

Toys for Children with Autism or Pervasive Developmental Disorder

- ✘ **Bubbles:** Electronic bubble wands, machines and bubble guns
- ✘ **Give-It a-Whirl:** Pull a string and the color disc flies into the air. Good for choice making and color recognition
- ✘ **Animal Race Game:** Watch animals go up and down the ramp.
- ✘ **Drop and Go Choo-Choo:** Put the balls in a choo-choo, the choo-choo pops the ball out automatically when put in and moves.
- ✘ **Sound Talking Puzzles:** Talk about the objects in the puzzle. An auditory response is played when objects are pressed.
- ✘ **Talking Magnets or Talking Stamps:** Animal or object recognition. Say “Touch the cow, Where’s the pig?”
- ✘ **Elefun:** Put butterflies in the elephants mouth, put his trunk on, and catch the butterflies with the net as they come up the elephants trunk.
- ✘ **Phonics Learning System:** ABC spell board says letter when you push on it. Once the word is completed, the word is auditorily spelled out phonetically.
- ✘ **Hand Puppets:** Realistic animal puppets may encourage pretend play when other character puppets may not. Puppets encourage vocalization, fine motor, and imitation of actions.
- ✘ **Battery-Operated Animated Animals:** Cuddly toys that catch the attention of the child and encourage pretend play.
- ✘ **Magnetic Doll:** Good for pretend play, matching actual clothes items to the doll, encouraging verbalization and fine motor skills.
- ✘ **Busy Balls:** Good for cause and effect games, visual tracking, and color discrimination.
- ✘ **Sound Stories:** Good for read-along participation, matching objects to corresponding sounds, maintaining interest in group story activity for child having difficulty with a regular book.
- ✘ **Talking Animal Keyboard:** Good music play, response to simple one step directions, problem solving, matching animals sounds to pictures, fine motor skills, cause and effect learning and social play.
- ✘ **Connect Four:** Good for problem solving, eye-hand coordination, turn taking, matching colors and patterns, cause and effect and pattern movement.
- ✘ **Mr. Mouth:** Good for beginning turn-taking, color matching, fine motor skills and eye-hand coordination, cause and effect, and control.

Playing with Children who have Autism or Pervasive Developmental Disorder

- ✘ Establish structure and routine so your child's environment is as predictable as possible.
- ✘ Limit the # of things to see and hear that may distract your child. For example, do not have the tv on while reading a book.
- ✘ Select toys that are interesting to your child. For a child who plays with one particular toy for an extreme amount of time, have others ready that will expand on the play.
- ✘ Use singing and rhythm activities.
- ✘ Distract your child from unusual or disruptive behaviors by having favorite toys at hand or by playing simple games. If not successful, use a verbal reminder to help control some of this behavior.
- ✘ Try to anticipate and redirect before your child loses control. Tell your child what is going to happen before you change the activity.
- ✘ Make every attempt to have eye contact with your child. Praise your child for even the slightest effort of looking at you. Use rewards such as smiles, hugs and soft touches.
- ✘ If your child is sensitive to noise and touch, approach slowly and touch your child when they seem ready to tolerate it.

Support Resources for Parents

Two national resources that may be helpful:

Autism Society of America
7910 Woodmont Ave. Suite 650
Bethesda, MD 20814-3015
800-3AUTISM or 301-657-0881

Autism Services Center
National Autism Hotline
Prichard Bldg. 605 9th St, Box 507
Huntington, WV 25710-0507
304-525-8014

*Information provided by National Lekotek Center
www.lekotek.org

