Inclusive Education

MINISTRY OF EDUCATION
TE TĀHUHU O TE MĀTAURANGA

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

Create a predictable environment

Use predictable routines and systems

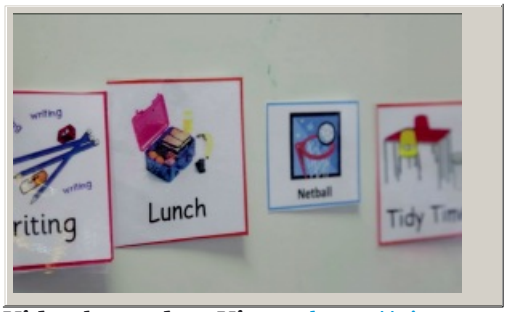
- Use class and personalised timetables so that students can anticipate transitions and manage themselves independently.
- Support routines and comprehension with visuals.
- Keep visuals and supports consistent over time.
- Use the same visuals, signals, language and cues across the school.
- Teach and 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.

Use visual timetables

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

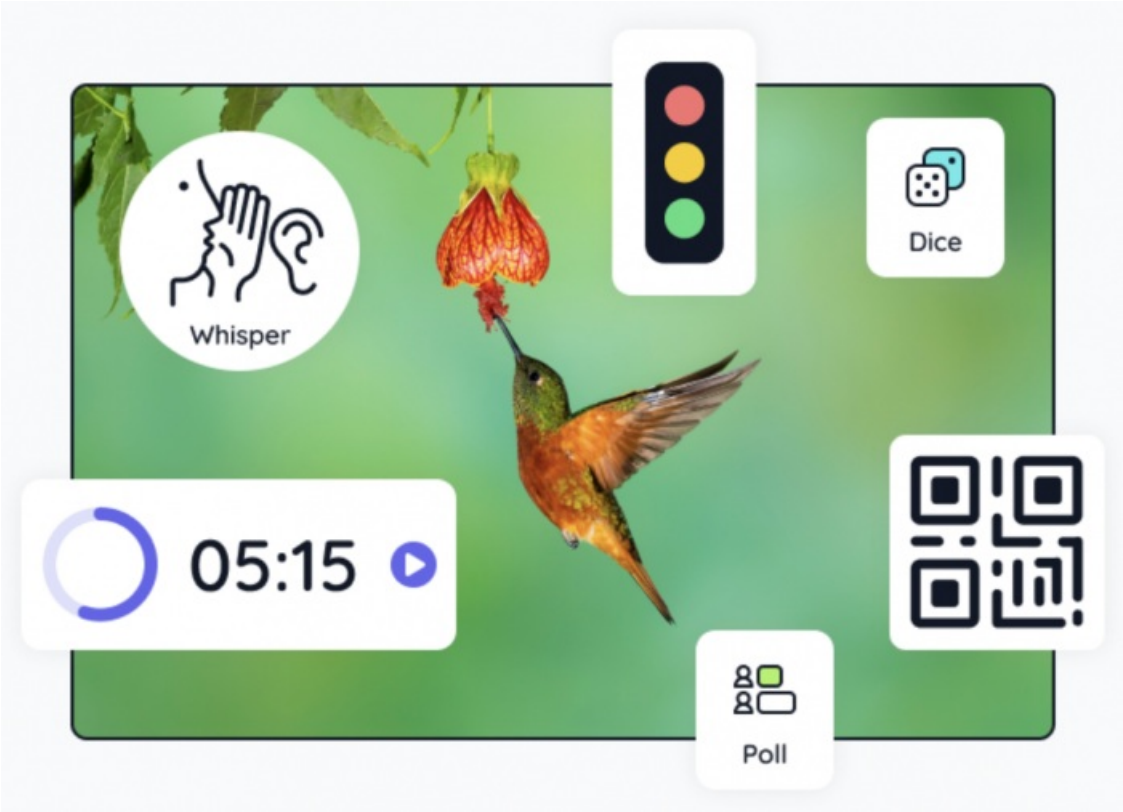


Video hosted on Vimeo http://vimeo.com/100662378

Closed Captions

Source:
Ministry of Education, inclusive education videos (NZ)
https://vimeo.com/showcase/2950799

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.

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 ākonga, 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.

Inclusive Education
From
Guide: Autism and learning
Strategy: Key areas of support
Suggestion: Support self-management
Date
30 August 2025
Link
inclusive.tki.org.nz/guides/autism-and-learning/support-self-management-using-recommended-approaches

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.

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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