

# Supporting You At Home



- Autism & Corona Virus Support
  - Timetables
  - Routines
  - Visual Support
  - Daily Visuals
  - Sensory Activities
  - Sensory Breaks
- Practical approaches and strategies
  - Useful links and websites

## Autism & Corona virus

Now extra precautions have been put in place with school closures and self isolation, it is important to try and support your child as much as possible.

Here is a guide of advice, support, activities and idea to help structure your child's day as much as possible, easing anxieties and upset as much as possible.

- **Introduce a new routine for your child at home.** *Use visuals, photographs, objects of reference to help them understand what their days are going to look like.*

### Wake Up

- **Encourage your child to get the sleep they need (a little lay in is always a bonus)** *try to get them up at around the same time for routine . Do they have breakfast in school or home?*
- **Try to keep hygiene routines the same** *try to use same hygiene routines as normal, get up, brush teeth, get washed etc*
- **Routine** *It may help to try and follow your child's class schedule as much as possible so they can start to anticipate what will happen each day.*

### Daily Schedule & Routine

- **Use of Visual Support** *try to set up a now/next board, objects of reference, visual timetable( please ask teaching staff what visual support your child uses in school) This allows your child to understand what exactly is happening this day.*
- **Now/ Next boards** *Put 2 activities on and remove and move up when finished. Eg; **Now**– Art **Next**– Snack*
- **Visual Timetable** *Use this to set out the whole day/ morning/afternoon. This will help them see what they are going to be doing all day especially if they are asking for something in particular. Eg: If they want the IPAD, you can put it onto the timetable to show them that they will get it after a particular activity.*

## **Snack & Lunch Time.**

- Sticking to routine during these times will also help ease children's anxieties.
- If they have a packed lunch, maybe pack it the same as you would normally or as close to it as possible
- Stick to roughly the same time each day for these sessions. Supporting their daily routine. Children often rely on these times as they are normally the sessions that remain the same each day.
- Using the same place to sit/ eat each day will help them understand that it is time to eat.
- Allow the child their independence. In school and if able to, we encourage the children to retrieve their lunch and take it to the table, we then encourage them to use their knives and forks and tidy up after themselves afterwards.

## **Transitional Music Cues we use in school**

Morning– Hello– youtube– [Martin Solveig - Hello](#)

Lunch– youtube [Lunch - Blazer Fresh | GoNoodle](#)

Tidy up– youtube [Clean Up Song for Children - by ELF Learning](#)

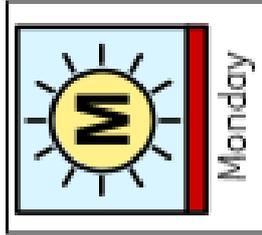
Playtime- [I Like To Move It \(Original Video\) Madagascar HD](#)

## **Free Time**

Your child with Autism needs time to just be a child during this COVID19 quarantine. Make sure to schedule time in their day to do their preferred activities.

## **Family Time**

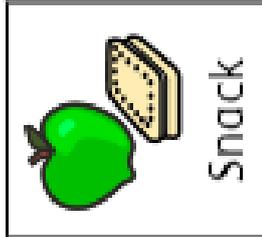
While family time doesn't traditionally happen during the school day, social interactions are apart of schooling. Spending time together can help them practice their social skills and offer family bonding time. Lots of our children rely on these intensive interactions to communicate their needs, wants and feelings throughout the day.



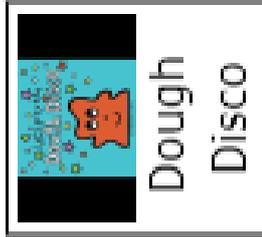
Monday



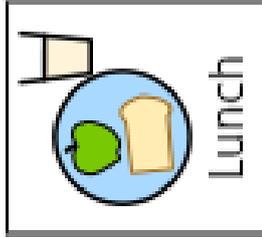
PE



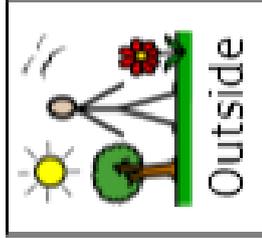
Snack



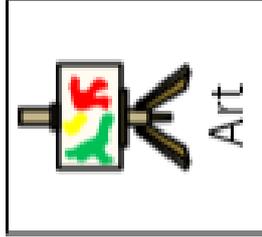
Dough  
Disco



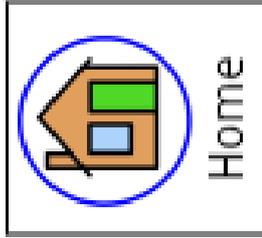
Lunch



Outside



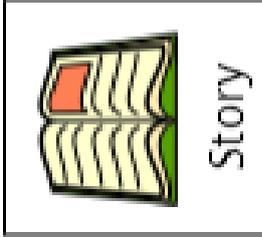
Art



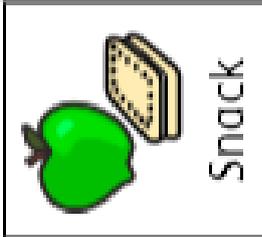
Home



Tuesday



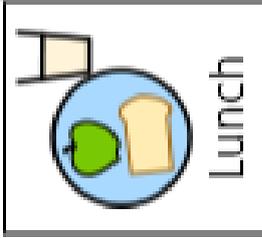
Story



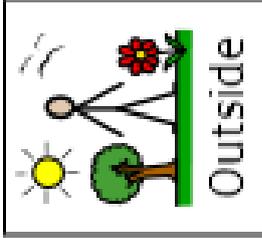
Snack



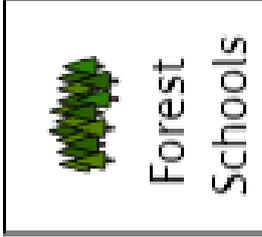
Softplay



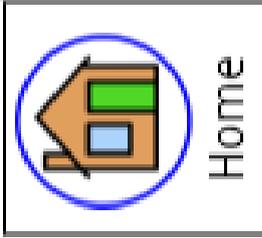
Lunch



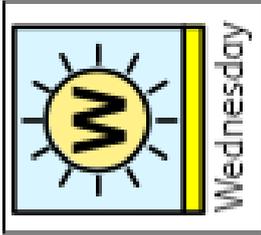
Outside



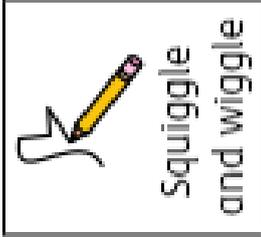
Forest  
Schools



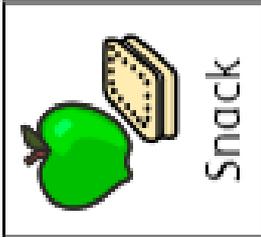
Home



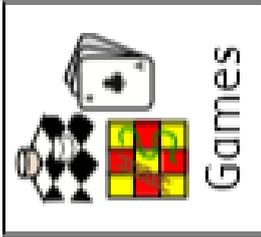
Wednesday



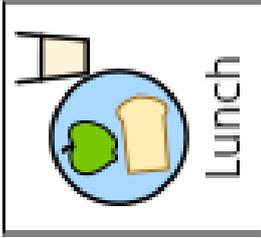
Squiggle  
and wiggle



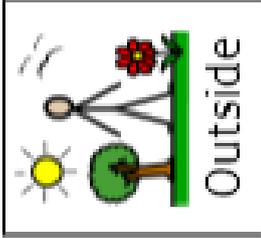
Snack



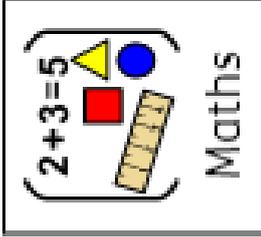
Games



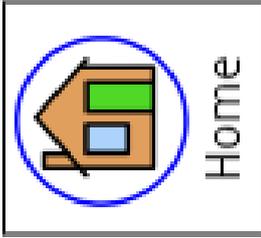
Lunch



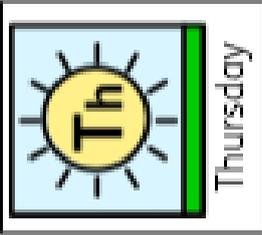
Outside



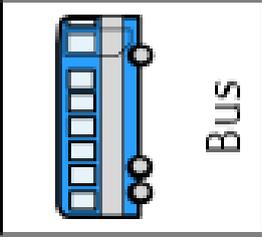
Maths



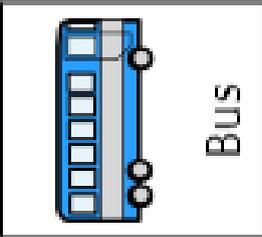
Home



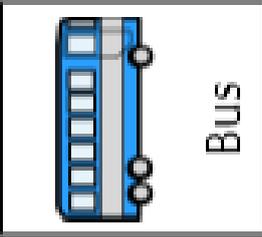
Thursday



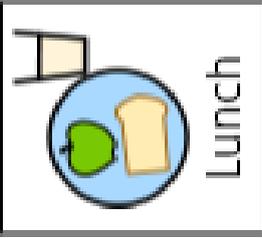
Bus



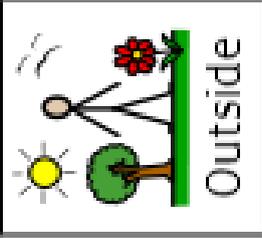
Bus



Bus



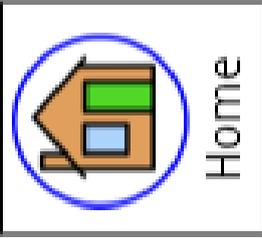
Lunch



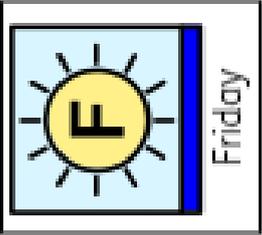
Outside



Singing  
Hands



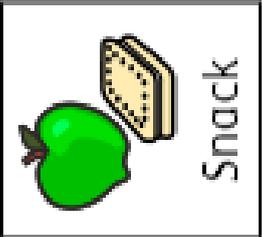
Home



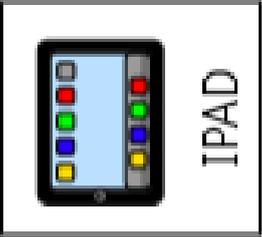
Friday



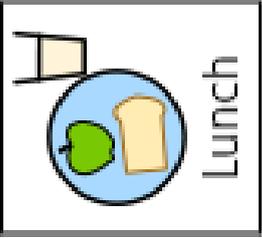
PE



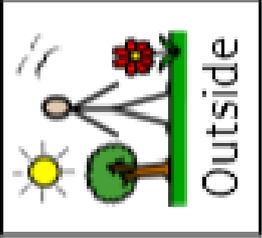
Snack



IPAD



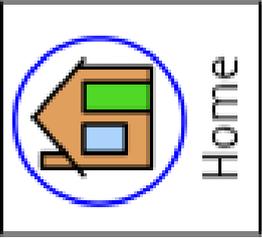
Lunch



Outside



Swimming



Home

**Now**

**Next**

## **PE**

**Just getting your children up and moving about will help them become less agitated.**

- Ball control
- Running, jumping, skipping
- Balance & agility
- Team/ family games
- Dancing
- Moving like animals or moving in different ways

### **Dough Disco (All on You tube)**

- Supports fine and gross motor skills
- Practical activity for children who seek tactile input.
- Put on children favourite pop music and it is all about rolling, splatting, pressing and squeezing the play dough into different shapes.

### **Squiggle & Wiggle (All on You tube)**

- Supports fine and gross motor skills
- Helps children who struggle to sit
- Focuses on gross motor skills first before moving onto fine motor skills.
- Use of scarves or ribbons making movements up and down, across, round, wavy. Then roll paper out and give children a pen in each hand they can then move on to make them movements on a smaller scale.

## **Games**

- Any games whether its chase, stuck in the mud, board or cause and effect games, matching games, card games, snap.
- Any games to promote turn taking and social skills.

## **Art**

- **PINTEREST**– the best website for any arts and crafts ideas.
- Maybe look at exploring a certain theme. Easter?
- Looking at art which supports a range of skills. Fine motor skills as well as independence, coordination, colour recognition, concentration, pattern matching, copying pictures.

## **Music**

- Instruments and recognising different instruments
- Playing different speeds and can they play loud/ quiet
- Listening to different types and theme related music.
-

## **Maths**

- Number recognition
- Number games– hiding games in water/ shaving foam/ rice,
- Number and object matching– counting out in groups.
- Recognising shapes. Can they find different shapes in the house matching them to visuals
- Addition/ subtraction ( if appropriate) Functional and practical maths– can they use and find different household appliances to add together.
- Role Play– Shop, cafe– allow children to count on things with support?

## **Stories**

- Using any stories to read to children for enjoyment is brilliant, it will juts help them focus and attend to a task. Using sensory supports, visuals, props and puppets can hep and support them to engage further.
- Maybe look at one story and use this as a basis for a topic.
- We're going on an egg hunt– an easy story to make and do yourself– follows the same as we're going on a bear hunt.
- Could make it in to sensory story, could they walk through different trays filled with different resources, textures, materials– story is on you tube.

## **Literacy**

- Role play
- Stories
- Phonics
- Mark Making
- Early reading– object/ picture/ word matching.

## **Life Skills**

Encourage your children to develop their independence.

- Help around the house with cleaning and tidying
- Cleaning up after eating
- Cooking/ baking
- Washing the dishes.
- Dressing & undressing
- Hygiene

## **Sensory Exploration**

- Giving children sensory breaks are important.
- Allow children's senses to be supported throughout the day if needed.

## **Tactile Input**

- Sensory bags– plastic/ zippy wallets taped up (tight) with paint in, food colouring and water, glitter etc.
- Playdough (1 cup flour, 1/2 cup of salt, 1 cup hot water, drop of oil and as much paint added for your desired colour)
- Finger painting
- Massage, tight pressure, squeezes. Weighted activities & blankets.

## **Vestibular Input**

- Swinging, spinning and freeze games
- Jumping (trampoline)
- Riding bikes/ scooters
- Hanging upside down

## **Pro-prioceptive Input**

- Bear hugs, tight squeezes and massage
- Trampolines
- Animal walks
- Yoga stretches
- Carrying or lifting heavy boxes, weighted backpacks.
- Play dough kneading.

TYPE OF INPUT	SENSORY MODULATION-OVERRESPONSIVE	SENSORY MODULATION-UNDERRESPONSIVE	SENSORY MODULATION-CRAVING	SENSORY DISCRIMINATION
<b>TACTILE</b>	<ul style="list-style-type: none"> <li>• Avoids touching messy textures, such as shaving cream</li> <li>• Rigid with types of clothing worn</li> </ul>	<ul style="list-style-type: none"> <li>• Does not notice when hands are messy</li> <li>• Does not notice when clothes are twisted</li> </ul>	<ul style="list-style-type: none"> <li>• Seeks out experiences to touch things</li> <li>• Constantly fidgets with an object</li> </ul>	<ul style="list-style-type: none"> <li>• Constantly runs hands through a certain texture</li> <li>• Puts non-food objects in mouth</li> </ul>
<b>VISUAL</b>	<ul style="list-style-type: none"> <li>• Avoids being in a room with bright lights</li> <li>• Difficulty focusing on a busy/disordered picture, such as "I Spy" images</li> </ul>	<ul style="list-style-type: none"> <li>• Complains eyes are tired when looking at a book</li> <li>• Difficulty focusing on a still image</li> </ul>	<ul style="list-style-type: none"> <li>• Stands in front of the mirror or reflective surfaces for long periods of time</li> <li>• Spins wheels, fans (or self) and intently watches</li> </ul>	<ul style="list-style-type: none"> <li>• Confuses the letters "d" and "b" frequently</li> <li>• Difficulty finding a specified object in a busy/complex picture</li> </ul>
<b>AUDITORY</b>	<ul style="list-style-type: none"> <li>• Covers ears in noisy environments</li> <li>• Makes noises to drown out other loud noises</li> </ul>	<ul style="list-style-type: none"> <li>• Does not respond to name being called</li> </ul>	<ul style="list-style-type: none"> <li>• Requests music that is fast and/or loud</li> <li>• Makes noises in quiet environments</li> </ul>	<ul style="list-style-type: none"> <li>• Has a hard time differentiating words: "think" vs. "thing"</li> <li>• Poor ability to adjust the volume of voice</li> </ul>
<b>PROPRIO-CEPTIVE</b>	<ul style="list-style-type: none"> <li>• Unable to sit for long periods of time due to discomfort</li> <li>• Avoids jumping or bouncing activities</li> </ul>	<ul style="list-style-type: none"> <li>• Slouches when sitting in a chair or on the floor</li> <li>• Sits in one position for long periods of time</li> </ul>	<ul style="list-style-type: none"> <li>• Seems to always be jumping or bouncing</li> <li>• Crashes into couch cushions or bed mattress at home</li> </ul>	<ul style="list-style-type: none"> <li>• Falls or bumps into objects</li> <li>• Does not use the right amount of force to push/pull/grasp</li> </ul>
<b>VESTIBULAR</b>	<ul style="list-style-type: none"> <li>• Refuses the swing, slide, and spinning</li> <li>• Anxious when climbing or when feet leave the ground</li> </ul>	<ul style="list-style-type: none"> <li>• Does not get dizzy when spinning</li> <li>• "Wakes up" with intense movement</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoys climbing or jumping from tall heights</li> <li>• Constantly spinning, climbing, rolling, running, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Does not adjusting posture when on a swing to prevent falling off</li> <li>• Trips when walking up the stairs or falls when climbing</li> </ul>
<b>TASTE/SMELL</b>	<ul style="list-style-type: none"> <li>• Eats limited number of food textures</li> <li>• Eats bland foods</li> </ul>	<ul style="list-style-type: none"> <li>• Prefers tangy, spicy, sour food</li> <li>• Doesn't seem to notice foul odors</li> </ul>	<ul style="list-style-type: none"> <li>• Overstuffs mouth</li> <li>• Smells perfumes/colognes on other people</li> </ul>	<ul style="list-style-type: none"> <li>• Overstuffs mouth</li> <li>• Prefers foods that are one consistent texture (i.e. not mixed)</li> </ul>

## Useful Links & Websites

### Wake Up & Shake Up

- **Youtube**– lazy town wake up and shake up
- **Go noodle**- pump it up, power up.

### Go Noodle

- Excellent website for movement breaks, daily exercise. coordination, dancing, concentration, attention.

### Busy Things.

- Lots of fun educational games to keep them busy and entertained.

### Purple Mash

- An interactive website for children to learn key skills in a fun and practical way.

### Phonics Play

- Free to all parents

**Username:** march20

**Password:** home

### Twinkl

- Free to all parents

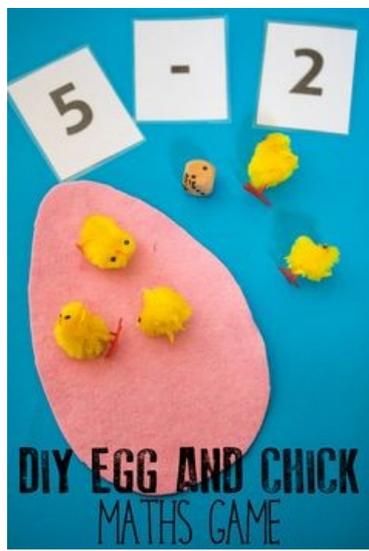
**Login:** PARENTSTWINKLHELP

- Resources for all areas.

### PINTEREST

- Full of ideas for all ages, abilities, areas, ideas.

You tube also have lots of stories and number/ rhyming songs they can listen to.



# Easter



## EASTER CHICK paper plate nest



