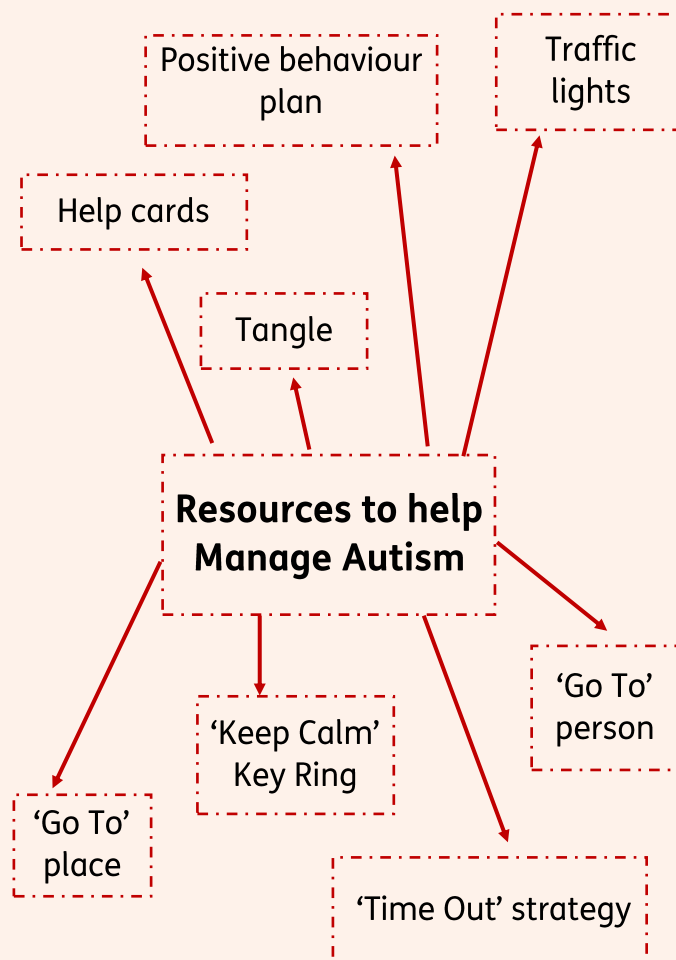


Personal Strategies Based on ALS 5

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-
-
-
-
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If you have any more questions or need any more support and guidance please contact: the:

ALS Co-ordinator

Or

ALS Department

Tel: 01226 216769

Email : ALS@barnsley.ac.uk

Further information can also be found on the ALS Buzz page :<https://www.barnsley.ac.uk/student-life/additional-learning-support/>

Web Page: <https://www.autism.org.uk/get-involved/world-autism-awareness-week.aspx>



Autism **Top Tips** **Tool Kit**

Always check the students support plan (ALS 5) to meet individual needs



Use learners NAME before giving an instruction
(this means it applies to them and refocuses them to listen)



Always allow processing time

Provide **one** instruction at a time

REPEAT! Repeat instructions. **Do not** change or simplify.

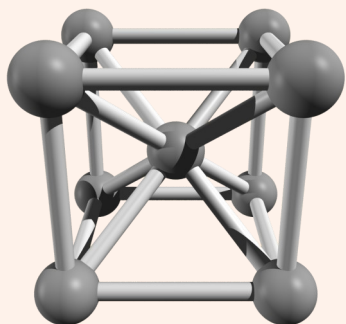
Use a seating plan
(provides structure and reassurance)



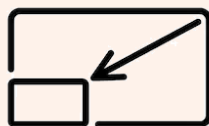
Provide Structure:

Set expectations of what to complete in each session

Put up timers or count-downs for timed tasks



Use white boards to break down the day



Minimise change and provide as much warning as possible

Where possible **always** do what you said you would.

Use literal language. **NO** metaphors and idioms

'Zip it' 'Over the moon'
'Open your ears'

Eye contact

Consider how much eye contact is required when planning activities such as icebreakers.



Eye contact is not easy for everyone

Consider Sensory Environment:

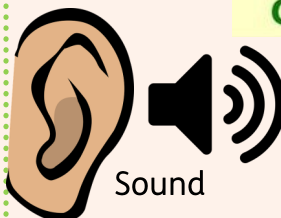
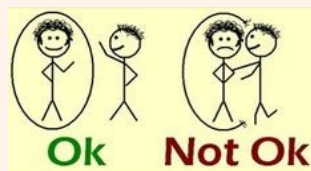


Sight, lighting



Touch

(Personal Space)



Sound



Taste

Behaviour Is Communication

Fidgeting

Rocking

Be Observant

Know your student and recognise when anxiety is rising

Treat everyone **FAIRLY** and **EQUALLY**.

Explain reasons if treated differently.

Student will feel a sense of injustice if treated differently.



Don't Force Friendships.



Friendships are difficult.
Consider how you organise tasks.

E.g. Group work, working along side others or in pairs.

Be REAL, Be LITERAL

When introducing new concepts make sure your explanations are not abstract.

