Eavesdropping on experts

**Supporting a student with autism at school Tip 3**

[Music]

Dawn, Researcher

The final tip for in incorporating support structures into the classroom for individuals on the autism spectrum, would be to understand the autism profile, not just within the classroom, but outside of a classroom, so for example we know that transitions and unstructured time can be very difficult for individuals on the autism spectrum. So you might be able to help a child go out into playtime and develop some structure around that give them some activities they might want to participate in whilst they're on break time, or you might appreciate the difficulty when transitioning from one activity to another and if you appreciate that difficulty and put the support structures in place it will reduce the difficulties associated around those transitions.

Michelle, Autism Coach

My third top tip would be checking in regulate with the student and the parents and just see how they're experiencing this their time at school and how the school years going from their perspective. We often observe students who appear to be engaging really well in learning but there might actually be some things going on in the background that we're not aware of and so checking in whether that's formally in the meeting or just informally through phone calls and conversations is another really great top tip for just facilitating success for that student.

Chris, I CAN Network

Be creative with how you can create space for these students different interests in the classroom, so I think no matte what you teach you can always leverage the different motivations and interests of our kids on the spectrum, so to give you an example if you're a math teacher there's plenty plenty of things you can do to bring a kid's obsession with games into shapes, objects, Pythagoras's theorem, all sorts of different parts of the math curriculum if you're an English teacher people kids on the spectrum have huge imaginations, how can you leverage that imagination in the instructions that you deliver. So there's empower yourself to get to know their interests, if you don't know their interests, try bit harder and bring that into the curriculum and you delivery of instructions.

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