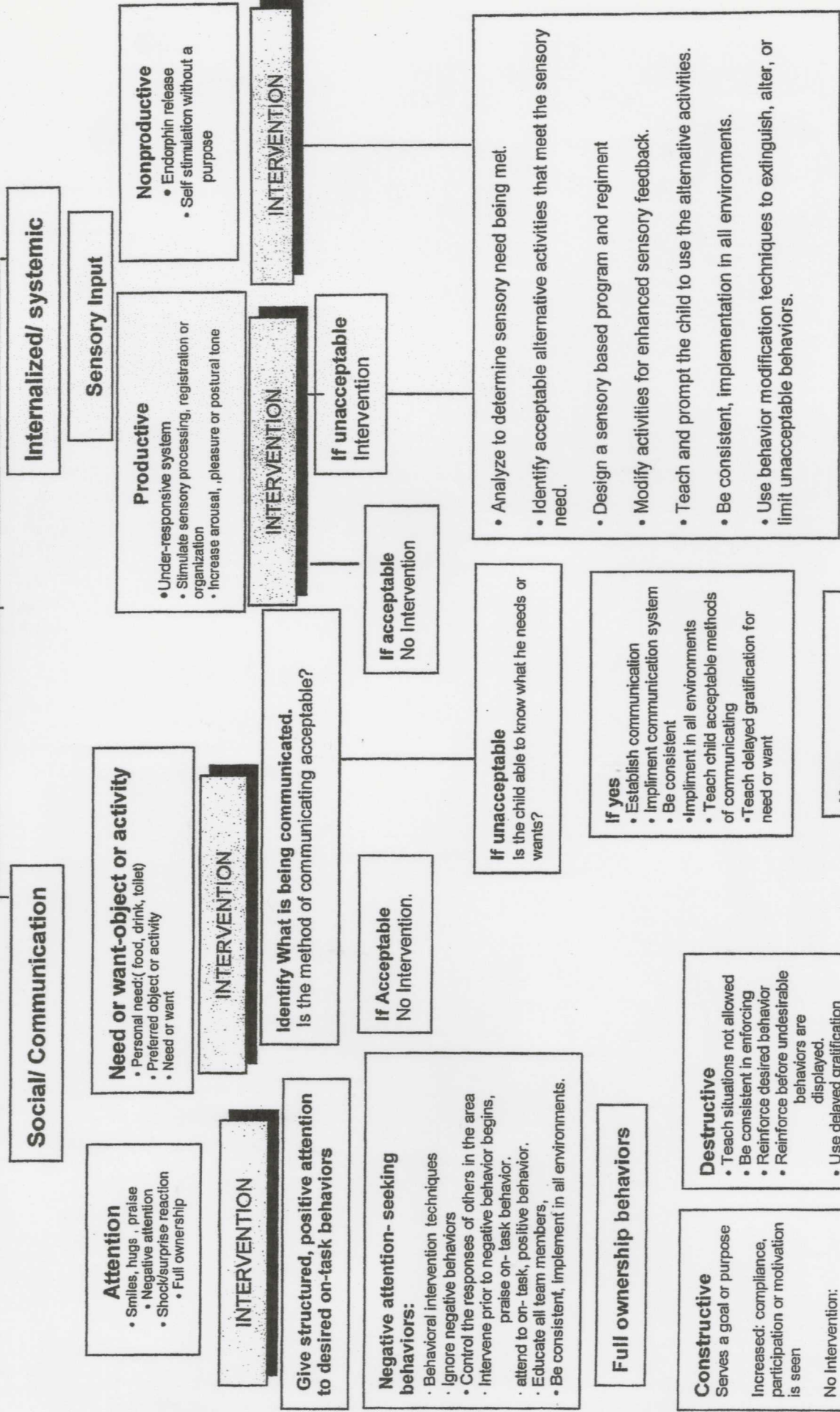


# Intervention for Challenging Behaviors

**OBTAIN**



## Social/ Communication

**Need or want-object or activity**

- Personal need: ( food, drink, toilet)
- Preferred object or activity
- Need or want

### INTERVENTION

**Identify What is being communicated.**  
 Is the method of communicating acceptable?

**If Acceptable**  
 No Intervention.

**If unacceptable**  
 Is the child able to know what he needs or wants?

**If yes**

- Establish communication
- Implement communication system
- Be consistent
- Implict in all environments
- Teach child acceptable methods of communicating
- Teach delayed gratification for need or want

**If no**

- Anticipate needs
- Control environment
- Teach coping skills

## Internalized/ systemic

### Sensory Input

**Productive**

- Under-responsive system
- Stimulate sensory processing, registration or organization
- Increase arousal, pleasure or postural tone

### INTERVENTION

**If unacceptable Intervention**

- Analyze to determine sensory need being met.
- Identify acceptable alternative activities that meet the sensory need.
- Design a sensory based program and regiment
- Modify activities for enhanced sensory feedback.
- Teach and prompt the child to use the alternative activities.
- Be consistent, implementation in all environments.
- Use behavior modification techniques to extinguish, alter, or limit unacceptable behaviors.

**Nonproductive**

- Endorphin release
- Self stimulation without a purpose

### INTERVENTION

**Attention**

- Smiles, hugs, praise
- Negative attention
- Shock/surprise reaction
- Full ownership

### INTERVENTION

**Give structured, positive attention to desired on-task behaviors**

**Negative attention-seeking behaviors:**

- Behavioral intervention techniques
- Ignore negative behaviors
- Control the responses of others in the area
- Intervene prior to negative behavior begins, praise on-task behavior.
- attend to on-task, positive behavior.
- Educate all team members,
- Be consistent, implement in all environments.

### Full ownership behaviors

**Constructive**  
 Serves a goal or purpose

Increased: compliance, participation or motivation is seen

No Intervention:

**Destructive**

- Teach situations not allowed
- Be consistent in enforcing
- Reinforce desired behavior
- Reinforce before undesirable behaviors are displayed.
- Use delayed gratification techniques.
- Keep child engaged in task