

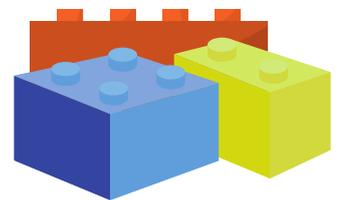


# STRATEGIES TO HELP LEARNERS WITH ASD



## Interactive Daily Schedule

A personal, interactive daily schedule with mini schedules for specific times



## Routine and Structure

Organised, structured environment and consistent teaching style



## 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



## Visual Processors

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



## Space

Use classroom furniture or tape on the floor to create clearly defined boundaries. Having folders for 'work to do' and 'work done' can also be useful



## Oral Language

Keep it simple. Provide 1 or 2 directions at a time. Oral language is always an area of deficit



# ASD Characteristics



## Language

Trouble understanding language or certain aspects of language such as sarcasm



## Routine

A need for a particular routine so they know what to expect. They can become frustrated when things don't go as expected



## Sensory

Difficulty taking in sensory input. For example a hairdryer may be overly loud or a smell too strong



## Organisation

Difficulty organising themselves when not given directions or specific instructions



## Opinions

Trouble recognising other people's opinions or understanding other's feelings



## Activities

Difficulty working on or participating in activities with no clear ending - for example a lecture



# ASD Organisation

- **Visual timetable, could be a 'now and next' timetable or a whole day timetable.**
- **Labelled areas – quiet area, water bottle area, coats and bags, reading area, etc.**
- **Explain and label where resources are kept**
- **Visuals to show the end product of a task – make it clear what 'finished' looks like.**
- **Chunk tasks into small manageable sections**
- **Allow pupils to start getting ready earlier when there is less hustle and bustle.**
- **Give pupils time to prepare for change to their routine – pictures of new people or places**
- **.Be aware of possible over-sensitivity to sounds, lights, touch, smells and adjust the environment accordingly or teach strategies to manage sensitivity.**



# ASD Communication

- **Use of communication aids such as PECS, sign language or tech devices.**
- **Visuals to express feelings.**
- **Use of a time out card to signal when they need a break.**
- **Give simple, straight forward instructions with visuals to aid understanding.**
- **Say their name before giving them an instruction so they know you are talking to them. •Give choices (visuals if needed) to aid answering questions.**



# **ASD Behaviour Management**

- **Simple classroom rules on display with visuals to support understanding.**
- **Immediate reinforcement or consequence, clearly linked to behaviour with a visual, such as a behaviour chart or working for card (don't be afraid to take away tokens as visual feedback for inappropriate behaviour).**
- **Reinforcement and rewards specific to individual interests (many with ASD do not respond to social based rewards such as praise), vary these rewards to keep interest high.**
- **Try to avoid over stimulation. •Safe quiet place to calm down.**



# ASD Social Skills

- **Use of social stories to explain social rules.**
- **Break down the steps for complicated social interaction and teach step by step. •Buddy system for lunch and break times.**
- **Organised activities for lunch and break times.**
- **Demonstrate/role play appropriate social interactions.**
- **Practise scripts for regular social interactions (what to say if you want to join in with a game, how to ask someone to move if they are in your way, etc.).**



# Great Minds Together

A multidisciplinary wraparound team supporting Families, Schools & Services



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## Sources

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