

# Autism Spectrum Basics for RTOs



- Speak to the learner in a calm, soothing voice
- Make simple requests – ‘please tell me again/speak slower, I’d like to help you’. Ask, don’t tell. Be visual!
- Allow plenty of time to be ready before an activity
- Praise the learner when they complete a task or do something positive without prompting
- Give plenty of time for the learner to respond, they may need to go through their set processes before they respond or perform an action
- Consider replacing the behaviour with an alternative activity – distraction
- Plenty of notice before a change in activity/routine

- Raise your voice or use harsh tones when speaking to the learner
- Use negative language
- Make the learner do things they don’t want to do. Sometimes you need to wait and then ask again
- Focus on any negative behaviours
- Overcrowd the learner, it is better to have a calm environment with as little clutter as possible
- React to the learner touching staff. This doesn’t stop them from doing it, but it helps to stop it getting worse. Encourage positive contact such as shaking hands or high fives
- Take any behaviour personally