

I'M A PARENT, GET ME OUT OF HERE!

THE WEEKLY SCHOOL CLOSURE NEWSLETTER FOR PARENTS/CARERS OF CHILDREN/YOUNG PEOPLE WITH AUTISM

Online Safety: What You **Need** to Know



This Photo by Unknown author is licensed under [CC BY-SA-NC](#)

Rob Emery – *Autism Advisory Teacher Service*

During this period of school closures your child is likely to be spending more time online. There are lots of benefits to our children getting online. It can support social interactions, be a great place to learn about the world around us and be a great source of entertainment. However, alongside the benefits come the risks of cyberbullying, online grooming and exposure to inappropriate content. This article will look at ways for parents to limit the risk of your child having a negative experience online.

One way to protect them is to make your home 'internet safe'. Installing an internet filter is a common safeguard these days. Many broadband providers have the option of installing free child filters, you might contact your internet provider to see if this is an option. You can also encourage your young person to use a child-friendly search engine when browsing. This will automatically filter search results and they are free to use (try <https://www.kiddle.co/>). A simpler safeguard is to have the computer in a communal area of the house.

We all know that the family computer is only one aspect to online safety. Many young people now have mobile internet devices. While accessing the internet via your WiFi (providing that you have your internet provider's filter enabled), the content that your young-

person can access will be filtered. If they access the internet through the mobile phone network, then you may wish to contact the network provider to ensure that their filters are enabled too.

These are good safeguards to have in place, but we can't protect our children from the content of the internet forever. We need to teach them the skills that they need to use the internet safely. Establishing rules for using technology can be a good start. When can they use it? How long for? What can they look at? What do they do/who do they go to if they see something they don't like? What information should they never give out? How do you talk to people online? All these points are good to discuss and clarify. You may need to relax your boundaries around screen time as your young person is spending much more time at home and it is important to do what works best for your situation.

Cyberbullying has become a major issue over recent years and is perhaps the hardest to safeguard against. Ensure that your child is only accessing age-appropriate social media sites and that they know who to speak to if they experience abuse online. 'ThinkUKnow' are producing fortnightly resources to use to help support parents with teaching online safety. Check out this and other resources here:

<https://www.thinkuknow.co.uk/parents/>
<https://www.missingkids.org/netsmartz>
<https://www.saferinternet.org.uk/>
<https://www.net-aware.org.uk/>



This Photo by Unknown author is licensed under [CC BY-NC-ND](#)



ESTABLISHING ROUTINES: STEP BY STEP

Claire Nunn and Megan Williams
Autism Advisory Teacher Service

Routines help all children to learn. For children on the Autism Spectrum the predictability of routines can really help to support behaviour. Establishing routines at home can be difficult but the following steps, using the bedtime routine as an example, can be a useful guide.

STEP 1: Identify each step of the task that you'd like your child/young person to complete and list the steps:

1. Brush Teeth
2. Wash Face
3. Read one Bedtime Story
4. Turn off the Light

STEP 2: Use the list to make a schedule. Use whatever format works best – photographs, symbols or a written list.



This Photo by Unknown author is licensed under CC BY-SA.

STEP 3: Use timers or alarms to signal the beginning and endings of each step.

STEP 4: Refer to the schedule throughout the routine. Provide praise for completing each step. Prompt your child to point to the step on the visual schedule while he completes the step. As each step is completed, give him descriptive praise "Good work brushing your teeth".

STEP 5: Be consistent. Complete every step of the routine every time. E.g. complete the routine in the same order every night.

Parent Top Tips

In this section we want to share your tips and advice. Have you got a great activity? Found a brilliant resource? We'd like to hear about it! Please share your top tips at:



SENandInclusion@Peterborough.gov.uk

"**My Top Tip** would be to have some form of structure to your day, it doesn't have to be super planned out and rigid, but you might have something simple for example a morning routine. Our mornings consist of Work based tasks and our afternoons are Free play & fun stuff. This has worked well so far as Isaac craves routine."

Sam Carter, mother of Isaac age 21

Check out our other weekly newsletters:

Cosy Crew – A newsletter for Primary Aged Children with Autism.

Lockdown Lift Up – A newsletter for teenagers and young people with Autism.

Available from our [Local Offer Page](#) each week.

Parent Hotline:

Our parent hotline is open every day for advice on weekdays between 10-11am.

Please call **07961240384** or **07816597785**

Boredom Bashers

Resource:



Twinkl is an online database full of resources. They have a free to download home-learning resource pack. <https://www.twinkl.co.uk/>

Activity:

Using pipe-cleaners with a colander was a quick and easy fine-motor activity that kept him entertained for a while!



Something for me:

The Split is a drama about a leading divorce lawyer who leaves the family firm for a rival throwing her own relationships into turmoil.

2 Seasons available on BBC iPlayer.

