

7. MAKE IT VISUAL

Provide a written or picture schedule. Many people with autism tend to be visual learners. An agenda that includes the expectations for the student for the particular lesson can prove to be very helpful.

8. STRUCTURE STRUCTURE STRUCTURE

Kids with autism typically love structure. The more structured and consistent you make the instruction, the more likely they are to learn.

Format lessons into 4 parts and pair visuals:

A 5-minute short warm-up period

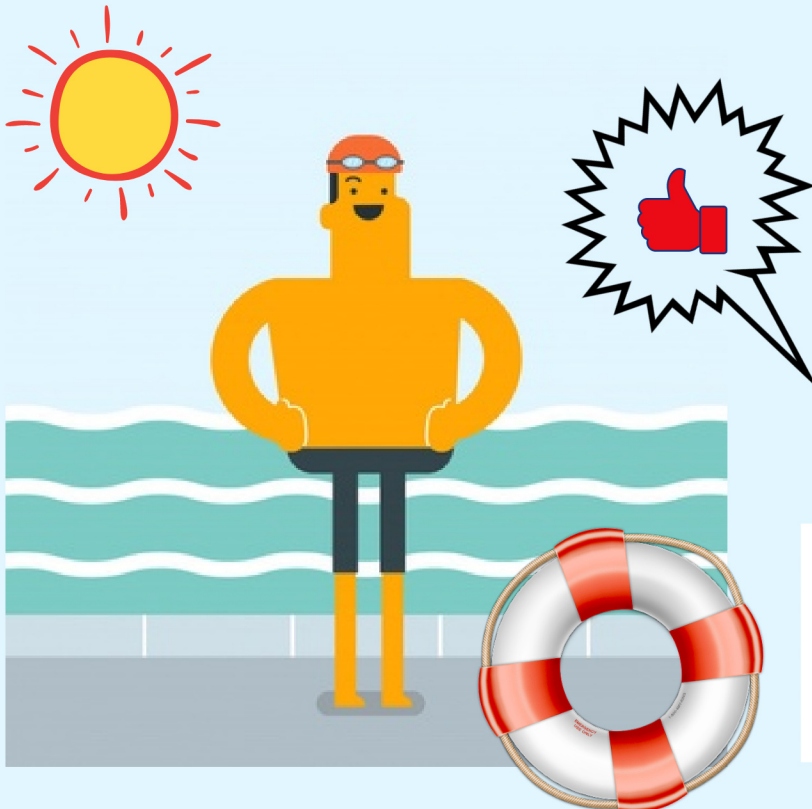
5 minutes of kicking

5 minutes of arm movements

5 minutes of combining the arms and legs movements

9. IF YOU REALLY WANNA ROCK!!

Develop social stories about what kids can expect when they come for swimming lessons. Laminate them and use again and again. A social story accurately describes the learning experience in a descriptive way using a brief description and photos of the actual people and location.



10. FOUR SECOND RULE

Integrate “4-second rule”, known as constant time delay (CDT). After giving instruction, such as, “legs straight,” wait four seconds before speaking again allowing child time to process instruction and interpret it to the best of their ability. If they don't respond within the 4 seconds, assist with light physical prompt, and move their feet for them, in the correct position, so they can feel what is expected.

11. FADE OUT FLOTATION DEVICES ASAP

Due to poor generalization skills, if flotation devices are used, must be a fading process to ensure that the child doesn't assume this is what it will be like if they fall into a body of water.

12. LOTS OF SPECIFIC PRAISE

Teach one skill at a time: Use task-specific feedback (e.g., “Great job floating on your back and moving your arms backwards!”) Or (“I like that you're in the water”)



Autism Society
Florida

www.autismfl.org