

The  
Ultimate Guide  
to  
School and Home

Key Strategies for  
All Ages and Stages

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# Introduction

As a teacher and a parent we have put together ideas that may help you work with your child/student with Autism Spectrum Disorders (ASD). When we say ASD we are referring to Autism, Asperger's Syndrome, PDD - NOS etc. Many children have a dual diagnosis or no diagnosis; we believe these key strategies are valuable for all.

We have encompassed both school and home in this edition as we think that to create a successful atmosphere and successful child we need to work together. The more ideas we can come up with, share and modify together the more beneficial it will be for everyone - not just the child/student.

There needs to be a balance between what parents want for their child and what the school and teacher can realistically achieve with the resources and funding that is at hand.

Keep in mind that many of the strategies in this book work for all students not just for those students with ASD.

Whether a child is verbal or non-verbal, three or thirty we believe the same strategies apply. ASD is life - long and the strategies are required throughout life. Just as a child in a wheelchair still requires a wheelchair as an adult, we believe these strategies will always be vital at preschool, school, home, work, recreation or within the family. We hope over time children will become independent adults who can use these supports independently.

## How to use this book

We have tried to provide a range of ideas and we would recommend you try a few together or add on an idea to something you are already using. Often, it is a combination of strategies that works best. We also hope this book is confirmation or reassuring that you already have in place the right strategies; it may just need persistence or consistency across people and places.

In our experience

- 1) ASD, ADHD, ADD, OCD, ODD, Developmental Delays are individual
- 2) Strategies wear out
- 3) **Not** every strategy works for everybody
- 4) Sometimes, when you try a strategy it takes time to make a difference
- 5) Often you will see a small gradual change rather than an instant change. It is important to celebrate success along the way

*Enjoy reading and have a great time using the strategies in the book.*

# Acceptance KEY

We sometimes find that we are fighting an up hill battle when it comes to ASD. We want to help our children find a way to be in this world and for others to have tolerance for someone who is different and doesn't understand our world and its' conventions very well.

If the word **acceptance** means: *“the state of being accepted by others; approval”*, then this is what we would like to see for our students, children, parents and teachers

- Acknowledgement of Autism Spectrum Disorder. That these children are not being naughty but are trying to learn our foreign ways and manner in which that we do things
- Approval from the family that what I am doing is right for my child and my own family. Families struggle to have a sense of normality in their lives. Sometimes that means going to family functions where the child has difficulties because of the all the interactions. Please understand when I have to leave early and can't do the washing up, even if it was my turn to do it.
- Teachers to accept my child for who he is. His learning style might be different to others and he may take longer to learn things than others, but he is valuable to society
- Teacher aides to please not take it personally when my child says he won't work with you, understand it may just be because of your lovely perfume or the shampoo that you are using
- Help to create an independent individual who can make decisions for himself (eventually)
- Parents: accept that teachers are only human and sometimes can't do everything that you want
- Grandparents accept that your grandchild will love you differently from your other grandchildren and that it can be just as good



Jonathan

“...I tried to be good mum, but then I got tired....”

