

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)

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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.

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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.

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