

**Centre for Developmental Disability Health Victoria**

*~ Better Health, Better Lives ~*



**Managing behaviours that challenge and isolate,  
including those of a sexual nature.**

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**Human Relations Consultant/Lecturer**

**Centre for Developmental Disability Health Victoria**

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Managing behaviours that challenge and isolate,  
including those of a sexual nature.

- **Behaviours of Adults with ASD**
- **Distress and interference with quality of life .....**
  - **People with autism**
  - **Those who interact with them**

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**Persons with ASD may have previously displayed unusual and disruptive behaviours...**

- **Some Transient**
- **Some Retained over life span**
- **Some New behaviours**

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## **CORE BEHAVIOURS**

**Unique retinue of stereotypical activities,  
vocalisations, movements, reactions,  
attachments and repetitive actions that they  
display in their response to their world**

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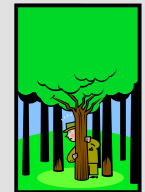
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Sensory  
Reactions &  
Attractions



Obsessive-compulsive behaviours

Tantrums & Outbursts



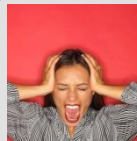
Objects of Interest and  
High Focus



Hyperactivity



Anxiety

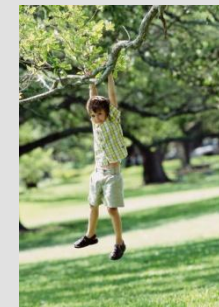
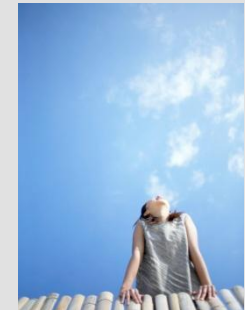


Dissociation, Withdrawal, Isolation



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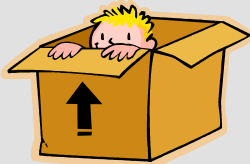
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**Spontaneous actions not NAUGHTY- but 'natural' to being autistic**

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**Many socially inappropriate behaviours are examples of spontaneous responses to a felt need.**

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**Many inappropriate behaviours arise from a compulsive response to arousal that may be compounded by misperceptions of behaviours seen on TV or in the media.**

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## WANTS

The retinue of behaviours that are displayed when the individual wants something

## DON'T WANTS

The retinue of behaviours that are displayed when the individual doesn't want something.

Some of the core behaviours may find expression in either situation

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## WANTS

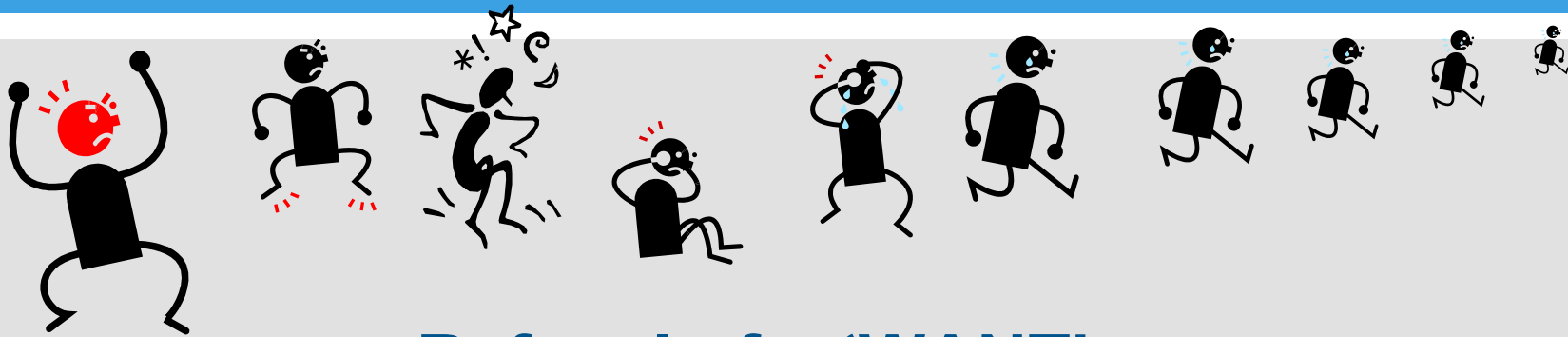
- Desired object
- Desired environment
- Desired activity
- Desired sensation

## DON'T WANTS

- Undesired object
- Undesired environment
- Undesired activity
- Undesired sensation

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- Refusal of a 'WANT' or
  - Imposition of a 'DON'T WANT'
- Triggers reactive behaviours from individual 'retinue'

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## Autism -DSM

- (A) \*qualitative impairment in social interaction
  - (B) \*qualitative impairment in communication
- \*Widespread, long-term – Permanent (without remission or healing).**

## Intellectual Disability

The concurrent existence of:

- significant sub-average general intellectual functioning
- significant deficits in adaptive behaviour,  
*each of which became manifest before the age of 18 years.*

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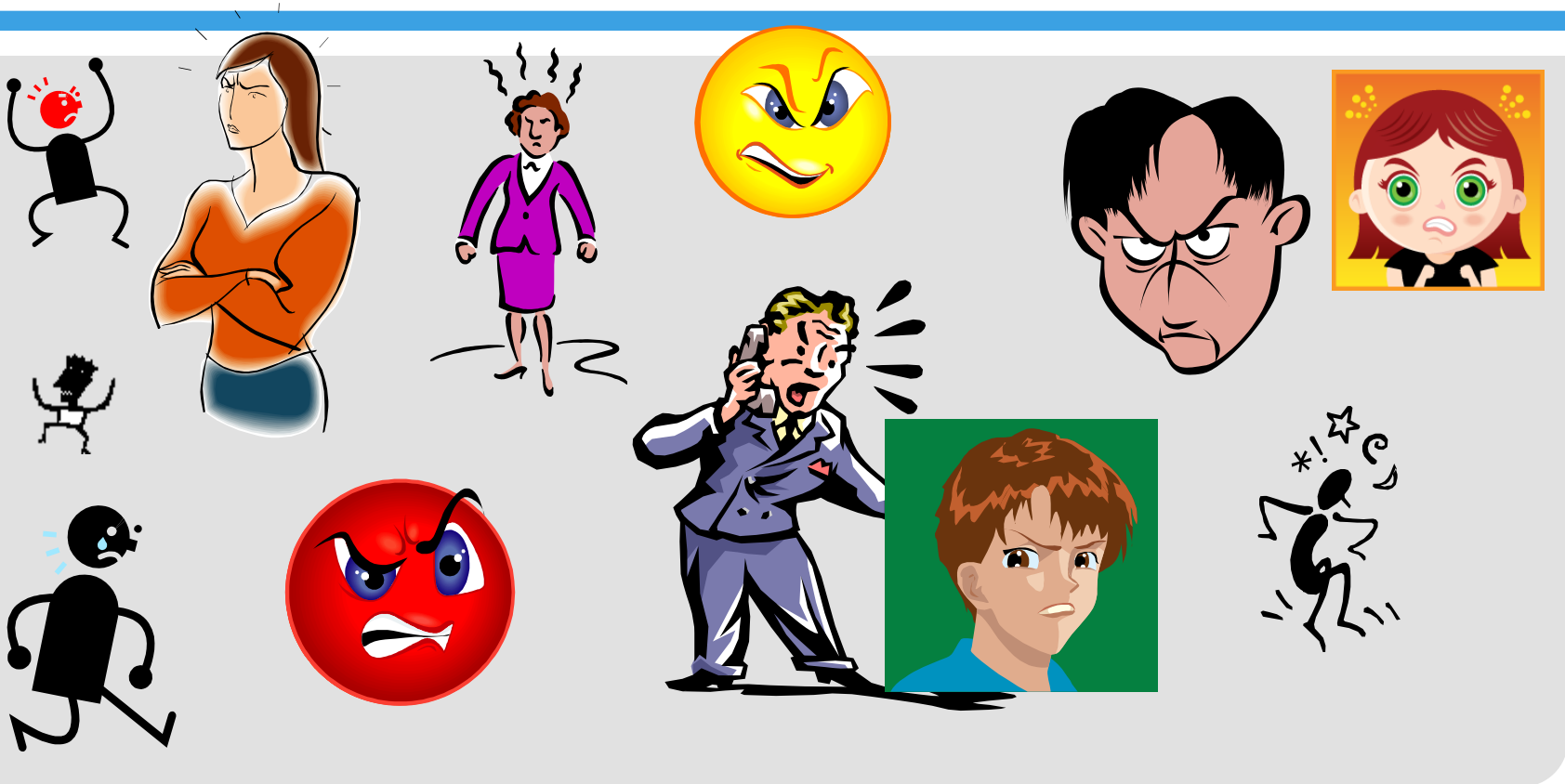
## Communication:

**‘WANT’ or DON’T WANT as felt need**

- **Requesting skills**
- **Waiting skills**
- **Processing skills**
- **Adjustment skills**
- **Higher level negotiating skills**

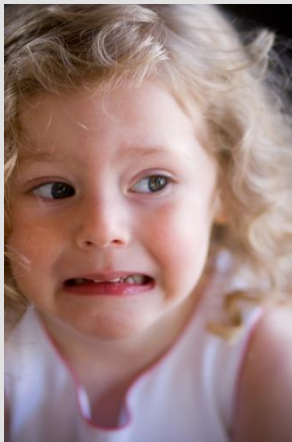
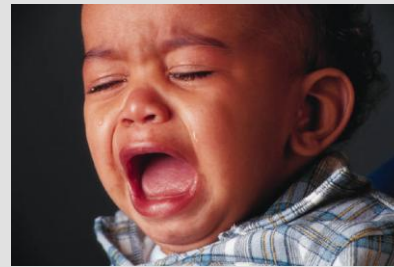
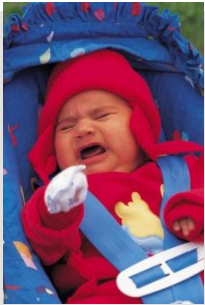
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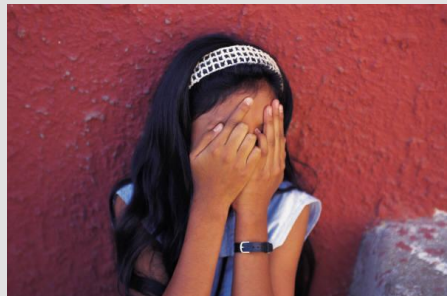
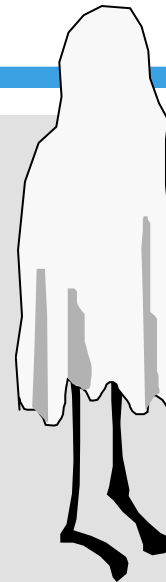
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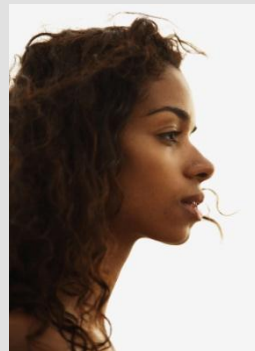
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## CHALLENGING BEHAVIOURS

- offensive language
- wandering off unsupervised
- stealing
- tantrum-throwing
- self-injury
- aggression
- violence

## SEXUALLY INAPPROPRIATE BEHAVIOURS

- staring
- sexual comments
- looking under doors
- stalking
- Non-consensual touch
- sexual assault
- rape and
- rape with violence

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## Responding to Challenging Behaviours:-

Work from the premise that the individual lacks appreciation of the feelings of others, of how their actions impact on the other person

- Understand they are not intentionally hurtful/destructive to person- more likely the aggression or sexually inappropriate behaviour is attached to their spontaneous satisfaction of a WANT, and attended by a dysfunctional interpretation of the situation.
- In many instances, the victim of assault stood in the way of a 'WANT'- or was forcing the person into accepting a 'Dont Want'
- In cases of sexual assault, the victim was not viewed as a sexual person, but represented the source of arousal, which then became a felt 'WANT' or spontaneous compulsion

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## Crisis- Aggression, risk or threat of violence

- Telling person not to 'hit' is ineffective- as is any negative command or request
- **Intead, step out of the situation if you can.**
- In calm monotone voice, instruct the person what to do e.g., "Hands Down"
- **Use distraction- Remove person from the undesired environment until settled- introduce more slowly or for shorter periods of time**
- **Again, instruct person what to do- e.g., go and sit in your room**
- **Withdraw undesired activity or withdraw request until defused- and then re-introduce**

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## QUESTIONS

### Categories of Behaviour

- **Transient**
- **Retained over life span**
- **New behaviours**

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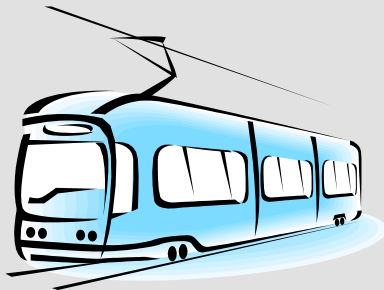
CONSENT



NOT CONSENT

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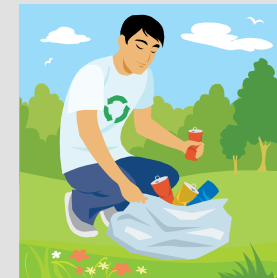
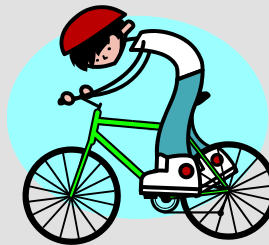
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Bargain with desired objects or  
use them to calm and settle

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Use other known activities  
to calm and settle



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*Thank-You for your participation*

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[www.cddh.monash.org](http://www.cddh.monash.org)

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