



Autism
Family
Services
of
Beaumont, LLC

"If you do it, do it on purpose!"

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Happy Fall!

Shorter days are approaching. Cooler weather is settling in. Visits to pumpkin patches, trunk or treating is around the corner, as FALL arrives in Southeast Texas!



For teachers, this means, the first "grading period" is closing and the progress of the first 6-9 weeks will be posted to student grade books.

For parents, this also could mean participating in parent teacher conferences for your child. Just this week, I've had several parents call our office seeking support for their child due to requests from schools wanting to discuss their child's behavior or academics.

Many children on the Autism Spectrum need help in learning how to act in different types of social situations (*Social Skills and Autism*, 2021). They often have the desire to interact with others, but may not know how to engage friends or may be overwhelmed by the idea of new experiences.

There are various types of strategies that you as a caregiver (parent, grandparent, sibling, teacher) can help strengthen those skills for your child. Here are some examples:

- practice play
- praise
- role-play
- social skills training
- social stories
- video-modelling
- visual supports.

Play is purposefully placed at the top of this list. Play is one of the most important and best ways to help your child learn and develop social skills! When you play with your child, it gives them the practice of the skills they need (Raising Children.Net, 2021) such as: turn-taking, coping with winning and losing (a hard one!) and following rules.

Working with your child at home will have a great impact on their school day. Sometimes, when unwanted behaviors are occurring at school, it's likely due to the fact that school, in general, can be

particularly stressful and challenging for students with ASD (Disabilities, Opportunities, Internetworking, and Technology, 2021). The unstructured parts of the school day such as transitions, lunch, or that time during class that the student finishes their classwork and there is still time in class, can be a perfect scenario to present the greatest challenges. Keep in mind that some students with ASD also have a difficult time completing pencil and paper activities, and difficulty with organizational skills.

When you work with your child at home, there are many opportunities to include these types of stressors into a play setting where learning can occur at a non-stressful time. In comparison, these classroom settings can help create an environment of low stress:

- clearly established and ordered routines
- warning and preparation when changes are anticipated
- planning and practicing of communication strategies and social routines
- earplugs or noise-canceling headsets in hallways or lunchroom
- a quiet area where the student can take a time-out if necessary
- visual schedules and graphic organizers
- visual or written, rather than auditory, instructions
- computer use, especially word processing for writing
- note taker



Children with ASD can have strong passions and deep interests (Kids Health & Gavin, MD, 2018). If parents and teachers take the time to get to know likes and dislikes, it will help the caregivers to understand what motivates the child.

As we move into a very busy time of the year, take time to interact with your child in a way that is purposeful, you may see a positive change in their behaviors!

If You Do IT, Do IT on Purpose!

Parent Training Groups **NOW FORMING!**

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Skills Covered:

- Increase communication & social skills
- Decrease tantrums & other problem behaviors
- Setting routines and schedules in your home

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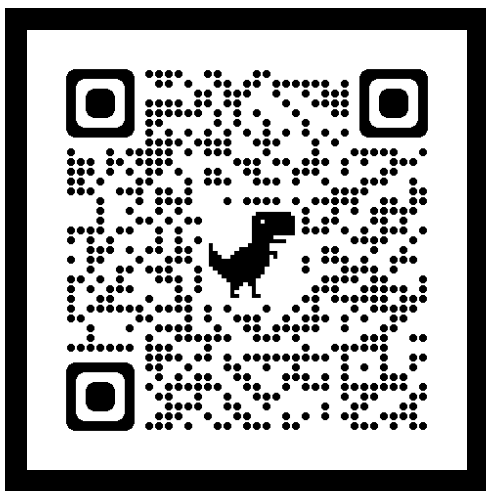
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You will see that although our name includes Autism, our focus is the Family!



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Jennifer Ramirez, M.Ed., LPC-Associate, ACAS

Jennifer treats individuals ages 2 & up who have an Autism Diagnosis or otherwise need behavioral, social or emotional intervention support. Assisting their families, providing behavioral approaches in helping clients find success in their home, school and

communities, Jennifer is experienced in working with individuals who struggle with anxiety, executive functioning deficits, and social learning.

Additionally, support for school personnel is part of the research based approach to provide teacher mentor-ship and professional coaching for schools.

Clients will receive individualized care with an emphasis on mindfulness, respect and empowerment.

Jennifer is available for speaking engagements, professional development for private and public schools and parent training.

Jennifer is under supervision with:
Tracy Williams, MA, LPC-S



