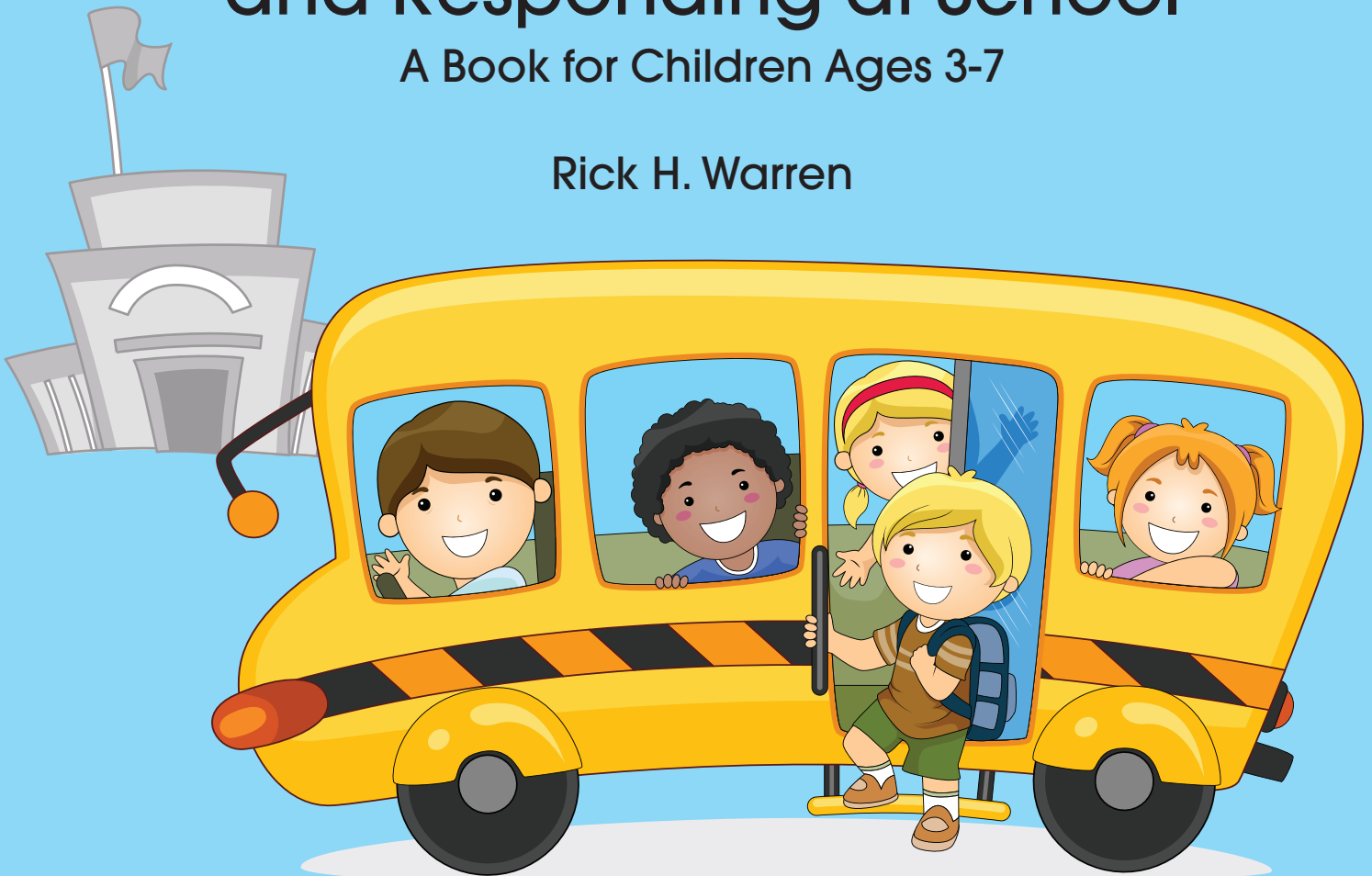


Quinn at School

Relating, Connecting, and Responding at School

A Book for Children Ages 3-7

Rick H. Warren



FREE CD and Poster
for Classroom or Home!

Quinn at School

Relating, Connecting, and Responding at School

A Book for Children Ages 3-7

Rick H. Warren



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Audience: parents, teachers and children ages 3-7.

Summary: Depicts situations throughout the school day that often cause problems for young children with autism spectrum and related challenges. Ideas for generalization and practice are suggested for use by parents and teachers.

1. Autistic children--Behavior modification--Juvenile literature. 2. Social skills in children--Study and teaching. 3. Social interaction in children--Study and teaching. 4. Social participation--Study and teaching. 5. Interpersonal relations in children--Study and teaching. 6. (Social skills. 7. Interpersonal relations.) I. Title.

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Hope begins in the dark,
the stubborn hope that if you just show up
and try to do the right thing, the dawn will come.

-Anne Lamott

Author's Note

All the tests were done; we sat together in the deserted waiting room, arms draped across the shoulders of the boy who sat, legs dangling, between us. It would be another hour before they called his name to give us the results.

Leaving the clinic, my wife broke into jagged sobs as she clutched our "information packet" to her chest.

"Why's Mommy crying?" the boy asked.

"She's okay. Everything's okay," I lied.

Outside, the warm afternoon air engulfed us in locust song and blossom scent – a perfect summer day. But not for us.

The day your child is "diagnosed" – oh, how I've come to hate that word – is like no other. Some have likened it to the death of a loved one, others to a punch in the gut that leaves you gasping for air. In the days that follow, you try to find your feet: scrambling to arrange therapy and special schooling; rearranging your home in ways that promote language development; reading constantly and beginning the long struggle with insurance companies and school officialdom – anything that will help. After months of grinding work, a program of sorts falls into place. Slow growth and small successes are often the order of the day, and for some families the pace of growth remains glacial. Indeed, over time, parents often come to realize that much of the progress – and many of the breakthroughs – result from their own interventions.

Like so many children, my three-year-old son's central challenge was difficulty initiating or sustaining social contact. In addition to the interventions and resources we already had, what I needed was a highly visual picture book that would help him begin to decode and use the nonverbal cues that make up so much of social communication. What I found was a disappointing lack of high-quality picture books in this area.

I could tell my son wanted to connect, but didn't know how. So we talked; we rehearsed different situations, searching for a step forward. Even so, my son's isolation from his peers only grew when he entered preschool. Each day he seemed more alone, yet each failed interaction only increased my desire to prepare him. I had to do something to help him begin to interact and respond; I had to find a way for him to understand the crucial interactions he kept missing. Soon thereafter, I began writing *Quinn at School*.

During my son's first months of preschool, I tried to capture vignettes that reflected the social challenges (interacting with classmates, greeting teachers, playground politics, art class, library visits, etc.) he faced each school day. Once written, I used *Quinn at School* in print format, but I also began using it in PDF format, letting my son advance the pages on our laptop computer. This digital-book format was highly engaging, and highly effective. Over time, the results I achieved with *Quinn at School* were remarkable: Consistent use of evidence-based practices like social priming, modeling, generalization, and visual support helped my son begin to notice and read nonverbal language; moreover, therapists, teachers, aides, doctors, and special education teachers all noted solid progress in the area of social integration. Finally – and perhaps most important – my son truly enjoyed reading the story and trying out the interactions.

I hope you will find, as I did, that *Quinn at School* is a helpful starting point, a launch pad from which a child can begin to explore and make sense of the intensely social world in which we live.

RHW

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How to Use This Book

On the pages that follow, please find a few suggestions for using *Quinn at School*.

At home...

- Use as a lap book!
- Use in PDF format on your computer! See enclosed CD.

In the classroom ...

- Convert digital content from the PDF version of the book into Mimio Notebook format for use on your Mimio interactive whiteboard system!
- Convert digital content from the PDF version of the book into SMART Notebook format for use on your SMART notebook system!

Extending Learning/Generalization

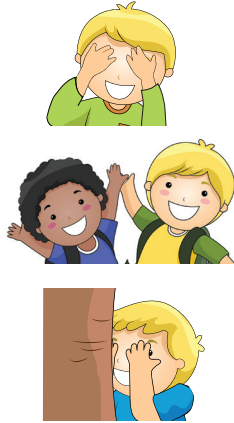
Quinn at School developed practically, week by week, as I watched my son progress through his first semester of preschool. Its pages contain more than a dozen vignettes, typical scenes from daily kid life. Yet, while the book covers an ample range of situations, it is by no means all-encompassing; indeed, if the lessons taught in the book are to have any lasting value, parents and teachers must make every effort to generalize and extend learning.

To avoid merely providing scripted responses to set situations, *Quinn at School* offers fourteen scenarios that have been specifically chosen for their universality: seeing a friend; greeting a teacher; listening in class; telling how old you are; raising your hand in class; pointing at stuff; asking for help; showing your work; having a snack; sharing stuff; asking kids to play; waiting your turn; answering questions; and saying goodbye. Each scenario provides a foundation upon which further interactions can be formed. What's more, each scenario is ideally accompanied by modeling (i.e., when the kids in the story smile, high-five, or raise their hands, those reading the book should do the same) to raise the level of interaction and, hence, retention. In addition, each scenario is followed by a brief quiz to help with concept formation, such as the following for Seeing a Friend and Asking Kids to Play.

Quinn's Quiz

When I see my friends, I should ...


- Hide my eyes
- High-five
- Run and hide



Quinn's Quiz

When the kids at school play games, I should ...


- Wink
- Hold up my hand
- Ask, "Can I play?"




Each scenario is also accompanied by a built-in generalization activity that can be used to explore other avenues for a given social skill. Aside from providing

three other scenarios in which a skill (sharing, showing your work, waiting your turn, etc.) may be used, there's a space for kids to individualize the lesson by identifying someone with whom they could practice the skill, such as a teacher, friend, or sibling. Sticking with the Seeing a Friend and Asking scenarios, here are the corresponding practice opportunities.


This week, I can high-five lots of people:




My mom



My gym teacher



My principal



Who else can you high-five?
(Draw or paste a picture here!)

This week, I can ask, "Can I play?" about lots of things:



Tag



Tetherball



Jump rope



What other game would you like to play this week?
(Draw or paste a picture here!)

It's here, in the modeling and generalization sections of each scenario, that interactive classroom technologies such as SMART Board™ and Mimio™ really shine, giving kids the chance to use interactive markers to individualize their work.

Finally, the free poster that comes with the book is a colorful reminder of the important social skills addressed.

My name is Quinn.



Meet Quinn

I love to smile and run and play
and laugh.

But sometimes it's hard
to know what to do ...



... or what to say.

Seeing a Friend



When I get to school
in the morning, I see kids I know ...

What should I do?



Can you help me decide?

It's FRIENDLY to ...



... walk to class together.

It's even FRIENDLIER to ...



... high-five.

And it's SUPER FRIENDLY to ...



... high-five and say, "What's up?"

When I see my friends, I should ...

Hide my eyes



High-five



Run and hide



This week, I can high-five lots of people:



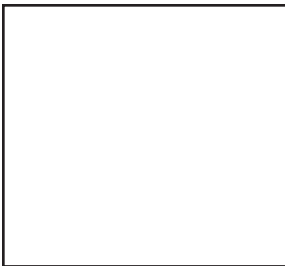
My mom



My gym teacher



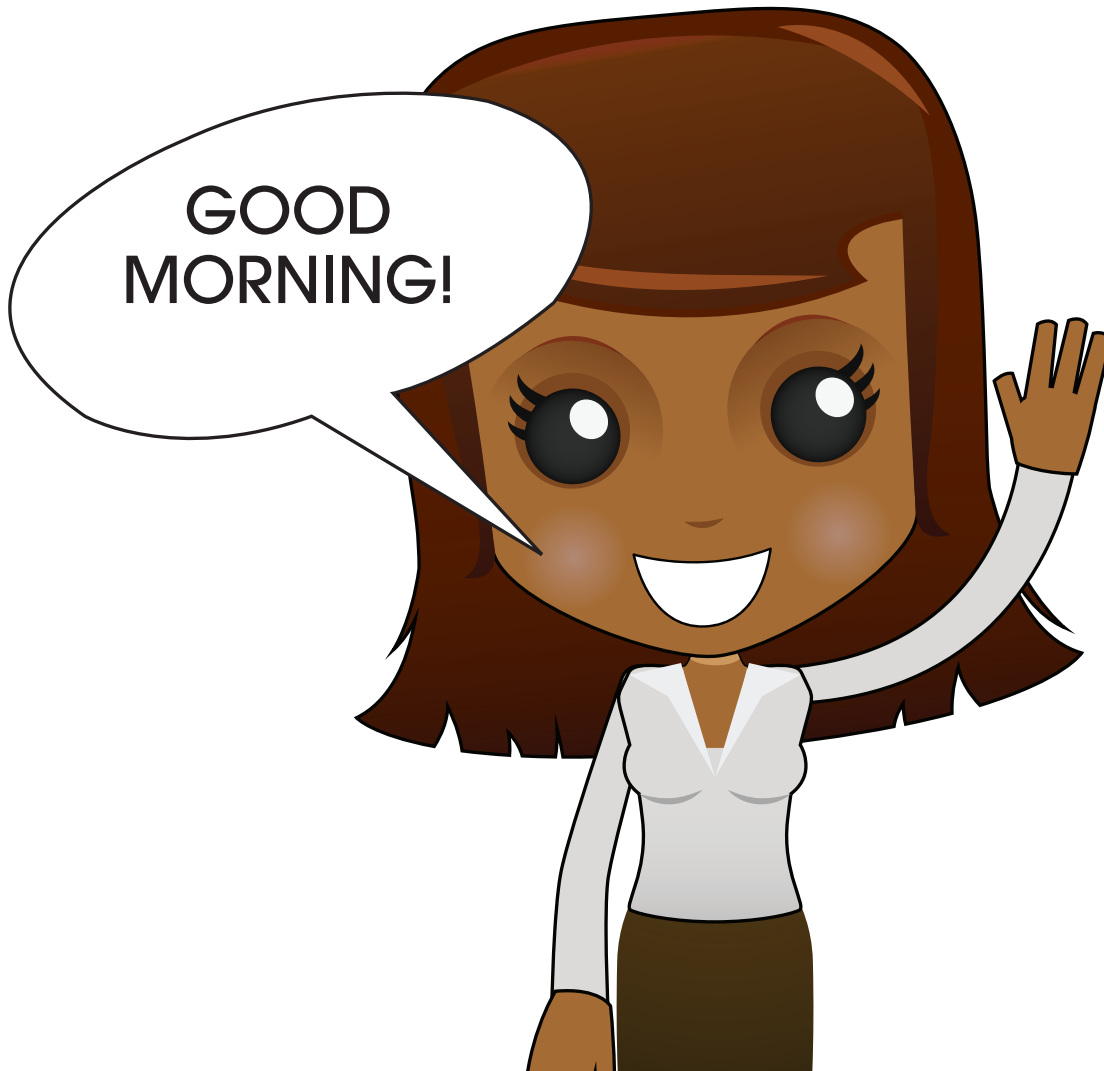
My principal



Who else can you high-five?

(Draw or paste a picture here!)

When I get to class, my teacher says, "Good Morning!"



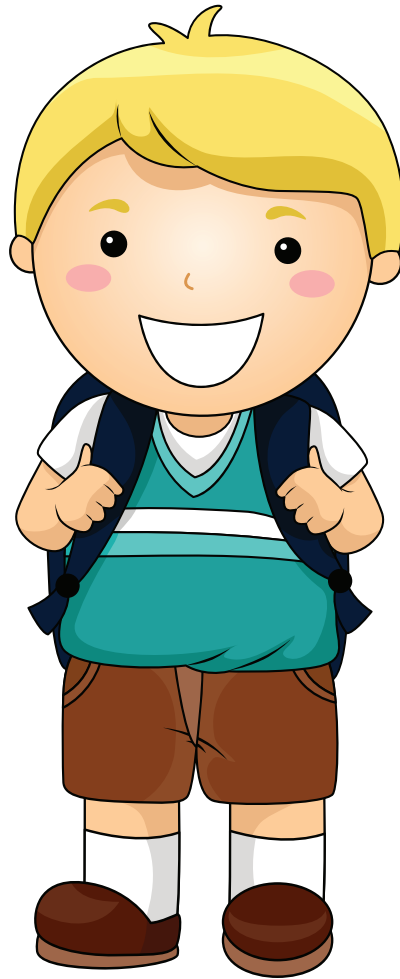
Greeting My Teacher

What should I do?



Can you help me decide?

It's COOL to ...



... smile!

It's even COOLER to ...



... smile and wave!

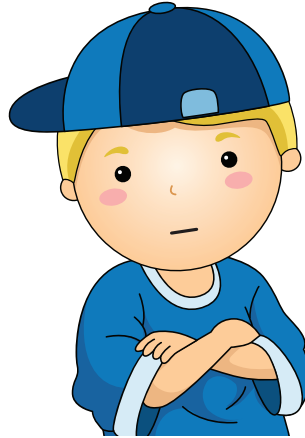
And it's SUPER COOL to ...



... smile, wave, and say, "Hi!"

When my teacher says,
"Good morning!" I should ...

- Cross my arms



- Scream and yell



- Smile, wave,
and say, "Hi"



This week, I can smile, wave, and say,
“Hi!” to lots of people:



The lunch lady



The librarian



The mail carrier



Who else can you smile,
wave, and say, “Hi” to?

(Draw or paste a picture here!)

Every morning, the teacher asks us to put away our stuff and sit down.



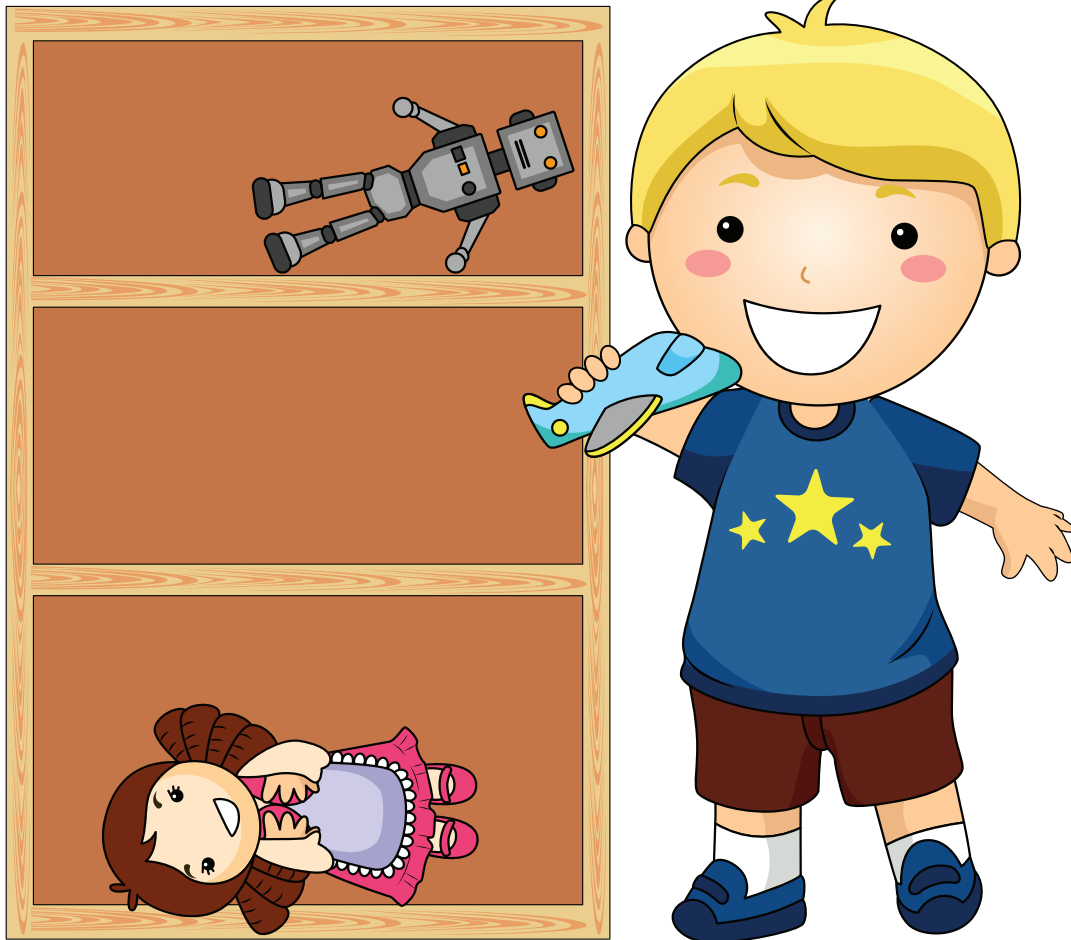
Listening in class

What should I do?



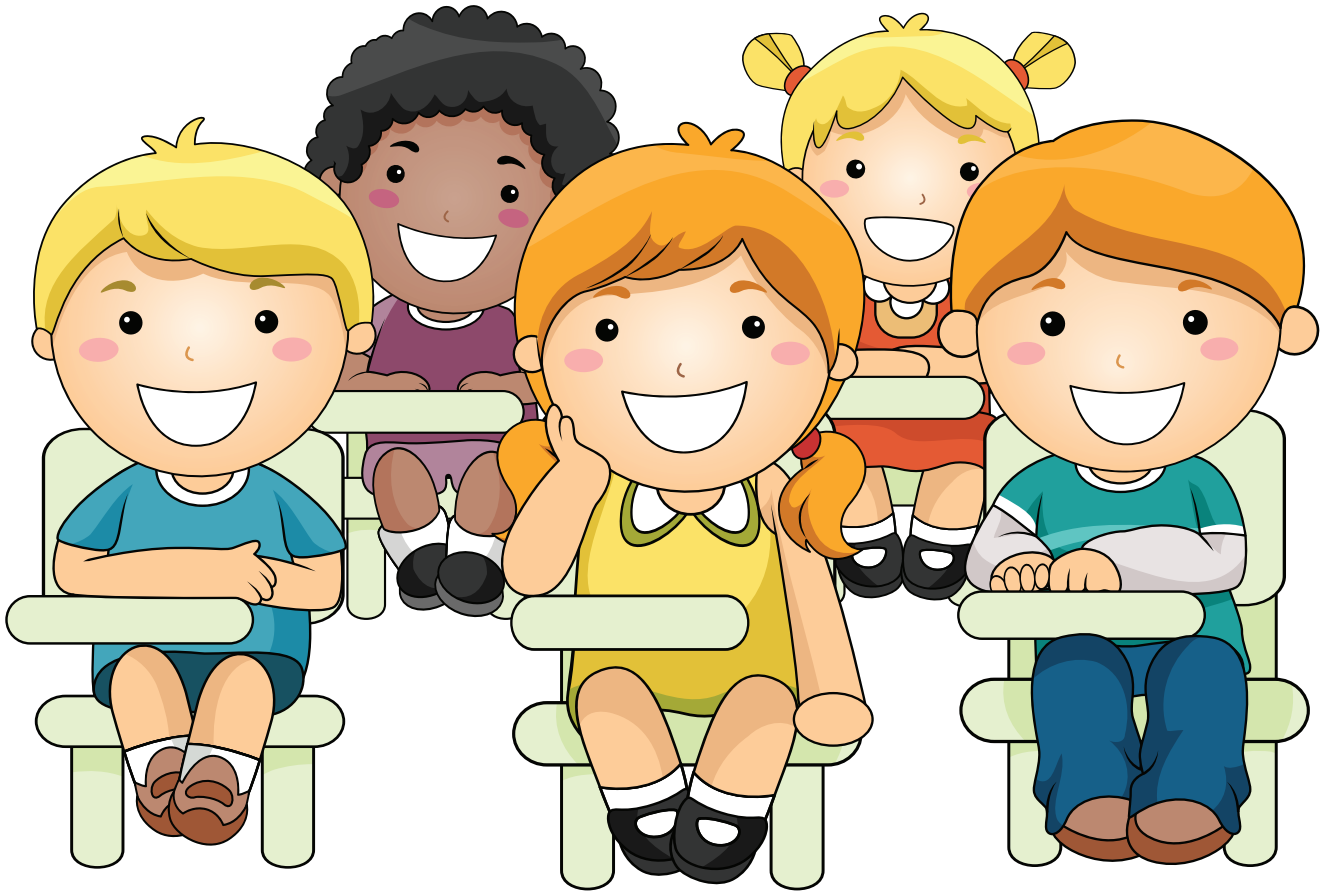
Can you help me decide?

It's HELPFUL to put away my toy ...



... right away.

It's even more HELPFUL to sit
down quietly ...



... with my friends.

And it's SUPER HELPFUL to look at
the teacher ...



... and listen while she teaches.

When my teacher asks me to sit,
I should ...

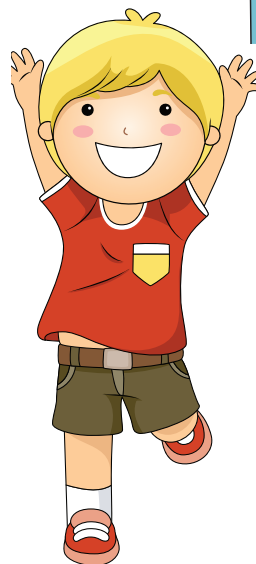
- Sit quietly and listen



- Get a drink of water



- Hop on one foot



This week, I can listen to lots of people:



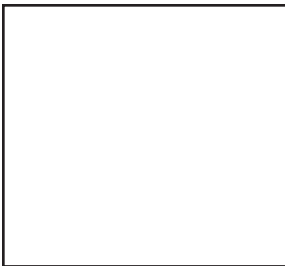
My dad



The bus driver



A policewoman



Who else can you listen to?

(Draw or paste a picture here!)

In the hall, sometimes a big kid asks ...



... how old I am.

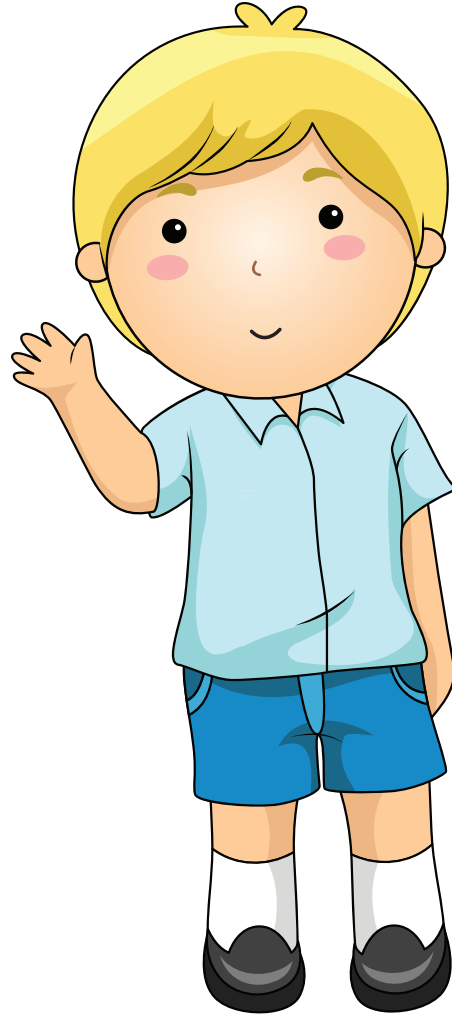
Telling How Old You Are

What should I do?



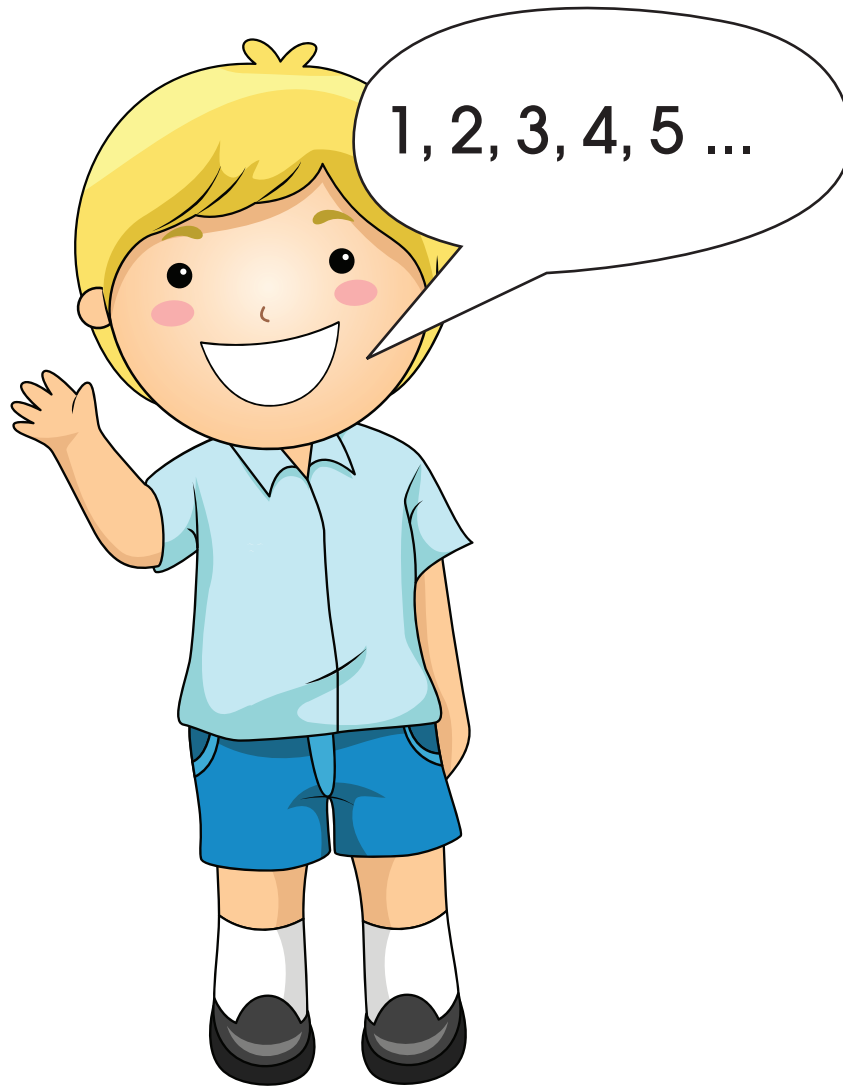
Can you help me decide?

It's GOOD to show ...



... with my fingers.

It's even BETTER to count on my fingers ...



... by saying, "One, two, three, four, five ..."

And it's BEST to count and say, ...



When someone asks how old I am,
I should ...

- Draw a picture



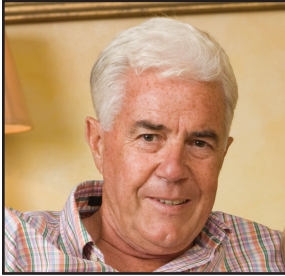
- Stand on one foot



- Count on my fingers and say how old I am



This week, I can tell lots of people how old I am:



My grandpa



My neighbor



A firefighter



Who else can I tell?

(Draw or paste a picture here!)

When the librarian reads us a story ...



Raising Your Hand

What should I do?



Can you help me decide?

It's POLITE ...



... to sit quietly.

It's even more POLITE ...



... to watch and sit still while she reads.

And it's SUPER POLITE to raise my hand ...



... when I know the answer to a question.

When I know an answer, I should ...

- Cover my mouth



- Stick out my tongue



- Raise my hand



This week, I can raise my hand
for lots of things:



To go to the bathroom



To get a drink of water



To show I'm present



Who else might like it if I
raised my hand?

(Draw or paste a picture here!)

Later, the librarian asks which book I want to check out.



Pointing at Stuff

What should I do?



Can you help me decide?

It's O.K. to point ...



... at the book I want.

It's **BETTER** to point and say ...



And it's BEST to point, smile, and say ...



When I want something, I should ...

- Scratch my head



- Point, smile and say, "That one, please!"



- Tie my shoe



This week, I can point to lots of things:



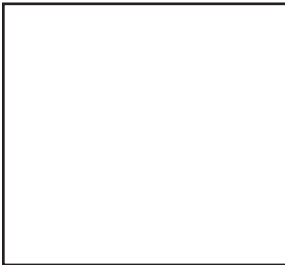
Foods I like



Friends I see



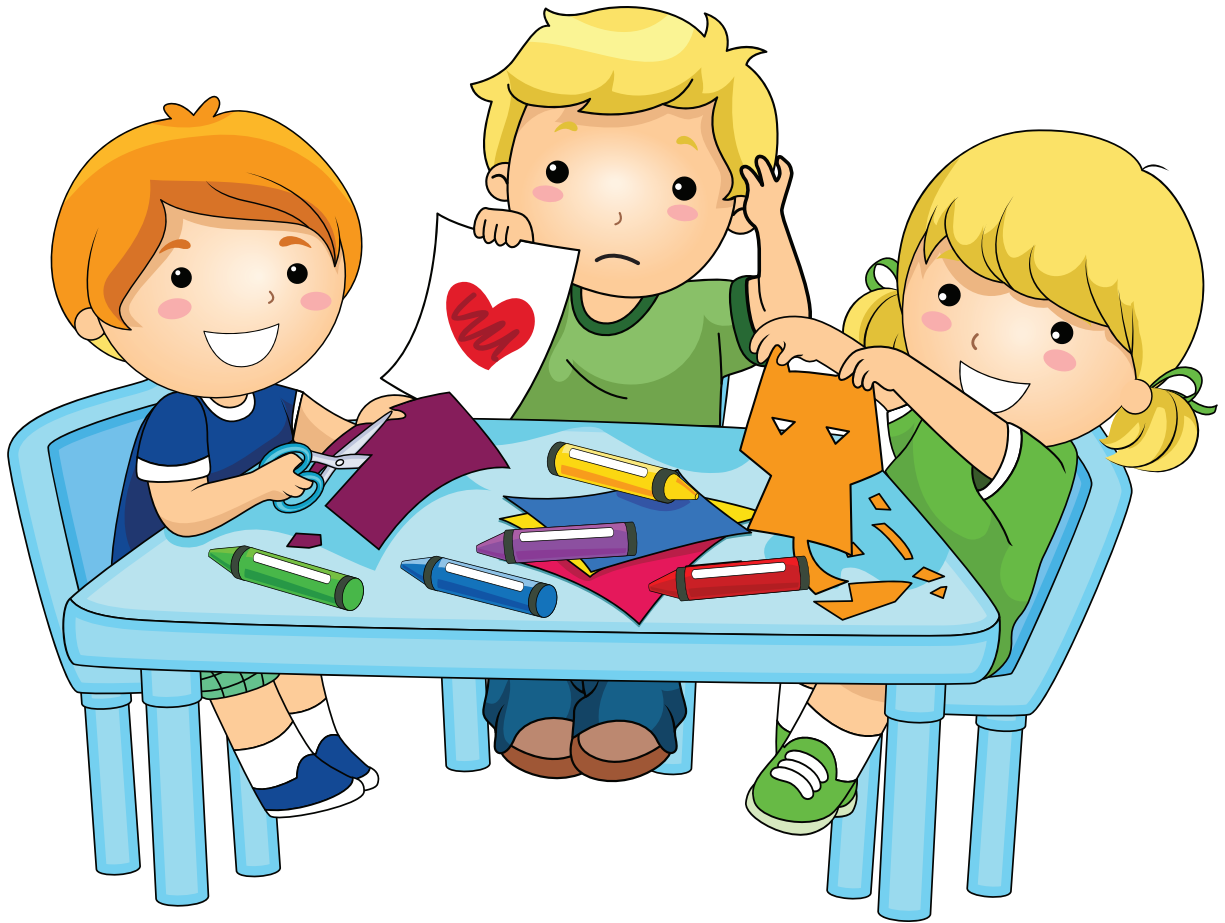
Planes in the sky



What else can I point to
this week?

(Draw or paste a picture here!)

Art is fun, but sometimes ...



Asking for Help

... I can't find my scissors.

What should I do?



Can you help me decide?

It's NICE to smile and point
to my friend's scissors.



It's even NICER to point and say ...

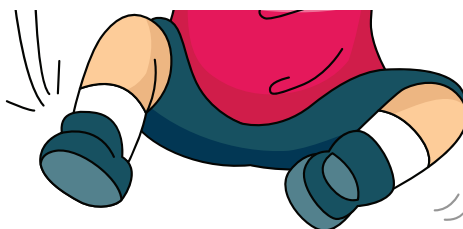


And it's SUPER NICE to smile, point,
and say ...



When I see something I need, I should ...

Stomp my feet



Hold my nose



Smile, point, and say, "May I borrow that, please?"



This week, I can smile, point, and say “May I borrow that, please?” for lots of things:



Books I like



Toys I like



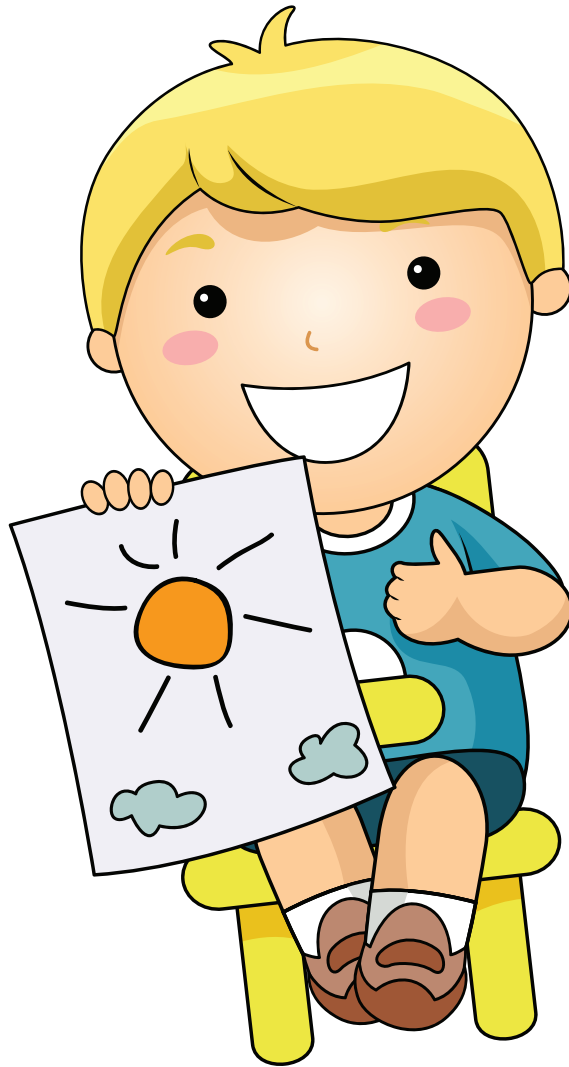
Colors I like



What else might you ask to borrow?

(Draw or paste a picture here!)

I'm finished drawing,
and I'm really proud.



Showing Your Work

What should I do?



Can you help me decide?

It's EXCELLENT to tap my
classmate's shoulder ...



... and show my work.

It's even more EXCELLENT to raise
my hand and ...



... show my teacher my work.

And it's SUPER EXCELLENT to say ...



... and show my work at home.

When I finish painting, I should ...

- Put my head down



- Be very quiet



- Tap my friend's shoulder and say, "Check it out!"



This week, I can tap a friend's shoulder and say, "Check it out!" about lots of things:



Pictures I draw



Books I'm reading



People I see



Who might like it if you showed them your work?

(Draw or paste a picture here!)

It's lunch time, and I'm really hungry.



Having Lunch

What should I do?



Can you help me decide?

It's OKAY to ...



... sit with my friends.

It's even more OKAY...



... to show my friends what I have brought to eat.

And it's SUPER OKAY to ...



... talk to my friends about a favorite video game.

When it's lunch time, I should ...

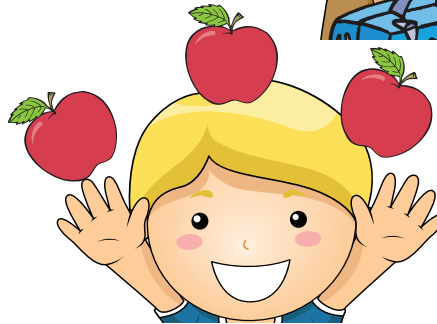
- Blow bubbles



- Show my friends what I have brought and talk about a favorite game



- Juggle apples



This week, I can share and talk about lots of things:



Toys



Snacks



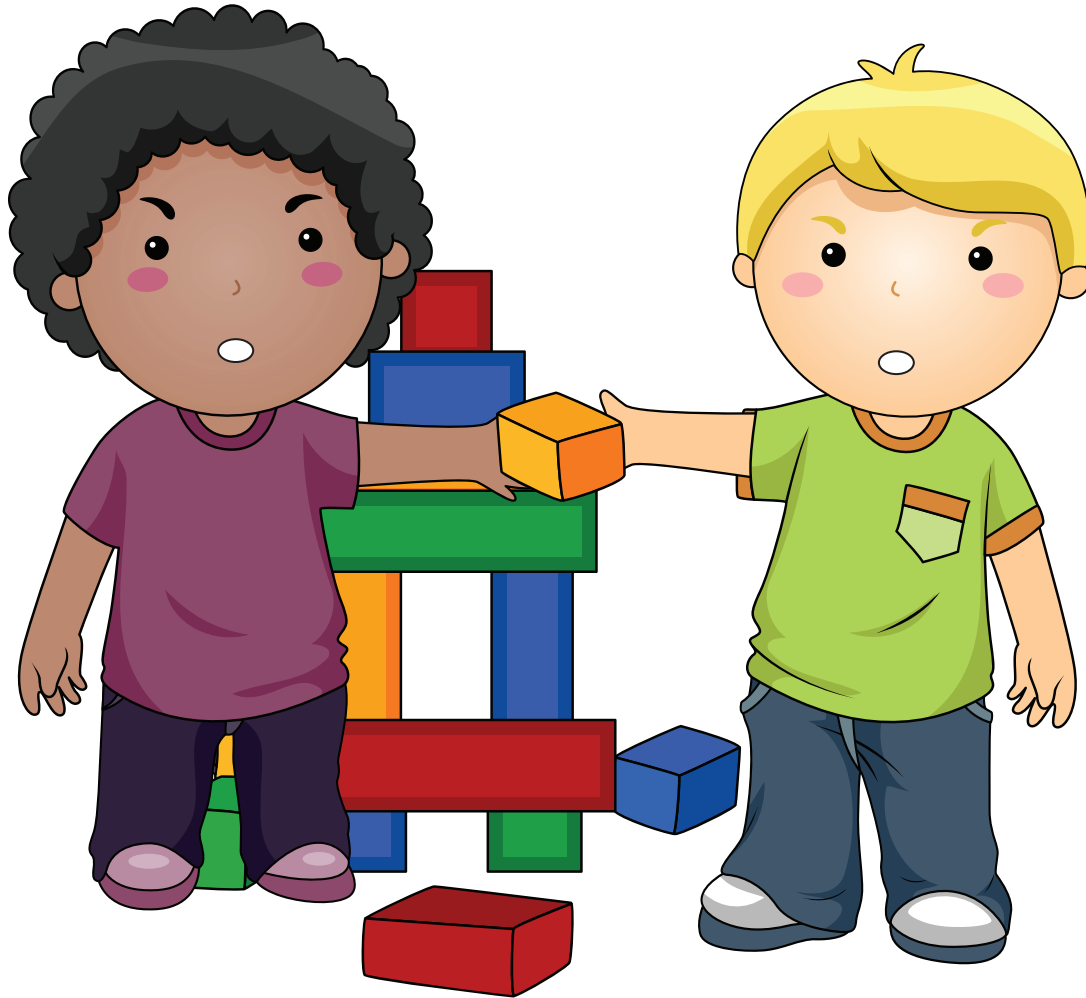
My video game



What else might you talk about and share?

(Draw or paste a picture here!)

Toys are lots of fun ...



Playing and Sharing

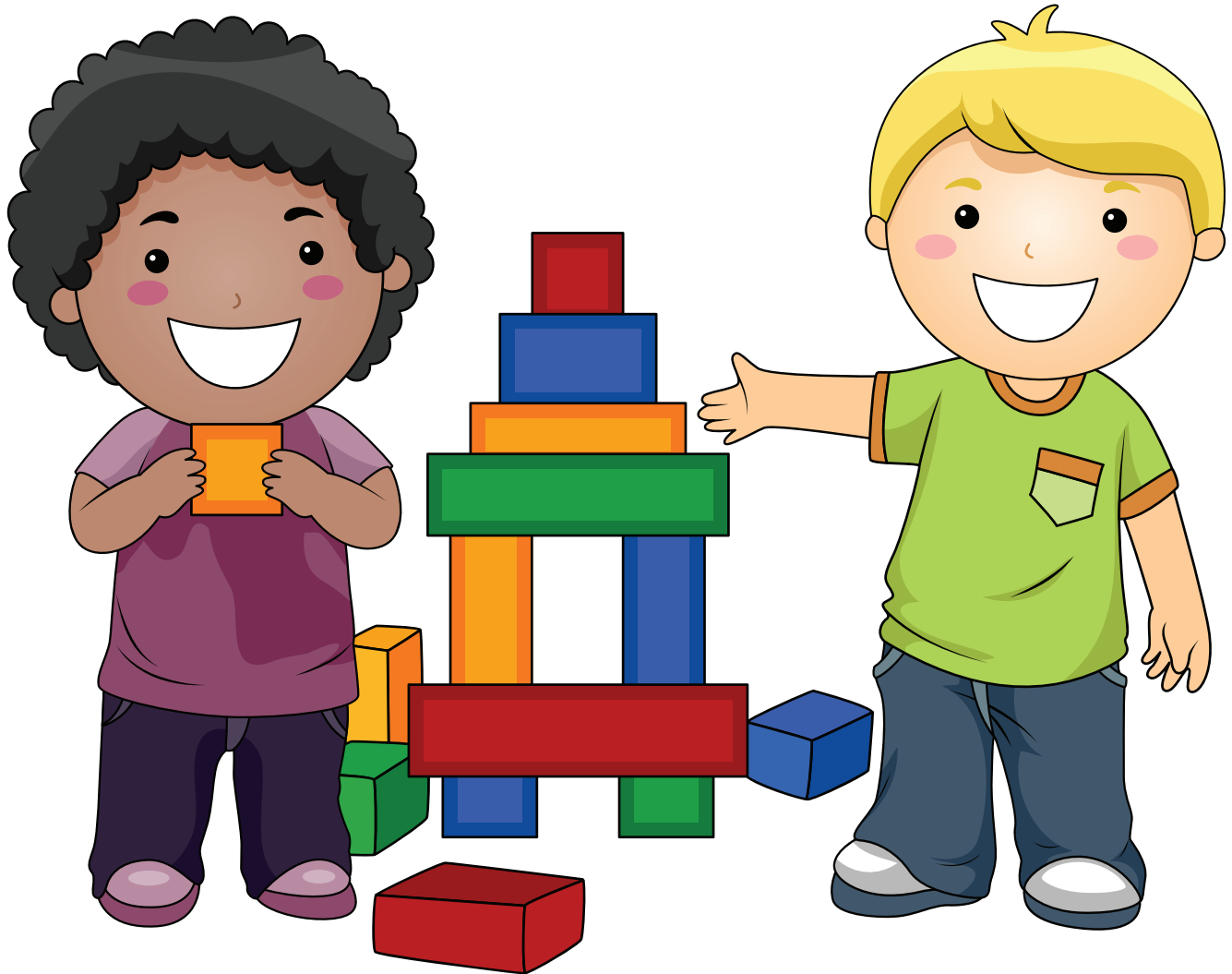
... but sometimes my friend and I
want the same thing.

What should I do?



Can you help me decide?

It's KIND to share ...



... with my friend.

It's even KINDER to smile ...



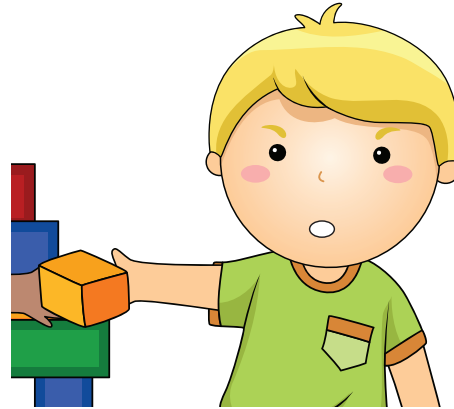
... and take turns!

And it's SUPER KIND to smile and say ...

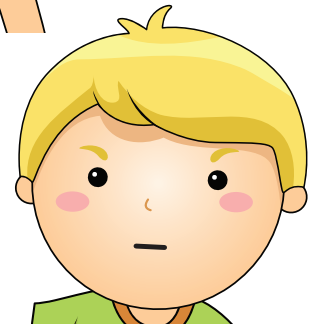


When my friend and I both want the same toy, I should ...

Grab the toy!



Make mean faces



Share a toy and play together!



This week, my friends and I can play together and share lots of stuff:



The slide



Toys



The computer



Who might you like to play and share with this week?

(Draw or paste a picture here!)

At recess, the kids at school ...



Asking Kids to Play

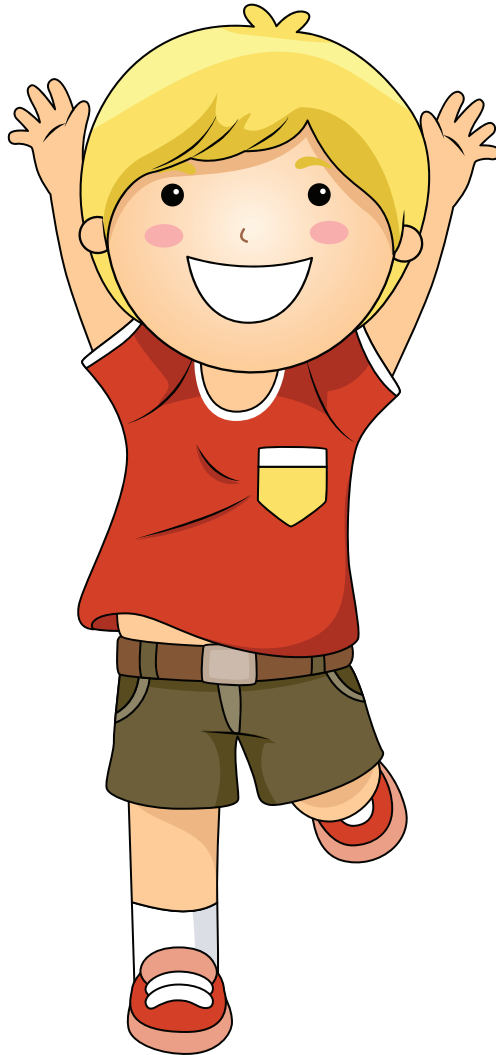
... play games.

What should I do?



Can you help me decide?

It's FUN to watch ...



... and cheer

It's even more FUN to ...



... join in the game!

And it's SUPER FUN to say ...



When the kids at school play games,
I should ...

Wink



Hold up my hand



Ask, "Can I play?"



This week, I can ask, “Can I play?” about lots of things:



Tag



Tetherball



Jump rope



What other game would you like to play this week?

(Draw or paste a picture here!)

The slide is cool ...



Waiting Your Turn

... but sometimes other kids
get in the way!

What should I do?



Can you help me decide?

It's PATIENT to wait in line ...



... with the other kids.

It's even more PATIENT to smile ...



... when the other kids go down .

And it's SUPER PATIENT to say ...



When I am waiting my turn, I should ...

- Pretend I'm sleeping



- Smile and say, "You go first!"



- Tie my shoes



This week, I can wait my turn for
lots of things:



To use the water fountain



To get on the bus



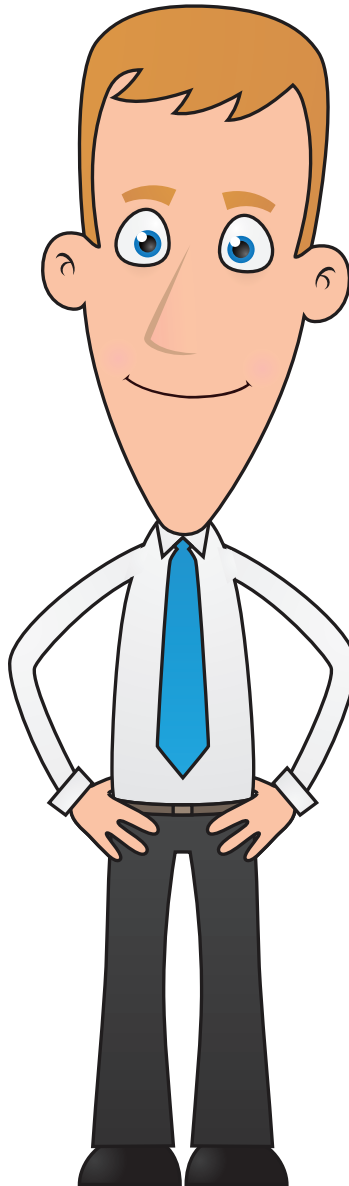
For my turn at sports



What else should you wait for
this week?

(Draw or paste a picture here!)

The principal asks if I had fun at recess ...



Answering Questions

What should I do?



Can you help me decide?

It's GREAT to nod "yes!"



It's even GREATER to nod ...



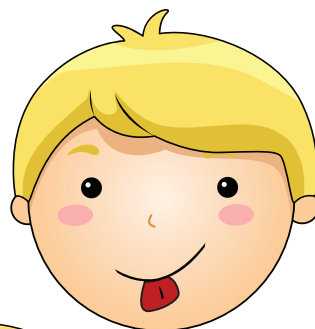
... and give a big thumbs-up.

And it's SUPER GREAT to nod,
give a thumbs-up, and say ...



When the principal asks if I had fun at recess, I should ...

- Make a funny face



- Blow my nose



- Give a thumbs-up and answer



This week, I can give a thumbs-up
to lots of people:



The school nurse



My coach



The bus driver



Who else can you give a
thumbs-up?

(Draw or paste a picture here!)

It's time to go home, so the teacher says,

Saying Goodbye



What should I do?



Can you help me decide?

It's FRIENDLY to ...



... smile!

It's even FRIENDLIER to ...



... smile and wave!

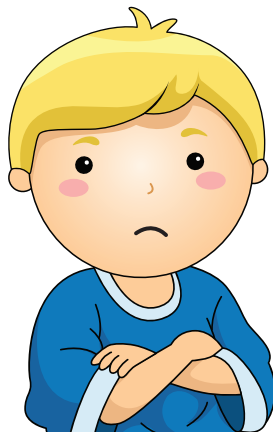
And it's SUPER FRIENDLY to ...



... smile, wave, and say, "Goodbye!"

When my teacher says, "Goodbye!"
I should ...

- Cross my arms



- Scream and yell



- Smile, wave,
and say,
"Goodbye!"



This week, I can wave goodbye
to lots of people:



The janitor



The secretary



My friends



Who else can you
wave goodbye to?

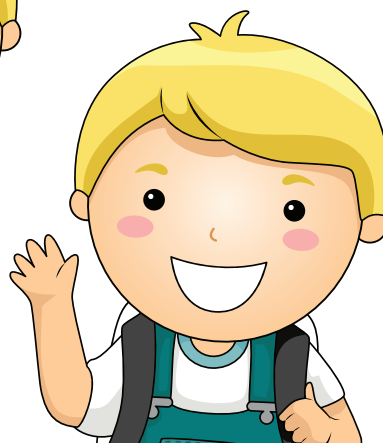
(Draw or paste a picture here!)

Getting along with people and making friends is super fun when I ...

... smile



... use my hands appropriately



... say a few words



... share



... wait my turn



... and listen.



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Meet Quinn – an irresistible young child who is trying to learn the “ropes” of social interactions at school. Colorful illustrations, interactive activities, based on evidence-based best practice, and a fun poster to refer to make this a perfect educational tool, in addition to being “just” a good story.

“Beautifully illustrated and well-organized vignettes turn *Quinn Goes to School* into a captivating and effective learning experience for any child, and especially for those faced with social difficulties. A user-friendly pdf version of the book on CD provides an invaluable and flexible resource for teachers and parents and for all others who work and relate with children within the autism spectrum.”

– Dr. Christian Plebst, child & adolescent psychiatry consultant, Institute of Cognitive Neurology – INECO

“The theme of this book is useful for many children, both those with social challenges and those without. It is a great way to help parents, teachers, therapists, and professionals teach social tips to young children. I love the pictures, the format, and the activities to reinforce the various social skills.”

– Sofia Brea, occupational therapist

“*Quinn at School* is a phenomenal resource for parents, teachers, and therapists. It has the perfect combination of visual stimulation and language usage to promote USEFUL social communication. As an occupational therapist, I love the clear function of the book and the format. Teachers can use it at school, and parents can upload it to their laptop or iPad and bring it with them wherever they go – a brilliant and easy way to achieve consistency. The best part is that the scenarios are fun, and Quinn’s Quizzes are playful yet promote the lesson. The accompanying poster is a wonderful visual support.”

– Jessica Sharlow, OTR/L, occupational therapist

“The author has done an amazing job presenting ideas and concepts kids with ASD and typical kids alike need to grasp during the early school years. The simple writing and joyful illustrations make *Quinn at School* enjoyable and understandable, while presenting a perfect example of what kids should be trying to accomplish while at school during the day.”

– Haley Moss, high-school student with ASD, and author of *Middle School: The Stuff Nobody Tells You About*

“*Quinn at School* is a delightful resource for our youngest social learners. Quinn needs help making good social decisions throughout his school day, and this book is set up to engage young learners as they help Quinn make cool, cooler, and super-cool choices! As a speech pathologist, I look forward to using this book during small social skills groups and when teaching entire classrooms. Parents will appreciate the interactive story aspect of the book as well as all of the generalization activities.”

– Teresa A. Cardon, PhD, CCC-SLP, Washington State University; author of *Let’s Talk Emotions, Initiations and Interactions*, and *Top Ten Tips: A Survival Guide for Families with Children on the Autism Spectrum*

The author is a certified language arts teacher who has wide experience working with children with a variety of special needs.

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