## APPENDIX: Table of Contents

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At a Glance: 8 Key Executive Functions

1. **Impulse Control**
   - What it means: impulse control helps your child think before they act.
   - How it looks: Kids with impulse control may not jump to conclusions.
   - How it looks: Kids with impulse control may feel more comfortable with their actions and responses.

2. **Emotional Control**
   - What it means: emotional control helps your child express feelings in ways that are appropriate.
   - How it looks: Kids with emotional control may not act on their emotions.
   - How it looks: Kids with emotional control may be able to express their emotions in a way that is appropriate.

3. **Flexible Thinking**
   - What it means: flexible thinking allows your child to adjust to new information.
   - How it looks: Kids with flexible thinking may change their plan when necessary.
   - How it looks: Kids with flexible thinking may be able to adjust to new information.

4. **Working Memory**
   - What it means: working memory helps your child hold key information in mind.
   - How it looks: Kids with working memory may have difficulty remembering information.
   - How it looks: Kids with working memory may be able to remember information.

5. **Self-Monitoring**
   - What it means: self-monitoring helps your child reflect on their behavior.
   - How it looks: Kids with self-monitoring may notice when they are having trouble.
   - How it looks: Kids with self-monitoring may be able to manage their emotions.

6. **Planning and Prioritizing**
   - What it means: planning and prioritizing help your child decide on a plan of action.
   - How it looks: Kids with planning and prioritizing may set goals and work towards them.
   - How it looks: Kids with planning and prioritizing may be able to set goals and work towards them.

7. **Task Initiation**
   - What it means: task initiation helps your child begin tasks.
   - How it looks: Kids with task initiation may have trouble getting started.
   - How it looks: Kids with task initiation may be able to start tasks.

8. **Organization**
   - What it means: organization helps your child keep track of things and stay on task.
   - How it looks: Kids with organization may keep track of things efficiently.
   - How it looks: Kids with organization may be able to keep track of things efficiently.

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Understood for Learning & Attention Issues

Visit understood.org for more tips and resources.
ANXIETY

Racing Mind
Hot or Cold
Weakness & Fatigue

Intense feelings of fear and worry

A sudden urgency to escape or run away

Dizziness
Irrational
Pounding Heart
Nausea
Chest Pain
Trembling or Shaking

Fear of losing control

www.naomigoodlet.com
1 Trigger
Internal or external triggers start the cycle.

2 Thoughts
Negative or fearful thoughts appear.

3 Anxiety
Anxiety or panic response.

4 Beliefs
Beliefs are formed and perpetuate the cycle.

Cycle of Anxiety
www.naomigoodlet.com
Triggers of behaviour for children with autism:

- TNT
- Noise
- Strangers
- Pace
- Proximity
- Change of routine
- Demands
- Stressful situations
- Chaos
- Being ignored

The image also includes a link:
https://twitter.com/dandesignthink/status/271209207993335808/photo/1
the components of autism

Cognitive
- Higher than average anxiety levels
- Depression
- Broadly ranging intelligence levels
- Unique neuro chemistry
- Disordered Learning
- Executive dysfunction
- Disordered Cognitive Development

Sensory
- Sensory processing disorders
- Disordered physical development
- Poor fine motor skills
- Poor gross motor skills
- Food Aversions

Social
- Social rejection and isolation
- Poor social awareness
- Disordered speech development

Internal
- Brain-Gut relationship
- Food intolerances
- Home environmental component
- Internal chemical and nutritional imbalances and deficiencies
- Compromised immune system

Environment
- Environmental component
- Rapid changes in food and lifestyle over the past 50yrs
- Increase in chemicals in our environment and food

Behaviour
- Special interests
- Behaviour difficulties
- Strong reliance on structure, rules and routines
What Is SPD

Sensory Integration or Sensory Processing Disorder (SPD) is when there is a dysfunctions in the way the nervous system receives messages from the sensed world and then processes them. Whether you are eating dinner, riding a bike, or walking with a friend, your successful completion of the activity requires processing of sensory feedback.

In/Out of the Senses

1. Outside world (environment) enters inside world (body, CNS) through the sensory receptors.
2. The peripheral nerves take the info to the spinal cord.
3. The info goes then to the brain via nerve tracts.
4. Over-activated peripheral sensory info passes through the brain “filter” causing excitement, confusion, and distractibility.
5. Under-activated insufficient sensory info gets processed in the brain, causing absence of mind, delay, and accidents.

Hypo-reactive nervous system

- Under-reactive is touch and may prefer heavy touch to light touch.
- Hype-reactive is触摸 excessive or a mood or weather setting.
- Hype-reactive is touching less with sensitivities.
- Hype-reactive is touching more, may look scared or stressed.
- Touch.
- Sensitivity to loud.
- Sensitivity to sudden.
- Sensitivity to other people’s touch.
- Sensitivity to clothing.

Hyper-reactive nervous system

- Overly sensitive to touch.
- Gets too close to people.
- Hype-reactive is limited.
- Needs to be touched.
- Needs to be touched.
- Needs to be touched.
- Needs to be touched.
- Needs to be touched.
- Needs to be touched.

Signs of SPD

- Difficulty staying in line.
- Extreme fear of height.
- Difficulty concentrating.
- Difficulty sitting still.
- Difficulty playing with others.
- Difficulty playing with toys.
- Difficulty playing with toys.
- Difficulty playing with toys.

Solutions for SPD

Home

- Self-discipline.
- Structured environment.
- Structured environment.
- Structured environment.
- Structured environment.
- Structured environment.
- Structured environment.

School

- Make sure child is following the routine.
- Make sure child is following the routine.
- Make sure child is following the routine.
- Make sure child is following the routine.
- Make sure child is following the routine.
- Make sure child is following the routine.

Pediatric Therapy

- Use social stories.
- Use social stories.
- Use social stories.
- Use social stories.
- Use social stories.
- Use social stories.

For more on SPD including videos, checklists, webinars and answers to your questions visit:

www.SPDInfographic.com

Provided by North Shore Pediatric Therapy www.NSPThkids.com (877) 486-4140
Do You Know Me?

I cry and shield my eyes from the sun and other bright lights
I hate having my hair washed or cut
I have trouble focusing and/or concentrating
I have “selective hearing” or difficulty listening
I am overly sensitive to loud sounds like vacuums and blenders
I am always smalling people, food and objects
I chew on everything
I am a picky eater - I resist new foods and textures
I complain about tags in my clothing
I am always smalling people, food and objects
I chew on everything
I seem unaware of normal touch or pain - I often touch others too soft or too hard
I hate being tickled or cuddled!
I have poor gross motor skills for things like running and riding a bike
I always walk on my tiptoes
I have poor fine motor skills for things like handwriting and cutting
I have difficulty dressing myself
I sit with my legs in a “W” position
I put my socks on “just so” or maybe I never go barefoot

If I have several of these characteristics I may have Sensory Processing Disorder

I have Sensory Processing Disorder - SPD, for short. That means my brain can’t process sensations the way other people’s brains do. When my brain gets information through any of my senses - sight, smell, hearing, taste, touch, movement - it doesn’t always know what to do with the information. I can become very disorganized and confused! Sometimes I over-react to all this sensory input or maybe I don’t react enough. Depending on what senses are involved, I may have trouble with jobs that come naturally to other kids, even feeding myself or putting on clothes. This makes it really hard for me to function at school, in public, and even at home. I might have trouble learning or making friends, and I may have a lot of tantrums and meltdowns. I can be really shy and withdrawn from everyone, even my own mom and dad.

Because I never know what’s going to set off my sensory alarms, I’m often afraid of activities all the other kids enjoy. It’s tough being sensational.

So do you know me? Or someone like me? Scientists say as many as 1 in 20 kids has symptoms like mine. You can do lots of things to make stuff easier. Please, be patient and understanding with kids like me. If you’re my teacher or my doctor or anyone in my life, learn all you can about Sensory Processing Disorder. The Sensory Processing Disorder Foundation makes that super easy by running the biggest SPD website in the whole wide world and by putting on all sorts of cool educational events. If you’re my parent, please remember there is hope and help for me in occupational therapy with a sensory integration approach.

For more information visit www.spdfoundation.net

http://www.spdfoundation.net/files/5314/2480/6849/DYKM.pdf
I'm a Sensational Kid!

I mean, I have Sensory Processing Disorder. That just means that my brain can’t process sensory information the right way. When my brain gets information through any of my senses — sight, smell, hearing, taste, touch, vestibular or proprioception — it doesn’t always know what to do with that information and I become very disorganized and confused. Sometimes I overreact to this sensory input and sometimes I don’t react enough. This makes it really hard for me to function at school, in public and even at home! I might have trouble learning or making friends. I might be really shy and withdraw from everyone, even my own mom! I might have trouble coping and have a lot of tantrums and meltdowns. I might be afraid of a lot of activities that kids usually enjoy. It’s super tough.

So, Do You Know Me? Or maybe someone like me? Well, there are lots of things you can do to help me. Being patient and understanding is a great place to start! But then you need to talk to my doctor or an Occupational Therapist and they can help you to help me feel better, learn better, behave better and get better!

Oh, yeah! I really am sensational, by the way!
I have Autism and Sensory Processing Disorder

I have trouble focusing/concentrating—

I DON'T like my hair washed, cut or combed—

I DON'T like LOUD noises—

I chew on EVERYTHING—

I DON'T like my teeth brushed—

I am a VERY PICKY eater.

Certain smells and textures make me gag—

I am unaware of normal touch and pain. I am often rough and I DON'T know it—

I DON'T like my finger and toe nails cut—

I DON'T like crowds

Bright lights hurt my eyes

—I have "selective hearing" and difficulty listening

If there are other noises around me

Strong smells make me sick

My motor skills are off, so I am a bit clumsy

I AM just a boy, and I just want to be LOVED!

A Legion For Liam

http://www.alegionforliam.com/
Handee Band

Fun & Fitness in Your Own Two Hands

Meet the gang

Even when you take a break from your Handee Band exercises, you can still have fun with The Gang and play with your favorite stickers!

Larry, Hands Down, Laura, Spike, Jerry, Arnie, Steve, Sue, Pork, Spud, Fozzie, Fran, Fido, Olive, Jack, Max, Noodles, Icky, Dave, Max, Hans, Sara

http://handee-band.myshopify.com/pages/about
How Kids Defend Against Loud Sounds

FINGER PLUGS
DESCRIPTION: jamming fingers into the ears like cotton swabs, the way no one is supposed to but does anyway.
WHAT IT SAYS: “This sound is so bad, I’m trying to pop my brain like a zit.”

HAND HELMET
DESCRIPTION: covering the ears in a full-coverage, side-of-head double facepalm maneuver.
WHAT IT SAYS: “Hold all my calls. Don’t even bother talking to the hand.”

HEAD HUG
DESCRIPTION: clutching the head desperately with hands and forearms, like raising sound deflector shields.
WHAT IT SAYS: “I’m clutching my head to protect you from the blast when it explodes.”

ARM MUFFS
DESCRIPTION: raising arms to muffle sound in a straight-up referee pose or draped over the head in various ways.
WHAT IT SAYS: “I’m good. Not plugging my ears. Just celebratin’ good times, c’mon.”

HOOD OF SILENCE
DESCRIPTION: covering the head with a shirt, blanket or other ineffective sound dampening material.
WHAT IT SAYS: “I’m not even here to listen to any of this. Nobody’s home. Gone fishing.”

SCREAMING
DESCRIPTION: closes the inner ear, dulling hearing. It also does wonders for getting others motivated to stop the sound.
WHAT IT SAYS: “AAAAAAAAAAAAAAAAAAHHH-HHHHHHHHHHHHHHHHHHHHHH!!”

Areas of Auditory Perception

Auditory Figure Ground
The ability to listen without being distracted by background noises.

Auditory Discrimination
The ability to discriminate between words that are similar or different in the way they sound.

Auditory Closure
The ability to combine sounds that are presented orally to make words.

Auditory Memory
The ability to remember an auditory stimulus accurately.

Auditory Visual Integration
The ability to accurately relate an auditory symbol with a visual symbol.

Auditory Visual Coordination
The ability to use hearing and seeing at the same time.

Auditory Language Association
The ability to associate objects with each other that are presented orally.

Auditory Language Classification
The ability to classify objects by category when presented orally.
Whole Body Listening

Eyes
Looking at the person who is talking

Head/Brain
Thinking carefully about what you are hearing

Mouth
Sharing ideas and responses once the person is finished

Ears
Listening for key words the person is sharing

Heart
Caring about what the other person is saying

Body
Facing the speaker

Hands
Still and quiet on your lap, by your sides, or in your pockets

Feet
Still and quiet on the floor

WITS LEADers know it takes more than just ears to listen. It takes a whole body!

www.witsprogram.ca
# Keyboarding Standards By Grade

**MissJaimeOT**

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<th>Grade</th>
<th>Standards</th>
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| K     | Proper posture, hand & body position  
       | Place correct fingers on home row  
       | Use a mouse to click & drag  
       | Type simple words using finger & letter-key association  
       | Type individual letters |
| 1st   | Place correct fingers on home row  
       | Use a mouse to click & drag  
       | Use action keys: space, enter, shift, etc.  
       | Type individual letters  
       | Use the Shift key to make capitals |
| 2nd   | Place correct fingers on home row  
       | Use tab keys to make lists & create spaces  
       | Use action keys: space, enter, shift, etc.  
       | Use enter and return to create spaces  
       | Type sentences with 2 hands while occasionally looking at keyboard  
       | Use proper keyboarding technique for each letter  
       | Use capitalization and punctuation  
       | Build accuracy and fluency |
| 3rd   | Press the shift key to make capitals & symbols  
       | Use 2 hands for drills without looking at keyboard  
       | Use a mouse to choose from a drop down menu, scroll through text, & manipulate objects  
       | Type all text in a document without looking at the keyboard  
       | Use proper finger positions and technique for each letter of the alphabet |
| 4th   | Continue to build upon the skills listed above, build accuracy and automaticity with keyboarding  
       | 8-11 words per minute |
| 5th   | Continue to build upon the skills listed above, build accuracy and automaticity with keyboarding  
       | 9-14 words per minute |
| 6th   | Continue to build upon the skills listed above, build accuracy and automaticity with keyboarding  
       | 11-15 words per minute |
| 7th   | Continue to build upon the skills listed above, build accuracy and automaticity with keyboarding  
       | 13-19 words per minute |
| 8th   | Continue to build upon the skills listed above, build accuracy and automaticity with keyboarding  
       | 13-19 words per minute |

**References:**


www.missjaimeot.com/keyboarding-ages-and-stages
How Big is My Problem?

5 - Emergency
You definitely need help from a grownup (fire, someone is hurt and needs to go to the hospital, a car accident, danger).

4 - Gigantic problem
You can change with a lot of help (getting lost, hitting, kicking, or punching a friend, throwing or breaking things, bullying).

3 - Big problem
You can change with some help (someone is mean to you or takes something that is yours, a minor accident, needing help calming down).

2 - Medium problem
You can change with a little help (feeling sick, tired, or hungry, someone bothering you, being afraid, needing help).

1 - Little problem
You can change with a little reminder (not being line leader, not winning a game, not taking turns, making a mess).

0 - Glitch
You can fix yourself (changing clothes, cleaning up toys, forgetting favorite toy or blanket).

https://sunshineparenting.wordpress.com/2015/05/08/5-steps-to-help-kids-resolve-conflicts/
Different ways to increase communication with your child

Sounds
any sound your child enjoys, repeat it with them, make a game out of it. Extend the sound into other sounds they like. Maybe i t is a train noise, maybe it is a hum. The idea is to go into their world to help the come into ours.

Tablets and i-pads
Write I think that sometimes an ipad or tablet can inhibit communication. I also feel that there are some great communication tools on them. I would limit their use though.

Visuals
Many kids with ASD are such visual thinkers. Why not use images to help them communicate.

Stories
Reading to your child every day is important, it fosters a love for language. You could also write your own stories about your weekend adventures filled with pictures of your child. You could also take turns in making up stories.

Body language
Your body can speak volumes, let it dance, move, flap, spin and twirl. Exaggerate any body language you may usually use, add it to your regular speech. Think playschool.

Art and drawing
Sometimes it is easier to draw how you feel or how your day was than to say it, especially when you don’t have the language to express it yet.

Music and rhythm
Some days language is just too difficult. Why not express yourself through music? There is a rhythm they can feel with their whole body. Sing, dance play an instrument.

Expressive language
I am not talking about expressive and receptive language, I am talking about putting a lot of expression in your voice. Speak with enthusiasm and excitement.

Makaton signs and sign language
You don’t need to know a lot of signs to assist in effective communication, just the basics. The trick is to use them consistently, along side regular speech.

Exaggerated facial expressions
Have you ever watched an American sitcom without the sound, especially the comedies? Watch their faces. This is what you want to achieve when trying to engage your child.

Echolalia
This is a word or phrase is repeated with out much understanding of context. Use that language to capture your childs attention.

The little black duck
www.thelittleblackduck.com.au
The Brain Gym® “PACE” Warm-up

1. Water
2. Brain Buttons
3. The Cross Crawl
4. Hook-ups

Positive – Hook-ups
Active – The Cross Crawl
Clear – Brain Buttons
Energetic – Sipping Water
Start with Sipping Water and step up into PACE

EDUCATE YOUR BRAIN – Kathy Brown
www.balancepointpublishing.com

PACE – Child

PACE – Teen/Adult
BREATHING EXERCISES

https://childhood101.com/fun-breathing-exercises-for-kids/

**BACK TO BACK BREATHING**
Find a partner and sit on the floor back to back. Sit tall and close your eyes if you want to. Decide who will start – that person begins by inhaling deeply and then exhaling slowly, and then continues to breathe slowly and deeply. Their partner should feel the expansion in their partner’s back each time they breathe in and then try to sync their own breathing so that both partners are breathing in time together.

**TUMMY BREATHING**
Lie on the floor and place a small stuffed animal on your stomach. Breathe in deeply though your nose and feel the stuffed animal rise, and then feel it lower as you slowly exhale through your mouth. Rock the stuffed animal to sleep using the rise and fall of your stomach.

**ELEPHANT BREATHING**
Stand with your feet wide apart and your arms dangling in front of your body like an elephant’s trunk. As you breathe in deeply through your nose, raise your arms up high above your head. Then slowly swing your arms down again as you breathe out through your mouth.

**BUBBLE BREATHING**
Sit comfortably with your eyes closed. Begin by imagining you are holding a bubble wand. Breathe in deeply and then, as you breathe out slowly and gently, imagine you are blowing bubbles into the room. Imagine the bubbles are filled with peace or love or happiness and that you are filling the whole room with a peaceful, happy feeling. As you keep breathing slowly and blowing your imaginary bubbles, feel your body become calm and relaxed.
BALLOON BREATHING

Sitting in a comfortable position, place your hands around your mouth as if you were about to blow up a balloon. Take a deep breath in through the nose and, as you slowly exhale through your mouth, start to spread your hands out as if you are blowing up a great big balloon. Hold your hand position as you inhale again and then spread your hands further as you exhale. Once your balloon is as big as it can be, gently sway from side to side as you release your balloon up into the sky.

SHOULDER ROLL BREATHING

Choose a comfortable sitting position. As you take a slow deep breath in through your nose raise your shoulders up towards your ears. Breathe slowly out through your mouth, lowering your shoulders as you exhale. Repeat slowly, rolling your shoulders up and down in time with your breath.

TAKE 5 BREATHING

Sit comfortably, resting one hand in front of you with fingers outstretched like a star and the pointer finger of your other hand ready to trace your hand. Starting at the base of your thumb on the outside of your hand, breathe in slowly through your nose as you slide your pointer finger up to the top of your thumb. Breathe out slowly and slide your pointer finger down the inside of your thumb. Breathe in as you slide your finger up the next finger and out as you slide down. Continue breathing in and out as you trace your whole hand.

BUMBLEBEE BREATHING

Sitting comfortably, gently place the tips of your pointer fingers in your ears and close your eyes. Breathe in through your nose and then hum quietly as you slowly breathe out.
Safety Identification:

- Contact Local Police & Fire Department to communicate that you have a child with special needs residing at your address

- Teaching stories to help keep your child safe – personal photos https://www.twigtale.com
  - Water Safety
  - I Stay In My House
  - Police Officer, My Friend
  - Stop
  - If I Get Lost

- Wrist or Ankle ID Samples
  - Road ID - https://www.roadid.com/p/Autism-Wrist-ID-Sport

- Alert Me Bands http://www.alertmebands.com/

- Temporary Tattoos with a Purpose http://www.tattooswithapurpose.com/

- Airports that offer “Rehearsal Programs” for Individuals with Autism http://www.friendshipcircle.org/blog/2014/09/18/15-airports-that-offer-rehearsal-programs-for-individuals-with-autism/

- Big Red Safety Box – resources for families who may have a child that is prone to wandering off and/or unaware of safety and potential dangers http://nationalautismassociation.org/big-red-safety-box/
STORIES TO HELP WITH ROUTINES AND TRANSITIONS

The purpose of these stories is to help children prepare for the activity

- Identify the steps – simple language, small and concrete phrases
- Insert appropriate coping strategies
- Add photos if appropriate

*Use the same dialogue when in actual situation.*

Time to Eat
It is time to eat.
I go to table and sit on my chair.
I have my own placemat and plate of food.
I take one bite at a time and chew – chew – chew.
I try to eat by myself.
Sometimes I ask for help.
I use my napkin to wipe my mouth and hands.
I take a sip of my drink.
I can ask for more or say/sign “all-done”

Brushing Teeth
I need to brush my teeth so that they are clean.
I open my mouth and say ‘ahhh’.
I put the toothbrush in my mouth.
I brush my bottom teeth and then my top teeth.
I brush in the front and then the back.
Sometimes it feels funny and I take a break
Mommy or Dadddy help me sometimes – 5 4 3 2 1.
I rinse my mouth with water.
My teeth are sparkly clean and white!!
All done.

Going to the Bathroom
I have to go to the bathroom.
I pull down my pants and sit on toilet.
I go to the bathroom.
I wipe.
I stand up and put on my pants.
I flush the toilet.
I wash and dry my hands.

Washing Hands
I go to the sink.
I stand on stool.
I turn water on.
I rinse my hands and get 1 pump of soap.
I scrub my hands and count to 10.
I rinse my hands – bye soapy bubbles.
I turn water off.
I dry my hands.

Sometimes I Have To Wait
I like to play with mommy and daddy.
Sometimes Mommy or Daddy need to get something.
I need to wait.
I can count 1-2-3-4-5-6-7-8-9-10
I can read a story or play.
Sometimes Mommy or Daddy have to go to work.
I give a big hug and say “See you soon.”
I play and have fun.
Mommy and Daddy come home.
Mommy and Daddy love me.

I have to wait
There are times when I have to wait to talk to Mom or Dad.
When Mom is talking on the phone, I have to wait for her to finish talking before I can talk. Mom will hand me the wait card. This means mom will talk to me when she is finished on the phone. I have to wait quietly, I will not talk to mom until she is finished talking on the phone.
When Mom or Dad is reading me a story I need to be a good listener. That means I need to wait and listen to the story before I try to talk. If I try to talk during the story they will hand me a wait sign. This means I will get to talk to them, but I have to wait for the story to end.
Sometimes my brother/sister has a toy that I want to play with. I have to wait until it is my turn to play with the toy. I cannot take the toy from them. I will not cry or scream if I do not get the toy. I can ask them if I can have a turn playing with the toy when they are done. I have to wait for my turn.
When Mom or Dad is talking to someone I have to wait for him or her to finishing talking before I can talk. If I try to talk to Mom or Dad when they are talking to someone else, they will hand me a wait card. This means I will get to talk to mom and dad, but I have to wait.

Going to the Store
Time to go to the Store.
I am in the car going to the store.
I hold Mommy’s hand when I walk into the store.
I sit in the cart.
We get the 5 things we need.
We wait in line.
We pay the money.
I get in the car.
Time to go home.

Asking Friends to Play
I like to play with friends.
We can play at school or the park.
I ask, “Do you want to play?”
Sometimes kids say “yes” and we have fun together.
Sometimes kids say “no” and that is hard for me. I say “maybe next time”.
I can still play by myself and have fun.

Feelings
I have so many feelings.
Sometimes I am happy and I smile.
Sometimes I am sad and I cry.
Sometimes I scared and want to stay with Mommy.
I talk about how I feel.
I feel better.

Excuse Me
Mommy talks to a lot of people.
Mommy likes talking to other people.
Sometimes I want to talk when Mommy talks.
I can say “Excuse me”.
Sometimes Mommy will answer me right away.
Other times I have to wait until she is done.

Story Time
It is story time.
Stories can be real or make believe.
Sometimes I sit and listen to stories at school.
Sometimes I lay in bed and listen to stories at home.
I pay attention like everyone else.
Story time is fun.

School Friends
Billy Billy who do you see?
I see Ms. ______ looking at me.
Ms. ______ Ms. ______ who do you see?
I see ______ looking at me.
Etc. Etc. Etc.
I see all my friends looking at me!!

I Go To School
I get ready at home.
Time for my shoes and bag.
Time to get in the car.
We are at school. I go to class.
Bye mom – see you soon.
I say hi to my friends. I give them high-five.
I play at school and eat a snack.
School is all done. Mom is here.
Bye friends – see you tomorrow.

Circle Time
It is circle time.
I sit in my spot – “criss cross applesauce”.
I keep my hands and feet to myself.
I listen with my ears.
I look with my eyes.
I wait my turn.
Circle time is fun!!

Recess
It is recess time.
I go outside to the playground.
When it rains, I go to the gym.
It is important to be safe at recess.
I wait my turn.
I can ask for help.
When the whistle blows, recess is all done.
Time to go inside.

Playing Games
I like to play games with my family and friends.
It is fun.
I have to follow the rules.
We take turns.
I have to wait
Games are fun.

Birthday Party
It is my friend’s birthday.
I am going to the party.
I say “happy birthday” to my friend.
I play with the kids.
I wait my turn.
We sing “Happy Birthday”.
It might get loud. (Insert coping strategies)
I eat cake.
We have fun.
I say “Thank you”
Brushing Teeth

1. wet toothbrush
2. toothpaste on brush
3. brush teeth
4. spit in sink
5. rinse toothbrush

Washing Hands

- Water on
- Hands wet
- Rub hands with soap
- Rinse
- Water off
- Dry

Bathroom

- bathroom
- pull pants down
- go to bathroom
- pull pants up
- apply soap
- wash hands
- dry hands
SNACK TIME

I WANT
FIRST

WHAT IS NEXT?

THEN

TIME FOR

ALL DONE