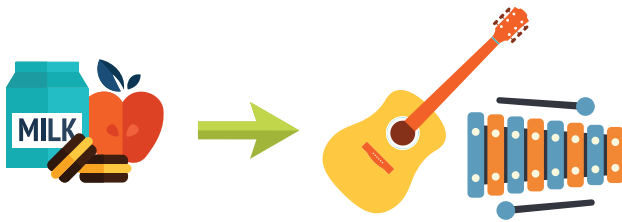


Following directions

When giving a student with ASD a direction or instruction, identify whether it is a known instruction within a routine activity or a new instruction or direction within an unknown activity.



Known instruction within routine activity

- **Always use visual supports**, students with ASD find it much easier to take in and process visual info.
- **Depict the purpose of the direction** – Do not just direct students to stand up or sit down. What would you do if I told you to stand up? You would ask why. Tell them what they are standing up for. “Stand up its taxi time.” “Sit down for work time.”
- **Use green arrow sequence to give direction.**

Unknown instruction/new situation

When giving directions in a new situation beware that students may be feeling anxious as they will not have the routine to draw on.

- **Use visual supports at a lower level than within known activity.** Heightened anxiety will increase processing time and decrease processing ability.
- **Use less talk** for the same reason.
- **Ensure visuals are used to prepare students for changes in the routine**
- **Depict the purpose of the direction** – Do not just direct students to stand up or sit down. What would you do if I told you to stand up? You would ask why. Tell them what they are standing up for. “Stand up its taxi time.” “Sit down for work time.”
- **Use green arrow sequence to give direction.**