

Individual Interventions continued

Re-Creating the Scene

Rational: Desensitization to aversive triggers; practicing operant accepted alternatives to the outburst.

- Event: Outburst following peer teasing
- When? One day after the “event” why??
- MO? Calm / Cooperative / accepting procedure
- Procedure >>

Procedures

1. Locating the event site when free of disruptions
2. The child describes the event
3. The child repeats (resembles) his/her behavior while recreating the scene. Therapists play the role of other participants in the event.
4. Feedback (child and therapists)
5. Practice operant alternatives - breaking an inappropriate chain.
6. Repeat the day after – may use video.

Game - MO



Alternatives
on carpet

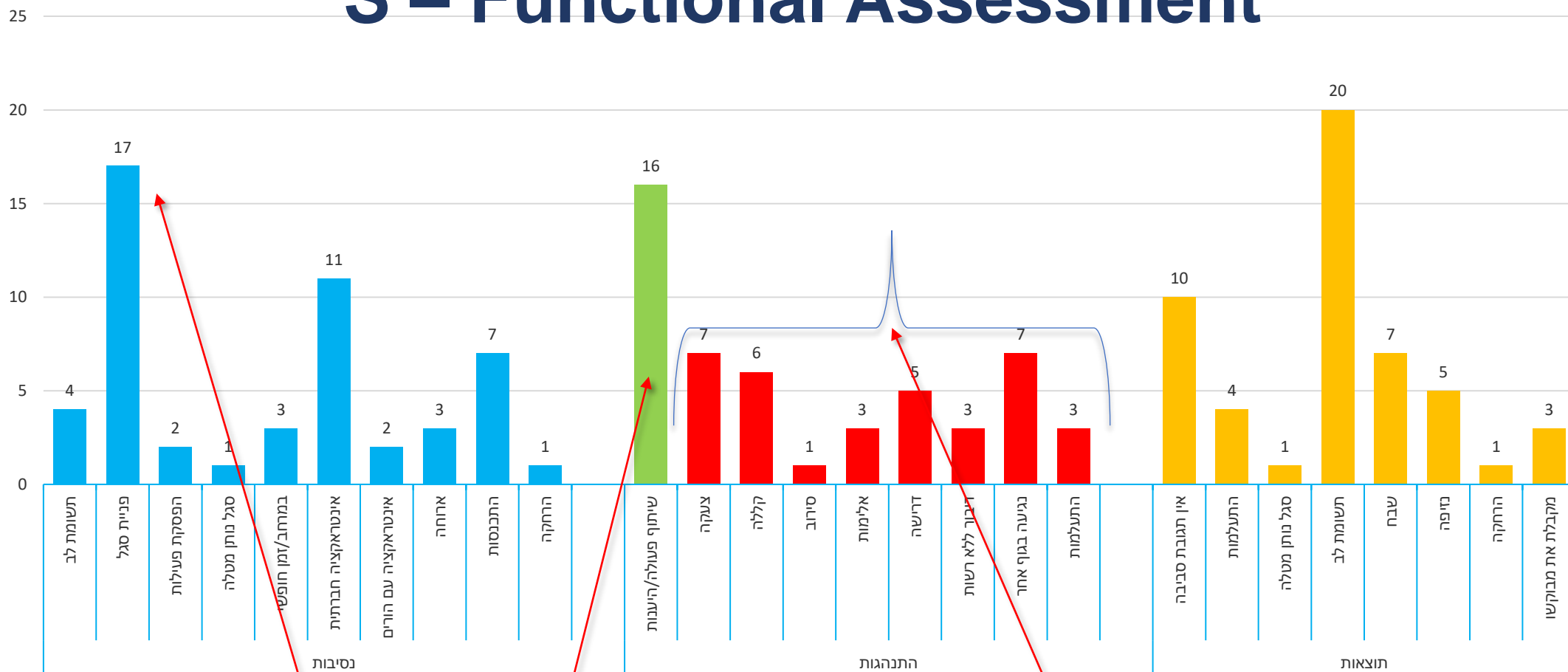
Practice – corrective feedback - acceptance



From Functional Assessment to home - Generalization

S – Functional Assessment

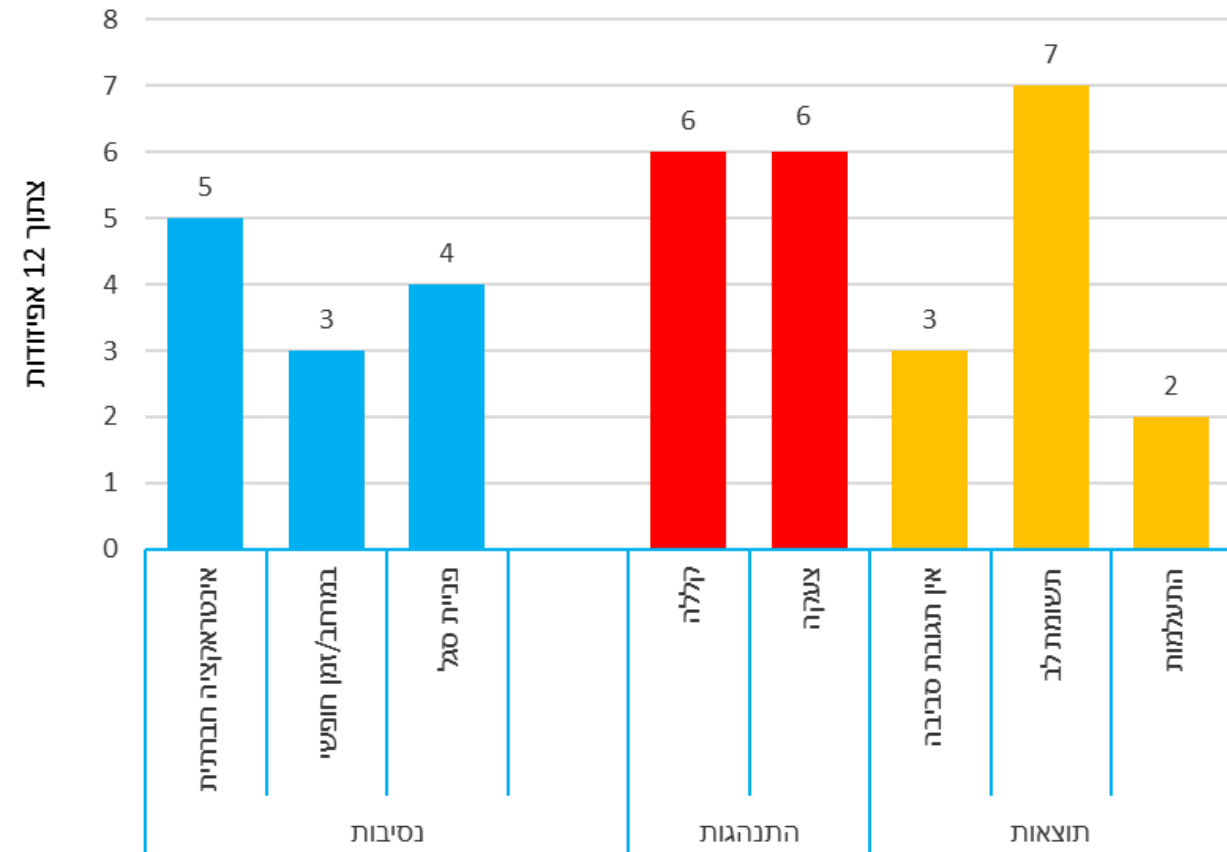
מספר פעמים מתוך 51 איזודות



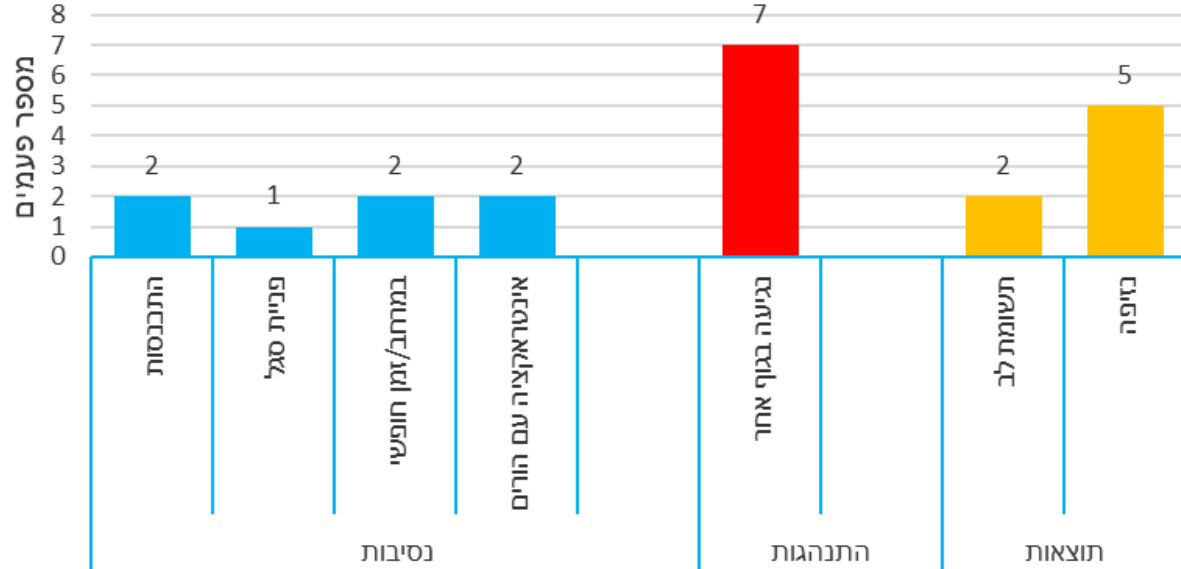
1. לסתיו רפרטואר התנהגויות שליליות רבות. אך ניתן לראות שבמקרים רבים הוא משתף פעולה. כלומר, זהו מקור לחיזוק ולהגברה.

2. תיפקוד עיקרי של התנהגות בלתי נאותה - השגת תשומת לב / הפסקת תקשורת היזומה על ידי הצוות.

תצפית נרטיבית - צעקה / קללה



תצפית נרטיבית - נגיעה בגוף של אחר/ת



- הנסיבות להתנהגויות הבלתי נאותות – מגוונות. מעיד על קשיים במיקוד ובשליטה עצמית.
- מתקשה בהקשבה / התמדה בתקשורת של צוות. מפסיק את התקשורת באופן מיידי ומשנה נושא.

Generate appropriate interaction



Kids refuse to play with S

“he is cursing”





Negotiation



Repeat appropriate interaction
Relate to positive outcomes



Success



Success generate
MOs to successive
activity
(momentum)



Summative feedback
Relate to appropriate behavior



Delayed feedback

Generalization to Home

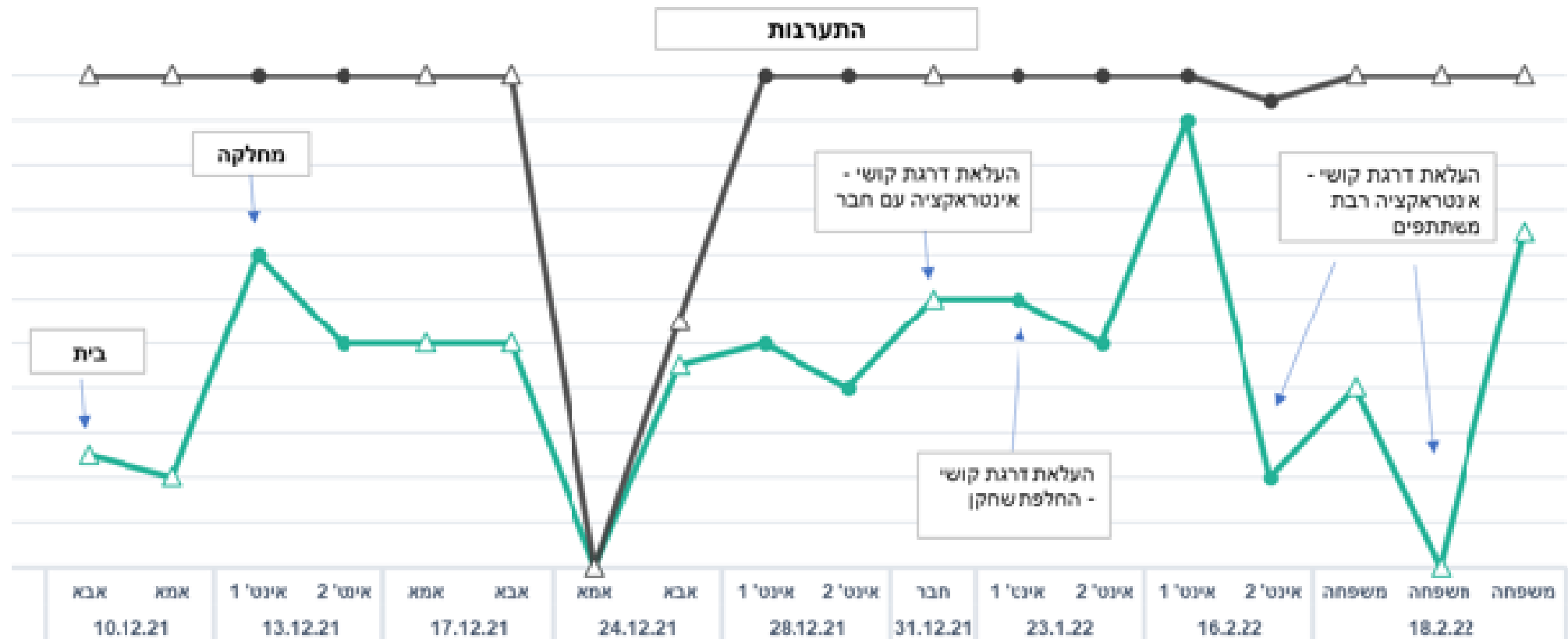
Home web - potential evaluation

Plan for generalization

Start at the department

1. Establish rapport with the BA
2. Desensitization to potential home triggers in a well controlled setting
3. Program common (home) stimuli

הגברת שיתוף פעולה ודיבור הולם באינטראקציה חברתית (במחלקה ובבית)



support. The model is presented in Figure 1, followed by a further description of its components.

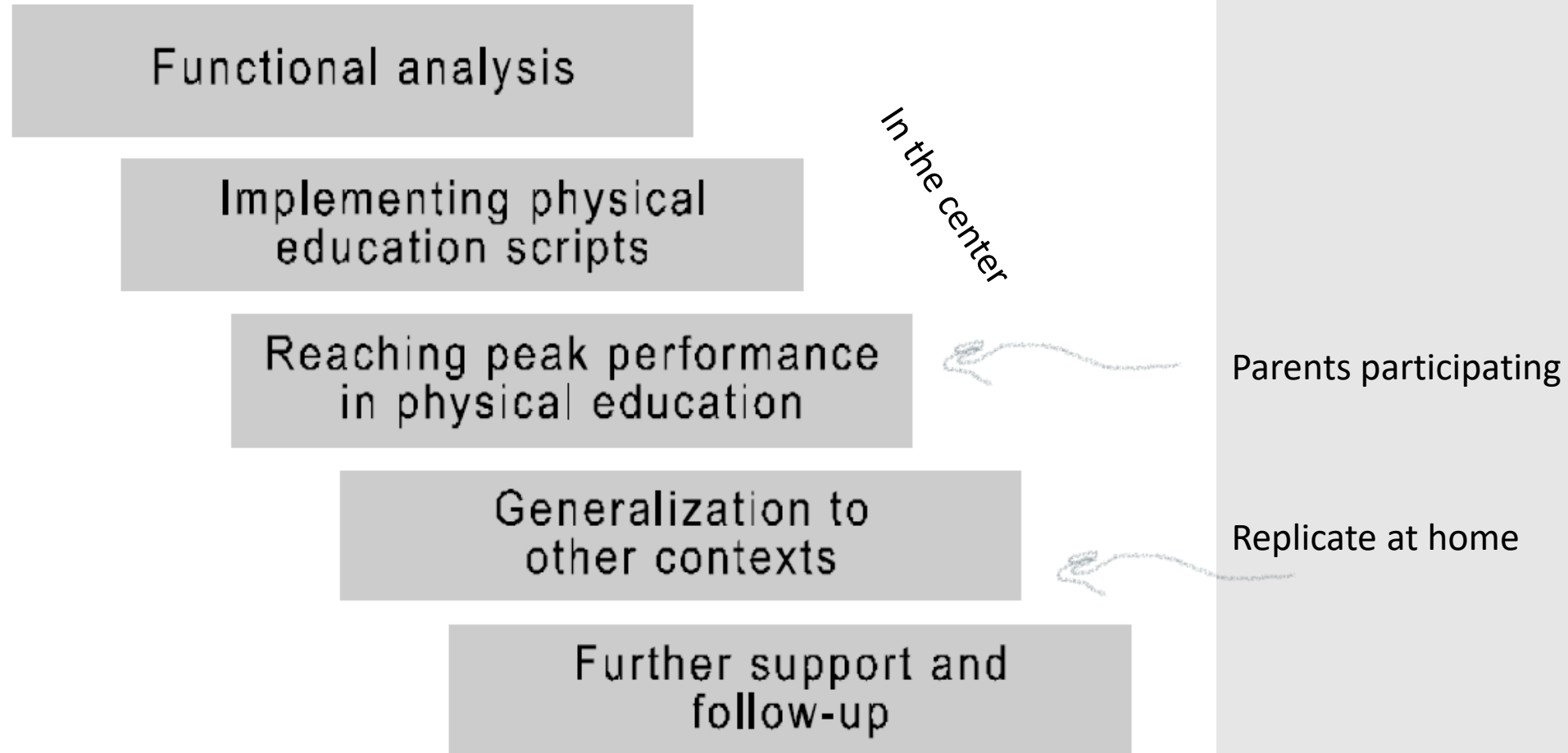


Figure 1. The components of the model.

Eldar, 2006

RU Square Game

1. Kids at the department
2. With parents at the department
3. Replicate at home

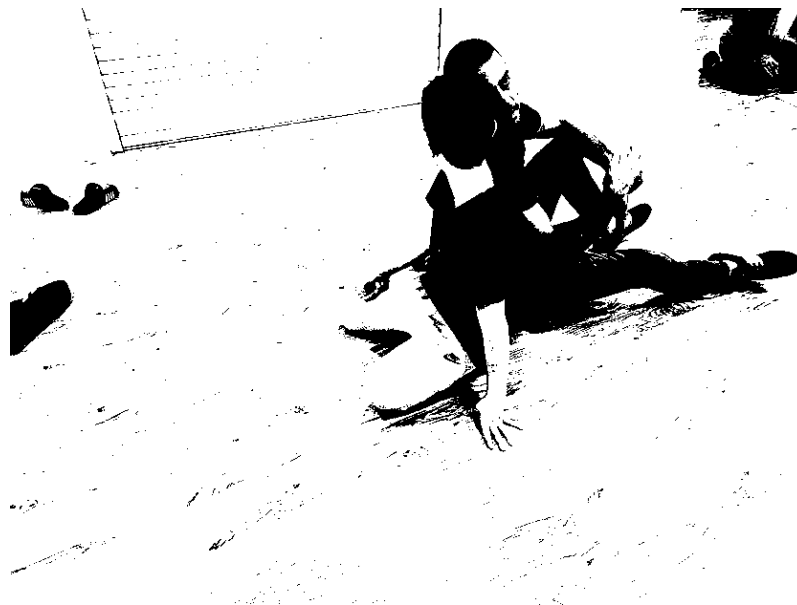
Kids + staff + parents



Kids + staff

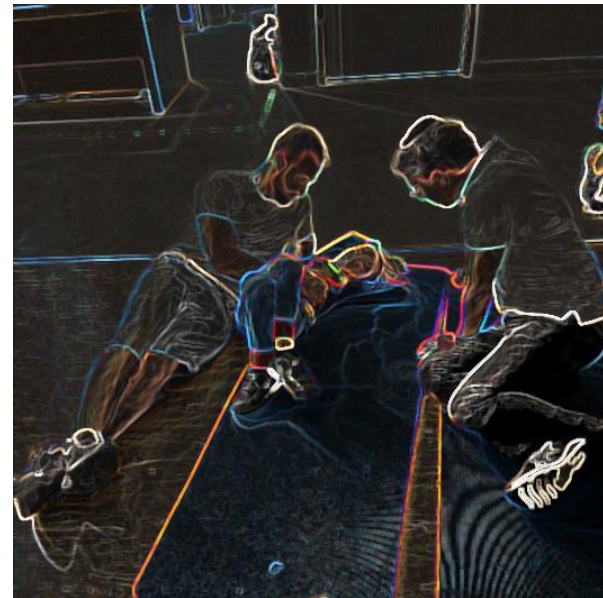
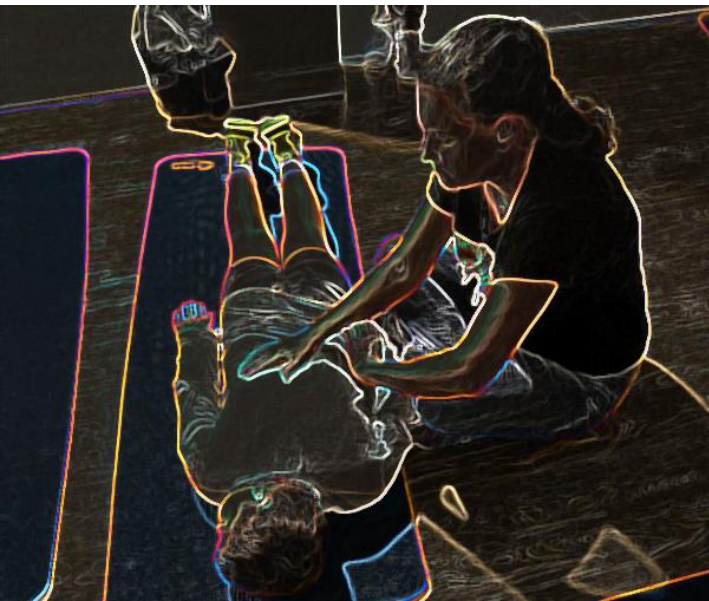


At the department Parents + child



Written instructions

Non-verbal communication









Follow-up

Home support

Generalization training - Dep

Intervention - Dep

Intake

Referral

Home visit

FA

Eldar Site - Materials



Sheba
Site

