

Involving Interest

Exercise

Include topic of interest within activity
e.g. print spellings out in Minecraft font

Earn credit for favoured activities
e.g. 10mins X-Box when spellings done

15 minutes of exercise before school

Regular movement breaks, such as
Go Noodle video after 15 minutes work

Concentration/ Focus

When are times/topics of difficulty for them to concentrate?

Keep record of how long they can focus for - work from this point

Video homework

Set short targets

Start activity off in a quieter environment such as side room or quiet zone

A study carrel when starting work off - get work started and see how they cope when it is removed

Break tasks down in to single simple stages

Use Start and Finished boxes.

Base the amount of work on what they can do rather than what would be expected of their age

Visual work plan of what is to be completed - a to do list that shows when breaks will happen and when the task will end. If the child is distracted, ask them what the work plan says.

Child tells you the stages of what they will be doing before they start

Goals / Monitoring

Environment

Task Structure / Grading

Involving Interest

Exercise

Give them control of making the noise
Involve the noise within play
Access to object of interest during times of noise

Complete exercise/heavy work prior to going in to noisy room

Coping with noise

Keep record of times of the day that are most difficult
Record specific noises they struggle with

Use ear defenders during peak noise
Start activities in a quieter environment to get the ball rolling
Avoid busiest times - leave class 3 mins early, get to school early, lunch in class with a few friends rather than canteen

Record a disliked noise (e.g. hand-dryer) and play back at quieter volume
Involve noise within activity e.g. guess the noise games
A visual redirection e.g. direct them to shopping list if overwhelmed in noisy shop
Count the number of motorbikes they see / hear on a walk

Goals / Monitoring

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Task Structure / Grading

Involving Interest

Exercise

Practice putting clothes on toys
Clothes with pictures of favourite topics on front to practice getting clothes correct way around

Practice dressing within obstacle course
Complete exercise for 10-15 minutes as first part of morning routine

Dressing

Video or audio record getting dressed
Watch video back to see how many prompts you have given.

Get dressed in a neutral environment
Get a dressing box with clothes for the next day ready the night before

Cut out labels, wear seamless socks
Start with undressing
Practice with clothes that are 2-3 years too big
Backward chaining
Visual prompt for each stage of dressing
Direct them to the schedule - ask them what is next, rather than directly telling them

Goals / Monitoring

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Exercise

If fidgeting is during unstructured time, bring in their interests.

If they are anxious consider strategies from CHUMS as well as exercise.

Target 60 minutes of moderate—vigorous exercise a day
At least 15 mins before school
Regular movement breaks such as Go Noodle or Supermovers

Monitor when they are fidgeting / what is the expectation?

How long can they sit still for?

Fidgeting / sitting still

Complete work at standing desk
Move-n-sit cushion or sit on therapy ball
Theraband or “Rainbow Thicker Kick Bouncy Chair Fidget” round the front legs of the chair

Activity to complete has a clear end point.

Build movement in to activity — such as shouting out spellings on trampoline, obstacle course with work stations

Schedules / work plans showing how much work and when movement coming up.

Goals / Monitoring

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Exercise

Take child's favourite activity
Let the child dress up as their favourite character/let them wear their favourite dress up clothes

Play party games e.g. musical bumps
Give the child a disposable camera and ask them to walk around taking photos

Going to family gatherings

Time how long the child can remain at the event

Monitor what aspect they find difficult e.g. singing happy birthday or sitting still listening to speeches

Wear ear defenders/ear plugs
Listen to preferred music or stories on headphones
Wear sunglasses or a cap

Arrive towards the end of the event
Plan breaks away from the main focus of the activity
Give your child something chewy e.g. fruit laces or sucking on a sugar-free lolly
Take preferred food to eat

Goals / Monitoring

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Involving Interest

Exercise

The child has their own list of their favourite foods to find

Help to push the shopping trolley
Jump 5 times to the cereal and then pick it up
and then take the cereal

Going to the shops

Timing how long the child can be in the shop
Monitoring which aisles the child finds difficult

Wear ear defenders/ear plugs
Listen to preferred music or stories on headphones
Wear sunglasses or a cap

Child has their own shopping list of things to find
Have a timer so the child knows how long they will be in the shop
Give your child something chewy e.g. fruit laces or sucking on a sugar-free lolly

Goals / Monitoring

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Task Structure / Grading

Involving Interest

Exercise

Let them see you have hair cut
Take favoured toy whilst having haircut
Practice hair care on toy, Playdoh, Cress
Egg cup etc. at home
Give child control of water spray / hairdryer

Half hour of exercise before
Short breaks to allow movement
during

Video them having their hair cut to see if
there are there parts which they dislike
more? Scissors, clippers, hairdryer, water
spray etc. This could inform next time,
and give some practice at home to build
up

Rate how they coped and success

Hair care

Visit several times
Could complete at home or in the
bath
Book quieter time
Ear defenders/ear buds
Weighted neck roll/hair keeper-outer

Allow child to move around salon and cut hair when stationary
Just have fringe trimmed - build up gradually
Head massage 3 x a week at home - get used to having head
touched
Social stories of people getting hair cut, videos, photos etc.
Have a timer to show mini-breaks
Ask child what schedule says is happening after hair cut

Goals / Monitoring

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Exercise

Biting could be a sign of frustration/
anxiety - consider strategies from
CHUMS / CAMH as well.

Resistive food during meals/snacks
such as dried fruit, crunchy veg,
smoothie through a straw
Mouth and jaw exercises, singing
warm up activities.

Keep a record of what they are
chewing
When are peak times of chewing
Are there other things they are
worried about?

Mouthing /
biting

Chew aids, chewellery

Planned access times to chew aids
Guessing games - work out what you are
biting
Have a visual prompt to direct them to
re-direct themselves - what are we doing?

Goals / Monitoring

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Exercise

Let your child watch their preferred programme on the television
Let your child hold their favourite toy or comforter

Half an hour of exercise beforehand
Ask the child to tap their fingers on a table beforehand

Nail care

Does it make a difference if your child is watching or looking away
Monitor how many nails you can cut/file before your child gets distressed

Let your child lay in bed under the duvet
Let your child watch the television

Cut/file one hand one day and the other the next
Hand massage and deep pressure to the nails before cutting/filing
Apply ice to fingers tips before cutting/filing

Goals / Monitoring

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Exercise

Be involved in preparing food for others
Try new foods with favoured people (family friends, grandparents etc.)
Plates, cutlery, table mats with favourite character/topic

Movement breaks during meals
60 minutes of exercise over day

Restricted diets

Keep a food diary
Record number of times tried a new food
Use a rating scale - how well they coped, how much they liked the food.
Work from what they like and will tolerate.

Try new foods at other people's houses
Environmental cues of what is for dinner - theme night physical prompts
Try new foods in different parts of house outside of mealtimes

Food separating plates
Introduce new food in play - use pictures or toy food
Allow lots of opportunity with new foods. At meal times build up slow within child's tolerance - smell, touch, taste, nibble, bite, eat.
Visual meal planner/menu for the week ahead
Give a visual choice of the available options

Goals / Monitoring

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Exercise

Practice movements in play - e.g. wiping chocolate spread from a toy

Social stories/books involving favoured characters

Access to favoured character or toy whilst on toilet.

Aim for target of 60 minutes exercise a day - exercise promotes bowel movement alongside diet and fluid intake

Toileting

Keep record of opportunity, success and rate how well your child coped

Practice in different environments e.g. wiping foam from waterproof trousers.

Make sure feet are placed on firm base - use step if cannot reach floor

Backward chaining - you do 95%, they complete last wipe. Reward !! Next time you do 90% and so on.

Timer whilst on toilet

Visual recipe of instructions next to toilet

Social story/books around toileting

Goals / Monitoring

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Exercise

Use a range of methods for recording -
tablet, computer, handwritten
Write about topic of interest
Use pens, paper, writing font based
around interests

Move to different bases around
class/home/garden
Complete work at standing desk
Movement break after 10-15 mins,
such as Go Noodle video

Writing

Goals/expectations based on what they
can do, not just on what they should be
expected to do.
How much can they write/type
Involve child in marking their writing and
other people's

Go through plan for work in a quieter
environment
Complete 5 sentences at work
station then move to different base

Cut worksheet into individual pieces to break task down e.g.
separate slip of paper for each sentence/spelling
Pen control activities e.g. Magnatab and Letter formation apps on
Tablet (e.g. Letter School)
Visual work plan on their desk to show what they are doing e.g.
Magnatab 3 letters, Letter School app 3 letters, handwrite 3 words.
Schedule to show what is happening after writing
Give a visual example of what is expected

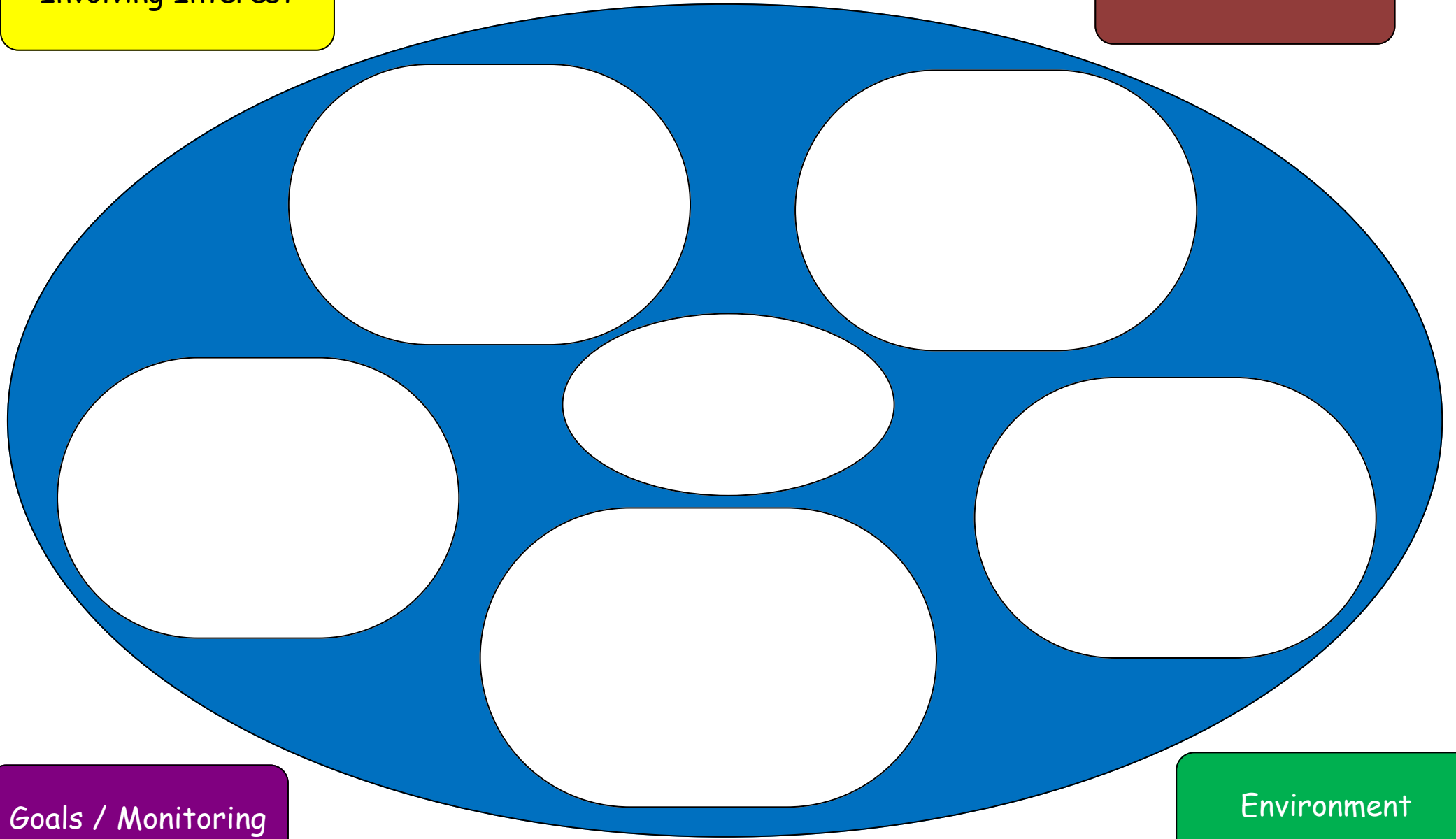
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