

SUPPORTING NON-ESCALATING BEHAVIOR

Outsmarting explosive behavior: A visual system of support and interventions for individuals with Autism Spectrum Disorder



Proactively address sensory regulation daily.

Strive to make sure students with autism are supported daily in sensory regulating activities.



Assure social understanding.

Social constructs and socially accepted behavior in society are based on this thinking style of the majority. Many students with autism benefit in learning this social information.



Plan ahead of time.

Some people need a written list. Some need picture schedules.

All students with autism, regardless of how autism presents in their bodies, like to know the plans rather than to have continual surprises randomly occurring.



Use alternative communication.

Even for a person who is highly verbal, an alternative way to communicate becomes essential in tense or overloaded situations.



Stop talking.

As students with autism get overloaded in sensory, social or emotional aspects of situations, the ability to process and comprehend verbal input decreases.



Plan and practice exit strategies.

Use preplanned signals or visuals to exit a tense or problematic situation **BEFORE** any problem behavior can happen.



Use positive reinforcement.

Positive reinforcement can prevent the behavior from occurring.

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