



Strategies to Promote Successful Inclusion Experiences for ASC students

The following suggestions may help you provide better learning experiences for ASC students in an inclusive classroom. Please remember though that the presenting difficulties of each student on the Autistic spectrum will be very different depending on the severity of their autism their particular diagnosis and their intellectual ability. What works for one student will not work for another.

- Use consistent classroom routines. Consistent routines lower all students' anxiety and increase their ability to function independently in the classroom.
- Regularly re-visit classroom rules and your expectations of behaviour.
- Do not expect an ASC student to look at you or give eye contact when you are speaking to them.
- Adjust your language when speaking to ASC students. Speak calmly, don't overload with too much information or too many instructions and give time to process what has been said.
- Watch for signs of high anxiety or difficulties a student may be having due to sensory and emotional overload, and other signs of stress.
- Ensure homework is explained clearly and the student knows what they have to do and when the homework has to be completed by. If you are having problems with an ASC student not completing homework on a regular basis please speak to their keyworker.
- Try to understand that change and transition are very difficult for many students on the Autistic Spectrum. Pre-warn of changes where possible.
- Try to explain clearly the purpose of all work assignments, presentations, or other learning tasks.
- Encourage students to use one or two sentence knowledge summaries.
- Make the most of special interests to introduce new and difficult tasks. Use special interests as motivators to help students engage in new and/or difficult material.
- Think carefully about seating plans in your classrooms. Seat away from distractions and try to keep the environment as calm as possible.
- It is never a good idea to shout at an ASC student. You will get a far better response if you speak calmly and clearly and give them a chance to speak.
- If an ASC student has a 'meltdown' there is no point trying to reason with them for at least twenty minutes as they will not be able to take on board what you are saying.
- Finally, if a student presents with a behaviour that seems odd, unexpected or causes you concern please e-mail SEN