



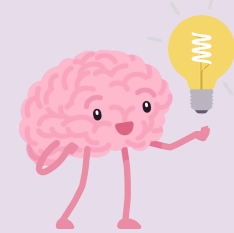
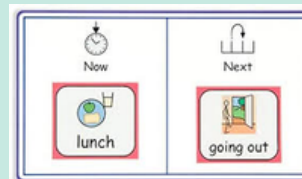
Communication & Instruction Strategies

- Slow down rate of speech using natural pauses.
- Break down instructions into single steps.
- Simplify questions and offer choices.
- Reduce your own language to simple sentences.
- Check understanding before they start a task.
- Give the child extra time to formulate their response.
- Check listening – use prompts for good sitting, good looking, and good thinking.
- Cue the child specifically into whole class instructions; ask questions directly if needed.
- Consider whether the task or instruction can be presented differently or at a different time.
- Consider how important the task or instruction is in that moment – ensure the child is regulated before retrying.



Visual & Literacy supports

- Use visual supports such as mind maps, visual timetables, hand gestures, now and next boards, picture symbols, and task planners.
- Use scaffolding around literacy tasks e.g., storyboards, sentence starters.
- Encourage self-help strategies like writing notes, using to-do lists, and reminders.
- Once regulated, use visuals and storyboards to support reflection or discussion.



Cognitive & Learning Supports

- Introduce new concepts one at a time—avoid teaching opposites together (e.g., before/after).
- Offer reminders and repeat instructions as needed.
- Allow frequent breaks in learning.
- Consider the use of alternative communication methods (e.g., pen and paper) if the child is unable or unwilling to speak.



Recommendations

Environmental & Sensory

- Consider environmental factors such as seating, background noise, and lighting.
- Consider the child's sensory needs—can they actually concentrate on what's being said?
- Have resources like ear defenders or fidget tools accessible.
- Get down to the child's level to gain their attention; say their name and, if needed, tap them gently.



Emotional Regulation Support

- Engage the child in a calming strategy to help them regulate.
- Give the child a break away from the task and engage in calming activities before re-engaging.
- Give the child choices of strategies to calm down if they are able to choose.
- Don't put pressure on the child to speak—provide alternatives if necessary, but allow silence.

Social & Self-Awareness Development

- Support the child to develop their self-advocacy skills (e.g., communicating needs, using visuals to ask for help).
- Nurture an environment where asking for support is safe and encouraged.
- Support the child to understand their own differences and those of others.
- Support perspective taking through real-life situations.
- Build friendships through shared interests.
- Provide opportunities to work in small groups.

