Accommodations to support the individual with ASD

Social Communication

How can I accommodate my student's social communication issues in the <u>school environment</u>?

Environmental Design

- Allow student to give presentations to smaller group or 1:1
- Arrange for private rather than public inquiries
- Arrange access to personal augmentative communication device across all contexts, *all of the time* (for students who do not verbally communicate)

Personal Supports

- Provide extensive practice and feedback on social communication exchanges with adults and peers
- Pair student with competent peer models for small group work

Visual Supports

- Allow written responses in place of verbal responses
- Permit alternative, independent assignments to replace group work
- Deliver instructions/directions in visual formats (written, pictures, modeling)
- Provide sequenced instructions that support an individual in group work
- Devise and practice written scripts for social exchanges, presentations, etc.
- Devise and teach use of card or signal for "*Need help,*" "*Break,*" etc.
- Develop and teach use of coping cues cards, social stories, and other visual narratives
- Arrange access to coping cue cards, social stories, and other visual narratives in a manner as convenient and unobtrusive within the school environment as possible
- Grant alternative projects to replace oral presentations

When I think about the accommodations my student needs in order to communicate, how might these needs translate to <u>the workplace</u>, now or in the future?

Environmental Design

- Allow required work presentations to be delivered to smaller groups
- Ensure continual access to personal augmentative communication device (for employees who do not verbally communicate)
- Permit communication through email when appropriate, rather than face-to-face

Personal Supports

- Arrange for a job coach or advocate to accompany applicant to interview
- Provide repeated practice and feedback with primary interview questions
- Practice and/or precisely formulate interactions with customers if interactions are necessary
- Allow pause / extra time to respond to interview questions

Visual Supports

- Provide a written version of interview questions prior to the interview
- Allow for written responses in place of verbal responses when appropriate
- Give instructions/directions in different formats (written, spoken, demonstration)
- Ensure access to "*Need help*" or "*Break*" card or signal (for employees who do not verbally communicate their wants and needs)
- Issue training videos and video modeling to demonstrate appropriate social communication behaviors
- Provide sequenced instructions that support an individual in group work
- Devise and practice written scripts for social exchanges, customer interactions, etc.

Organization

How can I accommodate my student's attention, stamina, and organizational issues in the school environment?

Environmental Design

- Arrange preferential seating (away from distracting peers, near you, facing the wall or behind tall bookshelves to eliminate distractions)
- Arrange designated "work station" area
- Test in small groups or in 1:1 situations
- Allow student to complete work standing rather than sitting
- Allow student to sit on a "wiggle seat"
- Permit use of headphones or ear plugs
- Provide clearly designated storage areas in classroom

Time Management

- Issue testing across multiple days rather than in one sitting
- Allow more frequent breaks during long seatwork periods, lectures, and tests
- Grant extended time on assignments, tests, and / or quizzes
- Break down large projects into smaller parts with short-term deadlines

Personal Supports

- Arrange assistance with note taking (i.e. peer notes)
- Perform daily agenda checks
- Establish homework communication folder with parents / caregivers

Materials Organization

- Present material in smaller chunks
- Remove potentially distracting and unnecessary materials from desk
- Arrange for lectures to be audio-recorded
- Provide extra set of textbooks to leave at home
- Send home extra copies of homework assignments

Visual Supports

- Give instructions/directions in different formats (written, spoken, demonstration)
- Remove unnecessary or less relevant information
- Provide study guides/summary sheets/outlines of important information
- Issue graphic organizers to represent key concepts, processes, divisions
- Provide visual instructions to accompany verbal instructions

- Provide set of guided notes prior to lecture
- Highlight most relevant information on worksheets, handouts, textbooks
- Provide full set of class notes
- Provide written to-do lists, checklists, prioritizing lists, etc.
- Arrange and teach use of visual organization systems such as to do lists, folders, bins, boxes
- Teach use of electronic / hand-held calendars/planners
- Provide agenda book / planner for recording all assignments
- Provide labeled or color-coded binders
- Develop notebook section dividers (e.g. by subject area, notes, homework, etc.)
- Build in choice and preferences into instructional materials, activities, and schedule
- Permit reduced length on writing assignments
- Reduce number of items on tests and homework

When I think about the accommodations my student needs in order to maintain attention, stamina, and organization, how might these needs translate to <u>the workplace</u>, now or in the future?

Environmental Design

- Arrange for employee to work in a separate area, office, desk, etc.
- Arrange clearly designated "work station" area
- Arrange work station in quiet setting if possible
- Provide vocational assessments in small groups or in 1:1 situations
- Permit use of headphones or ear plugs
- Permit employee to complete work while standing rather than sitting
- Permit use of a white noise machine to block out distracting background noise

Time Management

- Arrange for extended time on pre-employment screening assessments
- Allow more frequent, shorter breaks
- Arrange for use of a timer, clock, and / or watch
- Break down large projects into smaller parts with short-term deadlines

Personal Supports

- Arrange for increased monitoring and support from job coach, supervisor, co-worker-mentor

Materials Organization

- Remove potentially distracting and unnecessary materials from work space
- Provide labeled filing systems, drawers
- Develop binders with labeled dividers

Visual Supports

- Present work assignments and instructions in smaller chunks
- Give instructions/directions in different formats (written, spoken, demonstration)
- Provide summary sheets/outlines of important information, procedures, rules, etc.
- Provide visual instructions to accompany verbal instructions
- Highlight or bold most relevant information on instructions, manuals, etc.
- Promote use of written planner for recording all tasks and due dates
- Promote use of electronic planners, calendars
- Establish written to-do lists, checklists, prioritizing lists, etc.
- Assign one task at a time
- Develop written, picture, or object-based schedules
- Provide visual transition cues
- Arrange and teach use of visual organization systems such as to do lists, folders, bins, boxes
- Issue reminder cues (e.g. post-it notes)
- Build in choice and preferences into visual schedules

Self-Regulation

How can I accommodate my student's anxiety, frustration-tolerance, and over-stimulation issues in the <u>school environment</u>?

Environmental Design

- Test in small groups or in 1:1 contexts
- Arrange preferential seating (away from distracting peers, near you)
- Arrange early dismissal from class to avoid traffic in hallways
- Arrange early dismissal to cafeteria before large crowds arrive
- Grant excuse from large assemblies, meetings, presentations
- Provide lunch pass to eat in classroom rather than in cafeteria
- Arrange for a quiet area / calming area to cool off
- Permit use of headphones or ear plugs during hallway transitions, assemblies, independent work and testing
- Allow student to give presentations to smaller group
- Permit alternative, independent assignments to replace group work
- Arrange for private rather than public inquiries
- Permit tinted lenses, transition lenses, or sunglasses to reduce light sensitivity

Personal Supports

- Allow time for repeated review or drill prior to testing
- Arrange special transportation to / from school
- Arrange for testing with familiar staff

Visual Supports

- Present visual schedules outlining order of activities across the day or session
- Build in choice and preferences into schedules
- Allow for a reduced number of items on homework assignments
- Develop and teach use of break card to signal quick exit from classroom
- Develop and teach use of coping cue cards, social stories, and other visual narratives
- Arrange portability and access to coping cue cards, social stories, and other visual narratives
- Devise alternative projects to replace oral presentations
- Issue fewer multiple choice items on tests (i.e. 3 instead of 4)

When I think about the accommodations my student needs in order to cope with anxiety, frustration, or over-stimulation, how might these needs translate to the workplace, now or in the future?

Environmental Design

- Arrange for applicant to complete application in quiet area, with minimal distractions
- Conduct interview in quiet areas, no distractions
- Allow for a break during the interview
- Arrange for a quiet area / calming area to relax
- Excuse from large meetings, presentations
- Arrange a work area in a quiet location
- Issue pre-employment screening testing in small groups or 1:1
- Permit use of headphone or ear plugs
- Permit tinted lenses, transition lenses, or sunglasses to reduce light sensitivity
- Permit alternative uniform fabric or attire to address sensory issues

Personal Supports

- Arrange for a job coach or advocate to accompany applicant to interview
- Permit an advocate or job coach to accompany employee to performance reviews and job trainings

Visual Supports

- Issue outline or schedule of the interview ahead of time
- Provide a written version of interview questions
- Devise and teach use of a break card to signal quick exit from area
- Issue clear visual reminders of workplace rules
- Offer training videos and modeling to demonstrate appropriate self-regulation behaviors
- Provide visual schedules outlining order of activities across the day
- Issue advance notice on meeting topics (in visual form)
- Issue advance notice on schedule or routine changes (in visual form)