




**Improving Health and Wellness through Increased Engagement**



fppt.com

## Covering Today:

- Program Background
- Current Program
- Workshop Activities
  - Active Listening
  - Goal Setting
  - Student Determined Learning Model Instruction (SDLMI) (goal process)

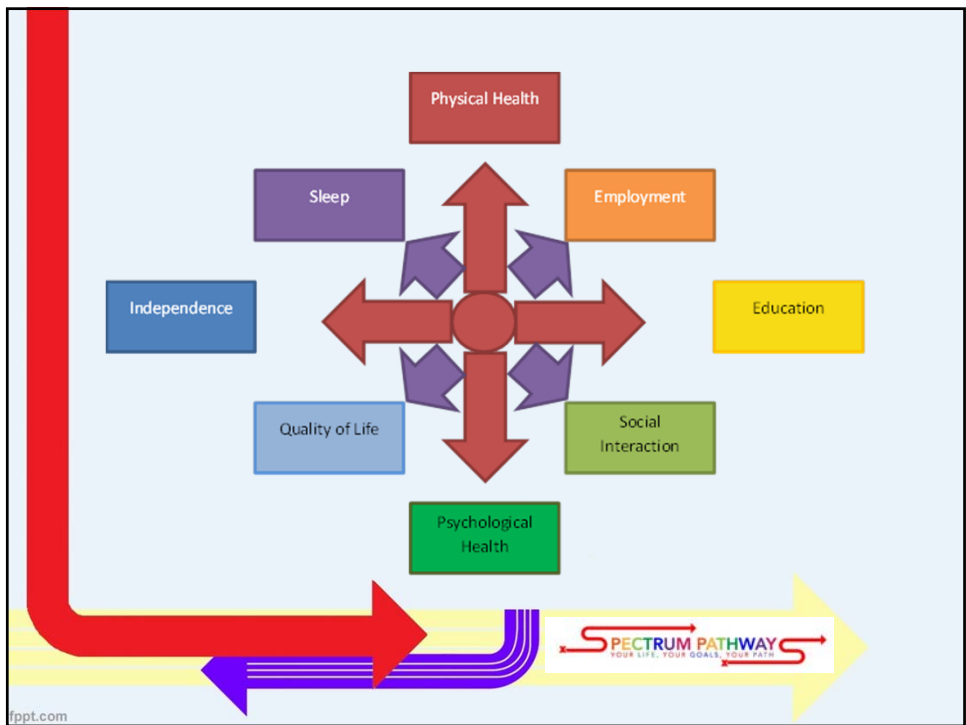
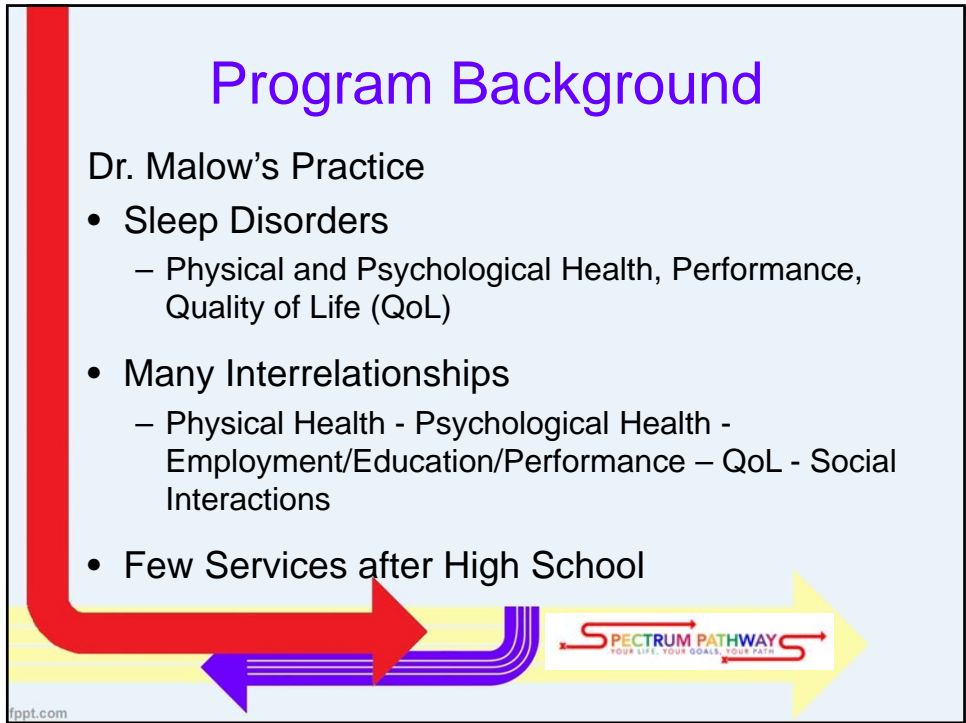


fppt.com

# Program Background

## Dr. Malow's Practice

- Sleep Disorders
  - Physical and Psychological Health, Performance, Quality of Life (QoL)
- Many Interrelationships
  - Physical Health - Psychological Health - Employment/Education/Performance – QoL - Social Interactions
- Few Services after High School



## Engagement!

- Vocational (Education/Employment)
- Social Interaction
- Going Places in Community
- Hobbies and Interests
- Personal Growth

fppt.com



## Current Program

### Spectrum Pathways Program

- Adults on the autism spectrum
  - Ages 18 – 35
  - Exited High School System
  - Not currently working or in school

fppt.com



## Current Program

### Two-Part Program

- **Part One: Immersive 5-Day Week**
  - Various Locations:
    - Nashville Zoo, Vanderbilt Wellness & Recreation, Frist Center, etc.
  - Curriculum
    - Self-Advocacy (Goal Setting, Conflict Resolution Skills)
    - Stress-Reduction (Mindfulness Based Stress Reduction)
  - Coaching

fppt.com



## Current Program

### Two-Part Program

- **Part Two: 3-month Distance Coaching**
  - Weekly coaching calls
    - Discuss progress
    - Discuss obstacles, set-backs, or frustrations
    - Discuss next steps

### Pre and post-test measures

- Health and Well-being

fppt.com



## Coaching

- Neurodiversity
- Autism Spectrum
- Active Listening
- Coaching Training
- Goal Attainment Scaling (GAS)
- Student Determined Learning Model Instruction (SDLMI)

fppt.com



## Active Listening

The most important interpersonal skill



fppt.com

## Active Listening

- Reflective Listening
  - **Listen** carefully
  - **Repeat**
    - “just to make sure I understand...”
    - Repeat what you heard in your own words
  - **Check in**
    - “did I understand you correctly”



Helpful Tip: Ask Clarifying and Open-Ended Questions

fppt.com

## Active Listening

- Don't
  - Give advice
  - Problem-solve
  - Minimize or dismiss their complaint
  - Make excuses or explain
  - Argue or find weaknesses

Even if you think they are **WRONG!**



fppt.com

When listening to the other person's point of view, the following responses are often helpful:

What to Do	How to Say It
<b>Encourage</b> the other person to share his or her issues as fully as possible.	"I want to understand what has upset you." "I want to know what you are really hoping for."
<b>Clarify</b> the real issues, rather than making assumptions. Ask questions that allow you to gain this information, and which let the other person know you are trying to understand.	"Can you say more about that?" "Is that the way it usually happens?"
<b>Restate</b> what you have heard, so you are both able to see what has been understood so far - it may be that the other person will then realize that additional information is needed.	"It sounds like you weren't expecting that to happen."
<b>Reflect</b> feelings - be as clear as possible.	"I can imagine how upsetting that must have been."
<b>Validate</b> the concerns of the other person, even if a solution is elusive at this time. Expressing appreciation can be a very powerful message if it is conveyed with integrity and respect.	"I really appreciate that we are talking about this issue." "I am glad we are trying to figure this out."



fppt.com

## Activity

- Health-Related Goal you have/had this year
  - Exercise, Diet, Stress, Recreation,
    - Challenges?
    - Successes?
- Reflecting- Use table for reference



fppt.com

# Practice

- Requires Practice!!
- Groups of 3 people
  - Speaker
  - Listener
  - Observer



fppt.com

Goal Attainment Scaling



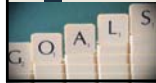
Enter Your Subtitle or Name - Presented By SageFox.com



## GAS- Benefits

- Clarifying objectives and expectations
- Increases motivation
- Helps pinpoint progress and obstacles to progress
- Helps us acknowledge accomplishments!

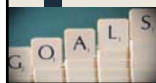
(McDougall & King, 2007)



## Gas- Guidelines

- Set 3 Goals (ideally)
- Six Requirements
  - *Relevant*
  - *Understandable*
  - *Measurable*
  - *Behavioral*
  - *Attainable*
  - *Time Frame*
- **SMART** Goals
  - *Specific*
  - *Measurable*
  - *Action-Oriented,*
  - *Realistic*
  - *Time-Bound*

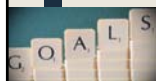
(Clark & Caudrey, 1983; Ottenbacher & Cusick, 1990)



## Gas- Baseball Example

- Equal intervals
- Focus on one variable of change (if the goal can stay meaningful)
  - *the goal below includes three variables: **distance, time, and level or deadline***
    - e.g. **-2** I will attend no baseball games this season
  - *decide on one variable by which to measure change in performance, say time, and hold other variables constant*
    - e.g. **0** I will attend two home games this season
- Remember to specify a time period for goal attainment

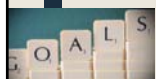
(King, McDougall, Palisano et al., 1999)



## GAS- 5-Point Rating Scale

Score	Predicted Attainment	Attainment Binary
-2	Much less than expected outcome or current level	Goal not attained
-1	Less than expected outcome or current level	
0	Current level maintained	Goal attained
1	Greater than expected outcome	
2	Much greater than expected outcome	

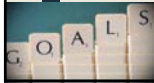
Good if deterioration is possible. "0" can act as a baseline



## GAS- 5-Point Rating Scale

Score	Predicted Attainment	Attainment Binary
-2	I will go to no home games this season*	Goal not attained
-1	I will go to 1 or 2 home games this season	
0	I will continue going to 3 home games this season	Goal attained
1	I will go to 4 or 5 home games this season	
2	I will go to 6 or more home games this season	

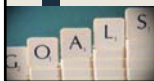
Good if deterioration is possible. "0" can act as a baseline  
 \*I usually go to 1 or 2 games in a season.



## GAS- 5-Point Rating Scale

Score	Predicted Attainment	Attainment Binary
0	No progress or change	Goal not attained
1	Some progress or change	
2	Sufficient progress or change	Goal attained
3	Greater than expected outcome	
4	Much greater than expected outcome	

Use if the Goal does not have a "deterioration" state



## GAS- 5-Point Rating Scale

Score	Predicted Attainment	Attainment Binary
0	I will go to no home games this season*	Goal not attained
1	I will go to 1 or 2 home games this season	
2	I will go to 3 home games this season	Goal attained
3	I will go to 4 or 5 home games this season	
4	I will go to 6 or more home games this season	



Use if the Goal does not have a “deterioration” state  
 \*I don’t usually go to baseball games

## Summary

- Spectrum Pathways Program
  - Focus on YOUR goals!
  - Coaching Partners can help!
  - It’s a process!
    - Setbacks are part of the journey.
  - It takes practice!

## References

- Wells, M. E., & Vaughn, B. V. (2012). Poor sleep challenging the health of a nation. *The Neurodiagnostic Journal*, 52(3), 233–249.
- Baglioni, C., Nanovska, S., Regen, W., Spiegelhalter, K., Feige, B., Nissen, C., ... Riemann, D. (2016). Sleep and mental disorders: A meta-analysis of polysomnographic research. *Psychological Bulletin*, 142(9), 969–990. <https://doi.org/http://dx.doi.org.proxy.library.vanderbilt.edu/10.1037/bul0000053>
- Cox, R. C., & Olatunji, B. O. (2016). A systematic review of sleep disturbance in anxiety and related disorders. *Journal of Anxiety Disorders*, 37, 104–129. <https://doi.org/http://dx.doi.org.proxy.library.vanderbilt.edu/10.1016/j.janxdis.2015.12.001>

fppt.com

## Thank You!



VANDERBILT  
UNIVERSITY  
MEDICAL  
CENTER



VANDERBILT  
UNIVERSITY

fppt.com