

Amanda Ader: Tips For Teaching Learners With Autism

Amanda Ader received her degree from the College of St. Elizabeth. She graduated with a degree and her teacher licensure.

TRENTON, NJ, USA, June 28, 2014 /EINPresswire.com/ -- [Amanda Ader](#) received her degree from the College of St. Elizabeth. She graduated with a degree and her teacher licensure. She specialized in students with special needs and even wrote her senior paper on Autism Spectrum disorders. She understands that there are some things all teachers can learn and do to be able to work with and teach children with this limitation.

It is highly recommended that when you provide instructions to the class, you do so in a succinct and easy to understand way. Telling students, "Turn in assignment now please" is more likely to get the desired result from a student with autism than saying, "Finish what you are working on and then turn your assignments in please." It becomes a concrete directive rather than an open-ended directive.

Amanda Ader also knows that it is imperative to not use expressions that are not exactly what you mean. Asking a student to please stop talking during lessons is more effective than ask them to stop yapping. Children with autism may wonder what you are saying or talking about and may not realize that they are ignoring what you had meant.

A set routine can be very helpful for students with autism. They often will find comfort in knowing what is to happen next. They can look at the clock and identify that they are to read for a half hour and then they are to write about what they have read for a half hour. This gives the students clear direction, and they know they are a part of that direction. Otherwise, it is important to address a student individually instead of referring to the whole class.

Another one of the ways you can help children with autism in the class is by teaching what the words start and finish mean and how they apply to in a classroom setting. Teaching a child with Autism when something is finished, can sometimes be a challenge and a number of different techniques may need to be used, however doing so can give the student the guidance they need.

Amanda Ader knows that a teacher's reaction to students behavior matters. This is very much intensified with children with autism. Children with autism may sometimes behave in ways that

are not socially accepted through rude and occasionally aggressive behavior. Although it is important to teach the student why what was said was rude, a teacher need to be aware that often these behaviors and actions are not about them and often not about any student in the class. They also should know that these actions may not be something that the student can just stop doing.

Amanda Ader knows that there are many things that are useful when teaching learners with autism, but they are not going to be applicable to all children. That is why Amanda Ader recommends that, if possible, teachers find out ahead of time whether they will have autistic children in their class. If they are gluing to it is encouraged that you take a class or two over the summer so you can learn more specific strategies for helping these children.

About: Amanda Ader is a teacher in New Jersey who has numerous ceretifications and is specialized in teaching special needs children.

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