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The "Problem Behaviors"	Common Educational Approaches Employed	Shortcomings of Common Approaches and Frequent Outcomes	The True Nature of the "Problem Behaviors"~ Informed by Autistic Experience
Disrespectful Defiant/ Rigid Non-Compliant Manipulative Explosive / Overreactive Aggressive Unfocused Lazy Hyper Attention-Seeking Dramatic Inappropriate Juvenile Dangerous / Harmful	**Behavior Management Plans focused on:** - Loss of privileges - Earning preferred activities or items - Reinforcement - Extinguishing - Outcomes - Observable behaviors and external measures **Planned Ignoring** **Removal from classroom** **Cognitive Behavioral Techniques focused on perspective taking from neurotypical point of view**	**The plan is ineffective because it is focused on outcomes, not underlying factors, therefore:** - Behavior persists - Behavior escalates - Inconsistent results **When the plan is "effective," it is only by NT standards and it will only be temporarily:** - Behavior is reduced through compliance and is not sustainable - Outcome is desirable for partners, not for the autistic person - Autistic person does not learn about themselves, their needs or their differences and this will limit their ability to advocate for such things later	Meltdown Shutdown Sensory overwhelm Social anxiety Cognitive overwhelm Fight, flight, freeze Reactions Post Traumatic Stress Needs being withheld in behavioral plan Energy mismatches
Poor Social Skills Awkward Inappropriate, Non-functional Play Wants to join in, but doesn't know how…	**Social Skills Training** **Teaching of discrete play skills** **Hand-over-hand in play and creative tasks** **NT peers instructed to "include" their classmate**	**There was never a problem to begin with; only a difference** **Neglects the perspective and desired goals of autistic person** **Lack of understanding from peers further perpetuates NT as the "RIGHT" way** **Contributes to the creation of a mask; cognitively draining script is carried out constantly** **Withdrawal from social interaction / Play is no longer fun or regulating**	Social anxiety Misunderstandings Difficulty communicating Different perspectives Unique interests Sensory immersion Lack of social motivation but forced to engage Energy mismatches

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What Underlies "Problem Behaviors"~ Informed by Autistic Experience	Examples of Autistic Informed and Evidenced-based Alternative Educational Practices (common sense)
Physiological Factors - Sleep - Nourishment (Water, caloric intake-quantity, quality) - Health (Illness, allergy, injury)	**Environmental Accommodations:** - Food and nourishment available - Quiet spaces available **Activity Modifications:** - Encourage supportive routines related to sleep - Schedule time to tend to physiological needs - Supportive / informed partners available as appropriate **Personal Tools and Strategies:** - Personal schedule - Environmental scan for allergens - Body and mind wellness check-ins - Medical appointments as needed
Interoception Differences Perception of: - Hunger - Pain - Arousal/Energy - Emotion - Needing to go to bathroom	**Environmental Accommodations:** - Food and nourishment available - Quiet spaces available **Activity Modifications:** - Schedule specific time to tend to personal needs - Supportive / informed partners available as appropriate **Personal Tools and Strategies:** - Access to AAC go communicate needs / challenges - Personal schedule including times for eating and going to bathroom (calendar reminders, etc) - Body and mind wellness check-ins
Sensory Mismatches between Individual's Profile and Environmental Characteristics Related to: - Hypersensitivities / Hyposensitivities(Sound, smell, taste, touch, visual, spatial, vestibular, proprioceptive) - Preference for Seeking or Avoiding Sensory Input (Frequency, intensity, time, type)	**Environmental Accommodations:** - Change quality of environment that is creating challenge **Activity Modifications:** - Modify quality of activity that is creating challenge (e.g., provide tools to engage with messy materials for someone with tactile hypersensitivities, reduce volume of loudspeaker someone with auditory hypersensitivities, increase movement opportunities for someone with vestibular hyposensitivities) - Supportive / informed/ accepting partners available (peer education) **Personal Tools and Strategies:** - Environmental scan for potential challenges - Personal sensory tools (e.g., noise reduction headphones for loud environments, gum for oral tactile and taste seeking, change of clothes available to change into if exposed to environment with strong, noxious, clinging smells) - Increase access to activities with regulating sensations / inputs - refer to list or choice board if needed

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What Underlies "Problem Behaviors"~ Informed by Autistic Experience	Examples of Autistic Informed and Evidenced-based Alternative Educational Practices (common sense)
Motor Mismatches between Individual's Profile and Environmental Demands Related to: ⁃ Muscle Tone ⁃ Coordination/ Strength/ Endurance ⁃ Bodily / Spatial Awareness ⁃ Use of Mobility Support / Device ⁃ Preference for Movement	**Environmental Accommodations:** ⁃ Accessibility modifications ⁃ Accessible spaces for breaks (e.g., for rest or movements) **Activity Modifications:** ⁃ Adapted equipment to increase access ⁃ Graded ways to engage in motor tasks (e.g., adaptations to increase difficulty and decrease difficulty) ⁃ Supportive / informed/ accepting partners available (peer education) **Tools and Strategies:** - Personal mobility supports - Access activity modifications - Choose supportive or dynamic position to work in if sedentary activity - Seek motor challenges or focus on energy conservation
Cognitive Mismatches between Individual Profile and Environmental Demands Related to: ⁃ Executive Functioning Abilities ⁃ Decision-making ⁃ Processing and learning style ⁃ Prior Experience / Interests ⁃ Social Understanding ⁃ Reliance on Routine/Predictability	**Environmental Accommodations:** ⁃ Clear signage ⁃ Accessibility accommodations ⁃ Explicit expectations posted if required to access environment **Activity Modifications:** ⁃ Clear schedule with all necessary information ⁃ Visual supports provided for reference (or other information processing accommodation) ⁃ Video models ⁃ Incorporation of interests to help facilitate attention ⁃ Explicit information offered in response apparent breakdowns in understanding (e.g., social and cognitive) ⁃ Supportive / informed/ accepting partners available (peer education) **Personal Tools and Strategies:** ⁃ Personal schedule / list ⁃ Use of timers ⁃ Creation of and adherence to routines. ⁃ Research to preview new activities and environments ⁃ Graphic organizer to help conceptualize and process information ⁃ Two-way ND/NT education model to help both groups better understand social processing differences and the potential places where additional information related to perspective taking may be helpful for both
Communication Mismatches between Individual Profile and Environmental Demands Related to: ⁃ Receptive Communication Abilities/Means (Non-verbal, symbolic) ⁃ Expressive Communication Abilities/Means (Non-verbal, symbolic)	**Environmental Accommodations:** ⁃ Clear signage ⁃ Accessibility accommodations ⁃ Explicit expectations posted if required to access environment **Activity Modifications:** ⁃ Explicit information offered in response apparent breakdowns in understanding (e.g., social and cognitive) ⁃ Visual supports provided for reference (or other information processing accommodation) ⁃ video models ⁃ Language level incorporated in activity accessible for person ⁃ Supportive / informed/ accepting partners available (peer education) **Personal Tools and Strategies:** ⁃ Focus on multimodal communication ⁃ Access and use AAC ⁃ Request supports as needed (e.g., repetition, visual)

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What Underlies "Problem Behaviors"~ Informed by Autistic Experience	Examples of Autistic Informed and Evidenced-based Alternative Educational Practices (common sense)
Social Mismatches between Individual Profile and Environmental Demands / Characteristics Related to: - Social motivation - Preferred social partners (may be specific or general - e.g., sibling, older kids, younger kids, those with shared interests, etc.)	**Environment Accommodations:** - Reduce social complexity if overwhelming, can be accomplished by checking "crowd times" **Activity Modifications:** - incorporate regulating inputs into socially challenging activities - Incorporation of interests to help facilitate attention - Supportive / informed/ accepting partners available (peer education) **Tools and Strategies:** - invite preferred partners to participate and assist - balance "high social" with solitary recovery time if needed

Student	
Problem Behavior(s)	
Current Plan	
Student Profile* *To expand understanding in this area download the <u>Person in Context Tool</u> available from AutismLevelUp.com	
Possible Underlying Factors	
New Plan	

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