



Supporting Older ASD Students with Organisation

TIP SHEET

As students head towards the end of their secondary schooling life, they may be preparing for further study at a tertiary level, and then ultimately, for life in the workforce.

Organisation is an important skill for any student to develop – but particularly the ASD student. Organisation will help with independence, and better management of day to day life.

Most ASD students will make it through primary school coping well with simple schedules and lists to support their organisation, but when ASD students move on to secondary schooling, things can become much more complicated.

Following are some ideas that will support the ASD student in the development of Organisation:

- **Colour coding** – use colour coding to support the student in recognising materials for particular subjects. For example, cover all Maths books in red coloured covering, and place red stickers on any other items that are used for maths. Encourage the student to keep ‘like coloured’ things together in his / her locker – this will reduce the risk of the student ‘forgetting’ to bring materials to class and the consequent potential for disruption to the class and the student missing out on learning.
- **Create folders / packs for each subject** that contains all necessary materials. Most newsagents and stationery supply stores sell binders / organisers that are fully self-contained and are able to be ‘zipped’ closed. Ensure each pack holds any paper and books required for a subject, as well as pens, pencils and other stationery supplies needed. Again, this reduces the risk of the student arriving at class without the necessary learning materials.
- If possible, provide the student with 1 lesson a week for **mentoring** – this mentoring time can be spent assisting the student to plan his / her homework schedule for the week, and provide support for any issues that may be arising in the classroom.
- **Create a map of the school grounds** and help the student to plan the “Best Routes” for moving from classroom to classroom. Note: the best route may not necessarily be the shortest – it may be the route that avoids crowded and noisy hallways so as to reduce any potential for sensory overload. A “Best Routes” map could be incorporated with a “Safe Zone” map if appropriate. (Please see separate tip sheet for an example of “Safe Zone” maps)