

POSITIVE BEHAVIOUR SUPPORT

FOR STUDENTS WITH
AUTISM SPECTRUM DISORDER



Registered NDIS Provider

Dolly Bhargava

Masters in Special Education

behaviourhelp.com

ENROL NOW!

All students with Autism Spectrum Disorder present with unique needs that, when unmet, can result in challenges that can disrupt their learning and that of others.

*Positive Behaviour
Support for Students
with Autism Spectrum
Disorder*

This course will equip you with a toolkit of practical strategies to develop a classroom that helps students with Autism Spectrum Disorder reach their full potential and has a positive impact on all students in the classroom.

TELL ME HOW



Self-paced

Completed at your
own pace



5 Hours

To complete



Resources

Specially designed,
yours to keep



Behaviour Help



Registered NDIS Provider

Positive Behaviour Support for Students with Autism Spectrum Disorder

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Disclaimer

The information contained in this booklet and course is general in nature and does not take into account your personal situation. You should consider whether the information is appropriate for your student's needs.

If you have any concerns about a student, please raise them with the student's caregiver/s. The caregiver can then raise these concerns with their local doctor who can provide a referral to the relevant professional (e.g. paediatrician, psychologist or psychiatrist) for diagnosis and treatment if appropriate.

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DEFINING AUTISM SPECTRUM DISORDER

Autism Spectrum Disorder (ASD) is a neurodevelopmental disorder, which means there is atypical growth and development of the brain or central nervous system, resulting in their abnormal functioning. It is a lifelong disability that affects how a person perceives the world, how they think and interact with others, and how they experience their environment.

The number of people diagnosed with ASD is on the rise, so it's reasonable to expect that teachers will encounter students with ASD in their classrooms at some point. Each student with ASD will present with unique needs that, when unmet, can result in the student exhibiting behaviours that can disrupt their learning and that of others.

Without the necessary knowledge and tools, teachers can often find it difficult to meet the needs of their students effectively.

If this sounds familiar, then you've come to the right place.

Each student with ASD will present with unique needs that, when unmet, can result in the student exhibiting behaviours that can disrupt their learning.

The online course Positive Behaviour Support for Students with Autism Spectrum Disorder aims to educate, empower and enable you to develop a classroom that better supports students with Autism Spectrum Disorder in a way that has a positive impact on all students in the classroom.



The Diagnostic and Statistical Manual of Mental Disorders 5th edition (DSM-5) is a handbook that is used by professionals around the world to diagnose mental disorders.

Prior to the DSM-5, people on the autism spectrum may have been diagnosed with one of the following disorders:

- Asperger's Syndrome
- Pervasive Development Disorder - Not Otherwise Specified (PDD-NOS)
- Childhood Disintegrative Disorder
- Autistic Disorder

Since the DSM-5, these disorders fall under the broader diagnosis of Autism Spectrum Disorder.

Autism is known as a “spectrum” disorder because there is wide variation in the type and severity of symptoms, skills, and needs, meaning that each person with ASD is unique.

Subtypes of ASD

The DSM-5 currently recognises five different ASD subtypes, or specifiers:

- With or without accompanying intellectual impairment
- With or without accompanying language impairment
- Associated with a known medical or genetic condition or environmental factor
- Associated with another neurodevelopmental, mental, or behavioural disorder
- With catatonia



CHARACTERISTICS OF AUTISM SPECTRUM DISORDER

The DSM-5 divides symptoms of ASD into two categories:

- problems with communication and social interaction, and
- restricted or repetitive patterns of behaviour or activities.

Each characteristic varies significantly within and across individuals with ASD in terms of the degrees of challenges and strengths.

Both categories include a number of difficulties a student with ASD may experience that can cause them to feel frustrated, confused, anxious or helpless. Without appropriate support, these challenges can escalate and have a disruptive impact on many aspects of life.

Social Communication and Social Interaction Impairment

Some specific social communication and social interaction impairments include:

- Difficulty processing language
- Literal interpretation of language
- Difficulty understanding and using appropriate eye gaze, voice, facial expressions and body language

- Difficulty understanding the intentions of others
- Difficulty or failure to initiate, sustain or end social interactions
- Difficulty or failure in forming, sustaining and understanding friendships
- Lack of interest in other people and difficulties in sharing interests, activities, and achievements with others
- Delayed language and speech development
- Difficulty expressing needs/ desires

Restricted, repetitive patterns of behaviour or activities

Some specific restricted, repetitive patterns of behaviour or activities include:

- Stereotyped or repetitive body movements or speech
- Insistence on rigid routines or ritualised patterns of behaviour
- Difficulties with transitioning from one activity to another
- Preoccupation with an interest that is abnormal in intensity or focus
- Under-sensitivity or oversensitivity to sensory input

CAUSES OF AUTISM SPECTRUM DISORDER

The exact cause of ASD is currently unknown; however, the interaction between the risk factors may contribute to its development. The risk factors include:

- Genetic factors
- Environmental factors
- Neurobiological factors

Genetic Factors

A growing body of evidence suggests that there are a range of genetic factors that can make a child vulnerable to developing ASD. These include:

- Complex inheritance
- Chromosomal copy number variation
- Single gene mutations
- Epigenetic changes

Environmental Factors

Researchers are currently investigating how pre- and post-natal environmental factors might interact with genetic susceptibility to trigger the development of ASD. Factors include:

- Parental health (e.g. medications, infections or complications during pregnancy)
- Low birth weight
- Childhood illness
- Food intolerance
- Reaction to pollutants (e.g. exposure to environmental toxins)

Neurobiological Factors

Abnormalities in genetic code may result in abnormal mechanisms for brain development, leading in turn to structural and functional brain abnormalities, cognitive and neurobiological abnormalities, and symptomatic behaviors.

IMPACT AND ONSET OF AUTISM SPECTRUM DISORDER

Impact on Learning and Behaviour

School is an important social environment where children learn to interact with their peers, an activity students with ASD may find difficult. Many children on the autism spectrum struggle socially, needing additional support throughout their education. The most common problems students with ASD experience in school are problems fitting in, and learning and communication difficulties.

An appropriate school environment can provide such students with opportunities to develop important social and life skills.

Onset of ASD

Even as infants, children with ASD may seem different, especially when compared to other children their own age. They may become overly focused on certain objects, rarely make eye contact, and fail to engage in typical babbling with their parents. In other cases, children may develop normally until the second or even third year of life, but then start to withdraw and become indifferent to social engagement.



POSITIVE BEHAVIOUR SUPPORT FOR STUDENTS WITH AUTISM SPECTRUM DISORDER

Positive Behaviour Support (PBS) is a framework that aims to improve academic, social and behavioural outcomes for people with challenging behaviours.

PBS recognises that all behaviour serves a purpose. The framework emphasises the need for an assessment to take place to understand the reason for specific challenging behaviours before they can be addressed. Based on the assessment findings, PBS uses multiple approaches to minimise or prevent the occurrence of these behaviours.

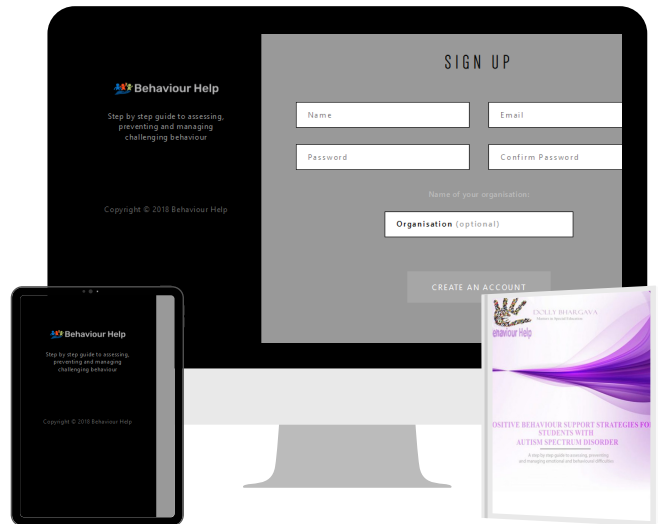
PBS focuses on teaching, increasing and strengthening helpful behaviours through reinforcement, and anticipating where things may go wrong, rather than just reacting when they do. By changing interactions, activities and altering environments, specific behaviours can be prevented and we can improve the student's quality of life.

Behaviour Help applies PBS to assess, prevent and manage behaviours and improve a student's quality of life.

Behaviour Help utilises PBS in the Assess – Manage – Prevent cycle to assess challenging behaviour, determine appropriate ways to manage it, and implement plans to prevent it.



MORE RESOURCES!



The Behaviour Help app and the booklet Positive Behaviour Support for Students with Autism Spectrum Disorder by Dolly Bhargava will guide you through the Assess – Manage – Prevent process.

Use the templates and instructions provided to determine why the student is behaving a certain way and develop comprehensive Management and Prevention Plans to help the student reach their full potential.

[GET THE APP](#)

[GET THE BOOK](#)

POSITIVE BEHAVIOUR SUPPORT FOR STUDENTS WITH AUTISM SPECTRUM DISORDER

Assessment Stage

PBS teaches us that before we implement any behaviour management plans, we need to complete an assessment. Assessment is when the educator engages in detective work in order to understand the message, or function, that the student is trying to communicate through their challenging behaviour. It's a deep dive to discover what the student is trying to tell us, if they get what they want by behaving a certain way, or if they behave this way because it's the only way they know how to respond to a situation.

A thorough assessment can't be conducted by you alone. Instead, a team of people should work together to paint a comprehensive picture of the student's situation. This team will comprise various people in the student's life, depending on their individual needs.

Management Stage

The management stage involves designing a comprehensive behaviour Management Plan based on the assessment findings.

Before we can address challenging behaviours, we must assess the meaning behind them.

The behaviour Management Plan aims to provide guidelines to help everyone supporting the student to manage the behaviour as it escalates in a planned, safe and least disruptive manner.

Prevent Stage

The prevention stage involves designing a comprehensive Prevention Plan based on the assessment findings.

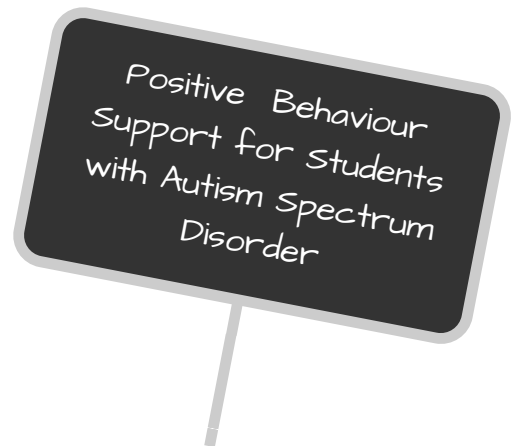
The Prevention Plan aims to:

- Minimise or avoid the triggers that set off challenging behaviours
- Tailor the activity, environment and interactions to match the student's skills
- Teach the student positive ways of communicating their messages, and managing their emotions and behaviours

DON'T FORGET TO ENROL!

At the end of the course you will have:

- A toolkit of practical strategies to assess, manage and prevent challenging behaviours in students with Autism Spectrum Disorder
- Actionable tools for developing a behaviour support plan that you can apply immediately with your student in your setting
- Lifetime access to the Behaviour Help app, allowing you to develop a behaviour support plan for any student with ASD that you support



The course will introduce you to Autism Spectrum Disorder, its characteristics and its causes.

It will then teach you how to use the Assess – Manage – Prevent cycle using the Behaviour Help app to improve the student's experience in the classroom.

The course will provide you with a range of strategies to support your student through:

- Communication
- Coping with change
- Unstructured times
- Transition between activities, people or places

ENROL NOW