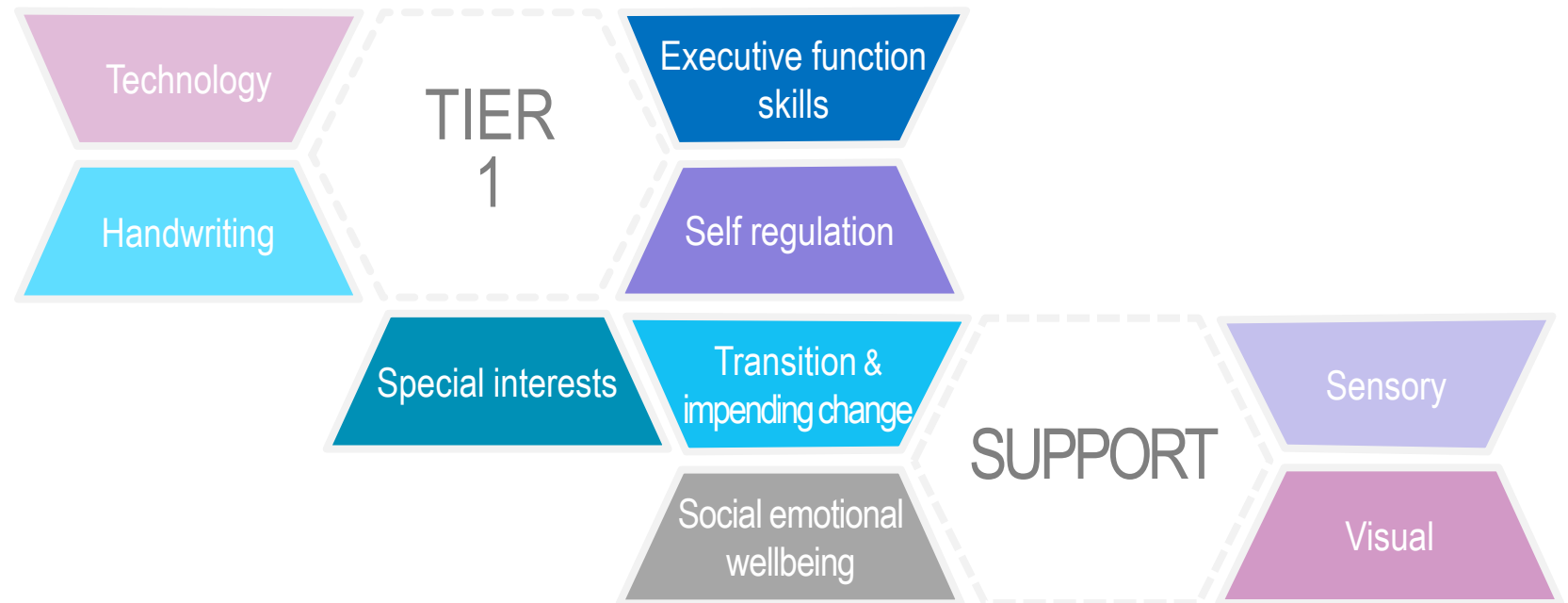


Classroom strategies for students with diverse needs

First Tier Support





The 3-tier approach

Supporting students on the autism spectrum

3 - Wrap-around support

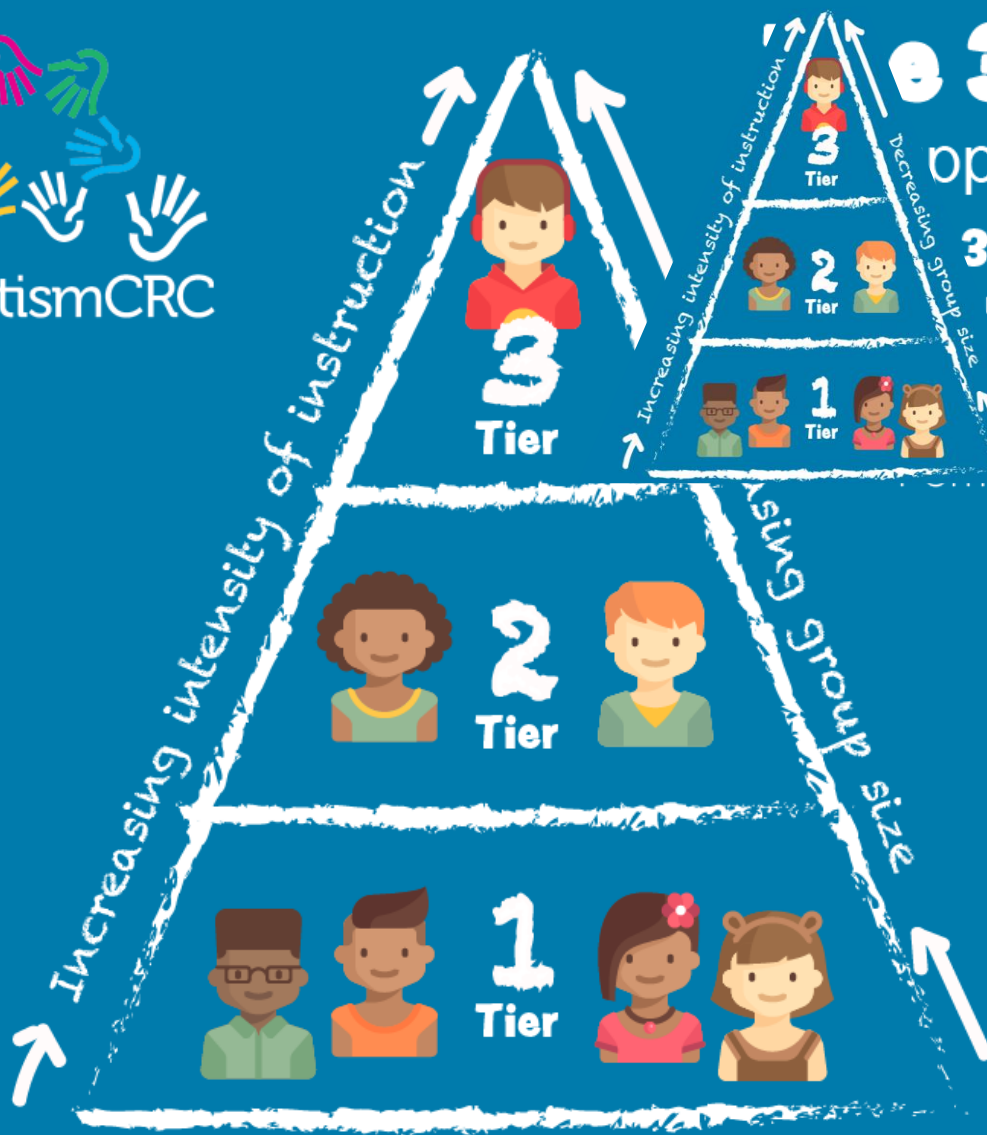
Intensive support & collaboration from a transdisciplinary team
Focus on functional communication & social skills
High intensity & duration of support
Individualised behaviour plan support plan

Tier 2 - Intensive instruction & support

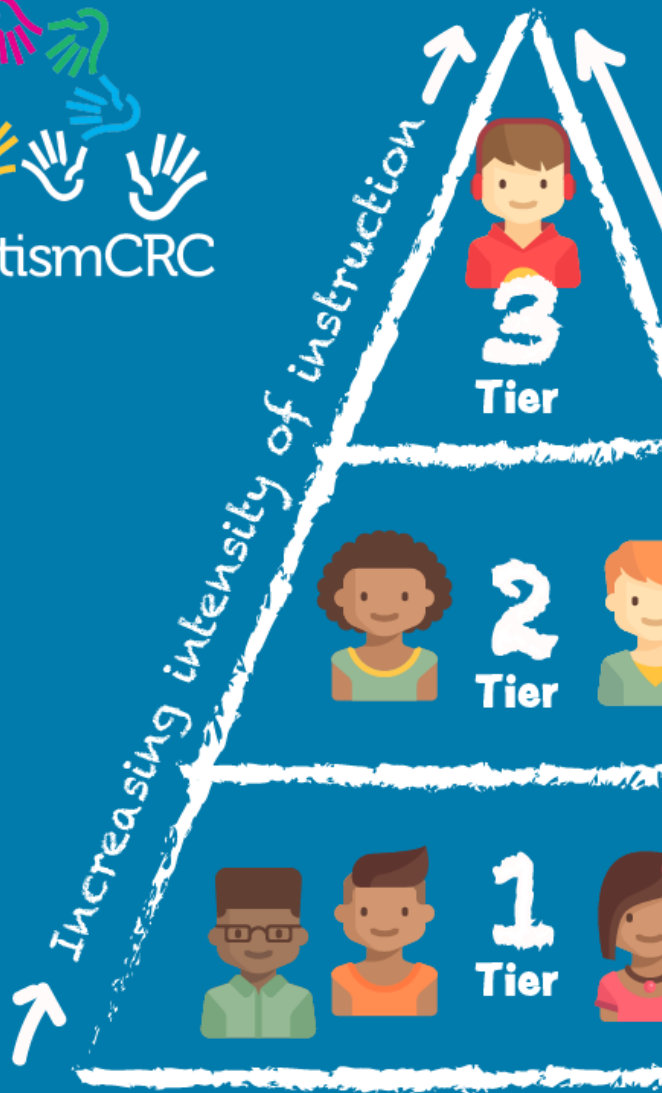
- * Identified students receive more intensive instruction & support
- * Focus on specific areas of need
- * Support with functional communication & social skills, e.g., self-regulation of emotions & behaviour, managing stress & alternatives to aggression are a focus.

Tier 1 - Preventative instruction

- * Present information in a variety of ways (UDL)
- * Explicit teaching using evidence-based approaches
- * Teach classroom routines and expectations
- * Visual supports to encourage independence in following daily routines

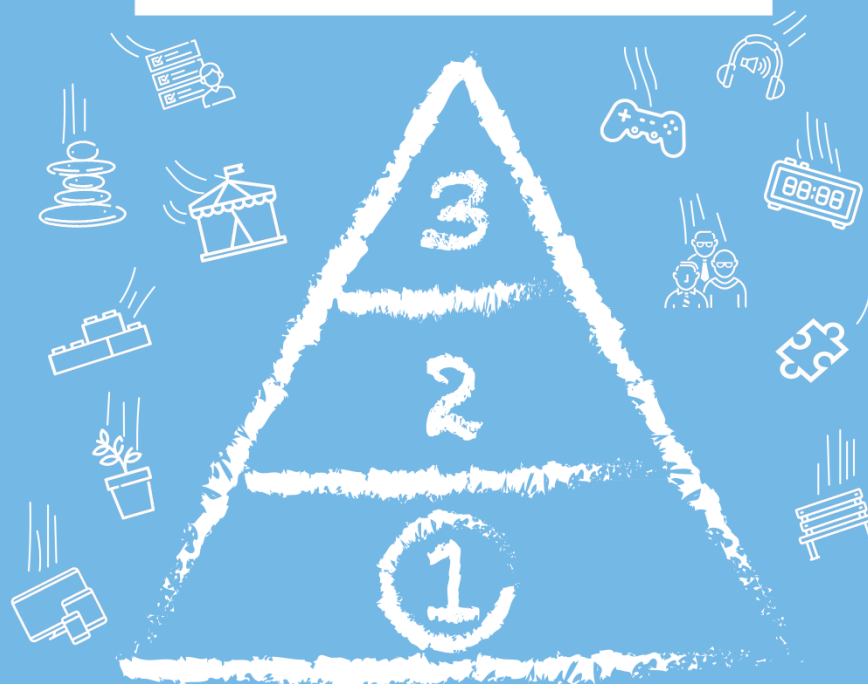


<https://www.autismcrc.com.au/connect-hub/reports/australian-education-needs-analysis>



Classroom Strategies

for students with diverse needs



First Tier Support

The Cooperative Research Centre for Living with Autism conducted a needs analysis to identify the top 10 support needs for students on the autism spectrum. We then asked teachers for strategies that they have used or seen for supporting students on the spectrum.

For info:

www.autismcrc.com.au/connect-hub/reports/australian-education-needs-analysis



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Classroom Strategies

for students with diverse needs



First Tier Support



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Executive Function Skills

Teacher Reported Strategies



Executive Function: Planning for Assignments



CREATE A CLASS PROFILE

Profile the needs of each student

Use the profile to assign groups and roles



Encourage study groups or homework clubs

PROVIDE ORGANISING STRATEGIES

Use a 'to-do' list with check boxes

Try electronic reminders

Create visual timelines

Try colour-coding timetables



Specifically teach effective diary use

CLARIFY THE TASK

Give clear and explicit learning intentions

Indicate what success looks like

Explain procedures

Breakdown instructions

Give a model

INCORPORATE UDL PRINCIPLES

Use UDL (CAST.ORG)

Offer multiple means for learning: online, multimodal

Present information in a range of ways e.g., real-life examples (videos), demonstrations



For more Info: <https://www.autismcrc.com.au/connect-hub/reports/australian-education-needs-analysis>

Supporting Transition & Impending Change



Teacher Reported Strategies *Supporting Transition and Impending Change*



PLAN FOR TEACHER ABSENCE

Talk about teacher absence & email parents for unexpected absence

Use familiar relief teacher

Provide info pack for relief teacher

PREPARE FOR NEW TERM

Build a transition plan

Take students to visit new teacher

TA moves to new class

Use preferential grouping with supportive peers



PROVIDE PRE-WARNINGS

Give students pre-warnings – timers, countdowns - for transitions or change

Work with parents to provide support for changes.



BUILD SELF-ADVOCACY

Give choices about managing transitions

Teach coping strategies and normalise change

Teach relaxation ideas for transitions to limit stress



USE SOCIAL STORIES

Use social stories to help anticipate change or transition

For more Info: <https://www.autismcrc.com.au/connect-hub/reports/australian-education-needs-analysis>

Self Regulation

Teacher Reported Strategies



Self-Regulation:

Staying Calm & Managing Stress



DEVELOP A CARD SYSTEM

Use cards to communicate feelings and needs, such as when they need to take a break, go to the toilet or to express feelings

BUILD SELF-ADVOCACY

Teach self-awareness and develop strategies for countering stress

Teach resilience and coping strategies

Let students 'chill out' or 'check in/out' at the start of the lesson

Support students' involvement in lunch clubs



SUPPORT STUDENTS TO TAKE A BREAK

Use a timer, special watch, or picture prompts as a break reminder



Allow sensory snacks for TA-supported breaks

Give students a special job for breaks, like watering the garden

ENCOURAGE RELAXATION

Use meditation/mindfulness and a sensory corner in the classroom. Use special interests for calming strategies

CURRICULUM CHANGES

Swap drama or dance for time with specialist or support staff

For more Info: <https://www.autismcrc.com.au/connect-hub/reports/australian-education-needs-analysis>

Special Interests

Teacher Reported Strategies



Using Special Interests



INCLUDE INTERESTS IN TASKS

Modify tasks to include special interests

Provide multiple choice in tasks such as using Lego or Minecraft for experiments in science

USE INTERESTS AS A REWARD

Use special interests as a reward e.g., time with a puzzle or book as a reward for target behaviour



EXPLORE INTERESTS WITH STUDENTS

Explore students' special interests

Collect evidence of special interests, particularly at the start of the year for new teachers



INCORPORATE INTERESTS

Incorporate special interests in content to foster motivation and engagement

ENCOURAGE PEER MENTORING

Encourage students to mentor peers in the area of special interest



For more Info: <https://www.autismcrc.com.au/connect-hub/reports/australian-education-needs-analysis>



Social Emotional Wellbeing Support

Social and emotional wellbeing support is essential to successful inclusion. Effective schools know that social emotional competence and academic achievement are entwined and integrating instruction in both areas maximises students' potential to succeed in school and throughout their lives (Zins & Elias, 2006).

Responding to the social emotional wellbeing needs of students on the autism spectrum is critical to ensuring they can manage the social and emotional aspects of the class and school environment.

For more information on supporting the social and emotional skills of students on the spectrum in the classroom, see the other postcards in this kit at <https://www.autismcrc.com.au/connect-hub/reports/australian-education-needs-analysis>



Social Emotional Wellbeing Support



Teacher Reported Strategies Social Emotional Wellbeing: Coping with Teasing & Bullying



PROVIDE SAFETY STRATEGIES

Provide a safe places to play

Help to identify safe people

"Who do I go to?" in different situations



BUILD SELF-ADVOCACY

Teach preventative strategies for social situations, e.g., Buddy Bench

Encourage use of sensory self-calming techniques



ROLE PLAY SOCIAL SCENARIOS

Role-play social interactions with a safe person or buddy

PROVIDE SOCIAL STORIES

Teach social stories for what to expect and how to react - bullying and safety scenarios

GIVE THEM THE LANGUAGE

Give them set phrases for a variety of situations

Help them rehearse a 'script' to use in social situations



BUILD SYSTEM-LEVEL SUPPORT

Include social competence within lessons (as per ACARA)

Ensure whole school approach



For more Info: <https://www.autismcrc.com.au/connect-hub/reports/australian-education-needs-analysis>

Hand-writing



Teacher Reported Strategies *Handwriting Support*



OFFER SHORTER WRITING TASKS

Let students write dot points

Use mind-mapping or graphic
organisers to record information

PROVIDE ELECTRONIC NOTES



Give electronic copies of
notes or PowerPoints using
Moodle or email

DON'T RUSH

Give warning for handwriting
tasks

Allow more time for writing

Check in and take a break if
writing is painful

PROVIDE ALTERNATIVES TO HANDWRITING

Use technology to support
writing e.g., a word processor,
voice-to-text application or a
recording device

Ask a peer to write notes



SOME SUGGESTED APPS

Typo HD for typing without
spelling errors

Claro PDF for annotating PDF
files

Prizmo to turn photos of
documents into recognised text

Audionote combines note-
taking and voice-recording
software – the text and
drawings highlight during
playback



For more Info: <https://www.autismcrc.com.au/connect-hub/reports/australian-education-needs-analysis>

Visual Supports

Teacher Reported Strategies



Visual Supports for Learning



MONITOR TIMED ACTIVITIES

Provide students with a visual clue, such as a stop-watch or timer, to time activities

Use timers to enable better preparation for transitions



USE A KEYRING ORGANISER

Use a keyring organiser, with laminated pictures or text reminders, that can be adapted for each day or week



GIVE THEM A VISUAL TIMETABLE

Provide a visual timetable on the desk or on the iPad

Provide a colourful version as their desktop background picture



USE A CHECKLIST FOR TASKS

Give students a checklist with picture cues to tick off as they progress through a task



USE DIGITAL 'STICKY NOTES'

Use digital 'sticky notes' on laptop rather than a diary or electronic organiser

For more Info: <https://www.autismcrc.com.au/connect-hub/reports/australian-education-needs-analysis>

Technology



Teacher Reported Strategies Using Technology



RECOMMENDED APPS

Typo HD
Prizmo
Claro PDF
Notes for iPad or
Wordpad/Notepad
Cowriter
Read & Write Gold
Natural Reader

Maps.me
Google Docs
Google Maps
Poplet
Clicker
Audio Notes
Story Starter
Book Creator

MORE RECOMMENDED APPS:

<http://www.bestautismtherapy.com.au/AppGuide/AppCriteria.php>

<http://autismapps.org.au/>



RECOMMENDED STRATEGIES

Use electronic concept maps to organize ideas

Use photographs or videos to demonstrate ideas, for projects, and for social and transition stories

Use predictive text on the iPad

Use devices for playing music – individually or as a class


Build an electronic glossary around a topic

Email notes to students

Allow students to use online reading software



For more Info: <https://www.autismcrc.com.au/connect-hub/reports/australian-education-needs-analysis>



Sensory Support

There are 7 main sensory systems for gaining and processing information through the senses, including: taste, touch, hearing, smell, visual, vestibular and proprioceptive systems

Students on the autism spectrum may be:

- ★ over-receptive (too sensitive) or
- ★ under-receptive (not sensitive enough)

As a result, their sensory needs may influence their ability to participate in classroom environments and adjusting the environment to help support the sensory needs of students on the spectrum may need to be considered.

For more information on supporting the sensory needs of students on the spectrum in the classroom, see the other postcards in this kit at <https://www.autismcrc.com.au/connect-hub/reports/australian-education-needs-analysis>



Sensory Support

Teacher Reported Strategies

Sensory: Sitting Still



PROVIDE FLEXIBLE WORKSPACES

Allow flexible workspaces for class work, including standing up workstations and beanbags

Provide a step for their feet

USE REWARDS

Use reward charts or special interests as rewards to reinforce sitting still as a positive behavior

PROVIDE NATURAL BREAKS

Provide natural rest breaks

Provide whole class movement breaks throughout the day to avoid sitting too long



USE A VISUAL TIMER

Use a visual timer – like liquid sand or a digital timer – to time seat-work activities

Help students to anticipate transitions and changes



For more information

on supporting students on the spectrum in the classroom

<https://www.autismcrc.com.au/connect-hub/reports/australian-education-needs-analysis>



AutismCRC



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