

ASD Quality First Teaching

DESCRIPTION

be a disorder of development, characterised by impairment of language, communication and social interaction, rigidity of thought and behaviour, poor motor coordination and sensory perceptual differences.

STRATEGIES

- Students with ASD are individuals
- Use the pupil's name before giving instructions.
- An individual workstation can be helpful.
- Give explicit, clear instructions, in the order of doing (may need to be only 1 instruction at a time). Ask the pupil to repeat the instructions.
- Don't use phrases such as 'Do you want to?', 'Shall we.....?', as they may be taken as an option to refuse participation.
- For ASD pupils work is play, play is work.
- Use visual cues to make verbal information meaningful.
- Give examples of completed work so that pupil knows intended outcome or can parallel model.
- Break task down into meaningful parts.
- Give explicit work targets which are achievable and shared with pupil.
- Make initial eye contact, but do not expect to maintain it.
- Allow the child time to think.
- Develop clear predictable routines.
- Language is taken literally, so abstract language will need to be explained at the time of use.
- There will be a need for rules for listening, talking, turn taking, sharing, waiting, working with others, starting, finishing etc.
- Pupil needs to sit where the teacher can discretely assist and in a place free of distractions.
- Check homework, and when it has to be in, has been written down and pupil understands what is to be done.
- Never punish students with ASD for behaviours that are part of their disability, for example, avoidance of eye contact; talking to self; slow response time; lack of respect for others; repeating words or phrases; upset in crowd or with noise; anxiety; persevering on topics of interest; upset caused by change.