

Inclusive Education

From

Guide: [Autism and learning](#)

Strategy: [Key areas of support](#)

Suggestion: [Support self-management](#)

Date

21 May 2024

Link

inclusive.tki.org.nz/guides/autism-and-learning/support-self-management-using-recommended-approaches

Create a predictable environment

Use predictable routines and systems

- Use class and personalised timetables so that students can anticipate transitions and manage themselves independently.
- Support routines and comprehension with visuals.
- Keep visuals and supports consistent over time.
- Use the same visuals, signals, language and cues across the school.
- Teach and model how to use planning and scheduling tools.
- Make visuals and resources easy to find by using clearly divided zones, for example a maths resources zone.

Signal and manage transitions and changes

- Use timers, timetables and visuals or task boards to clarify tasks and transitions.
- Talk through last minute changes that may be startling to students.

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