

## Strategy Matrix for Students with Autism Spectrum Disorder Organization of Needs with Useful Interventions

Disability: Asperger's Syndrome

Student Strengths: Nate is a 9<sup>th</sup> grade student in a biology class. He is able to learn information quickly and memorize it. He is a creative, visual learner and a very logical thinker. He is very precise and detail oriented.

Common Disability Characteristic that Interfere with Learning	Evidence-based Strategies to Increase Students School Success
<b>Academic</b> (reading, writing, math, science, social studies)	
Difficulty understanding abstract concepts	<b>Foldables</b> – Foldables are organized to make it easier for students to grasp new concepts. They are three-dimensional, interactive graphic organizers that allow students to organize information and represent relationships in a visual and kinesthetic way. Students use higher level thinking skills to construct them.
	<b>Graphic Organizer</b> – Graphic organizers are supports where aspects of a topic are arranged into a visual pattern using labels, making information easier to understand and learn. Students are challenged to select, organize, and construct their own learning and knowledge. Graphic organizers in the science classroom might be Venn diagrams, T-charts, concept maps, idea webs, flowcharts, etc.
Difficulty with written expression	<b>Art &amp; Illustration</b> - The teacher presents information to the class in a visual way using graphics, visual aids, and interactive word walls. Students are given opportunities to express their thoughts and what they've learned through art, diagrams, and models. Nate finds it easier to learn and express himself visually.
	<b>Checklists</b> - Checklists can used to break down writing assignments, such as lab reports, into smaller chunks, so students don't get overwhelmed and can work more independently. Nate can follow the checklist to determine the sequence of the report and what goes in each section: purpose, hypothesis, materials, methods, data, results, and discussion.
<b>Social / School Skills</b>	
Difficulty with social interactions	<b>Class Wide Peer Tutoring (CWPT)</b> – In class wide peer tutoring, students are placed into pairs for peer-mediated instruction. Each pair is put on one of two class teams and tries to earn as many points as possible for their team by helping each other learn. This method can be used to increase social opportunities by placing Nate with a peer who will provide support through good social skills and good use of language. Nate can work on social behaviors like eye contact, facial expressions, maintenance of conversation, and demonstrating affection.
	<b>Cooperative Learning ROLES</b> – Students work in small groups to accomplish a shared goal and each student is assigned an individual role with unique responsibilities that contributes to the completion of the goal. In a group in a science classroom, Nate could be assigned a role that aligns with his strengths such as illustrator, since he is visual and creative, or researcher, since he excels at learning information. In the group, Nate can work on developing his social skills while performing a role he feels comfortable in.
Difficulty with oral communication	<b>Response Cards</b> – Response cards allow students to answer every question the teacher poses during class by holding up the card with their answer on it. Students who have difficulty answering questions orally can easily communicate their answer. Students feel less pressure because everyone is responding at the same time.
	<b>Music/Rhythm</b> – Music and rhythm help students learn and memorize information. Having them write their own songs allows them to express their feelings about the learning material and develop a bond with it. Music improves the development of receptive/expressive speech, language skills, and communication of knowledge. Nate sometimes finds it easier to sing or recite his answers because his own words just won't come out right.

## Behavior / Organization

Difficulty inhibiting inappropriate behavior	<b>Pre-Correction</b> – This proactive teaching strategy addresses possible challenging behaviors before they occur by telling the students what is expected of them and what is appropriate. Before a science lab, the teacher informs the students how the equipment and materials will be used. Before beginning a group activity, the teacher reviews the expectations and the roles that the students will take on. The teacher notices and acknowledges students who are following the expectations. The teacher also develops and uses gestures and verbal prompts to remind students of the expectations during the activity.
	<b>Behavior Specific Praise Statements</b> – Effective behavior specific praise statements help inform students of what successful classroom behaviors are. It also provides positive attention to students who demonstrate effective classroom behaviors, which increase the occurrence of such behaviors in the classroom. An example could be: “Nate, you listened to the members of your group. That was very respectful.”
Difficulty paying attention and staying on task	<b>Guided Notes</b> – Guided notes are teacher prepared handouts that outline lectures, audiovisual presentations, or readings and leave blank spaces for students to fill in key concepts, facts, and definitions. Guided notes allow for active engagement during the lecture, audiovisual presentation, or reading which will help keep Nate focused on the lesson.
	<b>(Providing) Choice by Using Choice Boards/Choice Menus</b> – Choice boards and choice menus provide students with two more activities to choose from which increases their academic engagement. If Nate is permitted to choose the way he wants to learn or express his knowledge, his on-task behavior and academic engagement is likely to increase.