

## Successful Social Interactions

### Interest in Other Children:

- a. What type of kids does the child with autism show interest in? Older children? Peers? Younger Children?
- b. Have you picked peers that the child is comfortable with?
- c. Are the peers old enough to understand the child's disability?
- d. Have the peers been educated about the child's disability? Is the education on-going? Do the peers understand the disability and do they have a place to ask questions when they arise?
- e. Are they mature enough to give up a turn for the sake of the child with autism?

### Interest in Activities:

- a. Is the activity something the child with autism is interested in?
- b. Always try to pick activities that the child with autism is extremely motivated by and interested in, not what the adult may be interested in.
- c. Pick activities the child is good at - something they have mastered, not a skill they are learning.
- d. Try to pick activities that are short in duration and don't involve lengthy directions.

### Parallel Play Skills:

- a. Does the child have parallel play skills, or does the child prefer to play in a corner by him/herself?
- b. Parallel play must come before interactive play
- c. Lay out activities that would be interesting to many children at many levels (e.g., Lego's, blocks, etc.)

### Turn Taking:

- a. Does the child have turn taking skills?
- b. Can the child wait for more than one second before leaving the game?
- c. Does the child understand why other kids need a turn?
- d. Does the child take interest when other kids are having their turn?
- e. Can the peers understand that the child with autism may need more than one turn in a row initially? Does the peer become upset?



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### Language:

- a. Does the child have a way to communicate?
- b. If the method is not language, do the other children understand? (i.e.: sign language, picture exchange)
- c. How much language does the child have? Enough to get by? Enough to communicate? Enough to communicate when he/she is frustrated or mad?

### Sensory Environment:

- a. Does the child have any sensory sensitivities? If so, what are they?
- b. Is the environment sensory friendly?
- c. Does the child have a way to say, "I need a break?" (in order to prevent outbursts)
- d. Are there modifications that can be made?

### Understanding of Activity or Rules of the Game:

- a. Does the child understand how to play the game in the true way (not the child's made up way)?
- b. Are the rules too complicated? Do they make sense?

