



Demand avoidant approaches

<p>Use invitational language:</p>	<ul style="list-style-type: none"> • "I wonder if we can..." • "Let's see if we can make something..." • "I can't see how to make this work..." • "Shall we see if we can beat the clock..." • "Maybe we could investigate..." • "Who do you want to help us today..." <p>AVOID...</p> <ul style="list-style-type: none"> • "It's time for you to..." • "You've got to..." • "You need to..." • "You must..."
<p>It works one day and not the next:</p>	<ul style="list-style-type: none"> • Try to be flexible and go with the flow when achievements successfully obtained on one day (when tolerance for demands is high) may not be achievable on another day (when tolerance for demands is low) and adjust accordingly
<p>Allow processing time...</p>	<ul style="list-style-type: none"> • Use non-verbal supports/ post its/ visual time table/ choice cards • Use a task sheet but use it as a vehicle for offering choices/ or post it/ tubs - which activity would you like to do first?
<p>Be in-direct ...</p>	<ul style="list-style-type: none"> • Ask without asking - look for alternative routes to get from a-b
<p>Look for triggers/ clues:</p>	<ul style="list-style-type: none"> • Try to recognise subtle clues that may indicate that tolerance is low and allow the space that is needed and reduce the expectations for compliance e.g. head down, running fingers through hair, increased volume
<p>Pick your battles...</p>	<ul style="list-style-type: none"> • What's really important for the child, and for you? What should

	<p>you hold firm, and what can you be flexible about?</p>
<p>Consider consequences and rewards carefully...</p>	<ul style="list-style-type: none"> • Consider having surprise rewards that haven't been used to promote compliance "Sally, thank you for helping me tidy up now I will have more time to play with you on your next activity." • Consequences are often most effective when used naturally - using a consequence prior to the event promotes anger and anxiety but a natural one used carefully can help a child to comply, without feeling that an axe is being wielded over her <p>e.g. I understand that you don't want to put your seatbelt on but we can't leave until you do because if we have a crash you may be badly hurt and I love you too much to risk that happening' (consequence being that you can't leave).</p>
<p>Use child's interests ...</p>	<ul style="list-style-type: none"> • Anything the child shows interest in jump on it and consider how you can use it.
<p>Offer choices...</p>	<ul style="list-style-type: none"> • Offer 3 choices around the activity you want them to do - use post its/ choice cards... • Try to give your child as much control over their life as you can and only intervene if you feel that there are safe guarding issues. Sometimes allowing a student to feel in control is a better use of time than dealing with the daily meltdowns.

Boundaries:	<ul style="list-style-type: none">• There have to be some non-negotiable boundaries in schools and at home.• Phrase rules as instructions not as an imposed rule. <p>E.g. Owen you have to be in by 8.00 pm because the babies in the street need quiet so they can go to sleep'</p>
Pretend friends...	<ul style="list-style-type: none">• If your child is having a bad day and is very spiky then a pretend friend/ item/ animal can be a useful tool.• A pretend friend/ item may tell you what is wrong when your child can't. Try not to challenge fictional worlds. Sometimes children will know that they are making things up but other times they may appear very distressed that their fictional life is not believed because they believe it to be reality.

