



Government of
South Australia

Pathways 2012 Conference



tafeSA

Presenters:

**Katrina
Holmes**

**Cathryn
Masters**

Transform your future

Students with an Autism Spectrum Disorder:

How they may be thinking

and

How we can support them
with their study



Key Areas to Consider

- 1. Communication** (receptive, expressive, non-verbal including reading body language and facial expressions)
- 2. Social Skills** (reading social situations, forming and maintaining friendships, motivation to “be social” – communication and social are very closely linked)
- 3. Repetitive and restricted behaviours** (work well with set routines, may not like change in routine, special interests can impact on willingness to look at broader aspects of a topic)
- 4. Sensory Processing Difficulties** (Vision, hearing, taste, smell, touch, vestibular and proprioceptive areas)

Theories of Cognitive Processing

Theory of Mind (TOM): The ability to understand or predict what another person thinks, feels, desires.

Central Coherence: Refers to an individual's ability to take in and absorb the complete picture or situation in order to make sense of it as a whole

Adaptive Behaviour: The ability of an individual to use age and developmentally appropriate functional daily living skills in the course of daily life. Understanding the relationship between cause and effect.



Theories of Cognitive Processing

Executive Functioning :

- Organisational Skills
- Prioritising
- Utilize Feedback
- Suppress Distracting Stimuli
- Impulse Control
- Monitor one's own performance, problem solving

Presenting Issues for Students at Various Points:

1. Applying for courses
2. Enrolling – processes, full time / part time load
3. Orientation
4. Reading timetables
5. Locating classrooms
6. Communication between student and lecturer
7. Prioritising, organising and time management
8. Tackling assignments
9. Seeking out support mechanisms

Other Issues for Students

10. Disclosure of Diagnosis
11. Impact of routines on attendance
12. Medication / Mental Health
13. Parent expectations / Support
14. Social networks / Isolation at Tafe
15. Transport issues



Presenting Issues for Staff

1. Students communication style
2. Methods of communicating information to the student
3. Levels of engagement in class
4. Attendance
5. Submission of assignments
6. Vocational placements
7. Managing multiple students with access plans



Some Models of Support

1. Identifying students via teaching staff or other Student Services Staff – building relationships
2. Access Plans
3. Visual Supports
4. Tutor Supports
5. Routine, regular appointments with Student Services Officers
6. Three way discussions (Student, Lecturers, Student Services Officers)



Some Models of Support

7. Classroom visits
8. Buddy Systems
9. Working in conjunction with other agencies
10. Parent Involvement
11. Classroom norms to be set and regularly revisited
12. Student Conduct Policy
13. PD for staff

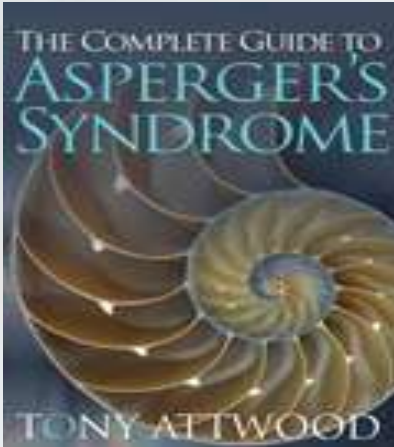


Government of
South Australia

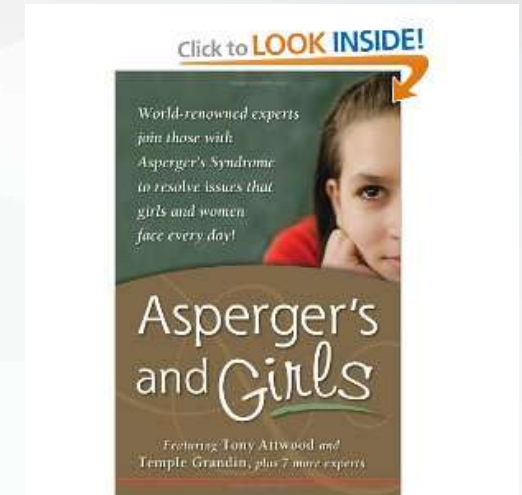
tafesa

Discussion of issues and possible
support strategies

Suggested Resources



Tony Attwood Publications



www.footprint.com.au online bookstore

A Survival Guide for People with Asperger Syndrome
by Marc Segar
(Free download from the internet)

Presenters Contact Details

Katrina Holmes
Adelaide City Campus
8463 5082
0467 721 513

katrina.holmes@tafesa.edu.au

Cathryn Masters
Noarlunga Campus
8207 3169

cathryn.masters@tafesa.edu.au

