



# WHEN THINGS GO *SIDEWAYS*

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## **DISCLOSURES**



- **I have no financial disclosures**
- **I have no conflicts of interest to disclose**





## **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 anyway?

## oc·cu·pa·tion

/ˌɑːkyəˈpɑːʃ(ə)n/

noun

noun: **occupation**; plural noun: **occupations**

1. a job or profession.  
"his prime occupation was as editor"

Similar: job, day job, profession, work, line of work, line of business

a way of spending time.  
"a game of cards is a pretty harmless occupation"

Similar: pastime, activity, leisure activity, hobby, pursuit, interest

2. the action, state, or period of occupying or being occupied by military force.  
"the Roman occupation of Britain"

• the action of entering and taking control of a building.  
"the workers remained in occupation until October 16"

Similar: conquest, capture, invasion, seizure, takeover, annexation

3. the action or fact of living in or using a building or other place.  
"a property suitable for occupation by older people"

Similar: residence, residency, habitation, inhabitation, occupancy

## occupation noun

ˌɑːkjuːˈpeɪʃən

1 a : an activity in which one engages  
Pursuing pleasure has been his major occupation.

b : the principal business or one's life : **VOCATION**  
Teaching was her occupation.

2 a : 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.

b : 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

3 a : the act or process of taking possession of a place or area : **SEIZURE**  
Spain's occupation of the island

b : the holding and control of an area by a foreign military force  
the Roman occupation of Britain

c : the military force **occupying** a country or the policies carried out by it  
The occupation addressed the concerns of the local population.



# OCCUPATIONS



**ADLS**



**INSTRUMENTAL ADLS**



**HEALTH MANAGEMENT**



**REST + SLEEP**



**EDUCATION**



**WORK**



**PLAY**



**LEISURE**



**SOCIAL PARTICIPATION**



how you occupy  
your time

**OCCUPATIONAL**

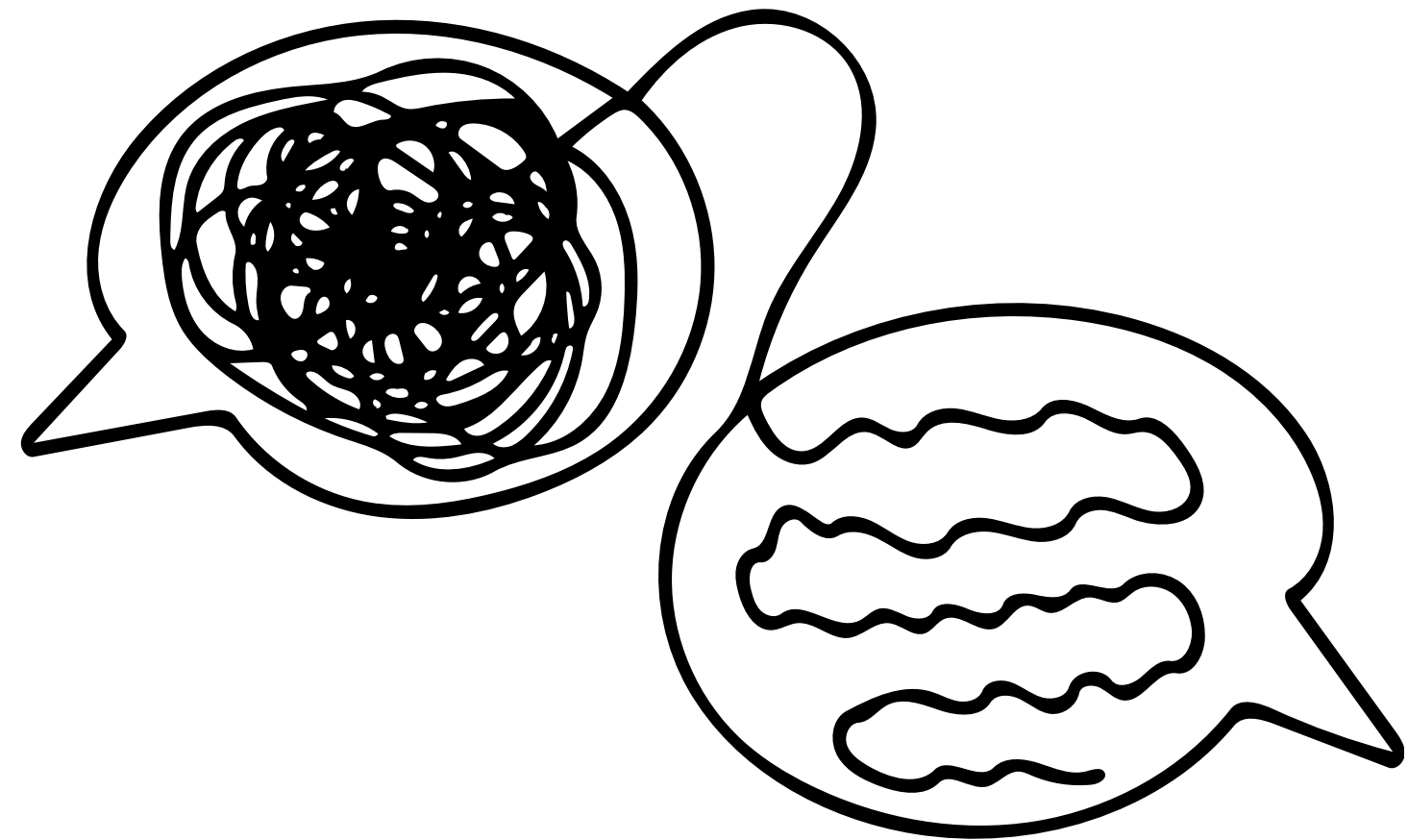






# therapy

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





1

PERSON FACTORS  
(internal)

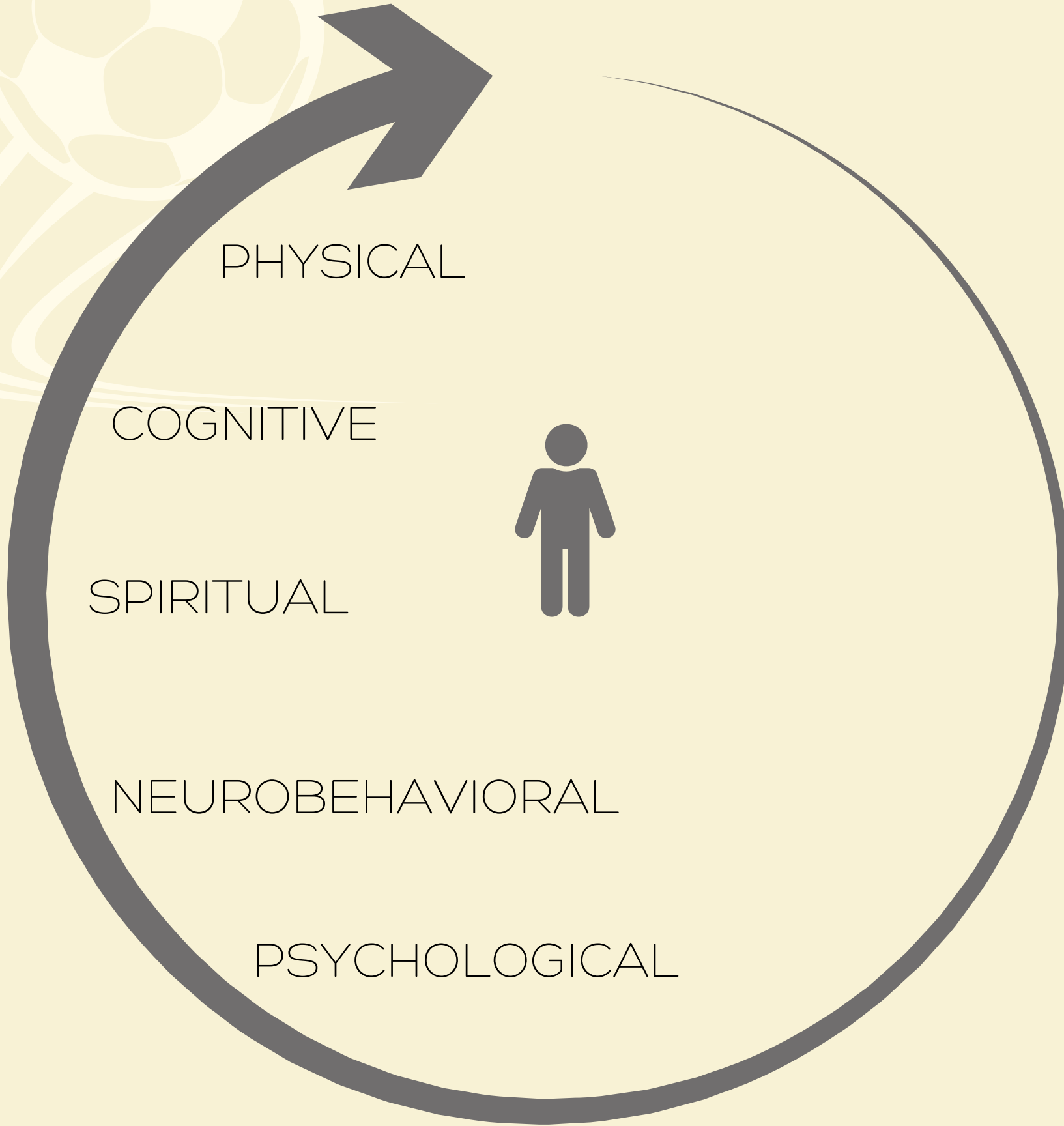
PHYSICAL

COGNITIVE

SPIRITUAL

NEUROBEHAVIORAL

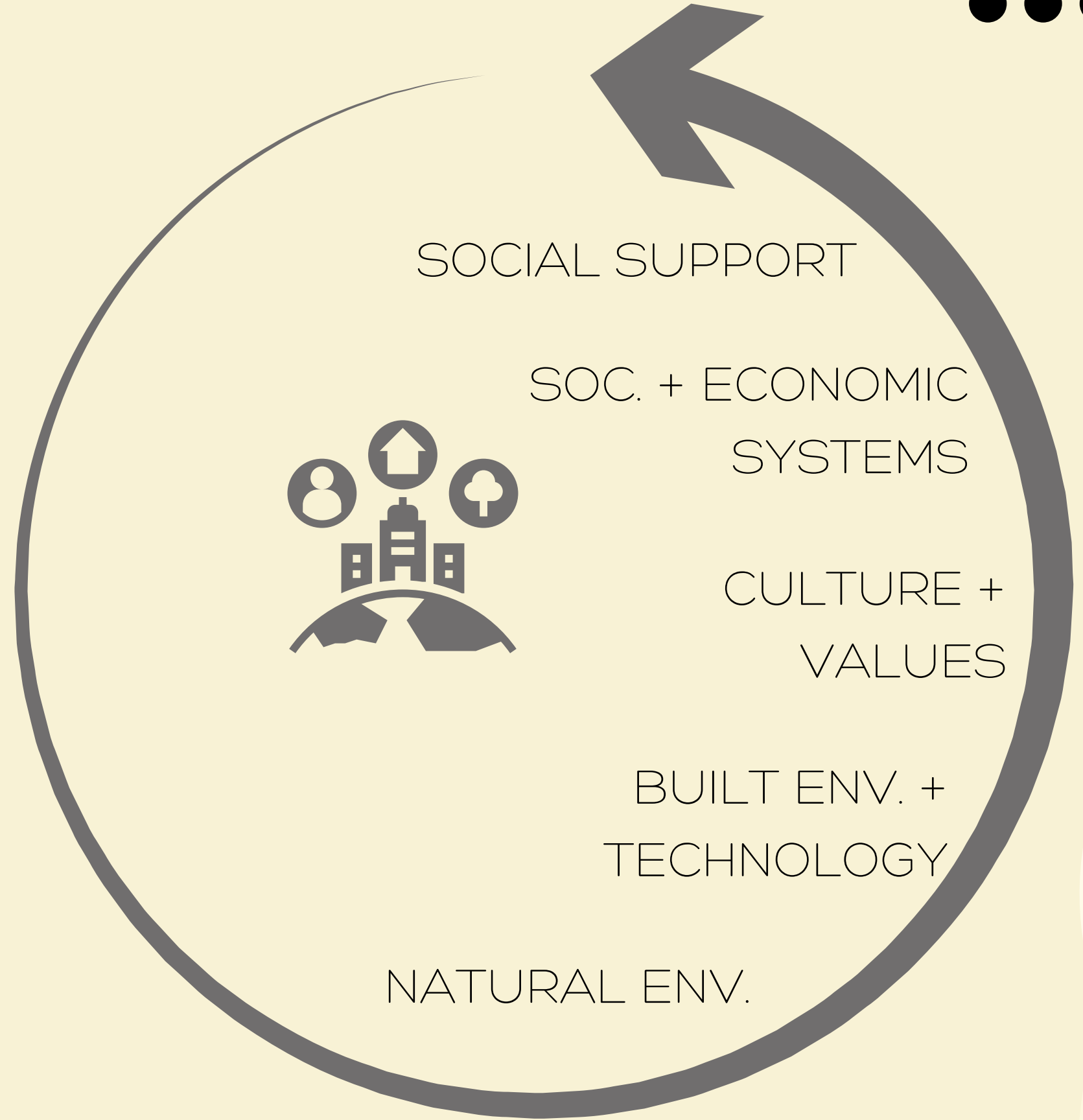
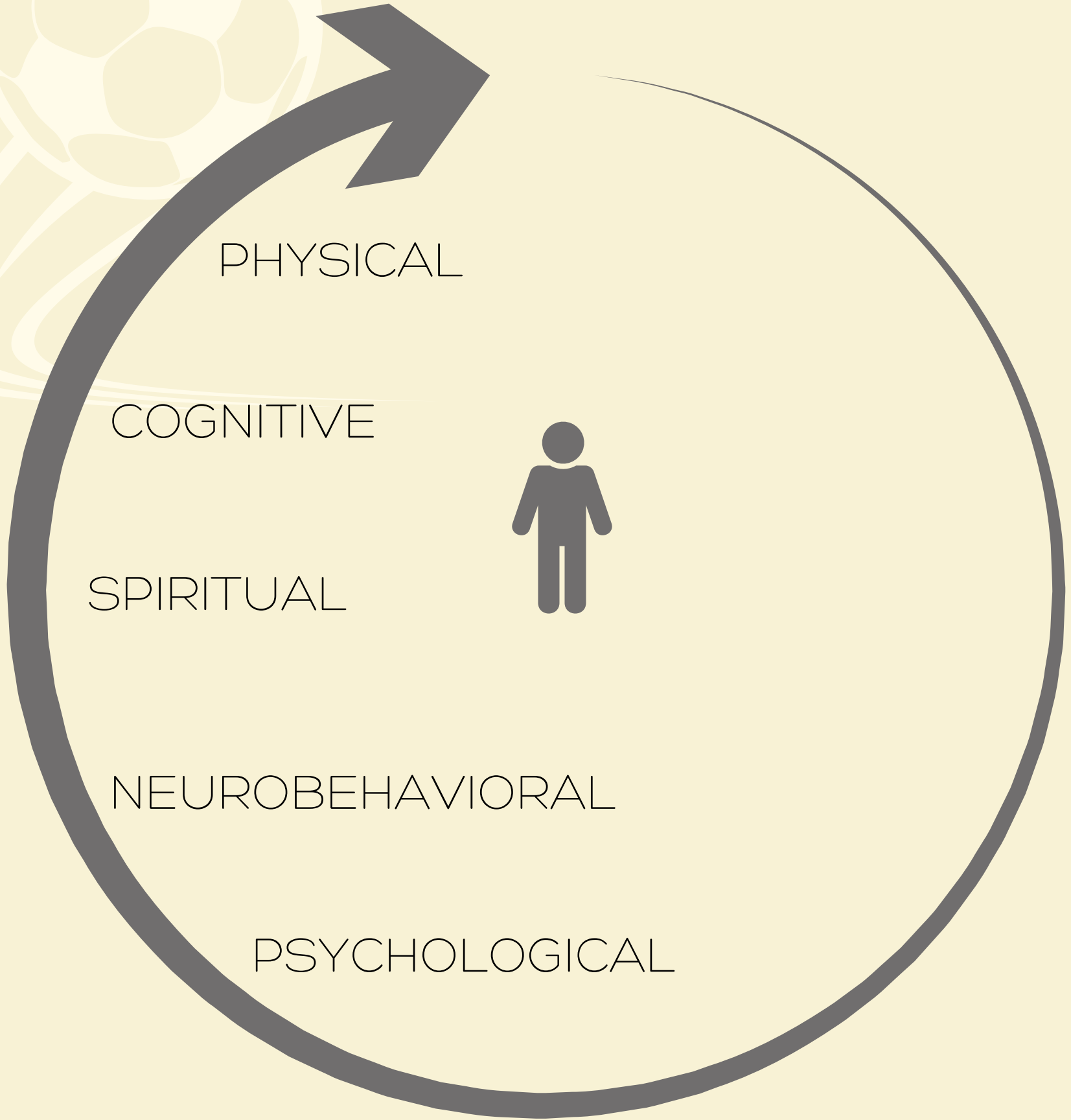
PSYCHOLOGICAL



1

PERSON FACTORS  
(internal)

ENVIRONMENTAL FACTORS  
(external)





1

PERSON FACTORS  
(intrinsic)

ENVIRONMENTAL FACTORS  
(extrinsic)



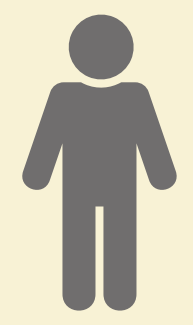
PHYSICAL

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OCCUPATION

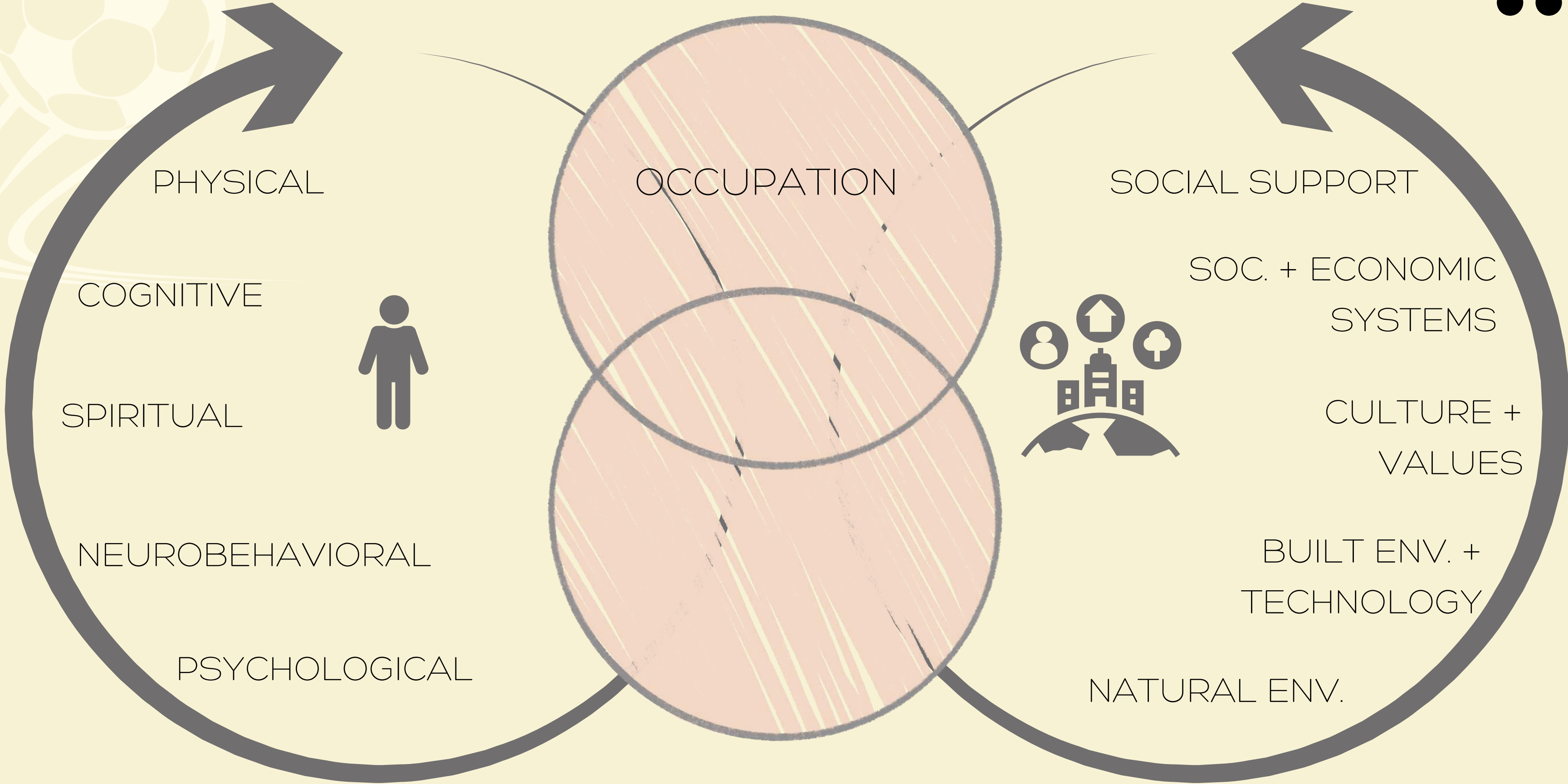
SOCIAL SUPPORT

SOC. + ECONOMIC  
SYSTEMS

CULTURE +  
VALUES

BUILT ENV. +  
TECHNOLOGY

NATURAL ENV.



1

PERSON FACTORS  
(intrinsic)

ENVIRONMENTAL FACTORS  
(extrinsic)



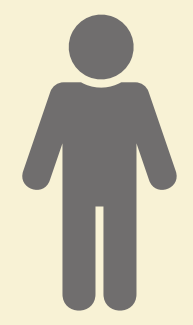
PHYSICAL

COGNITIVE

SPIRITUAL

NEUROBEHAVIORAL

PSYCHOLOGICAL



OCCUPATION

OCCUPATIONAL  
PERFORMANCE AND  
PARTICIPATION

PERFORMANCE

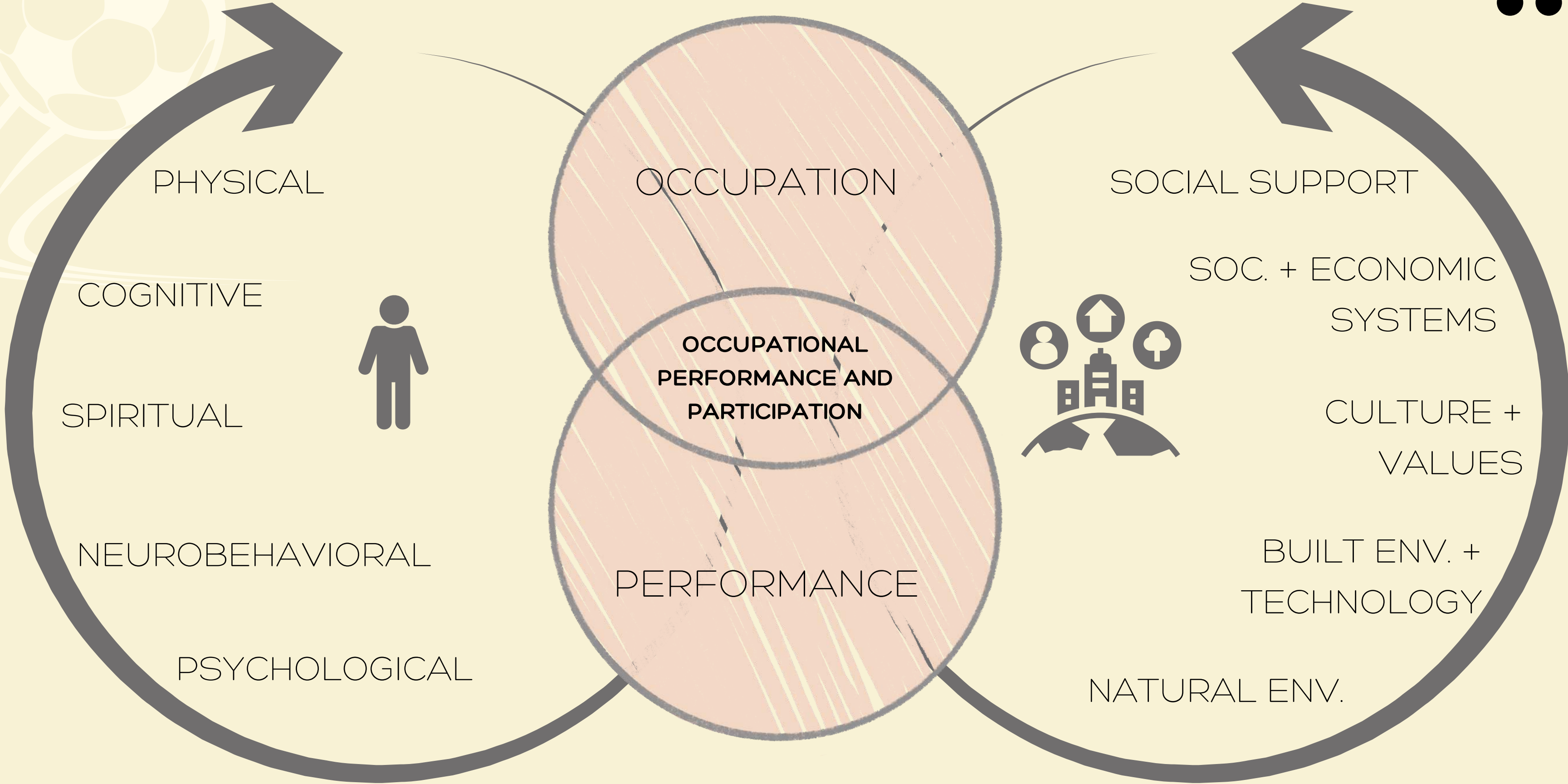
SOCIAL SUPPORT

SOC. + ECONOMIC  
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1



**PERSON FACTORS › REMEDIATE, HABILITATE**

**ENVIRONMENTAL FACTORS › ADAPT**

**OCCUPATION › ALTER**



# BEHAVIOR





# PREEMPT

- Set up your environment
- Consider:
  - Lights
  - Sounds
  - Temperature
  - Visual/auditory distractions
  - Materials
  - Session setup

# BEHAVIOR





# BEHAVIOR



# BEHAVIOR





# BEHAVIOR





# BEHAVIOR



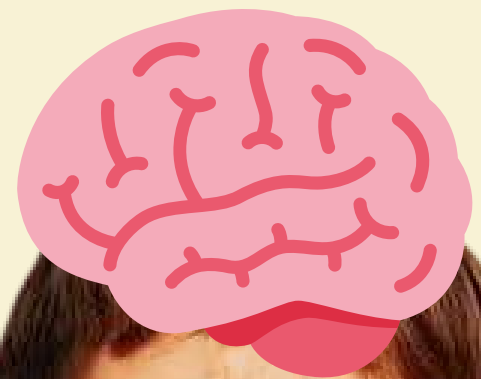
An item:

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





# BEHAVIOR



**ESCAPE**



# BEHAVIOR



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

**ESCAPE**



# BEHAVIOR



ACCESS

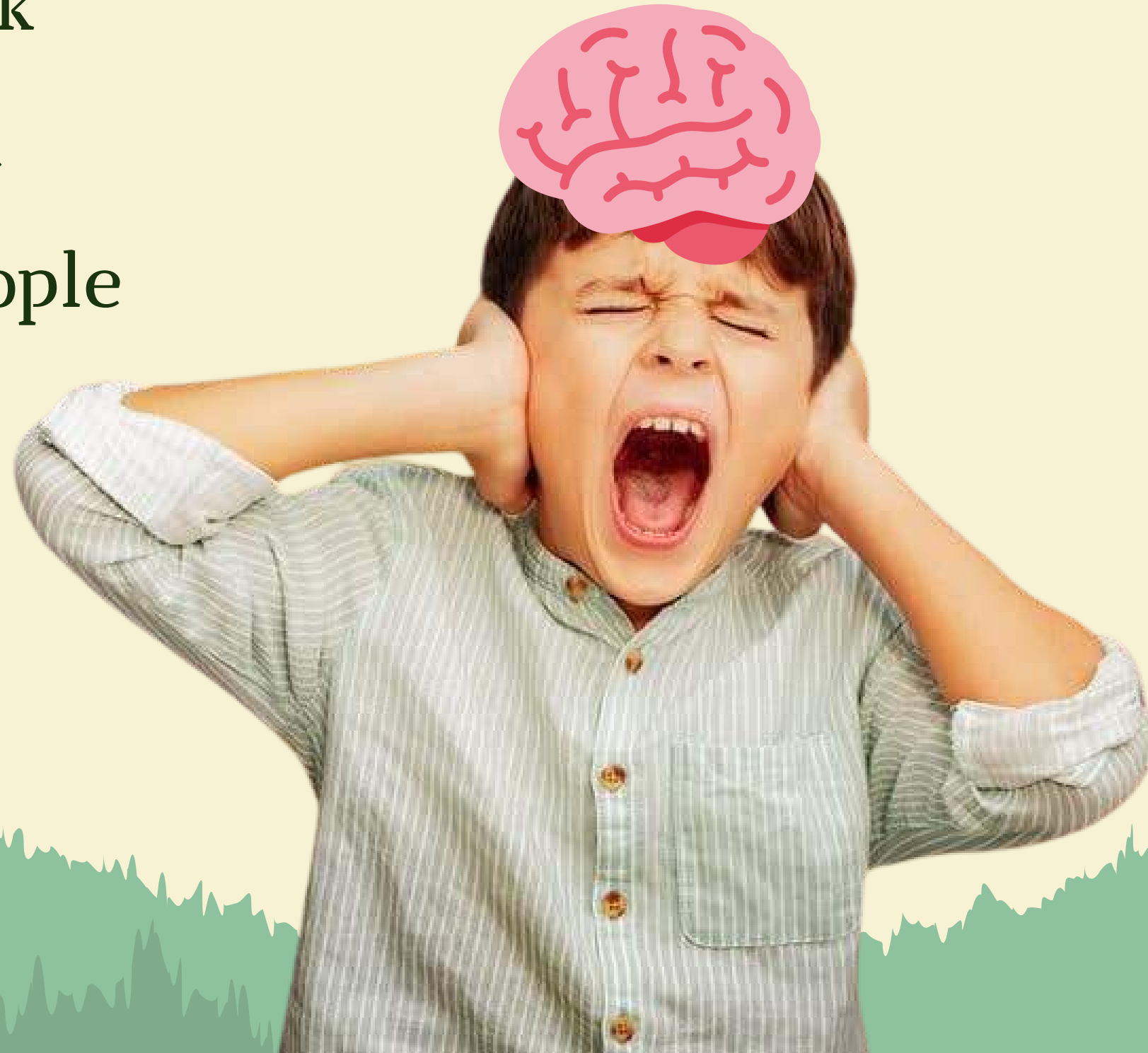




# BEHAVIOR



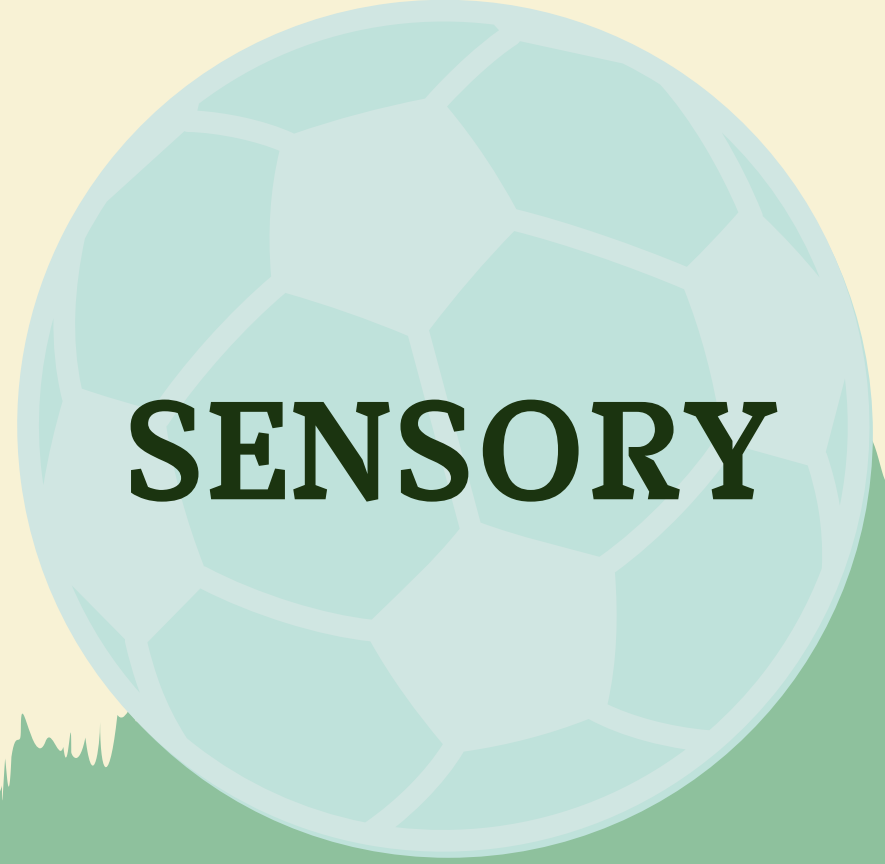
- Easier task
- Preferred task
- Environment
- A person/people
- Attention
- Comfort



# BEHAVIOR



**SENSORY**

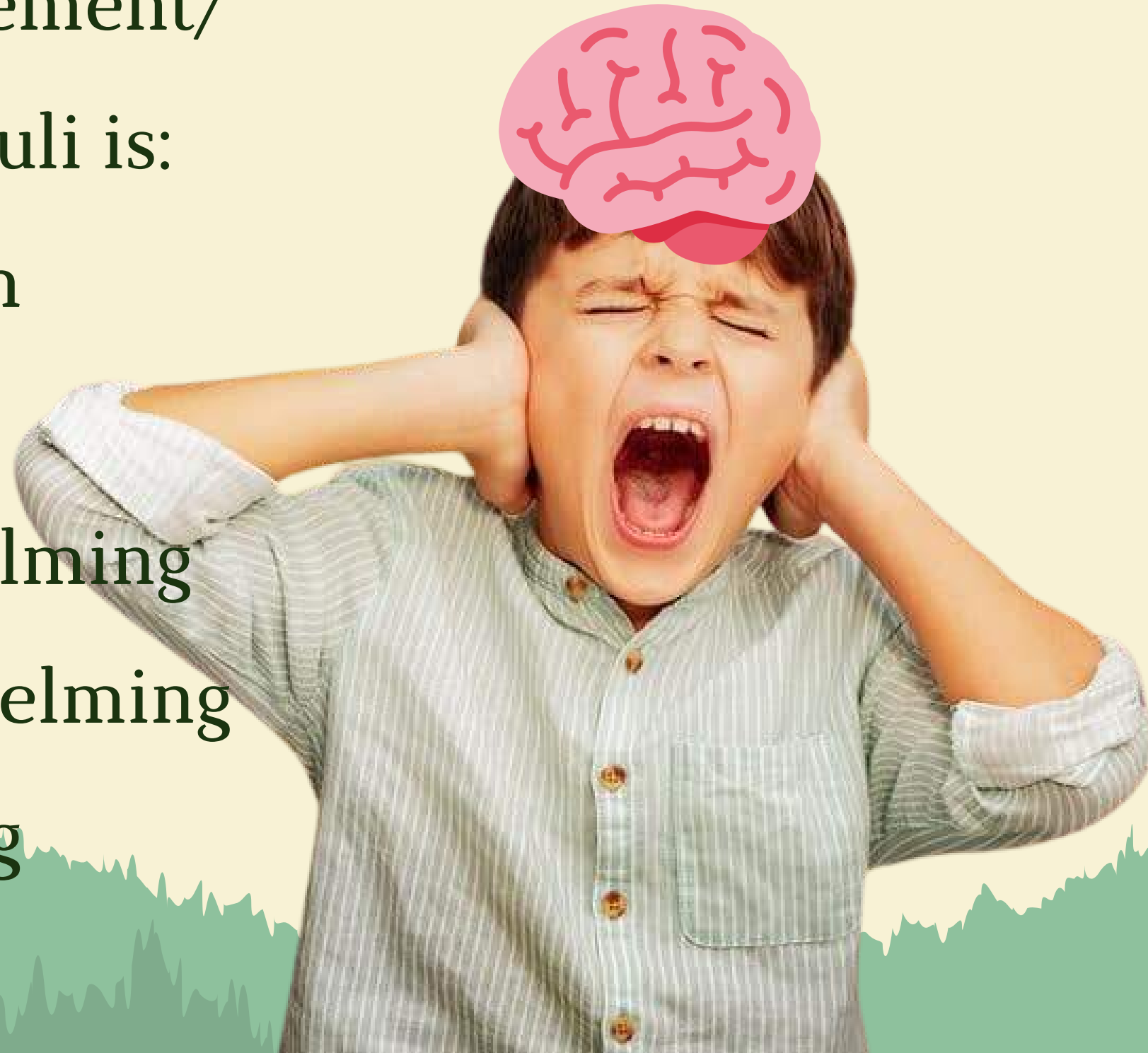


# BEHAVIOR



- Visual/Auditory/  
Tactile/Movement/  
Internal stimuli is:

- Too much
- Too little
- Overwhelming
- Underwhelming
- Confusing




**SENSORY**





# BEHAVIOR



- A note about behaviors:
    - Behaviors can chain together
    - Behaviors can have more than one function
- 



**REFLECT + REFRAME**






**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"



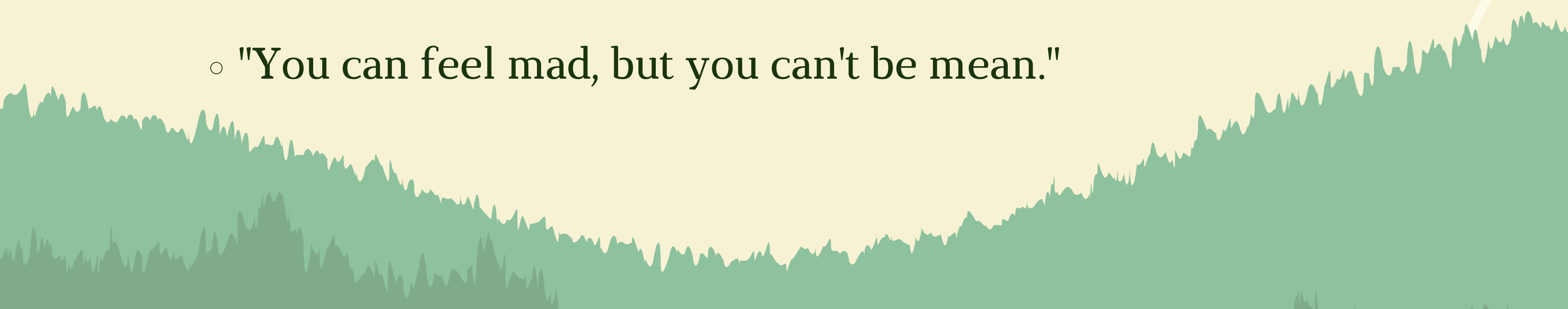
# SO...WHAT CAN I DO?

- Emotion Coaching

- Use your words to identify emotion and actions that you see
  - "I can tell you feel frustrated because you're clenching 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."
- 



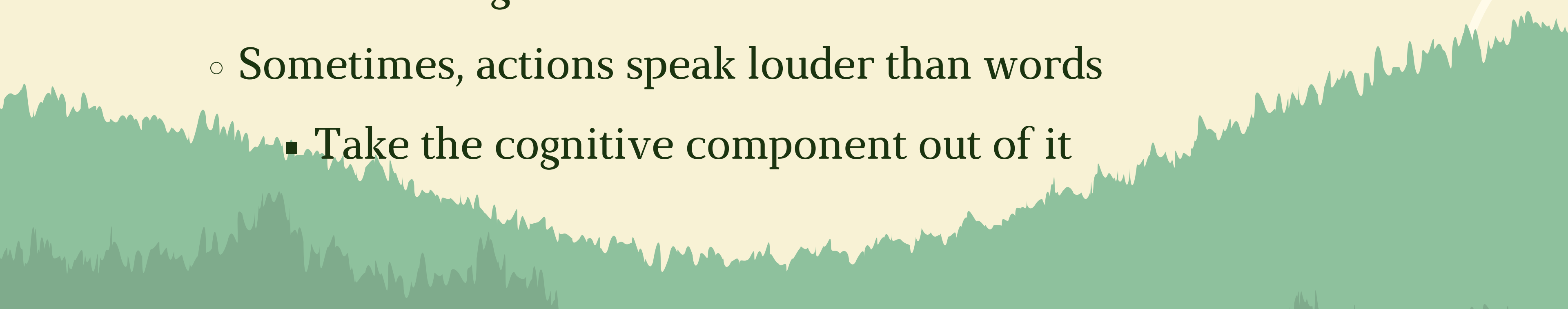


# SO...WHAT CAN I DO?

- 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:**
- 




# WHAT IF...

- 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
- 

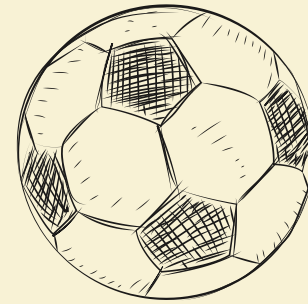


**QUESTIONS?**





**THANK YOU!**



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

