

Behaviour – Why Do Children Do THAT? Solutions and Strategies for Common Classroom Behaviours

Behaviour	Reason why they <u>might</u> do this	Suggested Strategies
Chewing on shirt, hat string or objects	Chewing is calming for these students so it is important you provide opportunities to chew.	Chewy tubes, Chewigem necklace, Pencil toppers. Oral Motor Programme. Water bottle with straw – they will need a few straws as tend to chew through.
Hiding or running away	Often displaying a 'flight response'. This is usually due to confusion, lack of ability to problem solve or emotional build ups.	Give a Preventative Break (go for a walk, bounce on a fit ball). Teach problem solving skills (important do this when calm). 50/50 Behaviour Programme (see Tip Sheet on website).
Difficulty accepting criticism	This can be due to anxiety around making mistakes. Often part of Executive Functioning difficulties.	Write social stories about making mistakes. Reward mistakes. Reward having a go. Allow time to process feedback (see CBT in Dr Tony Attwood books on page 11).
Swearing	Most kids swear, but they learn 'where to swear', so adults don't hear them. Often kids do for social attention.	When you hear them swear, tell them a replacement word. Use Social Stories to set clear boundaries and expectations. Work on friendships and social skills if doing to gain attention of peers.
Stalking other students	This is usually because they want to be friends but do not know how to connect socially.	Consider introducing lunch clubs (see page 4). Be cautious if you stop them following one student as they normally replace with another student.
Not wanting to leave special interest	As their special interest makes them happy they often find hard to leave.	Let them know when they can go back to special interest. Have rules and routines around special interest.
Sniffing people or objects	This is part of sensory processing and many kids love to sniff people and objects.	Occupational Therapy Assessment. Use sensory tools to redirect. Social Stories about appropriate sniffing.
Constantly putting hand up and calling out if teacher doesn't ask them	Many students constantly put their hand up as they want to share their knowledge and are keen to participate. However, they often miss the social understanding that everyone wants a turn.	Use Social Stories to explain that everyone likes to have a turn, and that the teacher can't always ask everyone. Use a visual tally to let them know how many times they can put their hand up in each lesson.
Constantly thirsty	It is thought to be part of the Sensory Processing Difficulties. It is very common for students with an ASD or ADHD to drink about four litres a day.	Provide regular drink times during class. Let them have a water bottle on their table. Remember they will need more toilet breaks too.
Asking for the toilet all the time	See above, often part of Thirst. Some students do use this as a form of preventative break when they feel their anxiety rising.	Some students will not use toilets during recess and lunch as toilets are too noisy, so have set time they can go during class.
Eating specific food	Part of Sensory Processing Difficulties. Not uncommon for kids with an ASD to only eat five foods.	Get an Occupational Therapy assessment to check sensory issues in relation to food. Allow "snack breaks".
Calls out in class	Don't know how to ask for help. Many students do not even know they are doing this, just spontaneously give answers.	Teach to ask for help. Use a visual signal to prompt to put hand up. When they start putting hand up, call on them quickly to reinforce great behaviour.
Rips up worksheet	Usually anxiety as do not know how to do work, fear of making mistakes or frustration.	Use CBT to teach about anxiety and what to do. Teach replacement behaviours like asking for help, accepting mistakes, etc.

Free Tip Sheets to Help With Understanding Behaviour

I have a number of free tip sheets on behaviour management and understanding behaviour on my website, including:

- Using Sensory Tools to Improve Learning and Behaviour
- Creating a 50/50 Behaviour Programme
- Teaching Children Emotions and 10 Ideas to Help Calm.

If you want to know more about Cognitive Behaviour Therapy (CBT) listen to Sue's LiveChat interview with Dr Tony Attwood – online at www.suelarkey.com under 'Audio Recordings'.

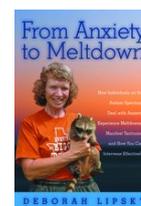
Download FREE tip sheets, view YouTube video clips and listen to Sue Larkey's LiveChats – all at www.suelarkey.com

Great Resources for Behaviour Management

From Anxiety to Meltdown: By Deborah Lipsky

Anxiety is the root cause of many of the difficulties experienced by people on the autism spectrum, and is often caused by things such as a change in routine or sensory overload. Deborah Lipsky takes a practical look at what happens when things spiral out of control, exploring what leads to meltdowns and tantrums, and what can be done to help.

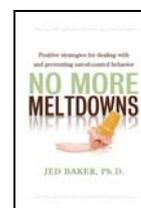
CODE B59 \$40 (incl P & H)



No More Meltdowns: By Dr Jed Baker

With 150 pages of wonderful information and strategies for home and school this book is divided into three areas: The Problem, The Solution and Plans. It is interwoven with stories of how the strategies have been used with different children. Chapters include: Meltdowns: When rewards and punishments are not enough!, What are Meltdowns made of? Creating a prevention plan.

CODE B26 \$35 (incl P & H)



Exploring Feelings: CBT to Manage Anxiety: By Dr Tony Attwood

A guide for caregivers with a workbook section allowing children to identify situations that make them anxious and learn how to perceive the situation differently. Anxiety can be debilitating for anyone, especially for a child. Learning about emotions helps children recognise connections between thinking and feeling, and helps them identify the physiological effects of anxiety on the body (sweating, increased heart rate, crying, etc).

CODE B21 \$40 (incl P & H)



Exploring Feelings: CBT to Manage Anger: By Dr Tony Attwood

A guide for caregivers with a workbook portion that asks children to identify situations that trigger anger and find appropriate responses. Many children with developmental delays, struggle to express their feelings resulting in difficulty with anger management. Listing possible responses to situations and the likely outcome allows the child to make informed decisions about which responses to choose (walking away vs. hitting).

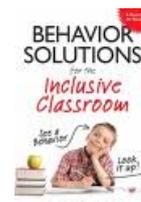
CODE B22 \$40 (incl P & H)



Behavior Solutions for the Inclusive Classroom: By Aune, Burt and Gennaro

See a behaviour. Look it up! This book is a must have for every special needs and inclusive classroom. The easy to use format allows teachers to quickly look up an in-the-moment solution and learn about what the child is communicating, and why. This book illuminates possible causes of those mysterious behaviours, and more importantly provides solutions!

CODE B36 \$35 (incl P & H)



Behavior Solutions In and Beyond the Inclusive Classroom

By Beth Aune, Beth Burt and Peter Gennaro

More Behavior Solutions builds on the success of the first book by expanding the focus from within the classroom to all areas of the school environment – in the hallways, cafeteria, and auditorium, on the playground, and in therapy sessions during the school day. See a particular behaviour? Quickly look it up and find an immediate solution.

CODE B53 \$35 (incl P & H)



Teacher Assistants Big Blue Book of Ideas: By Sue Larkey and Anna Tullemans

Companion to the Teacher Assistants Big Red Book of Ideas. Hundreds of new strategies to try. Social skills: playgrounds, friendships, building self-esteem, bullying. In the classroom: getting on task, adapting tasks and exams, building independence. Managing anxiety and behaviour.

CODE B44 \$45 (incl P & H)

