



# Strategies to Support Children with Asperger's Syndrome

## Strategies to Support Children/Youth with Asperger's Disorder

- Time
  - Children with Asperger's Disorder may require extra time to complete tasks, gather materials and orient themselves in their environment. During transitions provide support and understanding wherever possible.
- Writing
  - Handwriting may be laborious for children with Asperger's Disorder, think about the use of a scribe or the use of a computer so they can focus on listening to the lesson.
  - Computers may speed up the writing process and help to keep your child organised – it may also be much easier to read.
- Environment
  - Any change may increase anxiety in children with Asperger's Disorder, try to maintain a consistent environment and routine.
  - Prepare the environment with visual cues that clarify expectations and routines (e.g., a sign posted above the computer area with instructions/rules and choice of programs to use).
- Routine
  - Include regular breaks, down-time, and activities that your child enjoys throughout his/her daily routine.
  - Ensure that your child understands that planned activities sometimes must be changed, rescheduled or cancelled. Prepare them ahead of time if possible and provide back-up plans.
- Language
  - Keep language clear, specific, and concise. Your child may struggle to understand sarcasm, hidden meaning and facial expressions.
- Reassurance
  - Your child may worry and struggle with predicting what is coming up next. Do frequent check-ins to assess their level of stress and provide reassurance about performance.
- Reinforcement
  - Find times throughout the day to praise your child's progress and achievements. Be specific so they are clear as to why you are complimenting them.
  - Use their special interests and talents to motivate them in their work, either as a topic of study or as a reward for a job well done.
- Visual Supports
  - Children with Asperger's Disorder may learn better when instructions are complemented by visual supports (e.g., written instruction, signs, pictures, etc.).



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## References

- Myles, B. S., Adreon, D. & Gitlitz, D. (2006). *Simple strategies that work: Helpful hints for all educators of students with Asperger Syndrome, High-Functioning Autism, and related disabilities*. Shawnee Mission, Kansas: Autism Asperger Syndrome.