

## Monthly Newsletter for Parents

MAY-JUNE 2020

**EASA supports educational settings and families to meet the needs of children and young people with autism in Enfield**

### Parent Support during COVID-19

*The following services are currently available:*

- Telephone appointments can be arranged with a member of Parent Support Team on request
- Resources on a range of topics can be sent by email or post on request
- New *Home-learning Activity* ideas will be uploaded to the EASA website regularly (see over for web link)
- Distance training/information sharing (by phone or online) will be offered to all parents who were due to attend MAPS or Cygnet courses in the next few months.

*Parents are welcome to contact us to ask for information about any of our services.*

### Internet ideas for children during isolation and social distancing

Special Educational Needs providers across the UK have provided free or discounted SEN learning resources for parents and professionals during this difficult time. Also, below are a list of popular educational and interactive songs, exercise activities and relaxation methods that you can find on the internet. All resources can be used to help reduce anxiety, incorporate a routine and help to keep children calm if they are indoors, at home for long periods.

- TTS Ltd (Free downloadable activity books for various ages) [www.tts-group.co.uk](http://www.tts-group.co.uk)
- Purple Mash 2simple.com (Free 60 days access to sign up for free resources) <https://2simple.com/purple-mash/>
- [www.HelpKidzlearn.com](http://www.HelpKidzlearn.com) (Free 14days sign up trial)
- Busy Things (One month £1 offer during school closures) <https://www.busythings.co.uk/>
- [Twinkl.co.uk>resources>covid19-school-closures](https://www.twinkl.co.uk/resources/covid19-school-closures) (Free download resources/material) <https://www.twinkl.co.uk/resources/covid19-school-closures>

Kids TV 123. Go Noodle. Cosmic Kids. Kids Meditation. Stop, Breath, Think. Six Sides of Breathing. The Singing Walrus. Barefoot Books. Music Therapy Tree. The Learning Station.

### Coronavirus COVID-19 Update

In May, we should have been holding our **Safety Awareness Workshop** for parents. However, in line with Government advice, EASA has had to suspend all face-to-face group events (e.g. training, workshops, coffee mornings and parent courses) at the current time. The Bell Lane centre is closed until further notice. We are continuing to offer telephone and email support for school staff and parents. We are working together with colleagues in Special Schools and the Local Authority to plan support and provision for autistic children and young people, their families and those working with them during this period of national school closures. Please call or email for more information.

We have provided some information on Safety Awareness overleaf.

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Please see our website for links to the NHS and Public Health GOV.UK website for more information on the Coronavirus Pandemic. <https://enfieldasa.org.uk/Coronavirus-COVID-19/>

Carol Gray, the founder of Social Stories, has written a Social Story for Pandemics and the Coronavirus. You can download this via the website:

<https://carolgraysocialstories.com/wp-content/uploads/2020/03/Pandemics-and-the-Coronavirus.pdf>

## EASA's Theme of the Month: Safety Awareness

Whether it be learning to walk safely in the community rather than taking the car, or getting into better bedtime routines, routines can be difficult to change. Parents and carers can find it daunting to teach something new to their autistic child or young person and to persist long enough for the changes to be part of their life and regular routine. Here are some strategies to help towards safety in and out of the home. When thinking about teaching our children to be safe there are often two things we address. **1. Prevent danger:** things that we do to keep our families safe. **2. Teach safety:** so our children can learn to keep rules of safety themselves to some extent at least.

### Top Tips For Safety Awareness

#### Prevent danger within the home

- Keep cupboards locked, or kitchen locked (if necessary and possible).
- Ensure pots and pans are turned inwards when cooking so handles aren't knocked or grabbed by children.
- Label containers and keep them out of reach.
- Teach boundaries by having No-entry signs and symbols on doors and label/sign areas of the home.
- Move or remove safety risks e.g. chairs children can climb on near open windows.
- Label sharp/dangerous objects to help older children learn about risks

#### Prevent danger outside the home

- Give your child/young person an identity badge/document in case of emergency.
- Use toy figures and toy cars on a car mat to act out scenarios and role-play safe walking and crossing roads.
- Show videos or/and books that teach road safety with clear simple visuals.
- Teach your child about identifying police and people they can approach within the community if they need help (often recognizable by uniforms).
- For older children, ask about having a buddy system in place at school. Autism buddies are peers who are taught about autism and can look out for vulnerable friends.

#### Teach Safety in the Home

- Use simple words and short phrases e.g. "Hands down" "Feet on the floor", reinforced with visual symbols to tell children what to do (rather than what not to do) in situations that might be dangerous.
- Have the symbols next to the correct area e.g. 'window closed' symbol on the window
- Teach children about different kinds of people who might visit the home e.g. friends, relatives, workmen, delivery people. Help them understand that greetings are different for different people e.g. kiss Mummy; hug friend; say 'hello' to workmen/delivery drivers. You could have a visual list by the front door to refer to with your child when someone knocks. Encourage family, friends and other visitors to respect these 'rules' so your child is not confused.

#### Teach Safety Outside the Home

- Talk to your child when you are walking outside in a quiet calm way, using simple words and phrases, e.g. stay with mummy/daddy. Hold on to the trolley/buggy.
- When crossing the road, use the same routine and simple language, e.g. "Find a crossing", "Stop, look, listen." "No cars moving. We can cross." "Wait. Cars are moving."
- Be consistent with in-car rules e.g. sitting properly on the seat, seatbelt on, hands on lap or holding an appropriate toy
- Identify people who can help when out an about, e.g. recognising uniforms of shop workers, police, transport staff.

## Supporting Your Child's Safety Using ID

There are many styles and types of identification items out there. Some are more discreet than others and your choice may depend on the age of your child. Here are some examples of ID badges, lanyards, wrist bracelets, cards, and tag. They are easy to find online on shopping sites such as Amazon or Ebay.

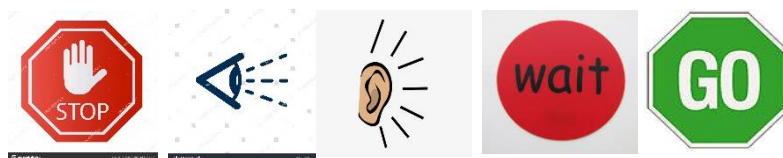


## Road Safety Practice

Support road safety routines with toys, role play and visual aids. You can reinforce the same messages when you are out and about. It can help your child to manage their behaviour, knowing what is expected of them and what is to happen next if you practice the same routines in lots of different ways and in different places.



### Stop, Look, Listen, Wait, Go



## Home-learning

Have you visited our website to look at our Home-learning ideas? The EASA team has worked in partnership with teacher colleagues at Russet House School to create lots of activities you can try with your child at home. See: <https://www.enfieldasa.org.uk/Home-Learning-Activities/>

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