

### Fun Summer Activity Ideas:

- <https://www.friendshipcircle.org/blog/2012/06/20/82-summer-activities-for-families-with-special-needs/>
- <https://playproject.org/summer-activity-ideas-for-children-with-special-needs/>
- Check on TeachersPayTeachers for summer academic ideas, related service practice activities, visuals, social stories & more!
- Contact Jenny Adler (GCSEC Behavior Consultant) for any visual or social story support! [jadler@grundyspecialled.org](mailto:jadler@grundyspecialled.org)



## Lesson 22: Naturalistic Intervention (p. 3 of 5)

### Parent Handout

**What is Naturalistic Intervention?** Naturalistic intervention is an intervention strategy that is based on behaviorism and principles of applied behavior analysis. In naturalistic interventions, these principles are applied throughout daily routines or activities to improve an individual's skills or decrease maladaptive behaviors (Amsbary, 2017).

Some **key concepts** about naturalistic interventions include:

- approaching learning with both behavioral and developmental concepts,
- the idea that learning opportunities are strategically developed to improve attention,
- to help children connect new experiences with their current knowledge,
- to promote learning through developmental sequences,
- to systematically increase the complexity of learning experiences,
- to support the child's learning about their environment,
- child initiative and spontaneity are reinforced



Examples of **activities** in which naturalistic intervention may be used include: Mealtime, Snack time, Going to the bathroom, Getting ready to go play outside, Riding in a car, Play time, Morning routines, Academic activities (during class or homework), Bedtime/Evening routine, Doing chores, and any other common activity.

#### **EXAMPLES OF SKILLS TO TEACH WITH NATURALISTIC INTERVENTION** (Gilmore, 2019)

- Skills to teach at a **grocery store** include: 1. Selecting items within a budget, 2. Using a grocery list, 3. Paying for items with cash, 4. Speaking to the cashier, 5. Accepting "no" when they are told they can't have something
- Skills to teach at a **public sidewalk** include: 1. Safety skills of staying on the sidewalk, 2. Crossing the street safely, 3. Staying within close proximity to an adult, 4. Learning directions (such as how to get from home to a nearby library), 5. Identifying public signs and symbols (such as road signs, etc.)
- Skills to teach in a **backyard of a family home**: 1. Interactive play with siblings or peers, 2. Gross motor skills, such as throwing a ball or running, 3. Manding (requesting desired items), 4. First aid skills (such as when a child gets a scrape), 5. Gardening
- Skills to teach in a **local park**: 1. Taking turns with peers, 2. Climbing a ladder, 3. Staying in the appropriate area, 4. Health skills, such as staying hydrated, 5. Serving and having a picnic (meal) with family and/or peers



## Lesson 22: Naturalistic Intervention (p. 4 of 5)

### TOPIC EXPLORATION FORM – For Provider & Parent Collaboration

Child: \_\_\_\_\_ Parent: \_\_\_\_\_ Provider: \_\_\_\_\_ Date: \_\_\_\_\_

To help identify areas of the natural environment in which your child could benefit from additional naturalistic intervention, explore the options in this form.

**(For Parents) Do you feel that your child could benefit from working on behaviors and skills related to the identified natural environment setting or activity listed below?**

*Note that although many kids (with or without ASD) still need to work on many skills in the natural environment, identifying the areas that you'd like to focus on at this time can help guide your child's treatment.*

Natural Environment Setting or Activity	Do you want your child to work on this area at this time?	What behaviors/skills could improve?
Mealtime	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not sure	
Snack time	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not sure	
Going to the bathroom	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not sure	
Preparing to leave home	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not sure	
Riding in a car	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not sure	
Play time	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not sure	
Morning routine	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not sure	
Brushing teeth	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not sure	
Cleaning his room	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not sure	
Doing homework	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not sure	
Bedtime/Evening routine	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not sure	
Doing household chores	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not sure	
Grocery store	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not sure	
Local park	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not sure	
Family vacations	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not sure	
Restaurant	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not sure	
Other:	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not sure	
Other:	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Not sure	



## Lesson 23: Daily Living Skills (p. 3 of 5)

### PARENT HANDOUT

Daily living skills include any skill that is necessary to function independently and effectively in one's day to day life.

Regardless of the level of autism spectrum disorder that the youth experiences, daily living skills are an essential component to increasing independence as well as improving quality of life for the individual as well as their family.

- Daily living skills affect countless areas of everyday functioning including:
  - independently living
  - the individual's quality of life
  - the family's quality of life
  - social relationships
  - employment
- Some examples of daily living skills include:
  - meal preparation
  - household chores
  - safety skills
  - time management
  - completing a morning routine
  - doing laundry
  - personal self-care
  - money management
- Individuals with ASD (regardless of age) may be more likely to be significantly behind age-level for the area of daily living skills as compared to typically developing peers. For instance, Bal and colleagues (2015) reported that individuals with ASD were, on average, 7 to 14 years behind age-level in daily living skills ability when reaching adulthood. This supports the importance of addressing the area of daily living skills in individuals with ASD throughout childhood and adolescence.



Strategies to use with individuals with ASD to improve daily living skills include:

- visual supports like checklists or schedules
- having consistent routines
- positive reinforcement
- prompting
- environmental arrangement
- picture books or pictorial self-management










## Lesson 23: Daily Living Skills *(p. 4 of 5)*

### TOPIC EXPLORATION FORM – For Provider & Parent Collaboration

Child: \_\_\_\_\_ Parent: \_\_\_\_\_ Provider: \_\_\_\_\_ Date: \_\_\_\_\_

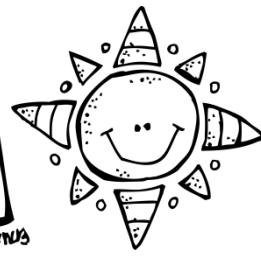
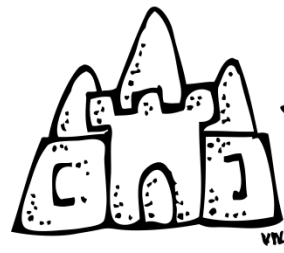
To help identify areas of need in the domain of daily living skills, explore the items listed below. Some youth with ASD may benefit from an extensive formal assessment in the area of functional living skills. However, this brief form provides the parent and the service provider the opportunity to identify daily living skills that the child could benefit from improving upon in a brief yet significant way.

Daily Living Skill or Target Area	Does your child demonstrate this skill independently?	Notes
snack or meal preparation	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes	
household chores	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes	
safety skills	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes	
time management	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes	
completing a morning routine	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes	
doing laundry	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes	
personal self-care	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes	
money management	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes	
meal preparation	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes	
Visiting public places	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes	
Other:	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> Sometimes	

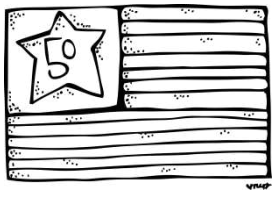
			Summer!			
	Make homemade play dough with kool aid for a great smelling play treat!	Go on an outdoor texture hunt! Can you find something smooth? Rough? Slimy?	Add beads, sequins, pipe cleaners and googly eyes to your kool aid play dough to make crazy eyed monsters!	If you go to the beach, see how many animals you can find! Look for tide pools, dolphins, crabs. Watch out for jellyfish and sharks though!	Blow bubbles! See who can blow the biggest? Smallest? Put on a cotton glove and see if you can make a bubble bounce on it!	
	Use kinetic sand to build a mini sand castle. See how big you can get it before it collapses!	Read outside! Take a blanket, snacks and a stack of books and sit in the shade to read together.	Blow a ping pong ball across the water in the pool. Use a straw!	Instead of Duck Duck Goose you can play Drip Drip Splash with a pool toy!	Make silly faces in the mirror! Who can make the silliest? Can you mimic each others expressions?	
	Make paper airplanes and measure to see whose flies the farthest!	Build a Tinker Kit for your little engineer - Fill with parts to connect (popsicle sticks, sm. foam blocks), connectors (rubber bands, clothespins, toothpicks, etc.) and things to enhance (googly eyes, etc.)	Read, read, read every single day! There is no better learning activity! Re-read old favorites and check out new titles from the local library. Sign up for a Summer Reading program to earn prizes!	Play Red Light, Green Light or Simon Says to have fun while working on listening skills!	Build a volcano and make it erupt with baking soda and vinegar! Drop a few mint Mentos into a Diet Coke and talk about geysers!	
	Cover a piece of cardboard with aluminum foil and let your child create a beautiful work of art with Sharpies.	Look in the mirror and practice drawing a self-portrait. Talk about adding a chin, neck, eyebrows, etc.	Cook something together and talk about what the fractions in the recipe mean!	Build a bird feeder with a pine cone, peanut butter (or shortening) and bird seed. Hang it outside your window and see if you can identify the birds that stop by for a snack.	Talk about 5 senses at the pool: what do you see, hear, feel? Did you have a snack - salty or sweet? What do you smell?	
<b>My goal for the summer:</b>						
©maggiefhardy 2016						



# JUNE



Monday	Tuesday	Wednesday	Thursday	Friday
	1 Practice your sight words	2 Write in your summer journal	3 Read a book and write about your favorite part	4 Count how many windows are in your house
7 Collect insects outside and write about it	8 Practice tying your shoes 3 times	9 Practice your sight words	10 Write as many rhyming words as you can	11 Count how many fingers and toes your family has
14 Go to a local library and check out a book	15 Use playdough and practice your name	16 Find sight words in a newspaper	17 Practice writing your first and last name 5 times	18 Count the shoes in your mom's closet
21 Write the numbers 0- 30 three times	22 Write in your summer journal	23 Rainbow write the alphabet	24 Build something with blocks or legos	25 Read a book and write about the setting
28 Practice your sight words	29 Help your parents write a grocery list	30 Write in your summer journal		



# JULY



Monday	Tuesday	Wednesday	Thursday	Friday
			1 Practice making patters ABA, ABBA, ABC	2 Write a word list for the word family: an
5 Use a plastic spoon to measure items in your living room	6 Practice tying your shoes and coloring today	7 Count as high as you can 3 times	8 Practice you sight words	9 Write in your summer journal
12 Read a book and write about the characters	13 Make a list of food in your pantry and put them in ABC order	14 Practice writing your first and last name 3 times	15 Count how many spoons are in your silverware drawer	16 Practice your sight words
19 Put cereal in a bowl and count how many pieces there are	20 Write in your summer journal	21 Practice counting by 1's, 2's, 5's and 10's	22 Go on a shape hunt and draw what you find in your house	23 Practice your sight words
26 Look for flowers outside and count them	27 Count your numbers 0-30 three times	28 Go to the library and check out a book	29 Practice your sight words	30 Write in your summer journal

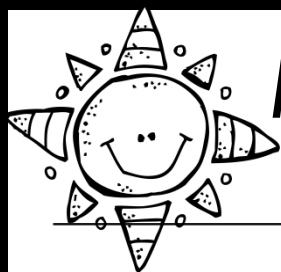




# AUGUST



Monday	Tuesday	Wednesday	Thursday	Friday
2 Play with playdough and make your letters and numbers	3 Practice your sight words	4 Write your first and last name three times	5 Make a list of words using the word family: og	6 Go to the library and check out a book
9 Write your numbers 0-30 three times	10 Make a list of words using the word family: ot	11 Draw a picture of yourself and label it	12 Count all the toys in your room	13 Write in your summer journal
16 Read a nonfiction book and write about what you learned	17 Count all the doors in your house	18 Draw examples of living and nonliving things	19 Practice your sight words	20 Find and count 20 pennies
23 Practice tying your shoes 3 times	24 Write in your summer journal	25 Draw a picture of an animal and label it	26 Practice counting by 1's, 2's, 5's and 10's	27 Practice your sight words
30 Draw a picture of your family and label it	31			



# My Summer Journal

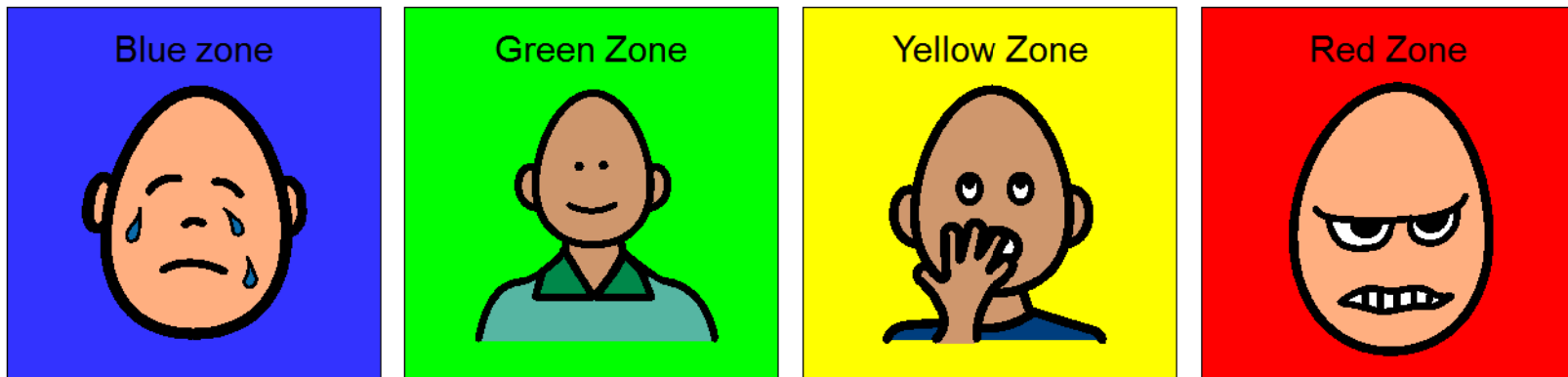
A series of horizontal lines for writing, consisting of solid top and bottom lines with a dashed middle line for each row. There are five such rows on the page.

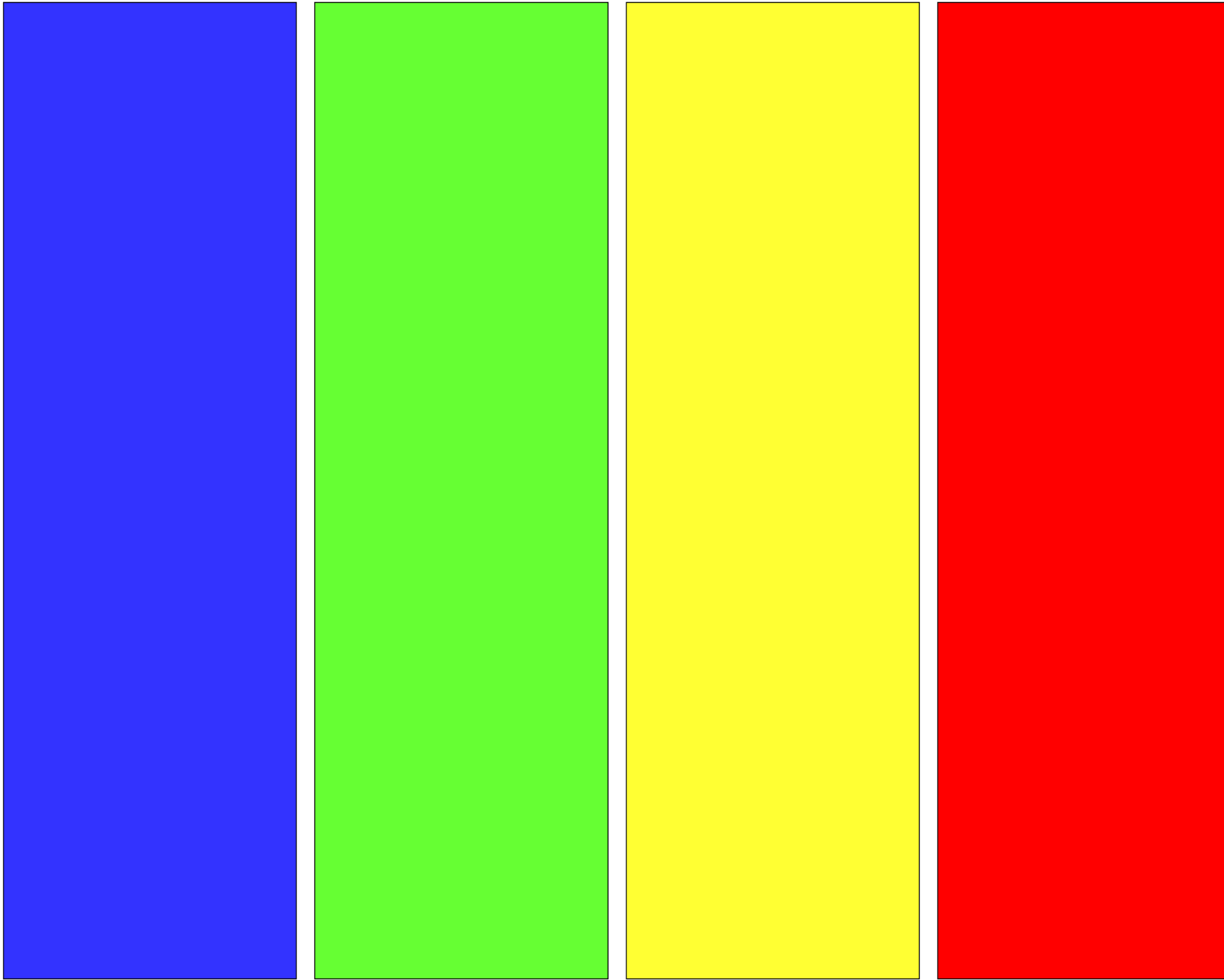


# Zones of Regulation

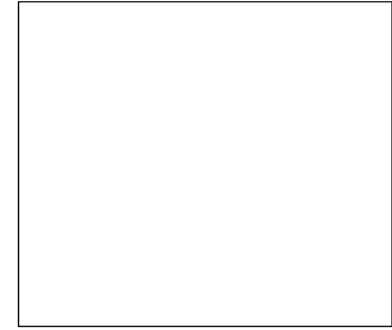
## Home "Refrigerator" Packet

Created by AUGuys





Your actions are:



Your actions make me feel:



I am having

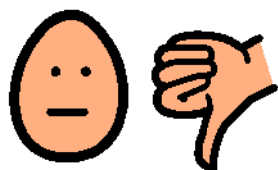


thoughts.

unexpected



uncomfortable

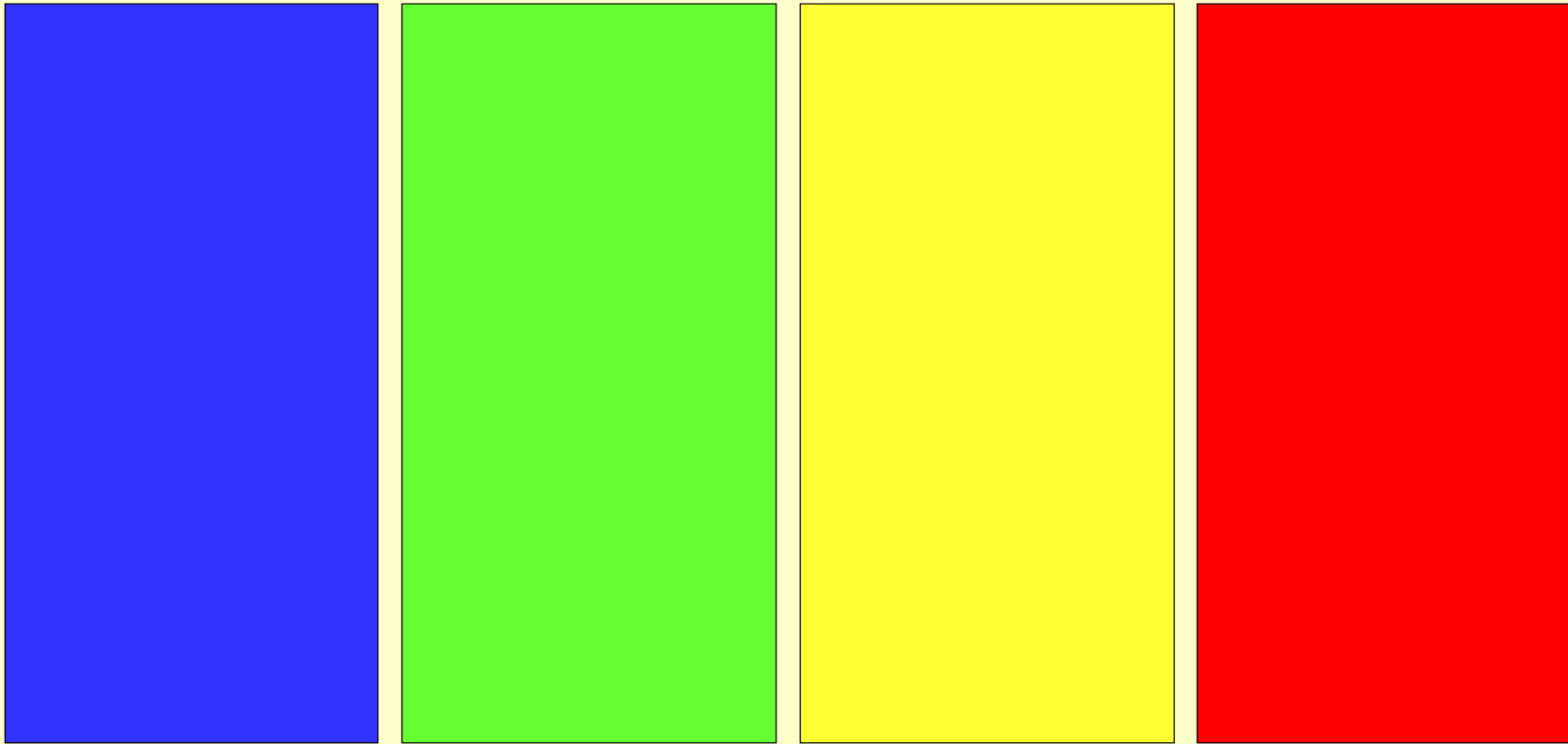


expected



comfortable





# My Toolbox

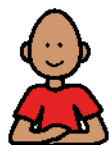




sad



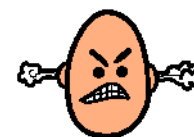
calm



excited



mad



sick



happy



frustrated



terrified



bored



proud



silly



aggressive



tired



thankful



scared



angry



shy



I'm ready

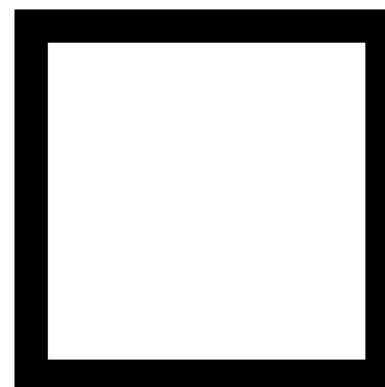
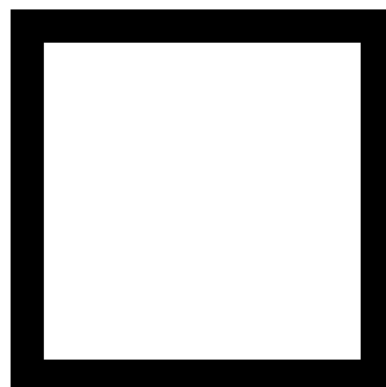
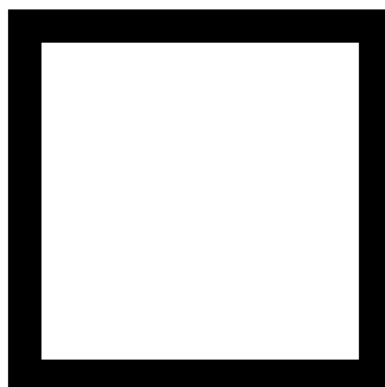
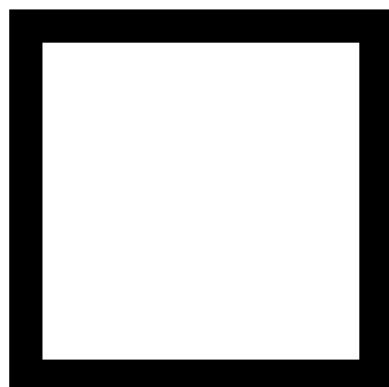
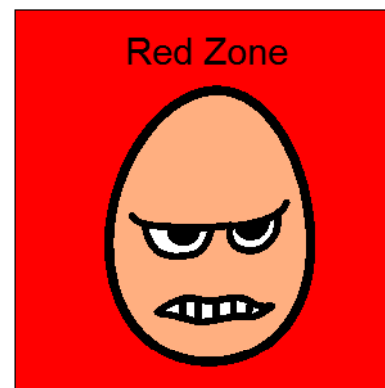
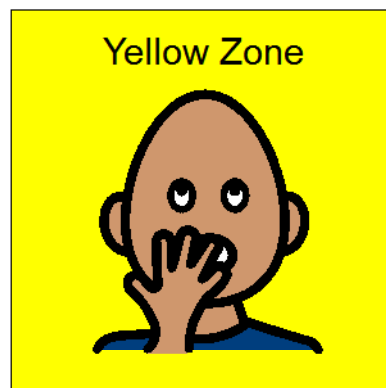
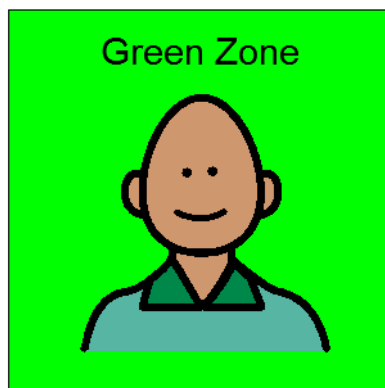
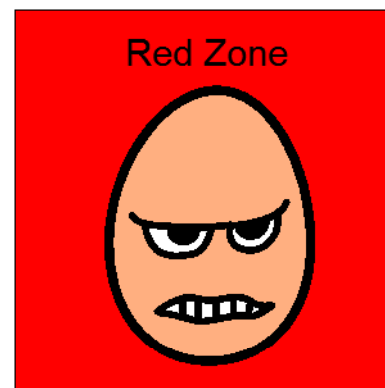
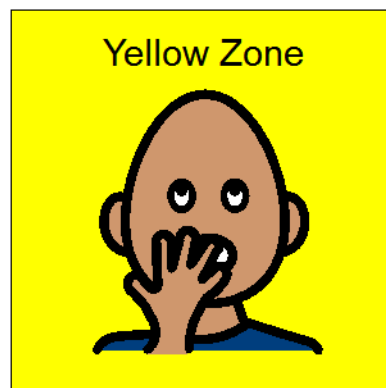
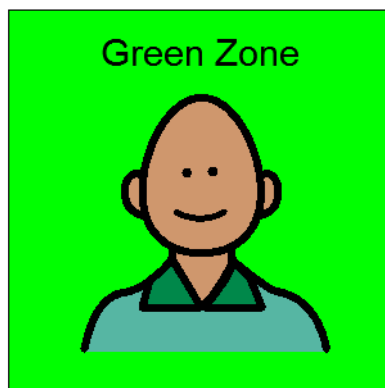


confused



elated





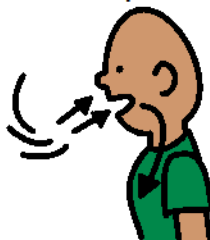
listen to music



pushups



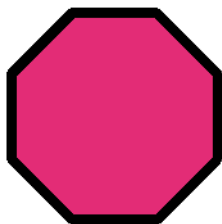
take deep breath



hug



6 sides of breathing



jump



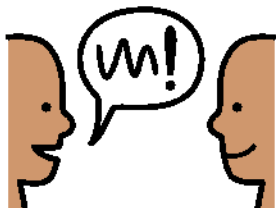
carry



tickle



talk to an adult



walk



push



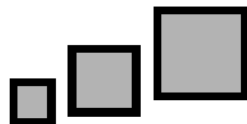
pull



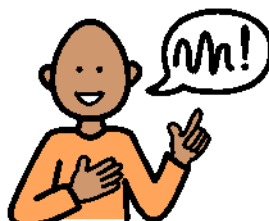
take a break



size of the problem



Inner Coach



swing



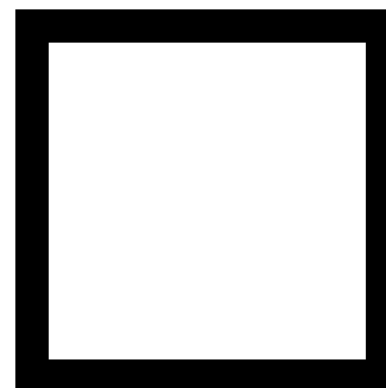
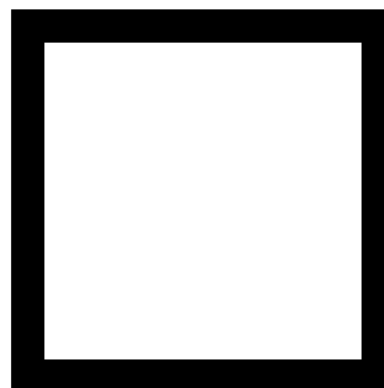
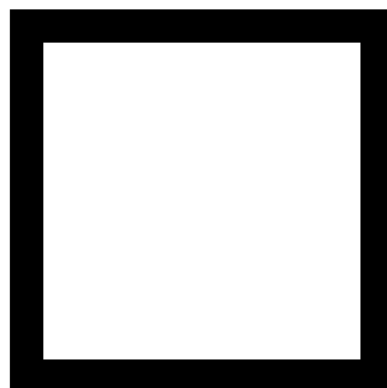
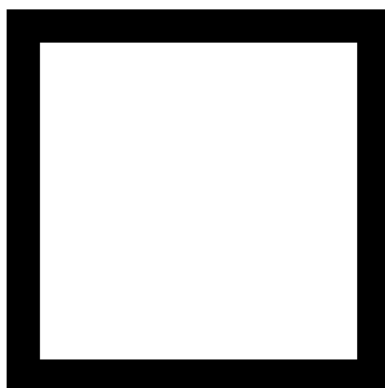
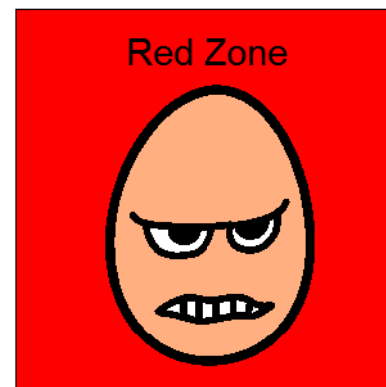
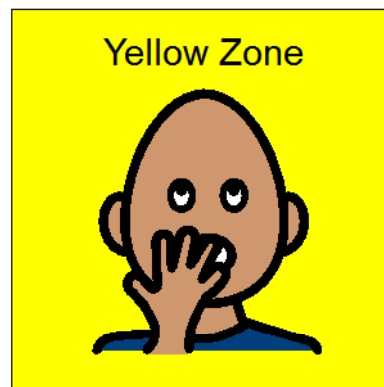
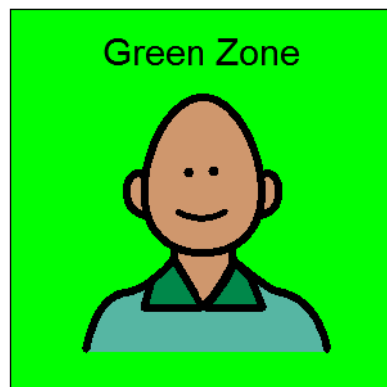
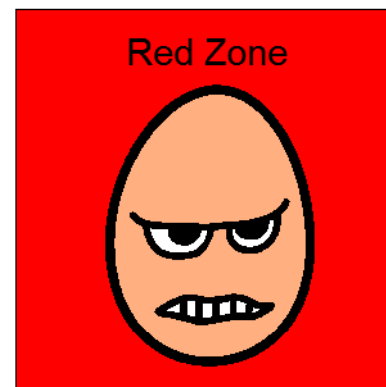
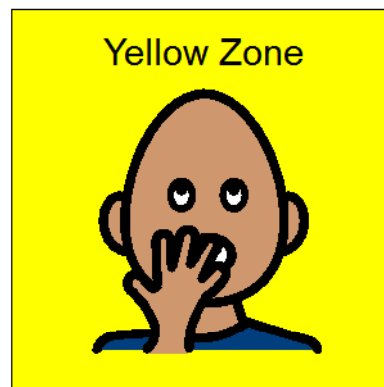
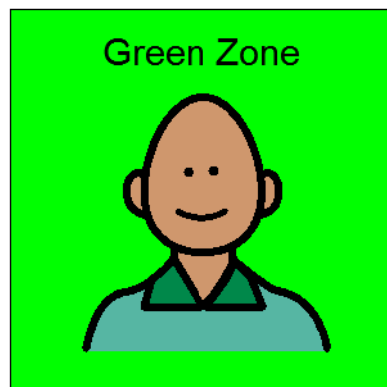
I feel



I am in the



zone.



zones  
fridge

