



Some Strategic Components for Successfully Working with Individuals with ASD*

- Plan for the student to transition to another activity approximately every ten minutes
- Maintain a student/teacher ratio of 2:1 (or 3:1 if necessary)
- Present activities using a multi-sensory approach (utilizing all/many of the senses)
- Develop a consistent routine and a daily schedule
- Use of repetition, visual prompting, and backward chaining
- Utilize developmentally appropriate and ability-appropriate instruction
- Provide visual supports to students including written or picture schedules
- Minimize distractions and clutter in the instructional environment
- Minimize glare and shadows by lowering or filtering overhead lighting
- Incorporate learning centers designated for specific purposes (e.g., prayer, scripture, music, etc.)
- Use sensory rooms or objects to minimize stressor and anxiety
- Offer short periods of silence
- Include typical students (students without disabilities) whenever possible
- Provide take-home materials
- Involve students experientially
- Use of high school catechists and “peer models”
- Stagger class start and end times to avoid large crowds/noise
- Support and involvement of clergy, parish leadership, staff, and parishioners
- Use of small (hand held) picture activity cards/boards
- Emphasis on symbols and rituals
- Model social skills for students
- Provide supports for parents
- Involvement of trained professionals

*Not every child responds to every tactic. Choose the best strategies for the individual child. These ideas can also be used with children with other needs than autism, such intellectual/developmental disabilities.

Provided by the National Catholic Partnership on Disability Autism Task Force. See www.ncpd.org.
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