

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

Inclusive Education

From

Guide: [Autism and learning](#)

Strategy: [Key areas of support](#)

Suggestion: [Support self-management](#)

Date

23 April 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.

Inclusive Education

From

Guide: [Autism and learning](#)

Strategy: [Key areas of support](#)

Suggestion: [Support self-management](#)

Date

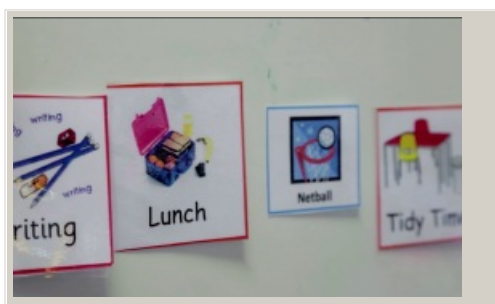
23 April 2024

Link

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

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>

Inclusive Education

From

Guide: [Autism and learning](#)

Strategy: [Key areas of support](#)

Suggestion: [Support self-management](#)

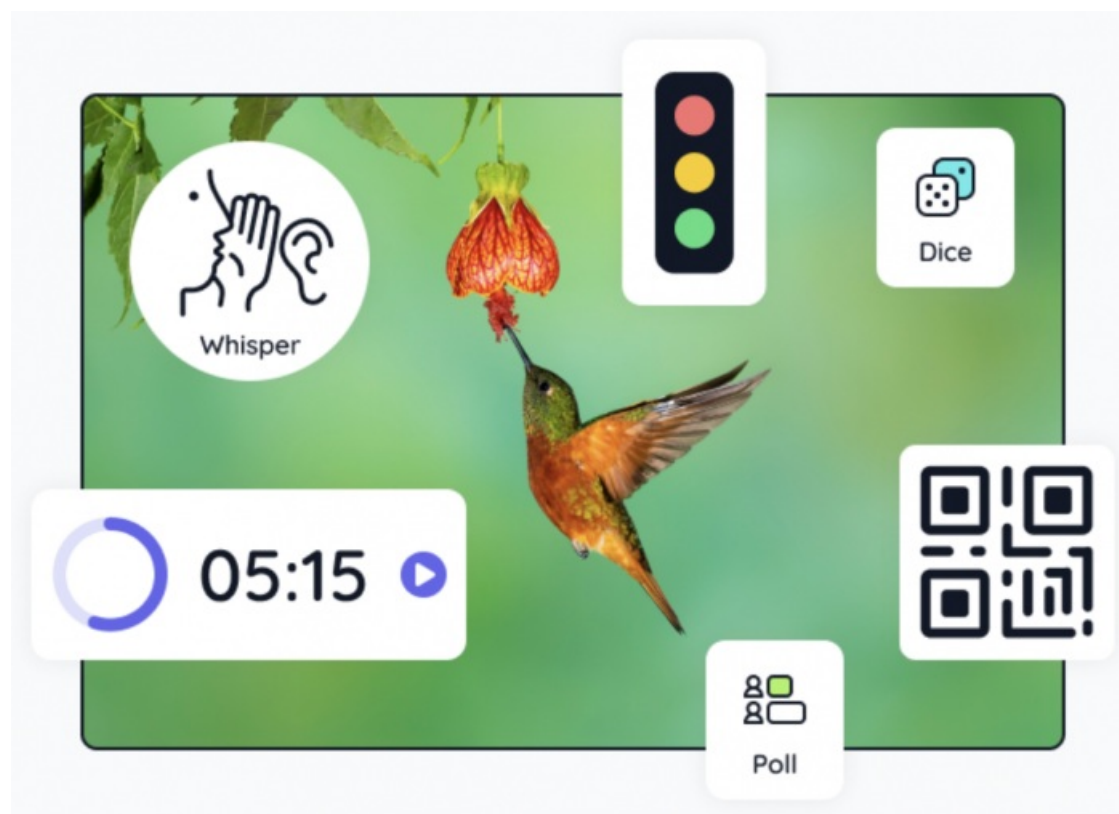
Date

23 April 2024

Link

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

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.

Inclusive Education

From

Guide: [Autism and learning](#)

Strategy: [Key areas of support](#)

Suggestion: [Support self-management](#)

Date

23 April 2024

Link

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

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

23 April 2024

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.

Inclusive Education

From

Guide: [Autism and learning](#)

Strategy: [Key areas of support](#)

Suggestion: [Support self-management](#)

Date

23 April 2024

Link

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

Useful resources



Popplet

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

Publisher: Notion

[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](#)

This information was downloaded/printed from the Ministry of Education's website "Inclusive Education". Except where otherwise noted it is Crown Copyright 2018.

Information on the Inclusive Education website is regularly updated so we recommend you check the website version of this information to ensure it remains current.