

Support self-management

A suggestion for implementing the strategy

'Key areas of support' from the Guide: [Autism and learning](#)

-
- Includes:**
- Create a predictable environment
 - Use visual timetables
 - Support time management
 - Use social stories
 - Use visuals for self management
 - Useful resources

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From

Guide: [Autism and learning](#)

Strategy: [Key areas of support](#)

Suggestion: [Support self-management](#)

Date

04 June 2026

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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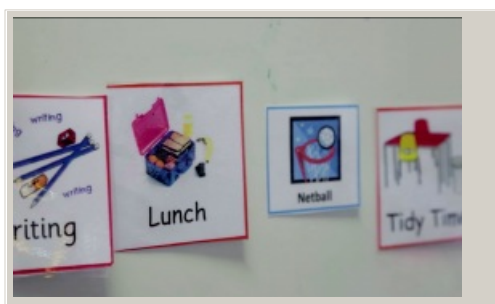
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Use visual timetables

Visual timetables support spoken instructions, provide a reference point for "what next" and show changes in routine.



Video hosted on Vimeo <http://vimeo.com/100662378>

Closed Captions

Source:

[Ministry of Education, inclusive education videos \(NZ\)](#)
<https://vimeo.com/showcase/2950799>

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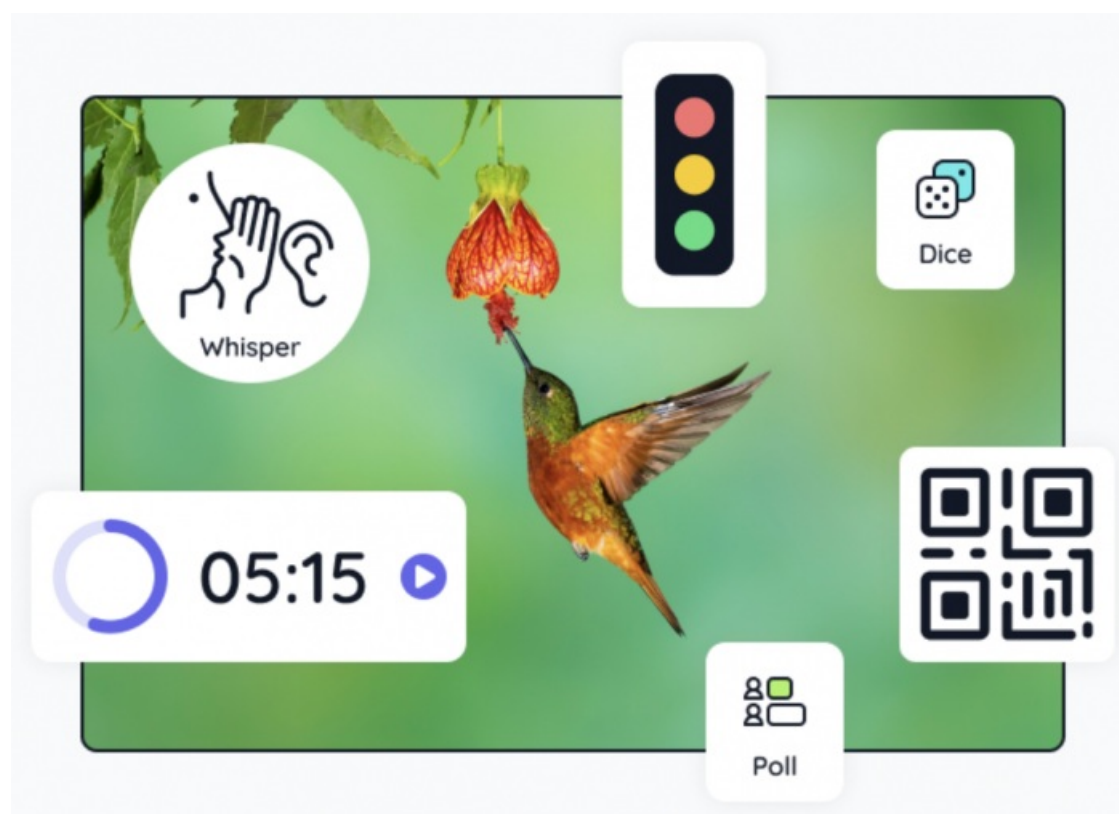
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Support time management



Source:

[Classroomscreen](#)

<https://classroomscreen.com/>

[View full image \(679 KB\)](#)

Introduce tools such as visual timers to reduce surprise that an activity is over or to signal that a transition is coming.

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Use social stories

Social stories explain a particular situation, event or activity, which can act as a social learning tool.

- ✓ Gather information to understand the context, skill, achievement or concept that will be the focus of the story.
- ✓ Clarify the positive model, steps or scenarios that you, the ākongā, whānau and team want to develop.
- ✓ Develop a social story, preferably with personalised text and images.
- ✓ Share the story with the student. Give plenty of time and repetition for understanding to develop.
- ✓ Practise skills in a structured teaching situation and then in everyday situations.
- ✓ Check for and support generalisation, where the new skills are used in different situations.
- ✓ Social Stories by [Carol Gray](#) are a type of social story that meets 10 quality criteria. See some examples at [Social Story Sampler - Carol Gray](#).

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Use visuals for self management

Build a shared understanding of the meaning of the visuals you use as some ākonga may focus on unexpected parts of the image.

- ✓ Make visuals of daily tasks, processes and steps.
- ✓ Label resources with visuals, colours and text for easy identification.
- ✓ Use charts, visual calendars, colour-coded schedules, visible timers, and visual cues to increase the predictability of regular activities.
- ✓ Offer graphic organisers and flowcharts to break tasks into shorter chunks.
- ✓ Use visuals and video models to support learning of new skills or behaviours.

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Useful resources



Popplet

Popplet is a tool for the iPad and web to capture and organise ideas.

Publisher: Popplet

[Visit website](#)



Classroomscreen

Classroomscreen is a simple online tool that can be displayed onscreen as students complete tasks. The free version includes 19 widgets.

Publisher: Classroomscreen

[Visit website](#)

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