



Underlying reasons for Sonia's behaviours might be:

Negative frame of mind

Tired (many pupils with autism have very poor sleep habits)

Doesn't see relevance of topic or task (e.g. Why study French if never going there?)

May not get feeling of personal achievement about completed tasks

Feels has already demonstrated ability/knowledge of task

Pre-occupied by

- Special interest
- Thought about personal issues
- Irrelevant sensory stimuli in room

Does not understand, or fear of failure / mistakes

Has impression teacher has no understanding of needs (dislike?)

Work not at appropriate level

THINK ABOUT

- Be aware of sleep issues – check with home
- Prompting using name
- Support/help –peer; Learning Support staff if accepted by pupil
- Reward system
- Check that instructions are clear (visual available preferably))
- Give achievable targets within time
- 'Time Targets' eg 'In 10mins write 10 lines' Make sure you show there will be an end.
- Differentiation - appropriate to ability and pace
- Explain relevance – using Sonia's interests if possible