WHEN THINGS GO SIDeways

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OBJECTIVES:

- Identify 4 functions of behavior
- List 3 components of any activity that you can adjust
- Generate at least 3 strategies for each function of behavior
STORIES FROM
THE FIELD
What is OT anyway?
What is OT anyway?

occupation noun

1. an activity in which one engage.
   Pursuing pleasure has been his major occupation.
   Teaching was her occupation.

2. the possession, use, or settlement of land: OCCUPANCY
   the last of the historic, private houses in the metropolis ... still in the occupation of
   its hereditary owner.
   - Sidney (Australia) Bull.

3. the holding of an office or position
   it is only ... the occupation ... of two offices at the same time that offends public
   policy.
   - W. D. Miller.

Similar: conquest, capture, invasion, occupation, annexation.

4. the act or process of taking possession of a place or area: SEIZURE
   Spain's occupation of the island
   the Roman occupation of Britain
   The occupation addressed the concerns of the local population.
OCCUPATIONS

ADLS

INSTRUMENTAL ADLS

HEALTH MANAGEMENT

REST + SLEEP

EDUCATION

WORK

PLAY

LEISURE

SOCIAL PARTICIPATION
OCCUPATIONAL

how you occupy your time
To facilitate a change in thoughts or behaviors that is functional for a person's life.
How you occupy your time

Occupational Therapy

What helps you get there
PERSON FACTORS (internal)

1. PHYSICAL
2. COGNITIVE
3. SPIRITUAL
4. NEUROBEHAVIORAL
5. PSYCHOLOGICAL
OCCUPATIONAL PERFORMANCE AND PARTICIPATION

PERSON FACTORS (intrinsic)
- Physical
- Cognitive
- Spiritual
- Neurobehavioral
- Psychological

ENVIRONMENTAL FACTORS (extrinsic)
- Social support
- Soc. + Economic systems
- Culture + values
- Built env. + technology
- Natural env.

Built Env. + Technology
Culture + Values
Soc. + Economic Systems
Social Support

OCCUPATION

Performance

1

NATURAL ENV.
PERSON FACTORS › REMEDIATE, HABILITATE

ENVIRONMENTAL FACTORS › ADAPT

OCCUPATION › ALTER
BEHAVIOR
Set up your environment

Consider:
  ○ Lights
  ○ Sounds
  ○ Temperature
  ○ Visual/auditory distractions
  ○ Materials
  ○ Session setup
BEHAVIOR

TANGIBLE

An item:

- Soccer ball
- Fidget
- Comfort item
- Whistle
- Coach's clipboard
- Food/snack
BEHAVIOR

ESCAPE
- Anxiety
- Hard task
- Lack of skills
- Non-preferred task
- Environment
- A person/people
- Situation
BEHAVIOR

- Easier task
- Preferred task
- Environment
- A person/people
- Attention
- Comfort
Behavior

Sensorory
- Visual/Auditory/
- Tactile/Movement/
- Internal stimuli is:
  - Too much
  - Too little
  - Overwhelming
  - Underwhelming
  - Confusing
A note about behaviors:

- Behaviors can chain together
- Behaviors can have more than one function
REFLECT + REFRAIME
SO...WHAT CAN I DO?
SO...WHAT CAN I DO?

- Ask
- Have patience
- Be flexible
- Offer choices
- Gather support
- Make a plan
- Be consistent
- Meet child where they are
SO...WHAT CAN I DO?

- Considering anxiety:
  - Challenge by choice
  - Take off all pressure
  - Any nudge should be gentle and small
  - Play to the child's strengths
  - Celebrate small successes (if child OK with it)
  - Positive behavioral support
  - Emotion coaching
SO...WHAT CAN I DO?

- **Positive Behavior Support**
  - Preempt maladaptive behaviors by praising desired behaviors
  - Be specific
    - "I love how you took a break and rejoined us. Glad to have you here"
    - "Great teamwork cleaning up, everyone"
    - "How important was that to come take a drink rather than yell at the ref"
So...what can I do?

- Make it impersonal/specific
  - Instead of "hustle," try "fast feet"
  - Instead of "no hitting," try "gentle hands"
  - Instead of "there's nothing to worry about," try "your brain is trying to make you feel nervous, but tell your brain you've got this"
Emotion Coaching

- Use your words to identify emotion and actions that you see
  - "I can tell you feel frustrated because you're clinching your fists and your eyebrows are down."
  - "Your words make you seem like you feel worried."
SO...WHAT CAN I DO?

- Validate emotion
- Separate emotion from behavior
  - "I understand that you feel angry, and that's OK. It's always OK to feel angry. But it's not OK to hurt others or make them feel unsafe."
  - "You can feel mad, but you can't be mean."
SO...WHAT CAN I DO?

- Provide a replacement behavior
  - Teach appropriate/pro-social behaviors
  - Tell player, "instead of _______, you can do/say _________"
SO...WHAT CAN I DO?

- Behavioral interventions
  - Token economy
  - Reinforcements and consequences
  - Behavior contract
  - Follow through
  - Sometimes, actions speak louder than words
    - Take the cognitive component out of it
SO...WHAT CAN I DO?

PERSON FACTORS › REMEDIATE, HABILITATE

ENVIRONMENTAL FACTORS › ADAPT

OCCUPATION › ALTER
SO...WHAT CAN I DO?

- Behavior:
- Function:
- **Choose your strategy:** what can i control? what do i have time for? long-term vs. short term outcome?
  - Person factors:
  - Environmental factors:
  - Occupational expectations:
One player’s strategy is another player’s trigger?
REMEMBER:

- Ask
- Have patience
- Be flexible
- Offer choices
- Gather support
- Make a plan
- Be consistent
- Meet the child where they are
QUESTIONS?
THANK YOU!

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• List 4 functions of behavior
• List at least 3 strategies for each function