

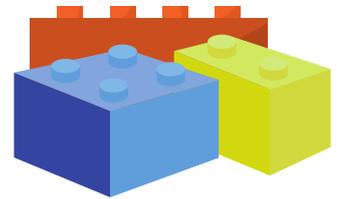


STRATEGIES TO HELP LEARNERS WITH ASD



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.).**



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A multidisciplinary wraparound team supporting Families, Schools & Services



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Sources

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