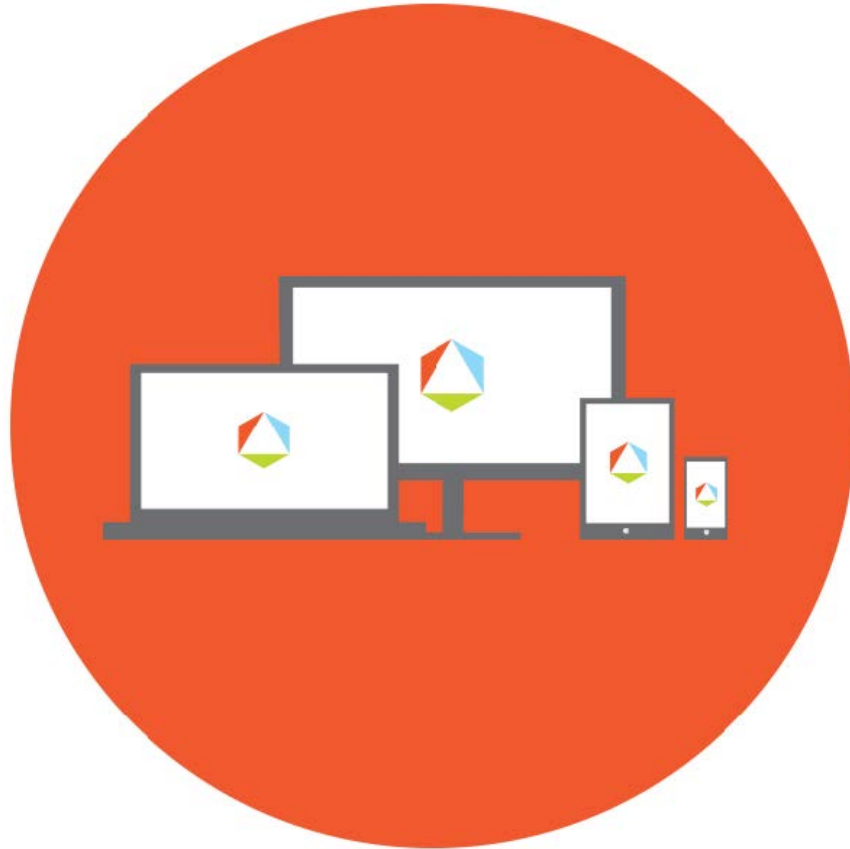




FIRSTPATH
AUTISM



Lesson Guide

75. Maladaptive Behavior: Self-Stimulatory

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Maladaptive behavior: Self-stimulatory

Overview

<p>Operational Definition:</p>	<p>Self-Stimulatory Behavior is behavior whereby the child either gains or avoids sensory input, in an inappropriate manner and/or at inappropriate times. Examples include: Pressing body against objects; rocking body back and forth; scripting words/phrases out of context; crashing into people/furniture; sniffing others' hair; repetitively spinning wheels on a toy car and watching them spin; hand-flapping; chewing on shirt; cupping hands over ears; patterned running; humming to self; and other behaviors similar to these.</p>
<p>Function:</p>	<p>Self-Stimulatory Behavior usually occurs because engaging in the behavior: Looks good; Feels good; Tastes good; Sounds good; or, Smells good. In other instances, a child may engage in a behavior to "avoid" certain sensory input (such as putting hands over ears and humming to self, to block out louder noises).</p> <p>Note: Other functions can maintain a behavior: such as Attention-Seeking, Escape/Delay/Avoidance, or Tangible (doing to get desired items/activities).</p>
<p>General Strategies:</p>	<ul style="list-style-type: none"> • Steps to Social Success would outline what the child can do instead of engaging in Self-Stimulatory Behavior such as rocking in a rocking chair instead of body rocking or engaging in appropriate conversation with peers instead of reciting rote scripts from movies. • Role-playing strategies regarding Self-Stimulatory Behavior is recommended to allow the child to practice what s/he can do instead of engaging in Self-Stimulatory Behavior. • Giving the child clear expectations, including predictive notification of daily events and transitions. • Ensuring that the child has access to appropriate movement activities (e.g., enough gross motor activities throughout the day where the child can appropriately get up and "get the wiggles out").

	<ul style="list-style-type: none"> • Teaching the child appropriate toy/game leisure play and peer interaction activities. • Ensuring that the child has access to engaging appropriate activities throughout the day to prevent boredom that can result in Self-Stimulatory Behavior. • If the Self-Stimulatory Behavior is appropriate, but only during certain times, teach the child when it is appropriate to engage in the behavior and when it is not appropriate to do so. • If the behavior occurs, immediately redirect the child to appropriate behaving (interrupt and redirect behavior as soon as possible after onset, in a neutral calm tone of voice. • Utilize visual/gestural prompts as needed. If child is engaging in a behavior that can be unsafe, you may utilize response blocking, but do so quickly and as unobtrusively as possible, while redirecting to appropriate behavior. • Do NOT focus on what the child should not be doing (for example, do NOT tell the child something like "No scripting!"), but instead focus on appropriate behavior ("Tell me about what you did today at school"). • If there is a strong emotion (such as frustration) that you think is causing the behavior, child can be reminded of other choices to express frustration such as saying "I feel frustrated" or "I feel overwhelmed", instead of engaging in inappropriate behavior. • Praise once child is "back on track". • Continue with original activity/task. • Note: For Sensory Diet Items and Activities, consult a licensed Occupational Therapist (OT). • Note: For potential physiological issues that may be contributing to Self-Stimulatory Behaviors, consult a medical professional.
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Teach

- Appropriate leisure time activities.
- Appropriate peer interaction behaviors (including conversation).
- Appropriate expression of emotions (such as anger or sadness) and states of being (such as being tired or bored).
- Theory Of Mind (ToM) skills related to how these behaviors may affect others and how more appropriate behaviors can improve social interactions.