

Support positive behaviour using recommended approaches

A suggestion for implementing the strategy

'Key areas to support' from the Guide: [ASD and learning](#)

Includes:

Identify the function of the behaviour

Consider a range of supports

Establish routines

Recognise the onset of sensory overload

Manage difficult times

Useful resources

Inclusive Education

From

Guide: [ASD and learning](#)

Strategy: [Key areas to support](#)

Suggestion: [Support positive behaviour using recommended approaches](#)

Date

22 January 2019

Link

www.inclusive.tki.org.nz/guides/asd-and-learning/support-positive-behaviour-using-recommended-approaches

Identify the function of the behaviour

Source: [Adapted from the Practical Functional Behavioural Assessment Training Manual for School-Based Personnel](#)

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[Adapted from the Practical Functional Behavioural Assessment Training Manual for School-Based Personnel](#)

http://www.pbis.org/common/cms/files/pbisresources/PracticalFBA_TrainingManual.pdf

[View full image \(46 KB\)](#)

All behaviours communicate something.

Aim to understand and respond to the function (the why) of the behaviour, rather than responding solely to the behaviour itself.

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Consider a range of supports

As each student with ASD is different, some approaches will work better than others. Regularly reflect on what's working well and refine as needed.

- Remove or minimise things that can cause distress.
- Develop some cues individually with the student that will signal such things as when they need to move to a quiet space.
- Create opportunities for students to take the lead using their strengths and interests.
- Help students develop a strong sense of identity and be knowledgeable about their specific learning needs and abilities.
- Regularly teach and reinforce classroom and playground rules.
- Take every opportunity to give specific positive feedback about attempted tasks that meet achievement goals.
- Consider short term contracts to achieve learning goals and task expectations. Negotiate these with the student.
- Teach organisation and coping skills.
- Teach self-management skills, including alternative ways to achieve goals, managing anger, problem-solving, asking for help, and finding a safe place or person.

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Establish routines

Wherever possible, build predictability into your classroom.


Support routines and spoken instructions with visuals.

Source: [Ministry of Education, inclusive education videos \(NZ\)](#)

Closed
Captions

Source:

[Ministry of Education, inclusive education videos \(NZ\)](#)
<http://vimeo.com/album/2950799>

 Play video

Video hosted on Vimeo <http://vimeo.com/100662378>

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Recognise the onset of sensory overload

Always monitor the impact of the sensory landscape of your learning space.

Ask for feedback from students.

Source: [Interacting with autism \(US\)](#) No captions or transcript

Source:

[Interacting with autism \(US\)](#)

<http://interactingwithautism.com/section/understanding/sensory/>



Video hosted on Vimeo <http://vimeo.com/52193530>

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Manage difficult times

Appropriate techniques acknowledge the student's need, provide some boundaries, ensure they get support, and help them manage their actions.

- ▲▲ Agree on a cool down zone.
- ▲▲ Remove unnecessary demands or requests.
- ▲▲ Keep on top of classroom noise and activity.
- ▲▲ Know the beginning signs of anxiety for your student, for example, tapping, rocking, loud voice, fidgeting.
- ▲▲ Agree an approach or signal for managing unexpected change.
- ▲▲ Redirect the student to another activity they enjoy or distract them with a specific task or errand, seamlessly and naturally separating them.
- ▲▲ Move closer or move away as appropriate, stand side on rather than face-on.
- ▲▲ Give clear instructions that the student is more likely to follow.
- ▲▲ Remind them of any self-management strategies they know.
- ▲▲ Facilitate relaxation.

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Useful resources

Social story creator & library

Publisher: TouchAutism

[Visit website](#)

ClassDojo

Publisher: ClassDojo, Inc.

[Visit website](#)

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