

AUTISM

Autism is a developmental disability, generally evident before the age of three that adversely affects a student's educational performance and significantly affects developmental rates and sequences, verbal and non-verbal communication and social interaction and participation.

Instructional Method / Delivery	Accommodations
Discussion / Questioning	<ul style="list-style-type: none">• Make sure that you have the student's attention before asking a question.• Ask questions that are as concrete as possible.• Ask questions that can be answered with words or a phrase instead of long, essay answer.• During discussion, use speech literally, avoiding the use of idioms, double meanings, sarcasm, and nicknames.• Print the questions to show the text in conjunction with the verbal questions.• Break lengthy questions into separate components.
Independent Worksheets	<ul style="list-style-type: none">• Provide a space for the student to work that decreases distractions.• Allow the student to access the same workspace to provide consistency.• Provide places for the student to put completed work.• Provide a daily schedule for the student which includes the activities and daily needs (breaks, etc.)• Provide the student with worksheets that are uncluttered (ex. 20 problems in math could be put 4 to a page) and give the student ample room for the answers.• Use a highlighter to highlight spaces for answers.• Provide alternate formats for completion of worksheets (oral, m-c, use of word banks, sentence completion, etc.)
Assessments	<ul style="list-style-type: none">• Highlight the directions to the test so that the student will focus on them.• Highlight important sections of a book to help the student study.• Provide the student with a written outline of the material that will be covered on the test.• Provide the student with short answer tests and try to avoid essay tests.• When assessing skills, be aware of the student's uneven skills development.• Allow the student to actively move during assessments. (walk, jump, chew gum)

AUTISM

Autism is a developmental disability, generally evident before the age of three that adversely affects a student's educational performance and significantly affects developmental rates and sequences, verbal and non-verbal communication and social interaction and participation.

Instructional Method / Delivery	Accommodations
Centers	<ul style="list-style-type: none"> • If a center consists of listening to music, provide the written or picture symbol words to the song to provide the student with a visual cue. • Provide the student with method of recognizing when the task is complete and what task is next. • Structure the centers so they are not distracting. • Provide picture cues or written steps to the directions for completing each centers activity. • Label or mark work areas so that the student can manipulate the schedule independently. • Make sure the student's materials are clearly marked for him or her and easily accessible. • Make the center areas easily accessible during transition times. • Schedule activities so that a preferred activity follows a non-preferred activity. • When giving directions for the activities, make sure that the expectations are very clear to the student. • Provide multiple cues that an activity is ending to assist with transition issues.
Projects	<ul style="list-style-type: none"> • Use samples or pictures of finished products to show the student what needs to be done. • Allow students to work with a peer. • Provide visual cues of various elements/tasks within the project. • Allow the student to prepare/tape presentation rather than having to do it "live". • Provide schedule of steps to be completed in correct sequence.
Reports	<ul style="list-style-type: none"> • Provide an outline for the students to work with/from. • For oral reports allow the student opportunities to practice and role-play.
Reading	<ul style="list-style-type: none"> • Read to the student: Poetry, songs, etc. with strong rhythm and rhyme can be more effective. • Allow the student to listen to the story or chapter on tape (as tolerated) to reduce external stimuli. • Provide choices of reading materials. • Encourage students to explore into new topics. • Reduce amount of graphics in reading material for students who are visually distractible.

AUTISM

Autism is a developmental disability, generally evident before the age of three that adversely affects a student's educational performance and significantly affects developmental rates and sequences, verbal and non-verbal communication and social interaction and participation.

Instructional Method / Delivery	Accommodations
Writing	<ul style="list-style-type: none">• Slant board can provide compensation for vestibular difficulties. Use commercial or homemade (4" binder).• Use letters of various textures such as plastic, wood, or foam. This allows the student to feel the letters.• Allow the student to use a vibrating pen/weighted pen/felt tip pen.• Allow the student to use raised line paper to increase proprioceptive input to cue for line usage.• Allow the student to use a word processing computer program whenever possible.• Allow the student to write about favorite topics whenever possible.• If student has an aversion to handwriting, let him do the work using a keyboard solution or by tape-recording the work.• Encourage text to speech, Color adjustment, illustrations, etc. to motivate the student to write.
Drawing	<ul style="list-style-type: none">• Use adapted drawing utensils• Use a variety of drawing utensils. (markers, paintbrushes, stamps)• Provide a variety of textures under the paper to provide the student with feedback as opposed to the flat surface.
Groups	<ul style="list-style-type: none">• Require the student to stay in the group for the activities that are meaningful to them.• Provide the student with a transition warning before group activities begin. (Hand the student a transition object, allow the student to ring a bell for the class to go to groups, use a verbal 5 minute warning, etc.)• Allow the student to leave the group before becoming frustrated.• Provide the student with a sequence for the group activities (written or pictures).• Make sure that the student can complete the activity independently before moving to the shared activity group situation.
Note-taking	<ul style="list-style-type: none">• Allow a peer to photocopy the class notes to share with the student.• Allow the student to tape record the discussion/lecture.• Provide the student with an outline of the class discussion.• Allow the student to access a computer to take notes.
Presentation	<ul style="list-style-type: none">• Accept oral answers, taped or video presentation materials.• Give the student a written outline of what is expected and a sample of a finished product to follow.• Allow presentation to be delivered in small chunks to help with anxiety.

AUTISM

Autism is a developmental disability, generally evident before the age of three that adversely affects a student's educational performance and significantly affects developmental rates and sequences, verbal and non-verbal communication and social interaction and participation.

Instructional Method / Delivery	Accommodations
Computers	<ul style="list-style-type: none">• Place the computer keyboard close to the screen so that they can be seen simultaneously.• Use a roller ball/tracking ball with a separate button (track ball mouse).• Allow the student to use Intellikeys that often helps reduce visual distractions. Could use enlarged adhesive letters on a regular keyboard.• Encourage the students to wear headphones to minimize distractions and maximize clarity of sounds.• Consider the use of bold key labels and primary keyboards in ABC order if keyboard awareness skills are not developing using the standard equipment.• Use a desktop security program to prevent the student from accessing prohibited areas while he is to be completing schoolwork.• Make sure monitor is at eye level.• Make sure mouse and keyboard are accessible and at the proper height.

* If the accommodations do not seem appropriate for the student, remember to check other disability areas.