Basic Strategies for Teachers of Students with ASD

➢ Role play/model situations (so students can see instead of just being told)
   ➢ May also video tape so students can see

➢ Be consistent
   ➢ Make sure to keep expectations the same, every time someone is inconsistent it takes 8 times of being consistent to "undo" the inconsistency

➢ Foreshadow changes in Schedules
   ➢ Make it visual by using a symbol or writing it down

➢ Use "rules" to enforce concepts
   ➢ Many students are rule orientated but don't overuse rules, for example you may say the rule in _____ grade is that you stand in line with your hands at your side.

➢ Match Student work time to their performance time
   ➢ If they are able to attend a task for approximately 15 minutes have that much work for them to do (not a lot more or less)

➢ Use alternatives to writing in order to demonstrate competence
   ➢ May use magnetic words/letters, word processing device, dictating responses, or use symbols

➢ Teach Social Skills as part of curriculum
   ➢ Remember there is no such thing as "common sense"

➢ Understand cycle of tantrums/meltdowns and try to prevent
   ➢ If you know something is going to set them off, don't do it, teach student how to handle situation before putting them in it

➢ Schedule in down time
   ➢ May be a 30 second "break" or a 15 minute break depending on student, could be sensory or just a walk

➢ Have realistic expectations
   ➢ Not everyone is social all of the time, not everyone is on task all of the time!

➢ Success builds Success
   ➢ Start a new skill in an area of success first

➢ Share success between home and school

➢ Focus activities on turn taking/ self management
   ➢ Use visuals to assist (ex. Wait card)

➢ Pick a goal and focus on one for each activity
   ➢ Is the goal the academic content, independence, or socialization

- ➢ Maintain Structure
  - ➢ Try to stay as consistent as possible with a routine

- ➢ Offer Choices when possible
  - ➢ If two assignments need to be complete give student the choice of which one to do first

- ➢ Use a variety of stimuli in lessons
  - ➢ Use visuals and hands on materials when possible

- ➢ Understand the function of a behavior
  - ➢ Look for the reason behind the behavior, not just the behavior itself

- ➢ Use social stories, role playing, or videotaping to make abstract concepts concrete
  - ➢ Try to think of picturing things in your mind or giving a definition of something, if you can't you need to make it more concrete (ex. Showing what emotions look like, having a wait card, showing what "there" is)

- ➢ Teach in a variety of settings for generalization
  - ➢ Introduce a new skill in a variety of places so that the student can see it applies to more than one setting

- ➢ Match visual supports with verbal instruction
  - ➢ Example: hold up a math book when telling class to get out book, write page numbers on board

- ➢ Allow for "wait time" to receive a response
  - ➢ Average processing time is 30-60 seconds, repeating won't improve comprehension, you need to "wait"

- ➢ Use First/Then statements
  - ➢ Example: First complete your math then it's recess

- ➢ Autism is a reason, never an excuse
  - ➢ Look for the function of a behavior and go from there!

- ➢ LESS IS MORE when it comes to verbal
  - ➢ Even is a student is very verbal, talking too much creates anxiety and makes thing more difficult

- ➢ Stay Positive☺