

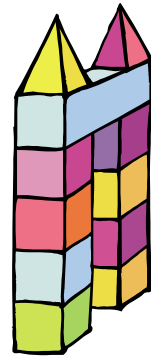
Examples

Cooperation and socialization

Sharing with neutral items

Example #1: Prompt the child with autism: “Ask Haley to share her crayons” or “Can I use the scissors when you are done?” Prompt the sibling: “Wait for Carter to ask you for supplies he needs.” Reinforce the child with autism for ‘good asking’ and the sibling for ‘helping him learn to share.’

Example #2: Prompt the child with autism: “Please share the blocks with your brother.” Or set up the activity so that the child must request them, “Can I have some of your blocks?” Reinforce the child with autism for ‘sharing’ and the sibling for ‘helping.’



Example #3: Prompt sibling to request items from the affected child: “Can I have a turn with the Frisbee?” Reinforce the child with autism for ‘being social’ and the sibling for ‘helping him to be social.’

Sharing with desirable items

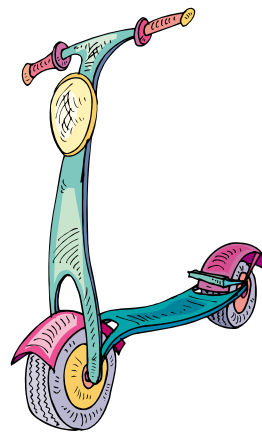
1st sibling shares:

“Nathan, you can have a turn riding my scooter.” Reinforce the sibling for ‘helping him to learn about sharing.’

2nd even trade: “If you share your Skittles with Sally she will share her M&M’s with you.”

Reinforce both children for ‘sharing.’

3rd affected child shares: Prompt “Sharing is nice. Please share your stuffed animals with your brother.” Reinforce the child with autism for ‘nice sharing.’



Cooperation

Example #1: “Work with your brother to empty the small trash cans. One person holds the bag while the other one dumps the trash in.” Reinforce and praise both children for ‘working together.’ “Great job! You can both have an extra quarter for being such good partners and working together.”

Example #2: “Can you both please get the baseball equipment from the garage? One of you can get the bat and ball, the other can get the gloves.” Reinforce both children for working together.



Turn-taking

Example #1: Any Bingo game, especially if the child has a unique interest such as shapes (Colors and Shapes Bingo) or numbers (Addition, Subtraction, Multiplication and Division Bingo) can be used to acquire turn-taking skills. It is easy and inexpensive to make a Bingo style game based on a child’s particular interests: license plates, traffic signs, sports teams, animals, family members, and so forth. Narrow interests can be utilized to promote and achieve turn-taking skills.

Example #2: “Candyland™,” “Chutes and Ladders™,” “Hi Ho Cherry O™,” or other simple board games are excellent for teaching turn-taking.

Example #3: “SORRY™,” “Monopoly™,” “Parcheesi™,” “Scrabble™” or other advanced board games may be used. It may be necessary to modify some of the rules or criteria for winning as the child may lose interest if it takes too long.



Example #4: Simple card games such as “Old Maid,” “Go Fish,” “Crazy Eights” are also useful for teaching turn taking. Once simple turn-taking is mastered with concrete situations, advance to the more abstract task of making choices:

1st give the child with autism the choice: “You can pick the first game that we play. Then you have to play what Laura picks.” Or “You can pick which playground we go to. Laura will get to pick our snack.”

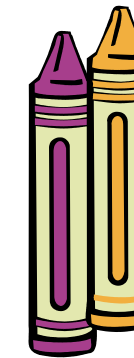
2nd give the sibling the choice: “Laura is going to pick the first game. After you play what she picks, then you can choose what game we will play.”

Play

Example #1: Block play. Prompt the sibling to initiate: “Ask your brother to play Legos™ with you. Since you are very creative, maybe you can build a city, and he can be in charge of building the towers.”

Example #2: Coloring. Prompt the child with autism to initiate: “Ask Hannah to color with you. You will get 20 minutes of computer time for playing together and sharing the crayons.”

Example #3: Cut and paste. “I have a fun art project for you two. Here are some magazine pages with pictures of animals. You can cut out the animals and make a poster. Then we will hang it up in your room.”



Example #4: Making a fort. Prompt the child with autism to initiate, “Will you build a fort with me?” Offer a variety of supplies that are interesting to both children such as flashlights, walkie-talkies, and stuffed animals.

Example #5: Doing a puzzle. If the sibling can begin a puzzle, the child with autism can ask to join in.

Language

Example #1: Quiz time. The sibling can use cards or questions to quiz the child with autism on favorite subjects and interests. Tokens, pennies, or playing chips can be offered for correct answers and the child applauded for knowledge and language use. Flashcards and game cards can be purchased or created to accommodate the child’s special interests.

Example #2: The WH game ([Teach Me Language](#), p. 197-204). A board game can be made that incorporates question discrimination for who, what, where, and when questions. A variety of question cards are made that identify topics of interest to the child. A spinner or dice can be used to indicate which question category the player must use. For example, a card that says “baseball” and a spinner that points to “who” means that the child needs to think of a question such as “Who likes to play baseball?”

Example #3: Finding out about someone ([Teach Me Language](#), p. 39-41). Create a board or card game that incorporates simple inquiries such as “What is your favorite color?” or “What is your favorite sport?” The game can be played with family members and peers.

Example #4: The Name Game. A card or board game can be made in which participants are required to “Name something...” A card that states, “with four legs” means that the child would need to name something in that category. The child’s interest in animals, shapes, geography, and so on can be utilized and knowledge can be expanded as well.

To Order [Teach Me Language](#), telephone SKF Books, Inc., at (604) 534-6956