

# DEVELOPING SOCIAL SKILLS/KNOWLEDGE

to Support Neurodiverse Students  
(AS, PDA, ODD, ADHD, etc)



## ONLINE ON-DEMAND COURSE

### When Children Feel Connected , They Learn Better

The course explains how neurodiverse children think and engage differently, discussing the impact of executive functioning, mind blindness, and literal thinking on social skills/knowledge.

Through four key teaching approaches, the course offers actionable techniques for teaching everything from communication skills (including body language, tone, and personal space), conversation skills and friendships.

Guided by the lived experiences of individuals with neurodiversity and grounded in evidence-based practices, you will learn how to create inclusive environments through thoughtful accommodations, such as social scripts, visual supports, and structured playground activities, that foster meaningful social connections for all children.

#### What's included?

- ✓ Online On-Demand
- ✓ 3 Hours
- ✓ 6 weeks to complete
- ✓ Certificate
- ✓ Handout includes Additional Templates
- ✓ Tips
- ✓ IT Support



**Sue Larkey**  
Teacher



**Learn From Lived Experience**  
Dean Beadle and Temple Grandin

### HOW TO REGISTER

[elearning.suelarkey.com.au](http://elearning.suelarkey.com.au)

# DEVELOPING SOCIAL SKILLS/KNOWLEDGE

## Lesson 1: Understanding Neurodiverse Learners (50 mins)

- Develop an understanding of how Neurodiverse children learn and socialise differently and why we need to teach social skills to the whole class.
- Executive functioning has a significant impact on social skills, affecting working memory, emotional control, flexibility, self-monitoring, and impulse control.
- How to accommodate - mindblindness and literalness.
- Using four different approaches can be easily incorporated into your classroom practice
- Dean Beadle shares Myths and Misunderstandings about Neurodiverse children's socialising, and introduces the concept of 'Social Knowledge'
- Temple Grandin shares how her social challenges are primarily sensory-based for her and what to do.
- What to do to reduce social anxiety/meltdowns. Why many neurodiverse children have social experiences that can be impacted by inflexible thinking and one-track minds - this can lead to social anxiety and meltdowns.

## Lesson 2: Communication and Conversation Skills (43 mins)

- Body language, tone of voice, and personal space are crucial social communication elements that need to be taught explicitly and visually. How to do with the whole class and have fun too.
- Children progress through stages of play (solitary → onlooker → parallel → associative → collaborative). How neurodiverse children need support to move beyond solitary play before they can work collaboratively in classrooms.
- We need to teach "social knowledge" - explaining the "why" behind social rules by using social scripts
- Using visual tools like visual volume meters or hand signals to help children understand appropriate loudness levels.
- Personal space varies by context and relationship - children need to understand this "invisible bubble" changes depending on the setting and familiarity.

## Lesson 3: Friendships, Playgrounds and Group Work (63 mins)

- The "friendship pyramid" shows progression from basic greetings to close friendship
- Playgrounds can be overwhelming -structured activities like interest-based clubs create "safe harbours"
- Using Social scripts, conversation starters, and visual supports help children navigate social situations.
- Using the "Can I Play Flow" helps children understand what to do when they get told 'no' in play situations
- Conversation mapping and visual conversation starters (showing topics of interest for different classmates) help neurodiverse children initiate and maintain conversations.

**Bonus:**

**Social Scripts Template**

**Editable Proformas to create Individualised Programme**