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# School of Education



From School to Home:  
*Behaviour Management  
Strategies for Parents, Carers  
and Educators of Students with  
Autism.*

- “We require an urgent shift in perception to view autistics as atypical as opposed to ‘wrong’ and autism as a different and a valuable way of being.” (Klar-Wolfond, 2008, p127)
- “I see my understanding of logic and reason and my dedication to whatever I put my mind to as an enormous advantage. If I had the choice to see the world the way most people see it or to have the understanding and communication skills of the majority, I would not take it.” (Williams 2006, p15)



# Overview:

- An overview of the research
- Background into school approach
- Guidelines and principles behind the approach
- New concepts
- Results
- Participant comments
- Things to consider
- Going forward
- More information- question time



# An overview of the research:

- Parents, teachers and educational consultant (Jim Crawford) involved in participatory action research.
- Focused on sharing ideas/problems/reflections to assist with solving identified behaviour problems.
- Meet every three months for a group meeting along with additional contact.



# Background into school approach:

- Began in 2003 with Jim Crawford's input.
- Jim and Alan Harbison work with parents and staff, teaching, coaching and observing interactions.
- Positive results reflected in parent and staff survey.
- Many schools and other agencies interested in approach. Part of Quality Teacher program.





# Guidelines and principles behind the approach:

- Acknowledgement of patterns of social manipulation.
- Key strategies used constantly not just when behaviour is becoming inappropriate.
- Importance of body language, tone of voice and facial expressions as communication.



# New concepts

- Parents and teachers working together.
- Collaborative approach not 'expert' approach to sharing information.
- Educational consultant with autism as part of the group.
- A holistic, naturalistic, effective, minimal cost, home-based approach to shaping behaviour.



# Results

- Many positive comments from parents and teachers about the approach to behaviour and the format of the action research group.
- Benefits for students, mothers and wider family.
- Broader benefits for development.



# Results

- Classroom visits were particularly helpful.
- Teacher gains also.
- Benefits from the variety of participants and structure of the meetings.
- The importance of Jim's insights.



# Results

- Increased calmness in parents and children.
- Less tantrum behaviour and lower anxiety.
- Results from parent comments, feedback forms, email, behaviour surveys.
- Some quantitative data also but not as conclusive as rich insights, comments and reflections gained less formally.



# Participant comments

- *“Giving me hope and strategies that work is the best thing anyone can do for me and the group has enabled that to happen this year.”*
- *“I cannot stress enough the importance of this program and ongoing support group. It should be a compulsory part of parent education programs for autistic children.”*



# Things to consider....

- Group format more broadly applied.
- More positive and accepting view of ASD, voicing the opinions and experiences of people with autism and the positive experiences of families.



# Going forward...

- Aim to use the findings from this research to suggest a formal model of parent training/support/intervention for schools to implement to assist parents.
- Communicate the results of the approach adopted by Barwon Valley School.
- Expansion of the group approach at BVS with multiple groups and 'like groups'.
- New research projects working with parents and teachers in mainstream schools.



For more information....

- [www.autismapproach.org](http://www.autismapproach.org)
- or email [brittedi@hotmail.com](mailto:brittedi@hotmail.com)
- Detailed information about the approach.
- Reflections from parents and teachers about the approach.
- Video clip demonstrations of the approach in a classroom.

