

**10th Congress of
Baltic States SLTs'**

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10-11 April, 2026

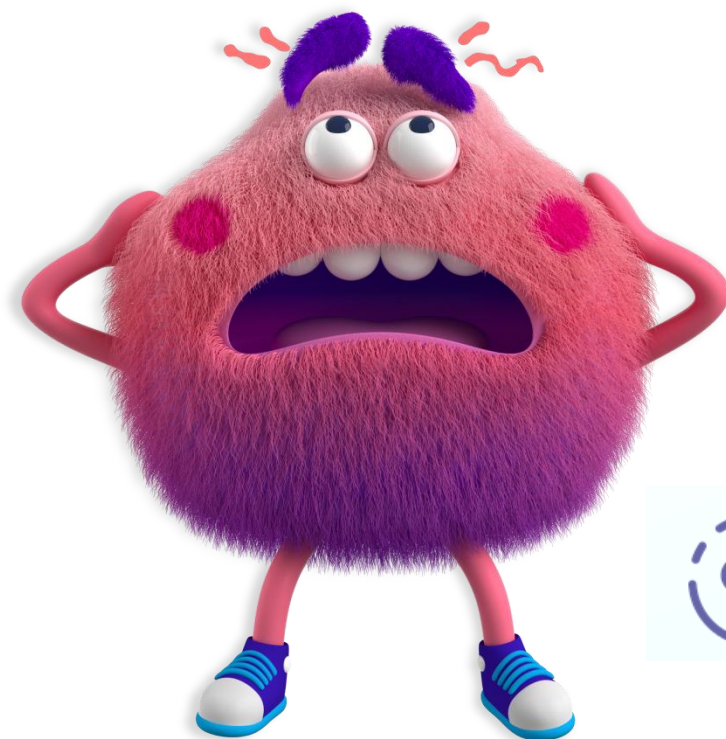


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Challenging behaviour in children with autism spectrum disorder: HAASTE model in speech language therapy



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SHORT INTRODUCTION

Challenging behaviours (CB) in young children with autism spectrum disorder (ASD) occur with greater frequency than in typically developing peers.



Speech and language therapists (SLT) encounter behaviours such as aggression, internalisation and defiance in children with ASD (Chow et al., 2022). However, pedagogues and educational support specialists face difficulties in understanding the CB of young children with ASD and applying effective management strategies in the educational process (Chown & Beardon, 2017).



The HAASTE method has been demonstrated to facilitate the analysis of behaviour, the prevention of its manifestation, the reduction of its intensity and frequency, and the provision of timely and targeted support (HAASTE-materiaalia ja tietoa, 2024). Nevertheless, there is a lack of research on the implementation of the HAASTE method in the domain of speech language therapy.



Angry



Anxious



Ashamed



Hopeless



Lonely



OBJECTIVE(S) AND METHODS

Objective: The study aimed to reveal the possibilities of applying the Haaste model in speech language therapy in collaboration with pedagogues, parents and teacher assistants while educating children with ASD with CB.

Methods:

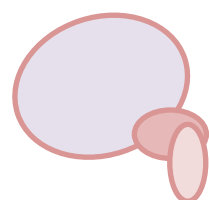
The study analyzed 3 cases of autistic children with CB (see the table)

Research sample: Purposive sampling was used. The study included 4 teachers (N=4), speech and language therapists (N=2), parents (N=3), and teachers assistants (N=2), child assistant (N=1)

Data collection and analysis: data about children were collected by using questionnaire based on HAASTE model (HAASTE - Apua Haastavaan Käyttämiseen, 2014) – see slide 5.

Results analysed using content analysis.

| | I case | II case | III case |
|------------------------------|--|---|---|
| Sex | Girl | Boy | Boy |
| Age | 5,8 y. | 4 y. | 3, 11 y |
| Disorder | ASD | ASD, behavior disorder | ASD |
| Questionnaire was filled by: | mother(N=1), teacher (N=2), teacher assistant (N=1), speech language therapist (N=1) | Mother (N=1); teachers (N=2), child assistant (N=1), teacher assistant (N=1), speech language therapist (N=1) | Mother (N=1); teachers (N=2), child assistant (N=1), teacher assistant (N=1), speech language therapist (N=1) |
| Challenging behaviour | biting, scratching, refusal to engage in activities | Throwing objects, screaming, yelling | Tantrums, screaming, panic, hysteria. |





Questionnaire (based on HAASTE - Apua Haastavaan Käyttäytymiseen, 2014).

H

- **Definition of challenging behavior.**
- It identifies how the behavior manifests itself and whom it challenges.

A

- **Identifying the issue.**
- Determining which behavior needs to be addressed.
- Beginning to observe the problematic behavior.

A

- **Identification of key factors and strengths – analysis.**
- Identification of environmental factors and strengths.

S

- **Gathering information.**
- Identifying the causes of problem behavior.

T

- **Definition of the objective.**
- Development, implementation, and evaluation of the master plan.

E

- **Skill maintenance.**
- Action plan and prevention.

Questions blocks of the questionnaire

1. General questions (Questions 1–10).
2. Identifying challenging behavior (Questions 1–4).
3. Observation and analysis of the child's behavior (Questions 1–8).
4. Identifying the causes of challenging behavior (Questions 1–9).





RESULTS

To sum up 3 cases results based on questionnaire indicated that:

H

- **Definition of challenging behavior.**
- It has been found that teachers, teaching assistants, speech-language pathologists, and parents in educational institution have different views on challenging behavior and its causes

A

- **Identifying the issue.**
- The most common recurring behaviors were identified: biting, scratching, throwing objects, screaming, yelling.

A

- **Identification of Key Factors and Strengths – Analysis.**
- Many study participants, including some parents, find it difficult to identify their child's strengths.
- All children's behavior changed after they began attending the educational institution.
- Teachers, teaching assistants, speech-language pathologists, and parents have differing views on the impact of challenging behavior.
- A lack of cooperation between teachers, speech-language pathologists, and parents was identified.

S

- **Gathering information – identifying causes.**
- It has been determined that the same challenging behavior recurs at the same times (in the morning and afternoon), with the same individuals, and is preceded by common signs that appear before the challenging behavior occurs.
- It has been determined that physical factors cause the most stress: hunger, noise, and fatigue.

T

- **Definition of the Objective.**
- An analysis of the impact relationship map (see slide 7) revealed, that some of the key characteristics influencing the factors are the lack of a clear structure and ineffective and insufficient communication.

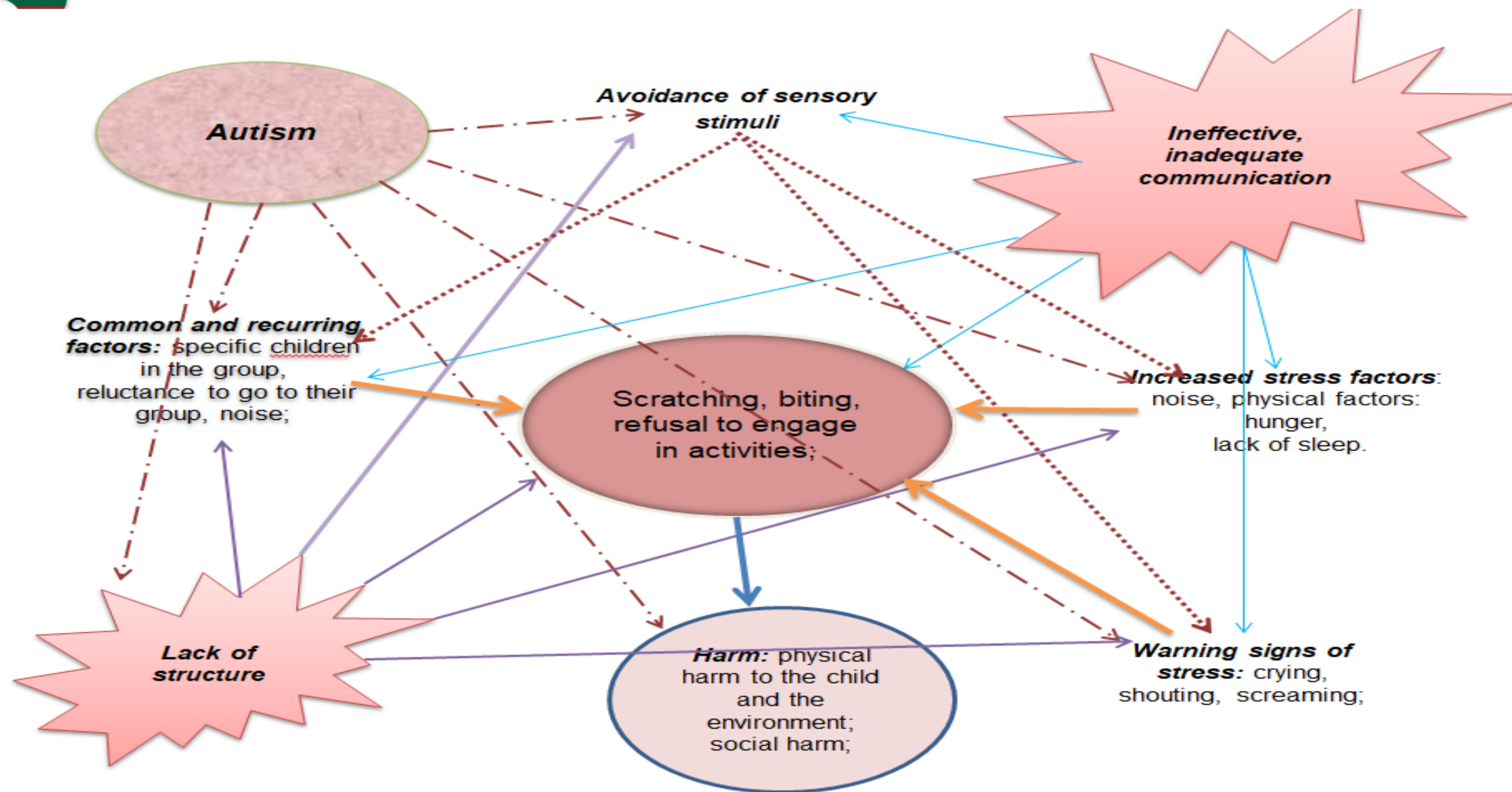
E

- **Skill Maintenance.**
- Recommendations are provided to the speech-language pathologist on how to address challenging behaviors and support the development of a child with autism, taking into account the child's strengths, hobbies, and special interests.





RESULTS: MAP OF INTERACTIONS



This map of interactions illustrates a one of autistic child with CB behavior analysis based on questionnaire results. It indicates what factors causes CB: scratching, biting, refusal to engage in activities.



RESULTS

Recommendations for a speech-language therapists what helps to manage challenging behaviour in autistic children based on results of HAASTE questionnaire.

Self-regulation and emotional stability

- A structured daily routine;
- Physical and emotional support from an adult;
- Sensory breaks;
- -Activities based on the children's interests;

Fostering independence and responsibility

- Activities in the speech therapist's office based on hobbies;
- Activities based on specific interests;

Strengthening communication skills

- Alternative and augmentative communication;

Cooperation with families and specialists

- Regular communication with families;
- Clear recommendations for parents;
- A consistent approach to child-rearing;
- Involvement of parents and educators;



Behavior management strategies

- Social stories;
- The "wait" strategy;
- Visual schedules;
- Adherence to group rules;

An environment tailored to individual needs

- Personalized tasks;
- A separate sensory space;
- Sound-dampening measures;





CONCLUSIONS

The findings indicate that the HAASTE method enables a comprehensive assessment of a child's behavior across different contexts, involving key stakeholders (parents, teachers, aides, and speech-language pathologists). The study highlights that both the expression and identification of challenging behavior vary depending on environmental conditions, social context, time of day, and the child's physical state.

The HAASTE method reveals different perspectives among the speech-language pathologist, parents, teachers, and assistants, highlighting the importance of interdisciplinary collaboration to accurately understand the child's needs and provide targeted support.

The maps illustrating the impact of behavioral relationships clearly highlight the areas where difficulties have emerged and where special assistance is needed. Based on the HAASTE model, and taking into account the child's positive traits and strengths, speech-language pathologists are recommended to develop structured and individualized activities, linking them to the child's hobbies that reflect their specific interests and strengths.

To sum up, using HAASTE is a beneficial model for SLT to comprehend and effectively managing challenging behavior of children with ASD with CB.



Angry



Stressed



Anxious



Tired



Lonely



Focused



Included



Excited



Grateful



Happy



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