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Autism Agenda



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Eight Strategies to Support Positive Transitions for Children with Autism

Some children and adults are highly sensitive to transitions. However, unlike adults who have the power to control transitions, children often do not have that same control. On top of that, children are not always able to tell us how they are feeling or what they need when they are feeling dysregulated during transitions.

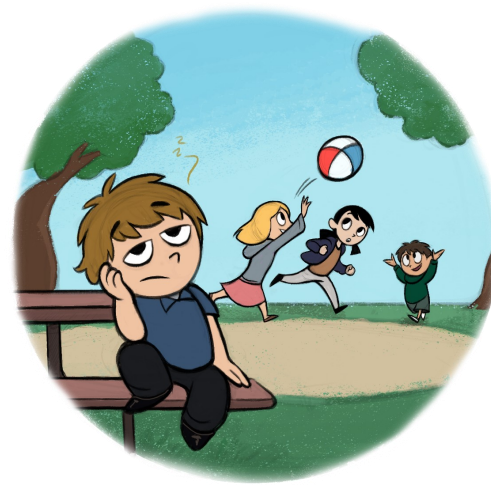
Think about how we plan and organize our daily life to avoid the stress of transitions. We have so many tools we use such as, using our visual schedules, trying not to rush or be late, reducing the number of transitions, being consistent in our routines, providing ourselves with redirection during more stressful transitions. We even carry transition objects [almost everyone carries a smartphone these days], and sometimes we dangle a carrot [ever stopped for a coffee as a treat?] to help with those less preferred transitions.

Transitions and the Sensitive Child

Many children with autism are sensitive to transitions. There are so many factors that may make transitions difficult for them such as; Has the child slept well? Have they eaten? Are they sick or getting sick? Have they had a stressful day at school?

And then there is the emotional factor. If past transitions have been difficult for the child, then the child anticipates that every transition will be the same. This negative emotional memory adds stress to the transition. As the transition approaches, the child becomes more and more anxious and challenging behaviours may begin to escalate.

Continued on page 2.



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8 STRATEGIES TO SUPPORT POSITIVE TRANSITIONS CONTINUED....

EIGHT STRATEGIES TO SUPPORT POSITIVE TRANSITIONS FOR CHILDREN WITH AUTISM

1. **Provide a visual schedule** – include a daily visual schedule as part of your child's daily routine to help prepare them for transitions before they occur. Visual schedules provide your child with a plan for the day.
2. **Reduce the number of transitions** – plan your child's day to reduce the number of transitions as much as possible.
3. **Consistency and Predictability** – follow the same routine, patterns, driving routes, etc. The consistency and predictability will lessen the stress during the transitions.
4. **Slow Down** – do not rush your child, give them transition warnings using verbal and visual supports and then lots of time to process and come to the transition when they are ready.
5. **Offer a Break** – build in short breaks throughout the child's day to support their regulatory needs [movement, water, deep pressure]. Addressing their sensory and emotional needs will lessen stress during transitions.
6. **Use Redirection** – use the child's affinity to engage them just before a transition. This offers redirection away from the anxiety and stress of the transition focusing instead on something enjoyable.
7. **Provide a Transition Object** – carrying a transition object can lessen stress during the transition. Encourage your child to choose something to bring from home and something they carry with them throughout the day.
8. **Dangle a Carrot** – offer your child rewards following an activity to help with the transition. Offering your child, a preferred toy or treat redirects their focus during the stress of a transition. It also helps create positive emotional memories around transitions.

<https://www.friend2friendsociety.org/eight-strategies-to-support-positive-transitions-for-children-with-autism/>

ADDITIONAL TRANSITION RESOURCES

Elementary Transitions:

<https://www.autism-society.org/wp-content/uploads/2014/04/school-transitions-in-the-elementary-grades.pdf>

<https://www.psychologytoday.com/gb/blog/autism-and-anxiety/201912/smoothier-transitions-children-the-autism-spectrum>

Transition to Adulthood:

<https://www.autismspeaks.org/sites/default/files/2018-08/Transition%20Tool%20Kit.pdf>

<https://www.autismspeaks.org/transition-adulthood>

https://www.ocali.org/up_doc/TG12_Employment.pdf

<https://www.autism-society.org/wp-content/uploads/2014/04/bridging-the-gap-post-secondary-ed.pdf>

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TRANSITION TIME

Transition Time: Helping Individuals on the Autism Spectrum Move Successfully from One Activity to Another

By: Kara Hume, Ph.D.

All individuals must change from one activity to another and from one setting to another throughout the day. Whether at home, school, or in the workplace, transitions naturally occur frequently and require individuals to stop an activity, move from one location to another, and begin something new. Individuals with autism spectrum disorders (ASD) may have greater difficulty in shifting attention from one task to another or in changes of routine. This may be due to a greater need for predictability (Flannery & Horner, 1994), challenges in understanding what activity will be coming next (Mesibov, Shea, & Schopler, 2005), or difficulty when a pattern of behavior is disrupted. A number of supports to assist individuals with ASD during transitions have been designed both to prepare individuals before the transition will occur and to support the individual during the transition. When transition strategies are used, individuals with ASD:

- Reduce the amount of transition time;
- Increase appropriate behavior during transitions;
- Rely less on adult prompting; and
- Participate more successfully in school and community outings.

What are transition strategies?

Transition strategies are techniques used to support individuals with ASD during changes in or disruptions to activities, settings, or routines. The techniques can be used before a transition occurs, during a transition, and/or after a transition, and can be presented verbally, auditorily, or visually. The strategies attempt to increase predictability for individuals on the autism spectrum and to create positive routines around transitions. They are utilized across settings to support individuals with ASD.

Why do we use transition strategies?

Transitions are a large part of any school or work day, as we move to different activities or locations. Studies have indicated that up to 25% of a school day may be spent engaged in transition activities, such as moving from classroom to classroom, coming in from the playground, going to the cafeteria, putting personal items in designated locations like lockers or cubbies, and gathering needed materials to start working (Sainato, Strain, Lefebvre, & Rapp, 1987). Similar requirements for transitions are found in the employment and home setting as well, as individuals move from one task to another, attend functions, and join others for meals and activities.

Some individuals with ASD may have difficulties associated with changes in routine or changes in environments, and may have a need for “sameness” and predictability (Mesibov et al., 2005). These difficulties may eventually hamper one’s independence and limit an individual’s ability to succeed in community settings. A variety of factors related to ASD may contribute to these difficulties during transitions.

Continued on page 4.

TRANSITION TIME CONTINUED....

These may include problems in understanding the verbal directives or explanations that a teacher, parent, or employer are providing. When a teacher announces that an activity is finished and provides multi-step directions related to upcoming activities, students with ASD may not comprehend all of the verbal information. Difficulty sequencing information and recognizing relationships between steps of an activity can impact one's ability to transition as well. Individuals also may not recognize the subtle cues leading up to a transition (i.e. students packing up their materials, teachers wrapping up their lecture, co-workers getting their lunches out of the refrigerator) and may not be prepared when it is time to move. Additionally, individuals with ASD are more likely to have restrictive patterns of behaviors (per the diagnostic criteria) that are hard to disrupt, thus creating difficulty at times of transitions. Finally, individuals with ASD may have greater anxiety levels which can impact behavior during times of unpredictability, as some transitions are.

Other factors, not unique to individuals with ASD, may impact transition behavior also. The ongoing activity may be more reinforcing to the individual than the activity he/she is moving to, or a second activity may be more demanding or unattractive to the individual (Sterling-Turner & Jordan, 2007). The individual may not want to start one activity or may not want to end another. In addition, the attention an individual receives during the transition process may be reinforcing or maintaining the difficult behavior.

Preparation Strategies

Cueing individuals with ASD before a transition is going to take place is also a beneficial strategy. In many settings a simple verbal cue is used to signal an upcoming transition (i.e. "Time for a bath now", "Put your math away", or "Come to the break room for birthday cake"). This may not be the most effective way to signal a transition to individuals with ASD, as verbal information may not be quickly processed or understood. In addition, providing the cue just before the transition is to occur may not be enough time for an individual with ASD to shift attention from one task to the next. Allowing time for the individual with ASD to prepare for the transitions, and providing more salient cues that individuals can refer to as they are getting ready to transition may be more effective. Several visual strategies used to support individuals with ASD in preparation for a transition have been researched and will be discussed.

Visual Timer

It may be helpful for individuals with ASD to "see" how much time remains in an activity before they will be expected to transition to a new location or event. Concepts related to time are fairly abstract (i.e. "You have a few minutes"), often cannot be interpreted literally (i.e. "Just a second" or "We need to go in a minute"), and may be confusing for individuals on the spectrum, especially if time-telling is not a mastered skill. Presenting information related to time visually can assist in making the concepts more meaningful.

Research indicated that the use of a visual timer (such as the Time Timer pictured below and available at timetimer.com)

helped a student with autism transition successfully from computer time to work time at several points throughout the day (Dettmer, Simpson, Myles, & Ganz, 2000). This timer displays a section of red indicating an allotted time. The red section disappears as the allotted time runs out.



Time Timer

Continued on page 5.

TRANSITION TIME CONTINUED....

Visual Countdown

Another visual transition strategy to use prior to a transition is a visual countdown system. Like the visual timer, a visual countdown allows an individual to “see” how much time is remaining in an activity. The countdown differs, however, because there is no specific time increment used. This tool is beneficial if the timing of the transition needs to be flexible. Team members deciding to use this strategy need to make a countdown tool. This can be numbered or colored squares, as used in the photos below, or any shape or style that is meaningful to the individual. As the transition nears, a team member will take off the top item (i.e. the number 5) so the individual is able to see that only 4 items remain. The team member decides how quickly or slowly to remove the remaining items depending on when the transition will occur. Two minutes may elapse between the removal of number 3 and number 2, while a longer amount of time may elapse before the final number is removed. Once the final item is removed, the individual is taught that it is time to transition.



Elements of Visual Schedules

The consistent use of visual schedules with individuals with ASD can assist in successful transitions. Visual schedules can allow individuals to view an upcoming activity, have a better understanding of the sequence of activities that will occur, and increase overall predictability. A number of studies have indicated that visual schedules used in classrooms and home settings can assist in decreasing transition time and challenging behaviors during transitions, as well as increase student independence during transitions (Dettmer et al., 2000).

Use of Objects, Photos, Icons, or Words

Research has indicated that using a visual cue during a transition can decrease challenging behavior and increase following transition demands (Schmit, Alper, Raschke, & Ryndak, 2000). In one study, photo cues were used with a young boy with autism during transitions from one classroom activity to another, from the playground to inside the classroom, and from one room within the school to another (Schmit et al., 2000). At transition times, the staff presented the student with a photo of the location where he would be going. This allowed him to see where he was expected to go and provided additional predictability in his day. Other formats of information, such as objects, black-line drawings, or written words could be used to provide similar information to individuals. It is helpful for the individual to carry the information with him/her to the assigned location. This allows the individual to continually reference the information about where he/she is headed as the transition occurs. Once arriving at the destination, consider creating a designated “spot” for the individual to place the information, such as an envelope or small box. This indicates to the individual that he/she has arrived at the correct place.

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TRANSITION TIME CONTINUED....

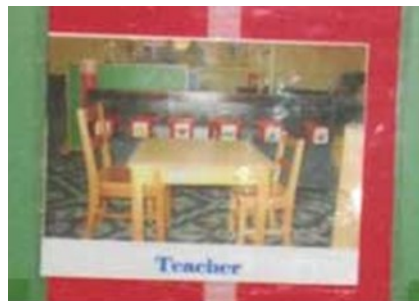
For example, if an individual is a concrete learner handing him an object that represents the area that he will be transitioning to may be most meaningful. If this student is to transition to work with a teacher, staff may hand him a task that will be used during the work time indicating it is time to transition to that location. Another student may be given a photo of the work with teacher area, while a third student may be given a written card that says "teacher". When the student arrives at the teacher area, he may use the task in the activity or place the photo or word card in a designated spot. These cues provide advance notice to an individual and may assist with receptive language (understanding what is being said). Examples of a transition object (a book representing the reading center), a transition photo (picture of the teacher work area and the matching photo located at the teacher table), and a written card (the word "teacher" is given to the student and matched to a corresponding written cue at the teacher area) are below.



Transition Object



Written Word

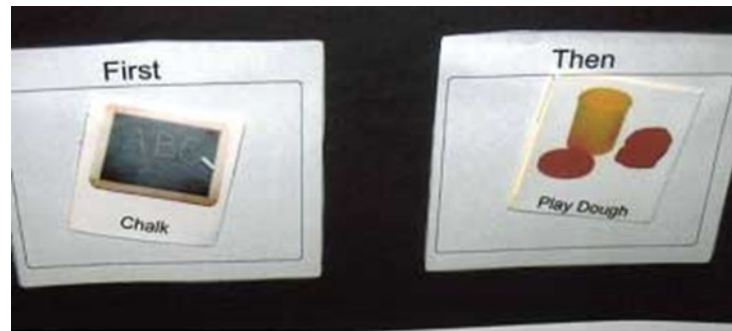


Transition Photo

Continued on page 7.

TRANSITION TIME CONTINUED....

Showing a student one piece of visual information at a time during transitions may be helpful for many individuals with ASD. Other individuals may benefit, however, from seeing a sequence of two activities so they can better predict what will take place during the day. It is important for the team working with the individual to assess how much information is helpful at transition times. A “First/Then” sequence of information may be useful—as individuals can see what activity they are completing currently and what activity will occur next. This may help an individual transition to a location that is not preferred if he/she is able to see that a preferred activity is coming next. A “First/Then” should be portable and move with the individual as he/she transitions.



First/Then

Use of Transition Cards

Other individuals with ASD may find that longer sequences of visual information are more effective in alleviating transition difficulties. These individuals might benefit from the use of a visual schedule that is located in a central transition area in the home, classroom, or employment setting. Instead of the information coming to the individual as discussed previously, now individuals have to travel to the schedule to get the object, photo, icon, or words that describe the next activity or location. If the schedule is centrally located, individuals need a cue to know when and how to transition to their schedules to get information. Using a consistent visual cue to indicate when it is time to transition is beneficial, as concrete cues can reduce confusion and help in developing productive transition routines. When it is time for an individual to access his visual schedule, present him/her with a visual cue that means “go check your schedule”. This cue can be the individual’s name, a photo of the individual, a picture of something that is meaningful to the individual, or any visual symbol the team selects. The individual is taught to carry the visual cue to his/her schedule, match the cue in a designated location and refer to the schedule for the next activity. Using the visual cue regularly helps individuals predict the transition routine. The visual cue may be more salient and meaningful to the individual than repeated verbal cues. Examples of transition cues, including visuals that read “Check Schedule” and match to a corresponding pocket above daily schedules, and a picture of Barney that serves as a transition cue for a young girl (who also matches it to a corresponding pocket near her daily schedule) are below.

Transition Cards



Continued on page 8.

TRANSITION TIME CONTINUED....

"Finished" Box

Another visual transition strategy that can be used before and during a transition is a "finished" box. This is a designated location where individuals place items that they are finished with when it is time to transition. When it is time to transition it is often helpful for individuals to have an assigned location to put materials prior to moving on to the next activity. The box may be located in the individual's work area as well as in any center of the classroom or room in the home, and can be labeled with the word or a visual cue to indicate its purpose. Research indicated that the finished box, in combination with several other discussed visual strategies, was helpful during transitions from work time to free time for a young student with ASD (Dettmer et al., 2000). When work time or free time was finished (as indicated by the Time Timer) the student was instructed to put his items in the finished box before transitioning. This assisted in creating a clear and predictable transition routine which decreased transition time and increased positive behavior. Similarly, team members may decide that a "To Finish Later" box may be appropriate for an individual with ASD. This may be used during transitions when an individual has not had time to complete an assigned activity. Often, individuals with ASD may prefer to complete an activity before moving on, and this may not be possible due to time constraints (i.e. family member has an appointment to attend, it is time to go to the cafeteria, the work shift is over). In these cases, establishing a location where the individual knows he/she can find the materials to finish up at a later time or date may be helpful.



Other Considerations When Planning for Transitions

Along with developing predictable and consistent transition routines, team members may also need to consider adjusting the activities that individuals are transitioning to and from if transition difficulty continues. Factors such as the length of an activity, the difficulty level, and the interest level of an individual all may contribute to transition issues. Similarly, if an area is too crowded, loud, over stimulating or aversive for some reason, individuals may resist transitioning to that location. A review of environmental factors that could contribute to transition difficulties is also recommended. In addition, the sequence of activities may need to be reviewed. Team members may benefit from reviewing the activities required of the individual throughout the day and categorizing them as preferred, non-preferred, or neutral. If the individual has difficulty transitioning it may be wise, when possible, to strategically sequence certain activities so individuals are moving from non-preferred activities to preferred activities and from preferred activities to neutral activities. Though this certainly may not be possible for all of an individual's transitions, it may alleviate some transition challenges.

It is important for the team to continually assess how transitions impact individuals with ASD. Depending on the activity, environment, and the specific needs and strengths of the individual, a variety of transition strategies may be appropriate. Through the use of these strategies, research shows that individuals with ASD can more easily move from one activity or location to another, increase their independence, and more successfully participate in activities at home, school, and the workplace.

<https://www.iidc.indiana.edu/irca/articles/transition-time-helping-individuals-on-the-autism-spectrum-move-successfully-from-one-activity-to-another.html>

HELPING KIDS WITH AUTISM TRANSITION

Helping kids with autism transition back to in-person school: 10 tips

Transitions are tough. As many schools make plans to shift from distance learning to in-person instruction, families, students and educators face an adjustment period. That's especially true for students with [autism spectrum disorder](#), because [transitions can be particularly stressful](#) and challenging for them.



Transitioning back to in-person instruction is an adjustment for educators, families and students.

“The pandemic has been disruptive for children across the board,” said Patricia Schetter, a board-certified behavior analyst who coordinates the Autism Education Initiatives for the [Center for Excellence in Developmental Disabilities](#) at the [UC Davis MIND Institute](#). “Especially for children with autism and their families, so many aspects of their education have been affected, including access to therapies as well as educational and social interactions.”

Schetter noted that the pandemic forced everyone to learn new routines and new ways of working, learning and recreating. “Now, there will be a new period of learning, because in-person school won’t look like it did a year ago. There will be masks, distancing and hybrid schedules to get used to,” she explained.

Since the pandemic began, Schetter’s work has focused largely on supporting families and educators with the adjustment to online learning. Now, parents and teachers are asking for resources and supports to help children with autism return to the classroom. [Click here for a handy guide.](#)

She offers some tips that her team has collected:

1. Help them get comfortable again with the building and school grounds before in-person instruction begins. Visit on a weekend day and walk around if possible, helping the student to reacclimate. Another way to do this is to use a [social story like this one](#) from Autism Little Learners, which illustrates the changes students may experience, like the teacher wearing a mask or desks being farther apart.
2. Practice wearing a mask. Many kids will not be used to wearing a mask for hours, and it may be unfamiliar and uncomfortable. Have the student wear one at home for short periods and gradually increase it to get them used to keeping it on for a significant time. [Click here to see a social story about wearing masks](#) from the MIND Institute. [Or try this handy guide for helping kids get comfortable with masks.](#)
3. Practice wearing a mask. Many kids will not be used to wearing a mask for hours, and it may be unfamiliar and uncomfortable. Have the student wear one at home for short periods and gradually increase it to get them used to keeping it on for a significant time. [Click here to see a social story about wearing masks](#) from the MIND Institute. [Or try this handy guide for helping kids get comfortable with masks.](#)

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HELPING KIDS WITH AUTISM TRANSITION

Transitioning back to in-person instruction is an adjustment for educators, families and students.

• Patricia Schetter

4. Establishing a new school routine is also really important. Setting a schedule and daily expectations is key to helping kids feel safe and secure at school. "Students must be comfortable in order to re-engage and connect, and that will enable them to be ready to learn, noted Schetter. "That will also help teachers recognize their strengths and interests and increase motivation."
5. Be patient. There will be a period of acclimation, and educators and therapists will first need to make sure the student is stabilized. "It will be really important not to push too hard, too fast as it might overwhelm and discourage many students as they readjust to being at school," said Schetter.
6. Reconnecting with kids and helping them to feel safe and secure at school will be key, and the best way to do that is to establish clear expectations, schedules and routines and to focus on children's strengths and interests. This will help kids be available to learn, and when their strengths are recognized and their interests are incorporated into learning, they will be more motivated to engage.
7. Keep your expectations reasonable. "Some kids may require more intensive or individualized instruction to regain skills," she said. Educators and families should work together to develop an individualized plan that will meet the needs of the child.
8. Be open to nontraditional methods for addressing learning loss. "Things like summer school, before or after school interventions, small groups of individualized instruction may all be on the table, so parents should work really closely with their educational teams to determine what the best fit is for their child," noted Schetter.
9. Stick to what works. The use of evidence-based practices by teachers and therapists is the best way to help kids regain lost skills and acquire new ones. "Things like visual supports, positive behavior supports and social skills teaching have all been proven to be highly effective," she said. [These Autism Focused Intervention Resources and Modules](#) provide training for educators and parents.
10. Remember that what works for your child may not work for others. Schetter noted that many kids are benefiting from online learning and may experience less social anxiety at home, while many students with autism benefit more from face-to-face instruction and live social interactions.

Schetter's team at the [California Autism professional training and information network](#) (CAPTAIN) put together an [excellent list of resources for educators and families](#).

"Families have had to adopt many roles during the pandemic: surrogate teacher, therapist and primary social partners for their kids," explained Schetter. "As we transition back to in-person instruction, I expect everyone will benefit from the increased understanding and collaboration that distance learning necessitated."

<https://health.ucdavis.edu/health-news/newsroom/helping-kids-with-autism-transition-back-to-in-person-school-10-tips/2021/03>



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HALLOWEEN TIPS

Halloween Tips And Activities For Children With Autism

The spooky season of Halloween is upon us! Everywhere you can see smiling pumpkins, spider webs, and ghostly decorations on home fronts and in the stores. Candy fills the shelves. This is one of the most exciting times of the year for children!

However, for children with autism, the Halloween season can be a difficult or challenging time. There are sensory concerns from uncomfortable costumes, scary decorations and lighting, as well as peers ringing doorbells with shouts of “trick-or-treat” ringing up and down the street. The social rules of Halloween can also be challenging for children with ASD and then there is the role of candy to play in the struggle. Overall, Halloween can be a chilling struggle. If you want to help your child enjoy Halloween or at least make it more comfortable for them, try a few of the suggestions on this list.

GOING OUT FOR HALLOWEEN

PREPARATION BEFORE THE NIGHT



Many parents agree that a major component to your child’s enjoyment of this holiday will be preparation. Find time long before Halloween to discuss with your child what’s going to happen. Show them pictures and do research with them so they have an idea of what their peers are going to be doing and why everyone is in a costume hunting for candy.

If they are going to be dressing up and try trick or treating, take them on an established route that you decide beforehand. Do a test run as an evening walk so they are familiar with where they will be going away from their house. If you have good neighbors, you can coordinate with them beforehand to practice trick-or-treating so it won’t cause too much anxiety on Halloween night. If your child has dietary restrictions, you might be able to give your neighbors special treats to give your child when they come so they get the experience without breaking their diet.

Pick costumes out a long time beforehand so your child has an opportunity to try them on a few times. Try to pick costumes that go easily over the top of clothes or are not restrictive to avoid sensory issues. You could even go and pick up a fun sweatshirt or goofy hat as a substitute for a costume, since it will be easy to put on and easy to shed if it becomes restrictive. If your child isn’t into the costume on Halloween, that’s okay. This is all about making their experience with Halloween positive and fun.

Halloween Night

Once you have all the early prep work done, the next step is to get to through the night without a meltdown, which might be easy or difficult. Every year will likely be different. Take a flashlight with you as you walk and follow your route. Often times, trick-or-treating with friends and siblings can be really helpful because they can watch over your child, ease some of the tension associated with the social situations, and help them score some delicious treats. Trick-or-treating in groups is a great way to keep tabs on your child too, in case they get frustrated and try to elope. Consider light up shoes or glow sticks to keep track of kids in the dark or adjust your timeline a bit to return home as the sun goes down.

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HALLOWEEN TIPS CONTINUED.....

STAYING IN FOR HALLOWEEN

Many children with autism struggle so much with Halloween that they can't really enjoy the holiday if they go out. Some kids with ASD are just completely uninterested in Halloween and all the festivities. If that's the case with your child, that's perfectly okay. There are a few things you can prepare them for as the holiday approaches.

Halloween Day

If everyone else is partaking in the activities but your child is not, there can be a disconnect for them when it comes to school interactions or peer interactions. As you would do with children that are participating in the holiday, make sure you sit down with them and explain what is going to happen during the holiday. Explain the costumes and the decorations that they will see. Show them what trick-or-treating is and how children come to the doors of strangers to collect candy. Overall, just make them comfortable with the holiday before Halloween night begins.



Halloween Night

On Halloween night, find some activities to do with your little one that they enjoy. If they aren't interested in trick-or-treating, but they do want to take part in the fun, you can have them help you hand out candy to all the ghouls and goblins. If they become stressed out, you can always shut off the light and go inside.

Try to limit sensory overload for your child on Halloween night. If you're still going to hand out candy, but they don't want to join, don't give kids the opportunity to ring the bell and shout. This can cause agitation. Make sure that their environment is comfortable as the night progresses.

ALTERNATIVE ACTIVITIES THAT ARE SPOOKY FUN

No matter whether you are going out or staying in for the eeriest of holidays, there are a lot of really fun activities that you can do at home or in a classroom with children to keep the spooky spirit alive. Before, during, or after the holiday, try a few of these favorites that your kids are sure to enjoy:

All Kinds Of Slime!

Slime is fun for everyone! The gooey, squishy stuff can be really stimulating and fun for kids with autism to play with and make. You can keep it for yourself, or pick up little vials and hand it out for a party favor or Halloween trinket. Here are three different recipes for slime: (click on the hyperlink to access the recipe)

- [Easy Bat Slime](https://littlebinsforlittlehands.com/make-easy-slime-bat-sensory-play/) (https://littlebinsforlittlehands.com/make-easy-slime-bat-sensory-play/)
- [Magical Monster Slime!!!](https://lemonlimeadventures.com/magical-monster-slime/) (https://lemonlimeadventures.com/magical-monster-slime/)
- [Witches Brew Slime](https://littlebinsforlittlehands.com/halloween-slime/) (https://littlebinsforlittlehands.com/halloween-slime/)

Continued on page 13.

HALLOWEEN TIPS CONTINUED.....

Spooky Crafts

Crafting is fun and something about the winter season always makes it fun to stay inside and create something fun. These crafts are sensory friendly, easy to make, and perfect for the Halloween season:

[Easy Halloween Lanterns](https://www.redtedart.com/quick-craft-post-halloween-lanterns-vlog/?cn-reloaded=1) (<https://www.redtedart.com/quick-craft-post-halloween-lanterns-vlog/?cn-reloaded=1>)

[Q-Tip Skeletons](https://parentingchaos.com/halloween-kid-crafts-q-tip-skeletons/) (<https://parentingchaos.com/halloween-kid-crafts-q-tip-skeletons/>)

Awesome Activities

Any opportunity to combine activity and creativity together is a great thing. Try out these frighteningly fun play activities.

[Halloween Tin Can Bowling](https://www.redtedart.com/halloween-tin-can-bowling/?cn-reloaded=1) (<https://www.redtedart.com/halloween-tin-can-bowling/?cn-reloaded=1>)

[Pumpkin Sensory Play](https://www.mymundaneandmiraculouslife.com/pumpkin-sensory-play/) (<https://www.mymundaneandmiraculouslife.com/pumpkin-sensory-play/>)

[Witches Potion Sensory Play](https://livingforthesunshine.com/witchs-potion-halloween-sensory-activity/) (<https://livingforthesunshine.com/witchs-potion-halloween-sensory-activity/>)

No matter what your child wants to do with their spooky evening, there are a lot of things you do with your little one to enjoy the holiday. From all of us at Lexington Services, Happy Halloween!

<https://lexingtonservices.com/halloween-tips-and-activities-for-children-with-autism/>

HALLOWEEN RESOURCES

<https://www.autismspeaks.org/blog/happy-halloween-making-holiday-fun-everyone>

<https://tacanow.org/family-resources/trick-or-treat/>

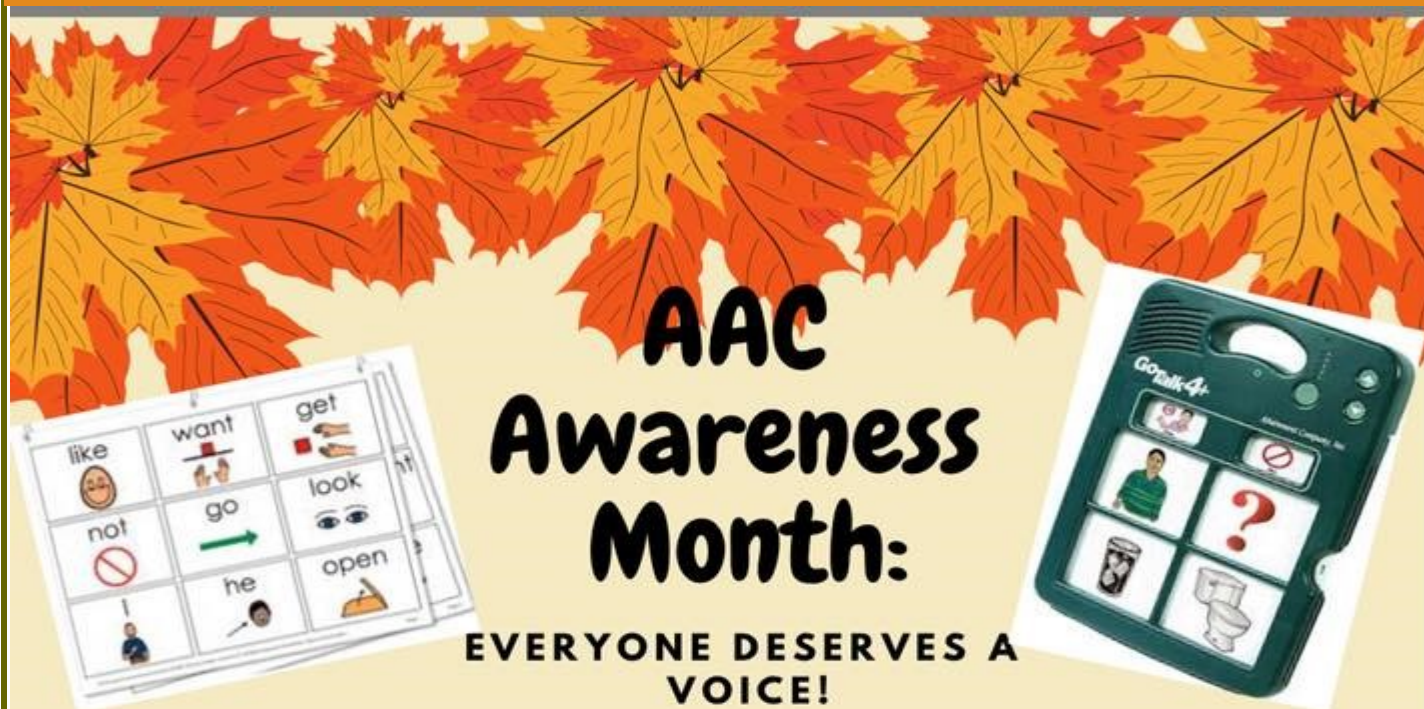
<https://www.chla.org/blog/rn-remedies/halloween-tips-kids-autism-spectrum-disorders>

<https://www.acuitybehaviorsolutions.com/halloween-tips-children-autism/>



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OCTOBER IS AAC AWARENESS MONTH!



Augmentative and alternative communication (AAC) refers to communication method that helps or replaces speaking or writing for individuals who struggle to produce or comprehend spoken or written language.

Different Forms of AAC

No Tech: Gestures, manual signs, facial expressions, vocalizations, body language.

Low-tech: Pictures, writing, communication boards (CORE), objects.

High-tech: Speech Generating Devices (Tobii Dynavox, GoTalk, proloquo2go, BIGmack and MORE!)

AAC is most commonly used by (but not exclusively limited to) those with:

- Autism Spectrum Disorder
- Cerebral Palsy
- Developmental disabilities
- Intellectual disabilities
- Developmental Apraxia of Speech
- Genetic Disorders
- Acquired disabilities (stroke, TBI, etc)

Communicating with someone who uses an AAC device

- Find out how the individual communicates
- Give them time to communicate. Using an AAC system takes more time than speaking
- Do not speak loudly, slowly or in a condescending manner
- Speak directly to the client, not to the person who may be accompanying them

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BOOK SUGGESTIONS

Helping Children with **AUTISM SPECTRUM CONDITIONS** through Everyday Transitions *Small Changes - Big Challenges*

John Smith, Jane Donlan and Bob Smith



Helping Children with Autism Spectrum Conditions through Everyday Transitions: Small Changes – Big Challenges

by John Smith, Jane Donlan and Bob Smith

Facing any type of change can cause confusion and anxiety for individuals with autism spectrum disorders. This book looks at the small transitions in everyday life that can be a big deal for a child with autism and offers simple and effective strategies to make change less of a daily challenge. Explaining why seemingly minor changes to routine can be emotionally distressing for children with autism, this book teaches parents practical solutions for coping with common transitions including switching from a weekday to weekend schedule, the changing of the seasons, and sleeping in a different bed when on holiday. With insights from the authors' personal experiences and helpful scripts, signs and sketches to use along the way, this book shows that with a bit of thought and preparation parents can reduce the stress surrounding change for their child and the whole family. This book is the perfect tool to help children with autism deal with change in a calmer and more confident manner and will be essential reading for parents and any professionals working alongside them.

Stuck Strategies: What to Do When Students Get STUCK - How to Turn No into Let's Go!

By Janice Carroll and Terryi Ellis Izraelevitz

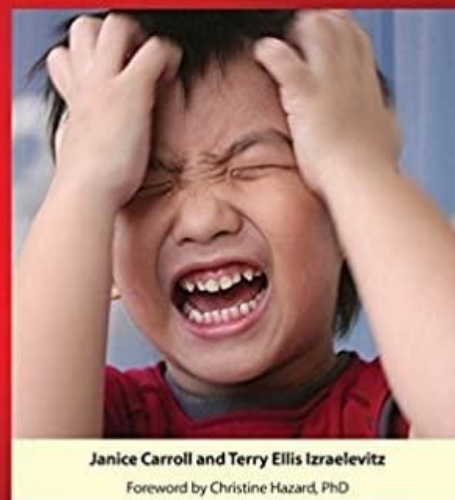
Do your children/students ever get STUCK? Do they have challenges completing tasks or transitioning to new tasks? Are you searching for ways to get them moving forward? **STUCK Strategies** is a treasure trove of proven methods for supporting students with autism spectrum disorders and/or inflexible temperaments. The authors' descriptions of fifteen strategies include instructions for implementation under headings like The Basics, Materials, Examples of How to Use This Strategy to Support Students Away from Stuck Behavior, and References. In addition, ***Stuck! Strategies*** provides illustrations for easy use in school, home, and community. Examples of strategies include:

- Visual Schedule and "Finished, Now, Next"
- Providing sensory breaks
- Providing a Prop, a Role and a Rule to support transition
- Visual Representation of Time
- "Do...Then" or "Now...Next" boards
- Change Adults

This book is a must-have for any adult who works with students who get STUCK!

STUCK! STRATEGIES

What to Do When Students Get STUCK
How to Turn "No!" Into "Let's Go!"



Janice Carroll and Terryi Ellis Izraelevitz
Foreword by Christine Hazard, PhD

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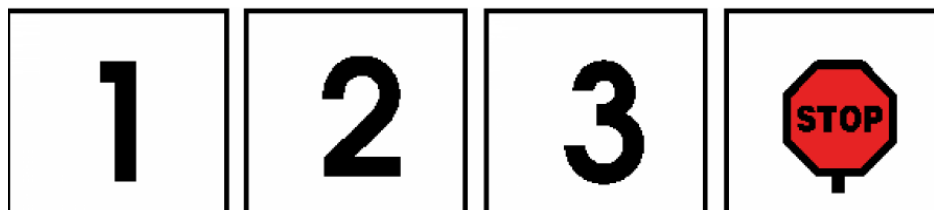
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VISUALS



Visual Transition Cues – Defined Beginning and End

- preferred and non-preferred activities
- prepares the student that an activity / task is beginning and when it will end
- clarifies expectations regarding the activity / task



Visual schedule on
Pictello



Transition card to
provide cue to
check schedule

Free printable core board: <https://omazingkidsyoga.files.wordpress.com/2019/10/150-location-core-board-with-alphabet.pdf>



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