



Stress profile

NAME: _ CHRIS (AN EXAMPLE) _____

DATE AND YEAR: _ 1.6.2018 ____

Stressors

The person's prerequisites, sensory issues, other external influences etc

Describe stressors that are:

... momentary or short-term

... present for a longer period of time

Situational:

- ▶
- ▶ The computer is broken
- ▶ Sudden change of plans
- ▶ A new teacher/Student at school
- ▶ Change of the menu for dinner
- ▶
- ▶
- ▶



Basic:

- ▶ Having a hard time to express his thoughts and feelings
- ▶ Anxiety
- ▶ Highly sensory sensitive
- ▶ High demands in school
- ▶ A family vacation in a couple of weeks
- ▶ Lack of sleep
- ▶ Difficulties understanding and feeling his own needs (ex when to eat/drink or put on close or take of close according to the weather)
- ▶



Warning signs

Describe how the person reacts to a too high stress level:

Warning signs

- ▶
- ▶ He begins to yell
- ▶ His left eye begins to blink
- ▶ Stops talking
- ▶ He seems more absent
- ▶
- ▶
- ▶
- ▶
- ▶
- ▶
- ▶



"Positive" warning signs

- ▶
- ▶ He withdraw from the living room and walk into his room – sometimes he run away
- ▶ Plays more iPad/Computer
- ▶



Chaos signs

Describe how the person reacts at a very high level of stress:

Acute

- ▶
- ▶ He throws with things (sometime the furniture)
- ▶ He spits and pushes parents and siblings



Long-term

- ▶
- ▶ even higher levels of anxiety



Coping strategies

Describe what the person as well as what parents / staff do to manage their high stress levels

The person's coping strategies:



- ▶
- ▶ Yells at other people
- ▶ Plays more iPad/Computer
- ▶ Run away from home/school
- ▶ Stops talking
- ▶ Cries a lot
- ▶ Need to be close to mom
- ▶

Parents / staff coping strategies:



- ▶
- ▶ Raise their voice
- ▶ Go away
- ▶ Breathing deep – trying to stay calm
- ▶
- ▶
- ▶
- ▶

Protective factors

Describe what is, and what can be stress-reducing

Personal

Is stress-reducing:

- ▶
- ▶ Consistent adults
- ▶ Calm adults
- ▶ Understanding for Chris' ability to perform, today

Can be stress reducing:

- ▶
- ▶ Be close to his mom
- ▶
- ▶



Structural (incl. surroundings)

Is stress-reducing:

- ▶
- ▶ Silence
- ▶ Consistent/fixed boundaries
- ▶ The opportunity to withdraw

Can be stress reducing:

- ▶
- ▶ Visual support systems and communication
- ▶
- ▶



Sensory desires & needs

Think about the 7 senses:

Sight, smell, taste, hearing, vestibular (movement & balance) and proprioception (body sensation)

Sensory desires & needs

- ▶
- ▶ Feeling: tight clothes and shoes
- ▶ Sight: light sensitive – especially fluorescent lamps
- ▶
- ▶
- ▶
- ▶
- ▶
- ▶ Need to be close to mom when highly stressed
- ▶
- ▶



Physical activity and breathing spaces

Describe the amount of physical activity the person exercises and what breathing spaces he / she has

Physical activity

- ▶
- ▶ Swimming & gym lessons once a week in school
- ▶ Playing outside when he is at the school
- ▶ Exercise to a dance-video (PlayStation)
- ▶ Walking the dog
- ▶
- ▶
- ▶



Breathing spaces

- ▶
- ▶ Playing iPad at his room
- ▶ Listening to old folk-music
- ▶ Silence
- ▶
- ▶
- ▶
- ▶
- ▶





Stress reduction programme

NAME: _____

DATE AND YEAR: _____

Minimize basic stress factors

Which personal and structural factors can reduce the impact of the basic stressors?

- ▶
- ▶ Consistent adults
- ▶ Calm adults
- ▶ Understanding for Chris' ability to perform, today – we will try harder to remember his changing ability to perform
- ▶
- ▶
- ▶ Silence
- ▶ Visual support systems and communication
- ▶ Consistent/fixed boundaries
- ▶ The opportunity to withdraw
- ▶
- ▶



Coping strategies

Which new coping strategies can the person, parents and/ or staff learn, to manage the situational stressors better?

Does the person, parents and/ or staff already have coping strategies that can be generalized to other situations?

Are there positive warning signs that can be brought into play as a conscious coping strategy?

- ▶
- ▶ It is a very good thing that he withdraw to his room!
- ▶
- ▶ We will try to teach him, that when he runs away, he should run to the swings down the road – that is to be his safe place. We will not disturb him while he is there
- ▶
- ▶
- ▶



Physical exercise & breathing spaces

How can the person's access to physical activity and breathing spaces be increased?

Physical activity

- ▶
- ▶ Support him to play more outside when he is at home – maybe we could buy a trampoline
- ▶ Offer him to go swimming in the weekends



Breathing spaces

- ▶
- ▶ Support and introduce him to a way he can relax to calm music/ old folk-music
- ▶ Give him some foot massage
- ▶ In stressed situations
- ▶ In stressed situations he can lie with mom



"Sensory diet"

How can the person's sensory desires and needs be met to a greater extent?

- ▶
- ▶
- ▶ Remember to remove the label in the neck of his shirts
- ▶ Loose shirts
- ▶ Give him a cap or sunglasses when he is outside
- ▶ Accept that he sometimes needs to pull the curtains down



Thoughts and challenges

Which thoughts and/ or ideas have not been written down?

What are the challenges – and how do we overcome them?

Thoughts:

- ▶
- ▶
- ▶ A wish about the opportunity to help with relax more
- ▶
- ▶
- ▶
- ▶
- ▶
- ▶



Challenges & solutions:

- ▶
- ▶ He was difficulties understanding and feeling his own needs – we may need to find a way to communicate these to him
- ▶
- ▶ How do we get him to run to the swings?
- ▶
- ▶
- ▶

