



HBBS NEWS

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**Hamilton
Brant
Behaviour
Services &
The Family
Counselling
Centre of
Brant**

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Fetal Alcohol Spectrum Disorder: What People Need to Know

Submitted by: Lisa Whittingham

- * Fetal Alcohol Spectrum Disorder (FASD) is used to describe the effects that alcohol can have on an individual if their mother drank during pregnancy.
- * It often has numerous effects on an individual's physical and psychological development, with lifelong implications. Lifelong implications include difficulties learning in school, risk of involvement in the criminal justice system, and social isolation.
- * FASD affects 1 in 100 infants each year. This is more than any other developmental disability combined.
- * It is the leading preventable cause of developmental disability: Do not drink during pregnancy or if you are planning to become pregnant.
- * FASD can affect anyone regardless of ethnicity, income or education. It is not a disorder unique to one population.
- * Children born with FASD may need medical and social care all of their lives. The comprehensive lifetime cost can be as much as \$5 million.

On 9 September every year, communities around the world hold an event to raise awareness of FASD. It is an opportunity for people to raise awareness and to ask for support in preventing FASD and supporting people with FASD. For ideas regarding how you can organize events for FASD day, go to:

<http://nfhs-pg.org/media/>

The Power of Reinforcement



Reinforcement means adding or taking something away which increases the frequency of the behaviour in the future. Reinforcement can include a variety of things such as :

- * Social interaction (e.g. praise, compliments, conversation, etc.)
- * Automatic/ stimulation
- * Tangibles such as toys, favored items, edible items
- * Escape (e.g. breaks, leaving)

Carter (2010) conducted a study to assess the use of reinforcement on escape maintained behaviour (e.g. eliminating the demands being placed during self care routines) on a 19 year old male. They applied either reinforcement (preferred edible) for compliance or escape contingent (30 second break) upon maladaptive behaviour (e.g. aggressive

behaviour such as slapping, pushing, and destructive behaviours such as throwing items). The results showed the subject was more compliant when reinforcement was given as opposed to breaks (escape). By reinforcing someone for engaging in adaptive behaviour, we will increase the likelihood of them continuing to engage in this behaviour in the future. For more information see " The Power of Reinforcement" by; Stephen Ray Flora

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Who is HBBS for?

In the region of Hamilton-Wentworth, Behaviour Consultation Services are provided to adults with an intellectual disability.

In the County of Brant, Behaviour Consultation Services are provided to children and adults with an intellectual disability

HBBS Goals

- * Learn to make changes designed to enhance quality of life

- * Learn new and socially appropriate ways of behaving while maintaining dignity
- * Promote positive relationships between caregivers and the individual to make these changes
- * Ensure that the individuals have the opportunity to work through social and emotional issues
- * Ensure reinforcement of positive changes in behaviour

To begin the referral process:

Adults 18 years & older in Hamilton and Brantford call Developmental Services Ontario (DSO):
1-877-376-4674

Children & Youth up to 18 years in Brantford call Contact Brant:
519-758-8228

International Day of Disabled

December 3, 2011 is International Day of Disabled. This day is to recognize the capabilities of people with disabilities. More than half a billion persons are disabled as a result of mental, physical or sensory impairment and no matter which part of the world they are in, their lives are often limited by physical or social barriers. This day aims to increase the understanding of the issues around disabilities and attention to the dignity, rights of persons with disabilities. Here are some suggested activities for International Day of Disabled Persons



- ◆ Put up a display at your local shopping centre, library, or school.
- ◆ Plan an activity in the workplace/classroom about disability issues, such as having to cope with a disability for a day
- ◆ Take a look at the progress throughout the year as well as obstacles encountered during the implementation of disability policies and programs

For more information visit:
http://www.unac.org/en/link_learn/monitoring/rights_disabled.asp

Autism Awareness

Submitted by: Joanne Towers

Autism Spectrum Disorder (ASD), is a neurological disorder that ranges in severity from mild to severe. It causes impairments to a person's communication, social interactions and restricts behaviours to being repetitive or stereotypic. There are 5 disorders that fall under the ASDs, the most common being Classic Autism and Asperger's Syndrome. 1 in every 165 children is currently diagnosed with ASD, making it the most common neurological disorder affecting Canadian children today. In total, approximately 200,000 Canadians are diagnosed

with ASD and the prevalence rate continues to grow. In Canada, we recognize October as Autism Awareness Month, however, we should also be aware that autism shapes the everyday lives of children and adults diagnosed with the disorder, as well as, their friends, family members, colleagues and community. Autism challenges us to think to about what it is essentially needed to thrive in our world. Imagine yourself in a foreign place, unaware of the language and the practices of the people; unaccustomed to your surroundings, the climate, weather and sounds.

How would you communicate with the people? How would your limited abilities to communicate affect how you interact with them? How would you make your knowledge, strengths and abilities known to others? Furthermore, what would you want from the people in your community -- Patience? Understanding? Support? Over the past 20 years, our awareness has facilitated opportunities for autism research, interventions and supports. Our awareness can be powerful and therefore, creating opportunities that may help persons with ASD to live meaningful lives.

Always
Unique
Totally
Intelligent
Sometimes
Mysterious
~
Cafe-
Press.com

Augmentative & Alternative Communication

What is it?

Any device, system or method that improves the ability of a person with a communication impairment to communicate effectively. Although AAC is often used to refer to formal communication devices and systems...it can also include less sophisticated means of Communication such as facial expressions, non-speech vocalizations, idiosyncratic gestures, etc. AAC is a skill that needs to be taught and reinforced.

Visual Tools for Adding New Information:

- social stories
- consequence maps (first/then)
- scripts
- visual schedules
- activity strips
- choice boards
- symbol systems – objects, photos, pictures, picture communication systems (PCS), blissymbolics, written word, sign language or any combination of the above.

Best Times to Add New Information:

- * when your partner (person you are teaching) wants something
- * during daily routines
- * when things go wrong
- * when your partner's initiations are undesirable

For more information visit:
<http://www.isaac-online.org/>



Why the R word hurts others:

- It is offensive
- It excludes others
- It implies people with intellectual disabilities are stupid or dumb
- It is hate speech
- It fosters loneliness or isolation

It is derogatory!

How can I help? What can I do?

If someone makes a joke or a comment using the R word, it may be difficult but it is our job to educate others on how the word can be hurtful to others.

In some situations we may need to walk away but there are still things we can do:

- create rally days
- wear t shirts that will draw awareness
- Educate staff and professionals you interact with

The following information was taken from the www.r-word.org

R Word

Spread the word to End the word



Hamilton Brant Behaviour Services offers several groups for individuals with developmental disabilities.

A few of the many we offer are:

* **Social Learning Group 2-Dating & Sexuality**

This group is presented to individuals who are 18 years of age and older. It is designed to educate and enhance participant's knowledge on topics surrounding dating and sexuality. Group participants will be given opportunities to share experiences, explore choices, have peer discussion and feedback as well as practice skills through role playing, scenarios and modeling from group facilitators.

The group runs consecutively for 10 -12 weeks depending on needs of the group participants. Group participants will attend group on a weekly basis for 1 1/2 hours.

Group Topics Include:

Intimacy

Dating

Pregnancy/ STD's

Homosexuality

Intercourse

Community risks

* **Footprints: Steps to Healthy Living**

This group is geared to individuals who are 18 years of age and older who have made serious errors regarding relationships and intimacy. People may or may not have had contact with the criminal justice system as a result of these errors or choices. Group topics include:

Healthy sexuality and relationships

Boundaries

Triggers

Choices

Feelings

Behaviour Cycles

Danger Zones

Right touching

For more information regarding groups that HBBS offers; please contact Brad McIntosh at 905-574-5151 ext. 222

Person First Language

Person first language means referring to the person before the disability. It is a respectful way to describe someone who has a disability. By using person first language you are putting the person before the disability.

Examples of not person first

-He is autistic

-She is schizophrenic

-He is crippled

-She is attention seeking

Examples of person first

-Johnny has a diagnosis of ASD

-Sally experiences schizophrenia

-Brian uses a wheelchair

It is important to be respectful in how we speak to others and how we speak about them. People should not be defined by their disability, a diagnosis or their behaviour and instead we should focus on who people are first.

In the Past when one spoke about someone who has a "Disability" it would have a negative connotation and would imply they were less than or not like a typical population.

Using Person First Language helps us to look beyond a label, diagnosis or behaviour and see all aspects of a persons life.

Particularly their strengths and gifts.

By placing the person first we can move toward a new language and leave behind the old hurtful words that were used to describe people with disabilities in the past.

Do you have a story or art work you would like to share? Or maybe there is something you would like to see in one of our upcoming newsletters.

If so, please contact:

Jen Nichols at 519-753-4173 Ext. 325

or by email at jnichols@fccb.ca