



IU® School of Medicine

Summer Activity Idea: Going to the Library

Distributed in collaboration with Local Community Cadres

www.HANDSinAutism.org/LCC.html



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The HANDS (Helping Answer Needs by Developing Specialists) in Autism® Interdisciplinary Training & Resource Center is affiliated with Department of Psychiatry, IU School of Medicine and Riley Hospital for Children, IU Health. This Center is currently supported in part from grants from IU Health as well as from the Indiana Department of Education. The IDOE funding is to support the HANDS in Autism® as one of six Indiana Resource Network resource and training centers designed to provide coordinated technical assistance to schools and communities across the state. Supported also by a number of charitable and philanthropic donations, the HANDS program offers a variety of live and online training opportunities free to educational and medical professionals, service providers, and parents.

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.

<p>OK to be loud</p>	<p>outside</p>
<p>Medium voice</p>	<p>playtime art time</p>
<p>Use quiet voice</p>	<p>car TV time meals bedtime</p>

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.

Choice Board








<p>Read books</p>	<p>Playtime</p>	<p>Story Time</p>
<p>Listening</p>	<p>Art</p>	

My Choice:

Find us on Facebook,
Twitter, YouTube, &
Learning Connection!

Download visual support templates at
www.HANDSinAutism.org/tools.html

Sample Library Schedule

Return Books 	Choice 	Story Time 	Choose books 	Reading 	Sign out books 	Home 
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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 have quiet voice at the library.



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



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!

