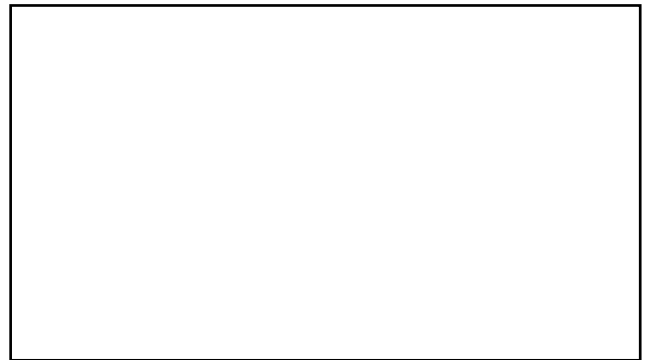




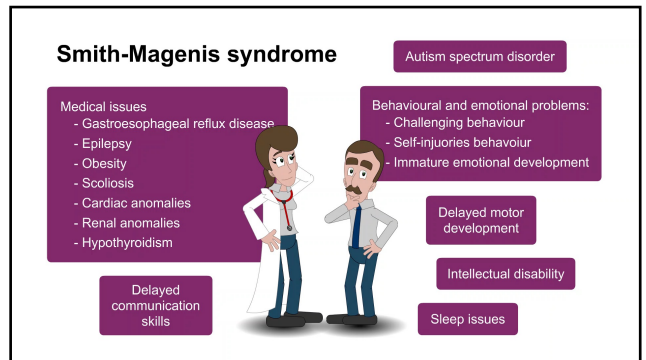
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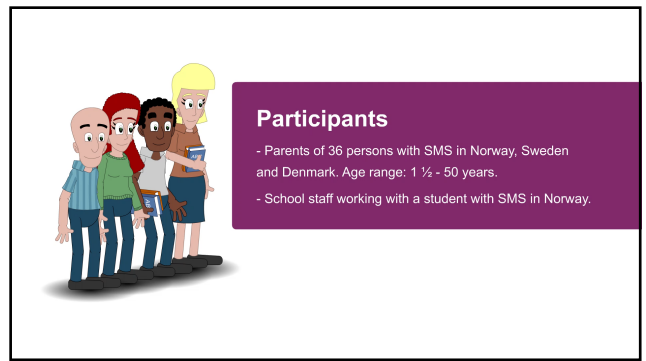
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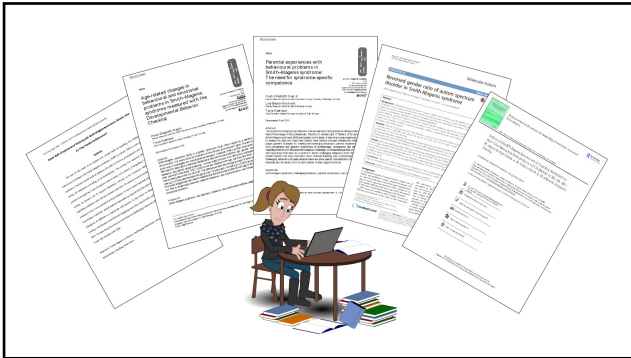
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How did I do this, and did I find anything interesting?

8

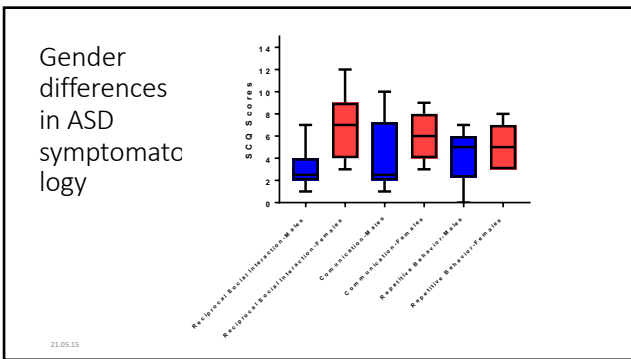
How did I do this, and did I find anything interesting?

Quantitative Method
Questionnaires
Journal information

9

Reversed gender ratio of autism spectrum disorders

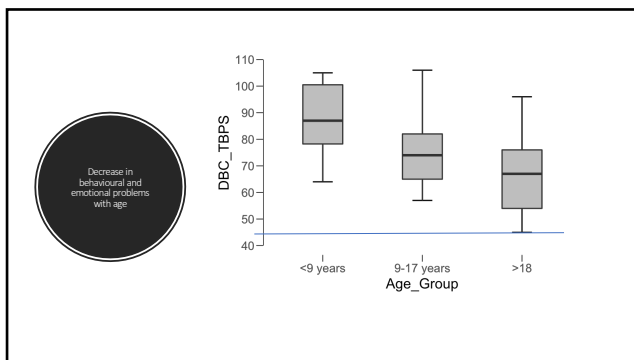
10



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Decrease in behavioural and emotional problems with age

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How did I do this, and did I find anything interesting?

Quantitative Method
Questionnaires
Journal information

Qualitative Method
Written open ended questions
Semi-structured interview

14

Parents experience both controlling behaviour and inappropriate behaviours as challenging

15

Parents emphasis that knowledge about SMS is especially important when professionals plan for interventions

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How did I do this, and did I find anything interesting?

Quantitative Method
Questionnaires
Journal information

Qualitative Method
Written open ended questions
Semi-structured interview

Q-methodology

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Main goals

- To investigate how school staff experience the behaviour of children with SMS in school, and how do they cope working with these children?
- To explore the experiences of how the school staff handle the challenging behaviours in students with Smith-Magenis syndrome.

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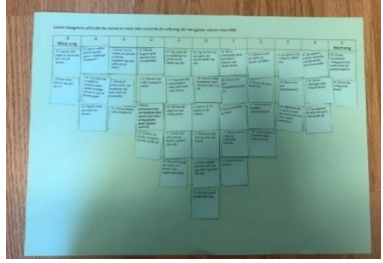
Q methodology steps

1. To define the concourse
2. To develop and create the Q-set
3. Define the P-set
4. The Q-sorting process – with customized questions
5. Analyses: Q factor analyses and analyse comments



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The Q sorting



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Results study 1

Factor 1:

“Managing challenging aggressive and self-injury behaviour in school”



“When he gets angry, he can boycott, destroy for others, scream, yell, lay down on the ground, bite, spit, scratch, kick and hit. He is doing this towards himself, but mostly towards us adults and very rarely towards other students”

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Factor 1 – positive and negative side of the grid

- 30. Working with the student is challenging in a good way (+5)*
- 36. It is positive to work with the student (+5)
- 6. The student self-injures by hitting, scratching, or biting (+4)*
- 7. The student self-stimulates or has repetitive behaviour (spins or pushes on things repeatedly or asks the same questions repeatedly) (+4)
- 38. I know what to do if the student displays challenging behaviour (+4)*
- 1. The student has a mature emotional development (behaves similar to other people his/her own age) (-4)
- 39. I think it is scary when the student gets angry or loses control (-4)*
- 9. Sometimes, I am really tired of my job (-4)*
- 19. I have not experienced the student getting angry at school (-5)*
- 27. The student never gets angry with screaming, kicking and hitting (-5)*

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Results

Factor 2:

“Struggling with intense non-physical challenging behaviour in school”



“I experience this student as very intense, talks all the time and picks on everything if he is allowed to.”

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Factor 2 – positive and negative side of the grid

- 20. The student can be experienced as very intense (+5)
- 37. The student demands constant attention (+5)
- 21. The student knows which “buttons” to push (+4)
- 36. It is positive to work with the student (+4)
- 14. I think it is demanding to be alone with the student (+4)
- 26. The student works with and concentrates on academic work over time (-4)
- 2. The student often sits quietly by him/herself (-4)
- 15. The student has good impulse control (-4)
- 1. The student has a mature emotional development (behaves similar to other people his/her own age) (-5)
- 31. The student is not preoccupied with adults (-5)

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Results

- Consensus:
 - Positive to work with these students
 - Know what to do when challenging behaviours occurs
 - Hard to explain to other staff about the student and how to handle the behaviour



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Results study 2

I know what to do in the different situations and I mostly know what side of the behaviours.

The behaviours are the same, changing rapidly, making it difficult to understand why they are doing what they are doing and why they may not be with challenging behaviours.

A lot of the time at school are used for breaks, rewards, acting out, repetition, slower progressions etc.


And have games and and good activities and follow up from the behaviour manager any quarterly, extra time etc. when they are not at school in challenging behaviours.

Factor 1 – in control	Factor 2 – strugglers	Factor 3 – strugglers relying on parents	Factor 4 – support dependent
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Results


- Consensus:
 - Being proactive – plan ahead
 - The need for structure to prevent challenging behaviours
 - Lack of focus on academic work



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Conclusion

- There has to be a greater emphasize on education, advising and supporting teachers work with non-physical challenging behaviour aspects of teaching children with SMS, in addition to the focus on challenging aggressive behaviour.
- To be in control and feel safe when working with student with SMS, school staff seems to be dependent on support from the school's leadership and colleagues, in addition to cooperation with parents.
- There seems to be more focus on challenging behaviours than focus on academic work with students with SMS




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How did I do this, and did I find anything interesting?




Quantitative Method

Questionnaires
Journal information



Qualitative Method

Written open ended questions
Semi-structured interview




Q-methodology

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Did I find anything interesting?

Reversed gender ratio of autism spectrum disorders	Decrease in behavioural and emotional problems with age	Parents experience both controlling behaviour and inappropriate behaviours as challenging
Parents emphasize that knowledge about SMS is especially important when professionals plan for interventions	School staff experience non-physical challenging behaviour as more troublesome than acting out behaviour	Support from school leadership is especially important when working with students with SMS

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The use of a multimethod design and data from different sources has provided the opportunity to explore challenging behaviours in SMS from different perspectives.

It has been useful, and new knowledge has been found by exploring the same topic with several methods and across different informants (school staff and parents) and settings (home and school).

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Implications




For researchers:
The reversed gender ratio of ASD

For the families:
The decrease in emotional and behavioural problems, and confirmation of some of the issues they are struggling with in everyday life

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What now?



Four more projects are already ongoing:

- What does a person with SMS think about SMS? A Q method study
- Longitudinal data – all participants in Norway have received a second round of the questionnaires
- Communication and language – four masterstudents are now exploring this topic
- Genotype-phenotype research to investigate variation within the disorder

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Acknowledgments

- SMS foundations in Norway, Sweden and Denmark
- Advisors: Terje Nærland, NevSom and Klara Øverland, UiS
- The school staff that participated
- Founding sources: Frambu Resource Centre for Rare Disorders, National Norwegian National Advisory Unit on Rare Disorders

Centre for Learning Environment
University of Stavanger

Norwegian National Advisory Unit on
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