

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

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- ✓ **4 Modules**
- ✓ **Watch at your own pace**
- ✓ **Downloadable Activities**
- ✓ **Plus Bonus Materials**



Introduction & Course Handout

Overview of Course

Module 1 - Introduction to Emotional Regulation

Module 2 - Watch all Lessons, then Select Activities for Programming

Introduction & Complete Documents to Download

- **Lesson 1:** Provide Specific Location for Student to go to Self-Regulate (*Take a Break Table*)
- **Lesson 2:** Linking Emotions & Self-Regulating Strategies (*Wheel of Calm*)
- **Lesson 3:** Create List of Positive Strategies to Repair Negative Emotional Experiences (*How to Feel Happy & Calm Again*)
- **Lesson 4:** Create an Immediate Action for the Student when Faced with a Situation that might Trigger an Emotional Reaction (*Stop Think Do*)
- **Lesson 5:** Pre-empt and Prepare for Situations that might Trigger an Emotional Reaction (*Social Scripts*)
- **Lesson 6:** Use Games/Activities to Recognise/Label Emotions & Strategies to Regulate (*Emotional Regulation Dominoes*)
- **Lesson 7:** Use Technology to Visually Show Situations & Reactions (*Video Modeling/Role Play*)
- **Lesson 8:** Using Books to Talk about Emotions
- **Lesson 9:** Empowering the Student to Self-Regulate (*Take a Break Cards*)
- **Lesson 10:** Prepare Sensory and Calming Tools for Student to Access to Promote Self-Regulation (*Create a Calm/Sensory Box*)
- **Lesson 11:** Promote Flexibility and Alternative Plans for the Student to Use (*Change Your Mindset*)
- **Lesson 12:** All Students Benefit from Learning Emotional Regulation and How each other React & Regulate (*Posters of Emotions*)
- **Lesson 13:** Use Games/Activities to Recognise/Label Emotions in Themselves and Others (*Emotion Game*)
- **Lesson 14:** Identify the Role of Physical Activity/Movement to Self-Regulate (*Physical Breaks*)
- **Lesson 15:** Teach How to Identify the Intensity of a Range of Emotions (Create a Scale)

Final: Reflection and Role of Executive Functioning

Module 3 - Create Your Plan

Module 4 - Creating Consistency

Conclusion and Next Steps. Bonuses, Evaluation & Certificate

- How to Teach your Students to Use their Journal (*My Feelings Journal*)
- Process of Teaching a Feeling (*5 Step Plan*)
- Ebook - Understanding Behaviour
- Ebook - Social Emotional Learning
- Recommended Resources

Course Documentation

- **Course Handout**
- **Activities, Templates, Time-Savers, Tip Sheets (over 74 pages)**
- **Bonus Activities, Templates**

MODULE 2: DOWNLOAD & PRINT: ACTIVITIES, TEMPLATES, TIME
SAVERS, TIP SHEETS

OPTION #1 - PRINT NOW

DOWNLOAD/PRINT ALL ACTIVITIES
IN ONE DOCUMENT (74 PAGES)

DOWNLOAD NOW

OPTION #2 - PRINT LATER

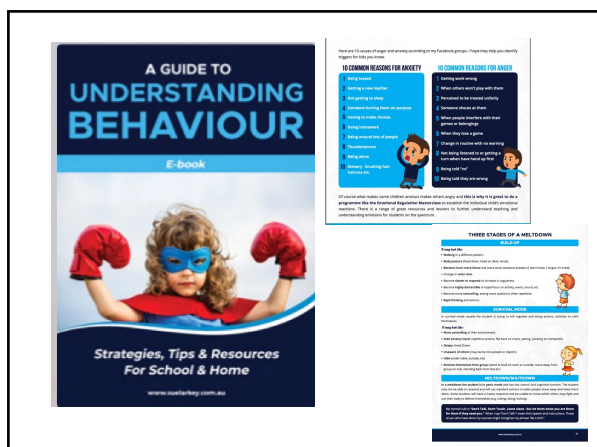
PRINT EACH INDIVIDUAL
DOCUMENT (ATTACHED IN EACH
LESSON)



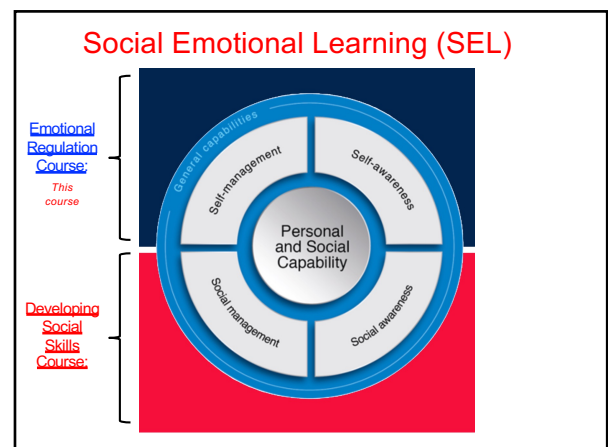
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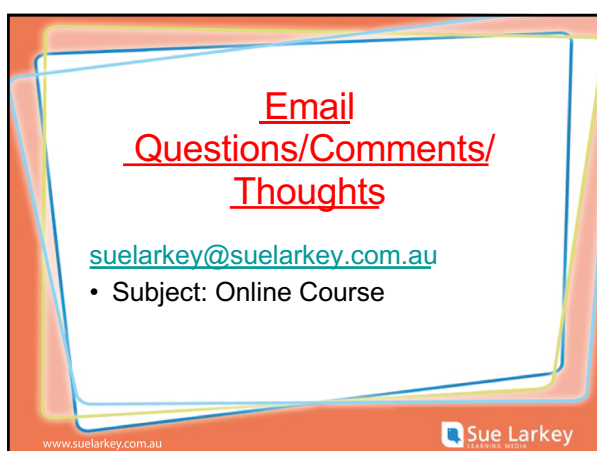
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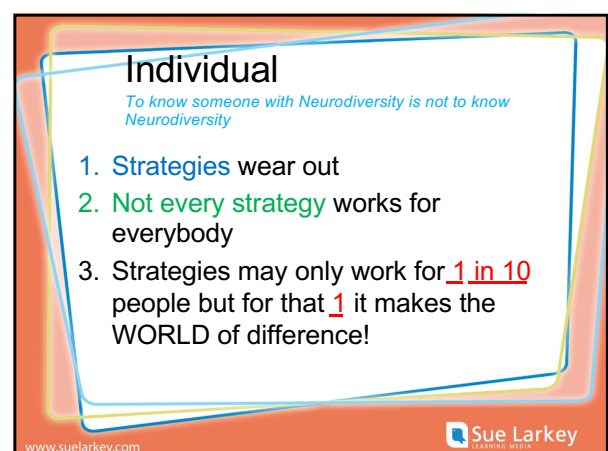
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Types of ADJUSTMENTS / ACCOMMODATIONS

— REMEMBER TO USE A COMBINATION —



ADJUST

Adapt the skill level, problem type, or the rules on how the learner may approach the work.



ALTERNATE

Adapt the goals or outcome while using the same activities/materials/assessment task.



CURRICULUM

Provide different instruction and materials to meet a student's individual goals.



TIME

Adapt the time allotted and allowed for learning, task completion or testing.



SIZE

Adapt the Number of items that the learner is expected to learn or complete.



PARTICIPATION

Adapt the extent to which a learner is actively involved in the task.



SETTING

Adjust the environment in which the student is learning.



INPUT / PRESENTATION

Adapt the way the instruction is delivered to the student.



OUTPUT

Adapt how the student can respond to instruction.



SUPPORT

Increase the amount of personal assistance.

Free Webinar "Knowing How and When to Extend Your Students with Autism Spectrum"

Free Ebook "Strategies & Insights to Inform your Teaching Practice with Dr Temple Grandin & Sue Larkey"

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LEARN
MORE!

AVAILABLE
LIMITED
TIME!

Levels of Adjustments

- 1) Support Provided within Quality Differentiated Teaching Practice
- 2) Supplementary
- 3) Substantial
- 4) Extensive

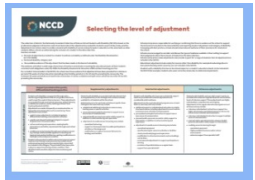
Levels of Adjustment are just like coats



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Key Policies & Obligations

- ✓ DSE (2005) - Disability Standards for Education
www.dese.gov.au/disability-standards-education-2005
- ✓ NCCD – Nationally Consistent Collection of Data
www.nccd.edu.au



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CASEL SEL FRAMEWORK

- CASEL's Framework for Systemic **Social and Emotional Learning**
- is an integrated framework for how educators, families, and communities partner to support SEL
- It was developed by CASEL, a nonprofit that aims to make evidence-based SEL an integral part of PreK-12 education.

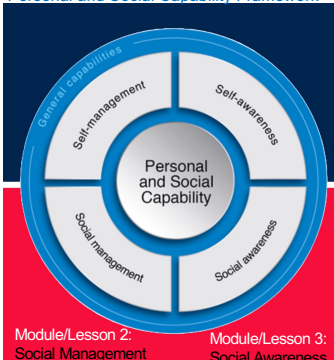


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ACARA (Australian Curriculum)
Personal and Social Capability Framework

Emotional Regulation Course:

Developing Social Skills Course:

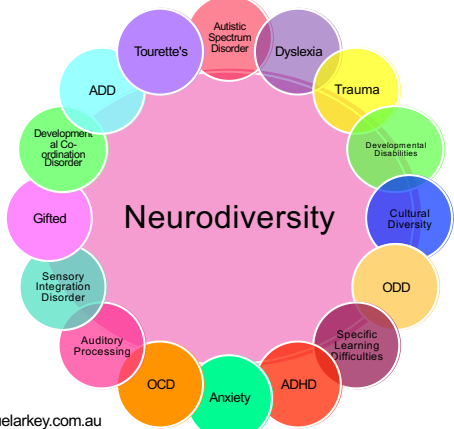


Module/Lesson 2: Social Management

Module/Lesson 3: Social Awareness

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Neurodiversity



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Each and every child with Autism has their own personality, interests and obsessions, fears and dislikes - no two are the same.



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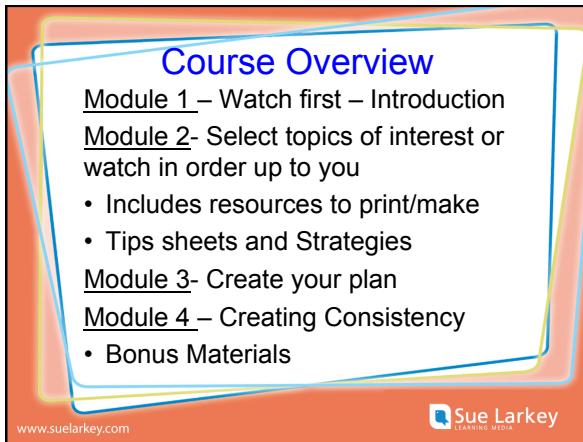
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Personal and Social Capability learning continuum

Sub-element	Level 1a Students:	Level 1b Typically, by the end of Foundation Year, students:	Level 2 Typically, by the end of Year 2, students:	Level 3 Typically, by the end of Year 4, students:	Level 4 Typically, by the end of Year 6, students:	Level 5 Typically, by the end of Year 8, students:	Level 6 Typically, by the end of Year 10, students:
Self-awareness element							
Recognise emotions	recognise and identify their own emotions	identify a range of emotions and describe situations that may evoke these emotions	compare their emotional responses with those of their peers	describe the influence that people, situations and events have on their emotions	explain how the appropriateness of emotional responses influences behaviour	examine influences on and consequences of their emotional responses in learning, social and work-related contexts	reflect critically on their emotional responses to challenging situations in a wide range of learning, social and work-related contexts
Recognise personal qualities and achievements	express a personal preference	identify their likes and dislikes, needs and wants, and explore what influences these	identify and describe personal interests, skills and achievements and explain how these contribute to family and school life	describe personal strengths and challenges and identify skills they wish to develop	describe the influence that personal qualities and strengths have on their learning outcomes	make a realistic assessment of their abilities and achievements, and prioritise areas for improvement	assess their strengths and challenges and devise personally appropriate strategies to achieve future success
Understand themselves as learners	select tasks they can do in different learning contexts	identify their abilities, talents and interests as learners	discuss their strengths and weaknesses as learners and identify some learning strategies to assist them	identify and describe factors and strategies that assist their learning	identify preferred learning styles and work habits	identify and choose a range of learning strategies appropriate to specific tasks and describe work practices that assist their learning	evaluate the effectiveness of commonly used learning strategies and work practices and refine these as required
Develop reflective practice	recognise and identify participation in or completion of a task	reflect on their feelings as learners and how their efforts affect skills and achievements	reflect on what they have learnt about themselves from a range of experiences at home and school	reflect on personal strengths and achievements, based on self-assessment strategies and teacher feedback	monitor their progress, seeking and responding to feedback from teachers to assist them in consolidating strengths, addressing weaknesses and fulfilling their potential	predict the outcomes of personal and academic challenges by drawing on previous problem-solving and decision-making strategies and feedback from peers and teachers	reflect on feedback from peers, teachers and other adults, to analyse personal characteristics and skill sets that contribute to or limit their personal and social capability

Personal and Social Capability learning continuum

Sub-element	Level 1a Students:	Level 1b Typically, by the end of Foundation Year, students:	Level 2 Typically, by the end of Year 2, students:	Level 3 Typically, by the end of Year 4, students:	Level 4 Typically, by the end of Year 6, students:	Level 5 Typically, by the end of Year 8, students:	Level 6 Typically, by the end of Year 10, students:
Self-management element							
Express emotions appropriately	recognise and identify how their emotions influence the way they feel and act	express their emotions constructively in interactions with others	describe ways to express emotions to show awareness of the feelings and needs of others	identify and describe strategies to manage and moderate emotions in increasingly unfamiliar situations	explain the influence of emotions on behaviour, learning and relationships	forecast the consequences of expressing emotions inappropriately and devise measures to regulate behaviour	consider control and justify their emotional responses, in expressing their opinions, beliefs, values, questions and choices
Develop self-discipline and set goals	make a choice to participate in a class activity	follow class routines to assist learning	set goals in learning and personal organisation by completing tasks within a given time	explain the value of self-discipline and goal-setting in helping them to learn	analyse factors that influence ability to self-regulate; devise and apply strategies to monitor own behaviour and set realistic learning goals	select, use and analyse strategies that assist in regulating behaviour and achieving personal and learning goals	critically analyse self-discipline strategies and personal goals and consider their application in social and work-related contexts
Work independently and show initiative	attempt tasks with support or prompting	attempt tasks independently and identify when and from whom help can be sought	work independently on routine tasks and experiment with strategies to complete other tasks where appropriate	consider, select and adopt a range of strategies for working independently and taking initiative	assess the value of working independently, and taking initiative to do so where appropriate	critique their effectiveness in working independently by identifying enablers and barriers to achieving goals	establish personal priorities, manage resources effectively and demonstrate initiative to achieve personal goals and learning outcomes
Become confident, resilient and adaptable	identify people and situations with which they feel a sense of familiarity or belonging	identify situations that feel safe or unsafe, approaching new situations with confidence	undertake and persist with short tasks, within the limits of personal safety	persist with tasks when faced with challenges and adapt their approach where first attempts are not successful	devise strategies and formulate plans to assist in the completion of challenging tasks and the maintenance of personal safety	assess, adapt and modify personal and safety strategies and plans, and revisit tasks with renewed confidence	evaluate, rethink and refine approaches to tasks to take account of unexpected or difficult situations and safety considerations



Course Overview

Module 1 – Watch first – Introduction

Module 2– Select topics of interest or watch in order up to you

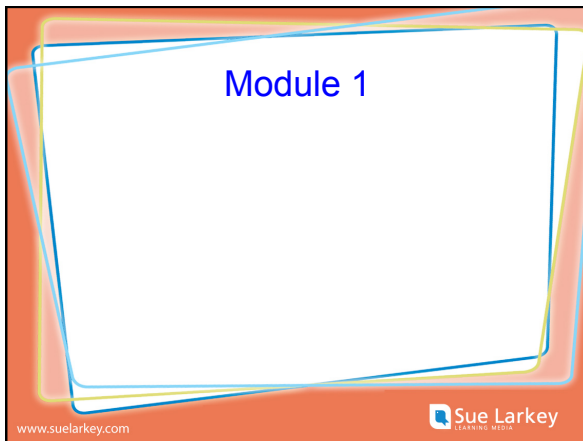
- Includes resources to print/make
- Tips sheets and Strategies

Module 3– Create your plan

Module 4 – Creating Consistency

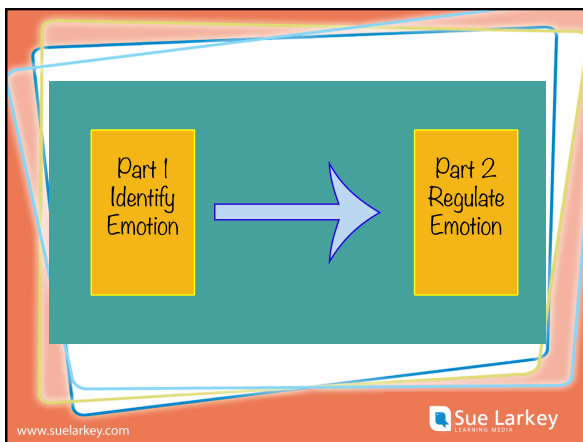
- Bonus Materials

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TEACHING MEDIA



Module 1

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graph LR; A[Part 1 Identify Emotion] --> B[Part 2 Regulate Emotion]
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TEACHING MEDIA

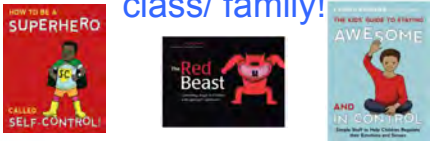
Do 'emotion' activities with the whole class helps create calm and engaged students.

- It also helps children understand **why** some children are acting in certain ways, and how they can support them, i.e. "Sarah is anxious so she hid under the table", "I can do x,y,z to help her".
- **Why** there is different rules/supports for different students ie. "Take a Break"

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Great Resources to teach about emotions to whole class/ family!



Recommended Resources Available
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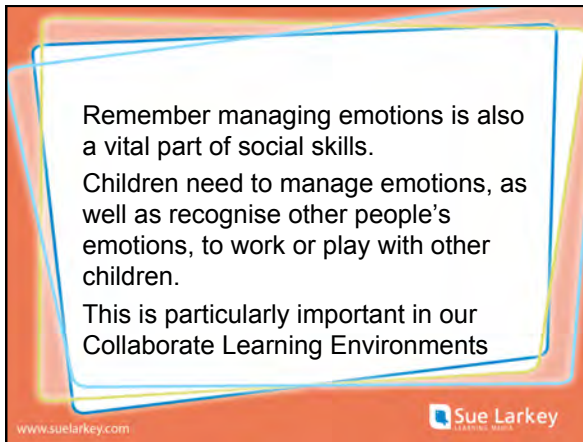
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By using the books and activities, you can support students at your 'Take a break', 'Peace Corner', "Zen Zone" or 'Time out' table to:

- 1) Identify the problem/emotion.
- 2) Find solutions to regulate emotions.

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LEARNING WORKS



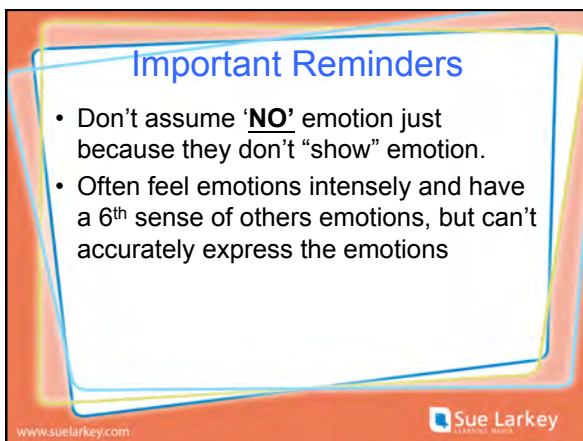
Remember managing emotions is also a vital part of social skills.

Children need to manage emotions, as well as recognise other people's emotions, to work or play with other children.

This is particularly important in our Collaborate Learning Environments

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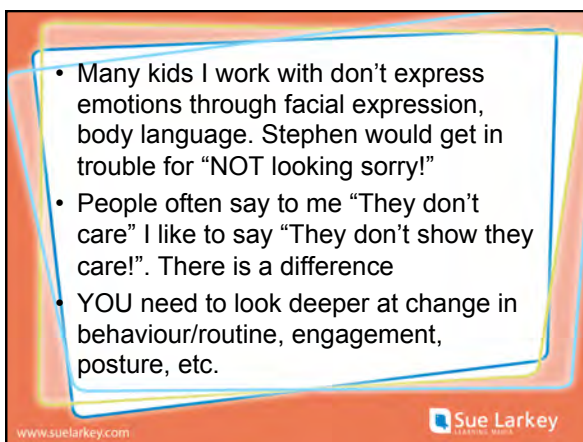


Important Reminders

- Don't assume '**NO**' emotion just because they don't "show" emotion.
- Often feel emotions intensely and have a 6th sense of others emotions, but can't accurately express the emotions

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- Many kids I work with don't express emotions through facial expression, body language. Stephen would get in trouble for "NOT looking sorry!"
- People often say to me "They don't care" I like to say "They don't show they care!". There is a difference
- YOU need to look deeper at change in behaviour/routine, engagement, posture, etc.

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• Remember in my Course /Workshop I discuss the 3 phases of Meltdown and the first phase is that change of body posture, change of way engaging, routine etc.

• Tony Attwood discusses Tim's Barometer and his phases

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Difficulty Judging the
INSENSITY of the emotion

- Intense and over reaction
- Delayed reaction

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Identify & Label Emotions

- It is hard to manage your emotions if you can't label them
- So the first step is to teach children to label emotions (theirs and others)

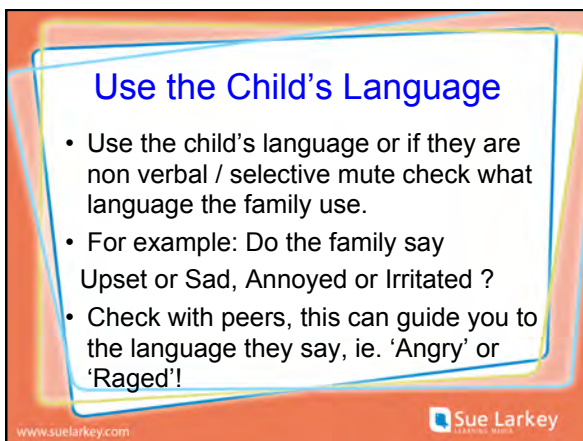
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Identify Emotions

- **Feelings can include** - Angry, Anxious, Frustrated, Disappointed, Excited, Confused, Surprised, Tired, Worried
- **Teach the range of emotions** ... *don't forget love for older students*

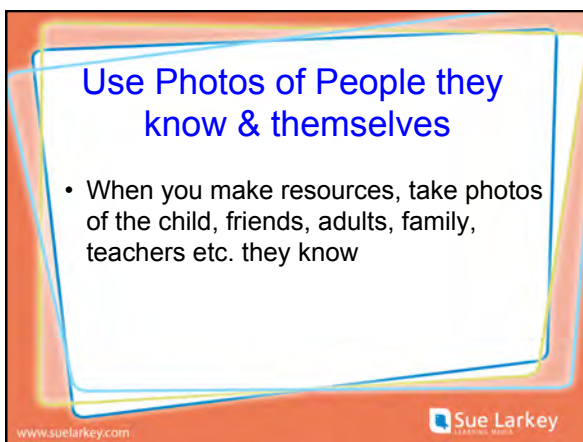
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Use the Child's Language

- Use the child's language or if they are non verbal / selective mute check what language the family use.
- For example: Do the family say Upset or Sad, Annoyed or Irritated ?
- Check with peers, this can guide you to the language they say, ie. 'Angry' or 'Raged'!

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Use Photos of People they know & themselves

- When you make resources, take photos of the child, friends, adults, family, teachers etc. they know

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Create a Scale

Make Visuals to support scale:

- Angry ok Happy
- Colours ie. Zones of Regulation
- Numbers - 0 5 10
- Buckets, Batteries etc. etc.

* Use the system/language the school uses

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Help them to Connect Emotions to Events that Produce the Emotion

- *I call it emotional literacy*

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Ways to Promote Emotional Literacy

- Books – Red Beast (see Module 2)
- Activities – Cards – snap, making bookmarks (see Module 2)
- **Connect Activity to Emotional Reaction**
- Movies/TV Shows great way to talk about emotions. Especially their favourites – Inside Out, Toy Story, Nemo, Lego Movie

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• Point out **Your** emotions

• **Others** emotions

• **Their** emotions

• **Tone** of voice

• **Body Language**

• **Facial Expressions**

• Support with visuals

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Label Emotions – Explicit Teaching

You will be amazed how quickly they pick it up if you make a conscious effort to point out emotions.

Then start asking them “How do you think Mrs Larkey feels”

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Journal

• Make a Journal adding more and more events and how they felt

• PLEASE ensure you include Happy, Proud, Excited, Annoyed, Love too

**Do with whole class / family this shares invaluable information*

• **Bonus – Journal (Events, Emotion, Photos too)**

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Download picture
template and instructions
on how to use in the
Bonus Section :
'5 Steps to Teach
Feelings'



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teaching with a heart

Where in your body do you
feel emotion?

- Use books/movies/tv shows to help
recall emotions.

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Identified the emotions
NEXT 'what to do' strategies

1. Emotion
2. Event that makes me feel this way
3. What to do

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Never in the history of
Calming down has anyone ever
Calmed down by being told to
Calm down!

Dr Tony Attwood -Tools

- Physical
- Relaxation
- Social
- Thinking
- Special Interest
- Sensory
- Medication /Others

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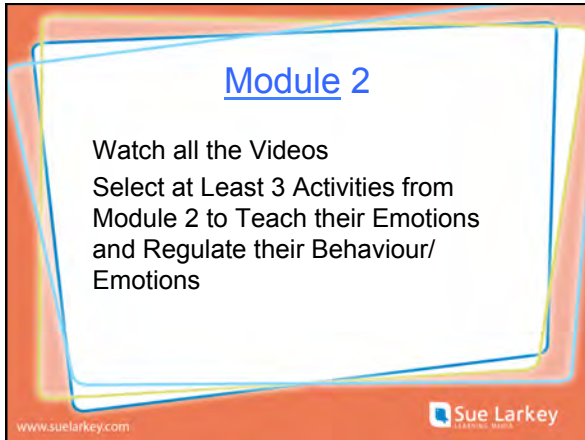
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LEARNING WORLD

How are the kids you know self regulating?

- What currently doing
- What strategies/skills need to be taught

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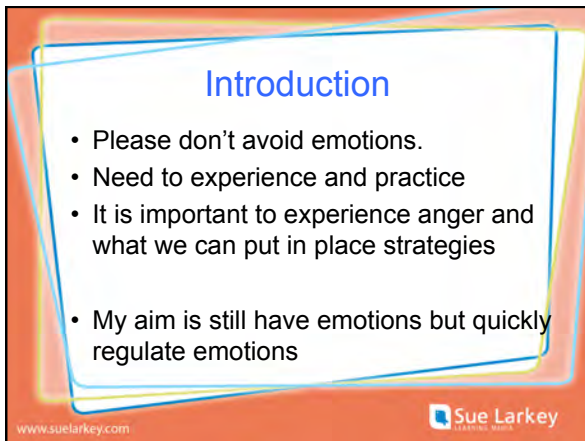
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LEARNING WORLD

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Module 2

Watch all the Videos
Select at Least 3 Activities from
Module 2 to Teach their Emotions
and Regulate their Behaviour/
Emotions

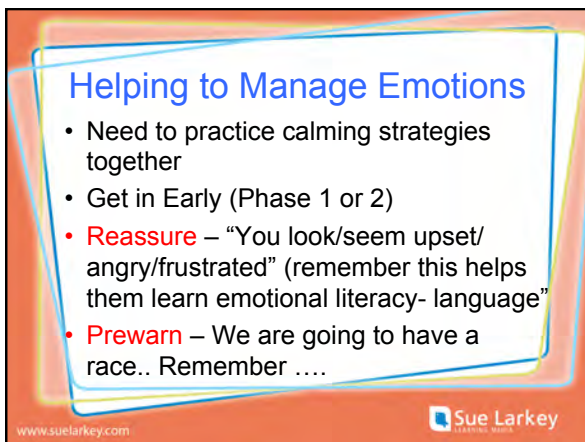
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Introduction

- Please don't avoid emotions.
- Need to experience and practice
- It is important to experience anger and what we can put in place strategies
- My aim is still have emotions but quickly regulate emotions

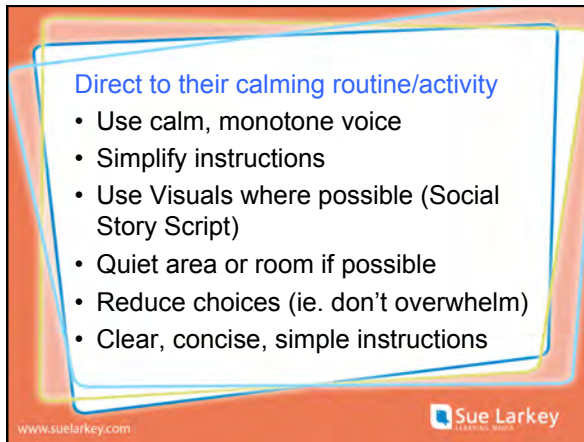
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Helping to Manage Emotions

- Need to practice calming strategies together
- Get in Early (Phase 1 or 2)
- **Reassure** – “You look/seem upset/angry/frustrated” (remember this helps them learn emotional literacy- language”
- **Prewarn** – We are going to have a race.. Remember

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Direct to their calming routine/activity

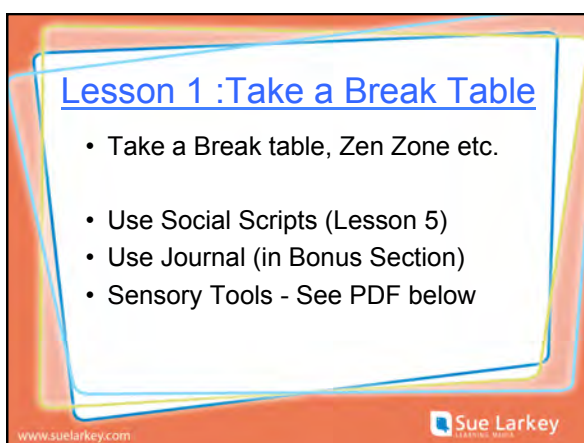
- Use calm, monotone voice
- Simplify instructions
- Use Visuals where possible (Social Story Script)
- Quiet area or room if possible
- Reduce choices (ie. don't overwhelm)
- Clear, concise, simple instructions

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Reward for using new strategies & regulating emotions!!

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Lesson 1 :Take a Break Table

- Take a Break table, Zen Zone etc.
- Use Social Scripts (Lesson 5)
- Use Journal (in Bonus Section)
- Sensory Tools - See PDF below

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Lesson 2: Wheel of Calm

- Include individual strategies that help the student calm
- Or include Problems / solutions

Extra Tip: Make Wheels for other things like "Focus" "What to do"

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Lesson 3: How can I feel Happy/Calm Again

- Make little books with laminate & velcro

Extra Tip : Use photos of them doing activities that make them happy and calm

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Lesson 4: Stop/ Think / Do

- Write them down and keep them so you can refer back to

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Lesson 5: Social Scripts/
Stories

"Improvement in behaviour doesn't come from the social script. It comes from improved understanding of events and social situations"

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Lesson 6: Games /Activities to
Practice Emotions

- Use the cards to make up your own games – Bingo, Snap, etc.
- Remember use the child's language when you make your own cards

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- Make into cards and match to how to be calm/happy again
- Or turn over card with what to do
- Practice, Practice, Practice

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Lesson 7: Video Modeling/ Role Play

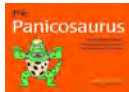
- Make little videos of them or people they know
- Model Events and HOW to fix emotions up
- Use the cards in Lesson 6

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Lesson 8: Using Books to Talk about Emotions

- Use books and movies to talk about emotions



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Lesson 9: Take a Break Cards

Remember "Help the child feel like they are part of the solution"

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Lesson 13: Emotion Game

- I Love Trains
- I Love BBQ Shapes
- I have _____ for dinner
- I am going to the _____
- Includes Emotions, Body Language, Sarcasm etc.
- Use Photos from Poster Activity or Emojis to create emotion cards
- Use Cards from Bonus section "Emotional Regulation Task Cards"

Lesson 14: Physical Breaks

- ✓ Hopping in the Hallways
- ✓ Circuits
- ✓ Beanbag Targets
- ✓ Jumping Jacks
- ✓ 1-2-3 repeat!
- ✓ Make up your own activities
- ✓ Singing whilst doing activity
- ✓ ODD kids need variety
- ✓ Might need to Time Break Or make task have start and end



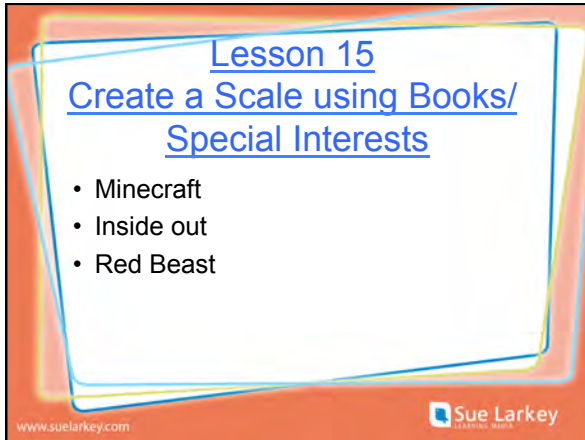
Remember

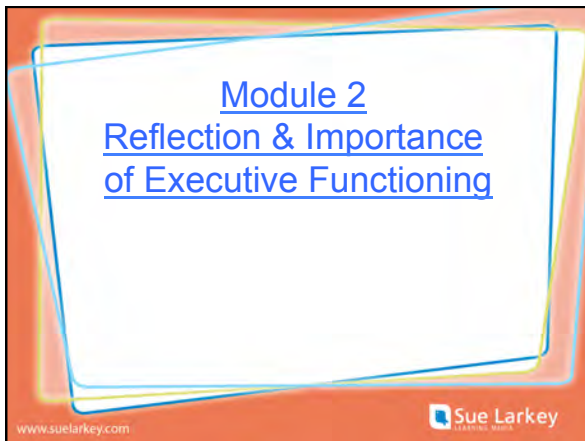
- ✓ Use Timers
- ✓ Tell them what they are doing AFTER Physical Break

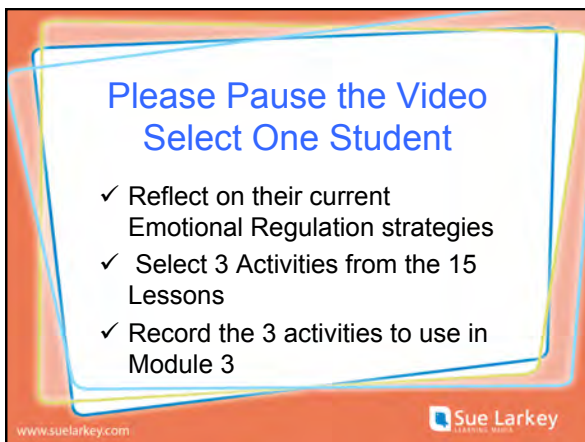


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Sue Larkey
teaching made

A presentation slide with a red background and a white central box. The box has a blue border and contains the title 'Lesson 15' and 'Create a Scale using Books/ Special Interests' in blue text. Below the title is a bulleted list of three items: 'Minecraft', 'Inside out', and 'Red Beast'. At the bottom left of the slide is the URL 'www.suelarkey.com' and at the bottom right is the 'Sue Larkey' logo with the tagline 'LEARNING MADE EASY'.

A presentation slide with a red background and a white central box. The box has a blue border and contains the title 'Module 2' and 'Reflection & Importance of Executive Functioning' in blue text. At the bottom left of the slide is the URL 'www.suelarkey.com' and at the bottom right is the 'Sue Larkey' logo with the tagline 'LEARNING MADE EASY'.

A presentation slide with a red background and a white central box. The box has a blue border and contains the title 'Please Pause the Video' and 'Select One Student' in blue text. Below the title is a bulleted list of three items: 'Reflect on their current Emotional Regulation strategies', 'Select 3 Activities from the 15 Lessons', and 'Record the 3 activities to use in Module 3'. At the bottom left of the slide is the URL 'www.suelarkey.com' and at the bottom right is the 'Sue Larkey' logo with the tagline 'LEARNING MADE EASY'.

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).

Impulse 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

Ability to keep track of information and things. Organisational issues are constantly losing or misplacing things.

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 change 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.



This is just a visual, it doesn't depict places in the brain for executive functioning

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 timer, 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.

Routines

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

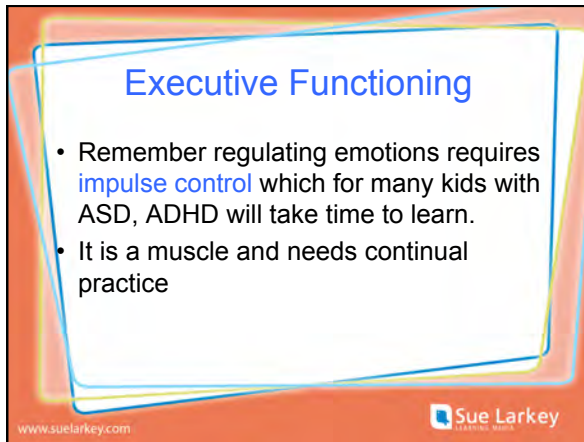
Reduce clutter by having containers, drawers, extra shelving. Ensure labelled so return to correct place.

Time management

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

Social Scripts

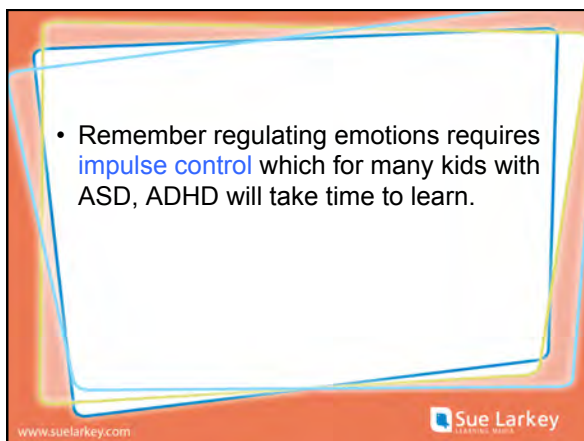
Give clear descriptions of what is going to change and what they need to do.



Executive Functioning

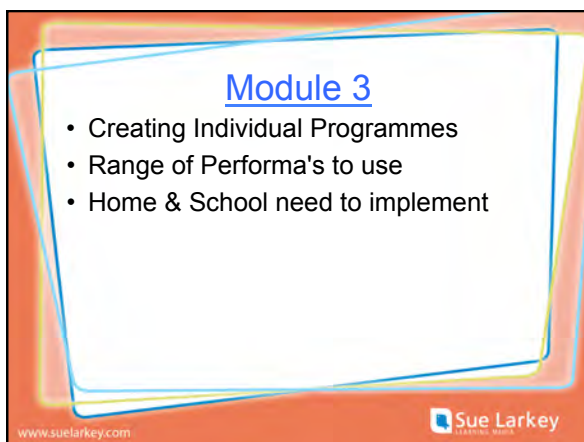
- Remember regulating emotions requires **impulse control** which for many kids with ASD, ADHD will take time to learn.
- It is a muscle and needs continual practice

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- Remember regulating emotions requires **impulse control** which for many kids with ASD, ADHD will take time to learn.

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Module 3

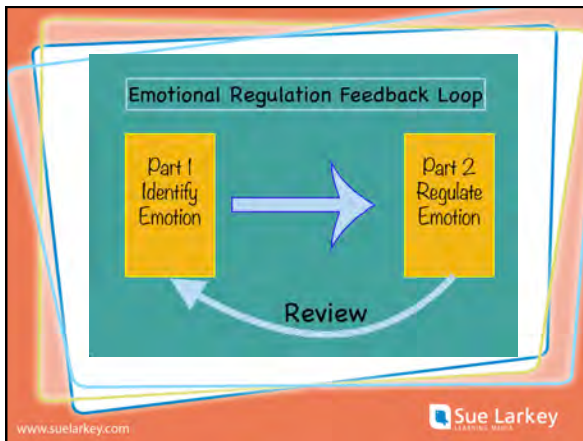
- Creating Individual Programmes
- Range of Performa's to use
- Home & School need to implement

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4 Steps to Success

- Step 1: Introduce it
- Step 2: Notice it
- Step 3: Model it
- Step 4: Practice it

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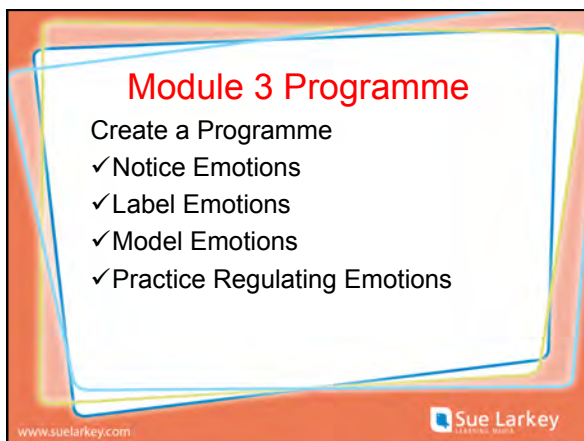
Review

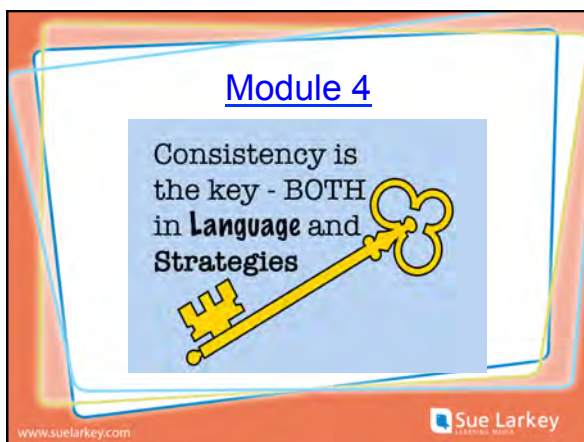
- Plan B
- What else can you do?
- Check "How do you feel now?"
- Use Journal to record emotion – strategy- Plan A & Plan B

Feedback Loop very important

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Evaluations & Certificates

- Evaluation
- NES/ATQI 🙋 Check website for current information

Certificates will be emailed as soon as complete this section

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Podcast Episodes

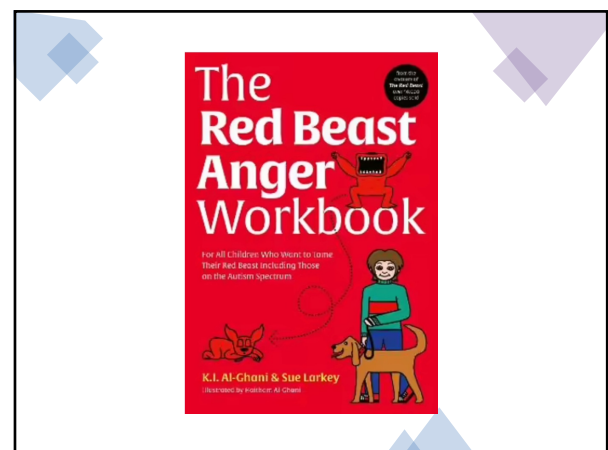


On all Platforms

- Episode 148 - Open Plan Classrooms
- Episode 166- How to Create a Calm Area
- Episode 192- How to Use Video Modelling
- Episode 70 – Understanding Meltdowns with Dr Jed Baker

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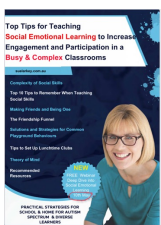


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Download the E-book



& Listen to Podcast 198



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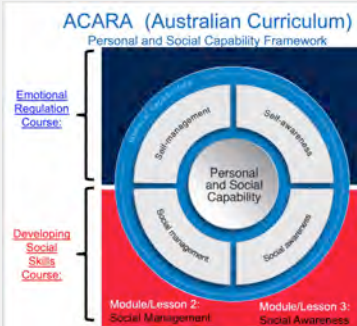
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SOCIAL EMOTIONAL LEARNING COURSES	Emotional Regulation (Self Management & Self Awareness) 	Social Skills (Social Management & Social Awareness) 	Social Emotional Learning Bundle Both Courses: Emotional Regulation & Social Skills  + 
FREE Webinar & E-Book	How Educators can Proactively Manage Challenging Behaviour to Create Calm Classrooms	How to Teach Social Emotional Learning for Neurodiverse Students in a Busy, Complex Classrooms.	
In this 40min online course you will learn:	✓ Key Strategies to increase Engagement and Participation. ✓ Increased Understanding of how Children/Students with ASD Learn.	✓ What to Teach, How to Teach, When to Teach ✓ Key Idea that Sue wishes she knew 20 years ago ✓ 4 Teaching Key Methods ✓ Time Savers, Easy to Implement	2/3 of Students have Improved Learning Outcomes with the Addition of a Social Emotional Learning Program.
Available Online**	✓	✓	(source: CASEL.org 2023)
Online Course	Emotional Regulation in Students with Autism Spectrum Disorder and/or Other Neurodiverse Disorders	Developing Social Skill for Children with Diverse Learning Needs with Sue Larkey	✓ Courses Compliment Each Other ✓ There is no overlap of content
In this course you will learn:	✓ Introduction: understanding diverse learners, 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	✓ What, How, & When to teach Social Skills ✓ Myths and Misunderstanding. ✓ How to make and keep friends. ✓ Impact of Executive Functioning. ✓ 4 Steps to Create Social Skills Program. ✓ Lived Experience of Social Learning. ✓ Creating Inclusive Playgrounds. ✓ How to write the Three Types of Social Scripts	BOTH COURSE 
Accreditation†	✓ 3hr	✓ 3hr	✓ 6hr
Available online here	✓	✓	✓
6 Weeks to complete	✓	✓	12 Weeks ✓
Ages and Stages	Primary	Primary	
For Primary School Children	✓	✓	



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

To register, or for more information go online to elearning.suelarkey.com.au or email Geoff: support@suelarkey.com.au

†NESA& TQI : check [my website](#) for most recent update

FOUNDATION COURSES			
FREE Webinar	Increasing Engagement and Participation	What is ASD and how to use this knowledge to succeed.	Strategies to teach children who learn and engage differently in Early Childhood.
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

To register, or for more information go online to elearning.suelarkey.com.au or email Geoff: support@suelarkey.com.au

†NESA: check suelarkey.com.au for most recent update