



Autism Social Communication Education and Training Service

Resource Pack

At home support

Top Tips



Adjust your Language

- Always say your child's name first.
- Reduce your language. Your Child may struggle with long instructions. Too much can lead to shutting down.
- Avoid using phrases like: will you, can you, would you like to.... Think about what you want the child to do (e.g. sit, hold hand, come, look and listen) rather than what you do not want them to do.
Better to say, "Joe feet on floor." rather than, "Don't climb on the chair" or "Hand down" rather than, 'No hitting.'
- Give instructions in the order events will happen, e.g. "Toilet, coat on, then playtime outside." rather than, "its playtime so go to the toilet and don't forget to put your coat on."

Check verbal processing

- Children with communication difficulties can experience significant difficulties processing language. When giving instructions or asking questions, pause between sentences to give time for them to respond, e.g., count to **5** slowly when waiting for an answer. Be aware that other children may jump in and answer questions for them, so make sure there are clear rules in discussion about turn taking.

Using Visuals

- Do not rely on verbal communication alone as child's receptive language (understanding the **words**, sentences and **meaning** of what others say) may be impaired. This means that processing is slow and verbal information can be hard to retain. Once words are gone, they are gone! Visual information, including writing and pictures, etc. is there for longer and can be referred back to if necessary.
- Symbols can be used to help with communication and will support understanding. A child carrying a symbol is less likely to forget or be distracted. The child will be clearer about what is happening or what they are doing.
- Other visual aids include gestures, photos, drawings and objects of reference e.g. duck means water play, one piece of a jigsaw means puzzle time, etc.
- Break tasks down into small achievable chunks and visually define when these begin and end e.g. mark the page to show where to start and finish or count down timers on your mobile phone could work well.

Use First/ Then to help through daytime activities and routines such as Bath/Bedtime and Mealtimes.

- First / Then is a visual way to prompt children to know what is happening next. You would put the desired, motivating activity second e.g. "First spellings - Then computer" This could be done with pictures or by showing the object which you are talking about e.g. a jigsaw/ Thomas train.

Provide structure

- Free choice can cause anxiety

Structure helps with organization and sequencing. It can reduce anxiety through offering safety in predictable routines simply by presenting a beginning, middle and end. The child must always know

What do I need to do?
Where will I do it?
Who will do it with me?
How do I do i
How long will it last?
What will happen next?

Stress Triggers

- Try to recognise stress triggers and avoid or minimise where possible. Consider sensory sensitivities and try to minimise any discomfort they have around sound, smell, noise, etc.
- Remember behaviour is part of the child's voice. If there are, challenging behaviours try to think what the underlying factors could be.
- Avoid confrontations but, if the child's behaviour deteriorates, use known motivators to distract and help calm them.
- Return to the problem later when everyone is calm.
- Pre-empt problems by preparing for change and giving plenty of warning.

Build in regular planned breaks

- Avoid exhaustion.
- Allow individuals time to unwind and follow their special interests or preferred task.
- Provide clearly defined breaks between activities.

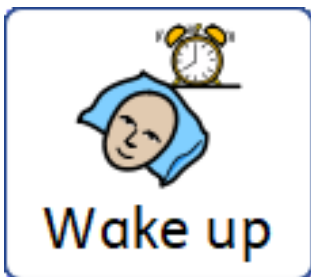
Stay Calm and be Positive

- Do not attempt to tackle things on your own all the time – ask for help if needed.
- Try not to take things personally – what appears to be rudeness or thoughtlessness from your child may just be their way of expressing how stressed they are feeling.

- Stand back and try to look at the whole picture. Remember the Iceberg strategy – behaviour is just the tip – instead of looking at what they are doing, think more about **why** they are doing it.
- Adopt a calm, empathic approach along with firmness and consistency.
- Talk to school and share ideas as to what they find works well; some ideas could be used at home.



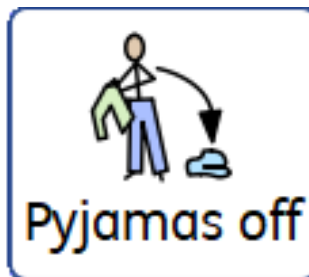
Autism Social Communication Education and Training Service



Wake up



Get up



Pyjamas off



Clothes on



Wash



Brush Teeth



Toilet



Wash Hands



Breakfast



Snack



Lunch



Dinner



Supper



Drink



Activity



Puzzle



Games



Lego



Duplo



Crafts



Choosing

123

Numbers



Garden play



Walk



Game Station



Bikes



Activity Book



Story



Magazine



Reading book





First	Then

First	Then

Daily Schedule Example for older children.






COVID-19 DAILY SCHEDULE

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Before 9:00am	Wake up	Eat breakfast, make your bed, get dressed, put PJ's in laundry
9:00-10:00	Morning walk	Family walk with the dog Yoga if it's raining
10:00-11:00	Academic time	NO ELECTRONICS Sudoku books, flash cards, study guide, Journal
11:00-12:00	Creative time	Legos, magnetiles, drawing, crafting, play music, cook or bake, etc
12:00	Lunch	
12:30PM	Chore time	A - wipe all kitchen table and chairs. B - wipe all door handles, light switches, and desk tops. C - Wipe both bathrooms - sinks and toilets
1:00-2:30	Quiet time	Reading, puzzles, nap
2:30-4:00	Academic time	ELECTRONICS OK Ipad games, Prodigy, Educational show
4:00-5:00	Afternoon fresh air	Bikes, Walk the dog, play outside
5:00-6:00	Dinner	
6:00-8:00	Free TV time	Kid showers x3
8:00	Bedtime	All kids
9:00PM	Bedtime	All kids who follow the daily schedule & don't fight

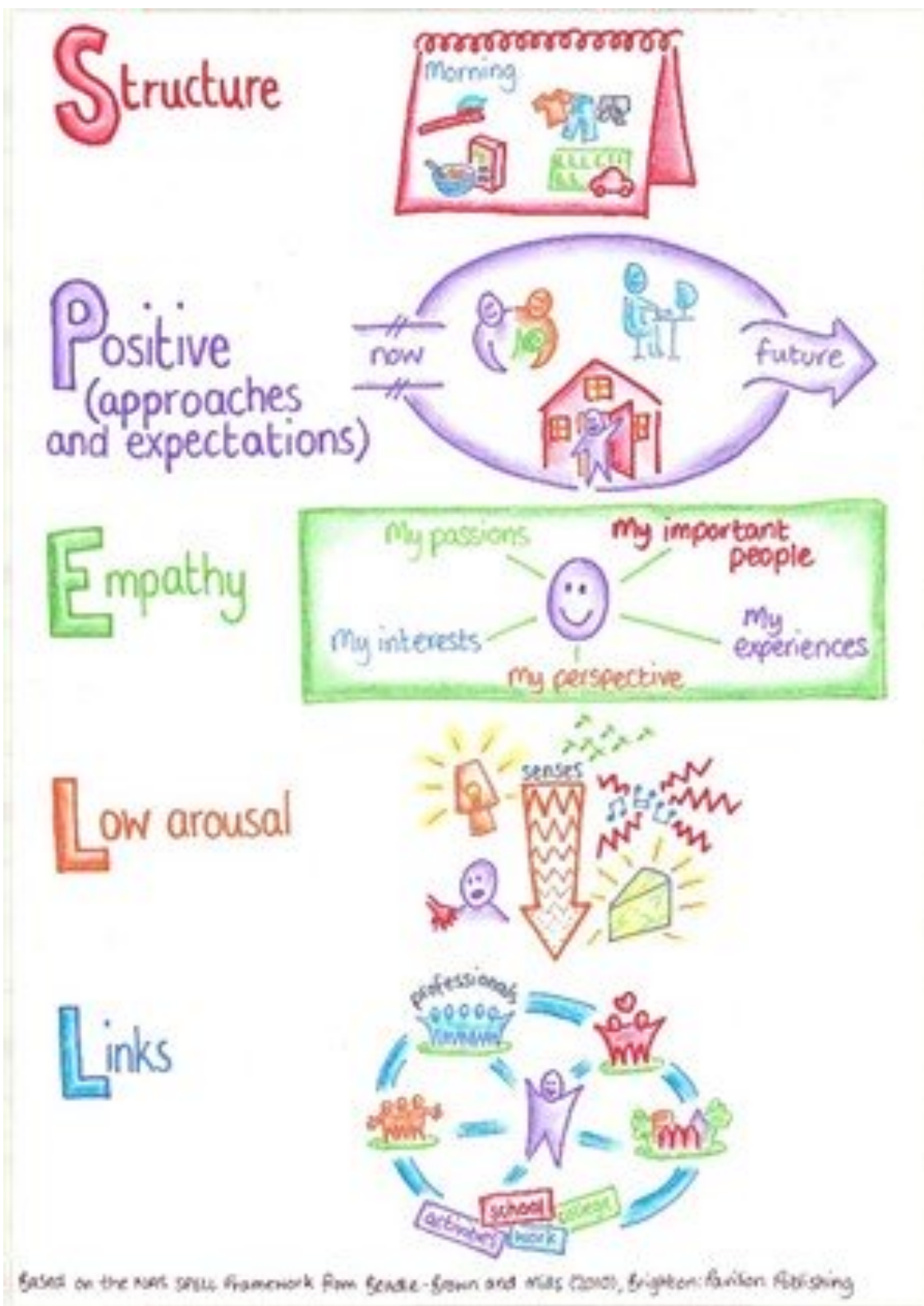
My Reward Chart



TASK 		☆☆☆ Rewards!
TASK 		☆☆☆ Rewards!
TASK 		☆☆☆ Rewards!
TASK 		☆☆☆ Rewards!
TASK 		☆☆☆ Rewards!



Useful Tips



Sensory Breaks – Activities to enjoy at home.

Sensory breaks are hugely beneficial when done at home as well as in school. Taking part in regular sensory activities will in turn support your child to cope with tasks expected of them throughout their day. These activities are designed to give children the sensory stimuli their bodies need and are great for improving gross motor skills, improving emotional regulation and over all behavior whilst improving co-operation.

These sensory break activities require a bit more space and can be enjoyed by the whole family.

Fun with pillows - using large couch pillows place them on the floor. Have your child turn them over as many times in a row as they can.

Place your child's favourite toys on the pillows! Encourage your child to drag the pillows from one end of the room to the other. How many times before the toys fall off!

Exercise ball - Have your child lay on their back, arms at their side & knees tucked up to their chest. On the count of three gently throw the ball toward them now get them to straighten their legs to kick the ball. Swap for fun!

Exercise ball - Ask your child to lay on their tummy on the ball. Have them balance while sorting objects from one container to another.

Next lay backwards with arms above head to retrieve objects from the floor.

Tight rope walking - Using masking tape and your imagination you can make all kinds of challenges. Example walk on tape from one side of the room to another holding a toy in each hand, at the end place an obstacle for the child to reach over and drop toys in container.

House hold tasks - Use house old tasks that can be exchanged for rewards such as hoovering, cutting grass, digging and sweeping.

Balloon Tennis - Grab a couple of fly squatters and blow up some balloons!

Music - Turn up the tunes! Have fun dancing together to you favourite music!

Hoola Hoop contest
Tug of war
"Simon Says"
Wheel barror walking
Push ups
Jumpings Jacks

When in doubt, use HEAVY WORK!

Sensory Break Activities

- Steamroller
- wall push ups
- theraband exercises
- weighted items
 - vests
 - ankle weights
 - hat
 - lap pad
 - crate
 - backpack
- sit in beanbag
- pressure vest/bear hug
- body sock
- dots and squeezies
- burrito
- roll therapy ball over student
- tryke
- massage
- crawl under beanbags
- jump on trampoline
- push teacher in rolling chair
- scooterboard
- pull someone in wagon
- Fidgets
 - squeeze ball
 - Tridget fidget
 - Theraputty
 - stress relief ball
- hippity hop ball
- Yoga
- sensory table (rice especially)
- heavy work bands
- bubble wrap popping

Sensory Classroom Modifications

- move and sit/disco sit
- sit on ball
- elevated writing surface
- writing activities
 - chalk on chalkboard
 - crayons on sandpaper/cross stitch board
 - pencil in playdoh
 - rice
 - stamps
 - grease pencil on plexiglass
 - slanted/vertical surface
- put materials under seat
- Resistive tools/toys
 - spray bottle
 - clothespins
 - stapler
 - hole punch
 - bingo dotters
 - unifex cubes
 - legos
- theraband on chair
- use bottle/glitter glue
- use move and sit as foot rest
- carry chair from desk to work area

<http://missallisonsclass.blogspot.com/>

Parents/Carers

Do care for yourself to enable you to care for others

You know your child, if he/she is have a “off day”
choose your battles

When things are not going so well finish early – it is always better to end on a high instead of tears and tantrums trying to make the end.

**Changing plans does not mean
you have failed you are still in
control**





Help is at hand should you need it!

Where to get help and advice:

Rotherham Parent Carers Forum

info@rpcf.co.uk

National Autism Society (NAS)

Tel: 0808 800 4104

(open 10am-4pm, Monday-Thursday, 9am-3pm on Fridays)

(open 10am-4pm, Monday-Thursday, 9am-3pm on Fridays)

Email: www.Autism.org.uk/enquiry

Rotherham SENDIAS (Parent Support)

Tel: 01709 823627

www.rotherhamsendiass.org.uk