



Helping Your Child with Autism Thrive in Sport and Recreation

Thursday, November 5, 2020

Web Streamed from Vancouver, BC

Presented by
Stephanie Jull, PhD

Co-Sponsored by:
Canucks Autism Network (CAN)
&
**Provincial Outreach Program for Autism and Related
Disorders (POPARD)**

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Acknowledgements

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This event has been made possible thanks to the generous support our sponsors. CAN and the Provincial Outreach Program for Autism and Related Disorders (POPARD), as well as of the Government of Canada's Emergency Support Fund and the Vancouver Foundation. We are very grateful for this collaboration, which has allowed us to web stream this presentation for free to families in British Columbia, across Canada and internationally.

Those who have attended ACT events over the years know that we depend on community collaboration and support to sustain our work. ACT deeply appreciates the many parents and professionals across British Columbia who volunteer their time and support, donate funds, and help spread the word - especially during these challenging times.

Free Resources from ACT

ACT's Coronavirus (COVID-19): Resources for the Autism Community - ACT has gathered resources specific to those who are neurodiverse and useful general resources to provide support to families throughout the pandemic. www.actcommunity.ca/covid-19-resources

Autism Videos @ ACT (AVA) – Over 60 quality online videos available free – without a log-in, thanks to our sponsors. www.actcommunity.ca/videos

ACT's Autism Information Database (the AID) – Like Google for Autism but better! Keyword search nearly 1,500 curated AID records for evidence-informed, practical information resources useful to families and community professionals. www.actcommunity.ca/aid

ACT's BC Community Resources Database – Search by your postal code for professionals and service providers throughout BC. www.actcommunity.ca/aid-search/community

ACT's Autism Manual for B.C - 13 chapters! www.actcommunity.ca/autism-manual-for-bc -

ACT's Monthly News Round-Up & Event Alerts - Sign-up to keep in touch with developments affecting the special needs community. www.actcommunity.ca/updates

ACT's Facebook - ACT carefully sources interesting, insightful stories to inform our 8,000 plus followers. www.facebook.com/autismcommunitytraining

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Helping Your Child with Autism Thrive in Sport and Recreation



Welcome

- Introductions
- Support Strategies
- Resources
- Thank You

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Me



- VP Programs, Training & Community Engagement at CAN
- Mom
- Sport/Recreation Enthusiast
- Advocate for Inclusive Communities



Canucks Autism Network



- Founded in 2008
- Offers in-person programs for children, families, youth and adults in Greater Vancouver, Nanaimo, Kelowna, Kamloops and Victoria
- Extensive training programs for a range of community organizations
- Major growth in area of adult programming



Our Work at CAN

- Partners such as BCRPA, viaSport, Coaching Association of Canada, Special Olympics Canada
- Provided training to hundreds of community recreation staff, sport coaches
- Built 2 online modules to support sport and recreation providers



Community agreement



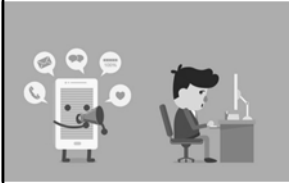
What do we agree upon as a group?

- Listen nonjudgmentally
- Ask questions
- Be conscious that some of us in the room may have lived experiences



Getting the most out of virtual training

i.e., How to help yourself stay awake ☺



- The handout
- The chat box
- MentiMetre



MentiMetre!

AKA: are you still awake?

- Menti.com: CODE
- Your role
- What you are hoping to learn



Mentimeter



Questions? (Please use the chat box)



Support Strategies

- About Canucks Autism Network
- Introduction to Autism
- **Support Strategies**
 - Predictability
 - Motivation
 - Communication
- Resources
- Thank You

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Thinking about strategies...

Remember:

- Think about individuals!
- Personal preferences, strengths, learning styles
- These strategies are helpful for everyone

- Not every strategy will apply
- We are building a toolbox
 - Need to adapt, modify
 - Collaborate



The Essential Foundation



What do you think is **THE** most important factor for success in sport/recreation?



Relationship!



- Research demonstrates that good RAPPOR is an essential factor for success.
- Rapport is built through trust and takes time.

What do you think is the SECOND most important factor for success?



Mentimeter



FUN!



- The activity must be FUN from the CHILD's perspective!!
- Combine this with RAPPOR and you have everything you need for a happy participant ☺



How do you find out what the participant likes?



Mentimeter



HANDOUT: Having Fun/Developing Rapport



- Ask the participant
- Try a bunch of activities
- Have a range of materials available
- Ask the parent
- Be observant and creative



Questions? (Please use the chat box)



Predictability

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Increasing predictability: Key tips

Predictability reduces anxiety

1. Frontload new expectations
 - Particularly important during COVID 19
2. Frontload the schedule
3. Give transition warnings
4. Frontload new activities



Frontloading (Handout)

Providing information about what will happen before it happens

Frontloading increases predictability and reduces anxiety

Loading people with information upfront. Give examples of frontloading from your life



Frontloading

Loading people with information upfront.

- Think of examples in your own life
- How do you prepare yourself for new places and new activities?



Frontloading

Loading people with information upfront.

Examples:

- Photos
- Videos
- Activity storybooks
- Sample schedules
- Checklists

Predictability = Reduced anxiety.



Frontloading During COVID-19

Given COVID-19, what will be different? Add 3 ideas to your handout.



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Frontloading during COVID

The New Normal: What do they need to know?

- Lining up
- Sanitizing or washing hands
- Distancing
- Staff PPE
- What toys ARE available
- What games ARE available
- **Focus on the positive**



Frontloading: How?

- BEFORE the program: email, storybook
- DURING the program: Use visual supports
- DURING the program: Use visual cues



Frontloading: Visual Supports

- Start program with team meeting
- Review rules
- Practice rules



Frontloading: Visual Cues

SHOW them where to be

- Social distancing
- Line ups
- Sections of the gym: tape or cones
- Spot markers for passing
- Hula hoops

Your ideas? Write on your handout.



BEFORE: Storybook Example



I get to go to program! It will be so much fun.

Storybook Example

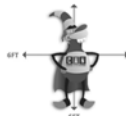


We have some new rules this year that I need to know.

Storybook Example



**PRACTICE
PHYSICAL DISTANCING**
6 FEET = 1 PINKUS LENGTH



When I arrive, I will line up on markers that show me where to stand.
I will wait my turn to sign in.

Keep each other safe by keeping one Pinkus length apart!



Storybook Example



Question	Visual	Answer
Cough		YES/NO
Seems difficult breathing		YES/NO
Seems tired/yawning		YES/NO
Feeling confused		YES/NO
Feeling uncomfortable		YES/NO

Question	Visual	Answer
Have you or someone you have been in contact with been outside of Canada within the last 14 days?		YES/NO
Have you been in contact with anyone who has been diagnosed with COVID-19?		YES/NO

When I arrive, I will answer questions about my health.

Storybook Example



If I am sick, I will need to stay home.

Storybook Example



Next, I will sanitize or wash my hands.

Storybook Example



We will say our five rules together!

Storybook Example



When I'm at the program, I will stay two metres away from others.

Storybook Example



My coach might wear a face covering, but that's okay! It keeps us both healthy and safe.

Storybook Example



We will play fun games and learn new skills!

Storybook Example



We won't do high fives, but we can do AIR (pretend) high fives from 2 metres apart.

Storybook Example



The coaches are so much fun. I will have a great time at the program.

Frontloading: Not just COVID or Storybooks



- Great for introducing key information for activities in general!
- NOT JUST STORYBOOKS:
 - Show website
 - Review list of key information together
 - Show videos or pictures
- Like all strategies, **customize to meet the needs of the individual**



Program Video: CAN Skate



The Level 1 program focuses on basic skills such as moving forward, gliding and stopping.

[Canucks Autism Network Skate Program Video](#)

Handout PAUSE



- Write down 3 visual cues that would be most helpful for your child DURING the program
- Write down the strategy you will use to prepare you child BEFORE attending the program
 - Storybook?
 - Website review?
 - Checklist?
 - Pictures?



Mentimetre: How will you frontload?



Schedules



Visual Schedules: Customize!



Be creative!



2-part visual schedule



3-part visual schedule



Checklist

November 2020

Sun 1	Mon 2
all-day	
7:00 AM	
8:00 AM	
9:00 AM	
10:00 AM	
11:00 AM	10:00 AM 80-weekly Executive...
11:00 AM	11:00 AM Rebekah/Stephanie...
12:00 PM	
1:00 PM	1:00 PM Program Team Meet...
2:00 PM	
3:00 PM	Rebekah/Sarah/Steph...
4:00 PM	Steph x Halle 1-to-1s



Checklist for Skiing!

- Wait at the bottom of mountain for my coach ☐ wait
- Get ticket for gondola ☐
- Wait in line for gondola ☐

Handout: Visual Schedules



Draw a visual schedule for your child

Consider:

- Format (Paper? Whiteboard? iPad?)
- Words and pictures?
- Number of repetitions (e.g., 3 laps),
- Time of day (e.g., 7:00- warm up), and/or
- Length of activity (e.g., treading water- 3 min)



Mentimetre: Visual schedules for my child



Predictability: Transition warnings



We all like to know how much time we have left

Let participants know when an activity is going to end or change

Examples:

- "1 minute left in kicking, then special activity"
- "10 seconds to score a goal! 10...9...8..."
- "5 seconds 'til team meeting! 5...4...3...2...1, team meeting!"
- "2 minutes then home time"



Handout: Transition warnings



We all like to know how much time we have left

- Consider and **write down the transition cues you think would be most helpful** for your child/group (e.g., Timer? Countdown? Clapping?)



Group Code of Conduct



Get 'buy in' from from the start

- Inclusive recreation can be difficult
- It is important for recreation leaders to have something they concrete to remind everyone of the values of sport and the right to play.
- Do not tolerate bullying or 'unkindness'



Handout: Group Agreement



Get 'buy in' from the start.

- Generate 3-5 positive statements about participating in a program/activity
 - You could do this with siblings
- Remember that Group Agreements are more effective when created **by participants**



Predictability: Review



1. **Frontload** activities, expectations
 1. BEFORE the activity (Storybooks, etc.)
 2. During the activity (Visual cues and supports)
2. Use a **schedule**
3. Give **transition warnings**
4. Try **Group Agreements**



Questions? (Please use chat box)



Motivation

- About Canucks Autism Network
- Introduction to Autism
- Support Strategies:
 - Predictability
 - **Motivation**
 - Communication
- Resources
- Thank You

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Motivation



Remember: Relationship & Fun



- Find a common interest
- Incorporate their interests into activities
- Be silly & energetic!
- Be positive



Catch them Doing Good!



Notice and praise the good stuff, such as:

- Remembering to wash hands
- Following along the first time (e.g., could you please put your shoes on?)
- Waiting patiently
- Asking nicely
- Etc.
- Aim for **10:1 praise:guidance**



Give choices

We ALL feel empowered when we can make a choice

Try **closed choices**:

- Two or more choices that you can reasonably offer
- "Would you like this **OR** that?"
- Instead of telling participants what is NOT available, give them choices of what IS available
- Try a **visual support** to help participants see what is available



Give choices



Focus on what IS available

Within activities:

- "This activity or that activity?"
- "Green ball or blue ball?"
- "For 4 minutes or 3 minutes?"
- "10 times or 8 times?"
- "This partner or that partner?"
- "Help or do it on your own?"
- "Fast or slow?"

After difficult tasks:

- "Bubbles or toys?"
- "Dive for rings or go down the slide?"
- "Sing a song or have a race across the field?"
- "Snack or choice time?"
- "Playground or sprinkler?"
- "Choose the music or lead the next group activity?"
- "iPad time or parachute?"



Handout: Choices

We choose what to wear, what to eat, what to listen to, what to watch, who to hang out with

Frequent choices help with engagement & happiness ☺

- Choose an activity (e.g., Getting your child **active** OR getting ready for bed, mealtime, etc.)
- Brainstorm a minimum of 3 choices you could offer



Mentimetre: Choices



Give an example of a choice you could offer



First-Then



Sometimes understanding/seeing incentives is helpful.

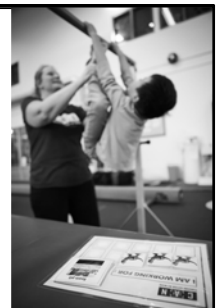
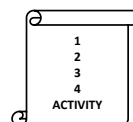
Help kids see 'the light at the end of the tunnel' especially for hard tasks!



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Extended First-Then

- Stretch this out to help children complete multiple hard tasks.
- Give points, check marks, complete a list, etc.
- Work toward a fun game or activity!



Example: Visual Countdown



For motivation & building endurance

How to use it:

- Start with all five numbers on the countdown strip
- Every time the participant does the skill, remove a number
- When all of the numbers have been removed, the task is done!
- Then a fun thing happens 😊



Is this the right thing to do for my child??

First-Then



We put in more effort when we have an incentive!



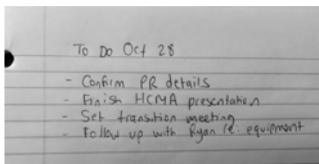
Stretch First-Then: Points Systems



GET 8000 BONUS POINTS



Visual Countdowns



Mentimeter: What's Your 'Then'?



Mentimeter



First-Then Summary



- Predictability also supports engagement
- Help children see the incentive, especially for difficult tasks
- Make it VISUAL
- Teach working towards a clear goal
- Checklists/To Do list
- Picture/sticker/checkmark charts
- Apps/Electronic to dos



If you see your child is stuck...



- Show them what needs to happen
 - Break it into steps
 - List the steps or show pictures or try a timer
- Show them what will happen when they finish the difficult task
- Remember the 'matching law'
- Set this up proactively for difficult tasks
 - The regular use of visual schedules, checklists, etc. to support daily tasks will help build this into your routines!

Handout: Engagement Systems



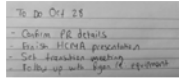
1. Choose a situation.
2. Show the steps to complete
 - List, pictures or timer
3. Show the 'then'



Mentimetre: Engagement Strategies



Which type will you try with your child?



FIRST → THEN



Mentimetre: Your Child's 'Then'?



Motivation: Summary (*Handout*)



- Remember **rapport and fun**
- Give lots of **positive** feedback
- Offer **choices**
- Show 'the light at the end of the tunnel'
 - (Use First-Then)
- Build **predictability** to support engagement
 - **Customize** to the child
 - Checkmarks or points
 - Lists, schedules
 - Timers



Questions? (Please use the chat box)



Communication

- About Canucks Autism Network
- Introduction to Autism
- Support Strategies:
 - Motivation
 - Increasing Predictability
 - **Communication**
- Resources
- Thank You



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Always Show & Say




Words disappear



- Model/point
- Reference a picture
- Reference a list
- Video modelling







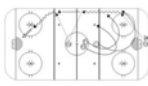


Show & Say Examples



Always Show & Say

- Model/Model
- Reference & Imitate
- Reference & Imit

 Planner
 Lit. Centers
 Writing
 Poetry








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Recall: Visual Cues


People do better when they can SEE what you want them to do.


Remember

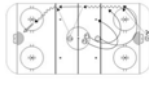










What's your 'go to' Show & Say?






 Planner
 Lit. Centers
 Writing
 Poetry



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Be concise: Rule of 3


- 3 instructions *MAXIMUM*
- Maybe one at a time
- Less is more ☺

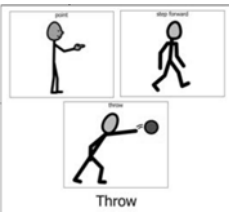




Rule of 3 Example: Ball Throw


1. Point (model)
2. Step (model)
3. Throw (model)






Rule of 3 Example: Tree Pose

1. Stand up tall (model)
2. Hands together (model)
3. Foot on knee (model)





Handout: Rule of 3



- Pick 2 activities (1 active)
- List 3 instructions for each activity



When do you talk too much?



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Be patient and avoid repeating



Allow a few moments, then:

- Repeat the instruction (ONCE)
- Try re-phrasing
- Add a visual (Show & Say)
- Try breaking down the skill into **smaller chunks**



Chunking/Break it Down



- Different **kids**/different pace
- Different **skills**/different pace
- Identify the 'mini steps' and celebrate each victory!
- Make it **visual**



Example: Surfing



- "Pop Up" -->

1. Push Up
2. Knee Up
3. Stand Up



"Push Up"



"Knee Up"



"Stand Up"



Communication: Common Themes



HANDOUT:

- Keep it short
- Be clear
- Show & Say
- 1-3 steps at a time



Keep it Positive and Be Specific



Avoid the "Don't trap"

- Kids do better when they know **what to do** (vs. what *not* to do)
- Also beware the 'vague' statements
 - 'Wait nicely'
 - 'Use nice words'



Better Feedback

Accelerate learning with specific feedback

- Tell kids exactly what they did right

Vague Feedback

"Good job!"

"Nice try."

Specific Feedback

"Nice kicking with the *side of your foot*."

"Nice try. Remember, *elbow up*."



Let's Practice: Be Specific (Handout)



Mentimeter

Questions? (Please use the chat box)



Resources

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What We Do



Programs

Our highly supported programs empower individuals with autism to build the confidence and skills necessary to enjoy a lifetime of sport and physical activity.



Training

Through various training initiatives, we are able to further support individuals with autism and their families by building capacity in their local home communities.



Community Engagement

We strive to promote acceptance, accessibility, and inclusion in community spaces across BC so that individuals with autism and their families will feel welcomed, accepted and supported in a range of community activities and spaces.

canucksautism.ca

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Want more resources?

Visit us online

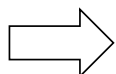


Visual Supports

A visual support is a picture or other visual item to increase communication and show learners what you are saying. They help provide a concrete representation of what you are trying to communicate when you are using strategies to increase engagement, motivation, and predictability. Visual supports can be pictures, drawings, objects, words, or lists. Download and print our go-to visual support templates below and start using them at home or in the community.

- 2 Box Choice Board or 3 Box Choice Board
- Increase motivation by providing two or three choices
- 3 Box Visual Schedule
- Display the order of activities and increase predictability and structure (can be used as a choice board)
- 10 Steps Board
- Reinforce small steps and celebrate with a preferred item or activity after individual receives all 10 steps.
- Countdown Steps, or Countdown Steps with Words or Countdown Steps with Numbers

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Training & Community Engagement

Health Statement: Due to COVID-19, our staff are currently working from home, but we remain active and committed to providing you recorded training sessions and/or live sessions. Contact us today to make a customized virtual session for your organization.

Check out our 5 Learning Modules: 1. Supporting Positive Behavior 2. Autism Awareness for Non-Teachers 3. Autism Awareness for First Responders


Do you know an organization or business you would like to see trained by Canucks Autism Network? Reach out to us today.


Supporting Positive Behaviour Module




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Autism Awareness for Recreation Leaders

This course is designed to provide recreation staff with an overview of autism and an introduction to strategies for supporting individuals with autism in recreation settings. In this highly interactive one-hour module, learners will work through four real life scenarios, watching a series of video interviews with recreation staff who have dealt with similar situations. Learners will become more familiar with the behaviours associated with autism, and walk away with communication tips, teaching and learning strategies and behaviour support approaches. Learners will receive a certificate upon completion of the course.

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Questions?






Congratulations!



Thank you for your commitment to inclusion & accessibility! 😊




Thank You for Attending!



Creating Positive Environments In Recreation Settings

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