Autism Spectrum Disorder (ASD) Strategies

Organisation

- Visual timetable (varying in length and complexity depending on the needs and understanding of the individual), 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 with pictures of how they should look when put away.
- Visuals to show the end product of a task – make it clear what 'finished' looks like.
- Chunk tasks into small manageable sections with breaks between if needed.
- 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.

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.

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.

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/roleplay 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.).