

Administrator's Guide to Instructional Adjustments for Autistic Students

There are numerous instructional adjustments that can be made for autistic students. See the ["Accommodations Fidelity Checklist"](#) for a comprehensive list of adjustments that can be made to the lesson design and presentation, the physical environment, behavior, independent work, assessment, and organization.

Below are several adjustments that administrators may observe in the classroom.

ADJUSTMENT	EXAMPLE
Autistic students may need <i>clarification or chunking of the assignment.</i>	<ul style="list-style-type: none"> <input type="checkbox"/> Repeating or rephrasing directions <input type="checkbox"/> Providing step-by-step model <input type="checkbox"/> Monitoring independent practice <input type="checkbox"/> Breaking down task or worksheet into smaller parts
Autistic students may need to be <i>instructed in small groups</i> or receive one-on-one tutoring.	<ul style="list-style-type: none"> <input type="checkbox"/> Intervention on a skill deficit in a small-group <input type="checkbox"/> Extra instruction and support on a full-class academic goal in a small group or one-on-one
Autistic students may need adjustments to the <i>instructional format</i> of academic instructions.	<ul style="list-style-type: none"> <input type="checkbox"/> Eliminating an answer from multiple choice <input type="checkbox"/> Providing a word bank <input type="checkbox"/> Using sentence starters or multiple choice for free response items <input type="checkbox"/> Answering verbally instead of writing down answers <input type="checkbox"/> Pointing instead of answering verbally
Autistic students may need <i>supplementary aids.</i>	<ul style="list-style-type: none"> <input type="checkbox"/> Graphic organizers <input type="checkbox"/> Manipulatives <input type="checkbox"/> Assistive technology <input type="checkbox"/> Adding visuals for students to reference

Remember: All team members can implement instructional adjustments.

HOW TEAM MEMBERS MAY CONTRIBUTE TO INSTRUCTIONAL ADJUSTMENTS	
Team Member	Possible Contributions
General Education Teacher	<ul style="list-style-type: none"> <input type="checkbox"/> Clarifying the assignment <input type="checkbox"/> Providing graphic organizers <input type="checkbox"/> Teaching small groups <input type="checkbox"/> Collecting data on student progress
Special Education Teacher	<ul style="list-style-type: none"> <input type="checkbox"/> Clarifying the assignment <input type="checkbox"/> Chunking the assignment <input type="checkbox"/> Teaching small groups <input type="checkbox"/> Adjusting instructional format <input type="checkbox"/> Providing supplementary aids <input type="checkbox"/> Collecting data on student progress
Paraeducator	<ul style="list-style-type: none"> <input type="checkbox"/> Clarifying the assignment <input type="checkbox"/> Chunking the assignment <input type="checkbox"/> Helping with assistive technology <input type="checkbox"/> Collecting data on student progress
Instructional Coach	<ul style="list-style-type: none"> <input type="checkbox"/> Modeling small group instruction <input type="checkbox"/> Assisting with adjusting response formats <input type="checkbox"/> Creating visuals for lessons
Speech-Language Pathologist	<ul style="list-style-type: none"> <input type="checkbox"/> Training on assistive technology <input type="checkbox"/> Assisting with adjusting response formats <input type="checkbox"/> Teaching small groups <input type="checkbox"/> Teaching one-on-one
Administrator	<ul style="list-style-type: none"> <input type="checkbox"/> Suggesting instructional adjustments <input type="checkbox"/> Checking for instructional adjustments during IEP meetings <input type="checkbox"/> Checking for instructional adjustments during teacher observations

WHAT IF THE AUTISTIC CHILD YOU OBSERVE STILL HAS POOR ENGAGEMENT OR EXHIBITS PROBLEM BEHAVIOR AFTER AN INSTRUCTIONAL ADJUSTMENT HAS BEEN MADE?

Consider whether there might be a *skill* deficit or a *motivation* deficit.

- Skill** - Is the student unable to complete the task independently?
- Motivation** - Is the task at hand something the child can do in other settings or if a reward system is in place?
- Learn about skill and motivation deficits [here](#).

Consider intensifying the instructional adjustment.

- Does the assignment need to be altered?
- Does the instructional format need to be adjusted?
- Does the learning target need to be changed?
- View an overview of academic adjustments [here](#).