

Classroom Strategies:

- Seating Plans
- Visual Timetables
- Visual resources and labels
- Uncluttered, clear workspaces
- Establish a daily routine, as well as routines for transitions
- Plan and prepare for the unexpected
- Provide a retreat – a space to go when feeling overwhelmed
- Teach the rules of play and interaction with peers and remind regularly

Classroom Strategies:

- Maintaining a quiet, purposeful atmosphere or...
- Have ear-defenders ready for noisier activities
- Have sensory aids around the room, such as wobble cushions, tangles, stress balls, sensory play equipment, lights and sounds.
- Use deep-pressure activities to soothe and calm when frustrated or overwhelmed.
- Avoid glare from lights and on the whiteboard – use a tinted background.
- Too hot, too noisy, too smelly and too bright can all lead to behavioural responses that can be challenging.
- Prepare a Communication Passport to share important information with other adults.



Classroom Strategies

Ensure they are involved in all aspects of the day...

- Time keeping
- Drama Critic
- Stagehand/lighting/sound
- Personal Assistant
- Organiser
- Editor

Children with Autism want to join in and be part of the social group, they just don't know how to do it! They want friends and they want to do well!

Teaching Strategies

- Give clear, concise instructions and explanations.
- Present information visually wherever possible.
- Teach the use of Mind-maps, Story-maps and Story-boards as ways to plan work.
- Provide writing frames for written tasks and include reminders about grammar points.
- Allow the use of ICT to complete written work. Give some control over when it can be used, but expect handwriting sometimes (see handout)
- Allow plenty of time to process information and questions. Prepare the child in advance to answer a set question.

Teaching Strategies

- Support group or pair activities. Choose the groups yourself to avoid isolation. Allocate specific roles (e.g. de Bono's thinking hats)
- Use Task Boards to provide a checklist of tasks that need to be completed.
- Use visual timers to indicate when each task should end.
- Plan and prepare for transitions. Make instructions very clear. Allocate a specific tidying-up job e.g. you always collect the glue sticks.
- Use "Now and Next" to encourage focus and prepare for transitions.
- Use a "Have a go" book. Encourage the child to attempt spellings, sums and drawings in it to be checked before including the correct version in their work. This reduces the risk of "ruining" work.



Other Useful Strategies

- Avoid arguing – many children with Autism can find a loophole in just about everything you say! Tell them to wait until the end of the session to discuss their point of view with you!
- The same rules and sanctions apply to a child with autism as they do the any other child, but sometimes it is right to differentiate! Time spent talking through a Social Story about a situation that arose will look like a detention to the rest of the class but cause much less anxiety in the child!
- Consider a Time Out system – if Flight isn't an option, all that's left is to Fight!! Make it time-limited. Agree two or three safe places/people to go to. Allow it to be used for a set number of times per day ONLY!
- Keep a diary to help spot any triggers of frustration or overload. There is always a reason for behaviour! Once you know what it is, it is far easier to manage! (see handout)

