

Tips for Teaching Students with Autism Spectrum Disorder (ASD)

1. Provide a predictable & safe environment
 - a. Establish rules & expectations at the start of the semester
 - b. Plan for flexibility with due dates & lecture/activity schedules in the syllabus
 - c. Allow the student to have access for questions or clarification after class (office hours, e-mail, on-line group page, etc.)
2. Organized physical structure
 - a. Have a well-structured room
 - b. Attend to possible sensory stimulants (lights, temp, scent, etc.)
3. Prepare student for changes in schedule
 - a. Let the student know ahead of time about any changes
4. Break assignments down into small units
 - a. Provide information in small amounts
 - b. Allow mastery of a sub-skill prior to providing new skill information
5. Maintenance of skills
 - a. Allow student to practice mastered skills periodically (weekly)
6. Give redirection as needed
 - a. Keep the student focused on the topic, task, lecture by reminding about the expectation (task, topic)
7. Have firm expectations
 - a. Keep the standards of the class and follow through with negotiations and accommodations
8. Expose students to new activity beforehand
 - a. Visually show beginning & end of an assignment
 - b. Allow the student a completed version of the task (model/visual prompt) as a reference
9. Allow student to do research on preferred topic
 - a. When possible, allow the student's topic of interest for assignments or homework
10. Use earphones to muffle sound
 - a. This can be provided by the student
11. Offer a consistent daily routine
 - a. Have a consistent beginning and end to each class session
12. Provide opportunity to share about preferred topic
 - a. Based on the skill being taught – allow a preferred topic to complete the work
13. Allow use of notes open book
 - a. A common accommodation for students who have difficulty with concentration, memorization, or processing information
14. Visual, Visual, Visual
 - a. If you can say it, you should show it.
 - b. Keep the lessons, activities, tasks, etc. very visual. Use digital presentations, checklists, posters, reference pages or binders, etc.
15. Prepare for large groups & noises
 - a. Have designated roles & duties
 - b. Specify the purpose and process of the group (checklist)
 - c. Have rules for participation (take turns giving an answer, making a comment, answering/asking a question)
 - d. Allowing time for asking, answering, and commenting may need to occur here.
16. Get attention first
 - a. Before speaking to the student ensure you have their attention
 - b. Eye-contact alone may not indicate attention; just ask a simple question first (can you hear me, are you listening, etc.)
17. Short, concise instruction
 - a. Don't be too wordy. Keep instructions concise
18. Allow extra processing time
 - a. Give student extra time to answer
 - b. Ask or give the question ahead of time then call on student later
19. Provide frequent teacher feedback
 - a. Let the student know how s/he is performing constantly
20. Use timed work sessions
 - a. Remind student of amount of time left for work
21. Highlighter tape
 - a. Highlight areas of importance in work and assignments.