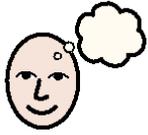


Top Tips for supporting ASC pupils in your secondary classes.

Autism is a lifelong condition, which affects how a person communicates, interacts socially, and can present difficulties or differences for the person in their thinking, imagination, perception and sensitivity of their senses.



Top Tip No.1 - Think about your seating plan.

A pupil with ASC needs to see the board clearly, They may need to be near the door, Can benefit from sitting next to a good role model, Take into account sensory distractions.

Top Tip No.2 - Cue the pupil into the lesson / instructions.

Use their name and tell them it is time to listen, Be specific about what you are going to do. (Use First, then, next, finally).

Top Tip No.3 - Summarise the main points and instructions.

Can write main points on board. Ask pupil "Tell me what you have to do." rather than "Do you understand." Check understanding in smaller chunks rather than all at the end.

Top Tip No.4 - Break the lesson tasks into a clear list.

Use the board or individual list for pupil. Get pupil in the habit of ticking off each part of the task on their list. Add a reward for completing task if able to.

Top Tip No.5 – Use visual support and active learning wherever possible.

Pupils with ASC are much more visual learners and will be more engaged in lesson. Helps the pupil build a visual memory of the subject matter.

Top Tip No.6 – Keep it Short and Simple (KISS) when giving instructions.

Say what you want rather than what you don't want. Make it direct and literal. Be specific about what you want. (Use First, then, next, finally). Don't use sarcasm or expect them to get humour unless you know they will.

Top Tip No.7 – Teach how to engage in class discussions.

Use factual questions rather than asking for opinions or abstract ideas. Warn them that you will be asking them about '****' after ----.

Top Tip No.8 – Teach how to work in a group.

Start with a pair (see example) make it highly structured, clear roles and outcomes.

Do not put pupil under stress by putting them in unstructured, open-ended tasks in a group, especially when pupil's choose their group.

Top Tip No.9 – Tasks and homework that work best have a clearly identified outcome.

Use familiar, repetitive and highly-structured tasks wherever possible. Pupils will need supporting to plan out more open-ended or imaginative tasks. Let them do homework related to their special interests whenever possible.

Top Tip No.10 – Give the pupil a break!

Understand that they are not 'doing it on purpose' – ASC is a difference in the way the brain works and processing can take much longer. Let the pupil take a break if they are stressed. They can be very susceptible to sensory overload.