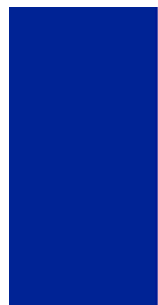


GROUP 4

Ana Silvano, Elisa Garcia, Jo Cloosterman and Nikolaj Claudi

23rd August 2019



Learning Disabilities

With predominant anxiety or/and depression among other issues

Different studies shows that individuals with a learning disability:

- Shows greater levels of performance anxiety;
- Shows greater levels of aggression towards self and others;
- May cope with anxiety differently;
- Has higher risks of e.g. peptic ulcer due to helplessness in responding to environmental demands produces stress.

DID I FEEL EMBARRASSED TODAY?



OK



EMBARRASSED
WORRY

	<input type="checkbox"/> No	<input type="checkbox"/> Wee bit	<input type="checkbox"/> Big bit	<input type="checkbox"/> Lots
9-10 am	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10-11 am	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11-12 am	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12-1 pm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1-2 pm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2-3 pm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3-4 pm	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

HAN UNIVERSITY
OF APPLIED SCIENCES

Summer School 2019

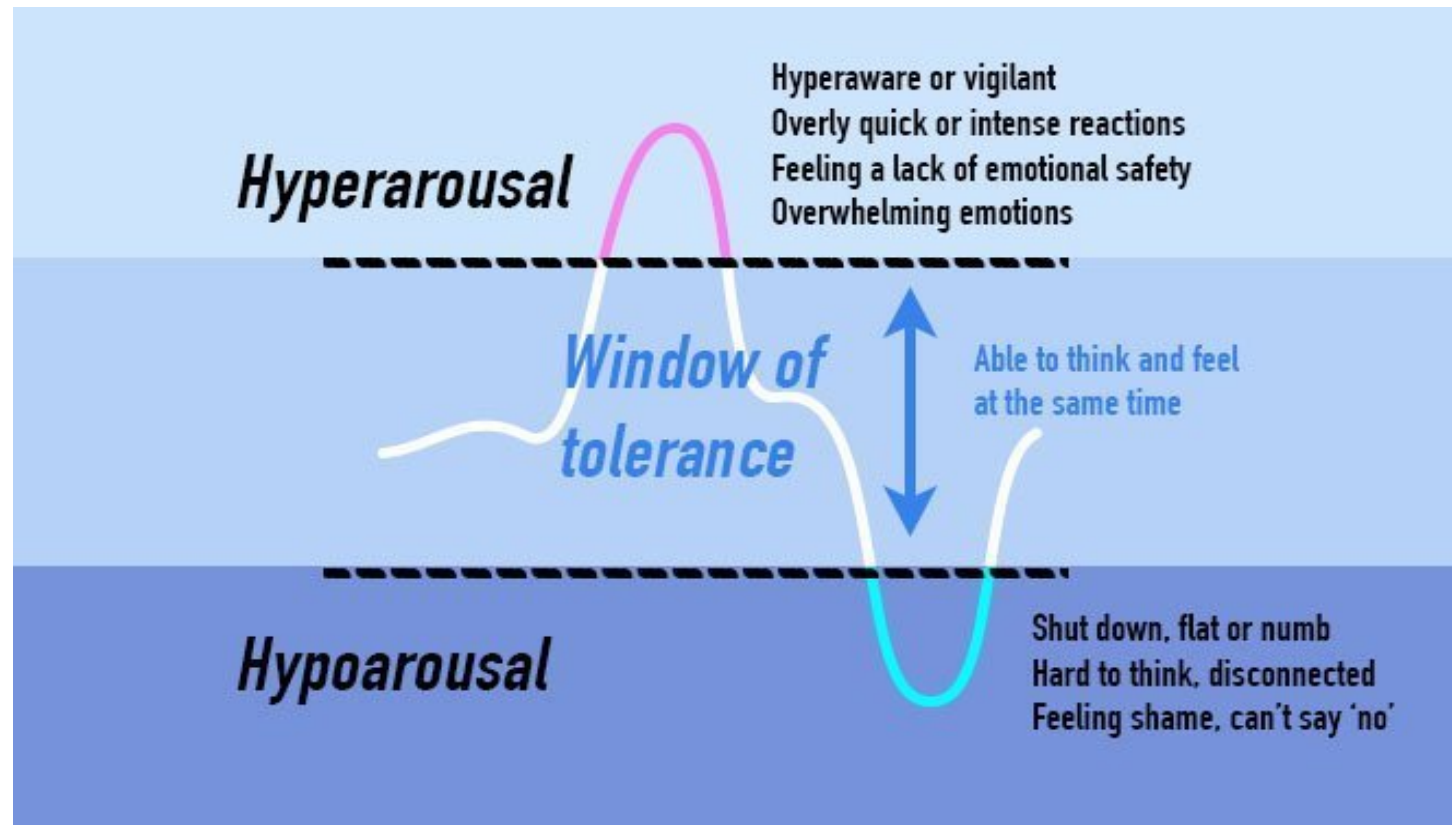
What do I do as a PMT?

- Main target → the learning disability
- Coping strategies → grounding exercises, visualization

PTSD

- Cause
 - Traumatic experiences
- Symptoms
- Clinical practise
 - Three phase model
 - The stabilization phase
 - The processing phase
 - The integration phase

Window of Tolerance (WoT)



Ogden, P.K., Minton, K., & Pain, C. (2006). *Trauma and the Body: The theory and practice of sensorimotor psychotherapy*. New York: Norton.

Psychomotor therapy

- Body awareness
- Emotion regulation
- Reclaiming the body and the feeling of being in control
- Positive interactions and positive social emotions

- Psycho-education (WoT)
- Emotion regulation

BODY LEARNING

Psychomotor Therapy targeting anger and aggressive behavior in individuals with mild or borderline intellectual disabilities: A systematic review (Bellemans et al., 2017)

Aim of the article: to inform practitioners on efficacy and research-base of PMT in Mild or Borderline Intellectual Disorders (MBID)

Successful anger regulation is hypothesised to require:

- a) Awareness of the social situations that may evoke the emotional state of “anger”;
- b) The ability to identify body signals indicating a building anger;
- (c) A repertoire of coping skills to effectively and adaptively control anger and calm one’s self before acts of aggression occur.

Three specific types of coping skills have been considered, including:

- (a) Physiological coping skills (e.g., relaxation or breathing exercises);
- (b) Behavioural or socially mediated coping skills (e.g., seeking help);
- (c) Cognitive coping skills (e.g., problem-solving).

- **PMT** may be considered a potential treatment option because it is primarily a non-verbal approach for teaching skills that can be used across environments and social situations it may be best used as a **complementary therapy** to augment other approaches.
- PMT is consistent with previous research suggesting that efforts to **reduce aggression in individuals with MBID** should aim to teach people **self-management skills, functional skills, emotional regulation skills and problem-solving skills**.
- **Progressive relaxation** and “Soles of the Feet” meditation may have a **positive effect** but the potential benefit of other body-oriented and movement interventions remains unclear.

What we learn about PMT in SS 2019?

What is important for our
country/practice/education?

THANK YOU

HOPE YOU ENJOY IT

