



My Family's Story

A Guide to Supporting my Child

Provincial Preschool Autism Service

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My Family's Story

A Guide to Supporting my Child

Each child and family are special in their own way. The Provincial Preschool Autism Service supports children who have autism or who are on the waitlist for an autism assessment. We encourage you to share your child and family's story as this will help you when you meet new people on your team!

What will I find in this book?

This book covers a variety of topics including communication, engagement, social skills, play, establishing routines, transitions, behavior and more.

How can I use this book?

This book can be used as a tool to help you reflect on your child, including their strengths and areas of need. You can use this book to set goals that are meaningful to your child and family, starting with your main priority areas. Overtime, you can choose to work through other sections as different topics become more useful.

My Family's Story

A Guide to Supporting my Child

Name:

Date:

Please fill out these boxes about what makes your child happy, their strengths, and areas where they need help.

My child is happiest when:

My child's strengths are:

My child needs help with:

Autism Education Series: Self-Care

[Watch the video here before filling out this page!](#)

Parents and caregivers report feeling different emotions after their child is diagnosed with autism. It is common to need time to process this information and to have many questions.

How am I feeling about my child’s diagnosis?

What is one thing I can do for my self-care?

What supports do I have for me and my child (professional, friends/family, community supports)?

Autism Education Series:

Establishing Routines

Watch the video here before filling out this page!

What routines are part of my child's day?

When I think of a routine that goes well, what strategies are helpful?

When I think of a challenging routine, what makes it difficult?

What is one way I can help make routines more successful?

- ☐ use visuals to show my child what is coming next
- ☐ remind my child that something new or different is coming next
- ☐ tell my child that they did a great job moving to the next task
- ☐ give my child choices
- ☐ try to be consistent in my expectations

Autism Education Series:

Social Communication

Watch the video here before filling out this page!

One communication goal for my child is...

What goes well for my child's communication?

What is one routine that we can practice communication skills?

What is one way I can help my child build communication skills?

Autism Education Series:

Engagement

Watch the video here before filling out this page. Available in both [English](#) and French!

What activities do my child and I enjoy doing together?

What are my child's strengths with engaging with other people? (e.g., they smile at me, they show me things, etc.)

What is one way I can help my child build engagement skills?

☐ playing "people" games (e.g., hide-and-seek, tag, etc.)

☐ copying my child's play

☐ being silly

☐ other:

Autism Education Series: Play

Watch the video here before filling out this page!

What are my child's strengths in play? (check the boxes below)

- ☐ sensory play (e.g., painting, water play, using sand/mud)
- ☐ cause and effect play (e.g., ball popper, car ramp)
- ☐ playing on their own with different toys and activities
- ☐ playing with toys in the way they are intended such as tea party sets, doctor kits, car ramps, etc.
- ☐ playing with others such as taking turns, sharing an idea, working together, etc.

How can I join in my child's play?

What is one way I can help my child build more play skills?

- ☐ play in a quiet space with no distractions
- ☐ be at my child's level, face-to-face with them
- ☐ copy my child's actions
- ☐ show my child new ideas to play
- ☐ be fun and silly

Autism Education Series: Toileting

Watch the video here before filling out this page!

Things to consider:

- Is your child holding or showing signs of constipation/loose bowels? If yes, consider seeing a medical professional.
- Is your child scared to go into the bathroom? If yes, it is ok to hold off on toileting for now and work on making visits to the bathroom an enjoyable experience!

What are signs my child is showing that tell me they are ready to start toileting? (check the boxes below)

- ☐ They don't like being in a soiled diaper.
- ☐ They can sit on the toilet.
- ☐ Their diaper is dry for periods of time.

I am ready to start working on toileting with my child.

What is my goal for toileting?

What is the first step I can take to help my child work towards this goal? (sitting on the toilet, pulling their clothes off and on, washing hands, etc.)

How will I motivate my child to work on this new skill?

Autism Education Series: Mealtime

Watch the video here before filling out this page!

Things to consider:

- Is my child only drinking from a bottle? If yes, consider seeing a medical professional.
- Does my child eat a variety of (10+) foods? If no, consider seeing a medical professional.
- Does my child chew and swallow safely? If no, consider seeing a medical professional.
- Are there particular food groups my child will not eat? If yes, consider seeing a medical professional.

What is one mealtime goal I would like to work on?

What is one small change that I can do to help build mealtime skills?
(e.g., offer my child new foods, limit snacks between meals, etc.)

Autism Education Series: Transitions

Watch the video here before filling out this page!

When I think of a transition that goes well, what strategies are helpful?

What transitions are more challenging for my child? What can I do to help make transitions easier for them?

How can I help my child understand what is coming next in their day?

What can I do after my child transitions to help show them that it was successful?

Autism Education Series: Social Skills

Watch the video here before filling out this page!

What social skills does my child do well?

With who/where can I help my child practice their social skills?

- ☐ with siblings
- ☐ with familiar peers
- ☐ at childcare/pre-primary, cousins’ house, neighbours, birthday parties
- ☐ with preferred toys/activities that my child is OK to share

What is one way that I can help my child build their social skills?

Autism Education Series: Behaviour

Watch the video here before filling out this page. Available in both English and French!

Things to consider:

- Has there been a sudden, unexpected change in my child's behaviour?
- What medical concerns might need to be ruled out (e.g., ear infections, tooth pain, tummy/digestion issues)?
- Was there a significant change to my child's regular routine (e.g., travel, new childcare setting, parent away, diet, sleep)?

What is one behaviour that I find hard to manage? What does it look like and why might it be happening?

What could I do before the behaviour happens that might help prevent it from happening?

What skill could my child learn to do instead of the behaviour of concern?

- | | |
|--|--|
| <input type="checkbox"/> asking for what they need | <input type="checkbox"/> self-regulation |
| <input type="checkbox"/> being flexible, accepting when something is not available | |
| <input type="checkbox"/> cooperation (listening and doing a task) | <input type="checkbox"/> other |

What will I do when I see the new skill?

Autism Education Series: Notes

A Team Member may visit your home and work with you to set goals for your child and your family.
You can use this page for your notes and questions!

Celebrate Success!

Take a moment to pause and reflect on the successes - both big and small - that you and your child have achieved. You are doing an amazing job!

This image shows a full page of blank graph paper. The grid consists of thin, light gray horizontal and vertical lines that intersect to form small squares across the entire page. There are no margins, text, or other markings on the paper.

More Resources