledgment of Country

2. to the people with lived experience that have supported the development of CALMER.

3. to the people who have given their consent to share their experiences and stories as part of this shared learning.

4. to the partnership with South Creek School and their staff.

5. that we have been a little bit behind summarising some of the data, however the overall data will due at the end of the project, which will be in November 2023.

6. to the partnership with Jeder Institute

Conflict of Interest

The CALMER Approach author.

Expectations and Objectives

To gain insight into how the CALMER Approach translates knowledge of the relationship between emotional regulation and behaviour into an accessible approach with practical tools for schools.

To understand the role of co-design in promoting valued and meaningful contributions from the staff, students and clinicians in planning support in schools.

Outline

1. Introduction

2. Case study

3. CALMER Framework and Process

4. CALMER - understanding how the brain works

5. Frannogram – understanding the relationship between emotional regulation and interaction

6. Co-designed Therapeutic Support Plan Template

7. Conclusion

8. Q&A

Introduction

Staff to have practical and accessible strategies to be activated in their classroom and general school environment.

Staff to increase self-efficacy when responding to unsafe interactions.

Reduced incidents of unsafe interactions recorded in the school.

"The state of empathy, or being empathic, is to perceive the internal frame of reference of another with accuracy and with the emotional components and meanings which pertain thereto as if one were the person".

Case reflection

When the child was wearing two socks, everything was going well, the child listened and followed instructions, no real issues. When the child was wearing one sock, it was a sign that the child could go either way, often leading to the child taking the other sock off. When the child was without the two socks, meant the child was crying, not following instructions, wanting what they started, often resulted in a difficult transition from one activity to the next specially when in the playground. There was support in place to enable the child to behave more positively, however the behaviour was still happening throughout the term already week 10. The child always seemed to enjoy having a "Lego block" with them in the classroom.

# Co-designing and sharing the process and outcomes. Everyone has an important role to play.

Builders

PCAS
Supports
Family
CALMER
PBS
Others

*What role do you play in co-designing support?*

Knowledge Translation

To "…move beyond the simple dissemination of knowledge into actual use of knowledge."

"a dynamic and iterative process that includes the synthesis, dissemination, exchange and ethically sound application of knowledge to improve health, provide more effective health services and products, and strengthen the health care system."
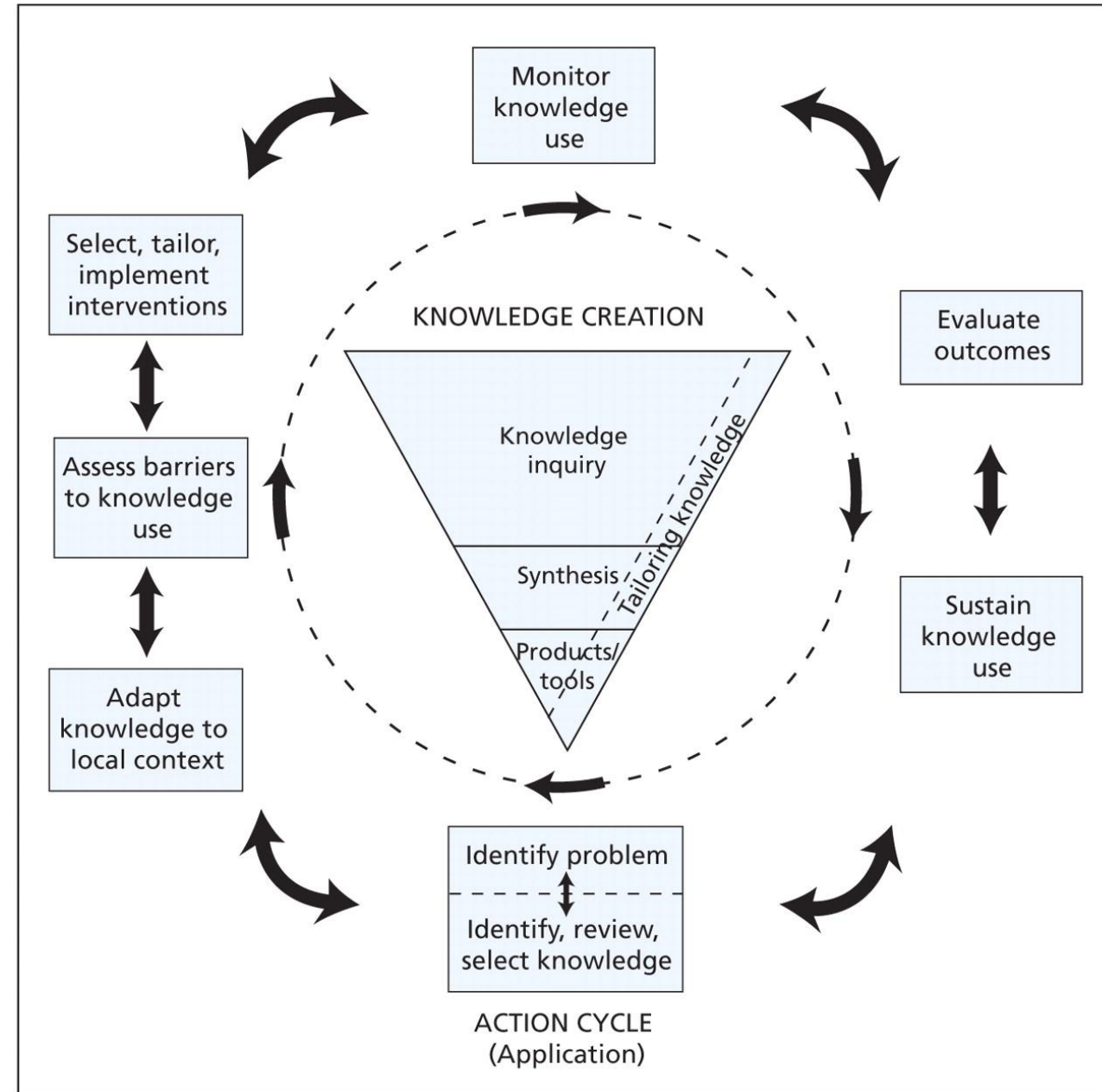
What is Plan Activation - Praxis
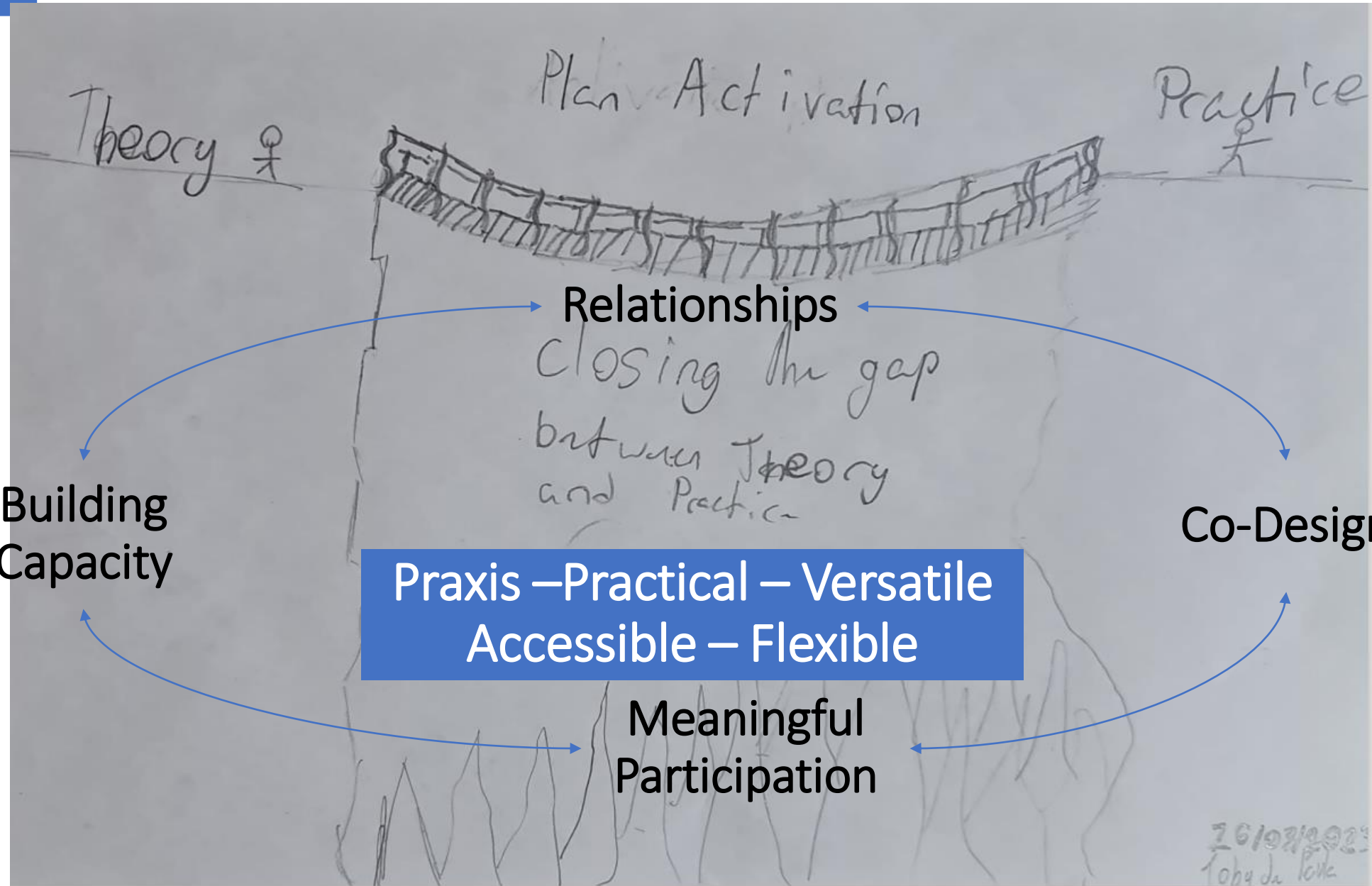
Who is the plan for?

Who will be activating the plan?

Is there trust and shared meaning?

Are people feeling empowered and confident?

Theory

Plan Activation

Practice

Relationships

closing the gap between Theory and Practice

Building Capacity

Co-Design

Praxis –Practical – Versatile Accessible – Flexible

Meaningful Participation

Behaviour. *noun*

- manner of behaving or acting.
- observable activity in a human/animal.
- aggregate of responses to stimuli.
- stereotyped activity, eg mating dance or reflex.

https://www.dictionary.com/browse/behavior

Interaction. *noun*

- reciprocal action, effect, or influence.
- the direct effect that one kind of particle has on another,
- the expression that specifies the nature and strength of this effect.

https://www.dictionary.com/browse/interaction
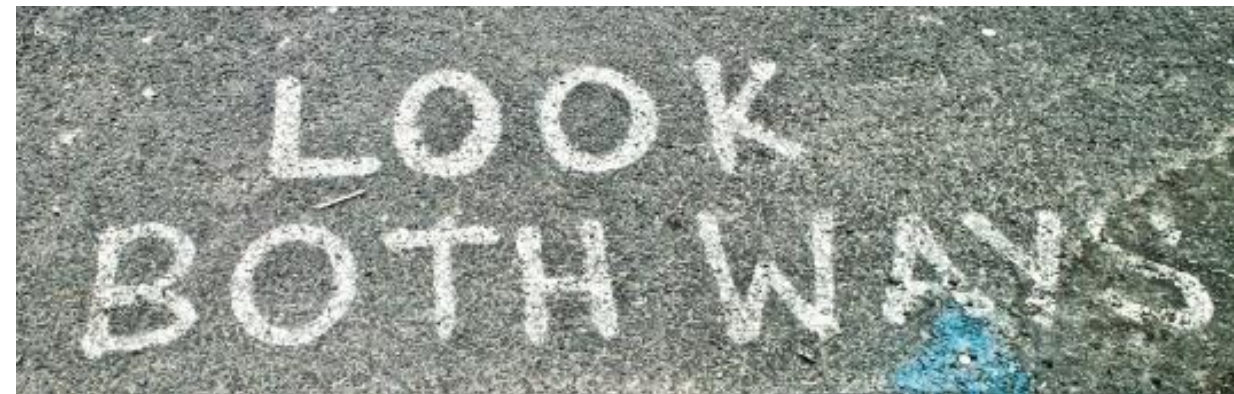
Glossary

Interaction vs Behaviour - **Unsafe interactions** vs Behaviour of concerns

Emotionally Regulated (ER) - feeling safe and being safe, welcoming others

Window of Tolerance – (WOT) - something is not quite right

Emotionally Dysregulated (ED) - something is not right, feeling and being unsafe, defensive and protective.

Regaining Emotional Regulation (RER) – something is quite right

Feeling heard and understood emotionally through acknowledgment and validation

Acknowledgment and validation – neither affirming nor denying what the person is communicating/saying

Frannogram – understanding the relationship between emotional regulation and interactions

Neuroception – detecting signal of dangers unconsciously

Co-Regulation – the ability to enable others to regain emotional regulation

Shared Meaning – what does the interaction means to person from their perspective
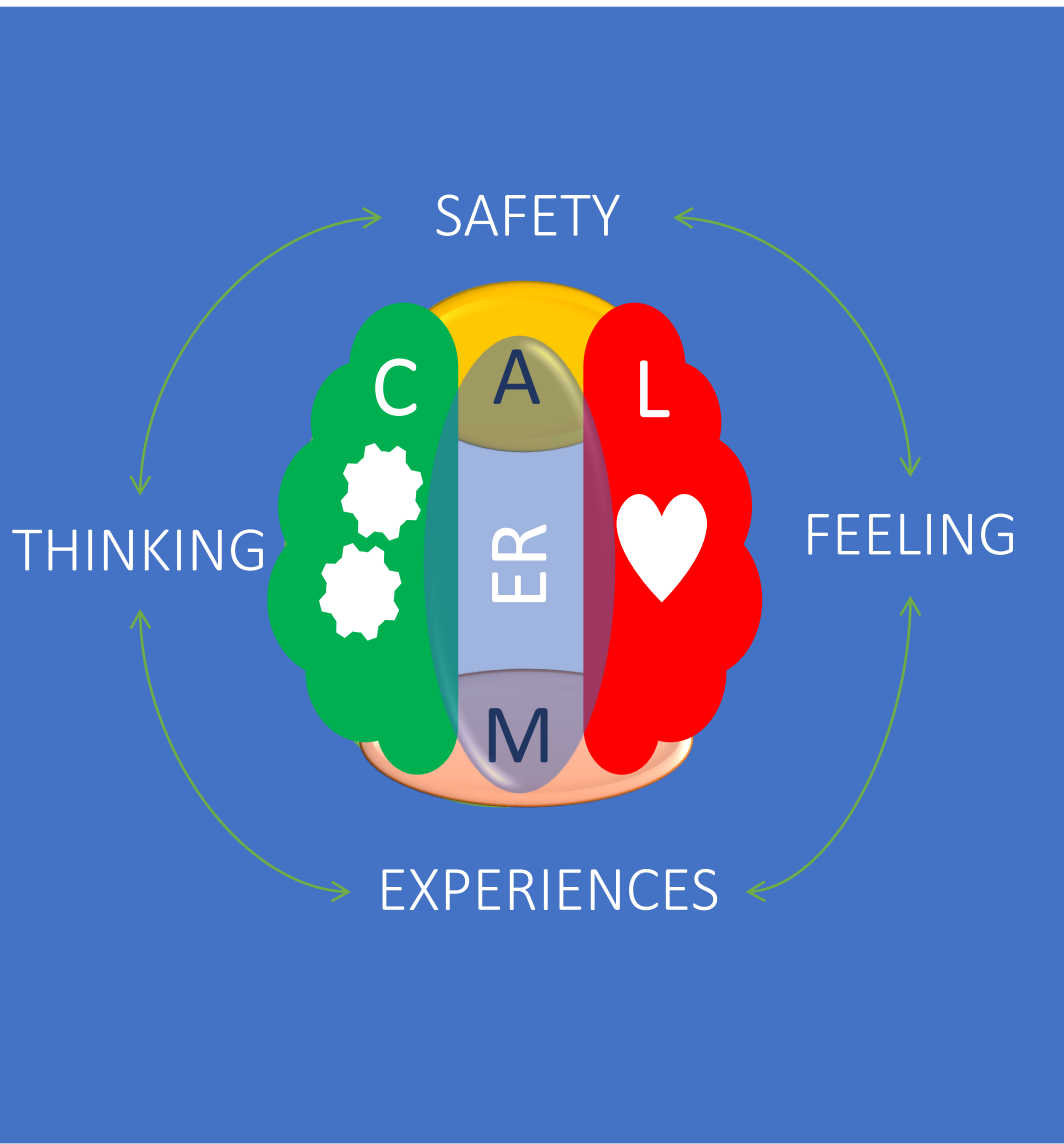
Collaborative Information Gathering vs assessment

Critical Analysis Process/Investigation vs assessment

Co-Planning – practical and accessible strategies

Plan Activation – closing the gap between theory and practice   **Shared Learning –** know it works

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Understanding how the brain works matters to reduce stress response

CALMER

- **C**ortex (thinking brain)

- **A**mygdala (assessing & signalling danger)

- **L**imbic (emotional brain)

- **M**emory (of emotions & experiences)

- **E**motional **R**egulation (the ability to cope with stress)

SAFETY

THINKING

FEELING

EXPERIENCES

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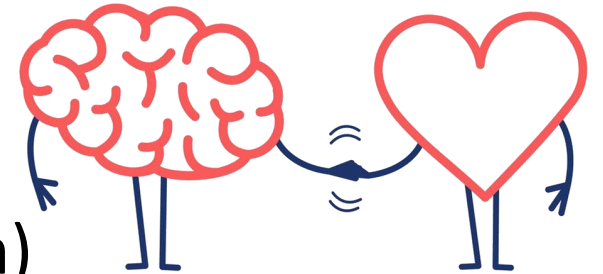
"There is an urgent need for a reframing of 'challenging behaviour' so that people with disability are viewed, assessed and responded to in ways that are person-centred, evidence-based and with human rights and dignity at the core."

'Environment of concern': reframing challenging behaviour with a human right approach.

Mikaela Jorgensen[1,2], Karen Nankervis[3] and Jeffrey Chan[1,3].

[1]Senior Practitioner Division, NDIS Quality and Safeguards Commission, Sydney, Australia; [2]Macquarie University, Sydney, Australia; [3]School of Education, University of Queensland, Brisbane, Australia
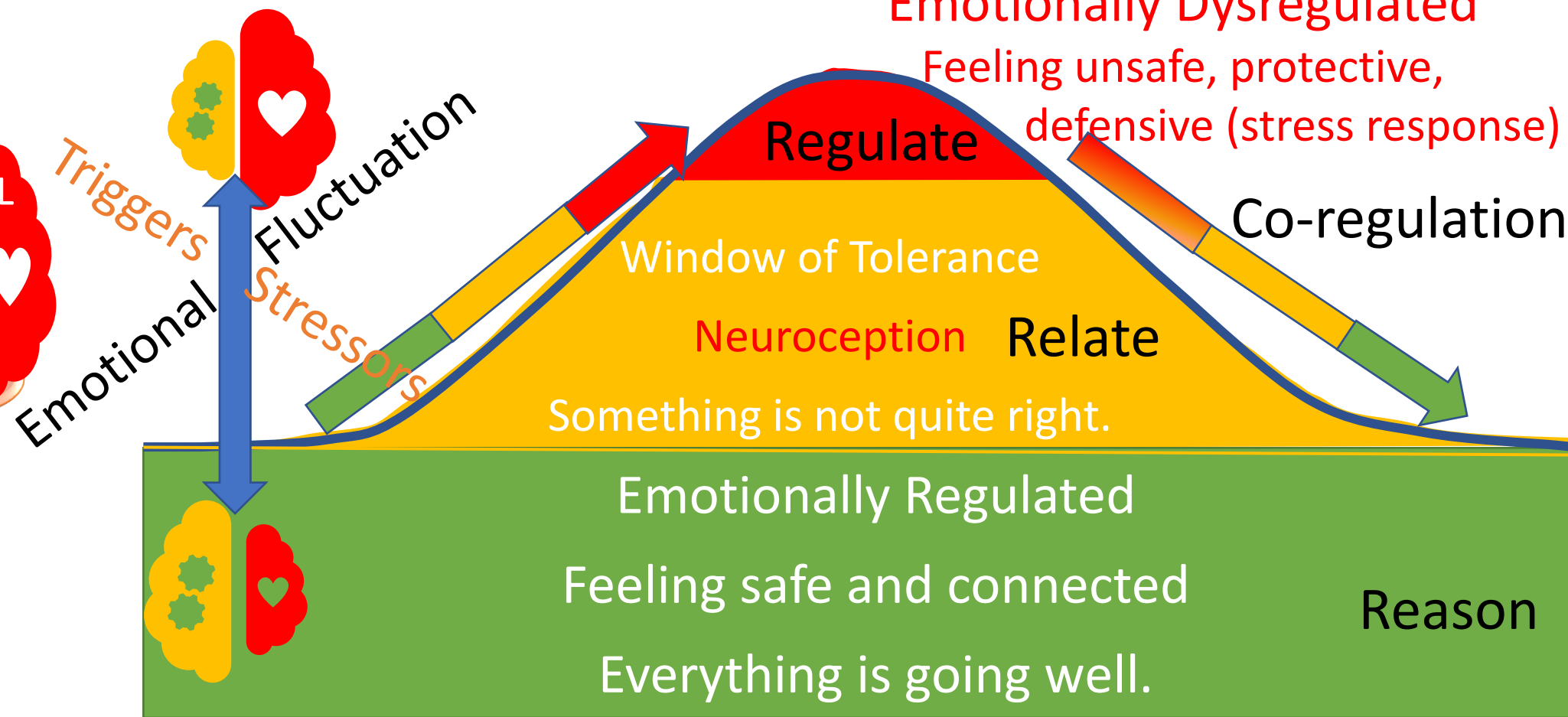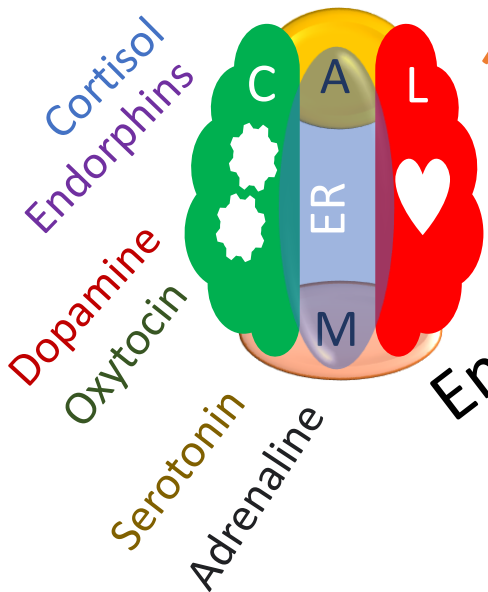
CALMER
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Frannogram
Understanding the relationship between emotions and interactions.
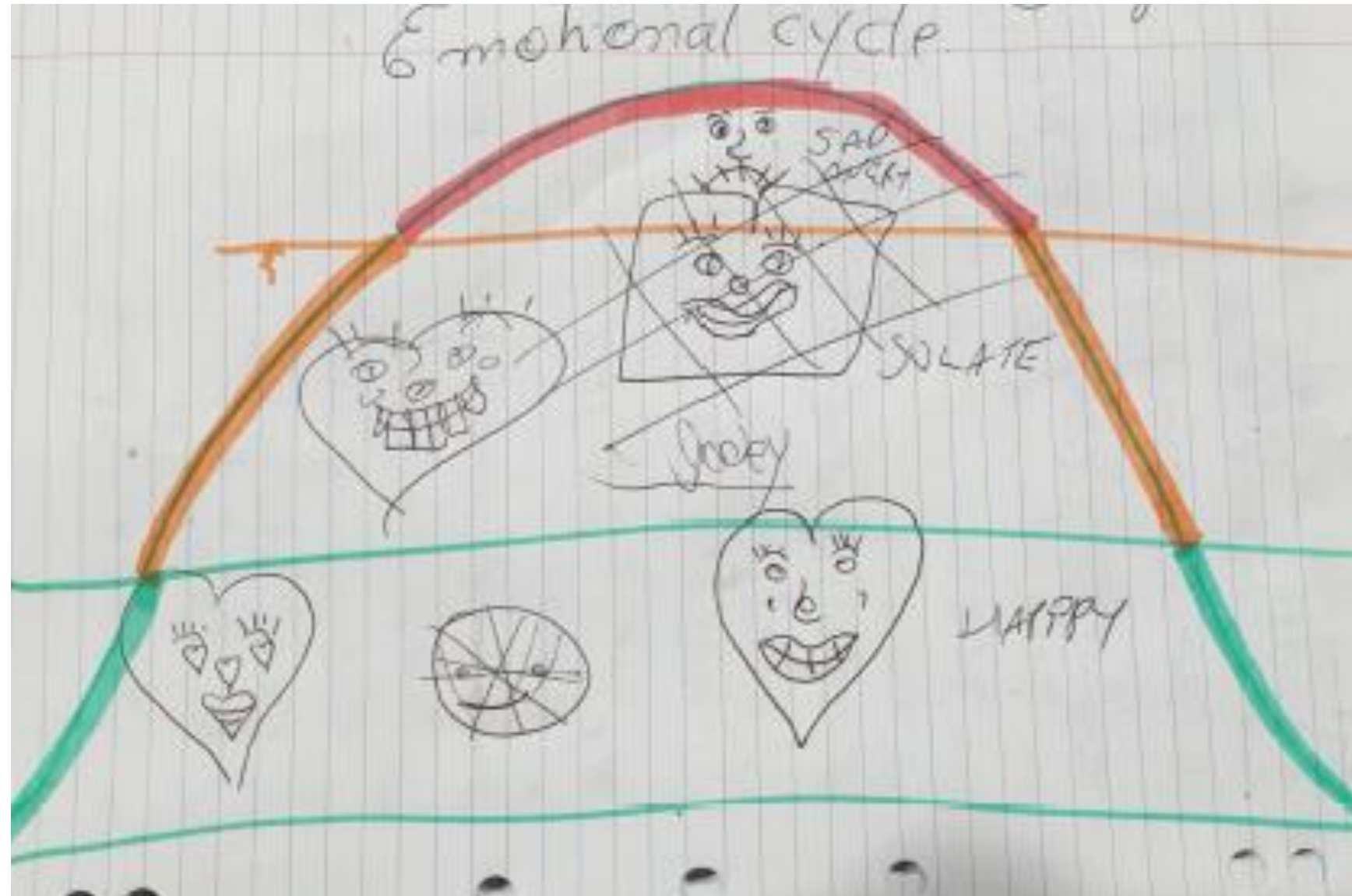
CEDOSA

Cortisol
Endorphins
Dopamine
Oxytocin
Serotonin
Adrenaline

Triggers
Stressors
Fluctuation
Emotional

Emotionally Dysregulated
Feeling unsafe, protective, defensive (stress response)

Regulate

Co-regulation

Window of Tolerance

Neuroception   Relate

Something is not quite right.

Emotionally Regulated

Feeling safe and connected

Reason

Everything is going well.

How do you learn, understand, engage, interact and participate depending on how you are feeling?

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Case Study Jane: Frannogram

"I know the right thing to do when I'm calm. However, it gets out of control quickly when I'm not calm & anything can happen."

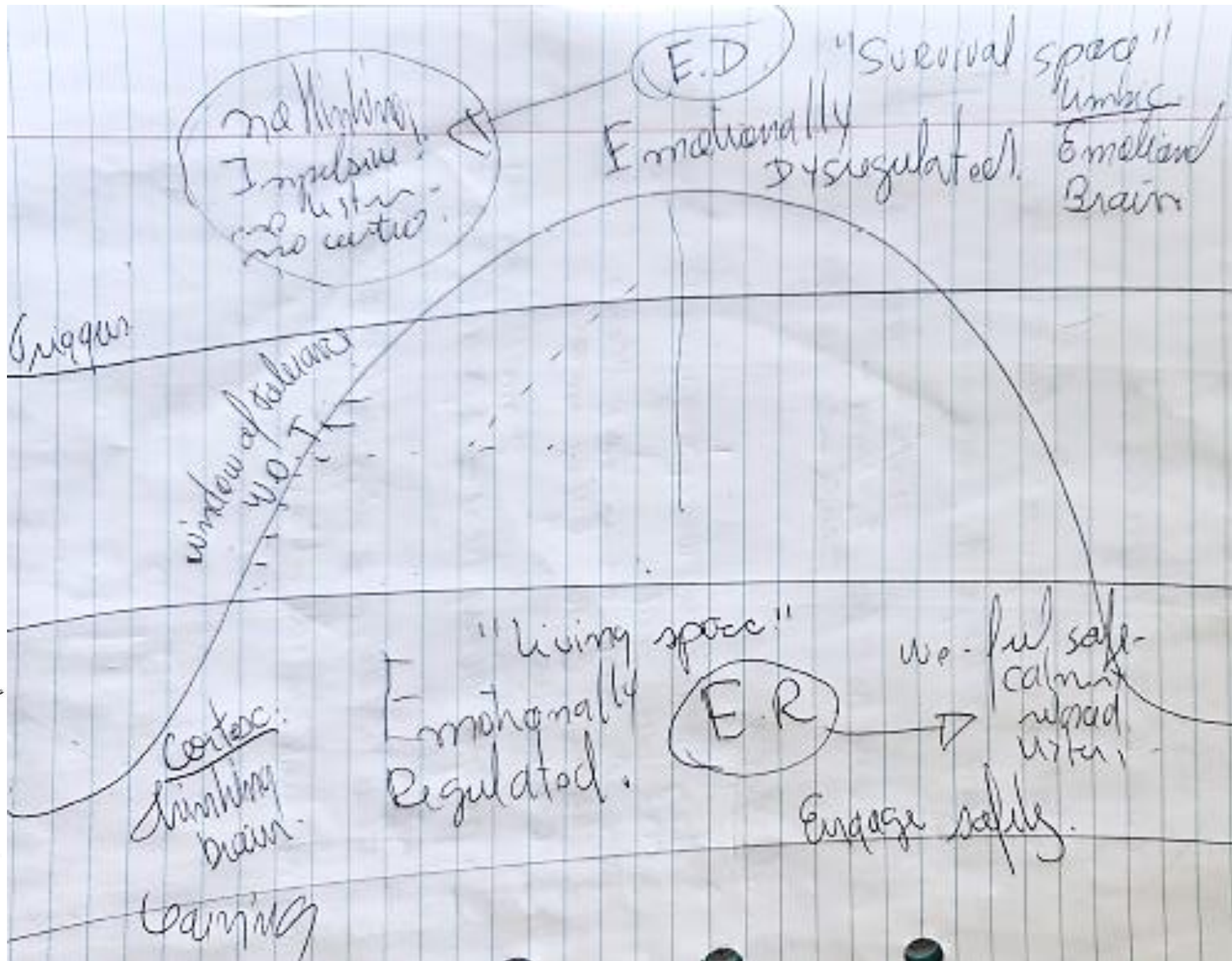©de Paula & de Paula 2022 The CALMER Approach

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Co-designed Therapeutic Support Plan Template

Current situations – what is happening? health, home, staff, how does the person know what, how, when, where, why?

What is currently working well.	Current concerns	Initial Action Plan

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Co-designed Therapeutic Support Plan Template

Restrictive Practices	Yes	No	Comments	Action Plan
Chemical Restraint				
Environmental Restraint				
Mechanical Restraint				
Physical restraints				
Seclusion				

Co-designed Therapeutic Support Plan Template

Communication Dictionary. The purpose of this communication dictionary is to:

- first and for most it is to create a better understanding of …. non-verbal communication.
- develop and establish strategies to build staff understanding of …. non-verbal communication.
- rely on those that know and understand …. well to build … communication dictionary.
- ensure that new staff member will learn and understand … communication more quickly.

Context/Situation	… may say or does	We think it means….	What we need to do….	What we expect to see

Co-designed Therapeutic Support Plan Template

The co-regulations strategies needed may depends on where .... is at emotionally.

What is calming and soothing when .... is	.... needs	What to do?	What to avoid?
Emotionally Regulated Everything is going well -			
Window of Tolerance Something is not quite right.			
Emotionally Dysregulated Something is not right.			
Regaining emotional regulation Something is quite right.			

Co-designed Therapeutic Support Plan Template

The known triggers and stressors for …. - how does the person know what, how, when, _where,_ why? Predictability

What is stressing and triggering when … is	… needs	What to do?	What to avoid?
Emotionally Regulated Everything is going well - Stressing/triggering….			
Window of Tolerance Something is not quite right. Stressing/triggering….			
Emotionally Dysregulated Something is not right. Stressing/triggering….			
Regaining emotional regulation Something is quite right. Stressing/triggering….			

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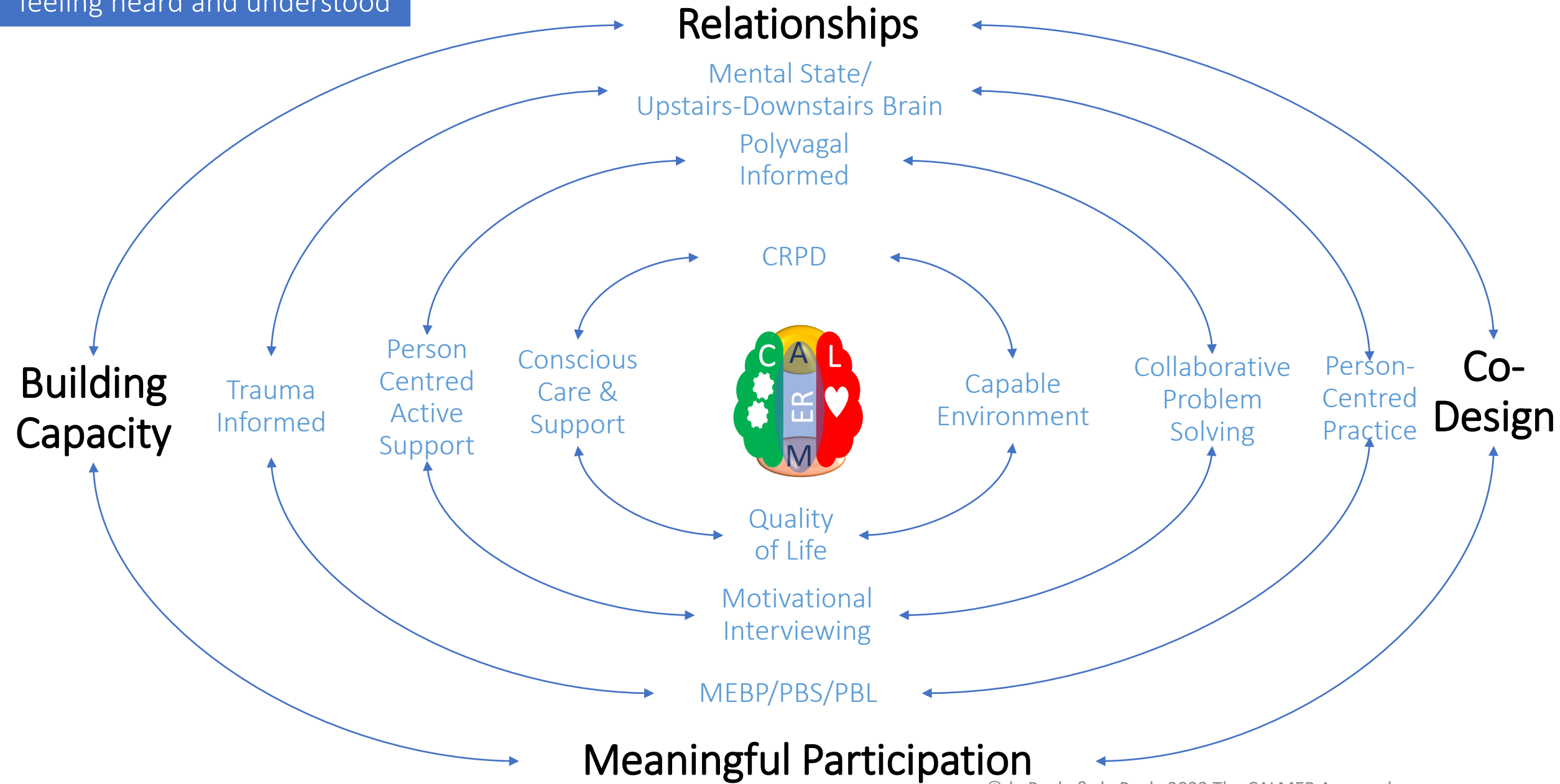
Co-designed Therapeutic Support Plan Template

A summary of what you need to know and understand how … interacts, engages and participates when … is feeling:

Emotionally Regulate (ER)– feeling safe, connected, supported understood	Window of Tolerance (WoT) – something is not quite right – something does not feel right	Emotionally Dysregulate (ED) – something is not right – feeling unsafe, being unsafe, defensive, protective	Regaining ER (RER) – things are getting to feel better again – sense of feeling understood – connected
What does … need?	What does … need?	What does … need?	What does … need?
What to do?	What to do?	What to do?	What to do?
What to avoid?	What to avoid?	What to avoid?	What to avoid?

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CALMER - Framework

Relationships

Mental State/
Upstairs-Downstairs Brain

Polyvagal
Informed

CRPD

Building
Capacity

Trauma
Informed

Person
Centred
Active
Support

Conscious
Care &
Support

Capable
Environment

Collaborative
Problem
Solving

Person-
Centred
Practice

Co-
Design

Quality
of Life

Motivational
Interviewing

MEBP/PBS/PBL

Meaningful Participation

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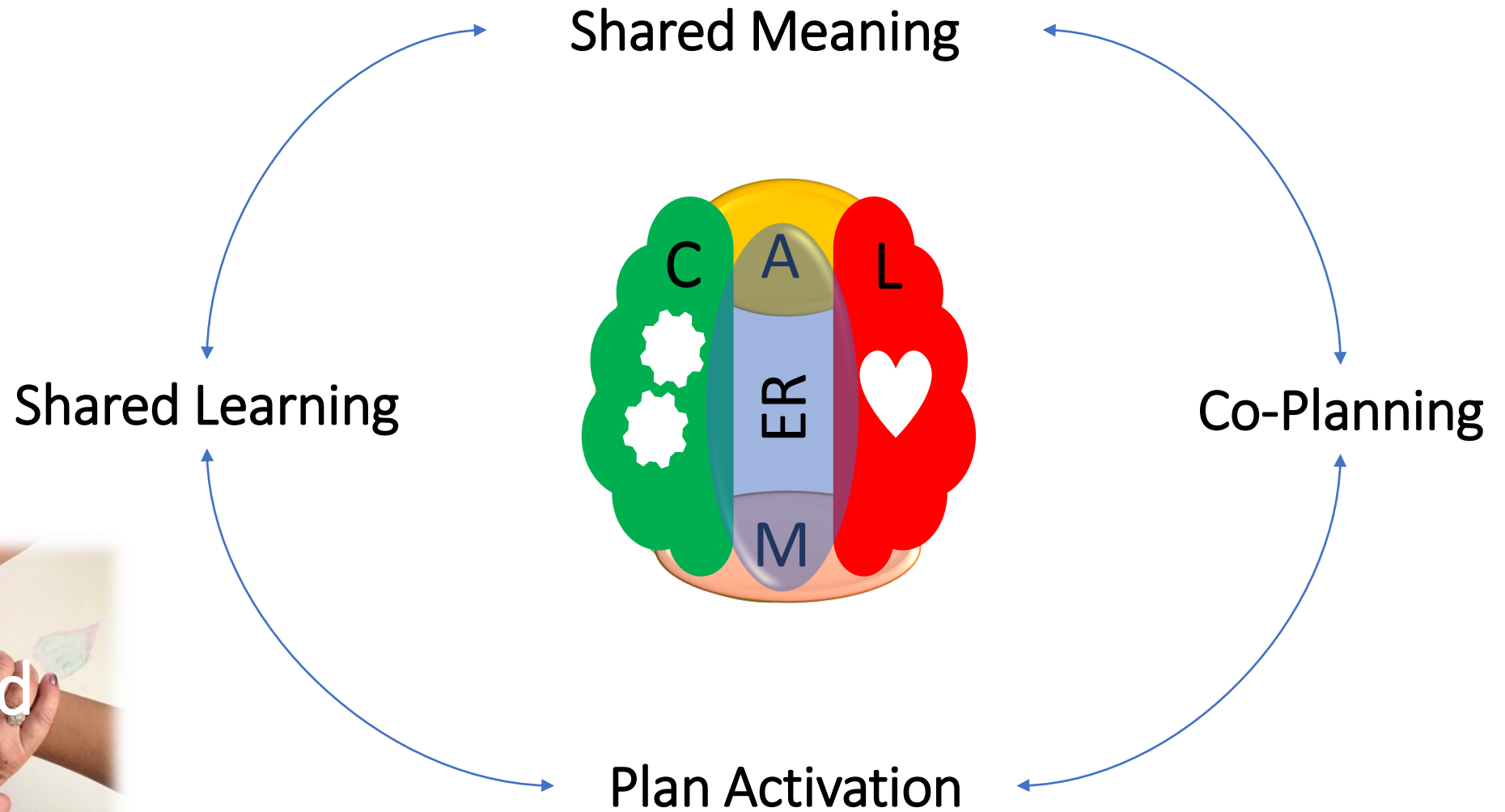
Measuring meaningful effectiveness

Maintenance

- **Continuous learning and applying the learning for ongoing growth and impact.**
- **What is working well vs room for improvement**
- **Critical Analysis**
- **What is the 'just right' level of support**

Outputs

- **Immediate and tangible results**
- **Checklists,**
- **E.g.: staff training, Support Plan in place, staffing ratios in place, protocols in place.**

Is it Meaningful?

Impact

- **What does the change mean?**
- **Goal attainment: COPM, GAS**
- **Participation/QOL measures; WHODAS**
- **Qualitative Feedback**

Outcomes

- **Observable and Measurable Change**
- **Standardised outcome measures: Zarit burden scale[45]; Sheffield Learning Disabilities Outcome Measure[46]**
- **Data collection & analysis**

Critical Analysis Process (CAP)

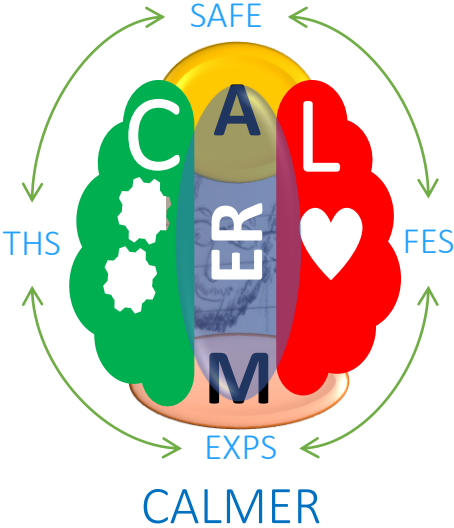Was the unsafe interaction the problem or was it the consequence of the problem?

How to prevent it from happening again?

What happened?

Could it have been preventable? Yes -No

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How did it happen?

What did we learn?

When did it happen?

What were the events leading up to it?
Other contributing factors?

Why did it happen now?

Chain of Events

Unsafe interactions happen due to a chain of events and factors.

Critical Analysis Process (CAP)

Critical Analysis Process (CAP) to investigate the reasons/causes of the unsafe interactions - <u>Date</u>
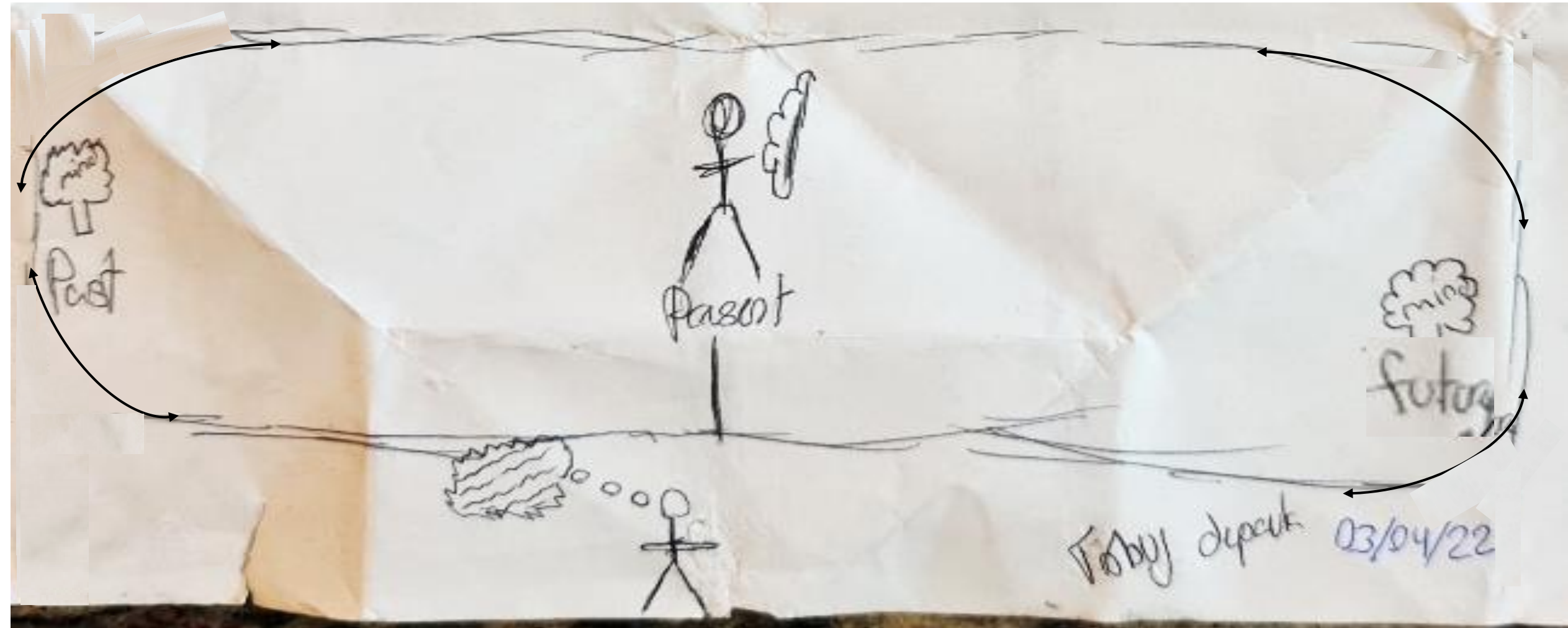
People consulted: Documents reviewed:

Triggers/ Stressors	What? When? How? Where? Chain of events? Contributing factors? Why? Could it have been prevented? What needs to have happen to prevent it from happening again?	The person <u>was</u> ER – WOT – ED – RER	Was the unsafe interaction the problem or consequence of the problem?	Skills needed? Environmental needs?

DRAFT

Who is saying that? Who is thinking that? Perspective matters.

Memories

In The Moment

What's Ahead

You can make a difference by starting with one

We can enable people to change and grow when their environment is ready for change and growth. This is a challenge in itself.

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CALMER is an ongoing process,
and not an end point.

CALMER is an active and living process towards understanding the relationship between emotional

regulation and interactions (safe and unsafe).

CALMER is a common denominator in understanding human interactions.

Quotes

April 2023

"I recognize the value of the CALMER approach principles as we support staff with some significant leadership restructure currently happening in our organisation. The day after you delivered this training we did an exercise with leaders where we described a 'good' morning at work and our feelings associated with that scenario (emotionally regulated). WE then shared together what they were actually feeling during this transition. Leaders identified how they were functioning quite a lot in the window of tolerance and reflected on how change was causing emotional deregulation and the impact that had on their decision making. Leaders were able to agree to some expectations of each other in this process and recognised how this agreement and plan supported regulation when 'normality' was changing".

"CALMER training really reinforced to me the benefits of what we do and why it's important to work on the meaning of the problem vs. the 'problem' behaviours".

"The training reinforced that we sometimes miss the 'human' approaches in supporting our participants and that it really does come down to connection (and regulation via connection)."
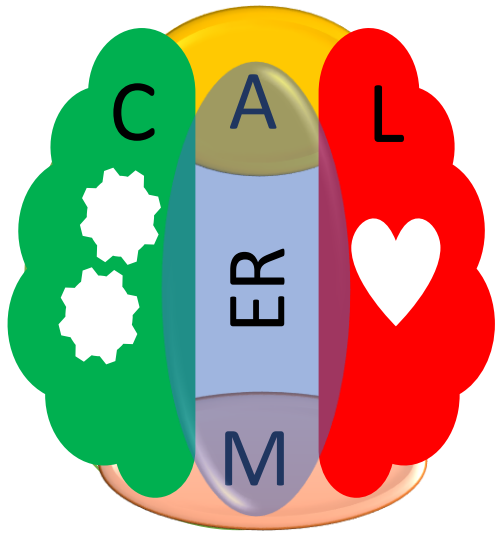
"We usually focus on what we can see but Fran made a good point- if we focus on only the behaviour then we may never know how the person is feeling and won't be able to provide the support they need in that very moment".

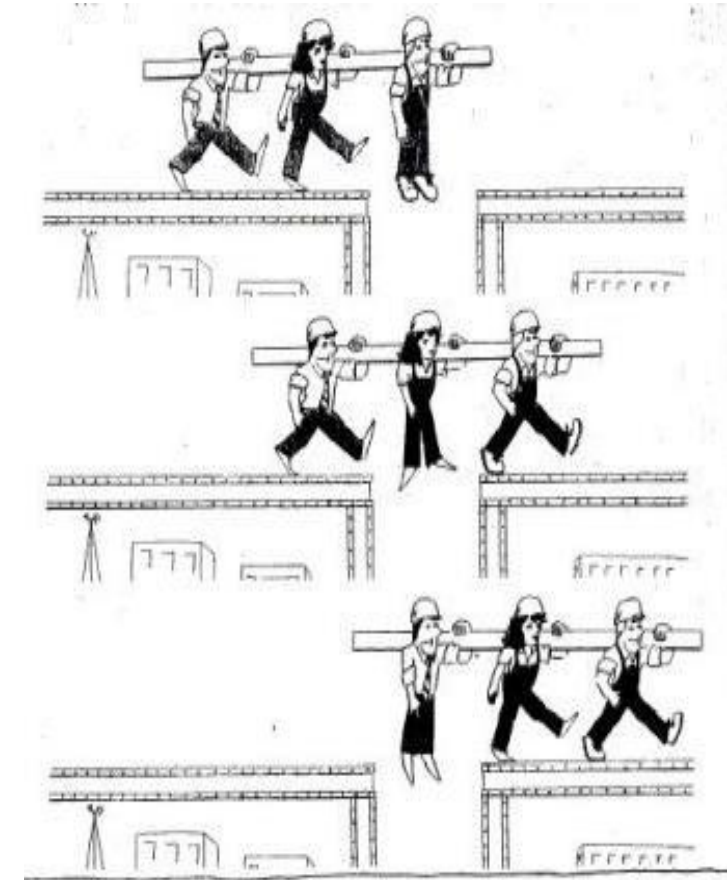## *CALMER is a win-win approach & provides win-win outcomes.*

Everyone needs the right level of support at the right time to succeed.

Everyone, regardless of gender, age, race, abilities, **needs to feel safe and connected**. CALMER facilitates the process to **enhance safety, empathy and connections** when we feel we have lost our ground.

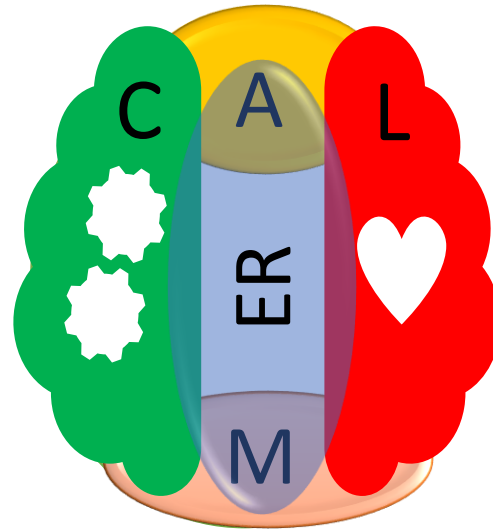*CALMER is a win-win approach & provides win-win outcomes.*

The CALMER Approach

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Knowledge Translation Evidence Informed Practices, non-linear process framework

Person-Centred and **Quality of life** focussed, including feeling and being safe

Co-design with the person and stakeholders for participation & self efficacy outcomes

Capacity building
Enabling thriving individuals, capable environments, education and empowerment

Participation & Inclusion
meaningful collaboration & contribution

Integrating theory into practice
accessible, practical & practised

Critical Analysis Process
understanding the relationship between emotional regulation and interactions (**Frannogram**)

Empathy and relationship
Supporting the person and the people around the person, harnessing co-regulation

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CALMER
feeling heard and understood
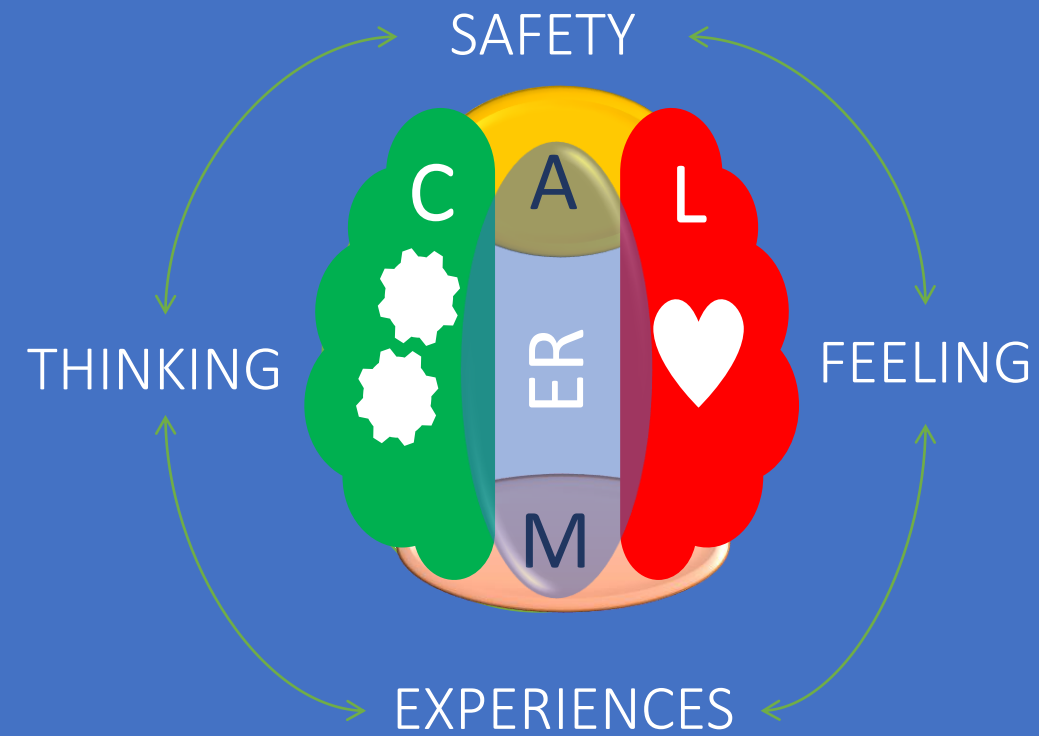
Q&A

What is your takeaway gold nugget?
Was your expectation met?

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C A L

ER

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FEELING

EXPERIENCES

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