To Tack or Jibe: Problem Solving for Sensory-Based & Other Behavioral Difficulties

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Learning Objectives

 Understand sensory processing disorder nosology to identify & differentiate among sensory-based behaviors.

 Define behavior & the primary reasons for behavior; learn to analyze problematic behaviors.

 Describe a multipronged prevention approach & basic intervention principles to manage common sensory-based & other behavior difficulties.
Presentation Outline

🌟 Basic Principles

🌟 Sensory Integration

🌟 ABC’s of Analyzing Behavior

🌟 Problem Solving Framework
  ✧ Obtaining Behaviors
  ✧ Avoiding Behaviors

🌟 Intervention
  ✧ Sensory Diet
  ✧ Environmental Techniques
  ✧ Behavioral Strategies
  ✧ Temper Tantrums
Basic Principles
Behavior Defined

🌟 What people do & say

🌟 Many dimensions can be measured

🌟 Behaviors can be observed, described, & recorded

🌟 Overt or covert

🌟 Environmental influence
Sensory & Behavior Philosophy

❖ Children have fundamental need to function within their environment

❖ Behaviors may result from:
  ◇ trying to meet specific need
  ◇ response to an environmental demand or stimuli
  ◇ learned response or coping strategy

❖ Behaviors almost always maintained by >1 factor

❖ Children can use the same behavior for many reasons

❖ Intervention must address the whole child

❖ Your attitude is important!
Are you looking at a sensory-based problem?

- External environment interacting with child’s internal environment
  - Internal sensory environment is different
  - React with challenging/unalusual behaviors

- When sensory is also behavior-based...
  - Sensory triggered by body’s needs
  - Becomes learned & established
Behavior is a concern when:

- it’s bothersome,
- interferes with ability to learn or function,
- or is harmful.

The focus needs to be on the FUNCTION OF THE BEHAVIOR rather than the actual behavior.

- Behaviors may be LEARNED, not WILLFUL
- It may be the only way they know how to behave
Why is it important to know if sensory is involved?

- Danger in addressing only behavioral aspects or only sensory aspects
- Affected by & reflect their external environment & internal state
- Behavior occurs for multiple reasons & must be analyzed on many levels
- React according to physical & mental abilities, emotional responses, their sensory needs, & by using learned responses
Developmental Concerns Impact on Behavior

🌟 Developmentally-based issues often at root of behavior problems

✧ Try to compensate for or avoid weakness
✧ Struggle to develop effective coping strategies
✧ Not always willful, not always sensory

🌟 Areas of developmental concern that may be possible cause of behavior

✧ Communicative disorders
✧ Motor control difficulty
✧ Sensory processing disorders
Sensory Integration & Sensory Processing Disorders
What is Sensory Integration?

- **3 components**
  - Taking information in
  - Putting it together with other information
  - Creating a meaningful response

- Requires integration of external & internal information within the brain & the ability to use this information functionally through appropriate adaptive responses.

- **Sensory systems & integration of senses**
  - Tactile, Proprioception, Vestibular
Sensory Processing Disorders

✿ Occur when brain is not able to organize sensory information

✿ Hallmarks of sensory integrative dysfunction:
   ◇ Inconsistencies in performance & fluctuations in emotions & behavior
   ◇ Difficulties in attention, arousal, organization of behaviors, motor planning, & coordination
   ◇ Difficulties processing

✿ Can occur from breakdown in any of the 3 phases
Sensory Modulation Disorder

- Sensory modulation occurs as the CNS regulates neural messages about sensory stimuli.

- Sensory Modulation Disorder
  - Difficulty responding to sensory input with appropriately graded behavior
  - Inconsistent responses to the situation’s demands
  - Difficulty achieving & maintaining developmentally appropriate range of emotional & attentional responses
Sensory Modulation Disorder: Sensory Overresponsivity

- More sensitive to sensory stimulation
  - Overresponsivity may occur in ≥1 sensory systems
  - Feel sensation too easily, too intensely, or for too long
  - Behavioral & emotional responses

- Hallmark: sympathetic nervous system activation

- Response to sensory stimulation
  - Difficulties are heightened in new situations & during transitions
  - Intensity of response to unexpected stimulation > self-generated stimulation
  - Summative effect
Sensory Modulation Disorder: Sensory Underresponsivity

☆ Disregard, or do not respond to, sensory stimuli in their environments
  ✩ Appear not to detect incoming sensory information
  ✩ Inaction due to failure to notice cues for action, not lack of motivation
  ✩ Behavior often described as withdrawn, difficult to engage, inattentive, lethargic

☆ Classic symptom: hyporesponsivity to touch & deep pressure stimulation
Sensory Modulation Disorder: Sensory Seeking/ Craving

❄️ Extreme overarousal with constant movement

✧ Receiving sensory input directly related to degree of disorganization experienced

✧ If unstructured, obtaining additional sensory stimulation may ↑ the overall state of arousal & ↑ disorganization

✧ May also occur to receive enhanced input if have ↓’d sensory perception

❄️ Characteristics of sensory seeking

✧ Crave unusual amount/ type of sensory input

✧ Constant moving, “crashing & bashing,” “bumping & jumping,” impulsiveness, carelessness, restlessness, & overexpression of affection

✧ Influence on peer social interactions
Sensory-Based Motor Disorder: Postural Disorder

Postural disorder: difficulty stabilizing the body to meet demands

- Poor core strength, ↓’d endurance, poor balance, attempt to ↑ BOS, & poor co-contraction ⇒ move inefficiently & poor body awareness
- May avoid movement/ prefer sedentary activities OR physically active but ↓ control

Avoiding movement due to postural disorder OR vestibular sensory overresponsivity?

- Unstable or fearful in challenging positions (PD)
- Seems to have an aversive response to the movement (SOR)
Sensory-Based Motor Disorder: Dyspraxia

Dyspraxia: inability/difficulty with 3 aspects of completing motor action

1. Ideation – ability to generate new ideas
2. Sequencing – planning out the steps needed to conduct the idea
3. Motor execution – implementing the motor plan

Presentation of dyspraxia

- Awkward & ↓coordination for GM, FM, & OM & Ideational difficulty
- ↑difficulty for complex tasks as part of functional activity in a *dynamic environment* requiring *subtle adaptations of timing in movement*
- Rarely achieve automaticity & subcortical level of performance
Sensory Discrimination Disorder

Sensory discrimination:
- Ability to interpret information, comparing details & disregarding irrelevant info
- Forms foundation of adequate body scheme (i.e., feed forward mechanism)

Sensory Discrimination Disorder
- Difficulty interpreting qualities of sensory stimuli & perceiving similarities/ differences
- Somatic senses important
ABC’s of Analyzing Behaviors
Antecedent, Behavior, Causes & Consequence
B: Behavior

🌟 Defining Target Behaviors
- Concrete, objective terms
- Environmental factors?

🌟 Linked behaviors
- List all behaviors linked to a single problem

🌟 Warning Signs
- Cues behavior is about to occur
- Window of opportunity to intervene
A: Antecedent

❖ Behaviors don’t occur in isolation
  ✧ Connected to activities/events
  ✧ Gives insight to the purpose

❖ What happened immediately before the behavior?
  ✧ Environmental factors affecting behavior
  ✧ Special events may impact the child’s behavior
C: Determining the Primary Cause

🌟 Behaviors stem either from need to obtain something the child wants or to avoid something the child doesn’t want.

✧ Those behaviors may reflect sensory-based issues, a motor-control/motor-planning deficit, or serve as a form of communication for social or nonsocial purposes.

This is known as the primary cause of the behavior.
### C: Cause for Behavior

<table>
<thead>
<tr>
<th>OBTAIN</th>
<th>AVOID/ ESCAPE</th>
</tr>
</thead>
<tbody>
<tr>
<td>![Symbol] Communicative</td>
<td></td>
</tr>
<tr>
<td>![Symbol] Attention/ Social</td>
<td>![Symbol] Communicative</td>
</tr>
<tr>
<td>![Symbol] Object, Activity, Task</td>
<td></td>
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<tr>
<td>![Symbol] Internal</td>
<td></td>
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<tr>
<td>![Symbol] Sensory</td>
<td>![Symbol] Internal</td>
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<tr>
<td>![Symbol] Systemic</td>
<td>![Symbol] Sensory</td>
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<tr>
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</table>
C: Consequences to a Behavior

Why identify the consequence?
- Helps define & clarify what the child is trying to obtain or avoid
- Establishes what is sustaining the problematic behavior

What happened after the behavior?

Reinforcers encourage or reward behaviors
- Behavior followed by positive reinforcing consequence is more likely to happen again
Reinforcement & Punishment

- Reinforcement involves strengthening a behavior
  - Positive & Negative Reinforcement

- Punishment involves weakening a behavior
  - Positive & Negative Punishment

- Primary & Secondary reinforcers

- Continuous vs. Intermittent reinforcers
## Action Plan

### Prioritizing the Behavior to Address

<table>
<thead>
<tr>
<th>High Priority</th>
<th>Low Priority</th>
</tr>
</thead>
<tbody>
<tr>
<td>✧ Harmful to self or others</td>
<td>✧ Socially inappropriate</td>
</tr>
<tr>
<td>✦ 2-pronged approach to eliminate underlying problem &amp; aggressively intervene to stop the harmful behavior</td>
<td>✧ Interferes with the ability to learn</td>
</tr>
<tr>
<td>✧ Destructive</td>
<td>✧ Disruptive or distracting</td>
</tr>
</tbody>
</table>

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Action Plan

**Ways to Address the Behavior**

- STOP or ELIMINATE the behavior
- ALTER the behavior; SUBSTITUTE a more acceptable replacement behavior
- LIMIT the behavior
- TREAT the primary cause & wait to see if the behavior goes away
- IGNORE the behavior & do nothing
Summary of Analyzing Behavior

- Behaviors serve multiple functions
- Identify ABC’s to analyze behavior
- Behavior more likely to happen again if followed by + reinforcing consequence
- Repeated behaviors become learned
- Prioritize behaviors to address according to harm or interference with learning
- To be rid of a problematic behavior:
  - Link desired response to 1° reinforcer & teach appreciation of 2° reinforcer
  - Link 2° reinforcer to 1° reinforcer & fade 1° reinforcer
  - Use 2° reinforcer intermittently & ignore undesirable behavior
Problem Solving Framework
Video: Biting at daycare
Problem Solving Framework:

OBTAINING BEHAVIORS
OBTAINING BEHAVIORS: COMMUNICATIVE

- OBTAIN
  - Communicative
  - Sensory
- AVOID
  - Communicative
  - Sensory

OBTAIN

Communicative

Attention

Need or Want – object or activity
Communicative Obtaining Behaviors

- Difficulty communicating needs & wants
- Without necessary speech & language to communicate wants/needs & resort to nonverbal methods of communication to get their needs met
- Gestures, movements, negative strategies that get attention without verbally communicating
- Use behavior to get what they want
OBTAIN: COMMUNICATIVE: Attention

🌟 Smiles, hugs, praise

🌟 Negative attention seeking behavior

į Attention of any type can be very rewarding & reinforcing

į Negative attention singles a child out & provides immediate gratification

į Negative attention often stronger & more immediate than praise

🌟 Shock/ surprise reaction

🌟 Full ownership
INTERVENTION STRATEGIES for OBTAIN: COMMUNICATIVE: Attention Behaviors

**Give structured positive attention to desired “on-task” behaviors**
- Specify exactly what you liked
- Avoid general praise
- Use child’s name & associate it with positive experiences
- Do not inadvertently reward incorrect or inappropriate behavior

**Negative attention-seeking behaviors**
- Behavioral intervention techniques
- Ignore negative behaviors
- Control responses of others
- Intervene before negative behavior begins; praise on-task behavior
- Educate all team members
- Be consistent, implement in all environments
INTERVENTION STRATEGIES for OBTAIN: COMMUNICATIVE: Attention Behaviors

✦ Full ownership behavior
  ✦ Teach situations & environments where not allowed & consistently enforce
  ✦ Reinforce desired behavior before undesirable behaviors are displayed
  ✦ Keep child engaged in task
  ✦ Use delayed-gratification techniques
OBTAIN: COMMUNICATIVE: “Something”

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

🌟 Behavior often tells us that they want more than just attention
   ✦ Must always ask, what are they attempting to communicate?

🌟 Obsessive & compulsive tendencies often result in the child trying to repetitively obtain an object, use a behavior, or repeat a thought
INTERVENTION STRATEGIES for OBTAIN: COMMUNICATIVE: Something Behaviors

✨ Identify what is being communicated

✧ Is the method of communication is acceptable?

✧ If not, are they able to know what they need or want?

<table>
<thead>
<tr>
<th>If Yes</th>
<th>If No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establish communication</td>
<td>Anticipate needs</td>
</tr>
<tr>
<td>Implement communication system</td>
<td>Control environment</td>
</tr>
<tr>
<td>Be consistent</td>
<td>Teach coping skills</td>
</tr>
<tr>
<td>Implement in all environments</td>
<td></td>
</tr>
<tr>
<td>Teach acceptable methods of communication</td>
<td></td>
</tr>
<tr>
<td>Teach delayed gratification for need/want</td>
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</tbody>
</table>
INTERVENTION STRATEGIES for OBTAIN: COMMUNICATIVE: Something Behaviors

☆ Can you give them the object/activity if attempt to communicate correctly?

☆ Resisting transition to new activity, insisting on obtaining/maintaining preferred activity?

☆ When working with objects of obsession:
  ◊ Use as primary reinforcer for on-task behaviors with specific criteria to obtain

☆ When the object is interfering with the activity or presents a problem
  ◊ Set up the environment to make sure the object is NOT available
OBTAINING BEHAVIORS: SENSORY

- Obtain:
  - Sensory
- Avoid:
  - Communicative
  - Sensory

- Productive
- Nonproductive
Sensory Obtaining Behaviors

- Provoked by 1+ situations/ needs & often maintained by 2-3 reinforcers

- Frequently seen in sensory seeking & occasionally in underresponsivity

- Powerful sensory systems
  - Vestibular, Tactile, Proprioceptive
**OBTAIN: SENSORY: Productive**

**Productive Sensory Obtaining Behaviors**

- Behaviors un/consciously used to obtain sensory experience that serve purpose or meet basic sensorimotor need
- Stimulate sensory processing, registration, or organization
- Increase arousal, pleasure, or postural tone

**Productive sensory-obtaining behaviors = key to self-regulation**

**Are these productive sensory behaviors acceptable?**

- What purpose does it serve? Is it effective in meeting the child’s need?
OBTAIN: SENSORY: Nonproductive

✦ Nonproductive sensory obtaining behaviors
  ◦ Self-stimulation behaviors that create a reinforcing sensory experience
  ◦ Endorphin release

✦ Elimination of nonproductive sensory behavior
  ◦ Address the underlying sensory need or replacement behaviors will develop

✦ When to change a behavior/ intervene:
  ◦ productive sensory behavior + effectively meets need + acceptable ⇒ don’t need to change
  ◦ productive sensory behavior + effectively meets need + not acceptable ⇒ CHANGE!
  ◦ nonproductive sensory behavior + not acceptable ⇒ CHANGE!
INTERVENTION STRATEGIES for OBTAIN: SENSORY: Unacceptable Productive & Nonproductive Behaviors

- Stopping a sensory behavior that serves a purpose, without meeting that purpose, often results in other, less desirable behaviors.

- Analyze to determine sensory need being met
  - Identify acceptable alternate sensory activities
  - Design a sensory diet that address underlying sensory system
  - Teach, prompt, & reinforce the child to use alternate activities
  - Develop supportive routines, be consistent, & implement in all environments

- Behavioral strategies to extinguish, alter, or limit unacceptable behavior
Problem Solving Framework:

AVOIDING BEHAVIORS
AVOIDING BEHAVIORS: COMMUNICATIVE

AVOID

Communicative

Attention

Task, Object, or Activity
Behaviors intended to communicate they want to Avoid/Escape: attention, people, & events (i.e., social in nature)

- Problematic or challenging behaviors used in place of language
- May be conscious or unconscious

- New people, new situations
- Negative attention
- Reprimands
Primary goal: help child learn to cope in new situations by teaching:

1. What to expect
2. How to respond appropriately
3. Assure have skills needed to function in new environment

Give structured positive attention to desired on-task behaviors

Teach routine greetings & social skills

Prepare child for new situations
- Teach skills needed
- Familiarize child with all aspects of new situation
- Practice related activities & responses
- Prompt & reinforce desired behaviors
Child avoids task, object, activity

Primary reason for avoidance

- Lack the skills needed to complete a task successfully
  AND the ability to communicate this effectively

We may believe they are capable, but the child may not believe they are & will act accordingly
INTERVENTION STRATEGIES for AVOID: COMMUNICATIVE: Something Behaviors

★ What aspects of the task are they trying to avoid?

★ Determine primary cause for the behavior through the following:
  ∙ Task analysis: break activity into component parts, determine skills needed to accomplish the task
  ∙ Skills analysis: assess child’s functional skills
  ∙ Emotional analysis: analyze child’s emotional response to the task

★ Modify environment, grade the task, & help child succeed while convincing child they are capable.
**INTERVENTION STRATEGIES for AVOID: COMMUNICATIVE: Something Behaviors**

**Task too difficult**
- Modify task to make easier, provide emotional support
- Don’t change activity; provide assistance & emotional support
- Therapeutic intervention to ↑ skills

**Task overwhelming**
- Modify task & environment to ↓ stimulation
- Break task into manageable pieces; ↑ organization of task

**Lacks self-confidence**
- Provide emotional support during task completion

**Difficulty adjusting to transition**
- Establish systems & routines

**Dislikes task**
- Prompt: praise & reward task completion
INTERVENTION STRATEGIES for AVOID: COMMUNICATIVE: Something Behaviors

🌟 Task boring, not stimulating/challenging
   ✩ Modify task to make it more difficult/demanding
   ✩ Enhance sensory feedback in task or instructions
   ✩ ↑stimulation to activity

🌟 Avoids task due to sensory
   ✩ Treat underlying sensory defensiveness
   ✩ Refer to sensory avoiding

🌟 Task has no meaning
   ✩ ↑sensory registration
   ✩ Attach meaning to activity
   ✩ Connect idea of task to end product
   ✩ ↑sensory feedback

🌟 Fear of task
   ✩ If rational: see “task too difficult”
   ✩ If not: see “avoid – internal systemic sensory”
AVOIDING BEHAVIORS: SENSORY

OBTAIN

Communicative

Sensory

AVOID

Communicative

Sensory

SENSORY

Sensory

Medical/Visceral

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Sensory Avoidance Behaviors

🌟 Sensory-Based Avoidance

🌟 Frequently seen in sensory overresponsivity & discrimination disorder

🌟 Sensory Hypersensitivities/ Defensiveness

✧ Vestibular
✧ Tactile
✧ Auditory
✧ Multisensory processing difficulties

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Sensory Avoidance Behaviors

- Nervous system registers sensory input more intensely, & thus prone to overload
  - Behavioral responses
  - Emotional responses

- Underlying problem sensory, but learned behavior often associated with avoidance
  - Learned to react emotionally to the actual activity & the anticipation of the event or activity

- Resort to challenging behaviors to block out sensory information to calm
  - Often not aware of sensory overload
  - Nonverbal children particularly at risk of developing challenging behaviors
INTERVENTION STRATEGIES for AVOID: SENSORY

- Identify elements contributing to overload
- Identify appropriate sensory-based activities that are effective for calming & organizing
  - Teach/guide child to:
    - Identify warning signs of escalating stress & overload
    - Recognize & communicate feelings
    - Use alternate activities for calming & alternate methods
  - Integrate calming, sensory-based activities throughout the day
- Remediate underlying modulation difficulty
- Systematically increase tolerance for & scope of new activities
AVOID: SENSORY: Medical/ Visceral

- Pain or discomfort
- Hunger
- Autoimmune response & histamine reactions
- Illness or impending illness
- Hot, tired, or sweaty

INTERVENTION STRATEGIES for AVOID: SENSORY: Medical/ Visceral

- Assist parents to determine sensory-based vs. medically-based concerns
- Teach child to recognize signs of internal body reactions
- Refer & provide support
Intervention: Sensory Diet
Calm-Alert State & Self-Regulation

🌟 Calm-alert state

✧ Ability to function is maximized

🌟 Self-regulation

✧ Ability to attain, maintain, & change arousal levels appropriate for task/situation

🌟 Our goal is for the child to function at optimal arousal

✧ Display appropriate level of attention, arousal, & effort for task at hand
✧ What do they need to do for this to happen?
Sensory Diets

🌟 Analyze sensory needs through parent interview, observation, etc.

🌟 Sensory diets teach compensatory strategies effective in altering arousal levels

🌟 Requires the right combination of sensory input
   ✧ Selection of activities & timing

🌟 Vestibular & proprioceptive strongest
Setting Up a Sensory Diet

1. Identify child’s likes & needs

2. Identify negative factors, activities disliked or avoided, & activities that contribute to sensory overload or shutdown.

3. Establish an action plan *IN COLLABORATION WITH PARENTS*
   - Select sensory activities, determine length of effectiveness
   - Plan timing & incorporation of activities throughout daily routine
   - Develop routines to support activities
   - Modify environment to support optimal arousal
   - Assist family to gradually INTEGRATE activities into STRATEGICALLY PLACED intervals throughout the routine
Sensory Diet for Sensory Underresponsivity

- Often fail to register sensory information within the environment
- Benefit from sensory-based activities that↑their overall arousal
- Arousing yet overall organizing effect
  - Linear vestibular movements combined with deep-touch or proprioceptive input
  - Repetitive, regular, & fast activities
  - Avoid activities irregular in speed, rhythm, or movement
  - Crunchy food is alerting; sour foods are alerting, arousing, & organizing; hot, spicy, or bitter flavors are more alerting; cold temperatures
Sensory Diet for Sensory Overresponsivity

- May be hyperresponsive, overregister multiple stimuli, have difficulty filtering pertinent vs. nonpertinent information, or not process information or assimilate well

- Remove factors that↑arousal & defensiveness & add sensory strategies to help calm & regulate

- Benefit from inhibition techniques geared toward↓arousal level & anxiety
  - Deep-touch & proprioceptive input
  - Resistive activities & isometric exercises
  - Slow rhythmic vestibular input
  - Chewy foods, sucking, blowing, sweet foods
Environmental & Therapeutic Recommendations for Sensory Diets

**IF UNDERAROUSED...**

- Stronger modalities
- Fast, regular, repetitive type movement
- Linear vestibular movement & deep-touch/proprioceptive input
- Brightly lit rooms, colors, & fast rhythms & songs
- Modify therapeutic use of self

**IF OVERAROUSED...**

- Inhibition techniques
- Slow, rhythmic, repetitive activities
- Deep-touch/proprioceptive, resistive input
- Neutral warmth or swaddling
- Declutter & organize, low lighting, quiet enclosed rooms, slow rhythmic songs
- Modify therapeutic use of self
Intervention: Environmental Techniques
Environmental Intervention Techniques

- Primary goal of intervention is to create an environment for the child in which he does not need to use the behaviors

- Engineering the environment

- Strategies to reduce distractions
Environmental Intervention Techniques: Strategies & Systems to Increase Performance

- Small or subdivided room
- Defined boundaries
- Noise & sound levels
- Visual distractions
- Task presentation
- Sensory distractions
- Emotional environment

Maximize strategies & systems
- Follow a schedule, have a plan
- Minimize downtime
- Make transitions as seamless as possible
- Give choices & a degree of control
- Set the rules
- Give instructions concisely
- Use positive behavioral momentum
Intervention: Behavioral Strategies
Behavioral Strategies to Increase Positive Outcomes

1. Identify target behavior
2. Attend to “on-task” behavior
3. Avoid punishment & reprimands
4. Reinforcers
5. Delay gratification or reinforcement
6. Demonstration & modeling
7. Prompt desired behavior
8. Shaping
9. Use Time-Outs
1. Identify target behavior
   ✷ What do you WANT to occur??

2. Attend to “on-task” behavior

3. Avoid punishment & reprimands

4. Reinforcers
   ✷ Identify the targeted behavior & appropriate, individualized reinforcer
   ✷ Child MUST be internally motivated & respond to secondary reinforcers intermittently
Behavioral Intervention Strategies

5. Delay gratification or reinforcement
   - Teach child to tolerate delay while continuing to work
     - Wait until JUST before the child reaches maximum level
     - Present concrete end to the task, slightly beyond their tolerance
       - Then provide reinforcement

6. Demonstration & Modeling: *Only beneficial if child can imitate*
Behavioral Intervention Strategies

7. Prompt or facilitate the desired behavior

*Need to know baseline function without prompts/assist*

- Physical prompts
- Verbal prompts & verbal feedback
- Visual prompts
- Fading: Most ⇔ Least prompting & Time delay
## Ranking of Response Prompts

<table>
<thead>
<tr>
<th>Type of Response Prompt</th>
<th>Level of Intrusiveness</th>
<th>Fading to Teach New Skill</th>
<th>Fading with Chance to Respond Independently</th>
</tr>
</thead>
<tbody>
<tr>
<td>Verbal</td>
<td>Least (weakest)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gestural</td>
<td>Moderately Low</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Modeling</td>
<td>Moderately High</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical</td>
<td>Most (strongest)</td>
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</tbody>
</table>
Behavioral Intervention Strategies

8. Shaping

✧ Differential reinforcement of successive approximations of a target behavior until the person exhibits the target behavior

✧ Forward & Backward Chaining

✧ Rewarding approximations of desired response
9. Use Time-Outs

生殖 Request a time-out

Good for children with anxiety, sensory overload, or regulatory disorders

生殖 Non-punitive time-out

Remove child from environment/reinforcer & do one of the following:

生殖 Do not talk to, make eye contact with, or attend to the child
生殖 Give an exercise time-out & use heavy work to calm & reorganize
生殖 Coach the child through calming strategies

生殖 Adult Time-Out

Interrupt attention-seeking challenging behaviors to reward appropriate behavior

生殖 Stop & shut down all activity by averting gaze for 15-20 secs, then reward next appropriate behavior
Video: Michael at daycare, play food
Intervention:
Temper Tantrums
Temper Tantrums

🌟 Developmentally appropriate ~18 mo. – 3 years

🌟 Tantrums are windows of opportunity to establish & develop:

✧ Methods of communication between the child & adults
✧ Self-regulation & emotional control
✧ Appropriate environmental interactions
Avoiding Temper Tantrums

✦ Address the child’s basic needs
  ◇ Environmental modifications
  ◇ Assist in self-regulation & meet internal systemic needs
  ◇ Provide necessary sensory environment & activities for self-regulation

✦ Recognize early warning signs & intervene before tantrum occurs
  ◇ Sensory based activities to obtain sensory regulation, ↑activity appeal, & provide calming influence
  ◇ Teach the child to work through the episode
Proactively Avoiding Temper Tantrums

- Help develop communication skills
- Developmentally appropriate activities
- Stick to routines
- Allow transition time & give a warning
- Keep off-limit objects out of sight & out of reach of the child
- Prep for new situations & new people
- Positive attention for on-task behavior
- Consistently enforce the rules & expectations
- Give choices, but if there is no choice, do not phrase as a question
- Avoid giving “no” answers; try to provide an alternative instead
- Avoid power struggles
- Choose your battles
- Help the child emotionally avoid a tantrum
If you see them getting frustrated & a tantrum may develop...

❖ If they are trying to avoid doing something:

✧ Don’t let them succeed in avoiding; ignore the behavior & work through the task
  ✧ If needed, ↓ number of repetitions/ lower requirements to ensure success

✧ Don’t discuss the event or behavior

✧ If you can’t do this, then ignore the behavior

✧ If you can’t ignore the behavior, remove them from the situation (time-out) until they calm
Basics of Handling a Temper Tantrum: IGNORE!!

Why ignore a tantrum?

- They’ve lost it... reasoning does not work
- Attention makes it a more rewarding experience

1. Do not react & remain calm
2. Protect yourself, others in the area, & the child from harm
3. Ignore the behavior
   - Don’t try to stop the tantrum in the middle or try to rationalize them
   - Choose your strategies based on the child’s needs & developmental level
If they can’t calm down on their own...

🌟 Many challenging behaviors provide reinforcing sensory input
  ✷ Ignoring not enough; Intervention must include sensory & behavioral strategies

🌟 May need help to break the cycle
  ✷ Take them out of the situation
  ✷ Pick up & firmly hold to stop flailing arms & legs
  ✷ Hold him firmly & hide/cover their face
  ✷ Count, sing, or say ABC’s softly & slowly (i.e., rhythmic & repetitive)
As the tantrum is winding down...

✿ As they calm:
   ✹ Move toward them & praise for calming down
   ✹ Comfort them, but don’t give into demands
   ✹ Respect their emotions while reinforcing ability to calm

✿ The goal is to re-engage the child in the task & end on a positive note, not necessarily complete the task

✿ Reward constructive & positive behaviors immediately & consistently

✿ Rules for this phase include:
   ✹ Don’t make fun of or belittle for the tantrum
   ✹ Don’t punish or label as “bad” boy or girl
After the Tantrum Resolves

🌟 Most children are vulnerable & need reassurance

🌟 The goal is to teach better ways to communicate, express, & handle emotions so they don’t need to throw tantrums

✧ Convey that when they use words & remain calm, you will listen & tantrums don’t get your attention

🌟 Analyze the situation – what actually happened?

✧ Once calm, acknowledge their feelings

✧ Talk about their frustrations & try to solve the problem
VIDEOS

🌟 First Signs: Regulatory & Sensory Systems

✦ Emotional Regulation

✦ #2, right: Taking away book

✦ #3, left: Balloon play

✦ #5, left: Cleaning up letters


Center on the Social & Emotional Foundations for Early Learning: www.csefel.vanderbilt.edu

Technical Assistance Center on Social Emotional Intervention for Young Children: www.challengingbehavior.org

Center for Early Childhood Mental Health Consultation: www.ecmhc.org
References & Resources

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- www.pathways.org
- www.veipd.org/earlyintervention
- www.buildinitiative.org
- www.gucchd.georgetown.edu
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- www.autismspeaks.org
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- www.sensorysmarts.com
- www.spdfoundation.net
To Tack or Jibe: Problem Solving for Sensory-Based & Other Behavioral Difficulties

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