

Recreation: Helpful Tips for Successful Inclusion

If the person has difficulty:

...starting an activity

- Explain the purpose of the assignment
- Give a signal to begin the activity
- Break the activity into small parts
- Provide immediate feedback and encouragement
- Use a digital timer and have the person estimate how long the activity will take

...staying on task

- Remove distractions from the activity area
- Place the person next to a peer who can model staying on task
- Use color to highlight rote, repetitive tasks
- Increase the frequency of reinforcement
- Encourage eye contact with the activity leader
- Build success into the task
- Offer variety in tasks

...staying seated

- Make sure the person understands expectations
- Give a reward any time the person is sitting
- Take a photo of the person sitting appropriately and cue him/her, when necessary, by pointing to the photo
- Move the person's seat or desk away from distractions and nearer the center of the room across from you

...following directions

- Make sure the person is able to perform the activity
- Make sure the directions are understandable
- Give short, concrete directions
- Provide examples (visual, auditory and tactile)
- Repeat directions
- Have the person repeat and explain the instructions before beginning the activity
- Team with a peer who understands the directions

If the person has difficulty:

...listening

- Provide visual models for the person to follow
- Have the person repeat instructions aloud
- Have the person sit near you

...working independently

- Provide activities that are appropriate to the person's development level
- Be certain the person can foresee an end to the task
- Give brief, precise directions
- Give frequent reinforcement; praise the person in front of peers for concentrating
- Alternate short independent tasks with tasks on which you give assistance. Gradually require more independent work before giving help.

...calling out

- Reward the person immediately for listening
- Reinforce peers who do not call out
- Point to a cue posted on the wall to remind the person not to interrupt. The cue could be a picture of a smile or just a colored symbol. Explain the cue to the person privately prior to the activity.
- Give the person an opportunity to be the leader
- Provide small group exercises in which the person has the opportunity to talk

...needing a great deal of personal attention

- Assign a peer or volunteer for support
- Check with the person at the beginning of each activity
- Try and catch the person doing something right and draw attention to that

...following rules

- Post rules in the area where they can be reviewed daily. Illustrate the rules with photos of people in the group who are following rules.
- Make the rules simple
- Be consistent in your expectations and consequences for breaking the rules
- Give each person a list of the rules, if needed. Set up a "contract" privately with the person

If the person has difficulty...

...remembering

- Have the person repeat directions
- Use songs, poems, and chants to enhance recall
- Review activities periodically
- Color code significant details of the task

Adapted from Management Suggestions, *Nottinghamshire County Council Education Inclusion Support Service*. Ashley Andrews, Tracey Corbett, Stella Edwards, Liz Royall and Jos Sharp, Speech and Language Therapists. Nottinghamshire County TPCT. Standards Fund Joint Training Project. 2002-2003. ©

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For more information about this program contact: KohlsAutismAwareness@childrens-specialized.org



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