

## Tips for Parents of Children on the Autism Spectrum

*Every child is different.* If you have found ways of doing things that works well for your child and your family that is awesome – these are some tips for if and when things aren't working so well.

Help is available to establish a routine or rules and make visuals and reward charts if needed.

<b>Routine</b>	Children on the autism spectrum often respond well to having the same thing happen each day. They generally don't like lots of changes.	Same routine each school day both before and after school can help. Same bedtime; Same time to get up Go to school every day
<b>Predictability</b>	Children tend to comply better if they know what is happening next. Give warning when there are going to be changes.	First – pack up toys Then – have a bath Later – watch TV
<b>Visual schedule</b>	These are pictures which show the order things need to be done. You can use stickers to help compliance.	Too much talking can overwhelm and confuse children on the autism spectrum. Visual reminders can help reinforce routine.
<b>Rewards</b>	Research shows rewards generally work better than consequences. Using special interests as rewards often works well (Lego, iPad, animals). Reward Charts can be useful.	It is usually best not to take away rewards as punishment - it can cause major upsets and often does not work very well. However, families need to have their own balance of rewards and consequences.
	Rewards can be time doing something they enjoy or going somewhere – not just buying things. A focus on positive behaviour can be helpful in changing behaviours – but takes time.	
<b>Triggers, “meltdowns” and other behaviours</b>	Children on the autism spectrum may be oversensitive or under sensitive to noise, light, taste, touch or smell. When overwhelmed they will have a “meltdown”. When they need stimulation, they may use behaviours to meet that need – rocking, flapping, climbing, smelling, chewing.	An Occupational Therapist can help with Sensory needs if these are observed. Letting the school know what you have observed is really important. You know your child best and sharing this information helps teachers to teach your child. Noticing what triggers “meltdowns” can help you and teachers plan so they happen less.
	“Meltdowns” often happen after school – having quiet chill time planned can be important.	
<b>Rules</b>	Rules are very important. Rules need to be clear and consistent. It's a rule: “Everyone wears a seatbelt when in the car”. It's a rule: “8 pm is bedtime” It's a rule: “All kids go to school” It's a rule: “We do not hit”	You may need to be very specific in telling the child the “rule”. Other children may work it out, but these children may not. These are just examples – adjust them to suit your family. If it is a rule – it is not debateable – it just is. You don't want too many – just ones that will make life easier with less struggles.
<b>Outside play helps sleep</b>	It is really important to have time outside the house for production of the hormones that help them go to sleep and helps to regulate the sleep/wake cycle.	Outside play with other kids. Visits to the park – lots of running. Going out bush, going fishing Not too much TV/electronic games
<b>Getting ready to sleep</b>	Stop use of electronic equipment at least one hour before bed. Read books, have quiet play. This settles the body and mind for sleep.	Light from electronic screens impacts on the brain and can stop the production of the chemical that helps sleep. Games can be addictive – and therefore it can be hard to get children to switch them off to go to bed.

**Emotions**

Children on the autism spectrum often have trouble reading other people's emotions and expressing their own. They also often have trouble with anxiety. Having a routine and calm, predictable responses can help with anxiety. Professional help is also important.