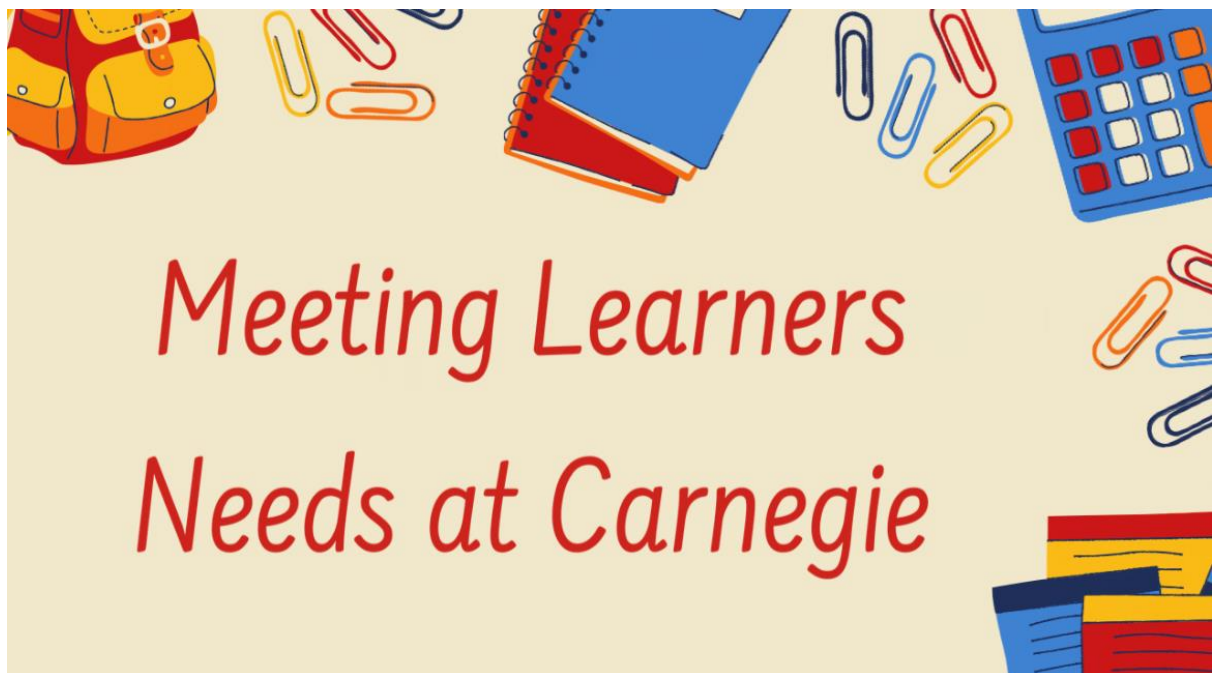


Carnegie Primary School



Autism Spectrum Disorder Toolkit

What is in this toolkit?

This toolkit provides a range of suggested supports to help children with ASD while learning at home.

The toolkit it to be used for references and covers supporting learning at home.

If you have any further questions, please get in touch with the Carnegie Support for Learning Team.

Autism Toolbox

The Autism Toolbox is a free online resource developed to support the inclusion of autistic learners in Scottish Early Learning and Childcare settings, Primary and Secondary schools.

(click on the picture to see the website)



Strategies that may help:

- ❖ Use visual to support with daily planning. Laying out the day in visuals can help to prepare your child for what will be coming next. This can be done by laying out the whole day or just in a now and next format.
- ❖ Use your child's interest and turn these into a learning opportunity. For example, if your child likes dinosaurs then do some reading around this area, use dinosaurs to count or add. Find out the length, height etc of dinosaurs
- ❖ Try to focus on the things your child can already do and then extend this learning.

- ❖ Give regular planned breaks to allow for physical activity and sensory activity, there are loads of ideas online for example <https://www.kids-konnect.com/blog/7-fun-sensory-activities-for-kids-with-autism>
- ❖ Try to create a workspace that is in a designated zone, this will help your child know that while at the space it is learning time.
- ❖ Where possible take the learning outdoors, explore the local environment looking for print and numeracy.
- ❖ Access learning online through Sumdog, education city, teach your monster to read and clicker 7 as these are often very motivational for children.
- ❖ Using Audiobooks is a great way to engage learners in text they may struggle to read on their own, this can be done using the fife library through their app <https://onfife.com/libraries-archives/online-resources/ebooks-eaudiobooks-and-digital-magazines>
- ❖



Other Useful websites:

Maths website which allow concrete materials on screen such as cubes and Numicon

<https://mathsbot.com/>

<https://www.didax.com/math/virtual-manipulatives.html>

Support for writing

<https://www.cricksoft.com/uk/clicker>

Support for reading

<https://idlsgroup.com/>

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

Symbolising the Environment

Using picture symbols as visual supports benefits learners of all abilities, from developing language and learning to understanding the environment. Their use can improve outcomes and raise the attainment of many learners, beyond those with identified additional support needs. The links below show examples of what we use in school. At the end of this document you will see further examples.

[Anger Thermometer Boardmaker.pdf](#)

[Cue Cards Boardmaker.pdf](#)

[Emotions Boardmaker.pdf](#)

[Mini Timetables Boardmaker.pdf](#)

[Nursery Songs Boardmaker.pdf](#)

Social Stories

- ❖ Social Stories are a social learning tool that supports the safe and meaningful exchange of information between parents, professionals, and people with autism of all ages. More information can be found <http://www.autism.org>. Alternatively contact the support for learning team who can create one for you. Some examples of Social Stories can be found below.

[Tips on how to Write a Social Story.pdf](#)

Being Safe Outside.



I like to go outside. Sunshine and fresh air help me be healthy and happy.



I can go for a walk with an adult for up to 1 hour. They will enjoy being outside too. I can hold their hand as it helps us both feel safe.



I can also take my scooter or bike if I stay close to my adult.



There might be other people out for a walk at the same place as me.



When other people are walking towards me, I need to remember social distancing of 2 metres.



I will move to the side and let people past me.



When I move to the side to let people past me it will make everyone happy and keep us safe.



Playparks are closed as Coronavirus can be spread when touching surfaces.



At home I can go into the garden for as long as I like.



When going indoors remember to wash your hands as this will keep you safe.



I will feel happier for having been outside and got my daily exercise.



Coping with change



There are a lot of changes happening just now. Like staying at home instead of going to school.



I also cannot go out to play with friends and visit family.



This is to help keep everyone safe and stop Coronavirus germs from spreading and making people ill.



These changes can make me feel unsettled and anxious. That is ok, lots of people feel like that.



It helps to talk about how I am feeling with my family.



Having a routine at home can help me feel settled too. Planning time for some learning and playing and resting at home will help

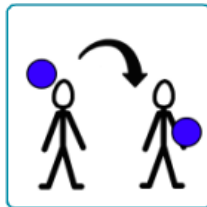


It can be hard to change, but I need to stay home to stay healthy.

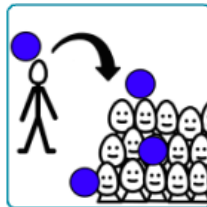
School is closed



School is closed because of the Coronavirus.



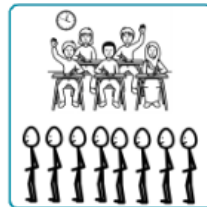
Coronavirus can pass from one person to another.



Coronavirus can pass more in big groups.



It is best to NOT be in a big group.



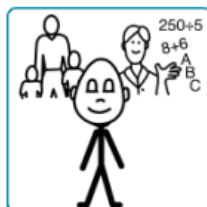
We have big groups at school.



So school is closed.



I will stay home for many days.



My family and my teachers want me to be safe.





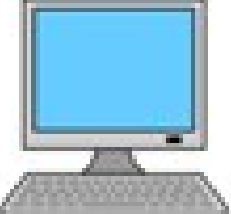

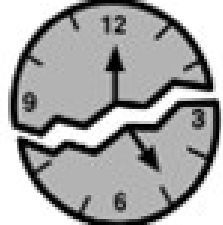
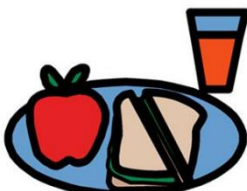



When it is safe, I can be in big groups again.



When it is safe, school will be open again.

Examples of symbolisation used to support routine and learning

 <p>Numeracy</p>	 <p>Project</p>	 <p>Science</p>
 <p>Phonics/Spelling</p>	 <p>Reading</p>	 <p>Writing</p>
 <p>Computer</p>	 <p>Laptop</p>	 <p>Break time</p>
 <p>Lunch time</p>	 <p>Art</p>	 <p>Outdoors</p>