

Supporting Children with Autism, Sensory Needs or Anxiety



Information Websites	<p>https://www.autism.org.uk/ https://www.autism.org.uk/advice-and-guidance/topics/family-life-and-relationships/family-life/parents-and-carers</p>
Resources/ideas	<p>Visual timetables https://www.autism.org.uk/advice-and-guidance/topics/communication/communication-tools/visual-supports</p> <p>Social stories and comic strip cartoons: https://www.autism.org.uk/about/strategies/social-stories-comic-strips.aspx</p> <p>5 point scale: https://www.5pointscale.com/ http://autismteachingstrategies.com/free-social-skills-downloads-2/</p> <p>Do2Learn (USA) Provides thousands of free pages with social skills and behavioural regulation activities and guidance, learning songs and games, communication cards, academic material, and transition guides for employment and life skills https://do2learn.com/</p> <p>Inclusive Teach May be useful for sensory stories, sensory play ideas, alternative communication games and communication resources https://inclusiveteach.com/</p> <p>Sensory making sessions from Sensory Spectacle (Mondays and Thursdays) https://www.sensorspectacle.co.uk/</p> <p>Massage stories from the Story Massage Programme (Tuesdays and Thursdays) https://www.storymassage.co.uk/</p> <p>Mindful and relaxation exercises that parents can do with younger children to help with managing anxiety https://www.youtube.com/user/CosmicKidsYoga https://www.headspace.com/meditation/kids</p> <p>The Autism Education – A social story A social story about coronavirus that has a good level of specificity about the effects of social distancing e.g. not being able to go to favourite places. https://www.ppmid.org/wp-content/uploads/2020/03/The-Corona-Virus-Free-Printable-Updated-2-The-Autism-Educator-.pdf</p> <p>50 sensory learning activities https://inclusiveteach.com/2020/03/20/150-sensory-learning-ideas/</p> <p>The Sensory Project (Joanna Grace) Includes links to a range of sensory activities that can be done at home. Aimed particularly at pupils with significant difficulties. She has set up a Covid 19 page alongside her regular project page. http://www.thesensoryprojects.co.uk/covid19-resources http://www.thesensoryprojects.co.uk/projects</p> <p>Avoiding and managing meltdowns for children with autism https://www.verywellhealth.com/how-to-calm-a-child-with-autism-4177696</p>

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Tips

- **Children with Autism need structure and routine. You can help them by using visual timetables to help them see what is happening at each step of the day, so they know in advance what they will be doing next. This will relieve some of their anxiety.**
- You might want to set a specific place for them to do any work or tasks. At school they may have this in the form of a workstation to support their learning (see example in resources section). Each child's workstation may differ slightly, so you could ask your child to help you set one up that will suit them or that they are already used to.
- **Prepare them for changes in routine.**
- Help your children to recognise and name different emotions and feelings. You can do this by discussing their own emotions, how characters in books and on TV programmes might be feeling and how you yourselves might be feeling. Alongside naming the emotion, describe it and explain why you, they or fictional characters might be feeling like that. You can also play role play guessing games and ask them to name the emotion and say why.
- **Use a 5 point scale to support children in managing their emotions.**
- Use social stories and comic strip cartoons to help children understand different situations and perspectives and address inappropriate behaviour.
- **Have a visual aid to support wanted and unwanted behaviours.**
- Be aware of your child's sensory needs and support them in managing that need to help them learn e.g. sound reducing earphones if noise is a problem, comfortable clothes, keep the area surrounding the work space clear to avoid Over-stimulation etc.
- **Play lots of games with your child to encourage social skills, such as taking turns and winning and losing.**