

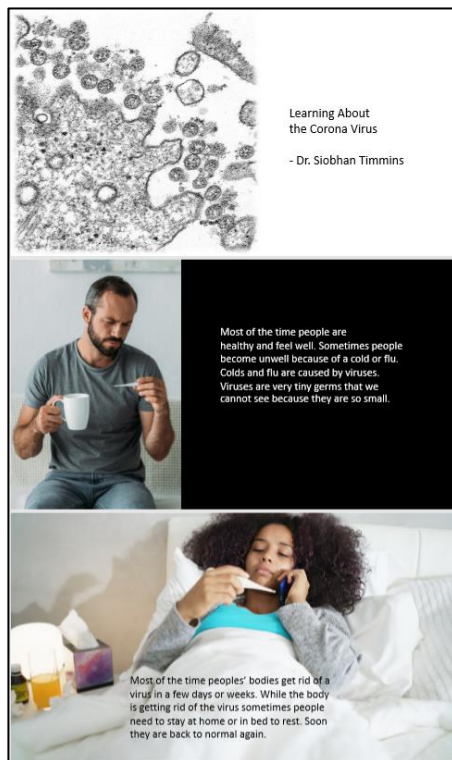
# Coronavirus – ASN Resources

## Coronavirus and Additional Support Needs

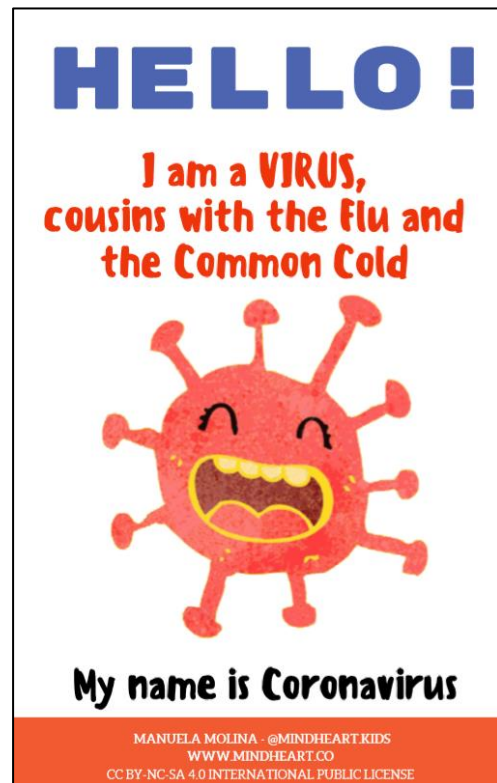
For children with additional support needs (ASN) the current uncertainty and change surrounding the COVID-19 situation can prove a particularly difficult time. Children with autism may find transition tricky and often require supports such as visuals and emotional soothers to be put in place to ease this process. A number of children with ASN have sensory needs and may find periods of confinement indoors difficult without, for example, the stimulation their local play park area may provide. Pupils with speech and language needs may feel they require a little extra differentiation to support their literacy home-learning. At present, there are a number of resources online that can support home-learning for children with additional support needs. These include:

### Online social stories to breakdown and help envisage COVID-19:

Dr. Siobhan Timmins



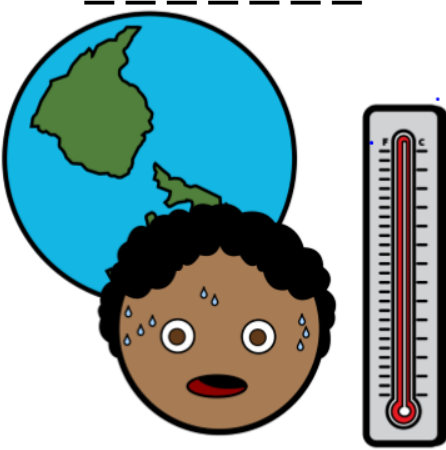
Manuela Moline – Mindheart kids



# Coronavirus – ASN Resources

WWW.THEAUTISMEDUCATOR.IE

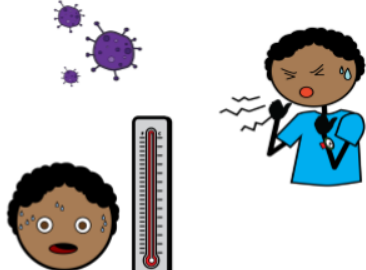
**WHAT IS THE CORONAVIRUS?**



Written by Amanda Mc Guinness

WWW.LITTLEPUDDINS.IE

The Coronavirus is a virus that can make people feel unwell.




The Coronavirus can also be called "COVID-19".

**COVID-19 / CORONAVIRUS**

WWW.THEAUTISMEDUCATOR.IE

Amanda McGuinness: the autism educator

## A Makaton social story



**COVID-19**  
A new illness called Coronavirus

There is a new illness called Coronavirus and this is a story about it.

**What is the Coronavirus?**

The coronavirus is a virus that is spreading fast across the world. Viruses are small. You can only see them with an electron microscope. This means we can't see the virus.

**COVID-19**

Lots of people around the world are getting ill with coronavirus and this is called a pandemic. A pandemic means that lots of people in a large area are sick. A pandemic is usually caused by a new virus.

**What is the world doing about this pandemic?**

Lots of people are working hard to learn more about this virus and to try to stop it.

In the meantime, people are being very sensible to stay safe.

We should wash our hands lots. We should try to not touch other people. We should cancel any trips or holidays and keep away from crowds.

If we are ill, we have to stay at home.


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**Let's talk Makaton**

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## Mencap easy read Information Sheet



**Information about Coronavirus**

There has been a lot of information in the news about a virus called Coronavirus.

A virus is a type of illness.

Coronavirus is a new virus and people first had it in China.

Because people travel for work, to see friends and to go on holiday it is now in lots of other countries.


There are now a number of people in the UK who have got this virus.

There is a lot of information on the news about this, and people are talking about the virus and what it means.

**What is Coronavirus?**

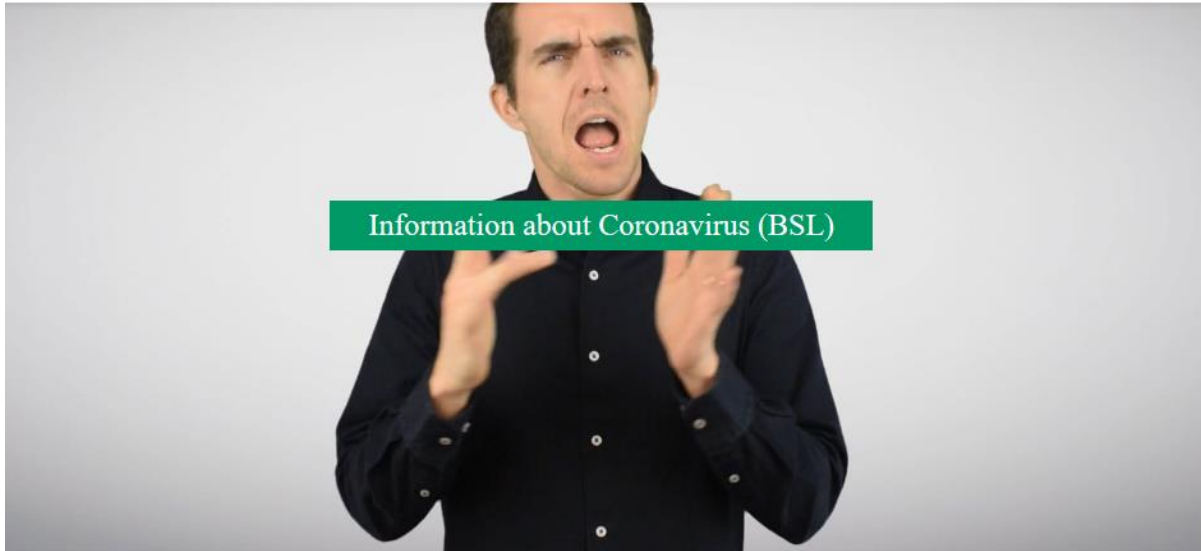
Coronavirus is like flu and people who are ill with the virus may have

- A cough
- A high temperature
- and find it harder to breathe normally



# Coronavirus – ASN Resources

The British Deaf Association have also provided sign language videos with information about coronavirus



## Autism

Children on the autistic spectrum may be used to a visual timetable in school, helping them to organise their day and alleviate concerns regarding transitioning between activities. They may seek a similar structure at home. Easterseals Illinois Autism Partnership has created a useful 'School Closure Toolkit' for children on the spectrum. This includes the following:

- *Visual option cards for 'Things I can do at Home' split into sensory, life skills, academics, movement and leisure.*
- *A blank template choice board for children to choose their own activities.*
- *Card tick templates – to put over finished pieces.*
- *Template token boards for children to organise their expectations for the day and what they are currently working on.*
- *Blank 'first/then' template sheet and my activity schedule (broken up into the key themes i.e. sensory, life skills, academics etc).*



## Coronavirus – ASN Resources

This provides parents with useful resources regarding maintaining structure in their child's life, whilst encouraging them to feel part of the planning process.



The National Autistic Society provide information about how to support autistic friends and family members. They also give links to social stories that can help explain coronavirus – much like the ones we have linked above.



Scottish Autism have also created a document geared towards supporting autistic people – it includes resources which explain: coronavirus, school closures, hand washing tips, and managing coughing/sneezing.



The resources for handwashing, such as this video, are able to support individuals of varying ages and with varying sensory needs.

# Coronavirus – ASN Resources



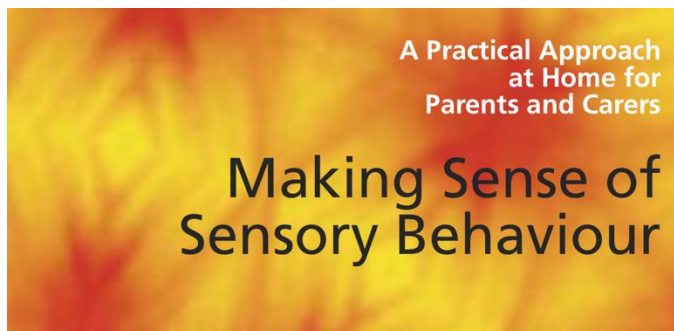
## The Sensory Projects

The sensory Projects provide resources that can support children with a variety of additional support needs. These resources can be helpful both in relation to coronavirus and in general, as they also suggest activities for individuals attending mainstream schools.



**autism**  
forth valley

Autism Forth Valley have shared a list of collaborated resources from PLUS that can support families of autistic children and young people who are currently home learning.



Some autistic children and young people may have sensory needs – the NHS in Falkirk have compiled a resource to help parents and carers both understand and support these sensory needs.

## Coronavirus – ASN Resources

### Coronavirus (COVID-19)

The autism toolbox have compiled a fairly comprehensive list of resources for supporting autistic children and young people at home.

These resources give information on explaining coronavirus to children, supporting daily activities/extended time at home, a list of resources that can complement work given by schools, including:

- Language resources
- Numeracy resources
- Health and wellbeing

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# PRIORY

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The priory group have provided some guidance about how to help an autistic child during the coronavirus, including recommendations on the best ways to manage changes in the family home.

### TalkingMats

Talking mats have put together an accessible explanation of the activities we can and cannot do during the coronavirus outbreak.

# Coronavirus – ASN Resources

## Subject Specific Resources



To help support children across the world who are currently learning at home instead of at school, YouTube have created Learn@Home, a resource for children and young people of a variety of ages and with varying interests. The resource can be explored by age group or by topic. Children can access resources about any special interest.



### Caring for Each Other

They also include links to further resources such as sesame street's "caring for each other" site, which also encourages children to wash their hands.

## FREE CELEBRITY CLASSES FOR KIDS IN LOCKDOWN

9:00	<b>PE WITH JOE WICKS</b> YOUTUBE.COM/THEBODYCOACH
10:00	<b>MUSIC WITH MYLEENE KLASS</b> YOUTUBE.COM/MYLEENESMUSICKLASS
11:00	<b>SCIENCE WITH MADDIE MOATE</b> YOUTUBE.COM/MADDIEMOATE
11:30	<b>DANCE WITH OTI MABUSE</b> YOUTUBE.COM/OTIMABUSEOFFICIAL
13:00	<b>MATHS WITH CAROL VORDERMAN</b> THEMATHSFACTOR.COM
14:00	<b>HISTORY WITH DAN SNOW</b> TV.HISTORYHIT.COM
15:00	<b>ENGLISH WITH DAVID WALLIAMS</b> WORLDOFDAVIDWALLIAMS.COM
17:30	<b>FOOD TECH WITH JAMIE OLIVER</b> CHANNEL4.COM/KEEPCOOKINGANDCARRYON



WWW.KIDADL.COM







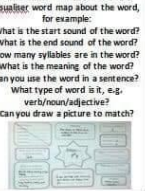



There are many supports being offered online to help keep children who are being taught at home busy and engaged – here are some examples.

# Coronavirus – ASN Resources








## Speech and Language Needs

For children with Speech and Language needs, North Lanarkshire, have produced a number of helpful home activities geared at the early, first and second level, e.g. :

**Second Level Speech and Language Home Activities**

<p>How well do you know your concepts such as big, small, long, short, curved, straight etc? Work with a partner to see if you can take turns to find bricks to match the descriptions – for example "find me the long, rectangular green brick".</p> 	<p>Read a story together with someone at home. Once you have read the story talk about who was in the story, what the characters were doing in the story and what they were doing it with (for example - playing on the swings); and where the story happened. This helps develop your sentence structure and vocabulary, as well as helping you to better understand wh- questions!</p> 	<p>Quick name! Name as many words as you can within a category in 60 seconds! Ideas could include different foods, different methods of transport, countries around the world etc.</p> 	<p>Collect a mixture of random items from around the house and put them into a bag. Peek into the bag and describe one of the objects using as many adjectives as you can and see if your partner can guess what it is!</p> 
<p>Pick a word – can you make up a <del>visual</del> word map about the word, for example: What is the start sound of the word? What is the end sound of the word? How many syllables are in the word? What is the meaning of the word? Can you use the word in a sentence? What type of word is it, e.g. verb/noun/adjective? Can you draw a picture to match?</p> 	<p>Make a recipe together! Can you give your partner instructions about how to bake a cake? Can you listen to instructions from a partner and decorate a biscuit in a certain way?</p> 	<p>Play "who am I?" or "where am I?" with a partner. Examples: "I work in a school and help children to learn – who am I?" or "I am somewhere that is very quiet and I can see lots of people reading – where am I?"</p> 	<p>Work with a partner and sit across from each other. One person hold the instructions so that your partner can't see them and explain (using only your describing words – no pointing!!) what bricks are needed and where to put them to build a model. Your partner has to listen carefully to the instructions to find the correct bricks and put them in the correct places!</p> 

**First Level Speech and Language Activities**

<p>Barrier Game. Take it in turns to describe items from your house – can you guess what the other person is describing? Talk about colour, shape, size, use.</p> 	<p>Think of as many words beginning with 'b' as you can. You have one minute!</p> <p><b>Bb</b></p> <p>Now choose another letter and play again!</p>	<p>Baking with an adult – can you follow the adult's instructions to make something delicious? Make sure you listen carefully!</p> 	<p>Read a short story and see if you can answer these questions: Who was in the story? Where was the story set? What happened? How did it end?</p> 
<p>Come up with an exciting story about an astronaut. Remember to talk about: Who is in the story? Where is the story set? What happens? How does the story end?</p> 	<p>Work together to build a Lego model. Each person should pick a job Engineer: describe the pieces and give the instructions Builder: listen carefully and build the model.</p> 	<p>Look at these words and see if you can work out: How many syllables are there? Does it rhyme with another word? What is the sound at the beginning of the word?</p> <p>Dinosaur Caterpillar</p> 	<p>Ask a friend or adult to think of an object. Try to guess the object by only asking where questions: E.g. Would I find this object in my room? Would I find this object in a school? It's tricky!</p> 

## Sensory Needs

Inclusive Teach online has also recently published a document entitled, '150 sensory home learning ideas'. These include the following types of activities:

- Proprioceptive sensory (e.g. zig zags, wall pushes, burpees).
- Vestibular sensory learning activities (e.g. skipping, jumping jacks, arm spins)
- Auditory sensory video activities (e.g. animal videos)



# Coronavirus – ASN Resources

(SOURCE: <https://inclusiveteach.com/2020/03/20/150-sensory-learning-ideas/>)

Fun sensory activities such as the following are also highlighted:

- Foil River: explore water flow, capacity, gravity, floating and sinking. A very useful, cheap and simple tool. Use it to enhance sensory stories.

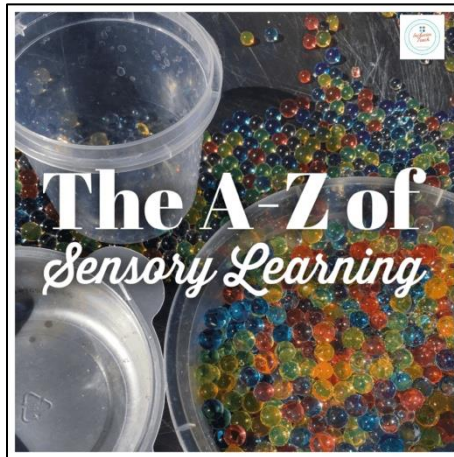


Sensory/story time umbrellas - a really effective way of creating immersive environments on a small scale. No need to decorate a room- just fill and create a storytelling umbrella.



Water beads: Now used widely and come in a range of colours and sizes. Some children like to smash them, others like to run their hands through them.

## Coronavirus – ASN Resources



Inclusive Teach additionally highlight ideas for sensory fidget packs/baskets to stimulate while also supporting concentration, relaxation and helping during stressful times. These are suitable for individuals experiencing anxiety, sensory issues, Autism and ADHD. They can include chew toys, squidgy feel toys, auditory objects etc.

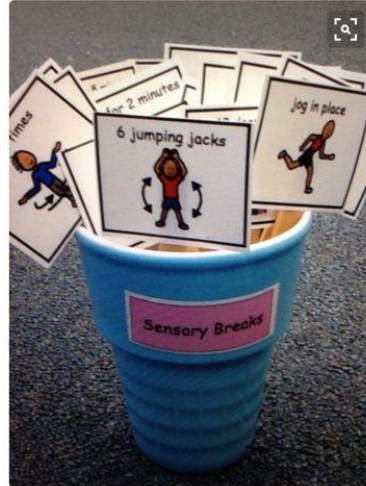


In a similar manner, some children may also benefit from a sensory calm-down kit using natural objects collected from the garden.



## Coronavirus – ASN Resources

For children who require sensory movement stimulation you may want to create a sensory breaks bucket with fun activities that they can build into their daily schedule.



For some children with sensory needs, handwashing may be difficult – there are resources to support this, as handwashing is crucial in reducing the spread of coronavirus.



# Coronavirus – ASN Resources



The National Autism Implementation team have put together some guidelines on movement breaks and how they can be implemented at home. This sensory break can be helpful for many children and young people.

## Help with Emotions

Some children may struggle to label their emotions and require a little extra support during these difficult times. A fun and engaging activity may be to create emotion lollipops, discussing the emotions with your child and encouraging them to check in during the morning and afternoon regarding their feelings.



Popular children’s programmes like Sesame Street, also model positive strategies for children to use when they have ‘Big Feelings’. In the following video, Cookie Monster is having a hard time with big feelings, so he’s learning “Birthday Breathing”.  
Directions:

- *Hold up one hand – it’s a birthday cake with five candles!*
- *Pretend to blow out one of the candles: take a deep breath in and blow out, curling the finger down as you finish exhaling.*

## Coronavirus – ASN Resources

- *Repeat with the other four fingers until you have a list. Notice how you feel now. Repeat if needed.*

You can teach a child to do this by themselves, or support them by “pretend lighting” your own candle fingers for them to blow out. Paying attention to our breath is a simple grounding strategy that helps us press a “reset” button to pause and come back to the present moment. And it can be done anytime, anywhere.



### Children with complex needs

The [WellChild](#) website has information to support families dealing with serious and/or complex medical needs at home.

**Ten ways to keep my child with complex health needs safe**

You can also download this poster to put on your front door to advise visitors to your home of the precautions they need to take.

# Coronavirus – ASN Resources



Call Scotland at the University of Edinburgh have compiled a list of resources to support children with complex needs whilst they're homeschooling due to COVID-19. They have also included a separate [list](#) of software that can be used to support children with complex needs to learn at home, such as access to Widgit to create visual timetables.