

SENSORY & BEHAVIORAL STRATEGIES FOR IMPROVED COMMUNICATION

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Best Clinical Resources

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- Adaptive Equipment for Class www.onionmountaintech.com
- Applied Behavior Analysis & Manding www.drcarbonate.net
- Autism & Social Skill Visuals <http://elearning.autism.net/visuals/main.php>
- Applied Behavior Analysis & Manding www.drcarbonate.net
- Bedley, G. Character Development Songs <www.ethicsusa.com>
- Behavioral & Developmental Handouts (Turtle Technique, Feeling Wheel, Visuals)
- <www.challengingbehavior.org> Browse Resources-Tools-Create Teaching Tools- Table of Contents
- Options-Folder for resources you're after
- Brain Gym www.braingym.org
- Chewelry & Cheweys <www.nationalautismresources.com/chewelry.html>
- Committee for Children, 2009. Second Step & Anti-bullying Program. www.cfchildren.org
- DECA <www.devereuxearlychildhood.org>
- Dunn, W. Sensory Profile www.sensoryprofile.com
- Field, T. Touch Research Institute <www6.miami.edu/touch-research>
- Gray, C. Social Stories www.thegraycenter.org
- Greene, R.W. & Ablon, J.S. (2006). Treating Explosive Children. NY, NY: Guilford Press.
- Greenland, S.K. (2010). The Mindful Child. New York, NY: Free Press.
- <<http://susankaisergreenland.com>>
- Kazdin, A.E. (2008). The Kazdin Method for parenting the Defiant child. NY, NY: Mariner Books.
- McChesey, R. (2010). Music & Movement Resources. Richards Institute. www.richardsinstitute.org
- Need Money www.donorschoose.org
- Silva, L.M . et al. (2009). QiGong massage treatment for sensory and self-regulation problems in young children with autism www.qsti.org

Sensory Integration/Sensory Processing Disorder

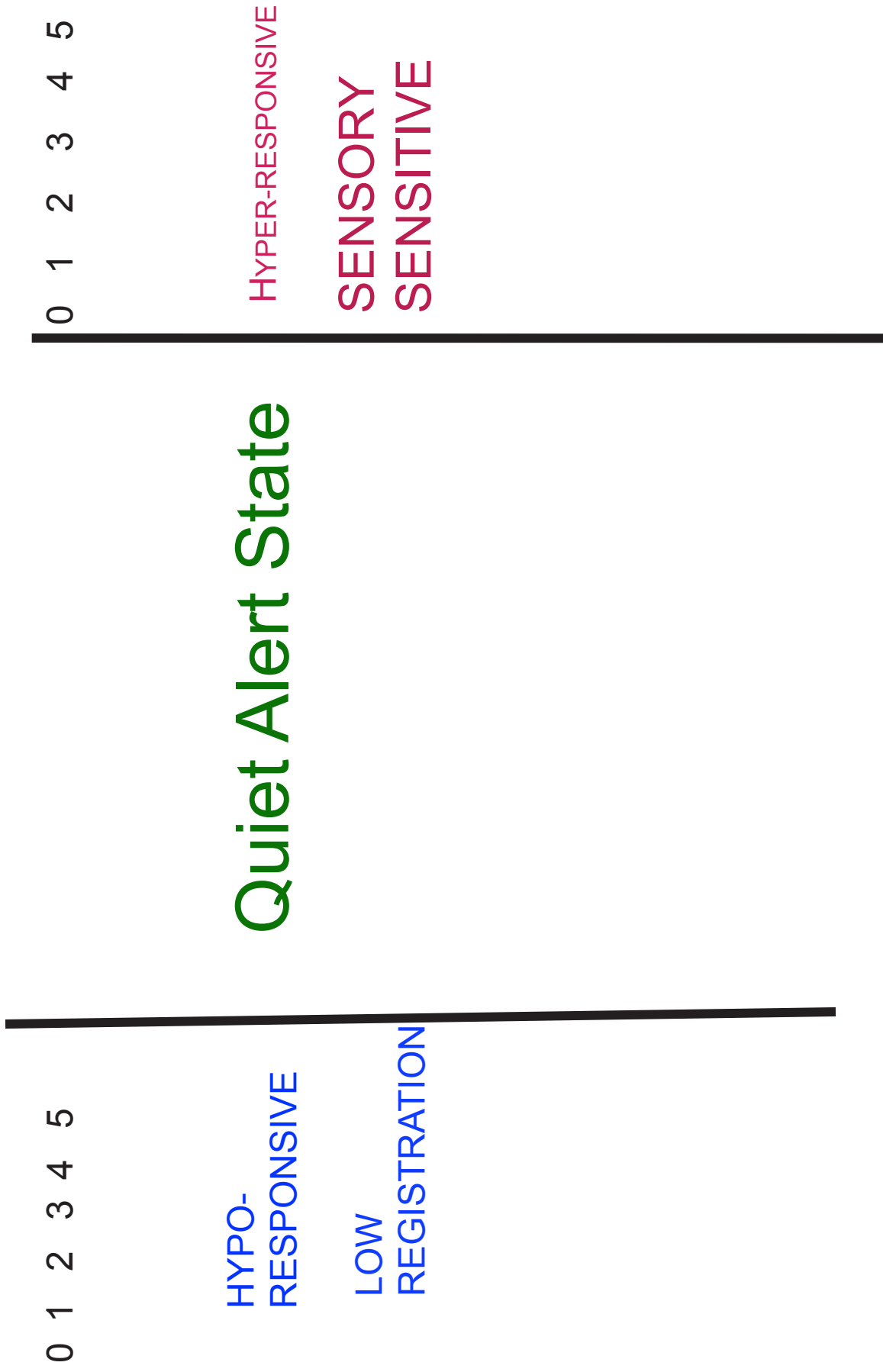
1. Sensory Based Motor Disorders (Dyspraxia). Praxis:
 - a. Ideation-Know what want to do
 - b. Motor Planning-Plan steps in order
 - c. Execution-Do the action
2. Sensory Discrimination Disorders-Difficulty organizing sensory information functionally so school performance disorganized

SENSORY MODULATION DISORDERS

3. Sensory Modulation Disorders-Ability to perceive important and screen out irrelevant functional environmental sensory stimuli

SENSORY PROCESSING STYLE

RATE from 0 (I'm Not/Strongly Disagree) to 5 (I Am/Strongly Agree)



Mindfulness Practice

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- Activities involving full attention to current sensory stimuli shown to increase attention span, reduce stress, and improve self-control in children (Napoli et al., 2005), particularly those with initial self-control difficulties (Flook et al., 1005).
- Mindfulness reduces physical and verbal aggression in adolescents and adults (Singh et al., 2007).

Adaptive Sensory Integration Techniques

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- Mindfulness-MINDFUL CLOCK, Tense & Relax Muscles
- If sleep difficulties no loud noise, computer, video, or rough housing 3 hours before bed
- Decrease then gradually increase sensory input in a socially acceptable manner until achieve calm alert state
- Choose an activity (from ___ choices), do for a set time (___ min.), clean up before choosing next
- Sensory Quiet Area
- Limit and prepare transitions
- Therapy Plan: My pick-Your pick-My pick
- Pagano FAB Deep Pressure Touch-Touch and/or pressure to promote Praxis, grounding with deep pressure sitting/standing, joint OT/Speech

ADAPTIVE EQUIPMENT

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Weighted Blanket- Vest
Pressure Vests-Shorts
Chewys
Fidgets-Comfort Box-Comfort Bag
Noise Canceling Headphones
Gradually Introduce Sensory-Tactile:
Beans, Rice & Beans, Theraplast, Playdoh,
Water, Glue, Shaving cream
Optimally Stable Sitting
Disk-O-Sit, Stand, Ball Sit 8

Auditory Perception

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Acuity-Ability of ear organ to take in sound
*Perception-Low registration, over-sensitive,
selective attention*
*Perception Adaptations- Face teacher,
pipe line, towel roll, Ear plugs, ear
muffs, noise meter, teacher microphone*
Perception Interventions-Auditory
Integration, therapeutic listening

Positive Behavioral Support: Special Needs

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- Violation of expectancy-
- Naturalistic time delay-
- Practice Saying-
(Lentini et al., 2005)
- Therapy Play Plan-Do-Review-
- Scaffolded Writing “I am Princess”
(Diamond et al., 2007)
- Use ABA teaching of sign language and verbal manding-
- Brake Signal-
(Sweeney-Kerwin et al., 2007)

ABA Sign Language & Manding

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Combined communication support and behavior strategies teach children with developmental disabilities to use imitation, sign language and verbal mands to request attention, tangible items, activities, and a brake from demands in functional situations. ABA with manding significantly reduces aggression and improves learning in children with Autism Spectrum Disorders and/or developmental disabilities (Ospina et al., 2008; Sweeney-Kerwin, 2007).

Conditioning Calm Recall

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For severe developmental disabilities pair therapy activity (unconditional stimulus) that consistently relaxes the child with a conditioned stimulus (e.g., smell, song). When child starts becoming upset or for precorrection provide the conditioned stimulus and reinforce the child for not acting aggressively (LeDoux, 2003; Lieberman, 2010)

Provide higher functioning children with a sensory anchor (feel your feet/palms) and gradually train them to use this anchor for calming when trigger physical reactions or situations begin, then reinforce the child for avoiding aggression (Greenland, 2010; Singh et al., 2007)

Positive Strategies for Toughies

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High Probability Requests-

Violation of Expectancy-

Choices-

Verbal Redirection-

Pre-specified Reinforcer-

Tolerance for Delay-

Collaboration-

Happy Heart-

Purple Hearts-

1-2-3 Magic-www.parentingmagic.com

Sticker (Point) Chart-(Kazdin, 2008) Award points and specific praise for positive

opposite behaviors and practice, easy to get prize but could get bigger prize.

Problem Solving Rap Steps:

How do I feel?

What is the problem?

What can I do and I won't get in trouble? (Committee for Children, 2009)

Strategies for Tougher Toughies

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Physical Redirection to Favorite Activity –

- **Apology**- As soon as calm
 1. What they did wrong no excuses
 2. Why it was a problem
 3. Promise to try never to do it again
- **Repair**-
- **Logical Consequences**-
- **Physical Redirection when violent**-
- **Pre-correction**-
(Lentini et al., 2005)
- **Always, Not Yet, Sometimes Expect**-
- **Teach**:
 1. Frustration Tolerance-
 2. Flexibility
 3. Problem Solving
(Greene & Ablon, 2006)

Promote Communication, Language, & Social Skills

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Treatment studies indicate that improving language, communication, and social skills gives individuals functional control of their environment and reduces the development of disruptive, physically aggressive, self-injurious and stigmatizing behaviors (Riggs, 2006; Sweeney-Kerwin, 2007)

Visual Supports

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- Environmental Triggers
- Body Triggers
- Coping Strategies
- Coping Cards-Hero, Positive Opposite Goal (Kazdin, 2008; Spencer et al., 2008), Coping Strategies, Adaptive Equipment, & Pre-Specified Reinforcement
- Picture & Therapy Schedules
- Free Time Schedules
- Character Comics
- Praxis Comics & Comic Conversations (Gray, 2000)
- Use of Schedules, Stories, Comic Social Scripts, & Coping Cards with scaffolded writing help kids improve behavior (Diamond et al., 2008; Lieberman, 2007)

Pagano FAB STRATEGIES

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FUNCTIONALLY APPROACHED BODY STRATEGIES

- A. ENVIRONMENTAL ADAPTATIONS: Adaptive Equipment, Adaptive Sensory Techniques, & Visual Schedules**
- B. SELF AWARENESS & MOTOR SELF-CONTROL: Mindfulness, FAB Firm Pressure Touch, & Motor Self Control**
- C. POSITIVE BEHAVIORAL & COMMUNICATION SUPPORT: Positive Behavioral, Prompts, Reinforcement, Art, Music, Games, Puppets, Dance, Communication Support**
- D. PHYSICAL SENSORY INTEGRATION : Cardio, Balance, Sensory Processing, Sequential Bimanual, Proprioception & Linear Vestibular**

NEURO PSYCHOLOGY GUIDING PAGANO FAB STRATEGIES PROGRAM

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Children the Autism Spectrum and with early abuse/neglect histories show neurological differences contributing to more easily activated & severe tantrums. Related to functional decreases addressed by Pagano FAB Strategies in:

- 1) **Corpus Collosum:** Feeling Wheel, Feeling Cards, Triggers, Meters, Coping (Riggs et al., 2006); Integration Bilateral moves: Favorite ___ thing about self/coping strategy catch; Degree Pass, I Message “When you ___ I feel ___ So please ___; March slow; Diagonal
- 2) **Pre-frontal Cortex:** Simon Says, Turtle Curriculum, Mindfulness integrates sensation & emotion *Throw ___ bean bag; Isometrics Inhibitory control: Freeze dance-shake* (“Songames for Sensory Integration” CD by Lande, A., 2002 Tel. 800-489-0727; *Self talk; Practice saying; Play Plan-Review*
- 3) **Amygdala-** Best initial response to tantrums is redirecting them EARLY and when occur through a related CALM FACED response. Children with ASD have inhibited empathy effected by decreased eye contact to inhibit increased amygdala activation (Reinberger, 2008)
- 4) **Hippocampus** learning improved and self-stimulation decreased by SI Treatment *Crash Pad/ Scooter; suspended swing* and cardio exercise *Take a walk* (Ratey, 2010; Smith et al., 2005)
- 5) **Cerebellum** functioning impaired effecting balance, anxiety, and self-control improved through SI (Bart et al., 2009; Reynolds & Nicholson, 2007). Learning and self-control are improved through exercises that require thought as well cardio (Ratey, 2010)

THE LIMBIC SYSTEM

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2 Posterior Cingulate

2 Sensory Cortex

► Major Components of the Limbic System

Anterior Cingulate

1 Corpus callosum

Limbic cortex

2 Temporal-Parietal

Fornix

2 Orbitofrontal Cortex

Mammillary body

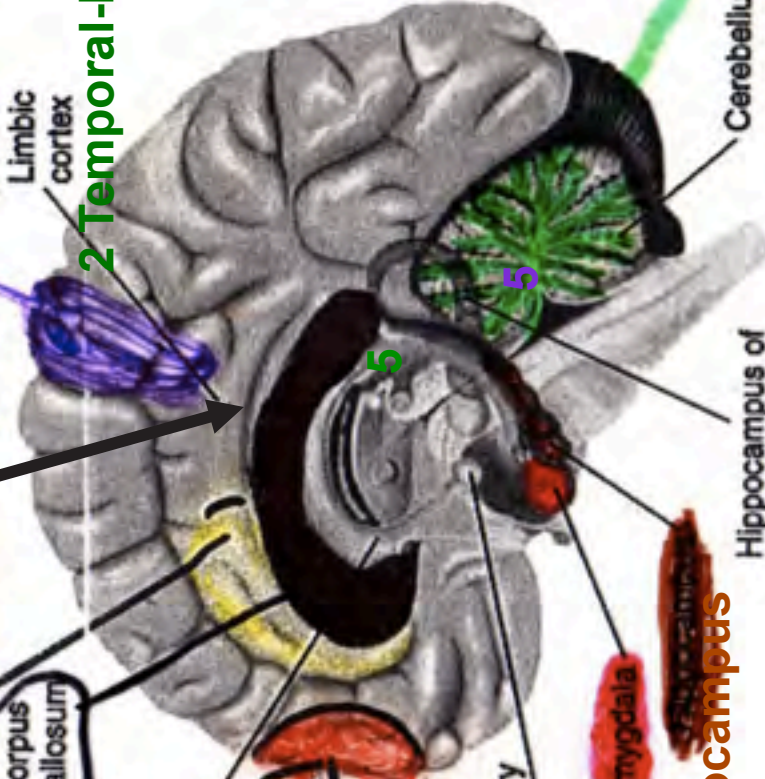
3 Amygdala

4 Hippocampus

Hippocampus of right hemisphere (ghosted in)

Cerebellum

5 Cerebellum Vermis



Corpus Callosum	Amygdala
Limbic Cortex	Hippocampus

PAGANO FAB TRIGGER & COPING FORMS

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Color/Circle Your 3 Major Triggers for Misbehaving



Held/Restrained



Crowds



Darkness



Told No/Can't



A Fight with a Friend



Miss Someone



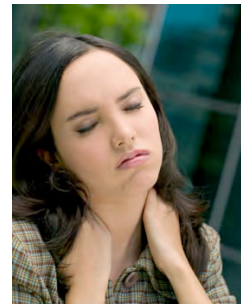
Lonely



Getting up



Hungry



Tired



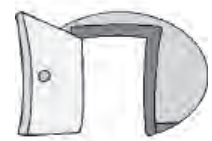
Being Bullied



Sick



Told What to Do



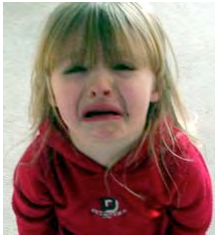
Door Closed/Locked

Reference: Mass. Dept. of Mental Health Safety Tool, 2009

PAGANO FAB TRIGGER&COPING FORMS

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Color/Circle 3 Major Body Triggers for Misbehaving



Crying



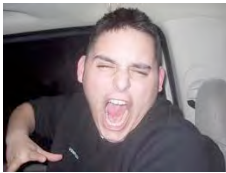
Red/hot face



Laughing/Silly



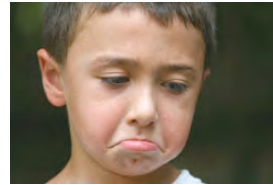
Threatening



Act mean/rude



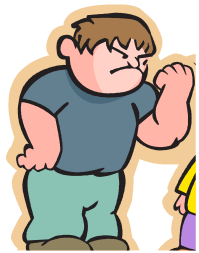
Swearing



Whining



Breathe hard



Clench fists



Shake/Tics



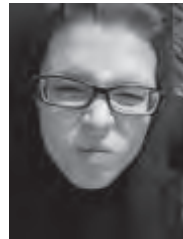
Yelling/Screaming



Rocking



Acting Hyper



Scrunch Face



Run Away

Reference: Mass. Dept. of Mental Health Safety Tool, 2006

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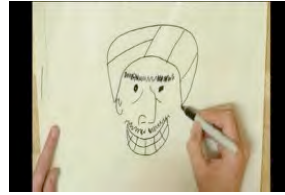
Color/Circle 3 Best Coping Strategies for Behaving



Writing



Games/Toys



Drawing/Art



Tense & Relax Muscles



Warm Bath



Being Left Alone



Computer



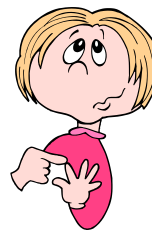
Slow Deep Breaths



Reading



Watching TV



Count to 10



Focus bottom of feet



Rocking chair



Swings



Dancing



Sports



Swimming

Reference: Mass. Dept. of Mental Health Safety Tool, 2006

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Color/Circle 3 Best Coping Strategies for Behaving



Talk on Phone



Listen to Music



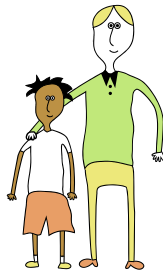
Singing/Humming



Theraband Exercises



Hug Stuffed Animal



Get a Hug



Pressure Touch



Fidget



Wall pushups



Bean Bag chair



Weighted Blanket



Sit Moved on Ball



Play on Playground



Theraputty



Playdoh



Exercise



Chewey

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Color/Circle 3 Best Coping Strategies for Behaving



Noise Cancelling Headphones



Mini-trampoline Jumping



Brushing



Pressure/Weighted Vest



Rock over Therapy Ball



Body Sock

Reference: Mass. Dept. of Mental Health Safety Tool, 2006



Quiet Area