

Intervention for Challenging Behaviors

A ►

Avoid/Escape

Communication

Attention

- New people—new situations
- Negative attention
- Reprimands

Intervention

Give structured positive attention to desired on-task behaviors

Teach

- Routine greetings
- Social skills
- Pragmatics and appropriate social and interaction skills

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

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

Task Too Difficult

- Modify task to make it easier. Provide emotional support
- Do not change activity; 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: Praise and reward 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 5) 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."



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