Competencies

K4   Understanding of the possible communicative functions of behavior and the value of interventions designed to develop more positive communicative behaviors and social skills.

S1   Demonstrates the ability to provide structure and predictability for the student through consistent implementation of direct teaching methods that support prior learning and ongoing development of social, communication, and adaptive behavioral skills, etc. under the direction of licensed staff.

S5    Demonstrate the ability to consistently utilize proactive strategies, positive behavioral supports including; structured teaching methods, ABA methods including discrete trial and generalization approaches, and sensory interventions to enhance learning and prevent behavior problems, as directed by the teacher or related service staff.

Effects of Stress and Anxiety on Behavior

Following is a list of situations that may cause stress for a student with Autism Spectrum Disorder. For each of the situations provided, describe 2 or more strategies that might help to reduce the student’s anxiety. Include with your descriptions which particular issue(s) your strategies address.

<table>
<thead>
<tr>
<th>Situations That May Be Stressful</th>
<th>Possible Strategies to Reduce Anxiety</th>
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<tbody>
<tr>
<td>1. Lack of structure (disorganized environment, high stimulation in the environment, insufficient visual and organizational supports, not knowing what to do)</td>
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<td>2. Lack of predictability (inconsistency in task expectations, difficult tasks, unfamiliar people, new materials, different room, interruptions, transitions)</td>
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3. **Discomfort due to sensory issues**  
(environments that are noisy, crowded, and/or include too much movement, uncomfortable clothing, buzzing from the fluorescent lights, aversive reaction to the smell of someone’s perfume or smells from the lunchroom)

4. **Social situations**  
(not being able to predict what others may say or do, misinterpreting the behavior of others, activities that require sharing materials or taking turns, working with others to complete a classroom activity)

5. **Communication requirements**  
(unable to remember directions, misunderstanding what is heard, difficulty communicating needs, not being given enough time to respond, literal interpretation of language, requirements of conversation, verbal directions coming at a faster pace that can be processes)