

Accommodations for Students with Autism Spectrum Disorder

Children with ASD often qualify for an Individualized Education Plan (IEP) or a Section 504 plan. Each of these programs promotes support for students to access their learning environment.

Cognitive

- **Pre-teaching-** This involves giving children a heads-up before diving into a lesson or new routine. You can use this accommodation to pre-teach an upcoming fire drill, a new teacher joining the classroom, or novel lesson concepts.
- **Provide short-** concise directions. Clear directions that are understandable to the student can give a child a successful start and reduce confusion.



Sensory

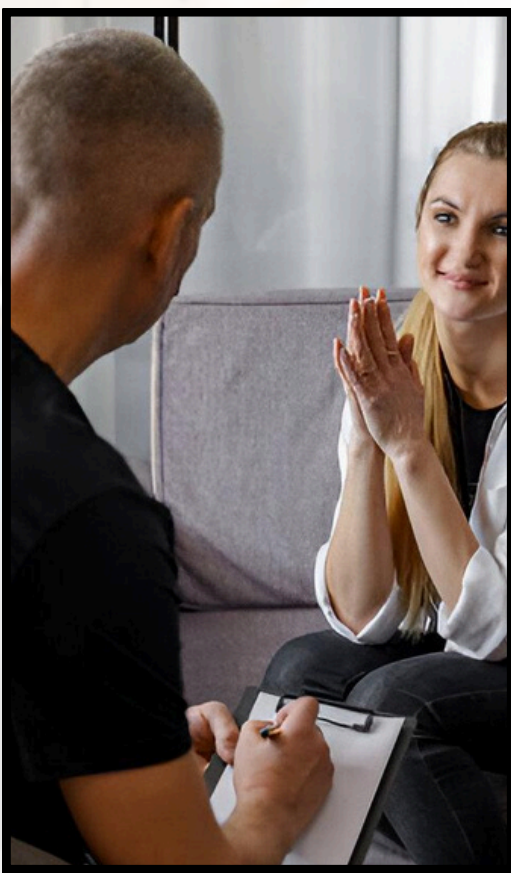
- Reduction of visual clutter. Students overresponsive to visual input can become highly distracted by busy posters, toy shelves, and excess writing on a printed page.
- Access to a quiet space or noise-canceling headphones. This will allow the child to regulate if the classroom feels too loud.
- Flexible seating. The opportunity to move and change positions can help many children with ASD self-regulate and attend.

Behavioral

- Preferential seating. Specify if the student needs to sit near a teacher, facing away from a visually stimulating area or somewhere else.

Consistent programming among adults

Children with ASD thrive off of routines. Adults should be consistent with scheduling, rules, and expectations.





Emotional

- Deep pressure breaks. Deep pressure helps many children feel calm and connected. You can carry out deep pressure by giving the student a weighted ball massage, presenting a weighted lap pad, or letting them wear a Lycra body sock.
- Zones of Regulation. The Zones curriculum can be carried out across school and home environments and give children the language and tools to practice self-regulation.

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