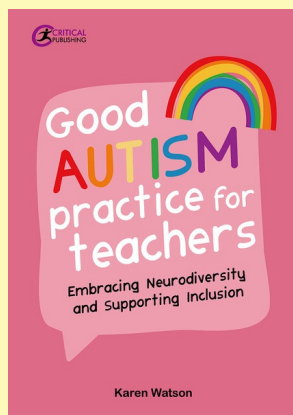


# Emotional Regulation Resources - Taster Pack



Together with Karen Watson, the Education Team at Widgit have worked to produce a sample pack of Emotional Regulation Resources.

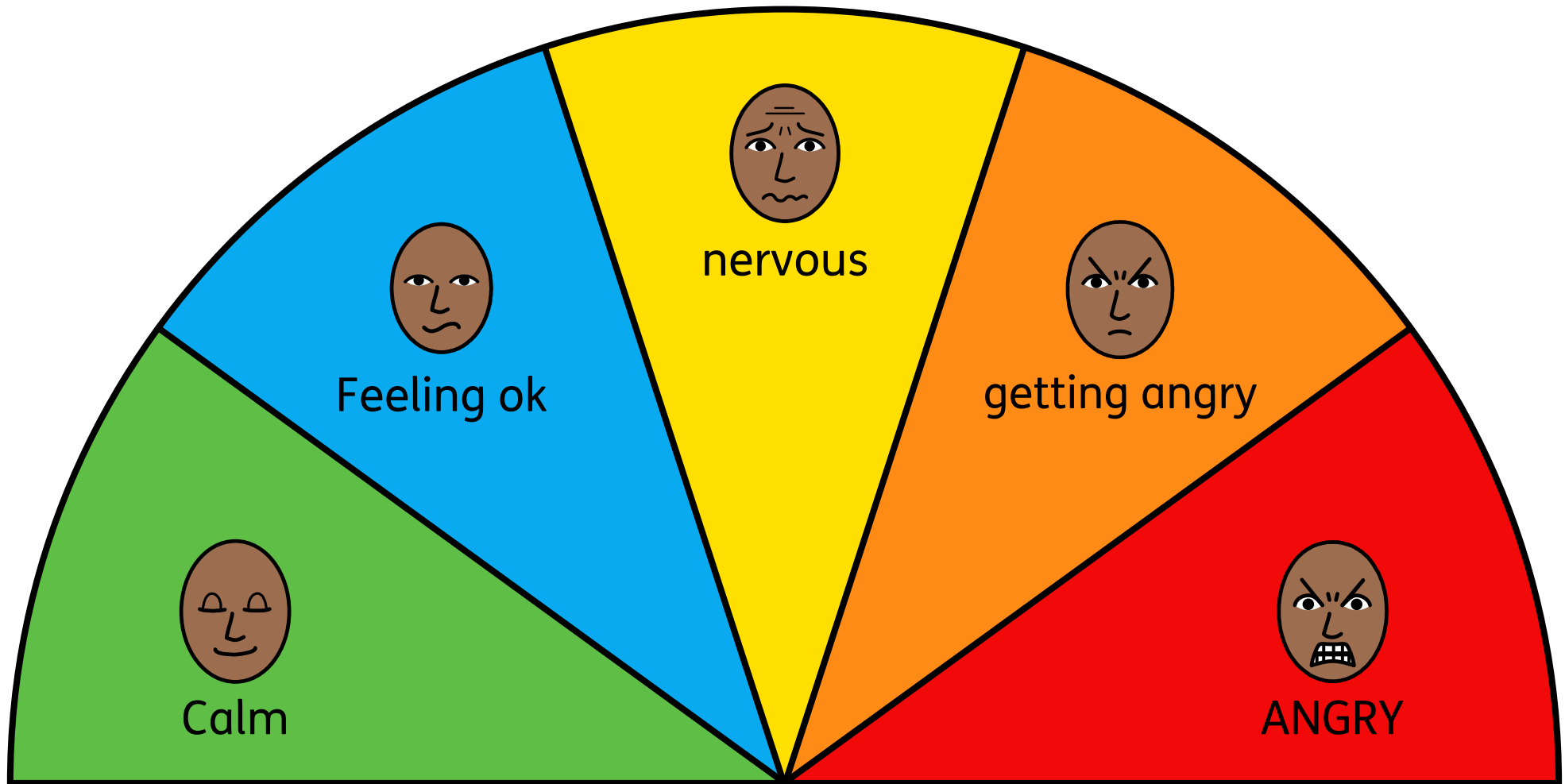
Karen (@scottish\_asn\_teacher) is an Additional Support Needs (ASN) educator, inclusion champion, author and teacher based in Scotland. She is passionate about inclusion and accessible education, and is committed to providing opportunities for all.

Karen has over ten years experience in the ASN sector and has worked in a variety of teaching roles including Principal Teacher. She has written for TES, has her own podcast 'Scottish ASN Teacher' and also presents on Teacher Hug Radio.

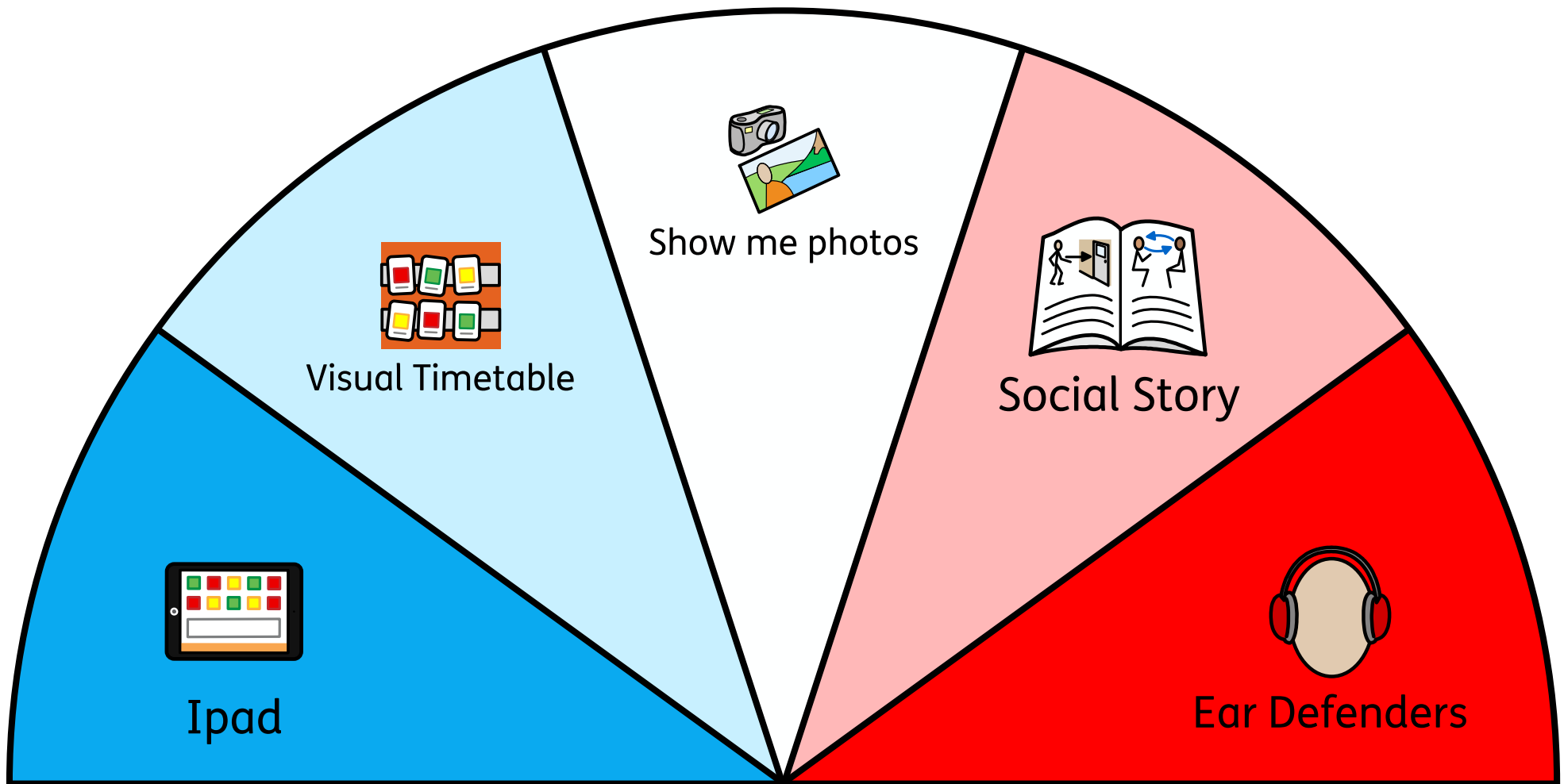
This pack contains a number of sample resources from our Comprehensive Autism Pack which will be released in June. The full pack (available in both Widgit Online and InPrint 3 formats) will include over 100 different resources to support autistic people and their families.

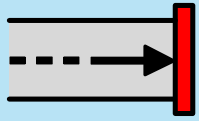
Emotional Scales work best when personalised to the individual and their needs. These samples are presented as a guide only for a range of scenarios.

# Feelings Scale



# How to Help Me Scale

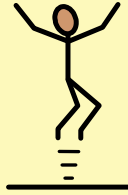




finish



hide



jump



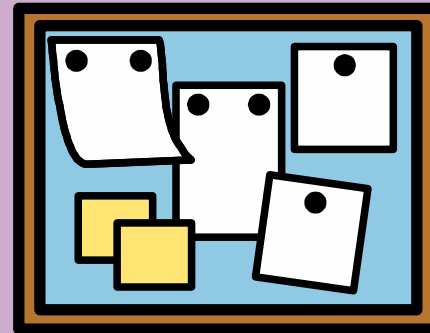
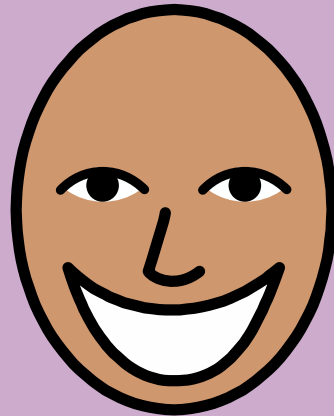
flap hands



spin



success



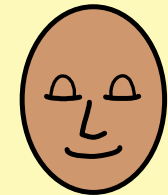
# Happy Board



shout



fun



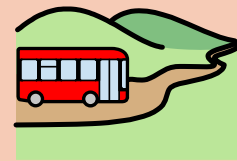
calm



surprise



movement



trip



take a break

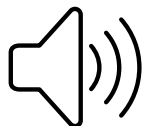


squeeze





## Triggers Board



noise



smell



pain



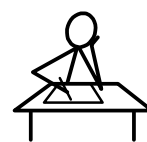
hurt



share



mess



work



poorly



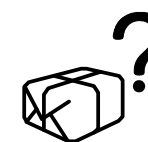
finished



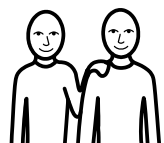
success



fun



surprise



friends



trip



touch



hungry / thirsty

# Feelings and Emotions

## Blue



Sick



Sad



Tired



Bored



Moving slowly



Depressed

## Green



Happy



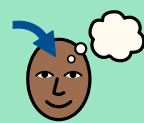
Calm



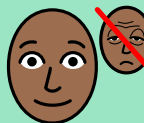
Feeling OK



Focussed



Ready to learn



Alert

## Yellow



Frustrated



Worried



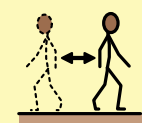
Silly



Excited



Loss of some control



Restless

## Red



Angry



Mean



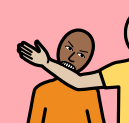
Yelling



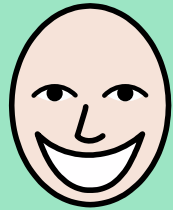
Hitting



Disgusted



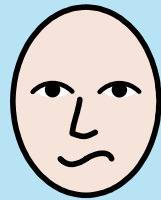
Biting



**Happy**

More resources available from [www.widgit.com](http://www.widgit.com)

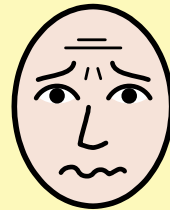
Widgit Symbols ©  
Widgit Software Ltd  
2002 – 2022



**OK**

More resources available from [www.widgit.com](http://www.widgit.com)

Widgit Symbols ©  
Widgit Software Ltd  
2002 – 2022



**Anxious**

More resources available from [www.widgit.com](http://www.widgit.com)

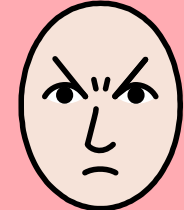
Widgit Symbols ©  
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**Upset**

More resources available from [www.widgit.com](http://www.widgit.com)

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Widgit Software Ltd  
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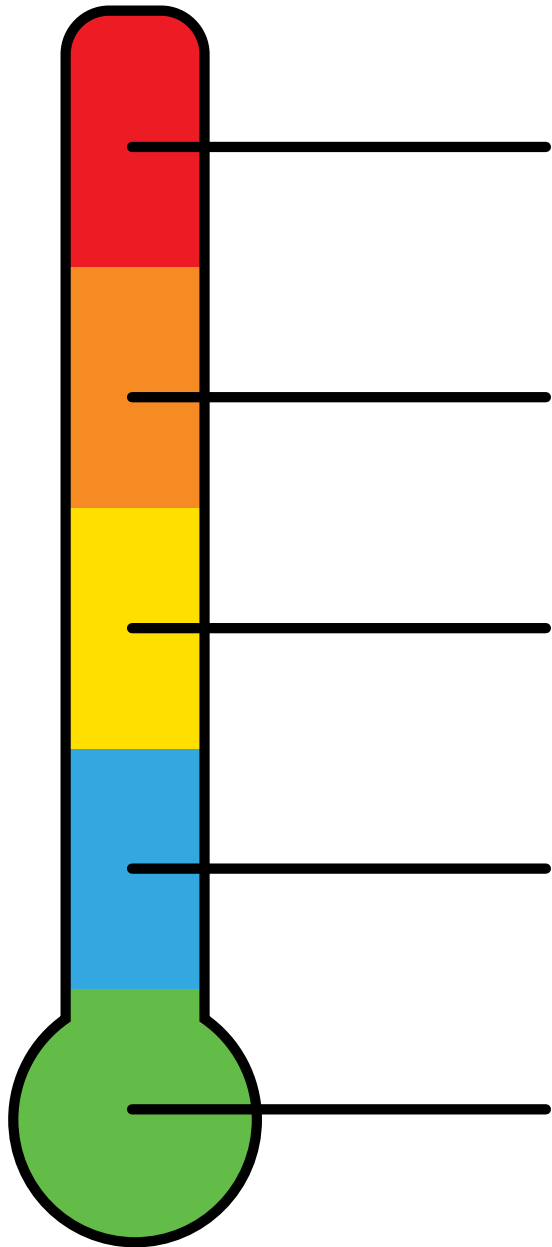


**Angry**

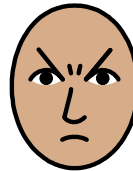
More resources available from [www.widgit.com](http://www.widgit.com)

Widgit Symbols ©  
Widgit Software Ltd  
2002 – 2022

# People and Routines Thermometer



5



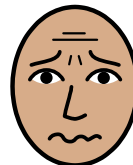
angry

4



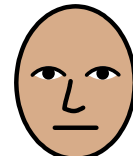
upset

3



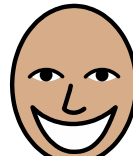
worried

2








ok

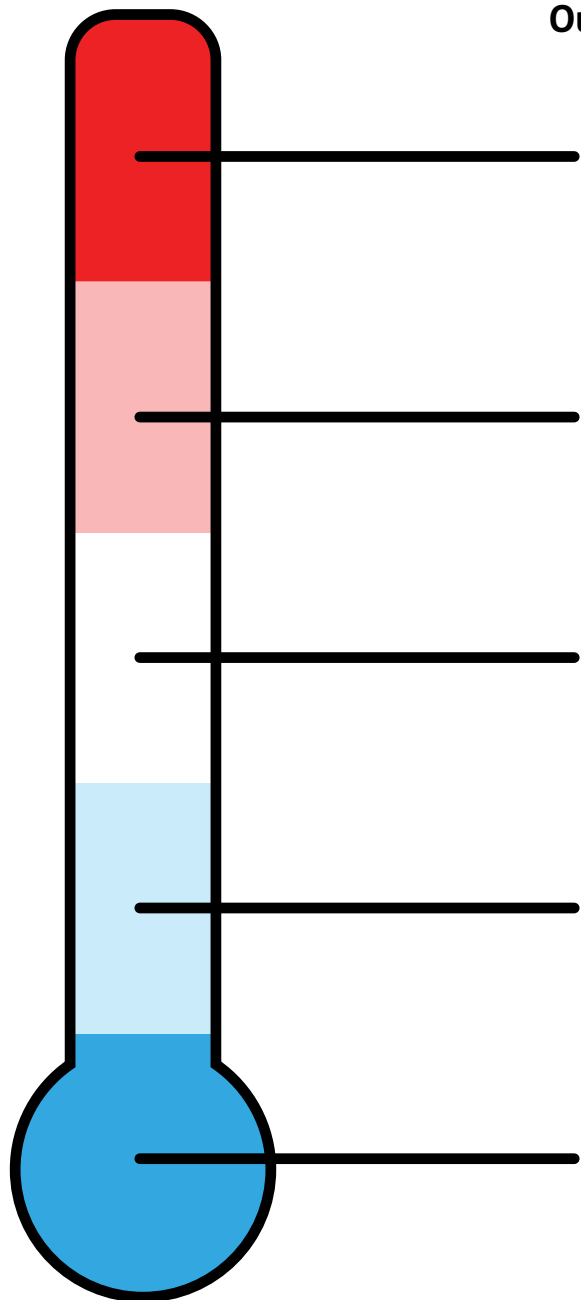
1



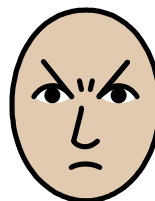
happy

 Change
 New places or people
 School
 My family and friends
 Alone time

# Out and About Thermometer



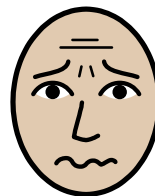
5



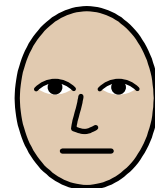
4



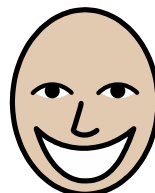
3



2



1



Traffic



Busy



Shopping



Home



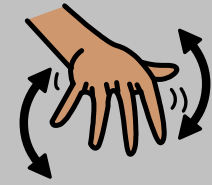
McDonalds



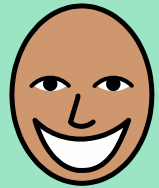
I feel



My body is



I might



happy



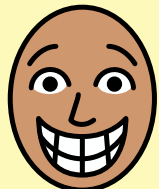
Jumpy



carry on



trampette



excited



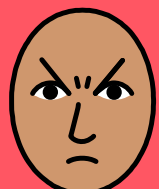
spinning



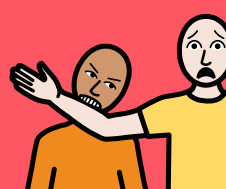
carry on



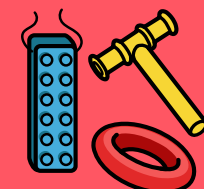
use my fidget toy



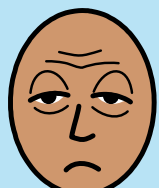
angry



biting



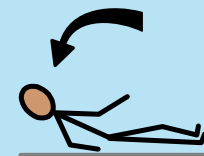
use my chewy



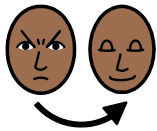
tired



wobbly



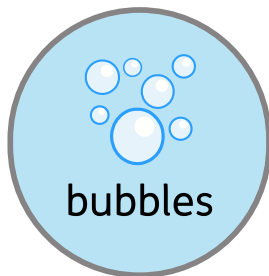
lie down



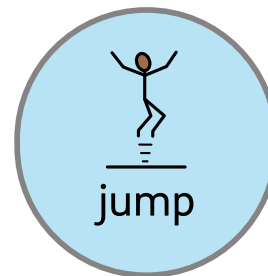
# My Regulation Strategies



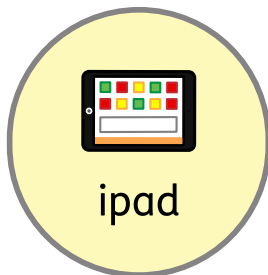
ear defenders



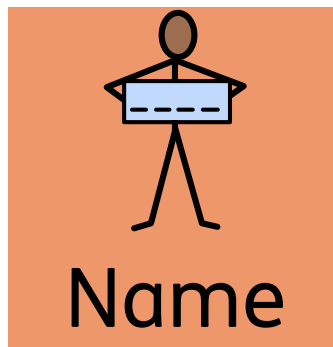
bubbles



jump



ipad



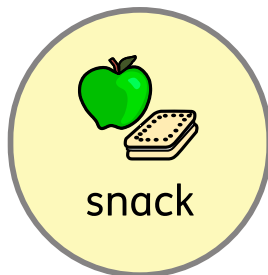
Name



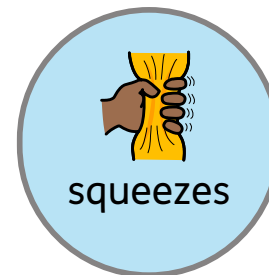
music



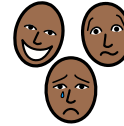
drink



snack



squeezes



# Talking about my feelings



Today I felt \_\_\_\_\_



This made me \_\_\_\_\_



To feel better I \_\_\_\_\_

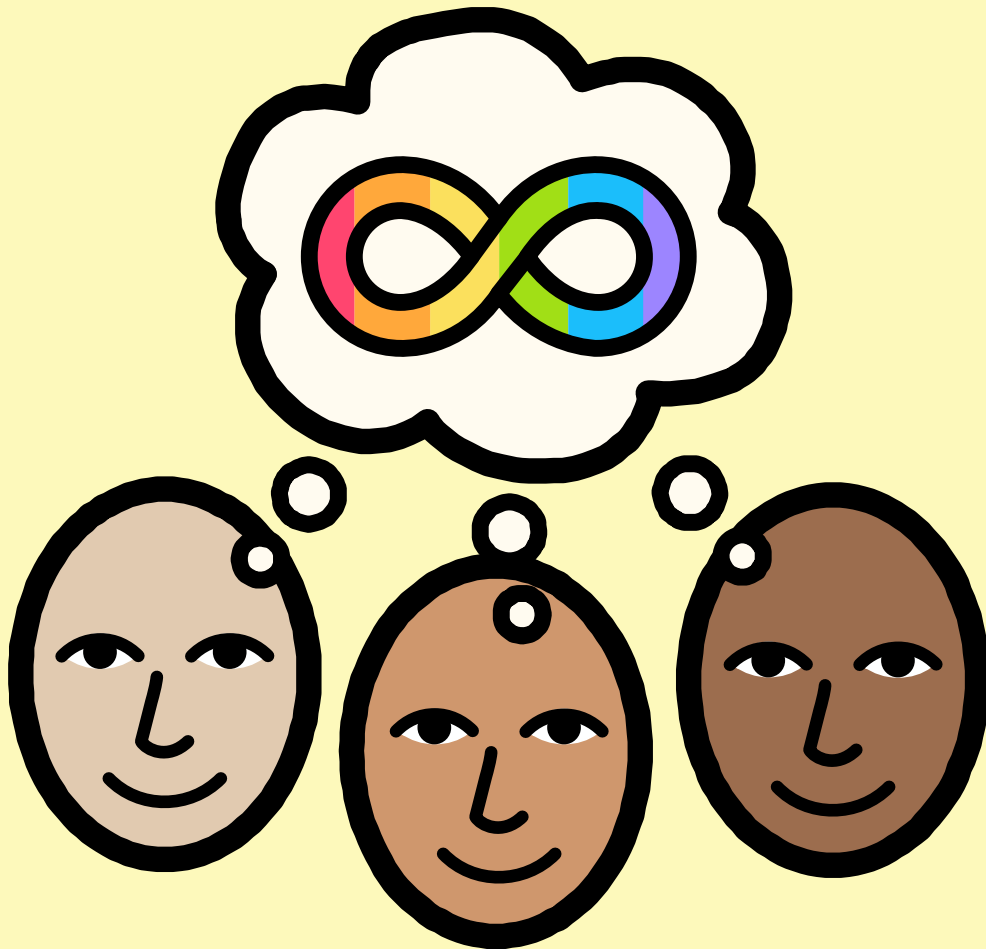


This worked / didn't work



Next time I can try \_\_\_\_\_

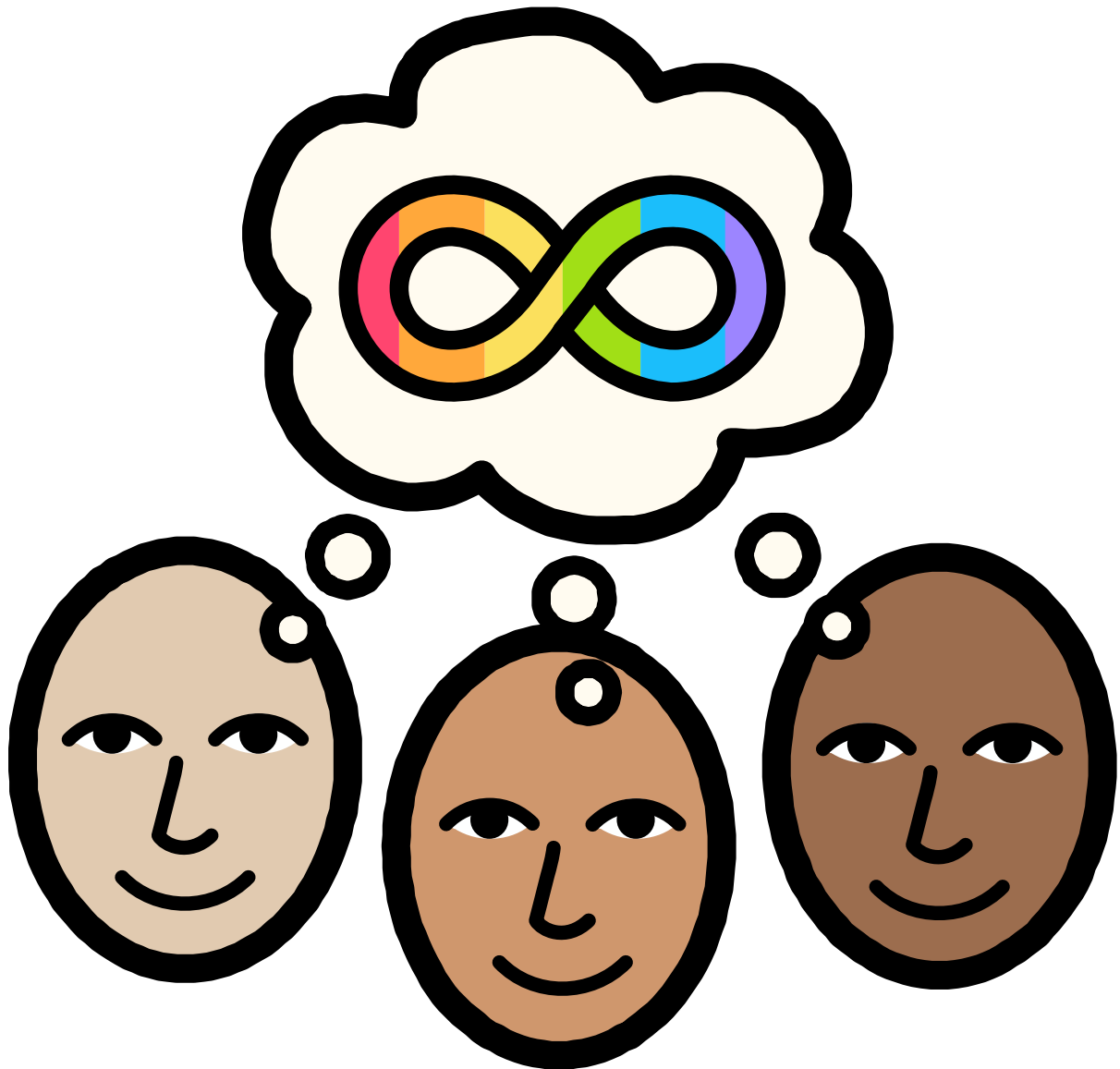




# Parent and Carer Support

Information for Parents of Autistic Children





The links, adverts and 'words of wisdom' in this pack have all been contributed by parents and carers of autistic people.

Rebecca, one of our Education Specialists and an autism specialist teacher, collated the responses given from across various forums.

If you would like any further support, feel free to contact her at:  
[rebecca@widgit.com](mailto:rebecca@widgit.com)

Thank you to all of the people who contributed.

Widgit is not affiliated to any of the companies or individuals and advises that you use this as a guide to research and make your own decisions about what is best for your family.



This is part of our Autism Acceptance Week Support pack. Other resources include

- toileting communication cards
- regulation scales
- social stories

Download for FREE at [www.widgit.com](http://www.widgit.com)

Full pack with over 150 resources to be released in June.



James is a dad to two boys, Jude and Tommy who are both autistic. On his social media he shares stories about their everyday life and hopes that his stories support other carers as well as helping him to be the best dad that he can be.

Thank you to James and his followers who contributed some comments.

**Instagram:** [@storiesaboutautism](#)

**Facebook:** [www.facebook.com/storiesaboutautism](http://www.facebook.com/storiesaboutautism)

**Website:** [www.storiesaboutautism.com](http://www.storiesaboutautism.com)

What advice would you give to parents of a child who has just received an autism diagnosis?

—Stories—  
AB UT  
AUTISM

*'However you feel right now is ok. It's ok to be angry, relieved, scared, happy, frustrated, anxious, alone. Your feelings will change and develop over time. If they're very raw right now that's ok, things will get better.*

*Look to others for support. Find your tribe, make new friends, even if it's just online, but find other people who get and understand your life. Learn from other families, notice similarities, but don't waste time comparing.*

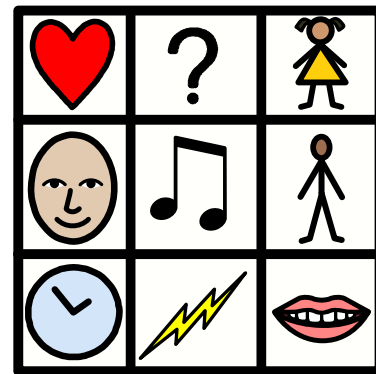
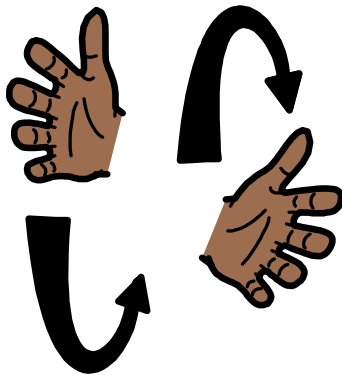
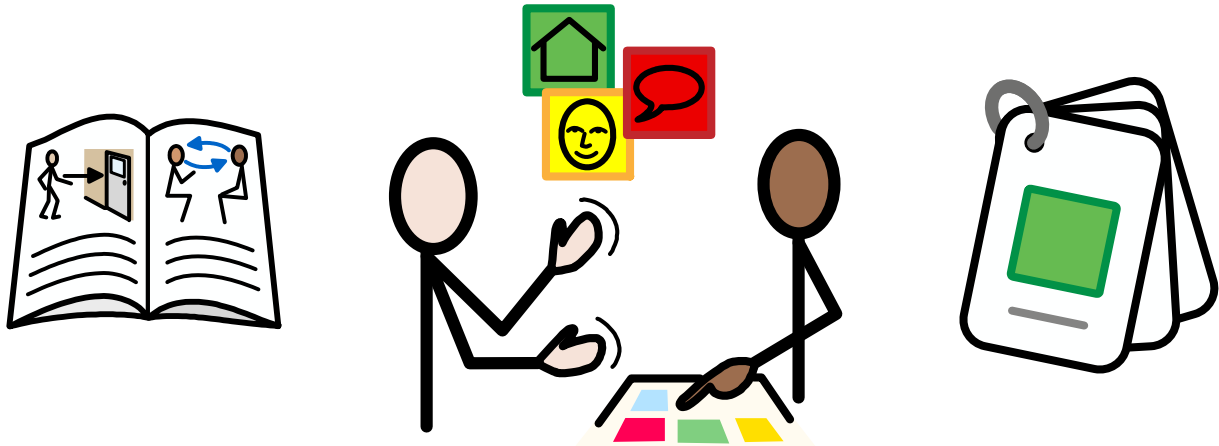
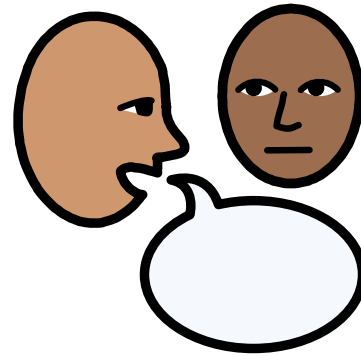
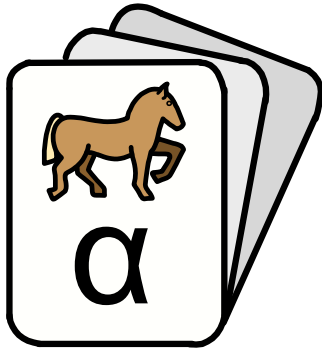
*Nobody knows what the future holds for any of us, and everybody, I mean EVERYBODY on the spectrum or not, is different and unique.*

*Just because your child hasn't done something by the age of 5, it doesn't mean they never will. I've known autistic adults say their first words in their 20's. Never give up.*

*Read about, watch, and listen to other families and to autistic adults, but most of all learn what works from your child.*

*Join them in what they enjoy, flap with them, bounce with them, make their special interests your special interests. Develop that bond between you, they will be your greatest teacher.*

*Finally, breathe. Make time for you. We can become so caught up in our kids, wondering about the best therapies, fighting for their needs, that we neglect ourselves. You need to be happy and healthy too. If you are, you'll be in a much stronger place to be the parent that they need.' James*



*'I had no information when my son first started using PECS so was clueless. I'm confident in what I'm doing now but there should be more information on non verbal methods to help give everyone a method of communication.*

*Find out what different methods to use and research where to find them. You can use Widgit. Get info on grants available to help towards funding. Ensure that parents and school use the same symbols and that if they feel symbols aren't working to use real photos of the objects instead. Try all ways that work for your child.*

## WELCOME TO HOLLAND

by Emily Perl Kingsley



I am often asked to describe the experience of raising a child with a disability - to try to help people who have not shared that unique experience to understand it, to imagine how it would feel. It's like this.....

When you're going to have a baby, it's like planning a fabulous vacation trip - to Italy. You buy a bunch of guide books and make your wonderful plans. The Coliseum. The Michelangelo David. The gondolas in Venice. You may learn some handy phrases in Italian. It's all very exciting.

After months of eager anticipation, the day finally arrives. You pack your bags and off you go.

Several hours later, the plane lands. The stewardess comes in and says, "*Welcome to Holland.*"

"Holland?!?" you say. "What do you mean Holland?? I signed up for Italy! I'm supposed to be in Italy. All my life I've dreamed of going to Italy." But there's been a change in the flight plan. They've landed in Holland and there you must stay.

The important thing is that they haven't taken you to a horrible, disgusting, filthy place, full of pestilence, famine and disease. It's just a different place.

So you must go out and buy new guide books. And you must learn a whole new language. And you will meet a whole new group of people you would never have met.

It's just a different place. It's slower-paced than Italy, less flashy than Italy. But after you've been there for a while and you catch your breath, you look around.... and you begin to notice that Holland has windmills....and Holland has tulips. Holland even has Rembrandts.

But everyone you know is busy coming and going from Italy... and they're all bragging about what a wonderful time they had there. And for the rest of your life, you will say "*Yes, that's where I was supposed to go. That's what I had planned.*"

And the pain of that will never, ever, ever, ever go away... because the loss of that dream is a very very significant loss.

But... if you spend your life mourning the fact that you didn't get to Italy, you may never be free to enjoy the very special, the very lovely things ... about Holland.



**Cannock Chase  
Autism Support Group**

Parent Support Group on Facebook

# Children's Choice therapy service ltd

*'Highly recommended Children's Choice Therapy Service.  
Alison Hart has been amazing for us.'*

11D Lancaster Park, Needwood, Staffordshire DE13 9PD

[www.childrenschoicetherapy.co.uk](http://www.childrenschoicetherapy.co.uk)

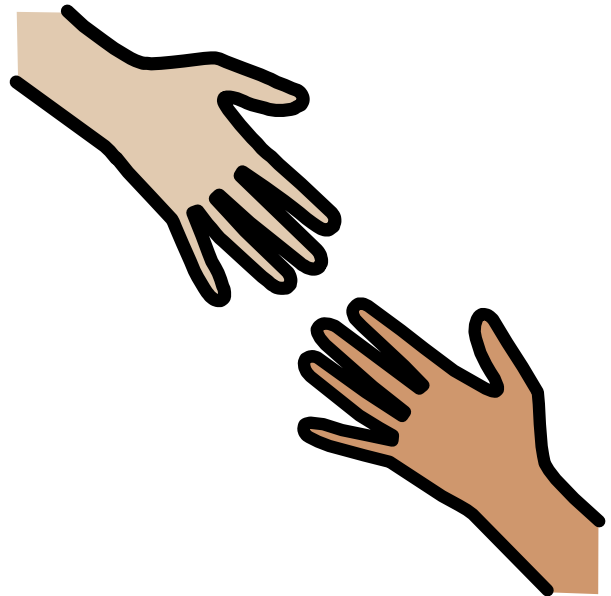
[childrenschoicedept@hotmail.com](mailto:childrenschoicedept@hotmail.com)



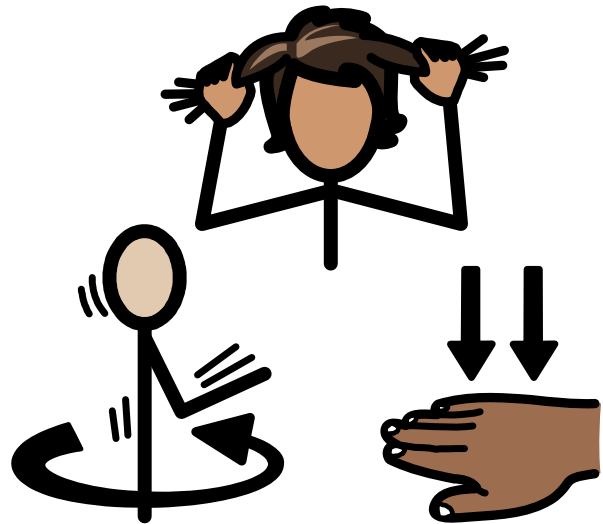


*'For any parent receiving an autism diagnosis for their child, remember your child is the same child who walked in that room prior to the diagnosis. This diagnosis will not change that, this will enable them to get the support they need to thrive!'*

*'You know your child best, trust your instincts & reach out to those who "get it"'*



*'Take a deep breath! Don't think too far ahead, just take one day at a time. Find your tribe, go to support meetings and workshops on how to best support your child (and you!).'*



*'Firstly, read the book called 'The reason I Jump.' It's a wonderful insight to the mind of a non speaking child and helps explain why many children do certain things.*

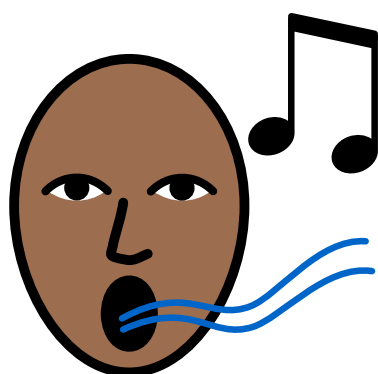
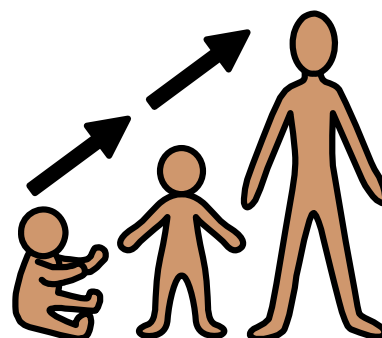
*Secondly seek advice and information from the actually autistic community, read their books, watch their documentaries (The Chris Packham one on BBC is wonderful). Do not relay on just professionals to tell you what to expect from your child being autistic. Only someone who is autistic can do that.*

*Find a community of other parents who are going through something similar, it can be lonely, you may lose friends and be given poor advice but it's really important that the autistic community is listened to. After all , your child is (and always has been) part of that community.'*

*'I'd advise anyone on the journey to not be scared. Trust your instincts. If not listened to at first then persevere. Build a case, gather your own evidence, even if school are not on the same page as you. We're the parents and we know our child!*



*'Find people who understand what you're going through it REALLY does help!'*



*'I've got more from music than words with my son so sing sing sing! It can be hard to communicate with your child especially when they don't want to, but as they grow your relationship grows and you find you become more in tune with each other and a lot of the issues you had calm down or go completely.'*

*'Sunshine Support are AMAZING. They have really good online webinars but some face to face stuff too if you can get there in Derby. Some of the staff are autistic and also have autistic children which makes a difference because they actually get it!'*

# EHCP help & advice

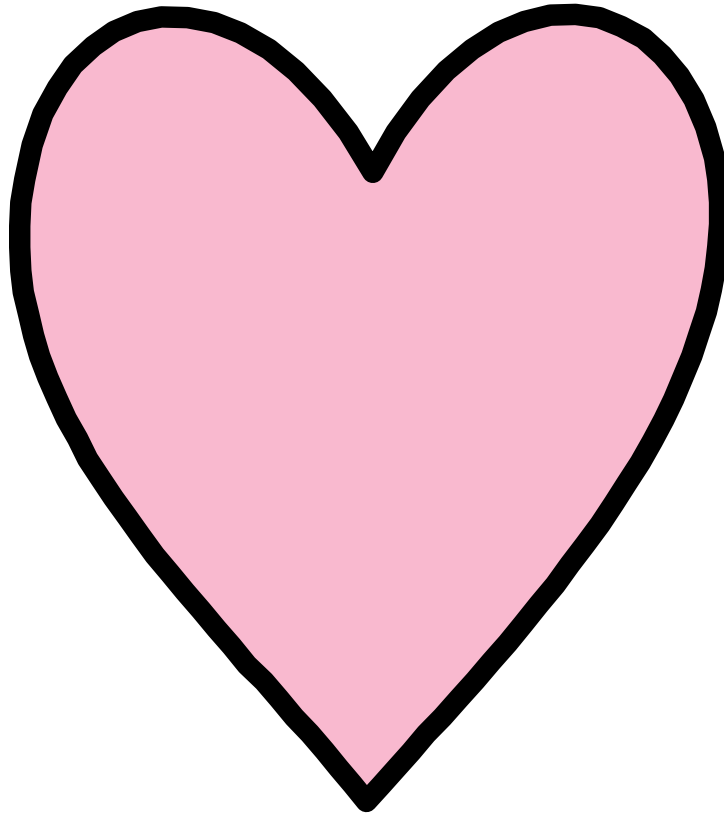
- FREE ADVICE CALL
- EHC NEEDS ASSESSMENT REQUESTS
- DRAFT REVIEW & ADVICE
- APPEAL & COMPLAINT LODGING SERVICE
- TRIBUNAL PREPARATION
- ACCESSIBLE ONLINE TRAINING
- SOCIAL EVENTS



**SUNSHINE SUPPORT**

Award-winning SEND Consultants and Advocates

REQUEST A FREE CALL: [sunshine-support.org](http://sunshine-support.org)



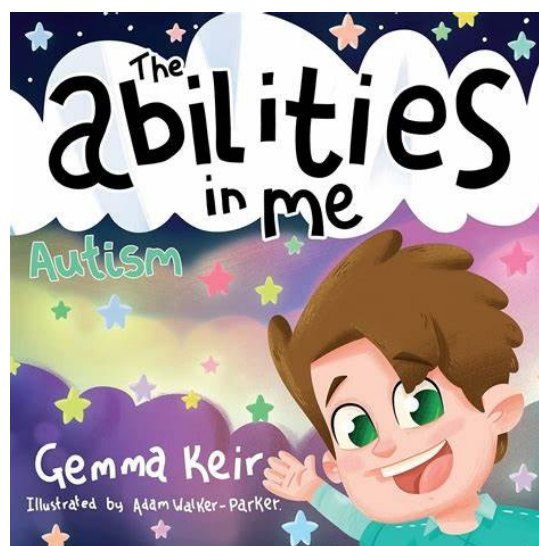
*'My advice would be, don't Google **anything**. The Internet is full of scaremongering and clinical information. It can be scary and makes you feel like your life will be sad and full of worry.*

*Speak to other SEN parents, find Instagram accounts, find carer support groups. Ready, Steady Communicate who uses Widgit symbols (same as school) helped us.*

*Your best advisors, and sometimes your new best friends, will be people with lived experiences. It's not the horrible life you have been told!*

*There will be extra challenges and things that you didn't think about when you thought of being a parent... but there will be amazing moments and you will love your child more than you could have imagined'*

*'The Abilities in Me Books.  
There is an autism one but lots  
of others too.'*



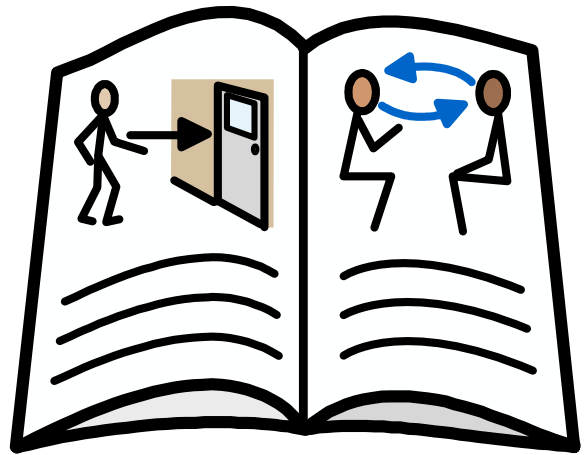
**National  
Autistic  
Society**

*'I found this link at the National Autistic Society useful around what words to use when talking about autism and autistic people. It describes what you should and should not say when talking about things to do with autism.'*

**[https://www.autism.org.uk/what-we-do/  
help-and-support/how-to-talk-about-autism](https://www.autism.org.uk/what-we-do/help-and-support/how-to-talk-about-autism)**



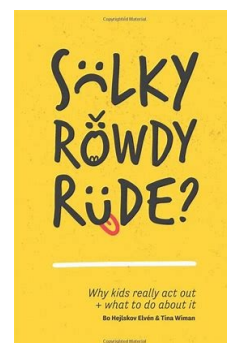
*'Deep breath, with no previous experience of the word autism then a diagnosis can sound scary. Arm yourself with knowledge....Please do not think teachers, support staff or even Drs will understand autism, you will have to be the biggest advocate your child has. Social stories really helped us and now I make my own.'*



*'You live with autism long before you are given the diagnosis. You know more about your child than any diagnosis can ever give you. Have strength in your knowledge and yourself. A diagnosis is not the end, it's just part of the journey!'*

Bo Hejlskov Elven

(Sulky, Rowdy, Rude book).



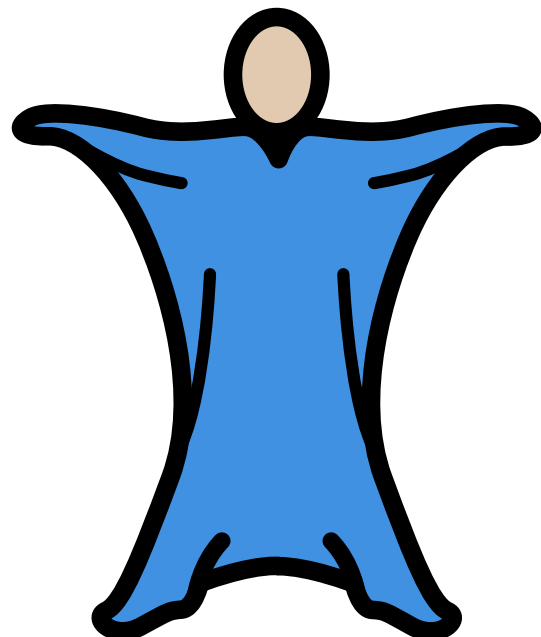


# Autism Education Trust

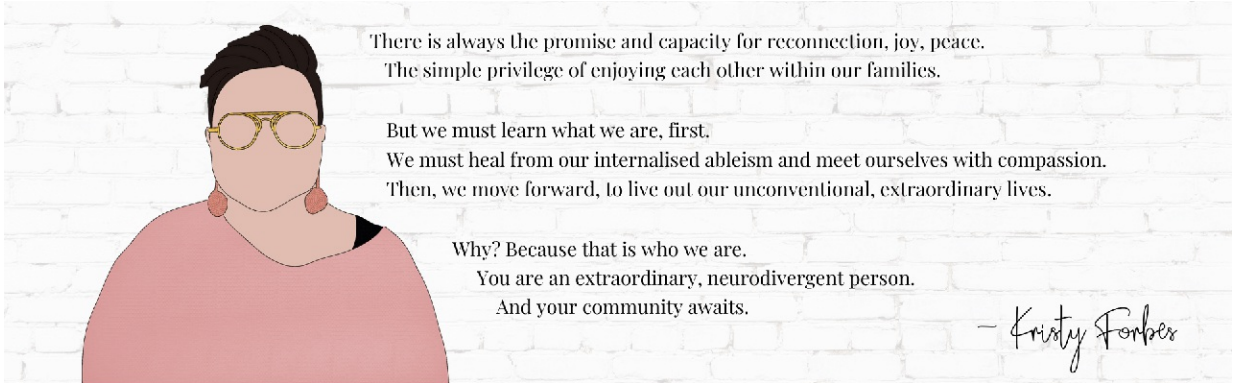
*'The Autism Education Trust (AET) have a progression framework that is more specific to autistic children. I think they do training too.'*

[www.autismeducationtrust.org.uk](http://www.autismeducationtrust.org.uk)

*'Get to know your child's sensory needs. It is not just about the usual 5 senses remember proprioceptive, vestibular and interoception. Your child might be over or under sensitive and knowing how to help them will change everything for them and you.'*







*'Excellent accounts that I follow and would recommend are*

- *Aaron Yorke, Accepting Behaviour*
- *Kristy Forbes - Autism & ND Support*
- *Dr Naomi Fisher*
- *Missing The Mark - blog and 1:1 consults for families*

*I'd be lost without all of these people. Most on that list are actually autistic.*

*I do also like Ross Greene.'*



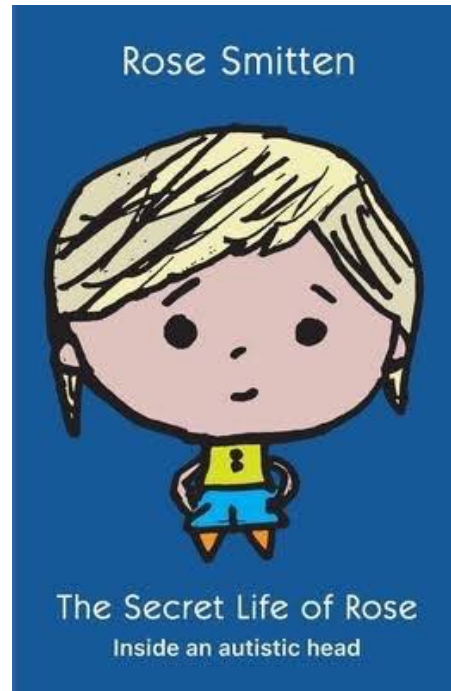
[www.kristyforbes.com.au](http://www.kristyforbes.com.au)



[www.missingthemark.blog](http://www.missingthemark.blog)

'Sooo many recommendations so here are a few.

- *Libby Hill, Small Talk.*
- *Talking SENSE! (EHCPs and SEND help)*
- *Jodie Smitten*
- *Summer Farrelly (autistic young person on FB) .'*



**Jodie Smitten**

BSc Hons Psy. PGCert, MA Autism, MBPsS

[www.jodiesmitten.co.uk](http://www.jodiesmitten.co.uk)

## We do...

- Free 30mins SEN advice sessions
- Advocacy & support at meetings
- Requests for EHC needs assessment
- EHCP Checks
- Support throughout annual reviews

---

- Mediation & disagreement resolution
- Tribunal representation
- Working documents
- Complaints
- Webinars & training



**Talking SENSE!**

Low-cost independent advice, advocacy, and tribunal representation for parents/carers of children & young people with special educational needs & disabilities

Email us at:  
[enquiries@talking-sense.org](mailto:enquiries@talking-sense.org)

Registered charity No. 1151366



# SPECTRUM

**THE AWARD-WINNING AUTISM  
FRIENDLY FESTIVAL 16<sup>th</sup> SEPT 2023**

**Lea Green, Main Rd, Matlock, DE4 5GJ**

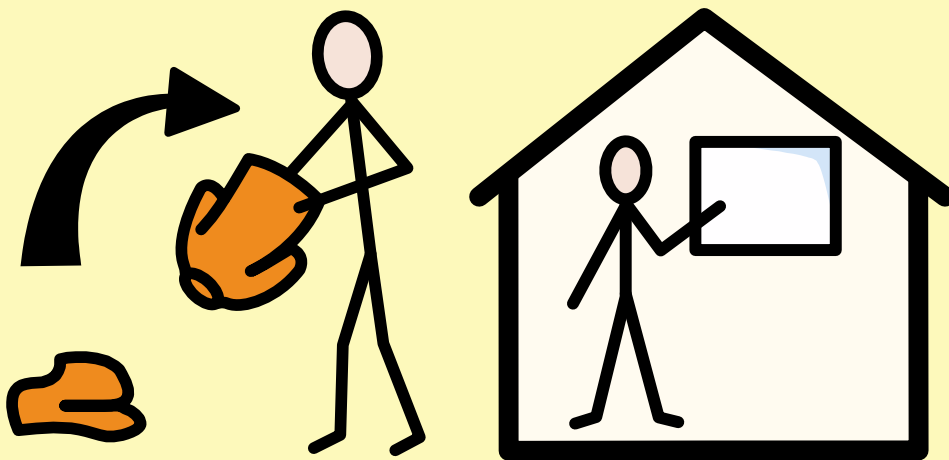


**All tickets £15.00 each  
Under 3's FREE / 10am – 4pm  
[www.spectrumautismfestival.co.uk](http://www.spectrumautismfestival.co.uk)**



**Spectrum Autism Friendly Festivals CIC Company Number 12337347**

*'We go to Spectrum Festival in Derbyshire. It feels like a safe place because everyone there understands and my little boy can just be himself. Lots of happy stims.'*



# Getting Ready for School

Social Story

# Getting Ready for School

## Symbol Supported Social Story

Published by Widgit Software Ltd

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Tel: 01926 333680

Email: [info@widgit.com](mailto:info@widgit.com)

Web: [www.widgit.com](http://www.widgit.com)

Story written and created in collaboration with Lynn McCann, Autism Specialist at Reachout ASC and author of '*Stories that Explain*' published by LDA.

Web: <https://reachoutasc.com/>

Facebook: <https://www.facebook.com/ReachoutASC>

This resource was made primarily with a single skin-tone as it is intended to be used with a specific person. To make the social story more personalised you can customise the skin-tones in InPrint 3.

All of the materials are copyright. Files and documents printed from those files may be used within the purchasing organisation. They may not be passed to other centres.

Insert photo of person here



My name is

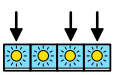
.



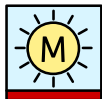
I am in



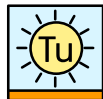
class.



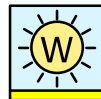
Usually on



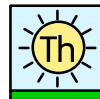
Mondays,



Tuesdays,

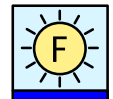


Wednesdays,



Thursdays

and

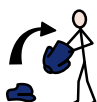


Fridays,



I need

to

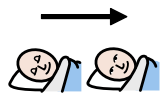
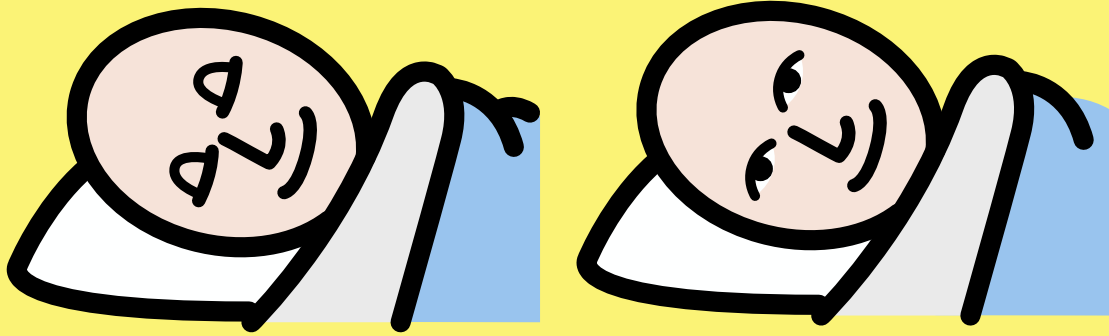


get ready

for



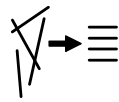
school.



It can be hard to wake up and get ready for school.



There are jobs to do before we leave the house.



My brain might find it hard to organise the jobs.



This can be because I am autistic and this is okay.



School

is a



place



most children



go to.

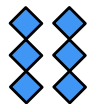


School

starts



at the

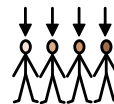


same

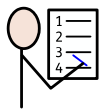


time

for



everyone.



This is so the register can be taken.



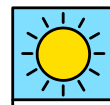
This is when we look at

our



visual timetable

for the



day.



1 \_\_\_\_\_  
2 \_\_\_\_\_  
3 \_\_\_\_\_



My parents and



I



can



make a plan.



This will help me



to get ready

for



school.



This will help me



leave the house



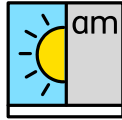
on time.



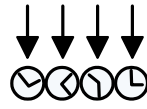
This is good.



My



Morning



Routine

1



Get out of bed

when



my alarm clock



makes its noise.

2



Go to the toilet

and

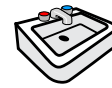


wash my hands

and



face



at the sink.

3



Brush my teeth.

4



Get dressed.

5



Put my shoes on.

6



Have breakfast.

7



Time to rest,



play

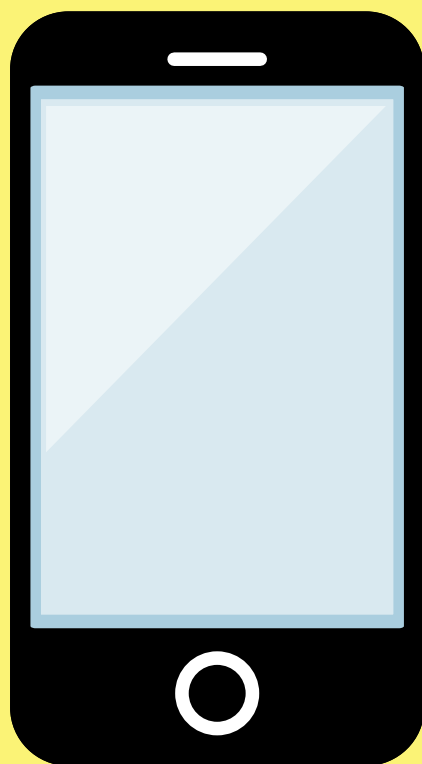
or have some






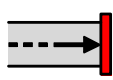

sensory






time.

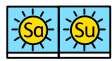
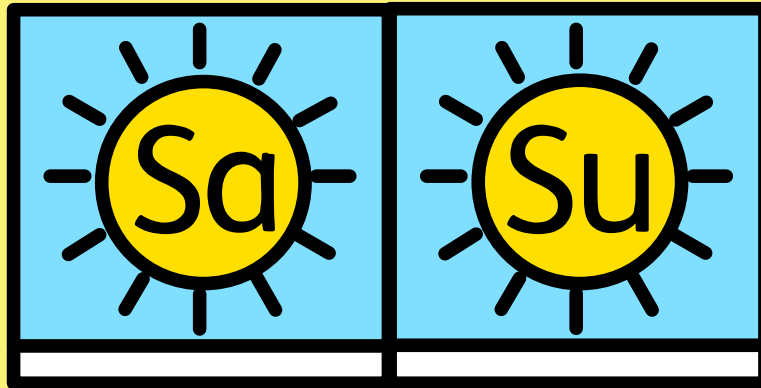


 My  grown ups  phone  can give me  a five minute  warning.

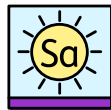
 This will help  me know that  I have to  finish  playing.

 I can  put my coat on  and get my bag.

 We can then leave the house.

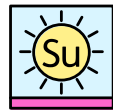


At the weekend

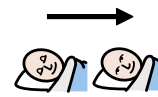


(Saturday

and



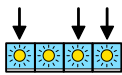
Sunday)



I can get up



later.



We usually

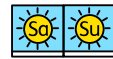


do not go

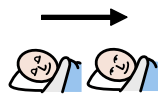


to school

at weekends.



In the school holidays



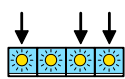
I can get up



later.



I



usually



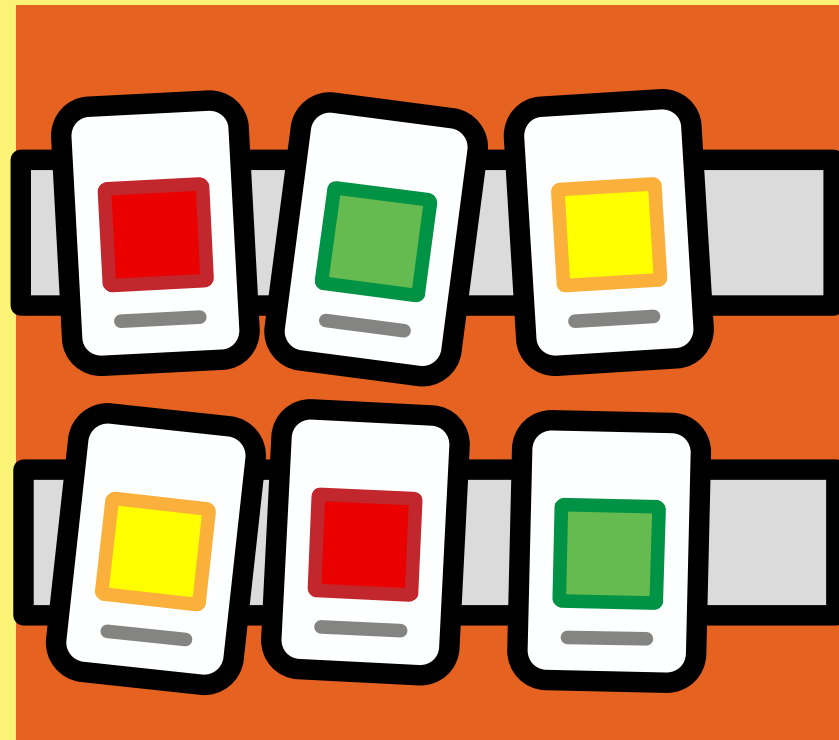
do not go



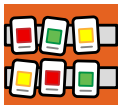
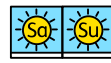
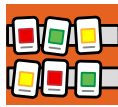
to school



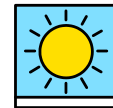
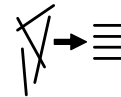
in the holidays.



I might still use my visual timetable on weekends and holidays.



My visual timetable can help me to organise my days.



I can get ready for school.



WELL DONE



ME!



# Going to the Toilet

Social Story

## **Going to the Toilet at Home**

### **Symbol Supported Social Story**

**NB - Choose the most appropriate option for your child from pages 6 - 8**

Published by Wigit Software Ltd

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Tel: 01926 333680

Email: [info@wigit.com](mailto:info@wigit.com)

Web: [www.wigit.com](http://www.wigit.com)

Story written and created in collaboration with Lynn McCann, Autism Specialist at Reachout ASC and author of '*Stories that Explain*' published by LDA.

Web: <https://reachoutasc.com/>

Facebook: <https://www.facebook.com/ReachoutASC>

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Insert photo of person here



My name is

.



I live

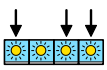


at home



with

..



I usually



eat



my breakfast



in the morning

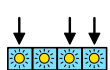
and



have a drink.



My family



usually



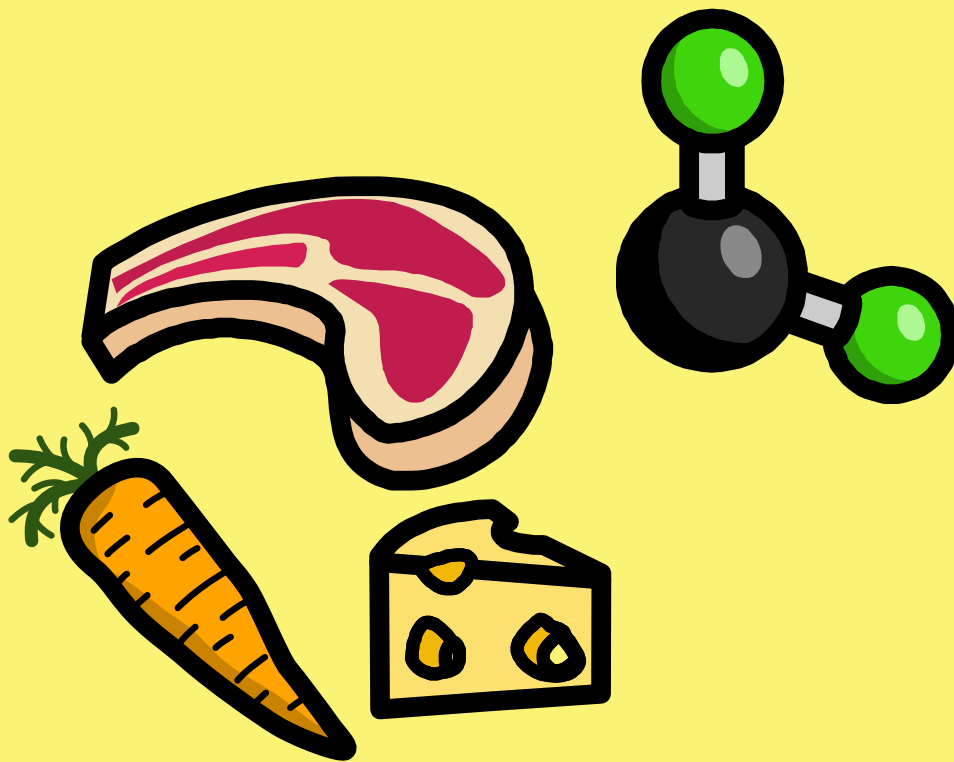
eat

and



drink too.





Bodies



get good things

from



food and drink.



These good things

are

called nutrients.



People



get energy

from



eating

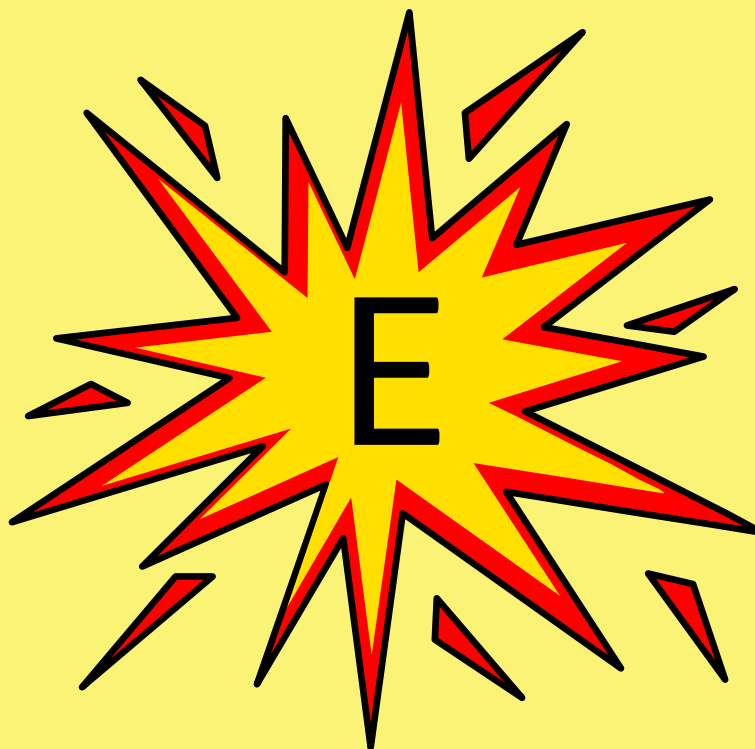
and



drinking.



This is good.



Food and drink



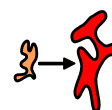
that is not



used for energy



in our body



turns into



wee

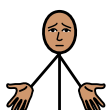
and



poop.



Our body



needs

to get the



wee

and



poop



out



to keep us healthy.



It is good



to go to the toilet



to wee



or poop.



I could



show

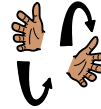


my toilet



symbol

or



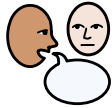
sign



'toilet.'



I could



say



"Toilet



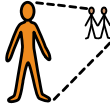
please."



I could



go

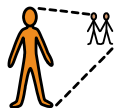
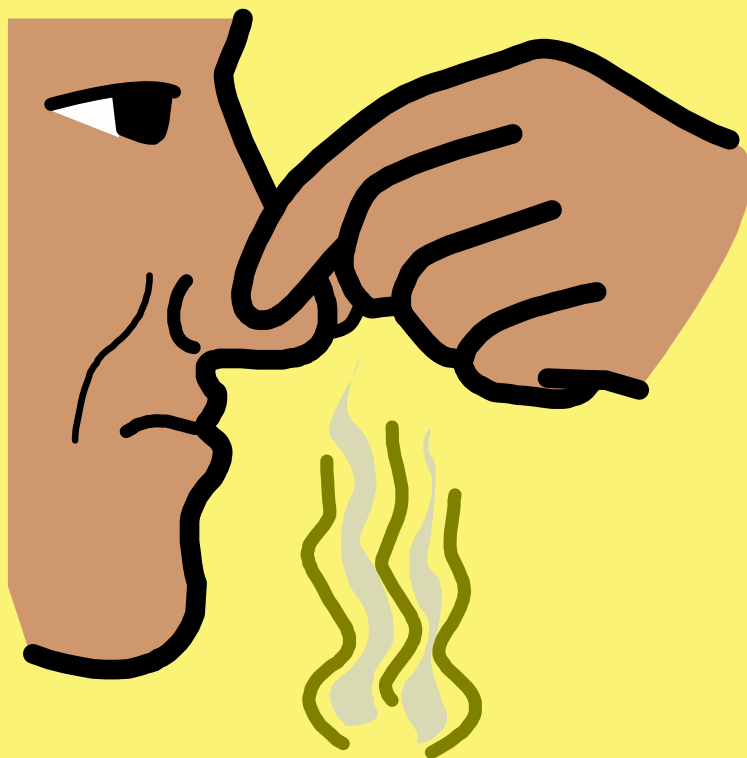


alone

or with a



grown up.



I can go to the toilet on my own or with an adult.



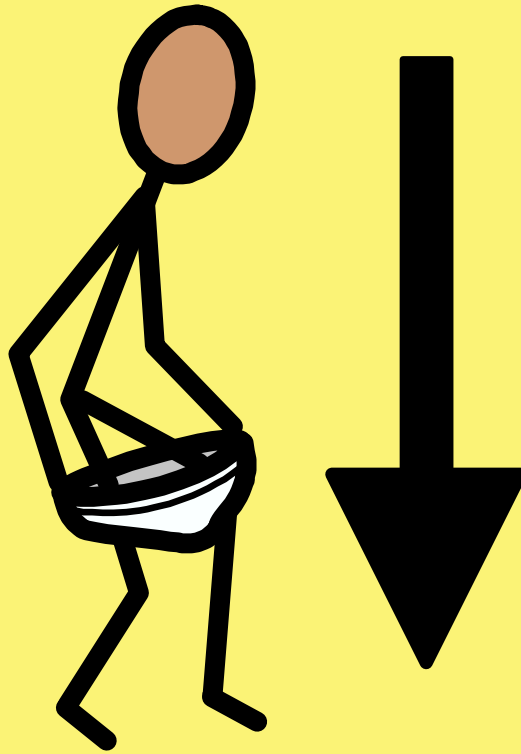
It might smell bad.



People might not like the smell.



This is okay.



I can



go



in the bathroom.



I can



pull down my pants.



I can



sit on or stand at the toilet.



I can try

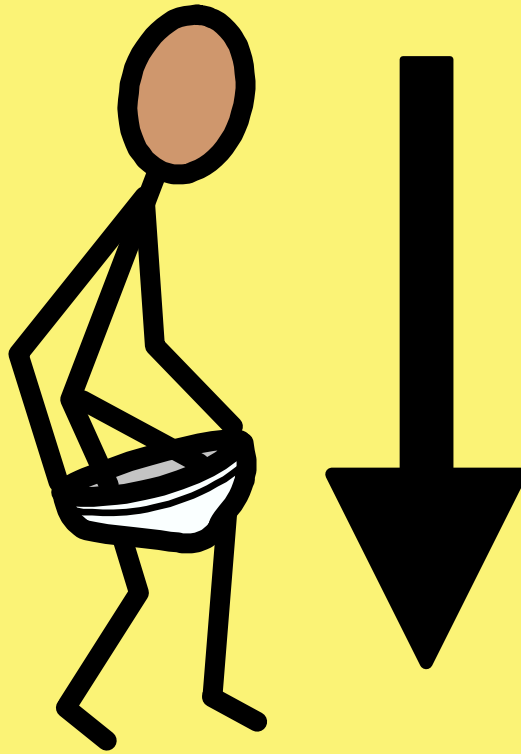


to wee

or



poop.



I can



go



in the bathroom.



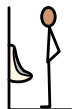
I can



pull down my pants.



I can



stand at the toilet.

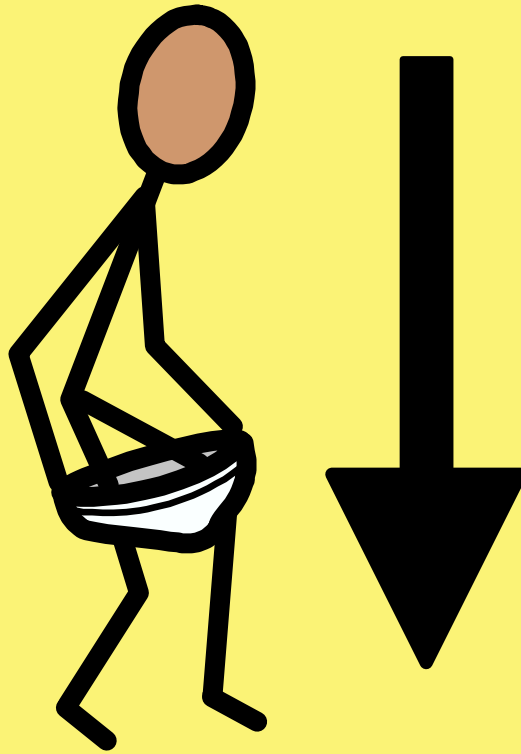


I can try

to



wee.



I can



go



in the bathroom.



I can



pull down my pants.



I can



sit on the toilet.



I can try

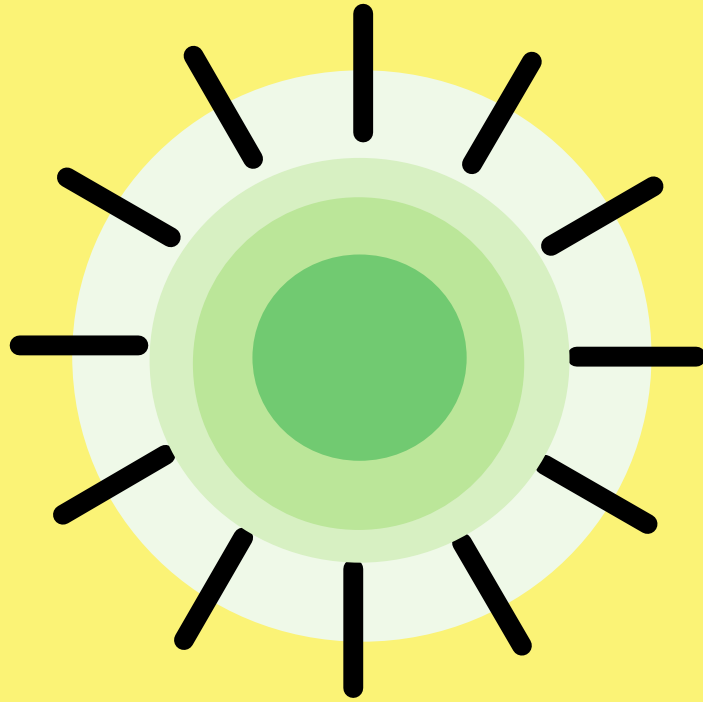




to wee




or

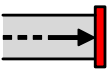




poop.



   
I might wee.

    
I might poop.

    
When I have finished I can try to wipe.

    
This is important and will keep me clean.





My adult



might help me



to wipe.



I can ask



them

to



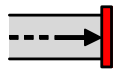
help me



wipe.



I will



finish



wiping.



I will



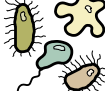
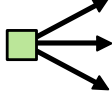


pull up my pants.



 People  should  wash their hands  after  wiping.

 People  should  dry their hands  after  washing them.

 Clean hands  stop  germs  spreading.

 This is good.



I can



go to the toilet.



I can



wash my hands



after



using the toilet.



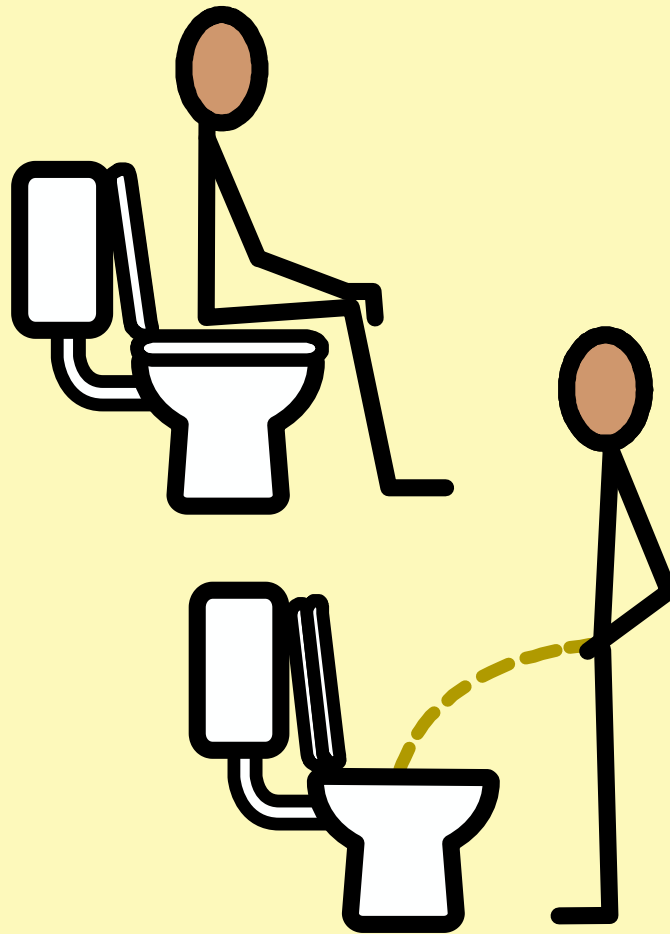
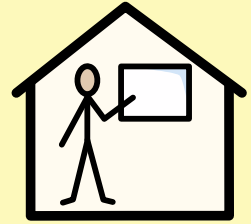
Well done



me!



Brilliant.



# Going to the Toilet

Social Story

# Going to the Toilet at School Version

## Symbol Supported Social Story

**NB - Choose page 8 or 9 depending on needs**

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Story written and created in collaboration with Lynn McCann, Autism Specialist at Reachout ASC and author of '*Stories that Explain*' published by LDA.

Web: <https://reachoutasc.com/>

Facebook: <https://www.facebook.com/ReachoutASC>

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Insert photo of person here



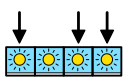
My name is



I am in



class.



I usually



eat



my breakfast



in the morning

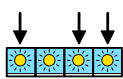
and



have a drink.



My family



usually

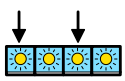
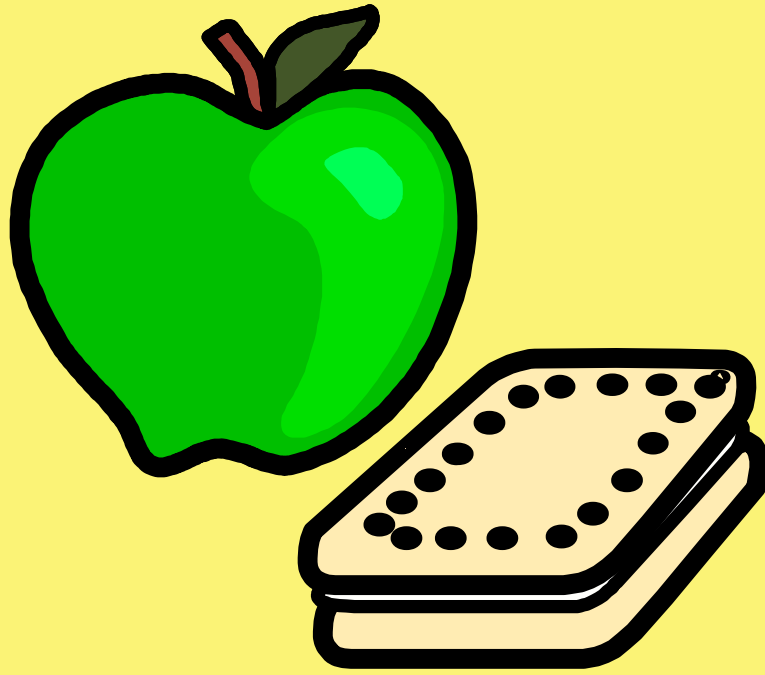


eat

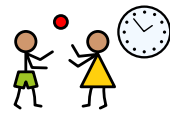
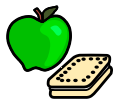
and



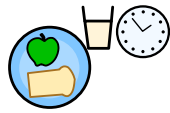
drink too.



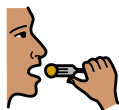
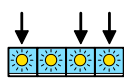
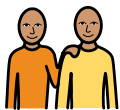
Some days I go to school.



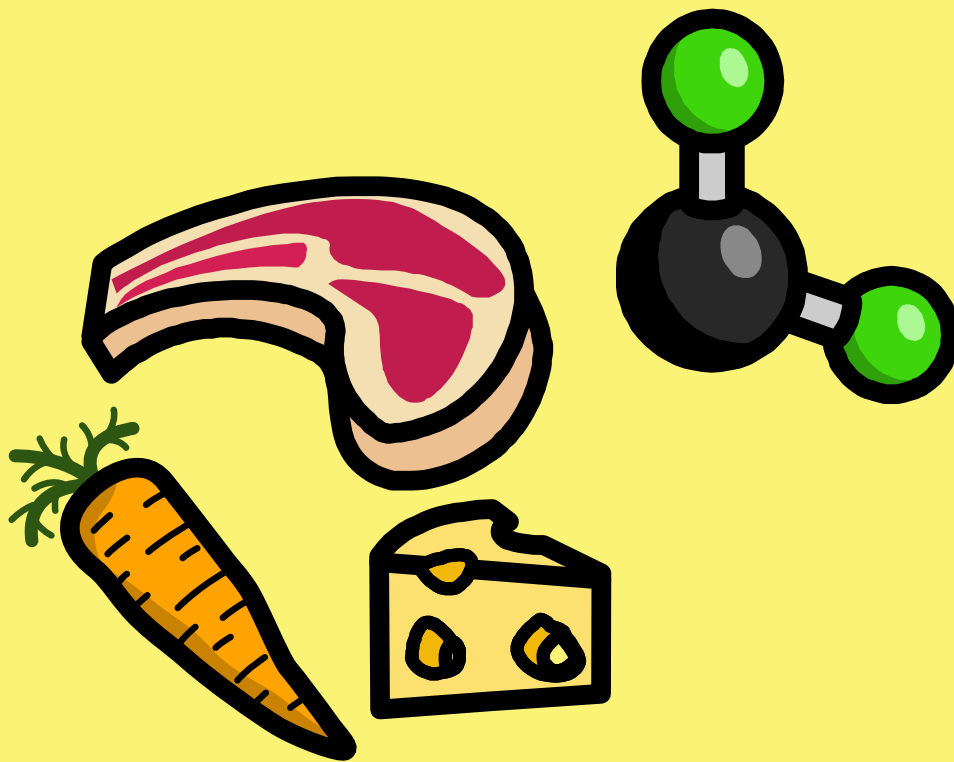
I might eat a snack at playtime and have a drink.



I might eat a meal at lunchtime and have a drink.



My friends usually eat and drink too.



Bodies



get good things

from



food and drink.



These good things

are

called nutrients.



People



get energy

from



eating

and

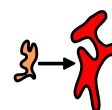
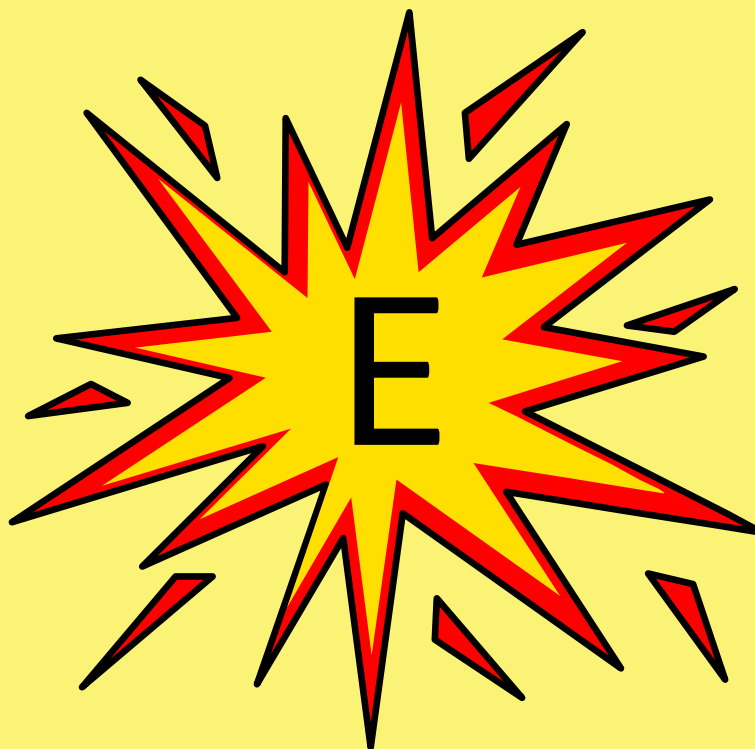


drinking.



This is good.

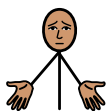




Food and drink that is not used for energy in our body turns into



wee and poop.



Our body needs to get the wee and poop out



to keep us healthy.



It is good



to go to the toilet



to wee



or poop.



I could



show



my toilet



symbol

or



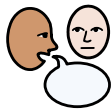
sign



'toilet.'



I could



say



"Toilet



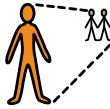
please."



I could



go

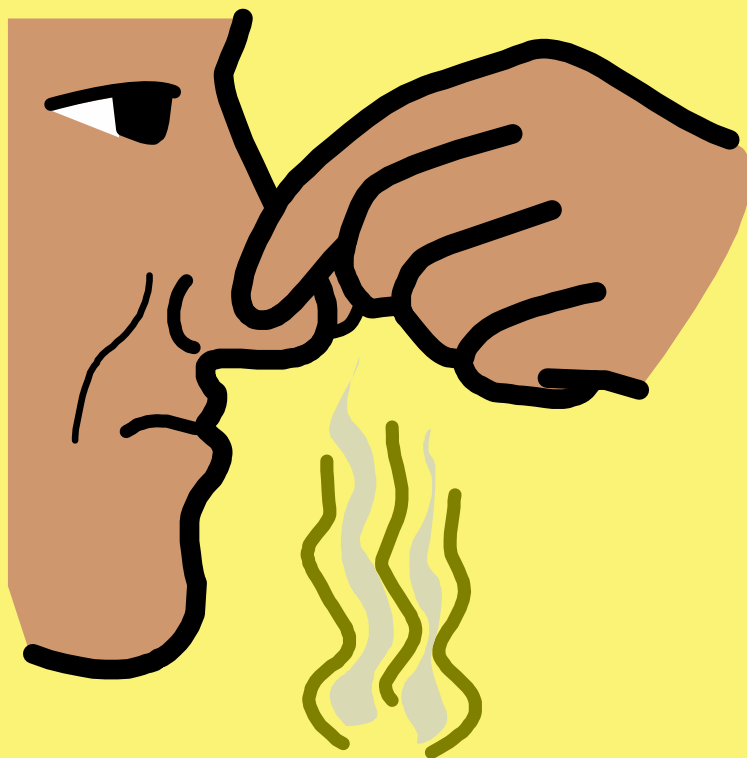


alone

or with a



grown up.



I can go to the toilet that feels the safest to me.



It might smell bad and the hand dryer might make a noise.



People might not like the noise or smell.



This is okay.



My teacher

or



TA

can help me.



I could



use

the



quiet



toilet.



My teacher

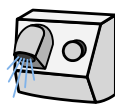


could



switch

the



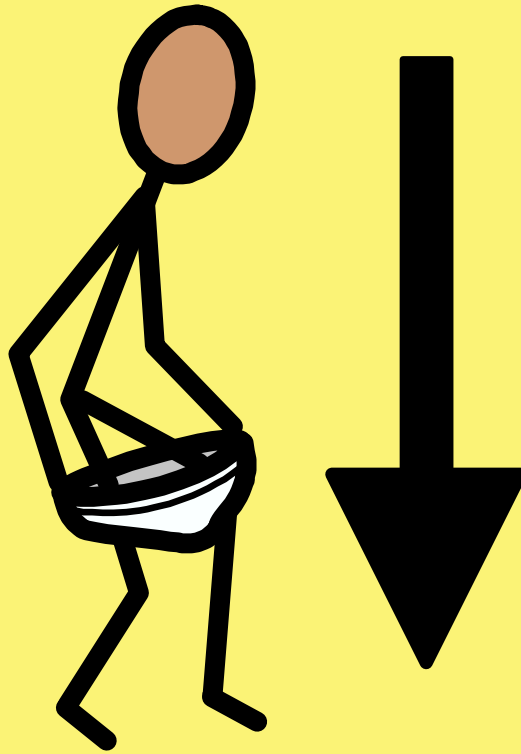
hand dryer



off.



This is good.



I can



go



in the cubicle.



I can



pull down my pants.



I can



sit on the toilet.



I can try

to

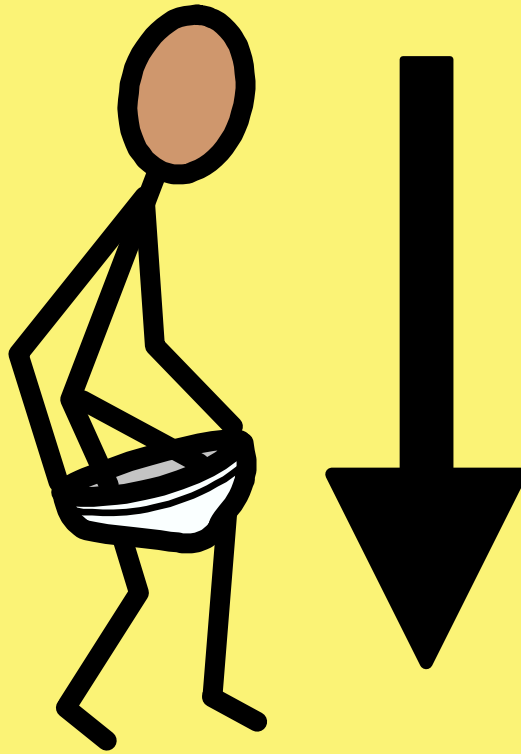


wee

or



poop.



I can

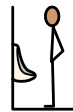


go



in the cubicle

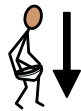
or to a



urinal.



I can



pull down my pants.

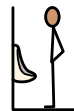


I can



sit on the toilet

or



stand at the urinal.



I can try

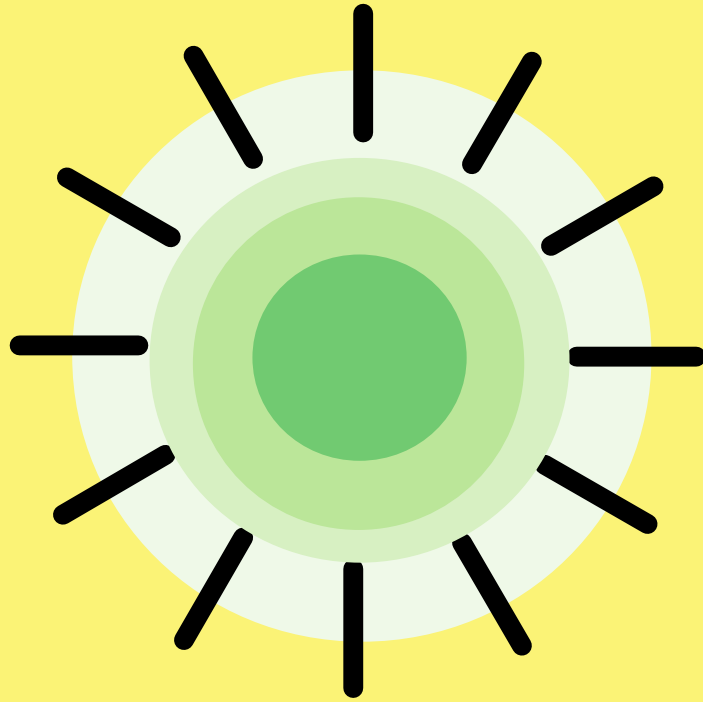




to wee


or

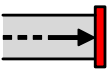




poop.



   
I might wee.

    
I might poop.

    
When I have finished I can try to wipe.

    
This is important and will keep me clean.



My adult



might help me



to wipe.



I can ask



them

to



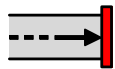
help me



wipe.



I will



finish



wiping.



I will



pull up my pants.





People



should



wash their hands



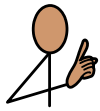
after



wiping.



People



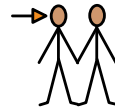
should



dry their hands



after



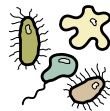
washing them.



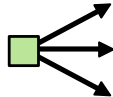
Clean hands



stop



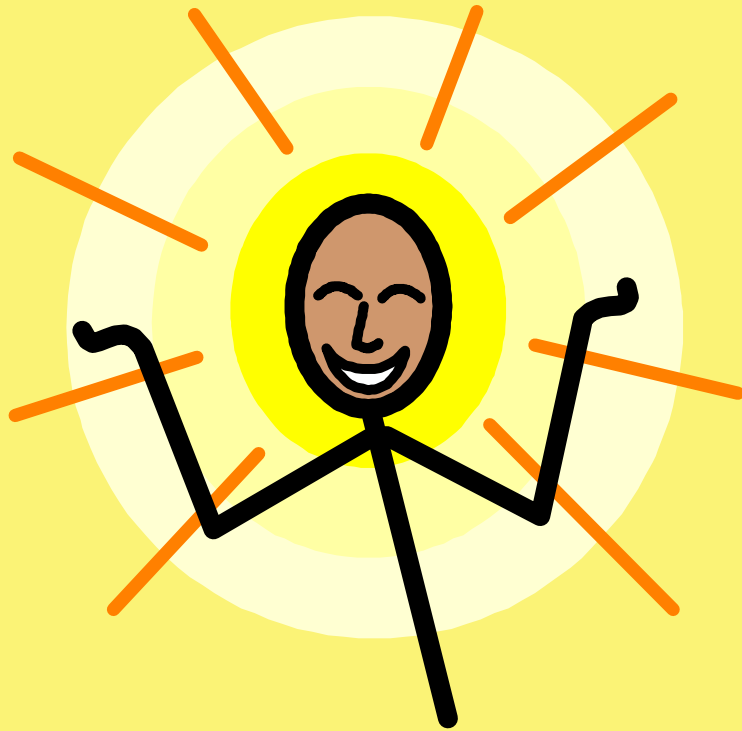
germs



spreading.



This is good.



I can



go to the toilet.



I can



wash my hands



after



using the toilet.



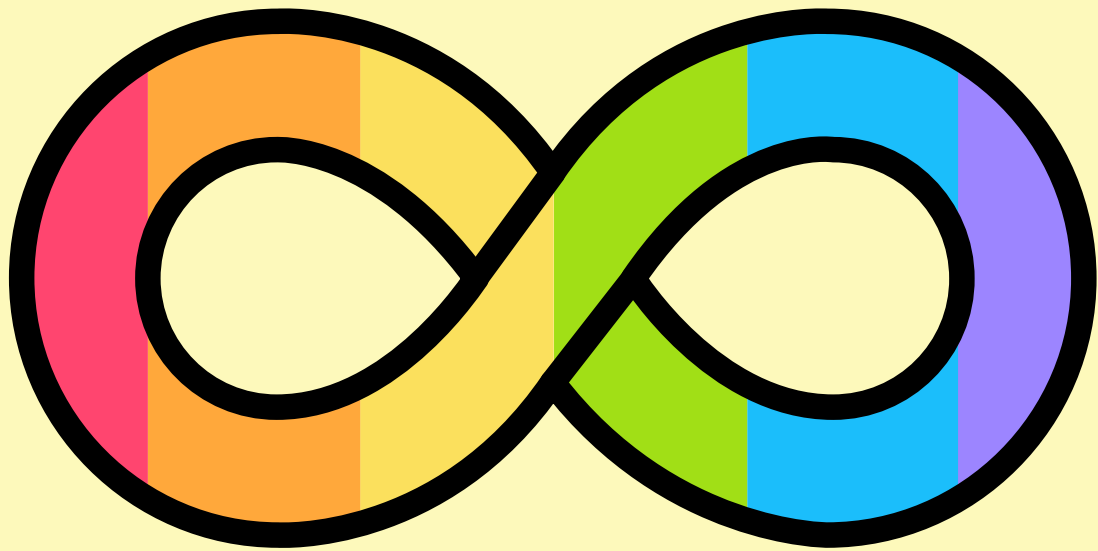
Well done



me!



Brilliant.



# I am Autistic

Social Story

# **I am Autistic**

## **Symbol Supported Social Story**

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Insert photo of person here



My name is



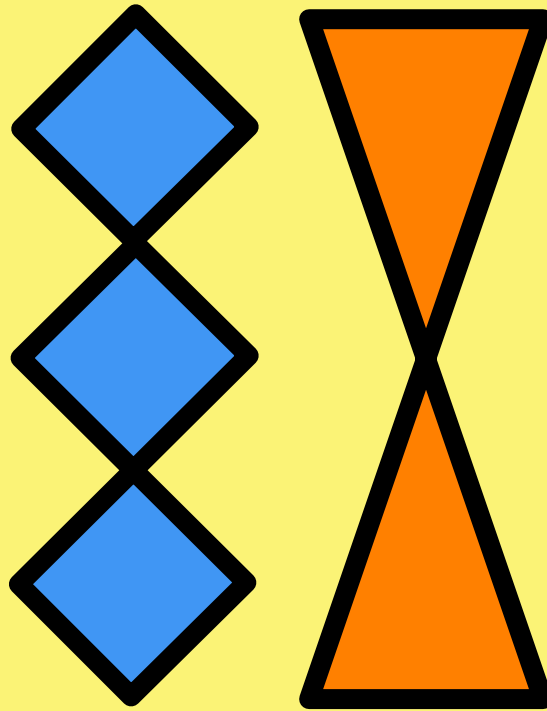
I am autistic.



Autism is the way my brain works.



This is okay.



All people's



brains

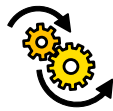
are



different.



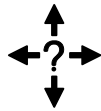
Some brains



work

1

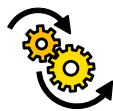
one



way.



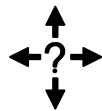
Some brains



work

.

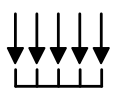
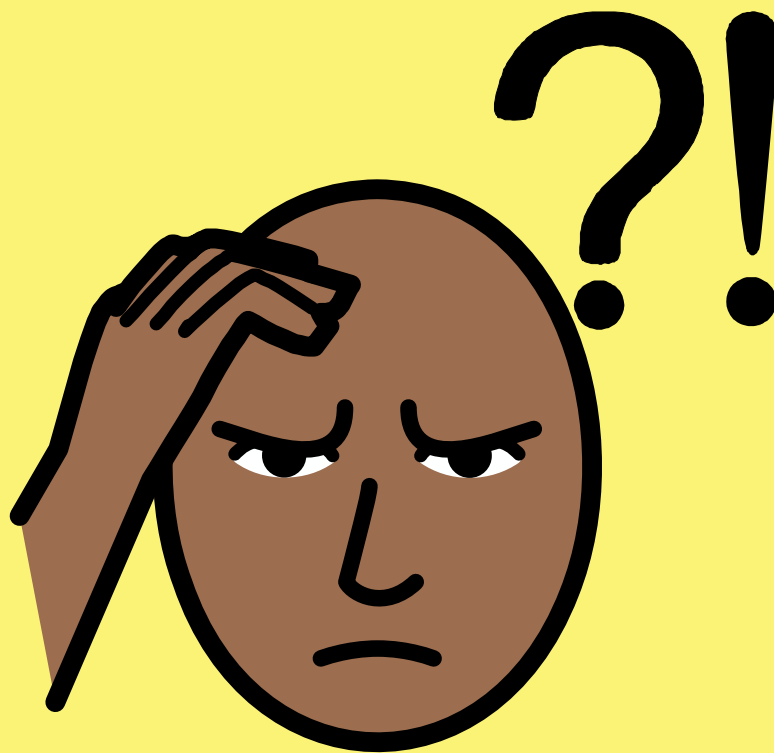
another



way.



This is okay.



Every

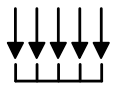


brain

has things it



can do well.



Every



brain

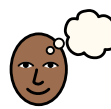
has things it



finds difficult.



People

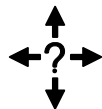


think

in



different



ways.



This is okay.



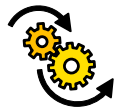
Things I can do well.




This is what



I



use



my brain

for.



This is good.

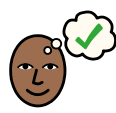




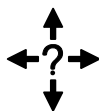
It is good when people understand that brains are different.



It is good when people know that autistic people might need



to do things in different ways.



Things like shopping, playing or going to school.



Things that I find difficult.




This is what



I might



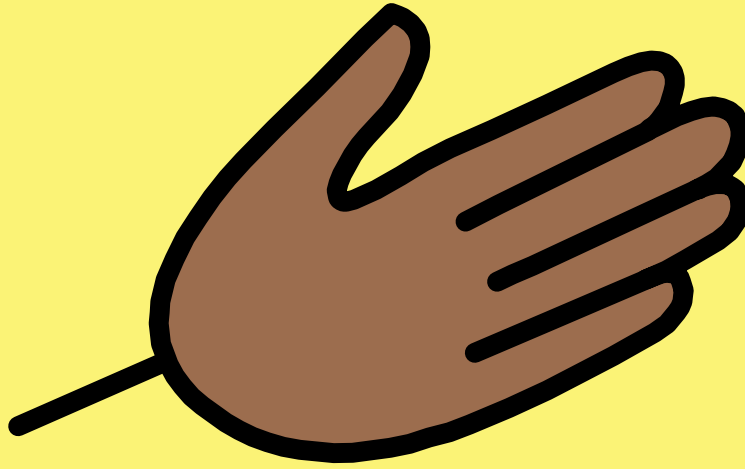
need help with.



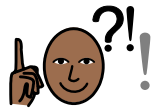
This is okay.



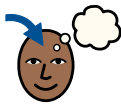
Things that might help me.

If people know I am autistic, that is good.



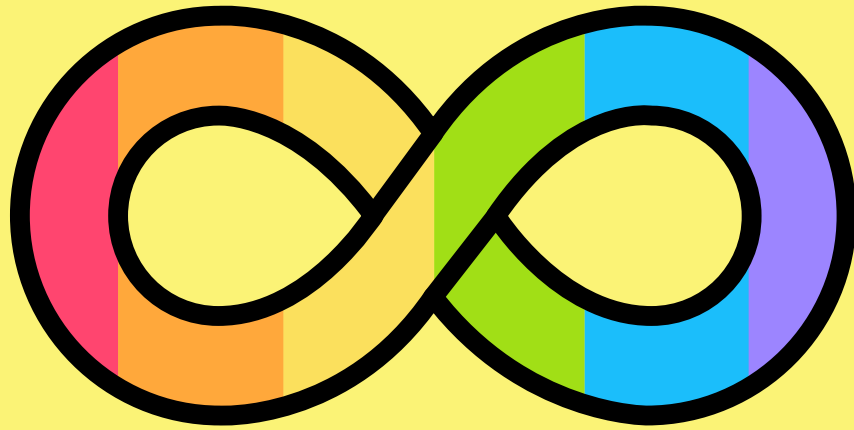
It is usually easier for them and they can help me.



They can learn how to help me.



This is good!



My name is



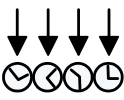
I am



autistic.



I



will always

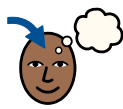


be autistic.

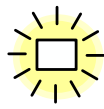


I can grow

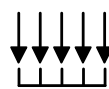
and



learn



new things



all of the time.

Insert photo of person here



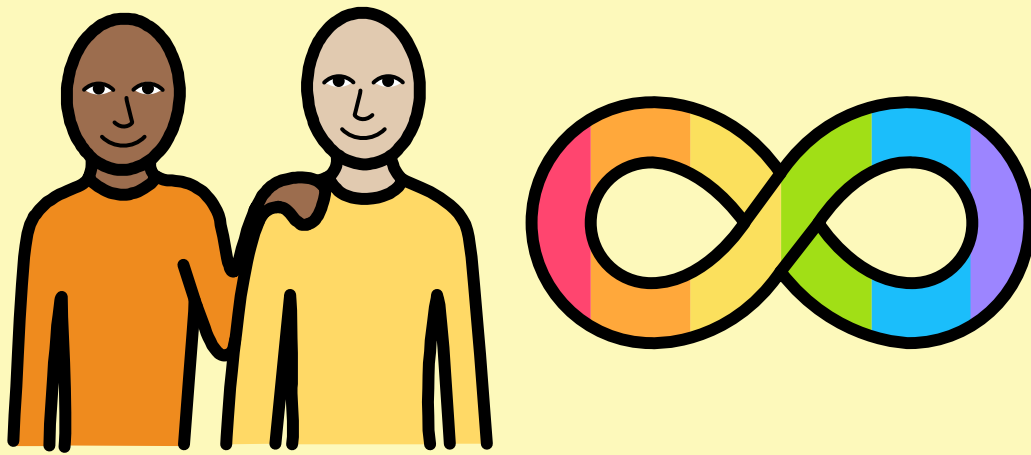
I am me.



I am autistic.



This is great



# My Friend is Autistic

Social Story

# **My Friend is Autistic**

## **Symbol Supported Social Story**

Published by Widgit Software Ltd

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My name is



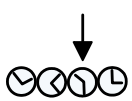
I am in



class.



My friends and I are all different.

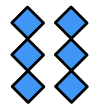


Sometimes



we

are the



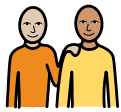
same.

Insert photo of person here



I have

a



friend



called

.



is autistic.

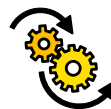


Being autistic

means



brain



works



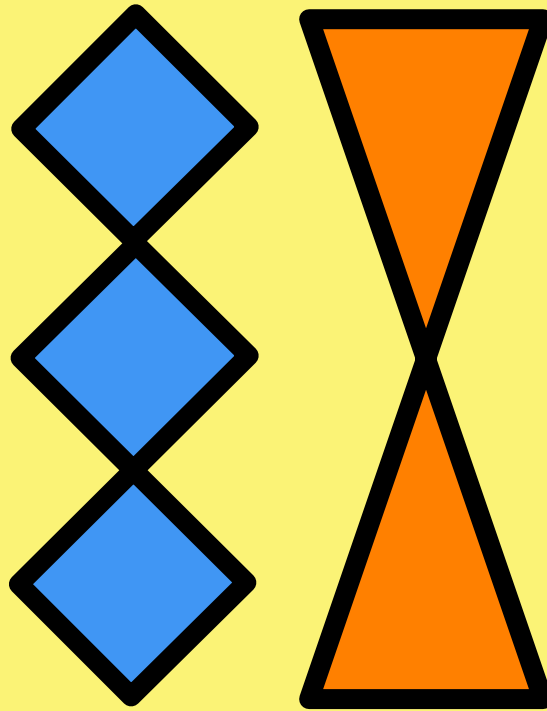
differently



to mine.



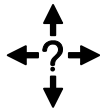
This is okay.



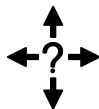
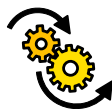
All people's brains are different.



1



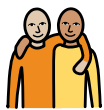
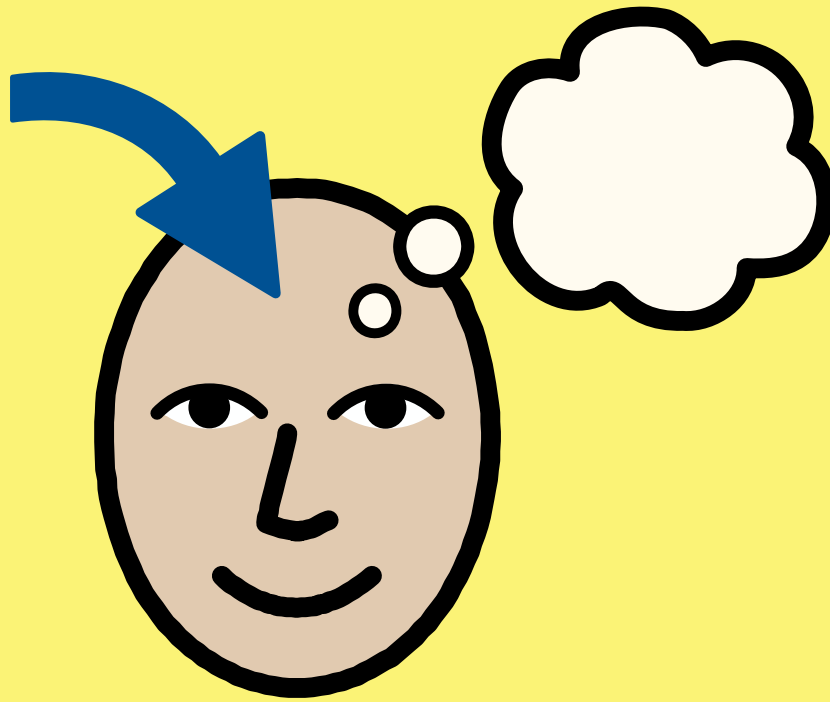
Some brains work one way.



Some brains work another way.



This is okay.



My friend and I

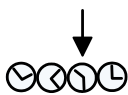


are

good

at

all kinds of things.



We sometimes find



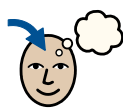
other



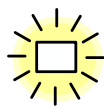
things difficult.



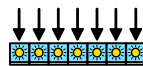
We are both



learning



new things



every day.



This is okay.



Things .....



and I



like:



Things .....



and I



can do well:



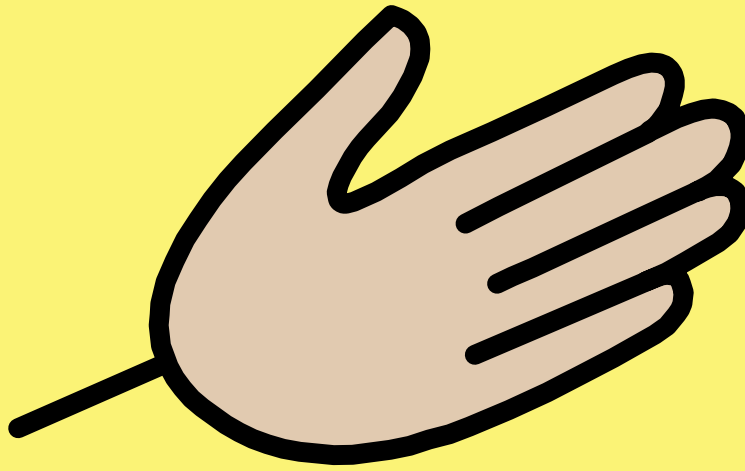
Things .....



and I



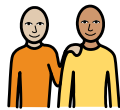
find hard:



I can help my



autistic



friend.



I can understand



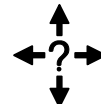
it is okay



to think



in a different



way.



I am understanding.



I am a good friend.

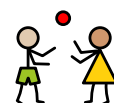




I can listen to



ideas



when we play together.



I can play how



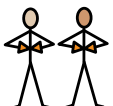
wants



to play.



We can try to play things



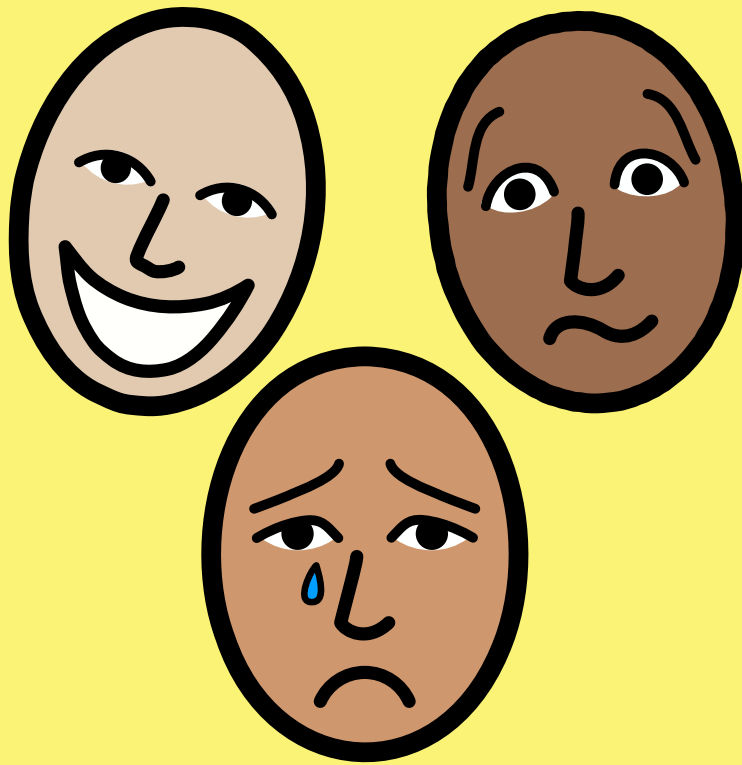
we both



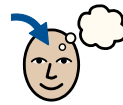
like.



This is good.



I can ask



if I can learn



what makes them feel



happy,

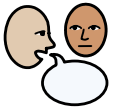


sad

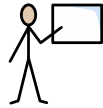
or



scared.



I can tell



my teacher

when

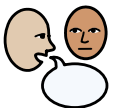


feels sad

or



upset.



I can tell

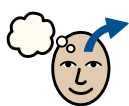
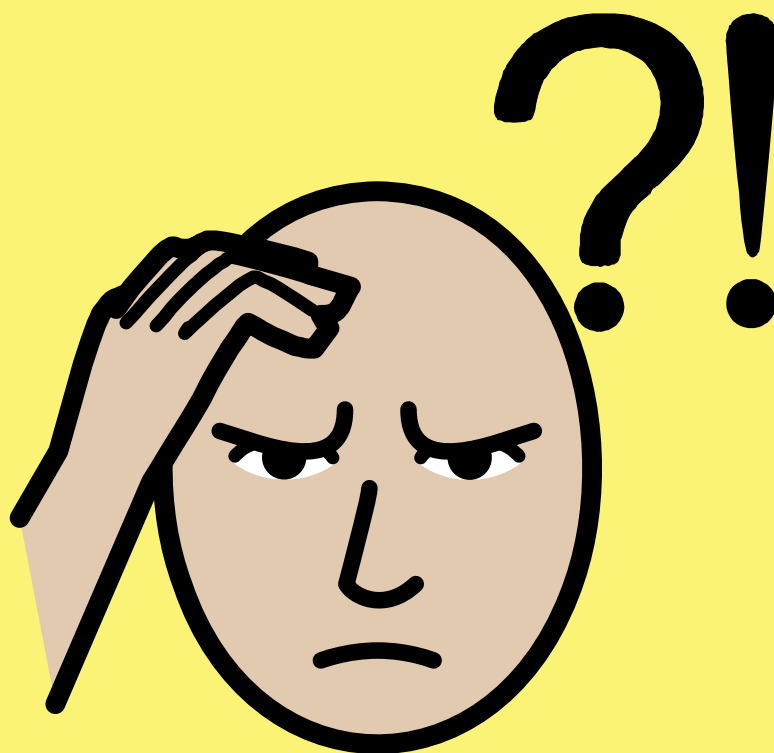


my teacher

when

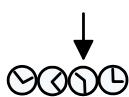


needs help.



I can remember

that



sometimes



school

is



hard.



It is okay

to



feel upset

when



things are hard.



It is good

to



feel happy

doing something



you enjoy.



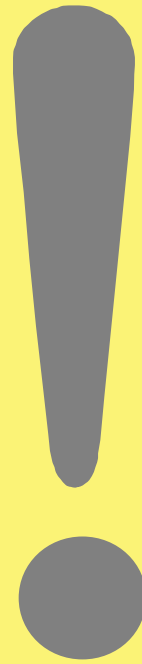
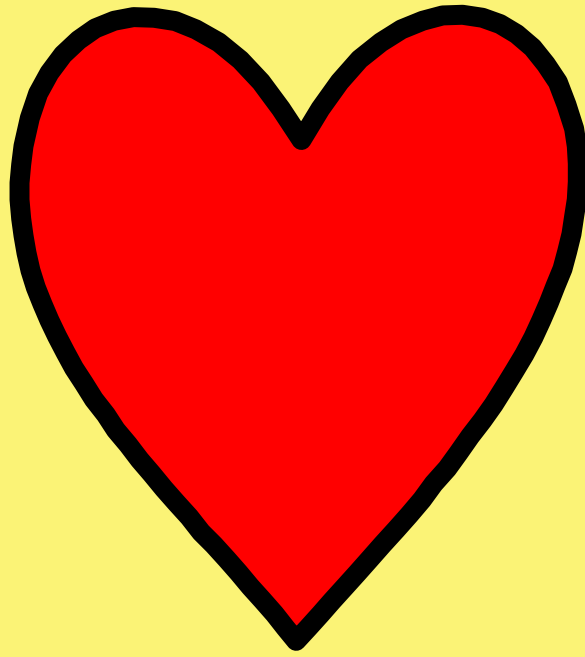
I can help


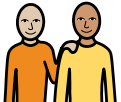




to enjoy





school.

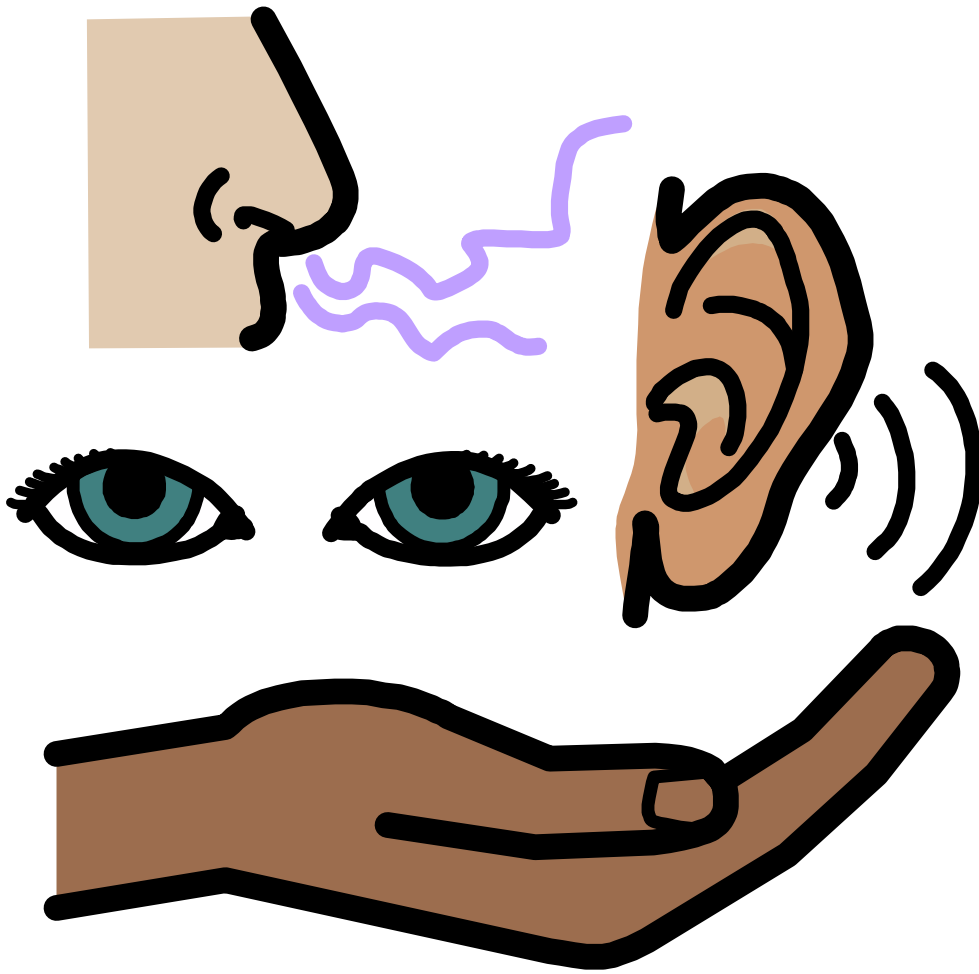


   
and I are friends.

   
We love to laugh together.

   
We love to play together.

   
We are brilliant friends.



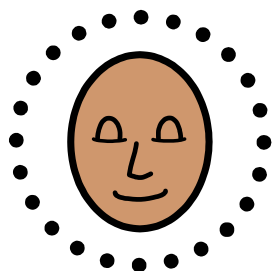
# Sensory Support Top Tips

# Contents

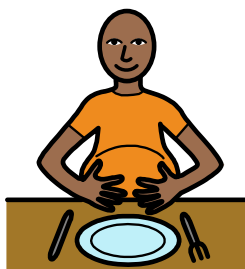
Page 1	Contents
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## About This Resource

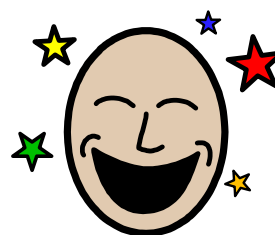
Widgit has worked with Joanna Grace to develop a 'Top Tips' Sensory Processing information guide which focuses on children:



feeling safe



eating well



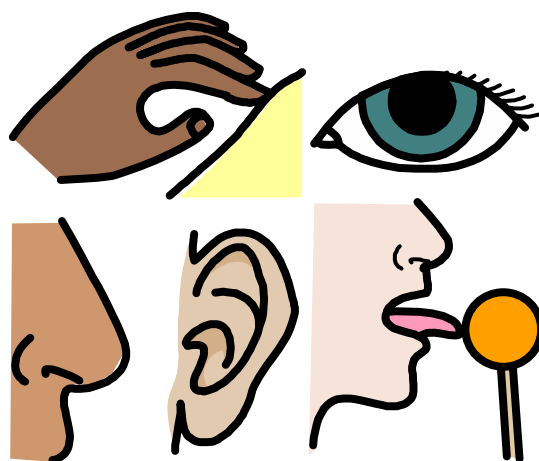
having fun

Joanna Grace is a sensory engagement and inclusion specialist, author, trainer, doctoral researcher, TEDx speaker and founder of The Sensory Projects. Joanna is autistic.

Joanna has kindly donated a Sensory Story, 'Rockhoppers' which is included as part of this pack.

Widgit symbols could be used to provide visual support alongside the guidance given in each section.

For more information on how to create personalised resources using Widgit Software, please visit [www.widgit.com](http://www.widgit.com)



## From Joanna

I have two children, and I want them to feel safe, to be well fed and to have fun. I imagine most people would want the same for the children that they care about. Communication plays an important role in all of these things.

If you are caring for children who do not use words to communicate and who may or may not be understanding symbolic communication in any form, then being able to communicate at a sensory level is very valuable as you aim to provide these things for them.

I keep imagining parents starting on their journey of understanding everything but that would require a whole new book so instead, I have condensed this into some 'Top Tips.'

I hope that you find it useful.

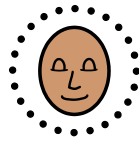
*Joanna Grace*



The Sensory Projects

[www.thesensoryprojects.co.uk](http://www.thesensoryprojects.co.uk)





## Feeling Safe

Our senses are, at a fundamental level, about finding food and not becoming food!

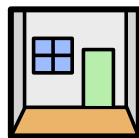
If you imagine yourself feeling safe and secure, it is likely that you imagine certain sensations in association with this, perhaps you're tucked up snug in bed, or held in the arms of someone who loves you.

What helps people to feel safe at a sensory level is always individual to them, but there are generalities we can aim for.

Understanding the differences neurodivergence makes at a sensory level can help us to guess what might help an autistic child to feel safe.

Let's start with 2 main points that might support an autistic child in feeling safe and secure in their environment.

- De-cluttering the Visual Environment
  - Offering Pressure



## De-clutter the Visual Environment

Autistic people often have superb visual skills, recognising and noticing detail in the environment.

I am autistic and I often explain this visual processing difference to people as it being like seeing in High Definition.

Vision makes up a third of your cerebral cortex, so the business of seeing things takes a lot of energy in the brain.

I bet when you imagined your safe space it was not a place that required you to use a lot of energy. A de-cluttered visual environment demands less from a person.

If you are someone who likes to have a lot of bits and bobs and photos around the place, consider having an area where these are kept to a minimum, a blank wall, or a little pop up tent that is plain inside.

Low level disperse lighting also helps, so draw curtains and avoid exposed bulbs.



## Offer Pressure

Whilst autistic children are not always as keen to be cuddled as non-autistic children (my mother tells me that even as a baby I would go rigid in her arms if she tried to cuddle me – I make sure to give her a hug every time I see her now), they are still likely to benefit from the reassurance that deep pressure offers.

Things that wrap around you, like hammocks and stretch swings, or press down on you, like weighted blankets, can provide this reassurance.

It might not be the same for you as keeping them safe in your arms, but you can still provide that feeling of safety to them.

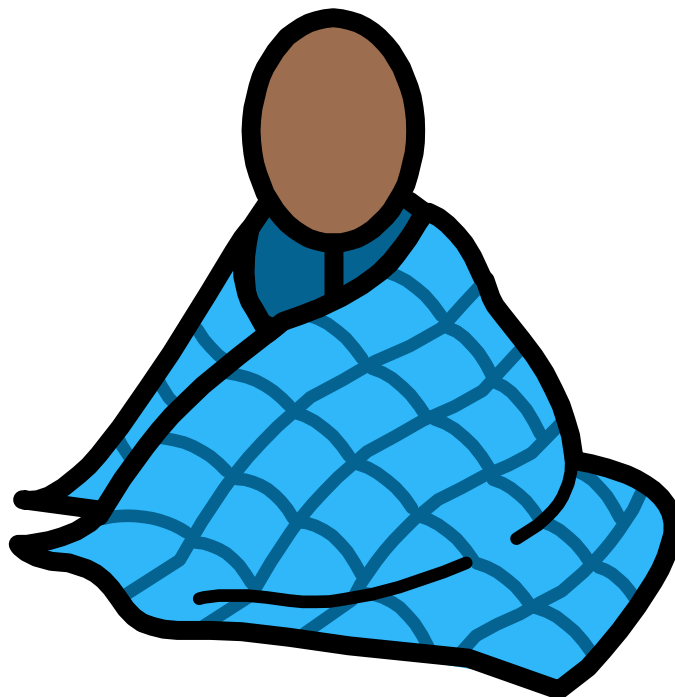
A lot of these things have high price tags, which is great if you can afford it but if you cannot, remember what you need is the sensory insight and then you can provide it in your own way.\*

It can sometimes be that whilst hugs are rejected, other forms of contact deep pressure are accepted, I have known people reassured by pressure to their chest, applied with a flat hand to the back and front, or to their heads – a cupped hand on their forehead and one at the back of the skull.

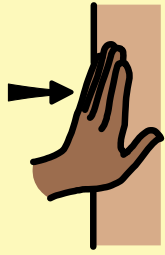
Some people enjoy receiving pressure lying down. You can do this by rolling a yoga ball over someone and pressing down upon it.

Trial and error will help you to find what works best for your young person.

Included are some symbols that may support some people in communicating their deep pressure needs.



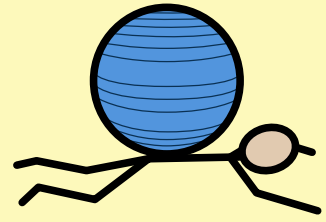
\*see useful links on how to make your own weighted blanket



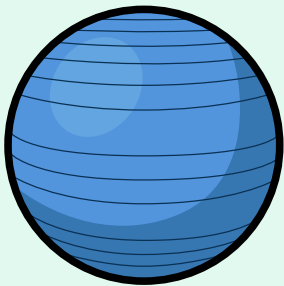
deep  
pressure



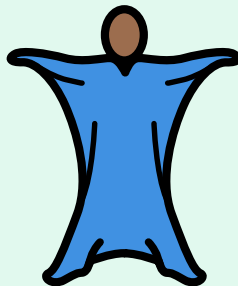
squeezes



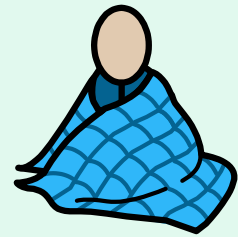
roll



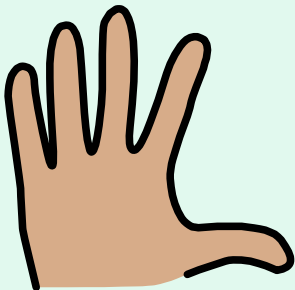
yoga ball



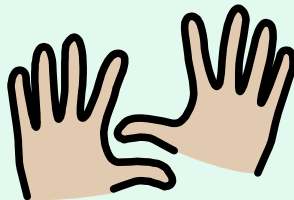
body sock



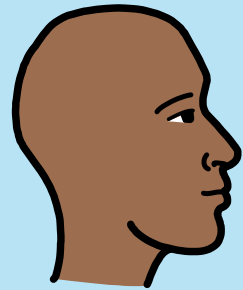
weighted  
blanket



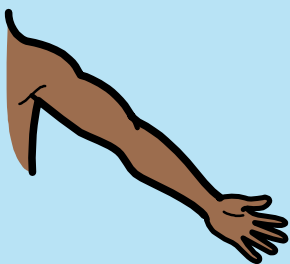
1 hand



2 hands



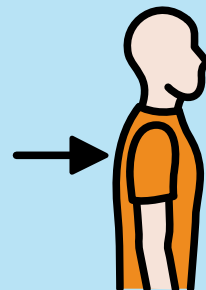
head



arms



legs



back



## Being well fed

It is common for autistic people to have issues with eating food. Autistic people often process sensory information differently to non-autistic people.

Imagine I asked you to interact with a touch experience you disliked, you would likely extend your arm, finger tip out as far away from your body as possible to touch it. You certainly wouldn't bring it close to yourself, close to your face or put it actually inside your mouth!

Yet, when we ask autistic people to eat, often we are asking them to interact with sensations they find difficult in this incredibly invasive way. Not only are we asking them to touch things, not just with their fingers but with the even more sensitive body parts of their lips and tongue, we are asking them to do that simultaneously with other sensations: hearing, smell, taste.

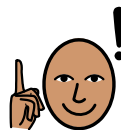
If you care for an autistic child that finds certain sensory environments overwhelming then it is likely they will find eating to be an overwhelming experience. Here are some tips to help you offer them a range of food in an accessible fashion.



## Have fun!

This is much easier said than done, and can often be easier for people who care less about your child than you do!

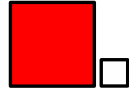
If you are worried about their eating, that tension is likely to overflow into meal times and create a feeling of insecurity around food that exacerbates the situation rather than eases it. Playing with food, having fun at meal times, can help to get rid of the fog of anxiety that can grow around food.



## Make it simple at a sensory level

If someone is struggling with the sensory overload of eating and you can reduce some of that, then go for it.

This could mean blending food so they're not dealing with texture, or playing music whilst you eat so they do not have to listen to the sounds of food being chewed and swallowed.



## Go bold

It can be counter intuitive but some people can find bold sharp flavours easier to handle than more mellow flavours, so you may find a child enjoys pickled onions.

Or go bold from a texture point of view, find something really hard and crunchy – remember above where we were offering pressure to help someone feel safe? The pressure a child feels in their jaw as they bite against something really tough and chewy or hard and crunchy can provide that reassurance and help to lessen anxieties around eating.



## Graze

Another way pressure and anxiety build up around eating is that it tends to be at certain times and it tends to be a social situation. Being allowed to eat whenever they fancy it, and that not necessarily being with other people can take the pressure off autistic children and mean they are willing to try eating a greater range of things.

Graze boards are a great way of doing this: lay out on a tray, or plate, a modest (not overwhelming) selection of small snacks, try frozen peas (a good hard crunch, and very healthy), a few nuts (presuming no allergies), and some toast cut into fingers. Just put a little out, you can tell the child they are allowed to eat it, but do not ask them to eat it.

Just let it be around. Don't require that they finish everything – we are creating a low pressure environment. Have it available, if they eat it, restock it.

Once a child understands that a graze board is theirs, they'll get into the habit of seeking it out when they are peckish, it's actually a very healthy way of eating!



## Have Fun!

We feel safe, we have food in our bellies, the next thing every child needs to do is to play, to have fun!

Having a sensory invitation to play is a wonderful tool to have in your tool belt. There are lots and lots of sensory ways to play.

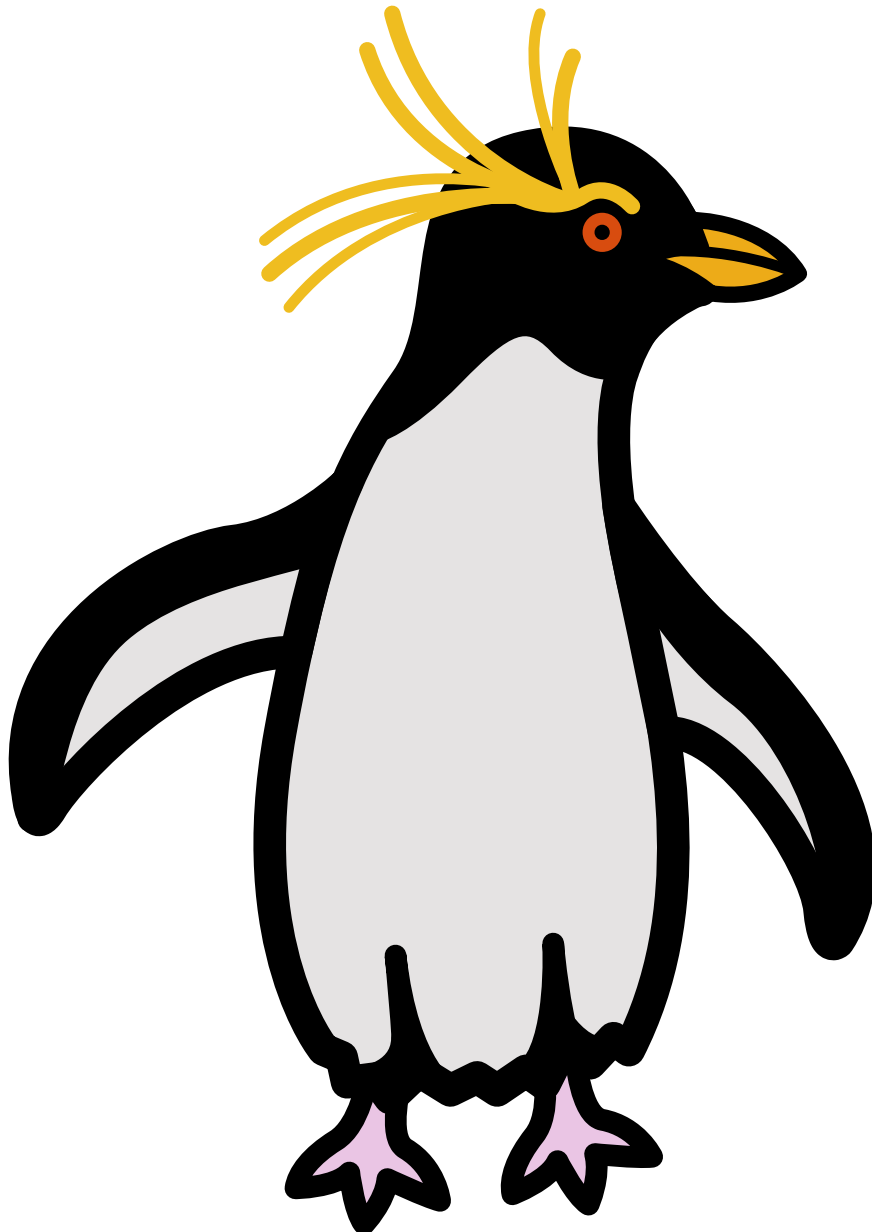


## Rockhopper Sensory Story

The 'Rockhopper' Sensory Story is included as an example of how you can encourage children to have fun at a sensory level.

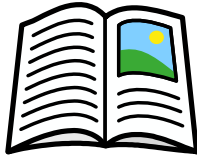
It can also help a child to engage with language. It can be an invite to consider symbols and promote communication but first and foremost the purpose of any sensory story is to HAVE FUN!

A symbolised resource list and some core symbols have been included for your convenience.

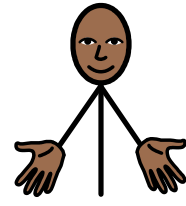




Rockhopper



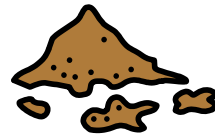
Story



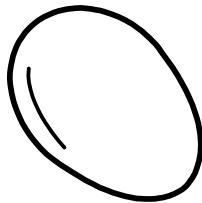
- You will need



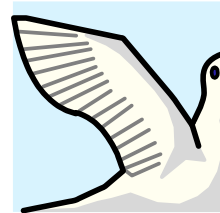
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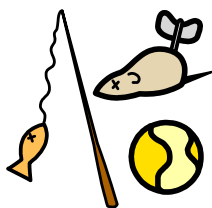
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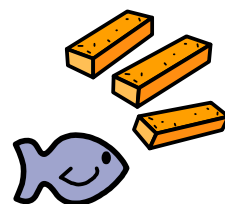
eggs



wings



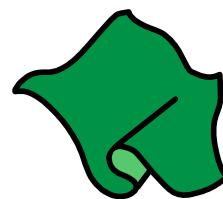
squeezer



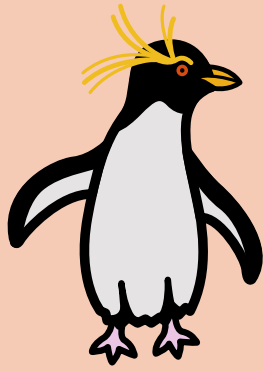
food



water



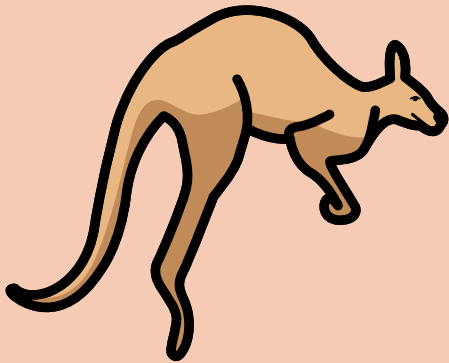
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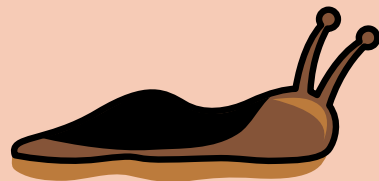
rockhopper



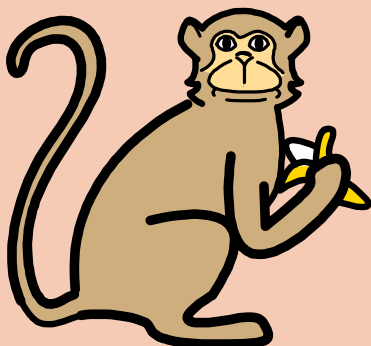
chick



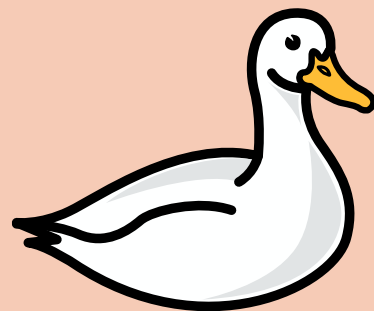
kangaroo



slug



monkey



duck

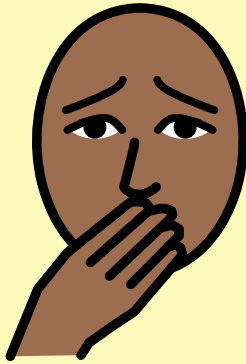




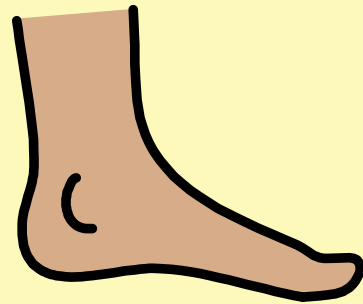
hop



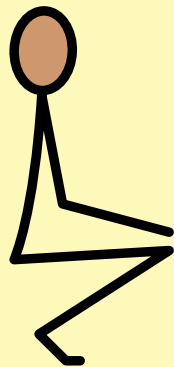
keep hopping



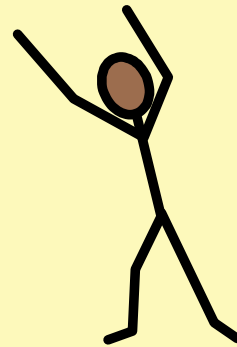
cover mouth



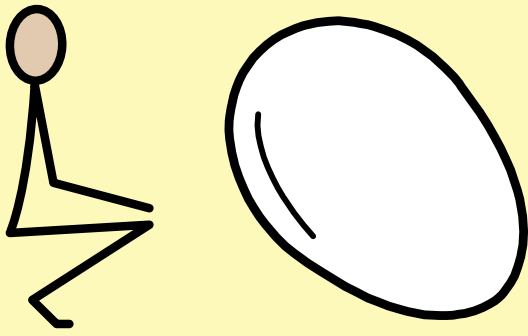
scrape foot



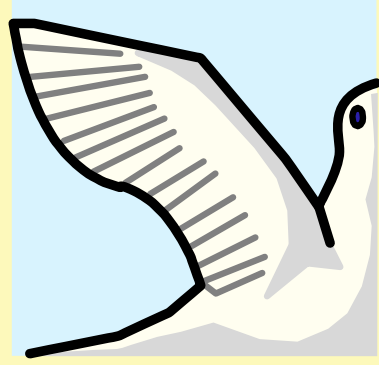
squat



wave arms



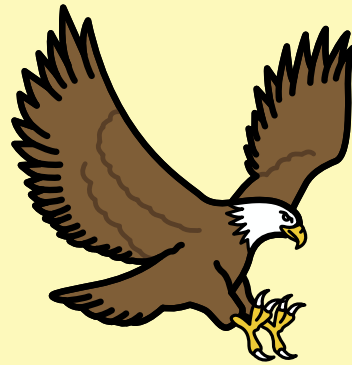
lay an egg



shoo



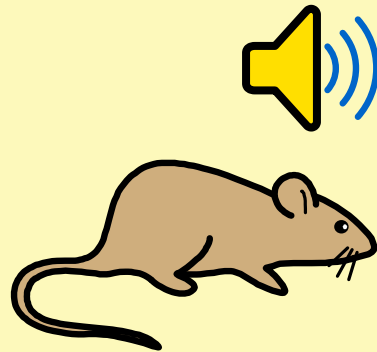
stop



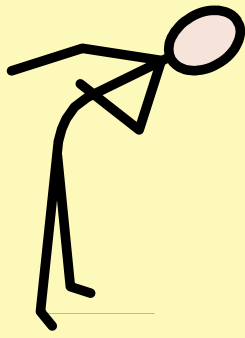
swoop



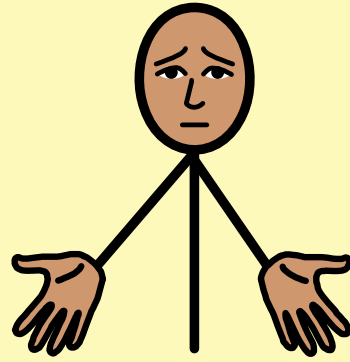
chirp



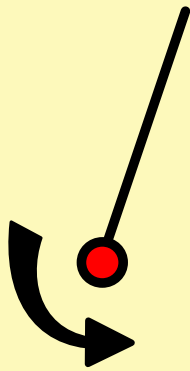
squeak



bow



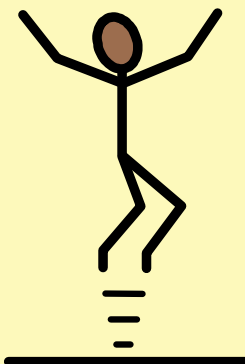
need



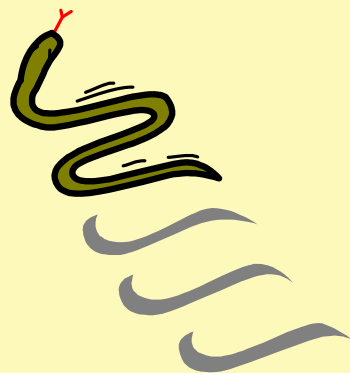
swing



waddle



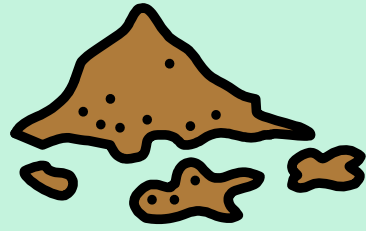
jump



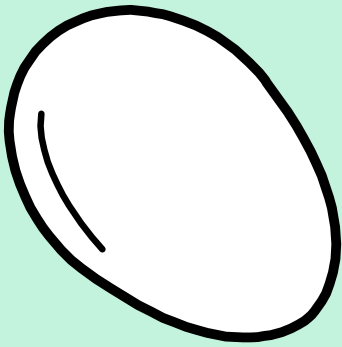
slither



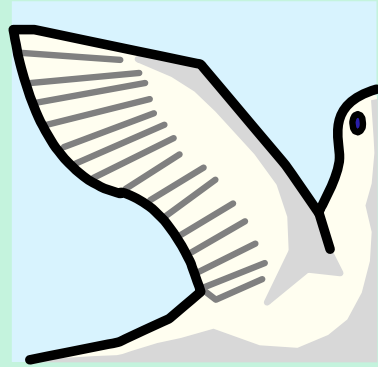
slime



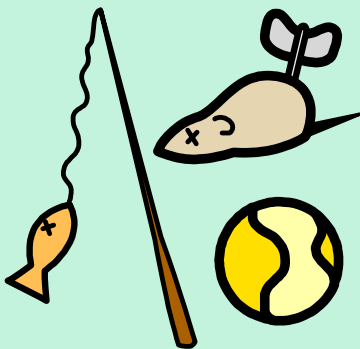
soil



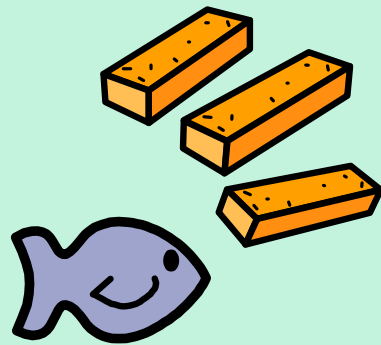
egg



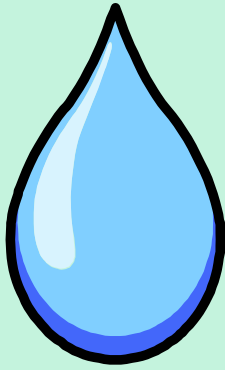
wings



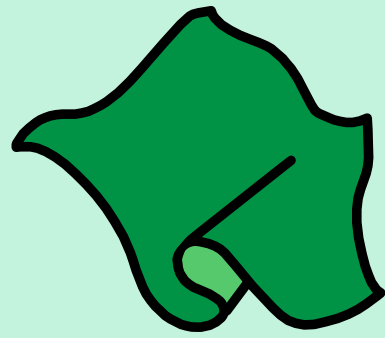
squeaker



food



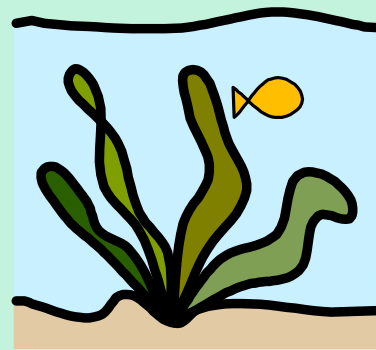
water



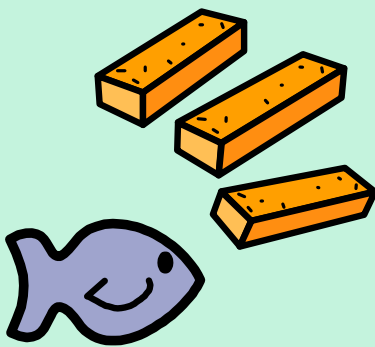
fabric



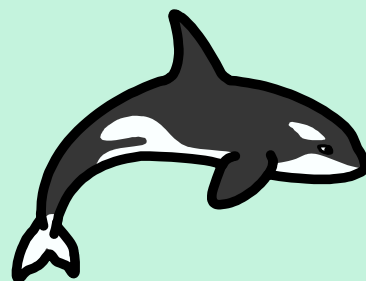
rocks



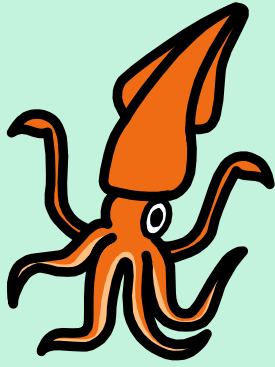
seaweed



food



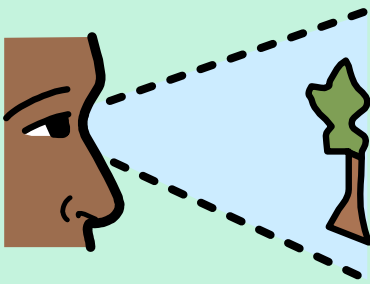
predator



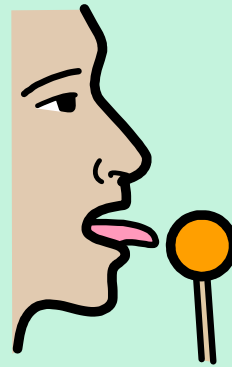
squid



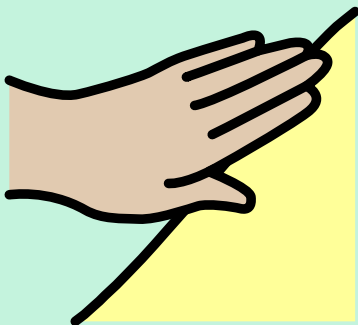
hear



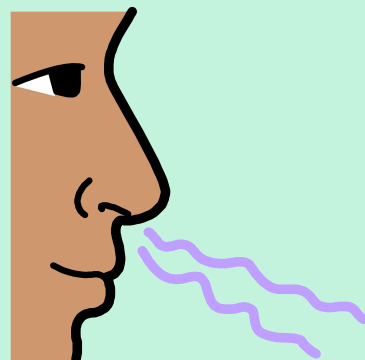
see



taste



touch



smell



# Rockhoppers

A Sensory Story

by Joanna Grace



## Safety

This story has been designed to be facilitated by a responsible adult.  
Stimuli should only be used under supervision.

It is the responsibility of the person telling the story to ensure that it is shared in a safe way.

The author accepts no liability.

There is a free basic guide to sharing sensory stories available to download at [bit.ly/SensoryStoryGuide](https://bit.ly/SensoryStoryGuide). It gives insight into sharing the stories with different audiences, and how to get the most out of your story.



The book *Sensory Stories* by Joanna Grace contains more in-depth information.

[www.TheSensoryProjects.co.uk/books](http://www.TheSensoryProjects.co.uk/books)



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Page 8: adapted from *Rockhopper Penguin on West Point Island* by Liam Quinn

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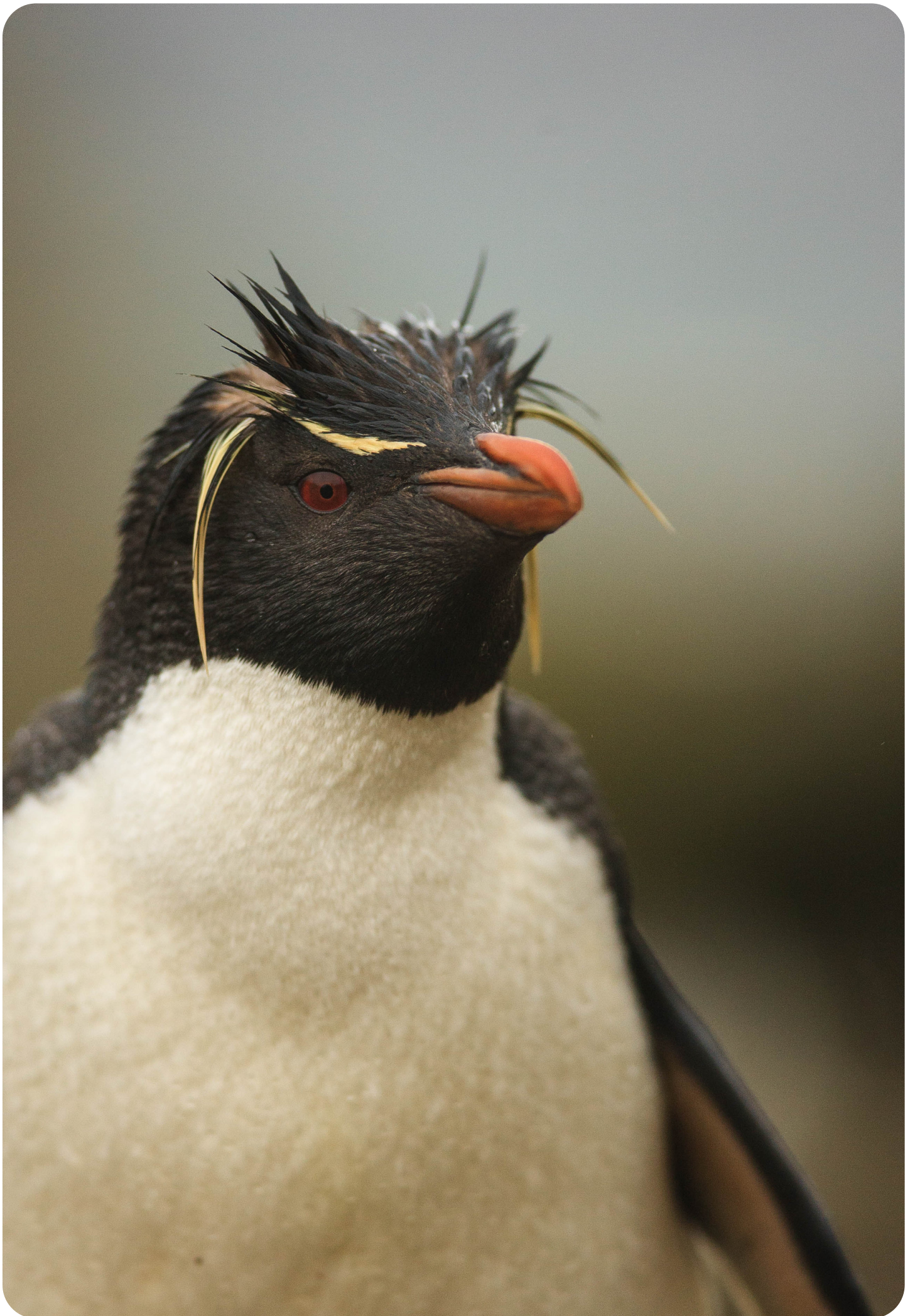
Please do not photocopy or reproduce in any way. Thank you.



# Rockhoppers

## Contents

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# Introduction

Rockhoppers is the seventh story I've created for the Sensory Story Project. Many of the others have very good reasons for their creation: the science behind the birth of stars, the atmosphere of the woods where the Grimms wrote their tales. As for this one.... I have no better reason than that I love penguins; they are naturally engaging animals and always seem to raise a smile. Rockhoppers face a number of novel challenges during their lives. They lay their eggs far from the sea in burrows they dig themselves. They must defend their eggs from a variety of predators and both the father and the mother take their turn at guarding the egg. Their unusual plumage, which features yellow tufts sprouting from either side of their head, makes them look even more comical than the average penguin. I thought they were worthy of a story.

Rhythm is a very important part of early language development. The ability to keep a beat is a better predictor of later reading ability than a mother's literacy levels. Each line of this story ends with three steady beats, hopefully helping you and your story experiencer develop your rhythm. The repeated words will also help story experiencers to predict what is coming next and may encourage them to vocalise and join in.

I hope through sharing this story you raise many smiles.

Joanna



## Resourcing the story

Before telling the story, collect together these resources. If you are unable to find a particular stimulus, or think it will be unsuitable for the person with whom you plan to share the story, substitute it with one that fits your needs. Keep the resources together in a good box so that they are always ready when you want to tell the story.

### **You will need:**

#### *Slime*

You can buy slime from toy shops or make it yourself by mixing equal parts of liquid starch and clear glue. Alternatively find something slimy and use that – what about a very soapy sock?

#### *Earth*

You can collect some soil from the garden, or purchase compost suitable for use with children.

#### *Eggs*

This is a simple visual stimulus. You need to have an egg that will stand out against its background. You can find a three-dimensional egg and ensure you present it against a contrasting background, e.g. a piece of brown card, or a swathe of green cloth. You can make an egg shape, or several egg shapes, out of card. These can be presented against a contrasting background. You could Velcro or blu tack the eggs to the background card.

## *Wings*

You can make wings for yourself to wear, or wings on sticks that you can operate. If you can find a large winged toy predator this could work as well. You can make yourself wings simply by draping fabric over your arms; if you have a full skirt wearing it around your neck and flapping will give you wings. You can make card wings by cutting wing shapes out of stiff card and snipping along the edges to fray the card like feathers.

## *Squeaker / food*

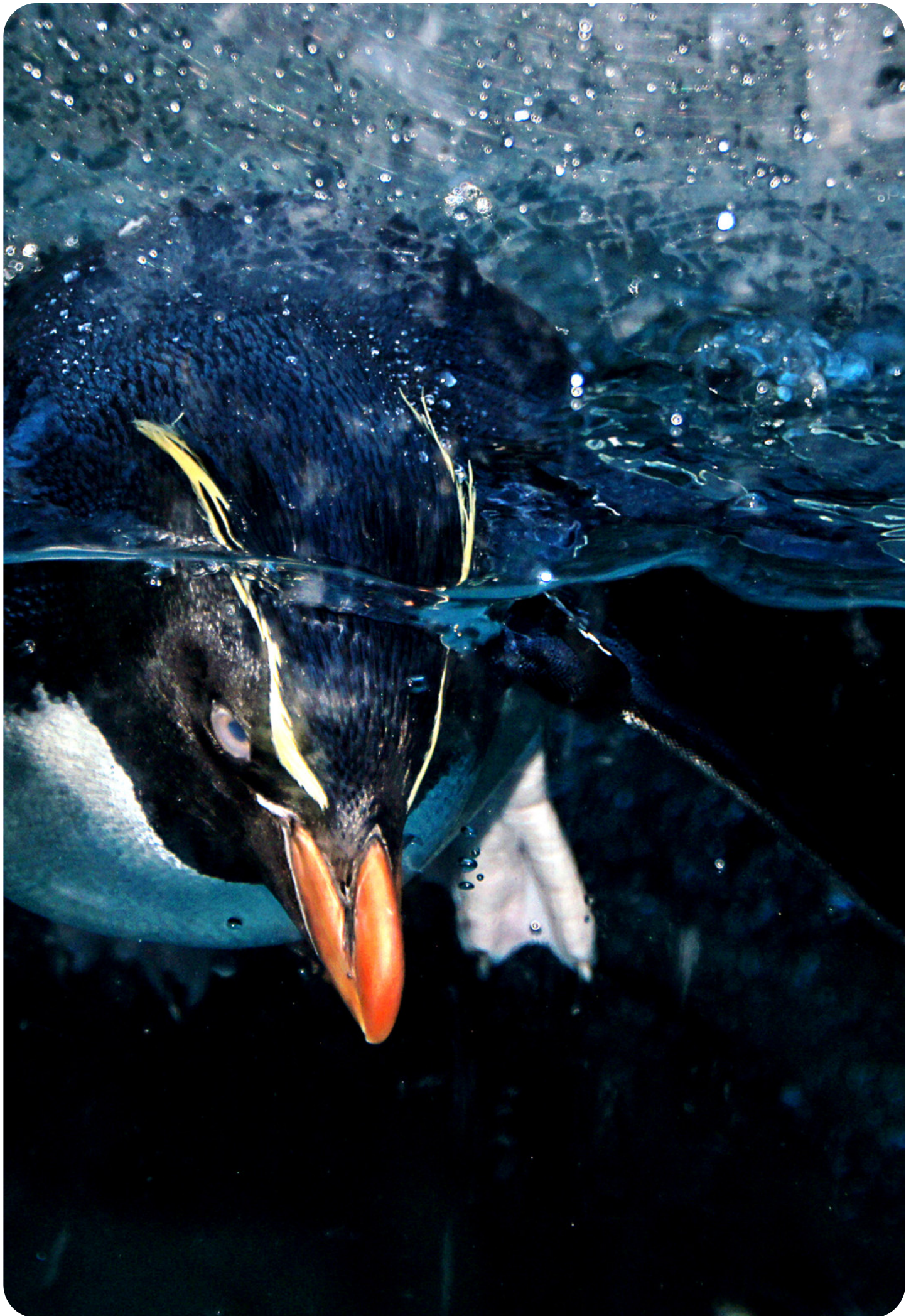
Many toys have squeakers in them, often pet toys are the best. You can also buy squeakers on their own, but it is likely that it will be easier for you to find something that already has one in.

If you want to make this experience a taste one you could offer your story experiencer a taste experience similar to the taste experiences offered to penguin chicks by their parents, e.g. a little fish. The inside of a fish finger, or a little tinned tuna would be ideal.

## *Water*

You will need a large bowl to put the water in. You can add strips of fabric to act as seaweed if you like.

If you have access to real seaweed then you may be able to make the water a smell experience. Salt water itself does not have any odour, the smells that we associate with the seaside come from the plants and animals that thrive in that environment. You can create a fishy smell in your water by draining the oil from a tin of fish into your water or onto fabric held near the water (I expect you will have a towel under the bowl of water as you share it).



## Facilitating the stimuli

### **Rockhopper penguins hop, hop, hop.**

Have your story experiencer hop on the words "hop, hop, hop", if they are mobile enough to do this. Alternatively tap the sole of your story experiencer's foot rhythmically on the words "hop, hop, hop".

### **Tenacious little penguins won't stop, stop, stop.**

Clap as you say the words "stop, stop, stop". You can encourage your story experiencer to clap with you.

### **Slippery squid to eat, eat, eat.**

Allow your story experiencer to explore the slime.

### **Burrows to dig with their feet, feet, feet.**

Your story experiencer may explore the earth with their hands or feet. If they will need physical assistance to complete this exploration you could stroke their foot through the earth as you say "feet, feet, feet".

When facilitating exploration stimuli in time with words leave time for the experience to continue to be explored after the phrase has been said.

### **Precious eggs to lay, lay, lay.**

A rockhopper penguin will typically lay two eggs, one slightly smaller and less likely to survive than the other. You can choose how many eggs to share with your story experiencer: one or two would be accurate to the life cycle of these particular penguins, three would allow you to present an egg each time you say the word "lay". The story is talking about rockhopper penguins as a group, so three eggs could indicate three laying birds. Be sure to place the egg somewhere where it will be easy for your story experiencer to see. Think about the colour contrast between the egg and the background. Consider whether your story experiencer will be able to focus on the egg better if it is presented close to them or whether it would be easier for them to focus on it at a distance.

### **Predators to shoo away, way, way.**

A Rock Hopper has only its beak and its wings to discourage unwelcome visitors to its nest. Large birds of prey try to steal their eggs and it is these birds of prey that you are emulating with your wings. Swoop on your story experiencer from all sides and allow yourself to be fended off.

### **Fledgling chicks to feed, feed, feed.**

How you facilitate this stimulus will depend on whether you are offering a taste stimulus, in which case you can offer it as you say "feed, feed, feed"; or whether you are facilitating this experience as a sound experience, in which case use the squeaker to create a cacophony of noisy chicks squawking for their food.



**The sea provides what they need, need, need.**

Place the water within reach of your story experiencer and allow them to explore it. If you have added scent or seaweed to the experience, make sure these are accessible to your story experiencer.

**Rock Hopper penguins hop, hop, hop.**

As above.

**Tenacious little penguins won't stop, stop, stop.**

Facilitate these two lines in the same way as the first two lines. Maintaining consistency between how you facilitate these lines at the start and the end of the story will help your story experiencer to anticipate them and to predict what is going to happen.



## Exploration activities

### **Walk like a penguin**

This story is great fun for acting out. Choose an action for each line and then read the story and perform the action on the repeated words at the end of each phrase.

*Possible actions:*

Hop, hop, hop - Hop!

Stop, stop, stop - Keep hopping

Eat, eat, eat - Move your hand towards your mouth

Feet, feet, feet - Scrape your foot along the floor

Lay, lay, lay - Squat

Away, way, way - Wave arms

Feed, feed, feed - Bow at the waist as if feeding a chick with your beak

Need, need, need - Interlink your fingers and move your arms in the shape of a wave

... or make up your own actions!

## **Make your own**

Rockhopper penguins move in a very characteristic way, so much so that they are named after their leaping movements. Think of other animals that have characteristic movements. Learn about their life cycles and make up stories about them. Here are a couple of starting verses to get you thinking:

### *Kangaroos*

Kangaroos jump, jump, jump.

Landing on the ground, thump, thump, thump.

### *Slugs*

Slippery slugs slither, slither, slither.

Moving slowly in a dither, dither, dither.

### *Monkeys*

Monkeys in a tree, swing swing swing

Gripping the branches, cling cling cling

### *Ducks*

Ducks on the ground, waddle waddle waddle

Looking for food in a puddle, puddle, puddle

## **Make a penguin**

Penguins come in many shapes and sizes; rockhoppers are among the smallest. Modelling or drawing can allow you to explore the variations in the species and give you the opportunity to talk about these differences as you model.

*To make a clay penguin:*

Form two balls of clay: one large, one small. One will be the head and one will be the body and wings.

Take the small ball and roll it on its side so that it tapers into a point. This point will be your penguin's beak. You can flatten it a little to make it beak shaped. Use a sharpened pencil to make two eyes above the beak.

Take the large ball and roll it so that it becomes an ovoid. Use a knife or the edge of a plastic ruler to slice off each side of the ovoid. These slices are your penguin's wings.

Smooth the sides of the ovoid/body where the wings were cut from, then press the wings in place on the penguin's shoulders and smooth the join.

Add the head to the body.

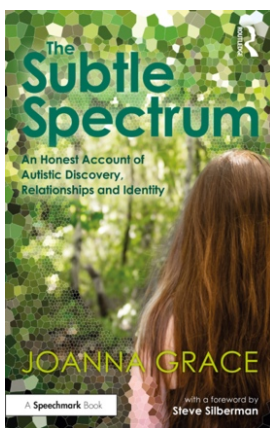
Make feet by squishing the front of the body a little with your fingertip.



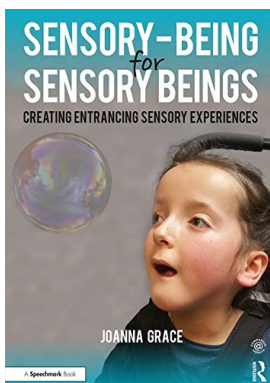
## Bookshelf



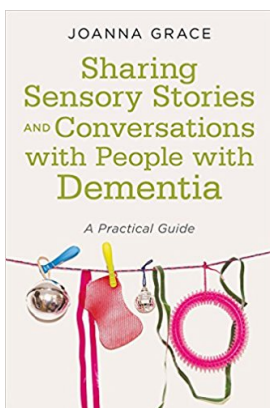
*Sensory Stories* is the second edition of the globally successful book, exploring the underpinning rationale for sensory work and examining the impact stories can have on our lives. It contains updated content, as well as video content, and the original five sensory stories with a further four fantastic stories by guest authors.



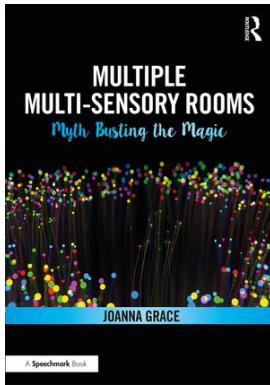
*The Subtle Spectrum* – A raw and exposing exploration of the journey to discovering autistic identity, mapping the post-late-diagnosis landscape. With a foreword by Steve Silberman, author of *Neurotribes*, who described the book as "wise and compassionate" as well as "engaging and uplifting".



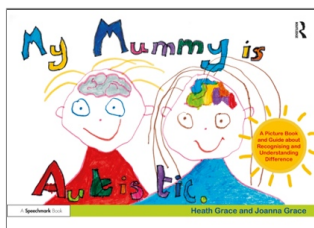
*Sensory-Being for Sensory Beings* looks at the development of seven sensory systems and uses this information to show you how to create gorgeous sensory resources to support a type of sensory mindfulness (sensory-being) for Sensory Beings (people whose primary experience of the world is sensory).



*Sharing Sensory Stories and Conversations with People with Dementia* looks at how sensory work can support people with Dementia to better access the world and help them with the stresses that naturally occur on a journey into Dementia. It contains a sensory story suitable for sharing with someone with Dementia and guidance about how to create your own stories.

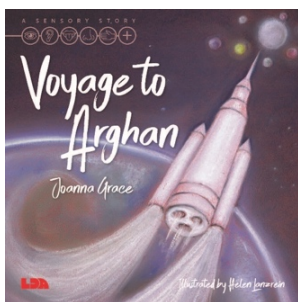


*Multiple Multi-Sensory Rooms* – Are multisensory rooms magic, or is the hype around them unfounded? This book unpicks the magic from the myths, identifying the key elements to effective practice and revealing some of the most common pitfalls of multisensory room usage.

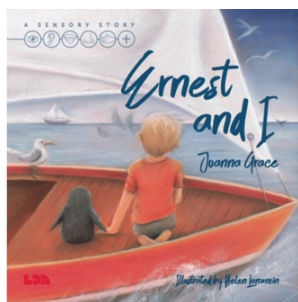


*My Mummy is Autistic* explores the language processing differences between autistic and non-autistic people. Written and illustrated by a 5-year-old, the book is a shining example of how simple understanding and embracing neurodifference can be.

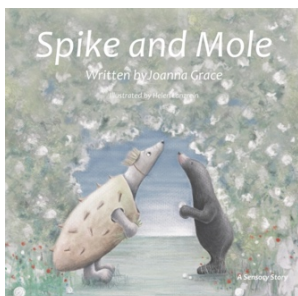
### **Children's books** – sensory stories with full-page colour illustrations



*Voyage to Arghan* follows the adventures of Nila, who has Down's Syndrome, as she wins a competition to be the first child sent into space.



*Ernest and I* follows the life story of a young man with autism as he moves from a home on the ocean waves to a new home on land.



*Spike and Mole* – When an emergency happens in the garden, solitary hedgehog Spike races to help brave Mole and a wonderful friendship is found.

Visit [www.TheSensoryProjects.co.uk/books](http://www.TheSensoryProjects.co.uk/books) for more information.



# Training from The Sensory Projects

The Sensory Projects runs on the philosophy that with the right knowledge and a little bit of creativity, inexpensive items can become wonderful sensory tools for inclusion.

Training from The Sensory Projects combines insight from research and practice with a little sprinkle of creative magic to create content to inspire and improve your provision.

To explore the range of in-person events, visit The Sensory Projects Conferences & Training page:

[www.TheSensoryProjects.co.uk/conferences-training](http://www.TheSensoryProjects.co.uk/conferences-training)



To view upcoming events hosted by The Sensory Projects, visit our Eventbrite page:

[bit.ly/TSPeventbrite](https://bit.ly/TSPeventbrite)



To browse the selection of online workshops and courses, visit The Sensory Projects Online College:

[www.TheSensoryProjects.co.uk/online-college](http://www.TheSensoryProjects.co.uk/online-college)



In addition to the events described on the website, The Sensory Projects can create bespoke training to suit your particular interests and needs.

Founder of The Sensory Projects, Joanna Grace, can also be booked as a conference speaker, workshop facilitator, or twilight training session provider (online or in person). To explore these options more fully, view the T&C document that can be found on The Sensory Projects Conferences & Training page, or get in touch via email at [sensorystory@gmail.com](mailto:sensorystory@gmail.com).



# The Sensory Projects on social media

Joanna Grace, founder of The Sensory Projects, is very active on social media and always welcomes new connections.



## Twitter

@Jo3Grace [twitter.com/jo3grace](https://twitter.com/jo3grace)

Tweeting about the sensory world and sharing insight from the latest research into all things sensory.



## Facebook

[facebook.com/JoannaGraceTSP](https://facebook.com/JoannaGraceTSP)

Sharing conversations around inclusion and ideas for sensory makes.



## LinkedIn

[linkedin.com/in/JoannaGraceTheSensoryProjects](https://linkedin.com/in/JoannaGraceTheSensoryProjects)

LinkedIn is used as an archive for all the magazine, journal, print and online media publications from The Sensory Projects, many of which can be accessed for free. Simply visit Joanna's LinkedIn profile and scroll down to the Publications section.



# Rockhoppers

Rock Hopper penguins hop, hop, hop.

*Foot tap*

Tenacious little penguins won't stop, stop, stop.

*Clap*

Slippery squid to eat, eat, eat.

*Slime*

Burrows to dig with their feet, feet, feet.

*Earth*

Precious eggs to lay, lay, lay.

*Egg*

Predators to shoo away, way, way.

*Wings*

Fledgling chicks to feed, feed, feed.

*Cheeping*

The sea provides what they need, need, need.

*Water*

Rock Hopper penguins hop, hop, hop.

*Foot tap*

Tenacious little penguins won't stop, stop, stop.

*Clap*



The Sensory Projects

@Jo3Grace

[www.thesensoryprojects.co.uk](http://www.thesensoryprojects.co.uk)



## Useful Links

### **[www.widgit.com](http://www.widgit.com)**

For further information on our products and services including free training.

### **[www.thesensoryprojects.co.uk](http://www.thesensoryprojects.co.uk)**

Find out more about Joanna and The Sensory Projects.

### **[www.Facebook.com/JoannaGraceTSP](https://www.facebook.com/JoannaGraceTSP)**

A short photo album explaining how to make your own weighted blanket.

### **[www.thesensoryprojects.co.uk/books](http://www.thesensoryprojects.co.uk/books)**

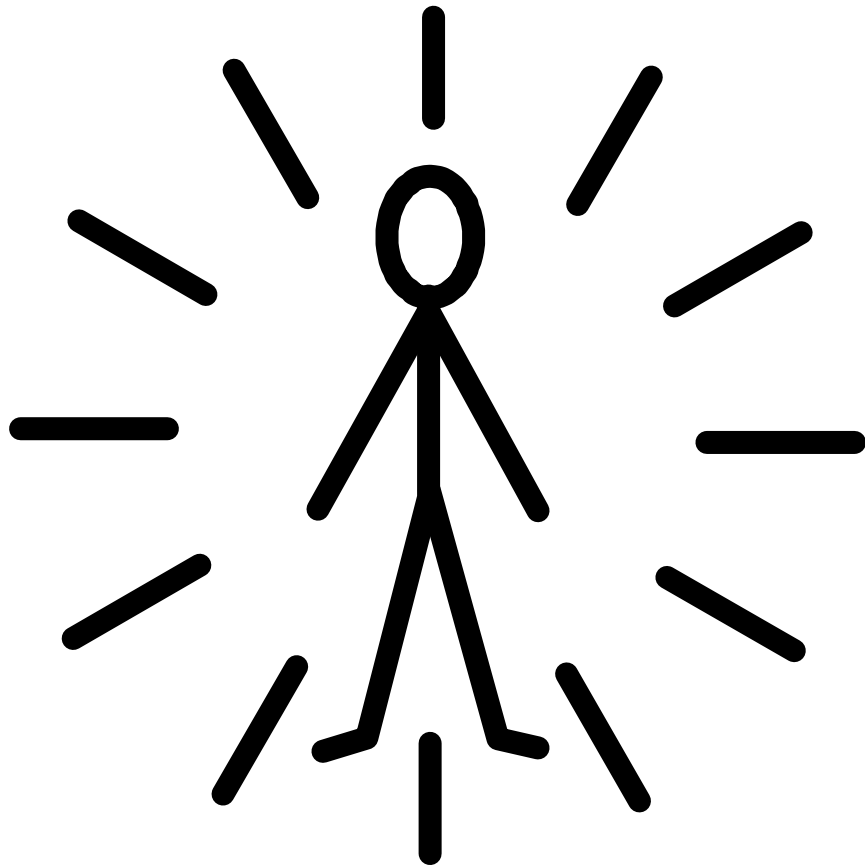
All available books written by Joanna including '*Sensory Stories*' and '*My Mummy is Autistic*,' written by Joanna's then five year old son.

### **[www.thesensoryprojects.co.uk/sensory-stories](http://www.thesensoryprojects.co.uk/sensory-stories)**

Information about Sensory Stories and their purpose.

### **[www.thesensoryprojects.co.uk/conferences-training](http://www.thesensoryprojects.co.uk/conferences-training)**

Online and In Person training information



# Taking Care of My Body

Social Story

# Taking Care of My Body

## Symbol Supported Social Story

Published by Widgit Software Ltd

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Tel: 01926 333680

Email: [info@widgit.com](mailto:info@widgit.com)

Web: [www.widgit.com](http://www.widgit.com)

Story written and created in collaboration with **Lynn McCann**, Autism Specialist at Reachout ASC and author of '*Stories that Explain*' published by LDA.

Web: <https://reachoutasc.com/>

Facebook: <https://www.facebook.com/ReachoutASC>

This resource was made using the black and white versions of Widgit Symbols. To make the social story more personalised you can customise the colours of all symbols and skin-tones in InPrint 3.

All of the materials are copyright. Files and documents printed from those files may be used within the purchasing organisation. They may not be passed to other centres.

Insert photo of person here



My name is



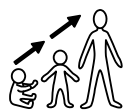
I am in



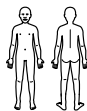
class.



When people



grow



their bodies



change.



People



can learn

to be

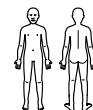


healthy

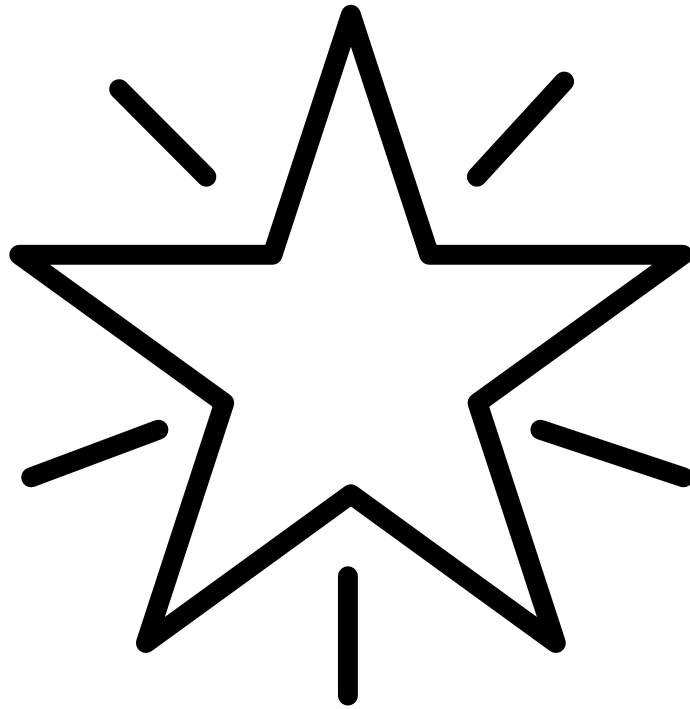
and



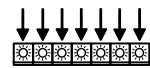
look after



their bodies.



It is good to look after our bodies.



Being healthy means it is good to clean our bodies every day.



Our bodies are precious.



It is good to look after them.



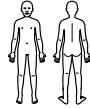
If people



don't



look after



their bodies



they could have



health issues.



● sore



teeth



● tangled hair



● itchy skin



● smelly armpits



● spotty skin

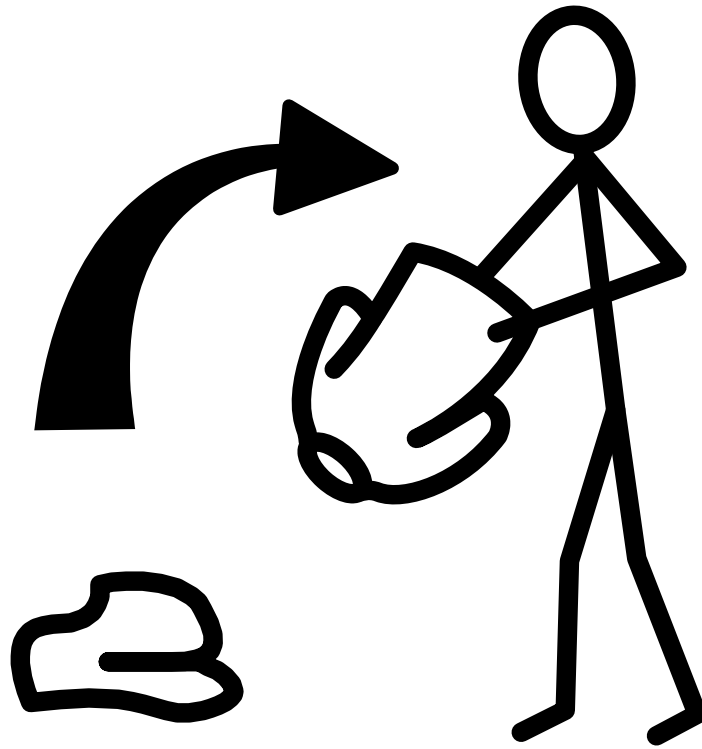


● bad



breath





I can try to dress myself.



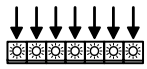
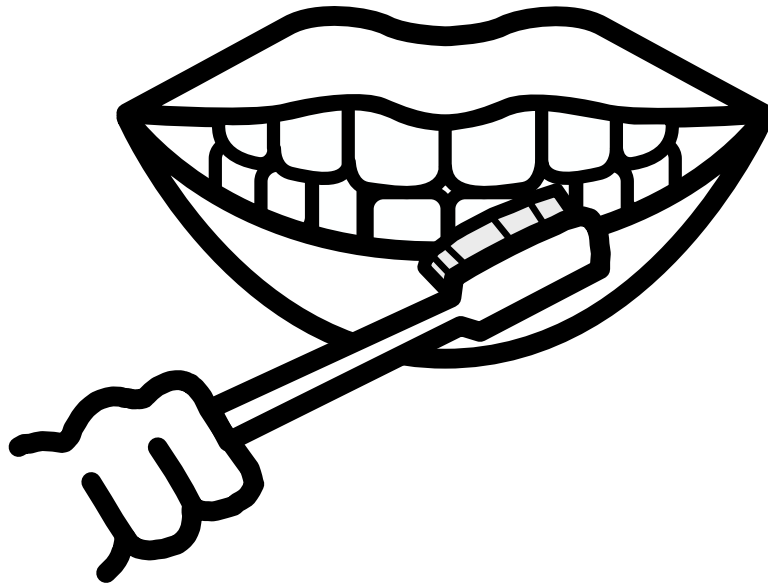
I can try to be clean.



I can try to be comfortable in my clothes.



Looking in a mirror might help.



Every day I can try to brush my teeth.



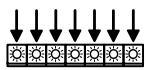
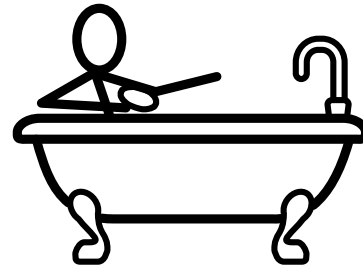
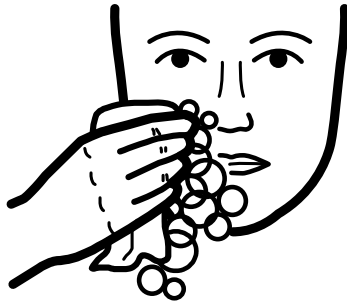
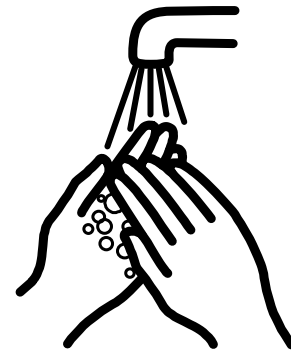
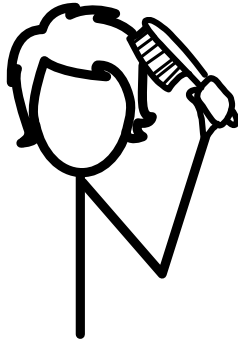
I could try different flavours of toothpaste.



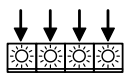
I could try listening to a song to help me brush my teeth.



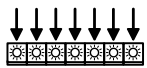
This might be fun.



Every day I can try to brush my hair.



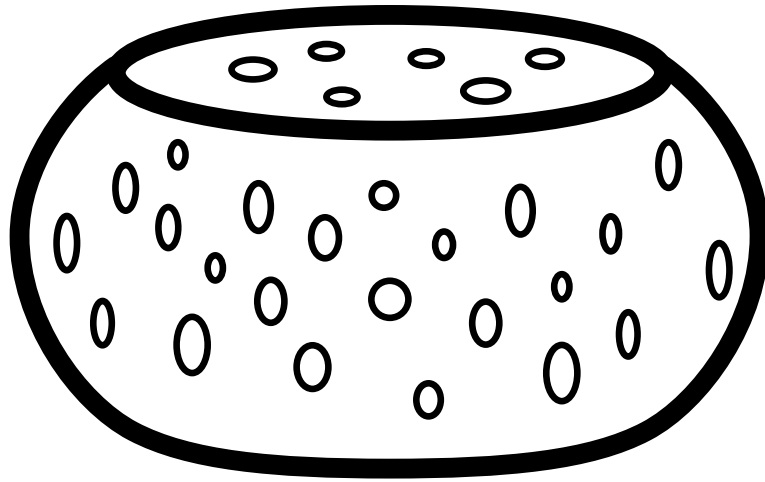
Everyday I can try a soft brush for my hair.



Every day I can try to wash my hands and face.



I can try to have a bath or shower.



My parents



can help



me.



I could try



different



cloths



and sponges.



Some might



be rough

and



some might



be soft.

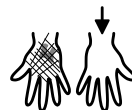


I can work out

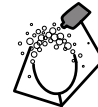
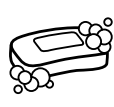
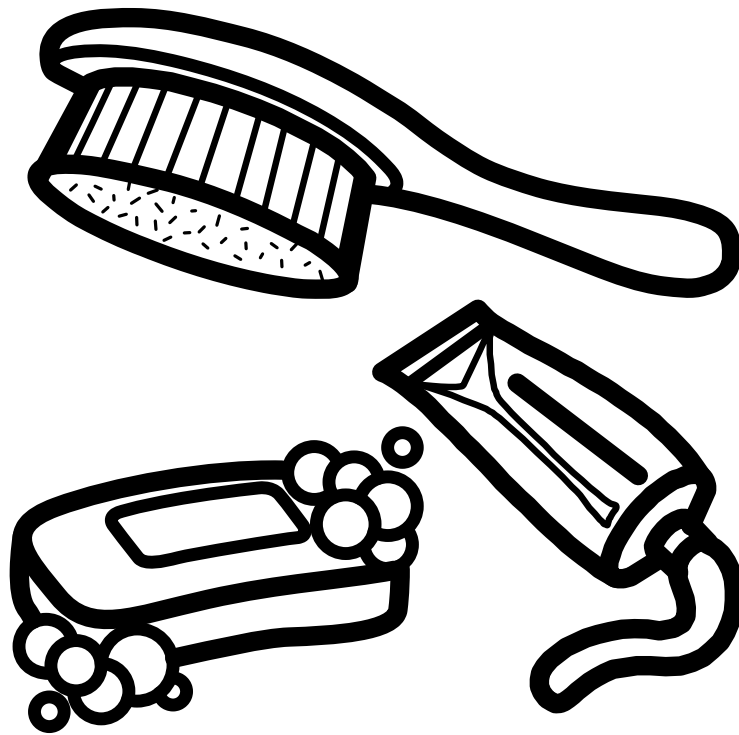


what is best for me

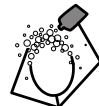
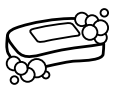
to



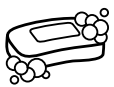
stay clean.



I could try different soaps, shower gels and shampoos.



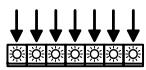
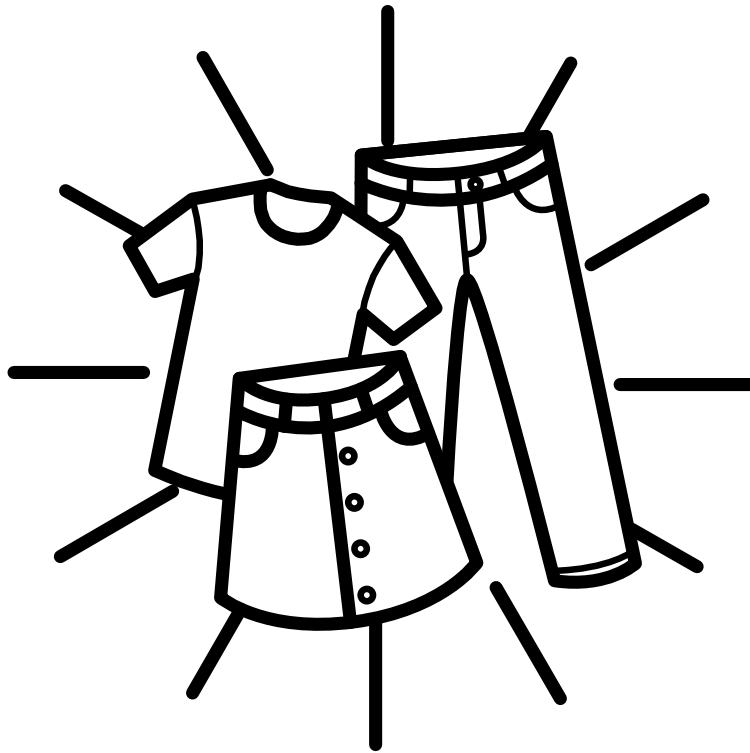
Some soaps, shower gels and shampoos smell a lot.



Some soaps, shower gels and shampoos smell a little.



I can work out what is best for me to stay clean.



Every day



I can put on



comfortable



clean clothes.



I can put



dirty clothes



in the washing basket.



Dirty clothes



might have



dirt

on



them.



Dirty clothes



might



smell

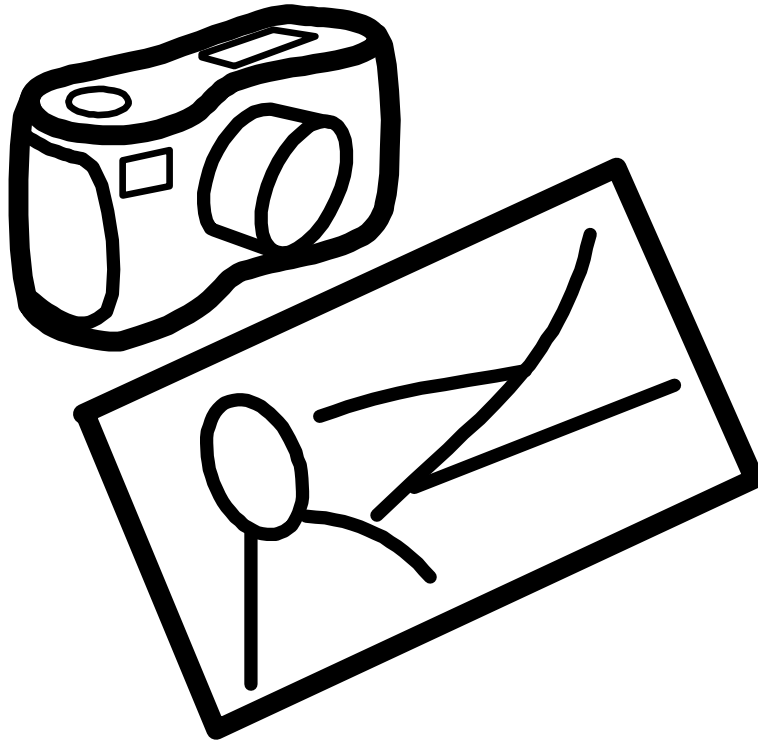
if



I wear them



more than once.



I might



take photos of



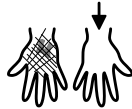
when I am comfortable.



I might



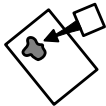
take photos of



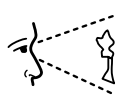
when I am clean.



I could



stick these



somewhere I can see



them.



These



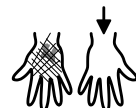
might help

to

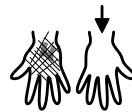
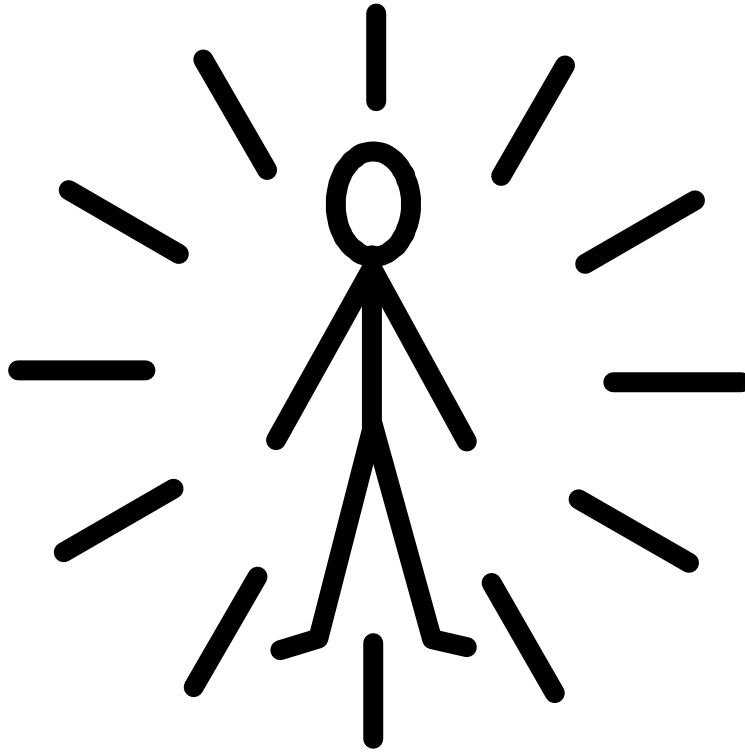


remind me

how to



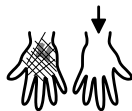
stay clean.



My parents might help me to stay clean.



I can try to do a good job of taking care of my body.



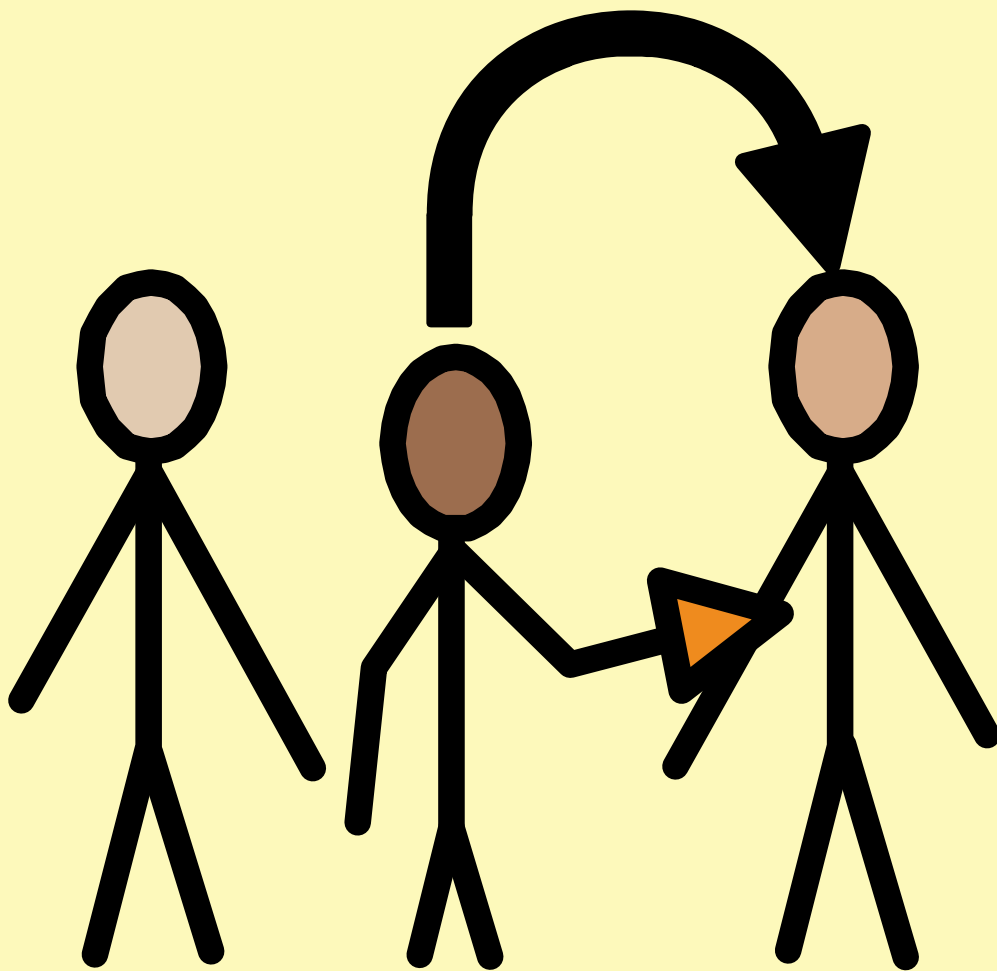
I can be healthy, clean and comfortable!



WELL DONE

ME!





# Taking Turns

Social Story

# Taking Turns

## Symbol Supported Social Story

Published by Widgit Software Ltd

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Widgit Symbols © Widgit Software Ltd 2002 - 2023

Tel: 01926 333680

Email: [info@widgit.com](mailto:info@widgit.com)

Web: [www.widgit.com](http://www.widgit.com)

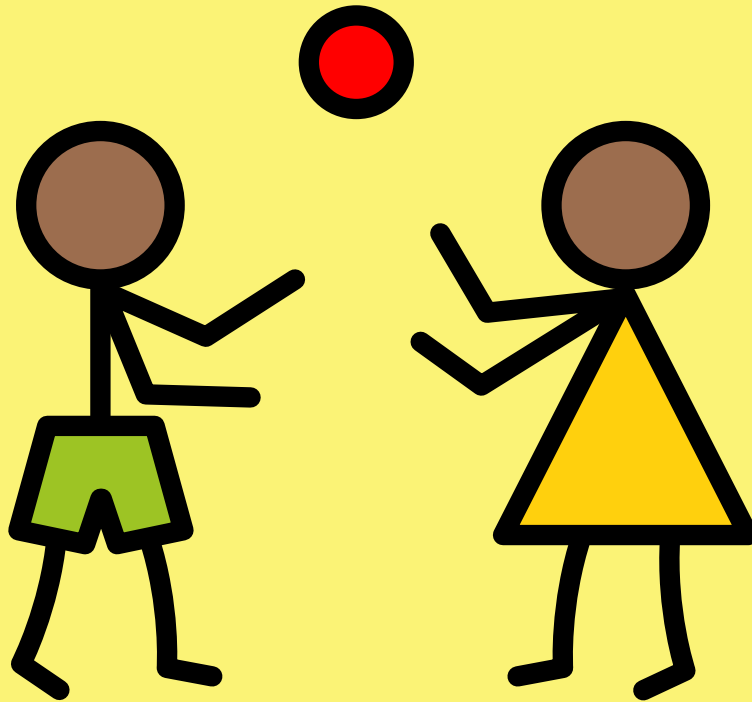
Story written and created in collaboration with **Lynn McCann**, Autism Specialist at Reachout ASC and author of '*Stories that Explain*' published by LDA.

Web: <https://reachoutasc.com/>

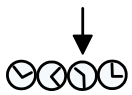
Facebook: <https://www.facebook.com/ReachoutASC>

This resource was made primarily with a single skin-tone as it is intended to be used with a specific person. To make the social story more personalised you can customise the skin-tones in InPrint 3.

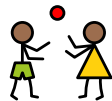
All of the materials are copyright. Files and documents printed from those files may be used within the purchasing organisation. They may not be passed to other centres.



My name is

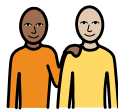


Sometimes

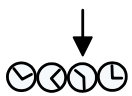


I play

with



my friends.



Sometimes

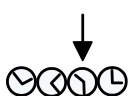


I play

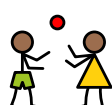
with



my siblings.



Sometimes

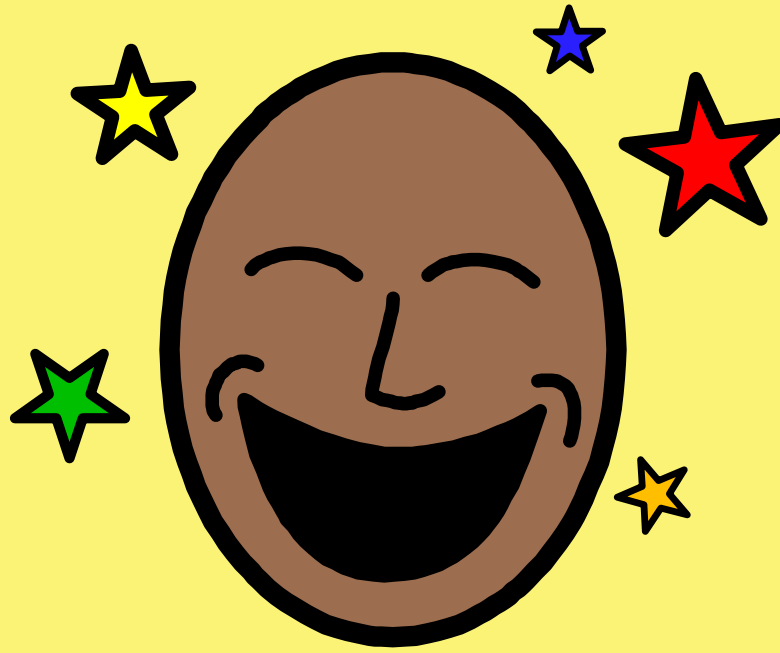


I play

with






my cousins.

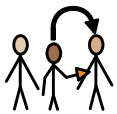
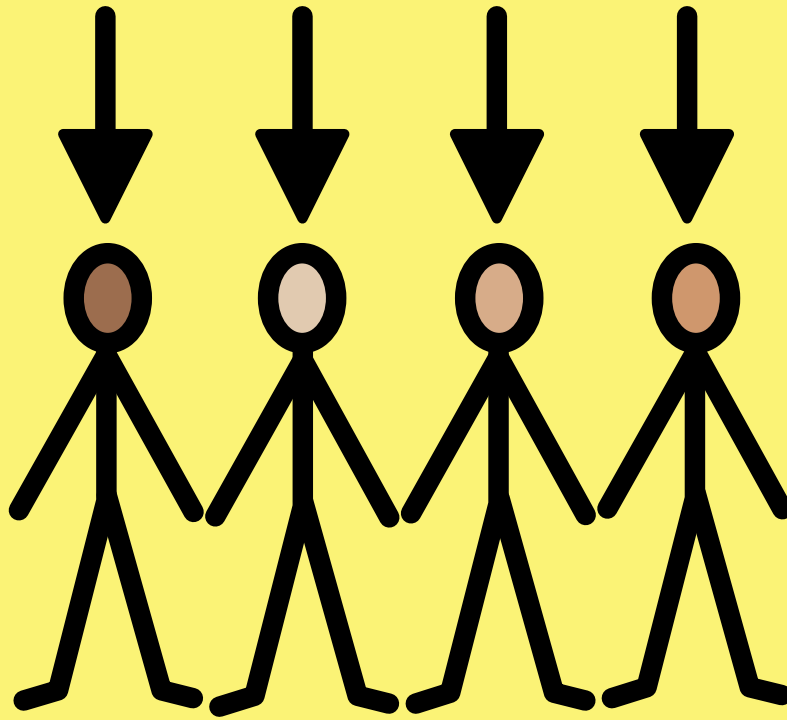


    
Playing can be fun.

    
When we play it is good to take turns.

    
Taking turns means one person has a turn then

   
another person has a turn.



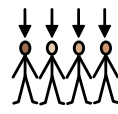
Taking turns



is

good

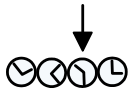
so



that everyone



has a turn.

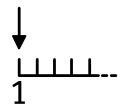


Sometimes



people

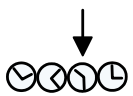
have the



first



turn.

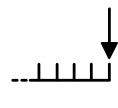


Sometimes



people

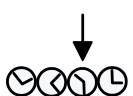
have the



last



turn.



Sometimes



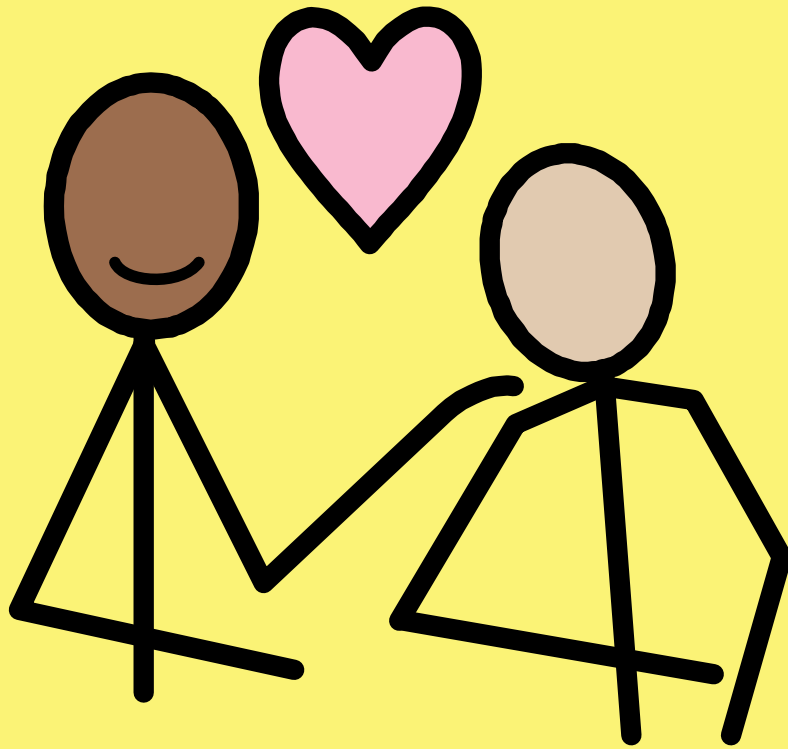
people



don't like



taking turns.



They might



feel worried



about

when

it will be



their turn.



They might

get



cross

or



upset.



It is good

to



be kind

if



someone is upset.



An adult



can help me

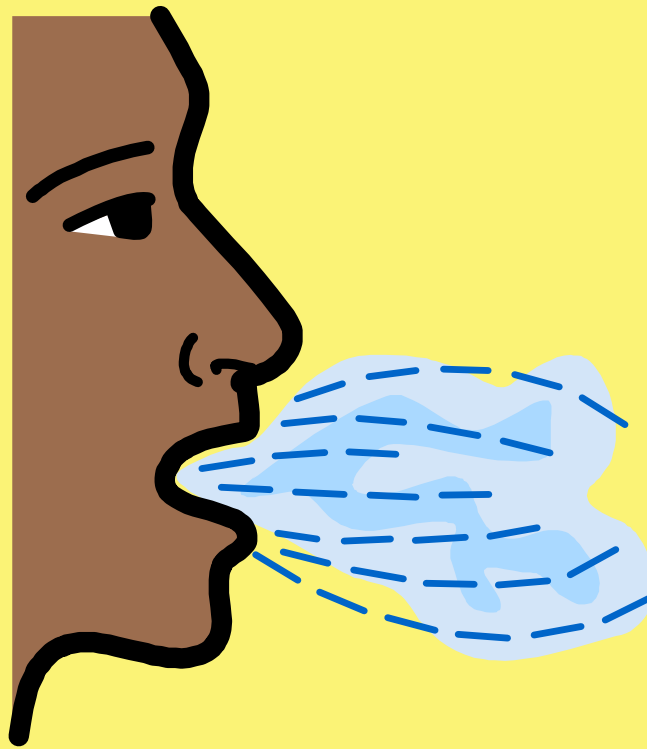


to wait

for



my turn.



To stay calm I might:



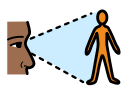
- Take deep breaths



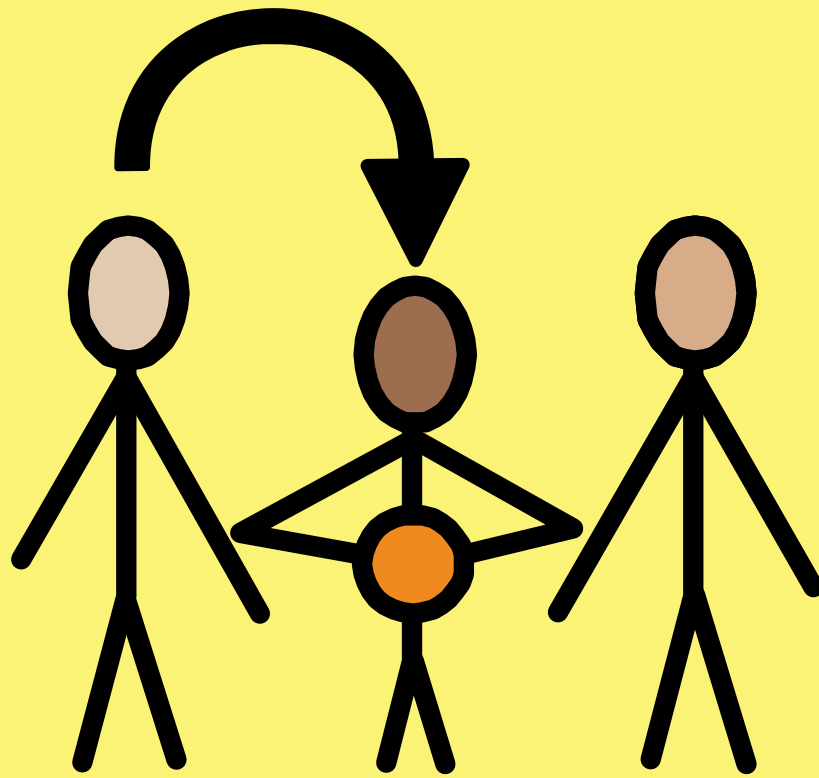
- Ask for squeezes



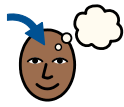
- Use my fidget spinner



- Watch and notice what the other person is doing in their turn



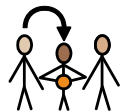
I



am

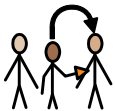
learning

to



take

turns.



Taking turns



might



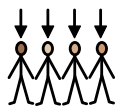
feel good.



Taking turns



helps



everyone

be a



good friend.

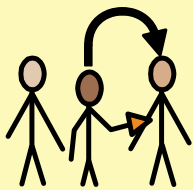


WELL DONE

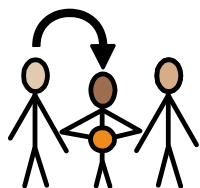


ME!





## Taking Turns



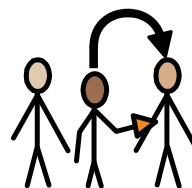
My turn



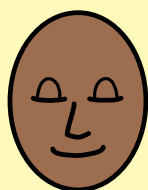
Wait



Stop



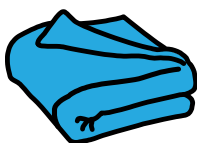
Your turn



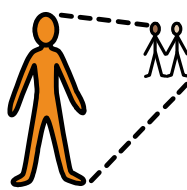
## Staying Calm



squeezes



blanket



alone time



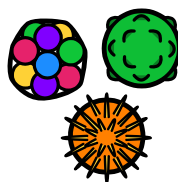
ear defenders



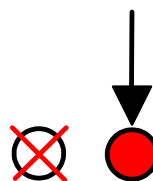
ipad



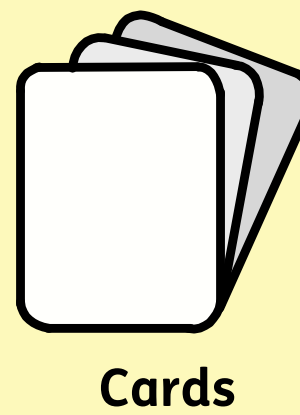
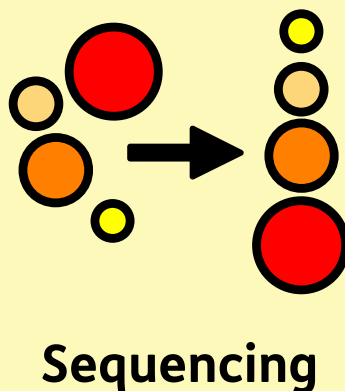
cuddle



sensory toys



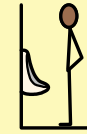
something else



- This set is intended to support all different stages of toilet training
- It can be used to help support individuals as they learn how to independently use the toilet
- It can also be used for individuals who can use the toilet but that need support with the sequence
- Print off the cards that are needed and use to support the individual
- You might start off with less steps and add to the set as progress is made



Go to the bathroom



Stand in front of urinal



Pull pants down



Wee in toilet



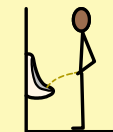
Sit on toilet



Wee in toilet



Sit on potty



Wee in urinal



Stand in front of toilet



Wee in potty



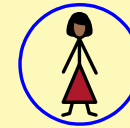
Poo in the toilet



Wipe again



Poo in potty



Mummy help wipe



Get toilet roll



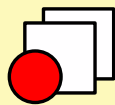
Daddy help wipe



Wipe



Adult help wipe



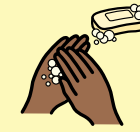
Wipe front to back



Put paper in toilet



Pull pants up



Wash hands with soap



Flush toilet



Rinse hands



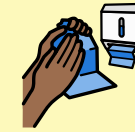
Flush toilet



Dry hands



Turn tap on



Dry hands



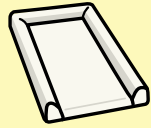
Turn tap off



Leave



bathroom



Changing mat



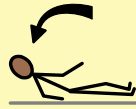
Nappy



off



Pad



on



Get on



changing table



Pull pad down



Lie on changing table



Pad



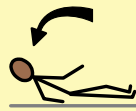
off



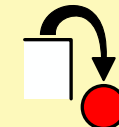
Change



Nappy



on



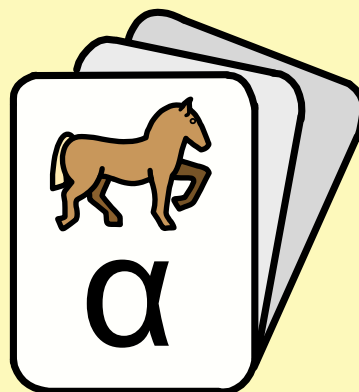
Get off



changing table



## Toileting

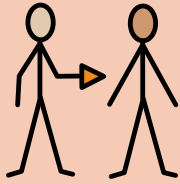


## Communication Cards

- Print, laminate, velcro and sort into relevant pages
- Print full size for A4 communication folder (8 per page)
- Print 2 per page for A5 communication folder (8 per page)
- Alternatively print and use as a routine board to keep in the bathroom
- Use alongside the 'Done' board to show completion at each step
- Communication cards can be used however the user is most confident
- To personalise and make the symbols more bespoke, download InPrint 3 where you can access over 20,000 symbols or add your own photos



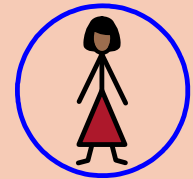
I



you



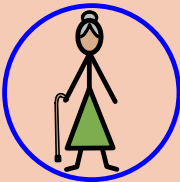
me



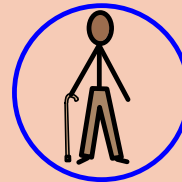
Mum



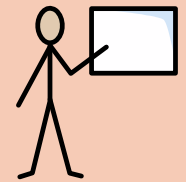
Dad



Grandma



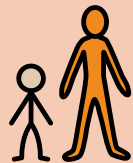
Granddad



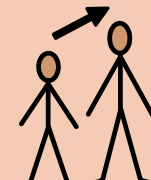
teacher



TA



adult



grown up

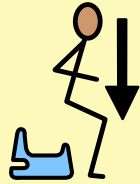


someone else





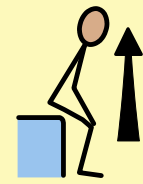
go to



sit on potty



sit on toilet



stand



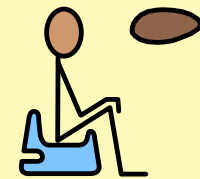
wee



poo



wee in potty



poo in potty



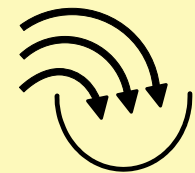
wipe



wipe



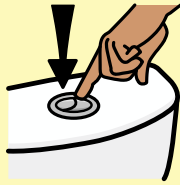
help



put



flush toilet



flush toilet



tap on



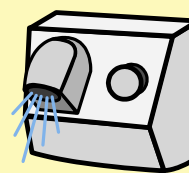
tap off



wash hands



rinse hands



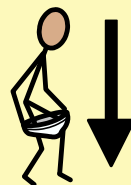
dry hands



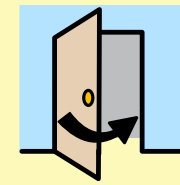
dry hands



pull up



pull down



close door



leave



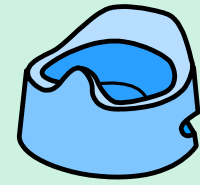
nappy



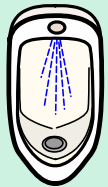
pad



toilet



potty



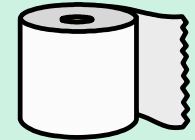
urinal



changing bed



pants



toilet roll



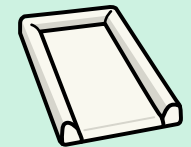
wipes



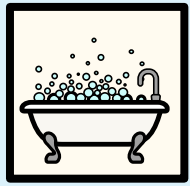
poo



wee



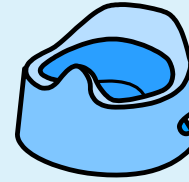
changing mat



bathroom



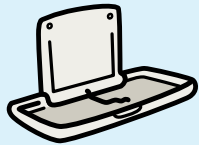
toilet



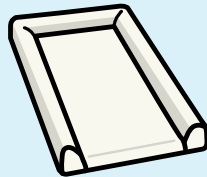
potty



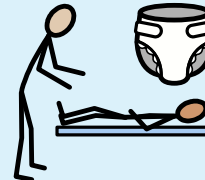
urinal



changing table



changing mat



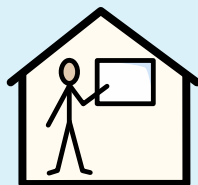
changing bed



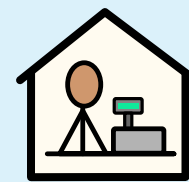
disabled toilet



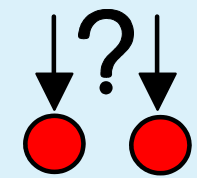
home



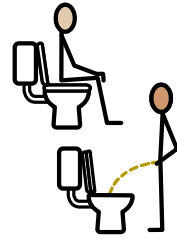
school



shop



somewhere else



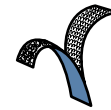
# Using the toilet



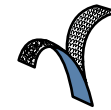
velcro



velcro



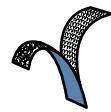
velcro



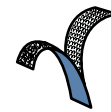
velcro



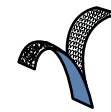
velcro



velcro



velcro



velcro



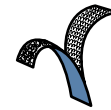
# Toileting



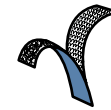
velcro



velcro



velcro



velcro



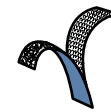
velcro



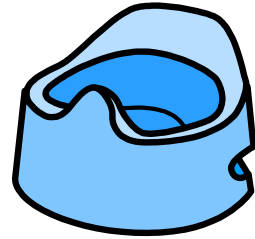
velcro



velcro



velcro



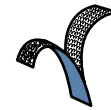
# Potty Training



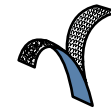
velcro



velcro



velcro



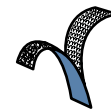
velcro



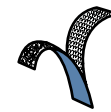
velcro



velcro



velcro



velcro



DONE!



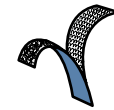
velcro



velcro



velcro



velcro



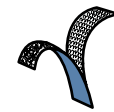
velcro



velcro

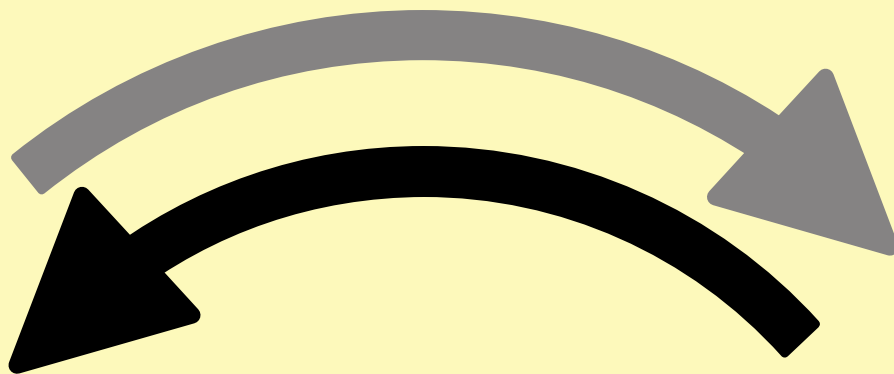


velcro



velcro





When things change,  
I can be okay

Social Story

**When things change, I can be okay**

## **Symbol Supported Social Story**

Published by Widgit Software Ltd

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Tel: 01926 333680

Email: [info@widgit.com](mailto:info@widgit.com)

Web: [www.widgit.com](http://www.widgit.com)

Story written and created in collaboration with Lynn McCann, Autism Specialist at Reachout ASC and author of '*Stories that Explain*' published by LDA.

Web: <https://reachoutasc.com/>

Facebook: <https://www.facebook.com/ReachoutASC>

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Insert photo of person here



My name is

.



I am in



class.



I live



at home

with

.

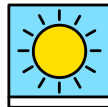


I like to know

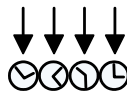
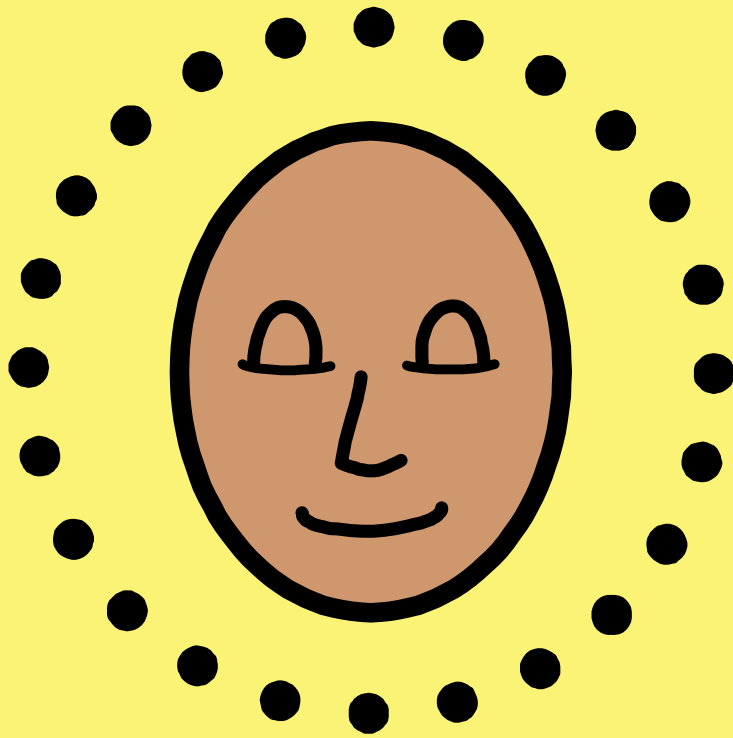


what is happening

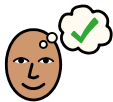
in



my day.



It is important for me to have good routines.



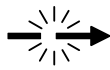
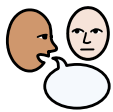
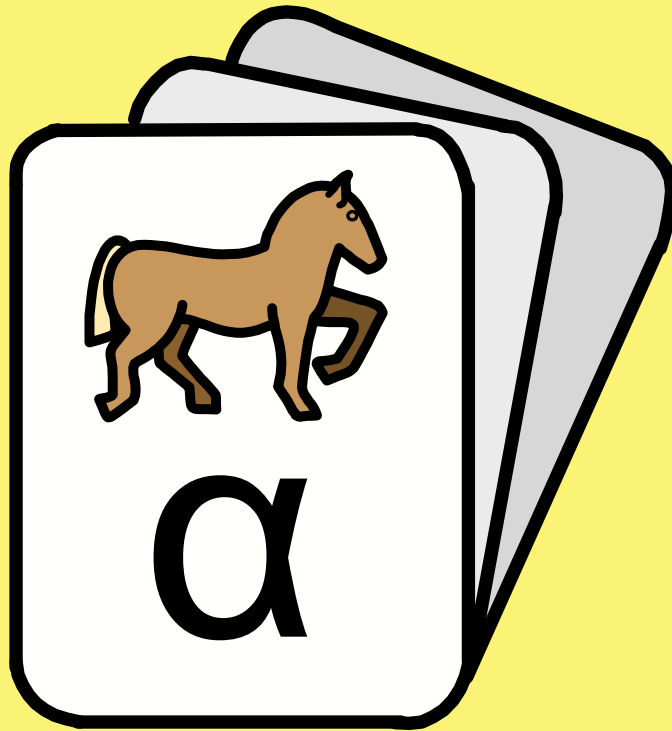
It is important to know what I am doing.



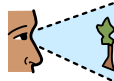
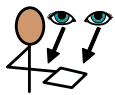
This can help me feel safe.



This is good.



Telling me what is happening might help me.



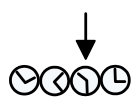
Showing me visuals so I can see what is happening might help me.



Giving me time to think might help me.



Help is good.



Sometimes things change.



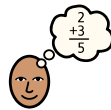
This might make me feel scared, upset or worried.



It can take my brain a long time to understand



that something is different.



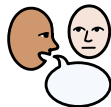
My brain needs time to work out what to do.



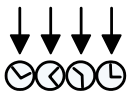
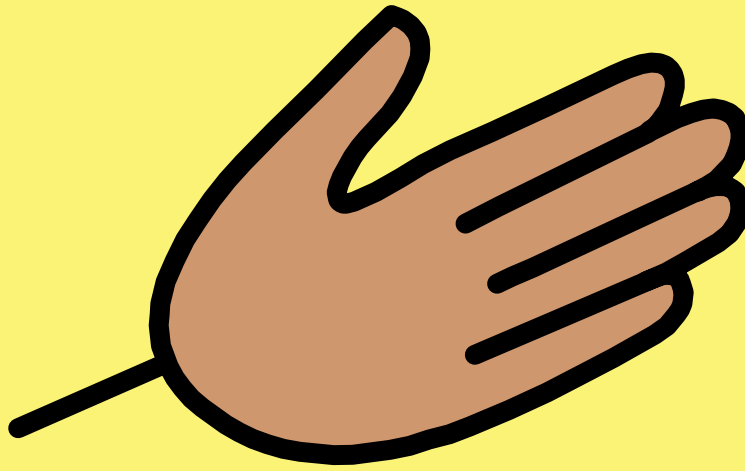
This is because I am autistic.



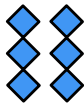
This is how my brain works.



It helps if people tell me about a change before it happens.



Keeping my routine



the same



makes me



feel safe.



This is good.

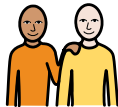


My parents,



teachers

and



friends



understand this.

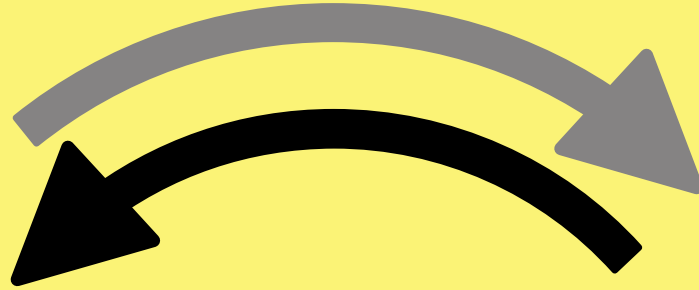


They help me



when things change.





It is part of life that things might change.



Some changes are only for a short amount of time.



Some changes might be good for me.



Some changes might be difficult for me.





If it is a difficult



change,



I have



people

to



help me.



This is good.



When things change,



I can

be



okay.



WELL DONE



ME!



Things that might help me

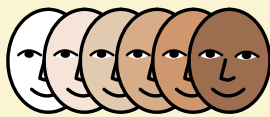


# InPrint<sup>3</sup>

## Design personalised symbol materials to print

This resource pack was created using InPrint 3.

With access to over 20,000 Widgit Symbols, 100s of editable templates and a range of powerful design features, InPrint 3 customers can edit and amend all ready made resources, customise symbols and content, as well as create their own visual supports.



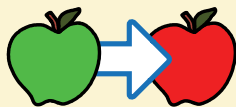
### Change Skin Tone

Change the skin tones of any symbol to make your materials more personal.



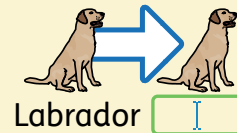
### Add Your Own Pictures

Personalise your materials by adding images from your computer or the web.



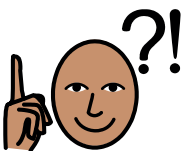
### Change Symbol Colour

Tweak the colour of any Widgit Symbol to make your content more relevant.



### Change Symbol Text

Edit the text beneath a symbol to make your content more specific or personal.



You have downloaded a PDF of the resources.

### Would you like to edit these PDF Resources?

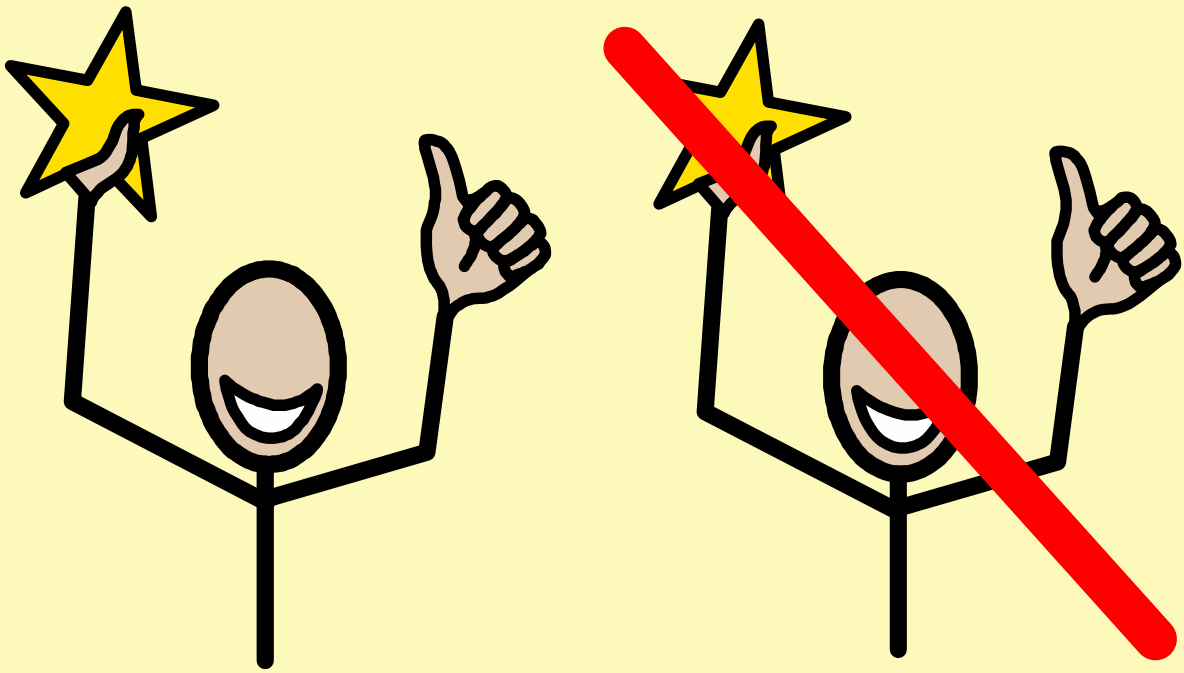
If you subscribe to InPrint 3 (IP3), and download the IP3 version of the resources, you can edit or tailor the content to meet your needs.



### Not an InPrint 3 subscriber?

Find out more by visiting

[www.widgit.com/inprint3](http://www.widgit.com/inprint3)



# Winning and Losing

Social Story

# Winning and Losing

## Symbol Supported Social Story

Published by Widgit Software Ltd

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Tel: 01926 333680

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Web: [www.widgit.com](http://www.widgit.com)

Story written and created in collaboration with **Lynn McCann**, Autism Specialist at Reachout ASC and author of '*Stories that Explain*' published by LDA.

Web: <https://reachoutasc.com/>

Facebook: <https://www.facebook.com/ReachoutASC>

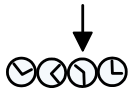
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Insert photo of person here



My name is



Sometimes

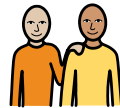


I



play games

with



my friends

and



family.



Winning



games



can be great.



It might make

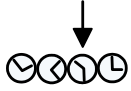



the winner

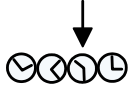
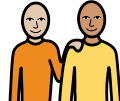






feel good.



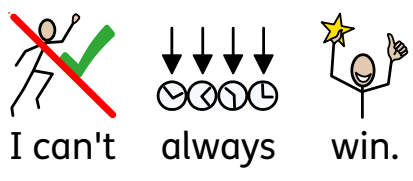
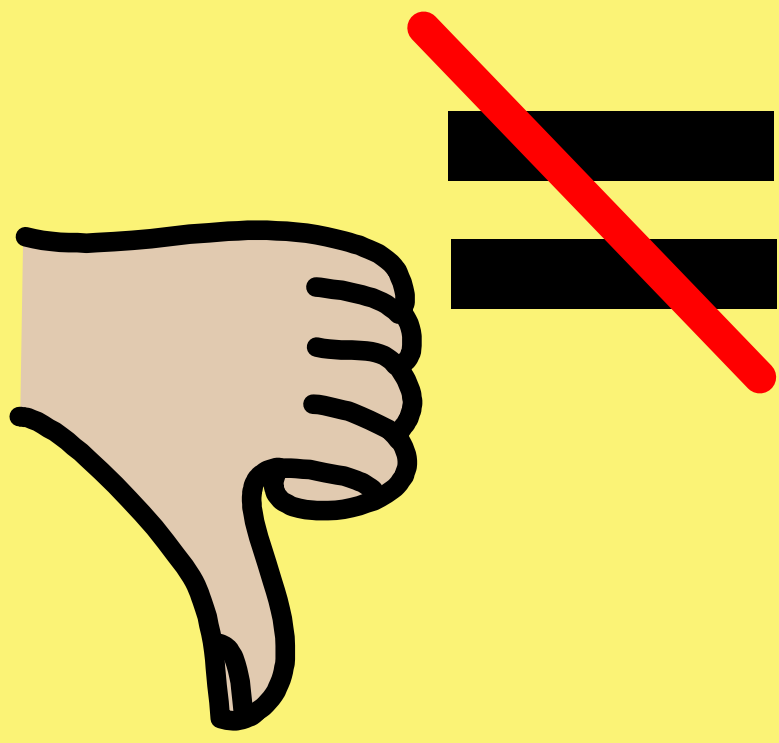
 Sometimes  I win.

 It might make  me feel good.

 Sometimes  my friends or  family  win.

 That might be  good for them.

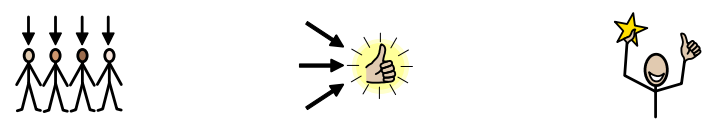




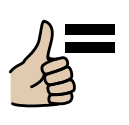
I can't always win.



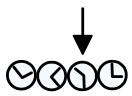
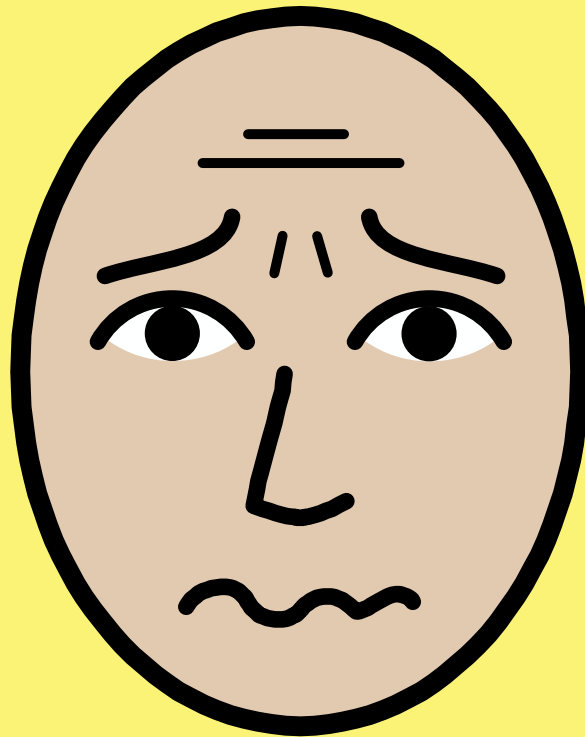
That would be unfair.



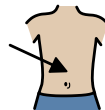
Everyone should get a chance at winning.



That is fair.



Sometimes it can feel uncomfortable inside when we don't win.



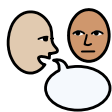
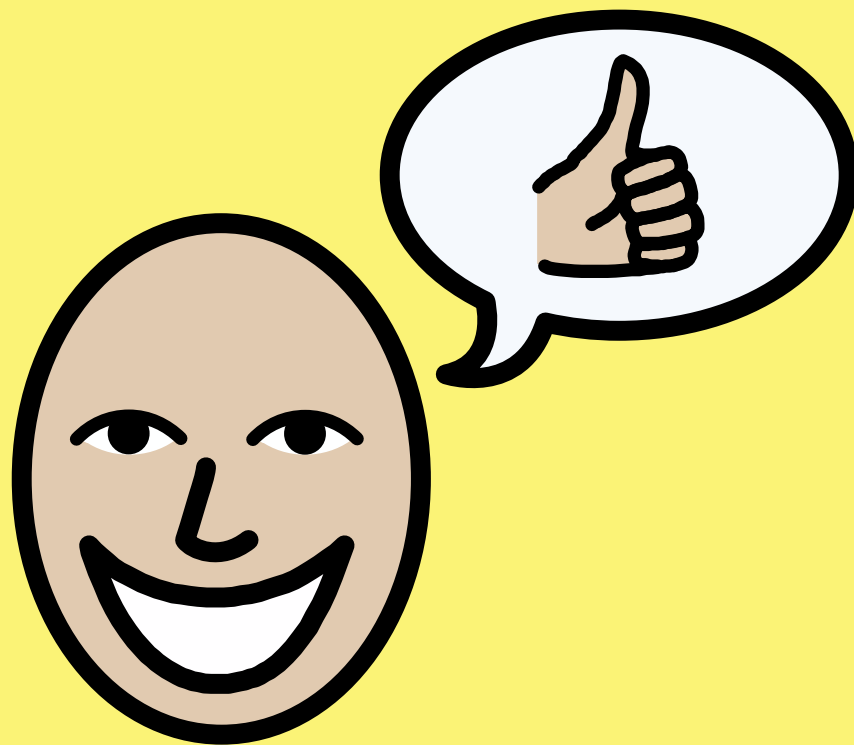
This is an emotion that I am feeling.



I can ask for something that makes me feel better.



I could play the game again when the uncomfortable feeling has gone.



When someone wins, we could say,



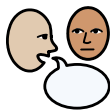
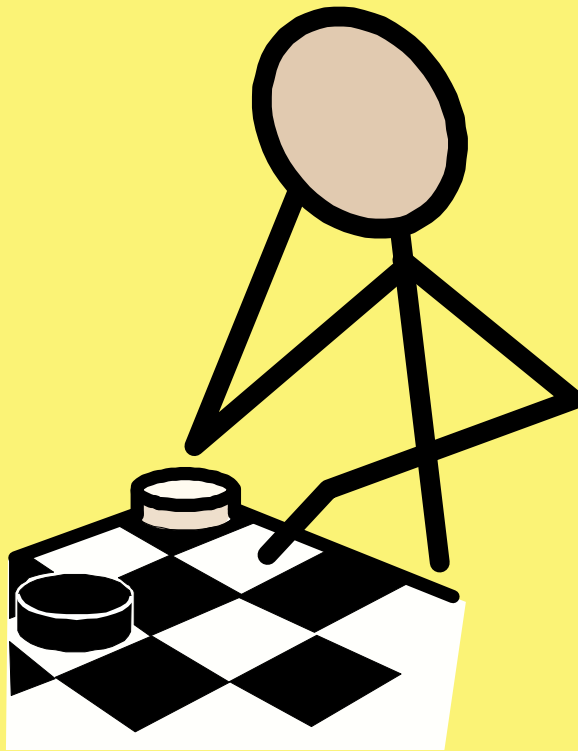
'Well done' or 'Congratulations!'



This can make the winner happy.



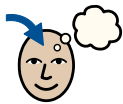
This is good.



When I win, they might say, **'Congratulations!'** to me!



This might make me happy.



Everyone can learn to be a good game player.



WELL DONE

ME!