

Strategies to Teaching Children with Autism Spectrum Disorder

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Building Rapport and Trial Lesson

- Questions to ask Parents
 - How old are they? What is their diagnosis? Where are they in terms of the development of fine and gross motor movement, and speech and communication? What is their music preference? How do they respond to music? How do they respond to instruments or when they play the instruments? What musical experience do they have? What other interests do they have?

Goals & Objectives, and Different Teaching Approaches

Routine & Predictability:

- Picture Schedules
- Checklist Schedules
- Choosing Poster (Think about Goals & Objectives for the lesson)
- Lesson & Practice Routine
- Minimal changes to lesson dates and times—may require 2-week notice
- Lesson location

Repetitive Movement:

- Wiggle Cushions
- ‘Be with the child’: Move the lesson to them (sitting on the floor, etc.)

Speech & Communication:

- The use of Makaton
- Action Picture Cards

Approaches that support Receptive Language Skills:

- Frame the way we speak: clear, plain, to the point and deliver in chunks
- Minimise slang and difficult vocab
- Get student’s attention by saying their name before delivering an instruction
- Avoid using too many **don’ts** and **stops**
- Give them time to process questions. Avoid repeating questions
- Nonverbal Prompts (Hand over hand, pointing to music and pointing to eyes and ears to cue for attention)

Visual Aids:

- Colour Coding (Notes, keys, signs, dynamics and ornaments)

Auditory Aids:

- Singing, counting while playing and use metronome

Discussion

- Discussion with parents:
 - New approaches to use
 - Approaches that can be changed
 - Lesson plan for the next week
 - Opportunity for parents to express how they find the lessons, to learn and teach approaches