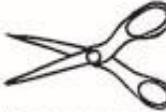
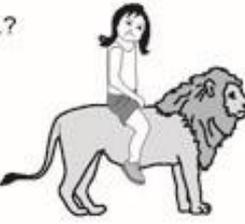


Blank's Levels of Questioning	
<p style="text-align: center;">LEVEL 1</p> <p>The objects/things are present (here and now).</p> <p>What's that? Who's that? What are you doing? What's the lady doing? Find one like this. Find one the same as this. What did you touch?</p> <div style="display: flex; justify-content: space-around; align-items: center;">  </div> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 20px;">   </div> <p>What's that called?</p>	<p style="text-align: center;">LEVEL 2</p> <p>The objects/things are present (here and now), but the child has to look at them in more detail.</p> <p>What's happening? What is in the box? Where's Spot? What colour is the ball? What can you do with a ball? How are these different? Tell me something that is a fruit. Find the one that is ... and</p> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 20px;">   </div> <p>What can you do with scissors? Where's the chicken?</p>
<p style="text-align: center;">LEVEL 3</p> <p>The objects/things may or may not be present and the questions are more complex and subtle.</p> <p>Find one to use with this. (knife → fork) What will happen next? Tell me something different that ... What is a ...? (word definition) Find the things that are not ...</p> <p>Following a set of directions → First open the box. Then put the ball in the box. Then hide the box.</p> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 20px;">  </div> <p>How are "these" the same?</p>	<p style="text-align: center;">LEVEL 4</p> <p>The objects/things are not present and the child must use reasoning and problem solving.</p> <p>What will happen if...? What could you do when ...? How can we tell that ...? What could we use to ...? Why can't we ...? Why is a ... made of ...?</p> <div style="display: flex; justify-content: center; align-items: center; margin-top: 20px;">  </div> <p>Why can't we ride a lion?</p>

Levels of friendship development

Children's understanding of friendship changes over time and children with ASD often have an immature and unusual definition of friendship. Research indicates there are four levels of friendship development between early childhood and adolescence. The four levels are summarised as follows:

Level 1: (Approximately 3 to 6 years)

- The child recognises that turn taking is important in games and friendships but there is an egocentric or simple idea of friendship in terms of defining a friend as someone who gives you things or someone you play with.
- Friendship is based on proximity and physical attributes and when asked *Why is _____ your friend?* The typical response is *He lives next door!*

Level 2: (Approximately 6 to 9 years)

- There is an increasing understanding of 2 way communication and mutual rather than one-way assistance.
- The likes and dislikes of the other person are more likely to be considered with friendship based on how closely each friend matches their self-interest, for example, in liking similar games.
- There is also a new awareness of the motives, thoughts and feelings of others. When asked *Why is _____ your friend?* the typical response is *He lets me play the games I want to, Because she comes to my party and I go to hers or She's nice to me.*

Level 3: (Approximately 9 to 13 years)

- The child is more aware of other people's opinions of them and how their words and actions affect the feelings of others.
- They are more careful in what they say and do because it may be hurtful to someone.
- Friendship can be based on shared experience or common interests and helping becomes more valued than simply playing together.
- There is a greater selectivity in choosing friends, a gender split and a greater durability in the relationship.
- There is increased value placed on personal attributes such as trust, loyalty and keeping rather than breaking promises. When asked *Why is _____ your friend,* the typical response is *He sticks up for me and helps me with my maths homework, She enjoys doing the things I like to do or I can talk to them and they listen.*

Level 4: (Adolescence to adult)

- Peer group acceptance becomes more important than the opinions of parents,

Instructions for the use of the WAIT system (for verbal and nonverbal children)

You will need:

- A large picture of a hand/ circle (strengthened with card and possibly laminated)
- The picture should have 5 Velcro dots placed on it
- 5 Velcro circles are then placed on the dots

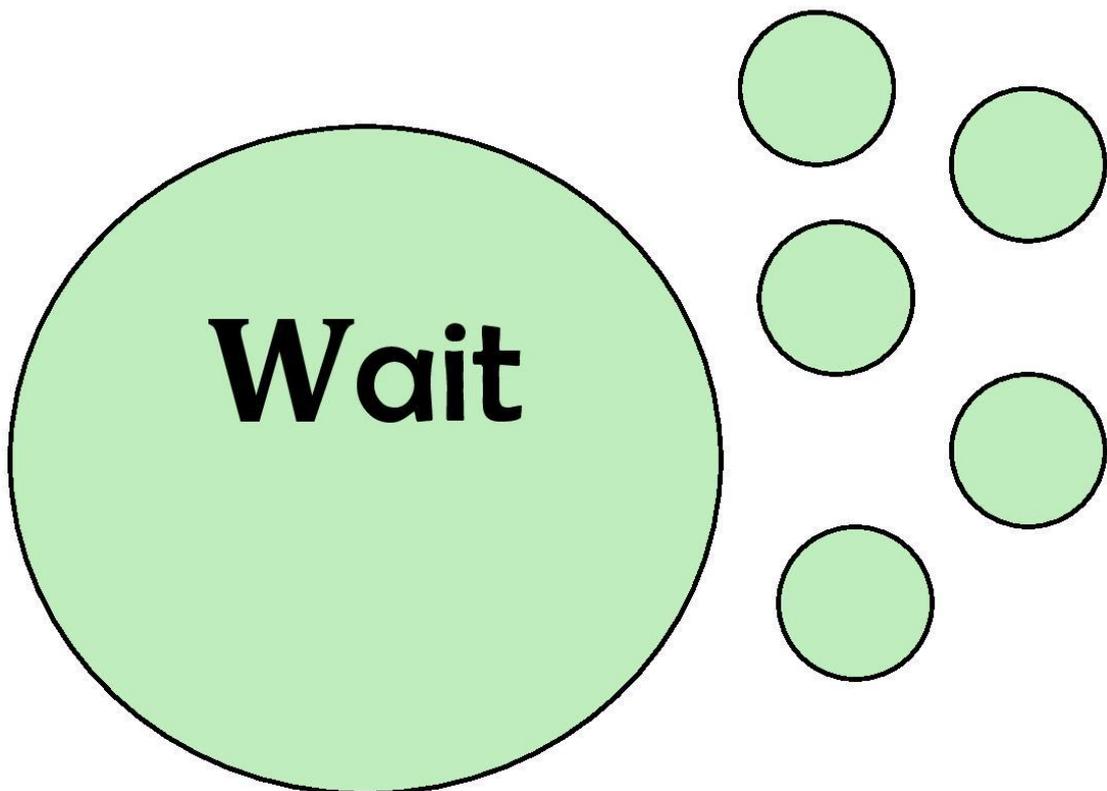
Instructions:

- When you ask your child to wait you hold up the hand and say wait
- Slowly count to 5 removing a circle with each number
- When all the circles are removed your child can have the desired item

In this way your child will learn that you are simply delaying his/ her reward, he/ she will watch for the dots being removed and to wait for the item he/ she wants (he/ she may still protest!).

Over time the length of time that each circle represents can be extended; waiting can progress to each circle lasting 1, then 5 minutes and eventually ½ hour or whole days. You can only use this system for times when you have control over the giving of the reward.

At the start use the system frequently and for occasions when your child is not already in a cross state. Try using it before giving snacks, opening a door to the garden or letting him/ her into the car etc. Ensure that your child can regularly wait for short periods without disruption before you move on to using the system for longer periods or in more stressful times.



Key social skills (adapted from Tony Atwood)

Entry Skills: This includes how we join a group of people who are already interacting and also how we welcome other people who want to be included in our activity or conversation.

Assistance: Recognising when and how to provide assistance as well as seeking assistance from others.

Compliments: Providing compliments at appropriate times and knowing how to respond to a friend's compliment.

Criticism: Knowing when criticism is appropriate and inappropriate, how it is given and the ability to tolerate criticism.

Accepting Suggestions: Incorporating the ideas of others in the activity or discussion.

Reciprocity and Sharing: Being able to balance a conversation so each person contributes equally and one person doesn't dominate.

Conflict Resolution: Managing disagreement with compromise, and recognising the opinions of others. Knowing not to respond with aggression.

Monitoring and Listening: Regularly observing the other person to monitor their contribution to the activity and body language. Using appropriate body language ourselves so that we show our interest in the other person.

Empathy: Being able to recognise when empathy is required, and knowing how to empathise with others. Also, being able to recognise and respond to the positive and negative feelings of others.

Avoiding and Ending: When you want to be alone, knowing how to avoid interaction in an appropriate way, or being able to end an interaction effectively.