

TEACHING STRATEGIES FOR AUTISM SPECTRUM DISORDER (ASD)

LEARNING SUPPORT ACTIVITIES • TEACHER RESOURCE

Students with Autism Spectrum Disorder (ASD) often benefit from structured instruction, visual supports, predictable routines, and clear expectations. The following strategies are designed to help students access learning while maintaining high academic expectations in the ASL classroom.

Create Predictable Routines

- Begin class with a consistent agenda.
- Preview daily objectives.
- Give advance notice of schedule changes.
- End class with a familiar closing activity.

Use Visual Supports

- Display vocabulary and lesson objectives.
- Use visual schedules and checklists.
- Model signs before expecting student performance.
- Demonstrate tasks step by step.

Present Information Clearly

- Give one direction at a time.
- Break larger assignments into smaller tasks.
- Allow additional processing time.
- Check for understanding before moving on.

Support Social Communication

- Pair students with supportive classmates.
- Clearly teach turn-taking expectations.
- Practice partner conversations in structured settings.
- Encourage participation without forcing it.

Address Sensory Needs

- Reduce unnecessary visual distractions.
- Provide a quiet work area when appropriate.
- Be aware of lighting and classroom environment.
- Allow brief movement or sensory breaks if documented.

Build on Student Strengths

- Incorporate student interests into activities.
- Celebrate progress and effort.
- Provide positive, specific feedback.
- Maintain high expectations while offering appropriate supports.

★ Key Takeaway

Effective instruction for students with ASD combines consistency, visual supports, patience, and flexibility. The goal is to remove barriers to learning while preserving the same learning objectives and high expectations for every student.