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BRAIN HIERARCHY

FRONTAL LOBE
- Abstract Thinking
- Problem Solving
- Reasoning
- Executive Functioning
- Organizing
- Motor Functions
- Regulates Emotions
- Expressive language

FUNCTIONS
- Organizes thoughts on paper
- Remembers facts from teacher
- Starts and completes tasks
- Tells stories

TEMPORAL LOBE
- Speech
- Auditory Processing
- Hearing
- Behavior
- Emotions
- Short-term memory
- Long-term memory

FUNCTIONS
- Processes what the teacher teaches
- Fear
- Fight or Flight
- Retains Facts

PARietal LOBE
- Sensory Information

FUNCTIONS
- Taste
- Touch
- Smell
- Temperature

OCCIPITAL LOBE
- Visual System
- Visual Information

FUNCTIONS
- Processes words on a page
- Knows shapes and sizes
- Recognizes letters
- Knows left from right

CEREBELLUM
- Balance
- Coordination
- Attention
- Rhythm
- Proprioception
- Vestibular

FUNCTIONS
- Kick a ball
- Throw a ball
- Jump on one foot
- Ride a bike

HUMAN BRAIN

INTEGRATED Learning Strategies
Understanding Attachment Theory

Secure
Uses caregiver as a secure base for exploration. Shows attachment distress when the caregiver leaves but is comforted on return; returning to exploration. May be distressed by the stranger but shows clear preference for the caregiver.

Ambivalent
Does not use the caregiver as a secure base for exploration, preferring before the caregiver leaves. Upon the caregiver leaving and slow to return. Expresses concern about the caregiver's location, seeking contact but mistrusting them when they return. Not easily calmed by strangers. In this relationship, the child often feels anxious because the caregiver's availability is never consistent.

Avoidant
Little emotional sharing in play. Few signs of anxiety when the caregiver leaves or returns. Showing low affect when offered affection. Treats strangers similarly to caregivers. The child may express lack of attachment and low self-esteem by being aloof.

Disorganized
Lack of attachment can be expressed by disorganized emotional behavior such as approaching the caregiver but with the back turned.

## REINFORCER ASSESSMENT

**Name** __________________________  **Date** __________________________

**Favorites**

<table>
<thead>
<tr>
<th>Completed by</th>
<th>Student</th>
<th>Parent</th>
<th>Teacher</th>
</tr>
</thead>
</table>

- Toys: __________________________
- Friend/person: __________________________
- Place: __________________________
- Game: __________________________
- Snacks: __________________________
- Outdoor activity: __________________________
- Sport: __________________________
- Color: __________________________
- Foods: __________________________
- Movie: __________________________
- T.V. Show: __________________________
- Song: __________________________
- Drinks: __________________________
- Character: __________________________

**For students with sensory needs**

- Auditory: __________________________
- Tactile: __________________________
- Visual: __________________________
- Kinesthetic: __________________________
- Olfactory: __________________________
- Gustatory: __________________________

## POSSIBLE REINFORCERS

### SOCIAL

- Free time
- Listen to music
- Recess
- Extra recess
- Teacher helper
- Custodian helper
- Dancing
- Tickle
- Squeezes
- Line leader
- Singing
- Library helper
- Praise
- Pat on the back
- High five
- Run errands
- Board game
- Eat with a friend
- Principal helper
- Sit anywhere
- Cafeteria helper
- Phone call home
- No homework
- Work outside
- Smiles/gestures
- Hear a story

### TANGIBLE

- Computer
- iPad
- Favorite snack
- Favorite toy
- Stickers
- Write on board
- Color
- Paint
- Clay
- Playdough
- Movie
- Puzzles
- Use a pen
- No shoes
- Hand stamp
- Nail polish
- Comic book
- Book
- Road a book
- Use a camera
- Cutting/pasting
- Certificate/award
- Sit in teacher chair
- Hold stuffed animal
- Ticket to dance/party
- Textured items

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[www.thebenderbunch.com/2016/05/creating-behavior-intervention-plan-bip.html](http://www.thebenderbunch.com/2016/05/creating-behavior-intervention-plan-bip.html)
**Executive Center**
Developmental spurts approx. ages 5-6; 11-12 & 15 - continues thru the 20s. Handles logic, empathy, compassion, creativity, self-regulation & self-awareness, sequential thought, planning, problem-solving & attention.

**Emotional Center**
Developmental focus ages 0-4. Processes memory, emotions, response to stress, nurturing, caring, separation anxiety, fear, rage, social bonding and hormone control.

**Survival Center**
Developed at birth. Regulates autonomic functions: breathing, digestion, heart rate, sleep, hunger, instinctual behaviors & functions that sustain life. *flight, fight or freeze response*
At a Glance:

8 Key Executive Functions

Executive functions are skills everyone owns to organize and act on information. If your child has executive-functioning issues, he may struggle with some or all of the following skills.

1. Impulse Control
   - What it means: inhibit or control your child's immediate responses or thinking.
   - How it looks: Kids with impulse control, normal might hurt or say inappropriate things. They're also more likely to turn a calendar over.

2. Emotional Control
   - What it means: control or regulate your child's emotions or behaviors.
   - How it looks: Kids with emotional control, normal might have a tantrum or when someone says something that irks them.

3. Flexible Thinking
   - What it means: modify thinking about yourself to adjust to life's situations.
   - How it looks: Kids with flexible thinking, normal might stand up for themselves. They might get something good to think about something from a different point.

4. Working Memory
   - What it means: working memory helps you hold your child's thoughts in mind.
   - How it looks: Kids with weak working memory, normal might struggle following directions even they've been given.

5. Self-Monitoring
   - What it means: self-monitoring allows your child to evaluate how they're doing.
   - How it looks: Kids with weak self-monitoring, normal is more likely to a bad grade or negative feedback.

6. Planning and Prioritizing
   - What it means: planning and prioritizing help you stay focused on a goal and a plan to meet it.
   - How it looks: Kids with weak planning and prioritizing, normal might not complete work, get lost, or not meet any important deadlines.

7. Task Initiation
   - What it means: start tasks or get things done.
   - How it looks: Kids who have trouble with task initiation, normal might have trouble finishing homework.

8. Organization
   - What it means: organization helps you keep track of things, especially your own.
   - How it looks: Kids with weak organization, normal is more likely to leave their backpacks at home or not have their papers for homework.

www.understood.org
ANXIETY

A sudden urgency to escape or run away

Racing Mind
Hot or Cold
Weakness & Fatigue

Intense feelings of fear and worry

Dizziness
Irrational
Pounding Heart
Nausea
Chest Pain

Fear of losing control

Trembling or Shaking

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**

[Website: www.naomigoodlet.com]
Triggers of Behaviour

For Children with Autism

- TNT
- Noise
- Strangers
- Pace
- Proximity
- Change of Routine
- Demands
- Stressful Situations
- Chaos
- Being Ignored

https://twitter.com/dandesignthink/status/27120920799335808/photo/1
the components of autism

Cognitive
- Higher than average anxiety levels
- Slower information processing time
- Poorly formed theory of mind
- Depression
- Neuro relationship between ADD, OCD, ADHD, dyslexia and similar disorders
- Unique neurochemistry
- 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

Behavior
- Special interests
- Behaviour difficulties
- Strong reliance on structure, rules and routines

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

Source: the little black duck
www.thelittleblackduck.com.au
Do You Know Me?

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 overreact 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:

I cry and shield my eyes from the sun and other bright lights
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 a picky eater - I resist new foods and textures
I am always smelling people, food and objects
I complain about tags in my clothing
I chew on everything
I am always unsmooth things like handwriting and cutting
I seem unaware of normal touch or pain - I often touch others too soft or too hard
I have difficulty dressing myself
I hate being tickled or cuddled!
I always walk on my tiptoes
I have poor fine motor skills for things like running and riding a bike
I put my socks on "just so" or maybe I never go barefoot
I have poor gross motor skills for things like running and riding a bike

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 have 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

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http://www.spdfoundation.net/files/5314/2480/6849/DYKM.pdf
DO YOU KNOW ME?

I hate having my hair washed, brushed or cut.

I cry and shield my eyes from the sun and other bright lights.

I have "selective hearing" or difficulty listening.

I am a picky eater; I resist new foods and textures.

I complain about tags in my clothing.

I seem to be 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, such as running and riding a bike.

I always walk on my toes.

I have trouble focusing and/or concentrating.

I am overly sensitive to loud sounds such as vacuums and blenders.

I am always smelling people, food and objects

I chew on everything

I have poor fine motor skills, such as 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.

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!

www.sensorystreet.com    www.cafepress.com/SensoryStuff

© 2009 Melessa Zacherl
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.

Certains 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!

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

A PERFORMANCE ANALYSIS howtobeadad.com

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: "AAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAAA!!"

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.

www.bonnieterrylearning.com
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!

http://www.witsprogram.ca/pdfs/schools/media-resources/whole-body-listening-poster.pdf
Handwriting & Keyboarding:

Standards for the Production & Presentation of Writing

Kindergarten – Fifth grade

Printing, Pre-Cursive/Cursive & Pre-Keyboarding/Keyboarding Skills

# Keyboarding Standards By Grade

**MissJaimeOT**

## 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

## 3rd
- Press the shift key to make capitals & symbols
- Use 2 hands for drills without looking at keyboard
- Use proper keyboarding technique for each letter
- Use capitalization and punctuation
- Build accuracy and fluency

## 4th
- 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

## 5th
- Continue to build upon the skills listed above, build accuracy and automaticity with keyboarding
- 8–11 words per minute

## 6th
- Continue to build upon the skills listed above, build accuracy and automaticity with keyboarding
- 9–14 words per minute

## 7th
- Continue to build upon the skills listed above, build accuracy and automaticity with keyboarding
- 11–15 words per minute

## 8th
- Continue to build upon the skills listed above, build accuracy and automaticity with keyboarding
- 13–19 words per minute

## References:


Emotion Thermometer

How do I feel?

Angry/Explosive
How does it feel?
What do I do?
How do I look?
What can other people do?

Agitated
How does it feel?
What do I do?
How do I look?
What can other people do?

Aroused
How does it feel?
What do I do?
How do I look?
What can other people do?

Calm
How does it feel?
What do I do?
How do I look?
What can other people do?

name: Cassandra

the little black duck
www.thelittleblackduck.com.au
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 blankie).

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 it 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**
While 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, alongside 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 child’s attention.

[The Little Black Duck](https://www.thelittleblackduck.com.au)
The Brain Gym® “PACE” Warm-up

1. Water
2. Brain Buttons

3. The Cross Crawl
4. Hook-ups

Start with Sipping Water and step up into PACE

Positive – Hook-ups

Active – The Cross Crawl

Clear – Brain Buttons

Energetic – Sipping Water

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 through 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](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](https://www.roadid.com/p/Autism-Wrist-ID-Sport)


- Temporary Tattoos with a Purpose [http://www.tattooswithapurpose.com/](http://www.tattooswithapurpose.com/)


- 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/](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.

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

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**Bathroom**

- **Washing Hands**
  - Pull pants down
  - Go to bathroom
  - Pull pants up
  - Apply soap
  - Wash hands
  - Dry hands

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**Washing hands**

1. Water on
2. Hands wet
3. Rub hands with soap
4. Rinse
5. Water off
6. Dry
SNACK TIME

I WANT