Strategies to Support Children with Asperger’s Syndrome

Strategies to Support Children/Youth with Asperger’s Disorder

- **Time**
  - Children with Asperger’s Disorder may require extra time to complete tasks, gather materials and orient themselves in their environment. During transitions provide support and understanding wherever possible.

- **Writing**
  - Handwriting may be laborious for children with Asperger’s Disorder, think about the use of a scribe or the use of a computer so they can focus on listening to the lesson.
  - Computers may speed up the writing process and help to keep your child organised – it may also be much easier to read.

- **Environment**
  - Any change may increase anxiety in children with Asperger’s Disorder, try to maintain a consistent environment and routine.
  - Prepare the environment with visual cues that clarify expectations and routines (e.g., a sign posted above the computer area with instructions/rules and choice of programs to use).

- **Routine**
  - Include regular breaks, down-time, and activities that your child enjoys throughout his/her daily routine.
  - Ensure that your child understands that planned activities sometimes must be changed, rescheduled or cancelled. Prepare them ahead of time if possible and provide back-up plans.

- **Language**
  - Keep language clear, specific, and concise. Your child may struggle to understand sarcasm, hidden meaning and facial expressions.

- **Reassurance**
  - Your child may worry and struggle with predicting what is coming up next. Do frequent check-ins to assess their level of stress and provide reassurance about performance.

- **Reinforcement**
  - Find times throughout the day to praise your child’s progress and achievements. Be specific so they are clear as to why you are complimenting them.
  - Use their special interests and talents to motivate them in their work, either as a topic of study or as a reward for a job well done.

- **Visual Supports**
  - Children with Asperger’s Disorder may learn better when instructions are complemented by visual supports (e.g., written instruction, signs, pictures, etc.).
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References