Teaching Neurodiverse Students in your Busy and Complex Classroom

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8 Key Strategies to Embrace Difference

Making Mistakes

Preventative Breaks

Successful strategies for Tests and Exams

Executive Functioning

How to Engage Disengaged Students

NEW
FREE Webinar
Teaching in a Busy Classroom
28th April

Sue Larkey
LEARNING MEDIA

Practical strategies
for home and school for
Autism Spectrum Disorders

8 Key Strategies to Embrace Difference

Sue Larkey TOP TIPS



April is Autism Awareness Month and a wonderful opportunity to raise understanding of ASD within the classroom.

These 8 Key Tips to promote understanding might give you some ideas on what to do in your school or preschool!

***Make sure you have permission from parents to discuss a particular child's ASD in the classroom ***

1. Conduct the 'My Life in a Box' activity. This is a fantastic activity for the whole school. Each child brings in a box with objects that tell us about themselves e.g. favourite book, places they have been on holidays, sports, pets, etc. If the child has ASD or has a sibling with ASD they can include a book about ASD to read to the class. It is VERY important they talk about all the other interests first and then say "I have Autism/Aspergers" or "My brother/sister/cousin etc." Encourage ALL students to bring in epi-pens, asthma puffers, cultural objects or family traditions so everyone has something 'different'.
2. Explain ASD at the right level for the class. (I highly recommend *All Cats Have Aspergers* - early years to secondary love this book.
3. Give real life explanations about sensory issues that student experience such as touch, movement, smell etc. "*When Johnny walks out the door at lunchtime he finds it hard when people touch him as he moves. When he is bumped accidentally he may push you away*"
4. Read stories to the class and explain the issues discussed in the book and relate them to what the students see in the student with ASD (I highly recommend *Can I Tell You About ... Aspergers/ADHD/Autism*)
5. Explain how and why the child may play differently to other children. Give children some strategies to encourage someone with ASD to play with them.
6. Explain how children with ASD *need* sensory tools in the classroom.
7. Explain *how* to be a friend to someone with ASD
8. Write a letter to the school from your family explaining ASD and some strategies you have worked out.

Promoting autism awareness within the school can have a far-reaching impact.
My son (8 years) wrote a book titled 'My Aspergers'. He read it to the class. The school library published it, and it is still on the shelf today. An amazing and supportive school community' - Charmaine



This is a great video example of sharing a diagnosis
https://www.youtube.com/watch?v=wR2yReRVl_U

YouTube VIDEO CLIP AVAILABLE

My Friend with Autism
By Beverly Bishop



Can I Tell You About Autism
By Jude Welton
(more books from series on the website)



All Cats Have Aspergers
By Kathy Hoopman



For more tip sheets, to sign up for a free newsletter or request a free catalogue, visit: www.suelarkey.com.au

Sue Larkey LEARNING MEDIA

BEAUTIFUL PICTURE BOOKS: EDUCATE THE WHOLE COMMUNITY

GIVE THE GIFT OF ACCEPTANCE & UNDERSTANDING

There are wonderful picture books to explain ASD, ADHD, etc to children. PLEASE consider giving a Picture Book to Cousins, Neighbours, Family or Friends to help people understand ASD. Here are 2 of my favourites but more on website.

1



INSIDE ASPERGER'S LOOKING OUT

Through engaging text and full-colour photographs, this book shows neurotypicals how Aspies see and experience the world. Each page brings to light traits that many Aspies have in common, from sensitive hearing and an aversion to bright lights and strong smells, to literal thinking and difficulty understanding social rules and reading body language and facial expressions. At the same time, the book highlights and celebrates the unique characteristics that make those with Asperger's Syndrome special.

2

ALL CATS HAVE ASPERGER SYNDROME

This book takes a playful look at Asperger Syndrome (AS), drawing inspiration from the feline world in a way that will strike a chord with all those who are familiar with AS. This engaging book is an ideal, gentle introduction to the world of Asperger Syndrome.



3



ALL DOGS HAVE ADHD

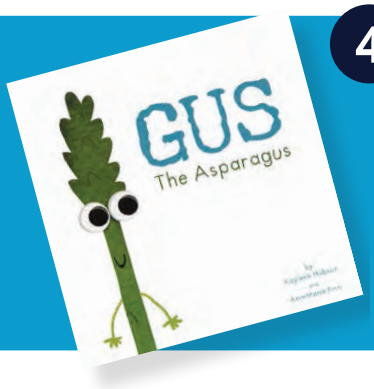
All Dogs Have ADHD takes an inspiring and affectionate look at Attention Deficit Hyperactivity Disorder (ADHD), using images and ideas from the canine world to explore a variety of traits that will be instantly recognisable to those who are familiar with ADHD.

AUTISM ISN'T A CHOICE
HOWEVER, ACCEPTANCE IS.

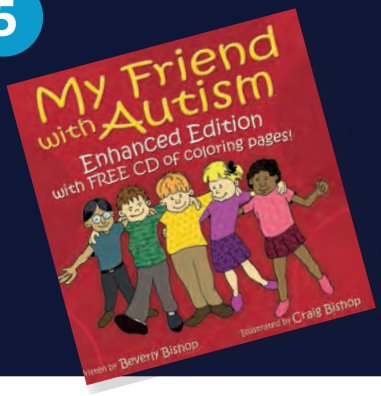
GUS THE ASPARAGUS

4

Meet Gus! Gus might be the only asparagus in his family, but he is happy. However, when he goes to school he starts to realise that he doesn't always 'fit in'. Gus is here to help kids understand that it's okay to be different. He will soon become a favourite with anyone who has ever felt a little bit out of place, kids and adults alike.



5



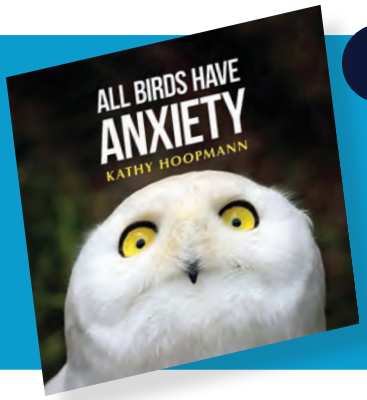
MY FRIEND WITH AUTISM

With vivid illustrations and a charming storyline this book will foster tolerance and understanding among peers. A peer narrator explains that his friend with autism is good at some things and not so good at others – just like everyone else. In an informative, positive tone, he addresses issues such as sensory sensitivity, communication differences, unique ways of playing and insistence on routine.

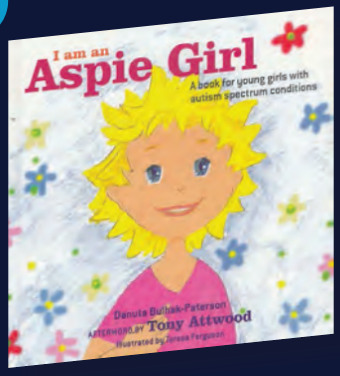
ALL BIRDS HAVE ANXIETY

6

All Birds Have Anxiety explores the symptomsof anxiety disorder and their impact on dayto-day life through colourful images of life as a bird. Its humorous yet gentle approach recognises the stress that anxiety can cause, helping people to better understand how it feels to have anxiety.



7



I AM AN ASPIE GIRL

Lizzie is an Aspie Girl – she has Asperger Syndrome, which means that her brain works differently to her friends and even to boys with Asperger Syndrome. In this book, Lizzie explains what it's like to be an Aspie Girl, including how she has a special talent for blending in with her friends, how she gets really tired after being at school all day, how she worries about making mistakes, and how she finds it hard to understand how she is feeling.

GIRLS WITH ASD

Girls with ASD are often undiagnosed as the criteria was created by examining mainly boys, and the problem is that girls can be very different. I think we all know 'neuro-typical' boys and girls are very different in their social, communication and behaviour so it is no surprise that girls and boys with ASD are different too. Although are many characteristics that are very similar between boys and girls with ASD but I thought I would list the main differences.

9 WAYS GIRLS WITH ASD DIFFER TO BOYS WITH ASD

1. **Their special interests** are usually animals, music, art, literature.
2. **They often have a very good imagination** which includes imaginary friends, games, being animals or taking on persona of other girls.
3. **They often see speech therapists** for their speech and may be diagnosed with specific language disorders, however, there is something different about this girl no one can quite put their finger on.
4. **They often play with older children or children that are much younger.** This play is sometimes unusual for example 'Mums and Dads' but she will want to play the same role and game every time. She usually wants to be the pet or baby, whereas most girls want to be the Mum or Dad.
5. **They often have hyperlexia –** meaning they have the ability to read but their comprehension skills do not always match their reading skills. They are often the class book worm or write stories but they write the same story over and over again changing a few characters. Many have a special interest in literature.
6. **Like the boys they get anxious,** however, their anxiety is rarely physical or disruptive. In fact many have great coping mechanisms at school however the family see a very different child at home where the anxiety can explode.
7. **Often their difficulties with social skills are** called 'shy', 'quiet', 'solitary'.
8. **They often like to organise and arrange objects.** I watched one little girl spend hours appearing playing 'My Little Ponies' however on closer examination she was just arranging and re-arranging the horses over and over.
9. **The main difference is** there are significantly more undiagnosed girls/women than boys/men. Currently, only 1 girl is diagnosed to every 7 boys. In the future it is thought by many psychologists the ratio could be more like 5 to 7 as we become more aware of this group.

If you want to understand more about girls with ASD I HIGHLY RECOMMEND you 'like' Yellow Ladybugs on Facebook

RECOMMENDATION FOR GIRLS

There are some wonderful books to explain how ASD presents itself differently in girls; how they can be diagnosed, how they can be helped and how they can help themselves. The two books below are both wonderful read and I would encourage anyone who knows a girl with ASD to consider reading these books. Many girls and women I know with ASD love reading so by providing information to them in books it can empower them and help them to understand they are not alone.

One of my favourite books is ***Aspergirls*** **by Rudy Simone.** Here are my favourite excerpts, which give amazing insights and information.

Aspergirls do not thrive under scrutiny, if it has just the slightest bit of hostility in it. Whether from our peers or teachers, if we are looked at with an unfriendly, intimidating, or threatening eye, we fold. Alone we are talented, graceful, witty, and smart, but under such circumstances we curl up like hedgehogs. - I know many girls who do this one!

I always felt different from my family; they seemed unpredictable and frightening. I was known to be gifted intellectually but I was so profoundly affected by AS that as puberty kicked in, I went through bouts of mutism which could last hours or even a whole day. - Rudy Simone oscillated from performing for attention to shutting down completely – a swing of moods which she says is typical for "Aspergirls"

My other favourite book relating to girls with ASD is **Danuta Bulhak-Paterso's** fabulous picture book called I am an Aspie Girl. She wrote this book so girls could have a resource they could relate to Danuta feels it is important not only to have a thorough understanding of ASD but also to adopt a positive attitude about the condition. She believes a genuine appreciation of the wonderful gifts that come with a different way of thinking will help the girls value themselves. The book aims to help girls understand themselves to discover their unique way of thinking and strengths.

I love the way the book asks great questions

1. "DO YOU FIND PLAYING IN A GROUP TRICKY?"
2. "DO YOU SOMETIMES FIND IT HARD TO UNDERSTAND HOW YOU ARE FEELING?"
3. "DO YOU WORRY ABOUT MAKING MISTAKES?"

FREE DR. TONY ATTWOOD WEBINAR 35MIN

WHAT IS ASD AND UNDERSTAND THE DSM-5

WHAT YOU'LL LEARN IN THIS FREE WEBINAR:

- What is ASD
- DSM-5
- The 7 Parts of Criteria for Diagnosis
- Girls & Women with ASD



Available on-demand
3rd May - 16th Mayy

WHY KIDS ON THE SPECTRUM ARE MORE LIKELY TO BE PERFECTIONISTS

& What You Can Do to Support Them

I am so excited tMany students on the spectrum like everything to be perfect. That is perfectionism perceived by them. This is often due to their literal thinking and one- track mind. This can lead to many challenges at home and school. **For example;** getting frustrated, not wanting to try new or different things, rigid thinking (I need to be first, I need to win), anxiety (I am a failure, I can't do x), disengaged, not handing in work as never "finished" to their standard.

Many people on the spectrum often have difficulty with "cognitive flexibility", in other words they have a one-track mind as their thinking tends to be rigid and not adapt to failure or change.

This **one-track mind** can often manifest itself into refusal to try new concepts and activities.

A one-track mind can look like:

- Student continues using incorrect strategies and not learning from mistakes
- Not listening to advice
- Compulsion for completion
- Not able to see other problem solving options

This can often result in the student trying the same approach to fix a problem over and over again. This repetitive nature can quickly lead to frustration when the approach is not effective at solving the problem.



It is important to teach students that it is OK to make mistakes and when we make mistakes we should try alternative solutions rather than sticking with that one-track mindset.

Different Types of Mistakes

It is important to teach that there are different types of mistakes – social (hurt someone's feelings, interrupt someone) or work/school mistakes and that different mistakes require different reactions.

When we are trying to engage children or encourage them to participate this inflexible thinking can be a barrier to learning. The challenges of "inflexible thinking" are students can make the same mistakes over and over, can't see an alternative option or opinion, or get frustrated when corrected as they believe they are correct. There are a range of strategies we can use to support understanding and therefore encourage trying 'new activities' or 'giving it a go'

11 Ways to Decrease Frustration

WHEN MAKING MISTAKES

To encourage problem solving choose a day when the student is stressed and purposefully make a mistake.

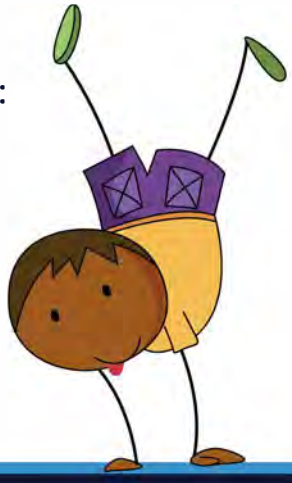
1. ROLE MODEL MAKING MISTAKES

Teachers, Parents, you know it's OK to make a mistake! Show this to the students you know.

As a role model it is important to 'make' mistakes in front of the student and to show how you cope with making that mistake. For example, when writing on the blackboard make a spelling error and say "Oh... I've made a mistake" loudly, in a matter of fact tone and to the whole class. Make a point of crossing out the word and using positive reinforcement such as "that's alright I can fix it" and continue your lessons. You are modelling how to neatly cross out a mistake at the same time (instead of scribble that would normally appear).

It is important that this is done in a matter of fact tone to reinforce that:

- Mistakes happen
- We fix the mistake
- We then move on
- Everyone can and does make mistakes



I recommend doing this several times a week to reinforce that you don't have to be perfect all the time and that it is OK to make mistakes.

This is just one example. Remember to be creative and use what works best in your classroom or your family (e.g. could try making mistakes when driving such as forgetting to turn at the right time, get the wrong ingredient out when cooking, making a wrong move when playing a game)

2. PLAN B



Get the student to talk through what their Plan B and Plan C etc will be if their current strategy fails. This can help reduce anxiety if the student makes a mistake as there will be a fall back solution.



3. OVER DRAMATISE MAKING MISTAKES AND HOW TO CORRECT THEM

Students on the spectrum often do not notice when someone else makes a mistake and fixing it up. This makes it difficult to fix up their own mistakes as they don't have a range of different ideas they have seen modelled by other people. By over dramatising this process it is more likely the student will be able to notice how others cope with making mistakes and learn from this.

4. BREAK ACTIVITIES INTO SMALLER ACHIEVABLE STEPS



This way it doesn't all seem "too hard" "or overwhelming"



5. USE SOCIAL STORIES TO SUPPORT UNDERSTANDING/MAKING SOCIAL MISTAKES

Ie "How to say Sorry" "What to do if you interrupt someone" or "How to ask for help"



6. TELL WHAT TO DO, NOT WHAT NOT TO DO

This gives "solution" driven phrases rather than negative e.g. put your hand up vs don't call out.

7. GROWTH MINDSET PHRASES, MANTRAS, POSTERS, REMINDERS

- "Mistakes help me grow"
- When I make a mistake, I say "I can't do it YET!" and try again
- "I can ask for help when I need it"
- "I learn from my mistakes"
- Listen to Podcast Episode 29: Your Words Matter

8. CHANGE YOUR LANGUAGE...

Try putting a circle around the mistake and call it "Opportunity for learning".

10. SHOW OTHER STUDENTS WORK THAT INCLUDES MISTAKES...

That aren't perfect, show how they have fixed mistakes or had a go at new things.

11. WATCH TV REALITY SHOWS WHERE PEOPLE MAKE MISTAKES...

"Masterchef" "Bake off" "The Block", etc. Many people on the spectrum say they love seeing other people's anxiety and how they solve problems under stress. I suspect because these shows are dramatised, it makes them notice the emotions and solutions more clearly.



WANT TO LEARN MORE
with Sue Larkey?
CLICK HERE TO CHECK OUT MY ONLINE COURSES

A CHANGE STARTS WITH A CHANGE IN ATTITUDE

Often when students with ASD and ADHD don't know what to do they use standard phrases such as, **"I'm Stupid," "I'm bored"** or **"I forgot."** They use these phrases instead of asking for help. In my experience this is often due to fear of failure and/or their one track mind.

An effective way to address this is to introduce the concept of **"A Change Starts with a Change in Attitude."** It is great to make visual students can refer back to before they start work or when they are stuck. Use this worksheet to encourage students to consider words they often say and help them find replacements words to change their mindset.



OTHER IDEAS TO ENCOURAGE A CHANGE IN MINDSET

- Show them how to ask for help and remind them everyone needs help.
- Recognise where they have had a go, praise them for trying rather than getting it right
- Remind them we are all learners -making mistakes is part of Learning.
- Discuss "Negative" and "Positive" self talk.
- Discuss your thought processes out loud when things aren't working.
- Talk about a Plan B i.e. "I tried this strategy it didn't work, that's okay I will try Plan B."

FREE SUE LARKEY 40MIN WEBINAR
10 KEY STRATEGIES TO INCREASE ENGAGEMENT & PARTICIPATION

WHAT YOU'LL LEARN IN THIS COURSE

- Increased Understanding of How Children/Students with ASD Learn.
- How to Increase Socialisation.
- Key Strategies to Reduce Anxiety.
- At least 3 Ideas to Implement to Make a Difference in Your Classroom or Home



Available on-demand
3rd May - 16th May



ANXIETY, ASD AND THE POWER OF PREVENTATIVE BREAKS

Research has shown that more than **75% of all children with ASD experience INTENSE anxious feelings.** Today education is full of choices, open ended tasks and constant changes. For most students this makes learning interesting BUT for students with ASD, ADHD, ODD, etc. this creates many challenges and one of these is anxiety.

ANXIETY CAN LOOK LIKE

- Avoidance of new situations
- Preference for sameness
- Rigidity
- Insisting on same rules/routines
- Social withdrawal
- Anger
- Meltdowns
- Repetitive noise, movement or sentence

THE POWER OF PREVENTATIVE BREAKS

- **Students self-regulating their anxiety** is a VERY important part of their behaviour management programme.
- **A student being able to request a break** before a meltdown is a fantastic strategy.
- **You will need to teach them a range of strategies to calm themselves.** When you are teaching them, you will begin to notice which ones are more effective at calming. You can then write social scripts and use visual cards to help them remember what to do when they feel anxious.



Why you should use Break Cards



Remember sometimes anxious children with ASD can have difficulty communicating effectively, so this is why we use visual cards to request a break.

You can use these in two ways:

1. The student requests the break.
2. You give the student the card as you see anxiety rising.

There are a range of strategies you can use for breaks and here are some to get you started:

How to use Break Cards



- Chewing (allowing to chew gum, chewy tube etc.)
- Quiet area
- Listening to music
- Watching liquid timer



- Humming, rocking
- Sit under a table with blanket over it
- Carry heavy books, box
- Lying under a gym mat, weighted vest etc

BREAK CARD

I can ask for

- Movement break
- Wall push ups
- Quiet place
- See Mr Jones

BREAK CARD

I can

- Take 10 deep breaths
- Count to 20
- Hug myself
- Have a drink



PHYSICAL BREAKS

- Mini trampoline
- Rolling on large exercise ball
- Star jumps, jumping
- Push up against wall
- Walk, run



RELAXATION BREAKS



- Counting
- Breathing
- Music
- Imaginary World (some students escape into an imaginary world, this is particularly common for girls on the spectrum)

NON-THREATENING WITHDRAWAL

Diversion before Meltdown

- Send on an errand
- Get them to do a job for you

OTHER STRATEGIES

- Toilet, drink and/or food
- Talking to mentor



SOLITUDE SUGGESTIONS



- Safe haven
- Special interest time
- Book to read
- Sit away from group. For example: If you are on mat let them sit at a table away from group or if you are doing group work and the room is noisy send their group outside.
- If you are lucky enough to have a small room off your classroom create a space for them to work there.



"Matthew often needed time in his 'little room'. One day when I was in the classroom I observed him actually calling out answers from his room. He was still working just needed his own space."

NEW EMOTIONAL REGULATION MASTER CLASS

Online 3 Hour Course



For people who have attended or completed online Sue Larkey's or Dr Tony Attwood's courses. Feedback from courses participants said, they wanted more strategies & ideas to teach emotions BEFORE Meltdowns start.

- Recognise emotions in themselves & others
- Strategies to regulate emotions/behaviours
- Activities to do with whole class, small groups & individuals
- Timesavers- Ready Made Worksheets & Activities

MORE INFORMATION

SUCCESFUL STRATEGIES
ADJUSTMENTS FOR TESTS AND EXAMS

Exam time and tests are often a very difficult time for students with ASD. Their anxiety, fear of failure, perfectionism and learning style often makes this a highly stressful time for everyone. In my experience often their longer processing time makes it difficult to read a question and then figure out what it really means. They may also perseverate (become stuck and not move on) on a question that they don't know. Some students have difficulty explaining their thinking and just put the answers rather than showing their working out. It's important we put in place appropriate procedures/adjustments so that students can perform at their best in tests & exams.

In my experience **the more practise students have with exams and tests the better we can prepare them.** By doing practice tests and past papers we can become aware of the adjustments needed to support the students to ensure the best outcomes. One of the most important considerations when testing students with ASD is to ascertain what the required adjustments are to best assess the student's knowledge. However some students may resist the adjustments as they don't want to stand out or feel different from their peers. We may need to explain to them that this is going to bring out their best results. We need to appeal to their 'intellectual vanity they will do better in the test if they use the adjustments.

The student needs to know that we are looking for **ADJUSTMENTS** not **advantages.**

THESE MAY INCLUDE:

Exam Style Adjustments

- Questions to be asked orally
- Using a scribe (ensure met adult before and practised working together)
- Allow dictation into a recording device
- Allow for part of the test to be done one day and follow with the rest on a second day.
- Simplify and de-clutter the appearance of the test.

Environmental Adjustments

- Smaller room / Separate Room
- Seating i.e. closer to examiner/teacher
- Let them go in first or last.
- Let them wait in a quiet area away from crowds of students

Time Adjustments

- Apply for a longer time allocation.
- Remove time constraints i.e. do test until complete, aim is to know students knowledge not how fast can do work.
- Allow extra reading time. Many students have difficulty processing exam questions and would score much higher when given extra time to read the questions

ALSO important to consider the effect of noise from:

- Fans. Many schools have large overhead fans which makes the paper flick around. This can be distracting and make students lose concentration.
- Air conditioning
- Sports classes outside/ students on breaks
- Passing traffic
- Lights flickering

TRAFFIC LIGHT STRATEGY

My favourite technique for class work tasks and exams is "The Traffic Light Strategy" This allows students to visually differentiate their own work.

Here is how I explain it to students:

> *"In a test/exam or class work it is best you start with the easy questions. Sometimes those questions are in the middle or the page, or sometimes they are at the end. You don't have to do the work in order, start with what you "can do" as this helps your brain get ready to have a go at more difficult questions. If you start with the hard questions your brainstarts to "freeze," "worry," or even "panic" so then you feel like you can't do the work. So if you use the traffic light system you can actually sometimes do questions you thought you didn't know how to do. So start with green/go, then do yellow/caution and then red/have a go even though hard"*

Teach the Green, Orange and Red strategy for answering questions. Read through the test and mark each question with a:



RED MARK: (I don't know where to start with this question).

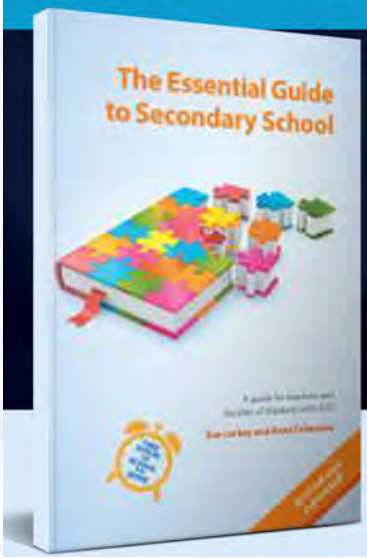
ORANGE MARK: (I'm not sure about this question, but I can attempt it).

GREEN MARK: (I know how to answer this).

Start with answering the questions marked **green,** tthen the **orange** THEN the **red.**

RESULT: Receiving marks from tests and exams can be stressful for some students. Some students with ASD have social anxiety around receiving news of their results and need it done in a private setting. **Check with the student, families and support staff the best way for the student to get feedback and marks.**

THE ESSENTIAL GUIDE TO SECONDARY SCHOOL: BY SUE LARKEY AND ANNA TULLEMANS



Revised and expanded in 2016. A practical guide to secondary school. Ideas for all staff!

- Curriculum engagement
- Accommodations
- Group work
- Homework
- Using technology
- Behaviour support
- Organisational skills
- Building independence

Includes proformas to photocopy and save you time. **This book has over 100 pages of proven ideas and strategies.**

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In this 40min online course you will learn:	✓ Key Strategies to increase Engagement and Participation. ✓ Increased Understanding of how Children/Students with ASD Learn.	✓ The seven parts of the Criteria for Diagnosis of ASD and what this means for Teachers, Parents & Professionals. ✓ Profile and Characteristics of Girls with ASD.	✓ The Different Learning Styles. ✓ How to Adapt Your Program. ✓ 5 Key Ways to make Learning Fun. ✓ Strategies to increase Engagement and Participation.
Available Online	✓	✓	✓
Online Course	**Making It A Success: Teaching Strategies and Behaviour Support.**	**Autism Spectrum Disorder: a different way of thinking, learning and managing emotions.**	**Developing Early Childhood Approaches for Children with Additional Needs**
In this five-hour course you will learn:	✓ Key strategies from Pre-school to Secondary. ✓ Teaching Strategies for School and Home. ✓ What is ASD, ADHD, ODD and SPD. ✓ Promoting Understanding with Peers. ✓ Strategies for Social Skills and Playgrounds. ✓ How to increase Engagement and Learning Outcomes. ✓ Behaviour Support Strategies: anxiety, sensory and tantrums	✓ Cognitive Abilities: a different way of thinking and learning ✓ Managing Challenging Behaviour ✓ Managing Feelings: cognitive behaviour therapy and 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 and Friendship	✓ 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
5 Hour Accreditation	✓	✓	✓ **+2hr Bonus**
Available online here	✓	✓	✓
10 Weeks to complete	✓	✓	✓
For All Ages and Stages	✓	✓	
For Children < 6 years			✓

** All courses are available online at elearning.suelarkey.com.au
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GRADUATES



FREE Webinar ***& Ebook***

How Educators* Can Proactively Manage Challenging Behaviour To Create Calm Classrooms.

- ✓ Strategies for Neurodiverse Children to Recognise Own Emotions.
- ✓ Framework to Teach Emotional Literacy
- ✓ Starting Point for Proactive Emotional Regulation Strategies

Online: elearning.suelarkey.com.au (see website for dates)

Online On-Demand Course

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

- ✓ Recap: meltdowns, shutdowns, anxiety, 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
- ✓ Other Bonuses

3 Hrs Accreditation (& Certificate) (including TQI)

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6 Weeks to Complete

For Primary School Children

TEACHER ASSISTANTS



FREE Webinar ***& Ebook***

How Teacher Assistants* Can Help Support Students Who Learn & Engage Differently.

**Teacher Assistants, Classroom Assistants, Teacher Aides, SSOs, ESOs, everywhere I go uses different words I call you angels*

- ✓ Identify individual students needs and how best to support them
- ✓ Identify specific strategies to support your students
- ✓ How to best work with a range of teachers and classes – so teachers want you back.

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Online On-Demand Course

How Teacher Assistants Can Help Support Students Who Learn & Engage Differently

- ✓ 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
- ✓ Ebook (79 pages) & More
- ✓ BONUSES
- ✓ Members Only 'Angels" Facebook Group
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For All Ages and Stages

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HOW TO ENGAGE DISENGAGED STUDENTS *With Autism, ADHD & Neurodiversity*

Renowned psychologist Professor Skinner identified 5 main obstacles to learning:

1 FEAR OF FAILURE	› Encourage independence **(p34 Big Blue Book)** › Why making mistakes is frustrating **(p36 Big Blue Book)**
2 LACK OF DIRECTIONS	› Start & finish day **(p15 Big Red Book)** › **Visuals** › **Timers** › **Schedules** › **Previous podcasts & blogs**
3 LACK OF CLARITY IN DIRECTIONS	› 12 tips to keep on task **(p34 Big Blue Book)**
4 POSITIVE REINFORCEMENT IS NOT USED OFTEN ENOUGH	› Rewards **(p28 Big Blue Book)**
5 TASK IS NOT BROKEN DOWN INTO SMALL ENOUGH STEPS	› Small steps of success **(p28 Big Blue Book)**





Task Analysis

Task Analysis is breaking tasks into micro-steps.

For example a task like picking up a pencil can be broken down into:



1. Scanning the table for the pencil.
2. Finding the pencil amongst other objects on table.
3. Moving your hands towards the pencil.
4. Picking up the pencil without knocking over other objects (many kids have difficulty with spatial perception; this is part of their sensory processing difficulties).
5. Reposition your fingers to correct grip.

As you can see there are many steps to this task that need to be taught and often different supports required for each step.



Rewards

Things to remember about rewards

1. The tasks need to be small and achievable
2. Both the reward and task need to be very **clear**. Remember these students are literal so if you say "neat work" and they make a mistake they may have a meltdown because they believe they are going to miss out on the reward.
3. Most students need small tasks and **small** rewards. Once the child has developed success and confidence then you can extend the time on each task before a reward.
4. Rewards wear out so you will need a range of rewards.

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THE ONE THING I WISH I KNEW YEARS AGO...

Was the **IMPORTANCE** of executive functioning and **HOW** to improve it as it underpins everything from behaviour to social to engagement. Executive functioning refers to the part of your brain that organises, prioritises and regulates emotions. However, I prefer to refer to it as the 'Air Traffic Control,' as just like air traffic control has to manage thousands of planes on countless runways with perfect timing, students have to manage information and distractions.

Impaired Executive Function can impact significantly on children with autism spectrum disorder's ability to learn and engage in busy learning environments.

Students may not struggle with all areas of Executive Functioning to the same degree. It is important to identify which areas the child needs supports, and put in place strategies to support and develop this skill. I find that if the child has had an assessment by a psychologist it is worth checking which areas were identified as impaired and then using these results to help guide the strategies used to improve their executive functioning.

I find that strategies to address Executive Functioning are often helpful for **ALL** students but are particularly **VITAL** for students with ASD/ ADHD in making a difference to their learning, behaviour and social skills.

Fortunately, **we can improve executive functioning** skills through a range of strategies, below are some examples.

1. Emotional Control

his is where they have difficulty with behavior and emotional control. his can look like difficulty waitin for a turn, getting frustrated easily, off task behaviours, overreaction to the smallest things (e.g. not being first), becoming overwhelmed or meltdowns.

How to Improve Emotional Control

- Sensory tools, break cards, take a break tables,
- Emotion Cards that communicate how they are feeling and what to do to repair emotions.
- Resources like The Kids Guide to Being Awesome and in Control" are full of great strategies for teaching emotional regulation **Available at www.suelarkey.com.au**
- Social Scripts that help students with turn taking, waiting, putting hand up to wait for a turn.

2. Impulse Control

This can be calling out, distracting others, aggression / fighting, rushing through activities without checking or inconsistency with following rules.

How to Improve Impulse Control

- Redirection - telling them "what to do" instead of "what not to do" i.e. "Put your hand up" rather than "No calling out"
- Social Scripts that explain how to put up hand, rules for playground and group work
- Warn about rules and expectations in specific situations - use visuals where possible

3. Planning and Prioritising

This is where they have difficulty deciding the steps needed to reach a goal order of importance. As a result they may get no work done, be easily distracted, avoid tasks and may be easily overwhelmed. They may alsohave trouble seeing the main idea and easily go off topic.

How to Improve Planning & Prioritising

- **Visual Planning Supports** such as: Mindmaps, Rubrics,
- **Support Staff spending individual time** with the student to help break down tasks down, prioritise & plan
- **Using Calendars, Diaries** (make sure have set times to write in and check)
- **Break Tasks** into set up small achievable steps, tick off each step when completed

4. Organising

This includes ability to keep track of information and things.

How to improve Organisation

- Systems in place for organization i.e. **own hook in bag area away** from busy areas
- **Minimising equipment and books** i.e. one book/folder or limiting the size of pencil case and its contents
- **Take Photos** of how desk/locker/bag should look so remind them where things go
- **Help write down plans and thoughts** and organize logically.

5. Task Initiation

This often looks like a student sitting doing nothing, being oppositional "I am not doing it" or procrastinating (need toilet etc.). When in actual fact they are often just so overwhelmed they don't know how to start.

How to Improve Task Initiation

- **Give a Partner to work with,** who can model what to do
- **Limit and write down instructions** where possible
- **Simplify** Worksheets
- Traffic Light Strategy



6. Flexibility

They often don't like to change or stop in the middle of an activity. They don't see other options or solutions and often don't understand what is being asked of them. This can result in arguing, getting frustrated /angry and meltdowns. Often take things literally.

How to improve Flexibility

- Timers to warn when to finish.
- Routines/Schedules- Understand their need to know what is happening when.
- Warn about changes (people and events) Explain WHY changing and WHAT replacement i.e. Mum is picking you up today as Grandma is at the Doctor
- Use Social Scripts that give clear descriptions of what is going to change/new and what I need to do.

7. Working Memory

This is the inability to hold information in their mind and use it to complete a task. Struggle with multi-step tasks, remembering directions, taking notes or understanding something you've just explained to them.

How to Improve Working Memory

- Visuals -The more visuals the better
- Model - SHOW what you want, Don't Tell
- Co-actively do activities: learn best BY DOING and being involved in learning ie hand over hand for handwriting .
- Slow it down, Break it Down (instructions etc)
- Get them to repeat in own words instructions/direction





EXECUTIVE FUNCTIONING

Emotional Control

Struggle with emotional control, often have trouble accepting negative feedback. May overreact to little injustices. Often struggle to finish a task when something upsets them (i.e. mistakes).

Impluse Control

Calling out, rushing through activities without checking, inconsistency with following rules.

Planning & Prioritising

Difficulty deciding the steps needed to reach a goal order of importance. May not know how to start planning a project and become easily overwhelmed trying to break tasks into smaller chunks.

Organising

Difficulty deciding the steps needed to reach a goal order of importance. May not know how to start planning a project and become easily overwhelmed trying to break tasks into smaller chunks.

Task Initiation

Struggle with issues with planning and prioritising too. Without having a plan for a task, it's hard to know how to start. Can come across as lazy or as simply procrastinating. But often they're just so overwhelmed they freeze and do nothing.

Flexibility

Inflexible thinking in very concrete ways and take things literally. They don't see other options or solutions. They find it difficult to chanae course.

Working Memory

Inability to hold information in their mind and use it to complete a task. Struggle with multi-step tasks,

remembering directions, taking notes or understanding something you've just explained to them.



STRATEGIES TO IMPROVE EXECUTIVE FUNCTIONING

Visuals

Colour code, visual plans for assignments, mind maps, take photos to show them how their desk, locker should look.

Transition Supports

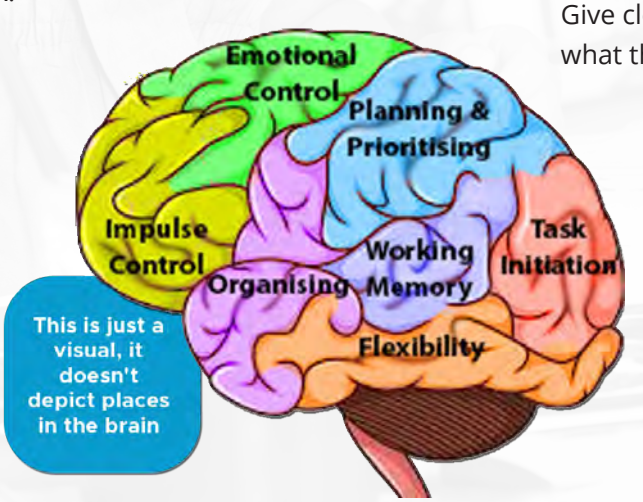
Pre-warn about change using a t imer, use transition cues like a bell or announcement.

Modelling

Show and use assistance to support the child to do the actions of what is required.

Rountines

Packing bag, pencil cases, book marks in books, diary for homework.



Systems

Put notes in plastic sleeve in same part of bag every time.

Minimise

Reduce clutter by having containers, drawers, extra shelving. Ensure labelled so return to correct place.

Time management

Time Timers, Digital Schedules, scheduling with a timer- break routines into steps or tasks to complete in certain times.

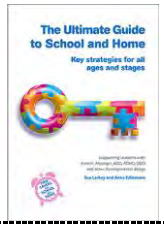
Social Scripts

Give clear descriptions of what is going to change and what the need to do.

RESOURCES: *Recommended teaching resources*

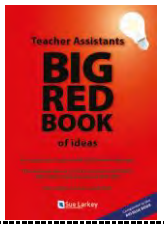
The Ultimate Guide to School and Home
By Sue Larkey & Anna Tullemans

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Teacher Assistants Big Red Book of Ideas
By Sue Larkey & Anna Tullemans

CODE B15



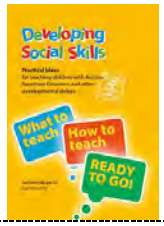
Teacher Assistants Big Blue Book of Ideas
By Sue Larkey & Anna Tullemans

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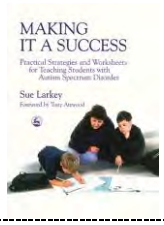
Developing Social Skills
By Sue Larkey & Gay von Ess

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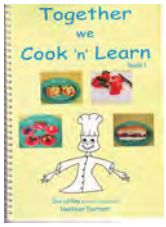
Making it a Success
By Sue Larkey

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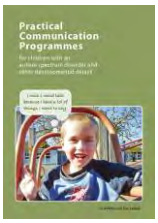
Together we Cook 'n' Learn Book 1
By Heather Durrant & Sue Larkey

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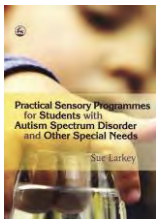
Practical Communication Programmes
By Jo Adkins & Sue Larkey

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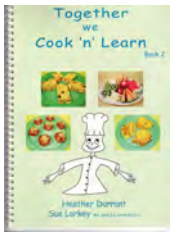
Practical Sensory Programmes
By Sue Larkey

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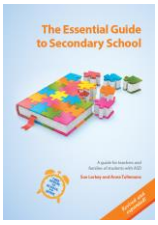


Together we Cook 'n' Learn Book 2
By Heather Durrant & Sue Larkey

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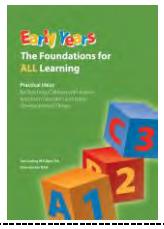


The Essential Guide to Secondary School
By Sue Larkey & Anna Tullemans
REVISED & EXPANDED
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The Early Years
By Sue Larkey & Gay von Ess

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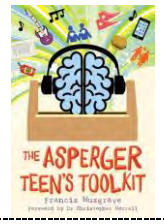
Tips for Toileting
By Jo Adkins & Sue Larkey

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The Asperger Teen's Toolkit
By Francis Musgrave

CODE B167



Be Bully Free
By Michael Panckridge & Catherine Thornton

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Pics for PECS CD

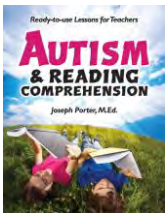
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Autism and Reading Comprehension
By Joseph Porter

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How Do I Teach This Kid to Read?
By Kimberley Henry

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Autism and Everyday Executive Function
By Paula Moraine

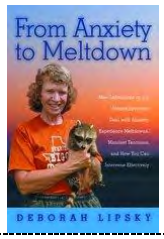
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From Anxiety to Meltdown
By Deborah Lipsky

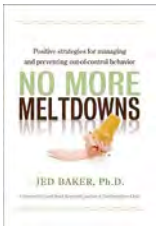
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MUST HAVE BOOK!!!



No More Meltdowns
By Dr Jed Baker

CODE B26



Temple Grandin DVD
By HBO Films

CODE D09



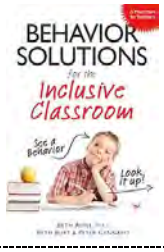
Behavior Solutions for the Home and Community
By Aune, Burt & Gennaro

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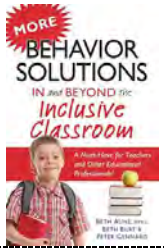


Behavior Solutions for the Inclusive Classroom
By Aune, Burt & Gennaro

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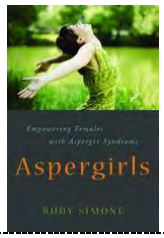
More Behavior Solutions In and Beyond the Inclusive Classroom
By Aune, Burt & Gennaro
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RESOURCES: *Recommended teaching resources*

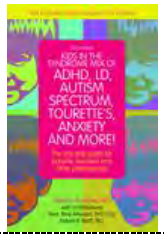
Aspergirls
By Rudy Simone

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Kids in the Syndrome Mix
By Martin L Kutscher MD

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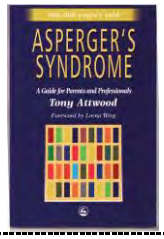
Ten Things Every Child with Autism Wishes You Knew
By Ellen Notbohm

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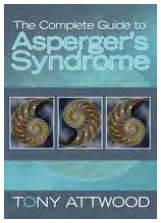
Asperger's Syndrome: A Guide for Parents and Professionals
By Dr Tony Attwood

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The Complete Guide to Asperger's Syndrome
By Dr Tony Attwood

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Autism Spectrum Disorder and De-escalation Strategies
By Steve Brown

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Exploring Feelings
By Dr Tony Attwood

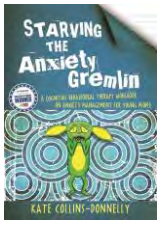
CBT to Manage Anxiety
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CBT to Manage Anger
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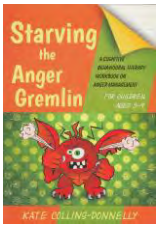
Starving the Gremlin Series For Ages 10+
By Kate Collins-Donnelly

Anxiety	B106
Anger	B107
Stress	B108
Exams	B165



Starving the Gremlin Series For Ages 5-9
By Kate Collins-Donnelly

Anxiety	B109
Anger	B110



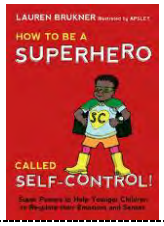
The Kids' Guide to Staying Awesome and in Control
By Lauren Brukner

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How to be a Superhero Called Self-Control
By Lauren Brukner

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Self-Control to the Rescue
By Lauren Brukner

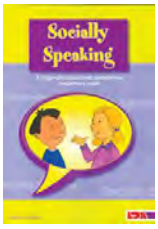
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Socially Speaking
By Alison Schroeder

BOARD GAME
CODE O05

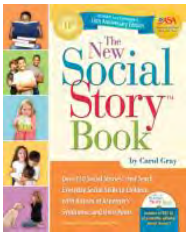
BOOK
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The New Social Story Book
By Carol Gray

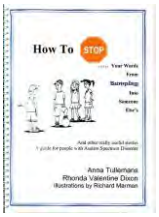
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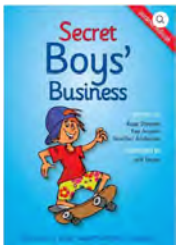


How to Stop Your Words from Bumping into Someone Else's
By Anna Tullemans & Rhonda Dixon

CODE B08



Secret Boys' Business
By Heather Anderson
CODE B85



The Motor Skill Flip Book Program
By Sally McNamara

CODE B137



Songames for Sensory Processing
By Aubrey Lande & Bob Wiz

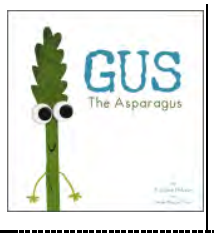
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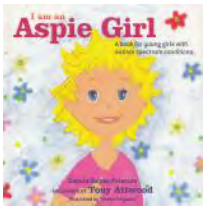
Gus the Asparagus
By Kaylene Hobson & Ann-Marie Finn

CODE B143



I am an Aspie Girl
By Danuta Bulhak-Paterson

CODE B144



Can I Tell You About Autism?
By Jude Welton

CODE B31



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RESOURCES: *Recommended teaching resources*

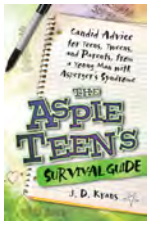
What did you say? What did you mean?
By Jude Welton

CODE B45



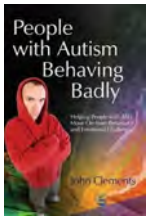
The Aspie Teen's Survival Guide
By J.D. Kraus

CODE B82



People with Autism Behaving Badly
By John Clements

CODE AGBB60



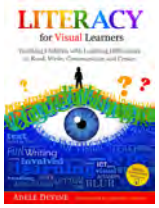
The Asperkids Secret Book of Social Rules
By Jennifer Cook O'Toole

CODE B83



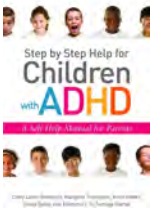
Literacy for Visual Learners
By Adele Devine

CODE AFXB138



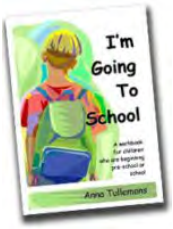
Step by Step Help for Children with ADHD
By Cathy Laver-Bradbury et al.

CODE B125



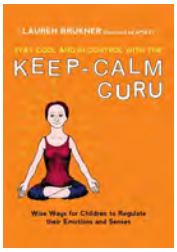
I'm Going to School
By Anna Tullemans

CODE B63



Stay Cool and In Control with the Keep-Calm Guru
By Lauren Brukner

CODE B157



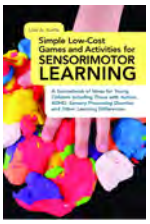
The Parent's Guide to OT for Autism and Other Special Needs
By Cara Koscinski

CODE B158



Simple Low-Cost Games and Activities for Sensorimotor Leaning
By Lisa A Kurtz

CODE B123



Secret Girls' Business
By Heather Anderson et al

CODE B86



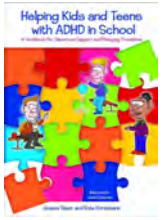
The Conversation Train
By Joel Shaul

CODE B112



Helping Kids and Teens with ADHD in School
By Joanne Steer & Kate Horstmann

CODE B23



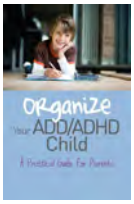
The Loving Push
By Dr Temple Grandin

CODE AFXB153

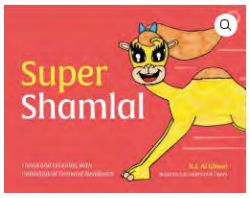


Organize Your ADD/ADHD Child
By Cheryl R Cater

CODE B127

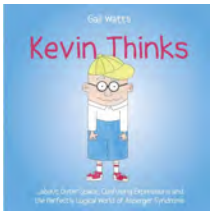


Super Shamlal
By K.I Al-Ghani



Kevin Thinks
By Gail Watts

CODE B70



The Social Skills Picture Book
By Dr Jed Baker

CODE B24



It's Raining Cats and Dogs
By Michael Barton

CODE B99

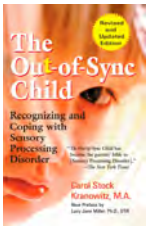


Apps for Autism
By Lois Jean Brady

CODE B48

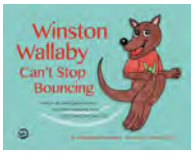


The Out-Of-Sync Child
By Carol Stock Kranowitz
CODE B42



Winston Wallaby Can't Stop Bouncing
By K.I.Ghani

CODE B166

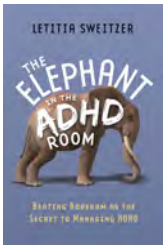


Exploring Depression, and Beating the Blues
By Tony Attwood & Michelle Garnett
CODE B154



The Elephant in the room
By Letitia Sweitzer

CODE B124



RESOURCES: *Recommended teaching resources*

The Panicosaurus
By K I Al-Ghani

CODE B39



The Red Beast
By K I Al-Ghani

CODE B38



Disappointment Dragon
By K I Al-Ghani

CODE B41



The Green-Eyed Goblin
By K I Al-Ghani

CODE B39



All Cats Have Asperger Syndrome
By Kathy Hoopmann

CODE B10



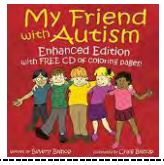
All Dogs Have ADHD
By Kathy Hoopmann

CODE B14



My Friend with Autism
By Beverly Bishop

CODE B55



Inside Asperger's Looking Out
By Kathy Hoopmann

CODE B09



All Birds Have Anxiety
By Kathy Hoopmann

CODE B164



Time Timer Watch Plus - YOUTH
CODE TT4



Token Reward Systems

Small – 5 tokens
CODE O01(S)
Large – 10 tokens
CODE O01(L)



Portable Schedule with Digital Timer

CODE O02

Visuals not included.



Time Timer MEDIUM (20cm)
CODE TT1



Time Timer PLUS(18x15cm)
CODE TT5



Time Timer SMALL (7.6cm)
CODE TT2



Time Timer MOD (9.5cm)
CODE TT5



Time Timer Watch Adult
CODE TT4A



Pencil Grips
CODE O03(C)
CODE O03(PG)
CODE O03



Chewable Necklaces
Various Styles ST28



Chewable Bangles
TEEN ST31
CHILD ST37



Large Range of Sensory Tools for kids who chew available suelarkey.com.au

Chew Stixx Pencil Toppers (Pack of 2)
PLAIN ST25
SHAPES ST26



Stretch Frogs
CODE ST04



Punki Wrist Bands
CODE ST22



Thinking Putty
CODE ST03



Improbable Construct
CODE ST01



Wooden Massager
CODE ST14



Sensory Mat
CODE ST33



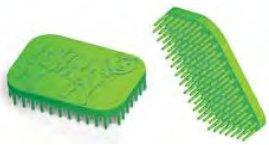
Sensory Stixx
CODE ST32



Fidgipod
CODE ST02



Tactile Tiger Brush
CODE ST35



More Sensory Resources Available Online!

School /Organisations: Can have orders sent on approval.
On Website, put everything in cart and select "Invoice Organisation" and products will be sent with an Invoice

NDIS/NDIA : We are not a Provider. Please check your plan if you can purchase resources

Autism Spectrum/Aspergers Workshops - Accredited

Presented by Sue Larkey

3 Ways to Engage in Professional Development

1) Live Virtual Workshops

(Note all times are in Australian East Coast Time)

Everyone is welcome to attend any session they prefer.

Option 1: 9am* - 3pm	Friday 28th May
Option 2: 9am* - 3pm	Friday 4th June
Option 3: Course split over TWO Afternoons (4pm - 7pm)	Wednesday 2nd June & Wednesday 9th June

*Registration starts at 8.30am

** NEW **

Live Virtual Workshops include:

- ✓ Online LIVE to be watched from school or the comfort of your home
- ✓ Handouts & Certificates
- ✓ Accredited PD
- ✓ Bonus for Early Bird registrations: Show Bag/ Welcome Pack Posted to you
- ✓ Interactive, Fast Moving, Q&A
- ✓ Recording you can re-watch (available for 3 months)

suelarkey.com.au

2) Online Courses and Free Webinars - On-Demand

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 Hour Course	**Now Available**	- Emotional Regulation Masterclass - Sue Larkey

7 **FREE** Webinars — Available 3rd May - 16th May 2021 - more information at **elearning.suelarkey.com.au**

3) Professional Development Day At Your School/Organisation

I am available to come to your school for a professional development day for whole staff. This can be virtual or Face to Face depending on your needs. Please email dearne@suelarkey.com.au for more details

ENROL NOW

To register for Virtual Workshop go to **suelarkey.com.au**

To register go Online Courses go to **elearning.suelarkey.com.au**

Groups/Staff Bookings/Invoice School: email support@suelarkey.com.au

*Endorsement providers for **Virtual** and **Online** Workshops:* Accredited for ALL States: VIC (VIT Maintenance), NSW (NESA - until 31 July 2021), ACT (TQI), QLD (CPD), WA, SA, TAS and NT.

Education Events PTY Limited | PO Box 20 | Artarmon | NSW 1570 | Email dearne@suelarkey.com.au