

**Autism
parent programme**

**Behaviour
management**

Key points



- The purpose of behaviour is to get our needs met
- Problem behaviour may communicate something about a child's unmet needs
- Behaviour is more likely to change when the environment changes

Behaviour



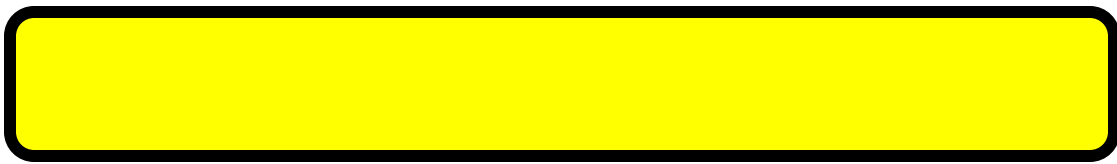
Analysing behaviour

Points to consider

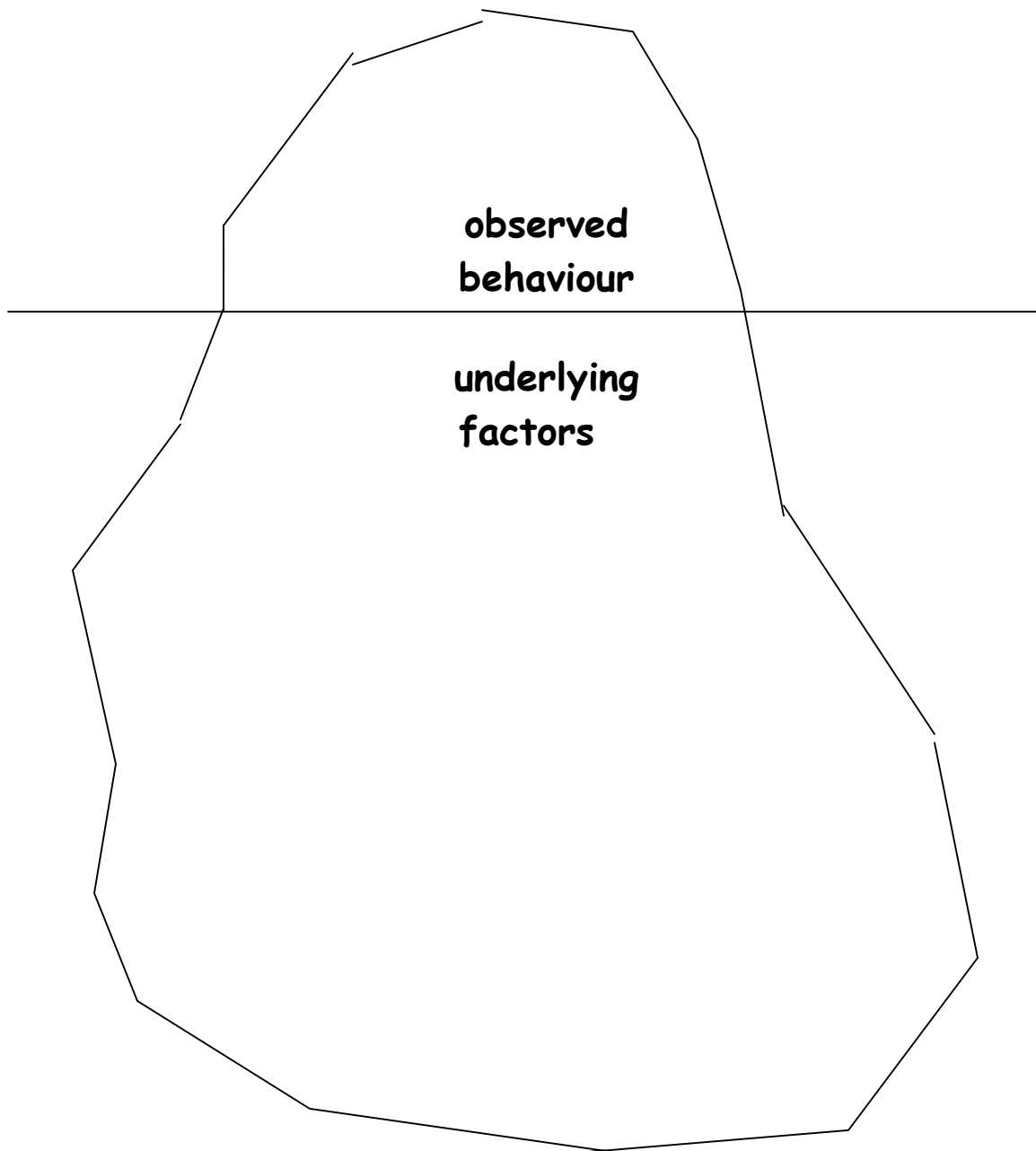
What did you do?

Communication	Have you offered opportunity & time for child to communicate? Have you helped child to understand what is going to happen/ what is expected of him/her, using visual cues?	
Choice	Have you offered child a choice of activity ?	
Environment	Have you tried adapting the environment e.g. creating structure, reducing distractions.	
Physical needs	Have you checked out that the child is not ill/ in pain?	
Interaction	Have you responded to child's need for attention ? Or tried swapping with another adult/family member? Changing position? E.g. on floor with child?	
Relaxation	Have you taught child relaxation techniques e.g. deep breathing, calm music, physical exercise?	
Calming techniques	Have you tried verbal calming e.g. reflecting, empathising, reassurance, naming emotion ?	
Listening	Have you observed, read the signs, picked up cues about how child is feeling ?	
Sensitivity	Have you avoided confrontation and helped restore child's confidence, dignity ,self esteem?	

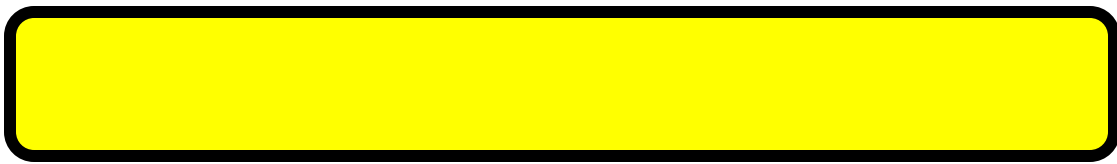
W.O.T.C.H.Team



The Behaviour Iceberg



Metaphor from TEACCH: Schopler 1995



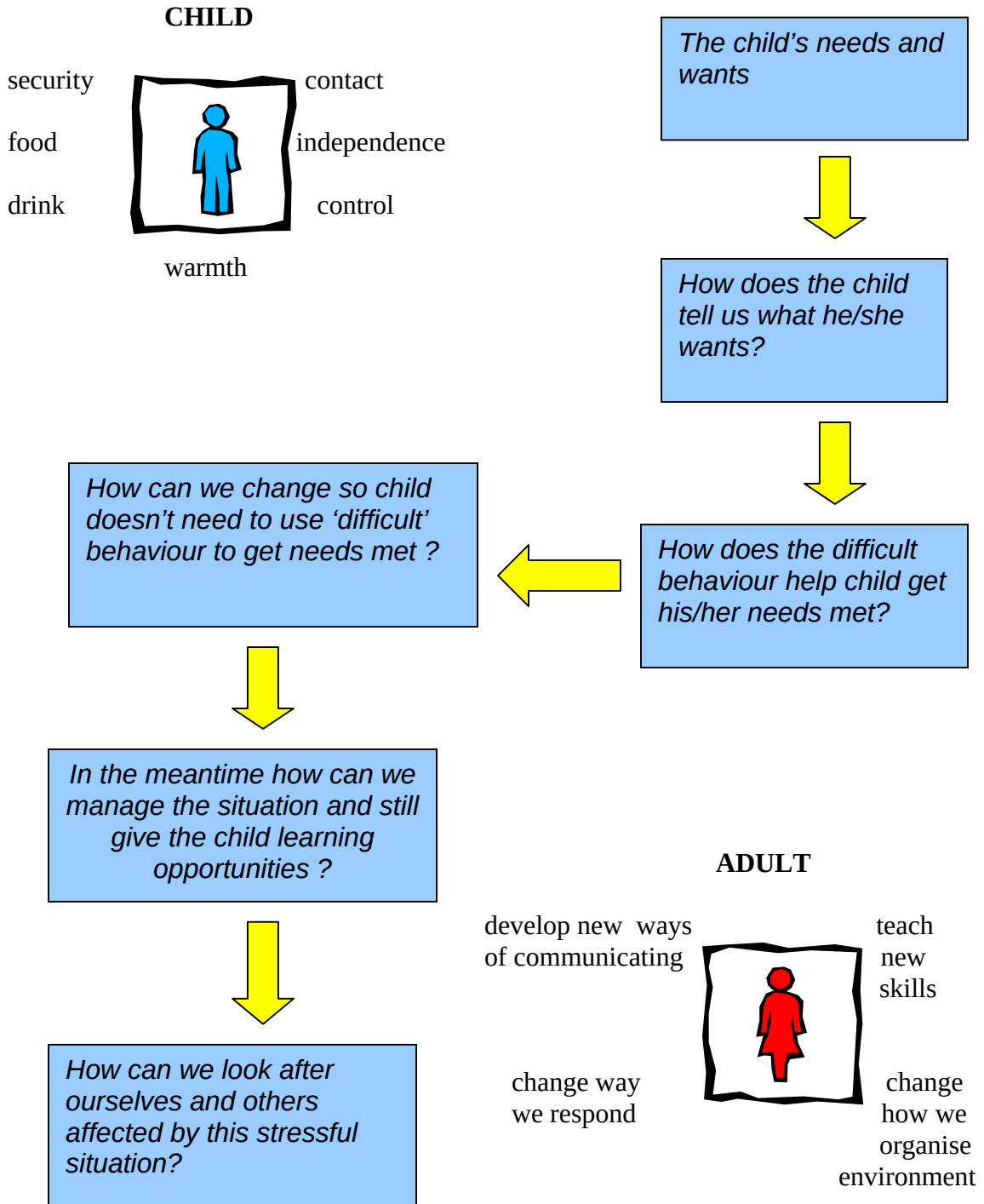
What is the child saying?

How does.....let us know when they:

	What do they say?	What do they do?
Feel bored		
Feel sad		
Feel happy		
Are tired		
Want to go out		
Are frightened		
Like someone		
Don't like someone		
Want to be alone		
Need help		
Are in pain		
Feel trapped		

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Understanding & responding to difficult behaviour



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Types of reinforcement

- Attention

The attention of another person

- Tangible

A desired item, food or activity

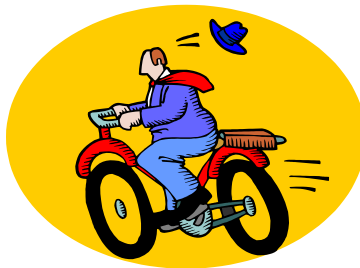


- Sensory

Sounds, textures, smells, sights, tastes which provide pleasure

- Escape

Escape from verbal or physical demands



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Using structure to prevent problem behaviours

Difficulties in understanding and problems with organisation and sequential memory make it hard for children with Autism to know what is expected of them.

***Structure** helps to overcome these difficulties . E.g.*

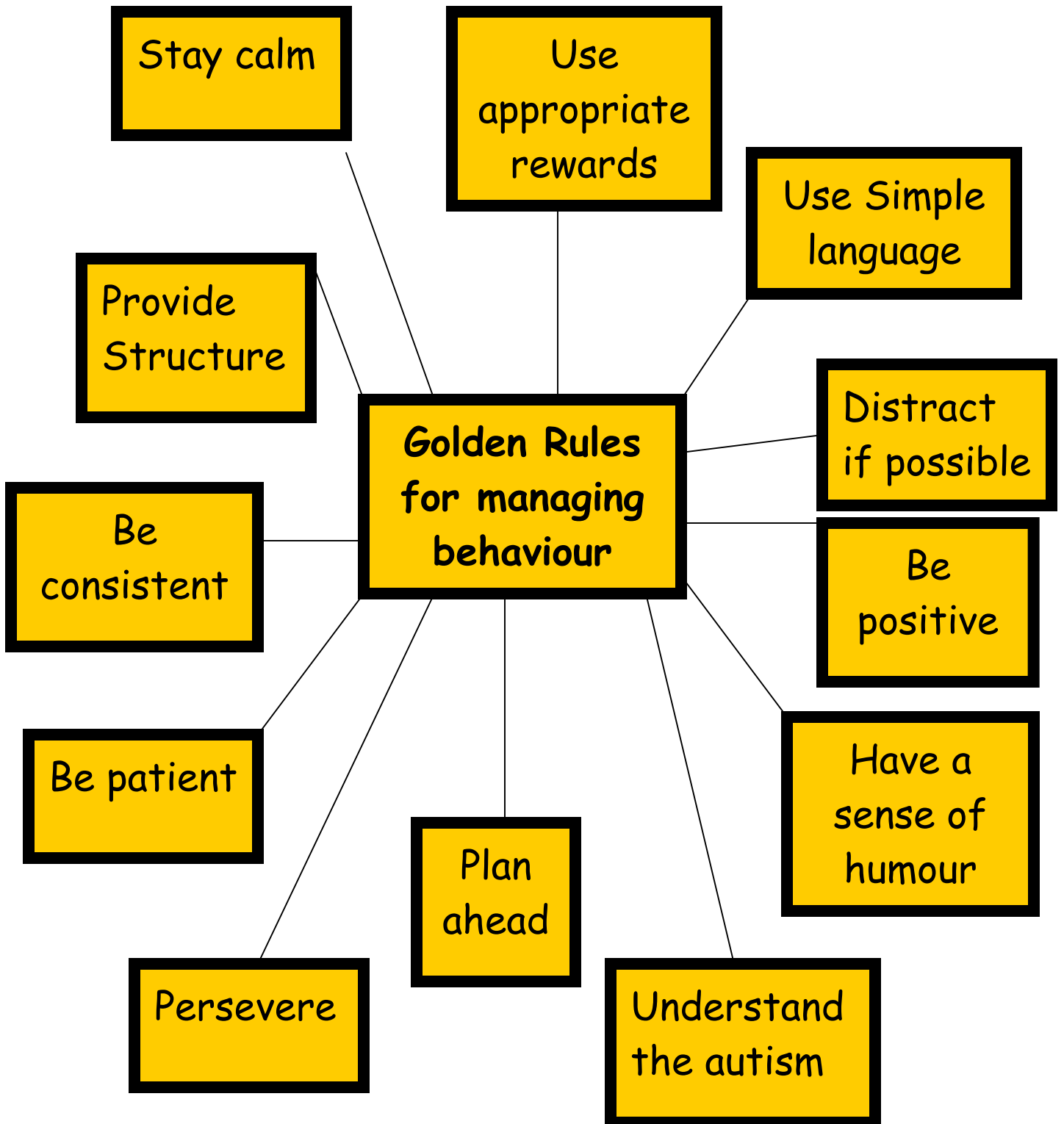
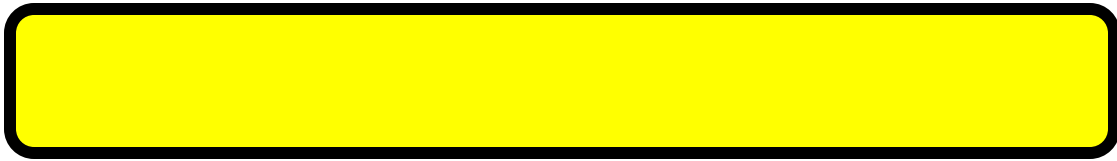
- Routines help to alleviate anxiety
- Visual timetables & written instructions decrease confusion & make expectations clearer.
- Allocate particular places to particular activities e.g. table for dinner, armchair for story time etc.
- Consistency helps with understanding of expectations. E.g. use same vocabulary each time you make a request.
- Setting clear boundaries e.g. time limits, will decrease anxiety & help understanding. E.g. 'One more story then bed'.



Ideas from TEACCH: Schopler 1995

Golden Rules

- Remain CALM
- Think about your LANGUAGE: use name first to get child's attention, use key words, reduce length of sentences.
- Provide STRUCTURE in the environment e.g. use symbols, have routines
- SEE the world as your child does. Is s/he afraid, confused, frustrated, not understanding what is required?
- Be CLEAR and POSITIVE. Say what you want, not what you don't want.
- Use DISTRACTION if you can see a potential problem looming. Encourage something more desirable
- Be CONSISTENT, don't change the rules. Once you have decided how to manage the behaviour, PERSEVERE.
- Have a sense of HUMOUR. Changing behaviour is difficult, so try to remain positive.
- Don't expect changes overnight. Positive change will come as a result of
 - Understanding Autism & behaviour
 - Planning
 - Consistency
 - Perseverance



Useful Literature



- *A First Guide to Asperger Syndrome*
publ. OAASIS, Brock House, Grigg Lane,
Brockenhurst, Hants. SO42 7RE
- *A Guide to Severe Challenging Behaviour*
publ. OAASIS (see address above)
- *Meeting the needs of Children with Autistic Spectrum Disorders* by Rita Jordan & Glenys Jones publ. David Fulton.
- *It Can Get Better :Dealing with Common Behaviour Problems in Young Autistic Children*
by Paul Dickinson & Liz Hannah publ. National Autistic Society
- *Autistic Spectrum Disorder*
by Diana Seach
publ. NASEN tel: 01827 311500
- *Asperger Syndrome* by V. Cumire, J. Leach, G. Stevenson
,publ. David Fulton