


**Staying Calm and Happy**

Being able to predict what will happen next can help to make children and young people feel less anxious. Doing looks of things they really enjoy can really help during stressful times.

You can find these symbols to print out at Visuals - Widget are offering a free 30 day subscription [https:// bit.ly/2QGH1f7](https://bit.ly/2QGH1f7) code WIDGIT30

Tip	Example	Video/ resource
1. Do lots of the thing they like best	Letting the child play with favourite sensory toy  Exploring favourite textures in a tray  Making a collage of favourite TV character  Listening to / dancing to favourite songs	<a href="https://www.youtube.com/watch?v=Cy4IM8Q-ETs">https://www.youtube.com/watch?v=Cy4IM8Q-ETs</a>
2. Stick to a routine where possible	e.g. knowing it is dinner after screen time can help a child move on.  Keep important things the same - so that the child can predict when a favourite activity is coming	<a href="https://www.woodlands.blackpool.sch.uk/teaching-learning/communication">https://www.woodlands.blackpool.sch.uk/teaching-learning/communication</a>
3. Show children what will happen	Show them an object to help them to understand what is happening - if you are to play football and the playground is shut - show them the ball before you go.	
4. Show children what will happen today	Use a visual schedule See below	

<p>5. Set up/ choose a "safe space"</p>	<ul style="list-style-type: none"> <li>• Somewhere they can hide / relax in</li> <li>• E.g. behind the sofa - with a sheet over the top</li> <li>• E.g. under a table</li> <li>• E.g. a pop up tent</li> </ul>	
<p>6. Allow repetitive behaviours that help them stay calm</p>	<p>As long as the behaviour does not harm themselves or others - allow children to pace, flick or flap.</p> <p>Offer sensory toys</p> <p>Some are easy to make</p>	<p><a href="https://www.youtube.com/watch?v=A45bRRMyDk0">https://www.youtube.com/watch?v=A45bRRMyDk0</a></p> <p><a href="https://www.youtube.com/watch?v=R7x6Rz6UrQc&amp;t=42s">https://www.youtube.com/watch?v=R7x6Rz6UrQc&amp;t=42s</a></p>
<p>7. Lots of short exercise sessions</p>	<p>e.g. 20 mins dancing</p> <p>e.g. Yoga Bugs</p>	<p><a href="http://www.kidsletsdance.co.uk">www.kidsletsdance.co.uk</a></p> <p><a href="http://www.yogabugs.com/page_render.php?id=15&amp;page=Funzone">http://www.yogabugs.com/page_render.php?id=15&amp;page=Funzone</a></p>
<p>8. Have clearly defined spaces for activities</p>	<p>If you need to use the same space for lots of activities try making it look different so your child can predict what is going to happen.</p> <p>e.g. if you use the same table for food and activities your child might think it is meal time when they come to the table for an activity . Try using a cloth or an object that you only put on the table for meal times.</p>	
<p>9. Build in lots of choices</p>	<p>Show children two options for snacks/ toys/ activities</p> <p>Use a choice board - there are lots ready made: <a href="#">Google autism choice boards</a></p>	
<p>10. How I feel board</p>	<p>For children who can use symbols this can help them tell you how they are feeling.</p> <p><b>See below</b></p>	

How I feel boards

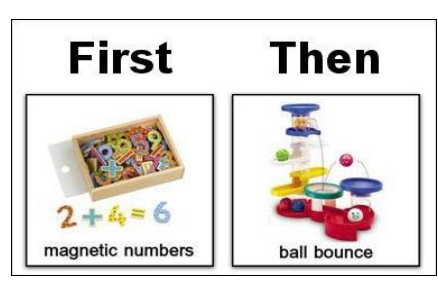
<p>I'm in pain</p>		<p>I feel sick</p>	
<p>where</p>			
<p>stomach</p>	<p>head</p>	<p>somewhere different</p>	
<p>leg</p>	<p>arm</p>	<p>back</p>	
<p>foot</p>	<p>hand</p>	<p>bottom</p>	
<p>throat</p>	<p>ear</p>	<p>chest</p>	

<p><b>How I am feeling...</b></p>					<p>I'm okay</p> <p>I'm happy. I can keep working and playing.</p>	
<p>I'm not okay</p>	<p>want, need</p>	<p>help</p>	<p>to stop, wait</p>	<p>more</p>		
	<p>go</p>	<p>home</p>	<p>bed</p>	<p>doctor</p>	<p>hospital</p>	<p>bathroom</p>
<p>want, need</p>	<p>tissues</p>	<p>medicine</p>	<p>crackers</p>	<p>drink</p>	<p>water</p>	<p>Sprite</p>
<p>I am</p>	<p>sneezing</p>	<p>sick</p>	<p>nauseated</p>	<p>diarrhea</p>	<p>throwing up</p>	<p>hot</p>
<p>Created by: Kristi A. Jordan, OTR/L</p>	<p>having a headache</p>	<p>having a tummy ache</p>	<p>cold</p>	<p>having a runny nose</p>	<p>in pain</p>	

1. Real objects: a coat for going out
2. Use real objects to make a schedule



3. Photos (e.g. on a phone of what they will be doing, where they will be going , what they will be eating. )
4. Videos (e.g. on a phone of what they will be doing, where they will be going , what they will be eating. )
5. First / then : simple schedules just showing what is happening now and what will be next



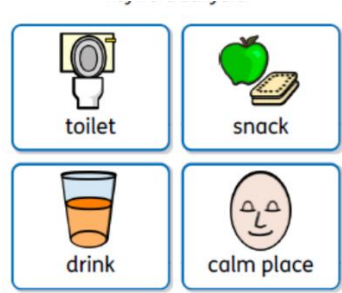
6. Symbols : Some children and young people are using to using symbol time tables like these

- 7. Timers to show how long an open-ended activity is going to last or as a countdown to warn that it is going to end. Try the timer on your phone, online or a cooking timer.



- 8. Symbols that help children tell us what they want - you might want to put these on a key ring that you or the child could wear.

Think about the things your child might need to ask for  
Make a small set of symbols / photos or draw/ or down load



- 9. Help visual : Some children are used to using a HELP card at school to ask for help when they are struggling, need help etc



### Websites

Animal Magic- live streaming to ZOOS

[https://www.holidaypirates.com/travel-magazine/13-zoos-that-offer-live-streams-see-giraffes-koalas-pandas-tigers-penguins-more\\_35765](https://www.holidaypirates.com/travel-magazine/13-zoos-that-offer-live-streams-see-giraffes-koalas-pandas-tigers-penguins-more_35765)

Small company offering video stories and play via video links - themes have included Peppa pig

<https://www.spinningtopactivities.com/>

<https://www.facebook.com/spinningtopactivities/>

2Simple have made [purplemash.com](http://purplemash.com) available for free.

<https://do2learn.com/> with materials for social skills and behavioural regulation, songs and games, communication cards, and curriculum material.

Twinkl <https://www.twinkl.co.uk> a widely used subscription site that is currently free for home use, offer code PARENTSTWINKLHELPS

Poisson Rouge <https://www.poissonrouge.com/free/classic/>

Inclusive Technology is offering free resources for Parents and Carers

<https://www.helpkidzlearn.com/updates/school-closure.html>

**Fun and Learning Through Play**

1. Use waiting and anticipation  
 Eg. Peekaboo games / "ready steady go" games
  2. Use a range of highly motivating objects to play with and model play, using the child's interests. Eg. Where the child's spins in wheels on a car introduce a range of spinning toys.
  3. Use real objects functionally Eg. Bubbles, water play toys
  4. Make activity as enticing as possible using toys the child loves, have surprising and exciting outcomes.
  5. Gina Davis attention autism - Gina shares videos of activities on this page that maybe you could try at home  
<https://www.facebook.com/ginadaviesautism>
  6. Motivate to Communicate book <https://www.amazon.co.uk/Motivate-Communicate-Games-Activities-Autism/dp/1849050414>
1. Messy Play

**Messy Play Texture Hierarchy (Steve Rose, SENSE, 2007)**

Theme and Resource ideas for Play

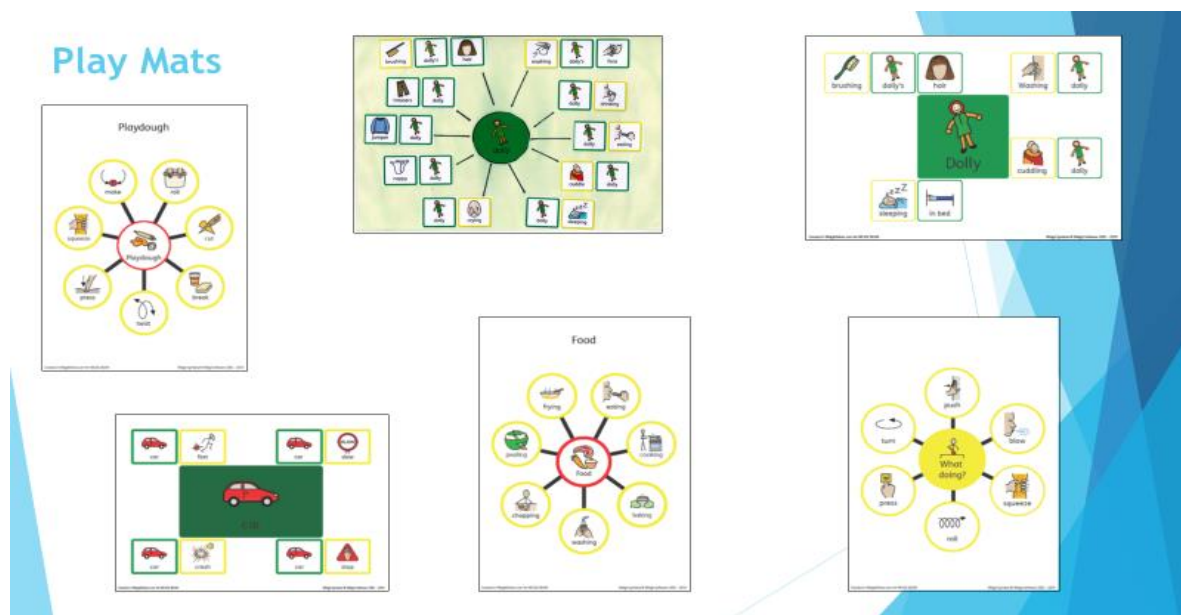
Easy ←————→ Challenging			
<b>Dry textures that fall away and the child can control contact with the texture</b>	<b>Dry textures that mostly fall away, some particles or bits may stick to the hand</b>	<b>Wet textures that stick to the hand but the child can easily break contact with the texture (e.g. by lightly wiping)</b>	<b>Wet textures that stick to the hand and the child has least control when breaking contact with the texture (e.g. by repeatedly wiping)</b>
<ul style="list-style-type: none"> <li>• Feathers</li> <li>• Shredded paper</li> <li>• Dry pasta</li> <li>• Dry rice</li> <li>• Dry porridge oats</li> </ul>	<ul style="list-style-type: none"> <li>• Damp sand</li> <li>• Glitter</li> <li>• Sequins</li> <li>• Touching mixture of corn flour with water</li> </ul>	<ul style="list-style-type: none"> <li>• Foam (e.g. light shaving foam)</li> <li>• Water</li> <li>• Wet sand</li> <li>• Wet noodles</li> <li>• Wet lentils</li> </ul>	<ul style="list-style-type: none"> <li>• Foam (e.g. heavy shaving foam)</li> <li>• Glue</li> <li>• Melted chocolate</li> <li>• Mashed banana</li> </ul>

<ul style="list-style-type: none"> <li>• String</li> <li>• Lace</li> <li>• Fabric squares</li> <li>• Fur fabric</li> <li>• Dry sand</li> <li>• Beads</li> <li>• Plastic items</li> <li>• Sea shells</li> <li>• Coconut husks</li> <li>• Dry lentils / beans</li> <li>• Dried flowers</li> <li>• Weetabix or other cereals</li> </ul>	<ul style="list-style-type: none"> <li>• Cold wet pasta</li> <li>• Wet rice</li> <li>• Silly string</li> <li>• Chalks</li> </ul>	<ul style="list-style-type: none"> <li>• Baked Beans</li> </ul>	<ul style="list-style-type: none"> <li>• Dripping mixture of corn flour with water</li> <li>• Mud</li> <li>• Angel Delight</li> <li>• Porridge</li> <li>• Custard</li> <li>• Yoghurt</li> <li>• Ice Cream</li> <li>• Paint</li> <li>• Tinned Spaghetti</li> </ul> <p>Items may also include additional properties at this end of the scale (e.g. ice cream is sticky and cold)</p>
--	--	---	--

10. Play Mats

Using a Play Mat can help a child direct you when you/ siblings when you are playing together





### Activities

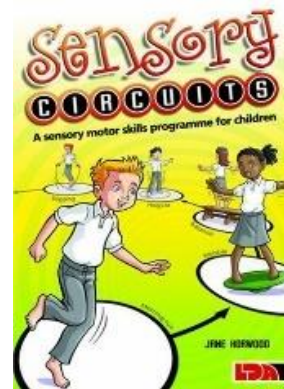
#### Sensory activities

#### Sensory Circuits

<https://www.amazon.co.uk/Sensory-Circuits-Skills-Programme-Children/dp/1855034719>

To manage anxiety levels.

To enable children to stay calm and alert.



Once / twice a day as part of routine

3 stages -

Alert - eg jumping, running, bouncing, swing / slide in garden, scooter, dancing to fast paced rhythmic music

Organise - eg balancing, throwing beanbags into a bucket, crawling through tunnel, posting things, throw and catch a ball

Calm - eg ball squash, hand / foot / head massage, bear hug in a blanket

**OT Plan** - An OT search engine that gives a range of games and activities to support gross motor skill development using common household materials:

<https://otplan.com>

Northway Special School has put a page of information on sensory differences.

<https://www.northway.barnet.sch.uk/page/?title=Sensory+at+Home&pid=60>

Singing hands- Learning songs with Makaton signs- <https://singinghands.co.uk/#>

### **Intensive Interaction**

Intensive Interaction

<https://www.intensiveinteraction.org/find-out-more/about-intensive-interaction/what-is-intensive-interaction/>

Intensive Interaction is a practical approach to interacting with people with learning disabilities who do not find it easy communicating or being social.

The approach helps the person with learning difficulties and their communication partner to relate better to each other and enjoy each other's company more. It helps them develop their communication abilities. In Intensive interaction the carer, support worker, speech and language therapist or teacher works on being a better communication partner and so supports the person with learning disabilities develop confidence and competence as a communicator.

Intensive interaction is a fun process. The communication partner is guided by what we know about how communication ordinarily develops for young children. S/he applies this knowledge in a way that is sensitive and respectful to the person with learning disability, whatever their age.

*Taken from:* British Institute of Learning Disabilities, Campion House, Green Street, Kidderminster, Worcestershire DY10 1JL Telephone: 01562 723010  
Fax: 01562 723029

enquiries@bild.org.uk [www.bild.org.uk](http://www.bild.org.uk)

**March 2004**

*Also see BILD's Intensive Interaction Fact Sheet*

**A framework for Recognising Attainment in Intensive Interaction**

Stage	Description
1. Rejection	The student is present in the interactive episode, but only because they have to be. There is an active rejection of another person's presence in their social space
2. Encounter	The student is present in the interactive episode without any obvious awareness of its progression. It is sufficient that there is a willingness to tolerate a shared social atmosphere.
3. Awareness	The student appears to notice, or fleetingly focus on an object, person or event involved in the interactive episode. On the whole however, there is still a self-absorption.
4. Attention and Response	The student begins to respond, though not consistently, to what is happening in an interactive episode, by, for example, showing signs of surprise or enjoyment.
5. Engagement	The student gives sustained and consistent attention to the interaction by, for example, looking, listening, following events with their eyes etc.
6. Participation	The student is fully involved in the interaction for the whole period and <b>seems</b> aware that the interactor is following their lead. They will show enjoyment of the process through smiles, laughter, physical contact etc.
7. Student initiated interaction	The student is fully involved in the interaction for the whole period and is <b>clearly</b> aware that the interactor is following their lead. They may well sequence their actions and wait for the interactor to follow.
8. Imitation	The student is fully involved in the interaction for the whole period and will still largely be leading and initiating. The student will however, at least occasionally, clearly imitates the interactor when s/he does something different

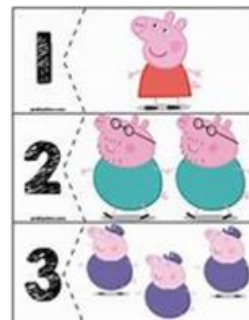
### Workstation (table top activities)

A work station is a space where the child expects to do an activity.

This style of learning doesn't suit every child, but the structure can help reduce anxiety and uncertainty for some children.

- Workstation activities should be short and achievable (able to do already without adult support)

- Tailored to interests. Motivating and Intrinsically interesting.
- The structure / pictures and symbols help them to predict
  - What they will be doing
  - Where?
  - Who with?
  - How much?
  - When finished?
  - What's next?



Adapted from © Steve Rose, Specialist Speech and Language Therapist, Sen