

Examples of Proactive Behavioral Approaches

<p>Sensory/Priming (visual)</p> <ul style="list-style-type: none"> • Reading • Puzzles • Mazes • Dot-to-dot • Tic-tac-toe • Visualization/Imagery • Connect 4 <p>Sensory/Priming (oral)</p> <ul style="list-style-type: none"> • Chewing gum, fruit leather, licorice, gummy bears • Using straws for thick drinks • Sucking on popsicles • Eating frozen grapes or frozen fruit • Sucking on hard candy • Eating crunchy snacks <p>Sensory/Priming (auditory)</p> <ul style="list-style-type: none"> • Auditory Processing Programs <ul style="list-style-type: none"> • Fast ForWord (Scientific Learning) • Earobics (Cognitive Concepts) • The Processing Program (McKinnis) • Programs utilizing music/sound to effect behavior <ul style="list-style-type: none"> • Listening with the Whole Body (Vital Links) • The Listening Program (Advanced Brain Technologies) • Hemisphere-Specific Auditory Training • Hemisync (Monroe Products) • Music for use with children with Challenging Behaviors <ul style="list-style-type: none"> • Calming Rhythms. Jeff Strong. • Learning Rhythms. Jeff Strong. • Native Flutes • Mozart for Modulation, Baroque for Modulation <p>Sensory/Priming (Olfactory)</p> <ul style="list-style-type: none"> • Aromatherapy <ul style="list-style-type: none"> • Relaxing: basil, lime, marjoram, cedar, myrrh, chamomile, rose, sandalwood • Stimulating: bergamot, orange, clove, peppermint, cypress, rosemary, spearmint • Stay Alert Scent Inhaler (Earth Solutions) <ul style="list-style-type: none"> • Stay Alert • Study Buddy <p>Sensory/Priming (other)</p> <ul style="list-style-type: none"> • Yoga • Tai Chi • Isometrics (pushing, chair lifts)/Heavy Work • Brain Gym • Breathwork 	<p>Executive Functioning</p> <ul style="list-style-type: none"> • Use visuals that match auditory message (provide visuals to enhance attention and memory) • Model Metacognition (talk about how you think about things, how you plan for things, how you focus attention) • Model Flexibility, Goal Persistence, Regulation of Affect, Tolerance for Frustration • Teach flexibility, self-monitoring, self-control tolerance for frustration and making mistakes • Signal changes in routine, structure, or expectations to enhance flexibility • Use visuals to help plan (these can include: graphic organizers, calendars, etc...) • Teach how to <i>deal</i>/what to do with downtime/boredom • Development of reasoning and executive function skills through computer programs such as: Brainbuilder, Lexia Crosstrainer • Teach/model awareness of regulation/behavior/affect <ul style="list-style-type: none"> • The Incredible 5-Point Scale (Buron, Curtis) • The Zones of Regulation (Kuypers) • The Alert Program (Williams, Shellenberger) • Use electronic devices such as palm pilots and tape recorders to store important information <ul style="list-style-type: none"> • Electronic organizers also can be used as signals to help focus attention—use alarms <p>Setting Limits</p> <ul style="list-style-type: none"> • Keys to setting limits (NCI) <ul style="list-style-type: none"> • Simple and clear • Enforceable • Reasonable • Limit setting (Clemens) <ul style="list-style-type: none"> • Inform when “yes” is a possibility • Be Proactive-avoid the need to say “No” • Limit the limits- we need to learn to find ways to say “yes” more often • Put limits into visual formats • Keep a firm, even voice tone—stay calm • Show sympathy for other person’s distress • Avoid the word “No” as much as possible • Switch the focus to what is needed now (redirect) • Celebrate if “No” is tolerated without triggering damaging behaviors 	<p>Transitions</p> <ul style="list-style-type: none"> • Use visuals to prepare the individual for: <ul style="list-style-type: none"> • Changes in routine; transition; endings of preferred and nonpreferred activities • Build up tolerance for uncertainty • Develop transition rituals • Use transitional objects • Use visual timer • Visual schedules • Early or late release <p>Structure (Nathan Ory)</p> <ul style="list-style-type: none"> • Predictability • Concrete • Trust • Positive Expectations • Flexibility within Structured Choices <p>Echolalia</p> <ul style="list-style-type: none"> • Respond to the “function” of the utterance • Teach the child to say “I don’t know” for questions that they don’t have the answer for (Schreibman & Carr, 1978) • Respond literally • Add another question • Give choices that pair undesirable and desirable items • Use a volume prompt as a way to help the student discriminate between what to repeat and what not to repeat • The Cues-Pause-Point Method for Overcoming Echolalia (McMorrow & Fox, 1986) <p>Aggression, Anger</p> <ul style="list-style-type: none"> • Communicative replacement of problem behavior, referencing, wait and signal (Sigafos) • Develop emotional toolbox-physical tools, relaxation tools, social tools, thinking tools, special interest tools (Attwood) • Teach self-control/self-monitoring/self-talk skills (Rutherford et al.) • Create alternative narratives (Siegel; Johnston) • Skillstreaming (Goldstein et al.; McGinnis et al.) • Stress inoculation training • Coping cards (Beck) • Teach/model awareness of regulation/behavior/affect (see Executive Functions) • Model talking about one’s own thoughts, feelings, ideas and managing one’s own anger and aggression 	<p>Social Skills</p> <ul style="list-style-type: none"> • Relationship Development Intervention (Gutstein) • Develop emotional recognition: Mindreading (Baron-Cohen), METT/SETT (Ekman), FaceCards • Perspective Taking/Develop Social Thinking (Winner) • Hidden Curriculum (Lavoie, Smith Myles) • Social Stories (Gray), Comic Strip Conversations (Gray), Power Cards • Collaborative Problem-Solving (Greene) • Video modeling: Mork & Mindy, Third Rock from the Sun, Social Skillbuilders software • Teach nonverbal skills (Nowicki, Duke) • Play and SandPlay (Wolfberg) • Figurative language and language in context <p>Functional Communication Training (Reichle, Carr, Durand, Sigafos)</p> <ul style="list-style-type: none"> • Functional equivalency training (Horner) • Reject/protest the offer of an undesired item • Request an alternative activity, object • Request assistance • Request attention/social interaction • Request a break • Pre-specify a reinforcer • High probability requests, low probability requests (e.g., 3:1) • Safety signals for escape motivated challenging behavior • Preferred item as a distractor <p>Special Interests, Fascinations and Preoccupations (Attwood)</p> <ul style="list-style-type: none"> • Identify purpose and function of special interest • “Just Give Him the Whale” (Kluth, Schwarz) • Control Access • Constructive Application • Learn when to talk about the interest • Cognitive Restructuring Program • Teach using learning preferences and strengths (MacKenzie) • Comic Strip Conversations, Social Stories (Gray) <p>Perseveration</p> <ul style="list-style-type: none"> • “Prop-Rule-Role” (Ory) • Structure (Ory) • Preferred item as a distractor • Social behavior mapping (Winner)
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