

## **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, cloze 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.