

'Behaviours we may find Challenging'

by Pupils with Autism



Don't forget to rule out any possible medical causes

Freeze



Always try to give the pupil time to calm down or process information

What Might You See?

Refusal to communicate

Pupil appears to be within their own world

Refusal to change activity

Repetitive behaviour e.g. rocking

Social Anxiety—Does the pupil understand the expectations of the social situation?

Communication Difficulties—Is the pupil struggling to communicate they need something?

Rigidity—Has there been an unexpected change in the pupils routine?

Look Through
the Autism Lens to
Help Understand
Need

Lack of Sense of Self—Is the pupil struggling to accurately recognise their emotions?

Sensory Difficulties—Is the pupil experiencing sensory overload from the environment?

What Can You Do?

- Identify triggers e.g. work or social demands, and proactively prepare the pupil
- Identify unexpected changes to the pupils routine they may find challenging
- Reassure calmly the pupil by supporting and explaining what is happening - use visual strategies and keep language simple and straightforward

Remember—Don't Forget Your ABCs!

A Antecedents— **B** Behaviour—**C** Consequences

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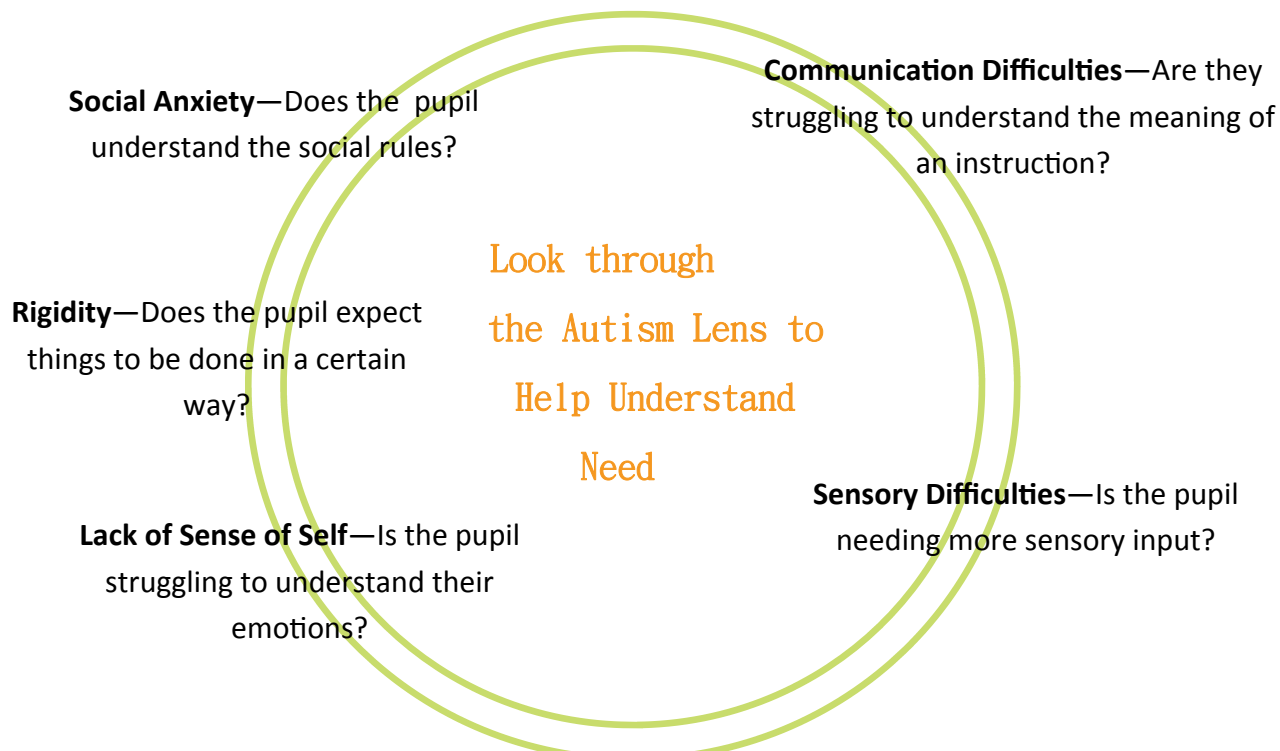
Fight



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What Might You See?

Self biting	Argumentative behaviour	Head banging
Kicking others	Aggression	Tantrums



What Can You Do?

- Identify triggers e.g. What is the pupil wishing to communicate? What are they feeling?
- Help the pupil develop an alternative way of communicating e.g. teach them to use visual strategies effectively
- Establish before hand with the pupil a safe space they can use if they need to

Don't forget STAR! Consider the factors
S—Setting **T**-Triggers **A**—Actions **R**- Responses

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What Might You See?

Running away	Hiding e.g. in the toilet or under a table
Refusal to enter the classroom	School refusal

Social Anxiety—Does the pupil find social interaction uncomfortable?

Rigidity—Does the pupil like or need to say or do things in a certain way?

Lack of Sense of Self—Is the pupil struggling in communicating how they are feeling?

Communication Difficulties—Is the pupil struggling to express something? Are they using language they don't fully understand?

Sensory Difficulties—Is the pupil struggling to experience or understand sensory stimuli?

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What Can You Do?

- Use controlled ignoring, but monitor the pupil is safe from an appropriate distance
- After the incident, reflect on what happened with the pupil to help understand what happened and why
- Develop a range of visual strategies to support them communicating their feelings

Remember! All behaviour has a purpose or a function
What is the pupil telling you by their actions?