Summer Activity Idea:
Going to the Library

Going to a library can be a rewarding experience due to multiple opportunities to engage in reading, play activities, and participate in book club groups. However, individuals with an ASD may need additional training to become an active user of these resources.

1. Schedule
   A schedule for going to the library provides individuals with a structure of the visit and removes the component of the “unknown.” It provides a visual structure and system that is familiar, making any schedule content more tolerable and enjoyable (see back).

2. Voice Chart
   The concept of voice volume might be difficult for individuals with an ASD to understand. Since using a quiet voice is greatly appreciated in the library, a voice chart that provides a graphic representation of the appropriate volume of voice particular to the setting assists in understanding the boundaries and expectations of the situation.

3. Social Narrative
   Most of the time, we know that we need to be quiet in the library or that we cannot tear the books. However, individuals with an ASD do not always pick up on social or other cues that signal what actions are acceptable. Read the social narrative several times before going to the library and also take it with you as a reminder of the behavior expected in specific situations (see back).

4. Stop Light/Count Down Board
   If you are not sure how long an activity at the library will be, stop lights or countdown boards will help signal and structure the passage of time while lending some flexibility as well.

5. Choice Board
   If a choice of activities is allowed, provide some choice without overwhelming the individual with too many options. Instead, use a Choice Board with a limited number (e.g., 3 to 5) of choices.

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### Local Community Cadres (LCCs)

Local Community Cadres (LCCs) are global community networks of families and professionals invested in serving individuals affected by autism spectrum disorders. LCC members share a common mission to facilitate, bridge, and collaborate across systems to enable greater community systems of support as well as increased capacity to support student success in the home, school, and community settings.

**Sample Library Schedule**

<table>
<thead>
<tr>
<th>Return Books</th>
<th>Choice</th>
<th>Story Time</th>
<th>Choose books</th>
<th>Reading</th>
<th>Sign out books</th>
<th>Home</th>
</tr>
</thead>
</table>

**Sample Library Social Narrative**

**Time to Go to the Library**

Today, I am going to the library. It is a lot of fun!

When I play with toys at the library, I will try to share them with other kids.

I can read books at the library.

When I go home, I can take 3 books home with me.

I can play with toys at the library.

I can choose 3 books and take them to a librarian.

I can listen to stories at the library.

I will try to read all my books before I bring them back.

I will try to have quiet voice at the library.

If I have a question or want to say something, I will tell a librarian or my mom in a quiet voice.

When I return books, I can choose new ones. This is great!

When I take a book off the shelf, I will try to take only 1 book at a time.

Going to the library and reading books is a lot of fun!