

DIY Autism Spectrum Starter Kit



Tools and information for families and workers in the field

This DIY Autism Spectrum Starter Kit aims to gather a basic level of information about a person's ASD related needs and behaviours and to give some basic ideas about meeting these needs and preventing behaviours of concern.

All About Me

- > **All About Me**
A new support person's checklist overview of a person's ASD characteristics.
- > **All About Me Tip Sheet**
A guide to filling out the All About Me Checklist

Sensory Plan

- > **Sensory Plan**
An outline of their sensory preferences and dislikes and a daily sensory diet plan
- > **Sensory Plan Tip Sheet**
Information about how to use the plan and some examples of behaviors triggered through sensory seeking or avoidance

Step by Step to Behaviour Management

- > **Step by Step to Behavior Management**
A basic tool to help identify why a behaviour is occurring (its purpose) and how to prevent it

General Resources

- > **Social Stories**
How to write and implement social stories
- > **iPads**
Tips for using iPads and applications information
- > **Ideas and Suggestions**
Ideas that support and reinforce positive behaviour or avoid behavioural triggers
- > **Website Links**
List and basic outline of various relevant websites

All About Me.



A new support person's checklist overview of a person's ASD characteristics.

Name

Interests

- I enjoy
- I like to learn about
- Things to talk to me about
- I like these as rewards

Clear Behaviour Triggers

Just don't

Current supports and strategies used

Restrictive and repetitive behaviours and interests

- ☐ I have an intense interest in
- ☐ Sometimes I can make repetitive movements (rocking, flapping, flicking, spinning, swaying, noises etc)
- ☐ I like to line up/ sort objects or toys
- ☐ Use repetitive movements when anxious
- ☐ Use repetitive movements when bored
- ☐ Other (please specify):

Behaviours of concern

Sometimes when I am stressed, anxious or angry, I can:

.....

.....

Some of the triggers are:

.....

.....

When this happens, you can:

- ☐ Check basic needs (tired, hungry, sick, etc)
- ☐ Guide to safe area to calm
- ☐ Provide stress relief sensory objects
- ☐ Other (please specify):
- ☐ Encourage to use PECS to communicate wants
- ☐ Provide activity of interest
- ☐ Provide reassurance of the environment, people's intentions, activities, etc

Strategies that will help me

- | | |
|--|--|
| <input type="checkbox"/> Praise when using appropriate behaviour | <input type="checkbox"/> Provide breaks in between longer activities |
| <input type="checkbox"/> Provide safe areas or activities | <input type="checkbox"/> Use simple and concrete language |
| <input type="checkbox"/> Provide simple instructions | <input type="checkbox"/> Visual schedules, activity sequences and other visual supports being used |
| <input type="checkbox"/> Set boundaries for interest | <input type="checkbox"/> Allow extra time for transitions/ Use timers |
| <input type="checkbox"/> Visual cards for communication/ understanding | <input type="checkbox"/> Provide choices |
| <input type="checkbox"/> On the spot social skill teaching | <input type="checkbox"/> Provide clear and achievable expectations |
| <input type="checkbox"/> Introduce a sensory diet | <input type="checkbox"/> Reward flexibility and self control |
| <input type="checkbox"/> Remove/ Lighten triggers for behaviours | |
| <input type="checkbox"/> Validate concerns and emotions | |
| <input type="checkbox"/> Break down task further if needed | |

Characteristics

Expressive communication

Vocal Sounds

Short Phrases

Pointing

Visuals (please specify):

.....

Guiding others

Other (please specify):

.....

Best ways I learn and am attentive

Say name to gain attention first

Visual supports for step by step instructions

Model task first

Other (please specify):

.....

Give short simple instructions

Visual supports to understand task

Allow extra time to process information

Conversation skills

Rely on social scripts/ social stories

Use common phrases

Can ask questions and answer questions

Rely on you to keep the conversation going but ask questions or talk about their interests

Need guidance to stay on topic

Need assistance joining in conversations appropriately

Need assistance leaving conversations appropriately

Need assistance making "small talk"

Need assistance talking about another person's interests and topics

Other (please specify):

.....

Social skills

I tend to play/ hang out alone

I tend to play/ hang out alongside others

Interacts during unstructured activities

Need assistance making friends/ talking to peers

Need assistance maintaining relationships

Can express empathy for others

Other (please specify):

.....

Social skills in a group

- ☐ Find it hard to be in a group
- ☐ Find it hard waiting my turn
- ☐ Find it hard to follow peer directions
- ☐ Find it hard coping with others not liking or doing my ideas
- ☐ Other (please specify):
-

Expressive communication

- ☐ Find it difficult to cope with changes
- ☐ Need a visual support of my daily routine
- ☐ Need to discuss my daily routine with someone
- ☐ Need extra time to understand changes
- ☐ Need extra time to transition between activities/ groups/ different people/ environments
- ☐ Other (please specify):
-

Best ways I learn and am attentive

- ☐ Loud/ Sudden noises
 - ☐ Animals
 - ☐ Loves touch
 - ☐ Distracted by background noise
 - ☐ Music
 - ☐ Lights
 - ☐ Foods/ Drinks
 - ☐ Dislikes touch
 - ☐ Oral (bites, sucks, chews)
 - ☐ Other (please specify):
 -
-

**Disclaimer: This profiling tool is a basic level of understanding and is not to be used as a formal assessment. This document should not be used as a strategic planning tool for clients who are displaying significant and complex behaviours of concern. This tool is a simple outline of clients for staff to begin support work/ case management.*

All About Me Tip Sheet.



Information about how to use the plan and some examples of behaviors triggered through sensory seeking or avoidance.

Checklist Suggestions:

- **Name**

Include the name they want to be called and things you should not call them

- **Interests**

To highlight things they like (include activities or topics they like to discuss). You then use these to increase motivation and or as reinforcements or as a means to comfort a person who is anxious.

Use preferred interests to motivate people to complete less desired tasks. Suggestion: use a First/ Then prompt (which might be visual)

Interests or comfort activities can be used to decrease anxiety through comfort or distraction

- **Just don't**

Write here anything that always triggers a behavior of concern and that workers should avoid doing

- **Current supports and strategies used**

It is important to know what strategies have been practiced previously, what has worked and what needs reviewing. Ensure you gather as much information in as you can.

Sometimes strategies have been trialed in the past but they did not work for a variety of reasons. These strategies should not automatically be rejected, as people and environments change and this will affect the success of any strategy.

- **Restrictive and Repetitive behaviours and interests**

Be aware that all individuals with ASD will have characteristics in the Restrictive and Repetitive behaviours and interests section. Families may describe these behaviors and interests as obsessions. These types of behaviours are often coping mechanisms and if they increase can be an indicator of an increase in anxiety. The behaviors and interests usually provide people security and predictability in their world. They should not be removed without alternatives and consideration as to the likely impact on behaviors of concern. We may need to place boundaries and routine around behaviors and interests rather than try unsuccessfully to remove them.

- **Behaviours of concern**

Ensure we are describing the behaviour as a function or a purpose. We want to gain understanding about why we think the behaviour is occurring, rather than just commenting on it as a problem. Descriptions of behaviours should be clear enough for anyone to read it and develop a picture of what the behaviour looks like in their mind.

- Examples of possible triggers is listed on the 'Step by Step to Behaviour Management' tool

- **Strategies that will help me**

See ideas sheet

- **Expressive Communication**

When filling in this section, ask yourself the following questions: How do they express themselves to others? How do they let others know their wants and needs? How do they express themselves in different settings? How do they communicate their opinions?

Difficulties in the individual's expressive communication can lead to behaviors of concern, feelings of frustration and anxiety, impulsive decision making, and impulsive behavioural responses. Ensure if a person cannot ask, that you predict and meet basic human needs such as food, water, toilets.

- **Best ways to learn and am attentive**

This section describes the best way to get a person's attention and keep it and give them information. This section is very helpful to keep in mind when giving important instructions and prompts, guiding through community activities, teaching new skills, developing life skills, and increasing independence.

- **Conversation skills**

This section allows staff to see areas of support the individual needs for conversations in day to day life. You can choose to maintain the status quo in this area or practice and enhance these skills. These skills can be practiced in both 1:1 settings and in the community. Practice different methods (on the phone, internet, asking for help in the community, ordering food or products, conversations with varying people such as strangers, acquaintances, staff, family and friends).

- **Social Skills**

This section gives us an understanding of how people interact now and in their most comfortable or usual social settings. Are you going to maintain the skills and cater to their current abilities; or are you going to teach new skills and encourage new interactions. Both options are ok, as long as it fits with your role. Be aware of these as triggers for behaviors of concern and that they might equally be sought after and trigger anxiety in a person.

- **Routines and Changes**

People with ASD often have set routines that provide them with predictability and security and find it very difficult to move between activities (transition). This section describes the types of difficulty experienced and suggests helpful strategies in managing transitions and coping with changes. If you are going to change a person's routine, be prepared for an increase in anxiety and consider items outlined in the **Interests** sections and motivator or comforters.

- **Sensitivities**

In this section, it highlights the individual's preferences, sensations they may avoid or that can increase anxiety. This is just a basic level of understanding their sensory needs. When we ask questions about people's sensitivities, think about the reactions/ behaviours that come with these experiences. To gain greater depth of understanding their sensory perceptions, the Sensory Plan Tool is more suitable.

Sensory Plan.

An outline of their sensory preferences and dislikes and a daily sensory diet plan.



.....'s *Sensory Plan*

The goal of the sensory plan is to gain a basic understanding of the person's preferences and sensory characteristics.

	<i>Tactile</i>	<i>Oral (taste and smell)</i>	<i>Movement</i>	<i>Auditory</i>	<i>Visual</i>
<i>Sensory Preferences (Seeking)</i>					
<i>Sensory Preferences (Sensitive)</i>					
<i>Gradual exposures</i>					
<i>Sensory avoidance</i>					

You can see once completed, you develop a view of 's sensory perception.

Sensory Preferences:

These are tasks that really enjoys and we want to make sure he/she has these each day. These tasks can be used as motivators.

Gradual exposures:

These are sensory tasks that should start increasing throughout his/her day. Ensure a motivator and timer follows these tasks.

Sensory avoidance:

These are sensory experiences that does not enjoy. Coping activities should be used when exposed to these.

Parents guide to creating a Daily Diet Plan:

Using the information above, it is useful to outline what are their sensory needs everyday. This ensures they are receiving the right amount of sensory input, not too much or too little. Also being able to outline what should be avoided if possible.

This can also guide us to understand where coping skills need to be developed. We know that individuals will be exposed to undesired experiences at times. When these times do come up, we want to know that the individual has abilities to cope with the situation or request assistance.

<i>What to include in’s day</i>	<i>What to try and avoid in’s day</i>	<i>What to do to help cope with unpleasant experiences</i>

Sensory Plan Tip Sheet.



Information about how to use the plan and some examples of behaviors triggered through sensory seeking or avoidance.

Our goal is to ensure we have a general and basic understanding of the individual's sensory world and their perceptions of this world. Different sensory experiences can produce a different reaction in each and every person.

We want to plan their daily routines/ schedules and expectations with the guidance of this profile. This ensures during different tasks, we can have access to known sensory preferences that can be used as motivators or can be a trigger to behaviours of concern.

Eg. If there is a task that the individual must undertake that we know may be unpleasant for them, we have a sensory seeking experience available to them. In this way they feel they can cope with the situation, have motivation to complete the task or even gain some enjoyment out of these tasks, then receive praise for completion.

This profile helps guide us to plan a daily sensory plan for the individual; this includes ensuring they are receiving the right amount of sensory exposures throughout their day, not too much or too little and a variety.

Sensory Preferences: are tasks that the individual really enjoys and we want to make sure he has these each day. These tasks can be used as motivators.

- **Seeking**

these sensory experiences are things they really enjoy and need. They are experiences that the individual actively seeks out throughout their day in times of boredom, anxiety, or overload.

- **Sensitive:**

these are sensory experiences that are manageable. They produce some sort of reaction or behaviour, but are able to be coped with.

Gradual exposures:

Are sensory experiences that the individual should start increasing throughout their day. These sensory experiences are ones that cannot be avoided all the time in the person's life (out in the community, school, etc) and we want them to learn to manage their feelings and behaviours when they occur. Ensure a motivator and/ or timer follows these tasks. Ensure there is a way for the individual to communicate they have finished or have had enough (speech, scripted words, finished card, gesture or sign). Ensure we expose these very gradually. The eventual goal is to move these experiences into the 'Sensitive' section.

Sensory avoidance:

Are sensory experiences that the individual does not enjoy. The individual cannot manage their feelings and behaviours when these sensory experiences are present. These experiences can eventually be moved into the 'Gradual exposures' section, only when individuals have learnt appropriate coping strategies with these experiences.

Coping strategies should be actively used when exposed to these sensations.

Guide to knowing behaviours and the link to sensory stimuli:

It can be hard to tell if behaviour is driven by sensory overload. Some individuals with ASD can also find it difficult to filter through sensory information. They may not be able to focus on specific sensory experiences or block out unwanted sensory experiences, which can lead to behaviours of concern. However some behaviours can be specific to the sense stimuli.

Here are a few examples of behaviours and characteristics that can be sensory driven or might indicate some dysfunction in sensory processing.

All behaviours can be either seeking (craving stimuli) or avoiding (escaping stimuli).

<i>Visual</i>	<i>Auditory</i>	<i>Tactile</i>	<i>Movement</i>	<i>Oral (smell and taste)</i>
Avoiding areas or escaping sunlight, bright lights	Sensitive to sounds many others don't notice	Dislikes messy play (hates messy or sticky hands)	Gross motor skill difficulties	Craves or avoids smells or tastes
Overly distracted by visuals	Distressing to hear loud and sudden noises	Reacts negatively to light touch	Messy eating	Picky eater
Head tilts or squinting	Distracted by background noise	Using fingertips only with objects	Clumsiness	Particular smells they escape from (perfume, flowers, foods)
Decreased attention to task	May hum/ sing/ vocalise to self to drown out environmental noise	Mistakenly hurts children when playing	Resistance to new motor skills	Biting or mouthing/ chewing objects
Difficulty tracking across a page	Dislikes crowds or noisy environments	Picky eating	Lean on others, odd body postures	
Letter reversal and spacing	Self talk	Picky with fabrics (clothes, fasteners, seams, linen, etc)	Difficulties with ball skills, writing skills, playing with objects	
Poor eye contact	Difficulties regulating voice level	Can't block out irrelevant touches (focus on carpet or clothes rather than task)	Abnormal amounts/ limited of jumping, banging, squeezing, hand flapping, rocking, spinning	
Matching and sorting difficulties		Doesn't notice food on face, runny nose, etc	Hitting/ rubbing hands	
Increased interest in moving and spinning objects			Fearful reactions to heights, swings, slides, ramps, inclines	

Step by Step to Behaviour Management.



A basic tool to help identify why a behaviour is occurring (its purpose) and how to prevent it.

What is the priority behaviour? Describe the behaviour.

What is happening before the behaviour?

What could the behaviour's function be? What is the behaviour trying to achieve?

- ☐ Obtaining a desired object/ food/ activity
- ☐ Escaping a demand or a task
- ☐ Gaining attention (positive or negative)
- ☐ Trying to self calm or stimulate
- ☐ Responding to environment

- ☐ Gaining or reducing sensory input
- ☐ Dealing with stress/ anxiety
- ☐ Source of enjoyment
- ☐ Achieve routines/ predictable
- ☐ Other:

What is happening immediately after the behaviour?

What could be possible triggers?

- | | |
|---|--|
| <input type="checkbox"/> Being told 'no' or 'not now' without explanation | <input type="checkbox"/> Ending favourite activities/ Not follow up on promised activities |
| <input type="checkbox"/> A demand or request | <input type="checkbox"/> Lack of attention/ Rewards |
| <input type="checkbox"/> Waiting too long | <input type="checkbox"/> Upsetting thoughts/ experiences |
| <input type="checkbox"/> Unexpected changes/ routines | <input type="checkbox"/> Other: |
| <input type="checkbox"/> Frustration/ Anxiety | |

What do you want them to do instead? What is their alternative behaviour?

What is the best way to communicate this to them? How do we ensure they understand and feel okay about this?

What will happen immediately after they do the appropriate behaviour? What reinforcements and rewards will be applied? (Eg. Giving attention, reward activities, sensations, physical touch, objects, verbal praise, tokens/ counters exchange)

What supports are going to help them achieve this? Visuals, Social Stories, Charts?

Social Stories.



How to write and implement social stories.

Social stories are an innovative way of using visual cues to teach skills and/ or appropriate behaviours in a step by step format. They are easy to use and follow; and can be individualized to each person. As individuals with ASD are usually strong visual learners, the pictures/ diagrams/ words/ images should be clear and focused on the individual's settings and common encounters. It's a good idea to check with the individual that they know what the visual is. Social Stories aim to increase an individual's independence, therefore assists with confidence and communication. Social stories help people be aware of their environment (current or new), and assist with teaching appropriate/ alternative behaviours by example.

Tips to write a successful social story:

- **Be Creative:** It doesn't have to be presented as a story book. They can be created in many different ways. This can include Step by Step format, Video modeling, Palm Cards, on the computer/ IPAD, multiple choice for appropriate choices, song etc.
- **Create for only one behaviour:** Do not overload with descriptions of multiple behaviours, be specific in directly teaching one behaviour or skill only, describe what to do rather than what not to do
- **Create for the individual:** Ensure it is motivating for them. Use their interests, use language well known to them, use settings/ environments/ people specific to them, use images they know
- **Keep sentences and language to their level:** Write like they are saying it or how people around them usually communicate with them
- **1-8 pages in length:** Any more and we are either putting too much description about it, there are too many steps for them to remember about the story or they may lose interest
- **Describe environment:** Highlight key parts of the environment spoken about so we can trigger memory when actually in the environment eg. "Time to sit in your seat, which one is the seat from your story?"
- **Highlight positive/ appropriate behaviours:** Ensure most of the focus is on what we want them to do, not what we don't want them to do
- **Pair with emotions and empathy:** Encourage descriptions of feelings with each setting/ behaviour in the story
- **Use images known to the individual:** Make sure that the pictures used are recognized by them
- **Give clear descriptions of expected behaviours:** What do you want them to do?
- **Include what their positive reinforcements will be:** What rewards will they gain when using appropriate behaviours
- **Practice in play:** Don't wait for behaviour to occur, escalate then introduce story. Make sure they are in a calm state and ready to take in information/ ready to learn
- **Encourage discussion about the story:** Get them to communicate how they feel about it, how do they feel about the images used, answer questions they may have
- **Implement the story in all settings applicable:** Have copies to take to different settings if they apply in each one to encourage consistency

Some examples of social story text



When I feel angry, I sometimes hit my mum.

This makes my mum feel sad.

When I feel like hitting, I need to stop and think.

I will hold my hands together.

I will take 5 big breaths. This helps me feel calm.

Mum is happy when I feel calm.



Sometimes when I am out or at school, there is too much noise.

When it is loud it bothers my ears.

When it is noisy, I can say "It's too loud" or "I need a break".

When it is noisy, I can put on my headphones.

When it is noisy I can do my squeezing exercise.

When things are noisy, I know how to stay calm and in control.



Using the iPad

The IPAD can be a great tool for someone with Autism Spectrum Disorder. It is easy to use and the range of resources you can access is growing every day. Areas that the IPAD can support specific to ASD include:

- Teaching new skills
- Augmentative and Assistive Communication programs and Text to Speech
- Understanding social situations through Social Stories
- Video Modeling Tool
- Assisting with Fine Motor Skills and Hand Eye Coordination
- Creating Visual Supports such as schedules, activity sequences, feelings boards, behaviour charts and timers

The IPAD cannot be a replacement for other forms of learning. For example, we cannot simply rely on the IPAD to teach and practice eye contact skills. We must continue to have the primary source of learning coming from another person. We cannot have the IPAD be the only resource to learn academic skills; it must compliment other forms of learning. The person must still be engaged by a teacher or parent or friend. Ensure you choose apps that meet their goals as well as your own. Use apps that also provide strategies that can be used in a range of settings.

There is a very large range of apps that can be accessed. A few those are a great starting point includes:

- **Autism Apps**
Give an updated list of the many apps created to support someone with ASD. They are arranged by prices and categories to make it easier to browse through the large selection
- **Choiceworks**
Visual support app to create schedules, waiting boards, emotion charts, etc
- **Social Skills (Stories2Learn)**
Social stories/ step by step instructions creator. Easy to use app to individualize social stories by using own text, images and voice recording
- **The Incredible 5 Point scale**
- **Calm Counter**
- **123 TokenMe**
- **Auslan Tutor**
- **First Then Visual Schedule**
- **My Video Schedule**
- **Super Duper Publications Apps (various)**

Remember there is a large amount available within the Apple App store, for every category/ topic/ activity there are usually several options of apps that can do the same. Look through carefully and ensure the app delivers what you are striving to achieve.

Ideas and Suggestions.



Ideas that support and reinforce positive behaviour or avoid behavioural triggers.

Ideas and Suggestions to Try

These are ideas that have worked for other people and might work for you.

Reinforcements/ Rewards

- Food/ drink
- Toys
- Activities
- Special interests
- Physical touch (hug, high 5)
- Verbal praise
- Tokens/ Counters/ Exchange for interests
- Quality time/ Attention
- Choice boards
- Ending the task
- Entertainment
- Lucky dip, toy/ Object rotations

** Ensure with praise, we are providing many different forms of praise. Give praise as soon as you see appropriate behaviours, give praise at irregular intervals, encourage them to gain rewards and seek reinforcements*

Prompts

- Verbal prompts
- Role modelling
- Picture cards (photos, cartoons/drawings, boardmaker)
- Visual supports
- Social stories - see tip sheet
- Activity sequences
- Gestures: pointing, finger movements in line of sight, positioning of task
- Physical guidance positioning and guiding movement
- Multiple choice (give choices as opposed to open ended questions)

** Make sure we define between 'questioning type prompts' and direct prompts. If it is something they need to do, then ensure they are directly asked. They don't have to be forceful prompts, but they need to know that we are not giving them a choice. Defining these assist individuals understanding their expectations and keeps our language clear and to the point. Also think about when we do say "No" to people, make sure we are giving them an alternative action. Don't just say 'No', tell them what they can do instead.*

Task breakdown

Using an activity sequence, divide steps of the task/ activity as small as you need to. Eg. Brush Teeth can be broken into get toothpaste, put toothpaste on, rinse brush, brush top teeth, brush bottom teeth, etc

Social stories

See tip sheet

Choice boards

Can be a great resource to increase motivation. Allowing the person to make the choice takes away the perception of being told what to do all the time

First/ Then prompts

Great way of prompting to increase motivation to complete a task/ activity/ etc. By stating "First; Then" gives individuals with ASD a chance to understand their expectations and that an interest is promised to them once completed. Sometimes using a First/ Then prompt with a visual or a timer is great extra support to the prompt

Introducing the Visual Card to Mat strategy

When the individual has left their seat or the mat and needs to be redirected back, we can give the verbal prompt first. If that is unsuccessful then we can give the verbal prompt again with the Visual Card that says "Time to sit on the mat" and can include a picture of him sitting on the mat. Then at his spot where he usually sits on the mat, have a piece of Velcro and sometimes even a square space where he needs to stick that card to guide him to sit back down

Planning and mapping out a daily schedule

Is a great way for individuals with ASD to understand their expectations and increase predictability. Each step should be easy to understand exactly what they need to do. It does help sometimes for them to know how long they will be doing it for. Visual schedules provide security in the day, following up on promised activities, and assisting planning ahead functioning. Break the schedule down into as many steps as you feel is needed for his capacity (morning tea can be broken into drink, fruit, biscuit, pack up, etc)

Providing breaks

There are different ways to types of breaks to allow for someone with ASD. Breaks prevent sensory overload or cognitive overload (confusing thoughts, too much pressure, etc). Different break ideas could be:

- Movement breaks: going for a walk, stretches,
 - Give opportunity for a responsibility: collecting the mail, run an errand, picking up the rubbish/ cleaning, wiping the board, handing out something to others
 - Interest break: time to spend with object of interest, time to talk about interest, research about interest
 - Sensory break: providing sensory relief/ pleasure with calming toys, tools, textures, tastes, smells, etc
 - Easier task break: using the IPAD, computers, cameras, etc
-

Consequences

We don't want to apply consequences all the time or threaten with them; however consequences are utilized to teach boundaries and limits. Ensure you prepare the individual and provide warning steps before applying consequences. It is not a negative strategy, it just has to be used in the right contexts

Sensory activities and objects are available when the individual needs further sensory stimulation in one or more senses when feeling anxious, under stimulated, tense, bored, or to regain control and alertness. If they are engaging in a sensory behaviour that is inappropriate, we need to think about what they are getting out of it and what can replace that behaviour to give the same stimulation.

Oral motor could include

Drinking through a straw, chewing on a hard lolly, crunch on ice pieces, slow deep breaths, whistle (variety of whistles available), chewing bracelets/ necklaces, blow bubbles/ in balloon, harmonica

Movement could include

Rocking in rock chair, therobands to stretch or pull or push, lift hand weights, walk/ run, ride bike, dance, toe tap, yard work, ball games, sports, body sock, weighted blankets/vests, trampolines, swimming

Tactile (touch) could include

Ripping paper, sifting small objects like marbles or coins, fidget in pockets, different temperatures, petting a pet, string beads, textured puzzles, blocks, massagers, texture gloves, deep pressure, vibrating pillow, wash clothes repeatedly before 1st use, remove labels/tags from new clothes

Visual could include

Lava lamps, visual timers, bubble tubes, sunglasses, pleasure book of photos of interest, visual supports, dimming lights, oil and water toys, windows, fire places, toys with visual effect, reducing visual stimulate (eg reduce mobiles/background visuals/distracting visual stimulate)

Auditory could include

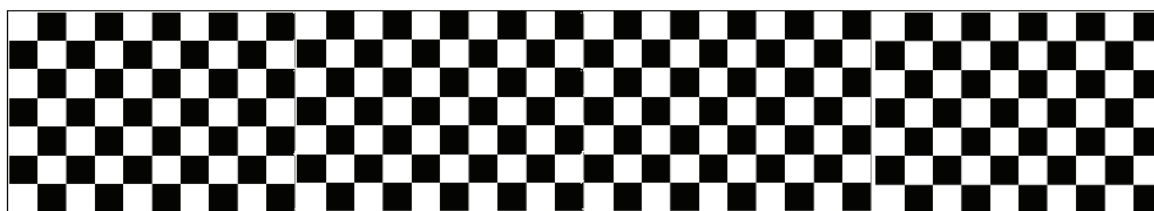
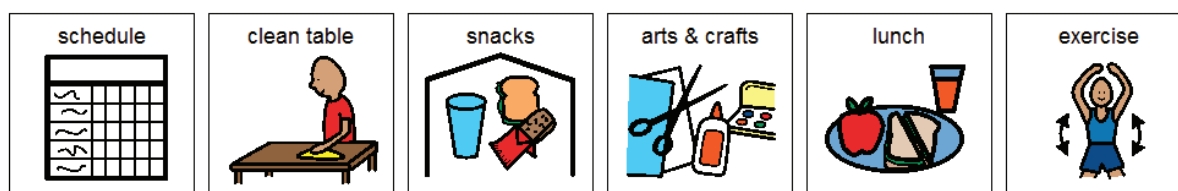
headphones, producing own music/ sounds on iPad's or computers, quiet or noisy environments, squeaks and scratches, sudden noises (dog barking), sing or self talk, instruments, buzzers, chimes, ear cushions, ear muffs, rain maker, whisper phone

Examples of Visual Schedules: (use websites and resources sheet for further examples)

.....'s Schedule for Kinder



Paste Finished
Envelope Here



Night Time Schedule



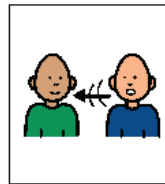
have dinner



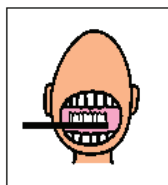
read book or paper



take a bath



say good night



brush teeth



go to sleep



Back All Reset Edit

Saturday
My Saturday Morning

First I need to

brush teeth

get dressed

go swimming

eat lunch

Then I can

choose activity

or

go for a walk

Schedule Book

All done
eat breakfast

When I am

Upset

I can

get help

or

take a break

Then I can





watch a DVD/video

or

play a game

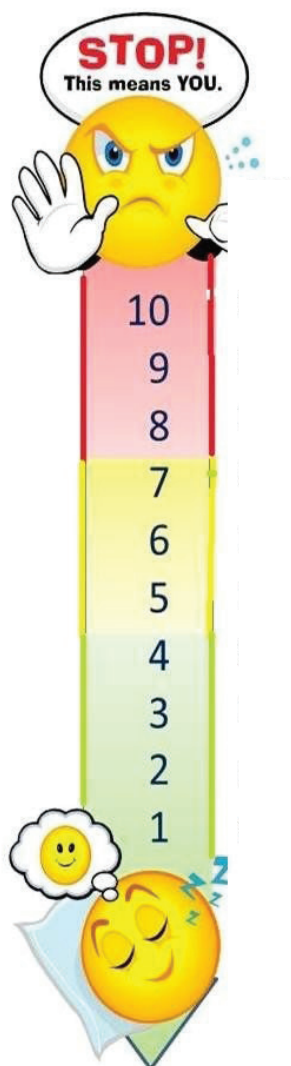
Created from Choiceworks App

Examples of Choice Boards:

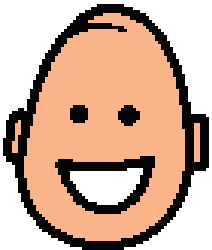
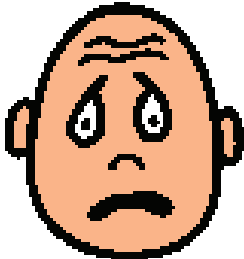
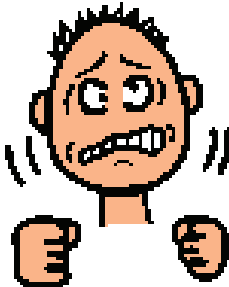
Derek's Choice Board <i>Now It is time for free play. What will you do today?</i>			
CUTTING	DRAWING	HOME CORNER	RIDE BIKE
			

Self Care Program <i>I can choose to do...</i>			
brush hair	paint nails	hand cream	do make-up
			

Examples of Anxiety Scale/ Express feelings:



Name	Feeling Clues
Blind rage	Slapping, pounding fist
Boiling over	Throwing things
Danger ahead	Thoughts of revenge
Feeling angry	"I'm a slave"
Resentful	"Can't someone help?"
Tense stress	Head pounding
Okay stress	"Staying strong"
Liking it	"In a groove"
Feeling good	Doing for me
Sea shore calm	Relaxed, smiling

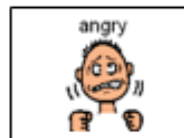
My Feelings		
Happy	Worried	Angry
		

Made into small cards

5



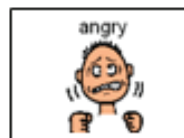
I feel very angry



4



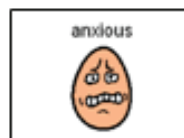
I am starting to feel angry



3



I feel anxious



2



I feel ok



1



I feel calm and happy



- Praise
- Reward
- Skill Development
- Teaching



- Use calm and neutral voice
- Offer sensory activity
- Offer quiet area
- Use distracter activity/ talk



- Use calm voice
- Limit attention
- Prompt breathing and squeezing exercises

Website Links.



List and basic outline of various relevant websites.

Websites and Online Resources

www.amaze.org.au

Access to info booklets and fact sheets covering many different topics and specific behaviour supports

www.autismspeaks.org

Free download and ready to print tool kits on a variety of autism specific areas including 100 day kit, applied behaviour analysis, toilet training, sleep, visual supports and many more

www.do2learn.com

Includes a variety of online programs, visual supports, printable activities, JopTIPS program (job ready skills program), and more

www.setbc.org

PictureSET is a website with many boardmaker and pdf versions of behaviour charts, social stories, and many more activities

www.pinterest.com

An online pinboard sharing website that can access variety of ideas others have tried and used. Search topics could be visual supports, autism, behaviour charts, break cards etc

www.therapyconnect.amaze.org.au/resources/

Therapy connect has a variety of fact sheets around variety of areas covered in therapy sessions

www.autismspectrumeducation.com/newsletters

Service providing support for learning and success in the education systems. The newsletters are a great resource for many different topics and strategies, and give information about upcoming workshops

www.boardmakerachieve.com

Access to huge variety of online boardmaker charts and sheets. Enter website and click on Browse Activities

www.teacherspayteachers.com/Browse/Search:autism

Variety of free and purchase (at very small price) activities and visual supports that are based around supporting within educational settings or to highlight at home

social-skills-games.com/social-skills-activities/

Ryuu is an online game that progresses characters through the levels as they master social situations and choose how to respond appropriately

www.autismgames.com.au

Whiz kid games accesses a variety of free online games to learn concepts such as social responses, matching emotions, coping with change, transitions, schedules, gestures and more

www.sensoryworld.org

Offers an online sensory world ready to be explored. Includes areas around the house and outside