



SUPPORTING STUDENTS WITH ASD IN HIGH SCHOOL - VISUAL SUPPORTS

Present information visually

Visual supports are any materials that illustrate important information. Visual supports may range from a colour coded timetable to match colour coded workbooks and materials for particular subjects, to charts that help students track their progress towards completion of a particular task or assignment. Concrete or digital timers may be used as a visual to support time management. Visual supports are valuable in supporting students with ASD to organise, plan or sequence their daily school activities and complete classwork, including assignments.

Communicate effectively

Simplify your language

When giving instructions or communicating a message, long sentences can be confusing. Simplify to a level the student understands, highlighting or including key words e.g. “pens down, listen”.

Wait

Many students with Autism require more time to process information. By waiting 5 to 10 seconds after asking a question or giving an instruction, it provides the extra time that may be required by the student to process the information, enabling them to act upon it.

Communicate one idea at a time

When presenting multiple pieces of information verbally, pause in between to allow the student to process the information. It may be helpful to pair the verbal information with visual representation – pictures/ written words.

Include choices

Students with Autism may have difficulty presenting their own ideas or responding to open ended questions e.g. “what do you want to eat?” or “what do you want to write about?”. By offering specific choices, it may help with decision making. If the student has difficulty responding to a verbal question, a written or visual choice board may be provided to represent what is available.

What do you want to write about?

I choose:

Animals **Cars** **Sports**

Lunch choice board

Sandwich

Pie

Salad

Soup

Pasta

Drink choices

Water

Orange Juice

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Examples of choice boards.