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SELF-MANAGEMENT TEST TAKING STRATEGIES

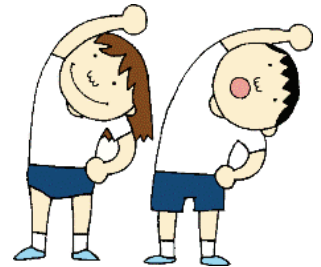
Play music for 25-30 minutes prior to testing and encourage students to get the blood moving. If students arrive to the testing room early, encourage them to walk for a few minutes.

Before starting to test, have students perform these warm-ups:

- *1 leg squat—touch opposite hand to floor: 20 each side
- *Spins and turns: 5 spins in each direction (not too fast)
- *Knee to elbow: 30 times for each elbow.

...and stretches:

- *Hands over head
- *Hands behind back
- *Shoulder shrugs
- *Head rolls



Once students have arrived in class and are seated, these exercises can be done after tests are placed on student desks:

Students should lift both feet off the floor and balance. Once they have their balance, encourage them to lift one leg at a time, alternating legs like they are walking (they may need to touch the alternate toe on the floor while lifting the other leg to retain balance). Encourage students to touch their right hand to left knee, then left hand to right knee to incorporate the cross-lateral movement pattern.

Students can also include the “Lazy 8” pattern from Brain Gym (for the Lazy 8: draw a number 8 lying down on an 11x17” piece of paper. This will look like the design representing infinity). Students clasp hands with thumbs up. Hold thumbs out toward center of the side-lying 8 on the paper and move thumbs around the pattern, while maintaining eye contact with their thumbs. Encourage them to move eyes only (without moving heads). Remind students to stay within 1 foot of the width of their body.

It would also be good to encourage students to loosen up their hand writing muscles! Here are a few ways to do that and also help students reduce stress.

- *Raise both hands above their heads and do shoulder releases (reach and stretch one arm at a time, alternating arms).
- *With elbows out and forearms parallel to the desk, twist wrists back and forth to release the pressure from writing.

1 minute breaks between tests:

- *Spins and turns: 5 in each direction
- *Leg squats: touch opposite hand to floor: 20 to each side
- *Stretches (as listed above)



Our goal is to address
the pyramid of needs of students with autism.

Websites to Visit

Do2learn provides thousands of pages of social skills and behavioral regulation activities and guidance, learning songs and games, communication cards, academic material and transition guides for employment and life skills. [www://do2learn.com](http://www.do2learn.com)

www.autismteachingtools.com

82 summer activities for children with autism www.friendshipcircle.org/news

Craft activities are fun for everyone, but for children on the autism spectrum, the opportunity to explore color, shape, and sensory experiences can stimulate attention, foster calm, and create loads of fun! Here are 10 activities that teachers and parents love to do with their special needs children!

www.education.com/magazine/article/10-activities-children-autism/

<http://freeprintablefun.org/2007/08/free-printable-learning-activities-for.html>

The Autism Tool Kit has great items for use in your classroom. This 6-drawer storage cart holds materials and supplies. Some of the items available are:

Fitball wedge cushion for kids who have a hard time sitting in a traditional classroom chair.



Slant board to help with directionality difficulties and reduce eye and head movement demands.

Weighted Shoulder Snake effective in helping to calm and focus the nervous system

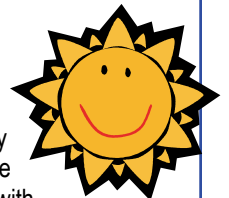
Focusing Fidget Kit contains a variety of materials to assist children in calming, focusing and finger strengthening.

Check with your building principal or an intervention specialist to locate a tool kit in your school for use in your classroom.

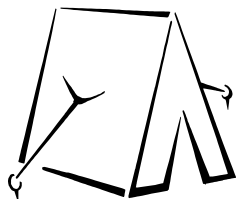
Autism Society of Northwest Ohio Summer Opportunities for Individuals with Autism Spectrum Disorders 2013

http://support.autism-society.org/site/Clubs?club_id=1217&sid=13780&pg=event

The website link contains listings of available summer activities for individuals on the autism spectrum. Eligibility criteria will vary from program to program and not every program is appropriate for every child. Please call the individual contact person for more information about a particular program. Inclusive programs may include activities that are not specifically designed for children with ASD but may appeal to those who have a particular interest in the subject matter. This list is not exhaustive. Inclusion in this list should not be construed as an endorsement by the Autism Society of Northwest Ohio either explicit or implied.



Helpful Tips: When enrolling your child in a community program, you might want to “pave the way” by developing a one page information sheet (available on the website) about your child to give to program staff, particularly for an inclusive program where staff may not have much experience dealing with children with autism. You could include a list of your child’s communication system, behaviors, likes and dislikes, favorite reinforcers, calming strategies, etc. You might also want to ask your child’s IEP team and/or teacher for help making the transition to the summer program.



Likewise, you should prepare your child for his new activity. You might want to visit ahead of time and meet the staff. You could take pictures to create a picture schedule or calendar for use at home to aid in the transition.

Have a fun and safe summer!