

Programming Math Instruction for Students with ASD.

DO	DON'T
refer to general resources that support your math planning for students with ASD.	assume the resource is definitive, e.g. most recommend visual aids, but some students with ASD are stronger auditory and/or kinaesthetic learners.
get to know your student's interests, because those will be the entry points to the math.	be afraid to broaden the student's horizons by introducing new things.
make the math stimulating, fun, and interesting.	over-stimulate, distract, or agitate the student: know the triggers and warning signs that tell you if things are about to take a turn.
use the same kind of differentiated methods of instruction as with other students.	forget the communication skills such as vocabulary, and being able to explain the math, be it with pictures, numbers, or words.
use visual aids and concrete materials to make the abstract real and accessible.	forget the hierarchy of visual aids: from most effective to least are real objects or situations, facsimiles or models, colour photographs, colour pictures, black and white pictures, line drawings, graphic symbols and written language.
break learning up into manageable parts.	do the lesson without relating it to the other small parts and the whole.
help the student to generalize math concepts and procedures.	let manipulatives take on one fixed meaning or purpose: They are variable models that can represent many ideas.
incorporate rote learning into your program: Many children with ASD are strong in this kind of learning.	limit your lessons to rote learning: It's important that this knowledge be connected to, and is in service of understanding the big ideas and concepts of math.
assessments that allow the student to be most successful in sharing thinking, playing to strengths.	forget to take the student's weaknesses into account: be sure to factor in stamina, mood, and external factors into when, how, and how much you assess at any one time.
use precise praise for effort and success.	be stingy with the non math-based positive reinforcement that will foster a positive attitude and ideal brain state.

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