

Take Charge of Treatment for your Child with Asperger's (ASD)

Templates for Creating Your Personalized Guide

Directions for Creating Your Personalized Guide

1. Download the templates PDF from www.jkp.com/go/elwoodandmcleod/
2. Save the PDF onto your desktop computer or tablet
3. Identify the tools that will support your child, referring to the print book for guidance.
Click on the tool name in the interactive table of contents to be taken to that tool
4. Check the boxes or fill in the blank spaces to personalize the checklists for your child
5. Print your personalized checklists by going to your print settings and choosing the appropriate page range.
6. Add any tools of your own that will help your child
7. Save the PDF again at the end of your session to keep a record of your personalized checklists
8. Share your guide
9. Update and reuse the personalized checklists

List of Tools

Unique Profile

Strengths

Interests

Dislikes

Important information about my child

How social differences related to theory of mind impact my child

How social differences related to central coherence impact my child

How social differences related to executive functioning impact my child

How social differences related to non-verbal communication impact my child

Pragmatic language difficulties with which my child struggles

How restricted and repetitive patterns of behavior, interests, and activities impact my child

How sensory struggles impact my child

Impact of over-responsive sensory system

Impact of under-responsive sensory system

Impact of sensory-seeking system

Impact of sensory discrimination disorder

Impact of postural disorder

Impact of dyspraxia

How motor struggles impact my child

How cognitive differences impact my child

How emotional vulnerability impacts my child

Collaboration and Communication

Beginning of the relationship meeting with special educators or service providers

An overview of what works

Visual aids to support comprehension of auditory material

Educational interventions organized by impairment

Executive functioning impairment tools

Visual input impairment tools

Motor output impairment tools

Missing the hidden curriculum impairment tools

Central coherence impairment tools

Perspective-taking impairment tool

Processing speed impairment tools

Engaging in non-preferred projects impairment tools

Interpersonal communication impairment tools

Anxiety and presenting poorly to peers tools

Skill generalization impairment tools

Social skills supports

Restricted and repetitive patterns of behavior, interests, and activities support

Sensory support organized by impairment

Sensory support for over-reactive sensory system

- Visual support for over-reactive sensory system
- Tactile support for over-reactive sensory system
- Auditory support for over-reactive sensory system
- Olfactory support for over-reactive sensory system
- Proprioceptive support for over-reactive sensory system
- Vestibular support for over-reactive sensory system
- General support for over-reactive sensory system
- Self-calming strategy for over-reactive sensory system

Sensory support for under-reactive sensory system

- Visual support for under-reactive sensory system
- Auditory support for under-reactive sensory system
- Olfactory support for under-reactive sensory system
- Tactile support for under-reactive sensory system
- Proprioceptive support for under-reactive sensory system
- Vestibular support for under-reactive sensory system
- Oral support for under-reactive sensory system
- General support for under-reactive sensory system
- Self-alerting strategies for under-reactive sensory system

Sensory support for sensory-seeking system

- Visual support for sensory-seeking system
- Auditory support for sensory-seeking system
- Tactile support for sensory-seeking system
- Proprioceptive support for sensory-seeking system
- Vestibular support for sensory-seeking system
- Oral support for sensory-seeking system
- General support for sensory-seeking system
- Self-calming strategy for sensory-seeking system

Sensory support for sensory discrimination disorder

- Visual support for sensory discrimination disorder
- Tactile support for sensory discrimination disorder
- Auditory support for sensory discrimination disorder
- Proprioceptive support for sensory discrimination disorder
- Vestibular support for sensory discrimination disorder

Sensory support for postural disorder

- General support for postural disorder

Sensory support for Dyspraxia

- Tactile support for dyspraxia
- Proprioceptive support for dyspraxia
- Fine motor support for dyspraxia
- Organizational support for dyspraxia
- Room support for dyspraxia
- General support for dyspraxia

Communication log

Routines and Schedules

Routines and schedules: Every environment

Overview of strategies for creating routines and schedules in every environment

Routines and schedules: Home

- Morning routine
- Night routine
- Special night routine
- After-school routine
- Homework routine
- Daily schedule
- Daily schedule—Monday
- Daily schedule—Tuesday
- Daily schedule – Wednesday
- Daily schedule—Thursday

- Daily schedule—Friday
- Daily schedule—Saturday
- Daily schedule—Sunday
- Weekly schedule
- Whole family schedule
- Screen time schedule
- Play date schedule

Structuring unstructured time

- Free-time options
- Weekend activity options
- Take an outing to:
- Activity bag

Routines and schedules: School

School routines

- Arrival routine
- The _____ (class) morning routine
- Closing routine

School schedules

- Monday schedule
- Tuesday schedule
- Wednesday schedule
- Thursday schedule
- Friday schedule
- Tomorrow at school (detailed schedule for a day at the beginning of a school year)

Changes in schedule

- Evacuation drill
- Note home regarding a change in schedule
- Testing—change in schedule
- Science Electricity Fair
- Aide going out of town

Routines and schedules: Community

Daily camp schedule

- Monday
- Tuesday
- Wednesday
- Thursday
- Friday

Psychologist: Session schedule

Occupational therapist: Session schedule

Social pragmatics: Session schedule

Behavioral Expectations

Behavioral expectations: Every environment

- Safe body expectations
- Expectations for when someone says “hi” to you
- Whole-body listening expectations
- Integrity: My words make a difference
- Volume-o-meter
- Group effort expectations
- Expectations for disagreeing
- Expectations for working with someone who is hard to work with

Behavioral expectations: Home

Family standards

- Integrity
- Excellence

Specific contexts at home

- Hosting a play date
- Interacting when eating with family or guests
- Interacting with your brother or sister
- When your brother/sister is upset
- General table manners
- Table manners: Specific situations
- Everyday manners
- Everyday manners: Specific situations
- Everyday manners with elderly people

Behavioral expectations: School

School handbook

School day

General school contexts

- Being a student means
- Being a student and looking like a student by working at my table spot
- Directions are important
- Sharing my ideas
- How to persevere or keep doing work in which I am not interested
- Sensory tool rules

Specific school contexts

- Expected versus unexpected events and why
- Morning meeting
- Math
- The recess plan
- Computer lab rules
- Birthday celebrations in _____ (classroom)
- Class visitors: Another class

- Group conversations
- Book club and rug time
- What to do if I am upset or someone else is upset
- When it is cold outside
- Class field trip

Behavioral expectations: Community

- Car expectations
- Behavioral expectations in different environments
- Eating as someone's guest
- Behavioral expectations with psychologist
- Behavioral expectations at camp

Important Adults

Important adults: Every environment

Overview of strategies for developing successful relationships with important adults in every environment

Important adults: Home

Interacting with important adults at home

- Important adult template
- Interacting with your mother and father
- Interacting with a caregiver
- Interacting with house visitors

Important adults: School

Interacting with important adults at school

- Teachers and staff at _____ School
- Teachers and staff at _____ School
- Information about _____ (name of Science, English Language Arts, Social Studies, Science, Math, Health, Music, Art, Foreign Language Teacher)
- Support your child's interactions with teachers and staff
- Teachers who usually come into class
- Education about class visitors
- Interacting with substitute teachers
- Asking an adult

Important adults: Community

Interacting with important adults in the community

- List of private service providers that currently help your child
- Clinical psychologist
- ASD coach
- Educational consultant
- Occupational therapist

- Psychiatrist
- Cognitive behavioral therapist
- Speech and language pathologist
- Neuropsychologist
- ABA therapist

Report feedback tool

Managing Crises and Emotions

Managing crises and emotions: Every environment

Overview of strategies for managing crises and emotions in every environment

Crisis response plan

- The Meltdown Cycle
- Sensory diet accommodations
- Things the child can do to calm down
- Strategies that support the child to relax
- Create separate star charts for home and school
- Social Story™ to introduce your child's star chart

Managing crises and emotions: School

- Break Spot Plan Social Story™
- My 5-point scale for school Social Story™
- If I am at a 5 Social Story™

Managing crises and emotions: Community

- The Green, Yellow, and Red Zones
- How to earn back lost special activity time

Navigating Transitions and Changes

Navigating transitions and changes: Every environment

Overview of strategies for navigating transitions and changes in every environment

Navigating transitions and changes: Home

- Moving to a new home
- Welcoming a new sibling
- Getting a new pet
- Having new people come into your home

Navigating transitions and changes: School

- Welcome to _____ grade
- I am good at following routines
- Change is hard, but sometimes there are good things about change

- My success in _____ grade
- What will be the same next year?
- What will be the same next year?
- What will be different next year?
- What will be different next year?
- My aide's plan for next year
- Transition from homeroom to changing classes and new-looking classrooms
- Note sent home about the week's schedule changes and Plan B choices
- Teacher going on maternity or paternity leave
- Change in schedule—testing
- Change in schedule—activity change
- Schedule addition
- Weekly reinforcement letter
- Agenda-setting e-mail for transition meetings

Navigating transitions and changes: Community

- Travel tool

Promoting Independence

Promoting independence: Every environment

Overview of independence skills for every environment

Promoting independence: Home

- Personal hygiene
- Shower
- Brush hair
- Brush teeth
- Clean room
- Clean up after a meal
- Clean up after an activity
- Phone calls

Promoting independence: School

- Learning zones
- Handling homework
- Handling Homework
- Taking notes
- Managing calendars
- Bringing proper materials to class
- Following directions
- Attending in class
- Checking work—self-edit
- The math working process
- Negotiating the cafeteria

- Navigating recess
- Free time in the classroom—Uh, oh! What do I do...?
- Class maps
- Ways I show independence and maturity during the school day
- I am good at following “The Blue Rug Rule”
- Fading support

Promoting independence: Community

- Going shopping
- Going out to eat
- Going to doctors' offices
- Going to community offices (such as post office or bank)
- Using public transportation
- Flying

Safety education

- Concentric circles of relationships
- When to talk with someone you trust
- When to turn to others
- Steps for asking for help

Unique Profile



Take Charge of Treatment for Your Child with Asperger's (ASD).
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Interests

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(DYMENT, J.H., PERSONAL COMMUNICATION, 2013)

Dislikes

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(DYMENT, J.H., PERSONAL COMMUNICATION, 2013)

Important information about my child

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(DYMENT, J.H., PERSONAL COMMUNICATION, 2013)

How social differences related to theory of mind impact my child

My child has difficulty understanding:

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(ABELE AND MONTGOMERY 2010)

How social differences related to central coherence impact my child

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(ABELE AND MONTGOMERY 2010)

How social differences related to executive functioning impact my child

My child has trouble with:

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Affects:

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(ABELE AND MONTGOMERY 2010)

How social differences related to non-verbal communication impact my child

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(ABELE AND MONTGOMERY 2010)

Pragmatic language difficulties with which my child struggles

My child struggles with:

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(PRUTTING AND KIRCHNER 1987)

How restricted and repetitive patterns of behavior, interests, and activities impact my child

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(FREEDMAN 2010)

How sensory struggles impact my child

Impact of over-responsive sensory system

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(CAPONE, K., FROM DISCUSSION, 2013, USED WITH PERMISSION)

Impact of under-responsive sensory system

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(CAPONE, K., FROM DISCUSSION, 2013, USED WITH PERMISSION)

Impact of sensory-seeking system

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Impact of sensory discrimination disorder

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[illegible]

(CAPONE, K., FROM DISCUSSION, 2013, USED WITH PERMISSION)

Impact of postural disorder

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(CAPONE, K., FROM DISCUSSION, 2013, USED WITH PERMISSION)

Impact of dyspraxia

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(CAPONE, K., FROM DISCUSSION, 2013, USED WITH PERMISSION)

How motor struggles impact my child

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(CAPONE, K., FROM DISCUSSION, 2013, USED WITH PERMISSION)

How cognitive differences impact my child

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How emotional vulnerability impacts my child

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Collaboration and Communication



Beginning of the relationship meeting with special educators or service providers

- ☐ Establish the professional's preferred communication style(s): e-mails, phone calls, face-to-face visits:

☐ _____

- ☐ Determine frequency of communication:

☐ _____

- ☐ Identify what the professional would like to know on an ongoing basis. Possibilities could include:

☐ Note to prepare staff for how the child might show up

☐ Information about special occasions and incidents

☐ _____

☐ _____

- ☐ Provide the professional with information about what you would like to know on an ongoing basis. Possibilities could include:

☐ Schedule changes

☐ Behavioral expectations for each context in which the child interacts

☐ Is the child happy?

☐ How is the child interacting with peers?

☐ Was the child upset during the day? If so, what caused the upset?

☐ Is the child accessing his or her social and academic curriculum?

☐ How can parents support the teachers at home?

☐ _____

☐ _____

- ☐ Ask questions about the professional's AS knowledge and experience. Questions could include:
 - ☐ Strengths
 - ☐ Weaknesses
- ☐ Share:
 - ☐ Child's unique profile—generated in the Parents Take Charge section of Chapter 3
 - ☐ Already-created tools from this chapter that are pertinent for the child
 - ☐ Tools that have been successful in the past
- ☐ Support skill generalization:
 - ☐ Ask if the professional would be willing to share tools he or she uses with your child
 - ☐ Discuss the importance of having a common language between home and school and community
 - ☐ Share what the family is currently working on with the child
- ☐ Set follow-up meeting to develop the special educator or service provider tools for the child's guide

An overview of what works

- ☐ Build a trusting relationship
- ☐ Honor and celebrate the strengths and interests of the child
- ☐ Provide positive reinforcement
- ☐ Approach mistakes and struggles educationally; not punitively
- ☐ Collaborate to ensure the child has opportunities to practice skills in different environments
- ☐ Provide slower pacing
- ☐ Incorporate daily living skills into overall programming to promote independence
- ☐ Organize environments to support greater inner organization
- ☐ Preview

(FREEDMAN 2010)

Visual aids to support comprehension of auditory material

You can put these into practice at home and share with the professionals with whom your child interacts.

- ☐ Written instructions
- ☐ Visual timers and visual schedules for time management
- ☐ Calendar
- ☐ Activity charts
- ☐ Overhead projector with notes provided
- ☐ Support with change: preview and visual indicator
- ☐ Visual instructions for how to interact with a group
- ☐ Classroom or activity etiquette—expectations of each environment or activity spelled out visually and explicitly; chart or note to continually remind the child

(CRONIN 2011)

Educational interventions organized by impairment

Executive functioning impairment tools

- ☐ Visual schedules
- ☐ Planners
- ☐ Task boards
- ☐ Written and/or visual pacing process for assignments
- ☐ A written or drawn explanation of how to break down an assignment by explicitly teaching the child what to do when
- ☐ Written instructions
- ☐ Checklists
- ☐ Simple and intuitive rubrics
- ☐ Explicit descriptions of the expectations for an assignment or project and the steps necessary to complete it successfully
- ☐ Overhead projectors or SmartBoards
- ☐ Technology: laptop, tablet, organizational software
- ☐ Pictures of how the result should look (this bullet provided by Dymont, J.H., used with permission)
- ☐ _____
- ☐ _____

Visual input impairment tools

- ☐ Adapted/modified texts
- ☐ Text-to-speech software
- ☐ Books on tape
- ☐ Less on a page
- ☐ Visual copies of presentations
- ☐ Graphic organizer: a visual tool comprised of graphics used to help organize a child's thoughts for either writing or understanding something he or she reads
- ☐ _____
- ☐ _____

Motor output impairment tools

☐ Scribe: a person who writes the answers that the child verbally provides to alleviate motor challenges

☐ Voice recognition software for dictation

☐☐

Missing the hidden curriculum impairment tools

☐ Rules handbook

☐ Written expectations

☐ Social Stories™: a tool in the form of a brief story (developed by Carol Gray) to educate children about social skills

☐ Direct instruction

☐ Video modeling: a tool that involves having children watch a video to learn skills that are demonstrated

☐☐

Central coherence impairment tools

☐ Explain the big picture upfront

☐ Use visuals and graphic organizers to present the big picture and the smaller parts (this bullet provided by Dymont, J.H., used with permission)

☐☐

Perspective-taking impairment tool

☐ Comic strip conversations: a tool developed by Carol Gray to show all levels of communication and to make the abstract elements of conversations such as what people are thinking and how they are feeling more concrete by showing it visually through pictures of people with thought and word bubbles. The tool breaks down social interactions into short, drawn sequences.

☐☐

Processing speed impairment tools

- ☐ Slower pace
- ☐ Reduced homework assignments
- ☐ Alternative assessments
- ☐ Previewing (this bullet provided by Dymont, J.H., used with permission)
- ☐ _____
- ☐ _____

Engaging in non-preferred projects impairment tools

- ☐ Use special interests
- ☐ Incorporate the child's strengths
- ☐ Be clear about the length of time they are expected to engage and why (this bullet provided by Dymont, J.H., used with permission)
- ☐ _____
- ☐ _____

Interpersonal communication impairment tools

- ☐ Provide scripts for certain group-work activities:
 - ☐ Give the child the language he or she can use when interacting
- ☐ Assign specific jobs when working in groups (this bullet provided by Dymont, J.H., used with permission)
- ☐ _____
- ☐ _____

Anxiety and presenting poorly to peers tools

- ☐ Pre-teach curriculum
- ☐ Use special interests to introduce challenging curriculum (this bullet provided by Dymont, J.H., used with permission)
- ☐ _____
- ☐ _____

Skill generalization impairment tools

- ☐ Re-teach curriculum
- ☐ Home-school communication to work on the same skills in multiple environments
- ☐ Connect new learning to child's prior knowledge
- ☐ _____
- ☐ _____

Social skills supports

You can put these into practice at home and share with the professionals with whom your child interacts. Sometimes techniques work well in combination.

- ☐ Social Stories™—Carol Gray developed this tool, which uses stories to teach social skills and “share accurate social information” (www.CarolGraySocialStories.com)
- ☐ Role playing—structured practice of specific social situations
- ☐ Video modeling—a tool used to teach desired social behavior by reviewing TV shows or video clips with a clinician to identify typical social behavior or problems with social behavior for the purpose of imitating the typical behavior and avoiding the problem behavior
- ☐ Directly teach conversation skills: how to initiate, maintain, end
- ☐ Non-verbal communication coaching
- ☐ Comic strip conversations
- ☐ Pictures or videos to identify emotions—the DVD *Mind Reading: An Interactive Guide* by Simon Baron-Cohen is a recommended resource
- ☐ Prime and/or prompt social behavior—strategies used to promote a particular social behavior by preparing the child before or reminding the child during a particular social interaction
- ☐ 5-point scales—*The Incredible 5-Point Scale* by Kari Dunn Buron and Mitzi Curtis helps educate AS children about social and emotional concepts by breaking them down into a 5-point system
- ☐ Games: conversation and cooperative games; teach gaming skills for increased social interaction
- ☐ Thought bubble activities for perspective-taking
- ☐ Recess—adult facilitation for increased social interaction
- ☐ Teach Social Thinking® in addition to social skills. Michelle Garcia Winner explains Social Thinking® concepts including:
 - ☐ That our behavior impacts others, which ultimately affects us
 - ☐ Using our eyes to think
 - ☐ Keeping our brains in versus out of the group
 - ☐ Expected versus unexpected behavior
 - ☐ How to show others that we are listening
 - ☐ _____
 - ☐ _____
 - ☐ _____
 - ☐ _____

Restricted and repetitive patterns of behavior, interests, and activities support

You can put these into practice at home and share with the professionals with whom your child interacts.

- ☐ Let the child know how long he or she must participate in the non-preferred activity
- ☐ Tell the child why they are participating in a non-preferred activity and how it will benefit them
- ☐ Use their special interests to engage them in activities
- ☐ These preferred interests can be calming and grounding and can be used to make social connections
- ☐ Educate the child about what people are thinking when they engage in the interests in certain environments
- ☐ Try providing a schedule for special interest time. For example, you can have an hour of this interest at home, but not at school.
- ☐ _____
- ☐ _____

Sensory support organized by impairment

Sensory support for over-reactive sensory system

Visual support for over-reactive sensory system

- ☐ Avoid visual surprises—lights turning on suddenly, balls flying
- ☐ Use incandescent lighting
- ☐ Organize space—no clutter
- ☐ Choose soft room colors
- ☐ Use partition to block visual input (Capone, K., used with permission)
- ☐ Use sunglasses or brimmed hats (Capone, K., used with permission)
- ☐ _____
- ☐ _____

Tactile support for over-reactive sensory system

- ☐ Provide comfortable textures—e.g. bedding and clothing
- ☐ Provide deep touch pressure to release endorphins that are calming to the system—use a heavy blanket, wrap child tightly in sheet, massage, roll a therapy ball over the child. Always follow the child's lead to make sure it is working for him or her
- ☐ Allow the child to use tools or wear gloves for messy play (Capone, K., used with permission)
- ☐ Touch with deep pressure, not light touch (Capone, K., used with permission)
- ☐ _____
- ☐ _____

Auditory support for over-reactive sensory system

- ☐ Prepare for noise surprises—fire alarm, vacuum, fireworks, school bell
- ☐ Reduce sensory stimuli—close window
- ☐ Alert the child of volume changes and interruptions
- ☐ Speak with quiet voices
- ☐ Raise hand to speak in classroom
- ☐ Sit in quietest area
- ☐ Use sound-cancelling devices: headphones, earplugs, white noise
- ☐ _____
- ☐ _____

Olfactory support for over-reactive sensory system

- ☐ Avoid strong scents/smells such as perfume, lotions, or smoke
- ☐ Teach the child how to block smells
- ☐ _____
- ☐ _____

Proprioceptive support for over-reactive sensory system

- ☐ Heavy work such as jungle gym and jumping on trampoline
- ☐ Weighted vest
- ☐ Weighted backpack
- ☐ Weighted blanket or lap blanket
- ☐ Thera-Bands®
- ☐ _____
- ☐ _____

Vestibular support for over-reactive sensory system

- ☐ Slow, rhythmic movement—boat swing or rocking chair
- ☐ Adapt movement activities to the child's comfort level (Capone, K., used with permission)
- ☐ _____
- ☐ _____

General support for over-reactive sensory system

- ☐ Create exit plan for when the child becomes over-stimulated
- ☐ Prepare the child for what to expect in extremely stimulating environments
- ☐ _____
- ☐ _____

Self-calming strategy for over-reactive sensory system

- ☐ Establish refuge for calming activities
- ☐ _____
- ☐ _____

Sensory support for under-reactive sensory system

Visual support for under-reactive sensory system

- ☐ Eye contact from the child before talking or engaging in activity
- ☐ Colorful rooms
- ☐ Bright lights
- ☐ Busy wall design
- ☐ Hanging displays
- ☐ Color overlays for worksheets or reading (Capone, K., used with permission)
- ☐ _____
- ☐ _____

Auditory support for under-reactive sensory system

- ☐ Classroom—creating a spontaneous, rather than predictable, environment
- ☐ Seating—near active, social people
- ☐ Seating—near sources of sound
- ☐ Changing background sounds
- ☐ _____
- ☐ _____

Olfactory support for under-reactive sensory system

- ☐ Expose the child to strong smells
- ☐ _____
- ☐ _____

Tactile support for under-reactive sensory system

- ☐ Direct tactile stimulation—different seating and clothing textures, dry vigorously, tickle
- ☐ Encourage participation in various tactile mediums such as paint, sand, and shaving cream (Capone, K., used with permission)
- ☐ _____
- ☐ _____

Proprioceptive support for under-reactive sensory system

- ☐ Heavy work such as jungle gym and jumping on trampoline
- ☐ Weighted vest
- ☐ Weighted backpack
- ☐ Weighted blanket or lap blanket
- ☐ Thera-Bands®
- ☐ _____
- ☐ _____

(MILLER 2006, PP.157–160)

Vestibular support for under-reactive sensory system

- ☐ Fast movement
- ☐ Rotary movement
- ☐ Spinning
- ☐ Swing
- ☐ Mini-trampoline
- ☐ Movement with many starts and stops (Capone, K., used with permission)
- ☐ Varying speeds or directions of movement (Capone, K., used with permission)
- ☐ _____
- ☐ _____

Oral support for under-reactive sensory system

- ☐ Strong-tasting foods:
 - ☐ Bitter juice
 - ☐ Spicy food
 - ☐ Hot sauce
 - ☐ _____
 - ☐ _____
- ☐ _____
- ☐ _____

(MILLER 2006, PP.158–161)

General support for under-reactive sensory system

- ☐ Take outings involving sensory stimulation—amusement parks, malls, restaurants
- ☐ Participate in activities with sensory stimulation—hip-hop dance, drumming
- ☐ Move at least every hour at school
- ☐ Take sports that force the child to move and be alert—karate, taekwando, dance class
- ☐ _____
- ☐ _____

(SCHOFIELD, J., DIRECT COMMUNICATION)

Self-alerting strategies for under-reactive sensory system

- ☐ Gum
- ☐ Sour candy
- ☐ Bottle with straw
- ☐ Therapy ball chair
- ☐ _____
- ☐ _____

Sensory support for sensory-seeking system

Visual support for sensory-seeking system

- ☐ Ordered environment with labels
- ☐ Organization—no clutter
- ☐ Predictable environment
- ☐ Muted colors
- ☐ Soft lighting
- ☐ _____
- ☐ _____

Auditory support for sensory-seeking system

- ☐ Soft background music or sound
- ☐ Music in background with rhythmic beat (Capone, K., used with permission)
- ☐ _____
- ☐ _____

Tactile support for sensory-seeking system

- ☐ Fidgets (toys designed to keep fingers and feet busy, mind focused, and body relaxed such as a sensory stress ball)
- ☐ Different textured materials
- ☐ _____
- ☐ _____

Proprioceptive support for sensory-seeking system

- ☐ Therapy ball as chair
- ☐ Heavy work at chair—child puts hands on the side of the chair, lifts leg by pushing hands down into the chair
- ☐ Heavy work activities before a sit-down activity (Capone, K., used with permission)
- ☐ _____
- ☐ _____

Vestibular support for sensory-seeking system

- ☐ Movement combined with organized response—swing and kick target
- ☐ Movement breaks before quiet activity (Capone, K., used with permission)
- ☐ _____
- ☐ _____

Oral support for sensory-seeking system

- ☐ Strongly flavored foods
- ☐ Chewy and crunchy foods (Capone, K., used with permission)
- ☐ Sucking milk shakes through a straw (Capone, K., used with permission)
- ☐ _____
- ☐ _____

General support for sensory-seeking system

- ☐ Change environments frequently—move furniture around
- ☐ Activities with vigorous, continuous movement—trampoline jumping, rock climbing (Schofield, J., direct communication)
- ☐ Strategies for movement when the child is acting out—run around the house five times
- ☐ Chores with physical activity—moving furniture, carrying shopping
- ☐ Activities available when the child finishes task early
- ☐ Sit on moving surface such as ball or cushion when concentration is necessary
- ☐ Prepare for tasks requiring concentration with vestibular and proprioceptive input
- ☐ _____
- ☐ _____

Self-calming strategy for sensory-seeking system

- ☐ Place for retreat when over-stimulated—with heavy work sensory tools
- ☐ _____
- ☐ _____

Sensory support for sensory discrimination disorder

Visual support for sensory discrimination disorder

- ☐ Use colored overlays
- ☐ Block out extraneous visual stimuli in books or worksheets
- ☐ _____
- ☐ _____

(CAPONE, K., USED WITH PERMISSION)

Tactile support for sensory discrimination disorder

- ☐ Provide an opportunity to play in a variety of mediums such as sand, shaving cream, and play dough
- ☐ Work on writing using sandpaper
- ☐ Use needlepoint grids to increase feedback about where the child's hand is
- ☐ Use electric toothbrush
- ☐ Use massagers or different types of vibrations
- ☐ _____
- ☐ _____

(CAPONE, K., USED WITH PERMISSION)

Auditory support for sensory discrimination disorder

- ☐ Use simple words and phrases
- ☐ Decrease background noise
- ☐ _____
- ☐ _____

(CAPONE, K., USED WITH PERMISSION)

Proprioceptive support for sensory discrimination disorder

- ☐ Heavy work such as jungle gym or jumping on trampoline
- ☐ Obstacle course, which involves crawling under, over, and around different objects
- ☐ Use of massagers or different types of vibration
- ☐ Electric toothbrush
- ☐ _____
- ☐ _____

(CAPONE, K., USED WITH PERMISSION)

Vestibular support for sensory discrimination disorder

- ☐ Heavy work such as jungle gym or jumping on trampoline
- ☐ Obstacle course, which involves crawling under, over, and around different objects
- ☐ _____
- ☐ _____

(CAPONE, K., USED WITH PERMISSION)

Sensory support for postural disorder

General support for postural disorder

☐ Allow opportunities to change positions while doing table work (standing versus sitting)

☐ Provide opportunities to improve postural control through gross motor activities

☐ Provide alternate seating choices (bean bag chair, seat cushions, therapy ball)

☐

☐

(CAPONE, K., USED WITH PERMISSION)

Sensory support for Dyspraxia

Tactile support for dyspraxia

- ☐ Deep pressure before motor challenges
- ☐ _____
- ☐ _____

Proprioceptive support for dyspraxia

- ☐ Pressure to joints and muscles prior to motor challenges:
 - ☐ Pushes
 - ☐ Pulls
 - ☐ _____
- ☐ Lifting
- ☐ Jumping Jacks
- ☐ _____
- ☐ _____
- ☐ _____

(MILLER 2006, P.234)

Fine motor support for dyspraxia

- ☐ Practice typing and navigating computers early
- ☐ _____
- ☐ _____

Organizational support for dyspraxia

- ☐ Assist with maintaining order in the child's personal space—desk, backpack, closet, dresser
- ☐ Aid the child with managing homework materials
- ☐ Provide schedules
- ☐ Develop routines
- ☐ Supply explicit checklists
- ☐ _____
- ☐ _____

Room support for dyspraxia

- ☐ Maximum open space in rooms—few obstructions
- ☐ Simple, easy-to-use fixtures such as light switches, cupboard handles and bin lids
- ☐ Desk in quieter part of the room with easy access to most-used locations
- ☐ _____
- ☐ _____

General support for dyspraxia

- ☐ Support the child in cafeteria and at recess
- ☐ Help familiarize the child with community settings by visiting regularly—playground, public library (Shaw, K., personal communication)
- ☐ Participate in activities that require minimal motor skills—e.g. movies
- ☐ Allow more time for the child to move between classes and through areas needing motor skills, such as assembly and cafeteria
- ☐ Provide verbal alternative to assignments if fine motor requirements are too difficult
- ☐ _____
- ☐ _____

Communication log

Child's name:

Date:

Any changes to regular school routine?

What kind of morning

What kind of afternoon

Specials today

Notable sensory behavior

Comments from school

Routines and Schedules



Routines and schedules: Every environment

Overview of strategies for creating routines and schedules in every environment

Create routines and schedules at home and coordinate with your child's support team to use the same strategy in every setting:

- ☐ Assess your child's needs as they relate to routines and schedules
- ☐ Create visual schedules
- ☐ Create visual routines
- ☐ Preview schedules and routines
- ☐ Preview schedule changes
- ☐ Support executive functioning skills

Coach your child that schedules and routines help him or her to be more successful because:

- ☐ They help him or her stay organized
- ☐ When he or she is more organized, they will feel less anxiety
- ☐ When he or she has less anxiety, they will perform better



Routines and schedules: Home

Morning routine

Customize this blank schedule template for your child's morning routine. An example of a morning routine schedule is provided on p.118 of the book.

<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	

Night routine

<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	

Special night routine

If one night of the week has a different routine, customize this list by checking points that pertain to your child and adding others that are not included:

<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____

After-school routine

<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____
<input type="checkbox"/>	_____

Homework routine

<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	

Daily schedule

Customize these blank schedule templates for each day of your child's daily routine. Examples of weekday and weekend schedules are provided on p.119 of the book.

Daily schedule—Monday

<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	

Daily schedule—Tuesday

<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	

Daily schedule – Wednesday

<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	

Daily schedule—Thursday

<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	

Daily schedule—Friday

<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	

Daily schedule—Saturday

<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	

Daily schedule—Sunday

<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	

Weekly schedule

Customize your child's weekly routine by filling in the table with all of your child's activities. Include transition times.

Whole family schedule

Person

Week of	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Screen time schedule

Schedule screen time. Fill in the screen time chart indicating:

- when it is allowed
- how much time per day, week or month is permitted
- specific times for use
- activities paired with screen time.

Customize the table to reflect your child's weekly screen time (television, computer, gaming system, tablet, etc.) schedule. Parents, babysitters, or other adults providing childcare can preview this checklist in the morning so the child knows what to expect in their day. Update to reflect any schedule changes.

When it is allowed	How much time per day, week, or month	Specific hours	Activity pair
Monday			
Tuesday			
Wednesday			
Thursday			
Friday			
Saturday			
Sunday			

Play date schedule

Create a play date schedule to support your child's social interactions at home. First, list activity options for play date:

- ☐ Snack
- ☐ Craft:
 - ☐ Paper-mache
 - ☐ Drawing
 - ☐ Shrinky dinks
 - ☐ _____
 - ☐ _____
- ☐ Soccer
- ☐ Board game:
 - ☐ Checkers ☐ Apples to apples
 - ☐ Monopoly ☐ Sorry!
 - ☐ _____
 - ☐ _____
- ☐ Bake cookies
- ☐ Make lemonade slushy
- ☐ Trampoline
- ☐ Basketball
- ☐ Movie
- ☐ Video game:
 - ☐ Wii
 - ☐ Minecraft
 - ☐ _____
 - ☐ _____
- ☐ Sensory game
- ☐ Trip to ice-cream shop
- ☐ _____
- ☐ _____

Let children take turns choosing their activities and build the play date schedule. An example is provided on p.122 of the book.

Child	Time	Activity

Structuring unstructured time

Create a list of free-time options and weekend activity options to help your child structure their free time. Customize the following list by checking points that pertain to your child and adding others that are not included. Parents, babysitters, or other adults providing childcare can refer the child to this list to help them choose free time activities.

Free-time options

- | | |
|---|---|
| <input type="checkbox"/> Art | <input type="checkbox"/> Play soccer |
| <input type="checkbox"/> Read | <input type="checkbox"/> Play hide and seek |
| <input type="checkbox"/> Exercise | <input type="checkbox"/> Coloring books |
| <input type="checkbox"/> Go outside | <input type="checkbox"/> Jungle gym |
| <input type="checkbox"/> Scooter | <input type="checkbox"/> Any sport |
| <input type="checkbox"/> Play a game | <input type="checkbox"/> Hopscotch |
| <input type="checkbox"/> Bake or cook | <input type="checkbox"/> Jump rope |
| <input type="checkbox"/> Write a story | <input type="checkbox"/> Swim |
| <input type="checkbox"/> Make a movie | <input type="checkbox"/> Play in sprinkler |
| <input type="checkbox"/> Practice voice-over | <input type="checkbox"/> Play board games |
| <input type="checkbox"/> Trampoline | <input type="checkbox"/> Play card games |
| <input type="checkbox"/> Zipline | <input type="checkbox"/> Play with chalk |
| <input type="checkbox"/> Take a walk | <input type="checkbox"/> Play dough |
| <input type="checkbox"/> Hang out with someone and talk | <input type="checkbox"/> Lego |
| <input type="checkbox"/> Listen to music | <input type="checkbox"/> Puzzles |
| <input type="checkbox"/> Ride a bike | <input type="checkbox"/> Dress up |
| <input type="checkbox"/> Play tennis | <input type="checkbox"/> Put on a play |
| <input type="checkbox"/> Play basketball | <input type="checkbox"/> Lemonade stands |
| <input type="checkbox"/> _____ | |
| <input type="checkbox"/> _____ | |

Weekend activity options

- ☐ Walk
- ☐ Bike
- ☐ Jump on trampoline
- ☐ Play in sensory gym
- ☐ Swim
- ☐ Rock climb
- ☐ Play tennis
- ☐ Kayak
- ☐ Cook
- ☐ Art project
- ☐ Color
- ☐ Read
- ☐ Go outside
- ☐ Play a game
- ☐ Play any sport
- ☐ Puzzles
- ☐ Lego
- ☐ Scooter
- ☐ Jungle gym
- ☐
- ☐

Take an outing to:

- ☐ Aquarium
- ☐ Science museum
- ☐ Public garden
- ☐ Public library
- ☐ Dog park
- ☐ Park
- ☐ Zoo
- ☐ Library
- ☐ Book store
- ☐ Movie theater
- ☐ Restaurant
- ☐ Play
- ☐ Children's museum
- ☐ Hike
- ☐ Skiing
- ☐ Climbing gym
- ☐ Religious services
- ☐ Beach
- ☐ Lake
- ☐
- ☐

Activity bag

Create an activity bag to keep the child engaged on outings such as doctor's appointments and trips. List the items for the bag. Customize the list below to reflect the contents of an activity bag that would keep your child engaged and entertained by checking the points that pertain and adding those not included. Parents, babysitters, or other adults providing childcare can fill a bag with the contents on the list and bring the bag on outings where the child may have to wait or have unstructured time.

Possible contents:

- ☐ Book—special book of fiction or non-fiction
- ☐ Activity book—coloring book, mazes, word search, math puzzles, crossword, sudoku
- ☐ Paper
- ☐ Pens
- ☐ Crayons
- ☐ Cards
- ☐ Special Lego set
- ☐ Chess—travel set
- ☐ Gum or other non-perishable food
- ☐ _____
- ☐ _____



Routines and schedules: School

School routines



Arrival routine

- ☐ Arrive at school between _____ and _____
- ☐ Meet _____ (teacher) at the door and walk to classroom
- ☐ If _____ (teacher) is not at school, I meet
_____ (another teacher)
- ☐ Hang backpack on hook
- ☐ Put coat on hook
- ☐ Remove lunch and blue folder from backpack
- ☐ Put lunch on top of my cubby
- ☐ Pass in homework and put blue folder in tray
- ☐ Say "hi" to teachers
- ☐ Go to Safe Spot and begin morning routine
- ☐ _____
- ☐ _____

(BLUMENFELD, E., PERSONAL COMMUNICATION, 2011)

The _____ (class) morning routine

My name is _____ and I am a student in _____ grade.

Each day when students get to school, they follow a morning routine. This includes:

- | | |
|---|--|
| <input type="checkbox"/> Hanging up coat and backpack | <input type="checkbox"/> Reading the morning message |
| <input type="checkbox"/> Turning in homework | <input type="checkbox"/> Checking the schedule for the day |
| <input type="checkbox"/> Putting down chair | <input type="checkbox"/> _____ |
| <input type="checkbox"/> _____ | |

I am good at the morning routine. Each morning, I hang my backpack and coat, take down my chair, and go over the schedule for the day. Doing the morning routine is important because it helps students prepare for the day.

Starting tomorrow, I am going to try adding one thing to my morning routine. I will read the morning message to myself after I take my chair down. Reading the morning message before morning meeting is a job for all students to do.

My teachers know that I can add reading the message to my morning routine and they will feel proud of me for trying it! (Blumenfeld, E., personal communication, 2011)

Closing routine

- ☐ Go to break
- ☐ Get lunchbox and homework folder together
- ☐ Put lunchbox and homework folder in backpack
- ☐ Bring packed backpack to read aloud
- ☐ Sit in meeting area
- ☐ _____
- ☐ _____

(BLUMENFELD, E., PERSONAL COMMUNICATION, 2011)

School schedules

Monday schedule

☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

(HAQ, M., USED WITH PERMISSION)

Tuesday schedule

☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

(HAQ, M., USED WITH PERMISSION)

Wednesday schedule

☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

(HAQ, M., USED WITH PERMISSION)

Thursday schedule

☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

(HAQ, M., USED WITH PERMISSION)

Friday schedule

☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

(HAQ, M., USED WITH PERMISSION)

Tomorrow at school (detailed schedule for a day at the beginning of a school year)

This sample tool can be copied and pasted into a Word document and adapted for your own child.

I am a smart, hardworking, friendly _____ grade student who wants to do well at school.

Tomorrow morning, I will have a morning meeting. I will sit in a circle with my friends and I will share something I did this weekend. If I don't share, that is fine too. I will say, "Pass."

I have ELA, in the morning. In ELA, _____ (teacher) will show his website to the class. After we check out _____ (teacher)'s website, I will organize my binder with _____ (aide) and _____ (special educator). Once I have organized my binder, I will have time to myself.

After ELA, I have math in the morning. There will be an activity in math. I will have to think and wonder about things in the room. _____ (special educator) will help me.

After lunch, I will go to _____ (teacher)'s room for social studies. I will try to follow the activity.

After recess, I am going to do a writing activity with _____ (aide) for 30 minutes.

After the writing activity, I will have time to myself.

In the afternoon, I will go to _____ (teacher)'s room for science.

Any time I want to take a break, I can ask my teachers or my teachers will give me a choice to go to my Break Spot. There will be activities in the Safe Spot for me to help me calm down. I can read to myself, have _____ (aide) read to me, sit on the thera-ball, or draw for five minutes.

I am going to have a great day and I will be proud of myself!

(HAQ, M., USED WITH PERMISSION)

Changes in schedule

Evacuation drill

This sample tool can be copied and pasted into a Word document and adapted for your own child.

Sometimes at school, we have to practice leaving the building safely as a whole school. This is important for everyone at school to practice, so that we all know how to leave safely when we need to evacuate (leave the building).

Some of the times we need to do this are during fire drills and during evacuation drills. During an evacuation drill, we need to leave the school building and leave the school grounds.

When we have an evacuation drill, an adult will come on the loudspeaker and let everyone know that we need to evacuate.

When that announcement is made, it is your job to stop what you are doing and follow the teacher's directions.

If you are in your classroom during the announcement, you will stop what you are doing and line up with _____ (aide) the class. We will walk out of the building calmly and quietly.

When we get outside, everyone will walk out of the school ground and walk together to a church. It is important that you stay with your class.

When we get to the church, it is your job to follow the teacher's directions and sit on a bench until it is time to go. You will know it is time to walk back to school when your teacher tells you it is time.

It is important that you stand in line calmly and quietly with your class until we get back into the classroom.

(HAQ, M., USED WITH PERMISSION)

Note home regarding a change in schedule

This sample tool can be copied and pasted into a Word document and adapted for your own child.

Hi _____,

I hope you are having a relaxing evening. I wanted to give you a heads up that because we have an evacuation drill tomorrow we will not be going to _____ (class) for _____. You and I will take any of the remaining time to _____.

Thanks, _____ (child's name)

See you in the morning!

(GUERRA, L.A., USED WITH PERMISSION)

Testing—change in schedule

This sample tool can be copied and pasted into a Word document and adapted for your own child.

This year as a grade _____ student, I will be doing some testing with different teachers. I will start with _____ (teacher) tomorrow. If another learning center teacher is out, _____ (teacher) may need to cover for that teacher so that my testing session with her will happen the next day. My work with _____ (teacher) will focus on _____ (subject). _____ (teacher) will be working with me all this week on the days I have _____ (subject) on _____ (day), _____ (day), and _____ (day). She will write it into my schedule in the morning so I know. When I am doing this work with _____ (teacher), my _____ (subject) and special interest time will be switched so that I do my testing first and then I will have my special interest time.

Just like my other testing, I will go down to _____ room because it is a quiet room, and I am familiar with that room. I will be working for about _____ (number) minutes, and I can take a _____ (number) minute break about mid-way through. For my break, I can take a walk with _____ (aide) or take a walk by myself. _____ (Aide) will not be staying in the room during my testing, but will come back mid-way for a walking break.

This is a _____ (grade) expectation for me so I will try my best.

(GUERRA, L.A., USED WITH PERMISSION)

Science Electricity Fair

This sample tool can be copied and pasted into a Word document and adapted for your own child.

Tomorrow, in the _____ (room), grade _____ is going to have an Electricity Fair. All grade _____ students are expected to participate and share their hard work with other students and teachers. The fair will start around _____ (time). Below is how the fair will run in the _____ (room).

From _____ – _____ (times), grade 4 and grade 8 classes will visit us with a teacher. Around _____ (time), grade 5 and another grade 8 class will come with _____ (teacher) and _____ (teacher). They will be there for about fifteen minutes. Around _____ ish (time), _____ (teacher) will come with his class. Again they will visit the _____ (room) for about fifteen minutes. Also, around _____ ish (time) grade 1 and grade 2 will walk in. They will preview the circuits for about fifteen minutes. Around _____ ish (time) grade 3 will visit. The last group will visit the _____ (room) around _____ ish (time).

I will walk with _____ (aide) to the _____ (room) around _____ (time) to make sure I'm ready and organized before students and teachers come to visit my project. I will have my circuit board in place on a table near the door. I will share the table with _____ (classmate) and _____ (classmate).

I know there will be students, teachers, and parents coming to the electricity fair, which means that the _____ (room) might get a little loud or noisy. If it gets too loud and noisy, I will let _____ (aide) know and ask for a break. I will walk and come back to the _____ (room).

(HAQ, M., USED WITH PERMISSION)

Aide going out of town

This sample tool can be copied and pasted into a Word document and adapted for your own child.

_____ (aide) is going to _____ for a friend's wedding. He will be out from _____, _____ (date) to _____ (date). While _____ (aide) is out, my schedule will remain unchanged. _____ (special educator) and _____ (speech and language pathologist) will help me. If I want, _____ (special educator) can walk with me to all the classes just like _____ (aide) does, or I can go by myself. When I have to take a five-minute break, I can take a timer from _____ (special educator) and come back to class. My teachers trust that I will do a good job while _____ (aide) is away because I have shown independence in class when _____ (aide) has been out sick.

(HAQ, M., USED WITH PERMISSION)

Routines and schedules: Community

Daily camp schedule

Customise this blank schedule template for each day of your child's camp activities. An example of a schedule for one day is provided in the book.

Monday

Times	Activities

Tuesday

Times	Activities

Wednesday

Times	Activities

Thursday

Times	Activities

Friday

Times	Activities

Psychologist: Session schedule

- ☐ Mood check-in (2–3 minutes)
- ☐ Homework review (3 minutes)
- ☐ Agenda setting (2 minutes)
- ☐ Session content (20–25 minutes)
- ☐ Homework assignment
- ☐ Feedback

(FRIEDBERG AND MCCLURE 2002)

Occupational therapist: Session schedule

- ☐ _____ (child's name)'s choice—10 minutes
 - ☐ _____ (activity name)
- ☐ _____ (occupational therapist's name)'s choice—10 minutes
 - ☐ _____ (activity name)
- ☐ _____ (child's name)'s and _____
(occupational therapist's name)'s choice—10 minutes
 - ☐ _____ (activity name)

(SCHOFIELD, J., USED WITH PERMISSION)

Social pragmatics: Session schedule

- ☐ Greeting
 - ☐ Check-in
 - ☐ Share
 - ☐ Review schedule
- ☐ Topic lesson
 - ☐ Discussion, worksheet, activity practice or role-playing activity
- ☐ Group activity
 - ☐ Activity, related to lesson
- ☐ Relaxation/reflection activity
- ☐ Clean-up and goodbye

(EXAMPLE FROM MGH ASPIRE)

Behavioral Expectations



Behavioral expectations: Every environment

- ☐ Safe body expectations
- ☐ Expectations for when someone says "hi" to you
- ☐ Whole-body listening expectations
- ☐ Integrity: My words make a difference
- ☐ Volume-o-meter
- ☐ Group effort expectations
- ☐ Expectations for disagreeing
- ☐ Expectations for working with someone who is hard to work with

Safe body expectations

Keeping a safe body means:

- ☐ Keeping myself safe
 - ☐ Only eating food that is safe for me
 - ☐ Take breaks when I need them
 - ☐ Take care of my body
 - ☐ _____
 - ☐ _____
- ☐ Keeping others safe
 - ☐ Keep my arms, legs, feet, hands, and so on to myself
 - ☐ Take breaks when I need them
 - ☐ Be gentle when closing doors, so I do not startle people
 - ☐ _____
 - ☐ _____
- ☐ Keeping school property safe
 - ☐ Wash the tables if I make marks on them
 - ☐ Take care of school books
 - ☐ Keep artwork and other hallway decorations on the walls
 - ☐ Clean things up, especially if I left them there
 - ☐ _____
 - ☐ _____

Keeping a safe body is my responsibility. I do not get any reminders for keeping a safe body.

(DYMENT, J.H., USED WITH PERMISSION)

Expectations for when someone says "hi" to you

- ☐ Try to acknowledge others by saying "hi" when they say "hi" to you
- ☐ *Expected* and considered polite:
 - ☐ If someone says "Hi. How are you?" you say "I'm well. How are you?"
- ☐ *Unexpected* and considered rude:
 - ☐ Ignore someone who says "hi" to you
- ☐ _____
- ☐ _____

Whole-body listening expectations

Whole-body listening means that I am paying attention to the speaker with my whole body:

- ☐ My body is facing the speaker
- ☐ My eyes are looking at the speaker
- ☐ My mouth is silent
- ☐ My body is mostly still
- ☐ _____
- ☐ _____

Why do I use whole-body listening?

- ☐ I can get the most information
- ☐ I show that I am polite
- ☐ I will be able to participate better
- ☐ I will not distract others
- ☐ It is expected and makes others feel comfortable
- ☐ _____
- ☐ _____

(DYMENT, J.H., MODIFIED FROM WINNER 2005, USED WITH PERMISSION)

Integrity: My words make a difference

This 5-point scale teaches AS children about words and how words can impact others, as well as the speaker. Use this scale when your AS child is calm to talk with him or her about the words they use. Post the scale in your house and refer to it when your child uses kind words or harsh words to help them learn about their impact.

Level	Examples of these words	What people think/what could happen
5	<ul style="list-style-type: none">• "I will kill you"• "I will hurt you"• Other threats	<ul style="list-style-type: none">• People will be extremely frightened• People will think I am a violent person• When I get older, the police will not tolerate this• I will lose friends because people will be afraid of me• I will need to fix it•
4	<ul style="list-style-type: none">• Swear words• "I hate"• Insults	<ul style="list-style-type: none">• People could be frightened of me• These words will hurt people's feelings• People could think I am mean• I will need to fix it•
3	<ul style="list-style-type: none">• "I don't like"• "I don't prefer"	<ul style="list-style-type: none">• People might learn more about me• They might be disappointed that I do not like something, but they probably will not be hurt•
2	<ul style="list-style-type: none">• "I like..."• "This is fun"• "I am happy about..."	<ul style="list-style-type: none">• People will feel good• They will want to be around me• People will like me• People will know I am safe•
1	<ul style="list-style-type: none">• Compliments/kind words	<ul style="list-style-type: none">• People will want to be around me• People will want to be my friend• People will feel safe near me• People will think I am kind and friendly•

(DYMENT, J.H., INSPIRED BY BURON AND CURTIS 2003, USED WITH PERMISSION)

Volume-o-meter

Level	Type of voice	Where and when is it expected?	How does this make people feel?
5	SCREAMING voice	<ul style="list-style-type: none"> • Outside • Calling for help 	<ul style="list-style-type: none"> • Jittery • Scared • Mad
4	VERY LOUD voice	<ul style="list-style-type: none"> • Gymnasium • In the auditorium (on stage) • Outside playing • Calling for a dog 	<ul style="list-style-type: none"> • <i>In an expected place:</i> • Happy they can hear • <i>In an unexpected place:</i> • Bad • Jittery • Confused
3	Sharing voice	<ul style="list-style-type: none"> • At home, if you are calling someone in a different room • In the classroom when you want everyone to hear you • Teachers use sharing voices during meetings 	<ul style="list-style-type: none"> • <i>In an expected place:</i> • Like I can hear the person talking • Like I know what to do • <i>In an unexpected place:</i> • Upset • Frustrated • Annoyed
2	Conversation voice	<ul style="list-style-type: none"> • Talking to family • At the dinner table • On the phone • Meetings • Class • Indoor recess • Snack 	<ul style="list-style-type: none"> • Happy • Neutral
1	Whisper voice	<ul style="list-style-type: none"> • In the library • If other people are working • At a museum • When you re-enter the classroom • When something is private 	<ul style="list-style-type: none"> • Helps me concentrate • Calm • Relaxed • Safe • Like I can do my best work • Helps me and others know what to do
0	Silent	<ul style="list-style-type: none"> • Movie theater • Performance • Independent reading • Independent work times • When listening 	<ul style="list-style-type: none"> • Good • I can concentrate • Calm • Cozy • Tired

(DYMENT, J.H., MODIFIED FROM BURON AND CURTIS 2003, USED WITH PERMISSION)

Group effort expectations

Definitions:

Effort = Trying hard

Group effort = Working together to accomplish a goal

Group effort expectations:

- ☐ Include everyone—make sure everyone has the same amount of work
- ☐ Take turns
- ☐ Split up jobs and make a plan
- ☐ Try to agree
- ☐ If someone does not like the job, do not force them to do it
- ☐ Make sure everyone gets a fair part
- ☐ _____
- ☐ _____

Things to think about:

- ☐ Am I doing enough work?
- ☐ Am I doing my job?
- ☐ Am I hogging attention?
- ☐ Am I helping?
- ☐ Am I cooperating?
- ☐ Am I being fair?
- ☐ Am I helping the group move along?
- ☐ Am I being flexible?
- ☐ _____
- ☐ _____

In the end:

- ☐ If you are fair, everyone will probably be happy
- ☐ Everyone has pitched in
- ☐ The whole group is responsible for the outcome
- ☐ _____
- ☐ _____

(DYMENT, J.H., USED WITH PERMISSION)

Expectations for disagreeing

How to disagree:

- ☐ Talk softly (Level 2 voice)
- ☐ Raise hand quietly
- ☐ Start with "I think..." or "I was thinking..."
- ☐ Try to compromise
- ☐ Use safe, kind words
- ☐ _____
- ☐ _____

What *not* to do when you disagree:

- ☐ Call out
- ☐ Use unkind or unsafe words
- ☐ Interrupt
- ☐ Use unkind or loud tone
- ☐ Roll your eyes
- ☐ _____
- ☐ _____

(DYMENT, J.H., USED WITH PERMISSION)

Expectations for working with someone who is hard to work with

- ☐ First, try to work together
- ☐ Do *not* say, "I don't want to be your partner." The person might get upset
- ☐ If you cannot work together, ask an adult to help you figure it out
- ☐ _____
- ☐ _____

(BLUMENFELD, E., USED WITH PERMISSION)

Behavioral expectations: Home

Family standards

Integrity

To live with integrity means:

- ☐ Be honest:
 - ☐ Do your own work
 - ☐ Do not claim others' work as your own
 - ☐ Admit your mistakes
 - ☐ Do not blame others
 - ☐ Turn in lost items when you find them
 - ☐ _____
 - ☐ _____
- ☐ Be trustworthy:
 - ☐ Tell the truth
 - ☐ Do what you say you will do
 - ☐ Do not gossip
 - ☐ Do not share others' secrets
 - ☐ Use safe words (see below)
 - ☐ Maintain a safe body
 - ☐ Learn from your mistakes and try not to make the same mistake twice
 - ☐ _____
 - ☐ _____

☐ Be fair:

☐ Take turns

☐ Share

☐ Play by the rules

☐ Do not take advantage of others

☐ Do not compare others

☐ Do not show favoritism

☐ Apologize when you make a mistake

☐ _____

☐ _____

Excellence

Put your best effort into everything in which you participate, including:

- ☐ Relationships
- ☐ School
- ☐ Therapy
- ☐ Sports
- ☐ Extra-curricular activities
- ☐ _____
- ☐ _____

How to achieve excellence:

- ☐ Be respectful of yourself and everyone with whom you come in contact:
 - ☐ Consider how other people would feel before acting
 - ☐ Do not insult or say something that could offend others
 - ☐ Treat everyone as if they are special and important
 - ☐ _____
 - ☐ _____
- ☐ Acknowledge your own and others' strengths:
 - ☐ Understand that everyone has unique gifts and talents
 - ☐ Look for them in yourself and others
 - ☐ _____
 - ☐ _____
- ☐ Appreciate and enjoy the differences between yourself and others:
 - ☐ Recognize that differences make the world interesting
 - ☐ Honor different cultures
 - ☐ _____
 - ☐ _____

- ☐ Contribute positively and generously to others' lives:
 - ☐ Compliment others when you appreciate their strengths
 - ☐ Offer information that is helpful to them
 - ☐ Help them with tasks
 - ☐ Make a gift for them
 - ☐ Listen and be with others when they feel sad
 - ☐ Be fun when you get together
 - ☐ _____
 - ☐ _____
- ☐ Be patient and tolerant:
 - ☐ Do not judge others
 - ☐ Try to forgive others when they make mistakes. Holding grudges only hurts you
 - ☐ _____
 - ☐ _____
- ☐ Pay attention to other people and listen carefully to what people say:
 - ☐ Look at people's eyes or forehead when they speak to you
 - ☐ Wait for them to complete everything they want to say before speaking
 - ☐ Respond thoughtfully and politely
 - ☐ Stay on topic
 - ☐ _____
 - ☐ _____
- ☐ Have a positive and joyful attitude:
 - ☐ Know that people enjoy being around people that make them feel good
 - ☐ Be aware that your attitude makes a tremendous difference to the outcome of your encounters
 - ☐ Realize that when you have a good attitude, things always go better
 - ☐ _____
 - ☐ _____

☐ Practice good sportsmanship:

☐ Be humble when you win—do not brag

☐ Be gracious when you lose—do not throw a fit or make excuses

☐ Help your team-mates

☐ Do not argue

☐ Play fair

☐ Learn from your mistakes

☐ Encourage others when they make mistakes

☐ Accept sports calls and decisions gracefully

☐ _____

☐ _____

☐ Even when the day goes badly, focus on everything for which you are grateful:

☐ Understand that when you focus on the things in life that go well, you feel happier

☐ Challenge yourself to see the good things that come out of life's challenges

☐ _____

☐ _____

Specific contexts at home

Hosting a play date

- ☐ When your friend arrives say, "Hi _____. I am so glad you came over"
- ☐ Stay with your play date
- ☐ Conversation:
 - ☐ Take turns initiating conversation
 - ☐ Respond when others talk to you (Prutting and Kirchner 1987)
 - ☐ Use whole-body listening when others are talking with you (Winner 2005)
- ☐ Eat at the same table as your play date
- ☐ Take turns choosing activities
- ☐ Share your toys
- ☐ Use words that communicate that you are happy to have him/her at our house
- ☐ Use the social fake if you are not happy to have him/her at our house
- ☐ At the end of the play date, walk your friend to the door
- ☐ When your friend is walking out of the door to leave say, "Goodbye. Thank you for coming"
- ☐ _____
- ☐ _____

Interacting when eating with family or guests

☐ Conversation:

☐ Use whole-body listening (Winner 2005)

☐ Stay on topic

☐ Take turns talking

☐ Initiate comments

☐ Listen when others talk

☐ Ask questions and listen to the response

☐ Respond when someone talks to you (Prutting and Kirchner 1987)

☐ Use a Level 2 voice

☐ _____

☐ _____

Interacting with your brother or sister

- ☐ Respect your brother/sister's thoughts, feelings, and needs. That means:
 - ☐ Listen to what he or she has to say
 - ☐ Respond only with safe words and actions
 - ☐ You do not need to agree
- ☐ Use safe words (Levels 1–3)—words that are either neutral or make the other person feel good
- ☐ Safe body
- ☐ Use a level 2–3 voice
- ☐ No provoking
- ☐ _____
- ☐ _____

When your brother/sister is upset

☐ Have caring behavior:

☐ Ask how you can help them

☐ Try to do what they need

☐ Use a Level 1 voice

☐ If you cannot use a Level 1 voice or if you are feeling overwhelmed:

☐ Leave the room

☐ Find an adult

☐ _____

☐ _____

General table manners

- ☐ Put napkin in your lap
- ☐ Use the napkin, not your hand or shirt, to wipe your mouth
- ☐ Cut food into bite-size pieces
- ☐ Chew with your mouth closed
- ☐ Stay seated until everyone is finished
- ☐ Sit up straight
- ☐ Elbows off the table

☐

☐

Table manners: Specific situations

- ☐ Eating rolls:
 - ☐ Break off a piece of the roll before buttering
 - ☐ Use a knife to put butter on the plate
 - ☐ Then, use the knife to put butter on the roll
 - ☐ _____
 - ☐ _____
- ☐ If you have food in your teeth:
 - ☐ Excuse yourself to the bathroom to get the food out
 - ☐ Do not pick teeth at the table
 - ☐ _____
 - ☐ _____
- ☐ If you do not like the food:
 - ☐ Do not comment on how bad the food tastes
 - ☐ Do the "social fake" with the host or hostess
 - ☐ Leave the food on the plate
 - ☐ _____
 - ☐ _____
- ☐ If you spill a drink or food:
 - ☐ Use a fork or spoon to put spilled food on the side of the plate
 - ☐ Use paper towels to clean food or drink that could stain, not nice napkins
 - ☐ Say "Excuse me"
 - ☐ _____
 - ☐ _____

Everyday manners

- ☐ Wait patiently for your turn
- ☐ Listen attentively when others speak
- ☐ Clean up after yourself
- ☐ Help people in need
- ☐ Respect people different from you
- ☐ Be kind to people that help you regularly, such as:
 - ☐ Teachers
 - ☐ Babysitters
 - ☐ Grocery store clerks
- ☐ Say "Thank you" when someone does something nice for you
- ☐ _____
- ☐ _____

Everyday manners: Specific situations

☐ When meeting people:

☐ Look them in the eye (or at the forehead)

☐ Say "Hello"

☐ Smile

☐ _____

☐ _____

☐ When you receive a gift:

☐ Say "Thank you"

☐ Do the "social fake" if you do not like it

☐ Write and send a thank-you note within one week

☐ _____

☐ _____

☐ Say "Excuse me" when you:

☐ Burp

☐ Bump into someone

☐ Fart

☐ _____

☐ _____

Everyday manners with elderly people

- ☐ Allow them to walk through the door first
- ☐ Offer your seat to them if they do not have one
- ☐ Assist them if you can see they need help or if they ask for support
- ☐ Let them sit in the front seat of a car
- ☐ _____
- ☐ _____



Behavioral expectations: School

School handbook

Look in your child's school handbook or on the school's website for the school rules:

- Choose the abridged rules that are intended for the younger children because they are usually written in simpler, more concrete terms.
- Copy the rules into your guide.
- Preview them with your child and review whenever necessary or helpful.

School day

Teachers may discuss some of their expectations for behavior during the school day, and may assume that students are already aware of others. Regardless of whether teachers talk about expectations, you should cover them in an explicit, visual format in order to ensure that your AS child understands.

- Talk to teachers about classroom behavioral expectations.
- Note special behavioral expectations for the library, gym, shop, school bus pick-up, recess, field trips, and so on.

General school contexts

Being a student means

- ☐ Follow directions
- ☐ Ask questions
- ☐ Ask for help, when you need it
- ☐ Complete work
- ☐ Work nicely with others:
 - ☐ Use safe words
 - ☐ Safe body
 - ☐ Use a level 2 voice
- ☐ Listen to others
- ☐ Do your best work
- ☐ _____
- ☐ _____

(BLUMENFELD, E., PERSONAL COMMUNICATION, 2011)

Being a student and looking like a student by working at my table spot

I am very good at “being a student” in school. Most of the time I complete my work, I participate and I try hard. My teachers and parents are proud of me for this.

My teachers also think it is important that I “look like a student.”

There are many ways to look like a student. One way is to complete my work at my table spot or the quiet work spot inside _____ classroom.

It is important and helpful to work at my table spot because:

- 1 When I look like a student, people will think these positive thoughts about me:
 - _____ is a student, just like me.
 - I have something in common with _____. We are both students.
 - _____ is smart and he tries hard.
 - I need help. Maybe _____ can help me.
- 2 If I'm not sure what to do, I can look around the room and see what my classmates are doing.
- 3 If I need help, there are at least _____ teachers in the room to help me.

My teachers understand that I prefer to work alone, so they will not require me to work at my table spot all of the time. Instead, I can work at the quiet work spot sometimes.

My teachers will be very proud of me when I try to “look like a student” by completing my work at my table spot. I will feel proud of myself, too.

(DYMENT, J.H., USED WITH PERMISSION)

Directions are important

Hi! My name is _____ and I am a student at _____ School. I am learning about directions at school.

During the school day, there are times when teachers and other adults working at the school will tell students what they need to do. This is called giving directions.

Directions are important because they let students know what they are supposed to do, and they help students understand what is expected. Directions can be given anywhere in school, such as in class, at specials, in the hallways, in the cafeteria, and outside at recess.

Sometimes following directions can feel difficult or confusing. I might not want to follow some directions that are given to me. It is my teacher's job to give directions, and my job as a student is to follow them. If I need help following or understanding a direction, I can ask a teacher or another student for help.

When I follow directions, I am doing my job as a student.

(BLUMENFELD, E., ADAPTED FROM GRAY 2010, USED WITH PERMISSION)

Sharing my ideas

This sample tool can be copied and pasted into a Word document and adapted for your own child.

Hi! My name is _____ and I'm a student in _____ grade.

Recently I made some recommendations to my teachers about good books to share with the class. My teachers are happy when I share my ideas with them in a positive way.

Recommending books also shows that I'm thinking of others. This is something that I'm working on, and my teachers are proud of me.

Several other students in my class have also made book recommendations to my teachers. Teachers are open to student ideas and also have ideas of their own.

To be fair to everyone, all ideas are heard and considered. My teachers have heard my idea about reading _____ and have considered it. They think it is a good idea and are willing to read it to the class at the next read-aloud.

I understand that this will be my turn for choosing the read-aloud book. The next few read-aloud books will be chosen by teachers and other students, so that everyone gets a chance.

(BLUMENFELD, E., USED WITH PERMISSION)

How to persevere or keep doing work in which I am not interested

My name is _____. I am a smart _____ grader who attends _____ School. I am learning "how to persevere" or keep doing schoolwork when I might not be interested in it.

My schedule shows certain times at school when I have to do certain things. For example, there is a time for:

- ☐ Reading
- ☐ Social studies
- ☐ Science
- ☐ Art
- ☐ Math
- ☐ Breaks

Some of these things are "academic" activities and some of them are "non-academic" and/or free-time activities.

The amount of time for academic activities is determined by what our curriculum for the day is and what my work is. The time is set each day. "Non-academic" activities and free-time activities are always flexible. My free-time activities at school change based on how much time I have available after I do my work.

When I have an assignment or have to learn about a topic that does not seem interesting to me at first, I will "just do it."

"Just doing it" will be helpful because, once I do it, it will be done. "Just doing it" will also be helpful because I might decide that I actually am interested in learning something about the topic. "Just doing it" means I will get my work done and then I can have some free time.

Since I like my free time, I will try to focus on getting my work done—and "just do it"!

Of course, if I have questions about how to do the assignment or if I am confused about something, then I will remember that my teachers think it is smart when I ask for help!

(BLUMENFELD, E., USED WITH PERMISSION)

Sensory tool rules

Hi! My name is _____ and I am a student in _____ grade at _____ School.

In _____ grade, we have sensory tools that we can use independently. They are located _____.

If using a tool would help me concentrate or help make my body feel "just right," then I can get a tool and use it at almost any time during the day.

When I use a sensory tool, there are rules I have to follow in order to be safe.

- ☐ When I use balls or stretchy strips, I need to keep them in my hands where my teacher can see them at all times.
- ☐ If a teacher asks me to put a sensory tool away, even if I don't feel like I am finished with it, it is my job to follow directions and put it away.
- ☐ If I want to use the body sock, I need to keep my bottom on the floor.
- ☐ If I try to use the sensory tool rules, I will earn my safe body and following directions stars. I will feel proud of myself, and my teachers will feel proud of me too.

(BLUMENFELD, E., USED WITH PERMISSION)

Specific school contexts

Expected versus unexpected events and why

Morning meeting

Expected	Unexpected...Why?
<input type="checkbox"/> Students sit on their rug spots	<input type="checkbox"/> Calling out (This would be distracting to others who are trying to learn)
<input type="checkbox"/> Students show that their brain and body are in the group	<input type="checkbox"/> Sitting somewhere other than my rug spot (This would be distracting to others who are trying to learn. I also might be in someone's way or might not be able to see or hear the meeting if I am not on my rug spot)
<input type="checkbox"/> Students raise their hand if they want to participate	
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

(DYMENT, J.H., USED WITH PERMISSION)

Math

Expected	Unexpected...Why?
<input type="checkbox"/> Students sit on their rug spot for the lesson	<input type="checkbox"/> Calling out (This would be distracting to others who are trying to learn)
<input type="checkbox"/> Students raise their hand when they want to participate or when they are called on	<input type="checkbox"/> Sitting somewhere other than my rug spot (This would be distracting to others who are trying to learn. I also might be in someone's way or might not be able to see or hear the meeting if I am not on my rug spot)
<input type="checkbox"/> Students show that their brain and body are in the group	<input type="checkbox"/> Daydreaming or thinking about something other than math (If I am thinking about something other than math, I might not learn new math ideas)
<input type="checkbox"/> Students think about the math that is being taught	
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

(DYMENT, J.H., USED WITH PERMISSION)

Writer's workshop

Expected	Unexpected...Why?
<input type="checkbox"/> Students sit at their table spots, most of the time	<input type="checkbox"/> Calling out or talking to your neighbour is unexpected because many students need a quiet environment to write
<input type="checkbox"/> Students raise their hand if they have a question for the teacher (Students often have questions for the teacher during writer's workshop!)	<input type="checkbox"/> Reading a book during Writer's Workshop is unexpected because the purpose of this time is to practice writing
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

(DYMENT, J.H., USED WITH PERMISSION)

Independent reading

Expected	Unexpected...Why?
<input type="checkbox"/> Each student is silently reading their own book	<input type="checkbox"/> Reading with a partner is unexpected because this particular time is for reading independently
<input type="checkbox"/>	<input type="checkbox"/> Talking to a friend during IR is unexpected because the purpose of this time
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

(DYMENT, J.H., USED WITH PERMISSION)

Lunch

Expected	Unexpected...Why?
<input type="checkbox"/> Students sit in their assigned seat in the cafeteria	<input type="checkbox"/> Leaving garbage at the table is unexpected because one of our jobs is to clean up after ourselves
<input type="checkbox"/> Students eat their lunch	<input type="checkbox"/> Sitting silently at lunch <i>all the time</i> is unexpected because people usually use lunch as a "social time." Sitting silently at lunch sometimes is ok. Sometimes people need some silent time too
<input type="checkbox"/> Students make "small talk" and "have conversations" with each other	<input type="checkbox"/>
<input type="checkbox"/> Students clean up their own garbage	<input type="checkbox"/>
<input type="checkbox"/> Students sometimes help others clean up their garbage	<input type="checkbox"/>
<input type="checkbox"/> Students take turns wiping down the table	<input type="checkbox"/>
<input type="checkbox"/> Students line up with their classmates when lunch is over	<input type="checkbox"/>
<input type="checkbox"/>	
<input type="checkbox"/>	

(DYMENT, J.H., USED WITH PERMISSION)

Lunch in classroom

Expected	Unexpected...Why?
<input type="checkbox"/> Eat your lunch	<input type="checkbox"/> Ask teachers to do something for me during lunch (It is important for teachers to have time to eat and enjoy their lunch. They need a break too)
<input type="checkbox"/> It is OK to share things with your teachers during lunch	<input type="checkbox"/>
<input type="checkbox"/> It is not OK to ask teachers to do something besides listen	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

(DYMENT, J.H., CREATED STRUCTURE; BLUMENFELD, E., PERSONAL COMMUNICATION, 2011, PROVIDED CONTENT, USED WITH PERMISSION)

Lunch group

Expected	Unexpected...Why?
<input type="checkbox"/> Go to lunch group from (time) until (time) on (day)	<input type="checkbox"/> Using unsafe or unkind language at lunch group is unexpected because it makes people feel hurt and sad. The purpose of lunch group is to build friendships and learn from each other
<input type="checkbox"/> Sit at the table	<input type="checkbox"/>
<input type="checkbox"/> Eat my lunch	<input type="checkbox"/>
<input type="checkbox"/> Participate with the group	<input type="checkbox"/>
<input type="checkbox"/> Follow the directions of (speech and language pathologist) and (aide)	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	

(DYMENT, J.H., CREATED STRUCTURE; BLUMENFELD, E., PERSONAL COMMUNICATION, 2011, PROVIDED CONTENT, USED WITH PERMISSION)

Adaptive physical education (APE)

Expected	Unexpected...Why?
<input type="checkbox"/> Walk with (aide) to APE	<input type="checkbox"/> Doing my own thing during A.P.E. is unexpected because this is a time for me to practice specific skills with (teacher). If I need some time to do my own thing, I can ask and they can help me put it into my schedule
<input type="checkbox"/> Either go outside or to the auditorium	<input type="checkbox"/>
<input type="checkbox"/> Complete my exercises	<input type="checkbox"/>
<input type="checkbox"/> Follow directions of (APE teacher) and (aide)	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

(DYMENT, J.H., CREATED STRUCTURE; BLUMENFELD, E., PERSONAL COMMUNICATION, 2011, PROVIDED CONTENT, USED WITH PERMISSION)

Art

Expected	Unexpected...Why?
<input type="checkbox"/> Walk by myself to class	<input type="checkbox"/> Using art tools in ways other than how my art teacher shows me is unexpected because it is our job to make sure the tools are taken care of so everyone can use them during art class
<input type="checkbox"/> Stay for 45 minutes (unless I have permission from (art teacher) to go to the bathroom or to the nurse)	<input type="checkbox"/>
<input type="checkbox"/> Follow the directions of teacher) (art	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

(DYMENT, J.H., CREATED STRUCTURE; BLUMENFELD, E., PERSONAL COMMUNICATION, 2011, PROVIDED CONTENT, USED WITH PERMISSION)

Music

Expected	Unexpected...Why?
<input type="checkbox"/> Walk to music on my own	<input type="checkbox"/> It is unexpected for students to sit in music class confused. It is hard to participate in music when I am confused. If I am confused, teachers expect me to ask a question
<input type="checkbox"/> Stay at least 10 minutes	<input type="checkbox"/>
<input type="checkbox"/> Follow the directions of and (aide) (music teacher)	<input type="checkbox"/>
<input type="checkbox"/> Ask questions if I have them	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

(DYMENT, J.H., CREATED STRUCTURE; BLUMENFELD, E., PERSONAL COMMUNICATION, 2011, PROVIDED CONTENT, USED WITH PERMISSION)

Rug time

Expected	Unexpected...Why?
<input type="checkbox"/> Stay at least until timer goes off	<input type="checkbox"/> It is unexpected to leave the rug before the timer goes off because my teacher gives us important information while we are at the rug. If I leave before the timer goes off, I will miss important information, which will make it difficult for me to complete my work
<input type="checkbox"/> Follow directions	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

(DYMENT, J.H., CREATED STRUCTURE; BLUMENFELD, E., PERSONAL COMMUNICATION, 2011, PROVIDED CONTENT, USED WITH PERMISSION)

Book club

Expected	Unexpected...Why?
<input type="checkbox"/> Come to book club	<input type="checkbox"/> It is unexpected for me to 'steal the show' during book club because other people like to share their ideas as much as I do. When I listen to the ideas of others, they will want to listen to my ideas too
<input type="checkbox"/> Stay for at least 15 minutes	
<input type="checkbox"/> Listen to the ideas of others	
<input type="checkbox"/> Share my ideas and opinions with others	
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>

(DYMENT, J.H., CREATED STRUCTURE; BLUMENFELD, E., PERSONAL COMMUNICATION, 2011, PROVIDED CONTENT, USED WITH PERMISSION)

Writing

Expected	Unexpected...Why?
<input type="checkbox"/> Follow the directions of the teachers	<input type="checkbox"/> It is unexpected to draw during writing because the purpose of writing is to practice our writing skills
<input type="checkbox"/> Write on your own for at least five sentences	
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

(DYMENT, J.H., CREATED STRUCTURE; BLUMENFELD, E., PERSONAL COMMUNICATION, 2011, PROVIDED CONTENT, USED WITH PERMISSION)

Recess

Expected	Unexpected...Why?
<input type="checkbox"/> At recess, it is a good idea to look for someone who might need someone to play with	<input type="checkbox"/> It is unexpected to play alone <i>all of the time</i> during recess because recess is mean to be a 'social time.' It is ok to play alone <i>some of the time</i> . Sometimes people enjoy a little alone time
<input type="checkbox"/> Ask the student if he or she would like to play a game or join you in an activity	
<input type="checkbox"/> You can look for a game that you like and ask if you can join	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

(DYMENT, J.H., CREATED STRUCTURE; BLUMENFELD, E., PERSONAL COMMUNICATION, 2011, PROVIDED CONTENT, USED WITH PERMISSION)

Computer break

Expected	Unexpected...Why?
<input type="checkbox"/> Only look at appropriate things	<input type="checkbox"/> It is unexpected to look at inappropriate things during computer break because it can make others feel unsafe or confused
<input type="checkbox"/> Use headphones if others are around	
<input type="checkbox"/> Sign off when teachers say it is time	<input type="checkbox"/>
<input type="checkbox"/> Follow the directions of the teachers	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	

(DYMENT, J.H., CREATED STRUCTURE; BLUMENFELD, E., PERSONAL COMMUNICATION, 2011, PROVIDED CONTENT, USED WITH PERMISSION)

Computer lab

Expected	Unexpected...Why?
<input type="checkbox"/> Leave mouse pads in place	<input type="checkbox"/> It is unexpected to be careless with the equipment because the equipment is there for everyone at school to use and share. The equipment is very expensive and therefor it is difficult to replace if it is used carelessly or if students don't use a calm body in the lab
<input type="checkbox"/> Be careful and calm with the equipment	
<input type="checkbox"/> Follow the directions of the teachers	
<input type="checkbox"/>	
<input type="checkbox"/>	
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

(DYMENT, J.H., CREATED STRUCTURE; BLUMENFELD, E., PERSONAL COMMUNICATION, 2011, PROVIDED CONTENT, USED WITH PERMISSION)

Hall

Expected	Unexpected...Why?
<input type="checkbox"/> Stay to the right, especially on the stairs	<input type="checkbox"/> It is unexpected to walk down the staircase on the left side because I may bump into people walking up the stairs. Usually, people stay to the right, which allows space for everyone to go up and down the stairs in a safe way
<input type="checkbox"/> Say "hi" to adults and students when they say "hi" to you	
<input type="checkbox"/> Have a safe body	
<input type="checkbox"/> Walk	<input type="checkbox"/> It is unexpected to ignore people I know in the hallways because it makes people feel good when I say hello. They may think I don't want to see them if I ignore them in the hallway
<input type="checkbox"/> Hands and feet to yourself	
<input type="checkbox"/> Things on the wall stay on the wall	
<input type="checkbox"/> Leave other people's property undisturbed	
<input type="checkbox"/> If someone touches you or if there is too much noise:	<input type="checkbox"/> It is unexpected to run in the hallway because you might trip or run into someone else. The hallway is a place where a lot of people travel, and it is our job to help everyone stay safe when we can
<input type="checkbox"/> Try your best to keep your cool	
<input type="checkbox"/> If someone is in your way when walking down the hall:	<input type="checkbox"/>
<input type="checkbox"/> Politely say "Excuse me"	<input type="checkbox"/>
<input type="checkbox"/> Allow the person time to move out of your way before you go on	<input type="checkbox"/>
<input type="checkbox"/> Try to remember that the hall is a place where unexpected things can happen:	<input type="checkbox"/>
<input type="checkbox"/> People can accidentally touch you	<input type="checkbox"/>
<input type="checkbox"/> Noise can be too loud	<input type="checkbox"/>
<input type="checkbox"/> People walk in different directions	<input type="checkbox"/>
<input type="checkbox"/> It can feel chaotic and confusing	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

(DYMENT, J.H., CREATED STRUCTURE; BLUMENFELD, E., PERSONAL COMMUNICATION, 2011, PROVIDED CONTENT, USED WITH PERMISSION)

Assembly

Expected	Unexpected...Why?
<input type="checkbox"/> School assemblies	<input type="checkbox"/> It is unexpected to run out of an assembly because people might think I am hurt, sick or in danger
<input type="checkbox"/> Sit with the class for 10 minutes	<input type="checkbox"/> It is unexpected to boo at an assembly because the performers probably worked hard and practiced their performance. It would hurt their feelings if I boo at the assembly
<input type="checkbox"/> Keep a calm body	<input type="checkbox"/>
<input type="checkbox"/> If you cannot stay for 10 minutes, tell your teacher that you need a break	<input type="checkbox"/>
<input type="checkbox"/> Follow the directions of the teachers	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> Performances	<input type="checkbox"/>
<input type="checkbox"/> If you are uncomfortable, tell the teacher you need a break	<input type="checkbox"/>
<input type="checkbox"/> Return, if possible, when you feel calm	<input type="checkbox"/>
<input type="checkbox"/> Follow the directions of the teachers	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

(DYMENT, J.H., CREATED STRUCTURE; BLUMENFELD, E., PERSONAL COMMUNICATION, 2011, PROVIDED CONTENT, USED WITH PERMISSION)

Closing circle

Expected	Unexpected...Why?
<input type="checkbox"/> Students sit on their rug spots	<input type="checkbox"/> Calling out (This would be distracting to others who are trying to learn)
<input type="checkbox"/> Students show that their brain and body are in the group	<input type="checkbox"/> Sitting somewhere other than my rug spot (This would be distracting to others who are trying to learn. I also might be in someone's way or might not be able to see or hear the meeting if I am not on my rug spot)
<input type="checkbox"/> Students raise their hand if they want to participate	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>

(DYMENT, J.H., USED WITH PERMISSION)

The recess plan

This sample tool can be copied and pasted into a Word document and adapted for your own child.

My name is _____. I am a _____ grader at _____ School.

This year I have mostly been going to recess with my class. Some days I have played on the structure with others, some days I have tossed the ball around, and some days I walk or run around on my own.

It is my job as a student to go to recess when all _____ graders go. I have done a good job with this.

When it is cold outside, recess is not always something I want to do. My teachers understand this but they also want to help me do my job.

Because of this, they came up with a plan for recess that I can follow. The plan is:

- ☐ Go outside for at least ten minutes.
- ☐ Join a game, toss a ball, play on the structure, or walk around on my own.
- ☐ So that I know when the ten minutes is up, I will bring a timer to keep in my pocket. My teacher will set the timer for me, and my job is to keep it in my pocket until it beeps. When it beeps, ten minutes have passed.
- ☐ I will turn off the timer and walk inside to my classroom. It is my responsibility to return the timer to a teacher in my classroom in good condition.

My teachers will be proud of me when I try to follow the recess plan. I will also earn stars and work on my involvement and independence.

(BLUMENFELD, E., USED WITH PERMISSION)

Computer lab rules

This sample tool can be copied and pasted into a Word document and adapted for your own child.

Hi! My name is _____ and I am a student of the _____ School.

The _____ School has a policy about computer use. This policy is important for me to know since I use computers so often. I am usually very careful when I use the computers. The school policy is:

Anyone who does NOT handle computers, laptops, keyboards, mouse pads, or headphones gently will lose their privilege to use them.*

- The first time it happens, privileges are lost for 1 day.
- The second time it happens, privileges are lost for 1 week.
- The third time it happens, privileges are lost for the rest of the school year.

(*Banging on keyboards, throwing mouse pads or headphones, slamming laptops shut or on a surface, and hitting the screen are all actions that equal a strike.)

The reason for this policy is because students need to understand that not handling this equipment gently can lead to very expensive repairs.

Using computers is a privilege and I can try to do my best to follow the school policy so I can keep this privilege.

I can earn my stars for following directions, keeping a safe body, and being a student when I handle computer equipment gently.

(BLUMENFELD, E., USED WITH PERMISSION)

Birthday celebrations in _____ (classroom)

This sample tool can be copied and pasted into a Word document and adapted for your own child.

Hi! My name is _____ and I am a student in _____ grade.

When someone in class has a birthday, there are special things we do together to celebrate.

In _____ classroom, we can share wishes for each other on our birthdays. When someone shares a birthday wish, they might say something like "I hope you have a great year," or "I hope you get a good gift for your birthday."

After someone shares a birthday wish, the person whose birthday it is says, "Thank you."

The birthday boy or girl can choose to have people share wishes out loud or in writing.

When it is my birthday, I can say "I'd like my wishes to be shared out loud," or "I'd like my wishes to be shared in writing."

If I do not want any wishes, it is okay to say, "I'd rather not have any wishes, thank you."

On my birthday, I can bring in a treat to share with the class. I can choose a classmate to help me pass out my treat, or I can pass it out by myself.

If people wish me a "Happy Birthday" during the school day, I can say, "Thank you."

I will feel proud of myself if I try to follow the _____ classroom birthday celebrations plan! My teachers will feel proud of me too.

(BLUMENFELD, E., USED WITH PERMISSION)

Class visitors: Another class

Who is visiting?

☐ Another class—buddies

☐

☐

What can I expect?

☐ We will do a project with them

☐ We might read with them

☐ We will work together

☐ They will want to have a conversation

☐

☐

What is my job?

☐ Be friendly

☐ Work with my buddy

☐ Try to talk with my buddy

☐ Follow the rules of the classroom

☐ Be a student

☐ Participate positively

☐ Try to spend at least five minutes with them

☐

☐

(DYMENT, J.H., USED WITH PERMISSION)

Group conversations

Where?

- ☐ Recess
- ☐ Group
- ☐ Lunch
- ☐ Lunch group
- ☐ Meals
- ☐ Working in groups
- ☐ _____
- ☐ _____

What should I do?

- ☐ Face the speaker
- ☐ Whole-body listening
- ☐ I might start a conversation with a question
- ☐ Include everyone
- ☐ Add comments that are on topic
- ☐ Wait for my turn to talk
- ☐ Don't raise my hand
- ☐ _____
- ☐ _____

How do I know if it is my turn to talk?

- ☐ A pause in the conversation
- ☐ People will look at me
- ☐ Someone might ask me a question
- ☐ _____
- ☐ _____

(DYMENT, J.H., USED WITH PERMISSION)

Book club and rug time

What should I do?

☐ Take turns—one person at a time

☐ Raise my hand to speak

☐ Whole-body listening

☐ Face the speaker

☐ Be respectful and polite

☐ Stay on topic

☐ _____

☐ _____

What should I think about?

☐ What should I say?

☐ Is this on topic (wait if the comment is off topic)?

☐ Does this help move the conversation along?

☐ Is this a comment or a question?

☐ Is this something the whole class needs to hear?

☐ Share the spotlight

☐ _____

☐ _____

(DYMENT, J.H., USED WITH PERMISSION)

What to do if I am upset or someone else is upset

Things to do if someone else is upset (unless they ask for help):

- ☐ Let them be alone
- ☐ Keep doing what I am doing
- ☐ _____
- ☐ _____

The reason to let them be alone:

- ☐ They may feel uncomfortable if someone stares or tries to talk with them
- ☐ They may not want to be the center of attention if they are upset
- ☐ They won't know what is going to be said to them and that is stressful
- ☐ _____
- ☐ _____

Things I can say to someone else if I am upset and want to be alone:

- ☐ "I'd like to be alone right now"
- ☐ "Can you give me a moment?"
- ☐ _____
- ☐ _____

Thing to do if I am upset and need some space:

- ☐ Ask an adult I trust to help me let people know I need some time and space
- ☐ _____
- ☐ _____

(BLUMENFELD, E., USED WITH PERMISSION)

When it is cold outside

This sample tool can be copied and pasted into a Word document and adapted for your own child.

My name is _____. I am a student in _____ grade at _____ School.

When it is cold outside, I do not like to go to recess. When it is nice outside, I usually go to recess. This year when it was nice out, I did things at recess such as _____ (activity), _____ (activity), and _____ (activity).

At school, my job is to be a student. When it is recess time, being a student means participating in recess. Sometimes, an announcement is made that students will have indoor recess. This means I can do my job inside. Otherwise, recess is always outside. This means I need to do my job outside.

Doing my job as a student outside at recess when it is cold out is not my first choice. My teachers want to help me do my best at being a student. They know I can be a student even when it might feel hard.

My teachers came up with a plan to help me and to show me that they know I am working hard. If I work hard at being a student, and I go to recess for at least ten minutes, then I can come inside and use a laptop during lunch. This means if I go out for at least ten minutes, then I can come in early *and* use a laptop!

When it is cold out, I can use these strategies to help myself get outside:

- ☐ Bundle up! (Wear a coat and warm clothes)
- ☐ Choose what I will do outside before I go

My teachers know that it is hard for me to go to recess in the cold. They will feel proud of me when I try to do my job as a student and go out to recess. I can earn extra laptop time if I go, too!

(BLUMENFELD, E., USED WITH PERMISSION)

Class field trip

This sample tool can be copied and pasted into a Word document and adapted for your own child.

Fifth Grade Field Trip to the Boston Nature Center

On Monday, the fifth grade will be visiting the Boston Nature Center.

We are going to the Center to learn about birds. More specifically, we will be learning about:

- ☐ The challenges that migrating birds face on their travels
- ☐ How to identify a bird based on sounds and markings
- ☐ Observing birds in different habitats

Here is what our day will look like:

I will come to school and

- ☐ Have a pretty regular morning with a full morning meeting
- ☐ We will work from 8:30–9:15

Because we will be leaving school at 9:30, we will start to get ready around 9:15, including:

- ☐ Having a snack
- ☐ Using the restroom

At 9:25 we will walk downstairs and get ready to board the bus. We will need to listen carefully to directions about:

- ☐ Where to sit
- ☐ How many students will sit in each row

We will sit in the same seats on the way there and the way back, unless teachers decide to make changes.

We should arrive at the Center around 10:00. We will all meet together for about 15 minutes while people from the Center welcome us and give us some information about the day.

During this time, it is expected that we:

- ☐ Sit with our group
- ☐ Listen to the experts from the Center

After the welcome, we will split into two big groups. One group will go to the "Migration Challenge." At this location, students will discover challenges faced by migrating birds. This will be for about 40 minutes. During this time, it is expected that we stay with our group, keep a safe body, and participate positively.

The other group will go on a Bird Walk. This group will split into two smaller groups and each group will have a leader from the Center. For the bird walk, students will have a chance to use binoculars to search for birds in different habitats. We will also use field guides and sounds to identify as many birds as we can.

During this time, it is also expected that we:

- ☐ Stay with our group
- ☐ Keep a safe body
- ☐ Participate positively

After our group goes to one of these places, the groups switch and go to the other. Students will spend 40 minutes or so at each activity.

After this, students will all gather back together for a game called "Migration Madness." Classroom rules apply all day, including during this game time.

We will have a final wrap-up together back in the Center, and then we will thank our guides and get back on the bus around 12:30. We should be back to school around 1:00.

(BLUMENFELD, E., USED WITH PERMISSION)

Behavioral expectations: Community

Car expectations

☐ Try to keep your hands on your lap or on your toys and have a quiet body when sitting in the back seat:

☐ Touching other kids, unbuckling seatbelts, and touching doors or windows are unexpected behaviors and can make others angry with you or not want to be in the car with you

☐ Try to keep your legs down and still:

☐ Kicking the seat in front of you is an unexpected behavior and can make others angry with you or not want to be in the car with you.

☐ Use a Level 3 voice:

☐ Yelling in the car is unexpected and can make others angry with you or not want to be in the car with you

☐

☐

Behavioral expectations in different environments

Environment/ place	Expected behavior	Positive consequences
Ice skating rink	<ul style="list-style-type: none"> • Keep your body safe (try to avoid bumping into people) • You must have skates on when you are on the ice • Skate in the same direction as everyone else • Steer clear of the boards • Get off of the ice to eat snacks 	<ul style="list-style-type: none"> • Keeps everyone safe and happy
Bus (city bus or school bus)	<ul style="list-style-type: none"> • Do not scream or yell • Do a quiet activity: • Read a book • Listen to music with headphones • Just sit quietly • Do not disturb others 	<ul style="list-style-type: none"> • Calm bus ride
Toy store	<ul style="list-style-type: none"> • Do not grab something and yell loudly that you want it • Pay for what you take • Don't try to buy a bunch of toys 	<ul style="list-style-type: none"> • Others feel happy • You feel good • Calm toy store trip
Park	<ul style="list-style-type: none"> • Run around and play • Do not feed the wild animals • Respect the play equipment • Use equipment the way it is supposed to be used • Respect the grounds and plantings 	<ul style="list-style-type: none"> • Makes you happy • You have fun • Equipment will be there next time • You can go again • Others will feel happy
Recess	<ul style="list-style-type: none"> • Keep a calm voice • Stay in the playground area • Talk • Play a game • Run around • Hang out on a bench • Include others • Use words if a situation gets upsetting 	<ul style="list-style-type: none"> • Keeps you safe • Get exercise and fresh air • Everyone gets a chance to do what he or she wants
Beach	<ul style="list-style-type: none"> • Wear sunscreen • Keep sand on the beach • Shake off your towel away from others and close to the ground • In the water, stay close to shallow parts • Respect the lifeguards and their rules • Stay close enough to family/friends so you can still see them 	<ul style="list-style-type: none"> • Keeps skin healthy • Shows respect for others • Keeps you safe

(BLUMENFELD, E., FROM CLASS DISCUSSION, USED WITH PERMISSION)

Eating as someone's guest

Use all general table manners and:

- ☐ Stand behind your seat until the hostess sits, then sit
- ☐ Make only positive comments about the food
- ☐ Say "Thank you" when served
- ☐ Wait until everyone is served and the hostess raises her fork before eating
- ☐ Ask for an item to be passed—do not reach over people
- ☐ Say "Thank you" to the hostess after the meal
- ☐ Talk with everyone at the table, particularly the two people seated next to you
- ☐ Offer to help clear items off the table

- ☐ _____
- ☐ _____



Behavioral expectations with psychologist

Check-in

- ☐ Identify physical or emotional stress:
 - ☐ Tired
 - ☐ Sick
 - ☐ Angry
 - ☐ Annoyed
- ☐ Identify high points and low points:
 - ☐ High points help us see that life is not so black and white
 - ☐ Low points—can address in session
- ☐ Homework—address any lows in the session

Suggest or collaborate on a plan to address physical or emotional stress before proceeding

- ☐ Mindfulness
- ☐ Snack
- ☐ Chat about high points of past week
- ☐ Talk about distress of the day
- ☐ Short nap
- ☐ _____
- ☐ _____

When I do not want to discuss a topic or event

- ☐ Tell why
- ☐ Collaborate on a solution
- ☐ When do I think I can talk about the topic?

Review agenda

- ☐ Choose “choice time” activity
- ☐ Discuss focus of session
- ☐ Check agenda item when complete

During the session

- ☐ Tell the psychologist directly if I notice I am becoming overwhelmed, angry, or agitated
- ☐ When I can, tell the psychologist I need a mindfulness break. When I don't independently, the psychologist will ask me to take a break and I will
- ☐ I will let the psychologist know if I understand what he or she is saying and if I agree
- ☐ If something is distracting me, I will tell the psychologist and we will make a plan to address it so I can refocus on the session. The distraction plan could include:
 - ☐ Adding a reminder onto the agenda
 - ☐ Deciding what we will do, when, and for how long

End of session

- ☐ Homework assignment
- ☐ Special interest time—end with fun

(PSYCHOLOGIST, USED WITH PERMISSION)

Behavioral expectations at camp

Rules for morning drop-off

- ☐ We find our group
- ☐ We look at the schedule
- ☐ We do not climb the trees
- ☐ We do not bend the branches
- ☐ We stay with the group
- ☐ We use safe bodies
- ☐ We use safe words
- ☐ We listen to our counselors
- ☐ We ask a counselor if we need help
- ☐ _____
- ☐ _____

(PARTRIDGE, M., USED WITH PERMISSION)

Bus rules

- ☐ We sit where our counselors tell us
- ☐ We stay in our seats
- ☐ We keep our bottom on seat
- ☐ We use safe bodies
- ☐ We use safe words
- ☐ We listen to our counselors
- ☐ We ask a counselor if we need help
- ☐ _____
- ☐ _____

(PARTRIDGE, M., USED WITH PERMISSION)

Walking rules

- ☐ We line up single file
- ☐ We stay behind the line leader
- ☐ We watch for the red light/green light signs
- ☐ We always stay with the group
- ☐ We use safe bodies
- ☐ We use safe words
- ☐ We listen to our counselors
- ☐ We ask a counselor if we need help
- ☐ _____
- ☐ _____

(PARTRIDGE, M., USED WITH PERMISSION)

Swim rules

- ☐ We follow the swim checklist
- ☐ When a counselor says we are ready, we begin to swim
- ☐ We always stay with the group
- ☐ We use safe bodies like watching where we jump
- ☐ We use safe words
- ☐ We listen to our counselors, especially when they give us the countdown to end of swim
- ☐ We ask a counselor if we need help
- ☐ _____
- ☐ _____

(PARTRIDGE, M., USED WITH PERMISSION)

Group activity rules

- ☐ We always stay with our group
- ☐ We listen to the directions of the activity leader
- ☐ We try our best to do the activity
- ☐ We participate in the activity
- ☐ If we need a break, we ask our counselor
- ☐ We use safe bodies
- ☐ We use safe words
- ☐ We ask a counselor if we need help
- ☐ _____
- ☐ _____

(PARTRIDGE, M., USED WITH PERMISSION)

Rules for pick-up

- ☐ We walk safely to pick-up
- ☐ We stay with the group
- ☐ We do not climb the trees
- ☐ We do not bend the branches
- ☐ We use safe bodies
- ☐ We use safe words
- ☐ We listen to our counselors
- ☐ We ask a counselor if we need help
- ☐ _____
- ☐ _____

(PARTRIDGE, M., USED WITH PERMISSION)

Important Adults



Important adults: Every environment

Overview of strategies for developing successful relationships with important adults in every environment

- ☐ Preview important information about your child with important adults.
- ☐ Preview important information about important adults with your child.
- ☐ Educate your child about different relationship styles.
- ☐ Dissect issues and share each perspective if the relationship gets damaged.
- ☐ Teach your child the value of human connection.
- ☐ Positively reinforce your child regarding important adults.



Important adults: Home

Interacting with important adults at home



Important adult template

- ☐ Which adult is coming into the house _____ .
- ☐ What the adult's role is _____ .
- ☐ What the child should know about the adult _____ .
- ☐ What the child's role is when interacting with the adult _____ .

Interacting with your mother and father

- ☐ Feel free to share what you think and feel, such as:
 - ☐ Opinions
 - ☐ What is upsetting you
 - ☐ What makes you happy
- ☐ Communicate your needs
- ☐ Use safe words (Levels 1–3)
- ☐ Safe body
- ☐ Use a level 2–3 voice
- ☐ _____
- ☐ _____

Interacting with a caregiver

- ☐ Use safe words (Levels 1–3)
- ☐ Safe body
- ☐ Use a level 2–3 voice
- ☐ Communicate your needs
- ☐ _____
- ☐ _____

Interacting with house visitors

- ☐ Use welcoming words. Communicate you are happy to have them at our house:
 - ☐ Use the social fake if you are not happy to have them at our house
- ☐ Be thoughtful with your actions. For example:
 - ☐ If they spend the night, be quiet in the morning if you wake up first
 - ☐ Create cards to welcome them
 - ☐ Offer them food or drink and get it for them
- ☐ Conversation:
 - ☐ Initiate conversation
 - ☐ Use whole-body listening
 - ☐ Respond when addressed
- ☐ Use safe words (Levels 1–3)
- ☐ Safe body
- ☐ Use a level 2–3 voice
- ☐ _____
- ☐ _____



Interacting with important adults at school

Teachers and staff at _____ School

Names

Positions

Teachers and staff at _____ School

School staff

Names

Positions



Information about _____ (name of Science, English Language Arts, Social Studies, Science, Math, Health, Music, Art, Foreign Language Teacher)

You can use this tool for every new teacher that your child encounters for every subject to support maximum clarity. This is an excellent tool to use when students transition from year to year (see Chapter 9, Navigating Transitions and Changes, of the book).

About his or her room

☐ His or her classroom is located

☐ On the _____ floor of the building

☐ Across from the _____ room

☐ In _____ building

☐ _____

☐ _____

☐ His or her classroom is called _____ (use name of room)

☐ Science lab

☐ Social studies room

☐ Art studio

☐ Math room

☐ _____

☐ _____

☐ Students sit on

☐ Chairs

☐ Stools

☐ The floor

☐ _____

☐ _____

- ☐ Students use:
- ☐ Tables
 - ☐ Desks
 - ☐ _____
 - ☐ _____
- ☐ Each table has _____ chairs so students can work in a group
- ☐ The room has a:
- ☐ Reading corner
 - ☐ Safe Spot
 - ☐ Sensory tool area
 - ☐ _____
 - ☐ _____
- ☐ The _____ contains
- ☐ Rocking chairs
 - ☐ Wooden chairs
 - ☐ Cushions
 - ☐ Sensory tools
 - ☐ Books
 - ☐ _____
 - ☐ _____

- ☐ The room has:
 - ☐ Plants to make the environment inviting and cozy
 - ☐ Lamps with soft lighting
 - ☐ Homework bins for finished homework
 - ☐ Containers for:
 - ☐ Markers
 - ☐ Crayons
 - ☐ Paper
 - ☐ Scissors
 - ☐ _____
 - ☐ _____

- ☐ _____
- ☐ _____

☐ The classroom has:

- ☐ Science materials
- ☐ Posters
- ☐ _____
- ☐ _____

About his or her teaching style

☐ His or her facial expression, body language, and tone of voice are:

☐ Friendly

☐ Soft

☐ Caring

☐ Enthusiastic

☐ Animated

☐ _____

☐ _____

☐ He or she is passionate about:

☐ Science

☐ Health

☐ Math

☐ Physical Education

☐ Social Studies

☐ Music

☐ English Language Arts

☐ Art

☐ Foreign Languages

☐ _____

☐ _____

☐ When teaching, he or she:

☐ Smiles

☐ Moves his hands

☐ Stands still

☐ _____

☐ _____

☐ He or she knows a lot about:

☐ Science

☐ Health

☐ Math

☐ Physical Education

☐ Social Studies

☐ Music

☐ English Language Arts

☐ Art

☐ Foreign Languages

☐ _____

☐ _____

☐ He or she speaks:

☐ Loudly

☐ Softly

☐ In a neutral tone

☐ _____

☐ _____

☐ When he or she teaches he or she:

☐ Stands in front of his classroom

☐ Walks around the room

☐ _____

☐ _____

☐ He or she uses:

☐ Projector

☐ SmartBoard

☐ Chalkboard

☐ _____

☐ _____

☐ When kids are working, he or she:

☐ Walks around to talk to them in groups

☐ Walks around to talk to them individually

☐ Sits quietly at his/her desk

☐ _____

☐ _____

☐ He or she loves:

☐ Reading to students

☐ Writing to students

☐ Speaking to students

☐ _____

☐ _____

☐ He or she wants students to:

☐ Freely make guesses and predictions

☐ Raise hands to answer questions

☐ Call out answers

☐ Sit in seats quietly

☐ _____

☐ _____

☐ When he or she reads books aloud, he or she uses different tones of voice for different characters

☐ He or she:

☐ Is serious

☐ Is funny

☐ Has a great sense of humor

☐ _____

☐ _____

☐ He or she sometimes:

☐ Plays music in class

☐ Reads books aloud using different tones of voice for different characters

☐ Shows videos in class

☐ _____

☐ _____

☐ He or she often:

☐ Compliments students when they participate in class

☐ Gives students stars when they listen well

☐ _____

☐ _____

How does he or she help kids stay organized?

☐ Students in his or her class have:

☐ Binder

☐ Notebook

☐ Folder

☐ _____

☐ _____

☐ He or she writes things down on the

such as:

☐ The agenda for the day

☐ Steps to follow during class

☐ A schedule

☐ Homework assignments

☐ Important findings from class

☐ Class assignments

☐ Important information for me to copy

☐ Directions

☐ _____

☐ _____

- ☐ He or she always passes out a class agenda in the form of a checklist so students know what to expect
- ☐ He or she encourages students to plan or draw out the story and thoughts on a graphic organizer
- ☐ He or she asks students to think about "big ideas" or "themes"
- ☐ He or she uses a SmartBoard to:
 - ☐ Explain class assignments
 - ☐ Show movie clips
 - ☐ Discuss assignments
 - ☐ _____
 - ☐ _____

How does it sound in his classroom?

- ☐ His or her classroom is usually _____ because _____
- ☐ When the classroom becomes loud, he or she _____

My job in his/her classroom

- ☐ Attend class
- ☐ Learn _____ (subject) with
 - ☐ _____ (teacher's name)
 - ☐ _____ (special educator's name)
 - ☐ _____ (aide's name)
 - ☐ My classmates
 - ☐ _____
 - ☐ _____
- ☐ _____
- ☐ _____

Other things to include

If possible, include pictures of important features of the classroom such as:

- ☐ Teacher:
 - ☐ Teaching class
 - ☐ Giving feedback to students
- ☐ Classroom:
 - ☐ Desks
 - ☐ Tables
 - ☐ Floor seating
 - ☐ Chairs
 - ☐ Materials displayed in the classroom
- ☐ Special features in the room:
 - ☐ Reading corner
 - ☐ Safe Spot
 - ☐ Sensory tool area

(CREATED BY HAQ, M., AND MODIFIED BY DYMENT, J.H., USED WITH PERMISSION)

Support your child's interactions with teachers and staff

Where can I expect to see teachers and staff?

- ☐ Out at recess
- ☐ In the hallways
- ☐ In the office
- ☐ At specials
- ☐ In other classrooms
- ☐ During all school events
- ☐ In the computer lab
- ☐ In the cafeteria
- ☐ _____
- ☐ _____

My job when I see these teachers:

- ☐ Listen
- ☐ Follow directions
- ☐ Remember class rules
- ☐ Be polite
- ☐ Be flexible
- ☐ Ask questions
- ☐ Say "hi" when they say "hi"
- ☐ _____
- ☐ _____

(DYMENT, J.H., USED WITH PERMISSION)

Teachers who usually come into class

Where?

☐ Classroom

☐ _____

☐ _____

Who?

☐ Speech and language pathologist, _____ (name)

☐ Occupational therapist, _____ (name)

☐ Language teacher, _____ (name)

☐ APE teacher, _____ (name)

☐ Guidance counselor, _____ (name)

☐ Principal, _____ (name)

☐ _____

☐ _____

My job when they are in the room:

☐ Listen

☐ Follow directions

☐ Follow class rules

☐ Ask questions

☐ Be polite

☐ Be flexible

☐ _____

☐ _____

(DYMENT, J.H., USED WITH PERMISSION)

Education about class visitors

Who?

☐ Teachers from other schools, educational consultants, psychologists, and so on

☐ They will probably wear a School Visitor sign around their neck

☐ _____

☐ _____

What can I expect?

☐ They will want to watch my teachers

☐ They will want to learn how things go in my classroom

☐ They probably will not have a conversation with me

☐ My teachers will keep our schedule the way it usually is

☐ Our routines will be the same (unless noted as a Plan B)

☐ _____

☐ _____

(DYMENT, J.H., USED WITH PERMISSION)

What is my job?

☐ Be friendly if someone speaks to me

☐ Continue to do my work

☐ Follow classroom rules

☐ _____

☐ _____

Interacting with substitute teachers

- ☐ He or she may not enforce the same rules as your regular teacher
- ☐ While he or she is acting as your teacher, you need to follow his or her rules
- ☐ Do not interrupt, even if he or she is following different rules. He or she may have permission from the regular teacher
- ☐ When the substitute teacher does something that is different than how it is usually done, you can tell them really nicely that this is not what we usually do, or you can go along with it
- ☐ Treat him or her with respect
- ☐ Use the class contract to help make the guest teacher feel welcome
- ☐ _____
- ☐ _____

(BLUMENFELD, E., FROM CLASS DISCUSSION, USED WITH PERMISSION)

Asking an adult

Hi! My name is _____ and I'm a student in _____ grade at _____ school.

A lot of times, when I need help with something or if I am wondering about something, I'll ask an adult in my classroom. I would like that person to know the answer to my question and tell it to me. Sometimes that is exactly what happens. Sometimes this doesn't happen and it can be very frustrating.

Most adults do know a lot of things, like how to take care of themselves, how to do their jobs, and how to find help when they need it. The truth is that adults don't know everything. They can get confused and make mistakes. This happens to all people, and it is okay.

All people, children and adults, have things that they don't know about. This is okay. If I ask an adult about something and they do not know the answer, I might feel frustrated but I can try to be patient and remember that adults usually do the best they can, but they don't know everything.

(BLUMENFELD, E., ADAPTED FROM GRAY 2010, USED WITH PERMISSION)



A cartoon illustration of a young girl and a young boy standing side-by-side. The girl on the left has blonde hair in pigtails, wears a blue dress with a white collar, and is holding a green bag. The boy on the right has orange hair, wears a yellow shirt with a red collar and blue pants, and is holding a red bag. They are both smiling.

This list includes all of the professionals that comprise your child's treatment team. It will organize you and orient your child.

Take Charge of Treatment for Your Child with Asperger's (ASD).
Copyright © Cornelia Pelzer Elwood and D. Scott McLeod 2016. www.takechargeasd.com

For each professional, create a separate page explicitly explaining:

- ☐ What is the professional's job?
- ☐ Why does the child meet the professional?
- ☐ What is the child's job when meeting?

Clinical psychologist

A psychologist can help you:

- ☐ Sort out your feelings
- ☐ Determine the steps you need to take to feel better
- ☐ _____
- ☐ _____

Why do you talk to them?

- ☐ He or she is someone who accepts you unconditionally
- ☐ He or she is safe
- ☐ He or she can help you understand about Asperger's Syndrome
- ☐ He or she can help you work to solve struggles at school or home or with any relationship
- ☐ You can feel free to share anything with them
- ☐ He or she wants to help you feel happy and teach you how to feel successful
- ☐ _____
- ☐ _____

What is your job?

- ☐ Tell him or her how you are doing and feeling
- ☐ Discuss anything that is bothering you
- ☐ Discuss anything with which you would like help
- ☐ Answer his or her questions
- ☐ _____
- ☐ _____

ASD coach

A coach listens to what you want in life and advises you how to achieve your goal (Korin 2011).

Why do you talk with a coach?

- ☐ He or she can help you do something you have asked for help with: "learning how to not embarrass myself"
- ☐ He or she can help you understand how your body works and teach you strategies for calming down when you feel upset
- ☐ He or she can help you learn about friendships
- ☐ _____
- ☐ _____

What is your job?

- ☐ Let them support you in reaching your goals
- ☐ Discuss anything with which you would like help
- ☐ Answer their questions
- ☐ _____
- ☐ _____

Educational consultant

An educational consultant helps teachers understand you and enhance your social and academic experiences.

Why does he or she come to your school?

- ☐ He or she understands what helps people with Asperger's Syndrome do well in school
- ☐ He or she wants to support you in having a good experience at school
- ☐ He or she brings great ideas to your teachers to help you
- ☐ _____
- ☐ _____

What is your job?

- ☐ Tell them what would help you at school
- ☐ Be polite to them
- ☐ _____
- ☐ _____

Occupational therapist

His or her job is to support you with sensory integration. This means they will teach you how to get your body feeling just right so you can feel calm.

Why do you go to an occupational therapist?

- ☐ To support your body in feeling just right
- ☐ To help you feel less bothered by unexpected touch and loud noises
- ☐ To help you feel more comfortable and calm
- ☐ To build muscles and help balance—this will help with comfort in writing and sitting
- ☐ To help with motor planning—think out and physically do tasks
- ☐ _____
- ☐ _____

What is your job?

- ☐ Follow their directions
- ☐ Participate in the activities
- ☐ Have a positive attitude
- ☐ Be polite
- ☐ _____
- ☐ _____

Psychiatrist

A psychiatrist is a therapist and also a doctor. They can prescribe medications (Zaks 2006).

Why do you talk with him or her?

- ☐ Many people with Asperger's Syndrome and anxiety take medication
- ☐ He or she is an expert in giving medication to individuals with Asperger's Syndrome and anxiety
- ☐ He or she is working to support you to feel calm, comfortable, and happy
- ☐ _____
- ☐ _____

What is your job?

- ☐ Tell them how you are doing and feeling
- ☐ Discuss anything that is bothering you
- ☐ Answer his or her questions
- ☐ Remember to take your medications
- ☐ _____
- ☐ _____

Cognitive behavioral therapist

He or she specializes in cognitive behavioral therapy used to reduce symptoms of OCD. Cognitive behavioral therapists ask you to do concrete exercises to:

- ☐ Lessen your worries in certain situations
- ☐ Face your fears
- ☐ Handle your behavior differently (Zaks 2006)

Why do you talk with him or her?

- ☐ He or she is an expert in OCD
- ☐ He or she can help you learn how to feel less worried
- ☐ He or she will provide strategies to support you
- ☐ You can feel free to talk with them about anything that worries you
- ☐ He or she wants to help you feel calm and happy
- ☐ _____
- ☐ _____

What is your job?

- ☐ Complete the homework assigned to you
- ☐ Have a positive attitude
- ☐ Answer their questions
- ☐ _____
- ☐ _____

Speech and language pathologist

A speech and language pathologist teaches you how to make and keep friendships and communicate socially.

Why do you talk with them?

- ☐ To learn how to interact effectively in social situations
- ☐ To understand expected verbal and non-verbal communication in various environments
- ☐ _____
- ☐ _____

What is your job?

- ☐ Participate with the group
- ☐ Have a positive attitude
- ☐ Maintain safe words and body
- ☐ Practice the skills that you learn
- ☐ _____
- ☐ _____

Neuropsychologist

The job of a neuropsychologist is to provide a series of assessments to understand your strengths and to identify effective ways to improve your academic life.

Why do you talk with him or her?

- ☐ The neuropsychologist will use the information gleaned from the assessments to teach parents and teachers how to best support you

☐ _____

☐ _____

What is your job?

- ☐ Complete the assessments

- ☐ Have a positive attitude

- ☐ Answer their questions

- ☐ Do your best work

☐ _____

☐ _____

ABA therapist

The ABA therapist leads a social group and ABA therapy.

Why do you talk with him or her?

☐ He or she teaches you how to have expected behavior in school and in social situations (how to play well with friends)

☐ He or she teaches you how to stay calm, maintain a safe body, and be flexible

☐ _____

☐ _____

What is your job?

☐ Listen to them

☐ Apply what he or she is telling you to do at school, learning camp, and home

☐ Follow their directions

☐ _____

☐ _____



Report feedback tool

See p.214 of the book for instructions on how to use this tool.

Child's name: _____

Evaluator: _____

Date: _____

Most important recommendations: _____

- 1 _____
- 2 _____
- 3 _____
- 4 _____
- 5 _____
- 6 _____

Managing Crises and Emotions



Managing crises and emotions: Every environment

Overview of strategies for managing crises and emotions in every environment



- ☐ Encourage self-regulation:
 - ☐ Teach the child self-awareness
 - ☐ Share about your own emotion regulation process
 - ☐ Create star charts
 - ☐ Implement sensory supports, if necessary
- ☐ Handle meltdowns:
 - ☐ Understand the meltdown cycle
 - ☐ Develop crisis response plans
 - ☐ Remain calm
 - ☐ Teach the child how to make amends
- ☐ Provide support for common emotional struggles
- ☐ Help the child in every environment to identify his or her:
 - ☐ Triggers
 - ☐ Emotions attached to the triggers
 - ☐ Behaviors attached to the triggers
 - ☐ Strategies to put in place when he or she is triggered



Crisis response plan

If this tool is required, it should be filled out separately for every environment and previewed with the child when they are calm.



Who is in charge?

- ☐ Parents
- ☐ Babysitters
- ☐ Grandparents
- ☐ Special educator
- ☐ Instructional aide
- ☐ Service provider (list specifically) _____
- ☐ _____
- ☐ _____

Who gets involved (if backup is needed)?

- ☐ Familiar people with whom the child has formed a relationship:
- ☐ _____
- ☐ Not administration
- ☐ Preview with child who gets involved and when
- ☐ _____
- ☐ _____

What typically causes escalation?

- ☐ Unexpected touch—everyone should be prepped to avoid touching the child
- ☐ Loud and unexpected noises
- ☐ Visual chaos:
 - ☐ Clutter
 - ☐ Balls or other items flying through the air
- ☐ Unexpectedly not getting his or her way
- ☐ Changes and transitions—particularly when not previewed
- ☐ Not understanding the schedule or plan
- ☐ Perceived slights
- ☐ Impulsive or unexpected behavior
- ☐ Disorder
- ☐ When the child's behavior is already escalated, the following can push him or her over the meltdown edge:
 - ☐ Being in his or her visual line
 - ☐ Talking with him or her
 - ☐ Attempting to reason with him or her
- ☐ Emotional environment—he or she does best when the environment is calm and quiet
- ☐ _____
- ☐ _____

What are the signs of escalation?

- ☐ Growling
- ☐ Grimacing
- ☐ Flexing with stiff and straight arms and hands fisted
- ☐ Shouting
- ☐ Pushing, hitting, or kicking
- ☐ Tearing things
- ☐ _____
- ☐ _____

Calming strategies

- ☐ Get him or her to move to a quiet area
- ☐ An adult reads to the child
- ☐ Exercise
 - ☐ Throw ball
 - ☐ Ride stationary bike
 - ☐ Walk
- ☐ Approach calmly and slowly
- ☐ Maintain a non-judgmental and helpful attitude
- ☐ Talk very little—notes often work better
- ☐ A clear message that the adult is trying to help him or her
- ☐ _____
- ☐ _____

Visual supports

These should be created before the school or community relationship begins and be readily available:

- ☐ Five-point scale (see Chapter 4 of book)
- ☐ Writing notes
- ☐ Using wipe board to draw visuals
- ☐ Preview managing crises and emotions tools with the child before any crisis
- ☐ _____
- ☐ _____

Moving the child or class, group peers, or siblings

- ☐ If possible, Plan A is for _____ (child's name) to move. Provide them with the choice that they can go to the Break Spot or the class, group, or sibling will need to leave the room
- ☐ If not possible, then Plan B is for the class, group, or sibling to move
- ☐ Important to preview with the child at the beginning of the year or relationship
- ☐ _____
- ☐ _____

What is the plan for communicating with parents?

- ☐ The special educator or service provider will communicate with mother or father about incidents
- ☐ _____
- ☐ _____

What should happen in terms of sharing incident with other classroom parents?

- ☐ The school team or service provider will decide whether or not the families of other students should be notified about an incident
- ☐ Before notifying other families, the child's parents should be contacted and a plan should be worked out collaboratively
- ☐ _____
- ☐ _____

Resolution after the incident—repair plan

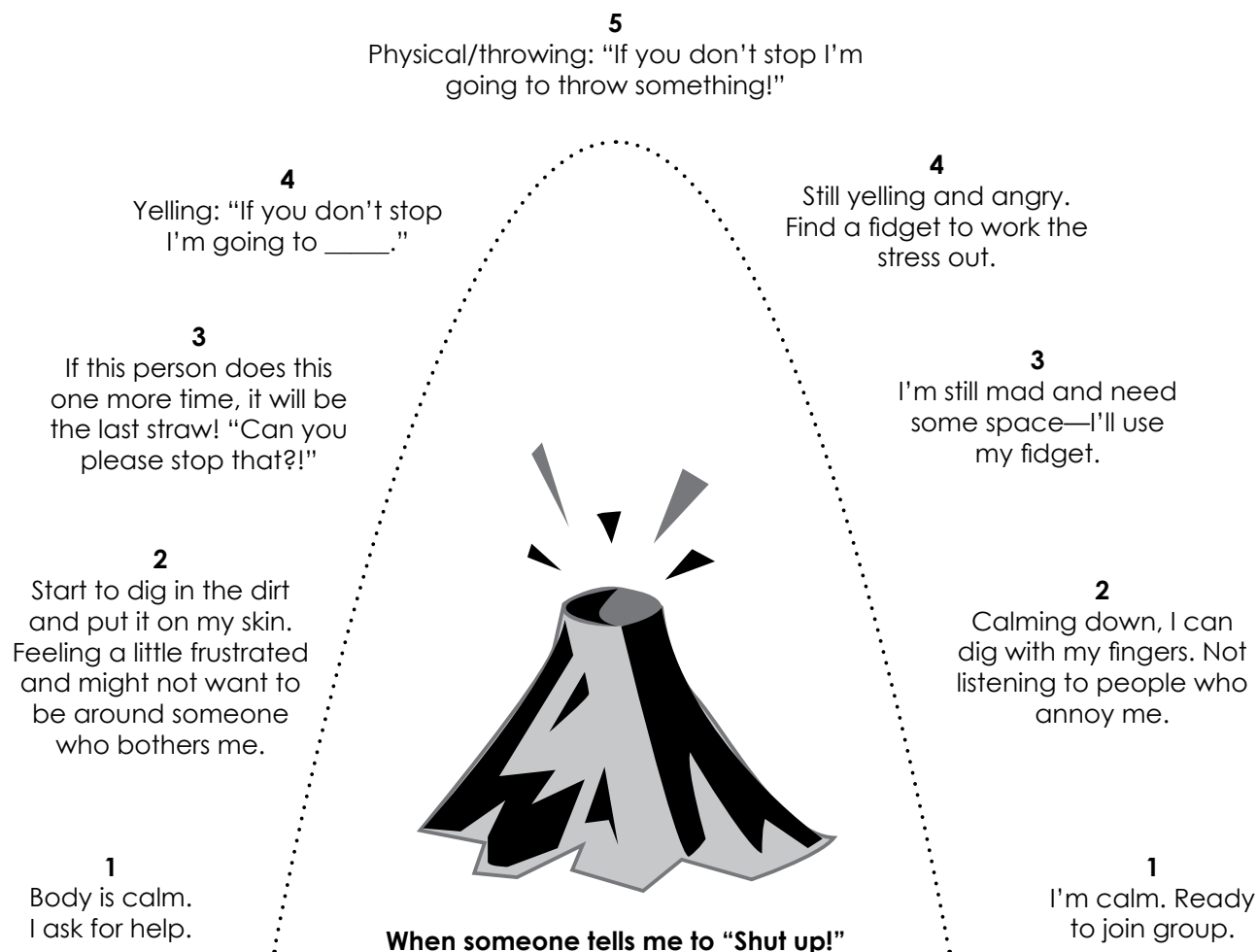
The purpose here is to educate, not punish:

- ☐ Determine a plan for re-entry to classroom, and preview what the child will be working on when they get back to class
- ☐ Have the child write an apology note or note of explanation, if necessary
- ☐ Draw cartoons to explain what happened and what could be done differently
- ☐ Be consistent in response—no surprising consequences
- ☐ No trips to the principal's office

- ☐ _____
- ☐ _____

The Meltdown Cycle

Parents can use the meltdown cycle visual below to help the child and everyone involved with him or her to understand what happens as the child escalates, reaches a climax, and calms down. Please refer to page 220 in the book.



Rumbling stage

Common rumbling stage behaviors:

- ☐ Fidgeting
- ☐ Swearing
- ☐ Making noises
- ☐ Tearing paper
- ☐ Grimacing
- ☐ Being uncooperative
- ☐ Crying
- ☐ Clenching muscles
- ☐ Name calling
- ☐ Raising or lowering voice
- ☐ Making threats

(MYLES AND SOUTHWICK 2005, P.27)

Rumbling stage interventions:

- ☐ Calmly removing the child from the situation
- ☐ Using your body to modify behavior. Standing closer may offer support, or giving space may be more effective
- ☐ Using non-verbal signals to communicate
- ☐ Using humor
- ☐ Trying to get the child back on track using his or her schedule
- ☐ Bringing up and showing interest in the child's special interest
- ☐ Redirecting
- ☐ Using a neutral place where the child can go to regroup
- ☐ Walking and talking with no conversation
- ☐ Acknowledging the child's difficulties: reinforce the rule the child should follow. Let the child know you can help

(MYLES AND SOUTHWICK 2005, PP.27-31)

Effective adult behaviors during the rumbling stage:

- ☐ Stay calm
- ☐ Speak calmly and quietly
- ☐ Take deep breaths
- ☐ Don't engage in a power struggle
- ☐ Rethink the child's goals
- ☐ Be flexible

(MYLES AND SOUTHWICK 2005, P.32)

Adult behaviors that can escalate a crisis during the rumbling stage:

- | | |
|--|---|
| <input type="checkbox"/> Raising voice or shouting | <input type="checkbox"/> Holding a grudge |
| <input type="checkbox"/> Making assumptions | <input type="checkbox"/> Acting superior |
| <input type="checkbox"/> Preaching to the child | <input type="checkbox"/> Throwing a tantrum |
| <input type="checkbox"/> Backing the child into a corner | <input type="checkbox"/> Using unnecessary physical force |
| <input type="checkbox"/> Telling the child "I'm in charge here" | <input type="checkbox"/> Mimicking the child |
| <input type="checkbox"/> Pleading | <input type="checkbox"/> Drawing other people into the conflict |
| <input type="checkbox"/> Bribing | <input type="checkbox"/> Comparing the child with siblings, other students, and so on |
| <input type="checkbox"/> Insisting on having the last word | <input type="checkbox"/> Insisting the adult is right |
| <input type="checkbox"/> Bringing up unrelated events | <input type="checkbox"/> Having a double standard: "Do as I say, not as I do" |
| <input type="checkbox"/> Using confrontational body language | <input type="checkbox"/> Commanding, demanding, dominating |
| <input type="checkbox"/> Making remarks like "You kids are all the same" | <input type="checkbox"/> Rewarding the student for unacceptable behavior |
| <input type="checkbox"/> Being sarcastic | <input type="checkbox"/> Using putdowns |
| <input type="checkbox"/> Attacking the child's character | |
| <input type="checkbox"/> Being accusatory | |
| <input type="checkbox"/> Nagging | |

(MYLES AND SOUTHWICK 2005, P.33)

Rage stage

Common rage stage behaviors:

- | | |
|--|---|
| <input type="checkbox"/> Impulsivity | <input type="checkbox"/> Hurting him or herself |
| <input type="checkbox"/> Being highly emotional | <input type="checkbox"/> Externalizing behavior such as yelling, hitting, kicking, and biting |
| <input type="checkbox"/> Being explosive | <input type="checkbox"/> Negative behaviors directed towards the self |
| <input type="checkbox"/> Damaging or destroying property | |

(MYLES AND SOUTHWICK 2005, P.33)

Rage stage interventions:

- | | |
|--|---|
| <input type="checkbox"/> Protect the child | <input type="checkbox"/> Encourage the child to go to a neutral place to cool off, as appropriate |
| <input type="checkbox"/> Protect the environment | <input type="checkbox"/> Don't speak much |
| <input type="checkbox"/> Protect others | <input type="checkbox"/> Prevent a power struggle |
| <input type="checkbox"/> Don't discipline the child | <input type="checkbox"/> Rethink the child's goals |
| <input type="checkbox"/> Remove the audience | <input type="checkbox"/> Be flexible |
| <input type="checkbox"/> Don't be confrontational | <input type="checkbox"/> Set a timer to suggest to the child that there is a beginning and end to the event |
| <input type="checkbox"/> Plan a "graceful" exit strategy | |
| <input type="checkbox"/> Follow a plan | |
| <input type="checkbox"/> Obtain assistance | |

(MYLES AND SOUTHWICK 2005, P.34)

Effective adult behaviors during the rage stage:

- ☐ Control your own "flight or fight" tendency
- ☐ Remember that less is more
- ☐ Remain calm and quiet
- ☐ Don't take behaviors personally
- ☐ Disengage emotionally
- ☐ Be aware of your non-verbal cues
- ☐ Breathe deeply

(MYLES AND SOUTHWICK 2005, P.35)

Recovery stage

Common recovery stage behaviors:

- ☐ Sleeping
- ☐ Denial of behaviors displayed during meltdown
- ☐ Withdrawal into fantasy
- ☐ Saying sorry

(MYLES AND SOUTHWICK 2005, P.36)

Recovery stage interventions:

- ☐ Allow the child to sleep
- ☐ Support use of relaxation techniques
- ☐ Don't refer to the rage behaviors
- ☐ Support with structure
- ☐ Consider the child "fragile"
- ☐ Plan to teach the child alternatives to tantrums, rage, meltdowns, and shut-downs
- ☐ Determine appropriate option for the child:
 - ☐ Redirect to successful activity or special interest
 - ☐ Give space
 - ☐ Be sure the interventions are presented at or below the child's functioning level
- ☐ Check to see if the child is ready to learn
- ☐ Don't make excessive demands

(MYLES AND SOUTHWICK 2005, P.37)

Effective adult behaviors during the recovery stage:

- ☐ Remain calm and quiet
- ☐ Take time for yourself to regroup

(MYLES AND SOUTHWICK 2005, P.37)

Sensory diet accommodations

This tool should be written by your child's occupational therapist.

Sensory Diet Report

Name: _____

Date: _____

Therapist: _____

_____ (child's name) has been seen for sensory integration treatment from _____ (occupational therapist) from _____ (date) to the present. He is seen one time a week for 45 minutes of direct therapy. Intervention has focused on self-regulation, improving tolerance to movement, improving postural and functional strength, improving tolerance for multisensory activities, and bilateral coordination. Activities that involve unexpected touch, certain movement activities (spinning, swinging), and activities that require motor planning (especially games that involve collaboration among a peer or peers) can be overwhelming and overstimulating for _____ (child's name). _____ (child's name) has been successful with participating in multisensory activities within the clinic and within the school environment by using a variety of strategies.

He is able to participate in games with multiple peers within the clinic and has been able to participate in his general education gym class with support from his adaptive physical education teacher. Below are the strategies that have been most helpful in supporting _____ (child's name).

Strategies for self-regulation during group participation

- ☐ Proprioceptive input before a stimulating activity (gym class, lunch room, etc.). Some examples are: weightlifting, using a medicine ball, and wall pushups.
- ☐ Use a hand signal (thumbs up/down) or a code word to communicate to an adult when _____ is becoming overwhelmed.
- ☐ Sometimes _____ needs a break during group activities, but does not need to leave the group or room. Using a water bottle with a straw, doing wall pushups, or eating a crunchy or chewy snack have been helpful during breaks.
- ☐ Collaborate with _____ on an "exit" plan if they need to leave the group (where can they go safely to regroup).
- ☐ Allow _____ to leave the group at any time. When they are in a safe, quiet place, then they are able to discuss why they needed to leave the activity, what triggered this, and what can be done for them to return to the group. Most times they return to the activity.

Accommodations for the classroom

- ☐ Discuss with _____ what they can do if they become overwhelmed with an activity and provide them with quiet spaces to help them regroup and become organized. (for example, quiet corner in a classroom, going for a short walk in a quiet hallway).
- ☐ Allow _____ to stand at the end of the line or allow them to leave the class a few minutes early to change classes to minimize the risk of unexpected or unwanted touch.
- ☐ Warn _____ of loud noises such as before a fire alarm or school bell.
- ☐ _____ may need assistance with prioritizing tasks and assignments. They may need assistance to identify the sequence of the task and help to collect the appropriate materials needed to complete the task.
- ☐ _____ may need adult assistance to facilitate collaboration with peers during group projects.
- ☐ _____ may need a checklist or adult assistance to recognize errors in their work and may need assistance to develop strategies to improve work.
- ☐ Use a visual timer or a programmed watch or provide a verbal warning before changing tasks. This will help _____ with classroom transitions.
- ☐ Have a laminated schedule attached to the child's book bag to help organize the day for smoother transitions.
- ☐ Use consistent places to store _____'s assignments and classroom materials to assist in developing organizational skills such as color-coded folders, binders, or pencil cases.

(CAPONE, K., USED WITH PERMISSION)

Things my child can do to calm down

Using very few words, show your child this list as his or her upset mounts. They can choose their strategy by pointing. Parents, childcare providers, and professionals at school and in the community can take the strategy lead from the child. If the child cannot choose, the adult can choose for them. Preview this process with the child before you implement it.

- | | |
|---|--|
| <input type="checkbox"/> Go to your room and take a break | <input type="checkbox"/> Chew gum |
| <input type="checkbox"/> Ask an adult to read to you | <input type="checkbox"/> Read a book |
| <input type="checkbox"/> Run around the house—outside | <input type="checkbox"/> Take deep breaths |
| <input type="checkbox"/> Go to the sensory gym and work out | <input type="checkbox"/> Talk to someone who can help |
| <input type="checkbox"/> Go fast on the elliptical machine | <input type="checkbox"/> Make an explicit, visual plan, after not being so upset |
| <input type="checkbox"/> Talk with someone whom you trust about what is bothering you | <input type="checkbox"/> Ask for space |
| <input type="checkbox"/> Write in a journal | <input type="checkbox"/> Take a pre-determined break |
| <input type="checkbox"/> Engage in a preferred activity | <input type="checkbox"/> Jump rope |
| <input type="checkbox"/> Tell a story | <input type="checkbox"/> Use a pull-up bar |
| <input type="checkbox"/> Type a story | <input type="checkbox"/> Swing |
| <input type="checkbox"/> Use the ball | <input type="checkbox"/> Ride stationary bike |
| <input type="checkbox"/> Write | <input type="checkbox"/> Take a walk |
| <input type="checkbox"/> Draw | |
| <input type="checkbox"/> _____ | |
| <input type="checkbox"/> _____ | |

(BLUMENFELD, E., PERSONAL COMMUNICATION, 2011; DYMENT, J.H., PERSONAL COMMUNICATION, 2013)

Strategies that support my child to relax

Parents, childcare providers, and professionals at school and in the community can help the child build these strategies into his or her schedule.

- | | |
|---|---|
| <input type="checkbox"/> Read | <input type="checkbox"/> Preferred stuffed animal |
| <input type="checkbox"/> Deep breathing | <input type="checkbox"/> Preferred activity |
| <input type="checkbox"/> Yoga | <input type="checkbox"/> Drawing |
| <input type="checkbox"/> Use the weighted blanket | <input type="checkbox"/> Write lists |
| <input type="checkbox"/> Exercise | <input type="checkbox"/> Create a visual plan |
| <input type="checkbox"/> Mindfulness | <input type="checkbox"/> Screen time |
| <input type="checkbox"/> Listen to music | <input type="checkbox"/> Movie |
| <input type="checkbox"/> Listen to a story | |
| <input type="checkbox"/> _____ | |
| <input type="checkbox"/> _____ | |



Create separate star charts for home and school



- Choose the three most important positive behaviors you would like to reinforce. Look at p.241 of the book for some examples.
- Fill in the top row of the star chart grid with those behaviors.
- Insert time frames into the first column of the star chart grid.

Reward:

- Award a star for each time segment that the child achieves positive behavior goals.
- Reward the child with a preferred activity if he earns the designated number of stars per time frame.
- The reward could be five minutes of screen time or another approved activity.

If I earned 10 out of 12 stars I earn my reward

If I earned 16 out of 20 stars I earn my reward

If I earned 13 out of 16 stars I earn my reward

☐ I can choose _____ or _____ or another approved choice activity

☐ I will get five minutes on it

				Bonus stars
If I earned 10 out of 12 stars I earn my reward				
If I earned 10 out of 12 stars I earn my reward				
If I earned 10 out of 12 stars I earn my reward				

- ☐ I can _____ if that is what I choose as my reward
- ☐ If I choose the computer, I will get five minutes on it
- ☐ I can earn bonus stars for being a good friend and an exceptional student

(BLUMENFELD, E., USED WITH PERMISSION)

Social Story™ to introduce my child's star chart

Hi! My name is _____.

During the day, I use a star chart. With my star chart, I can earn stars for:

- ☐ Following directions
- ☐ Being a student
- ☐ Using a safe body
- ☐ Using a Level 2 voice
- ☐ _____
- ☐ _____

With the star chart, I can also earn extra stars for:

- ☐ Being a good friend
- ☐ Being an exceptional student
- ☐ _____
- ☐ _____

If I earn 10 out of 12 stars, I can earn _____!

With the star chart, I can earn up to three breaks a day. I can earn a break at _____, _____, and _____.

Every 30 minutes, my _____ (parents, teachers, or service providers) will check in with me to talk about how many stars I'm earning. My _____ (parents, teachers, or service providers) want me to earn all my stars so that I can earn all three breaks during the day.

If I try to follow the star chart, I will feel proud of myself, my _____ (parents, teachers, or service providers) will feel proud of me, and I will earn more breaks.

(BLUMENFELD, E., USED WITH PERMISSION)



Repair plan Social Story™



Hi! My name is _____ .

Like other people, when I am mad, I might do something that hurts people's feelings.

When I hurt people's feelings, they may not want to spend time with me or be my friend.

If I follow the repair plan, the other person will probably feel better. They will probably still want to spend time with me or be my friend.

When I hurt people's feelings, it is my job to try to make it better by using a repair plan.

This is the plan:

☐ First, calm down before trying to make it better

☐ Choose one of these apologies:

☐ I can say "I'm sorry" in a Level 2 voice, looking at the person

☐ I can write the person a letter

☐ _____

☐ _____

My teachers, service providers, friends, and parents will be proud of me when I try to follow the repair plan.

(DYMENT, J.H., USED WITH PERMISSION)



Managing crises and emotions: School

Break Spot Plan Social Story™

Hi! My name is _____ and I am a _____ grader at _____ School.

At school, there is a place called the Break Spot. It is a place where students can go to have some quiet time to themselves. Students in all grades can use the Break Spot.

Sometimes when I am upset, I like to take quiet time to myself to cool down. My teachers understand this about me.

If I need to take quiet time to myself, I can tell my teachers, "I need to go to the Break Spot." They will understand and one of them will walk down with me.

Sometimes, my teachers might see that I am having a hard time and tell me, "It's a good time for the Break Spot."

When my teachers say this to me, they are trying to help me get to a quiet space, where I can cool down.

When I get to the Break Spot, there are a few things I can do:

☐ Use sensory tools on my own or with a teacher

☐ Lay down

☐ Have a teacher read to me

☐ Read by myself

☐

☐

My teachers feel proud of me when I try to use the Break Spot plan. I will feel proud of myself too.

(BLUMENFELD, E., USED WITH PERMISSION)

My 5-point scale for school Social Story™

Hi! My name is _____ and I am a student in _____ grade at _____ School.

During the school day, I can earn stars for following directions, being a student, and keeping a safe body. I can also earn stars for being a good friend, doing a good deed, or working extra hard.

My teachers check in with me every 30 minutes during the day to check on my stars. At this time, I also update them on how I am feeling.

5	I need to leave!	I need to take a break in the Break Spot*
4	I need some space	I need to take a movement break outside of my classroom OR I would like to go to the Break Spot
3	Please do not talk	I need some time alone in the Safe Spot or I need a movement break
2	I am a little nervous	I can work in my classroom at my table spot or in the Safe Spot
1	I can handle this	I can work at my table spot

When I point to a number on the 5-point scale, my teachers and I will know what I need, and where I need to go. My teachers want to help me feel calm and safe at school.

If I try to use my 5-point scale, it might help me feel safe and comfortable in school. I will feel proud of myself, and my teachers and parents will feel proud of me too.

(BLUMENFELD, E., INSPIRED BY BURON AND CURTIS 2003, USED WITH PERMISSION)

If I am at a 5 Social Story™

If I am at a 5 Social Story.

This sample tool can be copied and pasted into a word document and adapted for your own child.

If I am at a 5, I can go to the Break Spot to take some time to calm down.

When my teachers or I see that I am at a 5 and I need to go to the Break Spot to calm down, I have three minutes to leave my classroom and go to the Break Spot.

If my three minutes are up and I have not left my classroom, my teachers will have students in my classroom leave the class together to give me some time and room to myself.

My teachers want to help me feel calm. To help me feel calm, they will follow the 5-point plan.

(BLUMENFELD, E., USED WITH PERMISSION)



Managing crises and emotions: Community

The Green, Yellow, and Red Zones

I am in the Green Zone when I am:

- ☐ Having a safe body
- ☐ Using safe words
- ☐ Following directions

If I am in the Green Zone at the end of the time block, then I can earn a star.
When I have 18 stars, I can earn a special choice.

I am in the Yellow Zone when I am:

- ☐ Not having a safe body
- ☐ Not using safe words
- ☐ Not following directions

When I am in the Yellow Zone, I need to take a break. During my break I can read a special book. When I am ready to return to the group and have a safe body, use safe words, and follow directions, I can return to the Green Zone.

I am in the Red Zone when I am:

- ☐ Not having a safe body
- ☐ Not using safe words
- ☐ Not following directions
- ☐ Not listening to an adult's directions to take a break

(PARTRIDGE, M., MODIFIED FROM KUYPERS 2011, USED WITH PERMISSION)

How to earn back lost special activity time

- | | |
|--|---|
| <input type="checkbox"/> Safe body | <input type="checkbox"/> Listening |
| <input type="checkbox"/> Safe words | <input type="checkbox"/> Following directions |
| <input type="checkbox"/> Participating | |

(PARTRIDGE, M., USED WITH PERMISSION)

Navigating Transitions and Changes



Navigating transitions and changes: Every environment

Overview of strategies for navigating transitions and changes in every environment

- ☐ Teach the concept of transition and change to your child
- ☐ Educate your child about glitches/curve balls and Plan Bs
- ☐ Assess your child's transition support needs in each environment
- ☐ Preview transitions and changes with:
 - ☐ Social Stories™
 - ☐ Notes
 - ☐ Pictures
 - ☐ Visits
 - ☐ Meeting important adults
 - ☐ What will be the same and what will be different?
 - ☐ _____
 - ☐ _____
- ☐ Plan transition periods between activities
- ☐ Support transitions in the moment:
 - ☐ Count down
 - ☐ Provide reminders
 - ☐ Use a timer
 - ☐ Provide a visual schedule
 - ☐ Stagger timeframes—have the child transition earlier than the group
 - ☐ _____
 - ☐ _____

- ☐ Help your child develop transition-related executive functioning skills
- ☐ Show your child that thoughts and emotions are connected to transitions
- ☐ Use tools from other chapters to support transitions:
 - ☐ Preview schedules and routines
 - ☐ Preview behavioral expectations for each context
 - ☐ Preview and meet important adults
 - ☐ Use tools from managing crises and emotions if your child gets stressed from transitions and changes
- ☐ Reflect on how the transition went for the child
- ☐ Positively reinforce your child's successes
- ☐ Show compassion to your child
- ☐ _____
- ☐ _____



Navigating transitions and changes: Home



Moving to a new home

Before the move

- ☐ Visit the new home with your child:
 - ☐ If your child has an over-reactive sensory system, choose a calm time for a private visit
- ☐ Take pictures of the new home:
 - ☐ Either your child or you can snap the shots
 - ☐ Make sure to get pictures of everything inside and outside
- ☐ Make a picture book
- ☐ Review the picture book regularly
- ☐ Create a visual table or story indicating what will be the same and what will be different about the homes

☐

☐

During the move

- ☐ Stagger the timeframe:
 - ☐ If possible, make other plans for your child during the time the boxes are moved into the new home to allow your child to avoid the chaos
- ☐ Plan the transition period:
 - ☐ Plan for your child to be in another environment supported by a schedule and behavioral expectations for each context
 - ☐ Provide a schedule with behavioral expectations if your child is present for the moving of boxes
 - ☐ Use a calendar showing the countdown to the move
- ☐ If possible, present the house to your child in order, clean, and organized when he moves in
- ☐ If your child gets upset:
 - ☐ Use managing crises and emotions tools
 - ☐ Teach how thoughts and emotions are connected to transitions
- ☐ Positively reinforce your child's transition-related successes

☐

☐

Welcoming a new sibling

Before the birth

- ☐ Read books to your child about new siblings coming home
- ☐ Show the child pre-natal pictures
- ☐ Make a calendar showing the countdown to the birth (estimated)
- ☐ Create a visual table or story indicating what will be the same and what will be different about having a new baby in the house

- ☐ _____
- ☐ _____

In the hospital

- ☐ Take pictures of the new-born baby and show your child before they meet the baby
- ☐ Have your child visit the hospital to meet the baby

- ☐ _____
- ☐ _____

When the baby comes home

- ☐ If you think it will help your child, plan for your child to be in another environment supported by a schedule and behavioral expectations for each context
- ☐ If your child is present for the baby's entry into the home:
 - ☐ Introduce the baby to your child during a calm period
 - ☐ Provide a schedule with behavioral expectations

- ☐ If your child gets upset:
 - ☐ Use managing crises and emotions tools
 - ☐ Teach how thoughts and emotions are connected to transitions

- ☐ Positively reinforce your child's transition-related successes

- ☐ _____
- ☐ _____

Getting a new pet

Before getting the pet

- ☐ Read books to your child about new pets coming home
- ☐ Use pictures:
 - ☐ Show your child pictures that the breeder, shelter, or owner can provide
- ☐ Involve your child in choosing the pet's name
- ☐ Have your child visit the pet's birth home to meet the animal
- ☐ Make a list of items to purchase for the new pet
- ☐ Allow your child to be part of the buying process
- ☐ Talk with your child about what their job can be when the pet arrives
- ☐ Create a visual table or story indicating what will be the same and what will be different about having a new pet in the house
- ☐ Make a calendar showing the countdown to the pet's arrival
- ☐ _____
- ☐ _____

When the pet arrives

- ☐ If you think it will help your child, plan for him or her to be in another environment supported by a schedule and behavioral expectations for each context
- ☐ If your child is present for the pet's entry into the home:
 - ☐ Introduce the pet to your child during a calm period
 - ☐ Provide a schedule with behavioral expectations
- ☐ If your child gets upset:
 - ☐ Use managing crises and emotions tools
 - ☐ Teach how thoughts and emotions are connected to transitions
- ☐ Positively reinforce your child's transition-related successes
- ☐ _____
- ☐ _____

(DEVELOPED WITH INPUT FROM DYMENT, J.H.)

Having new people come into your home

- ☐ Who is coming over? _____ .
- ☐ Why are they coming? _____ .
- ☐ What is their role in your home? _____ .
- ☐ What is your child's role when they are at your home? _____ .
- ☐ How long will they stay? _____ .
Make a calendar showing the countdown to the visit and how long the visitor will stay if longer than a day
- ☐ What is the plan? _____ .
- ☐ Provide a schedule with behavioral expectations for the visit
- ☐ If possible, use pictures:
 - ☐ Of the person or people coming
 - ☐ Of any activities your child might do with the person
- ☐ If the visitor's transition into or out of the house will be chaotic, try to stagger your child's introduction to the interaction until after the chaos has settled
- ☐ If your child gets upset:
 - ☐ Use managing crises and emotions tools
 - ☐ Teach how thoughts and emotions are connected to transitions
- ☐ Positively reinforce your child's transition-related successes
- ☐ _____
- ☐ _____



Navigating transitions and changes: School



Welcome to _____ grade

This Social Story™ is intended to preview with a child before he or she starts a new grade. It is specifically designed for a looping class (a class that stays together for two years with the same students, classroom, and teachers), but you can adapt it to reflect a change to a new class.



This sample tool can be copied and pasted into a Word document and adapted for your own child.

Hi! My name is _____ and I am a student at _____ School.

In September I will be a _____ grader. Some things about _____ grade will be the same as they were in _____ grade. Some things will be new and different.

I will have the same teachers in _____ grade as I did in grade: _____, _____, and _____. My teachers care about me and are happy to have me again in _____ classroom.

A lot of the kids in my _____ grade class will also be in my _____ grade class. One of my classmates, _____, left and will be at private school. _____ was not in my fourth grade class but will be in our classroom this year. I know _____ from _____ grade.

Something that will be different is our class schedule. We will have our specials at different times and days than last year.

Our lunch and recess times will also be different. Our class will have recess from 10:50–11:10 and lunch from 11:10–11:30. We will share a recess and lunch time with the sixth graders.

This year's classroom will be set up very similarly to last year's classroom. There will still be table spots, a meeting area, a computer table, a library, and a Safe Spot.

I will already know lots of the routines and expectations in _____ grade when I get to school. There will also be new activities and things to learn!

(BLUMENFELD, E., USED WITH PERMISSION)

I am good at following routines

This sample tool can be copied and pasted into a Word document and adapted for your own child.

This story is meant to re-orient the child to the second year of his looping class (a class that stays together for two years with the same students, classroom, and teachers) but can be adapted if the class does not loop. Special educators and parents can preview this Social Story™ before a new school year.

Hi! My name is _____ and I'm going to be a _____ grader at _____ School.

I will have the same teachers and mostly the same classmates in _____ grade as I had last year in _____ grade. Many of the routines in class will also be the same. In _____ grade, I learned the routines and expectations, and I was really good at following them.

When I arrive at school in the morning, it is expected that I hang my things on the hook outside of class, greet my teachers, and go to the Safe Spot to review the schedule for the day. If there is time, a teacher will read a book to me.

I know that when the class gathers at the meeting area, it is my job to sit with the group and participate until the red timer goes off. Sometimes, if I feel like I need a break before the timer goes off, I know that I can ask a teacher for a quick break.

If I need to go get a snack or water, or go to the bathroom, all I have to do is ask a teacher and they will say, "Okay." This routine is important because teachers need to know where students are all the time for safety.

If I ever need a break outside of the classroom, I can go to the Break Spot. This is a place where I can relax and calm down. Sometimes I know when I need to go there, and other times one of my teachers might tell me that I need to go there for a break. The Break Spot is a place where I can have some space to kick a ball, lay down, and have a teacher read to me.

During the day, I earn stars for following directions, keeping a safe body, and being a student. Most days last year, I would earn lots of stars every day. Some days I even earned all of the stars I possibly could. I am good at following directions, keeping a safe body, and being a student.

I am an important member of _____ grade. I am good at following the routines of the class, and doing my best in school. My teachers are happy to have me back this year!

(BLUMENFELD, E., USED WITH PERMISSION)

Change is hard, but sometimes there are good things about change

The purpose of this story is to help a child feel less anxious about change. This tool can be particularly useful during the end and beginning of school transitions.

My name is _____ and I'm a smart, creative _____ grade student at _____ School.

There are many things that I'm good at and are easy for me. Some examples are:

Like everyone, some things are hard for me. One of these things is handling change.

There are times that change can be good. There are also times that I handle change well.

Some examples of good changes are:

Change can be hard, but sometimes it turns out to be good and I can handle it.

(BLUMENFELD, E., USED WITH PERMISSION)

My success in _____ grade

This sample tool can be copied and pasted into a Word document and adapted for your own child.

Special educators, aides, or parents can use an adapted version of this story at the end of the school year to promote closure and decrease stress for the following year.

My name is _____ and I am a student at _____ School.

This past year, I was a _____ grader in _____ classroom. I worked hard and learned a lot in my class. I also got to know my classmates and teachers well. As a _____ grader, I will still see some of my classmates and old teachers.

As a student this year, I worked on writing, drawing, reading, math, science, social tips, and lots of other stuff. I am really good at writing stories. Sometimes I even read my stories to my teachers and classmates. They clapped at the end and asked me questions about my stories. My teachers were proud of me for sharing my stories.

I also did a few research projects and made a few movies that I also shared with the class. I researched puffins, cup stacking, and Mark Twain with _____ (student), and then we presented about our research. People were impressed with our work. I also made movies about SpongeBob and Men in Black 3. My teachers and classmates enjoyed these projects and movies.

A goal that I made for myself in the fall of _____ grade was to be more involved with the class. I worked so hard on this goal! I joined the class for almost all science lessons, book clubs, social studies lessons, social tips, and morning meetings. That is a lot of time with the group. My teachers and parents noticed how hard I worked on this and they are proud of me. My classmates were also happy to have me in the group more often.

My teachers were really proud of me for the work that I did in my class. They think that I am an important member of the class and they know I'll do great in _____ grade!

(BLUMENFELD, E., USED WITH PERMISSION)

What will be the same next year?

This sample tool can be copied and pasted into a Word document and adapted for your own child.

Special educators, aides, and parents can use an adapted version of this story at the end of the school year to let the child know everything that will remain the same in the face of a change to a new classroom, new teachers, and different students. The tool can help to alleviate transition stress. Parents can review it again with their child over the summer.

In September I will be a _____ grader. Some things about _____ grade will be similar to how they were in _____ grade. Some things will be new and different.

Some of my past teachers will still be at _____ School and I will see them in the building. _____, _____, and _____ will all still be at school. Many of the adults from school that I know will still be here next year, like _____, _____, _____, _____, _____, and _____.

I will also still have _____ for art, _____ for music, and _____ for P.E. These teachers care about me and are happy to have me again in class.

Some of the kids from my _____ grade class will also be in my _____ grade class. We will spend the entire day together. When we switch classes, I will still be with all the same kids throughout the day.

Next year I will still have a daily schedule that has things on it like: morning meeting, math, science, social studies, specials, and time to myself. I'll also still work to earn stars and breaks.

These are all things that will be the same about next year. During a time when things are changing, knowing that some things will still be the same can be a comfort to me. I've been working so hard at dealing with change, my teachers know that I'll be able to handle this.

(BLUMENFELD, E., USED WITH PERMISSION)

What will be the same next year?

Grade _____	Grade _____
<input type="checkbox"/> My teachers are:	<input type="checkbox"/> My teachers will be:
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/> _____ meets me at the door in the morning	<input type="checkbox"/> _____ will meet me at the door in the morning
<input type="checkbox"/> I have community service with _____	<input type="checkbox"/> I will have community service with _____
<input type="checkbox"/> I have special interest time	<input type="checkbox"/> I will have special interest time
<input type="checkbox"/> During lunch I play games with _____	<input type="checkbox"/> During lunch I will play games with _____
<input type="checkbox"/> I eat lunch with _____	<input type="checkbox"/> I will eat lunch with _____
<input type="checkbox"/> My advisory teacher is _____	<input type="checkbox"/> My advisory teacher will be _____
<input type="checkbox"/> _____	<input type="checkbox"/> _____

(HAQ, M., USED WITH PERMISSION)

What will be different next year?

This sample tool can be copied and pasted into a Word document and adapted for your own child.

Special educators, aides, and parents can use an adapted version of this story at the end of the year to explicitly let the child know what will be different the following year. Parents can review it again with their child over the summer.

In September I will be a _____ grader. Some things about _____ grade will be similar to how they were in _____ grade. Some things will be new and different. I don't like changes, but I am doing a great job trying to get ready for this change and my teachers are proud of my efforts.

One thing that will be a little different is my class schedule. We will have our specials on different times and days than last year. We will also switch classes for different subjects. Even though these things will be different, I'll still have my own schedule to follow throughout the day. I will still come in a few minutes early to go over the schedule for the day, so I know what to expect.

In my new classroom, there will be some things that will be similar to my classroom now. There will be a meeting area, a computer table, a library, and a Safe Spot. I will still have my own seat, and it will either be at a table spot or a desk.

I already know that a lot of my old teachers and adults that I know at _____ School will be here next year. I will see them in the hallways, in the office, in specials, and around the building. I will also be meeting my new teachers. A few of my new teachers are: _____, _____, and _____. _____ (special educator) has pictures of them and stories about them to tell me so I can get to know more about them before school starts.

Change can be hard but can also be good. I have changed from one grade to another every year. I have experience with this! I have changed grades from kindergarten, to first, to second, to third, to fourth, and to fifth grades! I have also changed classrooms and teachers when I went from kindergarten to first grade, first to second, and third to fourth grade. I can do this! And if I need help, I will still have my parents and old and new teachers to help me.

(BLUMENFELD, E., USED WITH PERMISSION)

What will be different next year?

Grade _____ (number)

- ☐ Ms. _____ (teachers name) is my _____ (number) grade learning center teacher
- ☐ Ms. _____ (number) grade art teacher is _____ (teacher name)
- ☐ In _____ (number) grade, I have chorus with _____ (teacher name)
- ☐ I have newspaper in _____ (number) grade
- ☐ I have advisory two times a week in _____ (number) grade

Grade _____ (number)

- ☐ Ms. _____ (teachers name) will be my _____ (number) grade learning center teacher
- ☐ My new art teacher is _____ (teacher name) in _____ (number) grade
- ☐ I will have music technology with _____ (teacher name) in _____ (number) grade
- ☐ In _____ (number) grade, I will not have newspaper
- ☐ In _____ (number) grade, I will have advisory three times a week

My aide's plan for next year

This sample tool can be copied and pasted into a Word document and adapted for your own child.

Special educators, aides, and parents can use an adapted version of this story at the end of the year to inform the child about their aide's plans for the following year.

My name is _____ and I'm a smart, flexible, hard-working student in _____ grade.

For the last two years, _____ (aide) has been one of my teachers. He is a great teacher, and he really understands me.

_____ (aide) does a lot of work with me, and he tries to help me be a more independent student.

Next school year, _____ (aide) is not sure where he will be working. He might be working at our school, but he might not. _____ (aide) is going to be training to be an early elementary classroom teacher, so he needs to get a job that will be working with students in fifth grade or below.

It will be really hard to say good-bye to _____ (aide). The good things that I can try to focus on are that I can stay in touch with _____ (aide) no matter what happens. If he is not working at school next year, we can stay in touch through e-mail. If he is still working at school next year, I will be able to see him around school, in the hallways or in the building.

_____ (aide) really cares about me and is so proud of all the goals I've met in _____ and _____ grades. He knows that I am going to be a successful _____ grader because of my creativity, good sense of humor, and hard work.

If I have questions for _____ (aide) about his plans for next year, I can ask him or write them down.

(BLUMENFELD, E., USED WITH PERMISSION)

Transition from homeroom to changing classes and new-looking classrooms

This sample tool can be copied and pasted into a Word document and adapted for your own child.

Teachers teach in their own classrooms and teach different subjects in grade _____. Teachers organize their classrooms in their own way. They decide how the room and space will look and how furniture will be arranged. I will get an opportunity to preview each teacher's room with _____ (teacher name) before school begins.

_____ (special educator name) teaches in the _____ (classroom name) and organizes it to help students learn. _____ (special educator name) prefers a calm and compact space because she thinks that environment supports quiet learning, attentive listening, and privacy. This atmosphere can help students feel safe.

Some things in Grade _____ classroom will stay the same:

- ☐ My Safe Spot
- ☐ My desk
- ☐ _____ (special educator name)'s desk
- ☐ The computer and telephone are in the same location
- ☐ I will have my special interest time
- ☐ I will have my special interest project with _____ (peer name).
- ☐ I can take a break in _____ when I need to regroup my thinking and sensory system

Some things will be different:

- ☐ The size of the space
- ☐ The number of tables
- ☐ The number of students using the space
- ☐ The space will be quieter / noisier
- ☐ The space has a designated study area:
 - ☐ Located
 - ☐ Has a table and chairs
 - ☐ This means more space to learn

I will be able to tour my new classrooms with _____ (teacher name) before school starts. If I feel uncomfortable because my classrooms look and feel different, it is okay. Sometimes it takes a few days to get used to a change. I can remind myself of all of the things that will be the same. Also, _____ (teacher) will help me with the change before school starts and _____ (special educator) and _____ (aide) will help me when I start school.

(HAQ, M., USED WITH PERMISSION)

Note sent home about the week's schedule changes and Plan B choices

This sample tool can be copied and pasted into a Word document and adapted for your own child.

Special educators and aides can use an adapted version of this story to explicitly let the child know about schedule changes and Plan B choices. Parents can review it with their child in advance of the change.

Hi _____ (your child's name),

I hope you are enjoying your weekend. I wanted to give you a heads up on a few schedule changes for this week. I know changes can be frustrating, but I hope the preview and Plan B choices will help.

Changes

Wednesday

I have a workshop on Wednesday so I will not be at school. All teachers have to go to workshops so that we learn new teaching strategies. This will affect your:

- lunch group with the boys
- community service.

Also, _____ (guidance counselor) will be talking to _____ graders about choosing electives for next year. I think you had said that you were interested in art/drawing classes.

Thursday (potential change)

_____ (guidance counselor) may need to meet with _____ graders again on Thursday from noonish to 12:30. _____ (guidance counselor) has a deadline to get all of you to have your electives picked so he does not have much of a choice. This could impact lunch with _____ on Thursday.

Problem-solve these changes

- Lunch group with the boys—You can still have lunch with _____ (peer name) and _____ (peer name) until noonish. Then, you can walk down with them to _____ (teacher name)'s room for _____ (guidance counselor name)'s discussion. I will leave two games for you and the boys to play. You can also just hang out and talk with them. _____ (aide name) will be on the other side eating his lunch if there is an issue, which I don't anticipate.
- Community service—You can use the computer in the learning center to search for videos, clips, and episodes to show _____ (class name). If there is anyone working you will need to wear headphones. I will leave you a handout to fill out with what you want to show them and two to three questions you will ask them about the video. You told me last week that you have observed that we have not chosen a video that all of the class really enjoyed; it seems to be fifty-fifty. By having this time to plan and now knowing what some of them like and do not

like, you can achieve that goal of sharing a video that the majority of the class will really like. You can then go down to the office and put the completed handout in my mailbox so that I can pick it up on Thursday; that way I can start watching and approving your picks.

- A Plan B for having your lunch with _____ (peer name) possibly interrupted or cancelled is to ask her if she wants to have lunch with you Monday or Tuesday. This way you still get to hang out with _____ (peer name), and you won't get as frustrated if she or you or both of you need to go to Thursday's presentation.

I understand that these schedule changes are frustrating. I hope that by having this heads up, you can use the Plan B choices for the changes that come up. This may be a good learning experience for you. You have shared with me that you don't always have strategies to deal with being frustrated with change so I hope these can be helpful for you so that the positives trump the negatives. I will check in with you tomorrow, Monday, if you have any questions or if you just want to chat about these changes.

Enjoy the rest of the weekend!

(GUERRA, L.A., USED WITH PERMISSION)

Teacher going on maternity or paternity leave

This sample tool can be copied and pasted into a Word document and adapted for your own child.

Special educators and aides can use an adapted version of this story to explicitly let the child know about a teacher going on maternity or paternity leave. Parents can review it with their child in advance.

_____ (teacher name) is going to be out because _____ (he or she) is taking a _____ (number) week _____ (paternity or maternity) leave to spend time with _____ (wife or husband) and new baby. A _____ (paternity or maternity) leave is when the _____ (dad or mom) gets to take time off from work so that _____ (he or she) can help take care of _____ (his or her) new baby. This may not be easy for me because _____ (teacher name) is a great _____ (subject name) teacher. I may miss having _____ (him or her) as a teacher. Change is not always easy, but I can try to remember that it is important for _____ (teacher name) to spend time with _____ (his or her) new baby and help _____ (his or her) _____ (wife or husband).

I will have a substitute teacher for my _____ (subject) class. The substitute is someone I know, _____ (substitute teacher name). Because I already know _____ (substitute teacher name), it may be an easier change to deal with. _____ (substitute teacher name) loves _____ (subject) just like _____ (teacher name) does. _____ (he or she) is excited about teaching my classmates and me.

Just like every other class, I am expected to keep my body and brain in the group.

(HAQ, M., USED WITH PERMISSION)

Change in schedule—testing

Dear _____ (child's name),

All grade _____ (number) students in _____ (location) will be taking _____ (test name) on _____ (date).

You have been working hard for the past _____ (number) weeks just like your friends. This means that you are prepared and ready to take the test. I'm very proud of your hard work. You are a smart student!

I want you to know that:

- ☐ You will take the test in _____ room
- ☐ _____ (aide name) will work with you
- ☐ You will have all the required materials with you in _____ room
- ☐ I will give you a _____ (test name) bag, which will have _____ (test name) reference sheet, pencils, eraser, and sharpener
- ☐ You will take your book, drawing paper/pen, and lunch bag with you
- ☐ After you finish _____ (test name) you may come back to the learning center
- ☐ _____
- ☐ _____

Everyone has to follow rules during the test. I want you to know that you can take breaks during the test.

There are _____ (number) kinds of breaks:

- ☐ Snack break
- ☐ Walking break
- ☐ Reading break
- ☐ Drawing break
- ☐ _____
- ☐ _____

Let _____ (aide name) know when you need a break.

Your job as a student during _____ (test name) is:

- ☐ Keep brain and body in one place
- ☐ Listen slowly and carefully to the questions when _____ (aide name) reads to you
- ☐ Highlight important facts/connections
- ☐ Use "elimination strategy" when answering multiple choice questions
- ☐ Plan your open response answer and show all your work
- ☐ _____
- ☐ _____

I know all grade _____ (number) students have to answer _____ (number and type of questions) tomorrow. Remember that some questions may not be fun to solve, but you still have to give your best effort and answer the questions. If you are confused or don't know the answer, that does not mean that you are not smart. You are taking _____ (test name) to help _____ (special educator name), _____ (aide name), and _____ (teacher name) teach you better!

I know you'll do great because you have worked very hard! I'm proud of you! _____ (aide name) and _____ (teacher name) are proud of you too. Good luck!

Sincerely,

_____ (special educator name)

(HAQ, M., USED WITH PERMISSION)

Change in schedule—activity change

Hi _____ ,

I wanted to let you know that tomorrow is _____. Because of this we will not do _____ . Instead, you and I can _____ .

_____ and _____ will not be affected.

Have a great evening,

(GUERRA, L.A., USED WITH PERMISSION)

Schedule addition

This sample tool can be copied and pasted into a Word document and adapted for your own child.

Special educators and aides can use an adapted version of this story to explicitly let the child know about a schedule addition. Parents can review it with their child in advance of the schedule addition.

Hi _____ (your child's name),

I hope you had a great weekend. I wanted to let you know about a small schedule addition. For the next _____ (number) _____ (specific day of the week), right after _____ (school activity) you will be working with me for about _____ (number) minutes. We will be going down to my room to do mini-lessons. What will these mini-lessons be about? Well, we will be talking about a few of the "hidden rules" of girl-boy relationships. It is part of my job to teach social skills, and when you are a teen there are many different "hidden rules" you need to be aware of to help with your social skills. We will meet in _____ (room name). Your _____ (specific day) schedule will probably say "hidden rules" work with _____ (speech and language pathologist name) for the next _____ (number) weeks. These mini-lessons will start this week on _____ (specific day).

Thanks,

_____ (speech and language pathologist name)

(GUERRA, L.A., USED WITH PERMISSION)

Weekly reinforcement letter

This sample tool can be copied and pasted into a Word document and adapted for your own child.

Dear _____,

I hope you're having a relaxing weekend with family!

I noticed this week you tried very hard as a grade _____ (number) student. Trying makes you smart and successful.

I was very pleased to see this week you worked very hard in all your classes:

- In social studies you were a participating member in your reading group. I saw you reading with _____ (peer name) and _____ (peer name). Your brain and body were in one place. You were following "buddy reading" rules. You made connections and jotted down important facts. I was extremely impressed with how you handled a "not so fun" class discussion on Friday. _____ (teacher) shared some unpleasant information in connection to _____ (topic). I noted it was difficult to listen but you tackled the moment maturely. You exercised mindfulness and stayed in class. You are learning and trying very hard to deal with "not-so-fun" topics. Trying makes you smart!
- In math you worked on two open-response word problems on Thursday with _____ (peer name). That was incredible! You worked very hard with a calm body and mind. Also I noted your work on measuring the area of irregular shapes and finding shapes inside shapes on Thursday! That makes you smart and successful! I'm glad to hear from _____ that you like math.
- In science on Friday you worked diligently with _____ (peer name) and _____ (peer name) on the poster. Your brain and body were in one place in science. I noticed you talked to your group members and shared jobs just like your friends. This makes you smart and successful!
- In ELA you showed perseverance and patience on Thursday and Friday! The room was very loud and testing practice is not your favorite, but you kept going. You completed multiple-choice questions and worked on the graphic organizer. That's smart! I am enjoying working with you and _____ (peer name).
- It is important to take your binder to class. I notice you are carrying your social studies and science binder to class. That is very smart! This makes you independent and organized. Your job as a grade _____ (number) student is to carry your binder to class. Taking a binder to class shows that you are ready to learn. Also, your binder helps you to stay organized in class. I am very impressed to see that you follow your checklist to gather materials before science and social studies. That is smart and organized!

You are making valuable gains! I know _____ (teacher name),
_____ (teacher name), and _____ (teacher name) are
proud of you. I'm very proud of you and looking forward to working with you next week.

Warmly,

Ms./Mr. _____

(HAQ, M., USED WITH PERMISSION)



Agenda-setting e-mail for transition meetings

Call a meeting in the spring of every year to create a transition plan for the following school year. Once you establish the meeting:

- Use the example of an agenda-setting e-mail or transition meetings below to help you write a transition meeting e-mail to the liaison, special educator, educational consultant, and anyone else that would benefit from knowing what the parents would like to cover.
- Bring copies of your guide to the meeting to educate the new members of your child's team.

Dear _____ (liaison, special educator, educational consultant, and anyone else),

We look forward to our meeting on _____ (date) at _____ (time). We have invited _____ (professional). We would like to cover the following points:

- Review school guide
- Crisis response plan for next year
- Relationship building support for child with AS
- Homework—accommodations
- Executive functioning support
- Parent meeting with special educator before school begins
- Teaching styles of educators and how that will work with child
- Constellation of students
- Summer plans for child with AS
- Classroom teachers, special educator, and aide (if new)—best way to connect with the child
- AS training for teachers and aide—with parents/guardians, educational consultant, and former special educator
- Physical configuration of room—Safe Spot
- Relationship building between teachers/aide and child over summer
- Special educator home visit with information about the new year and the first day of school
- Academic plan
- Parent contact for following year
- _____
- _____

Thank you very much.

Sincerely,

_____ (parents or guardians)



Navigating transitions and changes: Community



Travel tool

Use this tool to help your child cope with the numerous transitions and changes they will face when traveling.



- ☐ Buy or create a large calendar book:
 - ☐ One page devoted to each day of the year
 - ☐ One-hour segments
 - ☐ Space around the border or top
- ☐ Make the design fun:
 - ☐ Choose a favorite color
 - ☐ Decorate it
- ☐ Create a schedule:
 - ☐ Fill in every schedule-related segment that you know upfront
 - ☐ Add to the schedule as you learn more
- ☐ Add pictures to the schedule pages:
 - ☐ Of people and animals that you will see
 - ☐ Of the place
 - ☐ Of activities
- ☐ Write explicit behavioral expectations for each event in the margin next to each scheduled event
- ☐ Offer a Plan B for events that will be difficult for your child
- ☐ Preview:
 - ☐ The entire calendar for the trip several times before leaving
 - ☐ While on the trip, preview each new day the night before
- ☐ Explain your child's needs to families and friends
- ☐ _____
- ☐ _____

(RICHARDSON, S., GUIDANCE, BUT I DEVELOPED THE TOOL)

Promoting Independence



Promoting independence: Every environment

Overview of independence skills for every environment

- ☐ Create your independence vision for home, school, and the community
- ☐ Engage your child in the goal of developing independence skills
- ☐ Make sure that your child understands that the process takes time and practice and starts with adult support, which will fade with time
- ☐ Explicitly teach the skills and provide support with the idea of reducing the adult support over time
- ☐ Once the child becomes competent with one independence skill, continue practicing it and simultaneously start teaching another independence skill
- ☐ Preview skills that the child will need in his or her next phase in life
- ☐ Reflect with the child after he or she practices independence skills and provide positive reinforcement
- ☐ Recognize your child's level of independence
- ☐ Strive for interdependence



Promoting independence: Home

Personal hygiene

- ☐ Personal hygiene means taking care of your body in order to look and feel your best
- ☐ How to have good personal hygiene:
 - ☐ Wash your hands with soap after going to the bathroom
 - ☐ Wash your body with soap in the shower each day
 - ☐ Brush your teeth in the morning and at night
 - ☐ Wear clean clothes
 - ☐ Use a tissue to wipe your nose
 - ☐ Use a napkin to wipe your mouth when you eat
 - ☐ _____
 - ☐ _____

Why is having good personal hygiene important?

- ☐ Good hygiene helps you avoid health risks such as athlete's foot, rashes, infections, cavities, and illnesses
- ☐ You don't want to smell bad
- ☐ People with bad hygiene are more vulnerable to being bullied and disliked
- ☐ People respect and like people with good hygiene
- ☐ _____
- ☐ _____

Shower

- ☐ Turn on the water
- ☐ Use soap to wash your body
- ☐ Rinse your face
- ☐ _____
- ☐ _____

When you wash your hair

- ☐ Wet all of your hair
- ☐ Put shampoo in your hand
- ☐ Lather all of your hair with shampoo
- ☐ Make sure to wash out all of the shampoo
- ☐ _____
- ☐ _____

How to clean up after the shower

- ☐ Put your dirty clothes in the hamper
- ☐ Hang your towel back on the rack
- ☐ _____
- ☐ _____

Brush hair

- ☐ Look in the mirror
- ☐ Identify your part
- ☐ Brush your hair back on both sides of the part
- ☐ Brush your hair down at the back of your head
- ☐ _____
- ☐ _____

Brush teeth

☐ Brush your teeth for at least one minute (morning and night)

☐ Brush front, back, and chewing surface of every tooth

☐ Floss between every tooth

☐ Use mouthwash

☐ _____

☐ _____

Why do we brush our teeth?

☐ To keep our teeth and gums healthy

☐ To make sure we do not have bad breath

☐ _____

Clean room

- ☐ Make the bed with all pillows and stuffed animals
- ☐ Put pajamas either back in the drawer (if clean) or in the hamper (if dirty)
- ☐ Put everything on the floor back in its original place
- ☐ Neaten the desk
- ☐ _____
- ☐ _____

Clean up after a meal

- ☐ Bring plates, bowls, and utensils to the kitchen sink
- ☐ Rinse and get food off
- ☐ Place gently and neatly in the sink or dishwasher
- ☐ _____
- ☐ _____

Clean up after an activity

- ☐ Clean up the activity
- ☐ Put everything where it belongs
- ☐ _____
- ☐ _____

Phone calls

How to make a call when the person with whom you would like to speak answers

- ☐ Dial the number
- ☐ If someone picks up, you recognize the voice, and it is the person you are calling, then say:
 - ☐ Hello _____, this is _____ calling
 - ☐ How are you?
 - ☐ I am calling because: (explain your purpose for calling)
 - ☐ _____
 - ☐ _____
- ☐ Once you have completed the conversation, say:
 - ☐ It was nice to talk with you
 - ☐ Goodbye or I'll talk with you later or Have a nice day/night
 - ☐ _____
 - ☐ _____

How to make a call when someone whom you know answers, but it is not the person with whom you would like to speak

- ☐ Dial the number
- ☐ If someone picks up and you either do not recognize the voice or it is not the person whom you were calling, then say:
 - ☐ Hello. This is _____ calling
 - ☐ May I please speak with _____?
 - ☐ _____
 - ☐ _____
- ☐ If the person says I will get him or her, then say:
 - ☐ Thank you
 - ☐ _____
 - ☐ _____

☐ When the person gets on the phone, say:

☐ Hello _____. This is _____ calling

☐ How are you?

☐ I am calling because: (explain your purpose for calling)

☐ _____

☐ _____

☐ Once you have completed the conversation, say:

☐ It was nice to talk with you

☐ Goodbye or I'll talk with you later or Have a nice day/night

☐ _____

☐ _____

**How to make a call when someone answers whom you do not know
and it is not the person with whom you would like to speak**

☐ Dial the number

☐ If someone picks up and you either do not recognize the voice or it is not the person whom you were calling, then say:

☐ Hello. This is _____ calling

☐ May I please speak with _____?

☐ _____

☐ _____

☐ If the person says I'm sorry he or she is not here right now, say:

☐ OK. Would you please let him/her know _____ called?

☐ _____

☐ _____

☐ If the person asks you for your number, say:

☐ *My number is _____*

☐ *Thank you*

☐ *Goodbye*

☐ _____

☐ _____

When someone calls our house wanting to speak with someone other than you

☐ Pick up the phone and say:

☐ *Hello*

☐ If the caller asks for someone other than you and that person is at home and available, then say:

☐ *Just a minute please. I will get him/her*

☐ _____

☐ _____

☐ If the person being called is either not home or is unavailable, then say:

☐ *I am sorry. He or she is not here right now*

☐ *May I please take a message?*

☐ _____

☐ _____

☐ Then: write the full message on a piece of paper with the name of the caller and make sure that the person receives the message when he or she returns

When someone calls our house wanting to speak with you

☐ Pick up the phone and say:

☐ *Hello*

☐ If the caller asks for you, say:

☐ *This is _____ speaking*

☐ _____

☐ _____

☐ When you realize who the caller is, then say (as if you are happy to hear from him/her. If you are not happy to hear from the person, use a neutral tone):

☐ *Hi _____. How are you?*

☐ _____

☐ _____

☐ Listen carefully and respond to what the person is saying

☐ Add comments or ask questions related to the topic

☐ Take turns speaking

☐ When the conversation is complete, say:

☐ *Thanks for calling _____*

☐ *It was nice to speak with you*

☐ _____

☐ _____

☐ You will know that the conversation is complete when:

☐ The person has what he needs from the conversation and says *Thank you*

☐ The talking slows down and the topic is finished

☐ The other person says that he or she needs to go

☐ _____

☐ _____



Promoting independence: School



Learning zones

This tool explicitly teaches students about the independence trajectory related to learning. The first chart is an example. You can customize the blank chart.



	Learning	Practicing	Showing what I know
What is the purpose of this zone?	<input type="checkbox"/> Be introduced to new ideas and information <input type="checkbox"/> Get to know more about these ideas and information <input type="checkbox"/> Ask questions	<input type="checkbox"/> Try it out <input type="checkbox"/> Get feedback <input type="checkbox"/> Get new ideas from teachers and peers and adjust my work <input type="checkbox"/> Ask questions <input type="checkbox"/> Many mistakes are expected. Mistakes help us learn when we are in this zone!	<input type="checkbox"/> Use what I know <input type="checkbox"/> Teach others what I know <input type="checkbox"/> We try to make as few mistakes as possible in this zone, but most people still make one or two
When do students in _____ class use this zone?	<input type="checkbox"/> During math instruction at the rug <input type="checkbox"/> When learning new things at the rug <input type="checkbox"/> When learning new strategies in reading and writing <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> When working in my lab book <input type="checkbox"/> When writing first drafts and editing during Writer's Workshop <input type="checkbox"/> When working on my To-Do list <input type="checkbox"/> When working in groups or partners <input type="checkbox"/> When practicing typing	<input type="checkbox"/> When completing math assessments <input type="checkbox"/> When presenting work alone, in groups, or with partners <input type="checkbox"/> When writing final drafts <input type="checkbox"/> <input type="checkbox"/>
When do scientists use this zone?	<input type="checkbox"/> When doing research <input type="checkbox"/> When learning from other scientists and their experiments <input type="checkbox"/> When reading information about specific topics	<input type="checkbox"/> When forming hypotheses <input type="checkbox"/> When completing experiments <input type="checkbox"/> When asking other scientists, teachers, and peers questions they have <input type="checkbox"/> When asking for help from other scientists, teachers, or peers	<input type="checkbox"/> When presenting their findings to other scientists <input type="checkbox"/> When developing new medicines and treatments, based on their findings <input type="checkbox"/> When talking to the public or writing about their findings

(DYMENT, J.H., USED WITH PERMISSION)

	Learning	Practicing	Showing what I know
What is the purpose of this zone?	<input type="checkbox"/> Be introduced to new ideas and information <input type="checkbox"/> Get to know more about these ideas and information <input type="checkbox"/> Ask questions	<input type="checkbox"/> Try it out <input type="checkbox"/> Get feedback <input type="checkbox"/> Get new ideas from teachers and peers and adjust my work <input type="checkbox"/> Ask questions <input type="checkbox"/> Many mistakes are expected. Mistakes help us learn when we are in this zone!	<input type="checkbox"/> Use what I know <input type="checkbox"/> Teach others what I know <input type="checkbox"/> We try to make as few mistakes as possible in this zone, but most people still make one or two
When do students in _____ class use this zone?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
When do students in _____ class use this zone?	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>

(DYMENT, J.H., USED WITH PERMISSION)

Handling homework

The tool on the following page can be used at home and at school. Print two poster-sized copies of the template and post at home and at school. Print a paper-sized copy and laminate it; the child will keep this in his homework folder. Get red, blue, green, and purple sticky note pads. If social studies is red, then write the social studies assignment on the red sticky sheet. For example, the social studies assignment might be to complete a review sheet. Review the homework assignment at school. Start with the sticky notes on the laminated poster and, as part of the review, have the child move the sticky sheets to the appropriate boxes. Once the child gets home, move the sticky sheets from the paper-sized laminated homework sheet to the poster-sized one at home. This will help your child grasp the big picture of what homework he must complete each day. As your child masters this process, let him or her write the assignments himself and oversee the process.

Handling Homework

Class name

Class name

Class name

Class name

(HAQ, M., USED WITH PERMISSION)

Homework assignments—organization support (1) What do I have to do for

_____ (class name)?

(HAQ, M., USED WITH PERMISSION)

What do I need to get started?

☐ Go to the teacher web page for more directions:

☐ Web address: _____

☐ Look at handouts:

☐ Handout called: _____

☐ You can find it: _____ (location)

☐ Search website(s):

☐ _____

☐ _____

☐ Textbook:

☐ Title: _____

☐ You can find it: _____ (location)

☐ Other

☐ _____

☐ _____

(HAQ, M., USED WITH PERMISSION)

What does it look like? Use the space on this page to show visually how the finished assignment should look.

(HAQ, M., USED WITH PERMISSION)

Homework assignments—organization support (2)

Date:

[illegible]

*When you get an assignment, put it into your homework binder.

*Bring home your homework binder **every day!**

(DYMENT, J.H., USED WITH PERMISSION)

Taking notes

Hi-tech note-taking

- ☐ Your child could use an app called AudioNote, which allows them to:
 - ☐ Record the teacher talking
 - ☐ Type
 - ☐ Take pictures of any visual teacher provides
- ☐ Depending on your child's independence and executive functioning skills, start with teacher's involvement

(DYMENT, J.H., USED WITH PERMISSION)

Low-tech note-taking

- ☐ Print out teacher's PowerPoint for class ahead of class
- ☐ Use slides to follow discussion
- ☐ Write down notes next to slides

(DYMENT, J.H., USED WITH PERMISSION)

Managing calendars

- ☐ Use iCal for kids
- ☐ Sit down with the child twice a week
- ☐ Update the child's calendar together
- ☐ Input upcoming events and assignments such as:
 - ☐ Science project with mini-deadlines
 - ☐ Field trips
 - ☐ Assemblies

(DYMENT, J.H., USED WITH PERMISSION)

Bringing proper materials to class

Color-coding strategy

- ☐ Sit down with the class schedule and the child
- ☐ Focus on one day's schedule, such as Monday
- ☐ Discuss what materials the child will need when moving from first to second period:
 - ☐ Ask the child
 - ☐ Usually the child knows, when calm
- ☐ Make a list of material needed for the second period class
- ☐ Highlight the list in red
- ☐ Apply to every day of week that the child transitions into that particular class
- ☐ If red is social studies, then the child will always know what to bring to social studies such as:
 - ☐ Social studies notebook
 - ☐ Social studies textbook
 - ☐ Pen
- ☐ In the initial conversation, create one supply list and hang on to it so the child can refer back to it until he or she integrates the information
- ☐ In subsequent conversations, create supply lists for other classes and color code with different colors
- ☐ Refer to color-coded lists when gathering supplies
- ☐ _____
- ☐ _____

(DYMENT, J.H., USED WITH PERMISSION)

Having a model of the finished product strategy

- ☐ If the child is very visual and artistic, ask them what it looks like when he or she enters the class
- ☐ Ask them to draw what it looks like when they enter the class
- ☐ Allow them to think it through
- ☐ Let the child use the model that he or she created as a tool to check when preparing to go to the class
- ☐ Repeat this process for every class
- ☐ _____
- ☐ _____

(DYMENT, J.H., USED WITH PERMISSION)

Checklist strategy

- ☐ Depending on the child's level of independence, either:
 - ☐ Provide a teacher-created checklist of supplies the child needs to gather for each class
 - ☐ Ask the child to come up with the list of supplies he needs to gather for each class and create the checklist
- ☐ Allow the child to refer to the checklist when gathering supplies for classes
- ☐ _____
- ☐ _____

(DYMENT, J.H., USED WITH PERMISSION)

Following directions

Independence with following directions is difficult to assess. You need to consider many things such as making sure the child heard the directions, processed the directions, and know what they mean.

You can support independence with following directions by:

- ☐ Making directions visual
- ☐ Providing directions in checklist format
- ☐ Writing the directions on the board
- ☐ Making sure directions are on the assignment
- ☐ Repeating directions verbally
- ☐ Once you isolate what is making following directions difficult and address that, then peers and natural consequences of not following directions can be a tool
- ☐ If a child has been given directions several times and in several formats and still has a question about directions, then you can ask them how they will figure out the answer. Even if processing is difficult, the child needs to practice the tool to develop independence

(DYMENT, J.H., USED WITH PERMISSION)

Attending in class

- ☐ Preview class material
- ☐ Review class material
- ☐ Note-taking strategies can help:
 - ☐ AudioNote
 - ☐ PowerPoint
- ☐ Provide PowerPoint, but leave out some words—the child must follow to fill in words
- ☐ Reflect with the child on how he or she attended in class—this process allows the child to get to know their own strengths and weaknesses
- ☐ Provide tools of what to do if he or she misses something in class:
 - ☐ Talk to a friend
 - ☐ Ask teachers
 - ☐ Copy notes
 - ☐ Look at their own notes
 - ☐ Go after school for extra help
 - ☐ If the lesson has a handout, read it to see if it provides what he or she missed
 - ☐ Do a little extra research
 - ☐ Look around the room for clues
 - ☐ Start the work and see how it goes. If stuck, ask teacher and peers

(DYMENT, J.H., USED WITH PERMISSION)

Checking work—self-edit

You can support independence with checking work by using a checklist for writing.

	Checklist items	Check when complete
Punctuation	I read my written piece aloud to check for periods, question marks, exclamation marks, commas, and quotation marks	<input type="checkbox"/>
Capital letters	I checked for capitals at the beginning of sentences	<input type="checkbox"/>
Sentences	My sentences are complete	<input type="checkbox"/>
	I don't have any run-on sentences	<input type="checkbox"/>
Spelling	I checked spelling and fixed the words that did not look right	<input type="checkbox"/>
Introduction	My introduction paragraph has 3–4 complete sentences	<input type="checkbox"/>
Conclusion	My conclusion paragraph has 3–4 complete sentences	<input type="checkbox"/>
Main idea and details	My first main idea has two supporting details	<input type="checkbox"/>
Main idea and details	My second main idea has two supporting details	<input type="checkbox"/>

(HAQ, M., AND GUERRA, L.A., USED WITH PERMISSION)

The math working process

Doing math work is a process. Sometimes it is a short process and sometimes it is a long process. Usually mathematicians learn more when the process takes longer. The goal of a mathematician is to learn as much as possible. This is the working process that mathematicians use...

- 1 Read the entire problem carefully.
- 2 Think about **what you know**, **what information it gives you**, and **what you need to do** to solve the problem.
- 3 Try to solve the problem.

If the solution is reasonable and accurate, mathematicians...

1. Check it over to make sure it is their best work
2. Move on to the next problem

If the solution is not reasonable or not accurate, mathematicians...

1. Re-read the problem carefully
2. Check to see if they typed or wrote down the information correctly
3. Ask for help so they can learn something new
4. Try to solve the problem again with the new information

(DYMENT, J.H., USED WITH PERMISSION)

Negotiating the cafeteria

Negotiating the cafeteria can be challenging for many reasons.

- ☐ Isolate the challenge:
 - ☐ Sensory challenges
 - ☐ Social issues
 - ☐ Boredom
 - ☐ Unstructured time
 - ☐ _____
 - ☐ _____
- ☐ Map out the time in ten-minute increments to find out where the issue occurs:
 - ☐ First ten minutes:
 - ☐ Get in line
 - ☐ Buy lunch
 - ☐ Pay for it
 - ☐ _____
 - ☐ _____
 - ☐ Second ten minutes:
 - ☐ Find a spot to sit down
 - ☐ Eat
 - ☐ _____
 - ☐ _____
 - ☐ Third ten minutes:
 - ☐ Bored
 - ☐ _____
 - ☐ _____
- ☐ Create intervention with the child such as the following:
 - ☐ If downtime after eating is challenging, bring a pack of cards, or book
 - ☐ In the last ten minutes when you struggle, take a three-minute walk or ask to go to the bathroom at that time
 - ☐ If noise is a problem, bring earbuds
 - ☐ If unexpected touch is the challenge, advocate for yourself and request a different seating option either on the edge or near a corner
 - ☐ _____
 - ☐ _____

(DYMENT, J.H., USED WITH PERMISSION)

Navigating recess

☐ Four Square

☐ Object: To bounce the ball in somebody else's square

☐ How to play

☐ Four people play this game at a time

☐ If it is your turn, stand inside a square

☐ If it is not your turn, wait in line

☐ The person in square 4 starts with the ball and tries to bounce it into another person's square

☐ If the ball bounces inside your square and then out, then you have to move to square 1

☐

☐

☐ Rules

☐ Everybody who wants to, gets to play

☐ Do not slam the ball

☐ Keep the ball close to the game if possible

☐ If you get out, wait in line for your next turn

☐

☐

☐ List the children who enjoy the activity

☐

☐

☐

☐

☐

☐ Basketball

☐ Object: To throw the ball through the basketball net

☐ How to play

☐ Children split up into two teams

☐ If you have the ball, pass to someone on your team or try to throw the ball into the basket

☐ When you don't have the ball, you can say, "Pass to me!"

☐ If the other team has the ball, try to block their shot without touching them

☐ _____

☐ _____

☐ Rules

☐ Everybody who wants to, gets to play

☐ No hitting or pushing

☐ Keep the ball close to the court

☐ _____

☐ _____

☐ Tip: Sometimes when playing basketball you might get bumped accidentally. If this happens, take a deep breath and decide if you still want to play

☐ List the children who enjoy the activity

☐ _____

☐ _____

☐ **Tether Ball**

☐ Object: To wrap the ball around the pole

☐ How to play

☐ Children stand around the pole

☐ When the ball comes your way, reach out and swat the ball around the pole

☐ _____

☐ _____

☐ Rules

☐ Everybody gets a turn

☐ Swat the ball carefully and try to make sure nobody gets hit with it

☐ _____

☐ _____

☐ List the children who enjoy the activity

☐ _____

☐ _____

☐ **Hunting for Crystals**

☐ Object: To find rocks and crystals

☐ How to play

☐ First, look around to make sure you are in a Safe Spot—a spot where no other games are going on. (For example, it would not be safe to play this game in the middle of a soccer field!)

☐ Look for shiny rocks

☐

☐

☐ Rules

☐ If you find glass or something you are not sure is safe, do not touch it. Tell a teacher

☐ If you find a rock that is bigger than your hand, do not move it

☐

☐

☐ Tip: Sometimes when you are looking for rocks, you may not notice someone coming towards you with a ball. If you get bumped, take a deep breath and decide if you want to look for rocks somewhere else

☐ List the children who enjoy the activity

☐

☐

☐ **Climbing Structure**

☐ There are many things you can do on the structure

☐ Go down the slide

☐ One person on the slide at a time

☐ Only go down the slide, not up

☐ Go down the slide on your bottom, feet first

☐ Climb the wall

☐ Go on the monkey bars

☐ Use the tire swing

☐ Three people at a time on the tire swing

☐ Feet go inside the hole of the tire

☐ Everybody gets a turn

☐ Climb on the web

☐ Step or climb on the mushrooms

☐ Slide down the pole

☐ Only slide down the pole—do not climb up

☐ One person on the pole at a time

☐ _____

☐ _____

☐ List the children who enjoy the activity

☐ _____

☐ _____

(DYMENT, J.H., USED WITH PERMISSION)

Free time in the classroom—Uh, oh! What do I do...?

- ☐ What do I do if I can't find someone to play with me?
 - ☐ Look to see who is in the same classroom
 - ☐ Ask someone in the same classroom, "Do you want to _____?"
 - ☐ Ask another person
 - ☐ Ask a teacher
 - ☐ _____
 - ☐ _____
- ☐ What do I do if I'm not sure which activity to choose?
 - ☐ Think about what I have done before and what I liked
 - ☐ Look and see which activity my friend chose. Do that for today so that I can play with my friend
 - ☐ Narrow my choices down to my "top two." Then decide
 - ☐ What do I do if I don't know the rules of the activity or game?
 - ☐ Ask someone I am playing with
 - ☐ Read the directions, if I am playing a board game
 - ☐ Ask a teacher
 - ☐ _____
 - ☐ _____
- ☐ What do I do if nobody wants to do the same activity as I do?
 - ☐ Choose a different activity for today and ask someone to do it with me tomorrow
 - ☐ Stay at that activity on my own today and ask someone to do it with me tomorrow
 - ☐ Ask a teacher if they are available to do it with me today
 - ☐ _____
 - ☐ _____

- ☐ What do I do if I am not getting along with the people doing my activity?
- ☐ Try to compromise
 - ☐ Listen to each other
 - ☐ Bring my materials to a different part of the room
 - ☐ Choose a different activity
 - ☐ _____
 - ☐ _____
- ☐ What do I do if the person I am playing with doesn't know the rules?
- ☐ Explain the rules to them in a calm, quiet voice
 - ☐ Read the directions with them
 - ☐ Remind them of the rules
 - ☐ Ask a teacher for help
 - ☐ _____
 - ☐ _____
- ☐ What do I do if somebody breaks the rules?
- ☐ Give a friendly reminder about what the rule is
 - ☐ Be flexible and move on
 - ☐ Let a teacher know. It is the teacher's job to help kids follow rules
 - ☐ _____
 - ☐ _____

(DYMENT, J.H., USED WITH PERMISSION)

Class maps

The purpose of this tool is to help your child understand what happens in each section of class and identify areas that the child handles well and areas where the child struggles. You can put interventions in place when you understand what is causing the issue. You can create your own class map for any class in which your child interacts.

The first grid is an example. There are more examples starting on p.331 of the book. You can customize the blank grids on the following pages.

Science

	What happens?	Ideas I have about this
First ten minutes	<input type="checkbox"/> Getting organized	
Middle of class	<input type="checkbox"/> Lesson (writing in lab book) <input type="checkbox"/> This changes the most <input type="checkbox"/> I sometimes doodle during this time, but I am listening <input type="checkbox"/> Watch science videos <input type="checkbox"/> Do experiments <input type="checkbox"/> Read articles <input type="checkbox"/> Work in groups	<input type="checkbox"/> Towards the later end of the middle of class, I start to get tired and somewhat distracted
Last ten minutes	<input type="checkbox"/> Go over homework <input type="checkbox"/> Finish up the work <input type="checkbox"/> Sometimes begin to get organized for the next class	

Class name:

	What happens?	Ideas I have about this
First ten minutes	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
<hr/>		
Middle of class	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
<hr/>		
Last ten minutes	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>

Things to think about

- ☐ The beginning and end of class are used a lot for organization. This is important for me
- ☐ If I am late to class or I take a long time to get organized, I might miss some of the lesson
- ☐ Classwork or practice time is usually a good time to take a break or use the restroom. I will get less practice, but at least I won't miss important lessons or organizational information
- ☐ _____
- ☐ _____

Questions

- ☐ What does it look like to "get organized"?
- ☐ If "getting organized" takes longer than ten minutes, what can you do to make sure you don't miss the lesson?
- ☐ _____
- ☐ _____

(DYMENT, J.H., USED WITH PERMISSION)

Class name:

	What happens?	Ideas I have about this
First ten minutes	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
<hr/>		
Middle of class	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
<hr/>		
Last ten minutes	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>

Things to think about

- ☐ The beginning and end of class are used a lot for organization. This is important for me
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- ☐ _____
- ☐ _____

Questions

- ☐ What does it look like to "get organized"?
- ☐ If "getting organized" takes longer than ten minutes, what can you do to make sure you don't miss the lesson?
- ☐ _____
- ☐ _____

(DYMENT, J.H., USED WITH PERMISSION)

Class name:

	What happens?	Ideas I have about this
First ten minutes	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
<hr/>		
Middle of class	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
<hr/>		
Last ten minutes	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>

Things to think about

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- ☐ _____
- ☐ _____

Questions

- ☐ What does it look like to "get organized"?
- ☐ If "getting organized" takes longer than ten minutes, what can you do to make sure you don't miss the lesson?
- ☐ _____
- ☐ _____

(DYMENT, J.H., USED WITH PERMISSION)

Class name:

	What happens?	Ideas I have about this
First ten minutes	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
<hr/>		
Middle of class	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
<hr/>		
Last ten minutes	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>

Things to think about

- ☐ The beginning and end of class are used a lot for organization. This is important for me
- ☐ If I am late to class or I take a long time to get organized, I might miss some of the lesson
- ☐ Classwork or practice time is usually a good time to take a break or use the restroom. I will get less practice, but at least I won't miss important lessons or organizational information
- ☐ _____
- ☐ _____

Questions

- ☐ What does it look like to "get organized"?
- ☐ If "getting organized" takes longer than ten minutes, what can you do to make sure you don't miss the lesson?
- ☐ _____
- ☐ _____

(DYMENT, J.H., USED WITH PERMISSION)

Class name:

	What happens?	Ideas I have about this
First ten minutes	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
<hr/>		
Middle of class	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
<hr/>		
Last ten minutes	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>
	<input type="checkbox"/>	<input type="checkbox"/>

Things to think about

- ☐ The beginning and end of class are used a lot for organization. This is important for me
- ☐ If I am late to class or I take a long time to get organized, I might miss some of the lesson
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- ☐ _____
- ☐ _____

Questions

- ☐ What does it look like to "get organized"?
- ☐ If "getting organized" takes longer than ten minutes, what can you do to make sure you don't miss the lesson?
- ☐ _____
- ☐ _____

(DYMENT, J.H., USED WITH PERMISSION)

Ways I show independence and maturity during the school day

This tool can be used with a child to positively reinforce the ways that the child is showing independence.

Morning work

- ☐ I unpack my things without reminders
- ☐ I chat with my friends when I arrive
- ☐ I hand in my homework every day, on my own
- ☐ I complete my morning work on my own
- ☐ _____
- ☐ _____

Math

- ☐ I listen to the lesson and participate
- ☐ I put my book on the pile when I'm done
- ☐ _____
- ☐ _____

Book groups

- ☐ I meet with my book group, when I need to
- ☐ I complete my book group work
- ☐ I read aloud when it is my turn
- ☐ I listen while others are reading
- ☐ _____
- ☐ _____

Specials

- ☐ I follow directions in specials
- ☐ I play safely during P.E.
- ☐ I walk to _____ on my own
- ☐ I invite a friend to lunch group, when it is my turn
- ☐ I work hard with _____

☐☐

Recess

- ☐ I follow the safety rules of recess
- ☐ I join new games if I am interested
- ☐ I include everybody

☐☐

Writing

- ☐ I follow the writing process!
- ☐ I work carefully on my handwriting
- ☐ I write complete sentences and use punctuation
- ☐ I think of topics on my own

☐☐

Other

☐ When I am using the restroom or running an errand for a teacher, I walk in the hallways by myself

☐ I walk out to the car at the end of the day, on my own

☐ I do my homework at home, every night

☐ I give compliments to friends

☐ I ask for breaks when I need them

☐

☐

Goals that I have

(DYMENT, J.H, USED WITH PERMISSION)

I am good at following "The Blue Rug Rule"

This sample tool can be copied and pasted into a Word document and adapted for your own child.

An adapted version of this story can positively reinforce a child for becoming independent with a rule.

Hi. My name is _____ and I am a _____ grader in _____ (name of class).

About a month ago, my teachers told me about "The Blue Rug Rule."

This rule says it is my job to stay at the rug until the red on the visual timer is up.

When the red on the visual timer is up, I am allowed to take a break in the Safe Spot and I don't need to tell a teacher before I go.

I have become very good at this!

My teachers are very proud of me for following "The Blue Rug Rule."

(DYMENT, J.H., USED WITH PERMISSION)

Fading support

Safe Spot and change

This sample tool can be copied and pasted into a Word document and adapted for your own child.

This Social Story™ is about fading support gradually. In this case, the change is from a very enclosed Safe Spot to a more open Safe Spot. You can use an adapted version of story to support the process of fading support as your child becomes more independent.

I have two Safe Spots in my school. Both Safe Spots are enclosed and have a desk and chair. My Safe Spot is my private space that helps me to stay calm and think clearly. In grade six, I sometimes work at my Safe Spot, but most of the time I do my work in the classrooms with my classmates. I am getting better at working with my friends outside the Safe Spot. This shows that I am learning how to manage change better and stay calmer. My teachers understand me and know when I hit my limit. All my teachers know how to support me to become an independent, mature, and successful student.

When I was younger, I needed the Safe Spot to keep me calm and help me learn. In grade six, _____ (teacher) and _____ (teacher) support me to become more independent, mature, and a successful middle-school student. Now I can stay calm and think clearly in class with my classmates. I can manage change more. And, I can learn and work better with someone else or in a group. I am becoming an active, independent, participating member in class with my friends. This makes me successful!

Now I am showing that I can be an independent, mature, and successful grade _____ (number) student, which means that I may need a Safe Spot but it can look different. It can look like a middle-school Safe Spot. My middle-school Safe Spot will still have a desk and chair, but it will have two walls rather than three walls. My Safe Spot is open and still my private space. My open Safe Spot will also help me learn and stay calm.

_____ (teacher) will support me to adjust to my new-looking Safe Spot in the learning center. She knows that I am ready for this change and that I will do my best to be successful.

(HAQ, M., USED WITH PERMISSION)

Desk and classroom

This sample tool can be copied and pasted into a Word document and adapted for your own child.

This Social Story™ is about fading support gradually. In this case, the change is from having the child sit at a separate Safe Spot to learn to the child sitting at a desk with peers to learn. You can use stories like this to support the process of fading support as your child becomes more independent.

Students go to school to learn about the world and to become successful individuals. A student's job is to learn and a teacher's job is to teach. Learning happens in the classroom. Most of the time learning happens sitting at the desk with classmates or sometimes sitting in a circle on the rug. Teachers need to make sure they are doing a good job and students are learning. Therefore, teachers need to assign seats to students to make sure they are learning with their classmates.

There are advantages of sitting in a desk cluster with classmates. Learning becomes interactive, which means you discuss and have conversations when you are learning and trying to understand something new. When you sit with your classmates, you show that you want to learn just like your friends. Also, sitting with your classmates means that you are interested and part of the learning community.

Sometimes it is fun to sit with friends and sometimes it is not. If deskmates are loud, it is difficult to focus. If deskmates are not doing their job, then it is frustrating to work with them. But this does not always happen. Most of the time deskmates are cooperative, reliable, and helpful. Learning can become interesting and fun.

Sitting with my deskmates is something that I am going to try just like my _____ grade friends. If I sit with my friends in class, _____ (aide's name) will still help me. Every _____ grade student at _____ (school) learns sitting at a desk cluster.

If I learn and work with my _____ grade friends, it could be more interesting and I will be part of my learning community. There are some activities that are more fun in a group such as spending time together as a family at _____ (favorite location) and spending time as a family _____ (doing favorite group activity). Sitting with my classmates is helpful for me and for my teachers.

My job is to sit with my classmates in class. I will try my best, keep my thoughts, focus, and body in one place, and work smart just like my _____ grade classmates. This is how learning is done in _____ grade. This is how I sit in class.

(HAQ, M., USED WITH PERMISSION)



Promoting independence: Community



Going shopping

This process is similar for any shopping outing including going to drug stores, clothing stores, bakeries, office supply stores, hardware stores, plant stores, and so on. This method will help your child develop the foundational skills of shopping independently. You can promote independence in younger years by controlling the environment more. If possible, start by being selective about where and when you go. The goal is to make the process manageable and fun.

- ☐ Keep a grocery list at home
 - ☐ When your child is younger, discuss adding items to the list and let him see the process
 - ☐ As your child becomes more independent, ask them to add items to the list
 - ☐ If you want to go hi-tech, input your grocery list into an app and the app will sort your list by aisle of your grocery store
- ☐ Plan ahead
 - ☐ Determine potential issues and develop a plan proactively. For example:
 - ☐ If it gets loud, you can put on music with headphones
 - ☐ If you get cold, you can put on a sweater
 - ☐ If you get bored waiting in line, you can play with a toy, listen to music, etc.
 - ☐ If the lights hurt your eyes, you can wear a hat or sunglasses
 - ☐ _____
 - ☐ Collect and bring supplies to support the plan:

<input type="checkbox"/> Music player	<input type="checkbox"/> Toy
<input type="checkbox"/> Headphones	<input type="checkbox"/> Sunglasses
<input type="checkbox"/> Sweater	<input type="checkbox"/> Hat
<input type="checkbox"/> _____	
 - ☐ As your child develops independence, let them develop their own plan for dealing with potential issues

- ☐ Identify skills you are teaching and focus on one at a time on subsequent trips. Once the child is competent with one skill, keep practicing it and add another

☐ Navigating a grocery store

☐ Waiting in line

☐ Asking for help

☐ Paying

☐ Checking out

☐ _____
☐ _____

- ☐ Preview what you will do at the grocery store with your child

☐ We have ten items to purchase—show grocery list

☐ We will walk through the aisles and pick out the items

☐ Once we have every item, we will:

☐ Wait in the check-out line

☐ Load our groceries onto the counter

☐ Pay for the groceries

☐ _____

☐ _____

☐ Then, we will leave

- ☐ Go grocery shopping with your child

☐ Begin the education process by bringing your child with you to the store during less busy shopping times (if possible)

☐ Talk about what you are purchasing and where it is located with your child

☐ Turn learning about the grocery store into a game and make it fun:

☐ Ask your child to lead you to his favorite food

☐ If your child is visual and artistic, you can ask him to draw a map of the grocery store

☐ Use the app that sorted your list by aisle—map out your route

☐ As the child develops more independence and it feels safe to you, allow them to pick out an item in a different aisle by themselves

☐ Continue to gradually and steadily increase the responsibility your child takes for the process and decrease your support

☐ _____

☐ _____

- ☐ Ask for help
 - ☐ Let your child witness you asking for help when you do not know where to find something
 - ☐ As your child develops more independence, coach them to ask a grocery store staff person where to find an item
 - ☐ Continue to gradually and steadily increase the responsibility your child takes for the process and decrease your support
- ☐ Check-out
 - ☐ Discuss how to choose which counter to use:
 - ☐ Choose the line with fewest people and least food on the counter
 - ☐ Do not go to a line marked "closed"
 - ☐ Discuss how to wait in line:
 - ☐ Go to the back of the line
 - ☐ Bring something to do during the downtime
 - ☐ Create something to do in the moment if you did not bring anything
 - ☐ Stand quietly
 - ☐ Respond politely if someone speaks to you
 - ☐ Allow enough space, but not too much space, between you and the people in front of and behind you
 - ☐ Stay alert so you know when to move as other people leave
- ☐ _____
- ☐ _____
- ☐ Let your child be part of putting the divider on the counter and placing items from the grocery cart

- ☐ Pay for items
 - ☐ When your child is old enough to understand, start educating them about paying with cash, check, or credit cards
 - ☐ Talk through the payment process as you do it:
 - ☐ Have money ready
 - ☐ If using a credit card:
 - ☐ Swipe the card when the cashier says it is time
 - ☐ Put the card away safely after you swipe
 - ☐ Sign the receipt, if there is one
 - ☐ If you have coupons, educate your child about how to use them
 - ☐ As your child develops more independence, allow them to take over part of the process for you
 - ☐ Teach your child that he or she does not need to tip the cashier!
 - ☐ _____
 - ☐ _____
- ☐ Reflect with your child—how did it go?
 - ☐ What went well?
 - ☐ What could we do differently the next time?
 - ☐ _____
 - ☐ _____
- ☐ Implement changes on the next trip based on what might not have gone well

(TOOL DEVELOPED WITH INPUT FROM DYMENT, J.H.)

Going out to eat

This method will help your child develop the foundational skills for going out to eat independently. You can promote independence in younger years by controlling the environment more. If possible, start by being selective about where and when you go. Gradually and steadily increase the child's responsibility and decrease your support. The goal is to make the process manageable and fun.

- ☐ Make a reservation—let your child hear you make it
 - ☐ As your child develops independence, let them practice making reservations either by phone or online
- ☐ Plan ahead
 - ☐ Determine potential issues and develop a plan proactively:
 - ☐ If it gets loud, you can put on music with headphones while waiting to be seated
 - ☐ If you get cold, you can put on a sweater
 - ☐ If you get bored at the table before the food arrives, we can play hangman, play cards, or talk
 - ☐ If the lights hurt your eyes, you can wear a hat or sunglasses
 - ☐ _____
 - ☐ Collect and bring supplies to support the plan:
 - ☐ Music player
 - ☐ Headphones
 - ☐ Sweater
 - ☐ Paper and pens for hangman
 - ☐ Cards
 - ☐ Sunglasses
 - ☐ Hat
 - ☐ _____
- ☐ As your child develops independence, let them develop their own plan for dealing with potential issues and bring the needed items

- ☐ Identify skills you are teaching and focus on one at a time on subsequent trips. Once your child is competent with one skill, keep practicing it and add another

- ☐ Learning how to wait
- ☐ Ordering food and drink
- ☐ Practicing good manners at a restaurant
- ☐ Asking for help
- ☐ Holding a conversation while eating
- ☐ Asking politely for the check
- ☐ Paying the check
- ☐ Making reservations

☐ _____

☐ _____

- ☐ Preview going out to eat

- ☐ Our family going out to _____ (restaurant name)
- ☐ We will drive to the restaurant at _____ (time)
- ☐ The drive will take _____ (number) minutes
- ☐ We will park in the restaurant parking lot
- ☐ We will walk into the restaurant
- ☐ Because we have a reservation, we will tell them our last name
- ☐ When our table is ready, the hostess will walk us to our chairs

- ☐ Sometimes restaurants are not ready and we might have to wait

- ☐ If you have to wait you can:

- ☐ Talk with the group
- ☐ Read a book
- ☐ Put on headphones and listen to music

☐ _____

☐ _____

☐ _____

☐ _____

- ☐ Once we sit down, the hostess will give us menus

☐ Soon the hostess will ask for our drink order. If the restaurant has it, you can order one of the following:

☐ Water

☐ Lemonade

☐ Orange juice

☐ _____

☐ _____

☐ Put your napkin in your lap

☐ We will look at the menu and choose our food:

☐ You can choose what you want, if you know

☐ If you need help, you can ask me or our server

☐ _____

☐ _____

☐ Once we order the food, we will have some time to wait while the chef prepares the food. During this time we can:

☐ Talk

☐ Play hangman

☐ Play cards

☐ _____

☐ _____

☐ Once our food arrives, we need to put games away and eat

☐ We will have a conversation during this time

☐ Remember your manners:

☐ Left hand in lap

☐ Chew with your mouth closed

☐ Sit up straight with feet on the floor

☐ Cut food or ask for help

☐ Say please and thank you to the server

☐ Listen as people speak

☐ Take turns talking

☐ _____

☐ _____

- ☐ Once everyone finishes eating
 - ☐ We might talk for a few more minutes to finish our conversation
 - ☐ We will ask for the check
 - ☐ We will pay for the meal
 - ☐ Say thank you
 - ☐ _____
 - ☐ _____
- ☐ Then, we will leave
- ☐ Go to the restaurant with your child
 - ☐ Begin the education process by bringing your child with you on a short restaurant outing during a less busy time (if possible)
 - ☐ Use your preview checklist to keep track of where you are in the process
 - ☐ Make going to a restaurant fun:
 - ☐ Play games with your child
 - ☐ Talk about his favorite subject
 - ☐ Continue to gradually and steadily increase the responsibility your child takes for the process and decrease your support
 - ☐ _____
 - ☐ _____
- ☐ Ask for help
 - ☐ Let your child witness you asking for help when you have a question about the menu or need to go to the restroom
 - ☐ As your child develops more independence, coach them to ask a server or hostess to help them
 - ☐ Continue to gradually and steadily increase the responsibility your child takes for the process and decrease your support
 - ☐ _____
 - ☐ _____
- ☐ Reflect with your child—how did it go?
 - ☐ What went well?
 - ☐ What could we do differently the next time?
 - ☐ _____
 - ☐ _____
- ☐ Implement changes on the next trip based on what might not have gone well

(TOOL DEVELOPED WITH INPUT FROM DYMENT, J.H.)

Going to doctors' offices

This process is similar for any doctor's office outing including going to the dentist, specialist doctor, or therapists. This method will help your child develop the foundational skills of going to doctors' offices independently. You can promote independence in younger years by controlling the environment more. If possible, start by being selective about where and when you go. Gradually and steadily increase the child's responsibility and decrease your support. The goal is to make the process manageable and as fun as possible.

- ☐ Make an appointment—let your child hear you make it
 - ☐ As your child develops independence skills, let them practice making appointments
- ☐ Plan ahead
 - ☐ Determine potential issues and develop a plan proactively. For example:
 - ☐ If it gets loud, you can put on music with headphones while waiting to be seated
 - ☐ If you get cold, you can put on a sweater
 - ☐ If you get bored, you can read a book, listen to music, use the activity bag (see Chapter 5 of the print book), or do homework
 - ☐ If the lights hurt your eyes, you can wear a hat or sunglasses
 - ☐ _____
 - ☐ Collect and bring supplies to support the plan:

<input type="checkbox"/> Music player	<input type="checkbox"/> Homework
<input type="checkbox"/> Headphones	<input type="checkbox"/> Sunglasses
<input type="checkbox"/> Sweater	<input type="checkbox"/> Hat
<input type="checkbox"/> Book	<input type="checkbox"/> _____
<input type="checkbox"/> Activity bag (see Chapter 5 of the book)	<input type="checkbox"/> _____
<input type="checkbox"/> _____	
 - ☐ As your child develops independence, let them develop their own plan for dealing with potential issues and collect the items
- ☐ Identify skills you are teaching and focus on one at a time on subsequent trips. Once your child is competent with one skill, keep practicing it and add another
 - ☐ Learning how to wait

- ☐ Checking in and providing what receptionist needs
- ☐ Asking for help
- ☐ Doing what the nurses and doctors need you to do
- ☐ _____
- ☐ _____
- ☐ Preview going to the doctor's office
 - ☐ You are going to your doctor's office _____ (date) at _____ (time)
 - ☐ We will drive to the doctor's office at _____ (time)
 - ☐ The drive will take _____ (number) minutes
 - ☐ We will park in the parking lot
 - ☐ We will walk into the doctor's office and check in with the receptionist. We might have to wait in line. If we have to wait you can:
 - ☐ Put headphones on and listen to music
 - ☐ Sit down in a chair and read your book
 - ☐ We might need to answer some questions that the receptionist asks and we will give the receptionist:
 - ☐ Our insurance card
 - ☐ Our co-pay [health-care insurance fee]
 - ☐ Once we complete with the receptionist, we will walk to the waiting room of the doctor's office. We will have to wait. During this time you can:
 - ☐ Use anything in your activity bag
 - ☐ Do your homework
 - ☐ Once the nurse calls us, they will probably:
 - ☐ Take your weight and height
 - ☐ Walk us to a room
 - ☐ We will have to wait in the room for the doctor. During that time you can:
 - ☐ Use the activity bag
 - ☐ Do your homework

- ☐ When the doctor arrives, he or she will:
 - ☐ Ask us questions
 - ☐ Examine you
 - ☐ _____
 - ☐ _____
- ☐ Once the doctor completes their work, we can leave
- ☐ Go to the doctor's office with your child
 - ☐ Begin the education process by bringing your child during a less busy time (if possible)
 - ☐ Use your preview checklist to keep track of where you are in the process
 - ☐ Make going to the doctor's office fun:
 - ☐ Take a special outing after the appointment such as getting a favorite food item or doing a favorite activity
 - ☐ Play games with your child during downtime
 - ☐ Talk about his favorite topic
 - ☐ Continue to gradually and steadily increase the responsibility your child takes for the process and decrease your support
 - ☐ _____
 - ☐ _____
- ☐ Ask for help
 - ☐ Let your child witness you asking for help when you have a question
 - ☐ As your child develops more independence, coach him to ask for help
 - ☐ Continue to gradually and steadily increase the responsibility your child takes for the process and decrease your support
 - ☐ _____
 - ☐ _____
- ☐ Reflect with your child—how did it go?
 - ☐ What went well?
 - ☐ What could we do differently the next time?
 - ☐ _____
 - ☐ _____
- ☐ Implement changes on the next trip based on what might not have gone well

(TOOL DEVELOPED WITH INPUT FROM DYMENT, J.H.)

Going to community offices (such as post office or bank)

This method will help your child develop the foundational skills of going to community offices independently. You can promote independence in younger years by controlling the environment more. If possible, start by being selective about where and when you go. Gradually and steadily increase the child's responsibility and decrease your support. The goal is to make the process manageable and as fun as possible.

☐ Plan ahead

☐ Determine potential issues and develop a plan proactively. For example:

☐ If it gets loud, you can put on music with headphones while waiting to be seated

☐ If you get cold, you can put on a sweater

☐ If you get bored, you can listen to music or talk with me

☐ If the lights hurt your eyes, you can wear a hat or sunglasses

☐

☐ Collect and bring supplies to support the plan:

☐ Music player

☐ Headphones

☐ Sweater

☐ Sunglasses

☐ Hat

☐

☐ As your child develops independence, let them develop their own plan for dealing with potential issues and collect the items

☐

☐

☐ Identify skills you are teaching and focus on one at a time on subsequent trips. Once your child is competent with one skill, keep practicing it and add another

☐ Learning how to wait in line

☐ Mailing a package

☐ Buying stamps

☐ Interacting with post office clerk

☐ Asking for help

☐ Paying

☐

☐

- ☐ Preview going to the post office
 - ☐ You are going to your post office today at _____ (time)
 - ☐ We will drive to the post office at _____ (time)
 - ☐ The drive will take _____ (number) minutes
 - ☐ We will park on the street next to the post office
 - ☐ We will walk into the post office and check in with the clerk. We might have to wait in line. If we have to wait you can:
 - ☐ Put headphones on and listen to music
 - ☐ We will ask the post office clerk to:
 - ☐ Mail a package
 - ☐ Purchase stamps
 - ☐ The post office clerk will:
 - ☐ Weigh our package
 - ☐ Give us the stamps
 - ☐ Tell us how much money we owe
 - ☐ We will pay the money
 - ☐ When your child is old enough to understand, start educating them about paying with cash, check, or credit cards
 - ☐ Talk through the payment process as you do it:
 - ☐ Have money ready
 - ☐ If using a credit card:
 - ☐ Swipe the card when the cashier says it is time
 - ☐ Put the card away safely after you swipe
 - ☐ Sign the receipt, if there is one
 - ☐ Once we pay, we can leave

- ☐ Go to the post office with your child
 - ☐ Begin the education process by bringing your child during a less busy time (if possible)
 - ☐ Use your preview checklist to keep track of where you are in the process
 - ☐ Make going to the post office fun:
 - ☐ Take a special outing after the appointment such as getting a favorite food item or doing a favorite activity
 - ☐ Play games with your child during downtime
 - ☐ Talk about his favorite topic
 - ☐ Continue to gradually and steadily increase the responsibility your child takes for the process and decrease your support
 - ☐ _____
 - ☐ _____
- ☐ Ask for help
 - ☐ Let them witness you asking for help when you have a question
 - ☐ As your child develops more independence, coach them to ask for help
 - ☐ Continue to gradually and steadily increase the responsibility your child takes for the process and decrease your support
 - ☐ _____
 - ☐ _____
- ☐ Reflect with your child—how did it go?
 - ☐ What went well?
 - ☐ What could we do differently the next time?
 - ☐ _____
 - ☐ _____
- ☐ Implement changes on the next trip based on what might not have gone well

(TOOL DEVELOPED WITH INPUT FROM DYMENT, J.H.)

Using public transportation

This method will help your child develop the foundational skills of taking public transportation independently. You can promote independence in younger years by controlling the environment more. If possible, start by being selective about where and when you go. Gradually and steadily increase the child's responsibility and decrease your support. The goal is to make the process manageable and fun.

☐ Plan ahead

☐ Determine potential issues and develop a plan proactively. For example:

☐ If it gets loud, you can put on music with headphones while waiting to be seated

☐ If you get cold, you can put on a sweater

☐ If you get bored, you can listen to music or talk with me

☐ If the lights hurt your eyes, you can wear a hat or sunglasses

☐

☐

☐ Collect and bring supplies to support the plan:

☐ Music player

☐ Headphones

☐ Sweater

☐ Sunglasses

☐ Hat

☐

☐

☐ As your child develops independence, let them develop their own plan for dealing with potential issues and collect the items

☐ Identify skills you are teaching and focus on one at a time on subsequent trips. Once your child is competent with one skill, keep practicing it and add another

☐ Purchasing a ticket

☐ Using a map

☐ Sitting or standing on public transportation

☐ Learning how to wait in line

☐ Dealing with downtime

☐ Purchasing a ticket either with an agent or through a machine

- ☐ Asking for help
- ☐ Knowing when to get off
- ☐ _____
- ☐ _____
- ☐ Preview the trip with your child
 - ☐ We are going to the science museum today
 - ☐ We will take the subway
 - ☐ Show the route to your child visually
 - ☐ Use a map
 - ☐ Written steps for taking the subway:
 - ☐ We will walk to the _____ (stop name) stop from our house
 - ☐ Pay for our tickets
 - ☐ Get on subway at _____ (stop name) stop going _____ (direction)
 - ☐ Take the subway one stop
 - ☐ Get off at _____ (stop name) stop
- ☐ When we are on the subway the plan for sitting or standing is:
 - ☐ Plan A: find a seat together
 - ☐ Plan B: if there is only one available seat, you will sit and I will stand close to you
 - ☐ Plan C: if there is no room, then we will both stand next to each other and hold onto a bar for support
 - ☐ Sit or stand quietly
 - ☐ Respond politely if someone talks to you
 - ☐ Bring something to do during the downtime
 - ☐ Create something to do in the moment if you did not bring anything
 - ☐ Stay alert so you know when to get off
 - ☐ _____
 - ☐ _____

- ☐ We will know that it is time to get off the subway when:
 - ☐ The subway attendant announces the stop
 - ☐ The train stops
 - ☐ The doors open
- ☐ We will calmly walk off the train
- ☐ Buy tickets
 - ☐ Discuss how to choose which ticket counter or machine to use:
 - ☐ Choose the line with fewest people
 - ☐ Do not go to a line marked "closed"
 - ☐ Discuss how to wait in line:
 - ☐ Go to the back of the line
 - ☐ Bring something to do during the downtime
 - ☐ Create something to do in the moment if you did not bring anything
 - ☐ Stand quietly
 - ☐ Respond politely if someone speaks to you
 - ☐ Allow enough space, but not too much space, between you and the people in front of and behind you
 - ☐ Stay alert so you know when to move as other people leave
- ☐ When your child is old enough to understand, start educating them about paying with cash, check, or credit cards
- ☐ Talk through the payment process as you do it:
 - ☐ Have money ready
 - ☐ If using a credit card:
 - ☐ Swipe the card when the cashier says it is time
 - ☐ Put the card away safely after you swipe
 - ☐ Sign the receipt, if there is one
 - ☐ If you use a machine, discuss every step
 - ☐ As your child develops more independence, allow them to take over part of the process for you

- ☐ Teach your child that they do not need to tip the cashier!
- ☐ Ride on public transportation with your child
 - ☐ Begin the education process by bringing your child with you on a short trip (one stop) during a less busy time (if possible)
 - ☐ Use your preview checklist to keep track of where you are in the process
 - ☐ Make riding on public transportation fun:
 - ☐ Play games with your child
 - ☐ If your child is visual and artistic, you can ask them to draw a map of public transportation route lines
 - ☐ As your child develops more independence and it feels safe to you, allow them to lead you through part of the process
 - ☐ Continue to gradually and steadily increase the responsibility your child takes for the process and decrease your support
 - ☐ _____
 - ☐ _____
- ☐ Ask for help
 - ☐ Let the child witness you asking for help when you are confused or do not know where to go
 - ☐ As your child develops more independence, coach him or her to ask a public transportation attendant to help them
 - ☐ Continue to gradually and steadily increase the responsibility your child takes for the process and decrease your support
 - ☐ _____
 - ☐ _____
- ☐ Reflect with your child—how did it go?
 - ☐ What went well?
 - ☐ What could we do differently the next time?
 - ☐ _____
 - ☐ _____
- ☐ Implement changes on the next trip based on what might not have gone well

(TOOL DEVELOPED WITH INPUT FROM DYMENT, J.H.)

Flying

This tool can serve as both a preview and a checklist for your child throughout the process. This is an example of the type of tool you can offer your child when they are independent enough to do an activity by themselves. Preview the tool and give it to them to use when he flies independently.

Getting started

- ☐ _____ will bring you to the airport
- ☐ You will go with _____ to the airline counter and check in
- ☐ Go through security:
 - ☐ Take electronic items out of your bags and place them in a plastic bin
 - ☐ Take off your shoes, place them in a plastic bin, and put the bin on the conveyor belt
 - ☐ Put your bags on the conveyor belt
 - ☐ Watch your belongings go through the security machine
 - ☐ Pick up all of your belongings at the other side of the conveyor belt once you go through security
- ☐ Walk to the gate with _____
- ☐ Check in at the gate _____
- ☐ When the airline agent tells you it is time, get on the plane with your bags

First leg of trip: _____ **to** _____

- ☐ The airline agent will:
 - ☐ Tell you when to board the plane
 - ☐ Help you find your seat
- ☐ When on the plane, store your bags
 - ☐ Backpack—under the chair in front of you
 - ☐ Suitcase—in the overhead bin
- ☐ Sit down and buckle your seat belt
- ☐ Things you can do when seated:
 - ☐ Read
 - ☐ Eat
 - ☐ Work on art
 - ☐ Make lists
 - ☐ Sit quietly
 - ☐ Watch an in-flight movie
 - ☐ Use electronics (when they announce that it is okay):
 - ☐ Watch movies
 - ☐ Listen to music
- ☐ When the flight attendant announces that it is time to discontinue use of electronics:
 - ☐ Turn off electronics
 - ☐ Store in your backpack
- ☐ When the flight attendant announces that you can unbuckle your seat belt:
 - ☐ Unbuckle your seat belt
 - ☐ Collect your bags
- ☐ The airline agent will:
 - ☐ Meet you at your seat
 - ☐ Walk with you to your next gate for the second flight

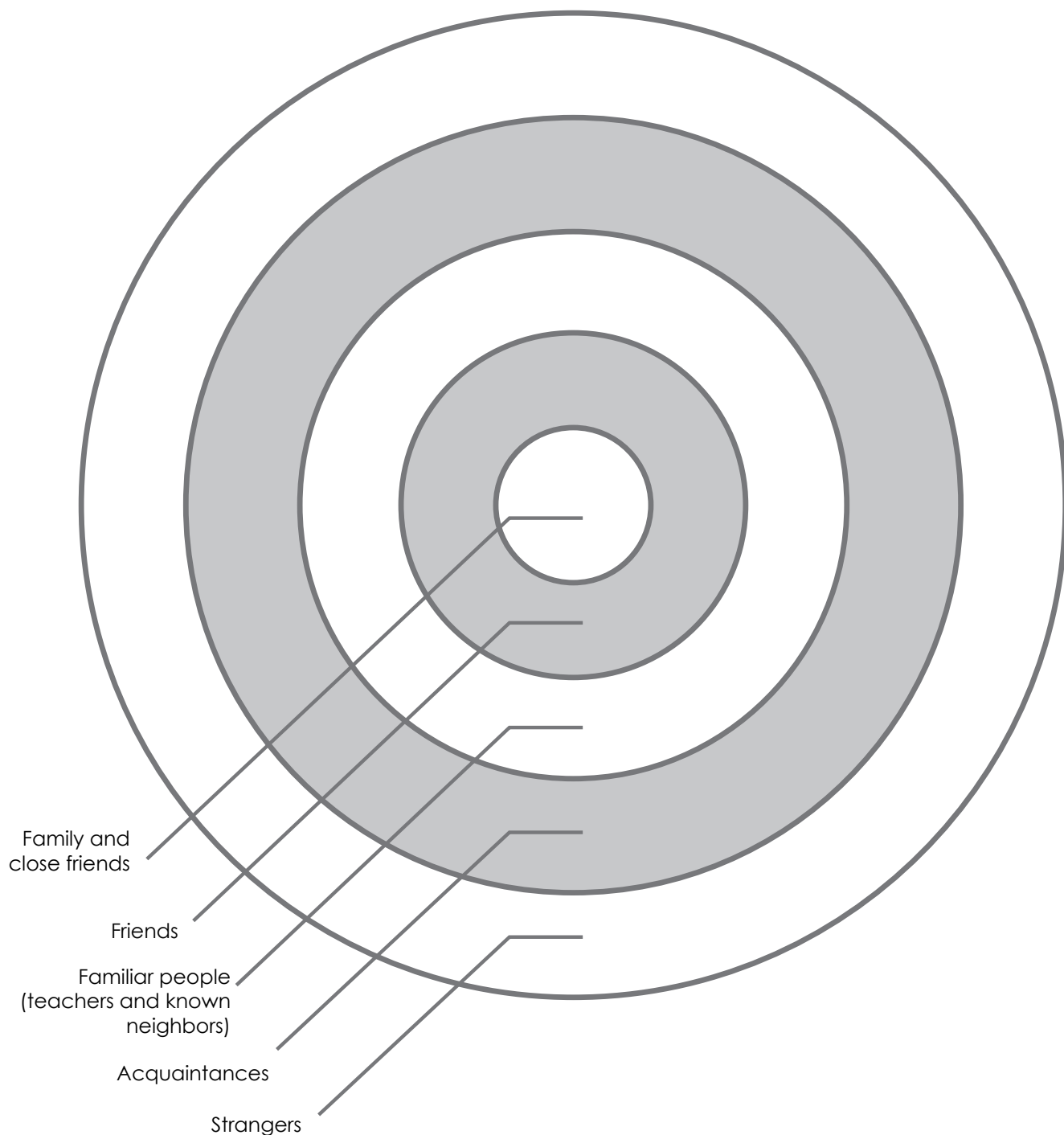
Second leg of trip::_____ **to** _____

- ☐ The airline agent will:
 - ☐ Tell you when to board the plane
 - ☐ Help you find your seat
- ☐ When on the plane, store bags
 - ☐ Backpack—under the chair in front of you
 - ☐ Suitcase—in the overhead bin
- ☐ Sit down and buckle your seat belt
- ☐ Things you can do when seated:
 - ☐ Read
 - ☐ Eat
 - ☐ Work on art
 - ☐ Make lists
 - ☐ Sit quietly
 - ☐ Watch an in-flight movie
 - ☐ Use electronics (when they announce that it is okay):
 - ☐ Watch movies
 - ☐ Listen to music
- ☐ When the flight attendant announces that it is time to discontinue use of electronics:
 - ☐ Turn off electronics
 - ☐ Store in your backpack
- ☐ When the flight attendant announces that you can unbuckle your seat belt:
 - ☐ Unbuckle your seat belt
 - ☐ Collect your bags
- ☐ The airline agent will:
 - ☐ Meet you at your seat
 - ☐ Walk with you to your gate
- ☐ _____ (person's name) will meet you at the gate!

Safety education

Concentric circles of relationships

Review this concentric circles of relationships visual with your child and explain the expected behavior when interacting with each group: family and close friends, friends, familiar people (teachers and known neighbors), acquaintances, and strangers.



When to talk with someone you trust

Tell someone you trust when:

- ☐ Something bad happens to you, or if you aren't sure if what's happened to you is a bad thing
- ☐ Something good happens to you, or if you aren't sure whether what's happened to you is good
- ☐ A stranger or acquaintance is asking you to engage in social or sexual activity
- ☐ Something happens to you that confuses you or makes you feel bad
- ☐ You experience new, intense, or special feelings such as worry, fear, confusion, excitement, or romantic interest
- ☐ You are feeling really great or when you are feeling really awful
- ☐ _____
- ☐ _____

(ZAKS 2006, P.264)

When to turn to others

☐ *Relationships*—What is happening?

☐ Are you happy?

☐ Is something not going the way you want it to?

☐ *School, camp, or extra-curricular activities*—What is happening?

☐ Are things going well?

☐ Are you having any difficulties?

☐ *Emotionally*—How are you feeling and what is happening?

☐ Are you satisfied with your life?

☐ Are you feeling lonely, bored, or frustrated?

☐ Things that confuse you

☐ Things that you enjoy

☐ Problems you are working on or trying to get beyond

☐ _____

☐ _____

(ZAKS 2006, P.265)

Steps for asking for help

- 1 Approach somebody you trust to ask for help.
- 2 Tell the trusted person what happened.
- 3 Ask questions.
- 4 Listen for advice.
- 5 Ask more questions if you have any.
- 6 Come to a conclusion with the help of the trusted adult.
- 7 Make a decision for the future with the help of a trusted adult.
- 8
- 9

(ZAKS 2006, P.267)