




Supporting the secondary aged student through assessment time

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AASE Conference 2019



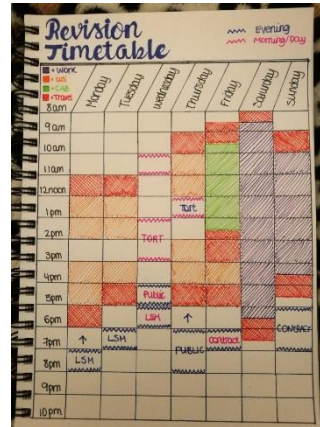




Why?

Strategies
to try

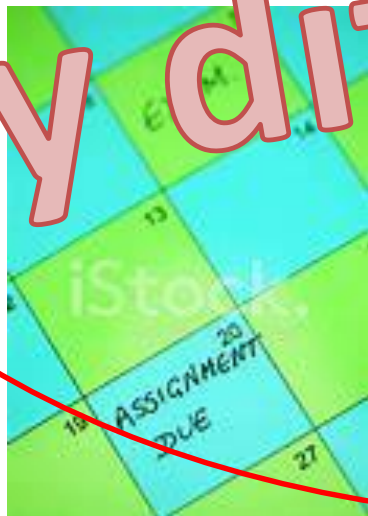
What do you need for success?



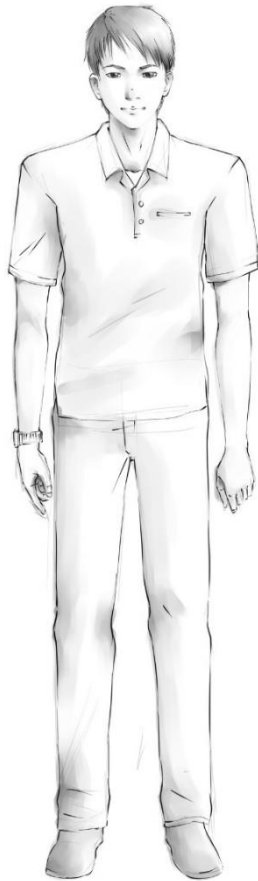
What do students need for success?

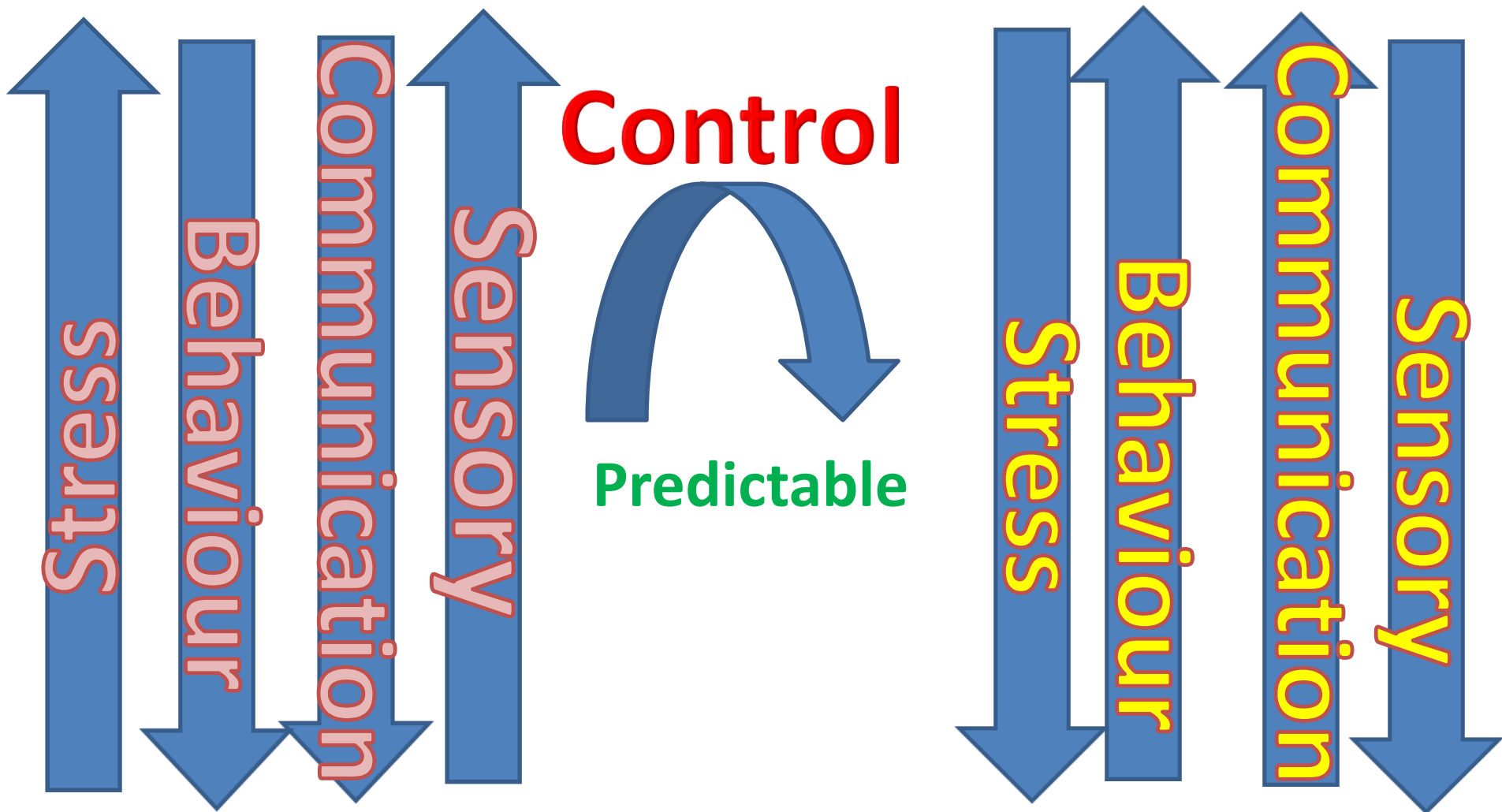


Any differences?

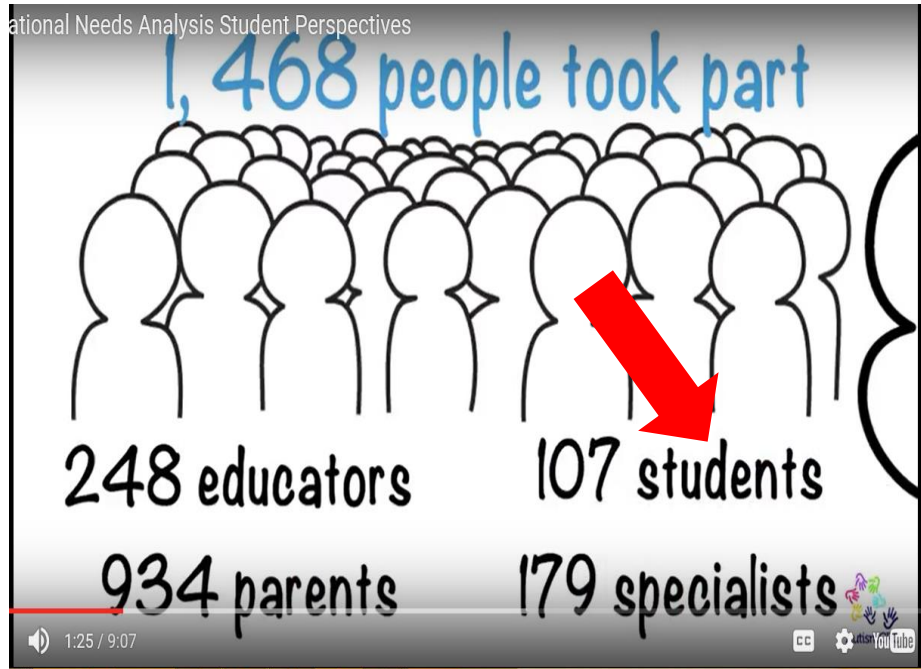




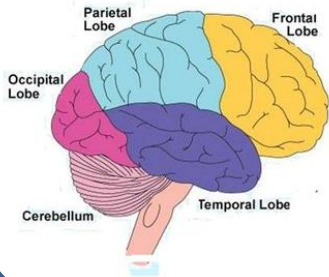




ASD- Educational Needs Analysis: The Participants (2015)



Tasks Rated Most Difficult related to:



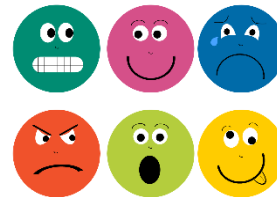
Proficient use of executive function skills eg. (Planning for assignments and doing homework)



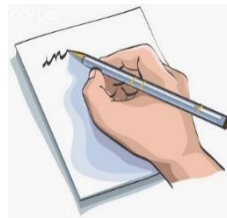
Coping with Change (eg. Changes in teachers or the timetable)



Social Demands (eg. Working as part of a group and coping with bullying and teasing)



Emotional Regulation – Managing Anxiety & Staying Calm (eg. Staying calm when kids annoyed them or the classroom was very noisy)

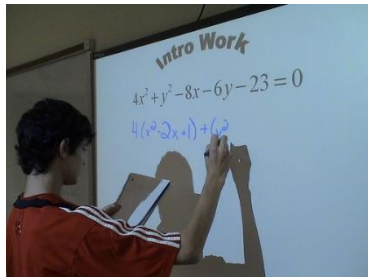


Handwriting

(Eg. Being neat, speed of writing, physical discomfort of writing, copying information from the board)



What are some of the things that would help you the most?



Autism
QUEENSLAND

www.autismqld.com.au

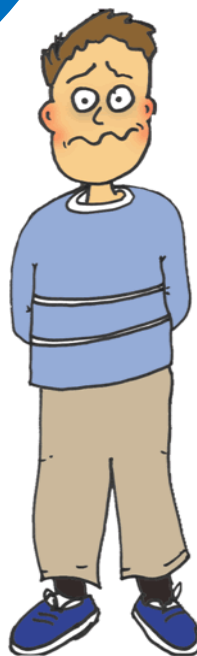
PARTICIPATION | OPPORTUNITY | CHOICE



**Social-communication
impairments**



**Restricted repetitive
behaviours**



Executive Function



Weak Central Coherence



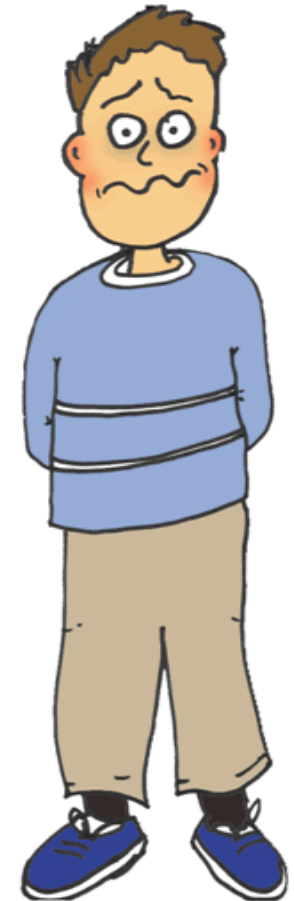
Theory of Mind



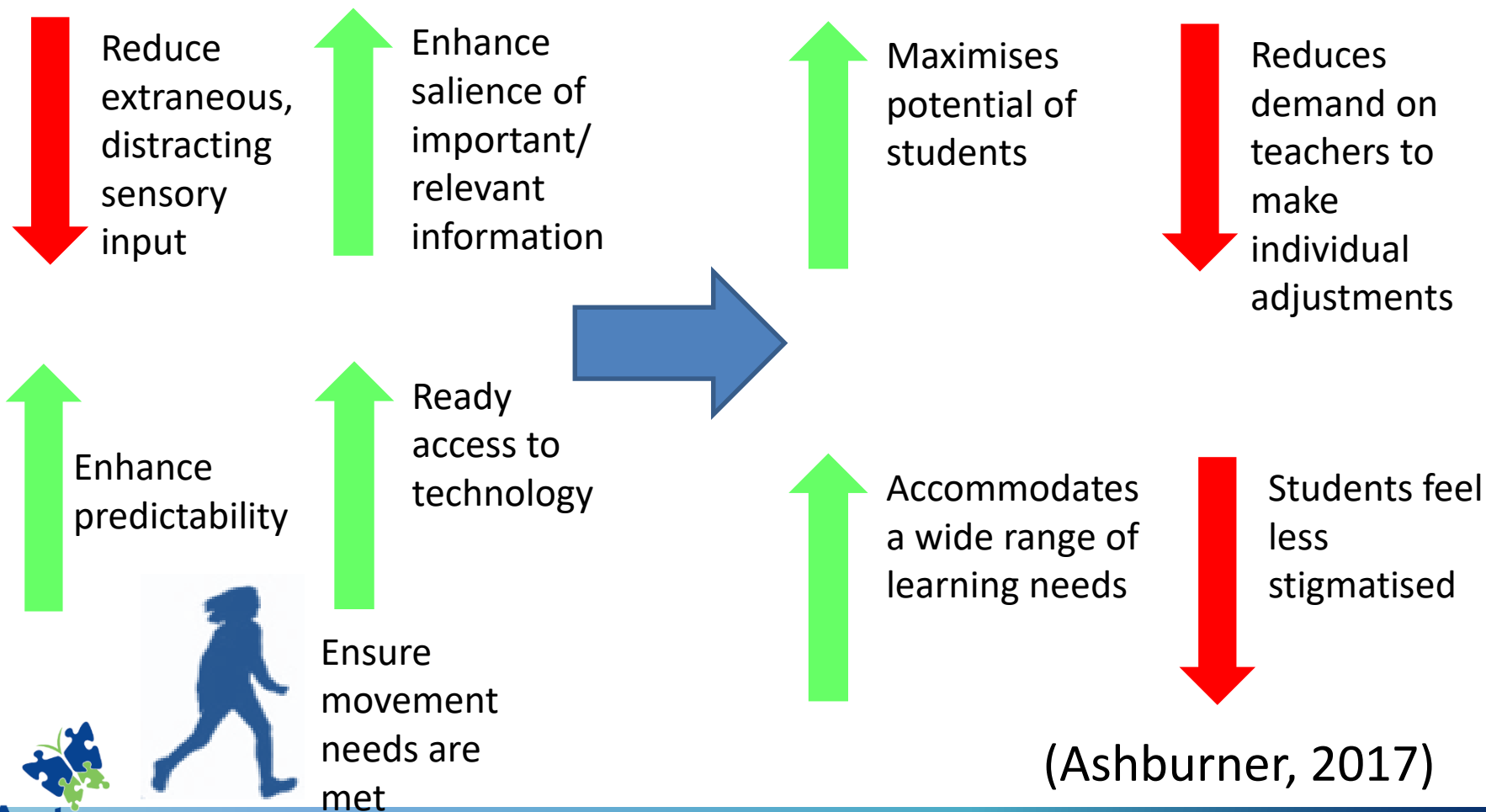
Predictive Coding Impairment



Sensory Differences



Enhance the sensory properties of environments



(Ashburner, 2017)





- ✓ **Visual thinking**
- ✓ **Attention to detail**
- ✓ **Good at understanding concrete rules**
- ✓ **Often learn a lot about a specific area of interest**
- ✓ **Perseveration**
- ✓ **Rote memory skills**
- ✓ **Tendency to be logical**
- ✓ **Less concern or awareness of what others may think of them**
- ✓ **Independent thinker**



- **Goal Setting** for coursework
- **Managing** materials
- **Practical sessions** eg. Science experiments or D&T classes
- Test & Exam **Performance**
- **Homework**
- **Unsupervised work**
- **Generalisation**
- Grasping the '**big picture**'
- Difficult to motivate to study areas that **are not of interest** or perceived relevance
- Some delays or difficulties in **processing information**
- Difficulty screening out **background noise**
- **Difficulties predicting outcomes and consequences**
- Difficulty **perceiving** emotional states of others
- Perceiving **unwritten rules** of social interaction



- Don't overload!
- Shorten the complexity of the instructions
- Visual instructions or step by step guides
- Take into account the student's processing speed
- Ensure the assignment topic and expectation is understood
- Graphic representations of the requirements of the task
- Give choice of assignment topic



- Checklists
- Colour coding
- Facilitate generalisation
- Advance planning
- Establish routines
- Goal – Plan – Do – Review
- Practise how to identify what is needed in each question
- Practise exams responses
- Weekly homework log





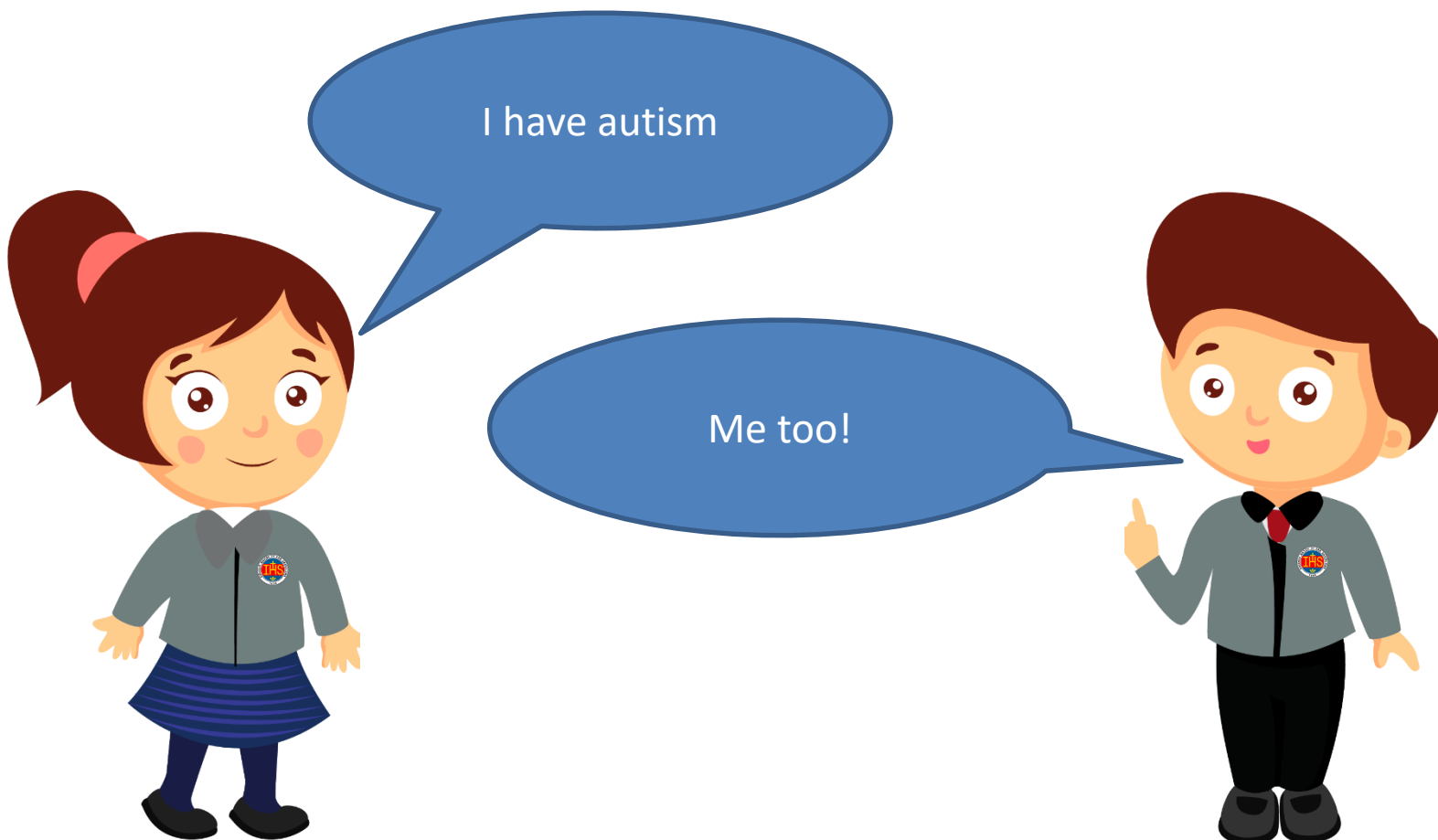
- Provide breaks during the exam
- Rewards the process as well as the outcome
- Allow access to technology to provide exam answers/assignments
- Allow the student to speak their answers
- Allowing the use of sensory input if required eg. Headphones
- Use interests and positive reinforcement for staying on task

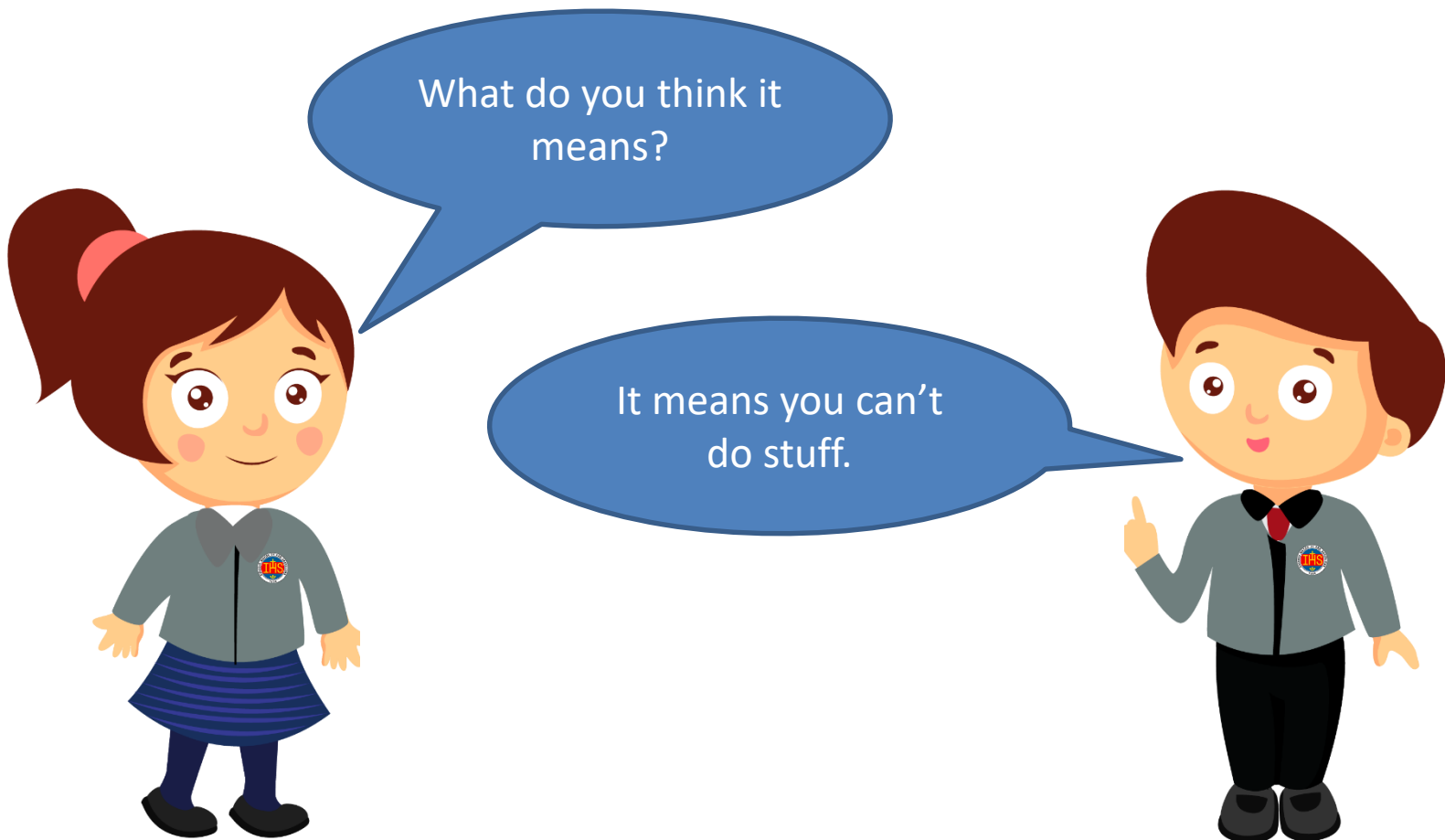




- Assignment in dot form or complete one pertinent section
- Give oral presentation to the teacher
- Give extra time where possible
- Sit for exam in another room









No it doesn't. It means some things are tricky but there is stuff that I'm awesome at.

Cool. We are pretty awesome.





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