







Table N. Student Characteristic: Autism Spectrum Disorder

 Symbol represents accommodations that can be considered as use of Assistive Technology

Accommodation Category	Consider the following accommodations for use in instruction*
<p>Presentation</p>	<ul style="list-style-type: none"> • Provide consistency with routines • Simplify directions and/or break up into “chunks” or steps given one at a time • Reduce sensory stimulation such as decorations, fragrances, buzzing of equipment etc.; use noise buffers • Picture symbols accompany written information • Written/visual information to accompany all information presented orally • Written/symbol directions for tasks • Use visual presentation strategies  “pix writer”, “Picture It” or other clipart/software • Use of visual supports/visual schedules; do not talk while student looks at them • Use social narratives to directly teach age-appropriate interactions and routines (e.g., scripting, Social Stories™ Power Cards) • Give advance notice of routine changes or change of activity • Redirect repetitive movement  Use of iPads or Tablets
<p>Response</p> <p>*For additional information see CDE Autism website: http://www.cde.state.co.us/cdesped/SD-Autism.asp</p> <p>Power Cards: Using Special Interests to Motivate Children and Youth with Asperger Syndrome and Autism, Elisa Gagnon (purchase)</p> <p>Social Stories: (Gray and Garand , 1993 / Reynhout & Carter, 2009 / Chan and O’Reilly, 2008 / Ali & Frederickson, 2006)</p>	<ul style="list-style-type: none"> • Allow for processing time for student to formulate response • Picture Exchange Communication system (PECS) • Sign supported speech  Keyboarding  Text-to-speech software  Use of iPads or Tablets • Work systems

Setting/Environment	<ul style="list-style-type: none">• Reduce lighting•