



## **PIVOTAL EDUCATION**

BEHAVIOUR, SAFEGUARDING, TEACHING & LEARNING

### **Working with Students on the Autistic Spectrum**

Contributed anonymously by a *Taking Care of Behaviour Online* course delegate

#### DOs:

#### REASONS:

Give plenty of time for student to respond to you when an instruction is given or when asking a question.

Students on the spectrum need longer to process information before they are able to respond.

Be aware that noise can be very distracting and affect concentration.

Autism can mean that filtering out the relevant sounds from background noise is difficult and may cause distress and/ or fatigue.

Prepare or give warning of any changes to timetable well in advance if possible.

Routine is crucial to the well- being of those with ASD so any disruption can cause anxiety or 'shut down'.

Be aware that eye contact could be difficult and uncomfortable.

Student is most likely to be listening to you even if they look as if they are not!

Be clear in your use of language.

What you say will be taken literally so, for example, asking "has the cat got your tongue?" may cause alarm!