


TOP TIPS FOR ASD PRACTICE IN THE SECONDARY CLASSROOM	BECAUSE.....	 Surrey Autism Outreach Service
Keep learning concrete (where possible) and VISUAL	Enhances ASD visual learning style and supports weak auditory processing	
Chunk tasks into a manageable size	Executive functioning problems can include poor impulse control, working memory, organisational and problem solving skills Development is delayed and often weak	
Clear visual lesson structure advised to students at the beginning of each lesson Clear, visual and predictable classroom routines	Student knows what they will be expected to do Makes the world more understandable and predictable, avoiding anxiety Builds routine through tick sheets or visual maps	
Use visual supports (Mind Maps, Graphic Organisers) to support learning and tasks: e.g. www.worksheetworks.com	Helps student to 'shift and sift' information Helps students to record, sequence, sort, organise and prioritise information	
Keep teacher talk to a minimum	Slow auditory processing Mono-channel processing style - trouble processing multiple input	
Be aware of individual learning preferences and styles: movement breaks, VAK, sensory, calm boxes	Can have difficulty focussing but then become hyper-focussed on an activity of interest May have sensory issues in the classroom	
Keep commands simple – use language to invite a response	Declarative rather than imperative language – not directing a specific response but rather invite a response in sharing information	
Use the same language, and word glossaries, to reinforce learning understanding	Don't assume that student knows what to do, or has taken the knowledge in: clarify and verify	
Teach by 'showing and doing' – think and 'ponder' out loud	Teach by 'showing and doing' rather than 'telling and instructing' Model how you think , as well as how you do Ponder over the options, giving clues	
Be aware of student overload – " <i>I'll come back later</i> "	Sensory overload can lead to shut down	
Allow time to process (10 second rule)	Slow down take a breath and share the moment – the world moves too fast for students with ASD	
Make time for student to get ready for learning – cue into learning	Organisational and planning difficulties	
Plan and Prepare for any changes	Need consistency and routine to feel safe and ready to learn	
Use student's name to get attention, or ask questions	Constantly trying to guess what is needed, trying to fit in, trouble reading what is expected, out of sync with the world around them: their coping systems become drained	
Create opportunities to develop student use of choice, emotive response and sharing of ideas	Have weak neurological connections between the different brain centres: weakens communication and interrupts functioning Issues with integrating left brain (logical, analytical, detail, factual) with right brain (intuitive, creative, social emotional)	
Mixture of individual, group and paired work	Describe what is happening as students work together: make student aware of the invisible rules, and social contexts, in school Note appropriate social and communication (listening/talking/eye contact/staying on topic)	
Create opportunities to build resilience	Anxiety is the most common feature of ASD, due to the constant stress on the nervous system resulting from sensory, cognitive, social and emotional vulnerabilities experienced	

	<p>The nervous system is often on 'high alert', leaving student feeling anxious and 'on-guard', even in a resting state</p> <p>Such anxiety can be expressed in OCD, Oppositional Defiance, rigid or inflexible thinking, rituals and routines, mood swings, shut downs, etc.</p>
Use of praise	Needs to be targeted and specific, using student's name
Be aware of student's triggers and sensory overload	Encourage student to recognise what their nervous system needs in order to stay regulated and then teach effective coping skills, offering a personalised range of tools in a Toolbox
Further advice or support	<p>Debbie Walford and Lucy Mitchell Secondary ASD Outreach Team 01883 713928 Ext 120</p> <p>debbiewalfordoutreach@limpsfield-grange.surrey.sch.uk</p> <p>mrs.mitchell@limpsfield-grange.surrey.sch.uk</p>