

## Monthly Newsletter for Parents

ISSUE NO 6 - APRIL & MAY 2020

*EASA supports educational settings and families to meet the needs of children and young people with autism in Enfield*

### Parent Support during COVID-19

*The following services are currently available:*

- Telephone appointments can be arranged with a member of Parent Support Team on request
- Resources on a range of topics can be sent by email or post on request
- New *Home-learning Activity* ideas will be uploaded to the EASA website regularly
- Distance training/information sharing (by phone or online) will be offered to all parents who were due to attend MAPS or Cygnet courses in the next few months

*Parents are welcome to contact us to ask for information about any of our services.*

### Internet ideas for children during isolation and social distancing

Here is a list of popular educational and interactive songs, exercise activities and relaxation methods that you can find on the internet. We know that many children like these resources and they can be used to help reduce anxiety and keep children calm if they are indoors, at home for long periods.

Kids TV 123

Go Noodle

Cosmic Kids

Kids Meditation

Stop, Breath, Think

Six Sides of Breathing

The Singing Walrus

Barefoot Books

Music Therapy Tree

The Learning Station

### Coronavirus COVID-19 Update

This month, we should have been holding our **Toileting Workshop** for parents. However, in line with Government advice, EASA has had to suspend all face-to-face group events (e.g. training, workshops, coffee mornings and parent courses) at the current time. The Bell Lane centre will be closed until further notice. We are continuing to offer telephone and email support for school staff and parents. We are working together with colleagues in Special Schools and the Local Authority to plan support and provision for autistic children and young people, their families and those working with them during this period of national school closures. Please call or email for more information.

We have provided some information on toilet training overleaf.

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Please see our website for links to the NHS and Public Health GOV.UK website for more information on the Coronavirus Pandemic.  
<https://enfieldasa.org.uk/Coronavirus-COVID-19/>

Carol Gray, the founder of Social Stories, has written a Social Story for Pandemics and the Coronavirus. You can download this via the website:

<https://carolgraysocialstories.com/wp-content/uploads/2020/03/Pandemics-and-the-Coronavirus.pdf>

## EASA's Theme of the Month: Toileting

Teaching any child to use the toilet can take a lot of patience! There are several potential barriers to toileting for children with autism such as sensory factors (sounds, smells and sensations) and changes to old, familiar routines, which children can resist. All children are different and it can take time for a child to respond to new routines and the strategies you are trying. To get positive results, it's important that everyone involved, including family members and practitioners/staff, are consistent in using the same agreed approach. Our Parent Support Team at EASA can help you devise a suitable routine for you and your child and help you problem-solve along the way.

### Top Tips For Toileting

#### When to start

- If your child is comfortable in going into the bathroom and has shown an interest in the toilet or watching a family member go to the toilet.
- If you notice behaviour changes e.g. fidgeting, distracted/uncomfortable, pulling at their nappy, if your child is wet/soiled or being aware that they need the toilet.
- If you notice awareness in your child, try to keep his/her nappy off for as long as possible.
- Let them choose if they want the potty or toilet.
- Give them their favourite toy to hold whilst sitting on the toilet or potty.

#### Developing a routine

- Change their nappy in the toilet area. Take them to the toilet regularly.
- Use simple pictures and symbols. Read a book about toileting/the potty.
- Use a clear sequencing schedule kept in the bathroom. Encourage pulling clothes up and down as a first step in participating in the routine.
- Make sure all other people working with your child use the same toileting routine.
- Give plenty of fluids during the day and before toileting so there are plenty of opportunities to practice.

#### Environment

- Ensure the bathroom is calm, relaxing and comfortable, e.g. smaller toilet seat, footstool, side rails, right level for using soap and towel. Consider whether sensory sensitivities need to be addressed, e.g. no strong scents, fan turned off etc, if these things are distracting.
- Make it positive & child-friendly with pictures, posters (favourite characters) and a visual schedule showing the familiar toileting routine.
- Use positive appropriate language and plenty of praise, if the child likes this, even if they are just sitting. Reward if necessary (favourite toy).

#### Night time

- Keep the nappy on during the night if necessary, as you start to toilet train during the day time. Then begin removing the nappy at night too.
- Have the same set bedtime routine whether it is the holidays or weekends.
- Give less fluids in the evening and none before bed time.
- Take them to the toilet before bed time and if you can once during the night.
- Accept that accidents will happen - use products to protect the bed rather than reverting to a nappy.
- Your child's nappy needs to be consistently dry in the mornings to show signs that they are ready to be trained at night.

## Supporting aids and suggestions on toileting and training.

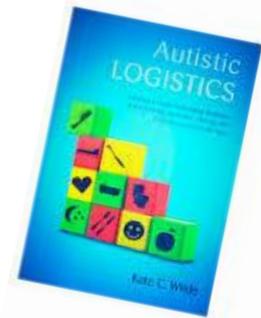
Here are some recommended aids that you can purchase that can help you to implement new routines.



Folding Toilet Ladder  
Purchase: Amazon



Anti slip step stool  
Purchase: Ebay



"I am a pediatrician who works with children who have autism. I am also the mother of a child with autism... I speak from the most authentic place I can find when I say that this book is GOLD!!!"  
-Woody Edwards  
Pediatrician

Autistic Logistics  
Author: K.C.Wilde. 2008.  
Purchase: Amazon

## Visual aids

Supporting any routine by using visuals can encourage positive results. A visual schedule can help your child to understand what is expected of them and what is to happen next. Having a familiar and consistent routine is reassuring for someone with autism. You may also want to use a social story to help your child understand and overcome any specific issues, or use a reward chart to help you monitor and praise success.



## Website Suggestions

[www.twinkl.co.uk/resources](http://www.twinkl.co.uk/resources)

[www.do2learn.com/](http://www.do2learn.com/)

<https://carolgraysocialstories.com/carols-club/>

[www.enfieldasa.org.uk](http://www.enfieldasa.org.uk)

[admin@enfieldasa.org.uk](mailto:admin@enfieldasa.org.uk)

020 8353 4186

