Practical Teaching Strategies for students with ASDs

This page contains links to nine video scenarios illustrating different teaching strategies for pupils with ASDs.

Eve loves to play

- Children with ASDs respond well to visual structure.
- A visual schedule gives clear structure to the day because it presents daily activities in a logical sequence.
- Using a change card, the teacher can help the child with ASD to transition more easily from one activity to another.

Eve asks for help

- Try to encourage the child with ASD to ask for help in any given situation.
- If the child with an ASD doesn’t verbalise the help request, encourage her to do so as soon as she asks for help by non-verbal means.

Stephen lines up
• Visual structure or signposts are needed for many typical classroom situations when working with pupils with ASDs.
• In all situations with pupils with ASDs, try to look for opportunities to boost their self-esteem and confidence, and encourage independence.

**Christopher is out of bounds**

• Pupils with ASDs are visual learners so they respond better to visual stimuli when marking boundaries within the class or school environment.
• Creating obvious visual boundaries for play activities is very important as pupils with ASDs find it hard to process two tasks at once – for example, play the game and watch out for the boundary sign at the same time.

**Stephen take a note**

• Pupils with ASDs have difficulty understanding and remembering lengthy verbal instructions.
• If verbal instructions are to be given, check that the pupil with an ASD knows what to do at all times – giving him a separate handout or writing the key points down for him can help.

**Mark - all in place**

• Forward planning and organisation pose many challenges.
• Using a simple colour coding system can help to overcome planning difficulties.
• In this video, the other pupils are aware of Mark’s difficulties. This works in this situation but with
another pupil, more discretion may be needed, depending on the pupil’s needs.

**Mark the expert**

- To prevent disruption, getting the pupil to write down their queries to be discussed later can work effectively.
- Follow up action / teaching on why it is not good to disrupt lessons may also be necessary.
- Think about using social stories or comic strips to show the pupil with an ASD how his actions affect others.

**Mark’s favourite subject**

- Setting out the structure of a lesson in advance so that the pupil with an ASD understands his role at all times can minimise problems with obsessive tendencies.
- Even if the lesson structure is spelled out in advance, the teacher may frequently have to remind the pupil of what they had agreed for the lesson structure.

**Mark - a tale of two cities**

- If a pupil with an ASD has problems understanding when is appropriate to contribute to a class discussion, give him his own answer sheet and agree with him beforehand how he will use it.
- Think about using social stories or comic strips to show the pupil with an ASD how his actions affect others.
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