



omiVista

Autism Suite Manual

2017



How do you feel today? 



tired

sad



happy

content

Contents

Themes	3
Content Overview	4
Before you begin	8
Session Guidelines	10
Getting Started	11
Themed Application Lists	14-58

Introduction

Every child diagnosed as being on the autism spectrum has different strengths and weaknesses. The priority for addressing these will be dependent on your professional judgement and will be determined by existing difficulties (barriers to learning or integration) and the child's current anxieties.

It is important to consider that in general children with autism do not learn through observation. They need to have skills directly taught to them.

In order for skills to be used independently this direct teaching will need to follow three distinct phases. Firstly, the skill will need to be explicitly modelled. Then it will need to be practiced with assistance and finally it can be practiced independently.

Each child is an individual and their needs may differ and these phases will take different amounts of time to achieve skill mastery.

The Suite

The Autism Suite is divided into seven key areas of need for children on the autism spectrum. These areas are explained in detail and include a series of apps which will assist development in each of the key areas. Each app is accompanied by teacher notes giving instructions and suggested uses.

THEMES

<u>ASD Theme headings</u>	<u>Application Prefix</u>
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Social Interaction	AUI
Emotional Understanding	AUE
Communication Skills	AUC
Flexible Thinking	AUT
Personal Organisation	AUO
Motor Skills	AUM
Sensory	AUS

Content Overview ~ main topics

- This is me
- People in my life
- What am I like – personality
- Being with others/sharing space
- Empathy
 - body language and gesture
 - idioms
 - jokes and sarcasm

Social Interactions

Page 14

- speaking and listening
- conversation starters

- Predicting what will happen next
 - Consequences of behaviour
 - Others' points of view
- Also included:
- Times table activities

Emotional Understanding

Page 21

Communication Skills

Page 27

Flexible Thinking

Page 34

- Recognising facial expressions and emotions
- Copy/use emotional expressions
- Understand and control own

- Auditory & Visual
- Vestibular
- Proprioceptive

- Personal hygiene
- Personal space
- Organising belongings
- Personal responsibility

Personal Organisation

Page 41

Motor Skills

Page 47

- Gross motor
- Balance
- Coordination
- Spatial awareness
- Reflexes
- Eye-tracking

Sensory Calming/Alerting

Page 51



Before you begin please read....

NB Please ensure you have prior access to the omiVista system so you can familiarise yourself with its content and behaviour thereby enabling you to plan and deliver sessions confidently.

Visibly learning to negotiate the suite in front of pupils can greatly reduce the quality of the learning that takes place and in many respects lessens the 'magic'.

It would be a great shame for the content to be revealed whilst trying to decide which apps to use/testing how they work while your group is present. **We all want their first omiVista sessions to be rewarding and attention grabbing so the learning potential is secure for future sessions...**

How does the omiVista support learning for children with autism?

These gesture activated experiences are a highly motivating way of learning for children on the autism spectrum. They include engaging visual resources that allow learning through imitation as well as direct teaching of skills. They address key areas of difficulty as well as supporting the work of Occupational Therapy and Speech and Language Therapy.

Children with autism benefit from direct teaching of skills. They generally learn best with well-structured, hands on learning experiences with plenty of visual prompts and support.

The omiVista Autism Suite breaks down the areas of difficulty encountered by children on the autism spectrum. Each area has a series of applications that can be utilised within an individual education plan or as part of group social skills learning.

As with the Education Suite, when Apps are introduced creatively the scope for teaching, exploring and assessing a wide range of knowledge at a variety of levels is far reaching.

There is obviously a place for self-discovery (especially within the sensory apps) but, without some task specific input, children will often lose concentration and want to move on to another App before all the learning possibilities have been explored.

Children with autism will love the familiar style of apps with content designed specifically to address their range of needs. When using omiVista initially, give plenty of time for the child to become familiar with the interactive system. This can be done with a mixture of modelling and supported use of the system as well as child initiated exploration.

Remember that the sound can be turned off easily if the child has auditory sensitivities.

Depending on the children, you may want to use the system individually before allowing peers to join the session. This will allow for personal exploration of the system without increasing anxiety by expecting the child to share space and take turns. After a while, you will be able to work on sharing space and turn taking initially using the specially structured apps for this purpose and then across all of the suite.

Getting started with the omiVista system

Welcome to your brand new omiVista system.

This manual is designed for use with the omiVista fixed ceiling install system, the mobile trolley and the Mobii table system.

TURNING THE SYSTEM ON/OFF

A CEILING INSTALL system only:

The unit is permanently in standby mode with power 24/7

1. To turn the system ON simply Press the **RED** button on the end of the Remote control.



2. The projector will come on and the Apps Menu will display within 30 seconds.
3. The system is now ready to use, navigate the menu using the remote control (see p.3)

Turning OFF;

1. Press the same red button at the end of the remote control, the projector will shut down.
(**NB.** Please do not attempt to turn the system back on again for at least 2mins)

B MOBILE system only:

1. Ensure floor area/vinyl is clear before plugging in IEC power cable.
2. To turn the system ON Press the Power Button once on the back of the Unit.



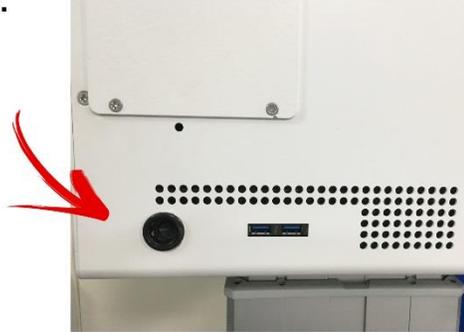
3. The projector will come on and the Apps Menu will display within 40 seconds
The system is now ready to use, navigate the menu using the remote control (see p.3)

Turning OFF;

1. Press the same Power Button once on the back of the Unit, the projector will shut down.
(**NB.** Please do not attempt to unplug the cable or turn the system back on for at least 2 mins)

C MOBII Table System only;

1. Ensure unit is adjacent to a clear table surface and plug in the IEC power cable.
2. To turn the system ON press the Power Button once on the back of the unit.
The projector will come on within 40 secs.



3. Adjust the height of the Mobii unit so the image fills the table surface using the up/down arrow buttons on the back of the unit.



A different height table will require slight adjustment.

If your App Menu requires re-focusing please speak to the staff member who received the training.

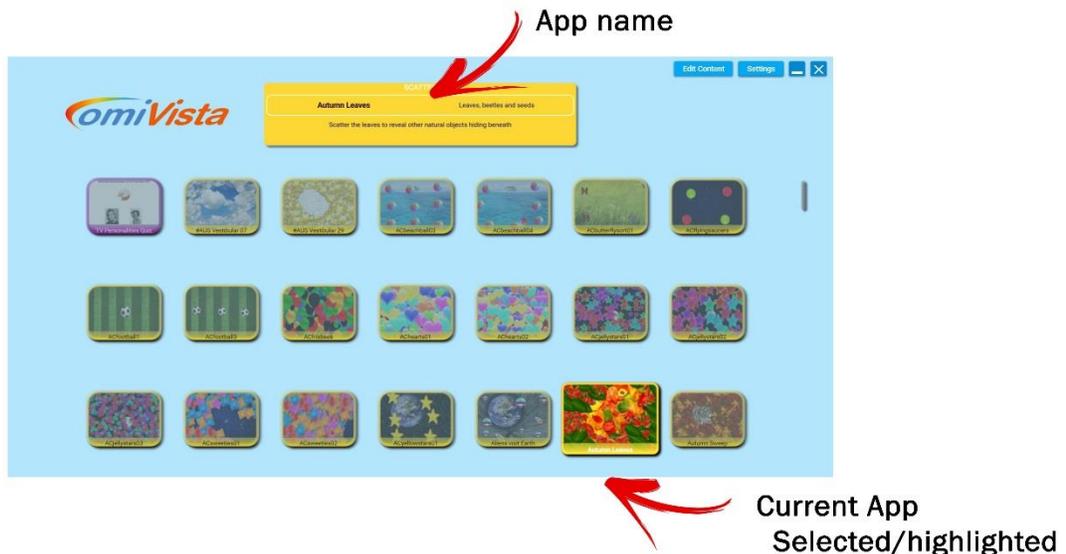
Once the App menu fills the table surface area use the remote control to navigate (p.3)

Turning OFF;

1. Press the Power Button once on the back of the unit. The projector will shut down.
(NB Please do not attempt to unplug the cable or turn the system back on within 2 mins)

THE APP MENU

Your App Menu should look something like this:



NAVIGATING THE APP MENU

The omiRemote Control

Arrows to navigate Apps
Up/down
Left/right

Global Volume
+/- buttons

Central button
Select/Ok

Freeze button
Halts interaction



NB The Navigate buttons above can also be used to make global changes to the behaviour of an app including:

- speed of objects in Splat,
- speed of returning images in Wipe
- speed of questions in quiz
- speed of the fish in water etc.

App name & notes window

Navigating the Grid of Apps



SELECTING APPS

Using the arrows on the remote control will highlight each app in turn on the menu screen. All Apps can be scrolled through either travelling left, right, up or down.

1. Each App has a name & corresponding App notes that will appear in the window at the top
2. To select an app simply navigate to the app you want and press the central blue remote button.
3. A Loading screen will appear and a few seconds later the app will be ready to use.

AUTISM THEMED APPLICATION LISTS

The following are the themed applications with a synopsis of each one and session guidelines/ideas (under Notes) for optimising the learning taking place.

SOCIAL INTERACTION

Please use this guide as an essential companion to the playlists...

People with autism often have difficulty in establishing and maintaining relationships. This is often made more difficult because they cannot easily interpret or understand the needs of others.

Supporting social interaction and competency are vital to overall progress. Individuals with autism often have the desire to interact, but they simply do not know where to begin. Take care not to interpret social difficulty as a lack of desire or avoidance of social interaction. **Keep in mind the issues of timing and attention, sensory integration and communication, and recognise that to build social skills all of these issues will need to be addressed.**

Remember: Generally, children on the Autistic Spectrum do not learn by observation – Teaching these skills directly in groups and giving time to practise them and hear feedback will allow children with autism to develop confidence in this area which in

WIPE	SCATTER	ZONES	SPLAT	WATER	QUIZ
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turn will facilitate further interaction.

Applications ()	Descriptions	Notes
This is me	It is vital to develop self-awareness and self-identity before being able to	

	develop social skills and an awareness of others. These first few apps will get the children to start talking about themselves and allow them to get to know each other a little better.	
AUI This is me 01	Feeling today1 Choose between Happy/Sad	NB Use the freeze button on the remote frequently in these apps to prevent premature reveals.
AUI This is me 02	Feeling today2 Choose between Happy/sad/tired/ something else	These Quiz Apps introduce the concept of different emotions and expressions represented by the emoticons. Encourage the children to choose the word/emoticon which best matches how they feel.
AUI This is me 03	Feeling today Choose between Content/upset/ worried/ angry	Discuss the facial features of the photos revealed and how the eyes/mouth/nose etc can show how we feel.
AUI This is me 04	Likes/Dislikes1 Which of these do you like best? Ice-cream Apple Toast	These Apps encourage children to create a picture of themselves by selecting their likes/dislikes and comparing them with others. In this App each child selects a mystery coloured picture tile (personal choice) and decides which revealed snack they like best out of the three presented. Does everyone agree? Why do we have different tastes? Reassure that it's good that we are all different. Lots of opportunities for discussion about food likes/dislikes, asking each other questions. Extension: This app can be adapted to show 3 different snacks that the children have chosen. They could even do a class snack survey and chart people's responses.
AUI This is me 05	Likes/Dislikes2 Meals Sausage/mash Pizza	Choosing a favourite Meal from the three options. Encourage the children to be as honest as possible. If they are finding it difficult then model appropriate responses or prompt with suggestions if you know the children well enough. Discuss why they like/dislike certain foods/meals. What senses influence their choices? Is it the texture of the mash potato they dislike?

	Fish/chips	The smell of fish and chips they love? The colour of pizza that's off-putting? A good way to examine other likes/dislikes based on their sensory profile.
AUI This is me 06	Likes/Dislikes3 Desserts Treacle sponge & custard Chocolate brownie Yogurt & fruit	As above discussing likes/dislikes of 3 puddings/desserts.
AUI This is me 07	Likes/Dislikes4 Activities Cooking Bowling Electronic games	Encourage the children to think/talk about the activities presented. What is it about their personality that means they enjoy doing these things? Discuss positive & negative aspects of each activity. Eg Cooking - Fear of hot oven/lovely baked goods Bowling- noisy venues with UV light/fun w friends Elec. Games – can give you headaches, lose hours of time, not real life, can be too solitary/ sense of adventure, a challenge, can be social Painting – messy fingers/joy of expressing yourself Model Making – small pieces can be frustrating/finished build can be very satisfying Craft – sharp scissors/creating something, sense of achievement.
AUI This is Me 08	Likes/Dislikes5 Activities Painting Model making Craft	
AUI This is Me 09	Sharing likes/dislikes Empathy Dislike loud noises Like Laughing Dislike feeling different	In the following two apps the reveals share how other children feel about certain things. Encourage the children to decide which like/dislike they empathise with most. Reassure they are not alone in experiencing that response. Is there any agreement in the group?
AUI This is Me 10	Sharing likes/dislikes Empathy	

	Like playing outside Dislike shopping Like singing	
People in my life	To build upon their self-awareness, it important to increase an awareness of who is important in our lives. By sharing with others you can also develop their understanding that everyone is different and that's ok. It is important to build the children's confidence to share slowly. If the family is a sensitive issue, you may wish to miss out this topic entirely or move straight on to 'Others' and just talk about important people in their lives.	
AUIFamily01	<i>Dad, Mum, Brother, Sister</i>	<i>Ask the children to bring in a picture of their family to show the group. Talk about how everyone's family is different.</i>
AUIFamily02	<i>Grandparents, Aunts, Uncles, Cousins</i>	
AUIothers01	<i>Friends, Teachers, Sports Coach, Cub Leader.</i>	<i>Talk about how everyone has a different 'circle of friends'. Encourage the children to think about who they are closest to and how their friends are all different.</i>
What am I like - personality	The next stage of improving self-awareness can be developed by considering different personalities as well as beginning to recognise their own personality and behaviour to others.	
AUI Self Aware 01	<p><i>Opposites 1</i></p> <p><i>Personality and the way someone acts, behaves or treats people.</i></p> <p><i>Traits:</i></p> <p><i>Confident / Shy</i></p>	<p>Read both words on either side of the screen and help the children to decide which most describes them. Use the descriptions below to assist.</p> <p>To help with their decision, encourage them to wipe the words away and reveal pictures of children displaying these personality traits in different scenarios.</p> <p><i>Confident – I feel good about myself, I don't worry what other people think of me, I like taking to people, I'm happy to tell people how I feel.</i></p> <p><i>Shy – I like to spend time on my own, I worry about talking to people, I sometimes go red when talking to people, I can't always get my words out.</i></p> <p>Important to reassure them that we all have aspects of both. We can be confident in certain situations but feel shy in others.</p>

<p>AUI Self Aware 02</p>	<p><i>Opposites 2</i></p> <p><i>Personality and the way someone acts, behaves or treats people.</i></p> <p><i>Traits:</i> <i>Kind / Mean</i></p>	<p>Read both words with the children and help them to decide which most describes them. Use the descriptions below to assist.</p> <p>To help with their decision, encourage them to wipe the words away and reveal pictures of children displaying these personality traits in different scenarios.</p> <p><i>Kind – I like to help other people, I say nice things to others, I look after people who feel sad</i> <i>Mean – I sometimes say unkind things to people, I don't help others, I put my needs first.</i></p> <p>Again it is important to impart that we are unlikely to be all one or the other, we may be kind sometimes but act more selfishly in certain situations.</p>
<p>AUI Self Aware 03</p>	<p><i>Opposites 3</i></p> <p><i>Personality and the way someone acts, behaves or treats people.</i></p> <p><i>Traits:</i> <i>Lazy, bored / Hard Working</i></p>	<p>Read both words with the children and help them to decide which most describes them. Use the descriptions below to assist.</p> <p>To help with their decision, encourage them to wipe the words away and reveal pictures of children displaying these personality traits in different scenarios.</p> <p><i>Lazy/bored – I like to stay in bed, I don't offer to help with chores, I do nothing much all day, I find it difficult to show enthusiasm.</i></p> <p><i>Hard working – I get up on time, I help around the house, I put lots of effort into things, I enjoy being involved in activities.</i></p> <p>In these Apps it is important we aren't labelling children negatively. The aim is to encourage children to recognise aspects of their behaviour that are positive and those that could perhaps be improved once they are made aware of them.</p> <p>Explaining the difference between our personality and how that translates to the way we behave is a complex topic but this is a useful starting point.</p> <p>Are there behaviours here we can try to modify, what support would be needed to achieve it?</p>

<p>Being with others/ Sharing Space</p>	<p>Sharing space and interacting with others can be very difficult for children on the Autism Spectrum. By using the following activities, you can model and teach appropriate behaviour and language.</p> <p>As a guide, children will develop their skills as follows:</p> <p>Solitary play – likes to play alone, limited interaction with other children. Spectator play – observes other children playing but does not play with them. Parallel play – plays alongside others but does not play together with them. Associate play – starts to interact with others will play with friends but not all other children Co-operative play – Plays together with shared aims of play.</p> <p>Whilst working through these activities it is important for you to plan opportunities for sharing and turn taking</p> <ul style="list-style-type: none"> • Encourage one other child to join in, apps where more than one object can be found will enable initial teaching of sharing/turn taking without fear of another child ‘finding’ their object • Then initiate turn taking and waiting with a peer. This may need to be supported with visual aids e.g. cards with symbols indicating ‘wait’ and ‘your turn/my turn’ or hand signals. Sand timers may also be useful in these early stages. • Give children the chance to wait their turn and encourage them to watch their peers take part in an activity • Once the child is turn taking with one peer, introduce a second peer and model good sharing and turn taking as before. <p>Model appropriate language and behaviour.</p> <ul style="list-style-type: none"> • Set up opportunities for additional children to join the activity • Use verbal prompts to show appropriate ways to share/ turn take • Congratulate and reward for sharing and co-operation • Use direct and simple language to identify exactly which skill is achieved ‘good sharing’, ‘fantastic turn taking’. • Model appropriate language - ‘whose turn is it?’ • Use a running commentary on what you see – ‘good waiting, George’ ‘good turn taking, Joe’ • Follow this up by explaining why this is a good choice of behaviour. • Model conversation – ‘have you finished now?’ ‘It’s my turn now’ etc.
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AUI Sharing Sand 01	Sand dig 1 Find the 3 toys hidden in the sand	Great for introducing the activity with one child or for group co-operative play once they are able to share and take turns
AUI Sharing Sand 02	Sand dig 2 Find 4 toys in the sand	Great for parallel play, associate play and peer interaction. Use with two children initially.
AUI Sharing Sand 03	Sand dig 3 Find 6 toys in the sand	Great for larger groups – associate play.
AUI sharingspace01	Frog puzzle	Great for individual or group play.
AUI sharingspace02	Deer puzzle	Encourage turn taking as each player chooses a coloured puzzle piece & removes it. Try to guess what the whole picture is. (use the freeze function to support this method) A range of simple to more complex pictures beginning with plain white backgrounds for first 5 Apps. Or alternatively: One person could remove the pieces and the others guess the object. Remember to model appropriate language and use visuals or gestures as suggested above. Auditory splashes are triggered when the picture has a water theme.
AUI sharingspace03	Elephant puzzle	
AUIsharingspace04	Feet puzzle	
AUI sharingspace05	Table and chairs puzzle	
AUI sharingspace06	Dolphins puzzle	
AUI sharingspace07	sandcastle puzzle	
AUI sharingspace08	Polar bear puzzle	
AUI sharingspace09	Canoe	
AUI sharingspace10	Scotland puzzle	
AUI sharingspace11	Big Ben puzzle	
AUI sharingspace12	Tiger puzzle	
AUI sharingspace13	Child swims puzzle	
AUI sharingspace14	Singapore puzzle	



EMOTIONAL UNDERSTANDING

Emotions are part of human nature, they give us information about what we are experiencing and help us to react appropriately. Children with autism often have a delay in their development of understanding these emotions and responding appropriately. They may not react to their emotions with facial expressions or actions such as laughing or crying.

In order to help children with autism, we need to help them to name emotions as well as directly teaching them what each emotion looks and feels like.

Being aware of their emotions will help them to resolve conflicts and move past difficult feelings more easily.

Emotional awareness is the first step towards emotional intelligence.

There are two distinct phases within emotional understanding. These are the recognition/regulation of own emotions and recognising/responding appropriately to the emotions of others.

Many children with autism will need to be directly taught how to recognise these emotions and what appropriate responses would be.

Key points about emotions which should be explicitly taught throughout these activities:

1. Emotions fluctuate - we feel different emotions throughout the day. Some last a few seconds but others can last longer and affect our mood.
2. Emotions can be mild, intense or somewhere in between.
3. There are no good or bad emotions **BUT** there are good and bad ways of expressing these emotions (Both positive and negative emotions are normal)

Teaching emotional awareness:

When teaching emotional awareness to children with Autism it is important to go through these stages

1. **Name the emotions that you see.**
'I can see you feel angry'
2. **Teach the physical signs of the emotion**
'I can see you are feeling angry because you are clenching your fists and look hot.'
3. **Rate how strong the feeling is.**
Demonstrate and support the child in using a 1-5 scale to rate how strong the emotion feels.

4. Encourage the child to share their feelings.

Make time to give regular practice of putting emotions into words.

Remind the child that there are no good or bad emotions. Don't judge their feelings — just keep noticing and naming them.

Applications ()	Description	Notes
Recognising facial expressions and emotions	As you discuss facial expressions, make sure that you talk about what each part of the face looks like (eyes and eyebrows, mouth, nose).	As a follow up to these activities, you could make paper plate faces, puppets or masks with different expressions.
AUE Feeling Today 01	2 choices Happy and sad	These simple 'emoji' type icons introduce the idea of 'reading features' with exaggerated lines. Beneath each picture is a photo of a child bearing that expression. The Quiz Apps 'AUI This is Me' also use the same emoticons to help reinforce familiarity.
AUE Feeling Today 02	3 choices- happy sad & tired	As above with 3 pics
AUE Feeling Today 03	6 choices – worried sad happy angry tired content	As above with 6 pics – can be used as a mood board to discuss feelings as well as facial features.
AUE Facial Expressions01	Happy features	The following 6 apps provide single colour 'line drawn' images of children with different expressions. When wiped they reveal a full colour photo of the same child with the expression clearly named. How is this boy feeling? Encourage study of the line drawing to show his smile creases, eye creases etc. Wipe the picture to reveal a photo of the same boy.
AUE Facial Expressions02	Sad features	As above – sad girl
AUE Facial Expressions03	Angry features	As above – angry girl
AUE Facial Expressions04	Worried features	As above – worried girl
AUE Facial Expressions05	Shocked features	As above – shocked boy

AUE Facial Expressions06	Tired	As above – tired boy
AUEfacialexpressions07	Disgusted	As above – disgusted girl
AUEemotions01	Sadness 2 children looking sad	Two photos to compare features. Discuss their similarities/facial clues e.g. downturned mouth, watery eyes. Move the tile away to reveal other words for ‘sad’ to aid discussion about when we present these facial features. Eg Feeling hurt, sorry, unsure.
AUEemotions02	Anger – 2 children	As above look at these two photos and discuss the features of this angry girl and boy. How do they differ? How are they similar? Boy clenched fists Girl crossed arms etc. Both have their eyes fixed.
AUEemotions03	Happy – 2 versions	How do we know they’re happy? Girl open mouthed laugh. Boy smiling with mouth closed – laughter lines. Bright eyes.
AUEemotions04	Pain – 2 versions	How do we know they are in pain? Boy and girl clearly distressed. Hands to their head and open mouthed.
AUE Emotion Snap 01	Happy or Pain	Using knowledge of features gained so far – a test to see if these emotions can be correctly detected. Two photos of different girls, one happy and one upset/in pain. Both open-mouthed but which is which? The quiz tile reveal explains the clues we need to look for in their facial features...
AUEemotionsnap2	Anger or disgust	As above detecting the difference between anger & disgust with clues reveal...
AUEemotionsnap3	Worried or shocked	As above detecting the difference between worry and shock...
Copy/use emotional expressions	<p>After recognising emotions through facial expression, it is important to rehearse copying these facial expressions.</p> <p>Mirrors are useful when imitating facial expression.</p> <p>Watching cartoons or an episode of ‘Mr Bean’ can be really useful when discussing and imitating facial expression as they can be very over exaggerated. Pause at appropriate points and discuss the facial expression before copying it together.</p> <p>Use a camera to take photos of the children as they imitate facial expressions, these can be used in matching games or a game of ‘snap’</p>	
AUE Expression 01	Happy	Splat the correct expression. Ask the children to find all the happy/surprised/angry expressions that they can. A fun game type activity with catchy music. If the correct expression is found it will reveal an
AUE Expression 02	Surprised	
AUE Expression 03	Angry	

		emoticon and the word to match the expression. Extension – copy the expressions/play a guessing game, which emotion am I showing?
Understand and control own emotions	<p>These activities help the children to increase their awareness of different emotions as well as understanding the link between feelings and what their body is telling them.</p> <p>They will also be able to consider how to cope with difficult feelings.</p> <p>There are several ways that you can help a child to learn how to control their emotions.</p> <p>1. Model healthy emotional self-management. Speak in a respectful manner and try not to shout.</p> <p>2. Accept the child's feelings.(I know that's disappointing....I'm sorry things didn't work out the way you wanted.) Name the emotion and show understanding – this way the child learns that emotions may not feel good but it's ok to feel like that.</p> <p>5. Help the child feel safe enough to feel their emotions, while limiting their actions ("It's ok to feel angry, but it's not ok to hit.")Teach that:</p> <ul style="list-style-type: none"> • Emotions aren't bad, they're just part of being human. • We don't usually have a choice about what we feel, but we always have a choice about how we choose to act. 	
AUE Emotional Reaction 01	Minecraft on the iPad. Emotions: Excited Dislike Happy Bored	How does this make you feel? Discuss the possible emotional reactions before revealing – can the children identify what expression they would have if they were playing that game/in that situation?
AUE Emotional Reaction 02	Being told off Emotions: Angry Sad Worried Embarrassed	How do you feel when this happens? Each tile reveals an emotional reaction to the activity/situation. Which emotional expression can they relate to?

<p>AUE Emotional Reaction 03</p>	<p>Parties</p> <p>Emotions: Excited Scared Sad Shy</p>	<p>How do parties make you feel?</p> <p>There is no right or wrong answer to any of these statements. Emotions can be very personal.</p> <p>During group sessions, discuss different responses – does everyone agree/feel the same? Reiterate that there is no right or wrong answer. All people feel slightly different about different situations and that's ok.</p> <p>NB Remember you can slow down the reveal time of each tile using the remote control.</p>
<p>AUE Emotion Triggers 01</p>	<p>Worry triggers 1</p> <p>Dentist Feeling lonely Reading aloud</p>	<p>Choose a question tile. Discuss with the children how the situation/object under each tile makes them feel. Pics are dentist, feeling lonely & reading aloud.</p> <p>Ask 'Is there anything else that you would add to your worry list' eg. I feel worried when my bus is late or if I lose something etc.</p>
<p>AUE Emotion Triggers 02</p>	<p>Worry triggers 2</p> <p>Crowds Balloons Fireworks</p>	<p>Choose a question tile. Discuss with the children their reaction to each picture – do they feel fear, disgust, excitement? etc</p> <p>Extension - Ask the children to describe the way that response/feeling affects their body physically eg sweaty palms, fidgety, heart beats faster, tummy churns etc. What other things give them a strong physical response?</p>
<p>AUE Anger Thermometer</p>	<p>Anger Thermometer</p> <p>Visual representation of anger – 4 levels</p>	<p>Look at the thermometer and wipe to reveal photographs of people showing the different levels of anger. Discuss how the people look at each stage (think about their mouth, eyes, eyebrows, muscle tension, face colour, hand position etc.)</p>

	Touchy Cross Angry Very angry	Discuss a range of strategies in order to calm down at each stage e.g. use of a stress ball, reading, listening to calming music, deep breathing, stamping, squeezing a cushion, using a dark den etc. Reiterate that it's ok to have your individual way of calming down.
Understand and interpret emotions	<p>Through an understanding of their own emotions, children can begin to understand the feelings of others and that we all react to situations in differing ways. However, our physiological responses to emotions are all broadly similar. It can be useful to talk to the children about how their body might feel/look when experiencing different emotions:</p> <ol style="list-style-type: none"> 1. What happens to our body when we feel happy? Face – Normal colour Brain – I can think clearly Hands – My hands are relaxed Legs – my legs feel relaxed Stomach – my stomach feels nice and calm Heart – beating normally – I don't notice it. Mouth/words – I can talk calmly 2. What happens to our body when we feel sad? Face – my face is pale Brain – my head feels achy and I might cry Hands – My hands are fidgety Legs – my legs feel restless Stomach – I might have a tummy ache Mouth/words – I might have no words at all 3. What happens to our body when we feel angry? Face – Red and hot Brain – Feels like my head is going to explode Hands – I have clenched fists Stomach – I might feel sick or have a churning stomach Heart – beating fast – I can feel it Mouth/words – I want to shout 4. What happens to our body when we feel excited? Face – might be a bit pink Brain – I can't think straight Hands – My hands are a bit fidgety Legs – my legs feel fidgety Stomach – my stomach feels like it has butterflies in it Heart – beating faster than normal Mouth/words – I am talking really fast 5. What happens to our body when we feel worried? Face – may be pale and sweaty Brain – I can't think straight 	

	<p>Hands – My hands sweaty</p> <p>Legs – my legs feel like they are trembling</p> <p>Stomach – my stomach feels jumbly</p> <p>Heart – beating a little faster than normal</p> <p>Mouth/words – I might be talking lots</p>
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Communication occurs when one person sends a message to another person either non-verbally or verbally. Two-way interaction happens when people respond to each other.

Children with autism can find it hard to relate to and communicate with other people. They might be slower to develop language, have no language at all, or have significant difficulties in understanding or using spoken language.

Children with ASD often don't understand that communication is a two-way process that uses eye contact, facial expressions and gestures as well as words. It's a good idea to keep this in mind when helping them develop language skills.

Some children with ASD develop good speech but can still have trouble knowing how to use language to communicate with other people. They might also communicate mostly to ask for something or protest about something, rather than for social reasons, such as getting to know someone.

How well a child with ASD communicates is important for other areas of development, such as behaviour and learning.



COMMUNICATION SKILLS

Applications ()	Description	Notes
Body language and gesture	<p>Non-verbal communication is a vital skill to learn and practice. Alongside these apps, you should support the understanding of non-verbal communication in the following ways:</p> <ul style="list-style-type: none"> • Be overly expressive when using hand signals and body stances • Use photographs of people making gestures and play matching pairs 	

	<ul style="list-style-type: none"> • Talk about what the gestures mean and copy them. <p>You could set up a game with peers where no talking is allowed, only gestures. For example, one child follows the directions of another given in gestures, 'come here', 'stand up', 'sit down', 'go away' etc.</p> <p>Use role play to mime and freeze frame different feelings with facial expressions and gesture. The children could guess how the freeze frame person feels by looking at clues in their body language.</p>	
AUC Gesture 01	<p>Yes</p> <p>Which of these gestures means yes?</p>	<p>Talk about which gestures could mean yes – there are several (thumbs up/nodding/ok sign) Kick away the tiles to reveal tick/cross.</p> <p>Mimic the gestures shown with the children.</p> <p>Extension – Ask: what might these people be saying along with the gesture?</p>
AUC Gesture02	<p>No</p> <p>Which of these gestures means no?</p>	<p>Talk about which gestures could mean no – there are several (shake head/thumbs down/hand suggesting 'stop') Kick away the tiles to reveal tick/cross.</p> <p>Mimic the gestures shown with the children.</p> <p>Extension – Ask: what might these people be saying along with the gesture?</p>
Idioms	<p>Gradually expose children to idioms and explain their meaning. Encourage them to seek clarification when they are confused. Idioms are ambiguous and often leave children with ASD confused or accepting the statement as fact yet denying the possibility.</p> <p>Don't pressure this type of learning. Sometimes people need to take things at a slow pace, or they just aren't ready. Proficiency in figurative language is a useful skill, but not a crucial one, so don't worry if the autistic person isn't understanding much. It may be the wrong time.</p> <p>In these apps, the Idiom is shown in a very literal way in the top picture encourage the children to wipe to show picture of the actual meaning of the given idiom. Discuss the literal meaning and how ridiculous and funny these images are before looking at the actual meaning and image. Point out how misleading these idioms can sometimes be.</p>	
AUC Idioms 01	<p>Raining cats</p> <p>It's raining cats and dogs</p>	<p>It's raining very heavily.</p> <p>Pic 1: person with umbrella and cats/dogs falling from the sky.</p> <p>Pic 2: person with umbrella in the rain.</p>
AUC Idioms 02	<p>Head in the clouds</p> <p>He has his head in the clouds</p>	<p>He's daydreaming and not paying attention.</p>

		Pic 1: person with head obscured by clouds Pic 2: person daydreaming
AUC Idioms 03	Go bananas	To be extremely silly. Pic 1: pic of people dressed as bananas Pic 2: children behaving in a silly manner
AUC Idioms 04	Hold your horses	Slow down Pic 1: Hand with mini horses in it Pic 2: person holding hand up as if to say stop!
AUC Idioms 05	Pulling your leg	I'm just joking Pic 1: Person with someone pulling their leg Pic 2: two people laughing together
AUC Idioms 06	Cost an arm and a leg	It's very expensive Pic 1: picture with price tags showing arms and legs Pic 2: piles of money
AUC Idioms 07	Piece of cake	It was very easy Pic 1: picture of calculation eg 1+1=  Pic 2: piece of work with lots of ticks on it
AUC Idioms 08	Fish out of water	To feel awkward or uncomfortable because you are in a difficult or unusual situation. Pic 1: a stream and bank with a fish on the bank Pic 2: party/ crowd of people with an awkward/worried looking child
<i>AUCidioms09</i>	<i>Have a bee in your bonnet</i>	<i>To get agitated or worried about something. Pic 1: person with bonnet on and bee flying around. Pic 2: worried person</i>
<i>AUCidioms10</i>	<i>Have a chip on your shoulder</i>	<i>To be angry about something. Pic 1: person with a chip on their shoulder Pic 2: angry looking child</i>
<i>AUCidioms11</i>	<i>Shake a leg</i>	<i>Hurry up Pic 1: a person shaking their leg. Pic 2: A person hurrying/running</i>
<i>AUCidioms12</i>	<i>Time flies when you're having fun</i>	<i>Time seems to pass quickly when you are enjoying yourself.</i>

		<p><i>Pic 1: A sand timer or watch with wings</i></p> <p><i>Pic 2: pic of children having fun</i></p>
<i>AUCidioms13</i>	<i>Cold feet</i>	<p><i>I'm nervous</i></p> <p><i>Pic 1: person with blocks of ice for their feet</i></p> <p><i>Pic 2: a nervous looking person</i></p>
<i>AUCidioms14</i>	<i>Feeling under the weather</i>	<p><i>I'm feeling ill</i></p> <p><i>Pic 1: Person at the bottom of the screen with lots of different weather types above them</i></p> <p><i>Pic 2: Person in bed looking unwell</i></p>
<i>AUCidioms15</i>	<i>Down in the dumps</i>	<p><i>I'm feeling fed up</i></p> <p><i>Pic 1: person at a rubbish dump</i></p> <p><i>Pic 2: person looking fed up</i></p>
Jokes	<p>Jokes can be taught to children with autism as a way for them to help bridge social barriers. Jokes can also help literal thinkers gain a better understanding of figurative language, double meanings, and abstract thinking.</p> <p>It's important to experiment with positive and appropriate jokes, trying them out at school and home and perhaps even memorising a few that are appropriate to tell in social environments.</p>	
AUC Jokes 01	snowman	<p>During the first encounter with these apps, read through the joke whilst looking at the picture. Wipe the screen to reveal the punchline. Read the punchline and discuss the word play that makes the joke funny if necessary.</p> <p>Further use of the apps will develop familiarity with the word play and double meanings.</p> <p>Encourage the children to practice telling the jokes to you and each other. Read the joke, can they remember the punchline? If they are struggling to remember the punchline, begin to wipe the app to uncover the second picture as a visual reminder.</p> <p>When they are confident at telling the jokes, they can tell them to other teachers, their peers or their family.</p>
AUC Jokes 02	Library	
AUC Jokes 03	Bubbles	
AUC Jokes 04	Outback	
AUC Jokes 05	Koala	
AUC Jokes 06	North pole	
AUC Jokes 07	Ducks	
AUC Jokes 08	Sea	
Speaking and listening	In order to develop conversational skills, children need to learn how to speak	

	<p>clearly in various situations and listen carefully to others. Reiterate why good speaking and listening is important:</p> <ul style="list-style-type: none"> - So people understand what we are saying - So people know how we are feeling - To show people that we are interested in them - To be polite - So people want to talk to us 	
AUCspeaking01	<p>Loud/quiet voice 1</p> <p>Sometimes we need to use a louder or quieter voice than usual – do we need to use a loud or quiet voice in these places?</p>	<p>Four pictures</p> <ul style="list-style-type: none"> - Library - Classroom with children working - Playground - Swimming pool <p>Discuss what is shown in the pictures and whether a quiet or loud voice should be used in these situations.</p> <p>Ask the children to choose a place tile where they need to be quiet. If they are correct they will here a ‘shush’ & see an appropriate emoticon.</p> <p>The places where a loud voice are necessary will be accompanied by a relevant noisy soundtrack of that environment.</p>
AUCspeaking02	<p>Loud/quiet voice 2</p> <p>Sometimes we need to use a louder or quieter voice than usual – do we need to use a loud or quiet voice in these places?</p>	<p>As above: Four pictures</p> <ul style="list-style-type: none"> - Cinema - Football match - Young child sleeping - At a party <p>Discuss what is shown in the pictures and whether a quiet or loud voice should be used in these situations.</p> <p>Shush/soundtrack aural & visual reveal as above.</p>
<p>When showing good listening, you should make appropriate responses. Discuss what responses may be appropriate in a variety of conversations and role play conversations using these responses. Good responses need to be relevant, and show that we understand how a person feels. Sometimes we can just use noises or words like ‘oh’. If you ask a question, it should be relevant to what the person has just said.</p>		

<p>Good response examples: Oh no, poor you! I'm so sorry How exciting! Oh! Yes, I agree</p>		
<p>Conversation starters</p>		<p>In order to improve conversation skills, it is important to learn how to start a conversation appropriately.</p> <p>There are five main ways to start a conversation:</p> <ol style="list-style-type: none"> 1. Say hello 2. Ask a question. 3. Say something nice 4. Comment on the weather/environment 5. Ask for something <p>Within each way there are many possibilities for conversation starters. Before you use this app, it would be helpful to spend some time with the children thinking about conversation starters for each category. Use cut out speech bubbles to record their suggestions. These can be displayed in the classroom or laminated for use with this app.</p> <p><i>If appropriate, talk to the children about only initiating conversation with people that they know or trust e.g. family, friends, adults that they trust.</i></p>
<p>AUC Conversation 01</p>	<p>Say hello</p> <p>Wipe the speech bubble to hear this traditional greeting.</p>	<p>When you wipe the speech bubble it will give one conversation starter. Encourage the children to come up with their own versions too.</p> <p>Hi, good morning, afternoon etc</p>
<p>AUC Conversation 02</p>	<p>Introduce yourself & ask a question</p> <p>Wipe the speech bubble to hear one way of asking a question: Say your name & ask for someone else's</p>	<p>Extension: pick one type of conversation starter and challenge the children to practice it during the week with their friends and family.</p>
<p>AUC Conversation 03</p>	<p>Say something nice</p> <p>Two boys compliment each other.</p>	<p>Role play how you might respond to the conversation starter.</p>
<p>AUC Conversation 04</p>	<p>Weather chat</p> <p>Hot day conversation starter</p>	<p>How might you respond?</p>

AUC Conversation 05	Request something At a cake stall – suggested conversation.	Extension: Role play a stall/shop scenario changing places to experience both roles. How else might you start a conversation?
	Assertiveness	<p>Being assertive is not the same as being pushy or being bossy. It is simply saying how you feel and why. It is vital that you teach children that you do not have to be aggressive or unkind. Just simply state how you feel.</p> <p>Children who are taught refusal skills are more likely to make positive choices. Helping children set limits for themselves and say "no" to outside pressures increases their self-confidence.</p> <p>There are lots of ways that children can be taught to say no assertively:</p> <ol style="list-style-type: none"> 1. Say "No" or "No, thanks," over and over if necessary. <ul style="list-style-type: none"> ▪ "No, you can't have my lunch money because it's all I have." 2. Say what it is. <ul style="list-style-type: none"> ▪ "That's cheating (stealing, bullying, not following the rules, etc.) and I don't do that." 3. Talk about something else. <ul style="list-style-type: none"> ▪ "Have you finished your project?" 4. Ask questions. <ul style="list-style-type: none"> ▪ "Why would you want to do that?" 5. Give reasons. <ul style="list-style-type: none"> ▪ "I don't want to get into trouble." 6. Use humour or sarcasm. <ul style="list-style-type: none"> ▪ "You have to be joking; that beer can hurt the inside of my body." 7. Suggest doing something else. <ul style="list-style-type: none"> ▪ "Let's play a game." 8. If you want their friendship, keep the door open. <ul style="list-style-type: none"> ▪ "I'll be at home if you want to play on the x-box."
AUC Assertion aggression 01	Fighting	<p><i>Discuss what aggressive and assertive means.</i></p> <p><i>Ask: Does this picture show aggressive or assertive behaviour?</i></p> <p><i>Behind each piece of the picture are key points to look for when deciding if the picture shows assertive behaviour:</i></p> <ol style="list-style-type: none"> 1. <i>Be calm</i> 2. <i>Make eye contact</i> 3. <i>Think about what to say</i> 4. <i>Listen.</i>

		<i>Look carefully to see if the above points are clear in the picture.</i>
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Being unable to predict what will happen next can affect the ability to move from one activity or environment to another (transition). It can also cause extreme anxiety and be a major cause of behaviour issues. Many pupils with autism have trouble taking on the perspective of another person, which can affect their ability to recognise, understand or predict the feelings of other people and possible reactions. They are unlikely to predict the consequences of their own behaviour.

FLEXIBLE THINKING

Applications ()	Description	Notes
Predicting what will happen next	<p>In order to build up to predicting and understanding the behaviour of others, it is important to practice looking at cause and effect with real objects and predicting what might reasonably happen next.</p> <p>Each app shows an initial picture with clues as to what will happen next. Discuss the explicit (obvious) and implicit (implied) clues.</p> <p>Praise the students for any reasonable prediction based on explicit and implicit evidence.</p>	
AUT Predicting 01	<p>Winter Activity</p> <p>Girl in warm hat & gloves with a snow white background.</p>	<p>Discuss the obvious clues of clothing and weather that can be seen.</p> <p>Ask: have you ever been out in the snow? What games did you play? What did you enjoy doing?</p> <p>Use their ideas from their previous experience of snow to 'guess' what might happen next – will the child go outside and what will they do there?</p> <p>Wipe to reveal child with a snowman.</p>
AUT Predicting 02	<p>Ice-cream</p> <p>Child eating an ice-cream</p> <p>Seagull hovers nearby</p>	<p>Discuss the obvious (explicit) clues of what the child is holding and what they are doing with it.</p> <p>Ask: Have you ever eaten an ice cream?</p>

		<p>What did it taste like? Was it easy to carry and eat? Was it messy?</p> <p>Use their ideas from their previous experience of eating and holding ice-cream to 'guess' what might happen next.</p> <p>Wipe to reveal the ice-cream on the ground being eaten by the seagull.</p>
<p>AUT Predicting 03</p>	<p>Kite</p> <p>Girl flying a kite in strong wind.</p>	<p>Series of three pictures to wipe.</p> <p>Discuss the obvious (explicit) clues of what the child is holding and what they are doing with it.</p> <p>Ask: Have you ever flown a kite? How did it feel? Was the wind strong? Did you worry at all?</p> <p>Use their ideas from their previous experience of kites and wind to 'guess' what might happen next.</p> <p>Wipe to reveal the kite flying high in the sky then finally getting stuck in a tree.</p>
<p>Consequences of behaviour</p>	<p>Every day we make choices about what to do and how to behave, it is important to develop an awareness of good choices. As with many social skills, people with autism do not inherently know that we have choices and need to take responsibility for our actions. These skills need to be explicitly taught and discussed. Children need to be made aware that our behaviour effects those around us. Sometimes this can be positive but at other times this may be negative (talk about good and bad choices). Generally, there are consequences to our actions these also need to be discussed explicitly.</p> <p>Don't forget that people on the autism spectrum often have difficulty in generalising their learning so may need a little more time and support with transferring their learning to different situations.</p> <p>If a child makes a wrong choice, explain that it is not a good choice and offer alternative suggestions for the right choice.</p> <p>Talk about transferring the skill into situations outside school and choices they could make.</p> <p>In social skills groups as well as in day to day situations, discuss rewards and consequences. Talk about the word responsible and link this to making a good choice.</p>	

	<p>Comic strip conversations are good to use when identifying choice making in situations and associated feelings. Social Stories™ are useful when exploring issues like blaming others or making excuses. Use them to encourage the child to take responsibility for their actions.</p> <p>Each app has three layers. Layer one shows a picture. Layer two shows one choice and its consequence. Layer three shows a second choice and the consequence of that choice.</p>	
AUT Consequences 01	<p>Sleep or text</p> <p>Child in bed – choice to get some sleep or sit up messaging.</p> <p>3 screens</p>	<p>Discuss what is happening in each of the successive pictures with the children. Point out that each day we all have to make choices.</p> <p>Discuss which choice would they prefer? Going to sleep or texting?</p> <p>Every choice has a consequence. Some of these consequences are good others are not.</p> <p>Talk about the consequences of texting vs getting a good sleep – being able to get up and study or being tired, up late and not able to concentrate in school.</p> <p>Does this change the choice they would make?</p>
AUT Consequences 02	<p>Share or fight</p> <p>2 screens</p>	<p>Discuss what is happening in each of the successive pictures with the children. Point out that each day we all have to make choices.</p> <p>Discuss which choice would they prefer? Playing together or arguing?</p> <p>Every choice has a consequence. Some of these consequences are good others are not.</p> <p>Talk about the consequences of arguing or playing together – happy friends/ lonely with no one to play with.</p> <p>Does this change the choice they would make?</p>
Others' points of view	<p>People with autism often want to be social and connect with others but have difficulty in understanding the points of view that others hold. Using these apps will allow discussion and practice in identifying what others may be thinking.</p>	

<p>AUTresponsibility01</p>	<p>Vase smash</p> <p>Mum and child with spilled water and flowers</p>	<p>Look carefully at the picture with the children. Talk about what is happening in the picture.</p> <p>Ask: has this ever happened to you?</p> <p>Wipe the thought bubbles to reveal what each person might be thinking. Remind the children that this is just one idea about what they may be thinking. Praise any plausible ideas of what each person is thinking.</p>
<p>AUTresponsibility02</p>	<p>Homework anger</p>	<p>Look carefully at the picture with the children. Talk about what is happening in the picture.</p> <p>Ask: has this ever happened to you?</p> <p>Wipe the thought bubbles to reveal what each person might be thinking. Remind the children that this is just one idea about what they may be thinking. Praise any plausible ideas of what each person is thinking.</p>
<p>Unwritten rules</p>	<p>The way that we interact with the people around us is governed by social rules. They direct things like how to greet someone, how close to stand to other people and what words to use or avoid. There are many of these rules and some of them are quite complicated. Worst of all, these are unwritten rules – they are almost never written down or explained.</p> <p>Most people can learn the rules without even trying. They learn what to do and what not to do just by being part of society and watching the people around them. But for those with ASD it can be more difficult. They have to study and practice hard to learn the rules and may go through life behaving a bit oddly and saying things that are a bit inappropriate, because they don't understand the unwritten rules.</p> <p>Here are some important considerations to directly teach people with autism:</p> <p>Rules change depending on the situation and person you are speaking to. For example, it would be appropriate to say 'Hiya' to a friend but 'Hello' to your boss.</p> <p>If you make a mistake and upset someone it does not mean they do not like you. Usually, saying sorry helps. If you are not sure what you</p>	

	<p>have done to upset someone, ask.</p> <p>Sometimes it is ok not to tell the truth to make someone else happy (eg saying they do not look fat, even if they do). Some people call these 'little white lies'.</p> <p>Saying 'please' and 'thank you' is appropriate in all situations. This shows other people that you are a polite person.</p> <p>Even if you do not want to socialise with other people and prefer to be on your own, it is a good idea to develop your social skills. These will help you to act in an appropriate way when you are in a social situation that you cannot avoid, eg a family party.</p> <p>Dr. Temple Grandin and Sean Barron have attempted to write down some of our unwritten rules and created the useful list below. Share this with your students if appropriate:</p> <p><u>The 10 Unwritten Rules of Social Relationships:</u></p> <ol style="list-style-type: none"> 1. Rules are Not Absolute. They are Situation-based and People-based 2. Not Everything is Equally Important in the Grand Scheme of Things 3. Everyone in the World Makes Mistakes. It Doesn't Have to Ruin Your Day 4. Honesty is Different than Diplomacy 5. Being Polite in Appropriate in Any Situation 6. Not Everyone Who is Nice to Me is My Friend 7. People Act Differently in Public than They Do in Private 8. Know When You're Turning People Off 9. 'Fitting In' Is often Tied to Looking and Sounding like You Fit in 10. People are Responsible for their Own Behaviours. <p>Each app screen has a main picture and four smaller tile pictures at the bottom. These are kicked away to reveal a tick or cross icon.</p>	
AUTunwrittenrules01	<p>Mealtimes</p> <p>Main picture – family mealtime</p> <p>Small pictures:</p> <ol style="list-style-type: none"> 1. Someone on a mobile phone 2. A child using a knife and fork 3. Someone chewing with their mouth 	<p>Discuss what can be seen in the main picture.</p> <p>Ask: where are the people and what are they doing?</p> <p>Talk about any rules that the children already know for this family time.</p> <p><i>Look carefully at the four pictures at the bottom and establish what each one shows.</i></p> <p><i>Encourage the children to say if the picture shows something that should or should not</i></p>

	<p>closed.</p> <p>4. Person with over stuffed cheeks</p>	<p><i>be done in these situations before they kick away the tile to reveal the answer. Talk about other places where we might eat and discuss which rules are still applicable.</i></p>
AUTrules02	<p>Classroom</p> <p>Main picture – classroom</p> <p>Small pictures:</p> <ol style="list-style-type: none"> 1. Hands up to speak 2. Looking at/listening to the teacher 3. Child turned round in their seat talking to person behind 4. Children not sharing or arguing over equipment 	<p>Discuss what can be seen in the main picture.</p> <p>Ask: where are the people and what are they doing?</p> <p>Talk about any rules that the children already know for the classroom.</p> <p>Look carefully at the four pictures at the bottom and establish what each one shows.</p> <p>Encourage the children to say if the picture shows something that should or should not be done in these situations before they kick away the tile to reveal the answer. Talk about other places where we might go with a teacher and establish if there are any changes of rules.</p>
AUT Points of view 01	Missed Party Invitation	<p>Challenges the children to look at a situation from different points of view.</p> <p>Omission from a party can often be a source of pain but this helps children to see it less personally:</p> <p>Maybe there wasn't room for everyone Maybe they aren't your closest friend Maybe you could make a playdate with someone else who isn't going There will always be more parties... etc</p> <p>A good opportunity to help children talk about other situations where they maybe felt left out or overlooked.</p>
AUT Points of View 02	Wet Picnic	<p>This app challenges children to think creatively about a situation that looks to be spoiled because of the wet weather.</p> <p>How else might the picnic continue</p>

		<p>regardless?</p> <p>Does getting upset or frustrated ever help a situation like this?</p> <p>Extension – could usefully lead to other discussions about thinking creatively to get around a problem/find a solution. Seeing the situation from different people’s points of view.</p>
<p>AUT Flexible Thinking 01</p>	<p>Advanced</p>	<p>This challenges more advanced users to think about their ‘internal voice’ in certain situations.</p> <p>Ask them to choose how they typically react to challenging/stressful situations – two main sides to choose from.</p> <p>The reveal explains the thinking ‘traps’ we often fall into including: personalizing problems, guessing how others think, exaggerating negatives, making sweeping judgements, repeating patterns etc.</p> <p>Everything is so often ‘me’ or ‘not me’ and affects ‘everything’ rather than just the thing in question. E.g. ‘Mum got me up too late – now my whole day is ruined!’ Etc.</p>
<p>AUT Timestable Activity (2a to 5d)</p> <p>16 Apps in total</p> <p>2 to 5 Times Table practice</p>	<p>2a 2b 2c 2d 3a 3b 3c 3d 4a 4b 4c 4d 5a 5b 5c 5d</p> <p>Includes: 2 x 1- 12 3 x 1-12 4 x 1-12 5 x 1-12</p> <p>Balloon sums to pop Planet sums to explode Star sums to Burst Egg sums to Crack</p>	<p>It is well known that sitting still to do number work can be difficult for many children with autism.</p> <p>These apps encourage children to have fun doing a physical activity whilst working with numbers in their heads.</p> <p>Use the freeze button to prevent premature reveals.</p> <p>Ask the children to solve the sum before jumping on the object to reveal the answer. Use a wide variety of objects to vary the activity.</p>

Difficulties in personal organisation are often referred to as difficulties in executive functions. It can lead to issues maintaining attention, organising thoughts and actions as well as planning and sequencing.

This has an impact on practical daily life skills that rely on good self organisation and planning such as dressing, shopping, and cooking.

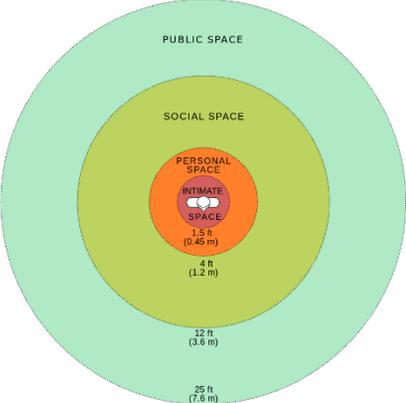
By using these apps, you can help your pupils to understand the importance of personal hygiene and to take responsibility for organising their belongings.

Each stage of this development will require careful planning and scaffolding of skills. For example, before expecting a child to develop a skill such as hanging up their coat the following process will need to be followed:

1. Model the skill and give a verbal explanation
2. Point out good role models
3. Give supported guidance – the adult does all stages of the task except the last part, this gives the child a sense of achievement. Gradually step back so the child is doing more and more.
4. Display photos of the child completing the task
5. Child completes the task with verbal and then visual prompts
6. Reward the child for independent completion of the task.

Applications ()	Description	Notes
Personal hygiene	When learning about personal hygiene, use visuals. Play sorting and ordering games with photographs and symbols of brushing hair, washing etc. Create plenty of opportunity to role play/practice using small world toys or a doll and brush etc.	
AUO Personal hygiene 01	<p>Hands Hair & Body Washing</p> <p>3 Multiple Choice Quiz Questions on personal hygiene</p>	<p>Discuss times when the children have had dirty hands. What made them dirty?</p> <p>Ask the children to think about what items they may need in order to clean their hands. Explain how dirt/germs aren't often visible.</p> <p>Discuss each of the reveals – use the freeze button. What other areas of our bodies do we use toothbrush, sponge, brush etc for?</p>
Personal space	When learning about personal space, many people with autism need to be directly taught reference points for personal space. For example, if you are talking to a close friend face to face, the length between your	

	<p>hand and elbow is an appropriate distance. However, in a formal situation where you don't really know the person well then an appropriate distance is full arm's length.</p> <p>Set up role play and scenarios to practice or discuss issues about personal space.</p>
AUO Personal Space 01	<p>Sitting</p> <p><i>How far away would you sit?</i></p> <p>Wipe to reveal a new picture – the original picture needs to completely restore each time before being able to wipe again for a new image.</p> <p>Discuss each picture, think about whether it makes a difference if you know these people or if they are strangers.</p> <ul style="list-style-type: none"> a) People in a doctors waiting room <ul style="list-style-type: none"> - What if one of these people is your friend? - What if you don't like to be in a busy waiting room? b) Mum on a sofa <ul style="list-style-type: none"> - What if it's your friends mum? - What if there are lots of other chairs to sit on? c) A friend in a school dining room. <ul style="list-style-type: none"> - What if there were no spaces next to your friend? d) A fairly empty bus <ul style="list-style-type: none"> - What if the bus is nearly full? - What if the person smells of strong perfume? - What if one of these people is your friend?
AUO Personal Space 02	<p>Hugging people</p> <p>Is it ok to hug these people?</p> <p>Wipe to reveal a new picture – the original picture needs to completely restore each time before being able to wipe again for a new image.</p> <p>Discuss if it is ever ok to hug some of these people!</p> <ul style="list-style-type: none"> a) Mum and Dad b) Friends in school c) Grandma d) Doctor e) Policeman f) Checkout assistant at supermarket

AUO Personal Space 03	Circle of Proximity	Defining personal space – intimate and public.
AUO Personal Space 04	Red Proximity circle Practising personal space.	<p>It is often difficult for some children to recognise certain social norms including the concept of ‘personal space’.</p> <p>Encourage role-play scenarios: Someone stands inside the red circle. How close should someone stand near to them if they were... A friend, family member, professional, carer, teacher, stranger etc.</p> <p>Discuss the difference between personal space, social space, learning space, public space.</p> <p>Use the ‘circles of proximity’ guide below to help</p>  <p>Does it feel uncomfortable if someone stands too close to communicate?</p>
Organising belongings	<p>Children with autism often find it very difficult to organise their belongings and time. It is important to structure their learning of this into manageable steps that begin with plenty of adult prompting but work towards independence by giving strategies that will be useful throughout their entire lifetime.</p> <p>Set up visual prompts or checklists for activities such as getting dressed, PE or Swimming. These can be attached to a bag, the wall or threaded onto a keyring and attached to the sports bag.</p> <p>Teach the child how to use planners/diaries/calendars/timetables and checklists. ‘Post-it’ notes can be used in planners to indicate messages that need to be handed over or given verbally.</p> <p>As the child progresses, show them how to set reminders on their mobile phone/tablet.</p>	
AUO Organising Skills 01	Personal Belongings <i>Where do these belongings</i>	<p>Quiz app to encourage personal organisation.</p> <p>Encourage correct identification of the object</p>

	<p><i>go?</i></p> <p><i>Swim Bag</i> <i>Lunch box</i> <i>PE Bag</i></p>	<p>at the top and decide where it should be kept.</p> <p>Eg. Football boots in P.E. bag Sandwiches in lunch box Goggles in swim bag</p> <p>Draw on personal experience.</p> <p>Use the remote control to delay interaction time so each answer can be discussed fully before moving onto the next question.</p>
AUO Organising Skills 02	<p>Personal Belongings 2</p> <p>As above</p>	<p>As above</p> <p>Yogurt in lunch box PE shorts in PE bag Swim hat in swim bag</p>
AUO Organising Skills 03	<p>Bedroom Organisation</p> <p>Where do all these belongings go?</p>	<p>Talk about what you can see in the picture. What room is it? Name and describe the items at the bottom of the screen.</p> <p>Talk about where in the room these items might be kept/stored.</p> <p>Wipe to see where each item lives in the room e.g. pyjamas on the bed, toys in toy box</p> <p>Draw on personal experience.</p>
AUO Organising Skills 04	<p>Classroom</p> <p><i>Where do these belongings go?</i></p>	<p>Talk about what you can see in the picture. What room is it? Name and describe the items at the bottom of the screen. Talk about where in the room these items might be kept/stored.</p> <p>Scatter the images to see where they belong. Draw on personal experience.</p> <p>pencils – pot on desk, reading books - bookshelf, , reading record book - drawer</p>
AUO Organising Skills 05	<p>Kitchen</p> <p><i>Where do these belongings go?</i></p>	<p>Kitchen items to place in their correct place as above. Always discuss before beginning the activity.</p>
AUO Bag sort 01	<p><i>Book bag</i></p> <p><i>Which belongings go in these bags?</i></p>	<p><i>Look at the picture together, describe the bag.</i></p> <p><i>What type of bag is it?</i></p> <p><i>Look at and name the items at the</i></p>

		<p><i>bottom of the screen.</i></p> <p><i>Which goes in the bag? Wipe the main bag to reveal the item it contains.</i></p> <p><i>School book bag – reading book, football boots, flowers, pe kit</i></p>
AUO Career tools 01	<p><i>Professional Belongings</i></p> <p><i>3 Quiz Questions</i></p> <p><i>Objects:</i></p> <p><i>Stethoscope</i> <i>Scissors</i> <i>Hose</i></p>	<p>Talk about who these people are and the jobs that they do.</p> <p>Encourage the children to talk about the equipment needed for each job.</p> <p>Decide which item goes with which job/person.</p> <p>Select the correct person to reveal a picture of them using the item in their work.</p> <p>Correct answers are: Doctor, Hairdresser & Fireman There is a fire engine aural reward for correct identification of the fireman.</p> <p>Extension: this is a useful App for introducing the topic of professionals in our lives and the roles they play.</p> <p>It also raises the interesting topic of gender in careers. Female Doctors. Fire service etc.</p>
AUO Career tools 02	<p><i>Professional belongings 2</i></p> <p><i>3 Quiz Questions</i></p> <p><i>Career objects:</i> <i>Story book</i> <i>Wrench</i> <i>Shovel</i></p>	<p>Talk about who these people are and the jobs that they do.</p> <p>Encourage the children to talk about the equipment needed for each job.</p> <p>Decide which item goes with which job/person.</p> <p>Select the item to reveal a picture of the person using the item in their work Answers: teacher, plumber, farmer</p> <p>(There is an aural moo reward for</p>

		question 3!)
AUO Career Tools 03	<p><i>Professional belongings 3</i></p> <p><i>3 Quiz Questions</i></p> <p><i>Notepad</i></p> <p><i>Mail</i></p> <p><i>Whistle</i></p>	<p>Talk about who these people are and the jobs that they do.</p> <p>Encourage the children to talk about the equipment needed for each job.</p> <p>Decide which item goes with which job/person.</p> <p>Select the item to reveal a picture of the person using the item in their work.</p> <p>Answers are: Policewoman Postman Sports Coach</p> <p>(A sports coach's whistle will sound on correct answer of Question 3)</p>
Personal Responsibility	<p>This area of development follows the organisation of belongings very closely. There are many everyday dangers in the world around us. Children with autism do not always spot dangers and therefore need to be directly taught about potential dangers and appropriate actions that they can take.</p> <p>Remember that people with autism will need time to practice spotting dangers in a variety of settings and locations and will need support to generalise skills learned across all settings.</p>	
AUO Spot dangers 01	<p>Playground</p> <p>Play park with swings and pylons in the background</p>	<p>Look at what is shown in the picture and discuss responsible and irresponsible actions. Think carefully about what the dangers may be.</p> <p>Wipe to reveal glowing red around the dangers such as:</p> <ul style="list-style-type: none"> - Broken glass on the ground - Person on swings with a child about to walk behind them <p>Ten to find</p>
AUO Spot dangers 02	<p>Garden</p> <p>Garden with pond, mower, poisonous plants, broken</p>	<p>Look at what is shown in the picture and discuss responsible and irresponsible actions. Think carefully about what the dangers may be.</p>

	glass etc	Wipe to reveal glowing red around the dangers: <ul style="list-style-type: none"> - Pond – drowning hazard - Electric lawn mower with cable next to it - Poisonous berries & mushrooms - Rake – trip hazard - Toxic caterpillars (oak moth) - Broken glass <i>8 to find</i>
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MOTOR SKILLS

intent to perform a specific act.

Motor skills are functions which involve the precise movement of muscles with the

Gross motor skills generally refer to movements involving larger muscles. Fine motor skills generally refer to movements involving smaller muscles, like those in hands, wrists and fingers (such as those used for holding a small toy).

Gross motor skills

Gross motor skills are the skills we use to move our arms, legs, and body. Gross motor skills involve the large muscles of the body that allow functions such as walking, kicking, sitting, lifting, and throwing.

Gross motor skills rely on strength and co-ordination but also require motor planning - that is, the ability to think through and act upon a plan for movement. A person with poor motor planning ability may have the strength and muscle tone to climb a play ladder, but may not have the ability to put their hands and feet in the right places or in the right order successfully reach the top.

Underlying difficulties with coordination, balance, motor planning, and concentration can all affect a child's ability to take part in, and benefit from, gross motor activities.

But the good news is that gross motor skills develop through practice and repetition.

If you are worried about the Gross Motor skills of a child in your setting, talk to an OT about assessing their needs fully.

Applications ()	Description	Notes
Gross motor skills	Gross motor skills require the use of large muscle groups to perform tasks like walking, balancing, jumping and throwing. Use these apps to encourage large movements and practice co-ordination skills.	
AUM Walk 01	Stonepath1 Walk across the shallow pond, following the simple curved path.	Use of gross motor skills and motor planning to follow a simple curved path across the water. Watch the relaxing ripples & fish as you go. Extension: encourage the children to do this heel to toe, sideways, on tip toes and backwards as well as at different speeds.
AUM Walk 02	Stonepath2 Walk across the shallow pond, following the curved path.	Use of gross motor skills and motor planning to follow a more complex curved path. Watch the relaxing ripples & fish as you go. Extension: encourage the children to do this heel to toe, sideways, on tip toes and backwards as well as at different speeds. Additional activity: Role play the story of the Billy Goats Gruff or a river rescue
AUM Walk 03	Stonepath3 Walk across the shallow pond, following a more twisting path.	Use of gross motor skills and motor planning to follow a more complex twisting path. Extension: as above
AUM Walk 04	Stonepath4 Stepping stones to navigate across the pond	As above but made more difficult by narrowing the path and setting stones apart. Can be extended in the same way.
AUM River jump 01	Jump1 Stand on the bank and jump into/over the river	Just like the game 'on the bank, in the river' Stand on the dry bank and jump into the river to make a big 'ripple' or a bigger jump over to the other side.
AUM River jump 02	Jump2	
ASK: Can you jump with both feet together?		

	Stand on the bank and jump into/over the river wider river	Can you jump over the river? Ask: Can you land with both feet? Can you land on one foot? Can you take-off from both feet? Can you take off from one foot? Good for proprioceptive feedback.
AUM River jump 03	Jump3 Stand on the bank and jump into/over the river Very wide – lots of water	
AUM River Path 01	Stepping stones Large stones in a simple straight line across a river	Another opportunity to develop greater balance and coordination. Encourage careful stepping on each stone across the river.
AUM River Path 02	Stepping stones are curved	As above but with more complexity.
AUM River Path 03	Stepping stones vary in size & path is more curved	As above with greater complexity again. Opportunities for story-telling, role-play etc.
AUM Jump Splash 01	Paint Puddles 3 large paint spots to aim for	A good app for gross motor skills and sequencing.
AUM Jump Splash 02	Paint Puddles 4 spots of varying sizes	Encourage jumping onto a coloured circle to splash the paint.
AUM Jump Splash 03	Paint Puddles 5 dots of varying colour and size	Call out a colour and then another to create a sequence to hop or jump in succession. Alternative Challenge: Throw (dark) bean bags onto the dots to make a splash – useful for developing arm movements, spatial awareness. Make a note of the child's dominant throwing hand. As an extra challenge – throw from further away or use the non-dominant hand!
AUM Jump Splash 04	Paint Puddles 6 spots of colour	As above. Create a game where each child takes it in turn to call out a colour and see who can jump on it first.
AUM Throw 01 Use App: AUS P04 Puddle Splash	1 Puddle Please use the newly named AUS P04 for this throwing activity	Throw a beanbag at the puddles. Any on target beanbags will be rewarded with a splash and a fish jumping out of the water. Make a note of the child's dominant throwing hand. As an extra challenge – throw from further away or use the non-dominant hand!

AUM Throw 02 See AUS P05 Puddle Splash 2	2 Puddles	As above 2 puddles with fish. Choice of throwing or jumping activity.
AUM Throw 03 See AUS P06 Puddle Splash 3	3 Puddles	As above 3 puddles with fish
AUM Jump Pop 01	Static Balloons to pop Two coloured balloons	Jump onto the balloons or throw dark beanbags at the balloons to ‘pop’ them. Use with or without sound for a realistic popping sound. Ask: Can you land with both feet? Can you land on one foot? Can you take-off from both feet? Can you take off from one foot? A useful app for gradually de-sensitising anyone with a fear of balloons.
AUM Jump Pop 02	Balloons 4 coloured balloons	
AUM Jump Pop 03	Balloons 6 coloured balloons	
AUM Bubble Pop 01	Bubble burst	Jump on the moving bubbles to pop them. A highly enjoyable game which helps to develop eye tracking, reflexes and spatial awareness. This game will continue ad infinitum as there is no goal reward set. (All Splat apps can be used to develop Motor Skills in this way)



SENSORY

Children with autism often have sensory differences. This means that they might react differently to other children in response to sensory stimulation. They may be hyposensitive (under sensitive) or hypersensitive (over sensitive) in any of the seven senses:

- Visual – they may have strong like/dislikes of light, pattern, colours etc.
- Auditory – they may be acutely aware or afraid of certain sounds. They can find certain sounds calming.
- Tactile – they may find certain fabrics distressing. Touch may cause pain or they may have no response to pain.
- Olfactory – certain smells may be perceived as very strong or offensive. Alternatively, they may have an obsessive need to smell toys and objects.
- Gustatory – they may only eat a limited diet. They may also exhibit pica, eating non-edible items such as chalk, crayons, dirt etc.
- Vestibular – they may seek out sensations that test their balance (spinning, rolling and swinging) or actively avoid these types of activity. They may also have difficulty walking on uneven surfaces or the need to move fast.
- Proprioceptive – they may be unaware of their position in space. They may need to have physical contact with another person, i.e. clinging or the need to be held, swaddled, and snuggled. These children may exhibit hysteria over washing hair or pulling shirts over the head and avoid activities where they must close their eyes.

If you are uncertain about the sensory profile of a pupil, you should refer them for an OT assessment. An OT will give guidance on their sensory needs and suggest a 'sensory diet' to address these needs.

Our sensory Apps can be used for calming at times of increased anxiety or to supplement a sensory diet. They are split into Auditory, Visual, Vestibular and

Proprioceptive although many of the apps cover more than one sense. Don't forget that you can mute the sound if necessary to avoid sensory overload.

Applications ()	Description	Notes
Auditory	<p>These apps have a variety of calming nature sounds. Add colour to beautiful scenes or hunt for hidden items.</p> <p>In addition to revealing items/colour, you could encourage the children to use 'vocal toning'. Make 'mmmm' sounds with lips together and teeth slightly apart. Change the pitch and volume until you feel a tingle in your face.</p> <p>This can be intensely relaxing and also exercises the tiny muscles of the inner ear.</p> <p>Ideal to calm a group after a noisy session.</p> <p>Or simply integrated into the daily sensory diet for children who require auditory calming or alerting.</p>	
AUS Auditory 01	<p>Ocean waves</p> <p>Picture of the ocean with the sound of crashing waves.</p>	<p>Colour the scene and listen to the waves crash onto the shore</p> <p>For a more immersive sensory experience give the children beach pebbles and shells to hold as they relax with the sounds of the ocean.</p> <p>Hold a large shell close to your ear for white noise.</p>
AUS Auditory 02	<p>Birdsong</p> <p><i>A meadow scene with the sound of British birdsong.</i></p>	<p>Colourful meadow with summer birdsong.</p> <p>More detailed listening will also reveal other sounds, bees, flies etc.</p>
AUS Auditory 03	<p>Woodland birds</p> <p>Woodland with the sound of birdsong</p>	<p>Popular British birds in a woodland setting.</p> <p>Can you hear the different bird calls. Can you mimic any of them.</p> <p>Could lead to further exploration of birds and the sounds they make.</p>
AUS Auditory 04	<p><i>Desert island shore</i></p> <p><i>A tropical beach with the sound of waves gently lapping the shore.</i></p>	<p>Relaxing waves lap onto a tropical shoreline.</p> <p>Can you regulate your breathing to the sounds of the waves coming in and out?</p> <p>Opportunities to introduce meditational exercises.</p>

		Give the children beach pebbles, coconut husk and shells to touch as they relax with the sounds of the ocean.
AUS Auditory 05	<i>Rainforest waterfall</i> <i>Tropical rainforest with the sound of torrential rain and distant thunder.</i>	Rainforest waterfall scene with animals to reveal. Listen to the thunder is it getting closer? What animal sounds can you hear, monkeys, parrots?
AUS Auditory 06	<i>Whale song</i> <i>Picture of a whale with the sound of whale song.</i>	Whales to colour Relaxing sounds of whale song to listen to and attempt to mimic. Discuss the melancholic quality of their calls.
AUS Auditory 07	<i>Windy day</i> <i>Windy day scenery with the sound of a gentle breeze.</i>	More auditory calming apps. Perfect for using when you have an individual who needs to escape from the sensory overload of the classroom. Try various apps to see which is the most calming for the individual that you are with.
AUS Auditory 08	<i>Dolphins</i> <i>Dolphins swimming in the sea with the sound of underwater dolphin clicks.</i>	
AUS Auditory 09	<i>Aquarium</i> <i>A colourful aquarium with the sound of bubbles.</i>	
AUS Auditory 10	<i>Alpine cowbell</i> <i>Swiss mountain scene with the sound of cow bells gently swaying</i>	
AUS Auditory 11	<i>Rockpool ambience 1</i> <i>Seashore sounds</i>	These water apps create a very real sense of place. Peer into a rockpool whilst hearing the ambient sounds of the seashore. Encourage gentle rippling of the surface of the rock pool.
AUS Auditory 12	<i>Rockpool ambience 2</i> <i>Seashore sounds</i>	Another rockpool to explore with more creatures to identify. Extension: Role-play a day at the beach. What other

		sounds might you hear? Children playing, splashing, seagulls, boats etc
Visual	All apps will support visual sensory stimulation. The above auditory apps are particularly useful from a visual sensory perspective. Flooding the black and white pictures with colour provides valuable sensory stimulation, supporting the needs of those who require greater visual feedback.	
Vestibular	<p>Situated in the inner ear, our vestibular system helps us maintain our balance and posture, and understand where and how fast our bodies are moving. People with an ASD may experience the following differences.</p> <p>Hyposensitivity (under sensitive)</p> <p>This may present as a need to rock, swing or spin to gain some sensory input.</p> <p>Hypersensitivity (over sensitive)</p> <p>This may present as motion sickness, difficulties with sport, anxiety when the head is not upright or feet are off the ground.</p> <p>These apps will encourage gentle vestibular movement. Some children will need to carry out the movement slowly, others may need larger, faster movements depending on whether they are hyper or hypo sensitive.</p>	
AUS V01 Dandelions	Dandelion1 Scatter dandelion seeds into the 'sky'	<p>All of these apps can be used in a multitude of ways to suit the vestibular needs of the children involved.</p> <p>Try these:</p> <ul style="list-style-type: none"> • Encourage the children to sweep objects away with their arms – the more they reach and sway the better the vestibular input • Run 'through' the objects • Roll across the objects and see them scatter • Roll large and small balls through the objects and try to clear the screen • Use a scooter board to roll through the objects and scatter them away • Use feet to whoosh and 'kick' away the objects.
AUS V02 Butterflies	Butterflies1 Scatter the butterflies over the meadow background	
AUS V03 Butterflies Plain	Butterflies2 Scatter the butterflies – plain black background For those who struggle with sensory overload	
AUS V04 Butterflies Sky	Butterflies3 Scatter the butterflies across the blue sky background.	
AUS V05 Butterflies Bright	Butterflies4 Scatter the butterflies –	

	lupins background.	
AUS V06 Butterfly Blossom	Butterflies5 Scatter the butterflies – pretty cherry blossom trees background with Japanese flute music.	
AUS V07 Feather Sky	Feather Sky Waft the downy feathers over a blue sky background.	
AUS V08 Feathers Night	Feathers night time Scatter the downy feathers over the night sky with moon.	
AUS V09 Hedgehog	Hedgehog Scatter the twigs, can you find something hiding in the twigs?	
AUS V10 Badger	Badger Scatter the twigs, can you find something hiding in the twigs?	
AUS V11 Squirrel	Red Squirrel Scatter the twigs, can you find something hiding in the twigs?	
AUS V12 Beavers	Beaver Scatter the twigs, can you find something hiding in the twigs?	
AUS V13 Gemstones	Gemstones Scatter the colourful gems and hear them tinkle.	
AUS V14 Aeroplane	Aeroplane in the Clouds Scatter the clouds in the sky to find the aeroplane	

AUS V15 Rockpool	<p>Rock pool</p> <p>Scatter the seaweed to reveal rock pool creatures beneath</p>	
AUS V16 Steam Train	<p>Steam train</p> <p>Scatter the steam clouds to see the train at the station</p>	
AUS V17 Rainbow Stars	<p>Rainbow Stars</p> <p>Scatter the rainbow stars over a snowy white background.</p>	
AUS V18 Snowflakes	<p>Snowflakes</p> <p>Scatter the snowflakes over the wintry scene.</p>	
AUS V19 Autumn Leaves	<p>Autumn leaves</p> <p>Scatter the leaves to reveal a basket of autumn produce</p>	
AUS V20 Beach Balls	<p>Beach balls</p> <p>Scatter the beach balls to reveal a beach holiday scene.</p>	
Proprioceptive	<p>The proprioceptive sense gains information from our muscles, joints and tendons that provide awareness of body position. This enables us to move easily through our environment. For example, the proprioceptive sense helps us to step down a stair smoothly, or to judge the necessary speed to sit in a chair. This sense also helps with using fine motor skills such as writing, or buttering a piece of bread.</p> <p>Issues with the proprioceptive sense are evident through clumsiness, falling without being able to catch yourself, unusual body postures, difficulty with dexterity and apprehensiveness with new motor skills.</p> <p>Many children who seek proprioceptive feedback find jumping or stamping useful.</p>	
AUS P01 Balloon Pop	<p>Balloon pop 1</p> <p>3 Slow moving balloons</p>	<p>All of these apps can be used to help give proprioceptive feedback. They can be calming or alerting and may be used on their own or as part of a child's daily sensory diet.</p>

		<p>Try splatting the objects firmly with your hands. Encourage the children to jump or stomp on the objects.</p> <p>This first balloon popping app has no background noise and no goal reward so the activity is simple and ongoing. NB Remember the speed of the balloons can be increased with the remote control!</p> <p>It is also useful for de-sensitising those with fear of balloons or sudden noises.</p> <p>Experiment – are there any other body parts or objects that you can use to ‘splat’ the moving items?</p>
AUS P02 Balloon Pop	<p>Balloon pop 2</p> <p>4 Medium speed balloons</p>	<p>Pop 2 & 3 With goal reward and windy day background noise.</p> <p>Puddles with fish to jump into and splash.</p> <p>Create a unique work of art each time these paint balls are splatted.</p> <p>A great activity for a group to ‘let their hair down’ and enjoy making lots of squelches, splats and virtual mess!</p>
AUS P03 Balloon Pop	<p>Balloon pop 3</p> <p>5 fast moving balloons</p>	
AUS P04 Puddle Splash1	<p>Puddle Splash 1</p> <p>Puddle in the rain to splash</p>	
AUS P05 Puddle Splash2	<p>Puddle splash 2</p> <p>Two rain puddles with fish</p>	
AUS P06 Puddle Splash3	<p>Puddle splash 3</p> <p>Three rain puddles with fish</p>	
AUS P07 Colour Burst 1	<p>Colour burst 1</p> <p>A few slow moving coloured balls to explode</p>	
AUS P08 Colour Burst 2	<p>Colour burst 2</p> <p>Medium speed coloured balls to explode</p>	
AUS P09 Colour Burst 3	<p>Colour burst 3</p> <p>Lots of fast moving coloured balls to explode</p>	
AUS P10 Rainbow Splat	<p>Rainbow monsters</p>	

	Splat the cute rainbow monsters to create a rainbow mess.	Rainbow monster reward.
AUS 11 Caterpillars	Catch the caterpillars and turn them all into butterflies with reward.	
AUS P12 Presents	<p>Birthday gifts</p> <p>Catch the presents and see what gifts are inside.</p>	

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