

National Autistic Society
Golden Rules for supporting behavior

The 5 P's: Planning and Perseverance Produces Progress
with Problems
[and supports understanding and involvement with
learning]

Understand the autism. Each individual pupil is unique.

Analyse the behavior. Look for triggers. Examine the results.
What does the pupil get out of it? Will it encourage the behavior or help to
phase it out?

Use structure. Be organized and keep to routines.
Use visual structure to help the pupil understand what is going to happen,
prepare the child for change.

**Rather than trying to change the child [or the
autism] try changing yourself and your
communication.** Many inappropriate behavior may result from the
pupil's failure to understand what is required or from anxieties about what is
going to happen. Reflect on the language you use when speaking to your
pupil e.g. needs to be simple, direct, chunked...

Reduce anxiety. Social contact, changes in daily routine and
expectations, sensory experiences, all influence anxiety levels. Be vigilant for
signs of anxiety and have planned calming activities ready.

Be consistent. Ideally, pupils should experience consistent use of
routines, prompts and language both at home and school, which will
encourage cooperation and minimise anxiety.

Plan transitions. Support your pupil to understand about changes
whether they happen in their daily life, or are events happening at school or
at home at certain times of the year.