



SUPPORTING STUDENTS WITH ASD IN HIGH SCHOOL - CLASSROOM MODIFICATIONS

Classroom modifications may include:

- Seating location to maximise student's engagement, e.g. front of the class, away from windows, and/or at the end of a row.
- Minimising visual clutter on and around the student's desk.
- Helping the student to organise their belongings and work materials by providing checklists.
- Minimising background noise if and where possible.

Have I got everything I need?

iPad		<input type="checkbox"/>
Stationary		<input type="checkbox"/>
Subject folders		<input type="checkbox"/>
Fresh water bottle		<input type="checkbox"/>
Lunchbox		<input type="checkbox"/>

? Do I have band practice?
- Take music file

? Do I have sport?
- Take sports bag

? Do I have home economics?
- Take container

Homework checklist

Stop and check your homework diary

? What do I need?

Check you have the books

Put in bag

Example of individualised checklist and to do list.



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Assignment and task modifications may include:

- Reducing the number of concepts to be presented.
- Presenting assignments in smaller sections.
- Presenting clear uncluttered worksheets by:
 - Cutting or folding the page to support focus on one aspect at a time.
 - Highlighting most relevant points of the task (see example below).
- Familiarising student with any new vocabulary.
- Enabling the student to present their work in a variety of formats such as table format, typed work, bullet points or through technology such as PowerPoint.
- Allowing the student extra time to hand in homework or assignments.
- Checking with the student regularly to gauge their level of understanding.
- Demonstrating complex concepts, by actually showing it on a video or with real objects.
- Using visual aids including illustrations, tables, photographs, diagrams and conceptual graphics to demonstrate relationships between concepts (e.g. mind maps).
- Using short, straightforward and literal language when giving explanations and instructions.
- Explaining non-literal language as it occurs in class.
- Pre-teaching difficult concepts before presenting them in a whole class situation.
- Using memory aids such as songs, rhymes and acronyms e.g. BODMAS in Maths referring to the sequence of operations – brackets, order, divide, multiply, add, subtract.

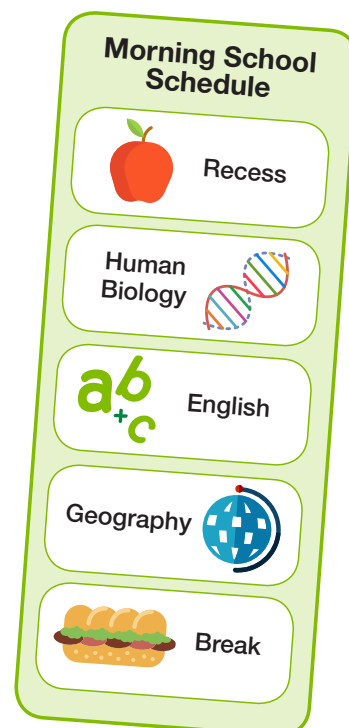
Solar System

The Solar SystemSM comprises the Sun and the objects that orbit it, either directly or indirectly.SM Of those objects that orbit the Sun directly, the largest eight are the planetsSM that form the planetary system around it, while the remainder are significantly smaller objects, such as dwarf planets and small Solar System bodies (SSSBs) such as comets and asteroids.SM

The Solar System formed 4.6 billion years ago from the gravitational collapse of a giant interstellar molecular cloud. The vast majority of the system's mass is in the Sun, with most of the remaining mass contained in Jupiter. The four smaller inner planets, Mercury, Venus, Earth and Mars, also called the terrestrial planets, are primarily composed of rock and metal. The four outer planets, the giant planets, are substantially more massive than the terrestrials. The two largest, the gas giants Jupiter and Saturn, are composed mainly of hydrogen and helium; the two outermost planets, the ice giants Uranus and Neptune, are composed largely of substances with relatively high melting points compared with hydrogen and helium, called ices, such as water, ammonia and methane. All planets have almost circular orbits that lie within a nearly flat disc called the ecliptic.

Example of highlighting most relevant points.

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Example of morning school schedule.