

Possible Interventions if the Function is to Gain Access to Tangibles/Preferred Activities

1. Set up a token economy where the student earns some time with the preferred materials.

Example: Tell child that have to earn 10 “tokens”. You could use jelly bracelets or pot holder loops. The child slips them on their wrist when you hand over one during class.

2. Do an interest inventory to determine what child might want.
3. Depending on the age of the student or the disability, you might make a visual schedule so the child can see there is time sandwiched between hard activities for a preferred activity.
4. Student should not receive access to tangibles for discontinuing misbehavior. In other words, “If you stop _____, I’ll give you _____.”
5. Do a “Now/Then” picture or written schedule.
6. Student can earn the preferred activity after they complete the activity they don’t want to do.
7. The student could be given three cards (or other item) during instructional time. If he misbehaves, a card is taken. If he has a card left at the end of the activity, he could do the preferred activity.
8. Do a reinforcement menu to determine what they may as an incentive.
9. **For young children exhibiting behavior problems every few minutes see #4 under Adult Attention.**

Possible Interventions if the Function is Access to Preferred Sensory Input, Internal Stimulation, or Non-Social.

1. Check with the occupational therapist for ideas.
2. Put child on a visual schedule sandwiched between hard activities. This give the child an incentive to do the work if the reward of the work is time to sit and play with a cheerleader pompom, twirl something etc.
3. Medicine given at school if student is on stimulant meds and they are not given at home in a consistent manner.
4. If thumb sucking – give student something to do with his hands instead.
5. Allow movement at seat.
6. A Disc’o Sit Junior can be put on chair to allow movement without bothering others (\$20) (www.schoolspecialty.com)
7. Tennis balls can be put on the chair legs and desk legs so the movement of these does not interfere with others.
8. If behavior is of a sexual nature, teach appropriate public behaviors – staff should not show shock or degrade. Attention should be diverted elsewhere. Behavior should be monitored around other children.
9. Give children a wiggle time.
10. Teach the whole class or a specific student how to stretch or move without disrupting the class. We all like to be able to do this when we go to a conference.
11. Contact EBD Program Specialist for a Conner’s Rating Sheet. This could be completed and sent back to program specialist for ratings and interpretation. This is then given to parent to share with the pediatrician, if the parent chooses to do so.
12. Refer to CABS for counseling.
 1. Hold a satin ribbon and stroke it to calm down. (younger children)
 2. Wad up a paper and then smooth it out slowly – three times.

3. Draw circles with a crayon saying to yourself to calm down.
4. **Replacement behavior** – Teach more a more acceptable way to entertain self.
5. Teach independent play.

21. **Pinching** - This may be a sensory need with children with autism. It could also be attention seeking since the child has discovered a reaction whenever he pinches someone. One way to deal with this is to put clothespins on the clothing of the person who usually gets pinched. Direct the child to pinch the clothespin instead of the person. Give lots of verbal praise for pinching the clothespin instead of the person. If the child does pinch, try not to give any indication that you have been pinched; especially if you feel the behavior is for attention. Then, when they are not pinching, give lots of attention. Eventually, shape the behavior toward the child having the clothespin on his own clothing and pinching it whenever they feel the need to pinch. Try to fade the clothespin if the child is able to meet the need in other ways. – pinching a napkin to fold , tweezers to pick up small items, tongs to pick ice cubes up, clay on the lip of a cup.