

TOP TIPS FOR CHILDREN STARTING SCHOOL

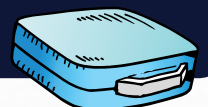
Please ensure they can:

- 1 Manage their lunch box.
- 2 Screw and unscrew drink bottle top.
- 3 Cope with glad wrap.
- 4 Open food packets/containers. (Avoid sending yoghurts, tinned fruits they can't open.)
- 5 Zip and unzip school bag – a larger bag is generally easier for your child to get things in and out of.
- 6 Wear a hat. (Most schools require a sun hat.)
- 7 Put on shoes and socks. (Use pull-ons or those with velcro fastening.)
- 8 Put on and take off jumper and coat.
- 9 Practice wearing the uniform and identify any sensory issues.
- 10 Teach school routines and rules (i.e. How to put your hand up) Great resource: How to stop your words from bumping by Anna Tulleman and Rhonda Dixon.



IDEAS TO CREATE A SUCCESSFUL ORIENTATION /TRANSITION

- ✔ Visits: One visit a week over a few weeks is often best.
- ✔ Visits for secondary students: Get another student to show the ASD student around, that way the older student can let them know about “other rules”, for example “that is where the smokers go!” There are so many HIDDEN rules in schools and the other students are the best to point these out.
- ✔ Reverse transition: Staff go and visit the student in their current environment. This gives staff valuable insights into the child’s current interests, how they play, interact and communicate and strategies used with the child.
- ✔ Top Tip! Invite in before school starts: Most teachers set up their classrooms before the first day. It is worth inviting the student with ASD to visit to see “where to put their bag, their belongings, their seat, line up, class rules, where to ask for help, class list - discuss who they know already”, any structures that will make day one calmer for everyone!



13 SEPARATION ANXIETY TIPS FOR *Children With Special Needs*

Separation anxiety from people, friends, objects and pets is really common for children with special needs.

I came up with these 13 tips just for you, as well as reaching out to my online Facebook community for more examples!

1 Transition start the **day before**. I talk about this a lot – you may recognise it from my Live Virtual Events Don't forget I'm running these Live Virtual Events again this term!

2 Use **transitional objects**. These can be from home or waiting at school.



3 Have a **routine**. Stop problems before they happen!

4 Use Time + Schedules or use a portable timer with a schedule.

5 Exercise!

6 Use the stepladder approach. Step by step help children become more used to situations where they might feel separation anxiety. Check out **THIS PODCAST** which is a great example of a step by step approach.

7 Allow for checking, stimming and scripting. This is often important part of a child's routine to reduce anxiety – **don't rush them!**



8 Use **social scripts** to equip the child. **CLICK HERE** for more information.



Rachel Ratkowski

A social story that was read at school at home works the best. It reminds her that she can look at the schedule at school when she feels anxious and at the end of the schedule she'll be picked up by mom or dad. We tried a locket with my photo which helped a little but it has become a bit of an obsession. We also look at the calendar every night and morning so she knows when the next "no school" day will be. Even with all this, It's still a struggle most days.

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Jenny Asha

It sounds strange but I would kiss my son on the back of his hand while wearing lipstick, leaving an imprint. I told him 'This is my love staying with you all day even when I'm not with you.' He adored that and would come home saying 'Your love stayed all day', even though he'd washed off the lipstick. Now he's older and not anxious he still asks for a hand kiss sometimes.

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9 Create a **Separation Plan**. Make sure everyone is aware of it.

10 Teach **emotional regulation**. Check out my **Emotional Regulation Masterclass HERE!**

11 Have a **communication plan**.

12 Use a **combination** of strategies! You know what I say: to know someone with autism is not to know autism. Not every strategy will work for every child!

13 **GO with your GUT!!**



Don't just listen to what I have to say!

Here is more advice and comments from other parents, carers and teachers. To see more join my facebook community [HERE](#)



Sandy Hodges

Two of my students went through a period of this at different times last year. I gave them a job to do on arrival and it was the same task ea h day. One of them would walk to the print room and collect the photocopying with me and the other one had the job of setting up literacy stations. Often he would set one activity up and then off he would go out to play but other days he would stay in all morning but he knew it was part of his morning routine. It needed to be the same each day for it to be successful.

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Rebecca Bright

I found taking our son to my work helped as he knew where I was during the day

Like · Reply · Message · 22h



Elise Tegan

The main thing that made a huge difference for us was simply not allowing the school to handle a child with anxiety the way they normally would. It DOES NOT help a child with anxiety to be forcibly held or prevented from accessing the person who provides safety and comfort in the morning. The school laughed at us originally for suggesting that it needed to be a very flexible and no stress process, but we (parents and asd advocate) showed them how effective it can be. A simple plan was all that was needed- the anxiety struck in the morning for us, so he would go to the library for a period of time and play lego before being reintroduced to the classroom by the teacher. Worked amazingly. His confidence grew and his perspective of school began to change. It was no longer this big scary place, it was much more relaxed. His social skills really took off once his confidence grew too. He is now looking forward to grade 1 this year 😊

Active Contacts (0)



Alicia Livingston

Yes just a nervous time getting ready to head back to school 🙄😭

Visits to classroom in the holidays.

Reassurance of where I am during the day.

I try to say that his danger checker is tricking him.

On the drive to school we take turns saying 2 great things to happen that day.

Still breaks my heart seeing his pain tho. I will be a mess even after I've prepped him!

Two Ways To Learn - Live or On-Demand

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- Talking to Families/Carers about Diagnosis
- How to use Different Ways of Teaching
- How to help children develop communication (verbal & non verbal)
- Visual Strategies
- Steps to Develop an Individual Programme
- How To Teach Foundation Skills
- 6 Stages of Play
- How to create an inclusive play program
- The Impact of Executive Functioning

BEHAVIOUR SUPPORT

- What is Sensory Processing
- Disorder or Sensory Issues
- How to create an Individual Sensory Programme
- What are Sensory Meltdowns
- Behaviour Management Strategies
- Tantrums Verses Meltdown
- Common Causes of Behaviour Meltdowns
- 3 Steps to Positive Behaviour Support

CERTIFICATE PROVIDED ON COMPLETION OF 5 HOUR COURSE ONLY

WHO SHOULD ATTEND?

Anyone Working, Supporting or Living with children under 6 years old. Including Pre-Schools, Kindergartens, Kindies, Day Care, Nursery Schools, Long Day Care and Child Care Centers.

“

I must say Sue's course was absolutely INCREDIBLE! I pride myself on knowing quite a bit about supporting students but I learnt so much in this course. The way Sue speaks is so engaging and the wealth of information she has to share is amazing. I cannot recommend this course highly enough.”

Live Virtual Workshop Over two Afternoons

- Same content
- Wed 23 & 30 Oct
- 4-7pm
- suelarkey.com.au

REGISTER ONLINE

elearning.suelarkey.com.au

Early Childhood Settings and other Organisations wishing to register groups of Staff or for use in Staff Meetings for Professional Development please email:

support@suelarkey.com.au

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.

5 hours of Registered Professional Development for the maintenance of accreditation at Proficient Teacher/Professional Competence, NSW (NESA Accredited PD Hrs), ACT (TQI), VIC (VIT Maintenance) & QLD, SA, WA, TAS, NT to Australian Teachers Standards See Website for details

Sue Larkey
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Course is rating 4.8 stars out of 5 on NESA site

ONLINE COURSE LESSONS

Developing Early Childhood Approaches For Children with Additional Needs

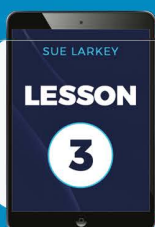
Continuing Professional Development - Anywhere, Anytime, On Any Device



- Identifying and understanding the full range of abilities in early childhood settings, including the specific learning and development needs of ALL children.
- How to adapt activities to meet all children's learning needs
- 5 Ways to Make Learning Fun



- Understanding & Identifying Learning Style of Neurodiverse children
- Diagnostic Process and Grief
- Different Ways of Teaching – Direct, Engineered, Incidental, Activity Based



- What is Communication?
- Effective Verbal & Non Verbal Communication for children in Early Childhood
- Using Visuals – Why & How & How to Make your own



- Foundations of Learning – Where to Start
- Using Sensory Tools to increase engagement and participation
- Establish challenging learning goals and differentiating for individual children



- 6 Stages of Play - Play Based Curriculum
- What we can Teach Through Play - Why Neurodiverse Children need intentional teaching
- Where to start and how to plan an effective learning program



- What is Sensory Processing Disorder or Sensory Issues
- 10 Common Causes of Behaviour Meltdowns
- How to create a Sensory programme
- What are Sensory Meltdowns and What to do



- What is Behaviour Management
- What to do when child/student has a Behaviour Meltdown
- Meltdown versus Tantrums

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