

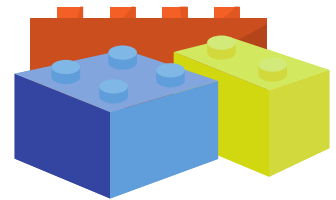


# STRATEGIES TO HELP LEARNERS WITH ASPERGER'S SYNDROME



## Prepare for changes to Routines

Changes to routine are inevitable, think of all events that may impact the child's routine and plan for them



## Routine and Structure

Organised, structured environment and consistent teaching style



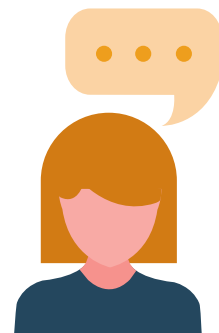
## Direct Language

Use direct language. Stay away from using indirect phrases



## Visual Processors

Where possible information and content should be accompanied by visual aids and representations



## Instructions

Keep it simple. Provide 1 or 2 directions at a time so you do not overwhelm student



# STRATEGIES TO HELP LEARNERS WITH SPD



## Routine

Set routines. Use visuals such as calendars and lists for routines



## Sound

Work in a quiet room with as few distractions as possible



## Language

Speak slowly and clearly. Allow 'lag time' whilst they process what you have said



## Visual

Show rather than tell as much as possible. Use visual aids



## Instructions

Be concise and direct, don't give long explanations



## Tasks

Break tasks down. Be consistent in your approach to long tasks



# Asperger's Characteristics



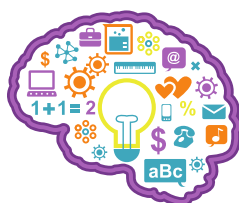
## Eye Contact

Have trouble maintaining eye contact



## Social

Uncomfortable in social situations and prefers to be alone instead



## Imagination

Difficulty using their imagination. For example in creative writing or role play activities



## Body Language

May be clumsy or awkward.  
Have unusual sensory reactions



## Social Cues

React with a perceived lack of sensitivity. Has an inability to react to social cues



## Comprehension

Difficulty comprehending cryptic or indirect phrases - they may take things at 'face value'



# SPD Characteristics



## Sound

Overly sensitive to loud sounds



## Touch

Dislikes being touched - for example ticked or cuddled. Unaware of normal touch and pain. Feels others are too soft or too hard



## Hair

Dislikes having hair brushed, washed or cut



## Concentration

Has trouble concentrating and focusing



## Fine Motor

Has poor fine motor skills such as handwriting or cutting



## Chew

Chews on things - for example chews on pencil whilst sat at their desk



## Gross Motor

Has poor gross motor skills such as running or riding a bike



## Food

Picky eater - resists new foods and textures



## **SPD Tactile**

- **Use fidget toys, e.g stress balls**
- **Warn before touching**
- **Avoid approaching from behind**
- **Use firm pressure when touching**
- **Offer heavy work, e.g. carrying books etc.**

## **SPD Vestibular**

- **Balance activities, e.g. space hoppers, balance board, therapy ball**
- **Warn of sudden movements**

## **SPD Proprioception**

- **slowly introduce movement activities - allow time to process**



# SPD Sound

- **giving warning about noises that are about to happen**
- **Avoid sudden loud noises / shouting / use visual cues**
- **A quiet, calm space with dim lighting**
- **Listen to preferred music**
- **Headphones/ ear defenders**

# SPD Visual

- **Tinted lenses**
- **Wide brimmed hats / sunglasses**
- **Avoid glare / bright lights– use of blinds, lamps**
- **Minimise visual clutter – consider a calm area with minimal visual clutter, relaxing and calming items**



# Great Minds Together

A multidisciplinary wraparound team supporting Families, Schools & Services



**Great Minds Together**



**@GreatMindsTogether**



**@GreatMindsMCR**

**[www.greatmindstogether.co.uk](http://www.greatmindstogether.co.uk)**

## Sources

- [classroom freebies.com](http://classroomfreebies.com)
- [twinkl.co.uk](http://twinkl.co.uk)
- [pinterest.co.uk](http://pinterest.co.uk)
- [themeetinghouseafterschool.org](http://themeetinghouseafterschool.org)
- [autism.org.uk](http://autism.org.uk)
- [allaboutlearningpress.com](http://allaboutlearningpress.com)