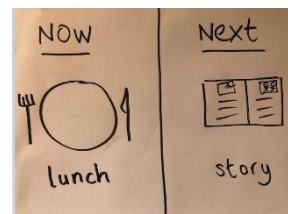


## Language Partner

**Routines and breaks** *Your child will need you to set up routines at home to make their day as predictable as possible. Here are some suggestions:*

- Get up and go to bed at the same time every day.
- Use pictures on Page 3 to create a visual schedule. You can also write your own 'now/next board' with simple visuals.

Balance screen time – set time on the iPad/tablet on their schedule and include movement breaks like trampoline, walking or yoga/exercise – you can get some ideas from Kids Workout YouTube videos to do as a family.



**Managing Emotions** *If your child becomes upset or anxious at home, try to remember these things...*



Mirror their facial expression on your own face and name how they are feeling, e.g. "You look *angry*". You could also show them how they are feeling using the emotions key ring (Page 5).



Try to have a selection of calming toys/activities available for your child, like their favourite sensory toys or squishy toys. You can keep them in a special bag or box at home to offer your child if he/she is becoming upset.

Create safe spaces/ hideaways at home



Your child's routine has changed so he/she may feel overwhelmed. You can create a hideaway at home – prop a blanket over some cushions to make a cosy den to retreat into.

**Supporting Communication** *It is important to try to continue to create opportunities for your child to communicate using their communication mode e.g. words, signs and/or symbols. See further advice sheets on:*

- Intensive Interaction strategies (Page 4)
- Creating communication opportunities and strategies (Page 2)

**Newham Support for SEND YouTube Channel:**

[https://www.youtube.com/channel/UCu5wLbEaDu\\_KoKhjGtwZfaw](https://www.youtube.com/channel/UCu5wLbEaDu_KoKhjGtwZfaw)

# Language Partner

## COMMUNICATION OPPORTUNITIES AND STRATEGIES

### SABOTAGE AND THE POWER OF WAITING

Try putting your child's favourite toys or snacks out of reach but within view (e.g. bubbles on top shelf) or in a clear, hard to open container. **Wait** for your child to show you they want it – this could be by looking at you, pulling your hand towards it, giving the container or pushing it towards you, for example. Accept any and all forms of communication! Waiting is one of the most powerful strategies for encouraging communication, especially for students with ASD who need extra time to think.



If your child uses a word, repeat it back and add on one more. For example, if he/she says "biscuit", you can say "want biscuit". This lets your child know you've heard and understood, and also gives them a model of the next step - how two words join together.



### CAPTURE ATTENTION

Have fun together by having a go at (or watching) some of the attention-building activities on Gina Davies Autism Centre Youtube channel:

<https://www.youtube.com/channel/UCPPw7lj3k2Zhe19Fb3CO-ag>



### PEOPLE GAMES AND SINGING

Use props when you read books to bring the story into the 'here and now'.



Use 'people toys' (e.g., bubbles, wind-up toys) where your child needs to involve another person to use the toy.



Make yourself the game by singing nursery rhymes, pausing and waiting for your child to indicate they want more (e.g., by looking at you, tapping your leg, pulling your hand or making a sound) before you continue. Remember, if they say a word, repeat it back and add on one more!

Make a song bag! Find or make different household objects to represent songs your child enjoys (e.g. tinfoil star for Twinkle Twinkle) and put them in a bag. Take turns pulling the items out of the bag and



### OFFER CHOICES

Orange or red?



Offer your child choices during natural routines, even if you already know which one they want. This could be a choice of juice or milk at mealtimes, or train or car at playtime, for example. Hold up and name each item as you give the choice.

This gives your child an opportunity to communicate what they want by reaching, looking, pointing, repeating the word etc. If you have made a song bag, you can show them two items and ask them to choose what song they want!

If your child uses words, remember to repeat back what they've said and add on one more, e.g. if he/she says "give juice", you can say "Yes, Mummy give juice"

# Language Partner

Example of a visual schedule for home:

## Morning

## Afternoon

## Evening



Eat



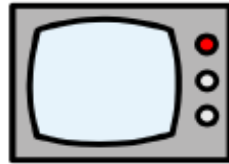
Eat



Eat



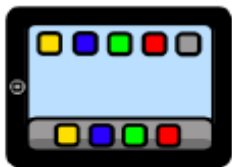
Clothes on



TV



iPad



iPad



Walk



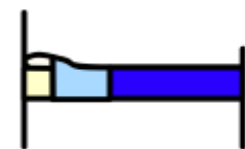
Garden



Toys



Toys



Bed



Language Partner

# Intensive Interaction



## What is Intensive Interaction?

A way to interact with your child that helps them to use the 'building blocks' of communication, such as eye contact, taking turns, sharing enjoyment and emotions. It's a way of having fun with your child that shows him/her how valuable and enjoyable communicating can be!

## Intensive Interaction Techniques:

**One-to-one time** - find time and a place to play with your child.

**Get down to your child's level** - position yourself at his/her eye level.

**Tune in** -to your child's body language, movements, gesture, facial expression and voice.



**Hold back** - go slowly and pause and wait longer to allow your child to take the lead in the interaction.

**Respond** - respond to what your child did by joining in with them and imitating (e.g., if they enjoy spinning bottle lids, spin bottle lids with them).

*\*Only join in with/imitate behaviours that you feel comfortable with and that are safe.*

**Be available** - be relaxed and show with your body language and facial expression that you are interested in what your child does.

**Shared enjoyment** - expect to enjoy yourself!

*Remember, the interaction stops when your child has had enough.*



## Where can I find more information?

- The Intensive Interaction Institute's website (<https://www.intensiveinteraction.org/>)
- Dave Hewett's Youtube channel.



# Language Partner

## Emotions key ring



happy



sad



excited



not well



worried



angry