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AUTISM SPECTRUM DISORDER

Communication

- Visual strategies
  - Cue cards, schedules and passports etc.
- Cue attention
  - Use your child's name at the beginning of an instruction to gain attention
  - Give time to process response
  - Repeat instruction if necessary
- Adapt language
  - Instructions need to be clear and precise
  - Keep your language short and simple (K.I.S.S)
  - Beware of literal interpretation. Similarly with idioms, metaphors and similies
  - Avoid jokes or sarcasm

Behaviour/ anxiety

- Analyse your child's behaviour
  - Investigate/monitor anxiety to try and reduce it
  - Distract and divert on to a different activity
  - Avoid/eliminate cause
  - Establish clear rules and guidelines

Sensory

- Analyse
  - Identify how sensory problems impact on your child's daily life
- Adapt
- Avoid
- Desensitise
  - Sensory Objects
- Plan a 'sensory diet', developing coping strategies and tools to help your child deal with different situations

Social Interaction

- Your child may need specific activities explained so that the rules are understood
- Make your child aware of differences in status between people and situation
- Teach more appropriate ways of making social contact
- Work on identifying 'good' and 'bad' choices and the understanding the consequences of each
  - Social stories
  - Comic strip conversations

Flexibility in thinking and behaviour

- Encourage flexibility/accepting changes
- Prepare/forewarn re changes
- Give opportunities for rehearsal/practice
- Make task more explicit/concrete
- Use interest(s) as a motivator/reward
- Help to develop other interests
  - Break task down, take breaks, reward immediately

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