

## STRATEGIES FOR SUPPORTING STUDENTS WITH AUTISTIC SPECTRUM DISORDER

1. Seat student in an area of classroom free from busy displays and distractions. Try to keep the area around the whiteboard / IWB 'clutter free'.
2. Teach/use very clear classroom routines, e.g. lining up at the start, equipment check, students holding an object when it is their turn to talk.
3. Display classroom rules and routines, illustrated by pictures, for students to refer to.
4. Constantly reinforce student social skills e.g. proactively teach what to say/do when praised, how to ask for help. Always tell the student what to do rather than what not to do.
5. Illustrate expectations visually – for example, use symbols to indicate noise levels i.e. partner voices, group voices, classroom voice, social voices.
6. Support oral presentations/explanations with charts, diagrams, pictures, real objects or mime.
7. Set tasks with clear goals ("Write three sentences on" rather than "Write about...") and write worksheets in step-by-step form.
8. Use a visual way of showing the student what they/the class will be doing, such as a sequenced series of pictures (a visual timetable), clockface divided into sections (or a digitalised clock with times below), a written list etc.
9. Use timeline of events → →that branches ↓ to show where student will have deadlines or changes to face.
10. Use short simple instructions. Give one at a time and check for understanding. Repeat instructions in same words rather than different ones. Ask students to repeat them back to you.
11. Use student's name before asking a question or giving an instruction.
12. Set explicit and clear expectations e.g. how many lines to write, how many questions to answer, how long to listen (use timer).
13. Put a green 'start' dot on the student's book and line to show where to finish. Use in and out boxes for work to be done and work that is finished.
14. Support writing with writing frames, clozed procedure templates (e.g. writing up a science experiment), Q & A boxes etc.
15. Avoid or explain metaphorical language and idiom like 'pull your socks up', 'it's raining cats and dogs', 'in a minute'.
16. Involve the student by asking direct, closed questions at their level of understanding.

17. If a student goes off at a tangent, direct conversation back to the topic in hand; 'Right now we are talking about volcanoes'.

18. Prevent repetitive questioning or commenting during class discussion by giving student a set number of cards to give you each time they wish to contribute to discussion – when cards are gone, no more questions.

19. Allow student to work alone rather than in a group where possible. If in a group, give clear roles within the group and put the rules and roles into writing.

20. Try to avoid tasks which depend solely on talking or writing about imagined experiences.

21. Try to avoid tasks which depend solely on empathy (e.g. in literature, history, geography, PSHE and citizenship).

22. Use incentives based on student's interests e.g. a pause every hour to focus on their particular interest, once they have completed their work.

23. Use immediate and individualised reward systems e.g. collecting a number of points.

24. If student becomes anxious allow him/her to remove self to an agreed calm-down area.

25. Explain any unplanned changes of routine to the student in advance.

26. Provide student with a symbol card to display when he or she wants help.

27. Provide a structure for unstructured time e.g. chess club rather than break-time outside.

28. Model to the student that making mistakes is OK and part of the learning process.