



Top 25 Tips for Teachers

1. **Get to know your student** with Autism—develop a positive and trusting relationship.
2. **Gain from the family's expertise**—they know your student's strengths and potential difficulties.
3. Ensure **an I.E.P is prepared** as soon as possible.
4. **Integrate therapy goals** into the I.E.P. (Most students with Autism have a therapy provider).
5. Provide **a daily schedule** with images and/or words according to the student's ability.
6. Develop **structure in the classroom** along with clear and consistent daily routines.
7. Provide **visual warning of impending change** to routine, or of activity.
8. Provide **individualised visual supports** to support the student's communication, independence and sensory needs.
9. Where possible, **minimise the impact of environmental factors** that may prove difficult for the student e.g., sound, odours, flashing lights, busy crowded places.
10. Implement **a (visual) system of breaks** to enable the student to participate more effectively throughout the day.
11. Build their confidence with **work that allows for greatest success**.
12. **Gradually increase** the complexity of tasks.
13. **Help them to learn what to do** rather than focus on what not to do.
14. **Adapt the curriculum**, where appropriate, according to the student's ability.
15. Provide motivation by **incorporating the student's special interest** into tasks and projects, where appropriate.
16. Keep in mind the **perfectionism often inherent in Autism**. Stress is likely to escalate if they feel unable to complete a task successfully.
17. **Explore ways for them to understand** what's required and convey their knowledge e.g., by responding to a list of questions rather than having to write an essay.
18. Implement **a reward/reinforcement system** to provide motivation.
19. Provide **information and support to peers** without disabilities to build their confidence to engage in a positive way with students with Autism.
20. Liaise with other staff to **facilitate generalisation** by providing opportunities to practise skills across different settings throughout the school day.
21. **Maintain contact with families**, ensuring that skills acquired at home or in school can be transferred to the other environment, without loss of skill.
22. Take into account that, with Autism, **organisational skills may not be strong**. Provide support where organisation and forward planning is entailed.
23. Provide **structure and/or quiet time** during recess and lunch. These are often the most difficult times for students with Autism.
24. Develop a **routine for managing homework** e.g., entries in student's diary—what's to be done, books to go home.
25. Visit the Autism Association website **www.autism.org.au** for further resources, professional training information and more.