



ROD Autism Team Newsletter



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HOW TO IMPROVE CONVERSATION SKILLS

Published Online at <http://www.autismsocietyofindiana.org/autism-ability-fest/>



Join us April 27th!

Indiana State Fairgrounds - Blue Ribbon Pavilion

10:00am to 4:00pm

FREE for ALL attendees

Parking is \$8 per vehicle

We are excited the **Autism Ability FEST** will be here soon! The Autism Ability FEST will have **OVER 75 Exhibitors** ready to talk with you about their autism services and resources. The Exhibitors will have resources for all ages; children, young adults and adults on the spectrum!

We will also have a **Sensory and Calming Area** for those who need to take a break during the event. The space will have a couple rooms available for a calm down space. This space is sponsored by Applied Behavior Center for Autism. ***You might want consider bring noise cancellation headphones to the event if the individual with autism gets overwhelmed with noises.***

The Autism Ability FEST will also have some **fun entertainments for all ages!** Microsoft will bring the new adaptive game controller and virtuality experience. Plus we have several local professional sporting teams bring inflatable games: Indiana Pacers, Indiana Fever and Indianapolis Colts. Indy Eleven will have soccer goals and balls for everyone to enjoy. The Autism Ability FEST will also have model trains to watch, Cody Clark Magician, Central Indiana Enchanted Fairy hosting the craft and face painting area and lots more!

The Autism Ability FEST will have a **special "red carpet" photo booth area!** Come get your pictures taken by Pathways Photography with Freddy Fever from Indiana Fever along with EverNyteCosplay and her friends at The Summit City Causeplayers at the photo booth area providing special appearances of superheros, princesses and more!

Help us spread the word about this amazing fun event for all to enjoy and to learn more about autism! You can share our link or download the event flier!

Download Autism Ability FEST flier at <http://www.autismsocietyofindiana.org/wp-content/uploads/AAF-2019-Flyer-3.pdf>

Follow this link at <https://www.facebook.com/events/724717791200794/> Autism Ability FEST Facebook event page (We post update information and announcements about the event)

If you have any questions contact Kelli Higgins, State Outreach Manager at kellihiggins@inautism.org.



FREE TICKETS AVAILABLE

Indianapolis Symphony Orchestra 2018-19 SymFUNy Sunday Series

Sunday, April 28th 3:00pm at Hilbert Circle Theatre

Take your family on an adventure to discover the magic of music with the Indianapolis Symphony Orchestra! The ISO will perform music recognizable to many children from movies such as Fantasia, compositions by John Williams, and others during a delightful afternoon of music.

FREE tickets are first come, first served. **ISO will also be giving away tickets at the Autism Ability FEST!**

Will have sensory spaces, social stories, and more available!

Contact Ruth Wolff, Director of ISO Learning Community at rwolff@IndianapolisSymphony.org or call 317-231-6785 to get your tickets!



AUTISM SOCIETY OF INDIANA DAY AT VICTORY FIELD with the Indianapolis Indians

SUNDAY, May 5th VS LOUISVILLE BATS AT 1:35 PM

ASI RESERVED SEATS: \$15.00

The Autism Society's- Sensory Friendly Quieter Space is located on the suite level on the third base side- (Impact Room). Elevators are behind Home Plate and through the glass doors. Children 14 and under receive a voucher good for a hot dog, bag of chips and bottle of water with the price of admission. Food vouchers will be available in the main concourse.

Gates open at Noon.

Purchase your tickets using the link below:

<https://groupmatics.events/event/Autismsociety5?r=99>

Contact Todd Root, Director of Development at troot@inautism.org or call 800-609-8449 ext. 55 if you have any questions!

Published Online at https://latitudes.org/ask-kids-how-was-school-today/?utm_content=buffer1045e&utm_medium=social&utm_source=pinterest.com&utm_campaign=buffer



We all know what usually happens when you ask kids how school was, right? We get one-word answers like, “Good.” “Fine.” “Okay.”

Which is okay sometimes, but, for the most part, you want to know a whole lot more about how their day was! So how can get your kids to share more with you?

Try some of these questions on the way home from school, during dinner, or while getting ready for bed:

1. What was the best part of your day? (Worst part?)
2. What was the funniest thing you saw today?
3. What was the best part of lunch?
4. Did you get called on by your teacher today? What was that like?
5. Which kid in your class was the quietest? (Loudest? Most energetic?)
6. Which books did you read from today?
7. What was your teacher wearing today?
8. Which part of your classroom do you think I’d like the best?
9. When’s the last time you went to the school library?

10. What do you wish you could do more of at school?
11. Which activity at school today was your favorite? (Least favorite?)
12. What games would you like to be able to play at recess?
13. What did you eat for lunch today? (What did your friends have for lunch?)
14. What's something your teacher said today?
15. Which kid in your class needed to be cheered up today?
16. If you were the teacher tomorrow, what would you do differently?
17. What made you feel happy today? (Sad, confused, bored?)
18. How did you get to be a helper today?
19. What do you wish your teacher would have done differently today?
20. What would you like to forget about from today?
21. What would you like to be learning more about?
22. Which topics do you wish you didn't have to learn about at all?
23. Did you get or give any compliments today?
24. Who got in trouble today?
25. What do you think I'd like best about your teacher?
26. Which kid at school would you like to get to know better?
27. Which color crayon or marker did you use the most today?
28. Did you get to spend time with the class pet today? If not, what did you do instead?
29. What was the hardest part of your day?

Once your child starts talking, follow up with questions to keep the conversation going such as:

Oh, really?
Tell me more.
Then what happened?
Why was that?
What else?
How'd that make you feel?

See how long you can keep the conversation going rather than stopping it with judgments or opinions, or letting them stop it with one-word answers.

P.S. Be sure to check out our main [parenting page](#) for more helpful resources like this one!

Published Online at <https://hes-extraordinary.com/9-ways-to-reduce-rigid-behavior-and-encourage-flexible-thinking/>
Posted on [December 1, 2018](#) by [Nicole Day](#)

RAISING AN *Extraordinary* PERSON

9 Ways to Improve Cognitive Flexibility And Reduce Rigid Behavior



Individuals with autism regularly struggle with rigid behavior. The opposite of rigid behavior is flexible behavior. Therefore, this post is about strategies to encourage more flexible thinking.

People who are “flexible” are able to see different perspectives, consider different options, and able to easily adjust their plan when things don’t go as expected.

People who are “rigid” see things as absolute. Rules, regulations, expectations and plans are expected to be followed completely and accurately. Variations from the normal is extremely distressing and can lead to meltdowns.

Rigidity is a hallmark personality trait of individuals with autism.

This type of thinking leads to the person applying rigid rules to situations that require variability and flexibility.

However, rules and regulations (especially social rules) rarely apply rigidly, without variation across situations and settings.

This results in anxiety, misreading situations, out of place behavior, the need to control all situations to match their expectation, and even extreme anger when things don't go their way.

Impact of Rigid Behavior and Thinking

The anxiety that's caused by this type of rigid, inflexible thinking can cause many behavior challenges in autistic children. When the world doesn't go exactly the way our children expect it, they can meltdown.

Rigid thinking leads to challenging behaviors such as:

- Actively resists any form of change
- Attempts to control all situations
- Resistance to follow the lead of others – viewed as strongly oppositional behavior
- Repetitive self-stimulation
- Insistence on following strict, ritualistic routines
- Difficulty moving on from strong negative feelings

For many children with autism this level of rigid behavior actually makes them feel safe. Any uncertainty causes major stress.

You may notice this behavior rigidity in your child's play sequences. They may expect playing to unfold in a certain manner, and become annoyed or withdrawn if the play sequence is altered by peers or adults.

You may also notice this at home with your child's eating, or dressing routines. Or they may insist on the placements of certain objects – either having things in a very specific place, or lining up objects.

These behaviors can be very difficult to change because they serve as a defense mechanism to prevent anxiety and stress. This often stems from not understanding how the world works and not understanding the perspectives of other people.

What is Cognitive Flexibility?

Cognitive flexibility is the awareness of the fact that every problem or situation has a number of solutions or appropriate responses. Any time we problem solve or try to analyze and understand the opinions and perspectives of others we are using cognitive flexibility.

Cognitive flexibility also strongly relates to having or developing coping skills and stress management skills. It's also the brain's ability to switch from thinking about one thing to thinking about something else quickly. This is why kids can sometimes get "stuck" on one thing and aren't able to switch it off or be redirected.

Strategies for Improving Cognitive Flexibility & Reducing Rigid Behavior

There are strategies that can encourage more flexible thinking, and also tools that you can use to help your child be more tolerant to change. These can help improve rigid behaviors and develop cognitive flexibility.

1. Explain What is Happening

First of all, it's important to be aware that rigid behaviors are often a result of your child not understanding the world around them – especially social norms, and other peoples' intentions and perspectives.

Explicitly explain situations, expectations, or other people's actions to help your child understand. Be clear and detailed, so there's no room for confusion or doubt.

For example, Your child notices that the teacher gave a classmate detention for coming late one day. However, on another day a different student comes to class late and the teacher doesn't mind (because she was already informed that the student had an appointment that morning).

Your child may not understand why, or even become very upset, that there were two different outcomes for students breaking the same "rule".

You would need to explicitly explain to your child that sometimes there are reasonable excuses to arrive late for class, such as an appointment, and in those circumstances, you should let the teacher know and then it's okay to arrive late.

2. Use a Calendar

Purchase a calendar that has enough room in each block to write what will be happening that day. Go through and write down family members' birthdays, holidays, days when there is no school, appointments, etc.

Teach your child to check the calendar every morning to see if anything different is happening. If they ask you questions about when events are coming up, refer them to the calendar to check.

This helps prepare them for change, while the calendar shows very concretely when events are happening. This type of concrete information is often helpful in alleviating the anxiety that surrounds unexpected events.

3. Create a Change Board

Some situations and changes cannot be predicted and recorded on a calendar. For these circumstances, you can use a "change board".

Purchase a magnetic whiteboard to hang on the fridge. Record anything happening *that* day that is outside of your child's regular routine.

Teach your child to check the change board every day along with the calendar. Leave the board blank unless there is a change in routine.

This is useful for situations like school cancellations, visitors coming over, grocery shopping trips, etc.

4. Encourage Flexible Thinking with Games

Take a “regular” object and see how many different things you and your child can pretend it is. You may have seen this on the show “Whose Line is It Anyway”

For example, a funnel – You can pretend it is a party hat, a trumpet, a unicorn horn, an ice cream cone, etc.

5. Make up new rules for games

Because children with rigid thinking have trouble seeing that there’s more than one way to do things you can help them become more comfortable with that concept by changing the rules to a game.

For example, set up a game of snakes and ladders, but instead of going up the ladders and down the snakes, play the opposite way. Climbing up the snakes and down the ladders.

6. Matching games with different matching rules

Use matching and sorting games to help your child understand that things can categorically fit into more than one group. This can help them with using different perspectives to look at similar situations.

For example, lay out a set of blocks that are different colors and sizes. First have your child group the blocks together based on color, then have them regroup the blocks based on size.



I recommend the [Learning Resources Super Sorting Set](#) which includes activity cards that encourage flexible thinking with different sorting rules.

7. “Pack my bag”

Give hypothetical scenarios and have your child “pack their bag” for the occasion.

For example, get them to pack their bag to go to the beach – they would need a towel, sun-screen, a hat, and a bathing suit.

Then get them to pack their bag to go skiing. The bag should look very different – now they need a snowsuit, mittens, hat, boots, etc.

8. Try Doing Everyday Tasks Differently

If your child prefers to do everyday things in the same order and same way, try encouraging small changes to help your child adapt to different options.

If necessary, you can use reinforcements to encourage your child to try out these new changes. Introduce changes slowly and let your child have choices – this will help them feel more in control and help with anxiety.

For example, if every night before bed your child brushes their teeth and then puts on their pajamas, ask them to put on their pajamas first and then brush their teeth.

If you're heading to the store and they are old enough, ask them to help decide on a different route to take to the grocery store.

9. Brainstorm Together

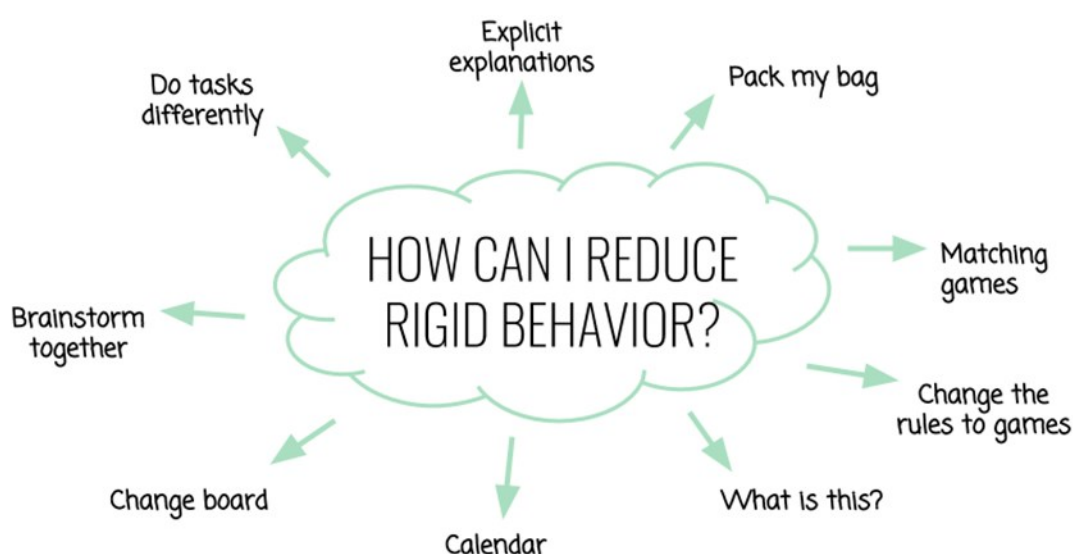
I was once told that in order to problem solve, you must be able to think of at least two possible solutions to your problem. If your child has rigid thinking that task can be difficult.

Work on making brain storms together to help your child think about different options and improve problem solving skills. Start with easy situations and build up to more challenging problems, or even real problems your child's currently facing.

For example, you can brain storm "What can we have for lunch?" and have your child come up with different possible lunch foods such as soup, grilled cheese sandwich, mac and cheese, rice, etc.

Then as a more challenging situation, "What can you do if someone is bothering you" and help your child brainstorm solutions such as, walk away, ask them to please stop, or tell a grown up.

Here's my brainstorm for increasing cognitive flexibility:



Published Online at https://www.andnextcomesl.com/2015/06/heavy-work-activities-for-kids.html?utm_medium=social&utm_source=pinterest&utm_campaign=tailwind_smartloop&utm_content=smartloop&utm_term=20720124

50 HEAVY WORK ACTIVITIES FOR KIDS



Need to incorporate some heavy work into your child's sensory diet? Try this list of heavy work activities for kids as a starting point and be sure to grab the free printable list that's included!

As part of our son's sensory diet, we incorporate a lot of heavy work activities into his day. These activities usually take the form of chores around the house or during play time using heavy objects. These heavy work activities help him focus and/or even calm him if he is headed for a sensory meltdown. So I've compiled a list of **50 heavy work activities for kids** that you can try at home and I've even included a free printable list so that you can keep it handy at all times. These activities are great for all kids, even if they do not have autism and/or sensory processing issues.

WHAT IS HEAVY WORK?

If you have a child with autism and/or sensory processing disorder, then you are likely already familiar with the terms heavy work and proprioception. However, if you are unfamiliar with the term, then heavy work can be defined as:

Basically, heavy work activities are used to calm kids, provide input to a child's muscles and joints, and help increase a child's focus and attention.

I also have a [list of heavy work ideas for school](#) and a [list of heavy work ideas for home](#)...you know, in case this list of 50 activities here doesn't do the trick for you.

PLAY TIME HEAVY WORK ACTIVITIES FOR KIDS

Heavy work activities can easily be incorporated into play time. In fact, a lot of the games and activities that your child is already doing at the park can be classified as heavy work. Here are some play time suggestions:

1. Climb a tree
2. Push someone on a swing
3. Play on a teeter totter or seesaw
4. Build a fort
5. Obstacle course
6. Animal walks: crab walk, lizard crawl (uses hands only)
7. Pillow fight - You can find [more gross motor pillow activities here](#)
8. Pull a wagon or sled filled with objects or with a person riding in it
9. Play catch with bean bags
10. Play catch with a large ball
11. Climb up a slide
12. Monkey bars
13. Climb at the playground (ladders, rock walls, etc.)
14. Hang and/or swing on a bar at the park
15. Crawl backwards using hands
16. Carry bean bags
17. Climb a chair or couch
18. Carry a pile of books
19. Push a [bobo doll](#) or punching bag
20. Play statue (adult stands as straight as possible and child tries to push adult)
21. Carry a bucket of water or sand
22. Play tug of war - You can use a rope, blanket, scarf, or even our [homemade sensory tunnel](#) or [homemade stretchy bands](#)
23. Wheelbarrow walking
24. Resistance cycling (adult and child face each other, put feet together, and pedal)
25. Push a door (adult puts resistance on a door while child tries to push the door closed)
26. Army crawl (no knees allowed)
27. Hand pushing game (adult and child place hands together and push back and forth)
28. Dig in the dirt, garden, or sandbox
29. Do pushups
30. Squish, knead, and play with play dough or silly putty or [theraputty](#)
31. Ride a [scooter board](#) on your tummy and use hands to move

HEAVY WORK ACTIVITIES FOR KIDS: CHORES AROUND THE HOUSE OR WHILE OUT & ABOUT

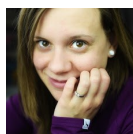
Involving your kids in chores around the house not only benefits the household and teaches them responsibility, but you are also providing them with the heavy work sensory input that they may need. Things like yard work, laundry, and grocery shopping are everyday activities that provide lots of great heavy work opportunities for kids.

1. Pull laundry out of the washer and/or dryer
2. Carry large bottles, boxes, etc. and/or sort recycling
3. Carry groceries and/or shopping bags and put away groceries
4. Shovel snow
5. Rake the leaves
6. Gather firewood
7. Mow the grass
8. Load or unload the dishwasher
9. Move garbage and/or recycling bins to the curb
10. Staple paper together
11. Use a paper punch or hole punch to make confetti out of paper
12. Rip paper or cardboard
13. Push, move, or carry large rocks
14. Push a shopping cart
15. Vacuum
16. Sweep or mop the floor
17. Push a wheelbarrow
18. Return library books
19. Push, move, or drag furniture

{[Click here to download the free printable.](#)}

OTHER HEAVY WORK IDEAS YOU'LL LOVE

[Oral Motor Activities for Kids {Free Printable}](#)
[Heavy Work Activities for Home](#)
[Heavy Work Activities for School](#)



ABOUT THE AUTHOR

DYAN ROBSON

Married to her high school sweetheart, Dyan is a Canadian stay-at-home mom to two boys, J and K. She is also a part-time piano teacher. She likes board games, video games, Instant Pots, and reading. To stay connected, subscribe to the weekly newsletter to get a copy of the [free Weekly Autism Planner](#) and follow along on social media.

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HOW TO IMPROVE CONVERSATION SKILLS



Carrying a conversation with my son with hyperlexia is often short and sweet or, for a long time, it was nearly non-existent. Filled with speech errors, pronoun reversals, and echolalia, the conversational skills of kids with hyperlexia can be a bit awkward at times.

So I'm going to give you the low-down on what their speech skills look like during conversation...

I'm also sharing **10+ tips for improving conversation skills in kids with hyperlexia.**

WHAT CONVERSATION IN HYPERLEXIA LOOKS LIKE

One of the biggest red flags for me when J was younger was the lack of conversation.

When he was almost four and K was almost two, I could hold a better back and forth exchange with K than I could with J. And when I could get a little bit of a conversation going with J, it was echolalic in nature and usually ended quickly.

It was frustrating to know that my son who could read and spell practically anything could struggle with his oral language so much. I kept wondering why the huge disconnect? Once I learned about hyperlexia, though, then it all made sense.

Keep in mind though there seems to be a lot of variance in the conversation skills of kids with hyperlexia, much like how autism is a spectrum.

However, here are some **typical features of a hyperlexic child's speech and communication skills:**

- Difficulty answering WH- questions
- Lots of echolalia (i.e., echoes language from previous conversations, movies, games, books, etc. without modifying it appropriately)
- Pronoun reversals
- Problems with voice control like volume, tone, and intonation
- Difficulty with idioms, metaphors, and other figures of speech
- Trouble making inferences
- Listen selectively

You can see why carrying on a conversation with a hyperlexic child would be difficult when there are all of these issues in their language skills.

ANOTHER POSSIBLE UNIQUE CHARACTERISTIC OF HYPERLEXIC CONVERSATIONAL SKILLS?

Now, J is obviously the only hyperlexic child that I have personally known and/or spoken with, so I wanted to include a separate section dedicated specifically to his speech skills.

I'm not entirely sure whether this unique characteristic is specific to hyperlexia or if it is specific to him, but it is definitely worth pointing out in case it is a hyperlexic trait (and research just hasn't mentioned it yet).

One of the most recurring "issues" (I use the word issues loosely here) that we deal with is J's canned response of "I don't know." Whenever J is asked a WH- question, he automatically responds with, "I don't know."

Most people assume he genuinely does not know the answer, but that's incorrect most of the time. I have to frequently remind all the teachers, family friends, and professionals in our life that **J struggles with WH- questions and as a result, requires extra time to process the question.**

So when he answers immediately with "I don't know," it's not that he doesn't know the answer.

It's just that he needs a few extra seconds to process and comprehend what he was asked. So if you wait a few seconds after he responds with his canned response, then he does answer almost always with an appropriate response. His canned response is his way of buying himself some time to process the question.

We are currently working on encouraging him to say phrases such as "let me think about that" or "give me a second to think" instead of his normal "I don't know" response to avoid the confusion during conversation with others.

But until then, please give him those few extra seconds that he needs.



TIPS FOR IMPROVING CONVERSATION SKILLS IN KIDS WITH HYPERLEXIA

Please keep in mind that I am not a speech therapist. These tips and ideas are ones that we have had personal success with and/or I have learned about through my research on hyperlexia.

1. Give them time to respond.

First and foremost, give your kids a chance to respond! Remember that WH- questions are particularly challenging for hyperlexic kids, so they may need the extra time to process what you were asking.

2. Use cloze statements and open-ended statements instead of WH- questions.

You're more likely to get a conversation going with a hyperlexic child if you rephrase your WH- questions as a statement where they can easily fill in the blanks.

For example, instead of asking, "What did you do at school today?", I could say, "Tell me three things you did at school today." It's way more effective! You can use these free printables to practice basic questions and prompts:

[30 Personal Questions & Prompts to Build Language Skills](#)

[50 Everyday Objects Questions & Prompts to Build Language Skills](#)

3. Use speech scripts to model conversation skills.

Kids with hyperlexia have to be taught social and speech skills very specifically. So if you want them to be a good conversationalist, then you'll need to teach them exactly what to say when someone asks them a question. You can write your own speech scripts for practically any situation.

For instance, today we set up a lemonade stand with my boys. Before we set up, we reviewed common questions and answers that they may encounter and practiced them. We practiced things such as:

- "How much does a glass of lemonade cost?" - "It costs \$1."
- "How are you going to spend the money that you make?" - "I'm going to buy Pokemon cards (or whatever they intend to do with the money)."
- "I would like one cup of lemonade and one rice krispie square. How much would that cost?" - "That would cost \$2.50." etc.

4. Practice knock-knock jokes.

This one may seem a bit unusual, but if you think about it, knock-knock jokes follow a predictable pattern and require two people interacting back and forth in order to make the joke work successfully. So even if the jokes are formulaic in nature, these kids learn to exchange words back and forth and even practice WH- questions, two skills important in having an actual conversation with another person.

5. Read books that use speech bubbles.

I've [discussed this topic](#) before, specifically as it pertains to comprehension, but books such as [Elephant & Piggie books](#) visually displays a conversation. Kids with hyperlexia can see how pronouns are modified between person to person and how to answer WH- questions appropriately, among many other things.

Read these types of books out loud together with each person taking the role of another person.

Alternatively, you could read play scripts together with older children as it would have the similar effect of teaching the back and forth nature of conversation.

6. Use an interesting tone while speaking or even sing the questions.

Kids with hyperlexia appear to listen selectively, so sometimes you need to get their attention first before you dive into conversation.

Plus, **kids with hyperlexia tend to listen to the tone of your voice over the actual content of your speech.**

You could try whispering in their ear, singing really loud or goofy, or even talking with a song- like, high-pitched voice. Sometimes even singing the question helps tremendously!

7. Write it out!

It's no secret that these kids can read and love to read, so use that to your benefit. While asking your questions verbally, write them on a white board or chalkboard or piece of paper. That way the kids can read and hear what you are asking.

8. Expand on what the child says.

Always reinforce what your child does say in response to your questions, even if it's echolalic in nature. So if I ask, "What do you want for lunch today?" and they respond with "Sandwich", I can expand on that by saying, "Sandwiches are my favorite things to eat for lunch. Let's find some bread. Where can we find some bread for our sandwiches?"

If they respond with an echolalic phrase, then you can say, "Oh I remember that that is from the [insert title of book or movie that it comes from here]. But when I ask about what you want for lunch, you can say, 'I want to eat _____ for lunch.'"

9. Teach body language and eye contact directly.

Body language, positioning, and eye contact are all important things involved in conversations with others. However, you have to teach this skills to hyperlexic kids in a concrete and direct ways.

For example, if you want your child to make eye contact with you while having a conversation, then use visual cues to make this happen. I sometimes like to hold up a set of fingers by my eyes and ask, "How many fingers am I holding up?" That always gets J's attention and makes him look at my face, even if it's for a couple of seconds. Alternatively, you could hold up written statements by your face for your child to read out loud during conversation practice.

Also, get down to their level so that they can see your eyes. It also shows that you are interested in listening to what they have to say.

10. Avoid using idioms or metaphors while speaking.

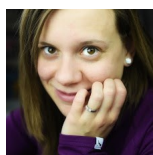
You can read more about [how to teach idioms and metaphors to kids with autism or hyperlexia here](#), but I do want to touch on this topic briefly here as well.

Figures of speech are difficult for hyperlexic kids because of their literal thinking. So avoid saying cliches, idioms, or metaphors during conversation until you can teach them exactly what they mean.

One of our favorite ways to practice idioms and metaphors is with this simple book called [It's Raining Cats and Dogs: An Autism Spectrum Guide to the Confusing World of Idioms, Metaphors and Everyday Expressions](#). It is a wonderful visual book!

11. Use social stories to teach the hidden rules of conversations.

Finally, use social stories about conversations. Social stories are a wonderful tool for explaining and teaching all those weird hidden rules of conversation that you and I take for granted, but are tricky for our little hyperlexic learners. You can find out [how to write a social story](#) or check out these [free social stories](#).



ABOUT THE AUTHOR

DYAN ROBSON

Married to her high school sweetheart, Dyan is a Canadian stay-at-home mom to two boys, J and K. She is also a part-time piano teacher. She likes board games, video games, Instant Pots, and reading. To stay connected, subscribe to the weekly newsletter to get a copy of the [free Weekly Autism Planner](#) and follow along on social media.