



Discussing self-care

Here are some prompts when talking to families about their child's self-care capabilities, and potential supports you could offer to implement.

Food and drink

Observations	Potential supports	Notes
<p>When eating in a school environment, we have observed that your child:</p> <ul style="list-style-type: none">• finds eating with a large group overwhelming• is sensitive to the look or smell of other children's food• can struggle with opening packets or containers• is easily distracted• is not hungry or reluctant to eat• doesn't know when they are hungry or thirsty• is unable to ask for help• eats slowly.	<p>To support them in this area, we could:</p> <ul style="list-style-type: none">• provide a quieter area for them to eat, with 1 or 2 friends• use visual or verbal prompts to remind them to keep eating• give them extra time to eat• allow them to move away from foods that they are sensitive to• monitor them and not force them to eat (but notify you if this occurs frequently)• give prompts throughout the day to drink water or other liquids.	

Toileting

Observations	Potential supports	Notes
<p>When going to the toilet, we have observed that your child:</p> <ul style="list-style-type: none">• is unaware that they need to go to the toilet until the last minute• has trouble remembering and completing all steps in the toileting routine• is overwhelmed by noise and echoes in enclosed spaces• is unable to use a standing urinal• is slower than their peers in managing their clothes• cannot verbally ask to go to the toilet• is unable to tolerate shared toilets due to sensory sensitivities.	<p>To support them in this area, we could:</p> <ul style="list-style-type: none">• observe for signs they need to go to the toilet, for example, holding themselves, crossing their legs, wriggling• prompt them to go to the toilet if these signs are observed• allow them to use the toilet at the beginning or end of break times, to reduce sensory overload• use visual supports in the toilets to remind them of key steps (for example, flushing toilet and washing hands)• provide access to the accessible toilet.	

 Resources for educators: <https://studentwellbeinghub.edu.au/educators/topics/autism/starting-school/>