

Strategy Matrix for Students with Autism Spectrum Disorder (ASD) Organization of Needs with Useful Interventions

Disability: Autism Spectrum Disorder (ASD)

Student Strengths: Kennedy Smith (3rd Grade) shows strengths in her display of extensive knowledge in areas of her interest (i.e., extensive fact and information recall about topics of interest), thinking and learning visually, and maintaining focus for long periods of time when motivated by her interest.

| Common Disability Characteristic that Interfere with Learning | Evidence-based Strategies to Increase Students School Success |
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| Academic (reading, writing, math, science, social studies) | |
| Student has difficulty in reading comprehension . | Graphic Organizers: Graphic organizers have been shown to be majorly beneficial in developing reading comprehension skills for students, as they allow for a concrete representation of major components of texts and story structure. The use of these graphic organizers will be beneficial to Kennedy's reading comprehension, especially because of their use of spatially displayed key concepts. This spatial display will draw on Kennedy's strengths as a visual thinker and learner. However, it is important to note that due to Kennedy's difficulty in written expression, she made need pre-cut and pre-written/typed concepts to organize into the graphics. |
| | Foldables: The use of foldables has been proven to significantly benefit students with ASD in their literacy skills, especially in the area of reading comprehension, as they provide students with a visual and kinesthetic way to organize and learn information. Using foldables in the form of a Story Map Foldable, will help Kennedy better comprehend and retain key concepts and story elements within her readings. |
| Student has difficulty in writing/written expression . | Art & Illustration: Art and illustrations provide students with an alternative mode of expression for their thinking, as they can use artistic representations to do so. Providing Kennedy with a pathway to represent her thinking through artistic representations will allow her display her learning without having to rely on written expression. |
| | Student Electronic Portfolios: Student electronic portfolios allow students to practice their written communication in a way that allows them to track their progress and improvements. These portfolios, such as See Saw, also allow students to express their thinking through verbal submissions that do not rely on written expression. Thus, providing Kennedy with this strategy will not only provide her with opportunity to practice her written expression, as it will also allow her to build her confidence as a learner through the verbal submissions that don't rely on writing. |
| Social / School Skills | |
| Student has difficulty contributing to discussions (i.e., responding during whole-class activities, and initiating and maintaining conversations in small-group activities). | Response Cards: Providing Kennedy with pre-written/typed response cards will allow her to increase her ability to contribute to whole-class discussion, which will ultimately increase her engagement with the content. |
| | Cooperative Learning Roles: Placing Kennedy in small groups with clearly defined roles will allow her to better navigate and contribute to the conversations amongst her peers. The role cards given to each student will have sentence stems, which will help her better initiate and maintain her conversations within her group. |
| Student has difficulty in attention to topics, content, or activities that are other than their interests . | Academic Games: Academic games can be differentiated and tailored to draw on the specific student's interest; thus, by allowing Kennedy to learn through these games that are directly related to her interests, she will be motivated to maintain her attention to the content within the activity. |
| | (Providing) Choice by Using Choice Boards/Choice Menu: Allowing Kennedy to select a pathway for learning from a choice board will provide her with the opportunity to pursue something that aligns with her interest; thus, alleviating her difficulty with attention. |
| Behavior / Organization | |
| Student becomes easily frustrated and may act out in certain situations as a result. | Written Behavior Contracts: To limit Kennedy's behavior of acting out of frustration, a written behavior contract can be co-created between her and I that outlines clear expectations for her behavior, as well as a plan for positive reinforcements. The positive reinforcements will motivate her to refrain from acting out, while the clear expectations will also work to ease her frustrations that tend to arise from confusion or lack of clarity. |
| | Positive Self-Talk: Teaching Kennedy to use positive self-talk, such "I can" rather than "I can't", will serve to ease her frustrations during activities by increasing her self-confidence as a learner. |
| Student has difficulty following unwritten or unclear rules, procedures, or expectations . | Pre-correction: By determining and explaining the expected behaviors for a particular activity for Kennedy, she will be provided with clear objectives for her behavior that will prevent conflict or disruption before it has the opportunity to arise. |
| | Behavior Specific Praise Statements: Identifying and praising specific behaviors of Kennedy that are desirable will ultimately help her internalize the expectations and rules of the classroom. |