14MonkStreet,SpanishTown,St. Catherine,Jamaica.
Phone:876-665-3342/9095859.E-mail:threedprojects@hotmail.com.W ebsite:CBRJ.org

Tips for Teaching Autistic Students

1. Use simple and specific language. Get your point across in as few words as possible.
2. Use Task Analysis— very specific, tasks in sequential order.
3. Give fewer choices. The more choices, the more confused an autistic child will become.
4. Avoid using idioms. For example idioms such as: "Put your thinking caps on", "Open your ears", "Zipper your lips" will leave a student mystified and wondering how to comply.
5. If you ask a question or give an instruction and are greeted with a blank stare, reword your sentence or ask the student to relay their understanding of what you said.
6. Repeat instructions and check understanding. Use short sentences to ensure clarity of instructions.
7. Provide a very clear structure and set daily routines.
8. Teach specific social rules and or skills, such as turn-taking and social distance.
9. Provide warning of any impending change of routine or switch of activity.
10. Avoid using sarcasm, you will be taken literally and this action might be repeated on a regular basis.
11. Teach what "finished" means and help the student to identify when something has finished and something different has started.
12. Give very clear choices and try not to leave choices open-ended.
13. Use various means of presentation. For example: visual aids, physical guidance, peer modeling, etc.
14. Address the student individually at all times as the student may not realize that an instruction given to the whole class may also include him or her.
15. Seek to link work/instructions given to the student's particular interest.
16. Protect the student from teasing, and provide the student's peers with some awareness of their particular needs.
17. Allow the student to avoid certain activities which they may not understand or like; and support the student in open-ended and group tasks.
18. Allow some access to obsessive behavior as a reward for positive efforts.
19. Recognize that some change in manner or behavior may reflect anxiety, which may be triggered by a change to routine.
20. Do not take apparently rude or aggressive behavior personally, and recognize that the target for the student's anger may be unrelated to the source of that anger.
21. Avoid overstimulation. Minimize and or remove distracters or provide access to an individual work area when a task involving concentration is given.