

Poster: Integrating Sensory & Behavioral Strategies for Youth with Autism Spectrum Disorder & Complex Behavioral Challenges

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While sensory strategies are used extensively by occupational therapy practitioners to enhance behavior in children with ASD, research indicates they can significantly worsen behavior when not used in conjunction with a functional behavior assessment (Lydon et al., 2017). Integrating sensory and behavioral strategies in the team treatment of youth with ASD and complex behavioral challenges can increase the involvement and occupation-based efficacy of pediatric occupational therapy practitioners (Pagano, 2019; Ashburner et al., 2014; Lydon et al., 2017).

References

Ashburner, J. K., Rodger, S. A., Ziviani, J. M., & Hinder, E. A. (2014). Optimizing participation of children with autism spectrum disorder experiencing sensory challenges: A clinical reasoning framework. *Canadian Journal of Occupational Therapy, 81*(1), 29-38. DOI: 10.1177/0008417413520440

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Pagano, J. (2019). FAB functionally alert behavior strategies: Integrated behavioral, developmental, sensory, mindfulness & massage treatment. Pagano FAB Strategies, LLC.

Integrating Sensory & Behavioral Strategies for Youth with ASD and Complex Behavioral Challenges

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Introduction

Integrating Sensory with Behavioral Strategies is a transdisciplinary approach that can comprehensively address the needs of youth with ASD and complex behavioral challenges



Objectives

1. Discuss the unique value and challenges of combining sensory and behavioral strategies in pediatric occupational therapy
2. Integrate sensory and behavioral strategies in the team treatment of youth with ASD and complex behavioral challenges

Statement of the Problem

While sensory strategies are frequently used by occupational therapy practitioners to enhance behavior in children with ASD, research indicates they can significantly worsen behavior when not used in conjunction with a functional behavior assessment (Lydon et al., 2017)

Results

Combining the Sensory Profile with the Questions About Behavior Function enables occupational therapists to comprehensively address the needs of youth with ASD and complex behavioral challenges (Pagano, 2019; Lydon et al., 2017)

14 yr old - Intellectual Autism Spectrum Tanaka #
Student's Name: Tanaka, T. Date: 1/2/18
Behavior: Grab/steal at staff Respondent: Sarah R. M.D.

QUESTIONS ABOUT BEHAVIOR FUNCTION (QABF)
Rate how often the student demonstrates the behaviors in situations where they might occur. Be sure to rate how often each behavior occurs, not what you think a good answer would be.

Score	Number	Behavior
0	1	Engages in the behavior to get attention.
0	2	Engages in the behavior to escape work or learning situations.
0	3	Engages in the behavior as a form of "self-stimulation".
0	4	Engages in the behavior because he/she is in pain.
0	5	Engages in the behavior to get access to items such as preferred food, or beverages.
0	6	Engages in the behavior because he/she likes to be reprimanded.
0	7	Engages in the behavior when asked to do something (get dressed, brush teeth, work, etc).
0	8	Engages in the behavior even if he/she thinks no one is in the room.
0	9	Engages in the behavior more frequently when he/she is ill.
0	10	Engages in the behavior when you take something away from him/her.
0	11	Engages in the behavior to draw attention to himself/herself.
0	12	Engages in the behavior when he/she does not want to do something.
0	13	Engages in the behavior because there is nothing else to do.
0	14	Engages in the behavior when there is something bothering him/her physically.
0	15	Engages in the behavior when you have something that he/she wants.
0	16	Engages in the behavior to try to get a reaction from you.
0	17	Engages in the behavior to try to get people to leave him/her alone.
0	18	Engages in the behavior in a highly repetitive manner, ignoring his/her surroundings.
0	19	Engages in the behavior because he/she is physically uncomfortable.
0	20	Engages in the behavior when a peer has something that he/she wants.
0	21	Does he/she seem to be saying, "come see me" or "look at me" when engaging in the behavior?
0	22	Does he/she seem to be saying, "leave me alone" or "stop asking me to do that" when engaging in the behavior?
0	23	Does he/she seem to enjoy the behavior, even if no one is around?
0	24	Does he/she seem to indicate to you that he/she is not feeling well?
0	25	Does he/she seem to be saying, "give me that (toy, food, item)" when engaging in the behavior?

1. Attention	2. Escape	3. Self-stim	4. In pain	5. Access to items
14	14	4	3	3

Revised 1/1/17

FAB Strategies® to Improve Self-Control Form

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Client: Reported physical and verbal aggression and vulgar language. Definite differences in Behavioral Sensory Avoiding and Sensory Sensitivity. Autism Spectrum Disorder with Intellectual Impairment, ADHD & Bipolar Disorder
Therapist: John Pagano, Ph.D., OTR/L. Contact John Pagano@st.org
Functional Goals: Increased self-control. Dates: 8/13/17

A. ENVIRONMENTAL ADAPTATION

Sensory coping area: Prepared-Lens-Transitions Low noise Calm face Headphones (demonstrate on self)
Staff removal of cell phones and glasses as they can increase aggression. Slow-Pace
Environmentally avoid & lower demands when in stimulating environments, as it can increase aggression
Visual: List Choice of 1 activity from 1 choice; do 2 minutes minimum; clean up before next activity

B. SENSORY MODULATION

Energy level-Calm-Scents-Triggers: Event Body-Coping strategies
Decrease, then if needed very gradually increase, sensory input/Increase: Structure-Response time
Therapy-Playdoh Set on therapy ball move: Up & down
Track vibration: Back/Shoulders Squeeze-Press/Roll therapy ball on-Care progression

C. POSITIVE BEHAVIOR SUPPORT

Breaks: Music-Movement-Choices Preferred tasks/Intersperse learned tasks
Priming/Verbal/Visual Mand: Verbal break: "All done"
Pre-Correction/Humor/Deconstruction/Redirection to a favorite activity in a low stimulation room
Reinforce: Attempts-Individual attention-Tangible favorites: yogurt, dherbert, music

D. PHYSICAL SELF-REGULATION

Walk Basketball/Dance Balance beam: Forward & Back-Sideways/Coloring with scented markers
Jump on a mini-trampoline/Foam ball: Catch, saying "1, 2, 3 go before throwing/Sweeping the floor

Conclusion

Integrating sensory and behavioral strategies in team treatment of youth with ASD and complex behavioral challenges can increase the occupation-based efficacy of occupational therapy practitioners

(Pagano, 2019; Ashburner et al., 2014; Lydon et al., 2017)

References

- Ashburner, J. K., Rodger, S. A., Ziviani, J. M., & Hinder, E. A. (2014). Optimizing participation of children with autism spectrum disorder experiencing sensory challenges: A clinical reasoning framework. *Canadian Journal of Occupational Therapy, 81*(1), 29-38.
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