

<b>Table of Contents</b>	<b>Page</b>
<a href="#"><u>Hygiene</u></a>	2-6
<a href="#"><u>Social Stories</u></a>	7-9
<a href="#"><u>Food Preparation Skills</u></a>	10-11
<a href="#"><u>Pedestrian Safety</u></a>	12
<a href="#"><u>Wheelchair Safety &amp; Maintenance</u></a>	13-15
<a href="#"><u>How to Lift</u></a>	16
<a href="#"><u>Supporting Switch Engagement</u></a>	17
<a href="#"><u>Device Mounting Considerations</u></a>	18
<a href="#"><u>Alternate Spinner Activity Ideas</u></a>	19-20
<a href="#"><u>Assistive Technology Applications</u></a>	21

# HYGIENE

Personal hygiene and healthy habits are important life skills. Teaching the basics of proper personal hygiene is important for keeping kids healthy and clean. **Make good hygiene a responsibility.**

Here's a list of regular hygiene habits that a teen should engage in:

- Wash their hands regularly.
- Brush their teeth twice daily.
- Floss once a day.
- Shower or bathe once daily.
- Wash their hair regularly.
- Shave regularly.
- Wear clean clothes and change underclothing daily.
- Use personal hygiene products correctly, including deodorant, feminine hygiene products, facial acne cleansers, etc.
- Brush their hair at least a day and get a regular haircut.
- Avoid putting your hands in your mouth (such as fingernail biting).
- Clip and groom their fingernails and toenails once a week.
- Take care of any injuries as they happen and until they are healed.
- Take care of medical devices such as orthotics, glasses/contact lenses, braces/ retainers; address specific recommendations that should be followed.



### **Start with the Basics**

Teaching your child how to wash his or her hands is probably the most important health and hygiene habit. Wash several times daily, especially after using the bathroom, using soap and water. Use friction when washing, wash for an appropriate period of time, and rinse properly.

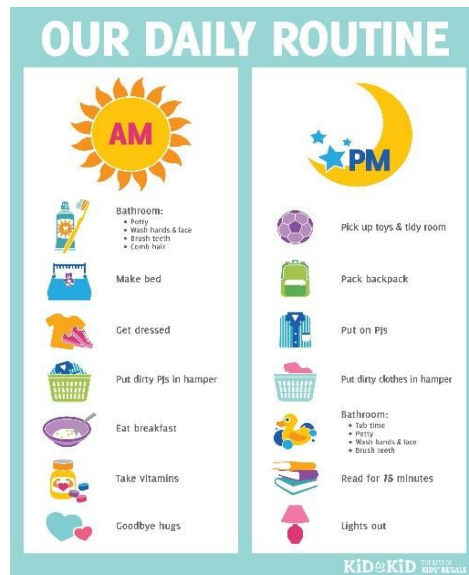


### **Have Fun with Hygiene**

Do a dance while brushing teeth each morning. Turn blowing a runny nose into your best horn impression. Use those shampoo suds to create unique hair styles or bath bubbles into a beard. Choose something special they will look forward to using. It can be as simple as toothpaste in their favorite flavor, a brand new bath toy, or a cool light-up tooth brush. Try your own DIY project by drilling holes in plastic toys to create a toothbrush holder. Get creative and have fun!

### **Be a Good Role Model**

Let your child observe your own routine. Invite them into the bathroom while you brush your teeth, comb your hair, and wash your face. Remind yourself aloud within their earshot to wash your hands before preparing dinner. If they see you taking care to wash and brush, they will be more likely to do it too. Be a good role model and you'll show him the importance of good hygiene!



### **Make It Routine and Establish Hygiene Rules**

Children thrive on routines. Incorporate hair and teeth brushing into your morning and evening ritual. Make bath time a precursor to your bedtime story. As they start to perform these tasks daily, they will begin to accept them as part of their daily life.

Pre-teach each skills as necessary. Visual schedules and social stories might be beneficial.

Give your teen some flexibility over when he showers. Some teens like to shower in the morning to help them wake up before school. But others may find they're more likely to shower if they do it in the afternoons or evenings. The important thing is that your teen does it, regardless of what time he chooses to shower.

### **Explain the Importance of Grooming**

Talking to teens about hygiene issues can be a sensitive subject. It is best not to use subtle hints that your teen smells bad or has oily hair. Leaving deodorant in his room or making jokes about his body odor won't be helpful. Instead, state your observations directly. Say something like,

“Your hair looks oily today. You need to wash it,” or “You have body odor. That tells me you need to take a shower.” While some teens may grow defiant and argue, “No I don’t.” Others... (cont’d) ... may become embarrassed and react by saying something mean like, “*You* smell bad all the time.” Share your concerns by saying things such as, “I am afraid other kids will notice you aren’t showering,” or “I don’t want you to get picked on because you smell bad.” Point out your observations and share the potential problems that can result from poor hygiene. Say something like, “You haven’t showered in three days. That’s not healthy.” Poor hygiene could lead to a variety of health problems, as well as social problems.



### **Address Other Hygiene Issues**

Talk to your teen about the importance of wearing clean clothes. Changing her clothes after exercising and putting on fresh clothes after she sleeps is important. Talk about the social aspects of self-care too. Show your teen that have respect for yourself and that you value taking care of your health.

Expand the topic of hygiene into other aspects of household tasks such as sanitizing the kitchen, and cleaning the bathroom too. All those things will send a message about the importance of staying clean and healthy.

### **Sources:**

<https://www.babble.com/kid/so-fresh-and-so-clean-7-ways-to-teach-your-child-good-hygiene-habits>

<https://www.webmd.com/parenting/features/teen-hygiene#4>

### **Additional Resources:**

Backward Chaining

~Using Backward  
Chaining to Teach S

<https://carcsd.ca/wp-content/uploads/2019/10/Using-backward-chaining-to-teach-skills.doc>

Skill Breakdown

~Skill Breakdown  
2013 Dec.doc

<https://carcsd.ca/wp-content/uploads/2019/03/3-Accent-Cheat-Sheet.pdf>**Social Stories.doc**

#### Online Resources:

- *Teaching Hygiene without Meltdowns*  
<https://www.autismeducates.com/2018/11/06/meltdowns/>

#### Printed Resources/Books:

- *Taking Care of Myself: A Hygiene, Puberty and Personal Curriculum for Young People with Autism*; by Mary Wrobel
- *Steps to Independence: Teaching Everyday Skills to Children with Special Needs*, Fourth Edition 4<sup>th</sup> Edition; by Bruce L. Baker and Alan J. Brightman
- *Life Skills Activities for Special Children, 2<sup>nd</sup> Edition*; by Darlene Mannix

# SOCIAL STORIES

Social stories are short stories designed to improve a child's understanding of a situation and to teach social or daily living skills. They are written using a specific format so that they are meaningful for children diagnosed with Autism Spectrum Disorders (ASD). The following are general guidelines to follow when writing social stories:

## **Social Story Sentences**

### Descriptive Sentences:

- Identify and describe objectively the most relevant factors in a situation – *who* is involved, *what* they are doing and *why*.  
E.g. Sometimes, my grandmother reads to me.

### Perspective Sentences:

- Describe the person's internal state (thoughts/knowledge/feelings/opinions). These most often refer to the internal state of *other* people. These sentences describe the emotional and cognitive aspects of the social situation.  
E.g. Many children like peanut butter and jelly sandwiches for lunch.

### Directive Sentences:

- Identify suggested response or choice or responses to a situation, thereby directing the child's behaviour towards a desired response. Directive sentences often begin with phrases such as "I will try to..." or "One thing I may try to do is...".  
E.g. I may ask Mom or Dad for a hug.
- Starting a sentence with "I can" or "I will" (without a qualifier such as 'work on' or 'try to') may mislead a child with ASD as they may interpret the action literally and that they must complete the action exactly as it is written.

### Affirmative Sentences:

- Stresses an important point, refers to a law/rule or reassures the child.  
E.g. This is a safe thing to do. (rule)  
This is okay. (reassurance)

### Partial Sentences:

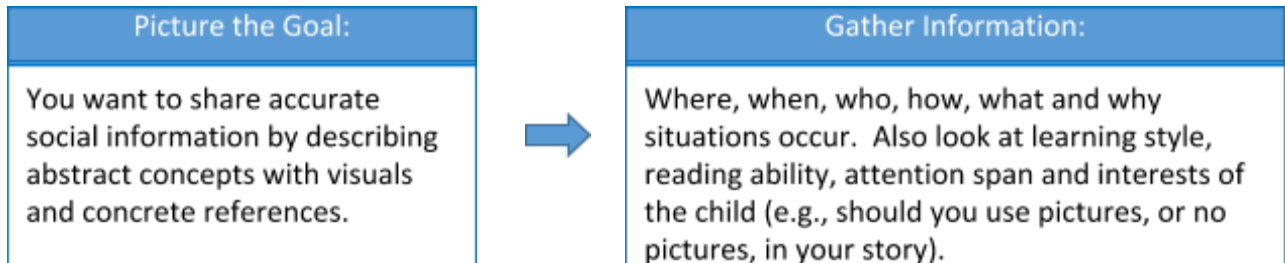
- Encourages a child with ASD to guess what the next step is in a situation, what another person's response will be or to guess what his/her own response should be.  
E.g. My teacher will probably feel \_\_\_\_\_ if I stand and walk in a line quietly.

## Social Story Ratio

0 to 1 (partial or complete) directive sentences

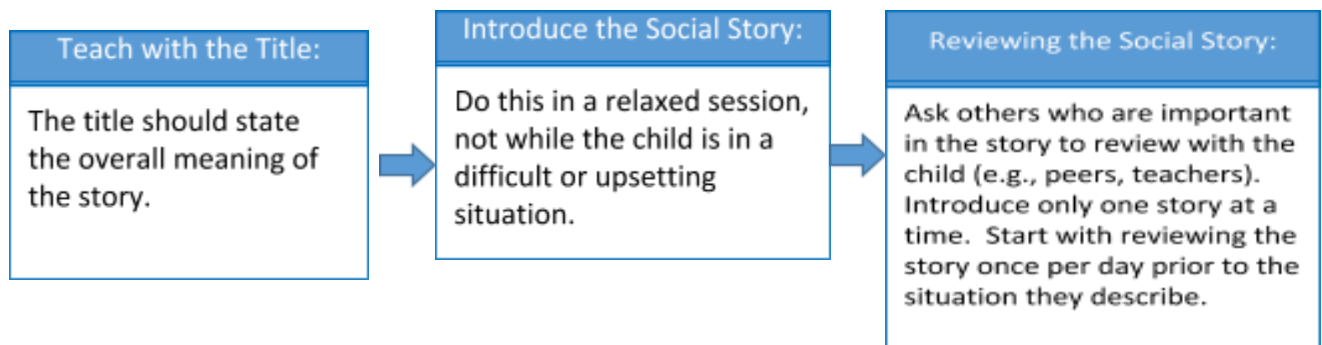
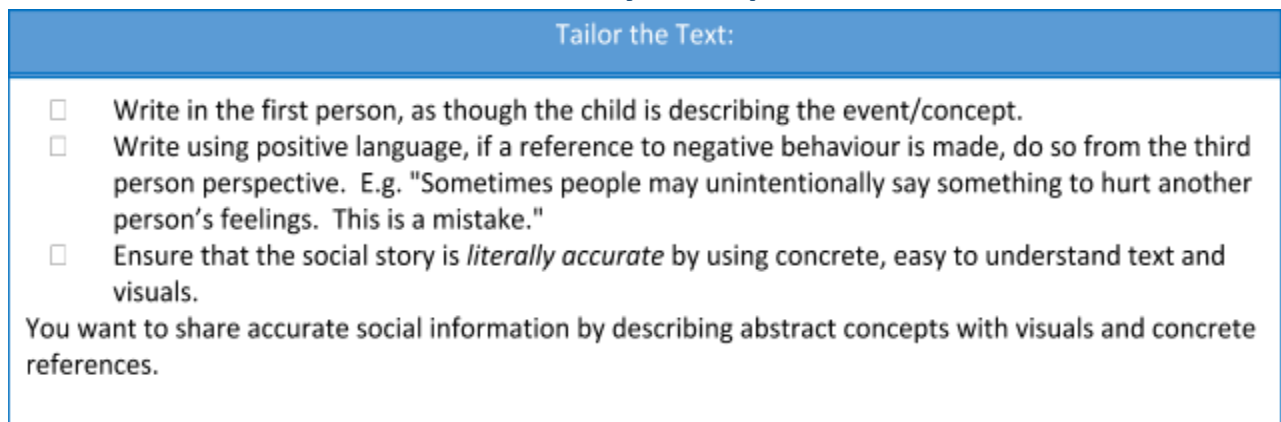
2 to 5 (partial or complete) descriptive, perspective, affirmative sentences

## Social Story Guidelines



*Please note that social stories are only one strategy of coping with different or difficult situations in school or at home. Physical strategies, such as deep pressure, taking deep breaths or putting their head down on their desk can also be tried.*

## Social Story Examples





### **Riding the School Bus**

Some children ride to school on a bus.

Usually the bus will pick me up and bring me to school.

Some children like riding the bus. They think it is fun.

Usually the bus will pick me up from school at the end of the day and bring me back home.

Sometimes I will not ride the bus. Mom or Dad will tell me when I will not ride the bus.

### **Learning Ways to Stay Calm in Class**

Sometimes school is fun. Feeling calm in class can help me learn.

If I need help to stay calm, my teacher can help me. My teacher may help me learn ways to stay comfortable.

Staying calm in class will help me understand the teacher. I will try to work with my teacher to learn to stay calm in class.



### **Listening to the Teacher**

It is good to listen to the teacher. The teacher helps us learn. Listening makes it easier to learn. The teacher likes it when the children listen.

If I have a question, it's okay to raise my hand and wait for the teacher or someone who will help me.

I will try to listen when the teacher is teaching.

Sometimes we might have a substitute teacher. When this happens, I will try to listen to the substitute teacher.

## FOOD PREPARATION SKILLS

Involving students in the planning process from the beginning to the end result: creating a grocery list, going to the grocery store to shop for ingredients, learning how to put away ingredients, following a recipe and cleaning up, supports independent life skills in more than just the kitchen. Interacting with and preparing food also supports the student's exposure to healthy food choices that they can learn to prepare. Simple recipes are an excellent way for learners to develop healthy eating habits and independent life skills.



Try to repeat skills so the student has opportunity to learn within a variety of different opportunities. This could include things such as pouring from a measuring cup, from a bowl, from a water picture, etc. within the same recipe. Following a recipe allows the student to practice a skill many times within different situations.

Try to provide choices. This helps with creating healthy eating habits. You can use a weekly meal planner at home. At school it can be a planner to plan out the days the student will be completing food prep. Give the student choices and have them select the recipe they would like to create. One of those choices can be a new food or a new food that contains a familiar ingredient or texture. Can also have a "with" area, for items that will go with the recipe they are creating. This could include options for healthy drinks, fruits or sides. There is a benefit in having a few simple recipes, that the student enjoys eating, that are repeated on a weekly basis, so that it moves towards being a recipe the student can create fairly independently. This could be something like toast and cheese.

***If you would like to learn more about step by step and visual recipes, the following resources may be helpful:***

**Online Resources:**

- Able 2 Learn Visual Recipes

<https://able2learn.com/categories/all-about-me/visual-step-by-step-recipes.html>

**Printed Resources/Books:**

- Cooking to Learn: Integrated Reading and Writing Activities; Cooking to Learn 2 & 3

**Additional Resources:**

- Backward Chaining:

<https://carcsd.ca/wp-content/uploads/2019/10/Using-backward-chaining-to-teach-skills.doc>

- Skill Breakdown:

<https://carcsd.ca/wp-content/uploads/2019/03/3-Accent-Cheat-Sheet.pdf>

## PEDESTRIAN SAFETY

Being able to wait, or pause before taking action is an important life skill. The skill is needed when waiting for a turn, for an item, in line or for a food item. It is an important skill when looking at crossing the street safely. Waiting is an important skill for every person to have. It can be a difficult skill for many individuals who have special needs to acquire on their own. Here is a [video resource](#) that can help you teach your child how to wait.

### Utilize technology and virtual reality

Do2Learn's [Street Safety Page](#) features free downloadable [songs](#), [videos](#) and an [activity page](#).



### Benefit from pre-existing curriculums

[iwalksafe.org](http://iwalksafe.org), a Florida-based child safety initiative, has produced three comprehensive curriculums that include student worksheets, lesson plans for teachers, relevant vocabulary, flashcards, videos, and a host of other hands-on learning materials.

Click [here](#) to download the Walksafe K-1 Curriculum

Click [here](#) to download the Walksafe Grades 2-3 Curriculum

Click [here](#) to download the Walksafe Grades 4-5 Curriculum

# WHEELCHAIR SAFETY AND MAINTENANCE GUIDELINES

## Wheelchair Safety

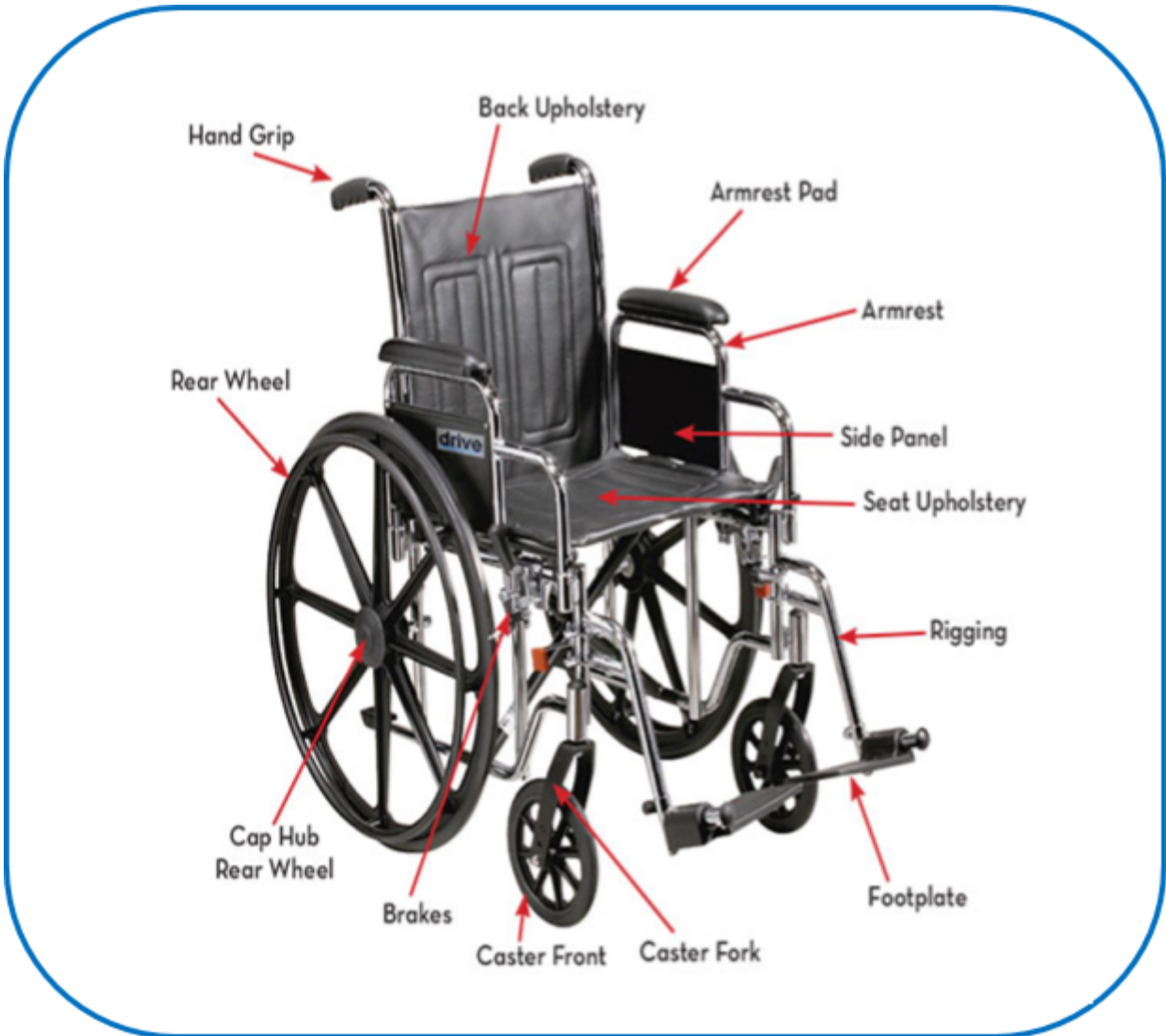
- Read the operating manual for each wheelchair and observe all precautions.
- Always lock the brakes before getting in and out of the wheelchair. On power wheelchairs, always turn the power off before transferring. This can prevent someone from bumping the joystick and it saves battery juice.
- Lift the footplates up before getting in or out of the chair.
- Avoid putting heavy loads on the back of a wheelchair. This could cause the chair to tip over backwards.
- Don't remove the anti-tip wheels or bars on any wheelchair. This should prevent the chair from tipping backwards.
- Keep loose objects or lap cover away from the wheel spokes.

\*When manually lifting a student in/out of a wheelchair, always adhere to proper lifting techniques.

### Maintenance Guidelines

- Each wheelchair user/family is responsible for the care and maintenance of the wheelchair.
- Regular Maintenance is very important. Keeping the wheelchair in good repair will prevent many accidents and malfunctions.
- Keeping the wheelchair clean will help keep the student healthy and free of infections and it will make it easier to identify equipment problems as they arise.
- To keep your wheelchair clean, you can:
  - Wipe down the surfaces with a damp cloth.
  - Use a sharp tool or pick and carefully clean the wheel axle or caster bearing of any accumulation of hair, string, or other items that can interfere with the rotation of the wheels.
  - Check the frame for any cracks or breaks in the metal. Any potential problems need to be reported to your wheelchair dealer for repairs.
  - Monitor the upholstery for cracks or tears where the fabric folds or where there are screws through the fabric. Any problems related to fabric wear will need to be taken care of by the service dealer.
  - Check to determine if the seat cushion is still providing appropriate support.
  - Check all nuts and bolts on the chair to verify that they are tightened (except for the crossbrace pin). If you need to replace any parts, be sure that you are using parts that match those that were supplied by the manufacturer and dealer.
  - Check that all parts that fold, swivel, pivot, and are removable do so easily. For example, be sure that removable arm rests, foot rests, and braces, etc. are working properly.
  - Check the wheel locks; be sure that it engages and releases properly and does not rub against the tire. The lock needs to operate in such a way that it can be engaged and released without having to use excessive force.
  - Check your casters for cracks in the spokes that may eventually cause the caster to collapse.

**\*The Owner's manual** contains valuable information about each wheelchair. It describes how to care for your equipment, items that are covered under warranty and the tools that you will need for simple maintenance. Keep your owner's manual in a safe place and refer to it often for guidance.



## HOW TO LIFT CHILDREN (And Everything Else)

1. **Get a good foundation** by placing your feet shoulder-width apart, with the load between your feet. (If your legs are closer together, you'll lack stability and leverage, and will be more likely to round your back and tense your neck as you lift.)

2. Resist the temptation to bend at the waist to pick up your child (or a box of toys)! Instead, **squat down with your chest forward and your buttocks sticking out**. This is so important! (In fact, bending at the waist even to pick up lightweight objects or just to talk to a pint-size tot can put strain on your back; squat or kneel instead.)

3. Stay loose and neutral. **Keep your spine straight and head/neck relaxed** and in a neutral position. Your goal is to engage and lift with your thighs—not your back.



4. As you squat down (or stand up again), feel free to get extra support by using a hand or elbow on your thigh, wall, or piece of furniture if able, as it can take some of the compression and strain off of your lower back.

5. Even as you are lifting your child, **keep them close to your body**. Reaching out to lift them up will put a strain on your back.

6. Keeping your back straight and head facing forward, engage your legs and **straighten to a standing position**.

7. Remember to **keep your body facing your child during the whole movement**. Remember, **do not twist your body** at any point while lifting, as this can also strain your back.

While a 7-step bending process seems tedious and unlikely to occur every 100th time a day you are lifting up your child, know that the more you do it, the more it becomes a habit. Why? Because it feels so much better on your back. And your back might just be the little nudge or reminder you need throughout the day.

## SUPPORTING SWITCH ENGAGEMENT

Prior to setting up switch use, cause and effect related to switch use needs to be established. In this step the student starts to associate an intentional movement, with the ability to cause something to happen.

- Support through experience.
- Try to use a motor pattern that the child is already successful with. Choose a motor pattern that is already relatively effortless for the student, where they can activate and release the switch easily and as independently as possible.
- Use an activity that is highly motivating and engaging for the student. This could include connecting it to a music system where a favorite song plays upon switch activation. It could also be a prerecorded speech switch, where a favorite item or activity is requested through switch activation.
- Once the switch is activated make sure that the request is honored.
- Ensure the switch is accessible to the student throughout their day, as repetitions support increased automaticity of switch use.
- Consider factors such as vision and hearing when looking at switch activities.
- Try working in a dim or darker room when using the switch to turn on a light up toy or to turn the pages in an online book. Dimming the lights will draw visual attention to the toy or lite up screen.
- Once the student is able to demonstrate understanding of cause and effect, focus can move towards developing two switch step scanning



## DEVICE MOUNTING/POSITIONING CONSIDERATIONS

Once the device and device mount have been selected for student, some important things to monitor to support successful use are:

- While in use ensure that the device is mounted just below eye level, so the student is able to visually attend to their surroundings and the device
- Ensure the device mount is moved out of the way to support safety during transfers.
- Is the device positioned to limit the amount of glare from the sun and lights reflecting off of it?



- Matte spray or matte screen covers can be applied to the device screen.
  - Distance from face to device screen will depend on the type of access used. If switch access is used, the device can be positioned an arm's length away from the child. If direct access is used and the student needs to be able to reach the screen, position the device so that access is not impacted, but it is a close to arm's length away as functionally possible. Vision and other factors may impact these recommendations, and individualized planning to support ideal device placement will therefore be required.
  - If mounted on a wheel chair, be aware that the mount can affect the center of gravity and the stability of the wheel chair.
  - Consider the activities the user needs to perform like toileting and feeding, access to a desk/computer for work or school and provide support as needed to accommodate this within the student's environment.
- If there are any changes in the user's weight, wheelchair or seating system, other technology or equipment they use or the environments they access, the mount prescribed may need to be looked at to determine if it still meets the user's needs.



## ALL TURN IT SPINNER ACTIVITY IDEAS

The All Turn It Spinner can be used to support active participation in classroom activities and switch access. The student hits the switch to activate the spinner, but the selection is random. Once the spinner has stopped on an item, respond to that as the child's choice, recognizing that it was a random selection and not the student expressing a preference. Changing out the photos on the All Turn It Spinner, allows the spinner, or other random selection device to be used throughout the school day to support inclusion. Place Velcro around the outside of the spinner so pictures, words, letters or numbers can easily be exchanged. You can also make additional tag board circles with permanent selections that occur more often.



### Activity Ideas:

#### Numbers:

- Place numbers around the outside, 1-6, to allow the student to "roll the dice"
- Allow the student to use the spinner to select numbers to be included in a math equation
- Place the numbers 1-4 around the outside to play four corners in gym. The student spins the dial and a partner reads it out. Place numbers around the outside of the spinner and allow the student to select the number of jumping jacks, push-ups, laps around the gym the class needs to make during the gym warm up. Place the math functions around the outside

#### Place colors around the outside:

- The student can spin to select a color for end of day, lunch, or break dismissal. ("Students with blue on their shirts ...")
- Spin the spinner to select color of writing/coloring tool, craft paper, paint etc.
- Arrange the colors so that you can play Candyland. All participants can use the spinner to take a turn.

Place the **pictures of classmates** around the outside

- Select a buddy for reading: can also place book options or topic options on the spinner
- Use the spinner to select the start student, special helper, etc. for the day. Have the teacher select the 5 students for the week. Place the students' names or pictures on the outside. Remove the student's name or picture when chosen so that each student gets a chance.
- Select the student who will go to the office for the message or bulletins
- Select a student who will be their recess buddy

## All Turn-It Spinner Activities Ideas continued...

**Classroom activities:**

- Select an object for a classmate to draw
- Select a sticker for a friend or themselves
- Select a picture to go on a card for a friend, teacher or parents
- Select a picture to use in a journal
- Have the student select a weather descriptor and have the classmates report on how many days that month fit the descriptor (can they make the answer into a fraction)
- Place the names of different countries or provinces around the outside
  - The student spins and the classmates find it on the map
  - The student spins and the classmates name the capital

Place the **letters of the alphabet** around the outside

- Have the student select a letter of the alphabet. The classmates then write down that letter and create a creature out of that letter then write a short story it.
- Have the student select a letter and the classmates write down in 2 minutes as many words they can think of that start with (or end with or have multiples of) that letter.



Place the **spelling words** around the outside

- Have the student select a spelling word that the class needs to use in a sentence.
- Have the student select the next spelling word or the bonus word for the test. Words can be removed after they are selected so they are not repeated.

Place **action directions** around the outside

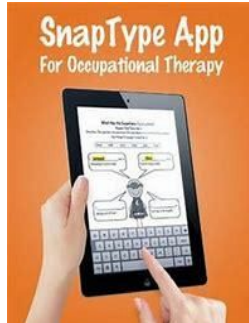
- During gym class the student spins and a classmate or the teacher reads out the directions that are selected (such as "boys take a baby step forward" or "girls take 3 giant steps back"). First team to cross the finish line wins!
- Have the student direct the actions (such as "pat your head" "spin around") for Simon Says

# ACCESSING ASSISTIVE TECHNOLOGY APPLICATIONS FOR WRITTEN OUTPUT

A variety of assistive technology applications are available for Chrome and Apple use.

- Check to see which reading and writing apps are available for your system.
- Often you tube videos are available that demonstrate the use of these programs.

**Popular apps include:**



- **Read&Write Gold:** “The software reads electronic text from sources such as e-books, websites, and documents created in word-processing programs. Read&Write Gold helps writers with predictive spelling, word choice, dictionary, and thesaurus features. The program included voice dictation that also reads aloud what student write and helps them identify errors. It also includes multiple additional tools to help students with classwork and tools that actually help student with reading and writing disabilities. The tools in this program will help struggling readers and writer to become more independent in the classroom.”
  - [Read&Write Gold for Google Chrome: Quick Reference Guide](#)
  - [Read&Write Gold for Windows Reference Guide](#)
- **Co: Writer:** “This is word prediction software that works in conjunction with any open application that you use for written-word processors, web browsers, text editors. As you type, Co: Writer interprets spelling and grammar mistakes and offers word suggestions based on the context of the whole sentence. Students can also select topic-specific words or phrases based on Co: Writer’s word banks.”
  - [Co: Writer tutorials](#)
- **Learning Without Tears** also offers a keyboarding program called Keyboarding Without Tears.
- Encourage the use of a keyboarding program to teach finger placement and other keyboarding skills. When teaching keyboarding talk about home row and proper finger positioning for two-handed typing. Additionally, try practicing on a paper keyboard. Ideas of practice might include searching for individual letters, typing out spelling or sight words, or completing and task that is motivating (such as sending text or messages.)