



## **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 as intellectual/developmental disabilities.

Provided by the National Catholic Partnership on Disability Autism Task Force. See [www.ncpd.org](http://www.ncpd.org).  
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