

A GUIDE TO UNDERSTANDING BEHAVIOUR

E-book

Meltdowns • Anger • Anxiety • How to Reduce Behaviour
11 Key Questions to Ask When You See a Behaviour
Behaviour Solutions • *And much more!*



***Strategies, Tips & Resources
For School & Home***

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UNDERSTANDING EMOTIONS

It is important for children on the autism spectrum to work on understanding their feelings and emotions **at least one hour every week** from early childhood through to adulthood. **This check-in helps students learn to recognise different emotions and the intensity of emotions. We can't manage a feeling if we can't name it.**

It also normalises feelings. People aren't supposed to be happy or calm all of the time, it is okay to feel sad, jealous or angry. This weekly (or even more often!) check-in opens up the conversation on how to handle different feelings and recognises that all feelings are okay.

For example for people on the spectrum, feelings of sadness or anxiety can often come out as anger, as they need a way to vent their feelings and some don't know how to cry so they hit instead. Teaching children to understand how they are feeling is a useful tool in helping them manage their own behaviour.



When helping children understand their emotions a good place to start is to **teach them to understand what makes them anxious versus what makes them angry.**

Here are 10 potential causes of anger and of anxiety as identified by members in my Facebook groups. I hope these help you identify potential triggers for the kids you know.

10 COMMON REASONS FOR ANXIETY

- 1 Being teased
- 2 Getting a new teacher
- 3 Not getting to sleep
- 4 Being hurt purposefully
- 5 Having to make choices
- 6 Doing homework
- 7 Being around lots of people
- 8 Thunderstorms
- 9 Being alone
- 10 Sensory - brushing hair, haircuts etc.



10 COMMON REASONS FOR ANGER

- 1 Getting work wrong
- 2 Being excluded
- 3 Perceived to be treated unfairly
- 4 Being shouted at
- 5 When someone interferes with their games or belongings
- 6 When they lose a game
- 7 Change in routine with no warning
- 8 Feeling they are not being listened to
- 9 Being told "no"
- 10 Being told they are wrong



What makes some children anxious makes *others* angry and **this is why I have created a programme like the Emotional Regulation Course** to help establish the individual child's emotional reactions. There is a range of great resources and lessons to further understand teaching and understanding emotions for students on the spectrum.

JOIN DR TONY ATTWOOD IN ACCREDITED ONLINE LEARNING
elearning.suelarkey.com.au

Or watch his online courses anywhere, anytime for the same content on demand.



WHAT YOU'LL LEARN IN THIS COURSE:

- > Cognitive Abilities: A different way of thinking and learning
- > Managing Challenging Behaviour
- > Managing Feelings: Cognitive Behaviour Therapy and its role in providing greater strategies to manage emotions and Behaviour
- > The Emotional Tool Box- what it is and how to use
- > Strategies to Improve Social Understanding and Friendship Skills
- > Special Interests: Origins and constructive strategies
- > Girls with Asperger's syndrome Enroll Now
- > Sensory Sensitivity

Anywhere, Any time, Any Device!

ENROLL NOW

EMOTIONAL REGULATION COURSE

FOR NEURODIVERSE STUDENTS

WITH SUE LARKEY

In this course you will learn simple and effective strategies to teach emotional regulation strategies for neurodiverse students!

This course is aimed at Primary Ages Students to increase engagement and participation. For Neurodiverse students (Autism Spectrum, ADHD, ADD, ODD, PDA), their difficulty with emotional regulation or executive functioning impacts on the ability to "down-regulate" and "Up-regulate" in busy classrooms and schools. Students needs a range of additional supports and adjustments to help them recognise and regulate their emotions throughout the school day.

- ✓ Understand the crucial role of emotional regulation in students with Autism Spectrum, ADHD, ODD, and PDA.
- ✓ Learn to develop tailored strategies for self-management and self-awareness.
- ✓ Align your teaching with ACARA Personal and Social Capability learning continuum and NESA PDHPE syllabus elements to ensure comprehensive student development.
- ✓ The importance of consistent and specific language to support students understand and regulate their emotions
- ✓ Foster Emotional Literacy: Teach students to connect emotions so students can identify what each emotion feels like and how to self manage
- ✓ Implement journaling strategies to analyse students' own emotions and corresponding events, promoting emotional awareness and growth.
- ✓ Help students explore and identify the physical signs of emotions within the body fostering self-awareness
- ✓ Individualised Self-Regulation Strategies: Develop personalised self-regulation plans for each student, considering their unique needs and preferences.
- ✓ Adaptable & Effective Teaching: Learn to adapt and adjust strategies as needed, ensuring their continued effectiveness and relevance for your students.



This Course Includes:

- 74 Downloadable Pages of Printables and Templates
- 15 Lessons - Tips & Strategies to implement
- Start Immediately, Watch Anytime.
- 3-Hours Training
- Bonus Facebook Support Group.
- You have 6 weeks to complete (can extend at anytime)
- Certificate on Completion.
- Tax Invoice Issued Immediately.

Bonuses

- Transcript of Course
- Programme - 5 Steps for Teaching Emotions
- My Feelings Journal and Instructions on how to use in your classroom

NESA, CPD, PL, VIT & TOI Accredited PD -3 hours Completing Developing Knowledge and Understanding of Autism Spectrum Disorder to Improve Student Learning and Participation will contribute 3 hours of NSW Education Standards Authority (NESA) Accredited PD in the priority area of Students/children with Disability addressing standard descriptors 4.1.2 from the Australian Professional Standards for Teachers towards maintaining Proficient Teacher Accreditation in NSW.



REGISTER ONLINE

elearning.suelarkey.com.au

WHO IS THIS COURSE FOR?

Anyone who supports **Primary Aged Neurodiverse Students**.

Sue Larkey is a highly qualified special educator who has taught in mainstream and special schools. She is currently working toward a Doctorate of Education focussing on inclusive schooling. She has authored several books and resource materials. Sue is unashamedly passionate about her mission - to inspire parents and educators and teach them how to Make it a Success.



BEHAVIOUR STRATEGIES

All behaviour serves a purpose. Behaviour occurs for many reasons and it is often helpful to ask everyone who has seen a behaviour the 11 key questions below. This will then guide you to what the purpose of the behaviour is and how you can replace it. As you can't stop behaviour – but you can find an alternative.

Key questions to ask when you see behaviour:

- 1 What is the student trying to communicate through their behaviour?
- 2 Has the student understood the words you have used?
- 3 Could the behaviour be sensory? If so, what sensory tools can we use?
- 4 Could the behaviour be a sign of anxiety?
- 5 Does this behaviour happen in a range of places? Home, school etc.
- 6 How can we replace the behaviour?
- 7 What strategies have been tried?
- 8 What strategies have worked in past?
- 9 How will we reward change in behaviour?
- 10 Are any structures, visuals, adaptations, timers etc. required?
- 11 Is this a battle we really need to have?

🌿 You can't stop it! Just replace it. 🌿

Many people try to stop behaviour in children with an ASD. But we now know there is a hierarchy – **they always replace one behaviour with another**. If you take away fidget toys, or things they have in their hands they will replace it with body behaviour. For example, if you stop them chewing their collar they may chew their hand, fingernails, etc

Therefore, rather than trying to stop the behaviour just find appropriate replacements and manage the behaviour instead. This is why the use of sensory tools is so important as a replacement for many behaviours observed in children.

Sensory tools are like glasses – you need the correct script! When I get my eyes tested they get me to compare which glass I can see best through, selecting sensory tools is much the same you will need to try a few so you can compare which is more effective in which situation



🌿 Se a Behaviour - Look It Up! 🌿

I have created a grid of some of the frequent behaviours I see when visiting schools and solutions using one of my favourite books *Behavior Solutions for the Inclusive Classroom*. The book is so easy to use and also offers a short explanation as to WHY you might be seeing the behaviour (which I haven't included in the grid). The book is specifically for children with ASD, ADHD and Sensory Processing Disorders however it can be used for ALL students. [Link to Book CLICK HERE](#)



In busy classrooms when teachers are trying to accommodate a range of students this book is wonderful as you can quickly look it up and find a quick solution to try. Sometimes it is also great to know you are already doing the right strategies or on the right track, especially when you might not be seeing change.



Here are just some of the many behaviours that are listed in these books:

BEHAVIOUR	SOLUTIONS TO TRY
Difficulty with small groups (pg 59)	<ul style="list-style-type: none"> • Avoid allowing the students to pick their own groups. This can cause anxiety and these students often the last to be picked. • Choose groups with supportive peers who encourage participation <p>Set group goals and guidelines prior to forming groups i.e. set roles and responsibilities such as time keeper, reporter, recorder etc.</p>
Covering Ears (pg 39)	<ul style="list-style-type: none"> • Give warning when certain sounds are going to occur. • If appropriate the use of ear-plugs or headphones may help the student work independently and avoid distractions. • Work with the student to formulate a “plan” for when certain noises occur. • Allow to take a “Noise Break” in a quiet place.
Laughing Excessively or Being Silly (p112)	<ul style="list-style-type: none"> • The most effective means of dealing with this behaviour is the verbal or visual prompt. • Give alternatives to the behaviour. • If prompts are not effective, arrange for the student to do some other task in the room. • If possible arrange for the student to go to his “safe place”.
Fidgeting (pg 20)	<ul style="list-style-type: none"> • Place the student at the end of an aisle or row of chairs. • Allow the student to occasionally stand at his desk. • Provide the student with fidget toy. • Give the student a movement break. • Allow the student to have crunchy or sour food as a replacement for fidgeting • Allow to access a seat cushion device. • Remember some fidgeting is okay. We all do it!
Excessive hugging, leaning against people, or pushing people (pg 26)	<ul style="list-style-type: none"> • As with many other sensory issues, providing movement breaks for the student can be a great benefit. • Use a weighted vest or lap weight to give the access to deep pressure he craves. • Encourage the use of isometric exercise such as hand-clasps or wall-pushing. • Remind the student of the rules of personal space.

SEE A BEHAVIOUR – LOOK IT UP!

BEHAVIOR SOLUTIONS FOR THE INCLUSIVE CLASSROOM:

BY AUNE, BERT AND GENNARO

This book is a must-have for every special needs and inclusive classroom. The easy to use format allows teachers to quickly look up an in-the-moment solution and learn about what the child is communicating, and why. This book illuminates possible causes of those mysterious behaviours, and more importantly, provides solutions!

suelarkey.com.au



On-Demand Courses to Help you Support & Teach Neurodiverse Children

ONLINE COURSE

**Making it a Success:
Teaching Strategies &
Behaviour Support.**

**Developing Early Childhood
Approaches for Children with
Additional Needs.**



PRESENTER

Sue Larkey (Teacher)

Sue Larkey (Teacher)

EARLY YEARS



PRIMARY



SECONDARY



POST-SCHOOL

IN THIS COURSE YOU WILL LEARN

- ✓ Key strategies from Pre-School to Secondary.
- ✓ Teaching Strategies for School & Home.
- ✓ What is ASD, ADHD, ODD & SPD .
- ✓ Promoting Understanding with Peers.
- ✓ Strategies for Social Skills & Playgrounds.
- ✓ How to increase Engagement & Learning Outcomes.
- ✓ Behaviour Support Strategies: anxiety, sensory & tantrums

- ✓ How to use Different Ways of Teaching
- ✓ Teaching Strategies for School and Home
- ✓ How to help children develop communication (verbal & non-verbal)
- ✓ Steps to Develop and Individual Program
- ✓ Behaviour Management Strategies & Positive Support
- ✓ How to create an Individual Sensory Program
- ✓ Tantrums v Meltdowns

AUSTRALIAN
PROFESSIONAL
STANDARDS (ALL
STATES)



NESA
ACCREDITATION



TQI
ACCREDITATION



COURSE
DURATION

5 HOURS

5 HOURS

COURSE
COMPLETION
(CAN EXTEND AT ANY
TIME)

6 WEEKS

6 WEEKS

CERTIFICATE ON COMPLETION FOR ALL COURSES

ONLINE COURSE

Strategies & Insights to inform your teaching Practice

Autism Spectrum Disorder: a different way of thinking, learning & managing emotions.



PRESENTER

Dr, Temple Grandin (Autistic Adult) & Sue Larkey (Teacher)

Dr. Tony Attwood (Psychologist)

EARLY YEARS



PRIMARY



SECONDARY



POST-SCHOOL



IN THIS COURSE YOU WILL LEARN

- ✓ Sensory Issues as a Barrier to Engagement & Participation
- ✓ Key Steps to Teaching to Work and Achieving Independence
- ✓ Teaching Flexible Thinking
- ✓ Friendship and Bullying
- ✓ Increase Learning
- ✓ Outcomes by Reducing Anxiety & Understanding Behaviour
- ✓ Teaching Life Skills
- ✓ Impact of Working Memory on Learning
- BONUS IEP / Workbook

- ✓ Cognitive Abilities: a different way of thinking & learning.
- ✓ Managing Challenging Behaviour
- ✓ Managing Feelings: cognitive behaviour therapy & its role in managing emotions and behaviour
- The Emotional Tool Box;
- ✓ what is it and how to use
- Special Interests; origins
- ✓ and constructive strategies
- Strategies to improve Social Understanding

AUSTRALIAN PROFESSIONAL STANDARDS (ALL STATES)



NESA ACCREDITATION

TQI ACCREDITATION



COURSE DURATION

5 HOURS

5 HOURS

COURSE COMPLETION (CAN EXTEND AT ANY TIME)

6 WEEKS

6 WEEKS

CERTIFICATE ON COMPLETION FOR ALL COURSES

ONLINE COURSE

How Teacher Assistants can Help Support Students who Learn & Engage Differently

Lived Experience of Role of TA to support diverse learners (Dean Beadle) - NEXT STEP

Behaviour Strategies for Teacher Assistants to Support Neurodiverse Students



PRESENTER

Sue Larkey (Teacher)

Dean Beadle (Autistic Adult & Education Consultant)

Anna Tullemans (Parent & Teacher Assistant) & Sue Larkey (Teacher)

EARLY YEARS

PRIMARY

SECONDARY

POST-SCHOOL

IN THIS COURSE YOU WILL LEARN

- ✓ 10 Top Tips for Keeping on Task
- ✓ How to Build a Great Relationship
- ✓ Using Routines & Consistency
- ✓ How to write and use Social Scripts
- ✓ Supporting Students to change their Mindset
- ✓ Using Rewards to Motivate
- ✓ E-book (79 pages) & More BONUSES
- ✓ Members Only "Angels" Facebook Group
- ✓ Transcripts of Lessons

- ✓ Busting 4 Common Myths about Autism
- ✓ Executive Functioning: Link to Anxiety & Exhaustion
- ✓ Difference Social Skills & Social Knowledge
- ✓ Supports & Accommodations to put in place as a TA
- ✓ Transformational Impact TAs can Make
- ✓ BONUSES, including Sue Larkey & Dean Beadle discuss questions from Teacher Assistants
- ✓ E-Book with 98+ Tips and Strategies

- ✓ Understanding Autism Spectrum & Insights into Behaviour
- ✓ Behaviour as a Form of Communication
- ✓ Generalisation, Adaptability and Choice Making
- ✓ The Impact of Executive Functioning on Behaviour
- ✓ Behaviour & Anxiety
- ✓ Behaviour Strategies
- ✓ Creating a Behaviour Plan
- ✓ Applying Lessons to Common Behaviour

AUSTRALIAN PROFESSIONAL STANDARDS (ALL STATES)

NESA ACCREDITATION

TQI ACCREDITATION

COURSE DURATION

2 HOURS

2 HOURS

2 HOURS

COURSE COMPLETION (CAN EXTEND AT ANY TIME)

6 WEEKS

6 WEEKS

6 WEEKS

CERTIFICATE ON COMPLETION FOR ALL COURSES

ONLINE COURSE

Emotional Regulation in
Students with Autism
Spectrum Disorder and/or
Other Neurodiverse
Disorders

How to Teach
Social Emotional Learning
for Neurodiverse Students

Pathological Demand
Avoidance (PDA) in the
Classroom: Understanding
Strategies for Educators



PRESENTER

Sue Larkey (Teacher)

Sue Larkey (Teacher)

Laura Kerby (Teacher &
Grad Dip Psychology)

EARLY YEARS

PRIMARY

SECONDARY

POST-SCHOOL

IN THIS COURSE YOU WILL LEARN

- ✓ Introduction to understanding diverse learners, key supports and strategies.
- ✓ How to help children identify and label emotions in themselves and others
- ✓ Helping children connect emotions to events
- ✓ A range of strategies to regulate emotions and behaviours
- ✓ Activities to do with the whole class, small groups & individuals
- ✓ What, How & When to teach emotional regulation

- ✓ What, How, & When to teach Social Skills
- ✓ Myths & Misunderstanding.
- ✓ How to make and keep friends.
- ✓ Impact of Executive Functioning.
- ✓ 4 Steps to Create Social Skills Program.
- ✓ Lived Experience of Social Learning.
- ✓ Creating Inclusive Playgrounds.

- ✓ Understanding of Pathological Demand Avoidance (PDA)
- ✓ What are Demands and How to Avoid
- ✓ PDA & Anxiety: Key Strategies
- ✓ Difference between PDD, ODD, and ASD
- ✓ Practical Approaches and Strategies to Support
- ✓ Learning Supporting and Understanding Behaviour
- ✓ PDA and Education: How to Make it Work

AUSTRALIAN
PROFESSIONAL
STANDARDS (ALL
STATES)



NESA
ACCREDITATION



TQI
ACCREDITATION



COURSE
DURATION

3 HOURS

3 HOURS

2 HOURS

COURSE
COMPLETION
(CAN EXTEND AT ANY
TIME)

6 WEEKS

6 WEEKS

6 WEEKS

Register at elearning.suelarkey.com.au

Group discounts available contact: support@suelarkey.com.au

CERTIFICATE ON COMPLETION FOR ALL COURSES



MANAGING MELTDOWNS

Managing meltdowns is very important. I believe the key is getting in early and putting in place strategies before the behaviour escalates.

Remember!

Each person is **VERY** different in how each stage looks, so these lists are just starting points to give you some ideas of what each stage can look like. I highly recommend you create an individual profile for each student.

In my experience, you will need a range of strategies to prevent the meltdown escalating. For some students strategies that may help include: ignoring, distracting, redirecting, send on an errand, and more.

THREE STAGES OF A MELTDOWN

BUILD UP

You may observe a student;

- **Walking** in a different pattern
- **Changing their body posture** (head down, head on desk, tense).
- **Becoming much more literal** and more stock standard answers (I don't know, I forgot, I'm tired). Change in **voice tone**.
- Being **slower to respond** or increase in vagueness.
- Becoming **highly distractible** or hyperfocus on activity, event, sound, etc.
- Becoming more **controlling**, asking more questions often repetitive.
- **Having rigid thinking** and actions.



SURVIVAL MODE

In survival mode usually the student is trying to self regulate and doing actions, activities to calm themselves.

You may observe a student;

- **Being more controlling** of their environment.
- **Seeking sensory input:** repetitive actions, flip back on chairs, pacing, jumping on trampoline **Sleepy, Head Down**
- **Being unaware of others** (may bump into people or objects)
- **Hiding** (under table, outside, etc)
- **Removing themselves from group** (stand at back of room or outside, move away from group on mat, standing back from line etc)



MELTDOWN/SHUTDOWN

In a meltdown the student is in **panic mode** and has lost control and cognitive function. The student may not be able to respond and will use certain actions to make people move away and leave them alone. Other students will have a freeze response and be unable to move whilst others may fight and use their body to defend themselves (e.g. hitting, biting, kicking).

My general rule is **“Don’t Talk, Don’t Touch, Leave alone - but let them know you are there for them if they need you.”** When I say “Don’t Talk” I mean limit speech and instructions. Those of you who have done my courses might recognise my phrase “Be a GPS.”

Whichever way a student reacts the ultimate goal is safety

IDEAS TO TRY WHEN IN “*Build Up*” AND “*Survival Mode*”



Limit instructions.



Send student on an errand.



Walk don't talk (take the student for a walk but don't ask questions or comment on behaviour).



Redirect to quiet time: desk away from others, reading corner, headphones.



Give them a sensory tool



Repetitive physical activity



Toilet break or drink break.

Remember once the student is in meltdown or shutdown it is too late to use most calming strategies.



What to do after the meltdown

- 1 **Give them time to recover** Remember they may be **physically exhausted** or even forgotten what happened
- 2 **Find the right time and place to talk** Straight after a meltdown/shutdown may not be the best time as **they are still processing what happened**.
 - **I find the next day is often best.** Reassure them that they are not in trouble. Ask them in their own words what happened and if they have any questions. Try and get them to recall the event and what emotions they were feeling.
 - If they struggle to communicate or understand what happened, it is often because **they don't know the range of emotions** they are feeling or what to do with the emotion. This is often where emotions come from nowhere in the child's experience, as they don't understand the scale of emotions that they are feeling.



3-Hour Emotional Regulation Course



I highly recommend that you **teach students to understand and label their emotions**. By teaching students to manage their emotions it means they are less likely to enter any of the 3 stages of a meltdown. Or, if they do begin to have a build up in emotions, they are able to recognise and use a range of strategies to self-regulate. For many students with ASD, ADHD, ODD emotions go from 0 -100, they come on like a steam train.

I have a new course on emotional regulation to give you and your students the tools and strategies!

More information

elearning.suelarkey.com.au

Using what you have read in this E-book and what you learnt in the Sue Larkey and Dr Tony Attwood courses make your own Response Plan by filling in the table below:

Response Plan

STUDENT NAME

STAGES OF A MELTDOWN/ SHUTDOWN	WHAT IT MIGHT LOOK	STRATEGIES TO TRY
Build Up		
Survival Mode		
Meltdown or Shutdown		
Recovery Plan		



SHUTDOWN, MELTDOWN, VENEER OF COPING AND TANTRUM

❧ *What is the Difference & What to do* ❧

Recognising and managing meltdowns, shutdowns, veneer of coping and tantrums is **vital to support people with ASD**. Every child with ASD will experience very individual symptoms that are unique to them. Not all individuals with ASD will experience a “meltdown” and instead may “shutdown.” It is very important that you are familiar with each child’s triggers and responses.

** Each child is individual this is just some ideas to get you started. You will need to take into account each individual child and their own behaviours.*

** This is a simplified /overview. Some children a tantrum can go to a meltdown, meltdown to shutdown etc*

MELTDOWN (SENSORY OR BEHAVIOUR)

POSSIBLE CAUSES	WHAT IT LOOKS LIKE	STRATEGIES TO TRY
<ul style="list-style-type: none"> • Sudden abrupt changes and new situations • Transitions / Moving from one activity to another or place to another • Sensory overload • Specific Sensory Trigger • Vague or unclear instructions • Being given too many choices or open ended questions • Being forced to be in prolonged stress environment with no calming tools • Crowded places, events and activities with high noise level • Physical or Emotional overload • Change - small or large 	<ul style="list-style-type: none"> • There are 3 distinct stages of a meltdown (as described on page 9) • Once meltdown has begun the student is in panic mode and has no control or cognitive function • They may not be able to respond or control their movements. Often they will swear, push and hit people away 	<ul style="list-style-type: none"> • Stay calm (not as easy as it sounds) • Monotone voice • Prepare for change by using Social Scripts • Try to calm the child down to reduce chances of a full-blown meltdown. • Calming strategies can include: giving space, distraction, redirection, send on an errand, toilet/food/ sensory break • Allow to retreat to a quiet area/space • Create calm environment • Once a meltdown has started all you can do is make sure everyone is safe and reduce stimulation levels • DO NOT prevent the child from self-harm or restrain them. This will only escalate behaviour <div>For more information see page 10 - Managing Meltdowns</div>



SHUTDOWN

POSSIBLE CAUSES	WHAT IT LOOKS LIKE	STRATEGIES TO TRY
<ul style="list-style-type: none"> • Pressured to perform unrealistic tasks • Overload of sensory input <p>- see previous suggestions in possible causes for meltdowns</p>	<ul style="list-style-type: none"> • Particular sequence of behaviour involving senses, language skills, motor skills and memory • Become unresponsive, sleepy, immobile, limp to touch for several minutes. • Then fall asleep in the chair for anything between 10 minutes to 2 hours • Block out or faded hearing and/or vision • Disorientated - i.e. bump into things • Visually focusing on repetitive movements to block out environment ie twisting, spinning • Sensory soothing- nail biting, picking • Sudden heavy sleepiness 	<ul style="list-style-type: none"> • Give Space • Be aware of issues with hearing and vision and use appropriate supports depending on their type of shutdown ie Visuals for someone who can't hear, but just put near them and allow to process in their own time. • Give space, don't touch • Use very calm, monotone voice • Limit instructions • Allow to self soothe through sensory soothing or visual focusing activities • Remember - stay calm (not as easy as it sounds)



TANTRUM

POSSIBLE CAUSES	WHAT IT LOOKS LIKE	STRATEGIES TO TRY
<ul style="list-style-type: none"> • Wanting something they can't have immediately • Not wanting to stop activity • Waiting • Frustration • Wanting to control people and environment 	<ul style="list-style-type: none"> • Tantrums are a conscious deliberate choice to behave a certain way to manipulate others • Physical movements are controlled and easily altered to achieve a desired outcome i.e. aggression towards a specific individual • Can stop instantly at any time • Tantrums are an act of defiance, during the tantrum the child may try to bargain • The child has excellent recall of the episode with little or no exhaustion <p>Note: a tantrum can develop into a meltdown so is best to minimise behaviour quickly</p>	<ul style="list-style-type: none"> • Token / Reward Charts so visually can see working towards desired activity • Remind of rules/ expectations • Visual Schedules (visually remind of expectations and when desired activity) • Visual supports i.e. if frustrated waiting, give a sensory tool to hold until their turn • Time Timers - Visually indicate how long can do preferred activities and pre warn going to finish (tantrums often as don't want to stop an activity) • Pre-warning about changes - can use schedules, timers, verbal reminders, social scripts to explain new situations and expectations • Do activities together or show how to do task - if tantrum from frustration • I start / You finish. Sometimes need help getting started with new activities, so if you start and get them to finish you can reduce tantrums & frustration.



veneer of coping

POSSIBLE CAUSES	WHAT IT LOOKS LIKE	STRATEGIES TO TRY
<ul style="list-style-type: none"> • Keeping it together at school/social activities • Built up pressure of sensory or social experiences 	<ul style="list-style-type: none"> • Similar to shutdowns and meltdowns but tend to happen at home or well known environments and people • Often seems to come from “nowhere” and is more of an explosion 	<ul style="list-style-type: none"> • Have an area to retreat to when they return home from school or busy social activities • Don't ask questions when arrive home from busy outing • Allow times to recharge during the day by doing something they love (e.g. engage with their special interest) • Give preventative breaks throughout the day - e.g. toilet, food or drink breaks • Pair them with socially supportive students (particularly if they are socially anxious) • Check in with them throughout the day as often asking for help can create anxiety



Emotional Regulation

A key strategy for meltdowns, shutdowns, tantrums or a veneer of coping is to teach students to recognise their own emotions and what to do so it doesn't escalate.

More information about the Emotional Regulation Course

elearning.suelarkey.com.au

Behaviour Books



The Red Beast Anger Workbook



The Red Beast

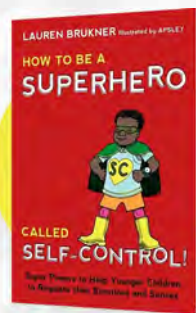


The Mindful Magician and the trip to Feelings Town

HELPING CHILDREN RECOGNISE AND REGULATE THEIR EMOTIONS



The kid's guide to staying Awesome and in control



How to be a Superhero called Self-Control

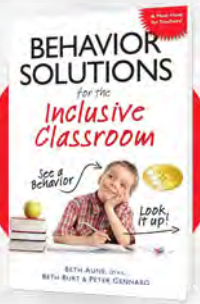


Stay cool and in control with the Keep-Calm Guru

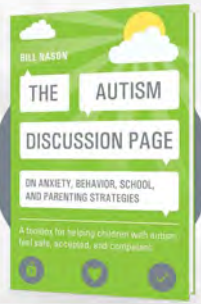


Self-Control to the Rescue!

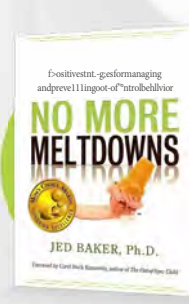
MUST HAVE BOOKS TO UNDERSTAND BEHAVIOUR



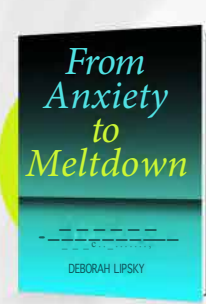
Behavior Solutions for the Inclusive Classroom



The Autism Discussion Page



No More Meltdowns: Positive strategies for managing and preventing out-of-control behavior



From Anxiety to Meltdown

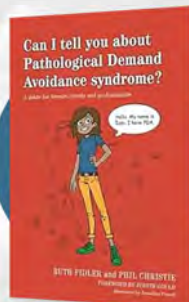
PATHOLOGICAL DEMAND AVOIDANCE (PDA)



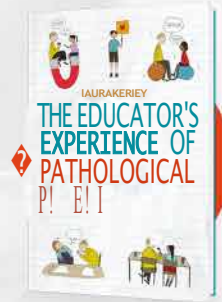
Can't Not Won't: A story about a child who couldn't go to school



Super Shamlal




Can I tell you about Pathological Demand Avoidance Syndrome?



The Educator's Experience of Pathological Demand Avoidance: An Illustrated Guide to Pathological Demand Avoidance and Learning

2024/2025 Accredited Autism/Aspergers Workshops

Presented by Sue Larkey



Live Virtual Workshop

- Thursday 14th Nov 2024
- Friday 22nd Nov 2024
- Friday 24th Jan 2025

SUE LARKEY - TERM 4
LIVE VIRTUAL WORKSHOPS

Accredited in
EVERY state

5 Hours of Professional Development

2) Live Virtual Workshops (Same content as Face to Face Workshops)

- Thursday 14th November 2024
- Friday 22nd November 2024
- Friday 24th January 2025 - QLD State PD day ... everyone welcome

3) On Demand - Online Learning - Anywhere, Any time, Any Device

5x 1-hour Modules	Now Available	- Teaching Strategies and Behaviour Support - Sue Larkey
5x 1-hour Modules	Now Available	- ASD: A Different Way of Thinking & Learning - Dr Tony Attwood
7x 40min Modules	Now Available	- Early Childhood Approaches for Children - Sue Larkey
2 Hour Course	Now Available	- Teacher Assistant Online Course - Sue Larkey (3 Available)
3 Hour Course	Now Available	- Emotional Regulation Masterclass - Sue Larkey
5 Hour Course	Now Available	- Teaching Students with Autism - Temple Grandin & Sue Larkey
3 Hour Course	Now Available	- Social Skills for Diverse Learners - Sue Larkey
2 Hour Course	Now Available	- Pathological Demand Avoidance (PDA) Strategies for Educators

ENROL NOW

To register for Workshops go to

suelarkey.com.au

To register for Online Courses go to

elearning.suelarkey.com.au

Groups/Staff Bookings/Invoice School:

email: support@suelarkey.com.au

Endorsement providers for **Live, Virtual and Online Workshops**:
Accredited for: VIC (VIT Maintenance), ACT (TQI), QLD (CPD),
WA, SA, TAS and NT. See website for more details and updates.
NSW (NESA for Face to Face, Virtual Workshops) check website



NESA
Accredited

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