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.