

APPENDIX C: BEHAVIOURAL SUPPORT FOR STUDENTS WITH ASD

How to Use this Appendix

Behavioural Support for Students with ASD provides the team with a process for helping students with ASD learn to manage their behaviour. It is divided into two sections. The first section describes positive behavioural support, challenging behaviour and the student with ASD, and the Functional Behavioural Assessment process. The second section provides a summary of common challenging behaviours, potential causes, and instructional strategies geared to specific behaviours.

Challenging Behaviour and the Student with ASD

Challenging behaviour may take many different forms and have a variety of impacts on the student and those around him, depending on where, when, and with whom it occurs. A challenging behaviour

- can pose a risk to the safety of the student or to others
- has a negative impact on learning or social opportunities
- interferes with the student’s potential to develop new skills or enjoy new opportunities
- disrupts the life of the family and school community

Challenging behaviour may have many causes. When attempting to understand the behaviour of a student with ASD, the team should always begin with the primary characteristics and associated features of the disorder. Impairments in communication and social skill development, abnormal responses to sensory input, anxiety, short attention span, cognitive disability, etc. can lead to challenging behaviour. These factors can also make it difficult for a student with ASD to tell others what is wrong.



“To change your child’s behaviour you need to be able to make sense of that behaviour, and making sense of your child’s behaviour means making sense of his autism.”

—Philip Whitaker, *Challenging Behaviour and Autism*, 2001.

When trying to make sense of a student with ASD’s behaviour, a good place to start is with this question: “If this behaviour could talk, what would it say?” For example, when a student with ASD refuses to take turns with playground equipment, is the behaviour saying: “I don’t know how to take turns,” or “I don’t know how to play other games at recess, so this is all I want to do.” The answer to the question of what the behaviour is trying to say often leads back to the difficulties and challenges the student faces from ASD.

Positive Behavioural Support

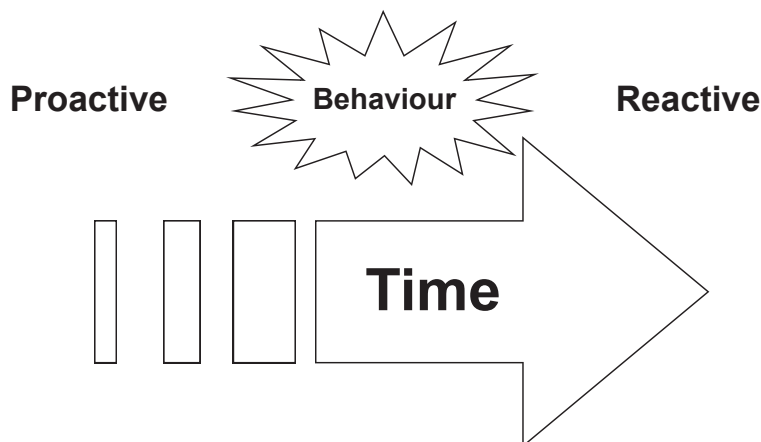
Students with ASD need support that is geared to ASD.

Positive behaviour support attempts to build the student's capacity to manage his own behaviour. Some examples of this include

- teaching the student with ASD new skills to replace challenging behaviours or reduce their frequency (for example, teaching the student who won't take turns with playground equipment at recess to play tag)
- providing supports that allow the student to function more independently (for example, a visual time-table that allows the student to anticipate events during the school day and prepare for them)
- removing or reducing environmental distracters (for example, moving a student who is easily distracted by hallway noise away from the classroom door)

Strategies for supporting students with challenging behaviour fall into two broad categories: proactive and reactive.

Proactive strategies focus on addressing factors that precede (and may cause) a challenging behaviour. Reactive strategies focus on what happens after a behaviour occurs. The goal of proactive and reactive strategies is to reduce or eliminate the challenging behaviour. The selection of proactive or reactive strategies (or a combination) depends on the team's assessment of the student.



Functional Behavioural Assessment

A Functional Behavioural Assessment (FBA) identifies the function (or functions) that a specific behaviour serves for the student with ASD. It is based on the belief that behaviour serves some purpose. This provides the information required for a useful behaviour plan.

To conduct an FBA and develop an appropriate behaviour plan, the team needs to follow these steps

1. describe the behaviour
2. identify the function(s) of the behaviour and contributing factors
3. develop a plan
4. review and evaluate the plan

Step One: Describe the Behaviour

The team begins by describing the behaviour and deciding whether intervention is necessary.

When describing the student's behaviour, it is important to

- include the frequency and duration of the behaviour. For example, if describing a tantrum, say how many times a day/week it occurs and for how long
- be specific (see table 1.1 below)
- clearly identify where, when, and with whom the behaviour occurs

Table 1.1: Behaviour Description

Vague	Better
The student hurts himself.	The student bites his hand/strikes his forehead with a closed fist when told by an adult in the classroom that a preferred activity is about to end.
The student refuses to do what he is asked to do.	The student pushes materials off his desk in the classroom when told by the teacher it is time to do math.

After the behaviour has been described, the team needs to decide whether it requires intervention. Not all behaviour requires an elaborate response from the team. Some behaviours may be in response to a specific situation (for example, an earache) and end when the situation is resolved.

In determining if a behaviour requires intervention, it is helpful to consider whether it

- is potentially harmful to the student or others
- interferes with the student's learning or the learning of others
- results in negative reactions and/or avoidance by others
- limits opportunities for experiences in the classroom, school, or community
- is well-established or likely to fade without direct intervention (see example in preceding paragraph)

Note: In situations where a student is producing more than one challenging behaviour, it is usually more effective to pick one behaviour (using the five points above as a guide) and deal with it rather than taking on a large number of challenging behaviours at once. In many cases, working on one challenging behaviour reduces the frequency of other behaviours. For example, if a student *hits*, *screams*, and *runs* to escape noise in a crowded school hallway, all three behaviours may decrease if strategies to help the student manage noise are put in place. All three behaviours share the same *function* for the student: escape. As a result, when the student's need to escape hallway noise is removed, all three behaviours decrease.

Step Two: Identify the Function(s) of the Behaviour and Contributing Factors

In the example above, understanding the function (a need to escape hallway noise) of the student's challenging behaviour allowed effective strategies (aimed at helping the student manage hallway noise) to be put into place. The result was the reduction of three different challenging behaviours that met the student's need for quiet in the hallway.

The function of challenging behaviour is not always obvious. It is usually necessary to collect (or review) information about

- the student
- events before the behaviour occurs (where, when, and with whom it occurs)
- the behaviour itself
- events after the behaviour occurs (consequences, responses of others, etc.)

The student's communication and social interaction skills must always be considered as contributing factors. It is also important to consider potential medical/dental issues, including

- the student's general level of health/wellness
- side effects of medication (or impact of not taking medication as prescribed)
- the quality of sleep the student is getting
- nutrition, seizure activity, dental health, and anything else that might impact on the student's behaviour

When this is completed, the team can then proceed with a thorough investigation into the behaviour. Table 1.2 provides a summary of factors that should be considered.

Table 1.2: Factors Influencing Behaviour

<p>Student-Specific Factors</p> <ul style="list-style-type: none"> • communication and social skills • attention span • cognitive skills • problem-solving skills <p>External Factors</p> <ul style="list-style-type: none"> • nature of instruction (for example, appropriate language level, clear expectations, availability of choice, match between task difficulty and cognitive skills) • structure, routine, and predictability in schedule and activities • impact of others; impact of setting (for example, does behaviour occur with one person but not another; in one setting but not another?) • impact of noise, lighting, or movement <p>Function(s) of the Behaviour</p> <ul style="list-style-type: none"> • escaping task, person, or setting • attention-seeking • getting something tangible (for example, favourable object or activity) • sensory (for example, self-stimulatory) • if the student is non-speaking or minimally verbal, ask yourself: “If this behaviour could talk, what would it say?” <p>Trigger (Potential Causes) of the Behaviour</p> <ul style="list-style-type: none"> • events or situations immediately prior to the behaviour (for example, a particular task, person, or locale; time of day; requests or refusals; and so on) • events or situations occurring well before the behaviour that impact on the behaviour (for example, a poor night’s sleep that leads to irritability) <p>Consequences that Impact the Frequency of the Behaviour</p> <ul style="list-style-type: none"> • events following the behaviour that increase or decrease its frequency (for example, attention, time out, praise, something tangible or edible) <p>Note: Depending on circumstances and the individual student, identical consequences may have different effects on the frequency of behaviour. For example, a student who values social contact may find time out punishing (which usually decreases the frequency of the challenging behaviour), whereas a student who values quiet and solitude may find time out rewarding (which usually increases the frequency of the challenging behaviour).</p>

Data can be obtained from

- the student’s records, including the student profile
- interviews with people who know the student, such as parents, educators, or educational assistants
- direct observation (video recording is a valuable tool for collecting information)

From the data collected, the team should attempt to identify what is triggering the behaviour, what is maintaining it, and what purpose it serves for the student.

Step Three: Develop a Plan

When the team is able to describe the behaviour, what triggers it, and what purpose it serves for the student, a plan can be developed to help the student manage his behaviour. This plan should include:

- a description of the challenging behaviour
- the possible reasons for it
- a desired alternative behaviour
- proactive and reactive strategies/student enablers
- a review and evaluation of the plan's effectiveness

An example for step three is provided.

BEHAVIOUR SUPPORT PLANNING WORKSHEET	
Student's Name _____	Date _____
<p>Student is doing _____ or not doing _____. (how, when, where, how often, with whom)</p> <p>The student pushes materials off his desk in the classroom when told by the teacher it is time to do math.</p>	
<p>Possible causes:</p> <p>The student may</p> <ul style="list-style-type: none"> • want to complete what he was doing before starting math • not understand what is required and be frustrated • need a visual cue to switch from one activity to another • be bored with the activity • be able to do the work, but there is too much to complete in the time allotted 	
<p>State alternative student will do (how, when, where, with whom, with what prompts).</p> <p>The student begins his math work at his classroom desk with minimal disruption following the presentation of a visual prompt by the teacher.</p>	

BEHAVIOUR SUPPORT PLANNING WORKSHEET	
<p>Proactive Approaches</p> <ul style="list-style-type: none"> • Give the student time to complete what he is doing prior to the next activity. • Provide the student with appropriate visual prompts to cue him about the time remaining to complete an activity. • Ensure that the student is cognitively able to do the activity. • Vary the materials to generate interest. • Allow sufficient time to do the task. • Teach the student how to self-monitor the time required to do the task. 	<p>Reactive Approaches</p> <ul style="list-style-type: none"> • Ignore the student when he pushes the materials from his desk. • Redirect the student. • Use enablers such as a visual schedule showing that it is "math time."
Results	Results

An Alternative Behaviour or Skill

It may be possible to identify an alternative (and more appropriate) behaviour that serves the same function for the student as the challenging behaviour. For example, a student who screams and throws his shoes because he cannot tie his laces may be taught how to ask for help in a more conventional way.

An alternative behaviour usually involves a more effective and appropriate way to

- communicate
- interact socially
- manage anger
- perform everyday tasks and activities
- demonstrate self-control

This planning worksheet is available in Appendix F: Forms.

Alternative behaviours may not be in the student's repertoire. They may have to be taught directly and reinforced consistently. It is important to select alternative behaviours that a student will be reasonably able to achieve and to break them down into small, manageable pieces for instruction. For example, alternative behaviours that are well beyond a student's current level of cognitive or motor development will not be successful because they cannot be learned.

Strategies

Strategies are how the team helps the student to learn to manage his own behaviour. The goal of proactive and reactive strategies is the same: to cause a reduction in the student's challenging behaviour.

Proactive strategies focus on events and circumstances before the behaviour occurs. Teaching an alternative behaviour and using student enablers are examples of proactive strategies. Reactive strategies focus on what happens after a behaviour occurs. Reactive strategies, for example, might include simply ignoring the behaviour (if possible), redirecting the student, or reinforcing a desirable behaviour immediately after it occurs.

The Trouble-Shooting Guide in this appendix contains a range of strategies linked to specific behaviours. The instructional strategies in Chapters 4 and 5 should also be considered when developing the plan. An appropriate IEP is a powerful way to prevent or reduce challenging behaviour.

Student Enablers

In some cases, it may be appropriate to provide enablers, either by themselves or along with the alternative behaviour. An enabler is an external support that allows the student to function with greater independence.

Examples of student enablers include

- a picture schedule
- ear plugs
- changes in physical arrangements, such as seating
- a chair to sit in at circle time instead of on the floor

There is a wide range of potential student enablers, depending on the student's profile and the circumstances of the challenging behaviour.

Step Four: Review and Evaluate the Plan

It is important to set a date (usually within two weeks of the plan's initial implementation) to review the effectiveness of the plan in reducing the challenging behaviour. If it is necessary to make changes, it is better to make them before too much time is lost.

The team should consider whether

- the challenging behaviour is decreasing
- strategies are implemented consistently
- reinforcers are still effective
- different strategies need consideration

Trouble-Shooting Guide

How to Use the Trouble-Shooting Guide

The Trouble-Shooting Guide is intended to complement the process outlined in the first section of Appendix C by providing possible reasons and strategies related to specific student actions and challenging behaviours. An index on the following pages allows the team to search for information about a specific student action.

Please note:

- If a specific student action is not listed, review the index for similar actions. Many behaviours have similar underlying functions for the student, and the strategies for one behaviour may be appropriate for another.
- For reasons of length, the Trouble-Shooting Guide does not address sensory issues. Please see pages 27 to 49 in Chapter 5 for strategies concerning abnormal responses to sensory stimuli.

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Social Interaction: Won't play with others

<i>Action</i>	<i>Possible Reasons</i>	<i>Strategies</i>
<ul style="list-style-type: none"> • isolates self within classroom (for example, takes toys or materials to corner and turns away from others) <p style="text-align: center;">or</p> • seems to watch others playing but doesn't join in; resists adult intervention 	<ul style="list-style-type: none"> • oriented more to objects than people due to <ul style="list-style-type: none"> – desire for repetitive sensory experience – limited communication skills – lack of social experience <p style="text-align: center;">or</p> • little or no drive to be involved with people <p style="text-align: center;">or</p> • lacks communication or initiation skills to join other(s) in play or shared activities (especially common with more able students who have always preferred computers or video games to peers) 	<p>Observe materials/activities student chooses independently.</p> <p>In low-distraction setting, teach student to use and to enjoy activities/materials in parallel with an adult and to use material in different ways (for example, use different sizes of balls in different settings and in different ways).</p> <p>For older/more able students, teach age-appropriate activities such as board or card games, trading cards, collecting sports statistics or scrapbooking, etc.</p> <p>Introduce turn-taking with one adult.</p> <p>Introduce one student at parallel play.</p> <p>Introduce one student at interactive play.</p> <p>Take familiar activity and familiar playmate into classroom setting.</p> <p>Note: Expect that this may take a long time and many trials.</p>
<ul style="list-style-type: none"> • keeps trying to join groups but is intrusive verbally or physically; keeps repeating his approach, even if unsuccessful 	<ul style="list-style-type: none"> • doesn't process and can't imitate subtle and often changing rules for this kind of interaction • has only one strategy; can't generate alternates 	<p>If possible, give student practice in small group setting. Try videotaping other children joining in successfully and/or call his attention to this behaviour when it happens in the classroom. If student is verbal, let him practise a script for what to say and do to join an existing group.</p> <p>Train peers to respond supportively to student's efforts. Praise and reward everyone for group successes.</p> <p>Provide practice in trying different approaches to solving problems.</p>

Social Interaction: Difficulty with recess		
Action	Possible Reasons	Strategies
<ul style="list-style-type: none"> • isolates self on playground by walking alone, or standing by the door, or wanting to talk to an adult 	<ul style="list-style-type: none"> • does not know how to do playground activities or how to use equipment or • is overwhelmed by noise and movement or • needs “down time” away from demands for social interaction, listening, and task demands 	<p>Teach him to do activities and to use equipment one-to-one on the playground at times other than recess, and gradually introduce a few other familiar students.</p> <p>Try finding a more quiet area of the playground for the student and a few peers to play, rather than needing to be in the middle of many other students.</p> <p>Consider assigning recess buddies or an older student to play a predetermined and pre-taught activity with student for all or part of recess.</p> <p>See Gray, C. <i>Taming the Recess Jungle</i>, 1993.</p> <p>Allow student to choose time to be alone at recess to escape from classroom stress.</p>
<ul style="list-style-type: none"> • runs from playground in an attempt to go home, or just to leave the grounds 	<ul style="list-style-type: none"> • wants to go home or • any large open space is a trigger for running or • likes to be chased 	<p>Provide adult supervision at all times and keep adult between student and access to street.</p> <p>Use visual script for recess expectations with significant rewards for what he is to “do” at recess, and have a valued activity occurring just after recess.</p> <p>Give him experiences with being able to run and be chased in structured game format, again being sure that he cannot reach the street.</p> <p>If someone must chase him, provide no interaction. Return him to the spot from which he ran and walk him through the expected task. Praise and reward.</p>

(continued)

Social Interaction: Difficulty with recess (continued)		
Action	Possible Reasons	Strategies
<ul style="list-style-type: none"> • resists going outside for recess 	<ul style="list-style-type: none"> • dislikes any change of setting or • does not know how to enjoy himself at recess or • overstimulated by setting where others dress for recess; anxious about using stairs, temperature, or air movement outside, and/or noise and movement at recess 	<p>See “Transitions” section for a discussion of preparation for transitions.</p> <p>See above for pre-teaching activities to be done at recess.</p> <p>It may be possible to desensitize student to changes in outdoor weather. Coping with the outside may also be so stressful for the student that the time is better spent using indoor recess time to address some other IEP goals.</p> <p>Provide adult support on steps if necessary.</p> <p>Let student leave class early to put on outerwear alone.</p>
<ul style="list-style-type: none"> • will not take turns with playground equipment such as swings or balls; grabs them, refuses to give them up once he has them 	<ul style="list-style-type: none"> • does not understand turn-taking or • perceives time differently, feels he has “just started” to play or • does not get enough experience with the balls or swings because he needs more exposure to learn to enjoy them 	<p>See “Refuses to Take Turns” for a discussion of teaching turn-taking.</p> <p>Pre-teach turn-taking in low-stimulus setting with adults.</p> <p>Set quantitative limits for turns, such as “ten swings, then finished.” Have something else which student enjoys as the “next” activity so it is easier for him to leave the first one. Praise and reward success.</p> <p>Give child more exposure to playground equipment at non-recess periods.</p> <p>Ensure that he starts dressing early enough that recess time is not spent getting ready to go out.</p>

Social Interaction: Laughs when others are sad		
Action	Possible Reasons	Strategies
<ul style="list-style-type: none"> • laughs inappropriately when others are hurt or sad <li style="text-align: center;">or • seems to deliberately provoke or hurt others to see reaction 	<ul style="list-style-type: none"> • finds demonstration of pain or emotions in others overwhelming and/or confusing, reacts from anxiety or distress <li style="text-align: center;">or • provokes a reaction in a cause-effect way for the satisfaction of being able to predict and control; can't understand that the emotions and perspective of others are different from his own 	<p>Depending on student's level of receptive communication and cognitive skills, take every opportunity in casual situations to explain every kind of emotional reaction; give the vocabulary and explain the reasons (for example, "He's crying because he fell and hurt his knee on the gravel. See his face? His eyes are closed tight and his face is scrunched up tight like this (adult model) and he isn't smiling. That's the way someone looks who is sad.").</p> <p>Label student's emotions when shown; use a mirror.</p> <p>For deliberate provocation of others, keep reactions neutral and use rules for "how to talk to other kids."</p>

Social Interaction: Rude		
Action	Possible Reasons	Strategies
<ul style="list-style-type: none"> • says rude or impolite things to others; shows no sensitivity to feelings of others 	<ul style="list-style-type: none"> • almost certainly does not understand the cues of facial expression and body language which communicate emotional state <p style="text-align: center;">or</p> <ul style="list-style-type: none"> • does not understand subtle social rules (for example, speaking in different ways to different people; avoiding certain topics or questions) 	<p>Explain situation clearly using words/ graphics/Comic Strip Conversations, etc.</p> <p>Explain to peers why student sometimes says inappropriate things.</p> <p>Practise using role-playing. Call student's attention to the way others handle these situations. Videotape classroom peers or use commercial videos or CDs.</p> <p>Compile lists of sample situations and scripted responses which would be appropriate/inappropriate.</p>
	<ul style="list-style-type: none"> • has learned by trial and error that using certain kinds of words or expressions gets laughter or attention from classmates, and has few other ways to get response from peers 	<p>Explain situation clearly using words/ graphics/Comic Strip Conversations, etc.</p> <p>Teach acceptable ways to get attention from others; have student practise.</p> <p>Engage peers in helping student learn how to act by not responding with the kind of reaction he enjoys when he behaves inappropriately.</p>

Social Interaction: Over-personalizes		
Action	Possible Reasons	Strategies
<ul style="list-style-type: none"> over-personalizes, interprets reactions from others when they are tired or upset as personal rejection (“She’s mad at me; she is not my friend anymore”); becomes very upset and/or non-compliant and aggressive 	<ul style="list-style-type: none"> almost certainly does not understand the cues of facial expression and body language which communicate emotional state; inclined to be self-focused, not understanding that others have reactions for reasons that don’t involve him 	<p>Explain situation clearly using words/ graphics/Comic Strip Conversations, etc.</p> <p>Role-play these situations; give student words to ask how someone is feeling (for example, “You don’t look happy. Can I do something to help? Are you mad at me?” “Did I do something wrong?”).</p> <p>Help student learn and practise a verbal script to reassure himself when these situations occur.</p> <p>See books by Duke and Nowicki, and Winner in Suggested Readings.</p>

Social Interaction: Pushes past others		
Action	Possible Reasons	Strategies
<ul style="list-style-type: none"> pushes past or steps on others without seeming to know they are there 	<ul style="list-style-type: none"> so focused on his objective that he really doesn’t notice others <li style="text-align: center;">or has difficulty with motor-planning or controlling impulsiveness 	<p>Stop student when he pushes others whenever possible and call his attention to presence of others. Call his attention to how others move through the room as it happens.</p> <p>Help student to look and plan movement patterns and to use words such as “Excuse me please.” If student can make use of visuals, try drawing the plan for/with him.</p> <p>Praise success.</p>

Social Interaction: Corrects behaviour of others; tattles		
<i>Action</i>	<i>Possible Reasons</i>	<i>Strategies</i>
<ul style="list-style-type: none"> corrects behaviour of others; tattles 	<ul style="list-style-type: none"> rule-bound; uses rules to understand how the world works and what he is expected to do; has difficulty understanding “exceptions” and “sometimes” and understanding why the adult is not dealing with the rule violation immediately 	<p>Explain situation, social rules, and expectations of others clearly, using words/graphics/Comic Strip Conversations, etc.</p> <p>Role-play in one-to-one or small-group setting. Try reversing roles so that child can see how he reacts when he is constantly corrected.</p> <p>Regarding tattling: teach the rule that you tell an adult about another person if the other person is doing something that might hurt him, or someone else, or might damage something. Practise through role-playing. Teach rule to entire class so that student sees that the rule applies to everyone.</p>

Social Interaction: Interrupts		
<i>Action</i>	<i>Possible Reasons</i>	<i>Strategies</i>
<ul style="list-style-type: none"> constantly interrupts others to correct their facts, spelling, grammar 	<ul style="list-style-type: none"> rule-bound (see above) and draws security from correctness; needs to see the world as black/white 	<p>Explain situation clearly using words/graphics/Comic Strip Conversations, etc.</p> <p>Role-play in one-to-one or small-group setting. Try reversing roles so that child can see how he reacts when he is constantly interrupted or corrected.</p> <p>Set concrete limits, such as allowing so many corrections or interruptions per hour, with tickets handed in each time.</p> <p>Let student meet his need to correct errors by doing worksheets which require correction of grammar, punctuation, or spelling.</p> <p>Teach flexibility.</p>

Social Interaction: Obsessed with someone		
Action	Possible Reasons	Strategies
<ul style="list-style-type: none"> obsessed with specific person in a positive way (for example, wants to play or talk with him constantly; wants exclusive attention from him) child may have difficulty focusing on anything else if this person is present 	<ul style="list-style-type: none"> stuck in the developmental phase common to many children (“This is my mommy” or “He’s my friend and you can’t play with him.”) or has no positive interaction with any other person; does not know how to connect with others 	<p>Help student add to repertoire of activities and peers with whom he is comfortable and has fun, so he can enjoy more than one person.</p> <p>Use a social story to explain rules of friendship and turn-taking.</p> <p>Work outside classroom for some periods of time to help the student get “un-stuck.”</p> <p>Note: See <www.TheGrayCenter.org> (Ask the Experts) for more ideas.</p>
<ul style="list-style-type: none"> obsessed with specific person in a negative way (for example, aggressive on sight; tries to damage person’s belongings; says that person and/or person’s family is a threat when they are not) 	<ul style="list-style-type: none"> patterned, repetitive behaviour; sometimes common to persons with ASD 	<p>For negative obsession, use visual approaches (print/graphics/photos) to provide positive script regarding the other person.</p> <p>For a time, try to structure student’s time to reduce contact with the other person in order to break the old pattern and to establish new ones.</p> <p>Note: For negative obsession, ensure that the student does not have an opportunity to hurt the other person or damage his belongings. Reassure the other person that he has done nothing wrong.</p>

Social Interaction: **Over- or under-reacts to events**

<i>Action</i>	<i>Possible Reasons</i>	<i>Strategies</i>
<ul style="list-style-type: none"> Over- or under-reacts to events, especially those with an emotional component; can't match amount and kind of response to situation 	<ul style="list-style-type: none"> chronically anxious because of other stressors (environmental, social, family, etc.); unable to handle more or very sensitive to emotional expression; reads any increase in others' emotion, even happiness or pleasure, as overload and shuts down or has limited understanding of the "why" of social rules and expectations, and others' motivation and actions 	<p>Prompt student on the spot for appropriate words or actions.</p> <p>In one-to-one or small-group sessions, use social stories, commercial videos, videos of student and peers, or other techniques to discuss and demonstrate what kind of response and how much would be expected in various situations.</p> <p>Role-play in safe environments.</p> <p>Transfer to real-life situations, even if you need to manufacture them.</p> <p>Always debrief with student about what he did right and why (for example, "that worked well because...") so he doesn't get stuck on idea of personal failure, or that he is single-handedly responsible for whatever happens.</p> <p>Increase amount of time in student's program spent on social skills/social communication/social problem-solving.</p>

Social Interaction: **Over-reacts to birthday parties**

<i>Action</i>	<i>Possible Reasons</i>	<i>Strategies</i>
<ul style="list-style-type: none"> upset when another student has a birthday party in class (insists on blowing out candles, wanting presents, etc.) 	<ul style="list-style-type: none"> has no understanding of what the celebration means, or of the passage of time and that everyone has one birthday per year, that he will have another birthday party at some future time, etc. 	<p>Use social stories, role-playing, and visual and verbal explanation as appropriate to explain the rituals, the calendar, etc.</p> <p>Role-play appropriate behaviours in one-to-one setting, perhaps with drawings or stuffed animals taking different roles; then add one or two other students to the role-play.</p> <p>Practise ahead of time, so he knows what will happen, what he is to do or say, etc.</p>

Social Interaction: Refuses to take turns		
<i>Action</i>	<i>Possible Reasons</i>	<i>Strategies</i>
<ul style="list-style-type: none"> refuses to take turns with peers, even in non-competitive activities 	<ul style="list-style-type: none"> has not learned pivotal social interaction skill of turn-taking 	<p>Explain why turn-taking is expected and required.</p> <p>Practise in one-to-one setting with adult, beginning with turns of a few seconds, in a time-limited practice period, followed by a preferred activity or reinforcer. Fast-paced gross-motor activities may be an easier tool to teach turn-taking than sedentary ones. Gradually extend.</p> <p>Teach pro-social skills and verbal scripts such as “Five ways to praise.” Post graphic or written reminders of what he is to say and do. Practise and reward.</p>

Social Interaction: Wants to win		
<i>Action</i>	<i>Possible Reasons</i>	<i>Strategies</i>
<ul style="list-style-type: none"> refuses to play any game unless guaranteed he can win or gets extremely upset unless assured that his work is “the best” 	<ul style="list-style-type: none"> is rigid and rule-bound or is anxious about social status; has low self-esteem or sees life as win/lose, or success/failure with no middle ground 	<p>Explain that people play games to enjoy the interaction, as well as to win.</p> <p>Teach flexibility and tolerance for meeting benchmark goals rather than always aiming at perfection, or comparing himself with other people.</p> <p>Look for ways to boost self-esteem.</p>

Social Interaction: Rejects affection or seeks it inappropriately		
Action	Possible Reasons	Strategies
<ul style="list-style-type: none"> reacts with anger or distress if anyone touches him even in passing, and rejects other students' desire to hug him 	<ul style="list-style-type: none"> hyper-sensitive to touch, especially when he can't see it coming; overwhelmed by sensory and emotional aspects of affection 	<p>Discuss with parents and consult with occupational therapist regarding desensitization to touch and affection. Teach him to accept and give "high-fives" or secret hand signs or some kind of verbal way to show connection.</p> <p>Explain to peers that he doesn't like hugs but can learn to like "high-fives" or "low-fives."</p> <p>Prevent peers from teasing/bullying.</p> <p>Teach acceptable ways to respond to teasing/bullying.</p>
<ul style="list-style-type: none"> seeks affection inappropriately with familiar adults or peers (full body hugs, burrowing face into another's body, constant touching) 	<ul style="list-style-type: none"> may be going through an affectionate stage that fits his developmental but not his chronological age; just as he has learned to enjoy the experience, people don't enjoy it with him 	<p>Use social stories or resources such as the Circles Program (Champagne, 1993) to help child learn which kinds of affection are appropriate with different people in his world.</p> <p>Teach him physical contact that is appropriate and other ways to enjoy social interaction with adults and peers.</p> <p>Provide opportunities for deep pressure and appropriate affection to meet sensory and social needs.</p>
<ul style="list-style-type: none"> indiscriminate with strangers, will talk to, accompany, and/or be affectionate to anyone 	<ul style="list-style-type: none"> may see people as interchangeable sources of treats, or interesting stimulation or attention 	<p>See above.</p> <p>Teach firm rules and practise them, perhaps using stand-in "strangers."</p> <p>Be prepared to provide ongoing supervision, as child may never be "safe" with strangers.</p>

Social Interaction: Inappropriate sexual talk/behaviour		
Action	Possible Reasons	Strategies
<ul style="list-style-type: none"> • talks about body parts (penis, vagina, etc.) in inappropriate settings <li style="text-align: center;">or • tries to look under other people's clothing 	<ul style="list-style-type: none"> • may be repeating part of what he has been taught at home or has heard elsewhere, as a means to get more information <li style="text-align: center;">or • may just be trying to start a conversation <li style="text-align: center;">or • may be signaling confusion about puberty, or changes in his own and others' bodies and changes in peer behaviour, and a need for information or reassurance 	<p>Acknowledge what he has said in a calm, non-committal way and redirect him to another activity or topic.</p> <p>After collaboration with family, use social stories to give him some simple rules to distinguish "what we talk about to family, doctor, or nurse" and "what we talk about to friends" and where and when these discussions should take place.</p> <p>Provide instruction about sexuality, personal health, and hygiene at his level of understanding.</p> <p>Remember that student's physical maturity may be much more advanced than his interests, his cognitive skills, or his emotional maturity.</p>
	<ul style="list-style-type: none"> • may enjoy predictable or animated responses to what he says or does, and has learned from experience or observation that use of terms related to body parts or sexuality often fluster adults and get laughter and attention from peers 	<p>Be calm and neutral in tone of voice and facial expression.</p> <p>Plan a common strategy that all school staff use, to avoid providing social reinforcement.</p> <p>When possible, explain to peers that the student often says things without understanding that they are not "cool" or "grown-up," and that everyone has a responsibility to help him learn how to act by not laughing or paying attention to inappropriate remarks.</p>

Social Interaction: Inappropriate sexual behaviour		
<i>Action</i>	<i>Possible Reasons</i>	<i>Strategies</i>
<ul style="list-style-type: none"> • masturbates or fondles self in school 	<ul style="list-style-type: none"> • enjoys the feeling; uses it for comfort when stressed, bored, or doesn't know what to do next, or time is unstructured 	<p>Collaborate with parents to agree on response and strategies.</p> <p>Observe to identify settings in which student uses behaviour and make changes in schedule or activities as required to reduce stress, increase structure and predictability, and introduce more enjoyable activities.</p> <p>Consider having student wear overalls or pants with snug waistbands, and reinforce other activities which need use of both hands.</p> <p>As part of training regarding sexuality and hygiene, teach where and when masturbation can be done.</p>
	<ul style="list-style-type: none"> • enjoys predictable, animated response from others 	<p>Be calm and neutral in tone of voice and facial expression.</p> <p>Plan a common strategy to avoid providing social reinforcement that all school staff use.</p> <p>When possible, explain to peers that the student often does things without understanding that they are not "cool" or "grown-up," and that everyone has a responsibility to help him learn how to act by not laughing or paying attention to inappropriate actions.</p>

Communication (Receptive): Doesn't follow instructions		
Action	Possible Reasons	Strategies
<ul style="list-style-type: none"> • does not follow instructions or seem to understand what he hears 	<ul style="list-style-type: none"> • does not understand spoken words 	Always use visuals/gestures/demonstrations.
	<ul style="list-style-type: none"> • does not attach meaning to speech, hearing it as just more environmental noise 	Teach the meaning of specific important words (for example, food, toys he likes) one word at a time, in a non-distracting environment.
	<ul style="list-style-type: none"> • does not understand specific words 	Pre-teach vocabulary and ensure comprehension, not just ability to repeat. Use hands-on experiential approaches to teach meaning.
	<ul style="list-style-type: none"> • speech rate is too fast for student to process 	Slow down (for example, speak; wait 10 seconds, repeat words again; wait 10 seconds). Add visuals if necessary.
	<ul style="list-style-type: none"> • cannot screen distracters 	Give directions or introduce new material in low-distraction area. Teach student strategies to focus and screen (for example, using hands as blinders to block out visual stimulation; use cotton balls or earplugs/earphones to buffer noises; reduce distracters as possible).

(continued)

Communication (Receptive): **Doesn't follow instructions** (continued)

Action	Possible Reasons	Strategies
<ul style="list-style-type: none"> • does not follow instructions or seem to understand what he hears 	<ul style="list-style-type: none"> • does not start listening soon enough because he is concentrating on something else 	<p>Teach visual or verbal alerting signal for “listen, pay attention” (begin in one-to-one setting, then transfer to classroom environment; use signal consistently).</p> <p>Use verbal “highlighting” (for example, “The most important thing to remember is...”).</p>
	<ul style="list-style-type: none"> • understands one word and stops listening; jumps to conclusion (for example, hears “wave a flag” instead of “wave a gun” because he pairs the words “wave” and “flag”) 	<p>Use visual/verbal/physical cues to explain; have student show comprehension by means other than repeating.</p> <p>Understand this as a communication of anxiety and need for predictability.</p>
	<ul style="list-style-type: none"> • understands literal meaning of words but does not understand that vocal inflection, emphasis, sarcasm, etc., can alter meaning 	<p>Teach directly. Try audio-taping and videotaping peers and let student practise in many settings. Do as a classroom activity if appropriate.</p> <p>Acknowledge that it is very confusing, and give him words to use to ask for clarification.</p>

(continued)

Communication (Receptive): Doesn't follow instructions (continued)		
Action	Possible Reasons	Strategies
<ul style="list-style-type: none"> does not follow instructions or seem to understand what he hears 	<ul style="list-style-type: none"> hears core words but not grammatical markers which give meaning or sentence is too complex or too long 	<p>Break messages into short, simple sentences; use simple construction. For example:</p> <p>Instead of:</p> <p>"Before you go out, check your papers for your names and put them on my desk, and don't forget we go to the gym right after recess."</p> <p>Say:</p> <p>"First, look at your paper. Be sure your name is on it. Then put your paper on my desk. Then go outside."</p> <p>Sensitize all adults to this problem; expect it to occur frequently.</p>
	<ul style="list-style-type: none"> interprets words literally rather than understanding figurative meaning (for example, "Pick up your feet"; "Give me a hand"; "Push yourself on the swing"); becomes frustrated because he can't rely on one word to have one meaning 	<p>Use experiential/visual/tactile ways of teaching that one word can have different meanings in different settings.</p> <p>Do group lessons on homophones/homonyms/multiple meanings; keep running chart of examples in class.</p> <p>Sensitize all adults to this problem; expect it to occur frequently.</p>
	<ul style="list-style-type: none"> becomes so distracted or distressed when the speaker makes errors in grammar, fact, or spelling that he misses the rest of what is said 	<p>In small group setting, help him to practise making a mark on a paper to note the error and waiting to do the correction. Start with one or two minutes and expand.</p> <p>Try a social story about "My job is to remember what the teacher says."</p>

(continued)

Communication (Receptive): **Doesn't follow instructions (continued)**

<i>Action</i>	<i>Possible Reasons</i>	<i>Strategies</i>
<ul style="list-style-type: none"> often doesn't follow instructions or seem to understand what he hears, even when he can repeat the message 	<ul style="list-style-type: none"> may "hear what he wants to hear" because the real meaning is unpleasant and/or requires him to change his expectations and/or handle ambiguity (for example, two different people having the same name, computer class being re-scheduled) <p style="text-align: center;">or</p> <ul style="list-style-type: none"> is both very anxious about change and facile with language; is able to multi-task, repeating what he knows you said and want to hear him say, while holding a more comfortable understanding in his own mind <p>Note: Expect this problem to occur frequently.</p>	<p>Always use as many channels as possible to give student information (for example, line drawings, demonstration, spoken words, print).</p> <p>Have student communicate understanding to you in many ways other than repeating, such as paraphrasing, demonstrating, acting out, or drawing.</p> <p>Address this behaviour directly with the student. Acknowledge that it happens many times daily and may be causing him to feel more frustrated and anxious toward the end of the school day.</p> <p>Try a social story; practise with another person using speech bubbles to remind him to hear and remember what was really said.</p>
	<ul style="list-style-type: none"> only processes "important" words (for example, "computer" and "today") and misses the meaning of the entire message (for example, "There is no computer class today") <p>Note: This may help to explain "meltdowns for no reason."</p>	<p>Have student communicate understanding in ways other than repeating (for example, paraphrasing, demonstrating, acting out, drawing).</p>

Communication (Receptive): Doesn't follow age-appropriate instructions		
Action	Possible Reasons	Strategies
<ul style="list-style-type: none"> does not seem to understand age-appropriate instructions (for example, "play nicely"; "act like a good friend"; "behave like a Grade 1 boy does in the library") 	<ul style="list-style-type: none"> language is too vague and student does not know what he is expected to do or say 	<p>Use specific, clear instructions with a few words and/or visuals. Break into steps, such as:</p> <ol style="list-style-type: none"> Walk in line with hands in pockets. Follow child ahead of you to carpet. Sit on your carpet square with quiet hands and look at the librarian. <p>Use modeling and role-playing to teach him a few behaviours which show being "a good friend" or "playing nicely."</p>

Communication (Receptive): Doesn't follow instructions unless repeated		
Action	Possible Reasons	Strategies
<ul style="list-style-type: none"> does not follow an instruction until it has been repeated multiple times 	<ul style="list-style-type: none"> may be waiting for enough information to know how to respond (for example, does not understand words alone and may have learned that as people repeat instructions they tend to raise their voice tone, use fewer words, slow down speech, and use gestures) 	<p>Be sure to get the student's attention when giving instructions; give instructions slowly using a short phrase; add gestures. Allow student 10 seconds to process and respond before repeating.</p> <p>Try to match the number of words used to the student's mean length of utterance. Note that a student may echo a multi-word phrase, which he has memorized as one unit, and he may only respond to one- or two-word instructions.</p> <p>Sensitize others to the need to do this.</p>

Communication (Receptive): Doesn't follow instructions promptly		
<i>Action</i>	<i>Possible Reasons</i>	<i>Strategies</i>
<ul style="list-style-type: none"> able to respond to a question or follow instruction after 60-second delay; unable to do it more promptly 	<ul style="list-style-type: none"> has processing lag for understanding and making a verbal or motor response <p>Note: As tasks or vocabulary become more familiar and practised, the processing lag may decrease. Observe if lag is different for making a verbal or a motor response.</p>	<p>Be sure to get the student's attention before giving instructions; give instructions slowly using a short phrase; add gestures.</p> <p>Pace activities and instructions to accommodate student.</p>

Communication (Receptive): Doesn't respond when called		
<i>Action</i>	<i>Possible Reasons</i>	<i>Strategies</i>
<ul style="list-style-type: none"> does not look or come when name is called 	<ul style="list-style-type: none"> is not able to isolate the sound from background noise <p style="text-align: center;">or</p> <ul style="list-style-type: none"> does not know he is expected to look or to come <p style="text-align: center;">or</p> <ul style="list-style-type: none"> doesn't see the point of looking at people 	<p>Teach student to connect his name to himself and to look at speaker; begin in one-to-one setting; use physical prompts as necessary; reinforce student when successful.</p> <p>If required, get student's attention visually and use a gesture; teach student (as above) that it means, "come."</p> <p>Sensitize others to the need to do this.</p> <p>If appropriate, use a social story and role-playing to explain and demonstrate expectations. Have other students demonstrate.</p>

Communication (Receptive): Runs away when name called		
Action	Possible Reasons	Strategies
<ul style="list-style-type: none"> runs away when name is called 	<ul style="list-style-type: none"> habit <p style="text-align: center;">or</p> <ul style="list-style-type: none"> has learned the behaviour to avoid interaction, task demands, or unpleasant situations 	<p>Retrieve student with no interaction and return to spot from which he ran. Teach and reinforce responding to his name.</p>
	<ul style="list-style-type: none"> enjoys being chased 	<p>Teach as above, but build in times for “chase me” games in other settings during day.</p> <p>Interpret this behaviour as a need for more physically active social interaction games.</p>

Communication (Receptive): Unpredictable reaction to praise		
Action	Possible Reasons	Strategies
<ul style="list-style-type: none"> likes being praised sometimes but at other times has tantrums and stops doing the activity 	<ul style="list-style-type: none"> needs to concentrate on steps of task and is derailed if required to process communication and/or social interaction at the same time, even if it is praise <p style="text-align: center;">or</p> <ul style="list-style-type: none"> may be able to process praise or other social/verbal interaction once the task is automatic, but not when it is new 	<p>Sensitize others to wait until student finishes a task before praising him or giving further instructions.</p> <p>If student is verbal or can use visuals to communicate, teach him to communicate “Please wait. I can’t listen and do this at the same time.”</p> <p>For new tasks, let student practise in low-distraction setting.</p>

Communication (Receptive): Doesn't understand visual schedule		
Action	Possible Reasons	Strategies
<ul style="list-style-type: none"> • does not seem to understand visual schedule 	<ul style="list-style-type: none"> • may not attach meaning to visual symbols because they are too abstract <li style="text-align: center;">or • hasn't had enough practice with it <li style="text-align: center;">or • is shown too many symbols at once and can't focus on just one 	<p>Begin symbol use at a level the student understands; symbol levels from concrete to abstract are</p> <ul style="list-style-type: none"> • concrete objects (for example, paintbrush for art) • colour photographs of activity (for example, crafts) or location (for example, gym), with, or without student in the picture, as needed • black and white line drawings • print <p>Use repeated and multi-sensory exposures to help student understand symbol meaning.</p> <p>Use schedule consistently, before and after every change of activity. Involve student in setting it up and using it. Have morning activities on one side and afternoon on the other to limit the number of pictures, or show him just two at a time if he is distracted by many pictures on a schedule. Take the schedule when you change rooms.</p>

Communication (Non-verbal): Doesn't understand body language		
Action	Possible Reasons	Strategies
<ul style="list-style-type: none"> does not seem to understand facial expressions and/or everyday gestures and/or body language (for example, teacher "warning look"; saying name in a "warning" tone) 	<ul style="list-style-type: none"> has not been taught to connect meaning to facial expressions/gestures/body language/tone of voice, can't learn incidentally through exposure and experience 	<p>Use direct instruction to teach student to interpret and to use facial expressions/gestures/body language/vocal inflections, initially in one-to-one or group settings; use visuals, videos, role-playing, Comic Strip Conversations.</p> <p>Provide frequent practice.</p>
	<ul style="list-style-type: none"> is accustomed to paying more attention to auditory information or to imitating others <p style="text-align: center;">or</p> <ul style="list-style-type: none"> has difficulty isolating non-verbal communication from other visual distractions 	<p>Try practice sessions in which an adult cues student to attend to visual or other kinds of input, and then fades cues.</p>
	<ul style="list-style-type: none"> is uncomfortable looking directly at people's faces or bodies because there is too much information to process or emotions seem too intense 	<p>Respect student's level of difficulty and acknowledge it as appropriate. Teach him to practise observation and interpretation skills in safe situations for short periods.</p> <p>Teach student a script to ask people what a gesture or facial expression means.</p>
	<ul style="list-style-type: none"> does not understand that people give each other messages with eye contact, facial expression, and other non-verbal communication 	<p>Use cognitive explanations and/or social stories to explain that people communicate with each other in this way.</p> <p>See Suggested Readings for books by Winner that discuss goals and activities related to perspective-taking and social communication, and books by Duke and Nowicki for activities to teach non-verbal communication.</p>

Communication (Non-verbal): Inappropriate eye contact		
Action	Possible Reasons	Strategies
<ul style="list-style-type: none"> • avoids eye contact with others 	<ul style="list-style-type: none"> • finds emotional component or complexity of changes of expression overwhelming <p style="text-align: center;">or</p> <ul style="list-style-type: none"> • unable to look at another person's eyes and/or face and simultaneously interpret what he is seeing and/or hearing 	<p>Help student increase tolerance for eye contact.</p> <p>Respect student's level of difficulty and acknowledge it to him as appropriate.</p> <p>Sensitize others to student's difficulty.</p> <p>Student may need to begin by looking at listener's face while speaking while that person looks away.</p>
	<ul style="list-style-type: none"> • does not understand that eye contact is expected; does not see the point of it 	<p>Use cognitive explanations, social stories, videotaping, and/or role-playing to explain importance of eye contact, even if fleeting.</p> <p>See Suggested Readings for books by Winner.</p>
<ul style="list-style-type: none"> • stares intently into the eyes when he talks to or listens to someone; won't look away or blink 	<ul style="list-style-type: none"> • may have over-interpreted instructions to "look at people when they talk to you" <p style="text-align: center;">or</p> <ul style="list-style-type: none"> • may not have been taught how to make and shift eye contact 	<p>Use direct instruction. Have other students demonstrate. Use mirrors or videotapes to practise.</p> <p>Teach a rule with a time limit such as "Look, count to three in your head, look down, count to three, look up." Practise.</p>

Communication (Non-verbal): Stands too close		
Action	Possible Reasons	Strategies
<ul style="list-style-type: none"> stands too close to people when he talks; keeps stepping forward when the other person backs up 	<ul style="list-style-type: none"> doesn't understand expectation for social distance and/or the other person's actions <p style="text-align: center;">or</p> <ul style="list-style-type: none"> is attracted to something about the other person, such as hair or scent, and wants to be close 	<p>Teach rule using social stories, peer modeling, role-playing, etc.</p> <p>Have peers model appropriate distance.</p> <p>Try teaching visual cues such as "Stand so that you can reach forward and put your hand on the other person's shoulder." Practise.</p>

Communication (Expressive): Uses behaviour rather than words		
Action	Possible Reasons	Strategies
<ul style="list-style-type: none"> often uses behaviour to communicate (for example, bolting, tantrumming, verbal perseverations) even though he has good expressive skills in many situations 	<ul style="list-style-type: none"> acts before he is able to access verbal skills, especially when under stress or in a hurry <p style="text-align: center;">or</p> <ul style="list-style-type: none"> needs prompts to use verbal strategies 	<p>Develop a behavioural dictionary of the meanings for behaviours which recur.</p> <p>Explain other people's perspectives to student and their inability to know his feelings or needs without a verbal explanation. Use social stories, role-playing, etc.</p> <p>Prompt "on-the spot" as possible so student gets positive practise and instant success.</p> <p>Try role-playing, using common problem situations and written scripts; teach him catchphrases to self-prompt.</p>

Communication (Expressive): **Echolalia**

<i>Action</i>	<i>Possible Reasons</i>	<i>Strategies</i>
<ul style="list-style-type: none"> • immediately repeats or echoes questions, statements, or instructions 	<ul style="list-style-type: none"> • repetition gives him more time to process and understand 	<p>Pause after a few words, wait 10 seconds to give student a chance to respond before repeating.</p>
	<ul style="list-style-type: none"> • is trying to take a conversational turn or indicate he has heard message 	<p>Teach him some alternate strategies to stay in the conversation.</p>
	<ul style="list-style-type: none"> • knows some response is expected but can't find words, or doesn't know the answer to a question and doesn't know how to say "I don't know" or "I don't understand what you mean" 	<p>Allow longer processing time.</p> <p>Give verbal or visual cues for expected words, such as cue cards or line drawings of listener and speaker roles.</p> <p>Teach him scripts to use when he doesn't understand.</p> <p>Use closed rather than "wh-" questions and gradually introduce responses to "wh-" questions, such as "For lunch today Michael (or you) had...?"</p> <p>Use visual cues to teach concepts.</p> <p>Provide much practice in naturalistic situations.</p>
	<ul style="list-style-type: none"> • repeats a phrase using a pronoun (for example, "My name is..." because he can't change pronouns and re-arrange words to say "What's your name?") 	<p>Model appropriate interactions, such as by saying "Your name is Thomas. My name is Jack." while pointing to the student and then yourself. Help him to practise.</p>

(continued)

Communication (Expressive): Echolalia (continued)		
Action	Possible Reasons	Strategies
<ul style="list-style-type: none"> repeats or echoes words or sentences from other people, videos, books, or TV 	<ul style="list-style-type: none"> repetition is comfortable or is filling in a gap in activities 	<p>Ignore when not disruptive.</p> <p>Observe to see if student is communicating stress, boredom, confusion, etc., by an increase in echolalia.</p>
	<ul style="list-style-type: none"> is trying to initiate conversation or make a comment by using a memorized chunk of words that he associates with the situation 	<p>Observe to try to understand the association and work it into the conversation, explaining the thought process to student as appropriate.</p> <p>If necessary, correct false assumptions or misunderstandings.</p> <p>Give student appropriate words for the situation and let him practise immediately.</p>
<ul style="list-style-type: none"> can repeat long sentences from video, TV, or conversations, but only uses one- or two-word phrases to initiate or answer 	<ul style="list-style-type: none"> repetition is easier than word-finding and putting thoughts into spoken words 	<p>Use strategies to expand use of phrases and sentences.</p> <p>Sensitize everyone to this difficulty.</p>

Communication (Expressive):		Common difficulties
Action	Possible Reasons	Strategies
<ul style="list-style-type: none"> uses third person to talk about himself rather than saying "I" 	<ul style="list-style-type: none"> has difficulties with pronouns (common for students with ASD) 	<p>When student is ready to begin working on pronouns, use direct instruction, role-playing, audio- and videotaping, and other visual cues.</p> <p>It may be easier to start with impersonal pronouns (he, she) rather than personal (I, you).</p>
<ul style="list-style-type: none"> speaks too quickly/too slowly/too softly/too loudly or with unusual inflections and emphasis 	<ul style="list-style-type: none"> these speech characteristics are common for students with ASD 	<p>Use audio- and videotaping and role-playing, and practise in small groups to sensitize student to how he sounds and to determine how much can be controlled or changed.</p> <p>Sensitize others, especially peers, to this difficulty to reduce the chance of teasing or bullying.</p>
<ul style="list-style-type: none"> can speak in sentences when he initiates but does not respond to questions 	<ul style="list-style-type: none"> finds initiating easier than responding because he does not have to process a communication first 	<p>Accept shorter communication.</p> <p>Use closed questions which allow the student to fill in a missing word rather than needing to rearrange words.</p> <p>Teach student strategies for word-finding problems.</p> <p>Practise response patterns to various "wh-" questions.</p> <p>Ensure that receptive (spoken or visual) vocabulary continues to grow.</p>

Following School Routines:		
Resists entering school		
Action	Possible Reasons	Strategies
<ul style="list-style-type: none"> resists leaving school bus or entering school 	<ul style="list-style-type: none"> is overwhelmed by sensory aspects, movement of other children on bus, teasing, etc., and has shut down 	<p>Check with bus driver for information on problems/triggers and/or have an adult ride bus to observe.</p> <p>Deal directly with teasing or bullying.</p> <p>Develop routines for where student sits (for example, have the same buddy sit next to him in the same seat, give student earplugs to muffle noise or a fiddle object to touch, use a social story to explain bus routines and rules).</p> <p>Let student be first or last to get off bus.</p> <p>Identify a specific target behaviour and pair reinforcer with it.</p> <p>Have familiar adult accompany student into school.</p>
	<ul style="list-style-type: none"> does not remember what he likes at school <li style="text-align: center;">or does not like anything at school <li style="text-align: center;">or does not like hallway noise and/or confusion of removing outerwear and/or the first activity of day 	<p>Use visual at home to remind student of familiar people or favourite activities at school.</p> <p>Have adult greet student at door of bus or school with photo or valued object.</p> <p>Give student object to bring on bus to put into a container, add to a puzzle, etc., on school arrival, and then reinforce.</p> <p>Modify school entry to accommodate sensory difficulties.</p> <p>Ensure that first activity of the day is something he likes.</p>
	<ul style="list-style-type: none"> is upset because of alterations in morning routine at home, hunger, tiredness because of sleep disturbance, separation from parent 	<p>Problem-solve with parents to identify and reduce stressors.</p> <p>If possible, ask parent to telephone school to warn of stressors. Use home-school communication book consistently.</p> <p>If student is verbal, he may like to telephone parents on school arrival.</p>

Following School Routines: Difficulty lining up		
Action	Possible Reasons	Strategies
<ul style="list-style-type: none"> • refuses to line up 	<ul style="list-style-type: none"> • is overwhelmed by noise, confusion, and/or movement <li style="text-align: center;">or • is afraid of being touched or bumped in line 	<p>Let student enter without lining up.</p> <p>Involve student in process by letting him hold the door open or ring a bell and then enter last.</p> <p>Desensitize student by letting him observe the lining-up process, gradually moving closer.</p> <p>Reinforce effort.</p>
<ul style="list-style-type: none"> • insists on being first or last <li style="text-align: center;">or • insists on the same order of students in line every day 	<ul style="list-style-type: none"> • needs to repeat the same pattern to feel secure <li style="text-align: center;">or • may over-generalize, assuming that the way things were once is the way they should always be 	<p>Explain lining-up rules and the concept of “sometimes”; use words and/or visuals and/or social stories as appropriate.</p> <p>Let him play with toys representing kids lining up, giving them names and rearranging them to increase comfort with routine.</p>

Following School Routines: Runs away		
Action	Possible Reasons	Strategies
<ul style="list-style-type: none"> bolts or runs away from adult 	<ul style="list-style-type: none"> wants to be chased to get social interaction <li style="text-align: center;">or wants predictable adult reaction, even if negative <li style="text-align: center;">or enjoys physical release of running in open space 	<p>When possible, shadow student closely enough to prevent running. Hold his hand (or have him put his hands in his pocket, or clasped behind his back, or let him carry something with both hands if appropriate).</p> <p>Use social story or script ahead of time so that he knows what he is expected to do. Reinforce success.</p> <p>If student runs, retrieve him and return to where he started in a matter-of-fact manner with no excess words. Script again. Reinforce when he complies.</p> <p>Look for ways to incorporate more “chase-me” games, fun interaction with adults/peers, general movement, and running in the right settings.</p>
<ul style="list-style-type: none"> runs to favourite settings in school (for example, Kindergarten, bathroom, staff room) whenever he has a chance 	<ul style="list-style-type: none"> wants to get to a more familiar and/or enjoyable setting, or one of perseverative interest (for example, bathroom plumbing, parking lot with interesting license plates visible from staff room window, computer room) 	<p>Script and shadow as above.</p> <p>Build access to these favourites into schedule as reinforcers.</p> <p>Observe objects/activities he runs to and make them available in regular setting as part of his schedule, or use them as reinforcers to reward expected behaviours.</p>

Following School Routines: **Screams in classroom or hallway**

<i>Action</i>	<i>Possible Reasons</i>	<i>Strategies</i>
<ul style="list-style-type: none"> screams loudly 	<ul style="list-style-type: none"> self-stimulation; enjoys echo or sound or enjoys the sense of control and predictability or routine or habit 	<p>Keep reaction low-key.</p> <p>Use visuals/words/social stories, as appropriate, to show expectations.</p> <p>Give student opportunities to experiment with controlled sound (screaming, music, instruments) in appropriate setting.</p> <p>Practise walking in empty hallways while doing something incompatible with screaming (for example, whispering songs or numbers); reinforce success.</p>
	<ul style="list-style-type: none"> is over-stressed by classroom noise or movement in hallways 	<p>Desensitize student to noise and movement.</p> <p>In classrooms, try environmental modification such as tennis balls on legs of desks and chairs to decrease noise.</p>
	<ul style="list-style-type: none"> has learned that he is removed from settings if he screams 	<p>Teach him alternate ways to communicate overload. Respond predictably and quickly so that he learns that another communication method works.</p> <p>Persevere in your setting, because this behaviour is likely to be randomly reinforced in other settings.</p>

Following School Routines: Classroom entry		
Action	Possible Reasons	Strategies
<ul style="list-style-type: none"> • runs immediately to activities other than desk or carpet 	<ul style="list-style-type: none"> • enters room with one fixed idea or memory of what he wants to do <p style="text-align: center;">or</p> <ul style="list-style-type: none"> • likes other activities/ areas better than what happens in his desk or on the carpet 	<p>Have a “landing spot” (for example, carpet square just outside or just inside classroom door); use visual script of what to do first.</p> <p>Be sure student understands visual schedule; show he will have access to valued activities soon.</p> <p>If necessary, shadow him to his place and reinforce/praise.</p>
	<ul style="list-style-type: none"> • Is disoriented or over-stimulated (for example, noise; motion; daylight; flickering fluorescent lights; odours; change of flooring) 	<p>Use “landing spot” and shadowing, as above. Always use the same carpet square in the same location and mark his desk in some easy-to-see way.</p> <p>Be aware of sensory issues (for example, use shades/curtains to control light in room; try a less chemical-smelling cleaning solution).</p> <p>Give him a marked “travel path” to his area and practise in empty room.</p> <p>Sensitize others to his difficulty.</p>

Following School Routines: Moves constantly		
Action	Possible Reasons	Strategies
<ul style="list-style-type: none"> • can't sit on carpet or in desk without constant squirming, sprawling, kicking, pushing, leaning on others, etc. 	<ul style="list-style-type: none"> • lacks motor tone/ skills/balance/strength to sit for more than a few minutes <li style="text-align: center;">or • craves tactile/vestibular input 	<p>On floor, use carpet square to mark place or let him sit against a wall, or other support, or on a chair.</p> <p>For young children, expect only 3-5 minutes on carpet to begin and increase expectations as possible. Reinforce success.</p> <p>In desk, ensure that student's back is supported and that his feet rest firmly on floor or other support.</p> <p>Provide frequent activity breaks in and out of the classroom (for example, returning sheets to a "finished" box one at a time, running errands, doing in-school work jobs).</p> <p>Consult occupational therapist for strategies (for example, weighted vest, adaptive seat cushions, activities to increase stamina and strength).</p>
<ul style="list-style-type: none"> • leaves desk frequently to wander to other students' desks, touching or grabbing materials, trying to interact, disrupting instruction 	<ul style="list-style-type: none"> • tasks are beyond ability or not adequately reinforced <li style="text-align: center;">or • too much sedentary time is expected 	<p>Redesign tasks or reinforcers.</p> <p>Reinforce student for every brief period spent in desk, and provide frequent activity breaks in and out of the classroom (for example, returning sheets to a "finished" box one at a time, running errands, doing in-school work jobs).</p>
	<ul style="list-style-type: none"> • wants more social interaction with peers 	<p>Structure more opportunities for this interaction into student's schedule and teach him appropriate ways/times to interact.</p>

Following School Routines:		Resists required tasks
<i>Action</i>	<i>Possible Reasons</i>	<i>Strategies</i>
<ul style="list-style-type: none"> • resists all adult direction <li style="text-align: center;">or • resists structured activities, table-top, or desk tasks <li style="text-align: center;">or • wants to wander independently in classroom <li style="text-align: center;">or • moves away or screams whenever anyone comes close 	<ul style="list-style-type: none"> • may not feel comfortable or secure with adult 	<p>Develop relationship with student before making demands. Learn and use materials/activities that naturally interest him.</p> <p>Give student chances to explore classroom without others present.</p> <p>Gradually introduce structure using visual system and allow much access to valued reinforcers within structure.</p>
	<ul style="list-style-type: none"> • sees movement of people around or toward him as closer or faster than it is, and feels threatened because of visual perception problems <li style="text-align: center;">or • sensitive to odours of perfume, after-shave, coffee, etc. 	<p>If he doesn't want anyone to come close, try doing an activity, or using materials that you know he likes a few feet away, or try imitating any action he does. Gradually move activities closer to child.</p> <p>Observe sensory sensitivities and plan accordingly.</p>
	<ul style="list-style-type: none"> • does not understand "first/then" (i.e., doing something to get something he wants) 	<p>Use brief teaching sessions with material/activity student already likes (for example, stacking blocks and knocking them down). Teach student to do task, then reinforce him by allowing something he likes even more.</p> <p>Gradually increase time-on-task and complexity of tasks and pair social with tangible reinforcers.</p> <p>See "Resists Academic Assignments" for discussion of teaching an activity.</p>

(continued)

Following School Routines: **Resists required tasks (continued)**

Action	Possible Reasons	Strategies
<ul style="list-style-type: none"> resists structured activities, table-top, or desk tasks and/or adult direction <p>or</p> <ul style="list-style-type: none"> wants to wander independently in classroom <p>or</p> <ul style="list-style-type: none"> moves away or screams whenever anyone comes close 	<ul style="list-style-type: none"> has not developed enough sense of routine to know what is expected of him or what comes next <p>or</p> <ul style="list-style-type: none"> doesn't know what "finished" looks like 	<p>Use visual schedule at student's level of comprehension.</p> <p>Begin with tasks with a clear beginning-middle-end (for example, few inset pieces into a puzzle, or blocks to be matched to a card pattern). Put task in a plastic container and move it out of sight when finished and give reinforcer. Gradually add more tasks to each container, and add more containers.</p>
	<ul style="list-style-type: none"> recognizes task as something unfamiliar, unpleasant, or not successful in the past 	<p>Introduce new tasks gradually and gently but persevere, in order to desensitize student to "new" and to expand his repertoire.</p> <p>Reassure verbally or with a social story as appropriate about trying "hard new things."</p>
	<ul style="list-style-type: none"> does not have motor planning or coordination needed for task 	<p>Teach student to "watch and do the same," beginning with one-motor-action tasks, if required.</p> <p>Break tasks into small steps and teach each one. Observe how student learns best (for example, watch and imitate; self-talk his way through steps; follow graphic or written scripts for steps in sequence).</p> <p>If student is distractible, do this initial work in a one-to-one setting until mastered, then try it in the classroom.</p>

Following School Routines: Resists academic assignments		
<i>Action</i>	<i>Possible Reasons</i>	<i>Strategies</i>
<ul style="list-style-type: none"> • very resistant to doing academic assignments (for example, math problems, writing); doesn't seem to care about doing well, getting good grades, or earning rewards 	<ul style="list-style-type: none"> • has learned that he can safely "wait out the clock" with no meaningful consequences; is more comfortable/less anxious engaged in alternate activity (for example, playing, reading, drawing) than in making the effort necessary to do the task <p style="text-align: center;">or</p> <ul style="list-style-type: none"> • doesn't value "pleasing" adults and/or doesn't understand that work completion pleases adults 	<p>Ensure that work is within student's ability. DO NOT ASSUME. Good rote memory may mask significant weaknesses in comprehension of written or spoken language, location skills, concepts, etc.</p> <p>Based on your knowledge of student's ability, adjust quantity and/or demands of work so that student can complete tasks or parts of tasks in allotted time with reasonable effort. Increase expectations very gradually.</p> <p>Use graphic organizers, outlines, sentence, story-starters, etc. to structure assignments. Let student choose factual rather than imaginative writing topics (for example, don't ask him to pretend to be another person).</p> <p>Allow student input (for example, deciding which tasks to do first, suggesting positive and negative consequences).</p> <p>Try always to have student work to gain positives rather than to avoid negatives.</p> <p>Strengthen relationship between student and key adults at school.</p> <p>Collaborate with parents regarding homework.</p>

(continued)

Following School Routines: Resists academic assignments (continued)

Action	Possible Reasons	Strategies
<ul style="list-style-type: none"> very resistant to doing academic assignments (for example, math problems, writing); doesn't seem to care about doing well, getting good grades, or earning rewards 	<ul style="list-style-type: none"> lacks internal motivation to "get them all right" or to "do what everyone else is doing" 	<p>Try a written social story to explain how school works and a written contract.</p> <p>Connect assignments to previously learned material (or topics of interest); explain why it is important that he learn it or master the skill.</p> <p>Appeal to his sense of status as a "Grade _ guy" or as an "almost teenager" who can now do harder work.</p> <p>Take advantage of student's (probable) rigidity by presenting expectations as rules that everyone has to follow.</p> <p>If he is at all motivated to "be like" classmates, train a peer buddy to discuss assignments, share results, provide praise, etc.</p> <p>Acknowledge that it is hard for him to make the effort and collaborate with him to generate lists of possible "celebrations" when he reaches various goals.</p>
	<ul style="list-style-type: none"> is more internally reinforced by concentrating on perseverative thoughts, or ability to feel in control of the situation, than by any external reinforcers 	<p>As possible, introduce some element of his perseverative interest into the task.</p> <p>Give access to his perseverative activities as reinforcement for task completion. Agree before time on a time limit (for example, 10 minutes) or an activity limit (for example, draw one dinosaur). Give student as much control as possible.</p> <p>Strengthen relationship between student and key adults at school.</p>

(continued)

Following School Routines: Resists academic assignments (continued)

<i>Action</i>	<i>Possible Reasons</i>	<i>Strategies</i>
<ul style="list-style-type: none"> • very resistant to doing academic assignments (for example, math problems, writing) <p style="text-align: center;">and</p> • perfectionist; must always get a perfect score or the highest score 	<ul style="list-style-type: none"> • feels so strongly that he must be, or is expected to be perfect and/or to compare well to others that he prefers not to try rather than to risk failing to meet his own, or someone else's standards 	<p>Ensure that work is within student's ability. DO NOT ASSUME. Good rote memory may mask significant weaknesses in comprehension of written or spoken language, location skills, concepts, etc.</p> <p>Increase student's tolerance for "less than perfect is OK" by having others model making mistakes and then correcting them calmly, or re-thinking a previous decision and then making a better plan.</p> <p>Work casual references to weaknesses and imperfections (his own and others) into conversations in order to model the point of view that these are normal and acceptable parts of everyone's life.</p> <p>If he responds catastrophically to situations such as tests, discuss his understanding of what other people expect and reassure him.</p> <p>Help student set goals for himself that are benchmarks toward larger goals so that he can learn to reach success step by step, rather than see only complete success or complete failure.</p> <p>Help student set different goals or expectations for different situations, such as grades in class subjects or performance in sports.</p> <p>Debrief whenever something goes well. Praise student and specify what he did well. Teach him some catchphrases to use to praise himself and make a game of having him practise with you.</p> <p>Do everything possible to boost his self-esteem.</p>
<ul style="list-style-type: none"> • refuses to do homework 	<ul style="list-style-type: none"> • is exhausted by demands of day at school (however little he actually accomplishes) <p style="text-align: center;">or</p> • sees school work as belonging to school, not to the home setting 	<p>Rather than use "complete it as homework" as a consequence for not completing work in class:</p> <ul style="list-style-type: none"> • ensure that work is within his ability • determine other possible reasons for refusal and plan strategies accordingly • reduce expectations for task completion and experiment with different reinforcers <p>See <www.tonyattwood.com.au> for a discussion of homework</p>

Following School Routines: Prefers familiar activities		
Action	Possible Reasons	Strategies
<ul style="list-style-type: none"> • gravitates to familiar, perseverative activities between tasks or during unstructured times; is difficult to re-engage or redirect 	<ul style="list-style-type: none"> • has limited repertoire of ways to enjoy himself and feels anxious if not busy <li style="text-align: center;">or • uses perseverations to meet a sensory need or to avoid interactions or task demands 	<p>Expand student's repertoire of activities so that he has many ways to enjoy himself other than perseverations.</p> <p>Use a visual schedule of choices when he has free time, or has finished work, and teach him to use it to indicate a choice to someone rather than just going to an activity.</p> <p>Incorporate some elements of his perseverations (for example, lining up blocks, airplanes, sports statistics, collecting facts about dinosaurs) into tasks.</p> <p>Ensure that sensory needs are met as part of daily schedule.</p> <p>Ensure adequate "down time" away from demands for interaction; provide reinforcers that are appropriate and delivered frequently enough, and possibly varied so that he remains interested.</p> <p>Use controlled access to perseverations as reinforcers for task completion, learning by trial and error, how long is too long. Use timer if necessary.</p>

Following School Routines: Perseverates

Action	Possible Reasons	Strategies
<ul style="list-style-type: none"> • uses toys perseveratively (for example, spinning car wheels or moving toys in front of lights), but doesn't play with anything the way others do 	<ul style="list-style-type: none"> • has limited repertoire of activities because he <ul style="list-style-type: none"> – is too distractible to stick with an activity long enough to master it – has low frustration tolerance, needs instant cause-effect feedback – can't motor plan or control movements, especially in multi-step or unrehearsed tasks – has such a strong drive for one kind of sensory stimulation that he resists learning to use materials in any other way – uses perseveration as a sort of sensory buffer to screen out other stimulation, avoid interaction, or calm himself when he doesn't know what to do next – uses passive dependence to get adult attention 	<p>Observe student in an environment with many activities, and see what he independently chooses or does.</p> <p>Prioritize activities that</p> <ul style="list-style-type: none"> • fit with his attention span, frustration tolerance, and motor skills • can be done in many settings • are popular with other students of his developmental age • eventually can be done with others <p>For step-by-step instructions on teaching an activity, see "Resists Academic Assignments."</p>

Following School Routines: Demands one-to-one attention		
Action	Possible Reasons	Strategies
<ul style="list-style-type: none"> falls apart behaviourally or refuses to do tasks if adult does not sit next to him at all times, or if adult attends to other students 	<ul style="list-style-type: none"> is extremely dependent on key adult for security and predictability 	<p>Once student has established a good relationship with one adult, help him relate to one or more new adults, using “relationship-building” techniques that worked the first time.</p> <p>As appropriate, use social stories to explain “turns” and “big kid” behaviours.</p>
	<ul style="list-style-type: none"> feels entitled to constant one-to-one attention or feel jealous because adult is “his” <p style="text-align: center;">or</p> <ul style="list-style-type: none"> resists this change because he resists any change 	<p>Use visual schedule to show student when he works with which adults during his day, and pair less familiar adults with highly desired activities.</p> <p>Use visuals to warn ahead, as possible, of staff absences and the presence of less familiar adults.</p> <p>Wean from one-to-one attention very gradually. Teach student to do one thing alone and then signal adult for attention, gradually increasing independent time on task so he learns to pair adult attention with accomplishment, rather than with helplessness or off-task behaviour.</p>
	<ul style="list-style-type: none"> has no appropriate ways to get or reclaim adult attention 	<p>Teach appropriate ways to get adult attention. This may need to be practised in a one-to-one setting. Initially respond instantly to student’s “appropriate” communication, but teach him the need to “wait” as well.</p>

Following School Routines: Dependent on adult		
<i>Action</i>	<i>Possible Reasons</i>	<i>Strategies</i>
<ul style="list-style-type: none"> follows routines successfully during time educational assistant (EA) is in room, but refuses tasks when EA is not there 	<ul style="list-style-type: none"> is completely dependent on EA's presence and/or is anxious without it 	<p>See previous suggestions to avoid over-dependence.</p>
	<ul style="list-style-type: none"> does not understand language and/or system used by anyone else to explain expectations because he has only learned to understand EA's language/system <li style="text-align: center;">or has learned to understand instructions delivered by someone sitting very close to him and not standing at front of classroom 	<p>Ensure that specific strategies used by EA to get attention and give instructions are written down and used by other people.</p> <p>Use a small group setting to help student learn to focus and listen as adult delivers instructions while standing a little distance away, rather than sitting next to him. Gradually increase distance.</p> <p>Structure classroom so that student attends to teacher instruction, with EA repeating or breaking down instruction as necessary. Have him take finished tasks or papers for teacher approval so that he knows that he gets both instructions and praise from more than one person.</p>
	<ul style="list-style-type: none"> has a rule for himself that he is only "supposed" to follow instructions from one person 	<p>Use social stories as appropriate to explain the "rules."</p> <p>Train peers to imitate helping behaviours of adults, being careful not to make student over-dependent.</p> <p>Train student to communicate need for help to peers and other adults.</p>
	<ul style="list-style-type: none"> reinforcers for task completion are not appropriate or are delivered too infrequently 	<p>Be sure that both concrete and social reinforcers continue to be available on a schedule that is effective. Usually this will mean many times daily, rather than "15 minutes of computer time at 3:15."</p>

Following School Routines: Won't look at teacher		
<i>Action</i>	<i>Possible Reasons</i>	<i>Strategies</i>
<ul style="list-style-type: none"> • will not look at teacher when he or she is talking <li style="text-align: center;">or • will not look at what is being shown (book, overhead, writing on board) 	<ul style="list-style-type: none"> • not able to use vision and hearing simultaneously <p>Note: Do not interpret this behaviour as ignoring or deliberately tuning out unless you have good reason to believe it is.</p>	<p>Find ways to allow student to look/touch/explore in silence for as long as needed before listening to explanations or instructions.</p> <p>When this is not possible, allow student to look away or put his head down, and let him look at the visuals later in silence.</p> <p>As student's skills become stronger, teach looking and listening at the same time as this becomes more important as student gets older; accept that student may never do this well, however.</p>

Following School Routines: Inattentive; distractible		
Action	Possible Reasons	Strategies
<ul style="list-style-type: none"> • inattentive; distracted by every tiny sound, smell, movement 	<ul style="list-style-type: none"> • is much more aware of sensory stimuli than others; is unable to screen or not attend to sensory stimuli 	<p>Try to arrange environment to minimize distractions (for example, changes in level of stimuli such as noise, light, chemicals used to clean rooms, classroom activities that produce smells or sudden noises, proximity of classroom to sources of smells such as popcorn or food cooking).</p> <p>Experiment with ways to baffle background noise (for example, let student wear cotton balls in ears held by headband, earplugs, earphones).</p> <p>Experiment with slightly angled rather than flat work surface.</p> <p>Provide student with a non-distracting environment for seatwork, such as a carrel or a desk against a blank wall.</p> <p>If student ignores some distractions but focuses on every social interchange, read this as a desire for more social contact and program accordingly.</p> <p>Warn student ahead of time of events such as fire drills.</p> <p>Provide frequent breaks in low-stimulation environments.</p>
	<ul style="list-style-type: none"> • loses focus because he is too far from speaker 	<p>Experiment with seating; seat student close to where teacher usually stands to speak.</p> <p>Seat student in the front to listen but in a study carrel facing the wall at the back of the class to concentrate on written work.</p>

Following School Routines: **Disruptive**

<i>Action</i>	<i>Possible Reasons</i>	<i>Strategies</i>
<ul style="list-style-type: none"> • makes distracting, disruptive noises in classroom and other school environments 	<ul style="list-style-type: none"> • self-stimulating to fill unstructured time <li style="text-align: center;">or • sensory pleasure <li style="text-align: center;">or • response to stress 	<p>Provide tight structure.</p> <p>Provide area in or out of classroom for self-stimulation to meet need.</p> <p>Observe to identify stressors and make changes as appropriate.</p>
	<ul style="list-style-type: none"> • is consciously trying to get a reaction from peers or adults (laughter, scolding, class quiets to listen) or to be removed from the setting 	<p>Sensitize peers and adults to possible reasons for the behaviour and avoid reinforcing by responding.</p> <p>Use a social story or other means to explain why noise is distracting to others and what expectations are.</p> <p>Provide other opportunities for the student to get an animated response from peers.</p> <p>Re-adjust tasks to ensure success if the student seems to be trying to escape tasks.</p>
	<ul style="list-style-type: none"> • is echoing noises in environment, including soft noises (for example, murmur of voices from another room, the bubbling from a fish tank) 	<p>Ignore; accustom other students to ignore.</p> <p>Distract student with engaging task; reinforce behaviours incompatible with making the noise.</p>
	<ul style="list-style-type: none"> • has Tourette's Syndrome or is responding to side-effects of medication and is unable to inhibit noises 	<p>Collect data, discuss with parents and other caregivers, and refer for assessment and medical monitoring as indicated.</p>
	<ul style="list-style-type: none"> • needs auditory feedback from reading aloud or talking himself through tasks 	<p>Sensitize others to his need and try to ignore.</p> <p>Reinforce lower speaking volume.</p>

Transitions: Changes in environment		
Action	Possible Reasons	Strategies
<ul style="list-style-type: none"> becomes upset or tantrums whenever there is change in the classroom (for example, rearranging seating or bulletin boards) 	<ul style="list-style-type: none"> sees classroom as a unified whole; a small rearrangement seems like a completely new environment 	<p>As appropriate, explain reasons for changes and involve student in making them.</p> <p>Remind student to expect changes (for example, Halloween decorations) before he enters the room.</p> <p>Keep some consistency (for example, have student's work space or desk in the same place and facing the same view).</p>

Transitions: Changes in activities		
Action	Possible Reasons	Strategies
<ul style="list-style-type: none"> becomes upset or tantrums when class changes from one activity or subject to another 	<ul style="list-style-type: none"> has a different idea of "finished" than others (for example, feels he can't start spelling until he has finished his math assignment) 	<p>Always use visual schedule.</p> <p>Teach him a routine using words, symbols, signs, etc., to warn him that a change is coming (for example, "almost finished").</p> <p>Show student object (symbol or print) representing the next activity.</p> <p>Until his tolerance for change improves, try to do activities/tasks that can be finished in one session.</p> <p>Use visual strategies (for example, clear away art materials when art is done rather than leaving them out; circle the math problems done and highlight the ones that can be finished "after recess").</p> <p>Acknowledge student's distress and frustration.</p>

Transitions: Changes in settings		
<i>Action</i>	<i>Possible Reasons</i>	<i>Strategies</i>
<ul style="list-style-type: none"> • becomes upset or tantrums when class goes somewhere else in school (for example, gym, library, music room) 	<ul style="list-style-type: none"> • needs more time to understand where he is going, what will happen there, and that he will come back to his “home base” again 	<p>Always use visual schedule. If changes of setting are always hard, try having a calming/organizing activity or some down time right after the stressful change. Try having student carry a comfort object or something to be used in the other setting.</p> <p>Let student familiarize himself with the other setting with no one else in the room.</p> <p>Observe to see if he has difficulty with some sensory aspect of the other environment, such as climbing stairs.</p>
	<ul style="list-style-type: none"> • is exhausted or overloaded (depending on the time of day) 	<p>Observe; check with student if he can communicate. Build in more calming/organizing periods to help increase tolerance for stress and change.</p> <p>Build in rest periods if needed; check whether student is hungry.</p>

Transitions: Resists all changes		
Action	Possible Reasons	Strategies
<ul style="list-style-type: none"> • resists any change, even to a favourite activity or one previously enjoyed 	<ul style="list-style-type: none"> • anxiety; is anxious no matter how regularly a change occurs or how much warning he receives 	<p>Use above strategies.</p> <p>Persevere.</p> <p>Consult with occupational therapist regarding appropriate relaxation techniques; teach student to recognize his own feelings of anxiety.</p>
	<ul style="list-style-type: none"> • knows from experience that he becomes over-stimulated in an activity (for example, gym or computers) and loses control (i.e., becomes silly, or loud, or starts flapping) • if student is sensitive to the way he appears to others he may resist going to the activity 	<p>See above.</p> <p>Let student get a little bit excited in a safe environment to learn to be aware of the feeling and to control the behaviours.</p> <p>Involve student in writing a social story that acknowledges his feelings and contains some strategies to help him manage his arousal level.</p> <p>Sensitize others to student's over-stimulated behaviours.</p>
	<ul style="list-style-type: none"> • has difficulty with motor planning; is anxious about negotiating a different physical setting 	<p>Provide student with a regular seat in all environments.</p> <p>Let him practise in the new setting with no one else there.</p>

Anger Management: Self-injurious		
Action	Possible Reasons	Strategies
<ul style="list-style-type: none"> • self-abusive (for example, bites or scratches self, bangs head with fist, bangs head into walls) 		<p>Do a functional behavioural assessment to determine the purpose of the action for the student and its antecedents and consequences.</p>
	<ul style="list-style-type: none"> • is in pain (for example, headache, sore throat, toothache) and has no other way to communicate 	<p>Observe carefully and try to reduce discomfort as possible.</p> <p>Discuss with parents and refer for medical treatment as necessary.</p>
	<ul style="list-style-type: none"> • is reacting to sensory discomfort but has no verbal or other way to communicate pain, anger, frustration, or confusion • may not see any reason to communicate pain or distress to others 	<p>Observe carefully and try to reduce discomfort if possible.</p> <p>Teach student that he can communicate distress to people and that they can help.</p> <p>Continue to work on communication system.</p>
	<ul style="list-style-type: none"> • has high pain threshold; behaviour is habit or a form of self-stimulation 	<p>Try to redirect to another activity incompatible with the self-stimulation and reinforce.</p>
	<ul style="list-style-type: none"> • learned behaviour to get adult reaction/attention, or escape, or avoid a demand or situation 	<p>Ensure that no one in student's environment reinforces behaviour with attention or reaction.</p> <p>Be sure that task or environmental demands are within student's ability to manage and that reinforcement is appropriate.</p>

Anger Management: Aggressive		
Action	Possible Reasons	Strategies
<ul style="list-style-type: none"> • physically or verbally aggressive to others (for example, bites, hits, head-butts, spits); destroys materials; insults, name-calls 		<p>Do a functional behavioural assessment to determine the purpose of the action for the student and its antecedents and consequences.</p>
	<ul style="list-style-type: none"> • has no way to communicate pain, anger, frustration, jealousy, confusion, anxiety, sensory discomfort 	<p>Observe carefully and try to reduce discomfort as possible.</p> <p>Teach alternate ways to communicate.</p> <p>Adapt expectations or environment as appropriate.</p> <p>Discuss with parents and refer for medical treatment as necessary.</p>
	<ul style="list-style-type: none"> • has no other strategies to calm down, or reduce anxiety or anger 	<p>Intervene early.</p>
	<ul style="list-style-type: none"> • learned behaviour to get adult reaction/attention, or to escape, or avoid a demand or situation 	<p>Ensure that no one in student's environment reinforces behaviour with attention or reaction.</p> <p>Be sure that task or environmental demands are within student's ability to manage and that reinforcement is appropriate.</p>

Anger Management: Swears		
Action	Possible Reasons	Strategies
<ul style="list-style-type: none"> swears whenever he loses control or is frustrated, in any setting in school 	<ul style="list-style-type: none"> has no alternative ways to communicate frustration <p style="text-align: center;">or</p> <ul style="list-style-type: none"> associates swearing with angry feelings because he has heard those words used by others in that context 	<p>Teach alternative ways, verbal or otherwise, to express frustration.</p> <p>Be sure that task demands are understood and are not too difficult or too unpleasant for sensory reasons.</p> <p>Observe environment to see if sensory issues are overloading.</p> <p>Note: Don't expect this behaviour to extinguish quickly.</p>
	<ul style="list-style-type: none"> has learned that swearing is an effective way to escape tasks or situations, or to get his way 	<p>Use choice-making situations to teach acceptable ways to say "no"; honour choices when possible.</p> <p>Use more powerful reinforcers so that student has more success complying and being reinforced.</p>
	<ul style="list-style-type: none"> enjoys the drama and predictability of adult responses 	<p>Use value-neutral words and responses.</p> <p>Keep reaction low-key and increase animated reaction to other behaviours.</p>
	<ul style="list-style-type: none"> has Tourette's Syndrome or is not responding to medication 	<p>Collect data; discuss with parents and other caregivers. Refer for assessment if necessary.</p>

Anger Management: Tantrums		
Action	Possible Reasons	Strategies
<ul style="list-style-type: none"> tantrums if he hears the word “no” (for example, “you can’t” or “that’s not correct”) 	<ul style="list-style-type: none"> habit; tantrums whenever he hears the trigger word, even if it’s not directed to him 	<p>Avoid using the word, as possible.</p> <p>Acknowledge his communication and redirect (for example, “first/then”; “that’s close, let’s look at it again” instead of “no” or “that’s wrong”).</p>
	<ul style="list-style-type: none"> assumes that if he follows the rules and communicates clearly, his needs and wishes will always be met 	<p>Use a social story and trial and error to teach him the concept of “sometimes” and to develop his capacity to tolerate frustration or delay gratification.</p>
	<ul style="list-style-type: none"> has learned that tantrums work 	<ol style="list-style-type: none"> Wait out tantrum. Remove him from area if necessary or remove other students from setting. Then try above strategies.
<ul style="list-style-type: none"> goes limp and falls to the floor screaming when a demand is made or he can’t have his way 	<ul style="list-style-type: none"> has learned that this works to avoid demands, or get his wishes met 	<p>When possible, ignore and wait, then repeat expectation, modified if necessary; try to structure expectation to make compliance easy so that he can be reinforced.</p> <p>If student cannot be ignored, move him with as little interaction as possible to a safe location; then try above strategy.</p>

