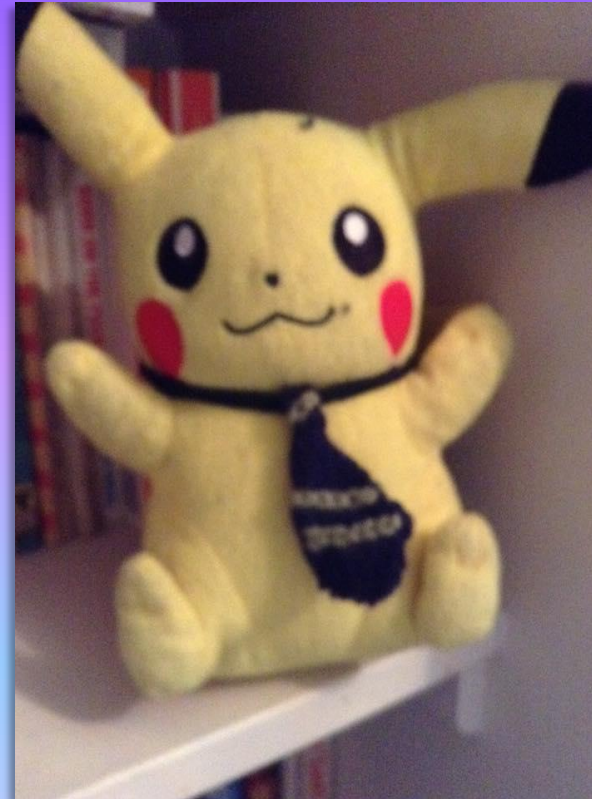


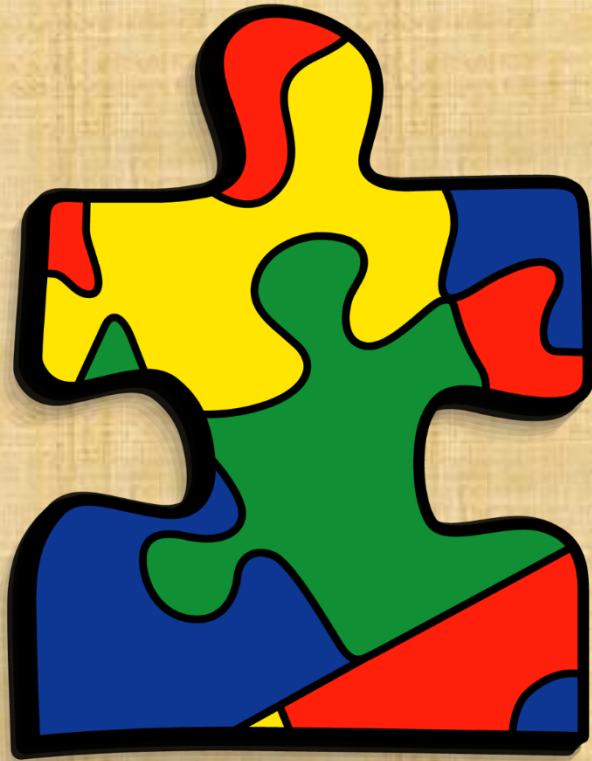


**Debby Elley**  
**Co-editor**

# **A Great School Life Starts at Home: Ten Strategies to Support your Autistic Child**

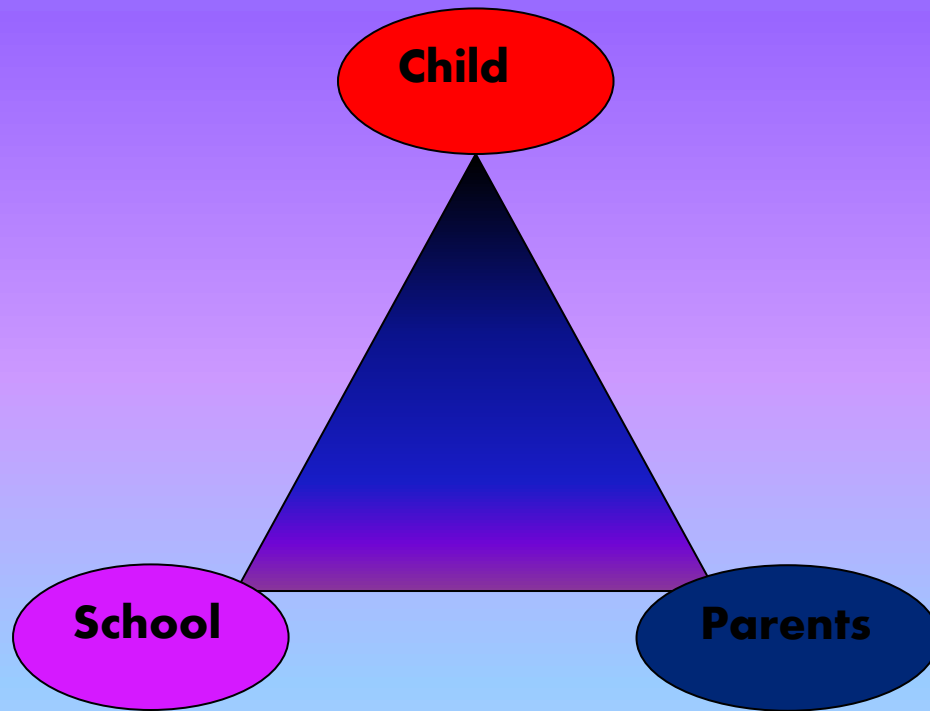


# **‘School Life’ & ‘Home Life’ as ONE picture**





# **Complete picture needs three-way input**



# **1. Preparing School**

- **Classroom tips for success**
  - **Child's strengths**
  - **Environment factors**
  - **Likely difficulties**
- **Immediate and longer-term strategies**

## BOBBY ELLEY CLASSROOM TIPS

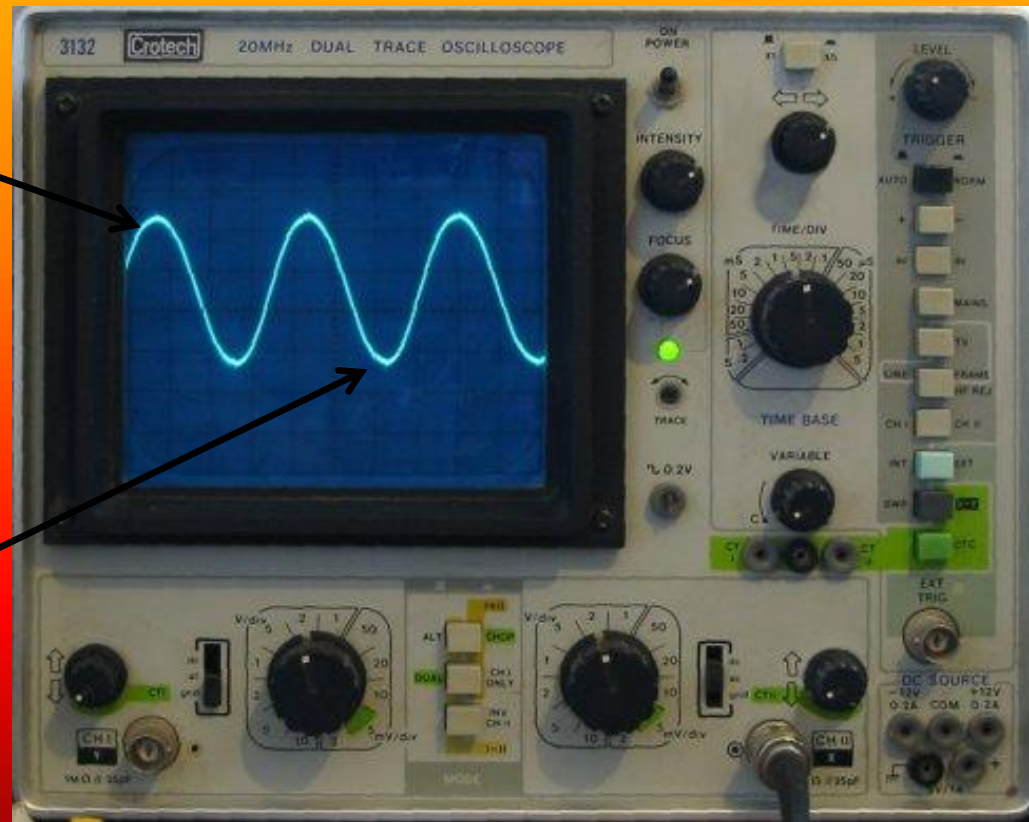
### WHAT WORKS...

	DIFFICULTY		IMMEDIATE MANAGEMENT		ONGOING MANAGEMENT
1	Staying on task		Getting Bobby to estimate how long the task might take him and helping him to break down the task into smaller, easily achievable ones. Grading each one according to difficulty. Small rewards at the end of each task and larger reward when task is completed. Bobby is currently given computer time (a set amount) for completing tasks.		Helping Bobby to become more self-sufficient in assessing each task and managing his time on it. Managing emotions so that tasks don't overwhelm him.
2	Not knowing quite what's expected; thinking perfect work is the only work that counts		We have made a chart for Bobby with the tasks he has to do today and for each, what he'd have to do in order to do it perfectly, good enough and not good enough.		Helping him to decide for himself what he thinks is good enough
3	Cannot focus on writing tasks with noise from other pupils around him: can't block out background noise if it's loud		Let Bobby work on his own when writing and come back to the group for discussions		Sitting with one other quiet child is practical, or time in unit if this can't be done. Bobby likes to have ear defenders nearby.
4	Organising own homework		Bobby's mum asks him to divide homework into tasks and assign each task an estimated amount of time and a traffic light colour according to difficulty. Bobby is not given as much homework as the others but is required to complete key tasks.		Organising own work with support will hopefully lead to greater independence
5	Staying focused on many tasks one after the other		Depends how tired he is and what mood he is in whether he can do this or not. 20 mins computer given as reward at the end of the tasks. Give him a few tasks at a time, don't overface him with a long list.		Reward task completion and focus as achievements in themselves
6	Runs out of energy when concentrating		Finds executive planning tasks draining; an apple or plain bread helps him to focus when he's concentrating		

## 2. Work with autism, not against it...

Great strengths

Struggles here

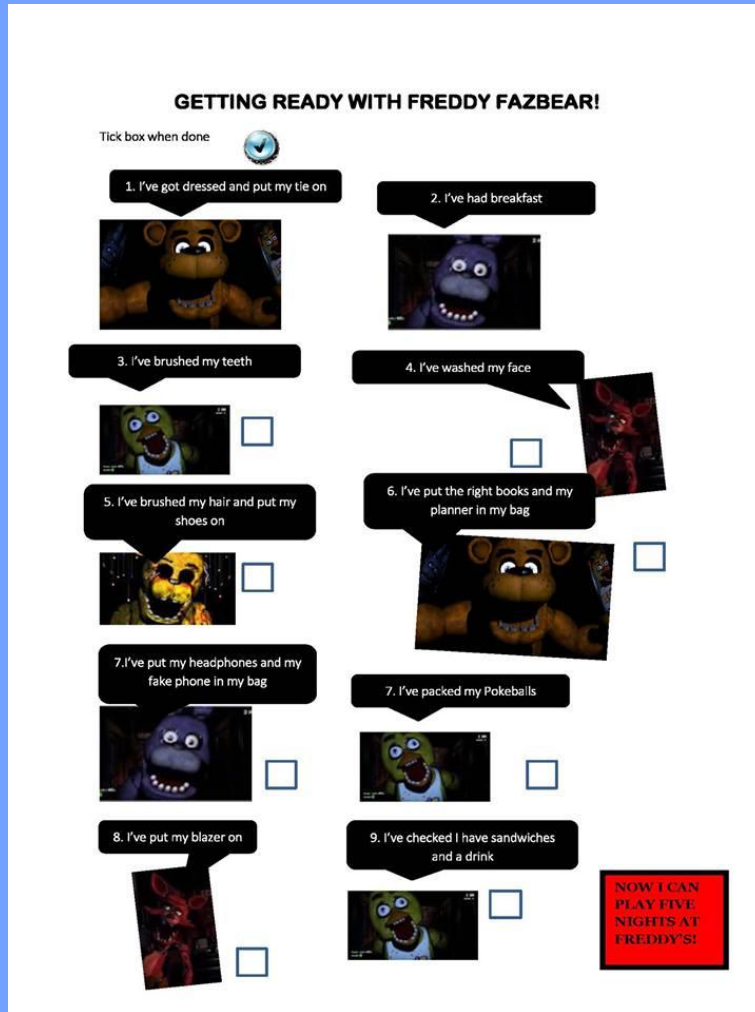


# 3. Identify pivotal comforts





# 4. Help with planning



- Charts
- Colour-coded systems
- Time timers
- Social Stories
- Use systems to help children do their own planning

# 5. Your Evening Chat



When calm and relaxed



Child leads the chat



Non-judgemental or directive



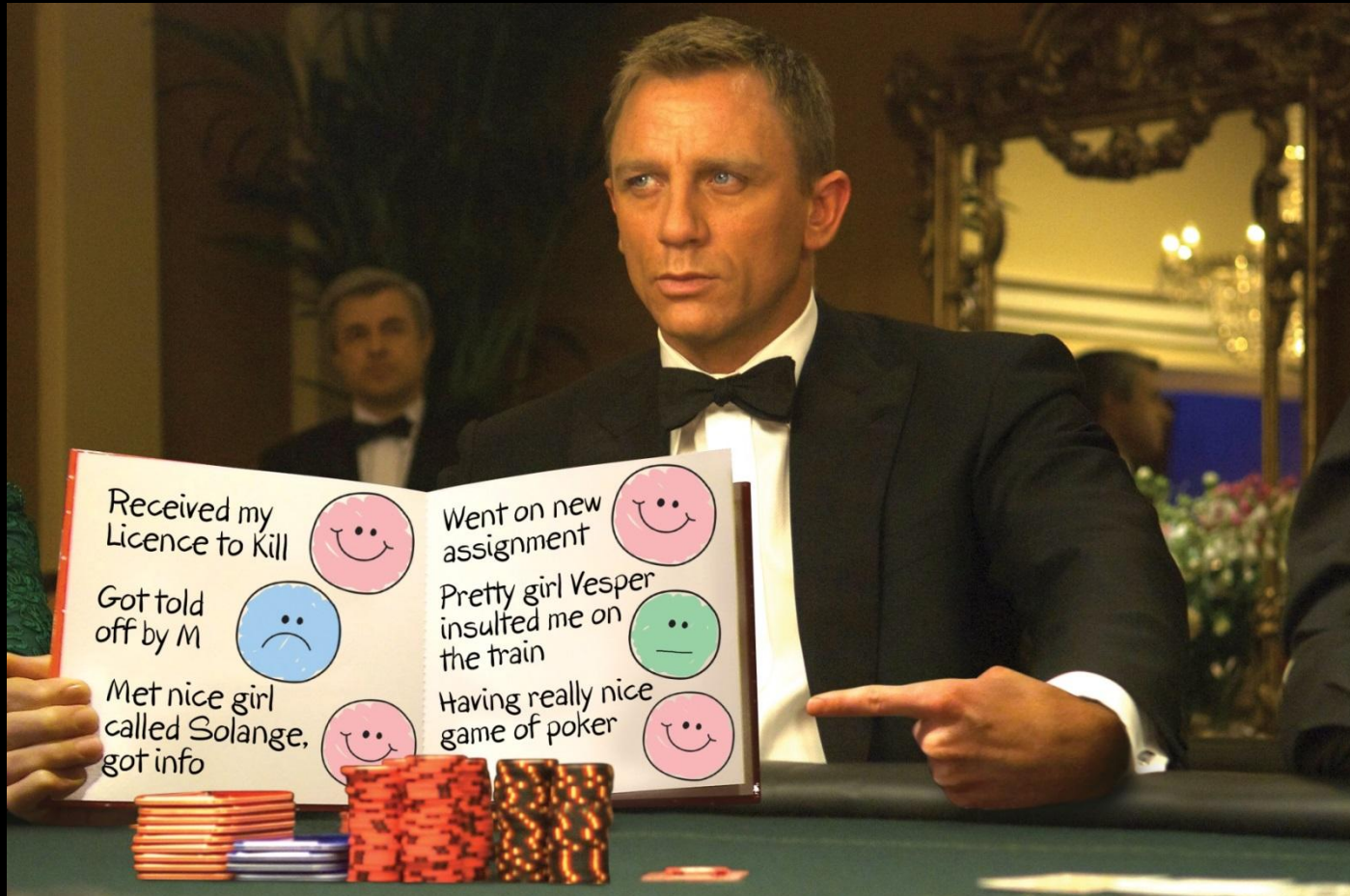
Shared problem solving



Agreed plans



# 6. Putting feelings Into perspective

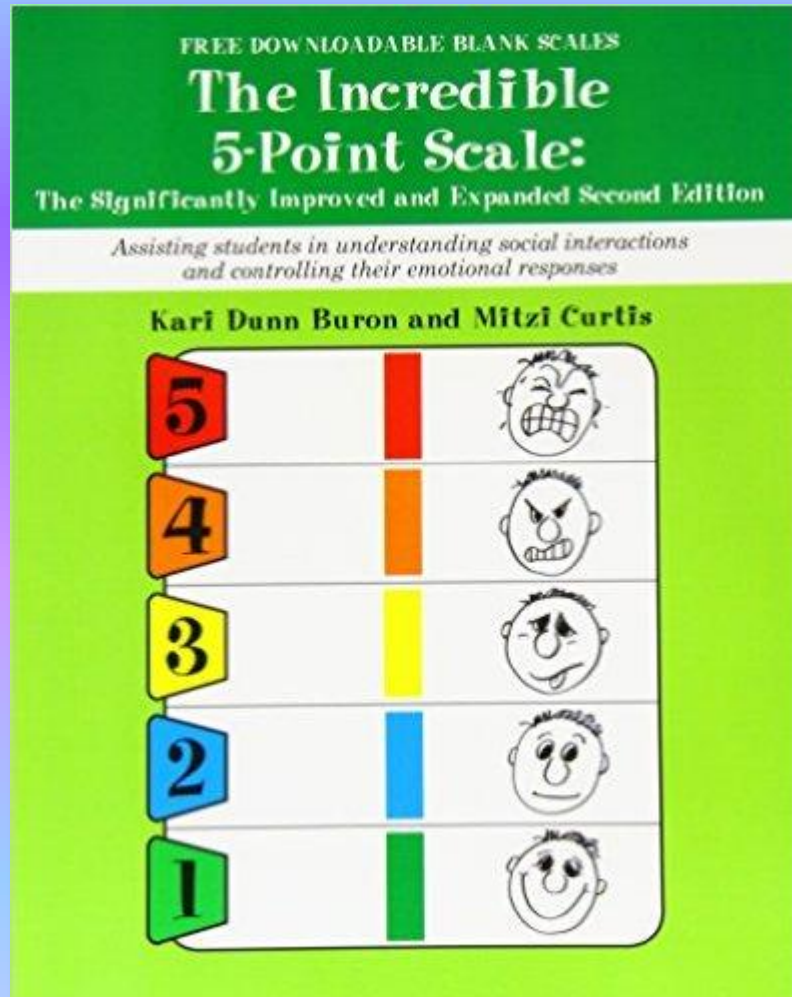


# **7. Recognising and responding to feelings**





# Understanding feelings



5	<u>I can't stand this and ready to explode.</u> I want to hit someone, something, or throw something. I need an adult to help me go to a safe place so I can calm down.	
4	<u>I am getting too angry.</u> My brain isn't working clearly. I might say or do something I will be sorry for later. I need to go to my safe place to calm down.	
3	<u>I am getting really irritated.</u> I need to walk away from a bad situation. I will tell my teacher that I need a break.	
2	<u>I am doing OK.</u> I'm not pleased, but I'm not upset. I can stay where I am and keep working. I can control my anger by myself.	
1	<u>I am doing great.</u> I feel good about myself and about what is going on around me.	

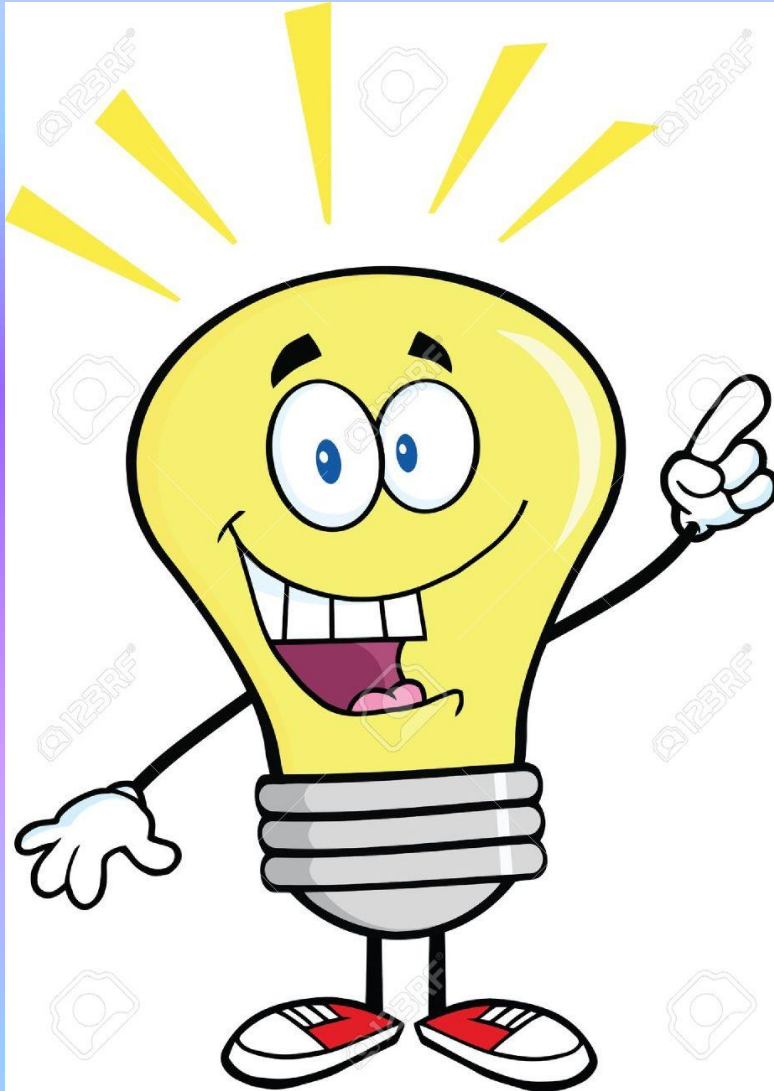
# 8. Constructive working



1. Establish the situation using info. from all three parties.
2. Pool ideas for strategies.
3. Think of yourself as part of a working party
4. Don't talk about whose fault, refer to a situation and what can be done to improve it.
5. Teachers are only human – give good feedback too!

## 9. Taking the Pressure Off





## **10. Focus on learning**





**AuKids £15 a year from  
[www.aukids.co.uk](http://www.aukids.co.uk)**

# Further info:

**Autistic Genius on Facebook**  
**The Incredible 5 Point Scale:**  
**Kari Dunn Baron & Mitzi Curtis**  
**What to Do When Your Temper**  
**Flares by Dawn Huebner**  
**What to Do When You Worry**  
**Too Much by Dawn Huebner**  
**How's It Going Communicator**  
[www.specialdirect.com](http://www.specialdirect.com)

