

## Autism Outreach Service

# Top Tips for Holidays

- ▶ Planning and preparation for the holidays
- ▶ Visuals and structure

**For more information,  
please contact the**

Autism Support Team  
on **0116 305 9400**  
or email **[sts@leics.gov.uk](mailto:sts@leics.gov.uk)**

The logo features a large orange circle above a green semi-circle. The word 'Leicestershire' is in white text above the word 'SEND', which is in large, bold, white capital letters.

Leicestershire  
**SEND**

# Days Out

## National key scheme

You might like to join the National Key Scheme. This enables you to use accessible toilets. The National Key Scheme can only be used by people with a Radar key. In order to obtain a Radar key you can contact:

Radar - the disability network Tel: **020 5250 3222**

Web: [www.radar.org.uk/radarwebsiteltabis/41/default.aspx](http://www.radar.org.uk/radarwebsiteltabis/41/default.aspx)



## Planning ahead by taking legal forms

When visiting tourist attractions you might want to take a copy of your child's diagnosis and their Disability Living Allowance (DLA) or Carer's Allowance (CA). Often this can give you discounts, priority queuing and wristbands that allow preferential treatment.

## Autism alert card

The Autism Alert Card - designed by the National Autistic Society (NAS), this card is designed to tell people about the condition, and asks them to show respect and tolerance. The card comprises a wallet which contains a leaflet of key facts about autism, and a credit-card style insert where people can write emergency contact details. It is available from the National Autistic Society.

Author: The National Autistic Society Code: NAS 565



## Recommended days out

The National Autistic Society (NAS) recommends a variety of days out that are autism-friendly, for a full list please go to their website, however these are a few that you might like:

**Alton Towers** - allows concessions and priority queuing

**Bournstream** - an adventure playground for children with special needs or disabilities. It is completely enclosed and is situated near Wotton-under-Edge in the Cotswolds.

**Thorpe Park** - again concessions and priority queues.

## Cinema visits

For visits to the cinema, you might like to join the cinema exhibitors association. This allows a carer a free place on cinema visits.

The Card Network Network House, St. Ives Way, Sandycroft, CH5 2QS

Tel: **0845 123 1292** Fax: **0845 123 1296**



# Holidays

Consider if you are not going 'away on holiday' saying that you are having 'time away from school'. Often a very literal understanding of 'holiday' may mean that your child expects to be going on a 'holiday'.

## Deciding where to go?


- ▶ Consider your child 's likes and dislikes, but also try to think what you, as a family, will like. Often a 'best fit', something that suits a little of everyone's tastes is best.
- ▶ Try to find out the facilities available, the National Autistic Society provides lists of recommended places that can be inclusive of people with disabilities and friendly towards those with autism.
- ▶ Don't be afraid to ask your chosen destination for specific things, for instance ground floor rooms if you are worried about the height of a hotel room; closeness of your room to facilities that might be noisy and disturb your child 's sleep, and so on.
- ▶ You might be going to visit relatives - can you give them an update of what your child may need or importantly what they would not like? Family can be supportive but they may also need just as much support if they have not been in regular daily contact, to adjust to any changes your child may have made.
- ▶ If relatives are visiting you -could they stagger their visits?

## Planning your journey

- ▶ Every parent plans, parents of children with autism may need to plan more!
- ▶ You could make a simple itinerary of what will happen when you are travelling to and from your holiday destination.

## Air travel

If you are travelling on a plane you can telephone the airline beforehand. Often they are more than pleased that you have provided them with information about your child 's needs and they are then happy to make some alternative arrangements for you to make your journey that much easier.



## **What the airline might like so that they can help you make your journey easier:**

- ▶ 1) During airport security, let the security guards know that your child has special-needs or additional medical devices.
- ▶ 2) Explain to security that your child might become upset during the screening process and how they might react. Offer suggestions how they can handle the process sensitively to make it easier for them and for you.
- ▶ 3) Ask them for help, they can help to load your items on to the x-ray belt whilst you take care of your child or they can make an exception and allow you to walk through the metal detector with your child.
- ▶ 4) You can request a private screening if you feel your child may react badly and you do not want to draw unnecessary attention.

## **What If your child has other disabilities or medical conditions, what Information would the airline need?**

- ▶ 1) Provide them with advance notice
- ▶ 2) The carry-on rules do not apply to particular medical items - check beforehand.
- ▶ 3) Pack medications in transparent packaging but make sure that you are confident it can pass through the x-ray scanner.
- ▶ 4) Take any medical documentation with you.
- ▶ 5) Make sure all medicines are labelled.

## **These are tips that parents have offered to help travel smoother:**

- ▶ Take a copy of the diagnosis with you when you travel. Your UK disabled parking badge is valid in all EU countries if you are hiring a car.
- ▶ Travel off-peak is good as it is often quieter.
- ▶ Computerised check-ins can speed up how long you need to wait.
- ▶ If you are not able to use a computerised system you can talk to your travel agent/airline and ask them for an 'accelerated check-in and security check' this is where you will need your diagnosis as evidence.
- ▶ Even if your child is older you can still go forward when there is a call for 'passengers and young children'.
- ▶ Don't forget to take your child 's motivators - check if they are acceptable on the flight and fit in with airport security (for instance toys with liquid inside such as water-snakes would not be permitted)
- ▶ If your child reacts to sound you might want to get them used to wearing headphones so that they could listen to ipqds or other devices.

This could reduce sound and offer a distraction. Earplugs might also be useful. The NAS

recommend [www.flightstore.eo.uk/SEPT-Head](http://www.flightstore.eo.uk/SEPT-Head) as a suitable place to purchase child-sized ear defenders.

- ▶ You can use [www.ifly.com](http://www.ifly.com) then find the section on “services and amenities” this will then help you to find information about “People with special needs/Persons with disabilities”

Manchester airport have an online brochure you can download “Airport Awareness”

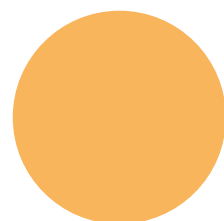
Travel advice for parents and carers of children on the Autistic Spectrum

<http://www.manchesterairport.eo.uk/manweb.nsf/alldocs>

## How can you prepare your child for their holiday?

- ▶ If your child is used to using social stories, you could make a simple social story to introduce and prepare them for this change.
- ▶ You could mark the days to the holiday using a visual system - mark the days at home in one colour and the days away on holiday in another colour.
- ▶ Photographs, booklets, holiday brochures and the internet are all good sources of visual information that you can use to either print out and prepare or personalise your social stories. Remember if your child takes everything very literally and you cannot find the exact picture you might want, use symbols or clipart to represent parts of your holiday so that your child is not disappointed or upset if they get there and it is not exactly as they thought it would be.
- ▶ The use of visual support can also help in a variety of ways, you could:
  1. Use visuals to help you make a daily timetable - try to keep it simple so that it allows you flexibility but also provides enough information so that your child feels comfortable that they have a pattern to their day.
  2. Make a simple choice board of activities they could do each day.
  3. Use a ‘first/then’ visual so that they can be encouraged to try a new activity followed by something they already find rewarding, for instance, ‘first beach, then TV’.
- ▶ You could prepare for a big holiday by taking your child on smaller days out. This might help you to:
  1. Find things out that may be an issue on a longer journey.
  2. Get together an essential travel kit for your child.
  3. Encourage your child to take part in activities that will be available to them on a longer holiday, for instance a day out at the beach, going to the swimming pool or practicing eating out.
- ▶ Try to find a calm or quiet area when you are on holiday that your child knows they can retreat to and will feel secure if they are feeling overwhelmed.

**Try to remember to have an ‘alternative’ strategy so that you can plan for things if they do not go quite according to plan - a ‘never mind, nobodies fault’ situation!**



# Going back to school

## What can I do to help prepare my child for going back to school at the end of the holidays?

- ▶ A few weeks before going back to school, you might like to start a simple countdown, this could be a calendar you can mark off the days of the week; a visual timetable with the things you will be doing on the days leading up to going back, or simply, a picture of school with the date on it.
- ▶ Try to involve your child in 'going back to school routines' if you feel they are able to cope, for instance, a special shopping trip to buy new shoes or their new school uniform. If your child does not like new things you might like to get everything at the beginning of the holidays so that they can get used to seeing it hung up and can experience trying it on and feeling the texture.
- ▶ Practice with new clothing and equipment - especially if your child likes to be independent - can they zip and unzip their new coat; fasten their new shoes or even open and close their lunchbox?
- ▶ If your child has responded well to social stories you can do a simple social story about going back to school.
- ▶ Often schools and your Autism Outreach teacher will have worked to provide you with a school booklet. This is something that you can read through to prepare your child for their new school or their new class.
- ▶ If your child has been staying up late during the summer, try to readjust their sleeping patterns a few weeks before and reintroduce a sleep schedule. This could also be true of other family routines, often sitting down for meals might have changed or getting up early. It is important to plan ahead and make this change gradually in the last few weeks of the holidays. Make getting up earlier fun by planning a favourite activity or giving your child something special they like for breakfast.
- ▶ You might want to do a 'trial run' so that your child can experience or re-experience the school run. It may be an opportunity for you to take things slower, you could also take photographs of the journey so that you have something to talk about later or use in a visual schedule.
- ▶ Make a simple checklist, this could be words and pictures - it can be an aid for you and also something you can encourage your child to be involved with.
- ▶ If you already know some of the children who will be in your child's class, could you arrange a play-date to get them back into the swing of playing and being around others?
- ▶ You could begin to make your own book throughout the summer of all the things you have done. Encourage your child to think about taking it to school to share with their teachers and friends. Put mementos of your activities in the book, photographs, collage and so on. This will help them make sense of and keep track of time. It may also help recalling events when asked back at school.
- ▶ You could also make a book about going back to school -they could help to draw their class, their teacher, friends and themselves.

Try to remember to have fun with your child. Sometimes just enjoying each other's company is enough and you should not need to feel you have to constantly be 'entertaining' just because it is the holidays.



# Cinema exhibitors association card



## Terms & Conditions

### General Terms and Conditions applicable to this website and the CEA Card Scheme.

1. The CEA Card is issued by The Card Network Ltd on behalf of the UK Cinema Association (UKCA) and remains the property of the UKCA. It is for individual cinemas to decide whether they participate in this scheme. Any cinema has the right not to honour the CEA Card, or to retain it where they believe it is being misused or used outside these terms and conditions.
2. When you apply for a CEA Card, you are deemed to have fully accepted the terms and conditions set out in this document.
3. Eligibility to apply for the Card is set out below.

The person applying for a Card should be in receipt of:

- ▶ Disability Living Allowance (DLA);
- ▶ Attendance Allowance (AA);
- ▶ Personal Independence Payment (PIP);
- ▶ Armed Forces Independence Payment.

Or be registered as:

- ▶ Severely Sight Impaired (formerly Registered Blind) or Sight Impaired (formerly Partially Sighted).

So, for example, Blue Badge schemes or the Employment and Support Allowance scheme will not be accepted as proof of eligibility. Limitations placed on Cinemas by their local licences require children and young people under 8 years of age to be accompanied by a responsible person; consequently an application for a Card can only be considered for a person who is 8 years of age or older.

If you are unable to find this correspondence, or do not meet the above criteria but believe that as a result of your disability you still need someone to accompany you to the cinema, please contact us.

4. You must be 16 or over to apply for your own CEA card. If an applicant is aged between 8 and 16, a parent or guardian must complete the application on their behalf.
5. The CEA Card will not be valid unless it shows an accurate and recent photograph of the Cardholder, along with all other information present on the Card on its issue. The Card is non-transferable and only the Cardholder is entitled to use it. Any participating cinema reserves the right to ask for some additional form of identification from the Cardholder. Any cinema also reserves the right to check the validity of any Card when it is presented.
6. Where it is suspected that a Card is being used inappropriately, fraudulently or in breach of these terms and conditions, the cinema reserves the right to retain the Card pending their further investigation.
7. The CEA Card allows the Cardholder to obtain ONE complimentary ticket for a person to provide any assistance required as a result of the Cardholder's disability during their visit to the cinema, provided that a full price ticket is purchased by the Cardholder for the same film and auditorium. In providing a free ticket for another person to assist them during their visit, the cinema is offering one way of meeting its duty to make "reasonable adjustments" for the Cardholder under the disability aspects of the Equality Act 2010.

8. A complimentary ticket is provided on the assumption that the person accompanying the Cardholder is able to provide appropriate assistance. Illustrative, but not exhaustive, examples of such assistance might include having the ability to assist the Cardholder in:
- ▶ Moving around the venue including finding and taking a seat;
  - ▶ Evacuating the venue in the event of an emergency;
  - ▶ Accompanying and/or assisting the cardholder in using the cinema's washrooms; or
  - ▶ Purchasing refreshments.

While for this reason the presumption will be that the person accompanying the Cardholder will be aged 16 years or over, the UKCA does recognise the role of young carers and cinemas will act at their own discretion in this area. However, the cinema operator reserves the right to make a judgement on the ability of any person to assist the Cardholder during their visit to the cinema, and to refuse the provision of a complimentary ticket where it deems it appropriate.

9. One Cardholder cannot benefit from the complimentary ticket provided to another Cardholder. In all cases, one full price ticket must be bought for each complimentary ticket allowed. Cinema operators reserve the right to make other arrangements for two or more Cardholders attending the cinema together.
10. There is no limit to the number of times you can use the Card while it is valid, provided that the Cardholder observes the terms and conditions set out in this document.
11. Use of this Card does not give Cardholders any additional rights of entry compared to those enjoyed by non-Cardholders. Use of the Card will be constrained in terms of programming and cinema capacity for a Cardholder as they are for any paying customer.
12. The Card cannot be used in conjunction with any other scheme operated by a cinema operator and the presumption is that the Cardholder will purchase the appropriate full price ticket.
13. The CEA Card is valid for a period of one year from the date of issue. The validity date must be clearly legible at all times on the Card, as should all other information present on the day of issue. Cinemas reserve the right to not accept, or to retain any Card where any details are no longer legible.
14. On expiry of the CEA Card, or where a Card has been lost, or where it is no longer legible, a full new application, including the administrative fee, must be submitted to CEA Card.
15. Where a Cardholder believes they have grounds to appeal the limits placed on the use of their CEA Card, or to question the actions of a participating cinema operator, such appeals should be made in writing in the first instance to:

CEA Card, PO Box 199, Deeside. CH5 9BW.

Telephone: **01244 526 016**

Textphone: **18001 01244 526 016**

These phone numbers connect to our UK call centre. Calls are charged at standard UK landline rate. Office Hours are 9.00 am to 5.00 pm Monday to Friday excluding Bank Holidays.

Alternatively you can email us at [info@ceacard.co.uk](mailto:info@ceacard.co.uk)



# CEA Card Application Form



## Application Form

Apply online at  
[www.ceacard.co.uk](http://www.ceacard.co.uk) to save  
time & postage

**The CEA Card Scheme is open to persons aged 8 years and above.  
All applications must include proof of eligibility and payment of £6.**

**Please complete using BLOCK CAPITALS.** Please tick one of the following:

- ☐ First application for a CEA Card
- ☐ Replacement of a lost CEA Card
- ☐ Replacement of a stolen CEA Card
- ☐ Renewal of an expired CEA Card

For Picturehouse Cinema Carers Card holders only

- ☐ Replacement for a Picturehouse  
Cinema Carers Card

Picturehouse Carers Card Number Only

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Please tell us who is completing this application:

- ☐ I am completing on behalf of the person who requires assistance to visit the cinema  
(e.g. I am the parent, carer, support worker or helper)
- ☐ I am the person requiring assistance to visit the cinema.

### Section 1 – Your Details (the person completing the form)

Forename: 

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Surname: 

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Address: \_\_\_\_\_

Town/City: \_\_\_\_\_ Postcode: 

--	--	--	--	--	--	--	--	--	--

Email: \_\_\_\_\_

Daytime contact Number: \_\_\_\_\_

**Section 2 – Card Holder Details (the person requiring assistance). If these details  
are the same as in section 1, please tick here** ☐

Forename: 

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Surname: 

--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

Address: \_\_\_\_\_

Town/City: \_\_\_\_\_ Postcode: 

--	--	--	--	--	--	--	--	--	--

Email: \_\_\_\_\_

Daytime contact Number: \_\_\_\_\_

Who should we contact regarding this application and about card renewal in the future?

The person requiring assistance ☐ Parent, carer etc ☐

## Card Holder Photo

The photo should be passport sized, in colour and be an accurate and recent likeness of the person requiring the assistance. Please write the name on the reverse in case it becomes separated from the application.

Please  
attach the  
photo here

## Proof of Eligibility

Please enclose proof of eligibility for the person requiring the assistance. This should be dated within the last 12 months. **If you are applying to replace a Picturehouse Carers Card, you do not need to send proof of eligibility again.** We accept the following:

- Disability Living Allowance
- Armed Forces Independence Payment
- Attendance Allowance
- Personal Independence Payment
- Severely Sight Impaired (formerly Registered Blind) or Sight Impaired (formerly Partially Sighted).

Photocopies are accepted, although we reserve the right to request original documents on occasion. If you are sending original documents and wish them to be returned, please enclose a **SAE** (Stamped Addressed Envelope), otherwise they will be securely shredded.

☐ I have enclosed a SAE. Please return my original documents.

## Payment of Processing Fee

☐ I have included a cheque or postal order for £6 made payable to CEA CARD.  
Please do not send cash.

## Confirmation

You must confirm you agree with these statements for us to process this application.

☐ I confirm that the person requiring assistance is 8 years or older.

☐ I have read and agree to the CEA Card terms and conditions.

These can be viewed on our website at [www.ceacard.co.uk](http://www.ceacard.co.uk)

## Please post your application to:

CEA Card, PO Box 199, Deeside CH5 9BW.

For more information visit [www.ceacard.co.uk](http://www.ceacard.co.uk), email us at [info@ceacard.co.uk](mailto:info@ceacard.co.uk) or contact us on 01244 526 016. Textphone 18001 01244 526016.

☐ I would like to be contacted via email with additional information and offers from cinemas.

☐ I need a Braille label on my card.

# Airport Awareness

## Airport Awareness

Travel advice for parents and carers of children on the Autistic Spectrum

T1

FREE

## INTRODUCTION

Welcome to Manchester Airport's 'Airport Awareness' book to help parents and carers of children on the Autistic Spectrum understand what will happen on their journey through Manchester Airport.

We realise here at Manchester Airport how stressful travelling through an airport can be for children on the Autistic Spectrum, especially when it's a break in their routine and they are unsure of what to expect.

This book will take you on the journey through Manchester Airport, using photographs to explain the process you will take. It has been divided into the various stages of your journey through the airport, describing what you will see and hear, from arriving at the airport, going through security and through to returning back home.

In each section there is a tick box for you to interact and engage with your child in the sights and sounds along your journey through the airport. We have now launched an accompanying video we can be viewed at [www.manchesterairport.co.uk](http://www.manchesterairport.co.uk), where an online version of this booklet can also be downloaded. There is space at the back of this book for your child to jot down any worries they may have and also a fun zone to fill time when you may be waiting around.

We are committed to making every passenger's journey as easy and stress free as possible. We have many different passengers who pass through Manchester Airport, all with different needs, and this book is just one of the ways we can help with their experience of the airport.

We understand the difficulties you may face when coming through the airport with a child on the Autistic Spectrum and we will do as much as possible to help you travel through quickly and easily.

To make it as stress free as possible for you and your child, you can now request a free wristband for your child to wear which entitles the child wearing it, and all accompanying members of the party, to use the fast-track security lanes in each terminal. Simply call 08714 777 747 or email [customer.relations@manairport.co.uk](mailto:customer.relations@manairport.co.uk) to request one. We also welcome any feedback you may have about this book or suggestions on how we can make your journey easier through Manchester Airport to this address.

*Tricia Williams, Customer Services Director at Manchester Airport*

In each section we have included travelling tips for parents and carers to help make your journey easier. Follow the key (shown left) on each page to see our top tips on pages 23 and 24.

TIP  
1



# Holiday social stories

It is important to remember that social stories should be unique to your child, these are examples of social stories, you might like to copy some of the pictures or use some of the sentences if they are appropriate. Remember many of the social stories are American and so you will need to consider wording, for instance, 'holiday' rather than 'vacation'.

# Sample 'back to school' social stories

# Back to School



Summer break is almost over. Soon, I



200

will go back to school. This school year will



be different. My teacher will be different. The other



students in my class might be different. That



is OK.



&

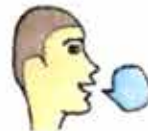
I will have a new classroom and



desk. There will be a new daily schedule. My



teacher will help me understand the new



schedule. I will try to listen when they talk



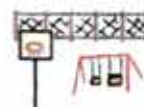
to me about the things on the schedule.



Some things will be the same. I will see



some of my friends. That will make me happy.



I will get to play outside for recess. I

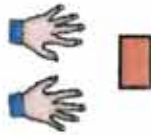


will get to ride on the school bus again.

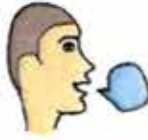


I will eat in the cafeteria.





If I get frustrated learning the new



rules, I will tell my teacher that I



need to take a break. After my break, I



&

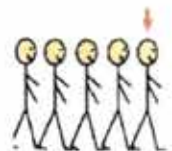
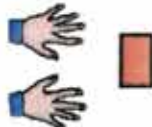
will try to learn more of the new rules and



schedule. My teacher will be proud of me. I



will be happy.



Many students get nervous for the first



day of school. If I get nervous, it will



be OK.



I

will



sit



quietly

&

and

try to



listen



to the teacher.



That



will



help



me

be



less



nervous.



I



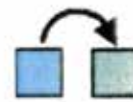
am excited

to

have

another

year



200\_



at school.



I



know



this

200

year

will be



fun!

## A New Classroom



### A New Classroom



I am going back to school. I



&



will be in a new classroom and have a new



teacher. I might be shy. I might be nervous.



That is OK. I will learn my new teacher's



name.



My new classroom will look different



200



than the classroom I had last year. It





will have different pictures on the wall. It



will have different desks. There will be a different



place for my backpack. That is OK. I



will learn about my new classroom. The teacher



will help me.



I will have a different schedule this



200

year. I will learn my new schedule. My



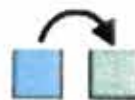
teacher will help me. I will try to listen



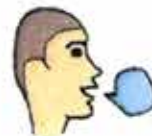
to my teacher.



I will know some of the students



in my class. There will be other students



that I do not know. I will say "hi"



to them and try to be friends with them.



200



This year will be different from last

200



year. That is OK. I will try to do my



best. I am excited to start school.

# Sample 'visitors' social stories

## Visitors



Visitors



Mom says we are having visitors. This means that people



will come to our house. Visitors can be adults or children. We will



talk and laugh. We will let visitors touch our things in our house.



We want visitors to feel comfortable and welcome. This means I



will let other children play with my toys.



It is okay because when the visitors leave, my toys stay



with me. I might feel upset to see someone play with my toys,



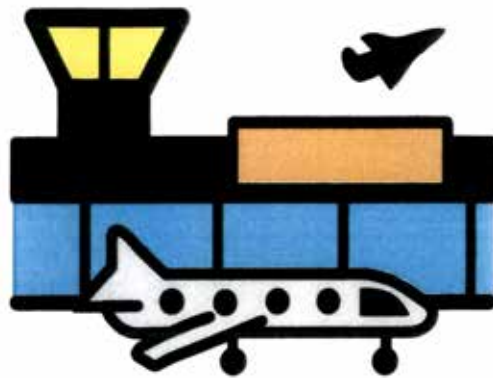
but I will try to remember that it is only for a short time. Visitors



make staying home fun.

# Sample 'airport' social stories

## The Airport



Sometimes people go on vacation. Some people go on vacation in a car.  
Some people go on vacation in an airplane.

I usually will go with my parents to the airport but maybe  
I will go with \_\_\_\_\_

When we get to the airport, I have to get my suitcase. I have to wait for  
mommy or daddy to show me where I might have to go.

When I walk in the airport, the noise level might be high. There might be a lot of people so I should stay close to my mom or dad.

I might have to wait in line when we check in our luggage. Then we get our plane tickets so we can board the plane.

When I get my ticket, I might have to wait until it is my turn to board the plane.

I may have to wait a long time so I can play a game or look at a book.

When the person calls my seat number then I may aboard the plane.

I have to look for my seat number. I might have some carry on luggage that has to go in the overhead storage.



I have to walk to my seat with my mom or dad.

When I find my seat, I have to sit down and put on my seat belt. A person might help me find my seat and make sure my seat belt is fasten.

I may have to wait for the captain to tell me that we are able to take off. I need to relax. I can take some breaths or I listen to some music. I can also watch a movie or play a game.













When I am in the airplane, I might hear the engine start. It might get louder. I might hear the wheels go up.

When the plane gets close to its destination, the wheels will come down. As the plane lands, the plane hits the ground which the ride will be bumpy and loud.

As the airplane is coming to a stop, it will pull up to a terminal so people can exit the plane. Then a person will come on the intercom and say, "Welcome to \_\_\_\_\_. Hope you enjoyed your flight".

# 'Going places' visuals

## Going places

I/ me 	go 	car 	school 
Where 	want 	more 	home 
When 	drive 	finish 	somewhere different 

# Useful summer vocabulary symbols



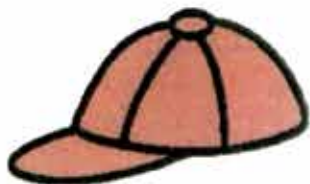
summer  
1 inch  
pg2





summer  
1 inch  
one

cap



sunglasses



swim



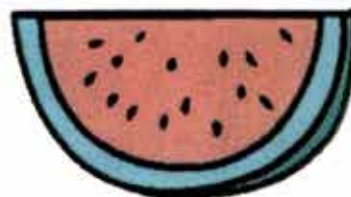
hot



float



watermelon



flower



pool



frisbee

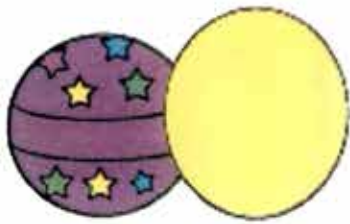


# My Summer Vacation





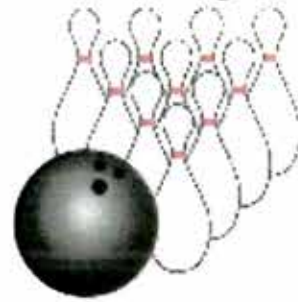
ball



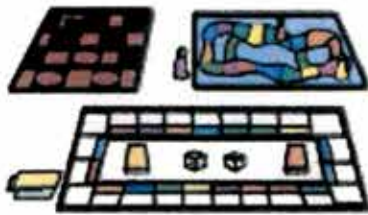
beach



bowling



board games



bucket



camera



movie



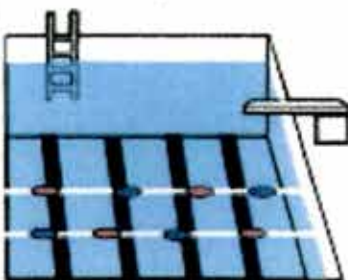
friends



football



pool



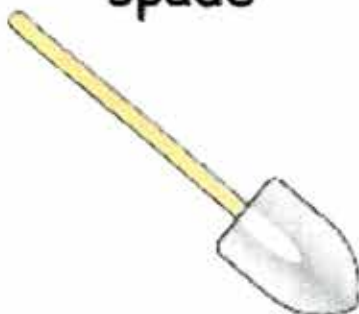
pool



sandals



spade



summer



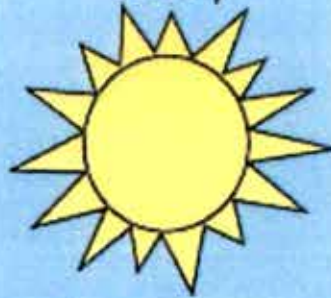
sun



sunglasses



sunny



sunscreen



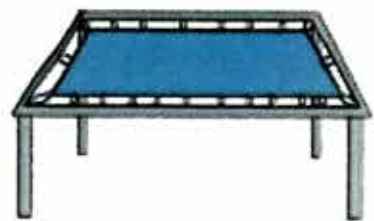
SURPRISE



ticket



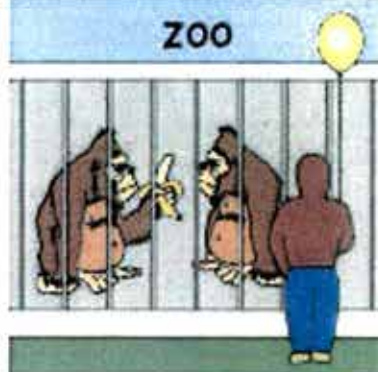
trampoline



train



zoo



airplane



boat



The weather is



ice cream cone



juice carton



garden



cinema







**sandcastle**



**campfire**



**beach**



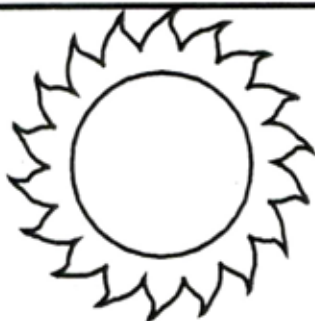
**tent**



**cinema**



**swimming**



**sun**



**warm**



**rain**



**cold**



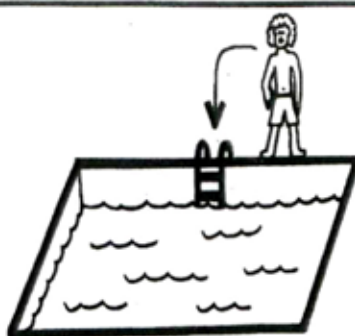
**trunks**



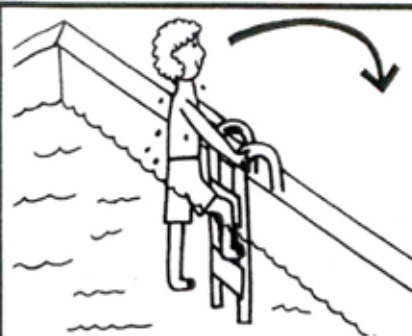
**swimming  
costume**



**dry off**



**get in pool**



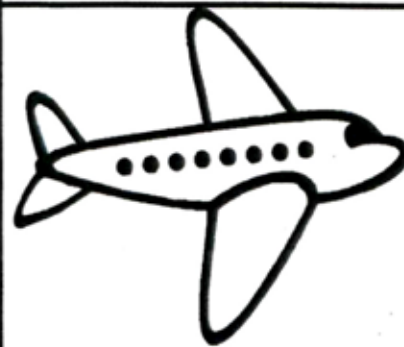
**get out pool**



**sun cream**



**suitcase**

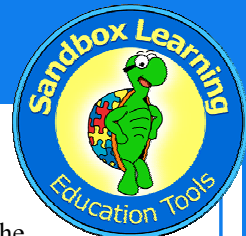


**airplane**

# Skill Sheets by Sandbox Learning

## Ideas for Making Short and Long Trips Less Stressful

### Skill Sheets by Sandbox Learning



#### Ideas for Making Short and Long Trips Less Stressful

Family vacations create lifelong memories and part of the experience is traveling to the location. For some children this can be exciting while for others it can be stressful. This article includes ideas for reducing stress before and during travel.

**1. Prepare Children** – Reduce anxiety by telling children what to expect. Prepare children by reading books, writing stories, and discussing the upcoming trip. If the experience is new be sure to explain it to the child. For example, if a child is flying for the first time, explain the security process of taking off their shoes, putting their possessions in a machine, and waiting to go through screening. Clearly outline the steps to prepare children. Additionally, let children know how long the trip is going to be or set a timer so children know when they will arrive. Some children may benefit from a picture or word schedule of the events on the trip. The schedule allows children to understand visually what is happening next. Be sure to update children on traffic jams or flight delays that change their travel time.

**2. Involve Children** – Let children help pack their bag. This can prepare children for changes in the weather, trip related events, and items they will have access to on the trip. Packing is a great opportunity to teach organization and planning skills. Discuss different clothes that are appropriate for events. For example, discuss how they are packing a nice outfit for Thanksgiving dinner, but warm play clothes for playing outside with their cousins after the meal. Give children choices in items. For example, let children select one of three sweaters to wear for a nice dinner. Letting children make choices involves children and lets them take an active role in the experience. During the trip have maps and pictures of people or places they are going to visit to give them something to look at and discuss related to the trip.

**3. Keep Comfort in Mind** – Whether driving or flying, trips are more stressful and unpleasant when children are uncomfortable. Be sure there is plenty of personal space in the car. Stop regularly so children can stretch and use the restroom. Although planes are limited by space, children often like to look out the window. An inside seat on a plane also limits contact from other people walking up and down the aisle. Bring lollipops or gum to help children's ears adjust with the pressure changes.



From *Going Places*

**4. Bring Activities** – Have children select a few stories or games for the trip. Keep portability in mind as well as the length of time the activity holds the child's interest. Often children like videos and video games. These are engaging for children, but old-fashioned car games such as *I Spy* or *Twenty Questions* are ways to entertain and teach while communicating with children.

**5. Use Positive Reinforcement** – Regularly praise children for sitting, listening, and being a good traveler. Be clear about what they did well such as, 'Great job waiting for your turn in security and listening to the security officer.' Be sure to consistently reinforce behavior throughout a long drive or flight to let children know you see they are doing a good job.

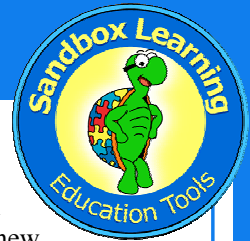
To receive a **free customizable children's book** on waiting, please visit our website:

[www.sandbox-learning.com](http://www.sandbox-learning.com)

Copyright © 2008 by Sandbox Learning. All Rights Reserved.

# Six Tips for Vacations and Weekend Trips

## Skill Sheets by Sandbox Learning



### Six Tips for Vacations and Weekend Trips

Family vacations create memories, teach children about new places, and provide an often much needed break. Unfortunately, some children have a difficult time with new situations, people, and schedules. This article includes ideas for making vacations and weekend trips less stressful and more enjoyable before, during, and after the trip.

**1. Prepare Kids** - Unfamiliar places and situations can be very stressful for some children. Prepare children for a trip by showing them websites, brochures, or guidebooks. Pictures of lodging, activities, people going on the trip, and transportation are helpful for setting expectations. If you are flying, discuss the security process and etiquette for sitting on the plane (using an inside voice, keeping on a seatbelt, having feet off the seat in front of them).

**2. Involve Kids in Planning** – If you are debating where to go, involve children in the decision. Research different trips and discuss the strengths and weaknesses of each place. Consider children's interests in the decision. Because you loved the beach as a child does not mean your child who does not swim, sunburns easily, and finds the feel of sand upsetting will like the beach. Before a trip, let children help pack their suitcases so they know what they will have with them. Use this as an opportunity to discuss the weather and appropriate clothes for activities. Pack and have readily available a small bag of toys and books for car rides, unexpected waiting periods, and downtimes.

**3. Create a Sense of Familiarity** - Consider children's routines and familiar possessions when planning trips. Sleep schedules may be difficult to follow, but keep wake up and bedtime as close to the child's usual schedule as possible. Familiar objects also help children with consistency. If a child reads a favorite story before bed, carries personal items in a backpack, or uses a stress ball, be sure to pack these items.

**4. Keep Children Aware of the Schedule** – Many children benefit from very structured schedules and the lack of a familiar schedule on a vacation can be upsetting. If children use written or picture schedules, create one for the trip. Some children just need a verbal reminder of what to expect next or when to change activities. Many times consistently keeping children notified of the schedule and schedule changes helps them relax and transition through the day.

**5. Remember Downtime is Important** – Families often over plan vacations. Spending time with friends and family, going from one location to another, or doing a number of things at one place can exhaust children. Plan rest periods so children can read, play a game, or nap.

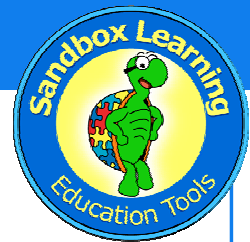
**6. Create Memories** – Trips are fun and exciting, but children often forget some of it when they return home. Buy a travel diary before the trip. Every evening discuss the day's events. Have children write in the journal. They can add pictures, tickets, and brochures from the day. Read the book during the year to remember the experience, encourage communication, and plan future trips.

To receive a **free customized children's book** on waiting, please visit our website:

**[www.sandbox-learning.com](http://www.sandbox-learning.com)**

Copyright © 2007 by Sandbox Learning. All Rights Reserved.

## Skill Sheets by Sandbox Learning



### Activities for Summer Break

Summer is a much needed break for many children and families. Make the most of summer by helping children have fun while learning new things. The ideas below are for children of all ages and include suggestions for both the home and the community.

**1. Enjoy the Weather** – Many communities have swimming lessons, group sports, or one-day neighborhood events. Encourage children to participate in these activities so they make new friends, learn new sports, and stay healthy. If children are ambivalent about trying something new, let them join with a friend. Children may be more interested in an activity if one of their friends is on their team or in their swimming group. Doing outdoor activities is a great way to spend quality time with your children and show the importance of physical fitness. Make evening walks or bike rides part of your routine. Besides doing physical activities outdoors, learn to simply enjoy the nice weather by having picnics or sitting outside to read or have a snack.

**2. Explore Creative Opportunities** – There are many free websites with printable games, coloring pages, and ideas for simple art activities. These easy and free resources are fun for children. To locate activities, search the internet using keywords like ‘children’s art activities’ or ‘children and art’. Additionally, many art supply stores, arts centers, children’s museums, and home improvement stores offer free or low-cost one day clinics. The classes usually appeal to children of a wide age range and are offered on a regular basis. Don’t forget to check activities in your community center. Many community centers offer singing, acting, or music classes to help children of all ages explore their creative side.

**3. Invite Friends to Play** – Plan play dates for children. Besides having fun while playing, children develop important social skills by spending time together. When planning a play date, have a variety of fun games and activities handy to encourage children to interact instead of watching television. Rain or very hot weather can prevent children from playing outside so be sure to have board games, cards, and other indoor activities handy in case they can not go outside. Simple games are not only fun for children, but they teach important skills such as turn taking, sharing, problem solving, and conflict resolution.



From *Playing Together*

**4. Complete Projects Together** – Projects such as planting a garden, planning a summer party, or researching ideas for the family vacation are exciting summer activities. Include children in your projects to teach them time management, responsibility, and life skills. If you are planting a garden, children can learn about plants, water them regularly, and pick fruits and vegetables. If you are planning a party, kids can help make invitations, plan the menu, or prepare the food. If you are planning a family vacation, show children guide books and maps and let them help plan different events for the vacation. Children like to spend time with adults and work with them on projects. These activities will engage children and teach them valuable skills while giving you a little extra help.

**5. Read More** – Encourage reading for enjoyment by including reading activities in your routine. Local libraries often have story time for preschoolers and a variety of other learning activities for elementary aged children. If your local library does not have these programs, have fun at the library by browsing and checking out books with your children. Also, check your local book stores for children’s program. They frequently have similar story times and fun programs.

To receive a **free customizable children’s book** on waiting, visit our website:

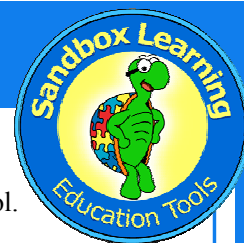
**[www.sandbox-learning.com](http://www.sandbox-learning.com)**

Copyright © 2006 by Sandbox Learning. All Rights Reserved.



# Getting Ready for Summer Break

## Skill Sheets by Sandbox Learning



### Getting Ready for Summer Break

**1. Prepare Kids** – Prepare children for the summer break while they are still in school. Classrooms often have a countdown to summer, but including one in the home also is helpful. Discuss summer break with children including when they will return to school and what they will do over the break. Read books about vacation, summer, and school breaks.

**2. Make Cards** – If children are concerned about not seeing their friends and teacher, have them create cards for everyone. The cards can have memories from the school year or a simple message, "Have a nice summer. See you in August." Cards are a great way for children to share their feelings and learn about giving.



From the book, *School Breaks*

**3. Don't Forget School** – Arrange summer play dates with classmates before school ends so children know they will see their friends soon. Use the class picture as a way to discuss and remember classmates, or make a book about the past year, "Bobby's Year in First Grade."

**4. Maintain Structure** – The school day provides a significant amount of structure for children. A transition from a full day of planned activities to one with little structure can be very difficult for children. Have a routine so children have consistency in their lives. Set times for waking up, going to bed, eating, and other activities so children know what to expect during the day. If children have a routine with different activities on different days of the week such as swimming lessons Monday, Wednesday, and Friday and library time on Tuesdays, make a calendar showing these activities with words or pictures so children see the day's activities. Some children may benefit from a very structured schedule. If children use a picture schedule at school, ask their teacher how to implement it at home. Besides including structured activities, remember a schedule can include periods of choice and free play while still providing support and structure.

**5. Keep Activities Handy** – Keep materials for art activities (paper, paints, buttons, glue, magazines) handy. Art activities develop fine motor skills and encourage creativity. Cooking lunch or snacks is a fun activity for children and it encourages reading, basic math (fractions, counting), and turn taking.

**6. Start Summer-Long Responsibilities** – Give children activities for the summer. Gardening activities such as a small plot in the family garden or an indoor herb garden are a great opportunity for children to watch plants grow, care for them, and see the fruits of their labor. If children are not interested in gardening, give them responsibilities with the family pet (brushing, feeding, walking) or another household activity. These activities can be expanded upon by reading about the topic or attending events involving the topic such as a local flower show or dog show.

**7. Ask the Teacher** – If you have concerns about a child's transition from school to summer, ask their teacher for suggestions. The teacher may have specific ideas for your child's needs or they may know about community activities your child would enjoy. They also can provide ways to help your son or daughter prepare for the next school year.

To receive a **free customizable children's book** on waiting, visit our website:

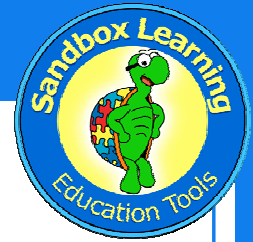
**[www.sandbox-learning.com](http://www.sandbox-learning.com)**

Copyright © 2006 by Sandbox Learning. All Rights Reserved.



# End of Summer Activities to Prepare for the School Year

## Skill Sheets by Sandbox Learning



### End of Summer Activities to Prepare for the School Year

The start of the school year is an exciting time but the transition back to school can be stressful for many children. Help children prepare for the new school year with these helpful strategies.

**1. Review Skills and Goals** – Review school reports and goals and document progress towards goals. If teachers and therapists provided activities or ideas to address skills, take the time to focus on these prior to school starting. Even small reminders about skills can help prepare children for addressing these in the classroom.

**2. Take Advantage of Natural Learning Opportunities** - Use natural opportunities to address a wide range of skills such as asking a child to help count silverware while setting the table (counting skills) or asking them to read directions while cooking (reading skills). By keeping a child's goals top of mind, natural learning opportunities can be easily identified.

**3. Use a Calendar for Visual Reminders** – Many children benefit from visuals. Mark important events leading up to the start of school on the calendar. Examples of activities to put on the calendar are the first day of school, shopping for school clothes, and buying school materials. Discuss how many days are left until each event and have children participate in planning by helping write shopping lists and decide where to shop.

**4. Return to a Schedule** – Summer breaks often are not very structured. Start getting back into a routine so children are more prepared for the school year schedule. Sleeping, eating, brushing teeth, bathing, and bedtime rituals are examples of activities typically scheduled at set times in a child's routine. Work on a consistent schedule to help transition back to school.

**5. Use Art and Literature** - Have children draw, make collages, or paint things they remember about the previous school year. Have them write about or discuss what things they like about school and what they are looking forward to in the new school year. Use these memories as visuals to discuss returning to school.



From: *Getting Ready for Bed*

**6. Play with Friends from School** – Some children regularly see classmates over the summer while others only see school friends during the school year. Schedule play dates or host a classroom party to help children become re-acquainted with each other.

**7. Enjoy the Rest of the Break** – Although planning for the school year is important, make the most of the last few days of summer. Create lasting memories by going on picnics, attending community events, and taking advantage of extra family time. Take pictures to remind children of summer experiences and create a 'Summer Memory' book to encourage communication and language. This is a perfect item for show and tell at the start of the school year.

To receive a **free customized children's book** on waiting, visit our website:

**[www.sandbox-learning.com](http://www.sandbox-learning.com)**

Copyright © 2008 by Sandbox Learning. All Rights Reserved.