

STRATEGIES & INSIGHTS TO INFORM YOUR TEACHING PRACTICE

WITH

*Temple Grandin &
Sue Larkey*



suelarkey.com.au

elearning.suelarkey.com.au

Who is Temple Grandin?

Dr Temple Grandin is one of the most respected individuals with Autism in the world. She presents at conferences around the world, helping hundreds of thousands of educators and families understand how to teach and engage students on the autism spectrum. Informed by both her lived experience and the latest academic, evidence-based research, Temple shares her valuable insights into how to increase a student's engagement and participation in education and beyond.

Temple Grandin did not speak until she was three and a half. She was diagnosed with Autism, and the experts at the time urged her parents to institutionalise her. Temple was bullied and teased at school, and even expelled from one of her high schools. However, through the encouragement and strategies used by her mother and teacher (Dr Carlock), Temple went onto a hugely successful career in animal behaviour and has become a trailblazing spokesperson for people with autism. Her incredible story is the subject of the Emmy Award winning movie, "Temple Grandin".

Some of Dr. Temple Grandin's achievements include:

- One of the most influential people in the world according to TIME Magazine's annual honours list for 2010. Where she was named alongside Barack Obama, Oprah Winfrey and Steve Jobs
- National Women's Hall of Fame inductee in 2017. For her research and advocacy but most importantly her impact on young women everywhere, breaking into a largely male dominated animal production industry
- Professor at Colorado State University for over 20 years
- In 2020, Temple was named in Top 10 College Professors in the United States (CEOWORLD Magazine)
- More than 6 Million views of her Ted Talk that outlined Three different ways of Autistic Ways of Thinking
- Subject of HBO award winning film about her life including her childhood, career and accomplishments. The HBO Movie starred Clare Danes and won 5 Emmys



Who is Sue Larkey?

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.

Some of Sue Larkey's achievements include:

- Winner of Naturally Autistic 2013 International Award for Community Contribution
- Podcast 'Sue Larkey' over 500,000 downloads
- Over 130,000 subscribers to her weekly E-Newsletter in over 30 countries
- Authored over 18 Books for Educators, Teacher Assistants, Parents/Carers
- Over 120,000 Facebook members in her Community to Embrace Difference to make a Difference
- Given hundreds of speeches including International and National Conferences
- A source of inspiration for parents/carers, support workers, teachers, teacher assistants, educators and more



As a College Professor at Colorado State University Temple Grandin still uses checklists when more than three steps are involved in a new activity.



"I THINK IN PICTURES. Words are like a second language to me."

"I can't hear if there is background noise. I am functionally deaf in a noisy restaurant"

- Dr. Temple Grandin

(Lesson 9 - Temple Grandin's On-Demand Course)

HOW AND WHY TO USE VISUALS

Visuals include real objects, parts of objects or remnants (e.g. empty packet of sultanas), photographs of the actual object, photographs of similar objects, drawings, computer generated symbols (e.g. Boardmaker, Pics for PECS) and written words.

Why Use Visuals?

Up to 80% of families have their child's (with autism spectrum disorder) hearing test first because of delays in language development and not responding to verbal cues. The hearing test normally shows no problems, the issue is actually difficulty processing or understanding language.

This is why visuals are very important to use in a child's daily life to support verbal language.

9 REASONS *to Use Visuals*

 Can be referred back to	 Remains constant long after the word has been said	 Allows for slow processing
 Prepare for transition	 Support all students learning	 Visual Schedules promote independence as they know what to do next
 Transferable between home and school	 Show clearly what is expected	 Reduce Anxiety

HOW TO USE VISUALS

- 1 **Always couple visuals with speech.** They are an aid to help you understand spoken language, not a substitute.
- 2 **Be eclectic.** You do not need to only use one type of visual.
- 3 **Always print the name of the visual,** to ensure consistent language (is it a mug or a cup?) and to aid in long term literacy.
- 4 **To be valuable visuals must be accessible.** Keep them near where you are likely to use them – e.g. sticking the finish symbol on the door frame in every room means one is always available.
- 5 **Wait!** Like all communication you need to **allow the child time to process and point.**
- 6 **Persevere.** Your child may need many trials before they make the connection between the visual and the real object.
- 7 **Speak to your speech therapist/pathologist about introducing your child to PECS** (Picture Exchange Communication System).
- 8 **Visuals will continue to be of value to your child** even after they have learnt to talk – they will be able to check back to them whenever unsure.
- 9 **Remember most people use visuals** – shopping lists, diaries, etc., are all visuals!

Excerpt from "The Early Years", page 19, 20.



Remember

A picture is worth 1000 words!

EARLY CHILDHOOD COURSE



WHAT YOU WILL LEARN:

- › Understanding Different Learning Styles
- › Talking to Families/Carers about Diagnosis
- › How to use Different Ways of Teaching
- › How to help children develop - communication (verbal & non verbal)
- › Stages of Play How to create an inclusive play program
- › Meltdowns & Tantrums
- › 3 Steps to Positive Behaviour Support

ENROLL NOW

PROMOTING UNDERSTANDING

SUE LARKEY
Pro Tips!



Just as children learn about racism, cultural differences, and allergies etc teaching understanding of ASD and ADHD is just another diversity topic and part of the educational landscape. If you are going to share the individual child's diagnosis you must get parent permission to do this, and also check if they want their child to be part of the discussion.

Ideas to try:

- Focus on the student's strengths.
- Focus on accepting that everyone is different and that we need to accept these differences.
- Explain why the child has difficulties in certain situations or act in certain ways; for example flapping hands, making noises, asking questions repetitively, fidgeting, calling out, etc.
- Allow the children to ask questions (often once they have had this chance to ask, the everyday questions, such as "why do they do that, get that?" will stop).
- If the student has support staff in the classroom, or is withdrawn from class, or has partial attendance, it is very important to let the children know why this happens, as they naturally wonder where the student is or why someone is working with them.

"Not being able to tune in naturally to other people can make it difficult for me to take turns, or to play cooperatively. If I feel confused about what people are doing, or what I am expected to do, I might be afraid to join in with games even if I do want to be friendly..."

I might only want to play if I decide on the game, and choose the rules. This isn't me being bossy. It's because I feel safer and less confused if I make the rules.

You can help me by gently reminding me about taking turns and taking a bit of extra time to explain the rules of the games you are playing.

Excerpt from 'Can I tell you about Asperger's Syndrome?'

"My teacher in Primary School explained to the class I had a disability, but it wasn't visible like a wheelchair. The kids needed to help me"

- Temple Grandin

New!

TEMPLE GRANDIN & SUE LARKEY COURSE

Online / On Demand 5 Hour Course

- Knowing How and When to Extend Your Students
- Key Steps to Learning to Work and Independence
 - Friendship & Bullying
- Reducing Anxiety & Understanding Behaviour
- Sensory Issues as a Barrier to Engagement & Participation
 - Teaching Flexible Thinking
- Impact of Working Memory on Learning
- Different Types of Thinking & Learning





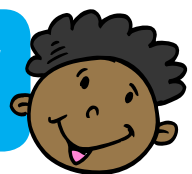
USING SPECIAL INTERESTS TO MOTIVATE AND ENGAGE STUDENTS

Special interests, fixations and self-stimulation are often a very important part of life for someone with autism. They are usually their only form of relaxation and down time. Special interests and fixations often give the child something they can control and is predictable to them, bringing order to their world. Special interests can include drawing, Lego, Minecraft, Music, YouTube and so much more. Self-stimulation can be more sensory based like rocking, hand flapping, twirling, vocal stimming and more. If you are unsure what their special interest or self-stimulation is watch what the child is doing when they are left alone. These can often be quite bizarre – over the years I have seen collecting bottle tops, filtering tan bark, fans, lights, light bulbs, vacuum cleaners.

It is very important that we have in place the rules and routines around special interests, as they find it hard to finish and self-regulate. Special interests should also be used to motivate and engage students. By using a child's special interest we can teach them just about anything!



"Teachers often see special interests as a barrier to learning, but they should be seeing it as a route to learning." - Dean Beadle



Kerri Rowe Literally use it to engage my students with everything we do!!
If it's something they already love then we are halfway there to positive learning goals. One girl I used to work with was obsessed with horses. We counted horse legs to learn our 4 times tables 🐾👍

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MOTIVATING AND KEEPING THE STUDENT ON TASK

A student with autism's needs are very complex as they don't respond to the social rewards that teachers often employ with other students. Things such as a smile or praise for good work can sometimes go unnoticed. Sometimes a teacher will use **that** look to refocus students or to keep them on task or to warn them. However this is usually ineffective for autistic students as they find body language and gestures difficult to interpret and often don't look at the teacher's face.



PRAISE

The student doesn't always know how to respond to praise. Keep in mind how and when you give praise. **Explain to the student why you are giving praise and how great it feels to receive praise.** This is one of those warm fuzzy feelings that they are not sure how to respond to.

Excerpts from The Essential Guide to Successful Secondary School by Sue Larkey and Anna Tullemans

ESSENTIAL TIPS TO MOTIVATE STUDENTS

- ✓ Use their special interest no matter how bizarre
- ✓ Use their **special** interest no matter how bizarre
- ✓ Use their special **interest** no matter how bizarre
- ✓ Use their special interest no matter **how** bizarre



WHAT IF THEY DON'T HAVE A SPECIAL INTEREST?

This is rare and usually only happens when their anxiety and confusion levels are overwhelming. **Talk to the parents about a previous special interest and try to renew this interest.**





Michele Witchell Loves dinosaurs so we made a large 3D Dino. Then we wrote about it and made it into a book. He illustrated the book. Child was focused, motivated and engaged ALL while learning how to read write and spell.

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Allow the student to visit specific websites about the special interest. Allow access to:

- ✓ Catalogues
- ✓ Their own special photo book
- ✓ Videos
- ✓ Stickers
- ✓ Games
- ✓ Special interest magazines
- ✓ Figurine collections
- ✓ Drawing their special interest
- ✓ Books on their special interest
- ✓ Collectors cards
- ✓ Music, iPod etc



Give an assignment around the special interest or a particular aspect of this interest.



Spectrum Music Studio Melbourne I teach piano and singing, solely to students with Autism/Autistic students 😊 and I discuss interests when we meet, and then I find pieces that might interest. When i can't find them, I write them - which they love, and I really enjoy doing too! 🎹 🎵

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Burger King & McDonalds will not use meat unless it has been through abattoirs that use Temple Grandin's design and humane checklists. In fact, she has designed 50% of abattoirs in Northern America. None of this would have happened without her Mother extending Temple, by insisting she visited her Aunt's Ranch. This developed Temple's interest in cattle and resulted in her becoming pioneer in the field of animal sciences. Temple is a strong advocate that all autistic children need to be stretched (extended) just beyond their comfort zone.

CONTROLLING ACCESS TO SPECIAL INTEREST

There needs to be guidelines around the access to this special interest. These guidelines and parameters need to be very specific.

- ✔ Have rules on when the special interest can occur.
- ✔ Make sure there are clear guidelines when using this as a reward. For example "When you have completed this science experiment then you can read your 'Star Wars' book for five minutes".
- ✔ Always let the student know when the next access will be. "When the five minutes is finished you can have the 'Star Wars' book again when you have finished Maths".
- ✔ Never tell them straight out "NO" for the 'Star Wars' book as they will become very anxious and think they may not be allowed access to it again. Instead tell the student when they can have it again and be specific with either time or at the end of an activity. This quote below is a great example of how to use it as a positive reward and control access at the same time.



Sue Green I work with a little man who knows and loves everything about aircraft. So everyday when he completes a task he is then able to "teach" me something about his absolute favourite thing in the whole world. Love seeing his face light up as he imparts his knowledge 🤖

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USING THE SPECIAL INTEREST TO TEACH CURRICULUM OUTCOMES

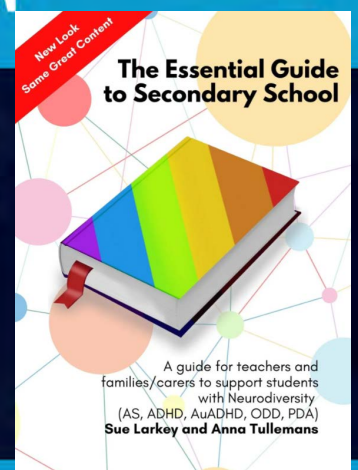
Select work which uses their special interest. For example in Maths use their special interest as the focus of their activity, measure, weigh, circumference etc. **For more ideas see pg 61 of *The Essential Guide to Successful Secondary School*.**

THE ESSENTIAL GUIDE TO SUCCESSFUL SECONDARY SCHOOL: REVISED AND EXPANDED VERSION

By Sue Larkey and Anna Tullemans

Full of timesavers, tips and easy to use proformas. Includes tests, exams, assignments, homework, curriculum adoptions, organisational skills, camps, excursions and more. This is a great guide for transition to secondary and includes great tips for transition. This is a must have from Year 5 onwards to prepare the child for secondary school.

- CODE B02



TEACHING STUDENTS WITH AUTISM SPECTRUM

Strategies & Insights to Inform your Teaching Practice

WITH TEMPLE GRANDIN AND SUE LARKEY



PRESENTATION CONTENT

PRACTICAL TEACHING STRATEGIES

- Strategies to Extend Students with Autism
- Teaching Students to be Independent
- Key Steps to Teaching Persistence
- Teaching Important Social Skills
- Strategies for Relationships
- Teaching Important Life Skills
- Identifying Three Different Ways of Thinking

POSITIVE BEHAVIOUR SUPPORT

- A Guide to Managing Anxiety & Behaviour
- How to Figure Out causes of Behaviour
- Key Approaches to Avoid Bullying
- Understanding Masking
- What to do in a Meltdown/Shutdown
- Environmental Enrichment
- Using Sensory Tools

WHO SHOULD COMPLETE?

Teachers, Teacher Assistants, Early Childhood Educators, Parents, family members, care staff, educators, clinicians—anyone wanting to understand more about Autism Spectrum Disorder and how to support children and adults with an ASD.

AUTISM SPECTRUM ELEARNING

Schools and other Organisations wishing to register groups of staff or for use in Staff Meetings for Professional Development please email support@suelarkey.com.au

Register at elearning.suelarkey.com.au

Dr Temple Grandin is one of the most respected individuals with Autism in the world. She presents at conferences around the world, helping hundreds of thousands of educators and families understand how to teach and engage students on the autism spectrum.

Informed by her lived experience, the latest academic and evidence-based research Temple shares her valuable insights into how to increase a student's engagement and participation in education and beyond.

Bonus!

IEP / WORKBOOK

During the course you will learn how to create an Individual Education Program (IEP) for students with Autism Spectrum, which accommodates for their learning style through making reasonable adjustments.

This will be achieved by

- Step by Step Lessons to create an individualised programme for your students
- Strategies & Insights from Dr. Temple Grandin's lived experience and evidence-based research
- IEP Workbook Timesaver Document

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.

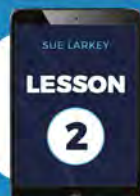
ON DEMAND COURSE CONTENT

Strategies & Insights to Inform your Teaching Practice with Temple Grandin & Sue Larkey
Professional Development – Anywhere, Anytime, Any Device



Knowing How and When to Extend Your Students on the Spectrum 40 min

- ✓ Critical Importance of Exposing Students to a Range of New Activities
- ✓ Strategies to use when your Students say 'No' to trying New Things
- ✓ Key Methods to Extend using 'real' choices
- ✓ Guide to Manage Anxiety and Behaviour when Extending your Students' Abilities



Key Steps to Teaching to Work and Achieving Independence 35 min

- ✓ What Age and Stage to Introduce Skills Building towards Work and Independence
- ✓ Key Steps to Teach Students to be Independent
- ✓ The Key Social Skills are required for Work and How to Teach



Friendship & Bullying 30 min

- ✓ The Importance of Talking to Peers about Autism Spectrum
- ✓ Key Approaches to Avoid Bullying
- ✓ Teaching Friendship Skills
- ✓ Different Strategies to Form Relationships



Increase Learning Outcomes by Reducing Anxiety & Understanding Behaviour 30 min

- ✓ The Best Thing to do when Students are Completely Overwhelmed
- ✓ How to Figure Out What is Causing Behaviour
- ✓ The Importance of a Mood/Anxiety Diary
- ✓ The Importance of Working Together – Home & School



Understanding and Teaching Life Skills for students with Autism Spectrum 25 min

- ✓ Best Way to Teach Practical Life-Long Skills
- ✓ Incorporating 'Real Life' Examples to Teach New Concepts
- ✓ Importance of Delayed Gratification as a Teaching Method



Sensory Issues as a Barrier to Engagement & Participation 35 min

- ✓ The Role of Medication and How to Evaluate its Benefits
- ✓ The Impact of the Amygdala on Sensory Processing
- ✓ The Importance of Exercise and its Impact on Sleep
- ✓ Environmental Enrichment and How it can make a Significant Difference to Sensory Processing



Teaching Flexible Thinking 35 min

- ✓ Incorporating Interesting Projects to Increase Engagement
- ✓ Practical Activities to Teach Resilience
- ✓ Teaching Flexible Thinking as Part of Social Skills



Impact of Working Memory on Learning & Strategies to Address Impact 20 min

- ✓ What is Working Memory?
- ✓ The Key Approach to Accommodate Working Memory Challenges
- ✓ Importance of 'chunking' to support students learning
- ✓ A Range of Different Strategies to Support Reading



Different Types of Thinking & Learning 35 min

- ✓ 3 Different Ways of Thinking
- ✓ Steps to Identify Different Types of Thinking
- ✓ Methods to Accommodate Different Types of Thinking
- ✓ Strength Based Teaching Strategies

Bonus Lesson!
12 Top Tips for Parents & Carers

Register at elearning.suelarkey.com.au

Dr Temple Grandin of Colorado State University named in Top 10 College Professors in the United States. (CEO World Magazine)

She has given hundreds of speeches in her career and has shared priceless insights into the way the autistic mind works. She offers invaluable insights into sensory processing challenges and the need to find ways to help children regulate. Temple has developed a range of strategies to calm her senses, most famously her squeeze machine.



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.

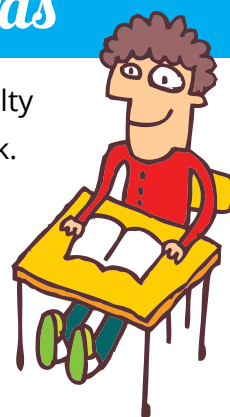


Why You Should Use Break Cards

Remember sometimes anxious children with ASD 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

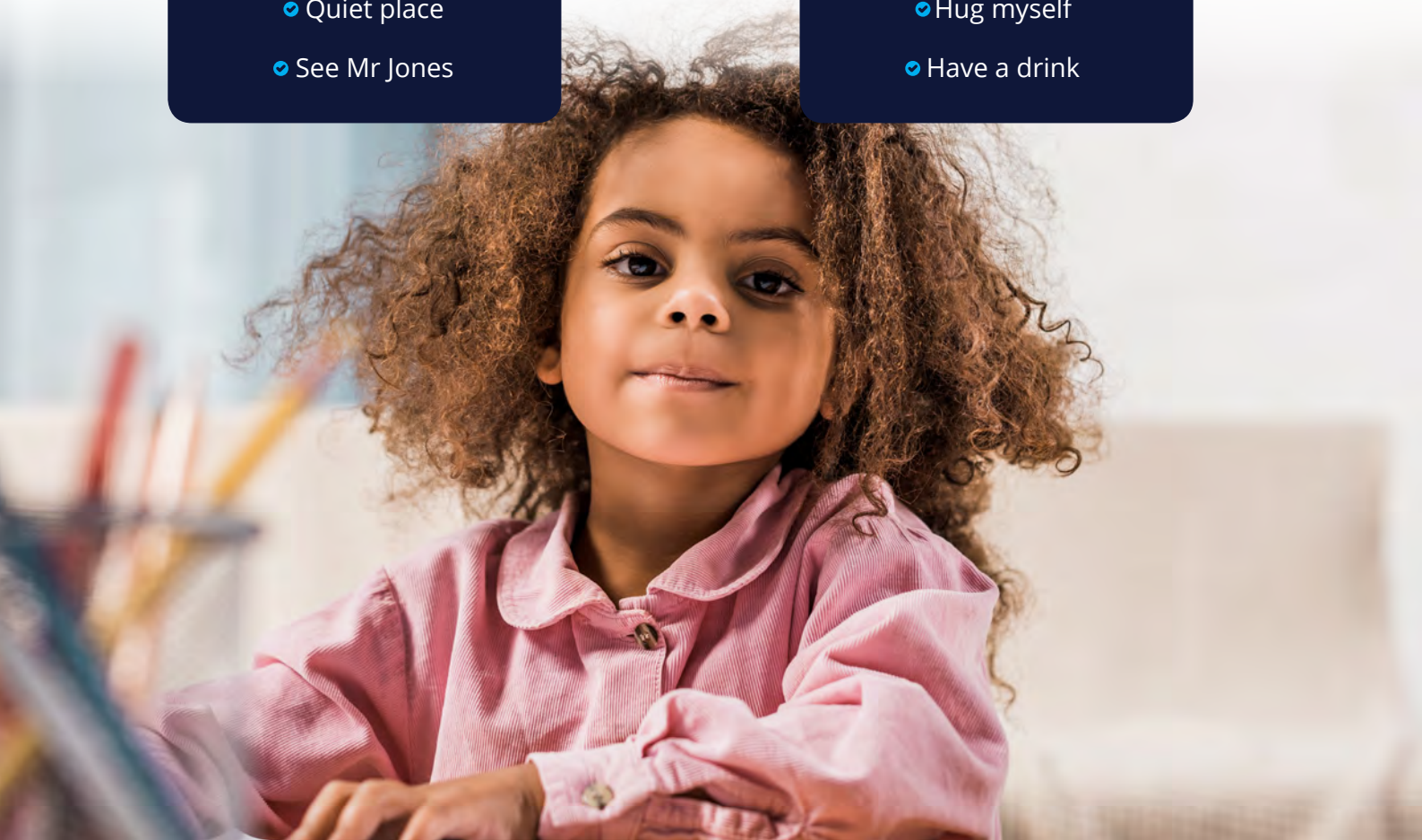
I can ask for

- ✓ 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



MAKING MISTAKES

(Lesson 1 - Temple Grandin's On-Demand Course)

Mr Carlock, Temple Grandin's Science teacher, gave her interesting projects that he individualised to her interests. He would give her clues and hints when she was stuck but didn't do it for her. Temple believes his approach to teaching was perfect for her learning and later success as a designer.

Temple Grandin advocates the importance of kids figuring things out for themselves (with just the right amount of support).

"Kids aren't learning to figure things out, there is a tendency for them to give up to easily"



Many 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'

10 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"



8. CHANGE YOUR LANGUAGE...

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

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



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



10. 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](#)



School was difficult for Temple Grandin, she was often teased and bullied. Even nick naming her 'the tape recorder' because of her tendency to repeat speech. She was expelled from her junior high school because she threw a book at a classmate.

"High School was horrible. The thing that saved me was the friends with shared interests"

- Dr. Temple Grandin

(Lesson 3 - Temple Grandin's On-Demand Course)

LUNCHTIME CLUBS/ PASSIVE PLAYGROUNDS

MANY SCHOOLS HAVE INTRODUCED LUNCHTIME CLUBS AND HAD GREAT SUCCESS.

Playgrounds are unstructured, unpredictable places where children with ASD struggle to follow and join in the numerous social interactions surrounding them. Children with ASD frequently return to class from the playground in a high state of anxiety. In addition, their self-esteem frequently takes a battering. In our book **Developing Social Skills**, co-author Gay von Ess and I have lots of practical ideas and strategies to support social skills.

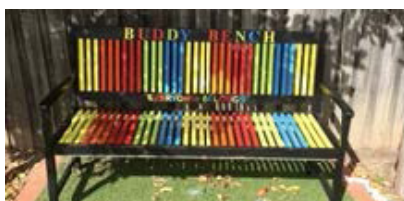
TOP TIPS FOR CREATING SUCCESSFUL LUNCHTIME CLUBS

- **Use students' current interests** and create clubs around these, or skills the students need.
- **Consider setting up for students** who are not coping in the playground or constantly having incidents.
- **Name the Club:** 'The World of Fun,' 'Lunchtime Club,' 'Rest and Relaxation' or 'Games Group.'
- **Have set open days each week.** This can be from 1-5 days.
- **Decide on number of students** who can attend.
- **Decide HOW students join the Club**, i.e. Self selected, teacher selected, bring a friend, open door or teachers identified on the day who would benefit from the programme.
- **Include a range of activities and provide variety** e.g. music, board games, Lego, cards, chess, computer, jigsaws, art, drawing, colouring, craft, Origami, garden group, watering group, relaxation, sensory room, Nintendo Wii, interactive whiteboard, iPads, aviary with seating and trees, exercise bike, mini trampoline, cooking and more.
- **Staffing/Supervision** – be clear about supervision by staff. Some schools have peer programmes set up where older students supervise. All the schools who used peer support report a tremendous response from students wanting to be involved in the programme.

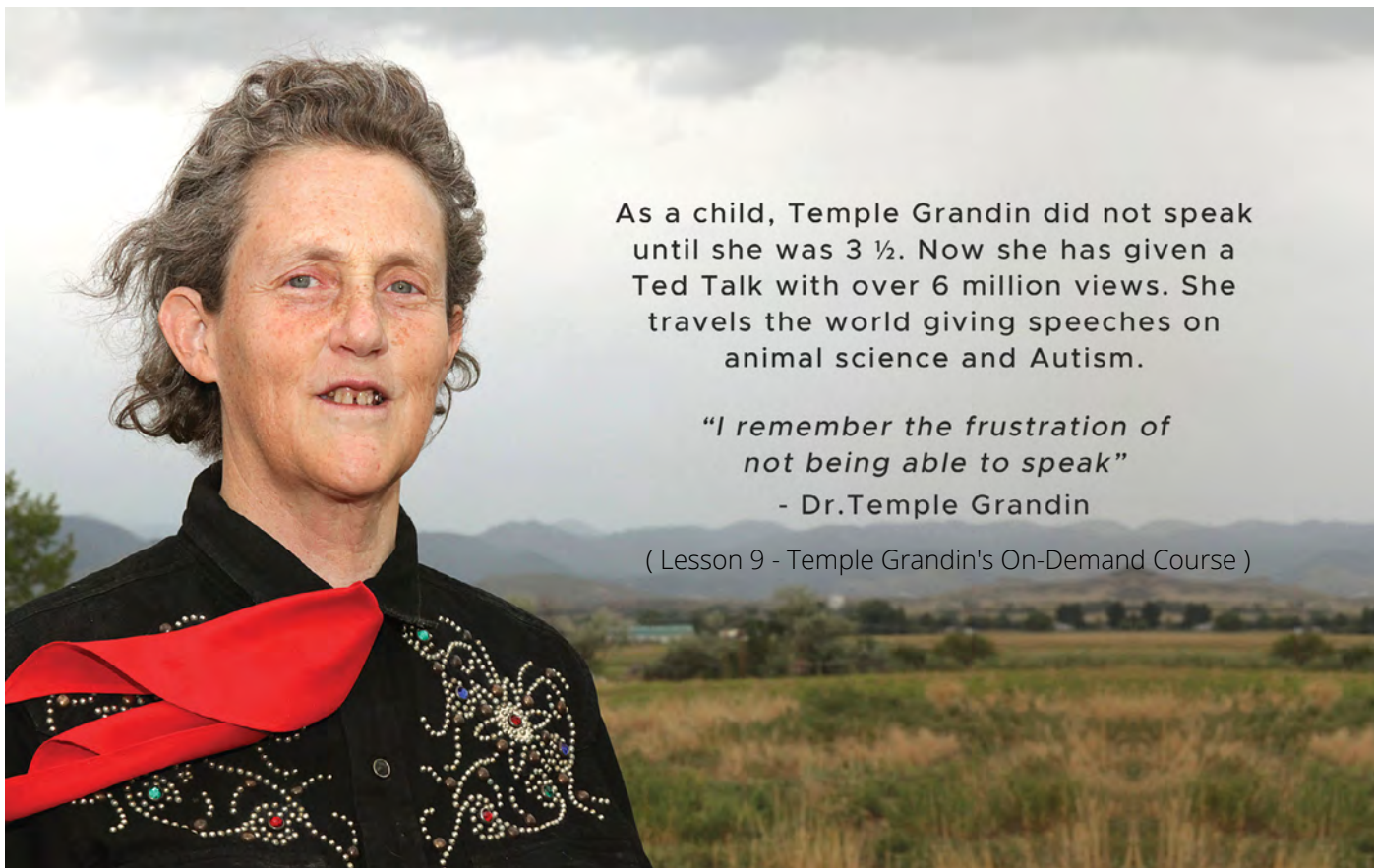
PASSIVE PLAYGROUNDS

Passive Playgrounds are another option to Lunchtime Clubs. Passive Playgrounds are a great way to support students with social skills and social engagement. They are a classroom that is open with table top activities, board games, etc. where students can go for quiet socialization.

BUDDY BENCHES



Some schools use Buddy Benches where children can go if they want someone to play with them. Older children are taught to keep observing and involve any peers sitting there. The Buddy Bench is great in addressing loneliness and instilling a sense of inclusion within the school community.



As a child, Temple Grandin did not speak until she was 3 ½. Now she has given a Ted Talk with over 6 million views. She travels the world giving speeches on animal science and Autism.

"I remember the frustration of not being able to speak"

- Dr. Temple Grandin

(Lesson 9 - Temple Grandin's On-Demand Course)

USING COMMUNICATION TEMPTATIONS TO MOTIVATE COMMUNICATION

Many children with ASD do not feel the need or motivated to communicate as everyone in their environment thinks for them, gives them what they want or even anticipates their needs. When you create a communication programme **it is VITAL you create as many opportunities as possible for the child to communicate.**

The key to promote communication is to **immerse the child in a communication enriched environment.** The easiest way to do this is to look around the environment at home and school, and think of all the times in the day when you could model, promote, encourage or support communication. Creating as many visuals, schedules, activities and routines as possible are a great way to promote communication.

Start with activities that are particularly desirable or intriguing for your child are more likely to 'tempt' them or provide them with sufficient motivation to communicate with another person. Encourage verbal children to use their words or extend their word i.e. **"Drink"** to **"I want drink"** and non-verbal children to use visuals/signs/gesture to communicate.

12 IDEAS TO PROVIDE OPPORTUNITIES TO COMMUNICATE

- 1 Give container with lid on too tight so the child needs to ask for **"HELP"** *.
- 2 When turning tap on/off, say **"ON/OFF"**. Wait for them to say.
- 3 Count wherever possible, e.g. **toys when packing away, pieces of food, etc.**
- 4 Sing songs when doing activities (**"Everybody finish"**, etc).
- 5 Give activity with a part missing so they need to ask for **"HELP"**.
- 6 Remove plug from power for computer or DVD player, then they need to ask for **"HELP"**.
- 7 Eat food (they like) in front of child and don't give to them any **until they request a taste.**
- 8 Wherever possible don't anticipate their communication. **Wait for them to communicate first**, rather than pre guessing their needs (e.g. hands dirty, want to wash, wait for them to look at you, and indicate want of help, etc).
- 9 Put favourite toy into a container. Have the child request **"OPEN"**.
- 10 Have the child on your knee, drop them back and have them request **"UP"**.
- 11 Give the child tickles, bubbles, etc and have them request **"MORE"**.
- 12 Sing the child's favourite song and have them request **"AGAIN"**.

*Remember if the child is nonverbal they will need a visual to ask for help. You need to make sure their communication method is always available. **Make sure you make spare visuals**, so if get lost always have a back up available.

Rewards are an important element of communication for children with ASD. So always remember to make activities fun, fast and rewarding.

New!

TEMPLE GRANDIN & SUE LARKEY COURSE

- Knowing How and When to Extend Your Students
- Key Steps to Learning to Work and Independence
 - Friendship & Bullying
- Reducing Anxiety & Understanding Behaviour
- Sensory Issues as a Barrier to Engagement & Participation
 - Teaching Flexible Thinking
- Impact of Working Memory on Learning
- Different Types of Thinking & Learning



TEMPLE GRANDIN

— RESOURCES —

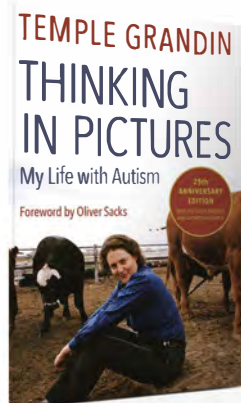
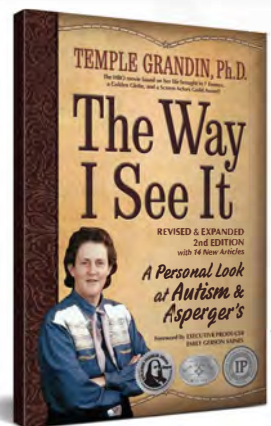


TEMPLE GRANDIN DVD

An accurate portrayal of Temple Grandin's life which chronicles Temple's early diagnosis; her turbulent growth and development during her school years, and illustrates through mentoring and sheer will how a young autistic woman succeeds against the odds.

THE WAY I SEE IT (2ND EDITION)

Temple offers helpful do's and don'ts, practical strategies, and try-it-now tips, all based on her "insider" perspective and a great deal of research.

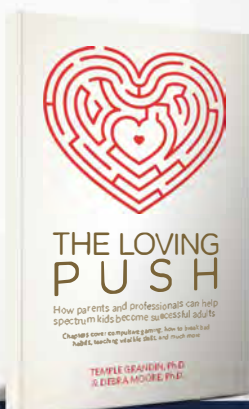
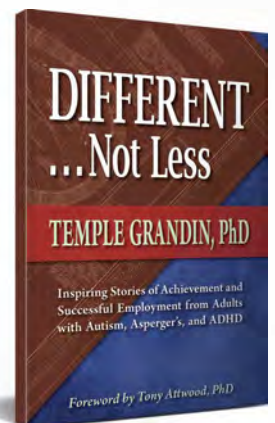


THINKING IN PICTURES

Here, in Temple Grandin's own words, is the story of what it is like to live with autism, to be among the few people who have broken through many of the neurological impairments associated with autism.

DIFFERENT NOT LESS

In these pages, Temple presents the personal success stories of fourteen unique individuals that illustrate the extraordinary potential of those on the autism spectrum.



THE LOVING PUSH

Dr Temple Grandin joins psychologist and autism specialist Dr Debra Moore in spelling out what steps you can take to restore your child's hope and motivation, and what you must avoid.