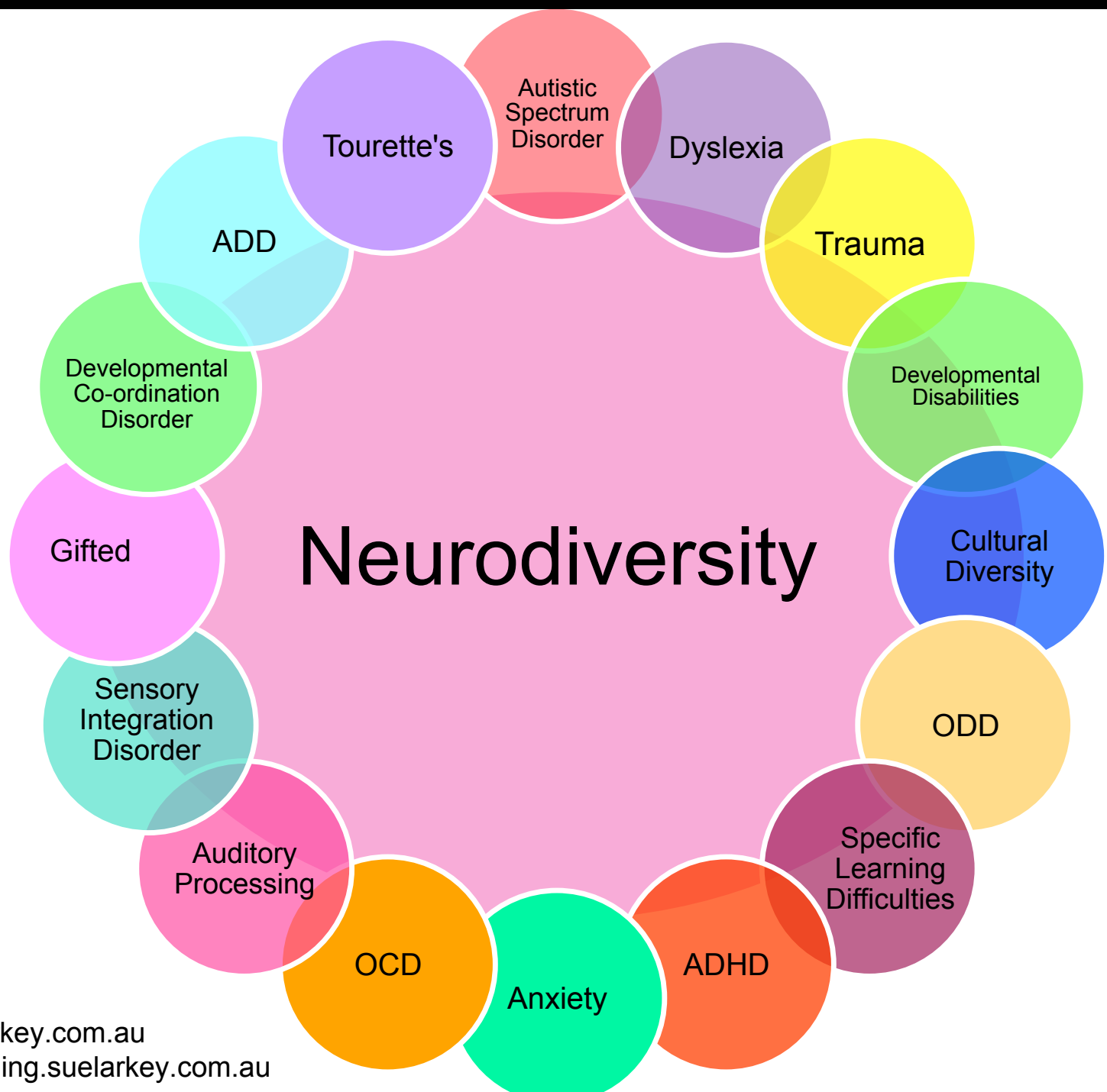


# Developing Early Childhood Approaches for Children with Additional Needs

Presented by Sue Larkey



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



# Neurodiversity

Tourette's

Autistic  
Spectrum  
Disorder

Dyslexia

Trauma

Developmental  
Disabilities

Cultural  
Diversity

ODD

Specific  
Learning  
Difficulties

ADHD

Anxiety

OCD

Auditory  
Processing

Sensory  
Integration  
Disorder

Gifted

Developmental  
Co-ordination  
Disorder

ADD

**The Early Years Course:**  
*Developing Early Childhood Approaches for Children with Additional Needs*

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**Lesson/Module 1**

- How to adapt activities to meet all children's learning needs
- 5 Ways to Make Learning Fun
- Embrace Difference to Make a Difference

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**Please Note**

Different Countries, States and Places use different terms for Early Childhood Settings & Educators.

- **Settings** may include Preschool, Kindergarten, Kindy, Day Care, Nursery School etc
- **Educators** may include Carers, Teachers, Support Staff etc
- **Age of Children** also vary, this Webinar is aimed at children before they start school or first years of school.

*Having worked in a range of places I use a range of terms.*

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**Mat Time Strategies**

Suggested Strategies to try

- ✓ Opportunities to move
- ✓ Know where to go when needs space
- ✓ Come to mat last
- ✓ Pre-warn about questions/activities/ answers

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**Mat Time Strategies**

Suggested Strategies to try

- ✓ Give a Job – turn on music, turn the pages of book
- ✓ Other Children Sit in chairs next to child in wheel chair

Take a Moment to Reflect

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**Cutting - Strategies**

- ✓ Gross Motor/ Core
- ✓ What Scissors?
- ✓ What to Cut?
- ✓ Use Interests
- ✓ Short Activities / Last Step
- ✓ Multi sensory – Check like texture

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How can you get a child to try something new?

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**Separation Anxiety**  
Transition between Activities/Places

- ✓ Pre-warning
- ✓ Routines (less problem solving)
- ✓ Visual
- ✓ Timer

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**Separation Anxiety**  
Transition between Activities/Places

- ✓ Have Routine 2 Activities they love
- ✓ Parent/Carer leave them engaged in something the child loves
- ✓ Routine contact Parents/Carers to reassure child has settled etc
- ✓ Sensory Tools

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- What supports can you put in place?
- What adjustments strategies can you give the child to increase engagement and participation?

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**5 Ideas to Try to Ensure Learning is FUN**

1. Choose the Time of Day when your child is most happy and relaxed to focus on activities.

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2. **STOP** the activity while the child is still having fun, **before the child has had enough.**

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3 Make the Activities Quick and fun and move onto another quick and fun activity.

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### Suggested Strategies to Make Learning Activities Quick & Fun

- ✓ Use a work box prepared with quick activities on hand
- ✓ i.e: Train - Puzzle, Threading, Cutting, Counting
- ✓ Last 2 pieces, Last part of colouring
- ✓ Remember some children want to repeat activities

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### 4. Quick Activity/ Activities = Quick Reward

\*Avoid giving a long time on preferred activities as hard to re-engage

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### 5. Add on one more part each time, slowly extending

- Reminder think BIG picture
- 1 minute a day/week

Set the Child up to Succeed

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### What I wish I had known 30 years ago

- ✓ Every Child is Different.
- ✓ Not every strategy works for **everybody**
- ✓ Strategies wear out
- ✓ Most Strategies work for 1 in 10 children

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“Embrace Difference to Make a Difference”

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**Personal Reflection**  
**3 Things to Try**

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**Module / Lesson 2**

- Learning Style
- Talking to Families/Carers about Diagnosis
- Stages of Grief
- Different Ways of Teaching

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**Learning Style**

**Rigid**

- Help child with Problem Solving
- Encourage to do activities in different ways or with different equipment
- Reassure ok

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**Learning Style**

**Concrete /Literal**

- Be Careful with language
- Words like “No” “Could” “Would” “Can” can confuse

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**Learning Style**

**Generalise Skills/ Transfer Skills**

- Between Home/ Early Childhood Setting
- Ensure can do activities across a range of environments
- Inside, Outside, Different People

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**Youtube Clip on Tying Shoes**

<https://www.youtube.com/watch?v=o4q2vKlvuXM>



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### Learning Style

#### Resistant to Try Activities

- Put in place a range of supports in place to help the child engage
- De-sensitization
- Pre-warning

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### Learning Style

#### Working Memory/ Executive Functions (Following Instructions)

- Limit Instructions
- Structures in place

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### Learning Style

#### Motivated Differently

- Careful with language/motivation that require social awareness
- Make Learning Fun (re Module 1)

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### Learning Style

#### Don't Follow the Same Developmental Pattern

- Engage and Learn Differently so often have 'gaps' in learning
- Might need to check "Has the child learnt all the phases"
- Be a detective and check have all the steps

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### Gather information from Parents/Carers

- OT (Occupational Therapist)
- Speech Therapist
- Psychologist (*Consider Developmental Age versus Chronological Age*)
- Pediatrician

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### What if have NO reports? How do you start the conversation?

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**Stages of Grief**

1. SHOCK & DENIAL, PAIN & GUILT
2. ANGER & BARGAINING
3. "DEPRESSION", REFLECTION, LONELINESS
4. THE UPWARD TURN
5. RECONSTRUCTION & WORKING THROUGH
6. ACCEPTANCE & HOPE

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**Stages of Grief**

1: Denial (can include Shock, Guilt)

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**Be an Advocate  
for the child you  
know!**

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***Early  
Acceptance  
is the KEY***

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"I was hoping we get some guidance on how \_\_\_\_\_ learns ....."

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**Stages of Grief**

2. ANGER & BARGAINING
3. "DEPRESSION", REFLECTION, ISOLATE THEMSELVES, LONELINESS
4. THE UPWARD TURN
5. RECONSTRUCTION & WORKING THROUGH
6. ACCEPTANCE & HOPE

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## Different Ways of Teaching

Using a Combination of these different types of teaching each day will provide multitude of learning opportunities

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## Direct Teaching:

- This is a highly structured approach that initially takes place at a table in an environment where distractions have been minimised; e.g. cutting in last lesson
- As the child's attention to task and concentration span develop **move to other environments.**

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## Engineered Situations

These are situations that you deliberately set-up  
e.g. BBQ Shapes – teach to ask for help or cutting with scissors  
**“How can I use an everyday situation to build a skill?”**

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## Incidental Teaching

- Follow the child's lead; respond as situations occur during the day:  
e.g. Swing
- Name objects as you use them e.g. “scissors”,

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## Activity Based Instruction

Using everyday activities to teach

- Play
- Music / Singing
- Games
- Cooking
- Craft
- Reading

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## Example

### Sensory Processing Disorder Sensitive to Touch

- **Direct** - Brushing Programme
- **Engineered** - Bath Time
- **Incidental** – Finding ways to introduce touch
- **Activity** – Dress ups, Puppets, Songs

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**Example**  
**Teaching Colours/Number etc**

- **Direct** – Puzzle
- **Engineered** – Food, Select T-Shirt
- **Incidental** – Walk point out numbers on letter box, 123 on Swing, Coloured Hats
- **Activity** – Songs have colour & number

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**YOUR Turn**

**Goal:**

- Direct –
- Engineered –
- Incidental –
- Activities –

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**Personal Reflection**  
**3 Things to Try**

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**Module/ Lesson 3**  
**Part A**

- Communication
- How to help children develop communication (verbal & non verbal)

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**COMMUNICATION**

- Giving a child a means of successfully communicating needs, requests and comments is a key aim of a communication program.
- NON Verbal .....Verbal
- Facilitated Communication (ipad)

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**Communication Specific Strategies**

- ✓ Create additional opportunities to encourage communication (temptations)
- ✓ **Accept, encourage and reinforce all communication attempts**
- ✓ Encourage the child to imitate verbally & non verbally
- ✓ Model correct format

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### Range of Communication

- PECS
- Sign Language/Gesture
- Photos
- Objects
- Environment
- Device / ipad etc

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### Communication Temptations!

- Give them a **REASON** to communicate

Use Sensory



Push...Where?  
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Help/Open



Marble works...put in bottle

More, 1/2/3



Morning/Afternoon Tea

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### Remember Teach Children to 'Request'


- Tap, Tap & Wait
- Tap on Arm & Point
- Lots of Opportunities

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### Remember Teach Children to Ask for 'Help'

- Create Lots of Opportunities
- Please note some people use different signs for help. This is another
- Key is everyone uses same one /Consistency




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### Push/Pull Back Toys



- Where?
- Under the table, Under the Chair
- Encourage to watch
- 1,2,3....."Go" (Wait for attempt)

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### Marble Works


- Use Container with Marble inside- encourage request 'help'



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## PECS

- Remember to check the child is actually looking at pictures
- Ensure they can make a choice

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## Find something that engages


eg: BUBBLES

What COMMUNICATION can you teach with bubbles?

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## REMEMBER Communication is more than words!


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## What can we teach with Bubbles


- ✓ Attention
- ✓ Tracking
- ✓ Focus
- ✓ Extend Attention
- ✓ Finish ....Pack Away... Put away
- ✓ Joint Attention.. My Turn, Your Turn
- ✓ Blowing to build Muscles
- ✓ Listen to instructions

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## What can we teach with Bubbles

- ✓ Copy – Imitation
- ✓ Problem Solving.....How to blow, open bubbles,
- ✓ Focus .. Tracking & looking
- ✓ Turn Taking (social skills)
- ✓ Anticipation (cause/effect)..blow get bubbles
- ✓ WORDS!! Bubble, pop, look, all gone, up, down, more, 123 etc


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## Your Turn

- Select a toy or activity the child loves. How can you use?  
ie Pull back train, Spinning Top, Marble Works

**Write down what you could teach the child using activity**

**\*\* Use the worksheet in your handout to help do this task**

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## DEVELOPING COMMUNICATION TEMPLATE

**Step 1:** Select a toy or activity the child loves.

**Step 2:** How can you use to teach Communication?

*Eg Pull back train, Spinning Top, Marble Works, Song, Book, Swing etc*

*Write down what /how you could teach the child using the activity*

<b><i>Goal/Ideas</i></b>	<b><i>How you will Teach/Encourage</i></b>
Request	
Help	
Pointing	
Attention	
Task Completion	
Joint Attention	
Tracking	
Turn Taking	
Anticipation	
Focus	
Listening	
Other	
Words (select at least 4 words)	



### Module 3/ Lesson 3 Communication Part B

- Your Communication with children
- Using Visuals
- Key Words Signs

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### Communication Specific Strategies

- Support verbal information with visual cues and contextual cues
- Provide instructions simply, one step at a time
- Use short / simple verbal instructions
- WAIT - give time to process
- Tell what to do ( not what not to do)

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### Jack Under Table

\*\* Not having Meltdown

### Write Down

What can you say to Jack to get him sitting doing the Thomas puzzle?

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### How did you go?

- Say name at start of sentence
- Monotone Voice
- Tell What to Do
- Use Environment as Visual Cue
- Clear & Concise

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### I am a GPS

- ✓ Need to build a relationship
- ✓ Need to input data
- ✓ Once gone to location a few times **NOT REQUIRED!**

Highlights Key information

Pre-Warn

Visual Instructions

Time

Can Select - Volume - Voice - **HELP!**

When make a mistake - Calmly redirects

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### Why Use Visuals ?

- A Symbol or Picture remains constant long after word or sign has disappeared
- Refer back to visual (Reduce Anxiety)
- Sensory Processing
- Object Permanence
- Hearing verses Processing & Understanding

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# Being a Supportive Communication Partner

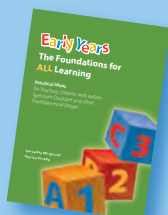
Communicating with young children who are Neurodiverse:

- Use the child's name first. Then pause before saying the rest of what you want to say. This will allow the child time to focus his attention on what you are saying.
- Use clear, precise language. Say exactly what you mean. Children with autism spectrum disorder do not infer meaning.
- Use positive language that tells the child what he can do.
- Allow the child time to process (think) and respond. Allow the child plenty of time to process your instruction. If he doesn't respond (you may need to wait a minute or more), repeat but do not rephrase the instruction.
- Be dramatic so that the child's attention is more likely to be drawn to you. He/she is also more likely to be able to interpret your body language if you exaggerate.
- Use one word more than the child is using.
- Sing and/or chant – as well as tapping different neural pathways to speech singing and chanting calms the child as well as helping him self-regulate his behaviour.
- Lower your voice or use a monotone – children with autism spectrum disorder may have auditory sensitivities particularly high frequency sounds.
- Do not insist that the child looks at you. Adults with autism spectrum disorder report that it actually hurts to have to make eye contact; that they can't look and listen at the same time.
- Use visual communication strategies as well as speech. The visual symbol is a constant whereas speech is transitory.
- Use visual sequences for daily routine; child's work schedule; any change that is going to happen.
- Use specific praise, e.g. "Good putting" rather than "Good work" or "Good boy." The latter comments do not tell the child what it is that he is doing that you like.
- Avoid sarcasm. Children with autism spectrum disorder are literal – they may start hopping if you tell them to hop along to the bath!
- Choose the time of day when your child is most happy and relaxed to focus on language activities.

## RECOMMENDED RESOURCES

### The Early Years: Foundations for All Learning

By Sue Larkey and  
Gay von Ess



### Practical Communication Programmes

By Jo Adkins  
and Sue Larkey



### Pics for PECS

CD contains over  
2000 icons



### What are visual techniques

- Objects / remnants
- Compic, Boardmarker, Line Drawings
- Photographs
- Gesture
- Signing (Signed English)
- Written Word
- Classroom Structure (Playground)

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### Front Runner Fabric

Just Google to find a supplier  
Recommend the black

Velcro Attaches to Fabric

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FINISH

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 I want	 bubbles	 chips	 hug
 computer	 sleep	 outside	 swing

Picture Exchange Communication System- PECS

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played  
throw the ball  
ran  
climbed

Reading  
Writing  
Computer  
Recess

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www.sue... (www.extremus.net) Larkey

# EXAMPLE OF HOW TO WRITE A SOCIAL SCRIPT



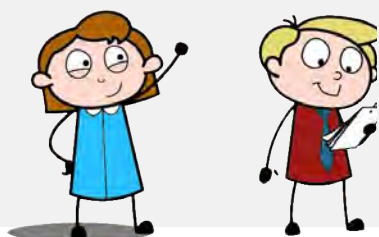
My name is ... If I don't know what to do I can ask for help.

**TITLE:** Introduces the topic/ scenario

Sometimes I need to ask the teacher for help.

It's okay to ask for help when I don't know what to do.

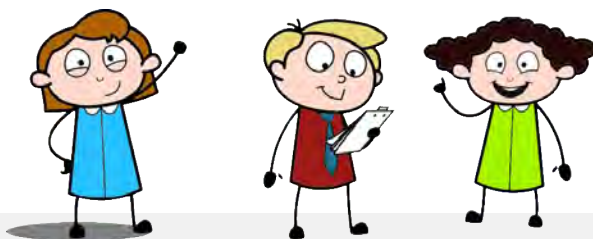
**PERSPECTIVE SENTENCE:** Makes the script personal for the child and more specific to them. It appeals to their literalness.



I put my hand up to attract the teacher's attention.

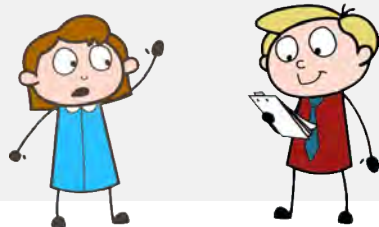
I look towards the teacher.

**COACHING SENTENCE:** Keeps it positive and tells the child what to do.



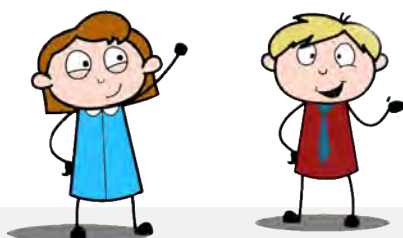
Sometimes the teacher is busy with someone else, that is okay I can wait for help.

**ALTERNATIVE SCENARIO:** Include likely scenarios to avoid anxiety.



When the teacher has finished with the other student I can call out in a medium voice, "Excuse me."

**DESCRIPTIVE SENTENCE:** Teaches the social skills necessary in the scenario.



I wait for the teacher to look at me and say my name.

I then ask my question.

Thank You!



When the teacher has answered my question I say, "Thank you."

**CONCLUSION > AFFIRMATION:** Positively reinforces and restates the original purpose with addition information

It is okay to ask the teacher for help if I don't know what to do.

My Name is: .....

**Now**

**Next**

**Later**

.....

.....

.....



### How to use visuals

**Examples include**

- Schedules (Timetable)
- Now, Next, Later (When/Then)
- Comprehension / Instructions
- Worksheets (Visual Learning)
- Social Scripts
- Video Modeling (Role Play)
- Choice Making /Boards

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### How to use visuals

- Print Word (ensure everyone uses same name) (Aim literacy)
- Still use “spoken words”
- Make sure Accessible
- Make Extra Copies
- Consistency
- Persistence

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### Key Word Signs

Finish	Look
Help	Listen
Wait	Different
Stand Up	Same
Sit	
Toilet	Eat
Come	Drink

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### Personal Reflection

#### 3 Things to Try

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### Module 4 / Lesson 4

- Foundations to Learning
- Where to Start
- How To Promote

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### WHERE TO START!

- To develop a programme there are some keys areas to start



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### Where to start

- Can they sit?



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### How to Promote

- Lots of Opportunities throughout the day
- Find a chair that is comfortable
- Do they need table in front of them
- Do they need something in their hands or in their lap
- Feet on floor

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- Check with Occupational Therapist what sensory needs the child has for sitting
- Environment – Check for distractions
- Find something they LOVE (see next slide)
- Use the word “sit” to reinforce the communication
- Quick Activity

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### Don't know what they are motivated by

- Stop, Stand Back and Watch
- What does the child choose to do when left alone?

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### Sensory Tools for Sitting



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*“Behaviour Management is where I choose what the child is doing not them.”*

*“Behaviour happens as child is trying to be good, to calm, focus and self regulate”*

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### Where to start ?

- Can they look?
- Remember avoid teaching looking into eyes. Goal is to track, look, focus, find
- Can they cross over?
- Do they have a 'hand preference'?


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### How to Promote

- ✓ Bubbles
- ✓ Marble Works
- ✓ Pull Back Toys
- ✓ Watching an adult leave
- ✓ Locate own drink bottle
- ✓ Giving Picture to Specific Person
- ✓ Find hidden toy in sensory tub

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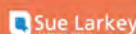
### Where to start ?

Can they imitate or copy? 


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### How to Promote

- Copy Action, "Copy Me"
- Co-Actively do with another adult
- Reverse – Copy them.
- Imitate them, including how they are lying/sitting etc
- Join the children in what they are doing
- Use Video of them, copy themselves

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### Where to start ?

Can they point 


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### How to Promote

- Create lots of opportunities
- Make sure not having to choose between 2 things they love
- Autistic Leading – redirect to pointing
- Home & Preschool

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Can they wait?



**WAIT**

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Write down 5 ways children have to wait

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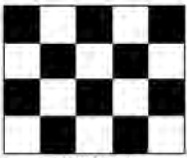
Ways to Promote Waiting

- Sensory
- Visual Schedule (Now, Next, Later)
- Keep waiting short & successful
- Schedule

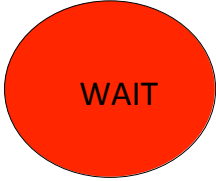
*Remember waiting is a VITAL skill for learning, social and starting school*

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Make your own Key Rings  
Sensory Tool + Visual

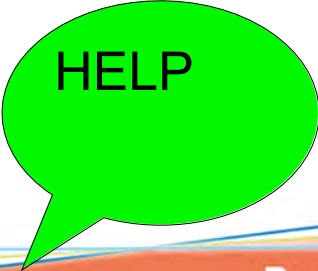


FINISH



WAIT

Can they ask for help?



**HELP**

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Write down 5 ways children ask for help?

What do they do currently?

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### Ways to Promote

Teach a Range of Ways to Ask for Help

- Take another child over to help
- Going to someone else for help
- Putting up your hand
- Lining up
- Help with imitating the word "help" as hard to say

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- Teach to say "Help NAME"
- Teach people's names (Mum, Sue, etc)
- Remember I am a GPS "Jack you need help"
- Communication Temptations – Build up opportunities
- Create lots of opportunities

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### Do they know where to...

Start?

Finish?

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### How to Promote

- Give them the scissors/pencil to start
- You do first step
- Finish – shorten the task
- 5 minute warnings
- Finish Visual with Sensory Tool
- Say Name
- Environment – when moving

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Once learnt the foundation key skills then can start to learn other activities like:

- Pasting
- Cutting
- Painting
- Play dough
- Puzzles etc etc

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### Where to Start: 7 Key Skills

1. Sit
2. Look (Track/Focus)
3. Imitate
4. Point
5. Wait
6. Help
7. Start & Finish



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**Personal Reflection**  
**3 Things to Try**

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**Lesson 5 / Module 5**  
**Play**

- ✓ Importance of Play
- ✓ 6 Stages of Play
- ✓ Why teach play
- ✓ Executive Functioning
- ✓ How to create a play program

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**Play**

- It is through play that young children learn about and make sense of the world.
- They experiment with being mum or dad as they act out what they have observed in daily life, e.g. feeding the baby, going to the shops, being the teacher.
- As these children play they develop their cognitive and motor skills, increase their communication and social ability and above all have fun.

**What does play look like for the children you know?**

- What are they currently doing?
- What are the other children doing?
- What 'stage' of play are they at?

**6 Stages of Play**

1. Unoccupied play
2. Solitary play
3. Onlooker play
4. Parallel play
5. Associative play
6. Social play

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**WHY teach play?**

- Children often can't or don't access

Think of the neurodiverse children you know: **How are they currently engaging in your programme?**

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### Play for Neurodiverse children How do they currently play?

- Sensory Sensitivities
- Need for sameness
- Need for routines
- Obsessional Interests
- Isolated or Solitary
- Limited development of language
- Limited social interaction
- Often seek out an adult to play

### PLAY programmes need to

- Address individual learning style
- Create opportunities
- Help everyone (family, siblings, peers, carers etc)
- Long Term -Independence & Recreation

Is just putting toys out enough?  
Are they accessing all your programme?

### STRUCTURED PLAY AIMS

- Spontaneously occupy time appropriately
- Develop cognitive, social, & language
- Encourage Interactions
- Help Regulate Emotions
- Assist Integration

### What can we learn/teach through play

- Imitation (copy)
- Rules and Related language (My Turn, Label Objects, Colours, Numbers)
- Turn taking
- Wait
- Share
- First
- Next
- Problem Solving
- Recognise Start & Finish
- Choice Making
- Organisation Skills (Pack away, Get something off the shelf)

### What can we learn/teach through play

- Use equipment in variety of ways
- Awareness of others (names etc)
- Joint Attention (look at what you are looking at)
- Listen
- Copy Actions
- Focus attention on objects
- Comment on actions (WOW!)
- Extend Concentration /time activity
- Emotional Regulation (losing game, winning)
- Concepts – colour, shape, number

### Questions to think about

#### Choose one child

- Think through – what are they doing currently?
- Are they joining in?
- What are the skills they need to develop?
- How could you support the child?

### Executive Functioning Video Harvard University

What did you find interesting?

I LOVE the idea of a control tower!

Remember impact of Executive Functioning on Home verses Preschool can be different

### Where to start?

- Start with simple *cause and effect* toys that give lots of feedback for little effort on the child's part.
- Ball races and musical toys are excellent starting points.
- Some children also respond to pop-up toys, though other children are frightened by these due to their unpredictable nature & sensory

### Get their attention

- Be Dramatic
- Add to the richness of the play by making noises, e.g. ball going down (wheee) doll crying (waa), car horn (beep, beep), build tower knock over
- Repetitive Noises & Activities
- Getting child to notice your reactions

### Join the child at play

- Play alongside the child with the same or similar materials. It is important that you are flexible – if your child does not copy you, copy them. (including how sitting, lying)
- Remember that initially you are endeavouring to form a **connection** with your child the actual substance of the play is not important. They may be more interested in you

### Join the child at play

- The child is more likely to attend and respond to you if you are doing something they are interested in rather than playing with something totally different.
- Once you have your child's interest you can make **small changes** in the play and hopefully your child will **imitate you**.

### Comment

- Describe what is happening as you and the child play. "Train going around track... toot toot"
- Initially the comments should be short and help the child focus on his play.
- Model appropriate language for your child as you play together. (My turn, Your Turn or Jacks turn)
- Mirror Activity – to recognise themselves

### Turn Taking

*Take turns* with the child as you play. In addition to being important socially turn taking is critical for the development of appropriate communication.

### Where to start with turn taking

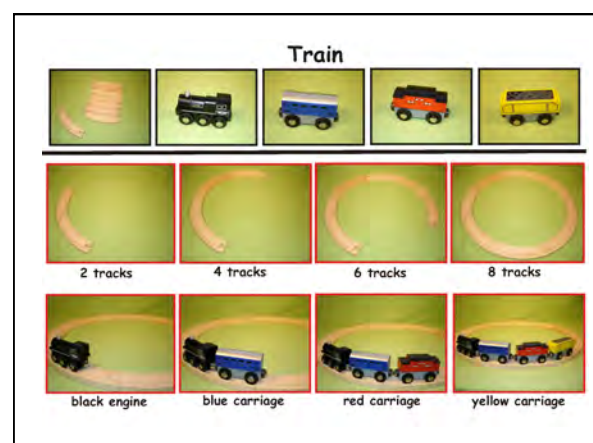
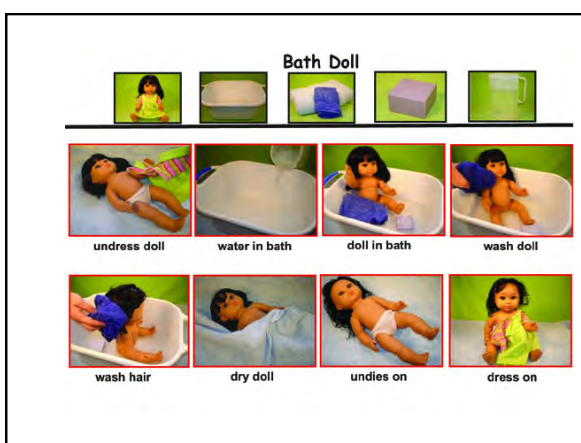
- Turn taking can be promoted initially with toys like rolling a ball where turns are short and the child has something to watch even when it is not their turn.
- Pushing the toy towards your child when it is their turn, and pulling it over to yourself when it is your turn, helps to make it clearer to the child whose turn it is.

### Where to start with turn taking

- Turn taking cards are useful visual supports for many children.
- There should be a card with their photo on for each person playing.
- The appropriate card is given to the person's whose turn it is or stuck with a piece of blu-tak/velcro on the train etc.

### Visual Supports for Play

- To help children who are unable to play instinctively make photographic play sequence books; e.g. bus, doll on bus, drive bus.
- Most children love to 'read' books that feature their own toys and a book provides the child with a permanent record of the play activity.
- Video Playing (ie video modeling)



### Play Ideas

- Start with simple one step ideas
- Present play in a simple, structured way so that the young child is able to explore and find meaning in play.
- Once the child has mastered one step in the play activities teach them another related one and then another.
- Change the order in which you do the steps so that you model and encourage flexibility in play at all times.
- Being flexible in play will make it easier for your child to interact successfully with his peers in play situations.
  
- Remember to use simple language to comment on what is happening as you and your child play.

### Doll or Teddy Play

- Kiss.
- Brush hair.
- Give a drink.
- Feed with a spoon.
- Put to bed (cut down cardboard box).
- Cover with tea-towel 'sheet'.
- Pretend to bath (plastic container), then dry with face washer.
- Shampoo hair.
- Put hat on.

### Sand Play

- Feel sand with hands and feet
- Dig holes
- Put sand into a bucket – hands or spade
- Pat sand down with hands and/or spade
- Make sand castles. Decorate with twigs and leaves
- Make roads by pulling spade through sand. Drive cars or trucks on the roads

### Farm Play

- Make animal noises.
- Make fences. Put animals in paddocks.
- Feed horse grass.
- Give animals a drink. Use a milk bottle top for drinking trough.
- Put person on horse. Make horse trot, gallop.
- Put trailer behind tractor. Put animals in trailer.
- \*\* Remember Take Photos, Videos

### Play Script

#### Sequence of action:

- Farmer comes with food in wheelbarrow.
- Farmer walks to hens and throws food to them, says: "Are you hungry?" "Any eggs today?" "Good-bye" Hens say: "Cluck, cluck, cluck."
- Farmer walks to cows and says, "Are you hungry?" Gives cow hay. Farmer sits down and starts to milk cows. "Here comes the milk."
- Farmer goes to horses says: "Hello", "How are you?" Farmer pats horses. Horses say "Neigh." Farmer gets on horse and goes for a ride.

#### Mishaps:

- Milk is spilt.
- Farmer drops the eggs.
- Farmer falls off the horse.

#### Props

- Duplo base
- Duplo Farmer
- Wheelbarrow
- Horses
- Hens



**Discard your inhibitions  
when you play with  
children and have fun!**

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If you have children who already play, take turns etc then I would go back to the list "What can you teach through play" and use this to build more skills – Communication, Conversational Skills, Emotional Regulation., Problem Solving

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**Personal Reflection  
3 Things to Try**

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**Module 6 / Lesson 6**

- ✓ Why Sensory
- ✓ What is Sensory Processing Disorder or Sensory Issues
- ✓ Why Sensory Programmes?
- ✓ How to create a Sensory programme
- ✓ What are Sensory Meltdowns

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**Why Sensory ?**

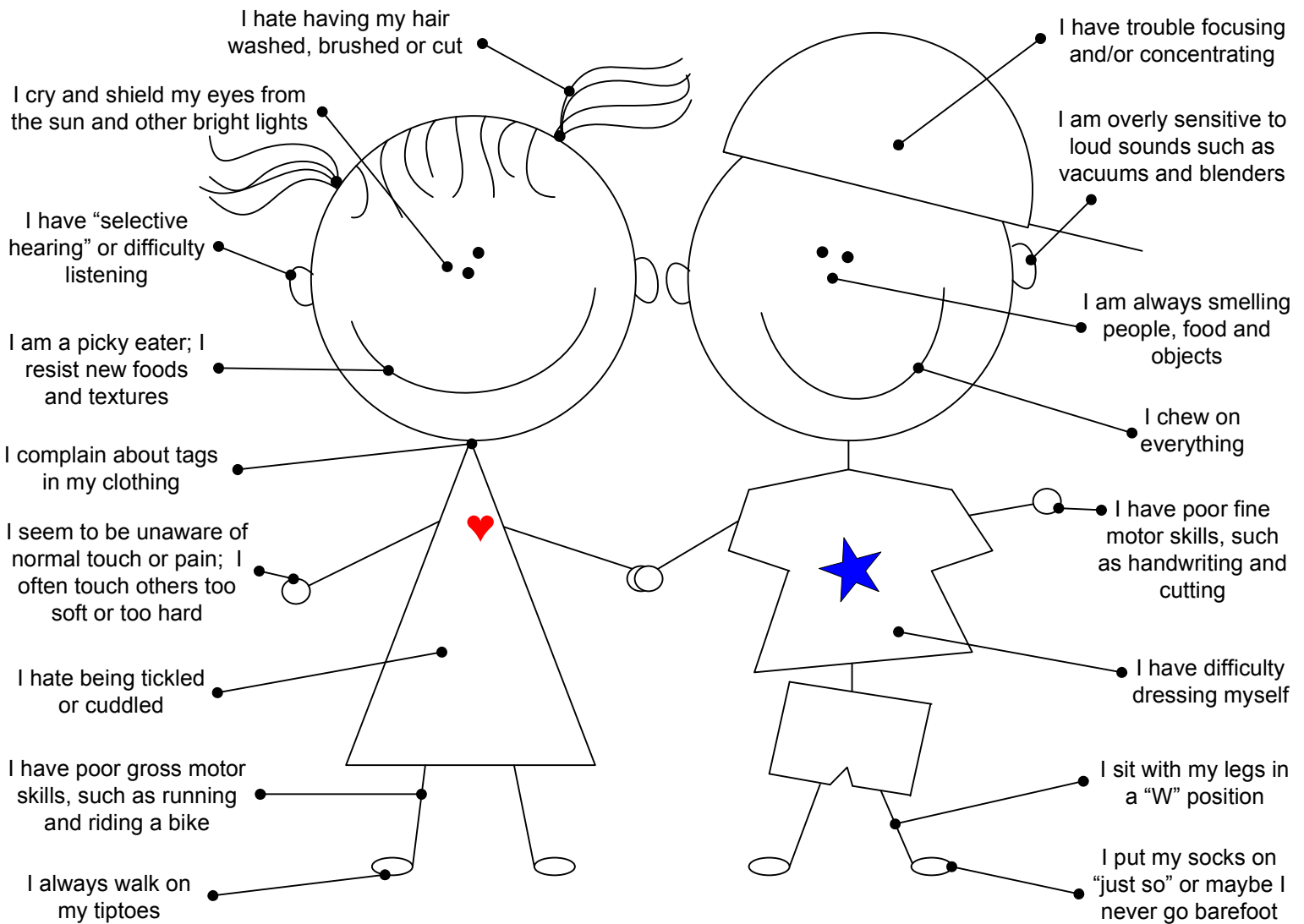
- Many children have an inability to integrate sensory information (ASD, SPD, ADHD, ADD Trauma)
- **More you do in Early Childhood the Better!**
- Parents observe sensory issues from young age

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Sometimes you need to be a detective to recognise sensory difficulties as the underlying cause of a problem.

If possible see an **Occupational Therapist** as they are great at assessing the child's sensory processing & guiding supports children require.

# DO YOU KNOW ME?



## I'm a Sensational Kid!

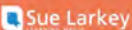
I mean, I have **Sensory Processing Disorder**. That just means that my brain can't process sensory information the right way. When my brain gets information through any of my senses — sight, smell, hearing, taste, touch, vestibular or proprioception — it doesn't always know what to do with that information and I become very disorganized and confused. Sometimes I overreact to this sensory input and sometimes I don't react enough. This makes it *really* hard for me to function at school, in public and even at home! I might have trouble learning or making friends. I might be really shy and withdraw from everyone, even my own mom! I might have trouble coping and have a lot of tantrums and meltdowns. I might be afraid of a lot of activities that kids usually enjoy. It's super tough.

So, *Do You Know Me?* Or maybe someone like me? Well, there are lots of things you can do to help me. Being patient and understanding is a great place to start! But then you need to talk to my doctor or an Occupational Therapist and they can help you to help me feel better, learn better, behave better and *get better!*

Oh, yeah! I really *am* sensational, by the way!


### What are Sensory Issues?

- Individual
- Over / Under Reactions
  - Touch
  - Taste
  - Smell
  - Looking
  - Sound
  - Movement

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### It can also look like

- Hyperactivity – they can't sit still during the day or get to sleep at night, or calm themselves down.
- Fear of crowds – crowded areas bothers them to the point of frequent public meltdowns.
- Poor fine or gross motor skills – they have difficulty with handwriting or kicking a ball.
- Excessive risk taking – they may be unaware of touch or pain or heights or danger.


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### It can also look like

- Avoidance of sensory stimulation – they won't put their hands in anything messy such as glue, clay or mud. They only wear certain clothes.
- Trouble with balance – they may be accident-prone or fall more often than others and have a preference for sedentary activities.
- Easily distracted – particularly by noise, movement, and touch.


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- Ask Parents/Carers to fill in form too
- Sometimes families/parents/carers are unaware of sensory, as home is quiet, the child avoids, adapted to child's needs etc

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### Why Sensory Programmes?

- Increase Learning Outcomes
- Coping Strategies /Reduce Sensory Meltdowns
- Long Term Outcomes (More under 8 years of age the better)
- Remember other children naturally explore the environment and “desensitize”

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### HOW ?

- Step 1: Assess
- Step 2: Select Specific Activities
- Step 3: General Activities
- Step 4: Implement
- Step 5: Evaluate
- Step 6: Reassess

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### Specific Activity -Touch

**Aim(s)**

- Touch a range of textures
- Tolerate touch from other people
- Expand experience of textures
- Indicate appropriately their preferences for textures

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### Communication/Language

- All Body Parts
- Texture Words – rough, soft, hard, scratchy,
- Temperature- hot, cold
- Yuk, Finish, More, Ouch
- \*\* No, No Thank you

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### FUN Activities for touch

- ✓ Sensory Tubs (rice, rice bubbles)
- ✓ Art – Collage
- ✓ Dressing – Dress Ups, (Home clothing etc)
- ✓ Putting on Shoes & Socks
- ✓ Walking on textures
- ✓ Finger Paints, Foot/Hand Prints
- ✓ Shaving Cream
- ✓ Play dough (different colour, texture)
- ✓ Hammer/Nails – different textures
- ✓ Music/ Songs – Heads, Shoulders etc

### Specific Activity- Listening

**Aim(s)**

- Listen to a range of sounds
- Tolerate a range of sounds
- Indicate their preferences for sounds
- Appropriate Strategies when they don't like sound
- Expand sound experiences

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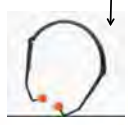
### Communication/Language

- Sound words- loud, soft, turn up, turn down, listen, whisper, on, off etc
- General Words – Finish, More, Ouch

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### Strategies to Teach to Overcome issues of sound

- Fingers in ears
- Ear Plugs, *Hush Buddies* by STIHL
- Using Personal Music
- Say/Sign/Visual – Finish
- Move away
- Turn off sound



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### Activities that Incorporate Sound

- Animal Noise – guessing game
- Sound Bingo
- Chinese Whispers
- Guess the song
- Lie still – listen to community noises
- Music
- Audiobooks
- Toys with sounds
- Families/Carers – point out noises in community – trains, trams, crowds, ambulance etc

### General Activities that incorporate the Senses - Cooking

- Sensory Areas- Smell, Taste, Sound
- Example of Behaviours in the child that suggest this activity would be useful
- Scared of new foods
- Eats limited range of foods
- Reacts Adversely to smells
- Fear of Electrical Appliances (home too) Fry pan, toaster, kettle, blender, timers, oven etc)

*Desensitization is the **GRADUAL** exposure to sensory activities!*

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Often in early childhood you are already doing these activities.

MY QUESTION:

*“Is the Neurodiverse child?”*

*“Are they just doing known/safe/same activities?”*

- What can you do to ensure they have a range of sensory experiences?

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### Example: Sitting Mat Time

Over / Under Reactions

- Touch (people, pushing, flooring, clothes, shoes)
- Taste
- Smell (all the children, different clothes)
- Looking (seeing teacher, Focus, colours of clothes)
- Sound (noise, shhh, whispers – loud talking, etc)
- Movement (legs crossed, hands, hand up, stand up & sit down)
- INDIVIDUAL “How long can the child sit for?”

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### Example: Toilet

Over / Under Reactions

- Touch (cold seat, pants down, toilet paper)
- Taste (mmmm, some kids like it!)
- Smell (bowel motion, toilet sprays, hand soap)
- Looking (actual room, scared)
- Sound (hand dryer, toilet flush)
- Movement (feet off ground, sitting)

INDIVIDUAL

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# Tips for Toileting

Sue Larkey  
**TOP TIPS**



Toilet training your child is a big task even for neuro-typical children. Parents often procrastinate over when to start and we keep delaying it for whatever reason we can think of! Toileting is not something that the child will grow into or get better with age. We all need to action ASAP – and this includes schools. If a child is attending pre-school or school when the parents are toilet training then we all need to get behind the toileting programme and provide consistency all day every day until the child has mastered it.

## When to Start Toilet Training

Signs of readiness in children with autism are not evident like they are with neuro-typical children. The main sign of readiness is compliance, or the child's ability to imitate. If you can get the child to do what you ask, and/or copy an action – then they are ready.

## Think Toilet TIMING not Toilet TRAINING

Create good routines around toilet timing. Have set times when the child must go to the toilet. Examples include:

- When they get up in the morning.
- Before leaving the house at any time of the day.
- Before bed (as part of the bedtime routine).
- Any time they may not be able to access a toilet for an hour or more.
- Before going into any water (bath, swimming pool, etc).
- Before getting into the car.
- Before eating i.e. toilet, wash hands, etc.

## 10 Top Tips for Toileting

1. Avoid potties! Start out with the end in mind. Children with autism have trouble generalising and the last thing you want is to have to carry their pottie around with you everywhere you go!
2. Visuals are very important. Make up some visuals to help the child understand the toileting process and to provide a prompt.
3. Prepare lots of FUN activities to do with the child. Making going to the toilet fun takes the pressure off and makes it a motivating place to go.
4. Rewards are one of the most important elements of toilet training – children need a motivator as it is just too easy to continue to go in their nappy. Rewards need to be instant and powerful. Reward IMMEDIATELY and reward the same every time.
5. Base yourself in or right next to the toilet for the first few days of toilet training. Have as many home comforts in the room for the child to make it a fun environment.
6. Remove nappies. Once you start toilet training do not let the child put on any form of nappy until they go to bed at night. If you let them wear them during the day at all they will learn to hold on until they are in their nappy.
7. Toilet time – put the child on the toilet every 30 minutes for 10 minutes at a time, increasing time as they get the hang of it.
8. Teach the child the whole steps of toileting – including putting on underpants, flushing the toilet and washing hands.
9. Some children may have sensory sensitivities related to toileting. Sensory sensitivities need to be respected and worked on.
10. Create good routines around toilet timing. Have set times when the child must go to the toilet.

## RECOMMENDED RESOURCES

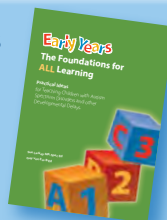
### Tips for Toileting

By Jo Adkins and Sue Larkey.



### The Early Years

By Sue Larkey & Gay von Ess



For more tip sheets, to sign up for a free newsletter or request a free catalogue, visit: [www.suelarkey.com](http://www.suelarkey.com)



**Your Turn**


Choose an Activity and what Sensory could Happen in this situation!

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**Situation:**

Over / Under Reactions

- Touch
- Taste
- Smell
- Looking
- Sound
- Movement

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Sensory can also be used to Calm, Emotional Regulation & Positive Behaviour Support

Temple Grandin Movie



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Sensory can also be used to Calm, Emotional Regulation & Positive Behaviour Support

- ✓ By using a range of sensory activities children learn to feel "just right."
- ✓ Every child needs to work out their own preferences.
- ✓ They can change depending on anxiety, sleep etc. Think of yourself how your sensory needs change
- ✓ Help children work out their own needs, support them to use when required (ie have sensory tool box, table)

**10 Calming Activities to Try**

- ✓ Massage
- ✓ Sitting on Bean Chair
- ✓ Slow rocking
- ✓ Soft, slow music
- ✓ Joint compressions
- ✓ Stretching
- ✓ Chewing
- ✓ Sucking
- ✓ Fidget toys
- ✓ Squeezing ball

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**10 Alerting Activities**

- ✓ Brisk rubbing
- ✓ Chewy food / Chewy Tubes
- ✓ Any push/pull, run, skip, jump, heavy lifting
- ✓ Fast, irregular movement (swing, trampoline ,therapy ball).
- ✓ Kick, bounce, and throw a ball
- ✓ Strong tastes / odours
- ✓ Loud, fast music
- ✓ Fidget toys
- ✓ Sitting on sensory mat
- ✓ Physical exercise

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### 10 Common Causes of Sensory Meltdowns

1. Clothes (Labels in clothing)
2. Shoes & socks
3. Bells, Fire alarms
4. Hand dryers
5. Whistles
6. Air conditioners, Heaters
7. Eating Times (Misophonia)
8. Yelling by staff or students
9. Fluorescent lights
10. Lining Up, Particularly touching

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- What are you REALLY Scared of?
- What does your BODY do?
- Can you control the REACTION?
- Should you be punished?
- Would punishment CHANGE your behaviour?
- What would help?

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### Desensitization

What is it??

- What to DO?
- Slowly introduce
- Let child control
- Reward Tolerance
- Pre-warn
- Acknowledge Fear

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### How to help Overwhelmed Child

- Reduce Input
- Reduce Stress
- Provide Time Out
- Massage

Introduce desensitization into your programme

- Drink
- Toilet

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### Thirst

(Be aware often thirst results in behaviours)

- What do they drink?
- What do they drink from? (Specific Bottle, Cup)
- How do they access?
- How much do they drink -sip, whole container?
- Can they request drink?

**\*\* Remember may not drink due to fear of toilet**

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### Toilet Training

- Remember we looked at sensory issues around toileting, as well as addressing these we also need to **get kids out of nappies** asap.
- I don't mean children who have bowel, bladder issues ie Cerebral Palsy but I do mean Autism, Down Syndrome and other developmental disabilities where there isn't a medical reason to be in nappies!

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See Below for Bonus Video

- Watch my hugely popular video – 41k people have watched on how to get kids toilet training
- Plus Download “Top 10 Tips for Toilet Training”

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Personal Reflection  
3 Things to Try

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Lesson 7 /Module 7

- ✓ Behaviour Management
- ✓ 3 Types of Behaviour
- ✓ 3 Steps to Behaviour Intervention

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BEHAVIOUR

- Behaviour Serves a Purpose
- Behaviour is the Result of Interactions in the Environment
- Behaviour can be Changed
- Management NOT Cure
- “What can you put in place to help the child manage”



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There are 3 Types of Behaviour

1. Sensory Meltdowns (last lesson)
2. Behaviour Meltdowns
3. Tantrums

*Remember Use a range of Strategies*



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Three Steps to Behaviour Intervention

1. Evaluate problem situations- sensory vs anxiety vs anger vs tantrum (can be harder in early years)
2. Pro- active Strategies
3. Reactive Strategies

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### Pro-active Strategies –

we have covered SO many over this course they include

1. Individual
2. Support & Understanding (put yourself in their shoes) Build a relationship
3. Teaching Communication
4. Your Communication
5. Using Visuals
6. Teaching Play – Social Skills
7. Sensory (Self Regulation)

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### Carly DVD

- Behaviour Serves a Purpose
- Behaviour (Building Pressure)
- Sensory
- Range of Strategies
- “Tough Love”
- Change in Behaviour once communicating!

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### 10 Common Causes of Behaviour Meltdowns

1. Change of staff, carer
2. Making mistakes (colouring in, cutting etc)
3. Losing
4. Not being first
5. Change of routine
6. Removal of sensory tools
7. Sitting still for long periods
8. Playground
9. Visitors
10. Being literal and misunderstanding the inferred meaning by people  
ie “Do you want to work?” They say “No” and get in trouble

### 3 Phases of Behaviour Meltdown- What have you seen?

1. Build Up /Rumbling
2. Survival
3. MELTDOWN

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### What works?

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### Re-Active Strategies

Find best way to communicate

- ✓ Only give concise instructions (be VERY directive)
- ✓ Now, Next, Later or When and Then
- ✓ Tell “WHAT to do”, AVOID “No” use finish, later

Sensory Break & Preventative Breaks

- ✓ Redirect to a calming activity
- ✓ Physical Break
- ✓ Repetitive Activity
- ✓ Send them on an errand /be your helper

IGNORE

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### Sensory or Behaviour

- ✓ Escape
- ✓ Solitude
- ✓ Reassurance

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*If you Manage to Prevent Explosions **50%** of time you are Making a **REAL DIFFERENCE!!!!** To their stress levels and **YOURS!!***

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### For Your Wellbeing


- ✓ Be Patient
- ✓ Be Calm
- ✓ Be Consistent
- ✓ Don't take behaviours PERSONALLY!!!
- ✓ Don't expect to know why?
- ✓ Choose your battles

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### Choose your Battles!

Consistency & Persistence

Remember in first Lesson small steps



### Personal Reflection

#### 3 Things to Try

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