

Strategies to Support Autism

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Relationships



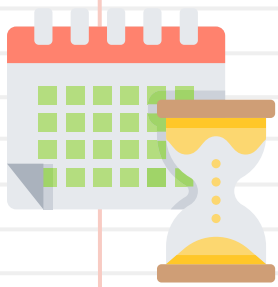
- Make social rules and procedures explicit.
- Model how to react appropriately to unusual social behaviour
- Use other children, as cues to demonstrate how the child should react
- Encourage interaction with peers initially with adult support
- Teach turn-taking, sharing
- Teach social skills in small group setting
- Encourage interaction with peers with similar interests

Visuals

- Use of visuals throughout school
- - e.g. labelling, photographs, colour coding
- Use of personal visual timetables as Visual timetables are vital to help sequence the child's day and can decrease the stress of 'information processing'
- Link picture symbols to classroom areas

Environment

- Aim for a clutter free environment to cut down on distraction and confusion.
- Consideration should be given to social groupings and personalities, ideally providing good social role models.
- Structure and predictability can reduce stress and in some cases challenging behaviour.



- The concept of time can often be difficult for pupils on the autistic spectrum and they might benefit from explicit visual cues or prompts to help them gauge the progress of the day.

Communication



- Use calm, firm, even voice with patient tone
- Use name first when addressing child
- Limit amount of language used
- Use clear, unambiguous language
- Avoid vague terms e.g. 'later'
- Check understanding (literal thinking)
- Allow time for processing information
- Use gestures/prompt cards/talking props

Fidgeting

- Allow the child to play with a fidget toy whilst working and listening.
- Have plenty movement breaks throughout the day or ask the child to hand out resources to allow for movement.
- Don't tell the child off for fidgeting as this is a form of stimming for them.

Sensory Sensitivities

- Seat the child where they are not in direct sunlight or near anything noisy
- Avoid colours that the child has a particular sensitivity to
- If possible have a quiet place the child can go when things become a 'bit too hectic'
- Ear phones can be used to help the child concentrate at certain times
- Possible 'time out' area to be available eg workstation, beanbag
- Alternative seating arrangements if sitting on carpet causes distress.
- Allow alternative dress code for P.E.
- Be aware that anything strong smelling in the class may be a difficulty
- Avoid strong perfumes/aftershaves

