

# Opposite Memory Game

Copy this page on heavyweight paper and cut the game cards apart. Match the cards that show opposites.

 slow	 fast	 sour	 sweet
 big	 little	 happy	 sad
 hot	 cold	 hard	 soft
 heavy	 light	 stop	 go
 new	 old	 wet	 dry

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# The Tortoise and the Hare Rebus Story

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Read the story aloud, pausing so the child can name the pictures.

This is the story of the  and the . The 

moved at a slow pace. He enjoyed sunning himself on a  rock

and listening to the . The  moved very quickly.

He zoomed from place to place, never stopping to smell the



flowers

or admire a



rainbow

The  often made fun of the . “You’re as slow as



molasses

,” teased the



hare

. “I can do one hundred things in the

time it takes you to tie your












shoes

“Oh yeah?” replied the . “I bet I could beat you in a





race

“That’s a good joke!” laughed the  , telling everyone that the  had challenged him to a  .

The  agreed to be the  . When the  and the  were at the  , the  said, “On your

mark, get set, go!” And off the two animals went.

The  was soon far ahead of the  . In fact, he was

so far ahead that he decided to stop to chat with his friends along the way. He talked and talked and talked until, out of the corner of

his  , he saw the  plodding along. “I better get a

move on,” chuckled the  . “I don’t want that slowpoke to

catch up with me!”

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*The Tortoise and the Hare Rebus Story, continued*

---

After running a fair distance, the



hare

became very hungry and

decided to raid Mr. Zelderman's



garden

. He stopped to munch

on some



carrots

. The



carrots

were so delicious, that before he

knew it, the



hare

had eaten a whole row. As he turned to eat

some more



carrots

, the



hare

noticed the



tortoise

coming

slowly up the path. "Oops," exclaimed the



hare

, "Time to start

hopping!" And off he ran.

But after eating such a big meal, the



hare

soon grew very tired.

He decided to take a short



nap

. The



hare

was so far

ahead of the



tortoise

that he surely had plenty of time to take a



nap

and still win the




race

.

---

*The Tortoise and the Hare Rebus Story, continued*

---

The  kept moving at a steady pace. Eventually, he came to

tortoise

where the  was taking a . The  tiptoed



hare

nap

tortoise

past the  without making a sound.

hare

Just as the  was about to cross the , the

tortoise

finish line



hare

woke up. He sprinted toward the  as fast

finish line

as he could, but he was too late. The  had won!

tortoise

“Slow and steady wins the ,” announced the .

race

owl

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## *The Tortoise and the Hare* Rebus Story Questions

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If the child can answer questions 1-5, proceed to 6-10, then 11-15.

### **Fill-in-the-Blanks**

1. The tortoise moved slow and \_\_\_\_\_.
2. The hare moved very \_\_\_\_\_.
3. The tortoise and the hare had a \_\_\_\_\_.
4. The owl said, "On your mark, get set, \_\_\_\_\_!"
5. At the end of the race, the owl said, "Slow and steady wins the \_\_\_\_\_."

### **Factual Questions**

6. What did the hare do when he saw his friends during the race?
7. What did the hare eat from Mr. Zelderman's garden?
8. What did the hare do when he was tired?
9. Did the tortoise stop during the race?
10. Who won the race?

### **Inferential Questions**

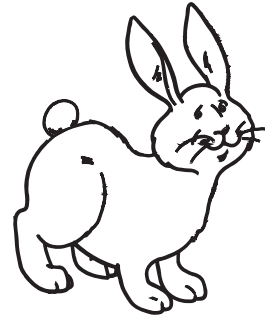
11. Why did the tortoise challenge the hare to a race?
12. Why did the hare stop and talk to his friends?
13. Why did the hare get so tired during the race?
14. How do you think the hare felt at the end of the race?
15. Who do you think should have won the race? Why?

# Sight Words

Match the word cards at the bottom of the page to the pictures/words.



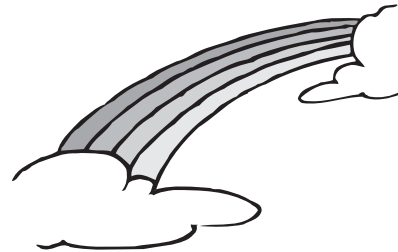
tortoise



hare



owl



rainbow

tortoise

hare

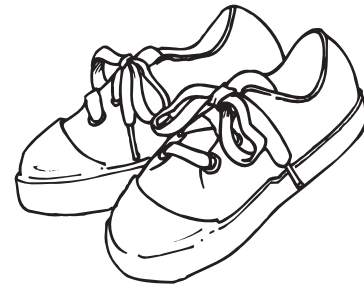
owl

rainbow

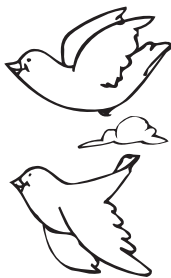
Match the word cards at the bottom of the page to the pictures/words.



carrots



shoes



birds



race

carrots

shoes

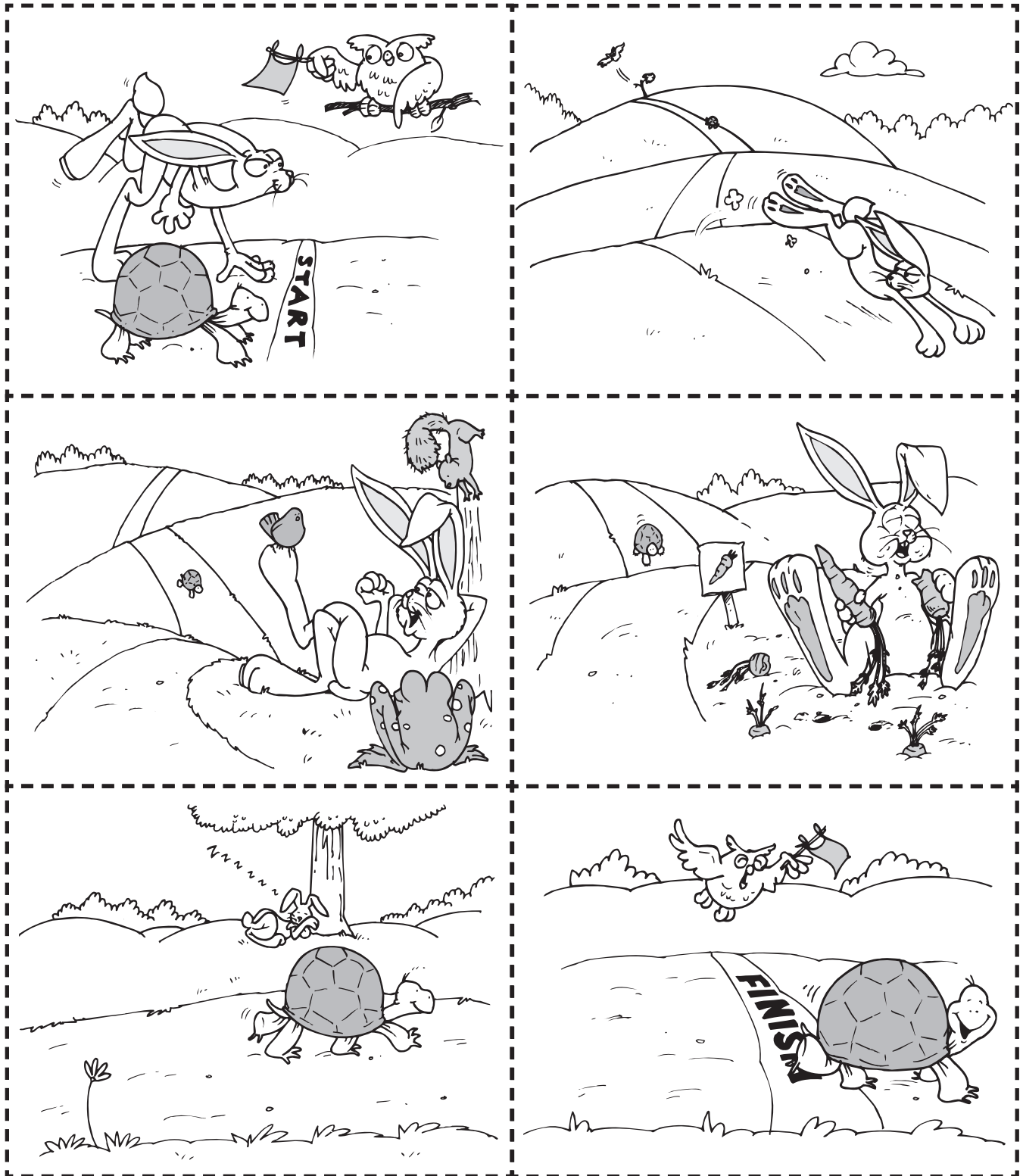
birds

race



# Sequence Pictures

Cut apart the pictures and mix them up. Then have the child put them in the right order and retell the story.



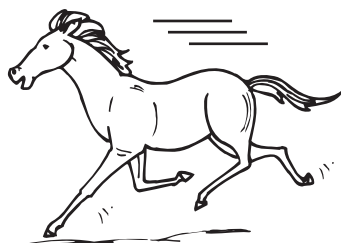
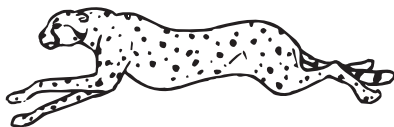
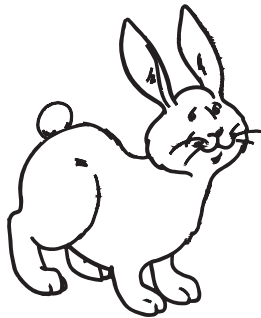
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# Worksheet 1

Name \_\_\_\_\_

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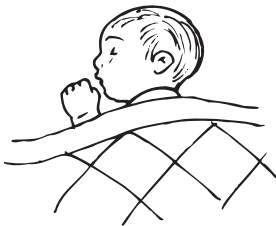
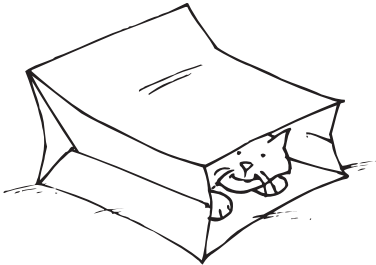
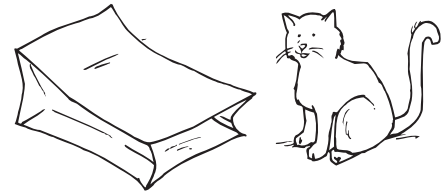
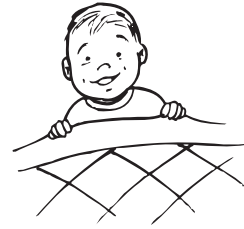
Put a circle around each thing that is slow. Put an X on each thing that is fast.



# Worksheet 2

Name \_\_\_\_\_

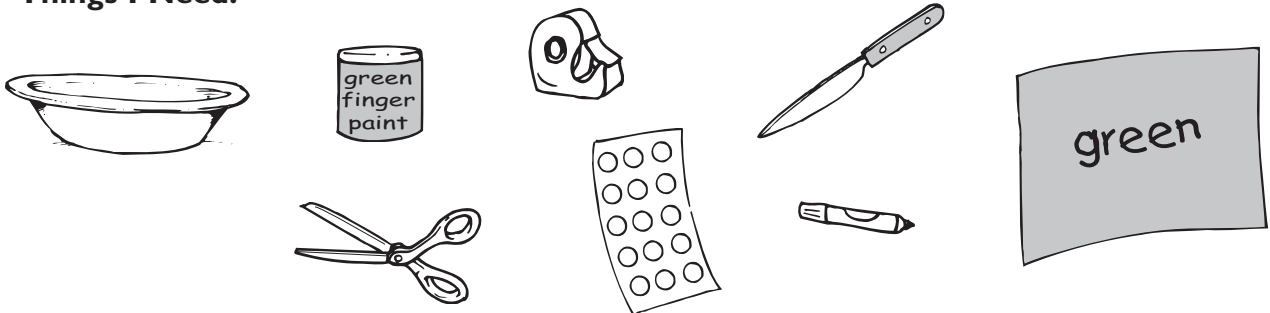
Draw a line from each picture to its opposite.



# Making a Styrofoam Bowl Tortoise

Have fun making a tortoise!

## Things I Need:

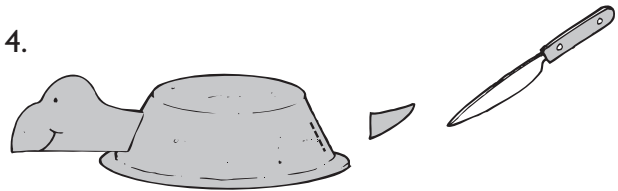


## Steps I Follow:

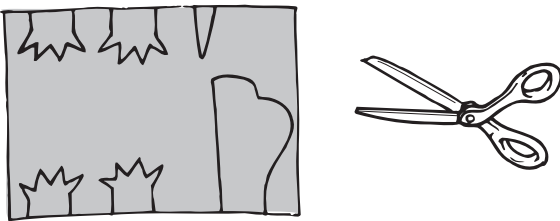
1.



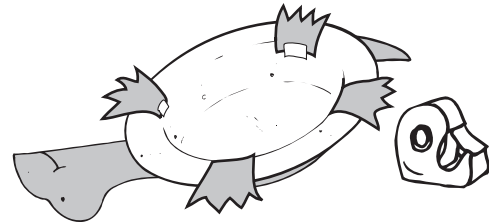
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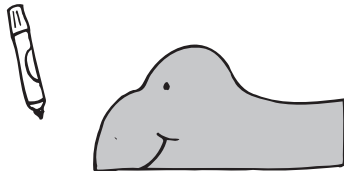
2.



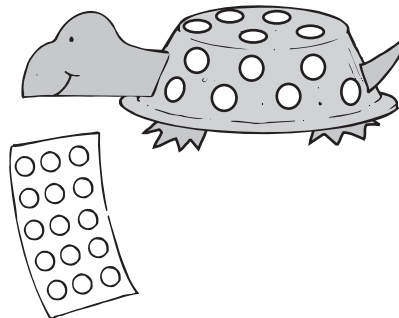
5.



3.



6.





## Unit 7: Henny Penny

Language Target: Rhyming

*Henny Penny* is a story about an anxious chicken who is hit in the head by an acorn and thinks the sky is falling. Henny Penny is determined to report the disaster to the king. On the way, she is met by a variety of other fowl who wish to accompany her. In the end, they are outsmarted by a fox and never make it to the king.

This story is repetitive and predictable. The dialogue is easy to learn. The characters have names that rhyme and rhyming words are reinforced throughout the unit. The following vocabulary words are used repeatedly: hen, duck, turkey, goose, fox, sky, acorn, head, king, running, road, sunny, tell, falling, cave, and feast.

### 1. Mirror Work

Sit in front of a mirror with the child. A three-fold mirror works well because you can capture the child's eye contact from three different directions. Make sure you are at the child's eye level. Do not demand eye contact. Set the child up for eye contact by waiting for him to look at you before starting/continuing a high interest activity. Embed turn-taking in all tasks. Here are some activities that may capture the child's interest:

- ◆ Draw a hen with a grease pencil on the mirror. The picture on page 193 will help you with your artwork. The child may want to refer to the drawing for help in naming body parts. Ask the child to contribute ideas (e.g., Draw the hen's body and then ask, "What else does the hen need? Should I draw the head or the feet next?"). Give the grease pencil to the child so he can take a turn at drawing. He may need hand-over-hand assistance at first.
- ◆ Blow bubbles at the hen, waiting for eye contact before blowing again. If you wet the mirror with a spray bottle, the bubbles will stick. Hand the wand to the child so he can take a turn blowing. Remember to imitate and expand on what the child does. Once the child is familiar with the activity, close the lid on the bubble jar tightly so it is difficult for the child to open. He will then have a reason to ask for help.
- ◆ Ask the child to point to body parts (e.g., "Here is the hen's foot. Show me your foot.>").
- ◆ Wash/dry the mirror with window cleaner and a paper towel.
- ◆ Say "cluck" as you form the hen sign (form S sign and flap your elbows). See Appendix A, page 220.
- ◆ Play peek-a-boo with a stuffed hen or while wearing a hen mask (page 194). Remember to give the child an opportunity to use the props. You might make two masks, one for the child and one for yourself, and develop dialogue based on events from the story.
- ◆ Use a hen puppet to play imitation games (e.g., "The hen can open her mouth. Can you open your mouth too?").

## 2. Naming Pictures

Ask the child to point to the pictures in a left to right order as he names them. A question prompt may be necessary on some or all of the pictures. Pause before correcting a child's mistake as he may correct the mistake spontaneously if given the chance. Here are some naming activities:

◆ **Let's Count Hens** (page 195)

Have the child count the hens from one to ten. Once the child can easily name the numbers in sequence, ask him to name them backwards, by twos, out of sequence, etc.

◆ **Let's Describe Hens** (page 196)

Have the child color the hens using different colors. When he is finished, ask the child to first state the size of each hen (e.g., "It is big. It is little.") and then the color of each hen. When he can easily state the size and color independently, combine the two features into one sentence (e.g., "It is a big, green hen.").

◆ **Who Is This?** (page 197)

Ask the child to name each character (e.g., "This is Henny Penny. This is Goosey Loosey. This is Turkey Lurkey.").

◆ **Let's Name Rhyming Pairs** (pages 198 and 199)

Ask the child to say the rhyming pairs (e.g., "Hen rhymes with pen. Duck rhymes with truck. Goose rhymes with juice.").

## 3. Game Time

Ask the child to select a game from the three provided. The child should assist in the setup and takedown of the game. Briefly explain and demonstrate the rules of the game before playing. Establish a dialogue of the steps involved to develop the child's independence (e.g., "First I turn over two cards. I found goose and juice. Goose rhymes with juice. I can keep them. Now it's your turn."). Repeat "your turn/my turn" frequently in the early stages of the game. Once the child understands the rules, make mistakes so he can catch and correct you (e.g., take two turns in a row, place the card on the wrong picture, act distracted when it's your turn). Develop a "good game" routine at the end of the game (e.g., Give a "high five" and say "nice game."). A small prize such as a sticker for the winner could also be part of the routine. Encourage the child to tell others why he got the prize.

◆ **Henny Penny Bingo** (pages 200 – 202)

Cut out the game cards and place them facedown in a pile. Give each player a bingo card. Select a game card from the pile and name it ("I found \_\_\_\_."). Allow all players to place poker chips (or other type of marker) on their bingo cards. Play proceeds until one player has four in a row (vertically, horizontally, or diagonally) and calls out "bingo."

◆ **Four in a Row** (page 203)

This game is designed for two players, however children can work in pairs if necessary. Copy the page on heavyweight paper and cut out the cards. One player chooses Henny Penny and the other Foxy Loxy. Henny Penny goes first. The player lays down a Henny Penny card faceup. Then the other player lays down a Foxy Loxy card either above, below, to the right, or to the left of the Henny Penny card. Play continues until one player gets four of his characters in a row, either vertically or horizontally.

◆ **Rhyming Memory Game** (pages 204 – 207)

Copy the cards on heavyweight paper and cut them apart. Place the cards facedown on the table. Take turns turning over two cards at a time to find a pair of rhyming words. The player with the most pairs at the end of the game is the winner. Reduce the number of pairs as needed depending on the child's ability.

**4. Rebus Story** (pages 208 – 211)

Read the rebus story aloud, pausing so the child can label the pictures. Read the dialogue with exaggerated expression to get the child's attention (e.g., Use a panicked voice for Henny Penny and a sinister voice for Foxy Loxy.). Accompanying the key words in the story with manual signs or gestures will aid comprehension. After reading the story, choose one or more of the following activities:

◆ **Answering Questions** (page 212)

Have the child fill in the blanks of questions 1 – 5 with the correct responses. Use rising inflection at the end of each sentence so the child recognizes the need to complete the phrase. If the child can answer questions 1 – 5, move on to the factual questions. Provide choices if the child has difficulty responding spontaneously. If the child can answer questions 1 – 10, move on to the inferential questions. Help the child make the connections by talking through the events in the story. If working with more than one child, have them take turns answering the questions. Encourage the children to help each other if one of them is uncertain of an answer.

◆ **Sight Words** (pages 213 and 214)

Have the child match the sight words on the bottom of the page to the pictures/words (e.g., "Put *king* on *king*"). Next have the child point to the sight word when named (e.g., "Show me *sky*"). Then have the child read the sight words aloud.

◆ **Sequence Pictures** (page 215)

Cut apart the pictures and mix them up. Have the child place the pictures in the right order. Then encourage the child to retell the story using the pictures.

**5. Worksheet Practice** (pages 216 and 217)

Ask the child to do the worksheets independently after you explain and demonstrate the directions. Use hand-over-hand assistance for drawing lines and forming letters when needed. Remind the child to write his name on the top of the paper and place it in a designated spot when finished.

**6. Making a 3-D Sky** (page 218)

The pictures illustrate what is needed and the steps to follow in making a 3-D sky. Written instructions are not provided so you and the child can figure out the craft together. Remember to:

- ◆ Ask open-ended questions to help the child interpret the directions (e.g., “I wonder what this is supposed to be? Where should we put the sun?”).
- ◆ Make mistakes so the child can catch and correct your errors.
- ◆ Follow the child’s lead in the interaction.
- ◆ Be creative! Some steps are purposefully left out (e.g., bending the grass to make it stick out).
- ◆ Change the order of the steps to meet your needs (e.g., glue on the grass before making the clouds).
- ◆ Substitute materials when a pictured item is not available (e.g., shiny paper for the sun, Styrofoam “popcorn” for clouds).
- ◆ Have fun!

The purpose of this activity is not the end product, but the interaction and problem solving that happen along the way. Spreading the craft activity over several sessions is a good way to review and extend the exchange. For example, “We need to let the paint dry. Let’s finish the 3-D sky tomorrow,” or “I have some cotton balls at home. We can put them on the picture next time.”

**Expansion Activities**

1. Children with autism are slow at developing pretend play skills. Get out a Fisher-Price Farm and act out the story with farm animals. Make up rhyming animal names (e.g., Piggy Wiggy, Lammy Whammy, etc.). Any animal can play the role of the fox.
2. Paul Galdone’s version of *Henny Penny* is well illustrated and uses dynamic language. The child is sure to enjoy it! *Henny Penny* by Jane Wattenberg is a zany version of the fairy tale that some children may appreciate.
3. The *Barnyard Rhythm & Moos* computer program by Fisher Price is a lot of fun. Children will enjoy the dancing chicken and other animal antics while practicing their animal vocabulary. For rhyming practice, *Bailey’s Book House* by Edmark has a good rhyming activity called *You Can Read a Rhyme*.

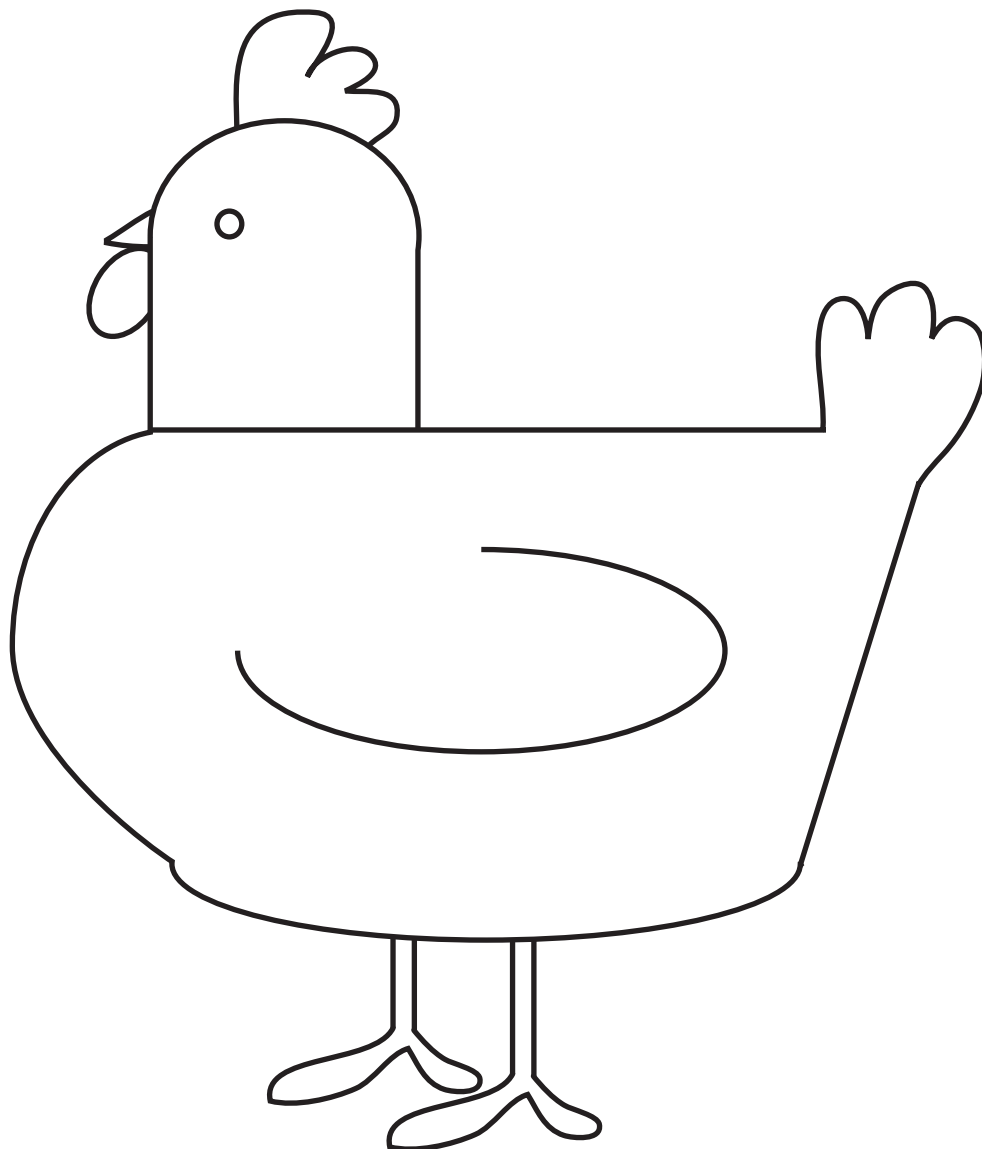


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## Mirror Work

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Place this picture in front of the mirror to use as a guide when drawing the hen.



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## Hen Mask

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Cut out the mask and eyes along the dotted lines. Tape a tongue blade or craft stick to the inside bottom of the mask.



# Hens

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1 to 10. Then count backwards, by twos, out of sequence, etc.



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# Let's Describe Hens

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Describe each hen.

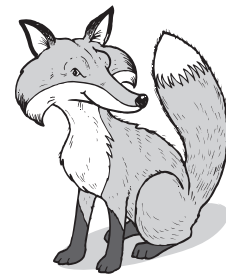
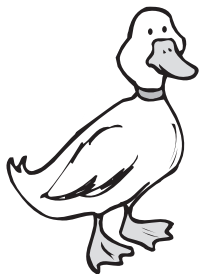
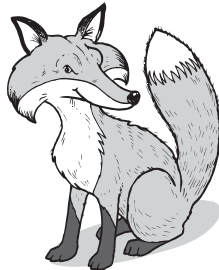
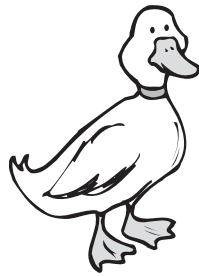


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# Who Is This?


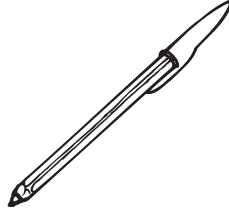

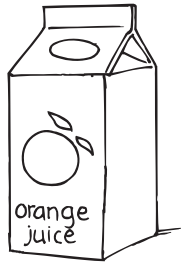




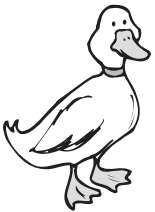
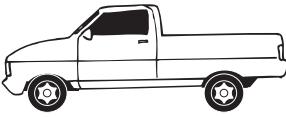

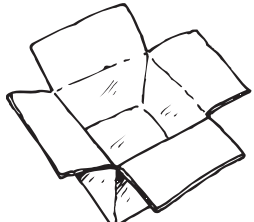

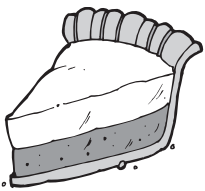


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Name each animal.



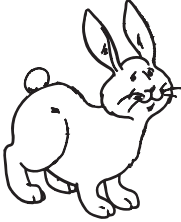



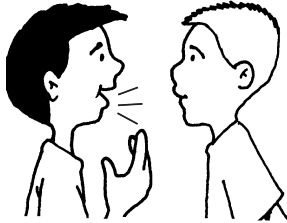


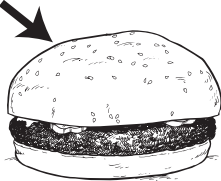
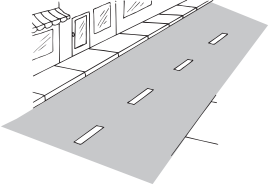

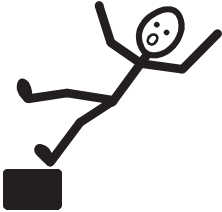



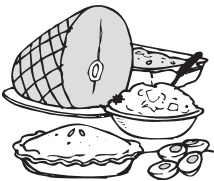

# Let's Name Rhyming Pairs 1

Say the names of the pictures in each box.

 <b>hen</b>	 <b>pen</b>	 <b>goose</b>	 <b>juice</b>
 <b>turkey</b>	 <b>jerky</b>	 <b>head</b>	 <b>bed</b>
 <b>duck</b>	 <b>truck</b>	 <b>fox</b>	 <b>box</b>
 <b>sky</b>	 <b>pie</b>	 <b>king</b>	 <b>ring</b>

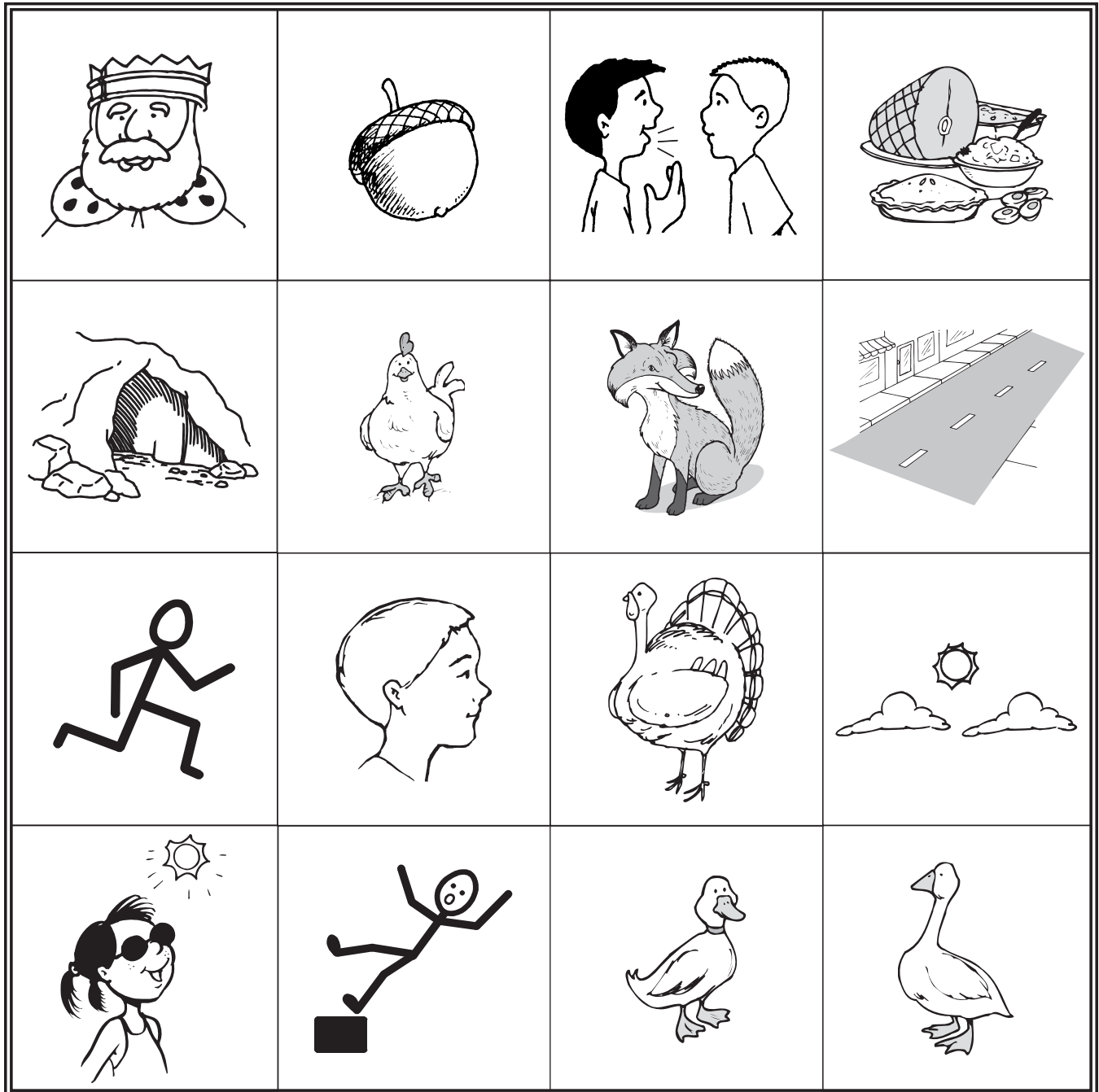
# Let's Name Rhyming Pairs 2

Say the names of the pictures in each box.

 <b>bunny</b>	 <b>sunny</b>	 <b>acorn</b>	 <b>horn</b>
 <b>yell</b>	 <b>bell</b>	 <b>run</b>	 <b>bun</b>
 <b>road</b>	 <b>toad</b>	 <b>fall</b>	 <b>call</b>
 <b>cave</b>	 <b>wave</b>	 <b>feast</b>	 <b>beast</b>

# Henny Penny Bingo (Card 1)

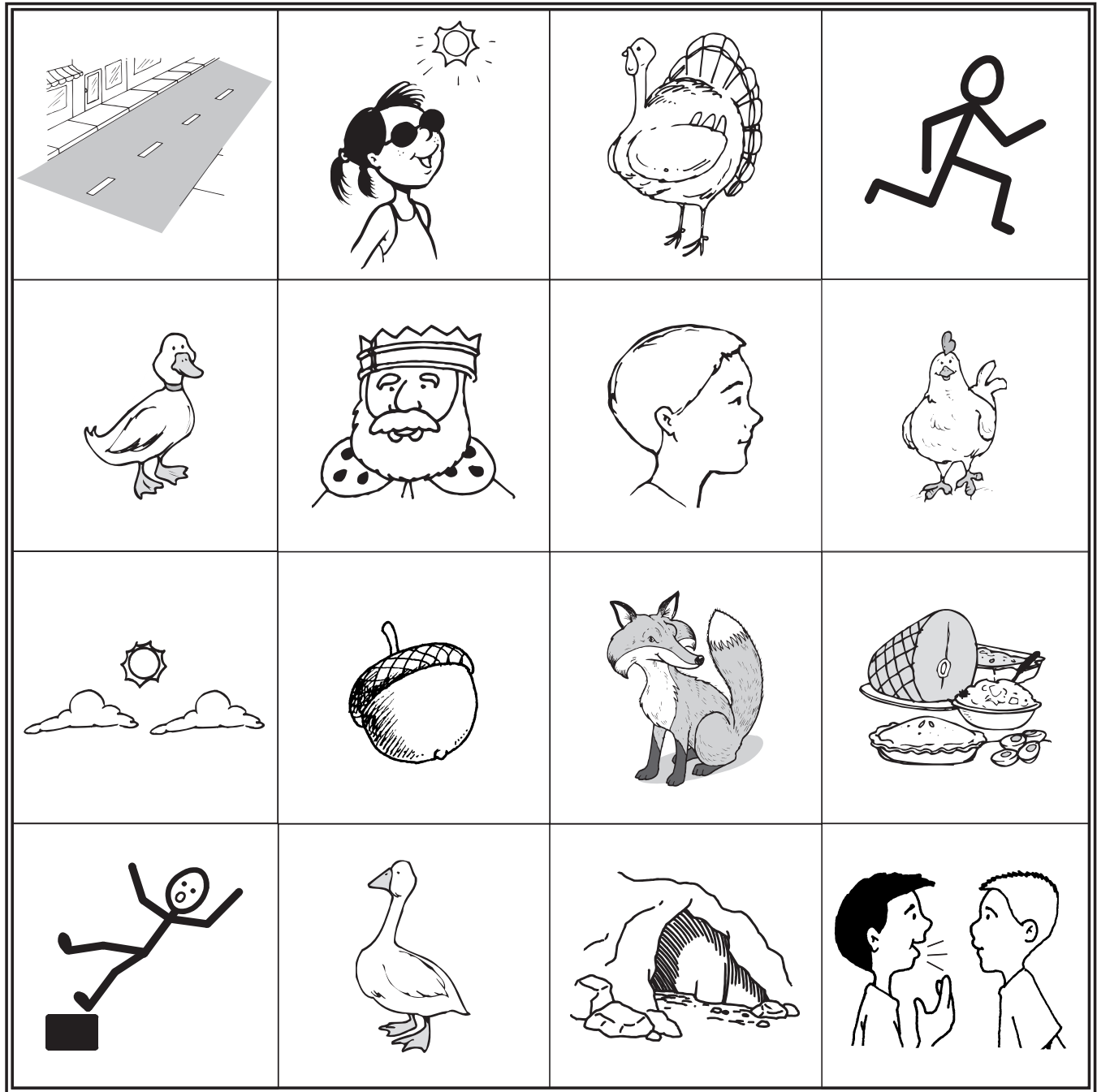
Give each player a bingo card (below and on page 201). Use them to play bingo with the game cards on page 202.





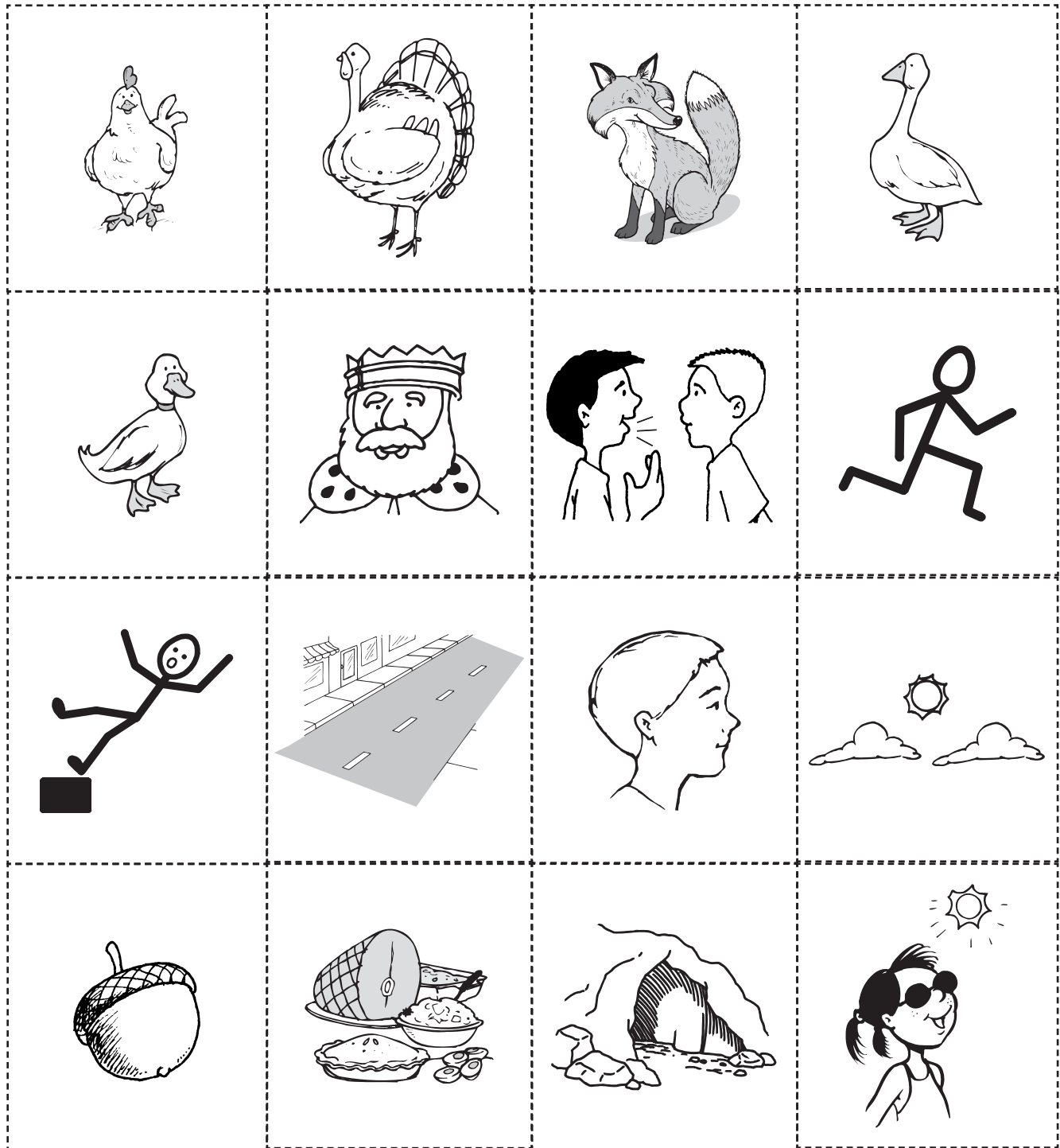
# Henny Penny Bingo (Card 2)

Give each player a bingo card (below and on page 200). Use them to play bingo with the game cards on page 202.



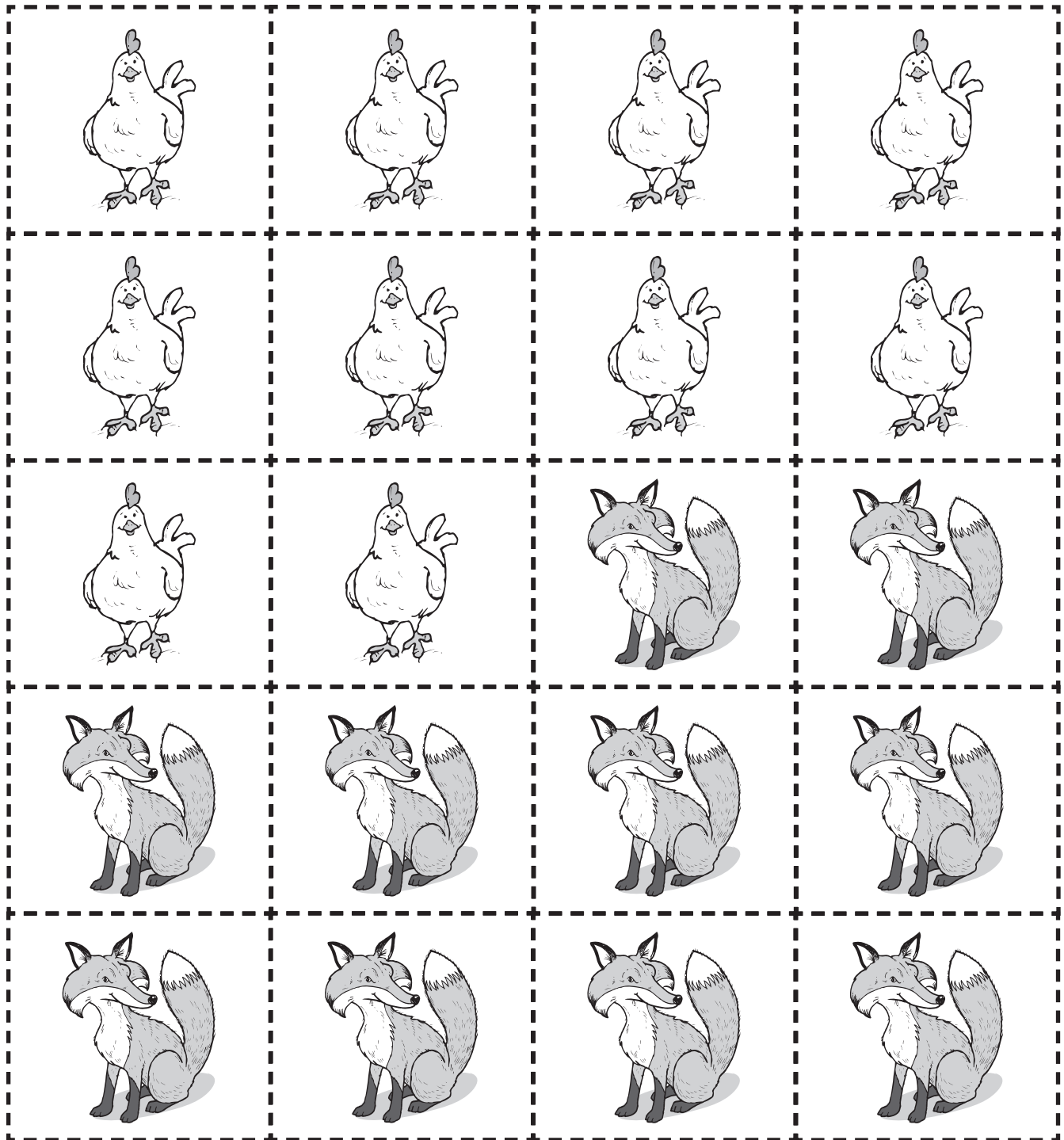
# Henny Penny Bingo Game Cards

Cut out the game cards. Use them to play bingo with the cards on pages 200 and 201.








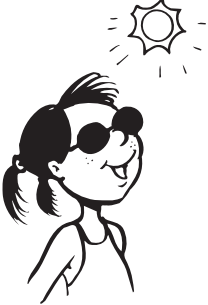
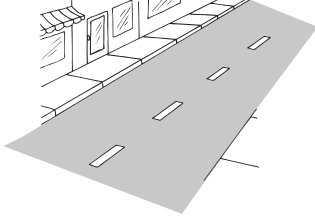
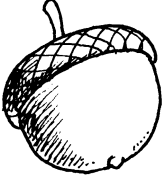
# Four in a Row

Copy this page on heavyweight paper and cut the cards apart. One player is Henny Penny and the other player is Foxy Loxy. Have the players take turns placing one card at a time on the table. The first person to get four of his cards in a row wins.



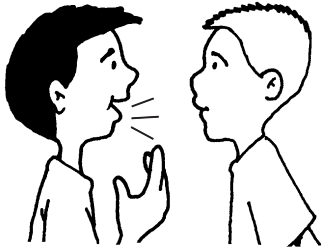
# Memory Game

and on pages 205 – 207 on heavyweight paper. Cut apart the cards and place them facedown. See who can find matching words.

	 <p>duck</p>	 <p>turkey</p>	 <p>goose</p>
	 <p>sunny</p>	 <p>road</p>	 <p>acorn</p>

## Rhyming Memory Game, *continued*

and on pages 204, 206, and 207 on heavyweight paper. Cut apart the cards and place them facedown. See who  
s of rhyming words.



tell



king



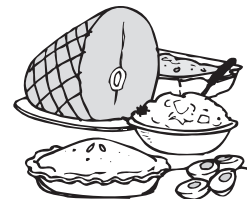
sky



run




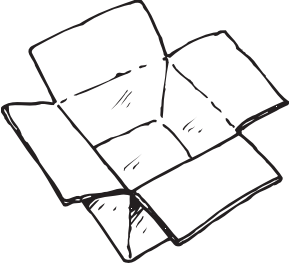

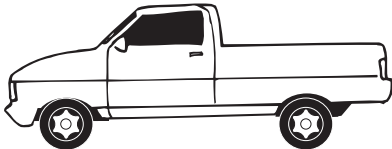

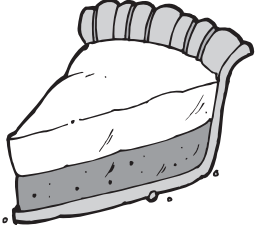
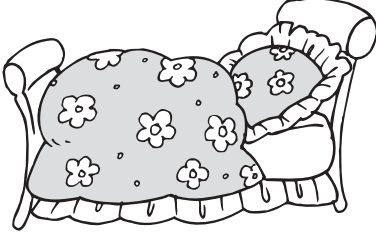
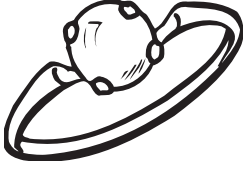
cave



feast



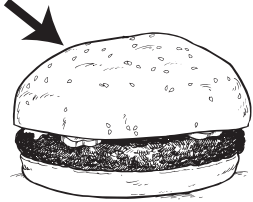



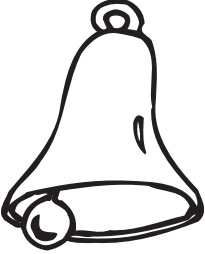

## Rhyming Memory Game, *continued*

and on pages 204, 205, and 207 on heavyweight paper. Cut apart the cards and place them facedown. See who  
s of rhyming words.

			
	box	jerky	truck
			
	pie	bed	ring


## Rhyming Memory Game, *continued*

and on pages 204 – 206 on heavyweight paper. Cut apart the cards and place them facedown. See who can find rhyming words.




			
	horn	bun	wave
			
	calling	bell	beast

# Henny Penny Rebus Story

Read the story aloud, pausing so the child can name the pictures.



One  sunny autumn day,  Henny Penny was walking down the  road

when an  acorn fell on her  head .

“Oh dear me!” exclaimed  Henny Penny . “The  sky is  falling !

I must go and  tell the  king .”

Along the way she met  Ducky Lucky . “Quack, quack, quack! Why are


you  running ?” asked  Ducky Lucky .


“I’m off to  tell the  king that the  sky is  falling ,”




replied  Henny Penny .







“Oh dear me,” said  Ducky Lucky . “May I come with you?”



“Yes, but we must hurry,” said  .  
Henny Penny

So  and  ran to  the  that the  
Henny Penny Ducky Lucky tell king  
 was  .  
sky falling

Along the way they met  . “Gobble, gobble, gobble. Why  
Turkey Lurkey  
are you  ?” asked  .  
running Turkey Lurkey

“We’re off to  the  that the  is  ,”  
tell king sky falling  
replied  and  .  
Henny Penny Ducky Lucky

“Oh dear me,” said  . “May I come with you?”  
Turkey Lurkey

“Yes, but we must hurry,” they said.




*Henny Penny Rebus Story, continued*

So  ,  , and  ran to  the 





Henny Penny      Ducky Lucky      Turkey Lurkey      tell      king

that the  was  .




sky      falling

Along the way they met  . “Honk, honk, honk. Why are you  ?” asked  .

running      Goosey Loosey      Goosey Loosey

“We’re off to  the  that the  is  ,

tell      king      sky      falling






replied  ,  , and  .

Henny Penny      Ducky Lucky      Turkey Lurkey




“Oh dear me,” said  . “May I come with you?”

Goosey Loosey

“Yes, but we must hurry,” they said.

So  ,  ,  , and  ran to  the

Henny Penny      Ducky Lucky      Turkey Lurkey      Goosey Loosey      tell

 that the  was  .

king      sky      falling

Just before they reached the king's castle, they met



Foxy Loxy

“Why are you



running

?” asked



Foxy Loxy

“We're off to



tell

the



king

that the



sky



falling

,”

replied



Henny Penny

,



Ducky Lucky

,



Turkey Lurkey

, and



Goosey Loosey

“Oh dear me,” said



Foxy Loxy

. “I know a shortcut to the king's

castle. Follow me.”

So



Henny Penny

,



Ducky Lucky

,



Turkey Lurkey

, and



Goosey Loosey

followed



Foxy Loxy

into a



cave

and were never seen again. The



king

was never

told about the



sky



falling

. And



Foxy Loxy

and his family still

remember the delicious



feast

they had that day.

---

# Henny Penny Rebus Story Questions

---

If the child can answer questions 1-5, proceed to 6-10, then 11-15.

## Fill-in-the-Blanks

1. Henny Penny thought the sky was \_\_\_\_\_.
2. She ran to tell the \_\_\_\_\_.
3. Along the way, Henny Penny met Ducky \_\_\_\_\_,  
Turkey \_\_\_\_\_, and Goosey \_\_\_\_\_.
4. Near the king's castle, the animals met Foxy \_\_\_\_\_.
5. They followed Foxy Loxy into a \_\_\_\_\_.

## Factual Questions

6. What hit Henny Penny on the head?
7. What did Henny Penny think was happening?
8. After Henny Penny got hit on the head, where was she going?
9. Where did Foxy Loxy take Henny Penny and the other animals?
10. Did Henny Penny ever get to the king's castle?

## Inferential Questions

11. Why was Henny Penny in a hurry?
12. Did the other animals believe Henny Penny? Why?
13. Why did the other animals want to go with Henny Penny?
14. Was Foxy Loxy telling the truth when he told the animals that he knew a shortcut?  
How do you know?
15. What happened to the animals in the cave?

# Sight Words

Match the word cards at the bottom of the page to the pictures/words.



hen



duck



turkey



goose

hen

duck

turkey

goose

Match the word cards at the bottom of the page to the pictures/words.



fox



sky



head



king

fox

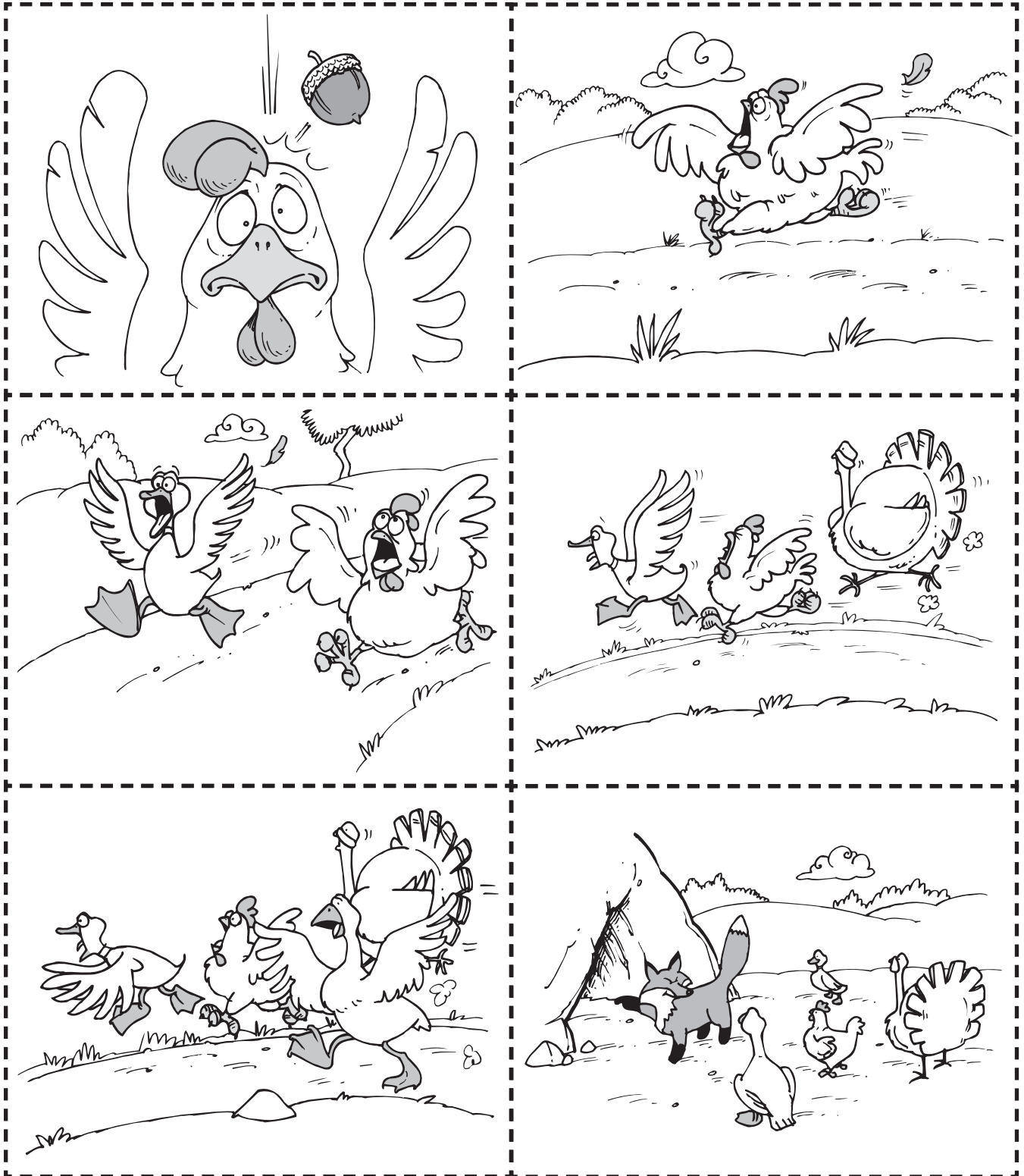
sky

head

king

# Sequence Pictures

Cut apart the pictures and mix them up. Then have the child put them in the right order and retell the story.



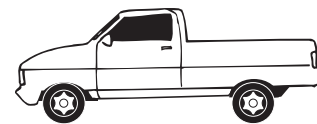
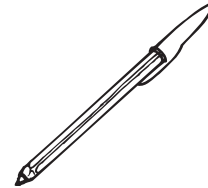
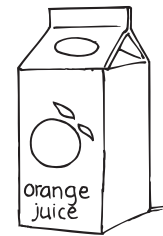
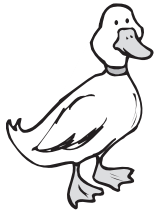
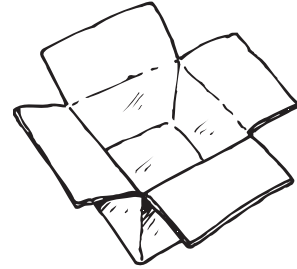
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# Worksheet 1

Name \_\_\_\_\_

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Draw a line from the animal to something that rhymes with it.

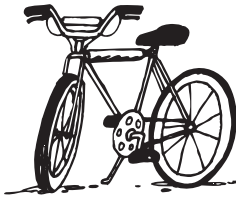
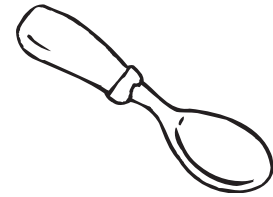
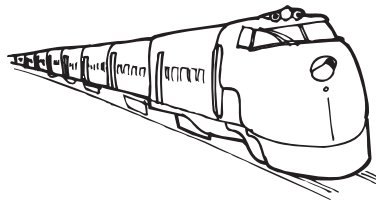
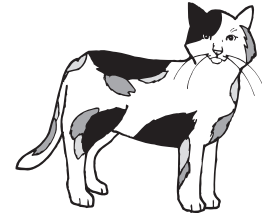
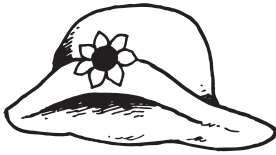




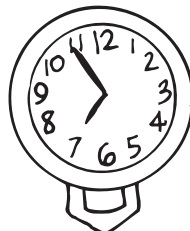
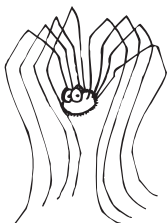
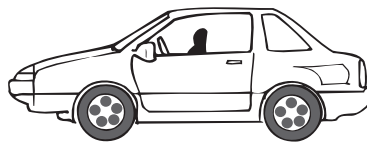
# Worksheet 2

Name \_\_\_\_\_

Draw a circle around the two pictures that rhyme in each row.



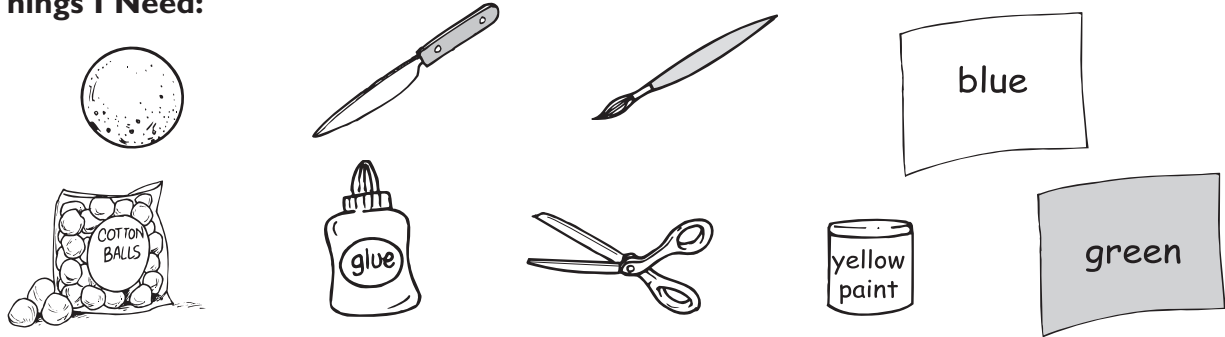
2



# Making a 3-D Sky

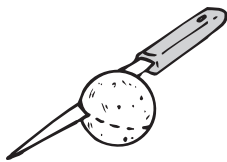
Have fun making a 3-D sky!

## Things I Need:

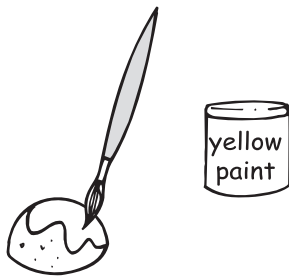


## Steps I Follow:

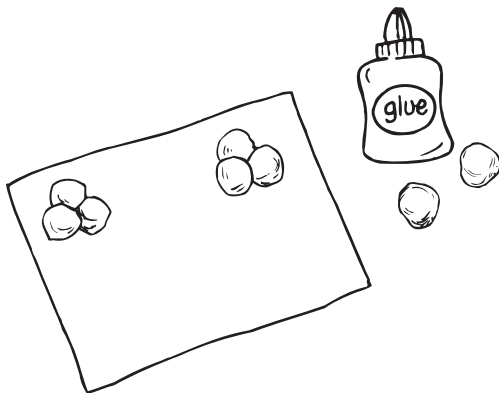
1.



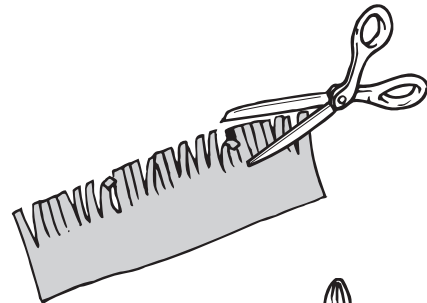
2.



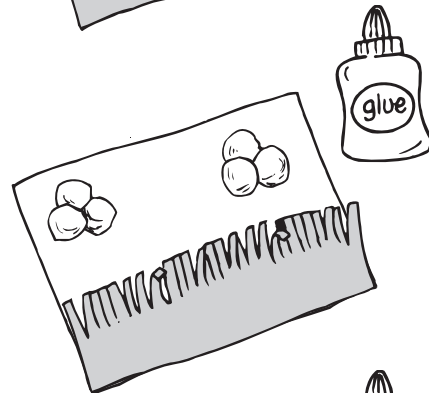
3.



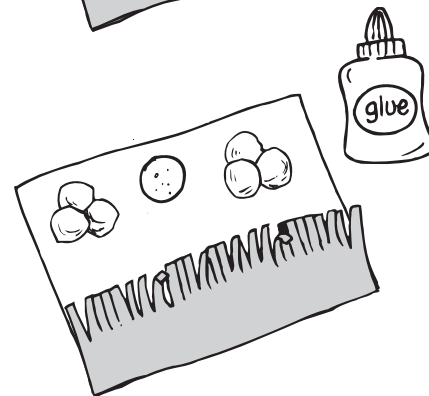
4.



5.



6.

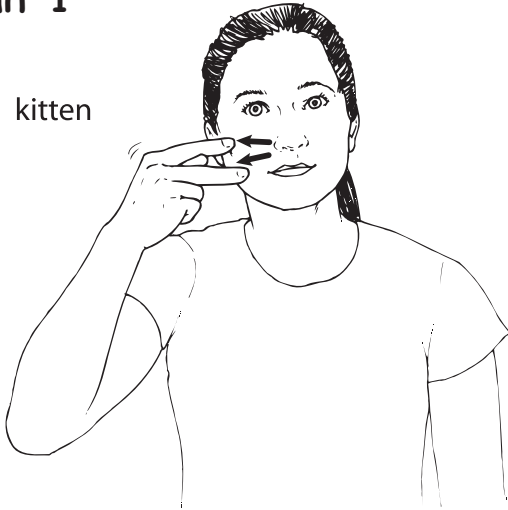


## Appendix A: Animal Signs

Make these animal signs as you look in the mirror with the child.

### Unit 1

kitten



Make the letter K. Brush the side of your mouth with your middle finger (indicates whiskers).

### Unit 2

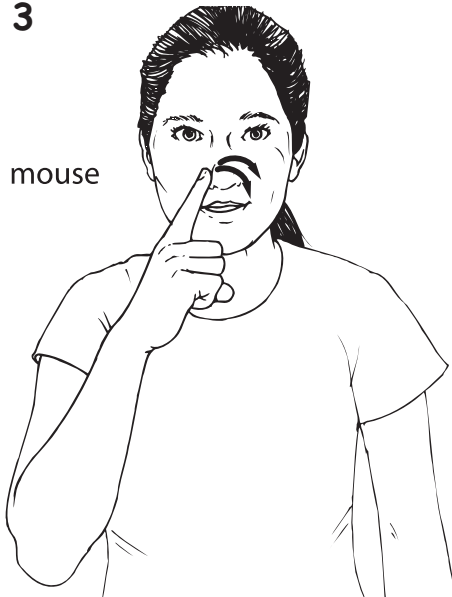
bear



Make "claw" hands with palms in and crossed at the wrist. Make a few downward and inward clawing movements with both hands.

### Unit 3

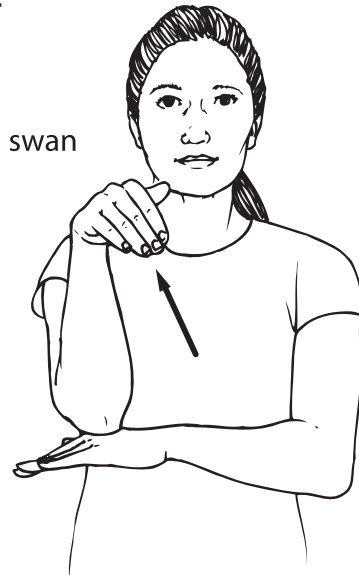
mouse



Flick your index finger past tip of your nose several times.

### Unit 4

swan

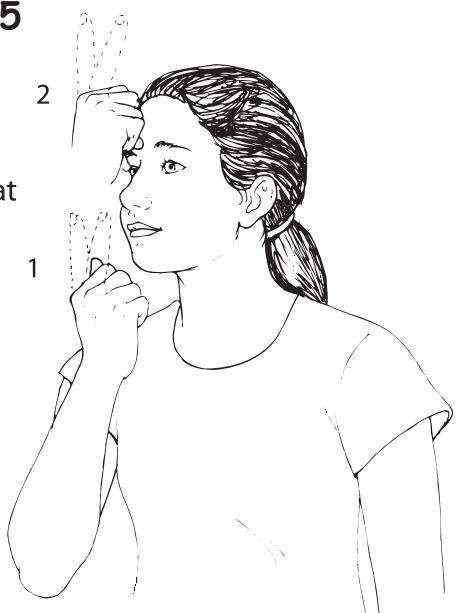


Rest your right elbow on the back of your left hand. Your right hand/arm goes back toward your body to form an S-shape.

Make these animal signs as you look in the mirror with the child.

**Unit 5**

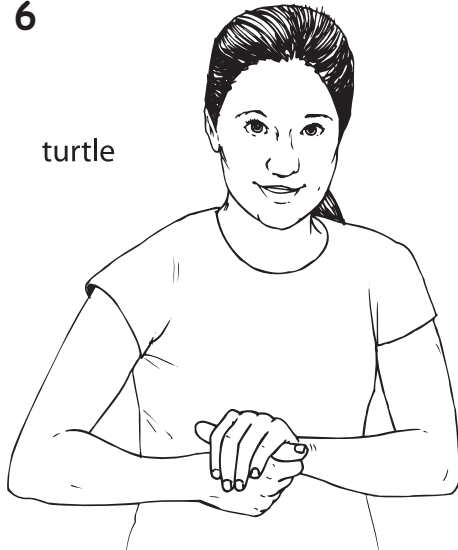
goat



Put your fist on your chin, palm in. Flick two fingers out. Then move fist to forehead and flick two fingers out again.

**Unit 6**

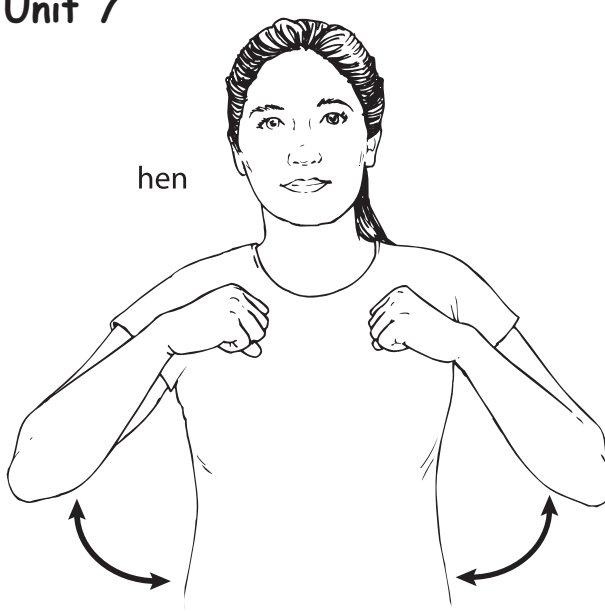
turtle



Make the letter A and turn hand thumb up. Cover most of your thumb/fist with your other hand and wiggle your thumb like the turtle's head.

**Unit 7**

hen



Make the letter S with both hands and put them on your chest. Flap your elbows twice.

Dear Family,

Your child, \_\_\_\_\_, is scheduled for speech-language therapy on \_\_\_\_\_ . Therapy will be from \_\_\_\_\_ A.M./P.M. to \_\_\_\_\_ A.M./P.M. You can observe your child's therapy sessions at any time.

I will be using a program called *Just for Kids: Autism* in therapy. It will help your child learn the receptive, expressive, and social language skills necessary to get along well in the classroom. Language concepts such as prepositions, negation, and opposites will be taught in activities using common fairy tales and stories. I will send some of the following materials home for you to do and/or talk about with your child.

- **Naming Pictures:** Ask your child to count the animals, name the characters, and make up sentences.
- **Games:** Play the games with your child. They are based on familiar children's games such as Tic-Tac-Toe, Bingo, Memory, etc.
- **Rebus Stories:** Read the story aloud and pause so your child can fill in the names of the pictures. Gradually your child will tell more and more of the story on his/her own.
- **Sight Word Flashcards:** Ask your child to match the words to the pictures, then point to the words when you name them, and then read the words.
- **Sequence Story Pictures:** Help your child arrange the pictures in the correct order. Then have your child retell the story.
- **Worksheets:** Review the worksheets with your child.
- **Crafts:** Talk about the craft project. Ask your child how he/she made it and what materials he/she used.

I may suggest other activities to reinforce the themes covered in therapy. They might be play activities, library books to read together, and/or computer activities. I will talk to you about these activities when your child is ready.

I am looking forward to working with you and your child. Please feel free to contact me at \_\_\_\_\_ if you have questions or concerns or would like to schedule a time to observe therapy.

Sincerely,

\_\_\_\_\_  
Speech-Language Pathologist

\_\_\_\_\_  
Date

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## Appendix C: Goals

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**Functional Outcome Goal:** To develop the receptive, expressive, and social language skills necessary to function successfully in the classroom

### Receptive Language Goals

1. to understand the concept of pairs
2. to understand possessive concepts
3. to understand associations
4. to understand negation concepts
5. to understand basic prepositions
6. to understand opposite concepts
7. to understand rhyming words
8. to follow basic directions
9. to answer *wh*- questions
10. to develop basic problem-solving skills

### Expressive Language Goals

1. to use possessive concepts
2. to state associations
3. to use negation concepts
4. to use basic prepositions
5. to use opposite concepts
6. to state rhyming words
7. to improve verbal fluency
8. to improve prosodic aspects of speech
9. to improve naming skills
10. to increase the content and complexity of verbal responses
11. to use personal pronouns correctly
12. to sequence information verbally

### Social Language Goals

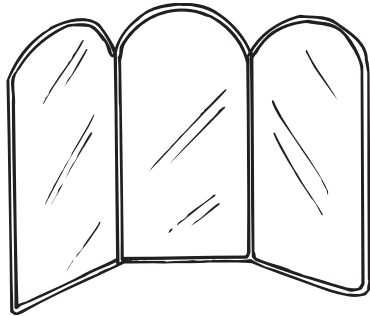
1. to develop appropriate eye contact
2. to learn turn-taking skills
3. to use language socially (e.g., greetings, comments, requests)
4. to interact appropriately with peers

### Classroom Goals

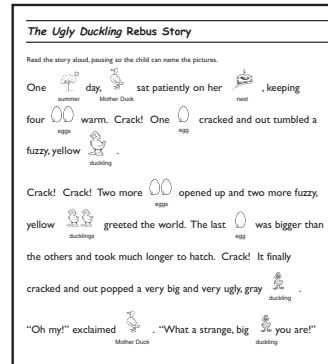
1. to match, identify, and read sight words
2. to work independently
3. to follow a schedule
4. to transition between tasks effectively
5. to develop calming/attention-enhancing techniques
6. to improve writing skills

# Appendix D: Picture Schedule

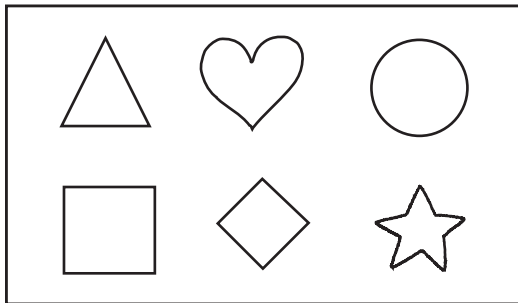
Laminate and then cut apart these pictures. Attach Velcro to the back of each picture and to a schedule board or notebook. Use the pictures to show the child the order of the tasks.



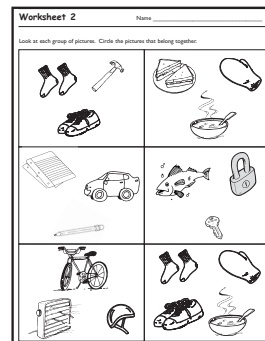
Mirror Work



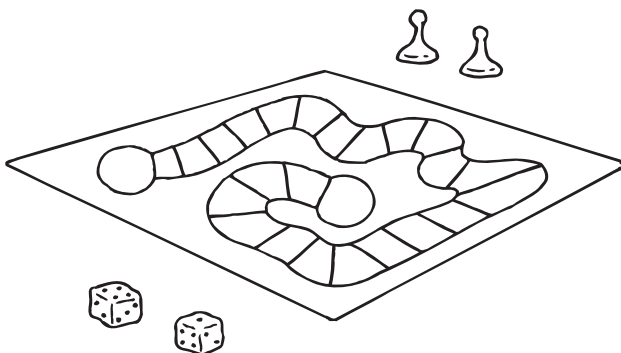
Reading a Story



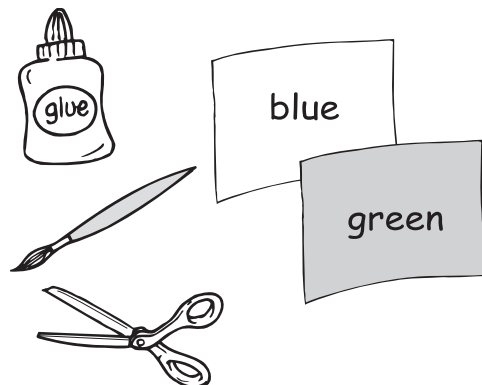
Naming Pictures



Worksheet Practice



Game Time



Making a Craft





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## Appendix F: Classroom Management Guidelines

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The noise, clutter, and activity of a typical classroom can easily overstimulate a child with autism. The child can become anxious and/or agitated, resulting in outbursts of unacceptable behavior. Listed below are some classroom modifications that will help the child with autism calm his nervous system so he can focus and learn. Consider making these same modifications available to all the children in the classroom rather than singling out the child with a disability. What helps the child with autism may very well help other children in the classroom.

1. Have a basket of “fiddle toys” on your desk that children can manipulate when they have the urge. Examples of “fiddle toys” include a Koosh ball, foam ball, balloon filled with sand or flour, clay, bag of rocks, and rubber snake.
2. Create different areas in the classroom that the child can go to during the day (e.g., a circle time area; a reading table; a silent reading area with beanbag chairs, rockers, blankets, and pillows; arts and crafts area).
3. The child with autism needs recess. Time on a swing is particularly helpful in developing his nervous system. Consider five minutes of extra swing time before or after recess. (It could also be used as a reward for good behavior and/or completing assignments in the classroom.) The child with autism already stands out as being different – being more successful will help him fit in.
4. Allow for a lot of movement throughout the day. Let the child with autism be your “runner” such as getting supplies from the supply closet or taking the lunch list to the office.
5. Follow the same schedule every day as much as possible. Post the schedule and refer to it often throughout the day. Consider placing an individual schedule on the child’s desk. Cover the schedule with clear contact paper so it will last. When an inevitable change in the daily routine occurs, discuss the change in advance.
6. Waiting quietly in line is very difficult for many children with autism. Would a Game Boy be feasible?
7. Watch for signs of building anxiety (e.g., increased echolalia; a distressed look; self-stimulating behavior such as hand flapping, decreased attention to task). Have a system set up where the child can unobtrusively signal that he needs a break (e.g., giving the teacher a “I need a break” card, showing a “thumbs up” hand signal, placing an object in a cup). Then the child can go to a designated area to “calm” himself (e.g., beanbag chair, study carrel, rocking chair).
8. A child with autism does not like his space invaded. Have well-defined areas for children to sit (e.g., a carpet square for circle time, assigned desks).

9. Children with autism are often significantly impaired in social areas. They have a great deal of difficulty making friends. Consider having a well-informed parent, counselor, or psychologist talk to the class about autism. Encourage group games in gym and recess that include all the children.
10. Deep pressure and proprioceptive feedback are very helpful in integrating the autistic child's nervous system. Offer bear hugs, neck and back massages, and/or arm and hand rubs when you sense that the child is getting tense. Wearing a weighted vest, a backpack filled with books, or a cap can also give the child needed proprioceptive feedback.
11. Children with autism are visual learners. They learn best if auditory information is backed up with demonstrations and written examples. Provide visual supports for learning whenever possible.
12. Fine motor skills are underdeveloped in this population. Writing will be slow, laborious, and often illegible. Consider scanning worksheets and allowing the child to type his answers using a computer. The child could also complete paragraph writing and spelling tests on the computer.
13. Making transitions is hard for children with autism. Music is a good way to signal a shift in classroom activities. (Remember the kindergarten teacher going to the piano and playing a tune to signal cleanup time?) Listening to slow, soft music with headphones may help the child concentrate in silent reading, test taking, and worksheet activities.
14. A cubicle with walls set away from the central activity area of the classroom will help the child stay focused during independent seat work assignments and when taking tests. This private work space can be used by the child at his discretion.

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