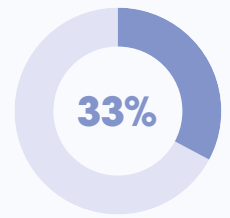


10 practical adjustments that support autistic students

Infosheet 1 for educators Modifying the curriculum

Autistic students may require the curriculum to be adapted in some way because the lessons and curriculum which are planned for the rest of the class may not be suited to their learning style. This method also benefits other students with varied learning styles.

Adaptations of the curriculum should be guided by differentiated teaching practice with various levels of adjustments that are made in planning, teaching and the use of resources to support individual autistic students in the classroom. It may be that one adjustment is enough or a combination of several adjustments may be required to support learning. Often these changes will support other students' learning styles too.



33%
of autistic students surveyed have had this adjustment implemented at their school*

Adaptations include:

- **Quantity** Decreasing the amount of work expected, limiting the amount of choice, providing written notes.
- **Time** Providing extra time to complete work tasks, prearranging frequent breaks, providing work ahead of time, negotiated due dates.
- **Level of support provided** Using pictures to prompt an action, assigning a peer tutor, providing key terms and vocabulary, breaking down tasks into 1- 2 stages, allowing thinking time to process questions, high-lighting key words and concepts, taking into account different learning styles, adjusting the pace of presentation, providing templates which explain the structure of the task and the content to be included in each of its sections, using a timer to indicate when transitions will occur.
- **Difficulty** Simplifying or increasing difficulty of the task, pre teaching vocabulary, providing topic specific word banks.
- **Input given to the student** Instructions and information given in written or visual format, avoid giving verbal instruction only and include visuals with written work, use of props and hands-on material, pre-written notes or a summary for the student, provide examples of the finished product, enlarging pictures, use of graphic organisers to visually represent the task, use of audio books and other assistive technology, colour coding books and materials to assist with organisation, consideration of different learning styles.
- **Output expected of the student** Provide a variety of options on how to be assessed, allow the option of answering verbally rather than in written form, allow student to type instead of hand write, tailor the activity around the student's special interest, allow more time to complete tasks, assistance with management of work load and preparation of assessment tasks.
- **Participation** Provide the opportunity to work individually or with a partner, create opportunities for peer tutoring, when group work is required - teacher to guide/place student in a suitable group rather than student to self assign.

Contact Amaze for professional development training and forums for teachers and school staff [here](#) or contact us on 03 9657 1600

*Source: 'Community Attitudes & Behaviours towards Autism; and Experience of Autistic People and their Families': Research report prepared by Centre for Health and Social Research, Australian Catholic University, Social Research Centre for AMAZE 12 December 2017