



Parent Take Away Resource & Strategy

Subtitle in here



It is important to have *success* in our lives.



It is important to have *expectations*.



Parent & Teacher expectations,



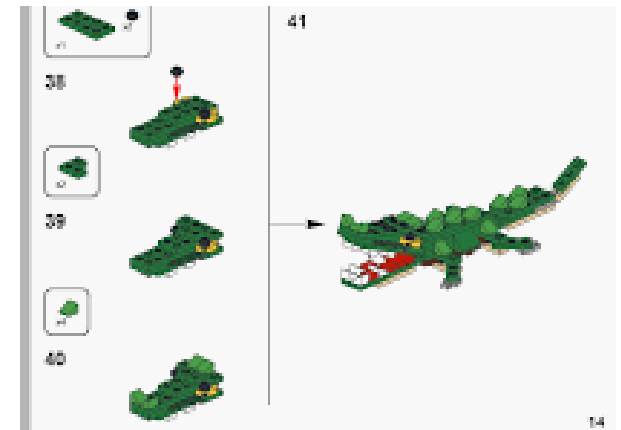
Children's expectation on themselves.
(Rigid Thinking)

Task success & Expectation

Working Memory

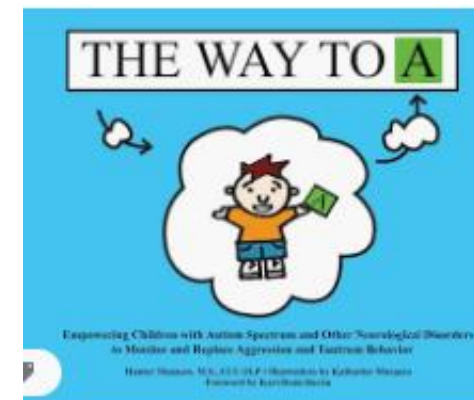
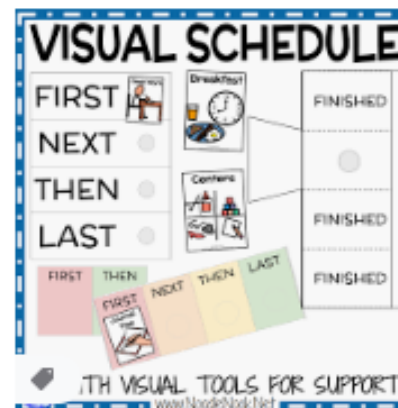
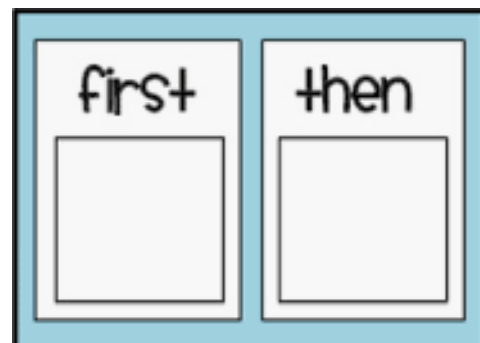
- Sequencing (routines, stories, seasons, patterns)
- Jigsaw puzzles
- Memory Games
- Use of visuals
- Cooking and following a recipe
- Lego (task Analysis & Creative play)
- Sorting things in to categories
- Drawing a scene or create a story in a sequence
- Following small instruction (short steps then extend)

Make it successful then they will want to do it again.



Rigid Thinking

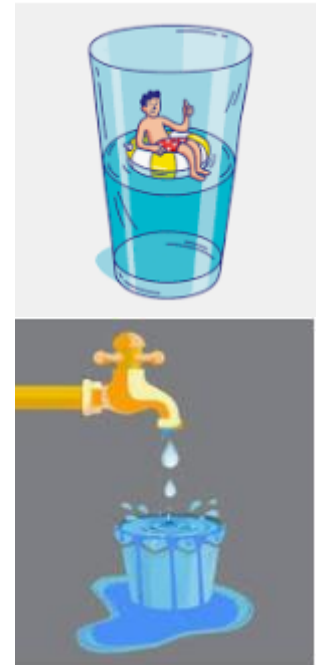
- Using interest to engage children in activities
- Alternative to “No” First and Then
- Develop abstract thinking (A level of thinking that is removed from the facts)
- Creative & Shared play
- Directing a story
- The Way to A (behaviour)
- Use visuals and scheduling
- <https://lessonpix.com/pictures/19053/Australia>



Anxiety

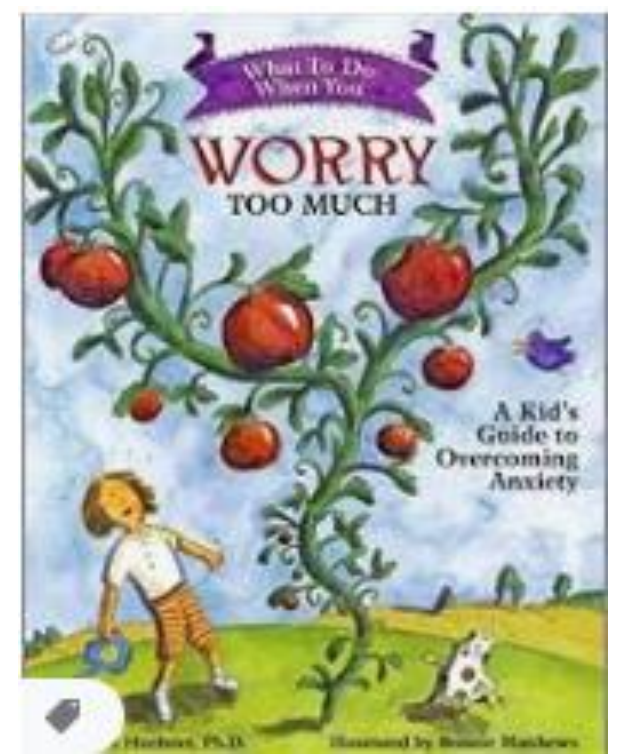
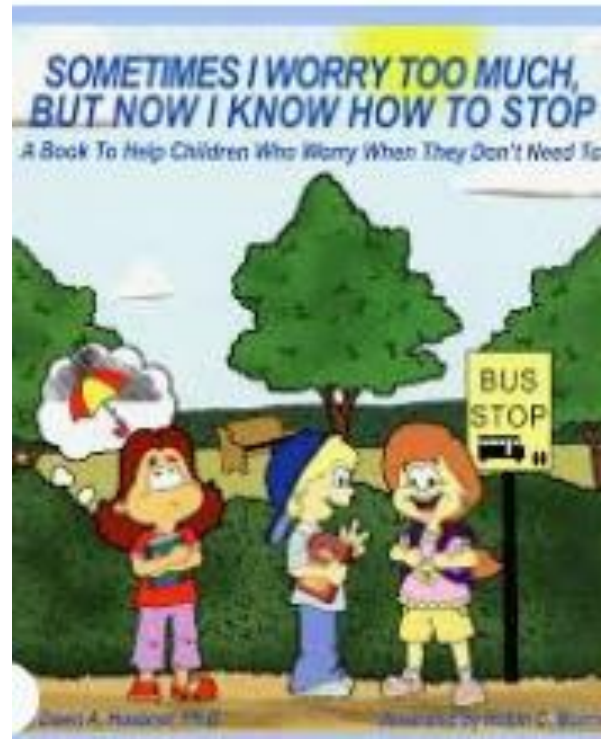
- Keeping balance
- Knowing what is calming (regulation Techniques)
- Keep the cup half full (both yours & theirs)
- Using resources as a family (as therapy)
- Be aware of expectation & when you are asking
- Pick your battles
- Space to express (Art & Music Therapy)
- Acknowledging feeling but not the behaviour

I understand you are feeling anxious but it is to ok to push your sister



Predictability & Anxiety






- Regulation and Predictability
- Associated learning
- Developing maladaptive behaviours from a young age
- Its uncomfortable but it is not the end of the world.
- Testing unpredictability
- Mix up little parts of your daily routine



Making Sense of Anxiety

Amazing 5 Point Scale

5		<p>'What am I so angry?'</p> <p>'I am out of control!'</p> <p>'I need help from other people to calm me down!'</p>
4		<p>'I am feeling too angry!'</p> <p>'I am feeling too frustrated!'</p> <p>'The task is too hard, I don't like it!'</p> <p>'I definitely need a break!'</p>
3		<p>'I am feeling over excited!'</p> <p>'I am feeling agitated or frustrated!'</p> <p>'I am finding this quite hard!'</p> <p>'I need a bit of a break!'</p>
2		<p>'I feel very excited!'</p> <p>'I feel quite agitated!'</p> <p>'I am beginning to feel this hard!'</p>
1		<p>'I feel very calm!'</p> <p>'I am enjoying this!'</p> <p>'This is fun!'</p>

5		<p>Angry</p> <p>'I've lost control. I'm not listening anymore. I could hit, kick or bite. I need a quiet place to calm down.'</p>
4		<p>Overwhelmed</p> <p>'Everything is too hard. I'm losing control and need to leave the environment I'm in. Give me space.'</p>
3		<p>Frustrated</p> <p>'I'm not getting it, I'm showing signs of stress. I should take a break now.'</p>
2		<p>Anxious</p> <p>'Trying to stay focused, but having a hard time staying on task. Unsettling or agitated now.'</p>
1		<p>Happy</p>

5	<p>I can't control this and really go out of control. I need help to feel calmer or there's more help. I need help from an adult.</p> <p>OUT OF CONTROL</p>	
4	<p>Letting the business</p> <p>'I've lost track of it, I need to go to work with you to calm down.'</p> <p>ANGRY</p>	
3	<p>Letting the business</p> <p>'I'll still be with you, I'll take a break now.'</p> <p>FRUSTRATED</p>	
2	<p>Letting the business</p> <p>'I'm still here, I'm still with you, I'm still working. I can control myself.'</p> <p>ANNOYED</p>	
1	<p>Letting the business</p> <p>'I'm glad when you're with me and when you're not.'</p>	

Zone of Approximal Learning Expectation and Anxiety

Graph: Zone of proximal development: Vygotsky



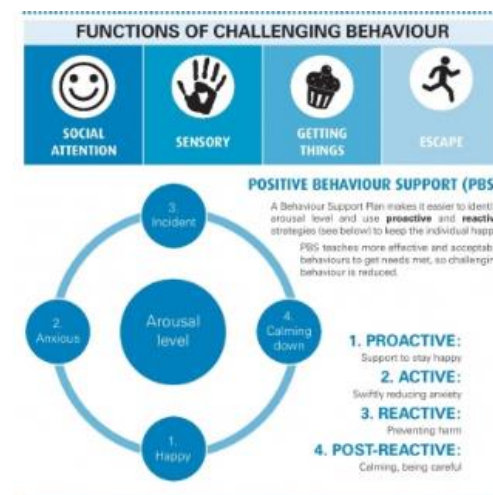
(Literacy Professional Learning Resource – Key Concepts – AusVELS Levels 7 to 10 – Zone of Proximal Development and Scaffolding, 2016)

PBSP

Medical Model Joins Social (NDIS) Model

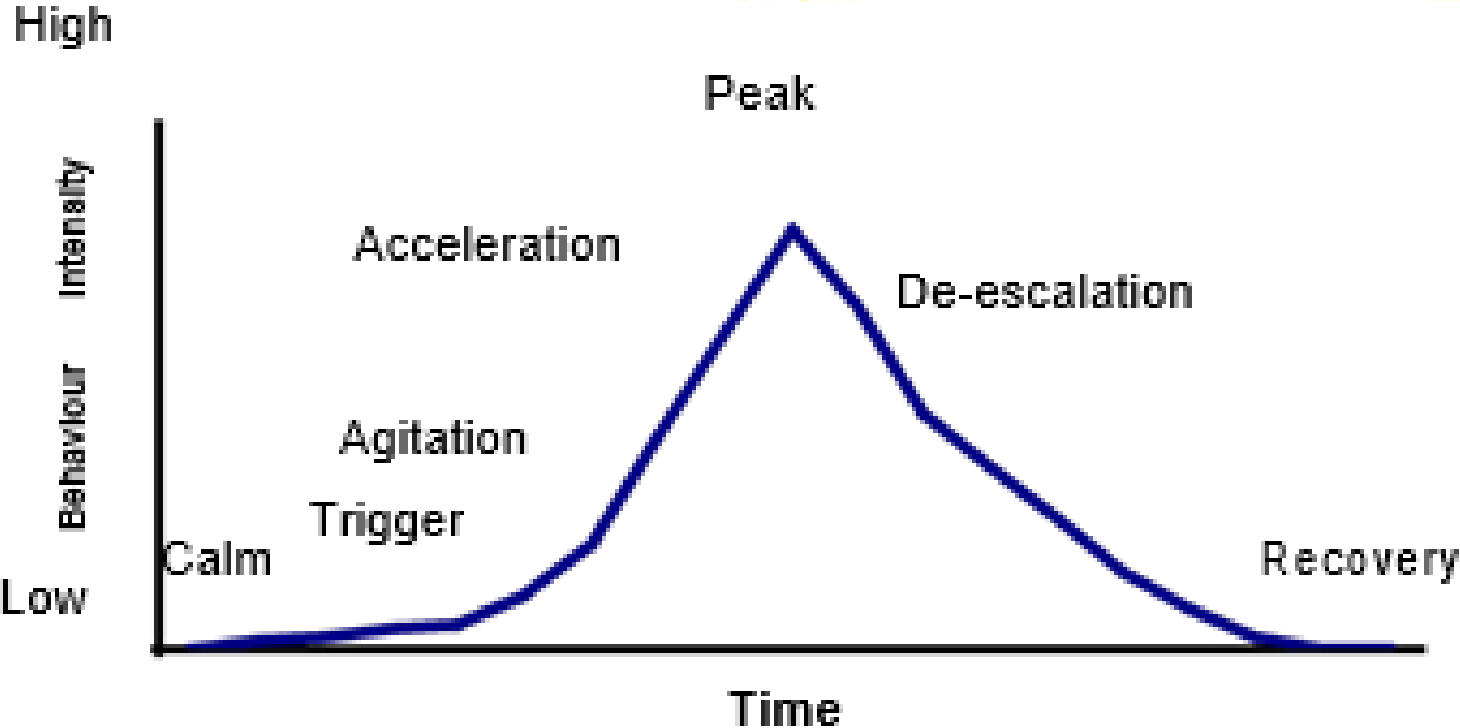
Comprehensive Evidence base a approach that address the person's needs in their home, school and community environments.

This is to achieve overall quality of life so that the person is involved in more meaningful positive relationships.



PBSP Additional & Speech Therapy

Understanding escalating behaviours



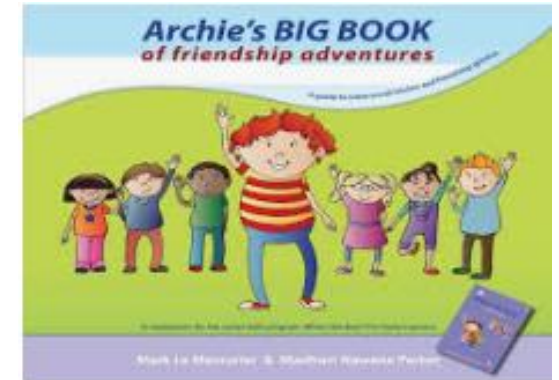
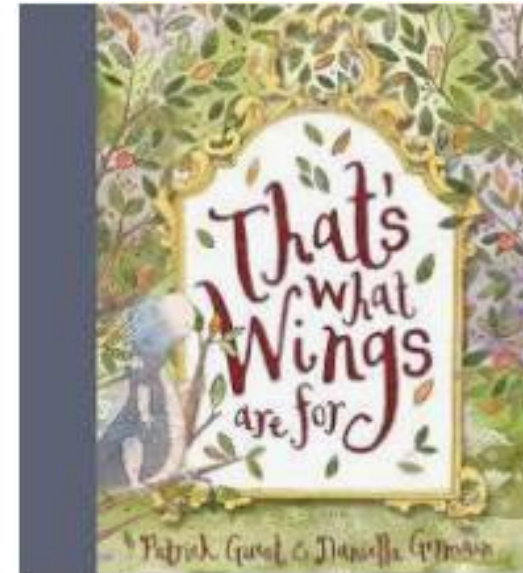
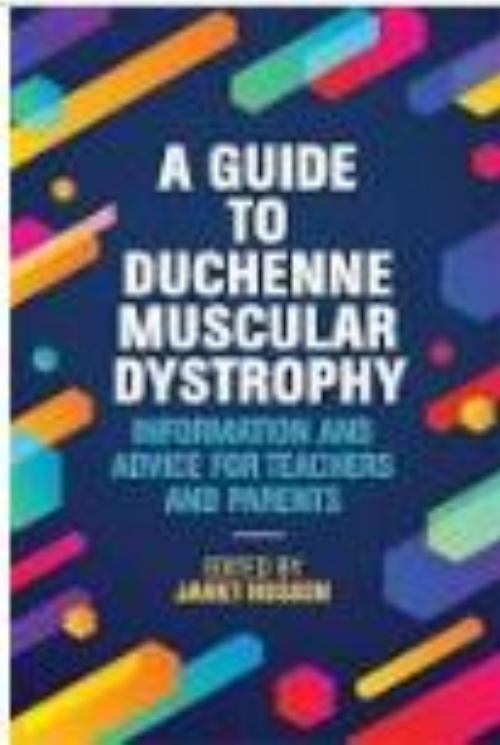
How Best to Support Me Plan

Name	Xxxxx		
NCHS Number		Date	

About Me	
<p>I am 17 years old. I have ASD. You can fill in details here about who I live with and what I do... Maybe even a little about whatever else is important... I'm really just putting in text to see what this looks like.</p>	
What I like	What I don't like
<p>Long walks on the beach Watching movies on rainy days Anything else like eating chips Sleeping Dreaming about sleeping Cats Broccoli</p>	<p>Computer glitches Loud noises The heater When I fall down Cats Broccoli Peppa Pig</p>

I CAN JUMP PUZZLES

Communication		Sensory	
Behaviours I might display: <ul style="list-style-type: none">• Banging pots• Crying	How to support me: <ul style="list-style-type: none">• Hold my hand• Play some music	Behaviours I might display: <ul style="list-style-type: none">• Banging pots• Crying	How to support me: <ul style="list-style-type: none">• Hold my hand• Play some music
Activities		Social & Emotional Needs	
Behaviours I might display: <ul style="list-style-type: none">• Banging pots• Crying	How to support me: <ul style="list-style-type: none">• Hold my hand• Play some music	Behaviours I might display: <ul style="list-style-type: none">• Banging pots• Crying	How to support me: <ul style="list-style-type: none">• Hold my hand• Play some music



Resources

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