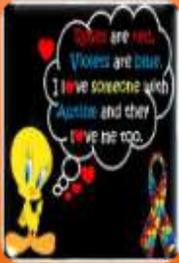


# Strategies to support individuals with ASD

## Introduction



- According to Denning and Moody, students diagnosed with the condition find it challenging to absorb and process information presented, verbalize and read or write.
- Techniques and strategies
- Encourage receptive language skills.
  - This helps in ensuring that the students can understand content being verbalized or written.
- While giving verbal instructions, information and discussions, they should be short and simple.
- ASD children should be given adequate time while expected to give a response (Pierangelo and Giuliani).

## Cognitive



- According to Davis et al., metacognitive teaching approaches are helpful for ASD cases. These include use writing frames, planning sheets and story mapping. The focuses should be on developing their thinking, talking and listening skills.
- Autism speaks Inc. holds that language of emotions should be considered- this will help the ASD individuals to communicate their thoughts and emotions state. For example use of angry face image or to show the current state of the child's emotion state.

## Social and emotion management



- Encouraging motor and verbal imitation
- Referencing the social environment while teaching. (For example; you can sing along with everyone else) and teach them about social boundaries and diversity.
- Motivate their interest in social engagement basing on their strengths and give them a chance to showcase their cognitive abilities such as strong memorization skills.
- Introduce team leaning or circles as well as group discussions (Harvey and Goudvis).
- Children with ASD can be given authority or duties to undertake such as leading roles as this will motivate them and elevate her self-esteem.

## Assistive technology



- Speech generating devices which has pre-recorded or synthesized speech output. For instance go talks and Life skills winner (Illinois Library).
- Besides, games such as Facesay software help in developing social skills for ASD individuals through script training and video modelling.
- In workplaces, employees with ASD should be provided with accommodation center

## References



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- Pierangelo, R., & Giuliani, G. A. (2012). *Teaching students with autism spectrum disorders.*

## Statistics

Estimated Autism Prevalence 2020



**COMMUNICATION STRATEGIES**  
TO SUPPORT CHILDREN, ADOLESCENTS AND ADULTS WITH  
AUTISM SPECTRUM DISORDER  
behaviourzen.com

<b>C</b> ommence by getting their attention	<b>S</b> peak clearly and slowly
<b>O</b> ffer choices if unresponsive to open-ended questions	<b>T</b> each them appropriate ways to communicate messages
<b>M</b> essages should be short and simple	<b>R</b> educe visual and auditory distractors
<b>M</b> essages should be supported with visuals	<b>A</b> llow breaks to prevent overload
<b>U</b> se pauses and wait time between messages	<b>T</b> imers can help with time management
<b>N</b> eed to use literal language	<b>E</b> ye contact should not be forced
<b>I</b> nforn them of any changes	<b>G</b> ive them a variety of communication methods
<b>C</b> heck for comprehension	<b>I</b> f they don't understand, repeat or rephrase messages with more visual prompts and cues
<b>A</b> void abstract language	<b>E</b> stablish a consistent approach that can be used by everyone
<b>T</b> alk about one thing at a time	<b>S</b> upport them by being calm, patient and reassuring
<b>I</b> nstructions should be broken into small steps	
<b>O</b> rders, predictability and structured routines help understanding	
<b>N</b> eed to sequence tasks to help understanding	

source: behaviourhelp.com

Student name