Devon mum's anguish as son with autism moved from 10 schools and has been excluded for the last six months
Exclusions of autistic pupils up 60 per cent
Exclusions of pupils with autism see 100 per cent rise since 2011 in the North West

Boy aged five with autism expelled from school

Teachers ‘forced special needs child to make a list of his faults’
Parents’ distress as drawing of son’s traits pinned up in classroom

Autistic boy 'constructively excluded' from school

Schools ‘excluded pupils through lack of understanding’

Children on ‘reduced timetables’ being denied education

Four-year-old girl 'excluded from school more than 10 times'

Thousands of children with special needs excluded from schools

Autistic boy denied school place for a year in Cornwall

Pupils with special educational needs are denied opportunities by ‘broken’ system, experts say
Devon mum's anguish as son with autism moved from 10 schools and has been excluded for the last six months

Exclusions of autistic pupils up 60 per cent

Exclusions of pupils with autism see 100 per cent rise since 2011 in the North West

Boy aged five with autism expelled from school

Schools ‘exclude autistic pupils through lack of understanding’

Teachers ‘forced special needs child to make a list of his faults’

Parents’ distress as drawing of son’s traits pinned up in classroom

Autistic boy 'constructively excluded' from school

Education secretary Damian Hinds attacks schools that 'off-roll' special needs pupils to improve league table rankings

Children on ‘reduced timetables’ being denied education

Four-year-old girl 'excluded from school more than 10 times'

Thousands of children with special needs excluded from schools

Autistic boy denied school place for a year in Cornwall

Pupils with special educational needs are denied opportunities by 'broken' system, experts say
YOU GO I was asked to pick up my autistic boy, 6, from afterschool club
<table>
<thead>
<tr>
<th></th>
<th>Permanent exclusions</th>
<th>Fixed period exclusions</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2016/17</td>
<td>2017/18</td>
</tr>
<tr>
<td>Physical assault against a pupil</td>
<td>1,025</td>
<td>1,037</td>
</tr>
<tr>
<td>Physical assault against an adult</td>
<td>745</td>
<td>845</td>
</tr>
<tr>
<td>Verbal abuse/ threatening behaviour against a pupil</td>
<td>330</td>
<td>338</td>
</tr>
<tr>
<td>Verbal abuse/ threatening behaviour against an adult</td>
<td>657</td>
<td>652</td>
</tr>
<tr>
<td>Bullying</td>
<td>25</td>
<td>32</td>
</tr>
<tr>
<td>Racist abuse</td>
<td>24</td>
<td>13</td>
</tr>
<tr>
<td>Sexual misconduct</td>
<td>103</td>
<td>100</td>
</tr>
<tr>
<td>Drug and alcohol related</td>
<td>567</td>
<td>643</td>
</tr>
<tr>
<td>Damage</td>
<td>95</td>
<td>77</td>
</tr>
<tr>
<td>Theft</td>
<td>39</td>
<td>40</td>
</tr>
<tr>
<td>Persistent disruptive behaviour</td>
<td>2,754</td>
<td>2,686</td>
</tr>
<tr>
<td>Other</td>
<td>1,355</td>
<td>1,442</td>
</tr>
</tbody>
</table>
• Children with SEND make up 47% of all permanent exclusions, and 45% of all fixed-period exclusions.

• Children on the autism spectrum are three times more likely to be excluded from school than children without special educational needs.

* Timpson review of school exclusion. May 2019 *
Mum refuses to send her son, 8, to school because it makes him scared and unhappy.
Schools can be overwhelming places for autistic people – unexpected changes in their routine or physical environment, unclear instructions, unwritten social rules or the unpredictability of other children’s (or adults’) conduct will trigger extreme levels of anxiety.

This can logically lead to behaviours that seem *naughty* or *disruptive* but actually indicate that learners are overwhelmed, emotionally dysregulated.
Disabled children ‘constantly’ physically restrained and left with bruises and trauma, parents say

Autistic boy, five, strapped into chair by ankles and waist at school while other kids were allowed to play freely
What does quality of life look like?

People living interesting active lives within a network of relationships with people who like them in an ecology they enjoy.
What is behaviour?

Behaviour happens as a result of the interaction between a person and their environment.
What is Behaviour Which Challenges?

Behaviour which:

- Threatens the quality of life of the individual or others.
- Threatens the physical safety of the individual or others.
- Is likely to lead to responses that are restrictive, aversive or result in exclusion.

Why do people display behaviours that challenge?

• It works!
• It is a way to gain choice and control
• It is a way of communicating unmet needs
• We ‘behave’ in order to get more of what we want and less of what we don’t want
• There is no suitable alternative
Green: Happy, calm and contented

Amber: Anxious, agitated or distressed

Red: Incident

Blue: Post-incident

High-Arousal Baseline

Baseline
• We can work out why a behaviour is happening by looking at:

**ANTECEDENTS**
- What happened before?

**CONSEQUENCES**
- What reinforces the behaviour?
- What makes it more likely to happen again?
Four reasons why behaviour is maintained (or reinforced):

1. Social attention

2. Access to reinforcer / tangible (preferred/desired item or activity)

3. Escape/avoidance (from task or environmental demand)

4. Automatic reinforcement / Sensory
Visitor in lesson  
Greets visitor  
Visitor comes over to say hello

1. Social attention
2. Access to reinforcer/tangible
3. Escape/avoidance
4. Automatic reinforcement/Sensory
Antecedent: Stressed out / Anxious

Behaviour: Time alone rocking

Consequence: Feels Relaxed / Self-regulates

1. Social attention
2. Access to reinforcer/tangible
3. Escape/avoidance
4. Automatic reinforcement/Sensory
Antecedent: Visitor in lesson

Behaviour: Shouts obscenities

Consequence: Visitor reprimands

1. Social attention
2. Access to reinforcer/tangible
3. Escape/avoidance
4. Automatic reinforcement/Sensory

That’s not very nice!
<table>
<thead>
<tr>
<th>Motivation</th>
<th>Behaviour</th>
<th>Consequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Loves the rain</td>
<td>Asks to go to the toilet</td>
<td>Watches the rain from the corridor</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Antecedent</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Boring lesson</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Is it best use of our time to try to support a learner (with or without autism) to develop a skill that is not meaningful to them and their very individual strengths, preferences and development needs? - they are not likely to use it in the long run.

We must enable ourselves to understand “problematic” behaviour not as intentional, but as a sign of stress and anxiety.
• Change the culture: Stop language that places the behaviour in the child.

• Place the behaviour in context, not the child – you want to change the behaviour and not the child!
People presenting with **behavioural patterns of concern** are often missing:

- Meaningful relationships
- A sense of safety and wellbeing
- Power
- Things to look forward to
- A sense of value and self-worth

*(David Pitonyak, 2015)*

*Difficult behaviours are important messages about a person and the quality of their life.*
Behaviour which:

is a challenge to the people around the individual

rather than something the individual carries around with them.

(Osgood, 2004)
• Define
• Teach
• Monitor
• Acknowledge
• Reward ...

**Desired Behaviours**

...while limiting rewards for problem behaviours
“The sine qua non of PBS is its focus on assisting individuals to achieve comprehensive lifestyle change with a view to improving quality of life, not only for persons with disabilities but also for those who support them”

(Carr, et al. 2002, p.7)
‘If you want to help me, don’t try to change me to fit into your world. 
Don’t try to confine me to some tiny part of the world that you can change to fit me. 
Grant me the dignity of meeting me on my terms – recognise that we are equally alien to each other and that my ways of being are not merely damaged versions of yours’

Jim Sinclair
Antecedent: Difficult lesson

Behaviour: Asks to go to the toilet

Consequence: Gets to wander around in corridors

1. Social attention
2. Access to reinforcer/tangible
3. Escape/avoidance
4. Automatic reinforcement/Sensory