

Support communication using recommended approaches

A suggestion for implementing the strategy

'Key areas to support' from the Guide: [ASD and learning](#)

Includes:

Identify possible challenges

Use emoticons

Use clear, predictable language

Ask students what works for them

Inclusive Education

From

Guide: [ASD and learning](#)

Strategy: [Key areas to support](#)

Suggestion: [Support communication using recommended approaches](#)

Date

21 January 2019

Link

www.inclusive.tki.org.nz/guides/asd-and-learning/support-communication-using-recommended-approaches

Identify possible challenges

For students with ASD, understanding other people can be more challenging than communicating needs, preferences, and ideas.

Students with ASD:

- often develop language later than their peers
- often have atypical ways of making themselves understood
- sometimes use language in unexpected ways
- may have difficulty understanding others
- may have difficulty understanding abstract language
- may not understand gestures, facial expressions, or body language.

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Use emoticons

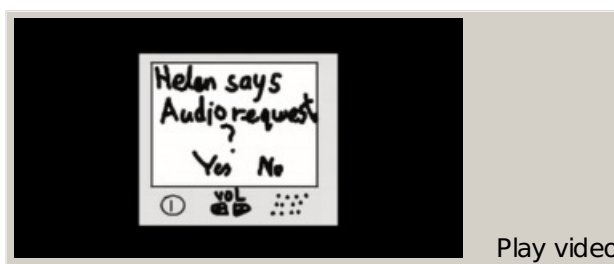
Reading facial expressions can be confusing for students with ASD. In online contexts support understanding using emoticons.

Source: [Asperger Syndrome \(UK\)](#) No captions or transcript

Source:

[Asperger Syndrome \(UK\)](#)

https://youtu.be/AXrf_8cQ03w



Video hosted on Youtube http://youtu.be/AXrf_8cQ03w

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Use clear, predictable language

Refine your communication approaches to support understanding and reduce anxiety.

- ▲▲ Use fewer words.
- ▲▲ Slow down the rate of speaking.
- ▲▲ Give students more time to process the information.
- ▲▲ Use clear, concise, visual information in the form of written language, with images.
- ▲▲ Develop a communication system using pictures, signs, words and symbols for those students who are not able to use verbal language or as a quicker way to communicate when they are upset or frustrated.
- ▲▲ Utilise digital tools such as tablets and phones to explore a range of visual communication tools that support classroom routines and give advance warning about changes.

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Ask students what works for them

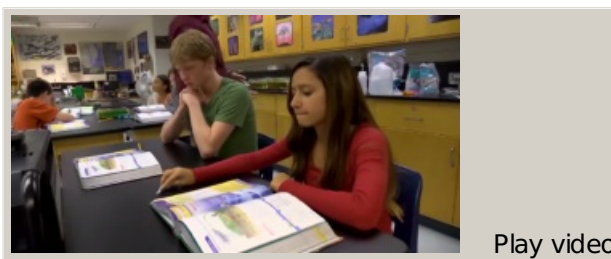
Ask students what communication approaches they prefer.

Source: [Organization for Autism Research \(US\)](#) No captions or transcript

Source:

[Organization for Autism Research \(US\)](#)

<http://youtu.be/4yAAOI6JUsM?t=6m15s>



Video hosted on Youtube <http://youtu.be/4yAAOI6JUsM>

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