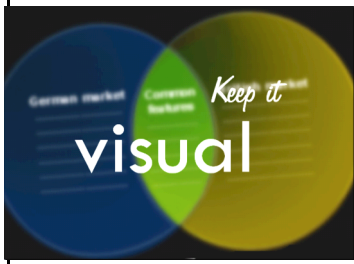


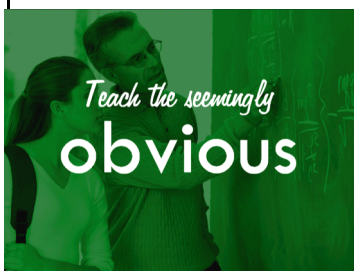
Some Key Strategies for Supporting Students With High Functioning Autism



Provide outlines or notes ahead of time.
 Give lists of questions or phrases to 'listen for' prior to a lecture or video.
 Provide completed samples or visual models of assignments.
 Provide an agenda or list daily/period tasks.
 Provide assignments in written format, rather than copying.



Allow 'twice as much time' and ask for 'half as much' work.
 Avoid rushing.
 Provide transition reminders, and use timers to illustrate time passage.
 Assist with prioritizing.
 Negotiate with the student to 'meet them halfway.'



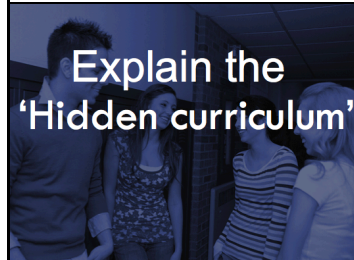
Monitor sarcasm, other non-literal language.
 Be concrete.
 Be specific.
 Say what you mean, mean what you say.



Attempt to see the world from their point of view.
 Learn about underlying characteristics of autism, and those specific to your student, such as: proximity sensitivity, inflexibility, or lack of social understanding.
 Avoid taking behavior personally, or ascribing motives; assume lack of skills or understanding versus behavior.



Focus on content; what they know, rather than how they show it.
 Look for quality, not quantity of work.
 Utilize the students' areas of intense interest.
 Allow alternate avenues for demonstrating knowledge.



Monitor for errors in the use of unspoken rules of social behavior.
 Take advantage of opportunities to provide calm, matter-of-fact, explicit explanations of conventional expected behaviors and how they impact the thoughts and feelings of others.