



STAR Autism Support

The Fun Part: Fostering Play and Social Skills

Supports Included:

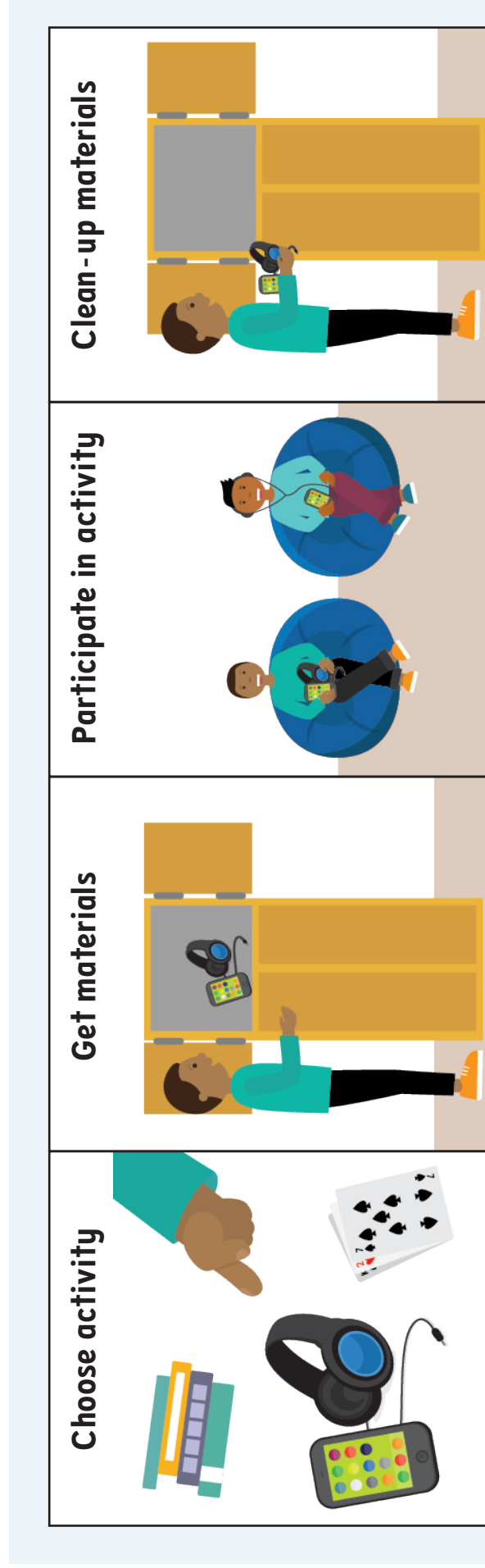
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Resource List:

- **STAR Autism Support:** [Free Home Supports](#)
- **STAR Autism Support:** [Tips for a Peer Buddy Program Newsletter](#)
- **STAR Autism Support:** [Playtime is Serious Business](#)
- **STAR Autism Support:** [School and Home: Working Together](#)
- **STAR Autism Support:** [Culturally Responsive Classrooms](#)

Freetime Chart

- 1** Decide what you want to do.
- 2** Ask yourself, "Is it a choice today?"
 - If yes, do it
 - If no, make another choice
- 3** Get the materials you need.
- 4** Stay with your free time choice:
 - Until the game or activity is finished or
 - The teacher says to make a new choice
- 5** Clean up your materials.



Emotion Role Play Activity

Instructions:

1. Print and cut the Emotion Pictures.
2. Place pictures in a bag or bowl.
3. Take turns selecting a picture and "act out" the emotion.
4. Have siblings or adults guess the emotion.

Good



Bad



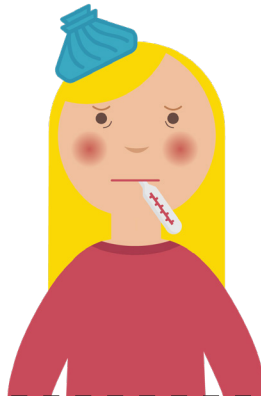
Happy



Angry



Sick



Excited



Nervous



Worried

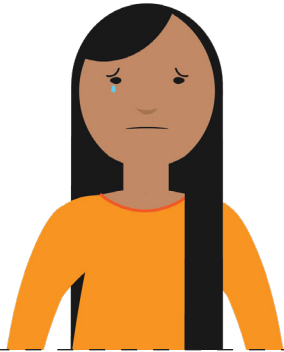


Tired



Emotion Pictures

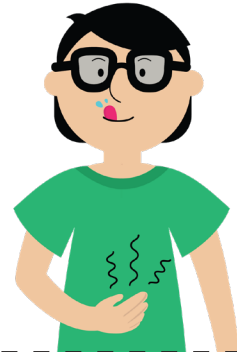
Sad



Surprised



Hungry

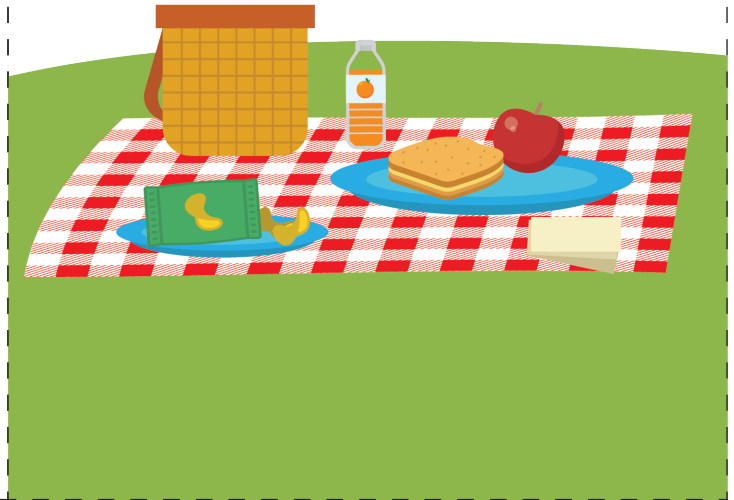




Basketball



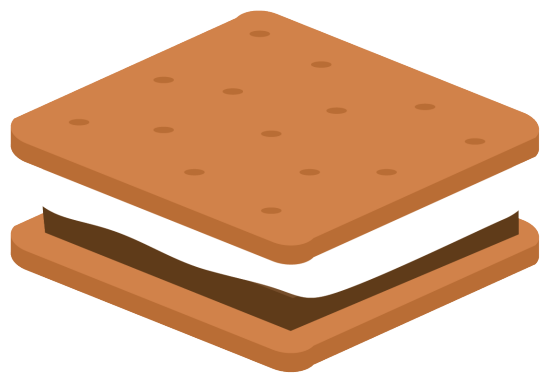
Picnic



Scavenger hunt

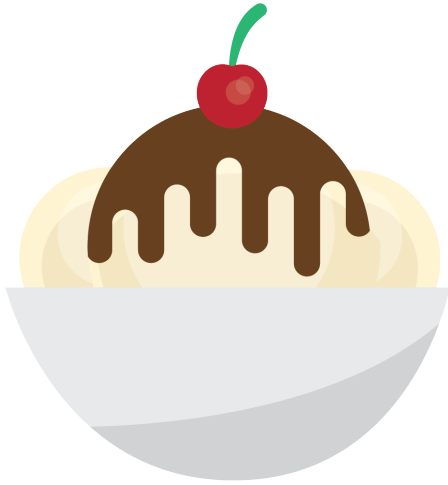


S'mores





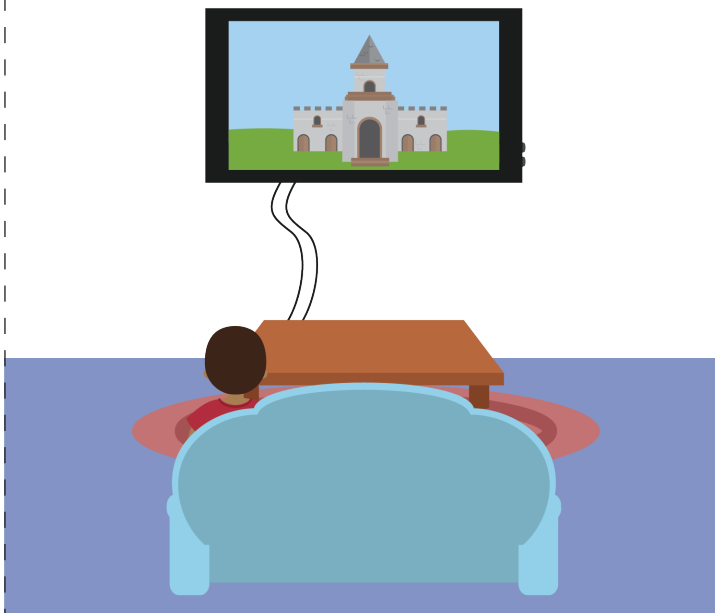
Make ice cream



Virtual field trip



Watch movie



Game



Sharing Choices

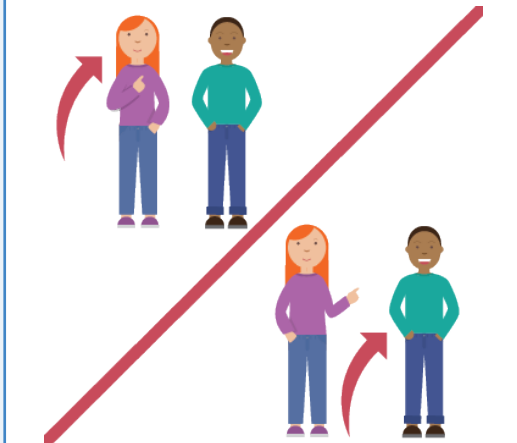
Use things together



Divide things up



Take turns



Trade things



Home Supports: Sharing and Turn-Taking Social Script

Objective:

Social scripts help students understand expected behaviors, routines, upcoming events, and a variety of social skills including perspective taking and social-emotional concepts.

Materials:

- "Sharing and Turn-Taking" social script (provided)
 - Scissors
 - Hole punch
 - Ring for binding purposes (1 per prepared script)
-

Preparation:

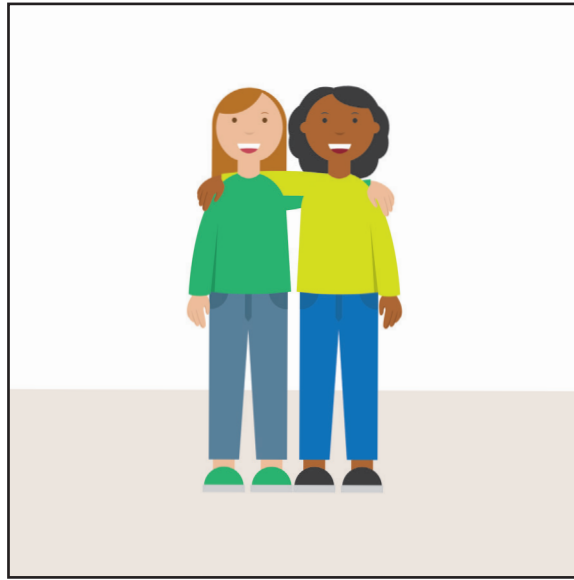
1. Print the social script pages (1 set per student or 1 set for the entire class).
 2. Cut along the dashed lines.
 3. Assemble the pages.
 4. Hole-punch the top left corner.
 5. To bind the book, place a ring through the punched hole.
-

Instructions:

1. Schedule a time to read the social script to students.
 2. As needed, increase the frequency with which you read the social script to assist students' skill acquisition.
 3. Social scripts are most effective when combined with opportunities to practice and receive feedback. Give adequate opportunities to practice skills and provide reinforcement to increase positive behaviors.
-

Considerations:

- Social scripts are not intended for use following off-task behavior. They are to be used as a teaching tool prior to the event or targeted behavior. If needed, schedule additional times throughout the day to review the script with students.
- To promote maintenance of the desired skills, begin to increase the amount of time between each reading.
- To promote generalization of the desired skills, ask other adults and peers to review the script with students and practice the specific skills.
- For learners who would benefit from participating in the development of a social script, allow them to find their own images and/or use some of their own words.
- For learners who are readers and learn independently from social scripts, allow them to read the script on their own.



Sharing and Turn-Taking

Home Supports - Sharing and Turn-Taking Social Script

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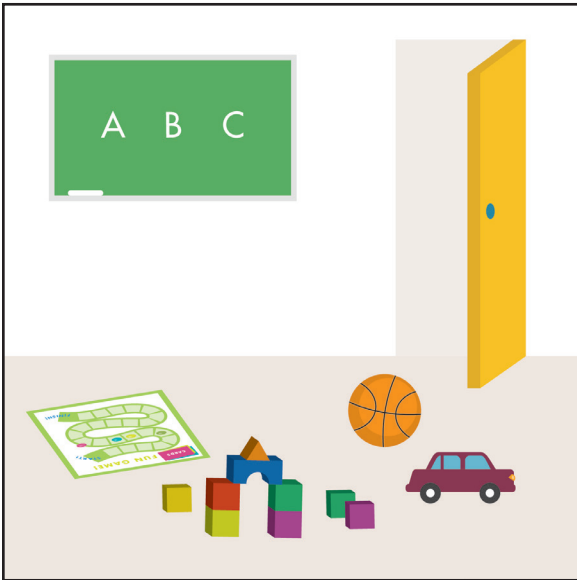


I like to play with my friends
at school. When I play with my
friends, I can share and
take turns.



Home Supports - Sharing and Turn-Taking Social Script

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There are many toys I like to play with. Sometimes my friends like to play with the same toys as I do.

2

Home Supports - Sharing and Turn-Taking Social Script

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I can be a good friend by sharing my toys. Sharing means giving a toy to a friend so that they can play with it. I can say, "Here you go," and hand them the toy.

3

Home Supports - Sharing and Turn-Taking Social Script

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Sharing also means playing with toys at the same time as another friend. We can play together! I can ask, "Can I play with you?"

4

Home Supports - Sharing and Turn-Taking Social Script

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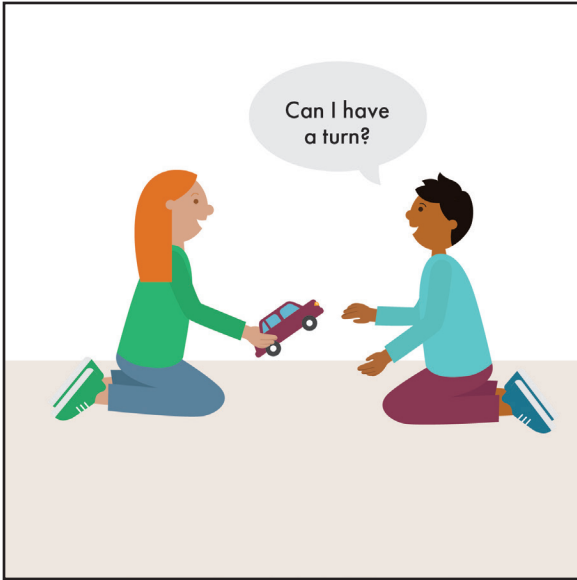


I can also be a good friend by taking turns. Taking turns means that I play with the toy for a while, and then I give the toy to my friend, so they can have a turn. I can say, "My turn" when it's my turn, and I can say, "Your turn" when it's my friend's turn.

5

Home Supports - Sharing and Turn-Taking Social Script

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If I want to play with a toy that my friend is playing with, I can ask for a turn. I can hold my hand out or ask, "Can I have a turn?"

6

Home Supports - Sharing and Turn-Taking Social Script

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Sometimes my friend is not ready to give me a turn. That is okay. Instead, I can play with a different toy, or I can wait until they are finished.

7

Home Supports - Sharing and Turn-Taking Social Script

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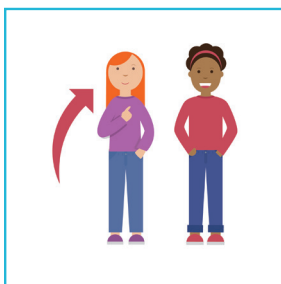


When I share and take turns during play time, I am being a good friend. This makes my friends happy!

8

Place activity
photo/icon here

Whose turn is it?



	()
--	-----

1

	()
--	-----

2

	()
--	-----

3

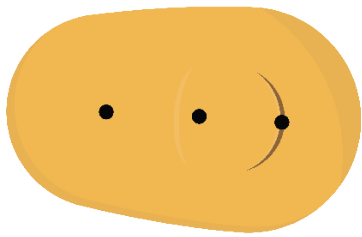
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4

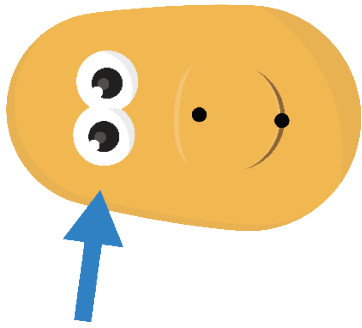
	()
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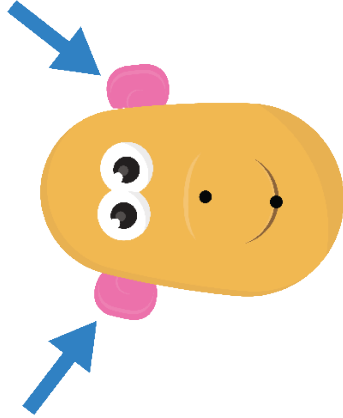
Find Mr. Potato Head



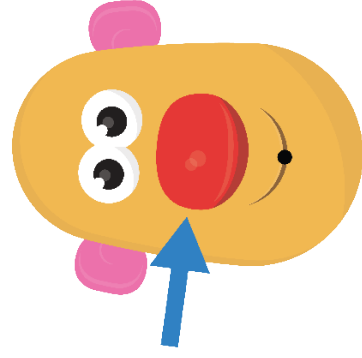
Add eyes



Add ears

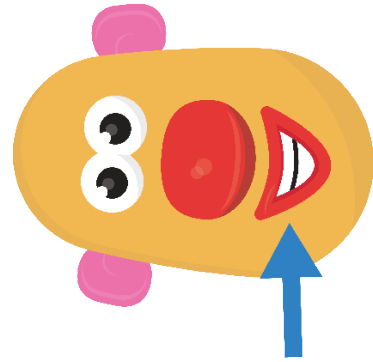


Add nose

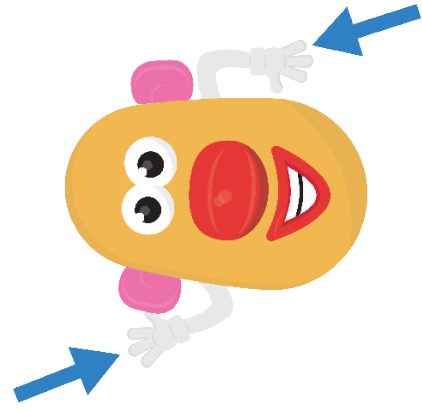


Home Supports - Mr. Potato Head Sequence Strip

Add mouth



Add arms



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Home Supports - Mr. Potato Head Sequence Strip

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Game Rules

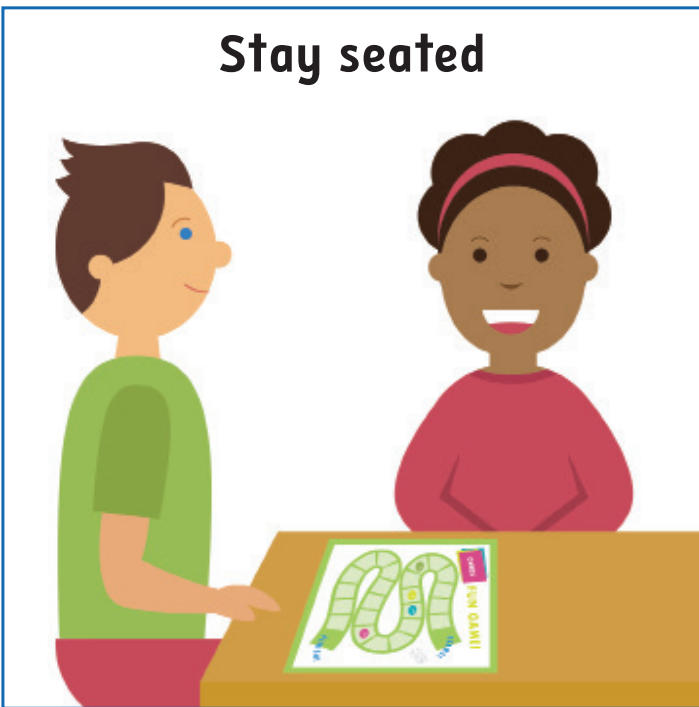
Wait your turn



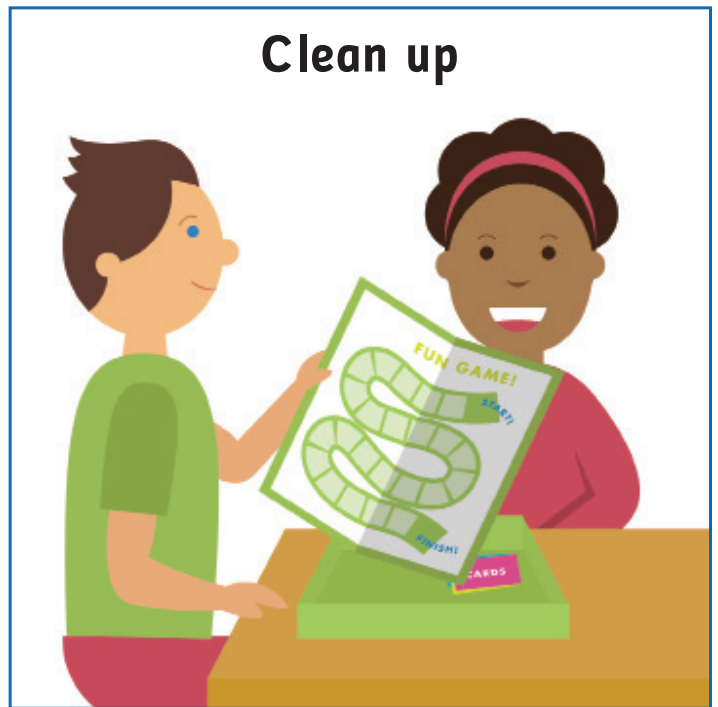
Play the game



Stay seated



Clean up





Choose game



Get equipment



Go to game



Play game



Home Supports - Playing a Game Sequence Strip

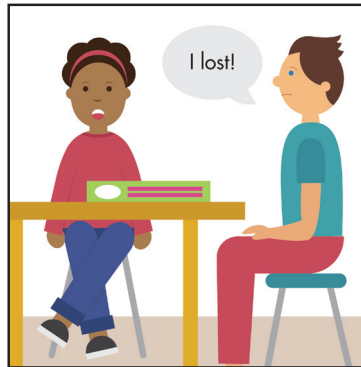
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Instructions:

1. Print and laminate the *Good Loser Visual* (provided).
2. Students review the visual before participating in the *Playing a Game* routine.

I Am a Good Loser

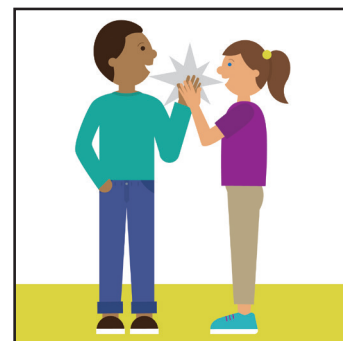
How to be a good loser:



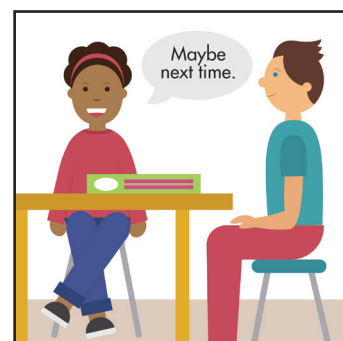
Say, "Congratulations" to the winning player.



Give the winning player a high five.



Think: "Maybe I'll win next time."



Instructions:

1. Print and laminate the Good Winner Visual (provided).
2. Students review the visual before participating in the *Playing a Game* routine.

I Am a Good Winner

How to be a good winner:



Say, "Good game" to the other players.



Shake hands with the other players.



Keep thoughts about winning to myself.



Instructions:

1. Print, laminate, and cut out four sets of *Direction Cards*.
2. Place each set of *Direction Cards* in a Ziploc bag for storage.
3. Place a set of *Direction Cards* at each game station during the *Playing a Game* routine simulation or while playing a game.
4. Show students *Direction Cards* to provide visual directions throughout the game.



Roll dice



Spin spinner



Pick a card



Put a card back





Move game piece

