



Autism Guidelines

- ✓ Use child's name first to gain attention. Use clear, concise language = key words only.
- ✓ Ensure praise is targeted, positive and specific. (i.e.) Good sitting on your chair! Good hand control. Good listening to instructions.
- ✓ Encourage and support the child to use the adult's name first (using photo symbols and speaking) – this encourages focus, interaction, attention and anticipation (i.e.) Amy, I want drink. Jane, toilet
- ✓ Develop good communication with parents- if in doubt whether to contact parents regarding issues at school or home, ring. Do not make assumptions.
- ✓ Use child's interests as an initial motivator. Make note of pupil motivators on their pupil profiles.
- ✓ Tell children what you want them to do rather than what you don't want them to do. (i.e.) feet on the floor, sit on the chair, time for learning
- ✓ Always try to be 'open and ready' and acknowledge pupils' attempts to connect and communicate with you.
- ✓ Use available communication aids and systems: Simple verbal communication; cues; Symbols; Now/next; Visual timetables; Photos; Object cues; Makaton signing, switches, iPad and SMARTboard to support pupils' understanding.
- ✓ Give children time to process information, count to ten after making a request–when requested to do something or make a choice.
- ✓ Positive learning activities that are interesting, grab attention, fun, create laughter and are motivating will be remembered by pupils over time – helping them to anticipate and want to participate.
- ✓ Support children to transition between activities/events held in class and to and from specialist classrooms–use visual communication aids to help with this.
- ✓ Ensure pupils have access to a range of planned experiences, including opportunities for daily outdoor activity and fresh air.
- ✓ Provide warnings (i.e.) “5 more minutes and play is finished” and tools for change (i.e.) finished box or music, symbol for what is happening now.
- ✓ Plan for and build in change to routines so that pupils are provided with tools and strategies to deal with unexpected changes. (i.e.) the pool is broken, no swimming today
- ✓ Use Visual Timelines or Social Stories as appropriate to support children through new and unexpected experiences.
- ✓ Ensure opportunities for pupil voice (i.e.) Pupil View sessions; AfL; support commenting vocabulary development.
- ✓ Ensure opportunities for sensory integration are offered and needs are met throughout the school day.