

## **A CHILD WITH ASD OR AUTISM MAY SHOW ALL OR FEW OF THE FOLLOWING PROBLEMS**

1. Lack of attention span and stamina
2. Tantrum in transition to new activities
3. Lack in play skills
4. Lack in the sense of need for personal space
5. Negative responses to touch or other types of stimuli
6. Motor skills such as posture, balance, or manipulation of small objects
7. Aggression or other types of behaviours
8. Lack of interactions between the child and caregivers.

## **THE FOLLOWING ACTIVITIES MAY BE CARRIED OUT BY THE FAMILY MEMBERS TO HELP THEIR CHILD WITH ASD/AUTISM AT HOME.**

### **A. Activities to develop attention**

#### **Activities to Improve Sustained Attention-**

1. Word search- cross out all letter a's, etc.
2. Write out a list of words that start with a certain letter. Identify a certain number of words.
3. Ordering information into alphabetical or numerical order.
4. Set a timer and complete a task or reading passage for a certain number of minutes.

#### **Activities to Improve Selective Attention-**

1. Use visual cues
2. Work on auditory skills
3. Limit visual distractions

4. Reduce background noise
5. Position kids away from windows or hallways in the classroom

### **Activities to Improve Alternating Attention-**

1. Cooking with kids activities
2. Musical chairs
3. Flip cards in a deck and perform actions based on the suit, color, or number
4. Sort coins or colored items
5. Practice performing a task that can easily become distractible such as

### **Activities to improve divided attention**

1. Practice games such as connect four with background distractions or verbal instructions
2. Increasingly complex verbal memory games
3. Simon with music playing in background

### **B. Strategies to prevent tantrum during transition to new activities.**

1. Make it clear how much longer the activity will last
2. Make sure the child knows what is coming next.
3. Use a transition object or a toy.
4. Use distraction technique.
5. Use sensory Activities
6. Have a consistent way of signalling that an activity is over.
7. Give kids strategy for wait time.
8. Allow plenty of time.
9. Give lots of opportunity to practice

10. Structure, Consistency, Organization are the key.

**C. Strategies to develop Play skills.**

1. Follow the Child's Lead
2. Take Turns
3. Model the Speech or Activity Desired
4. Support Pretend Play
5. Meet With Other Children( not at present time due to COVID-19)

**D. Ways to Teach Kids How to Respect Personal Space**

1. Use Carpet Squares. ...
2. Give Your Child Verbal Reminders About Privacy. ...
3. Give Your Children Options About Touch. ...
4. Create Spaces at Home for Each Child. ...
5. Have Your Child and Friends Play with Hula Hoops.

**E. Ideas to reduce the negative response to different stimuli.**

1. Activities scheduled at certain times during the day;
2. Sensory input provided through daily routines or activities;
3. Sensory input created by the environment;
4. Sensory input offered through recreational or leisure activities.
5. Sensory input from interactions with others.”

Here are some ideas in each area that can be used

Visual Ideas
Limit the amount of visual material hanging from ceiling or walls. Store manipulatives inside containers. Organize and label all material to identify where they belong. Put pictures on containers for child with poor visual memory. Use picture templates of where items belong in places (i.e. desk, room). Tape a number or letter line onto child's desk. Provide primary lined paper or graph paper to help with spacing. Keep amount of visual information on worksheet to a minimum. Use a lamp instead of overhead fluorescent lighting. Use a touch screen instead of computer mouse. Use computer software to organize material. Allow child to sit with back to teacher (i.e. look at a solid wall).

Have child write notes and use a peer's note as well.

### Auditory Ideas

Minimize verbal directions.

Use ear plugs or head phones.

Allow time for child to listen to favourite music (i.e. classical, Dixie).

Use more visuals with pictures or words.

Use social stories about what might happen or sounds that can be heard in the room.

Desensitize a child to an area by slowly integrating him or her on numerous visits.

### Tactile Ideas

When a child says a touch "hurts" or pulls away, acknowledge their pain and stop touching.

Experiment with types of clothing that are comfortable (i.e. terry cloth, all cotton, several times washed, no labels).

Provide easy access to small hand fidgets (i.e. squishy, soft, textured, soft).

Allow child to sit in a bean bag chair.

### Taste and Smells Ideas

#### **Taste**

When rewarding child with food or cooking time, use food they already like.

Keep all poisonous substances locked up safely.

Talk with nutritionist about diet.

#### **Smells**

Have a scented lamp, candle, lotions, liquid soap, scented markers or stickers available to smell to calm child.

Be aware that if you have a scented object, the child may act adversely to that particular smell.

Keep Kleenex tissue readily available.

Use minimal amounts of perfume or cologne.

Be aware of soaps or detergents use - Use scent free laundry products.

### Proprioceptive Ideas

Engage child in up and down movements (i.e. jumping rope, bouncing a ball, trampoline) to wake up student.

Back and forth movements (i.e. swinging, sitting in rocking chair) may help calm student.

Use stress balls, theraputty and fidget toys.

Allow chewing on crunchy, chewy items (i.e. bubble gum in freezer, licorice sticks, pretzels, carrots).

Designate an area in the room to stomp feet or pace.

Never take physical education or recess away from a child (i.e. need deep pressure activities like running, jogging).

### Vestibular Ideas

Create heavy work activities (e.g. take down chairs in computer lab, take garbage out at lunch, take a pile of encyclopedia to library).

Slowly move from extreme positions (i.e. sitting on floor to standing).

Slow down our own movements.

Use bands across front legs of desk.

Have child sit on wiggle cushion or ball.

Allow frequent breaks throughout the day.

Have child jump on trampoline.

Use sticker or stamps to identify left/right.

Play games using repetitive alternating and rhythmic movement.

Reinforce dominant hand use.

Play on merry go round, ride roller coasters, hang upside down, play team sports, swim, twist chains of a swing and untwisting, go sledding, slide down water slides.

### F. Activities to improve posture and balance.

1. **Stand with one foot on the ground while the other foot is resting on a stool in front of the other foot.**
2. **Stand on top of a bosu ball.**
3. **Stand on a balance board.**
4. **Put two lines of tape on the ground and practice walking on a pretend balance beam.**
5. **Sit on an exercise ball while playing a board game at the table.**

- 6. Play hopscotch only while jumping on one foot.**
- 7. Sit, kneel, or stand on a flat platform swing.**
- 8. Stand on a trampoline with just one leg on the surface.**
- 9. Try any of the above activities with your eyes closed.**