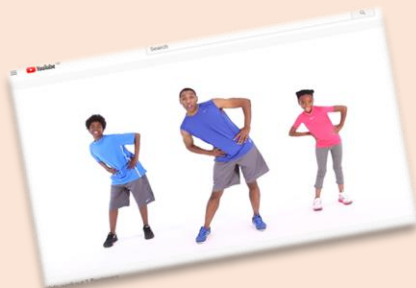


## Social Partner

### Routines and Breaks

Your child will be helped by routines at home to make their day as predictable as possible. Here are some ideas to try at home:

- Get up at around the same time every day and follow a routine, e.g. get dressed, breakfast, brush teeth
- Use pictures on Page 4 to create a visual schedule
- Make time for Intensive Interaction (see Page 5)
- Balance screen time with other activities at home – set time on the iPad/tablet as part of their schedule and make sure your child gets plenty of movement breaks like trampoline, walking or yoga/exercise – try Kids Workout Youtube videos to do as a family.



### Managing Emotions

If your child becomes upset or anxious at home, try to remember these things...



Mirror your child's facial expression on your own face and name how they're feeling, e.g. "You look *angry*". You could also try showing them a picture of that emotion to help them understand the word (Page 6).

Try to have a selection of calming toys/activities available for your child, like their favourite sensory toys or squishy toys. You can keep them in a special bag or box at home to offer your child if he/she is becoming upset.



Create safe spaces/ hideaways at home

Your child's routine has changed so he/she may feel overwhelmed. You can create a hideaway at home – prop a blanket over some cushions to make a cosy den to retreat into.

## Social Partner

### Supporting Communication

Here are some tips to support your child's communication at home:

- Have a 'Special Time' for playing together each day. Get down to your child's level and join in with what they are doing, joining in with the sounds and actions your child makes (See the 'Intensive Interaction Leaflet' on Page 5)
- Use simple language when speaking to your child. Use gestures and signs alongside your spoken language.
- Create opportunities for your child to communicate (See 'Communication Opportunities and Strategies' on Page 3).



### Useful Links

Here are some useful websites to check out:

- Intensive Interaction Institute for information/videos: [www.intensiveinteraction.org](http://www.intensiveinteraction.org)
- Dave Hewett's Intensive Interaction Youtube channel: <https://www.youtube.com/user/III209/featured>
- Twinkl has free printable visual supports to use at home: <https://www.twinkl.co.uk/resources/specialeducationalneeds-sen>
- Gina Davies' Attention Autism Youtube channel: <https://www.youtube.com/channel/UCPPw7Ij3k2Zhe19Fb3CO-ag>
- Pinterest for 'sensory play' and 'messy play' ideas you can make with ingredients at home, or check out <https://yourkidstable.com/messy-play/>



## Social Partner

# COMMUNICATION OPPORTUNITIES AND STRATEGIES

## SABOTAGE AND THE POWER OF WAITING

Try putting your child's favourite toys or snacks out of reach but within view (e.g. bubbles on top shelf) or in a clear, hard to open container. **Wait** for your child to show you they want it – this could be by looking at you, pulling your hand towards it, giving the container or pushing it towards you, for example. Accept any and all forms of communication! Waiting is one of the most powerful strategies for encouraging communication, especially for students with ASD who need extra time to think.



If your child uses a word, repeat it back and add on one more. For example, if he/she says "biscuit", you can say "*want* biscuit". This lets your child know you've heard and understood, and also gives them a model of the next step - how two words join together.



## CAPTURE ATTENTION

Have fun together by having a go at (or watching) some of the attention-building activities on Gina Davies Autism Centre Youtube channel:

<https://www.youtube.com/channel/UCPPw7lj3k2Zhe19Fb3CO-ag>



## PEOPLE GAMES AND SINGING



Use props when you read books to bring the story into the 'here and now'.



Use 'people toys' (e.g., bubbles, wind-up toys) where your child needs to involve another person to use the toy.

Make yourself the game by singing nursery rhymes, pausing and waiting for your child to indicate they want more (e.g., by looking at you, tapping your leg, pulling your hand or making a sound) before you continue. Remember, if they say a word, repeat it back and add on one more!

Make a song bag! Find or make different household objects to represent songs your child enjoys (e.g. tinfoil star for Twinkle Twinkle) and put them in a bag. Take turns pulling the items out of the bag and



## OFFER CHOICES

Orange or red?



Offer your child choices during natural routines, even if you already know which one they want. This could be a choice of juice or milk at mealtimes, or train or car at playtime, for example. Hold up and name each item as you give the choice.

This gives your child an opportunity to communicate what they want by reaching, looking, pointing, repeating the word etc. If you have made a song bag, you can show them two items and ask them to choose what song they want!

If your child uses words, remember to repeat back what they've said and add on one more, e.g. if he/she says "give juice", you can say "Yes, *Mummy* give juice"

# Social Partner

Example of a visual schedule for home:

## Morning

## Afternoon

## Evening



Eat



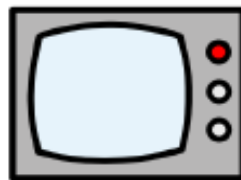
Eat



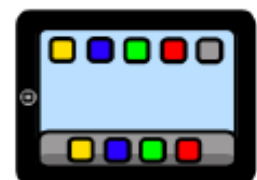
Eat



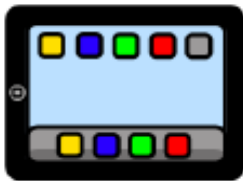
Clothes on



TV



iPad



iPad



Walk



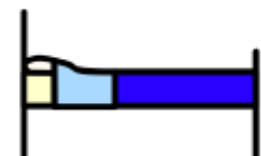
Garden



Toys



Toys



Bed



Social Partner

# Intensive Interaction



## What is Intensive Interaction?

A way to interact with your child that helps them to use the 'building blocks' of communication, such as eye contact, taking turns, sharing enjoyment and emotions. It's a way of having fun with your child that shows him/her how valuable and enjoyable communicating can be!

## Intensive Interaction Techniques:

**One-to-one time** - find time and a place to play with your child.

**Get down to your child's level** - position yourself at his/her eye level.

**Tune in** -to your child's body language, movements, gesture, facial expression and voice.



**Hold back** - go slowly and pause and wait longer to allow your child to take the lead in the interaction.

**Respond** - respond to what your child did by joining in with them and imitating (e.g., if they enjoy spinning bottle lids, spin bottle lids with them).

*\*Only join in with/imitate behaviours that you feel comfortable with and that are safe.*

**Be available** - be relaxed and show with your body language and facial expression that you are interested in what your child does.

**Shared enjoyment** - expect to enjoy yourself!

*Remember, the interaction stops when your child has had enough.*



## Where can I find more information?

- The Intensive Interaction Institute's website (<https://www.intensiveinteraction.org/>)
- Dave Hewett's Youtube channel.



## Social Partner

Emotions key ring:



happy



sad



excited



not well



worried



angry