


**Communication & Interaction**  
Social Communication

**What behaviours might I see?**


- Uncomfortable with group work
- Does not understand sarcasm or ambiguous language
- Fixation on a specialist interest or topic
- Anxiety when there is a change to routine
- Difficulty making and maintaining friendships
- Struggles with unstructured social time
- Does not use or understand facial expressions or body language



**Communication & Interaction**  
Speech & Language

**What behaviours might I see?**


- Short attention span
- Difficulty in following instructions
- Longer processing time required
- Unclear speech
- Reluctance to read aloud or take part in conversation
- Words being used incorrectly or out of context



**Cognition & Learning**

**What behaviours might I see?**

- Low levels of resilience with difficult tasks
- Reluctant reader
- Doesn't write in full sentences
- Difficulties with sequencing and ordering
- Poor self esteem
- Limited vocabulary
- Struggles with copying from the board
- Not managing to complete tasks



**Social, Emotional & Mental Health**

**What behaviours might I see?**

- Poor concentration
- Self-harm
- Seeking frequent adult reassurance
- Withdrawn and introverted
- Heightened and attention seeking
- Disengaged from learning

- Main Strategies**
- Use clear unambiguous language, front load instructions
  - Have an explicit classroom routine
  - Give advance warning of change

- Main Strategies**
- Use pictures and visuals alongside key vocabulary (dual coding)
  - Two part instructions: First, Then
  - Word banks of key vocabulary

- Main Strategies**
- Break the lesson into 3 smaller goals using the 3 tasks sheet
  - Scaffold writing tasks: sentence starters/ writing frames/ planning sheets
  - Additional processing time of 3 seconds before asking questions

- Main Strategies**
- Develop a supportive relationship
  - Be consistent in your application of rewards and sanctions
  - Increased contact with parents/carers

- Other Strategies**
- Build a relationship by hooking into specialist interests
  - Provide prompt/instruction cards for group roles or allocate a specific role
  - Alternative individual task instead of group work
  - Positively phrase any corrections needed
  - Provide visual resources
  - Plan for activities that will create high sensory demands

- Other Strategies**
- Teacher's position in the room-can they see your face clearly, are you making eye contact?
  - Repetition of key phrases
  - Provide prompt cards for class discussions containing key words and questions.
  - Short simple sentences and clear language.
  - Additional processing time.
  - Pace of teacher talk-speak slowly and clearly

- Other Strategies**
- Whiteboard to record initial ideas
  - Apply EAA from KS3 so this becomes their normal way of working
  - Visual aids to support learning
  - Over learning-re-visiting key skills and concepts
  - Be aware of the reading age of your class and adapt your texts accordingly
  - Minimal copying from board
  - Word banks of key vocabulary and definitions

- Other Strategies**
- Use positive language when making requests
  - Minimise choices: either or
  - Recognise when students are feeling emotional and provide reassurance
  - Find opportunities to praise success and build self-esteem
  - Try to make every lesson a fresh start
  - Make your classroom a calm environment with a predictable structure