

Intervention for Challenging Behaviors

AVOID / ESCAPE

Communication

Attention

New people--new situations
Negative attention
Reprimands

INTERVENTION

Give structured positive attention to desired on-task behaviors

Task, object, activity

Child avoids object, activity

INTERVENTION

Identify aspect of task child is trying to avoid.

Task analysis

Determine skills needed to accomplish task.

Skills analysis

Assess child's skills

Emotional Analysis

Analyze child's emotional response

Internalized/ systemic

Sensory:

Over arousal
Over stimulated
Modulation disorders
• Auditory • Visual • Tactile • Postural
• Olfactory (Smell)
• Attempts to Calm and Organize

INTERVENTION

Identify sensory systems and aspect of the environment contributing to overload.
• Decrease Environmental Stimulation

Systemic- Visceral

Pain or discomfort
Hunger
Auto immune response and histamine reactions
Illness or impending illness
Hot, tired or sweaty

INTERVENTION

Assist parents differentiate between sensory-based versus medically-based concerns.

Task Too Difficult:

- Modify task to make it easier. Provide emotional support.
- Do not change task; provide assistance and emotional support.
- Provide therapeutic intervention to improve skills

Task boring, not stimulating or challenging

- Modify task to make it more difficult or demanding.
- Enhance sensory feedback in task or instructions.
- Increase stimulation to activity

Task has no meaning

- Increase sensory registration
- Attach meaning to the activity
- Connect the idea of the task to its end product.
- Increase sensory feedback

Task overwhelming

- Modify task and environment to decrease stimulation
- Break task into manageable pieces, increase organization of task

Dislikes task:

- Prompt for task completion.

Avoids task due to sensory component

- Treat underlying sensory defensiveness using SI principles
- Refer to sensory avoiding

Difficulty Adjusting to Transition:

- Establish systems and routines
- Refer to (Chapter _____) Systems to increase performance

Lacks Self-confidence

- Provide emotional support during task completion

Fear of Task

- If Rational : Refer to "Task too Difficult". Otherwise Refer to "Avoid: Internal Systemic: Sensory Based"

Prepare the child for the new situations

- Teach skills needed
- Familiarize the child with all aspects of new situation
- Practice related activities and responses.
- Prompt desired behaviors and actions.
- Reinforce desired behavior

Identify appropriate and effective, calming and organizing, sensory-based activities

- Teach child to identify warning signs of escalating stress and overload
- Teach child to recognize and communicate feelings
- Teach alternate activity for calming.
- Guide child to use alternate activities.
- Integrate calming sensory based activities into

Remediate underlying modulation difficulty

Systematically increase tolerance for and scope of new activities.