



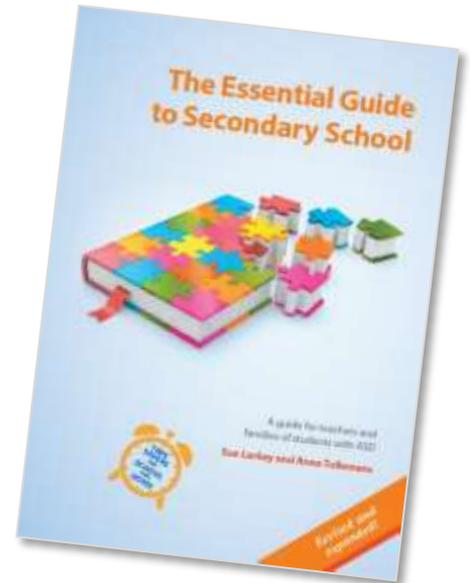
Anna Tullemans

ASD Tips

Consultant – Author – Presenter



10 Essential Strategies for Positive Behaviour Support



Avoid:

1. Telling the student what **NOT** to do.
 - Instructions and rules should always be phrased in the positive.
2. Assuming the student has understood what you have said just because they can recite verbatim what you said.
3. Verbal overload no matter how verbal a student appears
4. Nicknames, idioms and double meanings
 - Mean what you say. (These students are very literal)
5. Getting angry.
 - Most behaviours are a form of communication
 - These are usually frustration and/or confusion
 - Gather information about what happens before and after the behaviour that you want to change
6. Never assume the student has behaved in a particular way to upset you.
 - They often cannot take your perspective.
 - They only know what they are feeling
7. Thinking that student is rude



- They simply doesn't understand, interpret body language or facial expressions (or use appropriately themselves)

8. Telling the student what to do in abstract terms such as:

- Don't be rude (Be specific about what is rude: tone, posture etc)
- Start work (Be more specific about the work they are to start)

9. Underestimating links between communication and behaviour.

- Improved communication skills are likely to improve behaviour.

10. Being misled by the student's strengths in one area and assuming that the student is as easily capable in others.

Phrases to avoid

Avoid phrases such as:

- Could you do ...
- Would you do ...

As students with ASD have literal interpretation they may perceive these phrases as questions and as **actual choices** to be made.

Don't forget that:

- Social activities involve proximity and this may cause sensory overload.
- ASD students don't derive the same pleasure from social activities and events as we do. You may have to accept partial participation.

