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 The logo for 'The Owl Centre' features a stylized black owl with large eyes and a curved beak, with the text 'The Owl Centre' below it.

Common behavioural challenges and strategies to use during the pandemic at home and school

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Who Are We?



Leslie-Ann F. Beary
Autism Specialist and Family
Support Consultant



Some of our Team in
Oxford
But we're all over the UK

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Environmental?



Unpredictability?



Social?



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Functions of behaviours:



- Can I get rid of it?
- Can I cope with it?
- Can I get some support?
- Can I escape it?

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ABC Charts:



Antecedents

What happens immediately before the behaviour, including any triggers or signs of distress.

Think:

- What was I doing?
- What was the child doing?
- What was the environment doing?

Behaviour

What is the behaviour, what did the behaviour look like?

Think:

- What exactly happened? Use objective language.

Consequences

What happened instantly after the behaviour?

Think:

- What did the child do/communicate?
- What did others do/communicate?
- Was there an outcome for the person?

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Boy 8, with autism, verbal and fairly articulate. Starting new mainstream school, no support in place.

Day, date and time	Antecedent	Behaviour	Consequence	Notes
Mon 3 Sept 11.45	Sitting working on literacy. At table with 3 other children. Started asking repetitive questions about when it would be lunch time.	When bell for lunch went, he wouldn't get out of his seat. After being asked repeatedly by teacher, he threw himself on the floor crying.	He stayed in classroom with a teacher. Ate lunch there when he calmed down.	First day so first experience of this type of behaviour.
Tues 4 Sept 11.40	Sitting working on numeracy. At table with 4 other children. Started fiddling with sleeves on jumper.	Started to cry when the bell for lunch went. Put his head on the table and became hysterical. Would not be moved or comforted.	He stayed in classroom with a teacher and when he calmed down he ate lunch at his table.	
Wed 5 Sept 11.39	Sitting on the carpet for reading time with whole class. Getting fidgety and fiddling with his jumper.	Hid behind book box when everyone got up for lunch time. Would not be moved, lashed out when teacher tried to move him. Crying.	Ate lunch in class room with teacher.	



The National Autistic Society
Website

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Consistency and communication used to minimise stress:



- Using visual information
 - Timetables
 - First, Next, Then boards
 - My choice boards



- Being cautious of body language and facial expressions
 - How are you positioned?
 - Is your facial expression suggesting a particular emotion?

- Allowing for processing time
 - Giving information in short, concise chunks



Check your personal level of arousal at all times.

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Praise, rewards and redirection:



- **Praise**
 - Validation when needed, as much as needed.
- **Rewards**
 - Not rewarding for endurance, rather for trying and communicating.
- **Redirection**
 - Something to do instead of...



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Reflection and Relaxation:



- Clear points in the day to recharge and step back if needed.
- Clear distinction between structured activities/tasks and fun!
- Agreed way/activity that can be used to relax.



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Close of talk

Common behavioural challenges and strategies to use during the pandemic at home and school



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