# **TEACHER ASSISTANT ONLINE-COURSE HANDOUT**

# Together we can make the world of difference!



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# **Online Course Overview**

# Module 1

• 10 Top Tips

## Module 2: 10 Key Strategies to Make a Difference

- Lesson 1: Building a Great Relationship
- Lesson 2: Routines & Consistency
- Lesson 3: Visual Learners
- Lesson 4: Tips to Keep on Task
- Lesson 5: Your Words Matter
- Lesson 6: Organisation Can Be Difficult
- Lesson 7: Timers/Clock
- Lesson 8: Using Social Scripts
- Lesson 9: Change Your Mindset
- Lesson 10: Motivating Rewards

## Module 3

- Your 10 Strategies to Make a Difference
- 10 Step Implementation Checklist

### Your Bonuses

- Free Webinar
- Free E-Book for Teacher Assistants
- \$20 OFF Sue Larkey 5 Hour Online Course Coupon
- 2 Extra Weeks Access to Materials & Course
- Transcript of Teacher Assistant Podcast
- Members Only Access to "Angels" Facebook Group
- Certificate Issued on Completion of Course
- \*Bonuses may vary depending when you sign up for course

### Module 1 -10 Top Tips

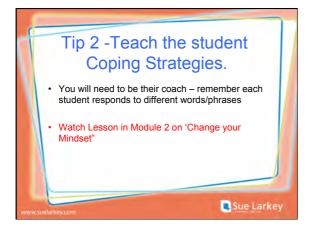
While you are watching reflect

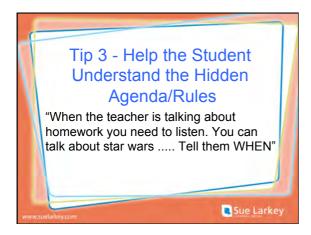
- Have you got it in place
- How can you use for your student(s)
- How can you adapt it for your student(s)

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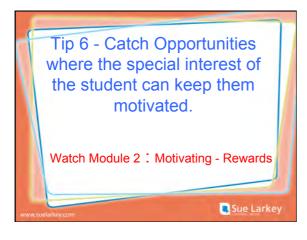




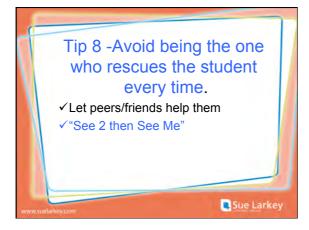


Tip 4 - Understand the Difference between the Day a Student is able to do work and keep them on task and the days they can't.





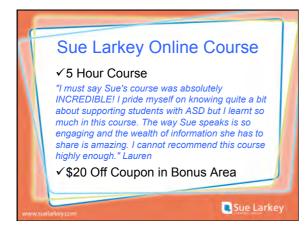






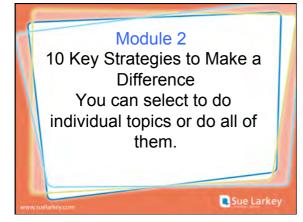




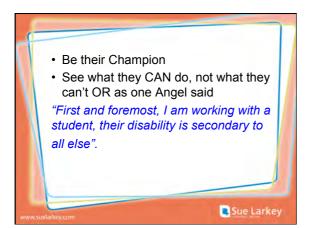




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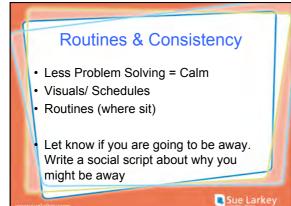


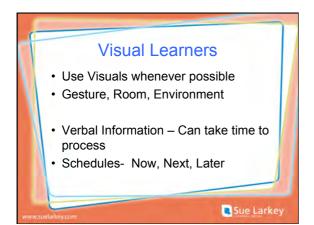
# NOTES

Armed with the tools of understanding and confidence much can be achieved.

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# Tips to Keep on Task

Take time to observe the student 1. and environment to identify the barriers to completing tasks.

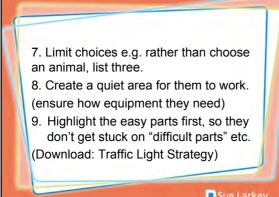
2. Adapt tasks before the activity. Let the student experience success & finishing a task

Encourage responses (whether right 3. or wrong, do not constantly correct).

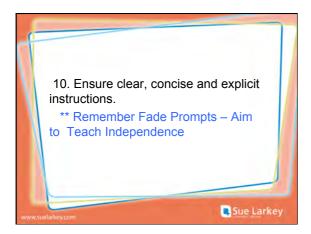
4. Have examples to show them what is expected. Give them realistic expectations. Show a range of examples

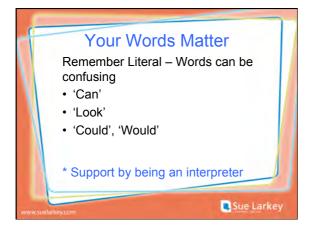
5. Organisation. For example: have pencil sharp and ready, page ruled up, book opened to correct page etc.

6. Give a preventative break during the task. (If possible use another student for this break)



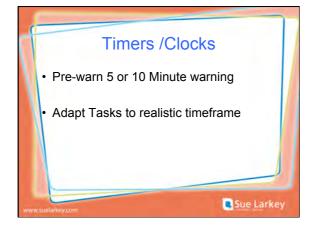


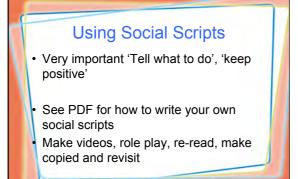




## Organisation Can be Difficult

- Use Systems in Classroom
- Pencil case.. Not too many thingsminimising choices
- Taking things home- plastic sleeves etc
- How can I help be more organised and independent?





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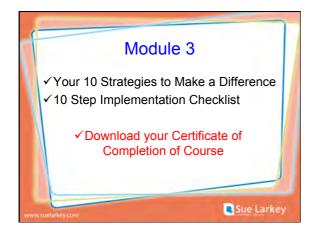


### Mindset - Mistakes

- Mistakes can be VERY frustrating for kids with ASD as they can't see another answer/option OR feel like they put in a HUGE effort to get it wrong.
- Tick, cross and 'O' for Opportunity for Learning







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# 10 STEP IMPLEMENTATION CHECKLIST

Goal for Student	Strategies to try	Support Materials/Resources to use
i.e. Teach student to be okay making mistakes	<ol> <li>Change Your Mindset (instead of saying 'I'm dumb' say 'I can do this!')</li> <li>Use O for Opportunity when they make mistakes</li> </ol>	<ol> <li>Change Your Mindset Activities from Lesson 9</li> <li>Make a social script about everybody makes mistakes and how to fix up mistakes</li> </ol>
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# SUE LARKEY MAKING IT A SUCCESS: TEACHING STRATEGIES & BEHAVIOUR SUPPORT





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