



Tips for Learning and Teaching

- [Aspergers](#) [1]



Impairments in Social Interaction

- Students with ASDs are literal thinkers.
- Students are confused by the rules that govern social behaviour.
- Students require direct teaching in social skills.
- It is necessary to structure opportunities for students to use social skills in different situations.
- Be aware of the difficulties for students inherent in less structured situations such as break, lunchtime, in the corridor and in transitions between lessons.
- Use stories to teach social communication/interaction.
- Develop a 'Buddy system' with mainstream peers.
- Directly teach jokes, puns and metaphors.

Impairments in Language and Communication

- Students require support in understanding the purpose and value of communication.
- Attention needs to be directed to teaching social aspects of language such as turn taking and timing (some turn taking activities may include board games, hitting a balloon back and forth, telephone conversations, bouncing a ball back and forth, etc).
- Directly teach gestures, facial expressions, emotions, vocal intonation and body language.
- Use visual material and/or signing to support and facilitate students' communicative initiations and responses.
- Provide precise instructions for students to follow.
- Always refer to the student by name as he/she may not realise that 'everyone' includes them.
- Do not expect eye contact and never turn the student's face towards you.
- Keep verbal instructions brief and simple.



Impairments in Imagination with a Restricted Range of Behaviours, Activities and Interests

- Students must be helped to cope with new and/or varying activities.
- Pre-empt the student's anxiety that results from being presented with unstructured or unfamiliar situations without prior warning/explanation.
- Devise and implement a structured play/leisure programme.

Additional Tips for Learning and Teaching

- Adjustments may need to be made to the classroom to address the student's undersensitivity/oversensitivity to noise, smell, taste, light, touch or movement.
- Consider implementing structured and systematic programmes to develop the student's fine and/or gross-motor skills.
- Elicit relevant information regarding the student's eating, drinking and sleeping irregularities.
- Structure the classroom environment to reduce distractions.
- Secure student's attention prior to issuing instructions/engaging in conversation.
- Provide structures that assist students in understanding the duration of tasks.
- Make the links between different tasks clear to students.
- Use computers to support the student's learning and teaching opportunities.
- Disapprove of inappropriate behaviour and not of the student.



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