

Supporting ASD in Early Years

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Individual work stations to create a safe space just for that pupil. This is where they can complete work activities, play with free choice, or use a base when they are unable to access group times.

Top Tip! If you don't have room in your classroom, you can use masking tape on the floor to create a space.



Use sand timers to let the child know when activity is going to finish or start, this helps with transition. It gives them a visual cue so they do not have to keep processing language.

Small white boards are invaluable. You can use them to show the child what is happening now and what comes next. Again, using visuals instead of lots of language.

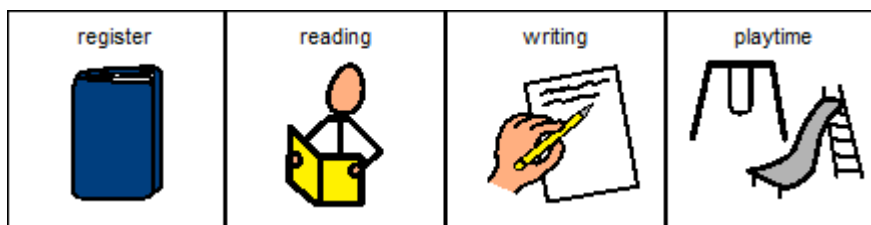


Top Tip! Or just use paper, always have some to hand so you can show them what you mean. You don't need to be an artist, it's just a representation.



Less is more in the classroom!

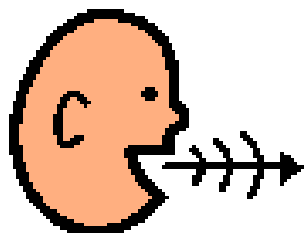
Try and keep displays clear and concise. Pupils in the spectrum need a consistent and clutter free environment. Too many things to look can be overstimulating. Displays can be kept the same for a whole term!



Symbols and pictures offer the child a visual cue and structure to a session. This can be helpful for all pupils!

Top Tip! You don't need fancy symbols, you can just draw simple pictures.

Simple and positive language.....



"Coat on peg and sitting down"

During water play, instead of "stop splashing" say "water in the tray"

Tell them what they should be doing, try and be positive (not always appropriate, but it can work at the right time).



Work times

Present work clearly, from left to right. If they are struggling with the activity then reduce the amount.

Repeat work times. It is okay to give them a familiar work time more than once, overlearning helps them to process the information. They are also more likely to achieve the task if they know what is expected of them.



Story times and singing

Try and make these group times accessible. Choose 4 or 5 stories that link to your topic and rotate them for half a term. If they know what to expect from a group time, they are more likely to access the session.

