

## A Book For Parents and Families!

### How to Set up a Work Area at Home for A Child with Autism: A Manual for Parents, Families, and In Home Support Providers

By S. B. Linton

How to Set Up a Work Area at Home for a Child with Autism is a must have guide for parents, family members, and in-home support workers looking to create a work space for a child with autism. The book is filled with practical advice such as tips for teaching basic skills, sample charts for charting progress, and ideas for encouraging independent skills. Each chapter provides strategies and techniques to enhance the delivery of the home instruction.

Available at Amazon.com & AutismClassroom.com

[http://www.amazon.com/Work-Child-Autism-Home-AutismClassroom-com/dp/1442189797/ref=sr\\_1\\_2?ie=UTF8&s=books&qid=1269378526&sr=8-2-spell](http://www.amazon.com/Work-Child-Autism-Home-AutismClassroom-com/dp/1442189797/ref=sr_1_2?ie=UTF8&s=books&qid=1269378526&sr=8-2-spell)

**Price 12.95!**

[www.autismclassroom.com/home](http://www.autismclassroom.com/home)

## Your Autism Classroom

*(Excerpt from AutismClassroom.com's book How to Set Up a Classroom for Students with Autism)*

### Daily class schedules

The daily class schedule is the schedule which tells what activities will occur that particular school day. The daily class schedule should be posted on the board each day using some type of adhesive such as Velcro™ or magnet tape. This type of schedule should be easy for students to follow and should be large enough to see from across the room. You will want to go back to the schedule in between activities to show the students that each activity is finished and what activity will be occurring next. The type of schedule used will

depend on your student's ability levels and receptive language skills. For some classes, this daily class schedule will consist of objects, for some it may have only pictures, and yet, for others, it might be accompanied by written words. In any case, the schedule should be an accurate account of what is to be expected that day. Many students will be counting on the visual schedule to let them know what is happening that day. The daily schedule can be placed in a horizontal or vertical position. To limit distraction to students and increase their ability to read the schedule, the area around the daily schedule should be free of clutter.

### Tip of the Month:

Make a calendar using picture representations to show the many events happening this month for your family or classroom. Hang it somewhere your child can see and use it. This may help reduce some anxiety for them about when various special occasions, school events, vacations, or visits to or from family members will occur.

### Administrator Tips

*3 Things to look for in the autism classrooms in the building.*

1. Individualized student schedules.
2. A schedule which indicates when adults in the classroom are taking their lunch and personal breaks or an organized method in which breaks are taken.
3. A weekly schedule that includes small group and large group lessons.

## The Home Link

### *Easing Difficult Transitions*

1. Have something that your child really likes at the place where they have to transition to each time.
2. Let your child carry something or "help" you to the next activity (schedule cards, picture icons, or the materials for the activity may work well) and establish what this item will be before the moment arrives.
3. Let your child hold something when they are sitting at the activity. (Your first goal is to have them join the activity, you can work on having them participate later.)
4. Give your child a 1-2 minute warning **every time any activity is almost finished** and a visual cue (ex. picture icon which states "one minute.")
5. Hold your child's hand before you make the request for them to transition so that you will decrease their opportunity to run/walk to the wrong area.

# Consultation Station

(A close look at a classroom issue, student concern or educator's question, followed by recommendations and strategies.)

**The issue:** *Several of our students seem to like elope and walk away from the activities that we are doing. Additionally, one of the boys in our room likes to walk out of the door and stand in the hall and waits for us to come to get him.*

**Autism Classroom.com Recommendations:** There are various strategies to try to use with the students that are leaving the group. Each child is an individual and will not respond to every method tried, however, here are some suggestions:

\*For leaving the group, it could be that the students want to gain the attention of the adults, to avoid the task, or may not know the expectations for the next activity. Try these STRATEGIES TO INCREASE APPROPRIATE BEHAVIORS:

1. When a child leaves his or her seat during work times, use their personal schedule to show him or her where he or she is supposed to be. Point to the schedule and say "It is time for\_\_\_."
2. Do not provide attention for the inappropriate behavior of leaving the seat. Do not mention the fact that the child is "out of his/her seat" or doing the wrong thing. Simply guide him or her back to the correct thing to do.
3. Guide the student back to the work area. Point to the visual cues which show them what to do. Have them complete the work task.
4. Have and maintain an organized and routine based classroom.
5. Utilize the strategies listed under the "Home Link" section on page 1.

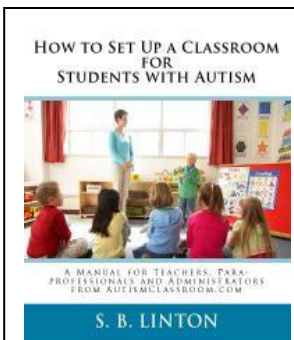
\*For leaving the classroom (walking outside of the classroom door), it seems that he may be trying to gain the attention of the adults. Try these STRATEGIES TO INCREASE APPROPRIATE BEHAVIORS:

1. Close proximity of the adults in the room.
2. "STOP" sign posted on the door.
3. Blocking –keep an adult between the door and the student at all times.
4. Planned ignoring and blocking. If the student walks out of the room, as the adult walks over to get him, use planned ignoring by refraining from giving him eye contact or verbal words. As you approach him, do not use words or eye contact. Simply, hold his hand and walk him back to the activity that he left. Or point to direct him back to the activity he left. Try not to make it fun for him.
5. After he sits down, redirect him to the work that he is to complete. Do not mention the behavior of him leaving the classroom at all.
6. Develop an incentive plan for in-seat behavior.

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**April is Autism Awareness Month. Please spread the word to your friends, family, and co-workers.**

**(Forward this Newsletter please!) Information is power and the more we have, the better we can support and encourage the people in our lives that have autism. If you like the resources we offer, start here at AutismClassroom.com by referring a friend, family member or co-worker to join our mailing list today.**



**ATTENTION: AUTISM CONSULTANTS TEACHERS, & ADMINISTRATORS**

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Yes, we accept purchase orders for our book How to Set Up a Classroom for Students with Autism: A Manual for Teachers, Para-professionals, and Administrators. Perfect for new teachers, new para-professionals, new 1:1 aides, and new programs. Email us at [autismchatboard@aol.com](mailto:autismchatboard@aol.com) for purchase order requirements and special discounts for bulk orders of 20 books or more.

