



ASD STRATEGIES

ASD affects how pupils interact and communicate with others and how they process information. Children can be anywhere on the spectrum and all children present differently.

Strategy 1:

Establish clear, consistent routines so pupils know what to expect. ASD pupils thrive off knowing what is expected or happening next. They find change and unpredictability hard to process such as new rooms, supply teachers or new timetables. These are all triggers.



Strategy 2:

Consider learning environments and sensory triggers. You may not notice things like sounds (or lack of it), light, proximity to others, touches, smells, temperature and sights, but these things may be painful to the pupil.



Strategy 3:

Communicate clearly and simply. Be conscious of using sarcasm, jokes, sayings, giving too much information at once, and non-verbal cues such as facial expressions. Pupils may not react to a smile or frown and may not give eye contact. Processing information can take longer. Give more time to understand information and complete tasks. Keep language simple and break tasks down into smaller chunks.



Strategy 4:



ASD pupils don't always recognise emotions in themselves and others and so may not be able to tell how someone is feeling, which can lead to conflict with peers. They may need a quiet place to go if they are overwhelmed or use stimming as a self soothing exercise.

Strategy 5:

Plan to integrate their interests. Pupils with ASD can have very keen/obsessive interests, so tap into this as a way to develop relationships or to focus work tasks through interests.



Strategy 6:

Give positive reminders of expectations for what is appropriate in different social situations. A lack of differentiation can lead to conflict when pupils are blunt and appear rude - don't take this personally! They can act negatively to seek attention, and this could become the norm. Always focus on positives, use rewards, and provide opportunities for positive reinforcement often.

