



AUTISM

Toolkit for Mainstream
Schools in Malta



MINISTRY FOR EDUCATION AND EMPLOYMENT

The Directorate for Educational Services (DES) within the Ministry for Education and Employment would like to acknowledge the working group who compiled this document:

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Autism Toolkit for Mainstream Inclusive Schools in Malta



Table of Contents	p. 3
Introduction	p. 4
What is Autism?	p. 4
Challenges experienced at school	p. 4
Useful Strategies	p. 6
Structure and Routine	p. 6
Social Imagination	p. 9
Social Understanding	p.21
Social Communication	p.33
Sensory Sensitivities	p.47
Self-Help Skills	p.51
Transitions	p.56
Organisational Skills	p.60
Peer Preparation	p.62
Behaviour Management	p.64
Teaching Emotional Understanding	p.79
References	p.85

Introduction

The aim of this resource pack is to provide practical strategies which have been implemented successfully within mainstream schools. There must be basic foundations in classes that serve learners on the autism spectrum (Autism Classroom, 2017).

Researchers such as Jordan (1999) argue that inclusion is effective when the practitioner recognises and allows for the differences in the way individuals think and learn – and it is only when these differences are addressed that true inclusion is being practiced. Jordan (1999) speaks about the importance of providing ‘prosthetic environments’ for persons with a disability – which rather than altering the disability enable the person to act as if it were not there, hence preventing disabilities from becoming handicaps. For instance, the prosthetic organisation of the environment for a child on the autism spectrum would include:

- Optimum room size so as to allow flexible use of space
- Flexible timetables and programme content, in a communicable form
- Monitoring and troubleshooting of problems; and
- Accessible communication systems (Jordan 1999).

What is Autism?

Autism Spectrum Disorder (ASD) is a lifelong developmental disorder characterised by challenges in social imagination, social communication and social understanding. It affects ‘how a person communicates with and relates to other people, and how they experience the world around them’ (National Autistic Society, 2014). We speak of a ‘spectrum’ due to the wide variety of strengths and challenges experienced by individuals on the autism spectrum (Autism Speaks, 2017).

Symptoms are often most noticeable at around 2-3 years of age, though a diagnosis may be obtained as early as 18 months. In Malta the majority of children on the autism spectrum attend mainstream primary education.

Challenges Experienced at School

Students with ASD may face challenges in the school environment. These include challenges related to difficulties with communication, socio-emotional difficulties and difficulties experienced due to rigidity.

Sensory issues experienced by students with ASD may provide an increased challenge to students in the classroom. Children on the autism spectrum can experience hyper or hypo sensitivities.

Co-morbidities, e.g. learning difficulties, Attention Deficit Hyperactivity Disorder (ADHD), Obsessive Compulsive Disorder (OCD), Global Developmental Delay (GDD), etc. will make school life more challenging for a child with ASD.

Primary Schools

- Changes in the time-table may be challenging for a student on the autism spectrum
- Change of teaching staff may dysregulate the child on the autism spectrum
- A visually busy classroom may be overwhelming for a child with visual sensitivities
- Attention difficulties may impede learning
- Behaviour difficulties may escalate during wait time
- Sitting tolerance may be problematic in the early years
- Readiness for learning may be a challenge

Middle and Secondary Schools

Students with ASD face a number of challenges in the mainstream secondary school setting.

- Transitions:
 - From primary to middle school sector is a challenge for all students, but more so for students with ASD.
 - From middle school to secondary school
 - Transitioning between lessons. Moving from one class to another, *etc.*
- Increased Organisational demands, *e.g.* use of locker, more complicated time-table, change of classroom, filing of notes, homework scheduled for different dates, *etc.*
- Sights and sounds of hallways. The noise and commotion during transition periods can be overwhelming to the student with ASD
- Increased academic and social demands lead to stress and increased anxiety
- Difficulty with understanding abstract language. Persons with ASD tend to take everything literally
- Reduced use of visual supports in middle and secondary school results in an increased difficulty for the student with ASD to understand and follow lessons
- In the classroom, students with ASD have difficulty picking out important information from the environment and understanding what they are supposed to do
- Increased difficulty to develop and maintain friendships. Typically, students with ASD tend to have different interests than their peers. They may not have the necessary social skills to initiate conversations and speak about appropriate topics of conversation

Useful Strategies

Structure and Routine

Children on the autism spectrum flourish in a structured environment. The more structured the environment, the better the child will function.

Transitions and Changes during the School Day

Students on the autism spectrum dislike change and rely on routine. Visual aids support the child in introducing change and helping the child during periods of transition. These also help the child become accepting of change. Situations where visual supports are useful include:

- School Outings
- Events at school, e.g. concert, dress-down day, fire drill, etc.
- Moving between work activities
- Moving from play time to lesson time
- Changes in time-table
- Change in LSE / Teacher
- Cancelling activities

Examples of strategies include:

- Calendar to count down time for event
- PowerPoint presentations including information pertaining to outings, photos of places visited, and what to expect there.
- Social stories e.g. substitute teacher;
- Visual time-table with 'no card'.

Calendars

Tool 2: Calendars

Month: _____ 's calendar

Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

The Impairment of Imagination



Social Stories

I have a sub today!

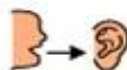
My teacher is not here today! I have a substitute teacher to help me instead.



The substitute may not be someone I know, but he or she is still there to help me.



I will listen to my substitute teacher. The rules are still the same because I'm at school.



I will have a great day with my substitute teacher. I will be friendly and do my work.



Why Schools Have Fire Alarms

Every school has a fire alarm. A fire alarm is a safety device. My school has a fire alarm.



A fire alarm makes a very special, loud and uncomfortable sound. This is to get everyone's attention. It is used to start a fire drill. It is also used if there is a fire anywhere in a building.

A fire alarm means leave the building now. Everyone in the school knows that when they hear it, it's time to leave the building and go to their safe are outside.

Fire alarms will always sound uncomfortable, like the one at my school. Knowing why they are made that way, and what they mean, does not make them any quieter. However, they do help people understand why they are in ■ every school.

Source: Gray, C. (2015). The New Social Story Book.



'No' card to be placed on activity not happening, with the one replacing it next to it.

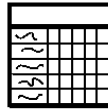
Social Imagination

An impairment in Social Imagination will lead to difficulties in organisation, planning, understanding own and others' feelings, understanding concept of danger, transitions, coping with new situations, generalising concepts, problem solving and decision-making.

Strategies:

- Visual schedules / time-tables help the student predict what happens next.
- First – Then boards further help structure the student's day. These are usually kept on the child's desk.
- Personal organisation. Checklists help organise the student and foster independence. Colour coded copybooks and files keep the student well organised.
- Visuals support understanding and comprehension of a work activity.
- Choice board. Providing clear choices using visuals help the student avoid confusion.
- Calendars help the student understand the concept of time and helps minimise any anxiety related to future activities, *e.g.* school play, outing, *etc.*
- Structured work activities. An activity is ideally broken down in small steps using words and / visuals. This will promote independence.
- Task presentation. Providing examples using concrete objects helps the student understand concepts. One may use real objects, miniatures, visuals, video clips, *etc.*
- Structured transitions. Transitions between classes or other activities throughout the school day need to be planned for student to be prepared for the next activity.
- Independent work tasks with clear start and finish. The student needs to know how much work is expected. This can be done using start and finish boxes.
- Structured leisure time. Playtime can be stressful for a child on the autism spectrum. It may be made easier through a structured schedule for break time, as the student on the autism spectrum will not feel anxious knowing what is expected of him during break.
- Working with charts. Charts including photos of staff the student who will be working with during certain lessons can help reduce anxiety. This is especially helpful when the student is dependent on a particular adult.
- Prompt cards contain information about common problems encountered throughout the day. They provide written instructions about how to behave in a particular situation. The prompt card can be kept with the student throughout the whole day.
- Timers, *e.g.* sand timers or digital clock make the student aware of how long they are expected to work or play. Digital timers may be used either counting down or counting up.

Visual schedules / timetables



Billy's Schedule



Today



I

will



All Done

Green notebook
in basket

An icon of a hand holding a green notebook.

circle time

An icon showing three children sitting in a circle with a clock.

reading class

An icon of a person sitting and reading a book.

work at desk

An icon of a person sitting at a desk.

math class

$$\left(\begin{array}{r} +\frac{2}{3} \\ -\frac{3}{5} \end{array} - \frac{3}{2} \right)$$

music class

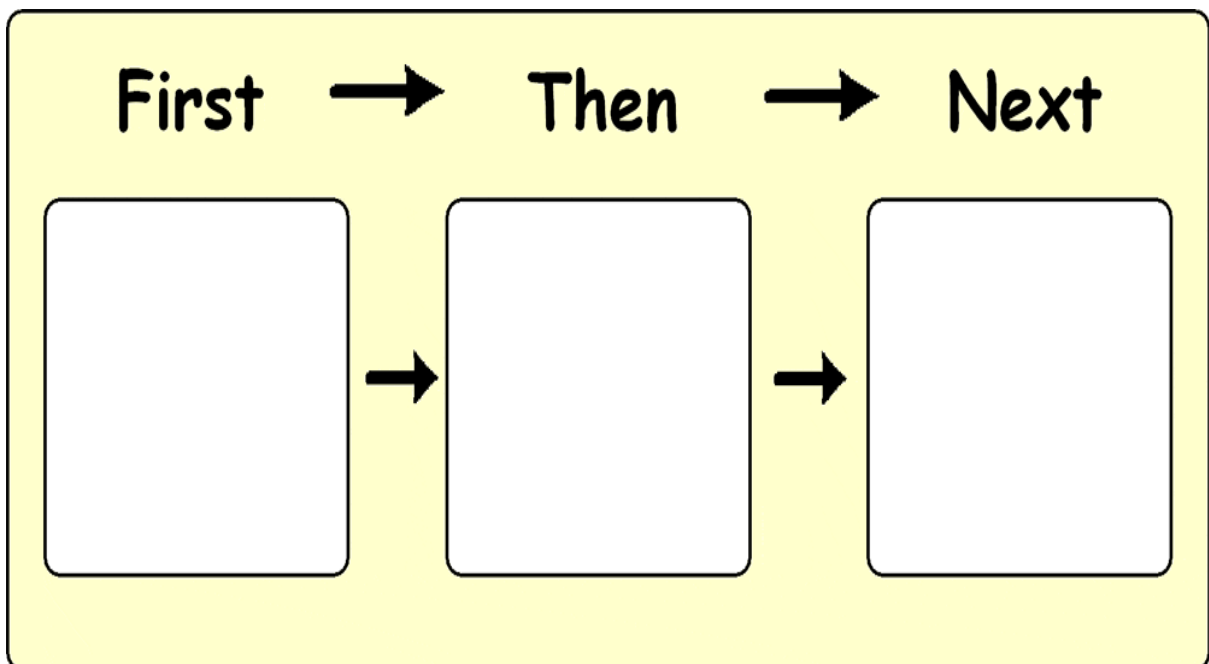
An icon of musical notes on a staff.

lunch





An icon of a plate with an apple, a sandwich, and a glass of juice.

First-Then cards

First	Next



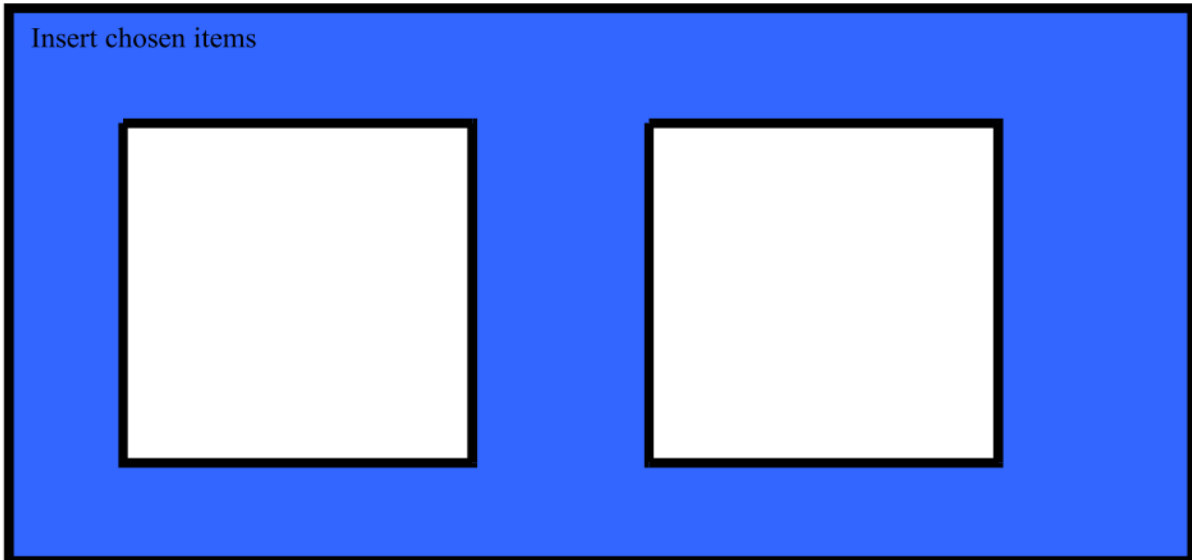
Structured schedule

<p>I SIT AT TABLE</p>		
<p>I TAKE OUT LUNCH</p>	<p>lunch</p> 	
<p>I EAT LUNCH</p>	<p>eat</p> 	
<p>I PUT AWAY LUNCH IN SCHOOL BAG</p>	<p>schoolbag</p> 	

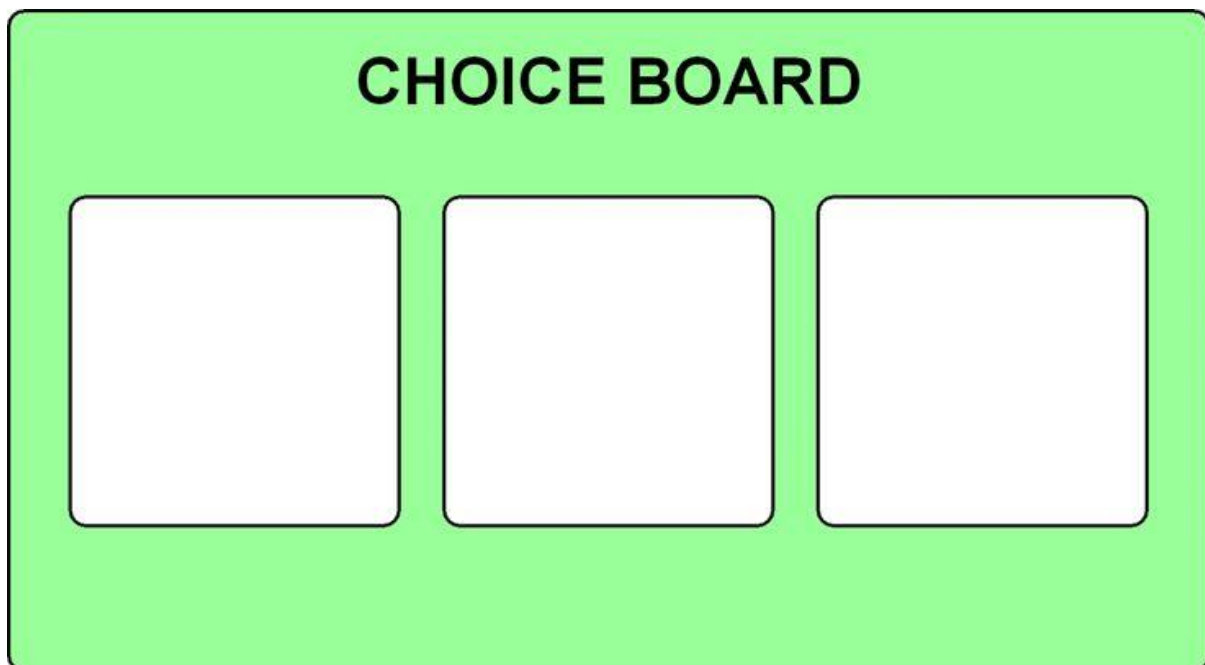
Choice Board

I want

Insert chosen items



CHOICE BOARD



Structured work activity

Many **Z**oos... **M**any **A**nimals!
 ↓ ↓ ↓ ↓
 Multiply Zero Multiply Add



- Step 1: Multiply
- Step 2: Zero (this allows us to move to the tens place)
- Step 3: Multiply
- Step 4: Add

$$\begin{array}{r}
 \overset{\text{plus}}{\text{1}} \text{53} \\
 \times 26 \\
 \hline
 318 \\
 + 1060 \\
 \hline
 1,378
 \end{array}$$

$$\begin{array}{r}
 \overset{\text{1}}{\text{82}} \\
 \times 47 \\
 \hline
 574 \\
 3280 \\
 \hline
 3,854
 \end{array}$$

$$\begin{array}{r}
 \overset{\text{24}}{\text{351}} \\
 \times 49 \\
 \hline
 3159 \\
 + 14040 \\
 \hline
 17,199
 \end{array}$$

$$\begin{array}{r}
 \overset{\text{3}}{\text{706}} \\
 \times 65 \\
 \hline
 3530 \\
 + 42360 \\
 \hline
 45,890
 \end{array}$$

Source: <http://2.bp.blogspot.com/-AYF26j5pqrM/VS8CzP9ERTI/AAAAAAAAEZA/H9auiSHZsyl/s1600/multiplication+anchor+chart.png>

Task presentation



Source: <http://cdn.rainbowresource.netdna-cdn.com/products/mmsst.jpg>

Independent work tasks



Source: <http://www.esbclizbarratt.com/images/Classroom%20start%20finish%20boxes%20ivan.jpg>



Source: <https://i.pinimg.com/736x/ae/02/f0/ae02f0fd31dd71eae6c6f7eb0efb6ffb--teaching-materials-task-boxes.jpg>

Playground Chart

Pick a friend

Pick an Activity

Chelsea

let's go

Jump rope



Colin

let's go

Swing



Celia

let's go

Slide



Then

Kick the ball



LEISURE SCHEDULE

Arts & Crafts



Trampoline



iPad



Chill Out



Basketball



Blocks



Read



Computer



Games



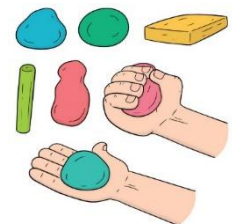
Soccer



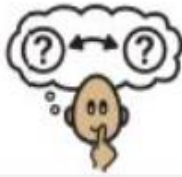
Fly kites



Play Dough



What should we do this weekend?



movie



play in pool



miniature golf



museum



walk outside



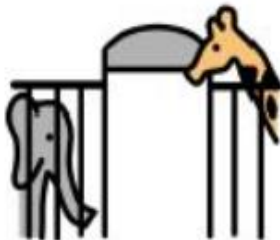
mall



concert



restaurant



zoo



aquarium



amusement park



ice-skate



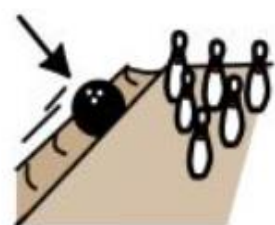
farmer's market



fair



car trip



bowling

Source: <https://i.pinimg.com/originals/b0/f4/cb/b0f4cb86bde8805fcb2486ef258ccc90.jpg>

Prompt Cards



Timers



Social Understanding

Students on the autism spectrum have difficulties in understanding social situations. This makes it difficult for a student on the autism spectrum to understand implicit social rules, understand others' feelings and emotions, empathise with others, and form friendships with peers. Some children prefer to focus on a repetitive activity, rather than engage with others. Anxiety may be experienced when a student on the autism spectrum engages in a new situation, e.g. outings, Christmas activity, school plays, etc. Students on the autism spectrum find it difficult to recognise the needs and feelings of others.

Strategies:

Visual supports are any resource presented visually used to support the student throughout the school day.

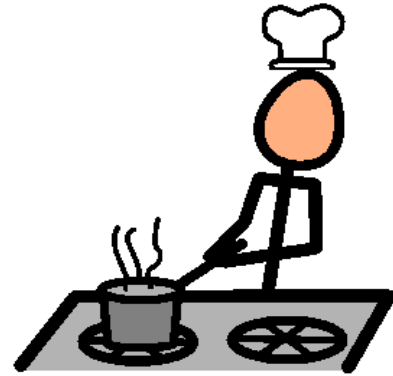
- To function appropriately in the classroom the student needs to know people around him, including classroom staff and peers. Photos and name badges may be used.
- Visual Timetables, post-it notes, graphic organisers and checklists aid the student in being more aware of what to do.
- Colour coded maps, labelling of objects, seating arrangements, and layout of classroom are to be considered for students on the autism spectrum to know their place in the school surroundings.
- Social understanding can be improved with the support of pictures for concepts, social stories and visual prompt cards.
- In order to complete tasks diagrams, visual instructions, checklists, and picture sequence, visuals may be used.

Visual Schedule Cards

arts & crafts



cooking



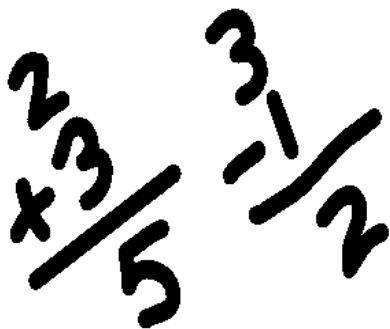
letters

Aa Bb Cc
Dd Ee Ff

computer



maths



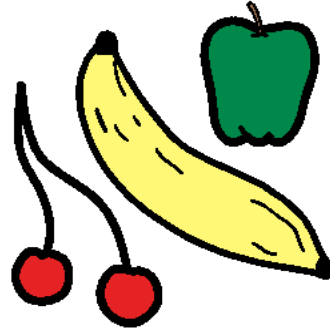
religion



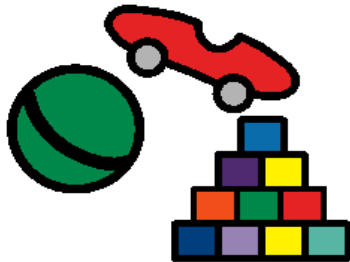
science



fruit break



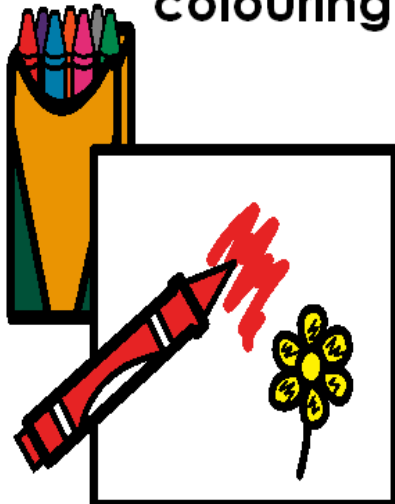
free play



circle time



colouring



story time



numbers

1 2 3

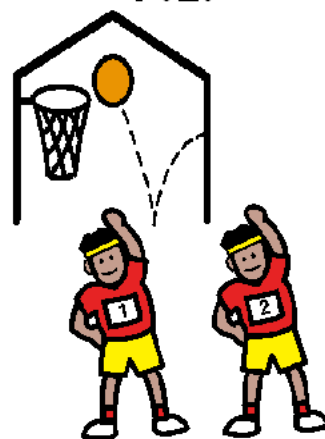
puzzles



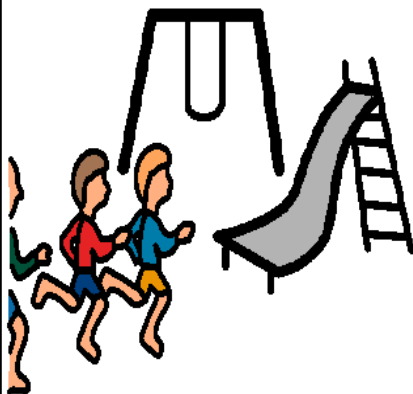
music



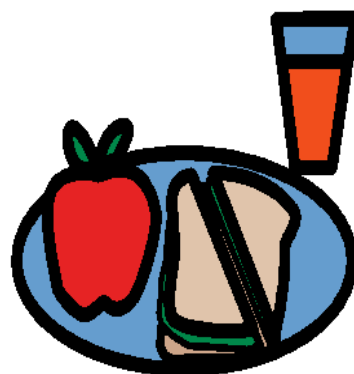
P.E.



playground



lunch break



nañdem



outing



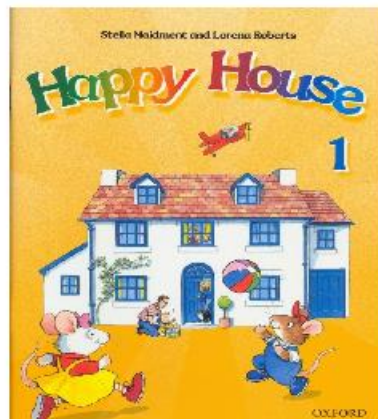
paints



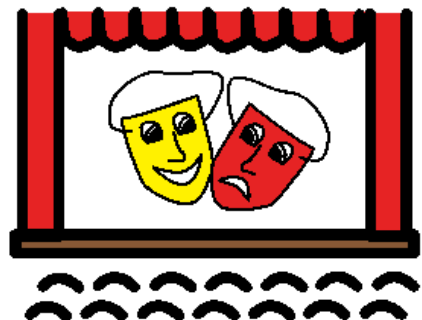
toilet



happy house



drama



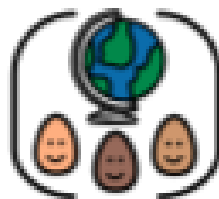
singing



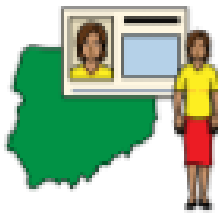
prayer



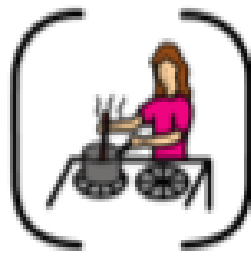
geography



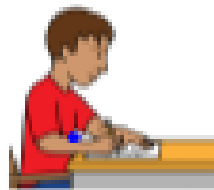
history



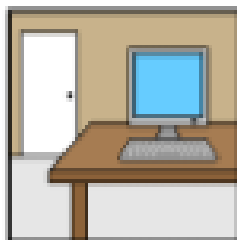
Social Studies



home economics

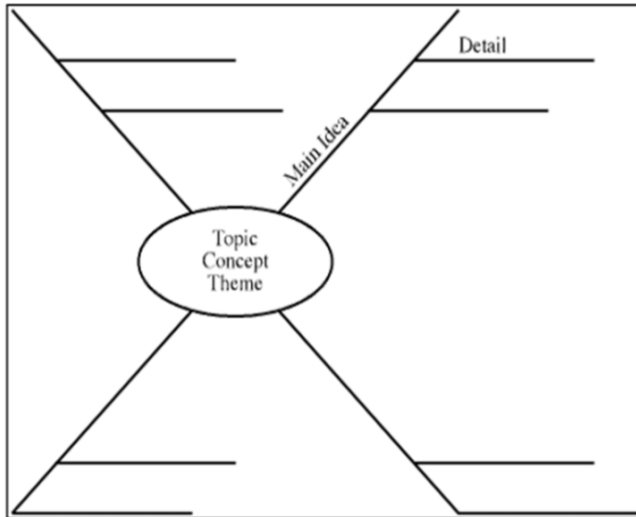


Design and
technology


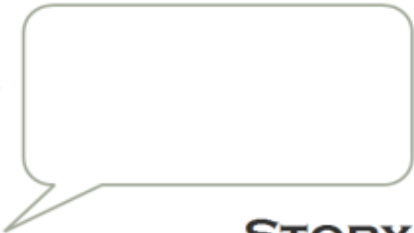




ICT

Graphic Organisers


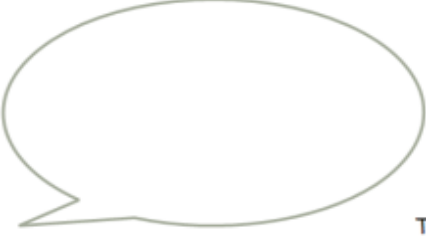




<input type="radio"/>	1. During Class: Take notes here.	
<input type="radio"/>	2. After Class: Edit and summarize here.	
		3. Later: Your ideas, thoughts, questions here.


Characters:  



Setting:  

STORY ELEMENTS

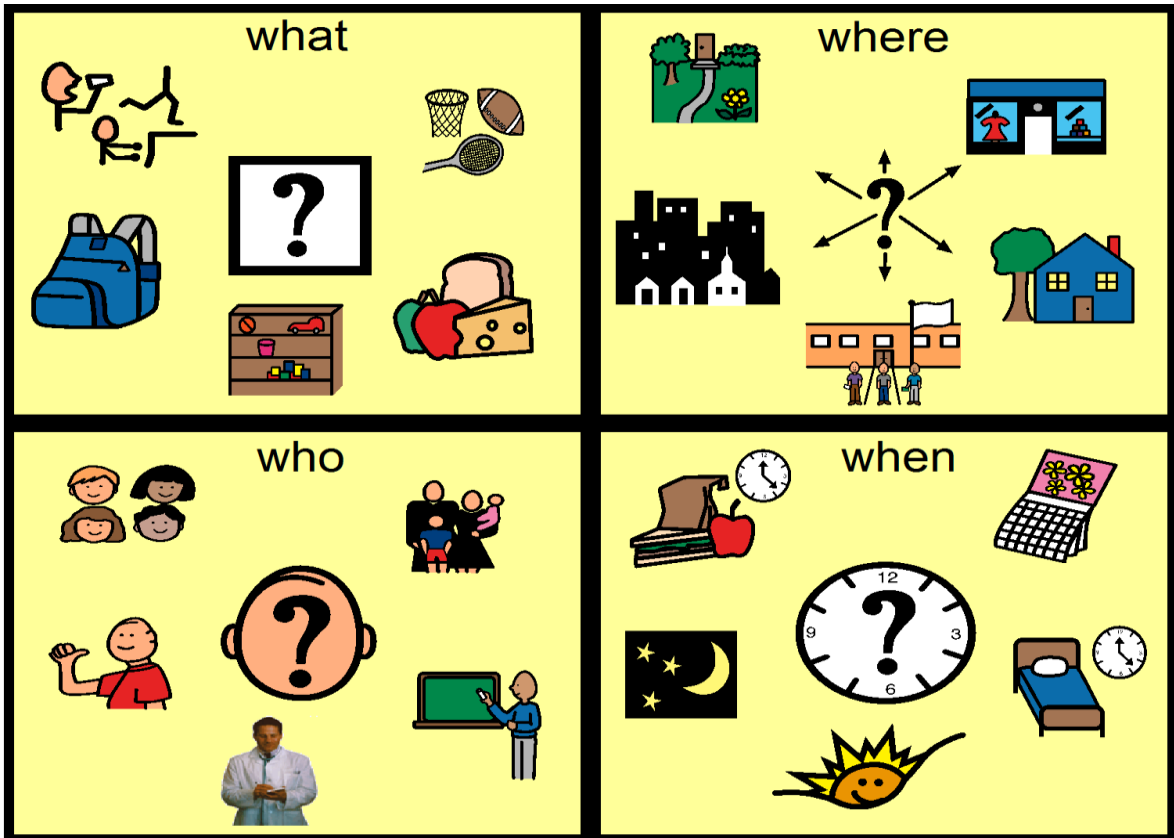
Problem:  

Solution:  

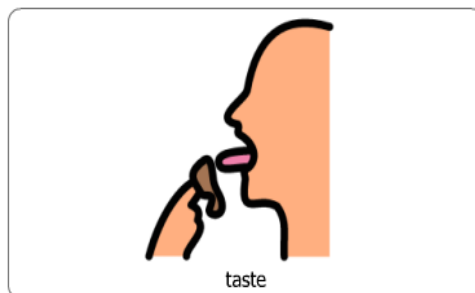
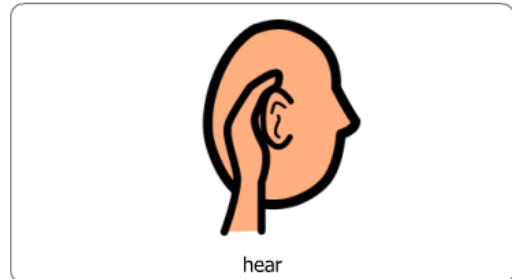
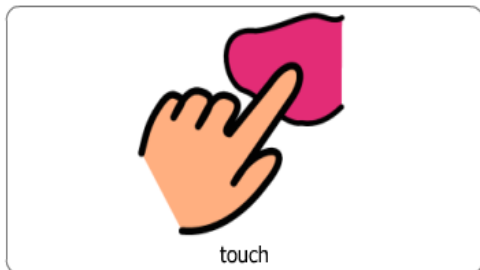
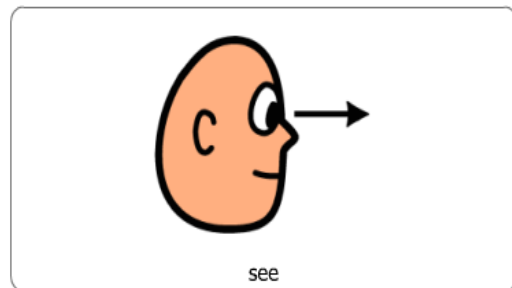
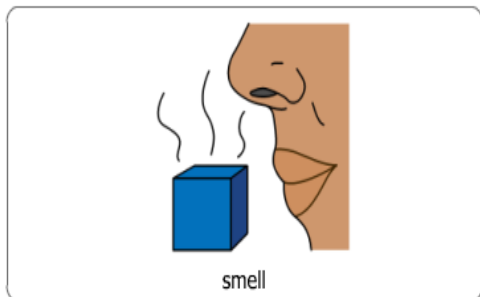
Theme: 

Source: <https://www.edrawsoft.com/templates/images/story-elements-graphic-organizer.png>



www.livespeaklove.com

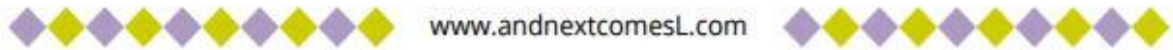


Seating arrangements



Source:
https://upload.wikimedia.org/wikipedia/commons/6/68/Boxwood_PS_kindergarten_classroom.jpg

HOW TO WRITE A SOCIAL STORY



IDENTIFY THE TARGET BEHAVIOR, SKILL, OR EVENT IN THE TITLE	FOCUS ON ONE SKILL, BEHAVIOR, OR EVENT AT A TIME
USE PICTURES TO SUPPORT THE TEXT	KEEP THE FORMAT SIMPLE
BREAK DOWN THE EVENT OR THING INTO SIMPLE STEPS	INCLUDE EXACT PHRASES OR SCRIPTS FOR THE CHILD TO SAY
BE DESCRIPTIVE & ANSWER WH QUESTIONS ABOUT EVENT, BEHAVIOR, OR GOAL	DESCRIBE HOW THE CHILD, & OTHERS, SHOULD FEEL OR REACT
DESCRIBE EXACTLY WHAT THE CHILD SHOULD DO	KEEP THE LANGUAGE SIMPLE & POSITIVE
WRITE IT IN FIRST-PERSON	WRITE IT IN PRESENT TENSE
INCLUDE 2-5 DESCRIPTIVE SENTENCES FOR EACH DIRECTIVE	

Immur l-iskola waħdi bil-kowċ

PHOTO
OF
STUDENT

Jien jisimni Robert.

Filgħodu l-mama' se tibda twassalni fuq l-istejg biex naqbad il-kowċ għall-iskola.

Jien se nirkeb fuq il-kowċ waħdi u npoġgi bilqiegħda.

Il-mama' tkun ferħana ħafna bija jekk nitla' fuq il-kowċ waħdi.

Jien se nibqa' bilqiegħda f'posti sakemm nasal l-iskola.

Kif nasal l-iskola, se npoġgi bilqiegħda quddiem l-uffiċċju u s-Sur Borg jew Ms. Spiteri jiġu għalija.

Social Communication

Students on the autism spectrum have a range of communication difficulties. Individuals on the autism spectrum may be verbal or non-verbal. Challenges include difficulties in understanding abstract language, understanding humour, difficulties in understanding tone, pitch, volume and intonation, use of echolalia (repeating words/phrases heard immediately or at a later stage), delay in processing verbal instructions, interpreting body language and facial expressions, difficulty in understanding other people's emotions, difficulties to engage and interact with others, *etc.*

Strategies

- Use simple, clear and concrete language when communicating with the child. Use of visuals help augment receptive language and comprehension of instructions.
- Provide enough time for child to process instructions.
- Call the student by name to attract attention before making requests.
- Avoid metaphors and sarcasm.
- Use positive directive language e.g. "quiet hands", rather than "no hitting."
- Provide conversation starters.
- Explicit teaching of appropriate body language.
- Teach about keeping boundaries with others.
- Implementing buddy systems.
- Explicit teaching of emotion literacy.
- Teaching turn-taking skills.
- Teaching emotion regulation, e.g. calming down strategies.
- Ability to ask for break.
- Ability to ask for help.
- Making a choice.
- Appropriate voice level in different settings.
- Communication of events to significant others.

Other Strategies: Communication Temptations

Communication Temptations aims at:

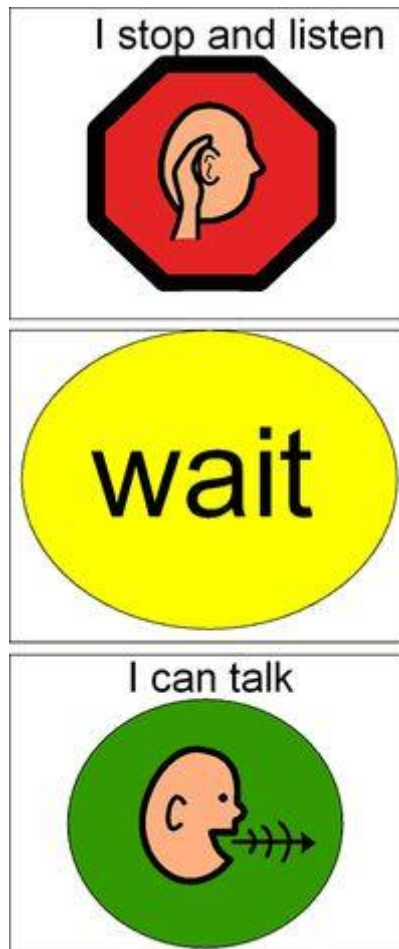
- increasing the student's desire to communicate
- making communication fun
- establishing power of communication
- increasing spontaneous use of language
- bringing speech under control of appropriate environmental stimuli

Communication temptations should never be used in ways in which they might provoke extreme distress or a “melt down”.

Communication Temptations (Wetherby & Prizant, 1989).

- Activate a wind-up toy, let it deactivate, and hand it to the child.
- Give the child four blocks to keep in a box, one at a time (or use some other action that the child will repeat, such as stacking the blocks or dropping the blocks on the floor). Then immediately give the child a small animal figure to drop in the box.
- Look through a few books with the child.
- Initiate a familiar and unfamiliar social game with the child until the child expresses pleasure, then stop the game and wait.
- Open a jar of bubbles, and then close the jar tightly. Hand the closed jar to the child.
- Blow up a balloon and slowly deflate it. Hand the deflated balloon to the child or hold the deflated balloon up to your mouth and wait.
- Hold a food item or toy that the child dislikes near the child to offer it.
- Roll a ball to the child. After the child returns the ball three times, immediately roll a rattle or a toy on wheels to the child.
- Engage the child in an activity of interest that necessitates the use of an instrument for completion (e.g., crayon for drawing, spoon for eating, or wand for blowing bubbles). Have a third person come over and take the instrument, go sit on the distant side of the room, while holding the instrument within the child’s sight and wait.

Visuals for social communication



Turn taking skills

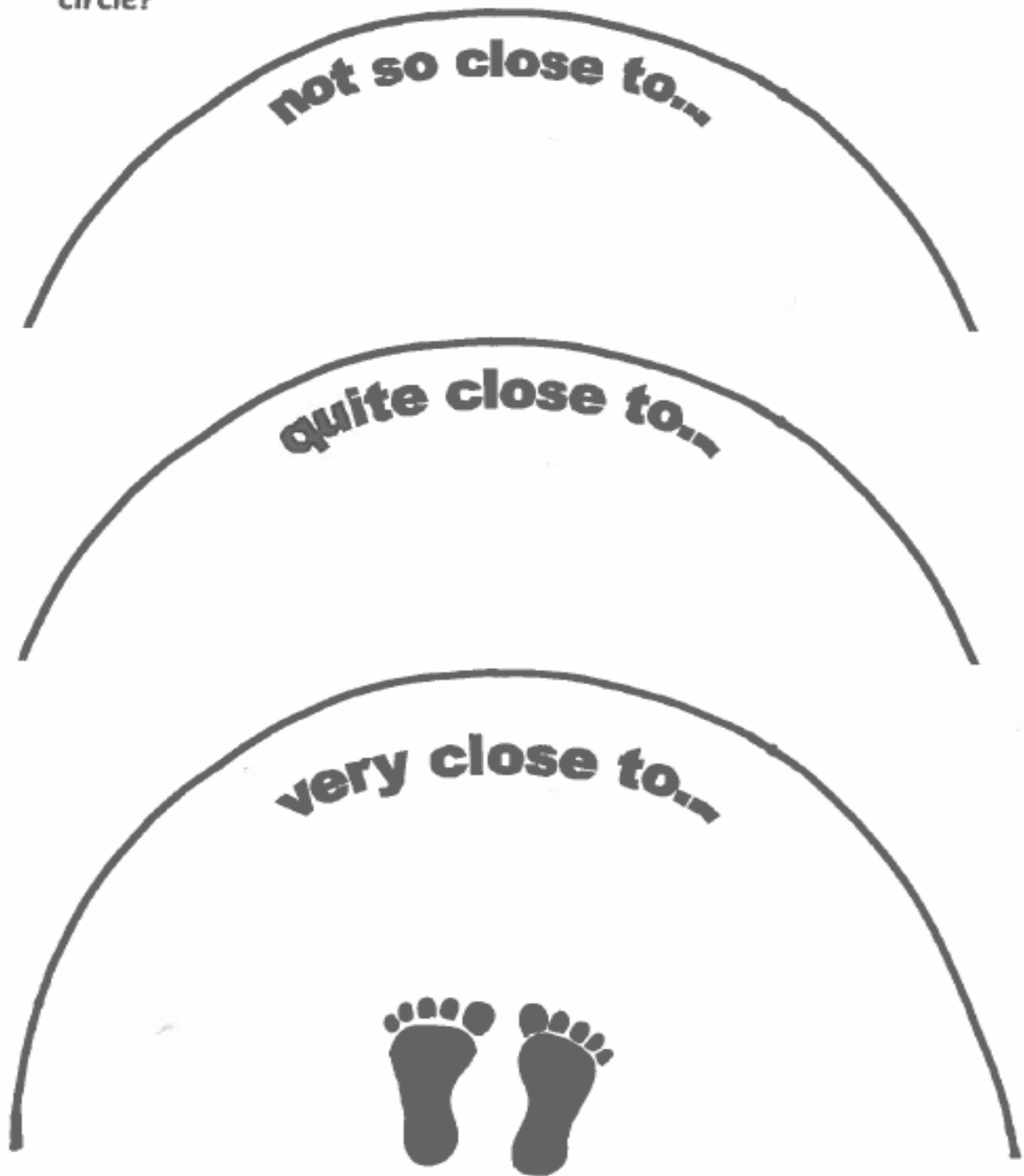
When my teacher asks a question, it is polite to raise my hand and wait quietly for her to call my name. If she calls my name, then I can answer her.



Sometimes the teacher may choose to call someone else to answer her. This is ok. My friends can get a turn. Next time it will be my turn to answer.

Keeping boundaries

Who can I get close to? Can I think of a few people in each circle?



Conversation starters



What's your favorite TV show? Why?



What's your favorite thing about being _____ (age)?



What did you do at recess today?

May						
			1	2	3	
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

What did you do last weekend?

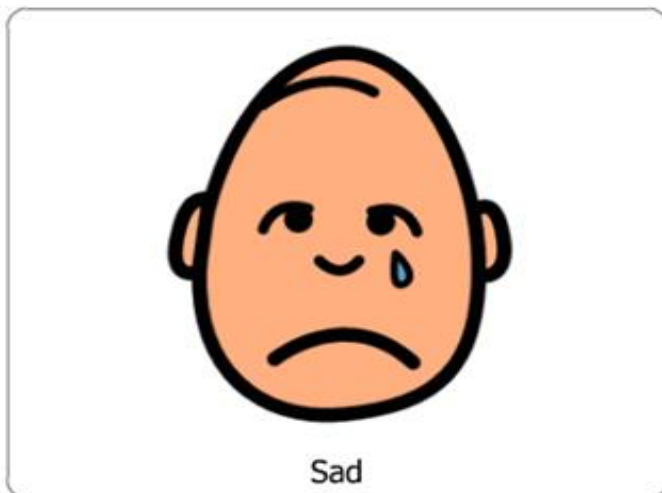
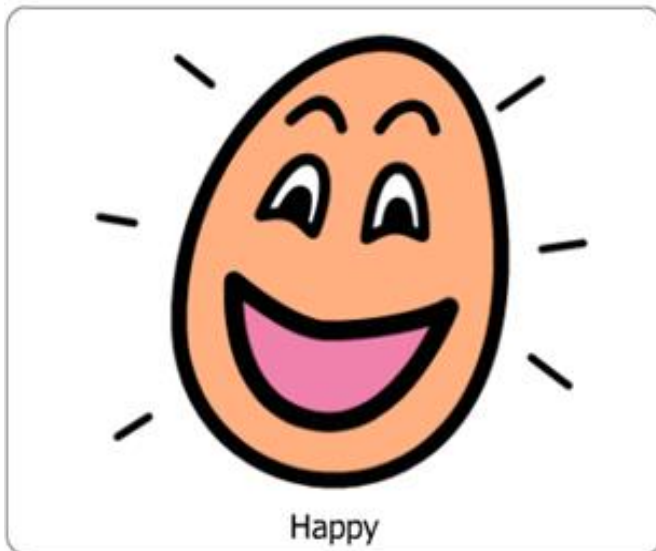


If you could make dinner for your family tonight, what would you make?



If you could invent anything, what would it be?

Emotional literacy



Hands-on Activities

Language Arts Adapted Books



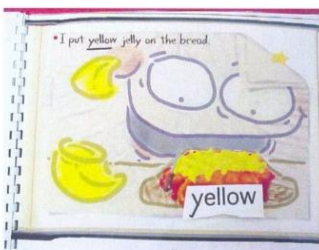
Adapted counting book



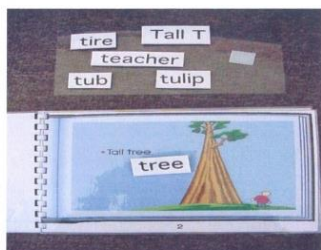
Adapted picture book



Adapted pictured word book



Adapted word book



Adapted word book



Adapted pictured word book

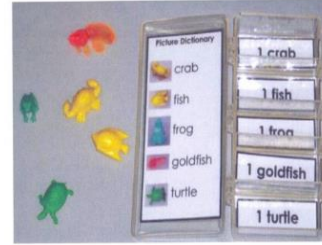
Language Arts - Vocabulary



Match body parts with words



Clip clothing items to written words-pictures



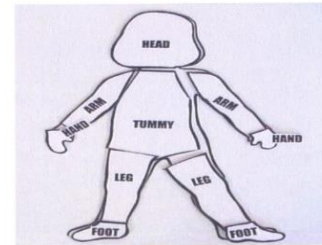
Match objects to words using picture dictionary



Clip color words to matching sailboats



Clip clothing item to written words



Body parts puzzle

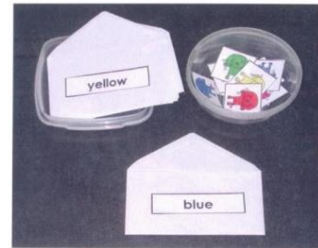
Language Arts - Color Words



Color word dictionary



Colored word sort



Colored word package



Color words written with color cues



Colored word assembly



Colored word attribute

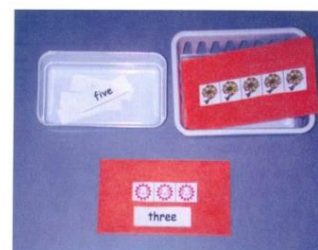
Language Arts - Number Words



Number dictionary



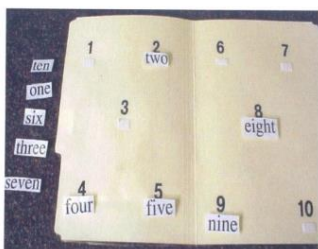
Match numbers with written words



Match written numbers with sets



Match numerals to words

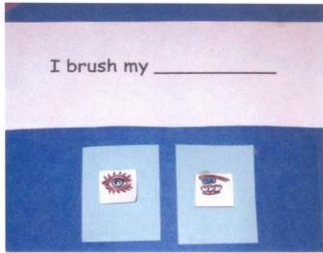


Match words to numerals

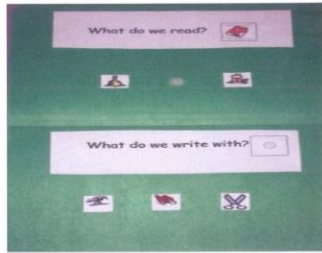


Number word package

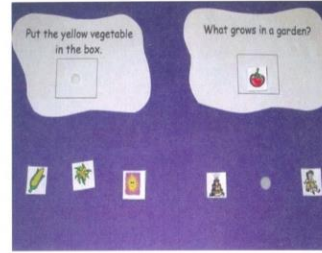
Language Arts - Function and Concepts



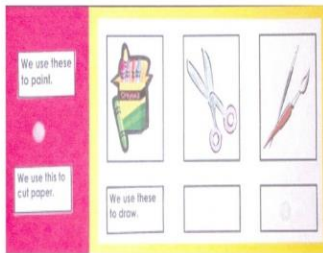
Fill in sentence with picture



Answer questions with Velcro™ answers



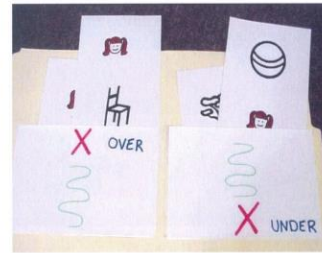
Answer question with picture



Match functions with pictures



Match pictures with emotions



Match pictures with prepositions

Math - Matching Sets to Numerals



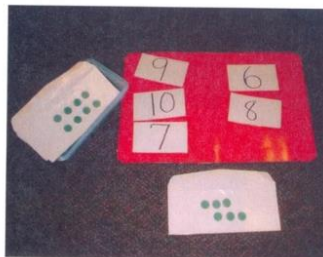
Place clothespins corresponding to numbers



Match magnetic numbers with sets



Package objects with counting jig



Match sets by number pockets



Match sets by number pockets

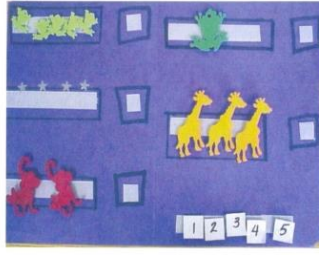


Match sets by numerals on baggies

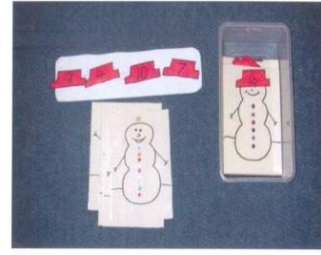
Math - Matching Numerals to Sets



Matching numerals to sets of objects



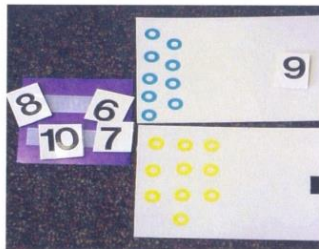
Velcro™ answers beside sets of animals



Count buttons and match corresponding hat



Adapted counting book

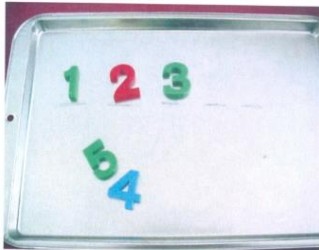


Velcro™ answer to set

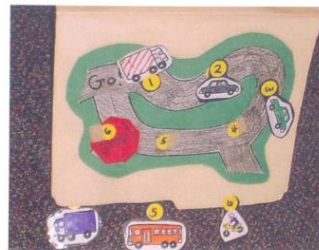


Inventory fruit in bag and write amount

Math - Sequencing Numbers



Sequencing magnetic numbers



Sequencing numbered vehicles



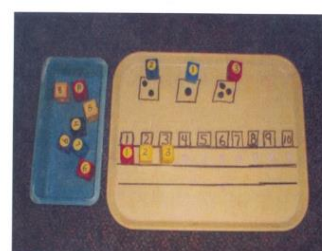
Sequencing UNO® cards



Sequencing numbered umbrellas with paperclips

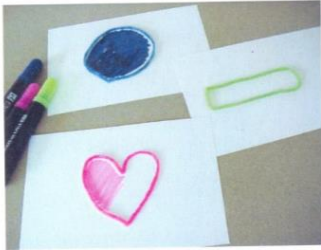


Sequencing numbered snap blocks



Sequencing numbered blocks to a match

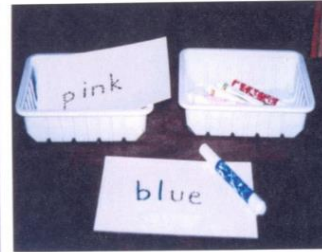
Fine Motor - Writing



Color within boundary



Trace highlighted word



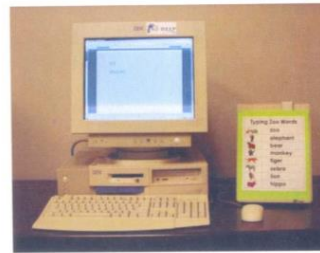
Trace color-dotted words



Lift for wrist support







Copy words from dictionary



Type from list


Eckenrode, L., and Hearsey, K. (2003). Tasks Galore.

Voice Meter


5		<p>Screaming Emergency Voice Someone is hurt or you are in danger</p>
4		<p>Outside Voice Recess voice, Cheering at a game, or calling the dogs outside</p>
3		<p>Classroom Voice Talking voice</p>
2		<p>Whisper Soft voice / Library voice</p>
1		<p>No Talking It's time to listen</p>

VOICE METER


Loud Voice




Inside Voice





Quiet Voice



No Talking

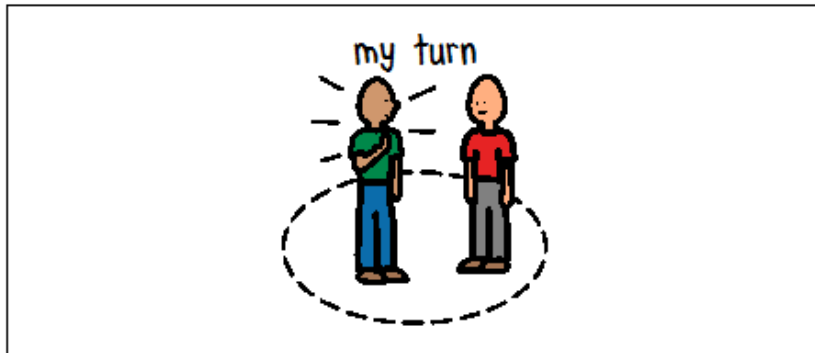
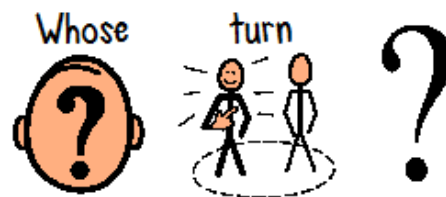




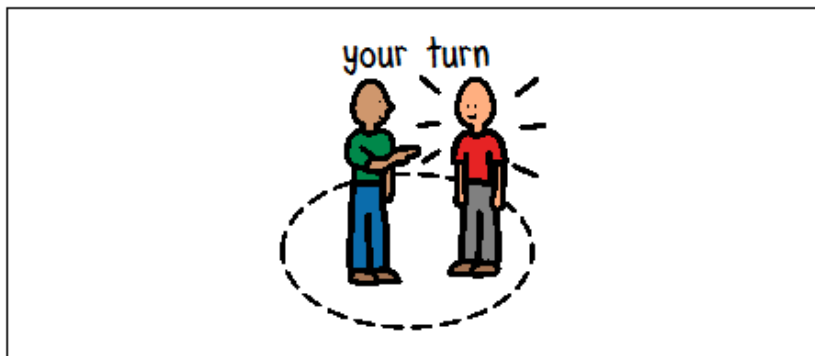








Adapted from Boardmaker online

Turn taking



[HTTP://SPEECHTIMEFUN.BLOGSPOT.COM/](http://SPEECHTIMEFUN.BLOGSPOT.COM/)



 <p>my turn</p>	 <p>your turn</p>
 <p>my turn</p>	 <p>your turn</p>
 <p>my turn</p>	 <p>your turn</p>

Waiting Time



Asking for Help



Sensory Sensitivities

Many persons with ASD have unusual responses to sensory input. These responses are due to difficulties in processing and integrating sensory information. Vision, Hearing, Touch, Smell, Taste, Vestibular (sense of movement), and Proprioception (the sense of position) can all be affected. This means that while information can be sensed normally, it may be perceived much differently.

Sensory sensitivities can be divided into two main areas:

- *Hypersensitivity* – too much sensory stimulation may be overwhelming to students with hypersensitivity issues
- *Hyposensitivity* – too little sensory stimulation occurs, thus the student seeks more sensory issues

Strategies in the Classroom

When there are sensory processing difficulties, it is best to consult an Occupational Therapist, who may devise a sensory diet to help regulate the student.

Below are some useful strategies, (adapted from: <http://www.autism.org.uk/sensory>)

Vision

Under-sensitive

Ways you might help include the use of visual supports or coloured lenses, although there is only very limited research evidence for such lenses.

Over-sensitive

You could make changes to the environment, such as reducing fluorescent lighting, providing sunglasses, using blackout curtains, creating a workstation in the classroom e.g. a space or desk with high walls or dividers on both sides to block out visual distractions, using blackout curtains.

Sound

Under-sensitive

You could help by using visual supports to back up verbal information and ensuring that other people are aware of the under-sensitivity so that they can communicate effectively. You could ensure that the experiences they enjoy are included in their daily timetable, to ensure this sensory need is met.

Over-sensitive

You could help by:

- shutting doors and windows to reduce external sounds
- preparing the person before going to noisy or crowded places
- providing ear plugs and music to listen to
- creating a screened workstation in the classroom or office, positioning the person away from doors and windows.

Smell

Under-sensitive

You could help by creating a routine around regular washing and using strong-smelling products to distract people from inappropriate strong-smelling stimuli (like faeces).

Over-sensitive

You could help by using unscented detergents or shampoos, avoiding wearing perfume, and making the environment as fragrance-free as possible.

Taste

Some persons on the autism spectrum may limit themselves to bland foods or crave very strong-tasting food. As long as someone has some dietary variety, this isn't necessarily a problem.

Touch

Under-sensitive

You could help by:

- for smearing - offering alternatives to handle with similar textures, such as jelly, or cornflour and water
- for chewing - offering latex-free tubes, straws or hard sweets (chill in the fridge).

Over-sensitive

You could help by:

- warning the student if you are about to touch them - always approach them from the front
- remembering that a hug may be painful rather than comforting

- changing the texture of food (e.g. purée it)
- slowly introducing different textures around the student's mouth, such as a flannel, a toothbrush and some different foods
- gradually introducing different textures to touch, e.g. have a box of materials available
- allowing a student to complete activities themselves (e.g. hair brushing and washing) so that they can do what is comfortable for them
- turning clothes inside out so there is no seam, removing any tags or labels
- allowing the student to wear clothes they're comfortable in.

Balance (vestibular)

Under-sensitive

You could encourage activities that help to develop the vestibular system. This could include using rocking horses, swings, roundabouts, seesaws, catching a ball or practising walking smoothly up steps or curbs.

Over-sensitive

You could help by breaking down activities into small, more easily manageable steps and using visual cues such as a finish line.

Body awareness (proprioception)

Under-sensitive

You could help by:

- positioning furniture around the edge of a room to make navigation easier
- using weighted blankets to provide deep pressure
- putting coloured tape on the floor to indicate boundaries
- using the 'arm's-length rule' to judge personal space - this means standing an arm's length away from other people.

Over-sensitive

You could help by offering 'fine motor' activities like lacing boards.



Sensory & Movement Activities

In the Classroom

Heavy Work Activities

- Erase or wash chalkboard
- Wash desks or tabletops
- Carry a box of books
- Push or stack chairs
- Rearrange bookshelves
- Open doors for others
- Staple paper onto bulletin board
- Sharpen pencils with manual sharpener
- Wear heavy backpack
- Move trash can to another location
- Carry basket of items
- Make deliveries to the office
- Squeeze stress balls or fidget toys
- Cut heavy paper or cardboard with scissors



Take movement or stretch breaks throughout the day

Movement Activities

- Sit in a rocking chair when reading or during floor time
- Sit on an inflated air cushion placed on a chair or floor
- Hand out papers and materials for the teacher
- Push your feet into theraband placed around chair legs
- Do head, neck and shoulder rolls while sitting
- Take a stretch break after sitting for a long time
- Breathe deeply— in through your nose/out through your mouth

Ask your school's OT for equipment to try such as a weighted vest or ball chair

Weight Bearing Activities

- ☺ Chair push ups
- ☺ Push on desktop or table top
- ☺ Wall push ups
- ☺ Wheelbarrow walk
- ☺ Crab walk
- ☺ Spider walk
- ☺ Wall slides
- ☺ Crush paper into a tight ball
- ☺ Bounce on a therapy ball
- ☺ Jump on a mini-trampoline

Keep your mouth working hard with these mouth tools:

- ☺ Chew straws or coffee stirrers
- ☺ Chew on gum or, if allowed
- ☺ Chew on fish tank tubing
- ☺ Chew on licorice or twizzlers
- ☺ Sip water through a sports bottle
- ☺ Suck on hard candy or lollipops
- ☺ Suck applesauce through a straw
- ☺ Eat crunchy foods— Dutch pretzels or carrots
- ☺ Mints make us more alert!

Source: http://therapiststreetforkids.com/files/School_sensory_handout.pdf

Self-Help Skills

Self-help skills are skills for independence. It makes it possible for the student to meet needs independently, for instance, pouring out water from a bottle. These skills are usually attained by most typically developing children through observation of parents and siblings, and trial and error. Students on the autism spectrum may not acquire these skills in the same way. Some will need individualised, direct instruction.

Students on the autism spectrum typically have trouble communicating with others and following instructions. They often need short, explicit instructions in order to understand what they're supposed to do. Visual supports are supportive in teaching self-help skills. Ideally these skills are inserted in the child's daily routine, at school and at home.

The link http://www.brighttots.com/Autism/Self_help_skills provides the following tips.

Toileting - When teaching toileting to a child on the autism spectrum parents should insist the child use the bathroom every 30 minutes to a 1 hour and set a timer. Use a kitchen timer to go off every hour to begin with. When the timer goes off again, tell him/her: "Time to go to the bathroom" and follow a bathroom schedule. Increase the amount of time between setting the timer as the child remains dry for longer periods of time. Provide the child with a lot of liquids (water, juice, etc.) to promote the urge to go to the bathroom. Repetitive behaviours and routine are what children on the autism spectrum understand so parents must be persistent when adding toileting to their daily activities. Once the child has established a schedule of using the toilet repetitively the idea of using the potty will be achieved. Do not give liquids before bedtime.

Eating - Children on the autism spectrum need to be exposed to foods multiple times before they eat it and sometimes parents fall into the habit of not placing a previously rejected food item on the child's plate. It is important to continue to offer the rejected foods. Children on the autism spectrum cannot learn about food if it is not provided. Research shows that people form their eating habits early in life. Just because a child is growing normally does not necessarily mean their diets are providing adequate amounts of many vitamins and minerals. For example, fruits and vegetables are often high in vitamins A and C, but low in iron, whereas meat and some fortified grains are high in iron. When children avoid whole food groups, they risk becoming deficient in several vitamins and minerals. A supplement can correct the deficiency, but some of the many health benefits seen from getting adequate nutrients in foods are not seen when taking supplements.

Feeding - Encourage the child on the autism spectrum to feed himself/herself by helping with your hand over his/her hand as you scoop. Start easing your grip until the child is scooping all by himself/herself. Let the child practice feeding him / herself. Begin with the spoon and things that will not slide off (pudding, pureed fruits, and mashed potatoes). Try to do it without spilling. Move on to things that might spill more easily such as pieces of fruit.

Drinking - Practice drinking from a straw and sip-cup. Bottles do not help with language development, so move to cups, as soon as the child can drink from them. Put small amounts of liquid in the cup to start. Use a small cup. Move to a cup with no lid, when you feel the child is ready. Get him/her to hold the cup with two hands.

Brushing Teeth – Many children on the autism spectrum hate brushing their teeth. Perhaps oral sensitivities may be the reason. First parents must make this part of their everyday routine. If the child refuses to brush alone parents must brush for the child. Make brushing fun with flavoured toothpaste or make up a brushing teeth song.

Dressing – Children on the autism spectrum insist on wearing the same outfit everyday like a uniform. Many children on the autism spectrum protest when having to dress in the morning for school or family outings. When purchasing clothes buy items that will interest the child and call their attention. Let the child help in getting dressed. If he/she cannot put on the shirt the right way, line up the tag and place the shirt part way over his/her head. Let him/her pull it down. Help the child finish by putting his/her arm in the armhole. Let him/her push /his/her arm all the way through by him/her. Teach the child that the label for pants and shirts goes in the back. Let him/her practice by putting the clothes out for dolls or stuffed animals. Put the label side on the floor. Lay the doll or stuffed animal with its back on the floor. Slide the clothes on.

Zippers- Teaching children on the autism spectrum how to be independent is vital to their well- being. While it is tempting to help someone who is struggling to close a zipper, it is a much greater to calmly teach the child how to do it themselves. Take a jacket, put it on the table repeatedly, and calmly show the child the two edges of strips of fabric tape and together slip one of the two pieces into the other to be joined. Pull the slider, up, move along the rows of teeth making a Y shape.

Buttons – Take a pair of pants or button-down shirt and teach children on the autism spectrum by slipping the button through a fabric or thread loop, or by sliding the button through a buttonhole. Let the child practice putting buttons through holes. Choose some clothing that has big buttons and big button holes. First, take buttons that are loose and slide them. Repetition is vital when learning a new skill.

Washing - If a child on the autism spectrum is having trouble using soap and washing him / herself, let them practice by washing their arms or a doll. Allow the child to put soap on their arm or the doll. Run the water and say, “Make sure you wipe off all of the soap!” Dry the child’s hands when finished. Practice drying off hands and arms. Feel to see if it is wet or dry.

Tying Shoes – Use the two-loop method. Start with the usual "first knot," cross the

laces, tuck the top lace under and pull. Most children can do this without much difficulty. Then, have them do another knot again - again cross the laces, tuck the top lace under and pull again, but this time don't pull too tight. Leave about enough room to stick a finger through. Then into this finger space, take the tip of the shoelace (the very end) and put it in the hole. Push the tip through to form a "bunny ear". Next, take the other tip and put it through the hole to form the second "bunny ear". The bunny ears do not need to be held or stabilised while the child is doing this. Then pinch each bunny ear closed and pull.

Visual Strips

wash hands

turn on

soap

wash hands

turn off

dry hands

go to bathroom

get toilet paper

wipe

flush

wash hands

dry hands

<p>close door</p>	<p>pull down trousers</p>	<p>pee in toilet</p>	<p>pull up trousers</p>
<p>open door</p>	<p>wash hands</p>		

Let's get dressed



underwear



shorts



T-shirt



socks



shoes



wet toothbrush



toothpaste on brush



brush teeth







spit in sink



rinse toothbrush



Visual schedule

I SIT AT TABLE		
I TAKE OUT LUNCH	<p>lunch</p> 	
I EAT LUNCH	<p>eat</p> 	
I PUT AWAY LUNCH IN SCHOOL BAG	<p>schoolbag</p> 	

Transitions

Students on the autism spectrum feel secure when things are constant. Changes provide 'fear of the unknown.' Preparation for transition minimises the anxiety and will help the student cope with the daily activities within the school. The need for routine and familiarity leads to anxiety when interruptions occur. Many students on the autism spectrum have rigid thought processes, and high levels of anxiety are linked to unpredictability. They respond best to a consistent approach, and this is likely to be interrupted during a transition period, which can include working with new staff teams. Students on the autism spectrum often have an intense focus once engaged with a task, and it can be difficult for them to disengage from one task and re-engage in a new activity, particularly if the previous task was not finished. The sensory processing differences that many students on the autism spectrum experience can also contribute to the difficulties associated with transition periods as the student may quickly become overwhelmed with sensory stimulus in a new environment. They may have adjusted to the sensory environment in one setting, and the unfamiliarity of new stimulus could well be distressing in the initial stages of a transition (A. Stobart, 2015).

Practical Strategies to Support Transitions from one school to another

- Personal Profile - written by student (with LSE/ parent/ teacher support), includes all the information new staff should know about the pupil
- A school map: colour code subjects and classrooms, highlighted important areas
- New expectations - break/ lunch times, transition between classes
- Key people – trusted person, form teacher, HoD (Inclusion), LSE, who/ how to ask for help
- Quiet area/home base – e.g. library, resource room, allocated calming down area
- The timetable - formatted for the individual's understanding including colour coding
- Systems for organisation - diary, checklists for materials and books
- Homework - expectations and explanations
- Student Checklist - getting ready for secondary school
- Prompt cards – designed to address the student's specific anxieties about a particular change or transition.
- List of mid-day break/club/activities
- Organise school bag to include colour coded folders according to subject (matching colours in timetable)

Communication Passport

EXAMPLE PASSPORT FORMAT

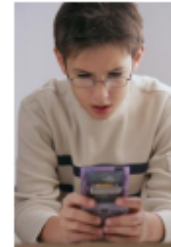
My name is: James Jones

I am in Year 7. My tutor is Mrs. Brown

I have Aspergers Syndrome

Things I want you to know about me:

Here I am



I Like

Computers

Maths

Reading

My guinea pig



I don't like

Changing for PE

Being touched

Crowded places

Loud noises



Things I find difficult:

Changes to routines

working in groups

Getting started with writing

Listening for a long time

Asking for help

Things that help me:

- ❖ Try and let me know when things are going to be different
- ❖ Word in a small group with people I know and who know me
- ❖ Check that I know what I have to do and go through it with me
- ❖ Explain exactly what I have to do. Write it down. Write these steps down. Show me what to do.
- ❖ Make sure I have written down and understood the homework

Sometimes I get 'stressed' and may start banging things. I am allowed to show my pass card and then go to LS to 'chill out'.

My special friends are Luke Smith and David Brown. I like to go with them when the bell goes.

Colour-Coded Time-Tables

	9:00	10:00	11:00	12:00	1:00	2:00	3:00	4:00
Monday	literacy	IT	maths	lunch	art	music	home	club
Tuesday	maths	PE	literacy	lunch	story	drama	home	club
Wednesday	literacy	maths	IT	lunch	art	PE	home	club
Thursday	IT	literacy	maths	lunch	cookery	cookery	home	club
Friday	literacy	maths	PE	lunch	IT	music	home	club

Preparing for a transition

GETTING READY FOR SECONDARY SCHOOL



- You will be thinking about your new school
- You may be worried
- Please answer the questions by circling the number that best shows how you feel.
- 1 means you are not worried at all. 4 means you are very, very worried
-will help you fill out this form

Getting lost	1	2	3	4
Being bullied	1	2	3	4
Making Friends	1	2	3	4
Getting detentions or consequences	1	2	3	4
Having lots of different teachers	1	2	3	4
Finding class work too difficult	1	2	3	4
Homework	1	2	3	4
Doing PE	1	2	3	4
Changing and showering	1	2	3	4
Being late for school	1	2	3	4
Being late for lessons	1	2	3	4
Having your money stolen	1	2	3	4
Having other property stolen	1	2	3	4
Break time / Lunchtime	1	2	3	4
Doing tests and exams	1	2	3	4
Forgetting books or equipment	1	2	3	4
Getting ill	1	2	3	4

This questionnaire will help us to support you better when you arrive at our secondary school.

Organisational Skills

Children and teens with mild ASD often have difficulty with intellectual processes related to thinking, reasoning, understanding ideas, and deficits in cognitive function. Difficulties may be experienced in the following areas:

- predicting the consequences of an action
- processing information
- understanding the concept of time
- executive functioning (difficulty with making plans, finishing on time, multitasking, applying previously learned information to solve problems, analyse ideas, and look for help or more information when it is needed)

These can affect the student's ability to organise, prioritise and sequence (e.g. if they struggle to understand the concept of time, they will have difficulty planning what to do over the course of a week).

Source: <http://www.myaspergerschild.com/2012/04/organizations-skills-for-children-with.html>

Strategies for Organisational Skills

- Colour coding for tasks. A bulletin board may be set up, for instance with red to mean urgent, green pending, etc.
- Priority lists and To-do lists
- Plan the day e.g. come up with three activities and give the student a choice on which to work on first.
- Praise progress and teach student to self-monitor
- Set clear expectations
- Social stories and comic strip conversations can be used to illustrate the consequences of an action and help students understand why it is important to be organised.
- Task boxes, envelopes and files may be used to store work appropriately
- Sequence cards, games, timer, clocks, etc. may be used to work on the concept of time and sequences.
- Calendars may be used to work on days of the week, yesterday – today – tomorrow, last week – this week – next week.
- Digital devices: Computer calendars can have important dates stored on them, or reminders about when to complete a certain chore; Mobile phones can be used to store important information, or to act as a reminder; Text messages may be used to send instructions.

Strategies for organisational skills



To do lists

Priority lists



Colour coding

Planning the day



Labelling

Peer Preparation

One of the best ways of supporting a child on the autism spectrum is through the education of the peer group. A peer preparation programme should be carried out during the first term of the scholastic year. A session should ideally focus on the following objectives:

- Students explore the similarities and differences of various children
- Students will gain an understanding of the responses that some individuals on the autism spectrum demonstrate and what they can do to help
- Students will have the opportunity to discuss some concerns they may have regarding their classmate.

A peer preparation programme should focus on the following issues:

- Provide an understanding of what is autism
- Focus on the attitudes and feelings of the classmates regarding the student on the autism spectrum
- Equip peers with skills on how to support the child on the autism spectrum

A peer preparation programme should ideally incorporate experiential activities to support the peers' understanding of autism.

Examples of Activities (National Autistic Society)

Memorise a sequence

This is a game that some people with autism who have a fascination with order and sequences would find very enjoyable and would be very good at.

Ask the class to form a circle and choose one person to start the game by saying, 'Today I went to the shop and brought myself a....,' thinking of an item and adding it to the end of a sentence. The next person in the circle then has to say the sentence with the item the last person said along with their own choice of item. This continues around the circle until someone makes a mistake. That person is then asked to sit down, and the game continues around and around the circle until the last person is left. You can adapt the sentence to suit the class's interest.

- You can introduce an off-putting noise such as a drum, vacuum cleaner or a radio. This will make it harder for people to concentrate, giving a clearer understanding of why people with autism find distractions hard to cope with.
- Ask the pupils how this game made them feel. Did any of them feel frustrated when the loud noise started?

Understanding 'personal space' activity

Make two pupils face each other at a space of about five metres apart. Ask one to walk towards the other, then stop when it's comfortable. Ask them why they feel it's comfortable.

Then tell them to take one more step, then another, until they are practically touching. Then join them.

Ask the class where this level of closeness is acceptable – eg on the bus, in a football crowd, on the tube, etc.

Ask them where it is not acceptable, eg at the beach.

Ask where this understanding is written.

Highlight that most of us do things by instinct, but people with autism have to learn these social rules which vary, depending on who is involved, where and when.

Behaviour Management

What is Challenging Behaviour?

Emerson (1995), cited in Emerson, E (2001), define challenging behaviour as "...behaviour(s) of such an intensity, frequency or duration that the physical safety of the person or others is likely to be placed in serious jeopardy, or behaviour which is likely to seriously limit use of, or result in the person being denied access to, ordinary community facilities."

Examples of challenging behaviour experienced in schools include:

- physical behaviour towards self, others, or the environment, *e.g.* biting, hitting, kicking, and throwing objects.
- verbal behaviour, such as swearing and screaming
- oppositional behaviour (non-compliant behaviour)
- withdrawal
- PICA – eating non-edible material, such as glue, sand, *etc.*

Functions of Behaviour

There are 4 functions of behaviour:

1. **Sensory:** self-stimulating behaviours that provide preferred sensory experiences that are pleasing in some way.
2. **Escape:** behaviour occurs to avoid undesired activities or interaction.
3. **Attention:** behaviour occurs to gain access to other persons or interaction.
4. **Tangible:** some behaviours occur to obtain a tangible item or obtain access to a desired activity.

Tantrum vs Meltdown

Behaviour manifestations of a tantrum or a meltdown are similar, however causes, and therefore type of interventions, are different.

Tantrums are driven by a want or a goal, they usually occur in a social situation, and behaviour ceases once they get desired outcome. Meltdowns, on the other hand, are driven by a reaction to sensory overload or to feeling overwhelmed. They do not care whether they get attention or not and behaviour will continue even without an audience. For behaviour to cease, they need to calm down and regain control.

In both cases, behavioural manifestations include screaming, kicking, shouting, stomping, swearing, biting, hitting, and scratching.

Functional Behaviour Assessment

"People do not engage in self-injury [or] aggression...solely because they have...developmental disabilities. There is logic to their behaviour, and functional assessment is an attempt to understand that logic"

O'Neill, Horner, Albin, Sprague, Storey, and Newton (1997, p. 8)

What is a Functional Behaviour Assessment?

A Functional Behaviour Assessment (FBA) is a broad term used to describe various methods that allow the identification of the reason why a specific behaviour is occurring (Cooper, Heron, & Heward, 2007). The aim is to identify the function of a challenging behaviour, so an appropriate intervention can be set up to decrease this behaviour and/or increase more adaptive behaviours.

(Source: www.educateautism.com)

ABC Model

When charting behaviour, using the ABC model, one should note the following:

- **Antecedent**- the time of day, setting, and people involved
- **Behaviour**- what happens (describe specifically, e.g. hitting a peer, rather than "aggression")
- **Consequence** – how people react, what happens afterward

When analysing data collected, one should look for patterns of behaviour (certain time of day, settings, or with certain people).

Tool 3: STAR charts

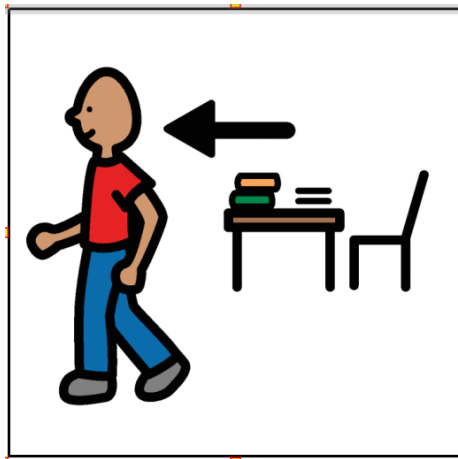
STAR Approach			
Name:		Date:	Time:
Settings: <i>Where? Lesson? People?</i>	Triggers: <i>What happened just before incident?/ What seemed to start it?</i>	Actions: <i>What did the child do? Behaviour?</i>	Result: <i>What happened next? Staff action? How did incident end? Consequence?</i>

ABC (Antecedent, Behavior, Consequence) Chart Form

Date/Time when the behavior occurred	Activity What activity was going on when the behavior occurred	Antecedent What happened right before the behavior that <u>may</u> have triggered the behavior	Behavior What the behavior looked like	Consequence What happened after the behavior, or as a result of the behavior

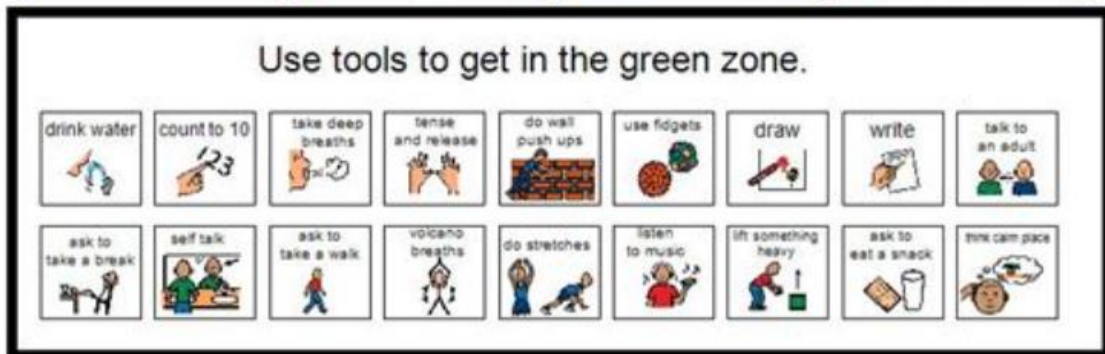


Break Card



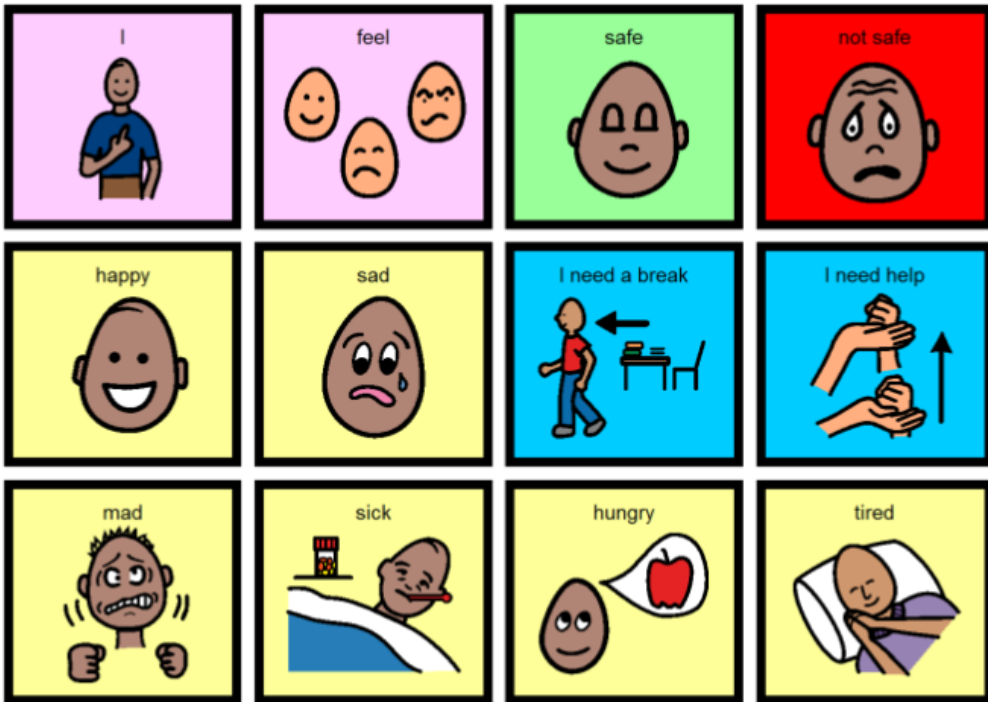
Zones of regulation

What zone am I in?

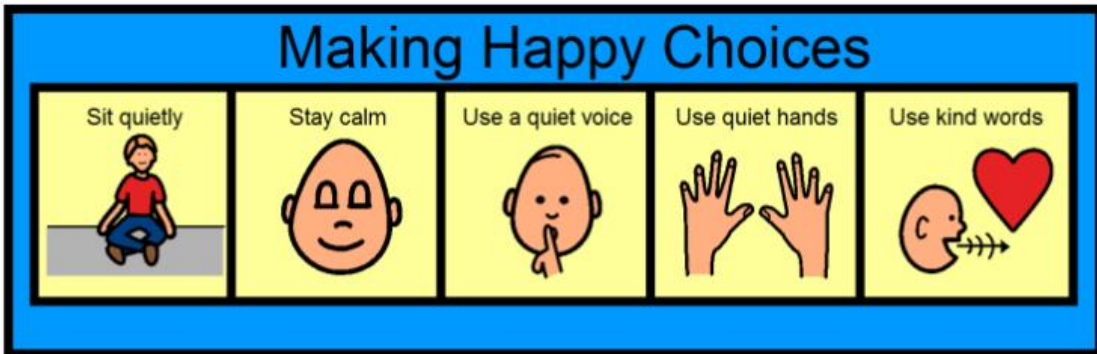


Source: <https://www.figur8.net/2016/06/12/self-regulation-and-the-zones-of-regulation/>

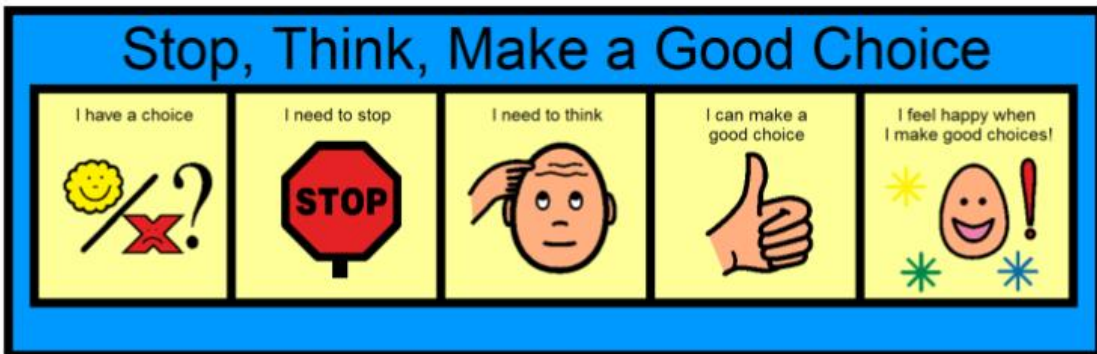
How I Feel



Making choices



www.livespeaklove.com



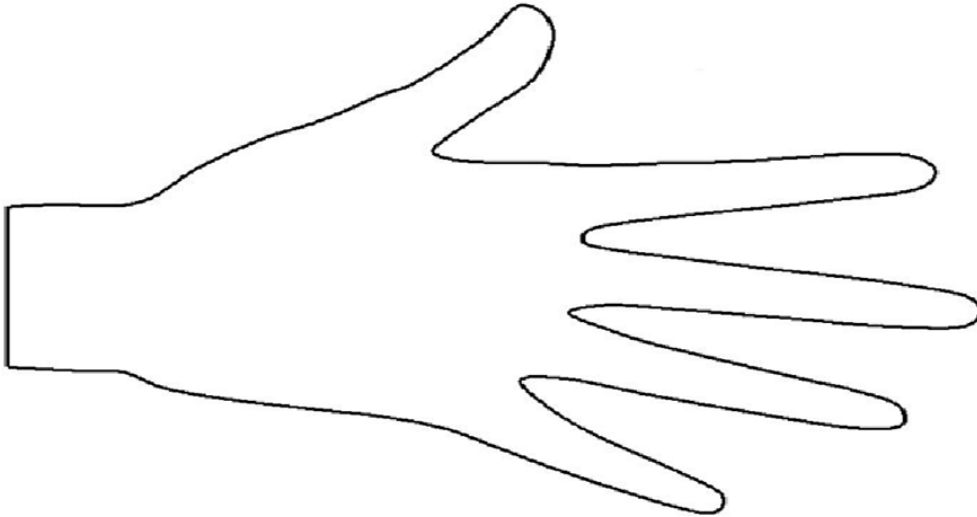
People who can help

My Helping Hand Buddies

List on each finger the name of a person that you would trust to help you if you were feeling anxious or upset.

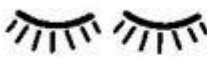





Revise your helping hand on a regular basis.

(Hint: Be sure to ask that person if they mind being on your helping hand!)

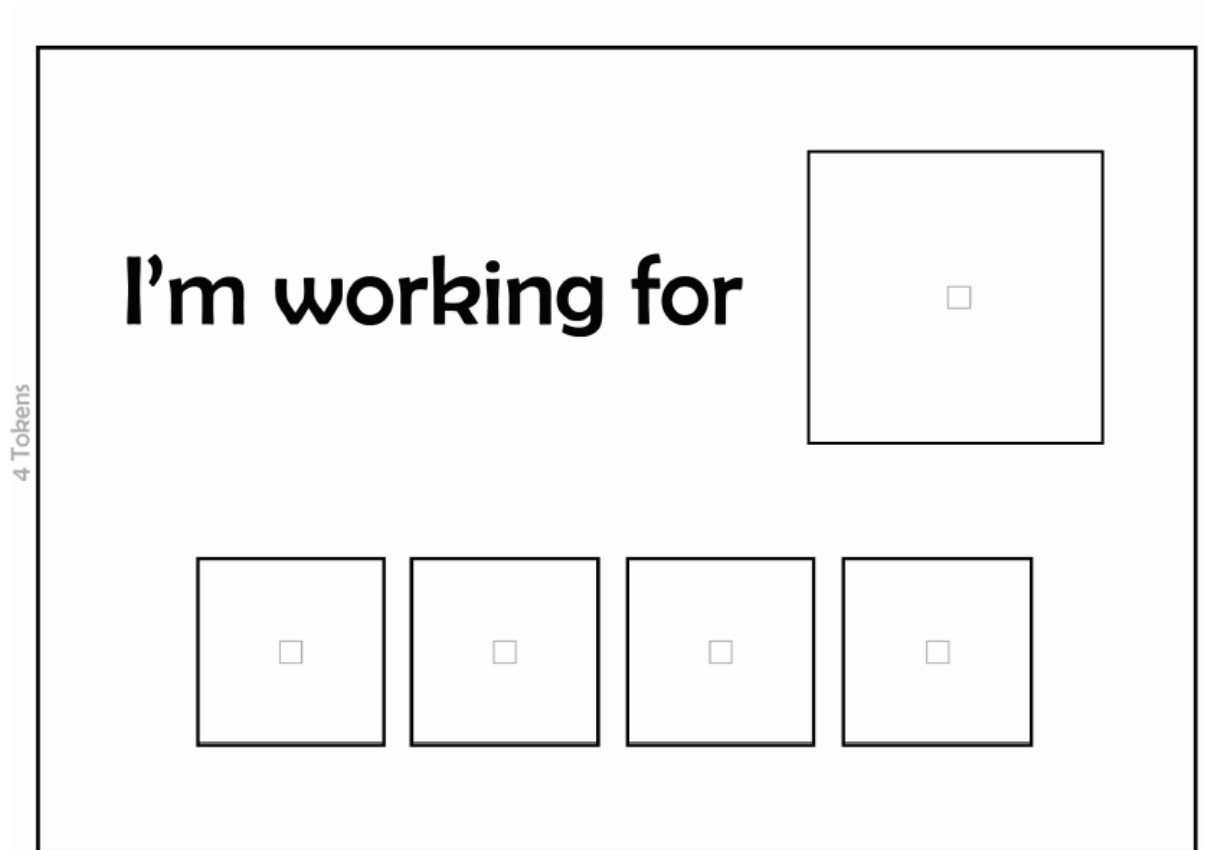


Calming down strategies


Calm Down Corner

1 Close your eyes 	2 Take 3 deep breaths 
3 Count to 10 	4 Nice quiet hands 
5 Nice quiet feet 	6 Talk it out with an adult 

Token Economy System



Social stories

 **It's Okay Not to Win**
by: Sasha Hallagan

ure Communication
Symbols
0 by Mayer-Johnson
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Reserved Worldwide.
Used with
ision. Boardmaker™
is a trademark of
Mayer-Johnson LLC.



I like to play games with my friends.



Sometimes I am the winner. I feel happy.



Sometimes I am not the winner. It is my friend's turn to win.



I might feel sad or frustrated. That's okay. I can say, "I'm bummed I did not win" or "Maybe next time I will win."



I don't cry, whine, or hit my friends. I say to my friend, "Nice job on winning."



School



Rules



Listen to



adults



Good



sitting



Good



waiting



Good



taking turns



Be kind to other children and adults



If you



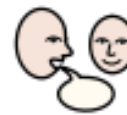
feel



worried



or upset,



tell



an adult

Anger Rules

It is o.k. to be angry but...



*Don't hurt others



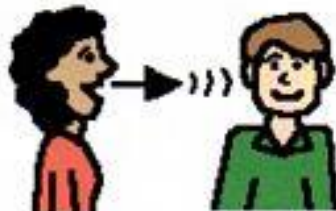
*Don't hurt yourself



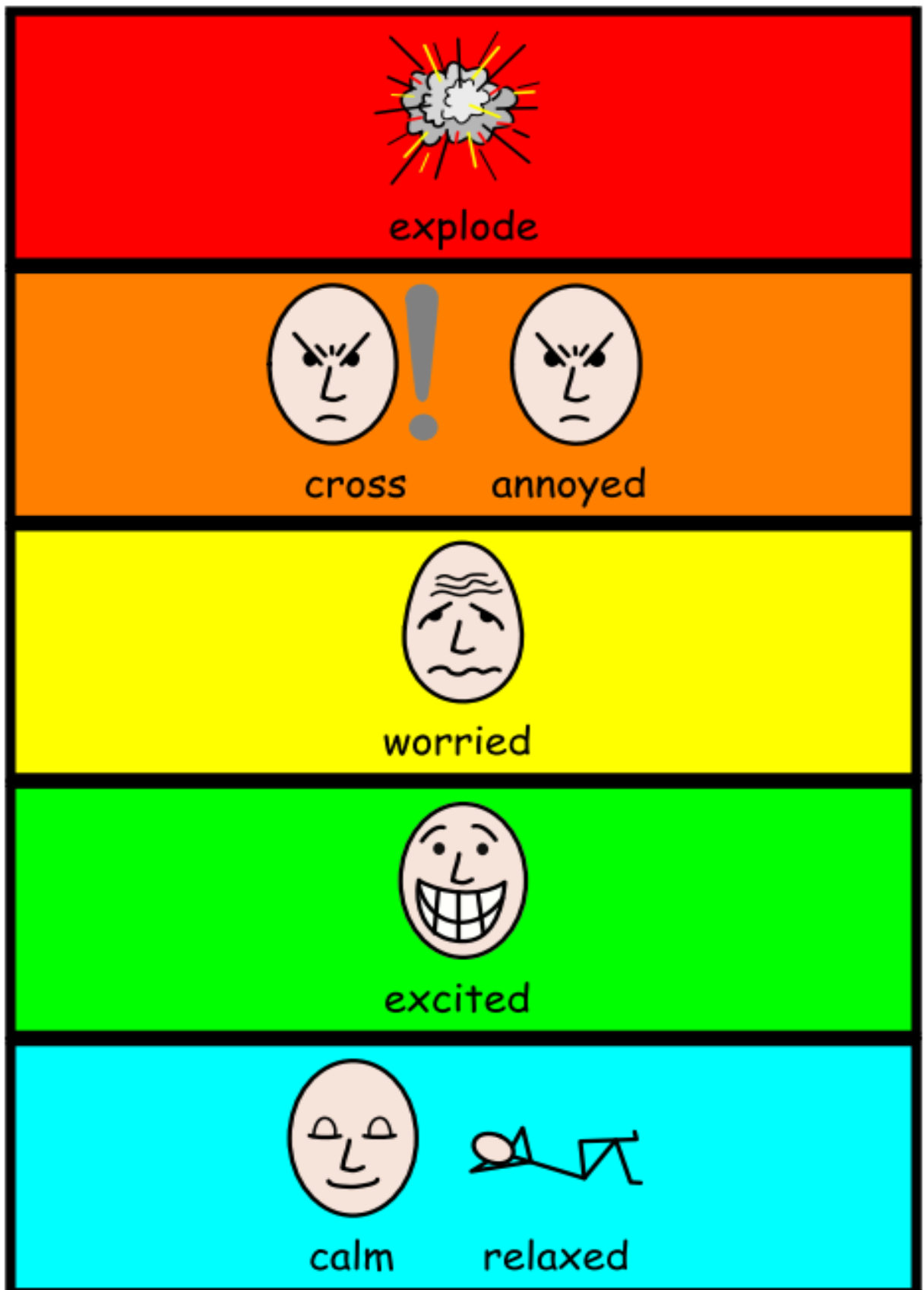
*Don't hurt property








Talk about how you feel...

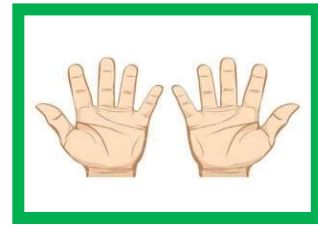


Emotions thermometer



5		<p>Screaming Throwing things Crying</p>
4		<p>Yelling screaming</p>
3		<p>Loud voice Angry face</p>
2		<p>Uh-oh! Something is wrong</p>
1		<p>I feel good</p>

Nice things to do with my hands



My friends do not like it when I poke them, touch them or touch things that are not mine.



Instead I can



Everyone will be happy with me when I use my hands nicely.

Teaching Emotional Understanding

Students on the autism spectrum often have trouble recognising emotions in themselves and in other people. They have difficulty decoding complex emotions such as embarrassment and pride. They may also have difficulty explaining the causes of emotions. This affects their socio-emotional development. It often results in a narrower range of complex emotions than those understood by typically developing children.

Students on the autism spectrum also tend to focus on specific details, rather than the social meaning of a particular situation, *e.g.* focusing on physical descriptions rather than the content of interaction. This reflects a poorer understanding of the social component than is expressed by most typically developing children. Learning to understand emotions in social situations is a key development that affects a child's mental and language development, health, and school readiness. This emotional understanding influences emotional intelligence.

Children with ASD often find it hard to:

- recognise facial expressions and the emotions behind them
- copy or use emotional expressions
- understand and control their own emotions
- understand and interpret emotions – they might also lack, or seem to lack, empathy with others.

Below are some tips to teach emotional understanding:

- Teach emotions explicitly, starting from simple emotions, *e.g.* happy, sad, angry, and then moving on to more complex emotions, *e.g.* excited and embarrassed.
- Label emotions in natural contexts: when you're reading a book, or watching a video, you can point out emotions to the student. For example, you might say, 'Look – Sally's smiling. She's happy'.
- Be responsive: respond to the student's emotions by saying, for example, 'You're smiling, you must be happy'. You can also play up your own emotional responses – for example, 'I am SO excited! Give me a high five'.

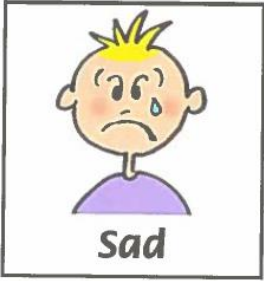
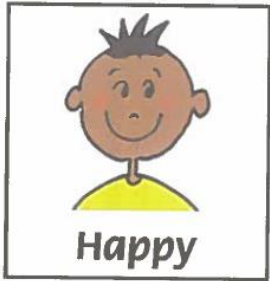
Sources:

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Teaching emotions

How am I feeling today?





Source: Kelly, A (2018). Talkabout for Children. Developing Social Skills.

My heart


A book about my feelings

by




I feel happy when ...

.....



I feel sad when ...

.....



I feel angry when ...

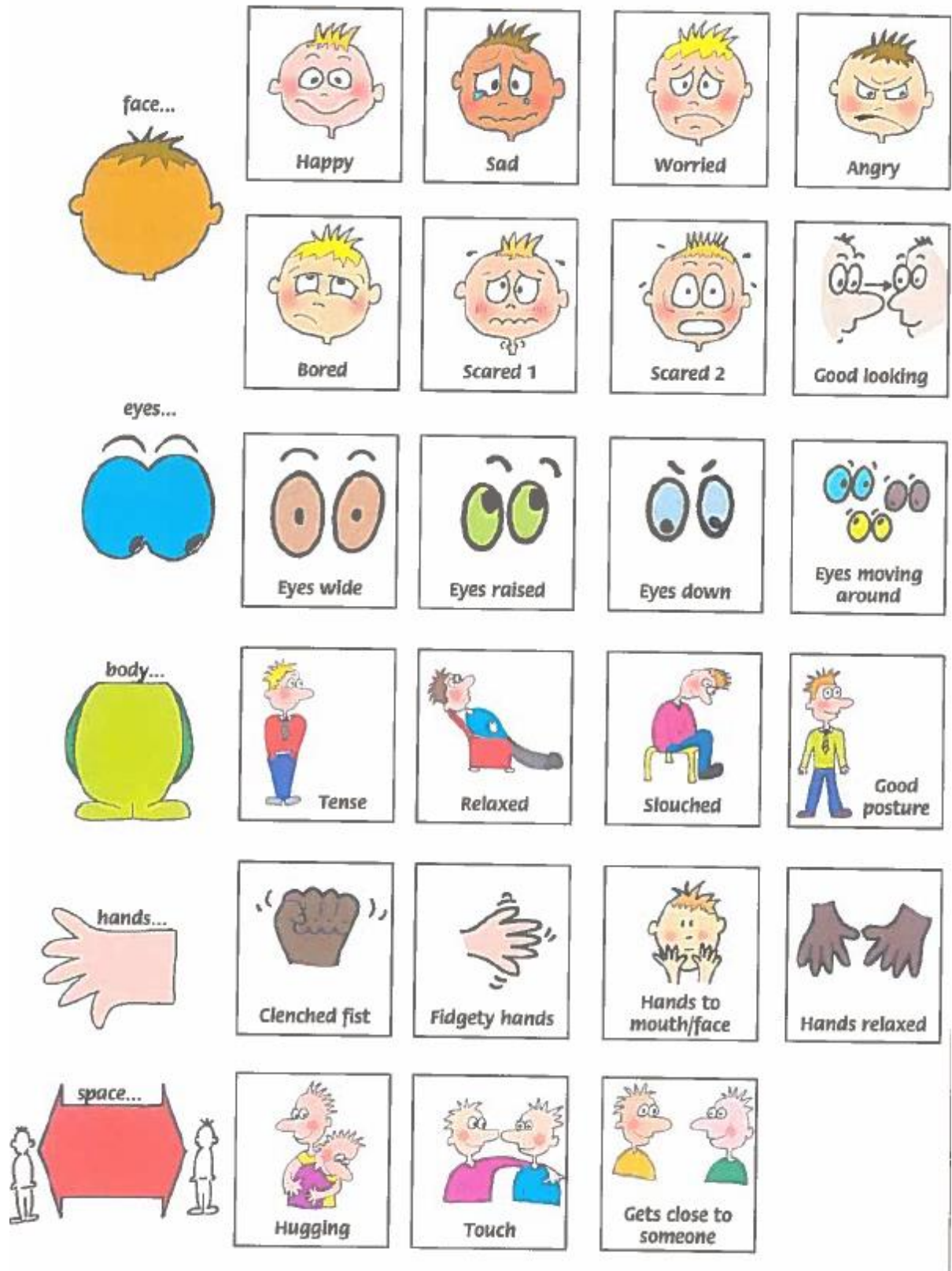
.....

Source: Kelly, A. (2018). Talkabout for Children.

When do you feel happy? Choose from the pictures and stick them in your feelings book.

 Happy	 Playing with friends	 Listening to music	 Playing on my computer	 It is sunny
 Sad	 No-one to play with	 I am ill	 It is raining	 Someone dies
 Angry	 People argue	 People do not listen to me	 People are mean	 Something goes wrong
 Worried	 Starting a new school	 Visiting the dentist	 People are sad	 Going to the hospital
 Excited	 It is my birthday	 Going on holiday	 It is Christmas	 Going on a trip

Source: Kelly, A. (2018). Talkabout for Children.



Source: Kelly, A. (2018). Talkabout for Children.

Draw a line from each situation to show how you would feel.



Excited

Happy



Sad

Worried



Bored

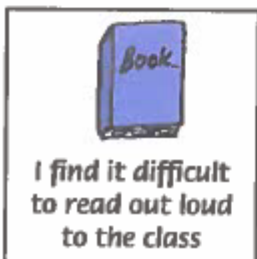


Embarrassed



Scared

Angry



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Others: Software

Mayer-Johnson. Boardmaker online software. Refer to www.boardmakeronline.com