



DR TONY ATTWOOD

Understanding Autism Spectrum Disorders:

Online Course





10 ESSENTIAL TIPS FOR UNDERSTANDING AUTISM SPECTRUM DISORDER (ASD)

1. Students with an ASD don't have to look at you all the time.
 - ✓ Reason: They find looking and listening at the same time hard to do.
2. Give them time to answer any of your questions.
 - ✓ Reason: They have slower processing time. Sometimes it can take them up to a minute to formulate the answer in the correct sequence.
3. If they feel pressured they will answer with stock standard answers.
 - ✓ Reason: They know it will get them out of trouble quickly. This may include: "I don't know", "yes", "maybe" and often this isn't their true answer!
4. They often don't "generalise" information between people and places.
 - ✓ Reason: Homework for teacher 'x' is in the yellow basket but for teacher 'y' it's to be placed in the green basket.
5. They find organisation of their school equipment very difficult.
 - ✓ Reason: They are best with one folder with everything inside. Limit the number of pencils, pens etc.
6. Limit their choices and be very specific with choices.
 - ✓ Reason: They find choices overwhelming and are often concerned with making wrong choice due to their difficulty with problem solving.
7. Be as clear, concise and concrete as possible.
 - ✓ Reason: People with an ASD have difficulty with abstract thinking.
8. Avoid verbal overload.
 - ✓ Reason: They are visual learners and verbal information takes them longer to process and retain.
9. Avoid verbal arguments by redirecting them to what they should be doing. Eg "Start your work".
 - ✓ Reason: They often enjoy verbal arguments.
10. People with an ASD need positive feedback to know they are on the right track.
 - ✓ Reason: Because of their fear of failure and they want to be Mr Perfect.

Recommended Resources (available online at www.suelarkey.com):

The Ultimate Guide to School and Home

By Sue Larkey and
Anna Tullemans



The Essential Guide to Secondary School

By Sue Larkey and
Anna Tullemans



Teacher Assistants Big Red Book of Ideas

By Sue Larkey and
Anna Tullemans



For more tip sheets, to sign up for a free newsletter or request a free catalogue visit:

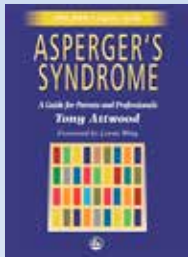
www.suelarkey.com

WORLD BEST SELLERS

ASPERGER'S SYNDROME: A Guide for Parents and Professionals

by Dr Tony Attwood
code: B 12 | \$37.95

This guide will assist parents and professionals with the identification, treatment and care of both children and adults with Asperger's Syndrome. It provides

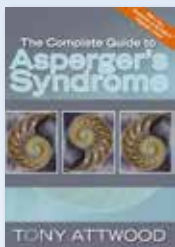


a description and analysis of the unusual characteristics of the syndrome and practical strategies to reduce the most conspicuous or debilitating.

THE COMPLETE GUIDE TO ASPERGER'S SYNDROME

by Dr Tony Attwood
code: B 13 | \$50.95

The definitive handbook for anyone affected by Asperger's Syndrome (AS), it brings together a wealth of information for children through to adults. Essential



reading for families and individuals as well as teachers, professionals and employers coming in contact with people with AS. This book is a must for anyone who needs to know about this condition.



Join us at our workshops with **Dr Tony Attwood** in 2017 – for information on dates and locations visit:

www.suelarkey.com

Dr Tony Attwood's books

BEEN THERE. DONE THAT. TRY THIS!

edited by Tony Attwood, Craig R Evans and Anita Lesko
code: B115 | \$44.95

Temple Grandin, Liane Holliday Willey, Anita Lesko, Stephen M. Shore, and many other Aspie mentors, offer their personal guidance on coping with the daily stressors that Aspies have identified as being the most significant, in order of urgency – anxiety, self-esteem, change, meltdowns, depression, friendship, love, and much, much more. Based on years of personal experience, this book is packed with advice from Aspie mentors who have all been there and done that! World expert Dr Tony Attwood rounds up each chapter with professional analysis and extensive recommendations. He includes essential information on destructive strategies that may look attractive, but that have counter-productive effects.

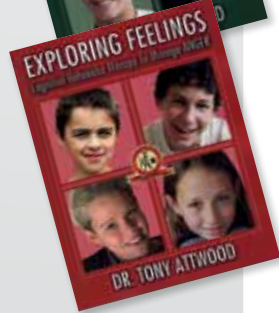


EXPLORING FEELINGS: Cognitive Behaviour Therapy to Manage Anxiety
code: B21 | \$29.95

EXPLORING FEELINGS: Cognitive Behaviour Therapy to Manage Anger
code: B22 | \$29.95

by Dr Tony Attwood

Guides for caregivers and professionals each with a workbook section allowing children to identify situations that make them anxious or angry and learn how to perceive the situation differently and learn appropriate responses. Learning about emotions helps children recognise connections between thinking and feeling, and helps them identify the physiological effects of anxiety and anger on the body. These programmes can be implemented by anyone working with a child with ASD.



EXPLORING FEELINGS: for Young Children with High-Functioning Autism or Asperger's Disorder: The STAMP treatment manual

by Angela Scarpa, Anthony Wells & Dr Tony Attwood
code: B20 | \$49.95

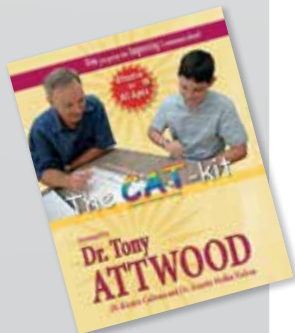
Young children with autism have particular difficulty in understanding and controlling their emotions, especially when those emotions are negative. This practical manual for professionals provides a set of simple strategies to help children with high-functioning autism or Asperger's Syndrome who suffer from mood difficulties to decrease negative feelings and increase positive feelings in daily life.



THE CAT-KIT

by Dr Tony Attwood
code: O06 | \$249.95

The Cognitive Affective Training (CAT) kit is a programme that consists of visual, interactive, and customisable communication elements for children and young adults. It is designed to help students become aware of how their thoughts, feelings and actions all interact and, in the process of using the various visual components, they share their insights with others. It is an easy and effective way to work with neuro-typical children and young adults as well.



EXPLORING DEPRESSION, AND BEATING THE BLUES

by Tony Attwood and Michelle Garnett
code: B154 | \$34.95

Written by leading experts in the field, the book draws on the latest thinking and research to suggest strategies for coping with the effects of depression and provides a complete step-by-step CBT self-help programme, designed specifically for individuals with ASD. The programme helps increase self-awareness, including identifying personal triggers, and provides the tools to combat depression.



NOTES

Armed with the tools
of understanding and
confidence much can
be achieved.




Lesson 1

Content Includes

- What is ASD
- DSM- 5
- Girls & Women with ASD



Approx 35 min Lesson



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Sue Larkey

DSM5 Diagnostic Criteria for Autism



Criterion A:

Persistent deficits in social communication and social interaction across contexts, manifested by all three of the following:


- Deficits in social-emotional reciprocity
- Deficits in non-verbal communicative behaviours used for social interaction
- Deficits in developing, understanding and maintaining relationships

Criterion B:

- **Restricted, repetitive patterns of behaviour, interests, or activities as manifested by at least two of the following:**
- Stereotyped or repetitive motor movements, use of objects or speech
- Insistence on sameness, inflexible adherence to routines or ritualized patterns of verbal or nonverbal behaviour, or excessive resistance to change
- Highly restricted, fixated interests that are abnormal in intensity or focus
- **Hyper- or hypo-reactivity to sensory input or unusual interest in sensory aspects of environment**


Diagnosis of Girls and Women with ASD Level 1 (Asperger's Syndrome)

- The invisible end of the spectrum (Ruth Baker)
- Fly under the radar of a diagnosis
- Coping and camouflaging mechanisms of observation and imitating



Profile of Abilities in Girls

- Observe and try to understand before they make the first step
- Reading fiction (or watching soap operas) helps learn about inner thoughts and feelings



Profile of Abilities in Girls

- Decode social situations in doll play and talking with imaginary friends
- Apologize and appease
- Chameleon



The Mask

- *Emily masks in public and will meltdown the second she is out of the situation.*
- Dr Jekyll and Mr Hyde.



Profile of Abilities in Girls

- Less disruptive and so less likely to be noticed.
- *We think that if we are very, very good, people will like us and all will be well*
- Learn that if you are good, you are left alone.
- Special interests more likely to be unusual in terms of the intensity rather than the focus.
- Imaginary friends.



Imitation

- Observation and absorption of the speech, mannerisms and character, even persona of someone who is socially successful.
- Becoming an expert mimic (successful strategy that is popular with peers).
- Using speech and drama lessons.



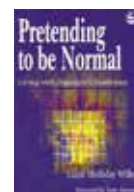
Imitation

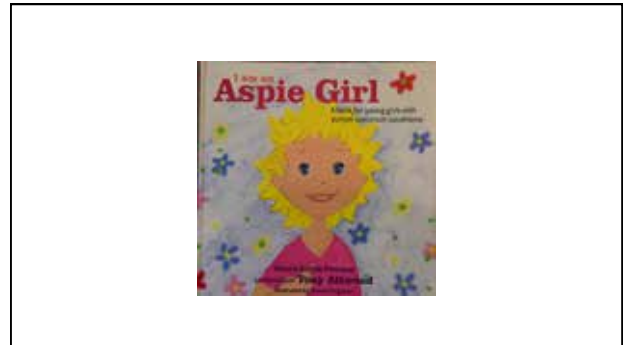
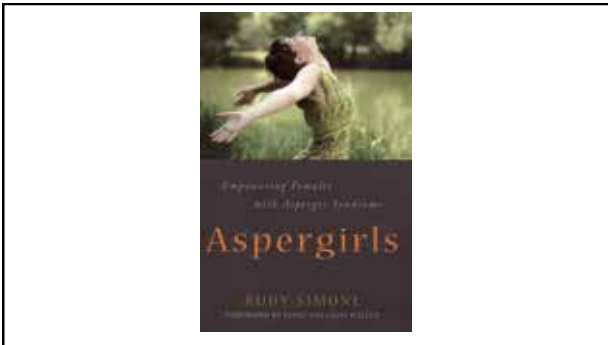
- Learning how to act in real social situations.
- *I am an exceptional mimic and have used this to survive. I was previously diagnosed with Multiple Personality Disorder.*
- *I try to be who they want me to be.*



Imitation

- *I have done such a great job at pretending to be normal that nobody really believes I have Asperger's.*





Thank you for watching this video

As you are already enrolled in the 5 Lesson Online Course you need to:

Complete this Lesson Quiz to unlock next lesson
You'll find the this Lesson Quiz under the Lesson Video (may need to scroll down the page).
It has this button >> [VIEW THE LESSON QUIZ](#)

Once you have selected your answers to this Quiz

Click the button marked [COMPLETE QUIZ](#)

All The Resources mentioned by Tony in this video are available at
www.suelarkey.com.au/tony-attwood-resources/

or
go to my website
www.suelarkey.com.au
search for Tony Attwood Resources




**Remember to do the Quiz
to unlock next Lesson**

Lesson 2

Content Includes


- Cognitive Abilities
- Different way of Learning
- Processing Time
- Reading /Mathematics

Approx 50 min Lesson




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Cognitive Abilities



A different way of learning

- Many children with ASD:
- Perform at the **extremes of cognitive ability**
- Have a conspicuously **uneven profile** of academic achievement
- A distinctive **learning style**.
- History of being **self-taught for reading and mathematics** (speak with a foreign accent)




Visualizers

- Engineers and artists
- Learning may be facilitated by silent **demonstration** (female teachers)
- 'A picture is worth a thousand words'
- A difficulty **converting thoughts and feelings into words** (42)


Visualizers

- **Auditory processing:** "Too many voices"
- Sequence of actions in **photographs or video**
- **Auditory working memory:** create a mental video



Curriculum on I-Pad

- Bronwyn Sutton
- www.learningappguide.com.au
- The Learning App Guide to Autism and Education



Verbalizers

- Relatively advanced **verbal reasoning skills**.
- Understanding what is **written** rather than said
- Well developed **vocabulary and information**.
- Understanding may be improved by **reading** about the concept.
- Talent with languages and classic literature



Processing Time

- Slow processing time
- Processing **linguistic, cognitive and social information**
- Very thorough
- Focussing on details
- Checking all links
- Lose marks on timed tests because of an inability to work fast due to processing time, being pedantic, distracted by details and handwriting problems.



Processing Time

- **Delay in response** to an act, reaction hours or days later
- Processing time to identify internal emotions
- In adolescence, the 'quick and the dead'



Reading

- At least one in five children with ASD have a significant problem with reading.
- Can be better at reading accuracy than comprehension
- Effects in the High School years on academic ability and on self-esteem
- Need for an **early assessment and intervention**
- Conventional remedial reading programs have not been as effective as with typical children.

Reading

- **Perception**, width of focus
- Perception of letters (Irlen overlays)
- **Hyperlexia**, to acquire knowledge on a special interest



Mathematics

- Talent or a difficulty
- Numbers can be perceived as shapes not quantity.
- When talented, difficulty explaining in words how they achieved the answer.



Mathematics

- Enjoyment of the rules and certainty associated with calculations and tables
- Mathematics ability can include areas of mathematical difficulty



Numbers by David LeBlond

- i like numbers
they just add and subtract
they don't hurt your feelings
or over-react
- you can count on numbers
to make things work out
there's no second guessing
no worry or doubt
- numbers are my respite
my port in the storm
when the world's cruel and cold
they are safe and warm

- now they're not much to look at
(though 8 is not bad)
they don't make you love them
or make you be sad

one thing about numbers
that won't be denied
they play by the rules
- you cannot hide

if you make a mistake
or forget where you're at
they just won't forgive you
... we need people for that

Resources



One Track Mind



- Train track.
- One-track mind.
- The last to know and seek help if they are on the wrong track.
- Lose train of thought if interrupted.



One Track Mind

- Continue using incorrect strategies and not learning from mistakes.
- Not listening to advice
- Not seeing trains on other tracks
- Compulsion for completion (switch tracks)
- Anxiety increases cognitive rigidity
- Relaxation programs
- Be calm– in order to listen, absorb and try an alternative strategy



Patterns and Sequences

- Talent and interest in identifying patterns and sequences
- Identifying areas where the pattern breaks
- Identify errors and mistakes (social consequences)



Mistakes



Fear of Making a Mistake

- A **phobic** reaction
- Don't try, you don't make a mistake
- **Fear of appearing stupid** and being ridiculed by peers
- Mistakes prove you are stupid
- Cannot change your mind, as to do so, would be to admit having previously made a mistake
- Allergic to errors



Fear of Making a Mistake

- Fear of failure leads to a **need to be right**
- **Criticise** to feel good about themselves,
- **Point out errors** to demonstrate intelligence and provide correction (Grateful)
- **Intellectual arrogance** and Narcissistic Personality (Sherlock syndrome)



Coping With Mistakes

- Self-perception as an adult.
- Limited ability to tolerate frustration
- Have no plan B (flexibility in thinking, one track mind)



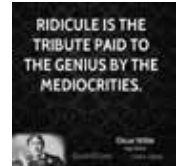
Strategies

- An adult's ability is not perfect.
- Model how to cope with frustration.



Strategies

- Approach an error as an opportunity and data.
- Being calm is being smart (Fall in IQ)
- Physical strength and intellectual strength
- If I stay calm, I'll find the solution quicker.



Problem Solving and Frustration

- 'Thermometer' of distress
- Quickly 'hit the panic button'
- Intense negative emotional reaction
- Giving up quickly ends the pain



The Mental Filing Cabinet

Learning cognitive and social skills (academic and social curriculum)
Intense emotions 'lock the filing cabinet'
Need to **calm down** to access strategies
More successful practice in real life situations



- Remember to do the Quiz to unlock next Lesson

Lesson 3



Content Includes

- Cognitive Abilities Continued
- Sensory Sensitivity
- Challenging Behaviour

Approx 70 min Lesson



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Weak Central Coherence

A reduced ability to draw together diverse information to construct a higher level meaning.



Weak Central Coherence

- Remarkably good at attending to **detail** but appear to have considerable difficulty perceiving and understanding the **overall picture** or gist.
- Rolled up paper.
- What is relevant and redundant.
- Deciphering the general meaning.

Weak Central Coherence

- Noticing patterns not perceived by others.
- Originality in problem solving
- Walking into a strange room.
- Attention to detail in art

Penelope (Penny)





www.janehassall.com



Effect in areas of ability and behaviour

- **Non-Verbal Communication:** Seeing parts of a face, frown,- anger, worried or old.
- **Language :** Pedantic, an over emphasis on detail, and a problem summarizing.
- **Social skills :** Identifying the relevant social cues
- **Memory:** Knowing what to forget and what to remember
- **Organizational skills:** Problem prioritizing and unconventional organizational systems

Effect on Ability and Behaviour

- **Behaviour :** Demand for consistency to try to decipher the pattern.
- **Incorrect assumptions** as to why events occur (*Aspie Logic, Red and yellow cars, The Curious Incident of the Dog in the Night Time*)
- **Psychological archeology** for unusual beliefs

Ability to Attribute Social Meaning

- Noticing objects and facts rather than thoughts, feelings and intentions.



LDA
Language
Cards:
Emotions

LDA Language Cards: Emotions



Descriptions of pictures and events may not include thoughts and feelings.



Please draw me a picture of your classroom or your playground?



9 Year old boy with Asperger's syndrome: Classroom



8 Year old girl with Asperger's Syndrome: Playground



10 year old girl with Asperger's syndrome:
Playground



What is unusual about each of these drawings?

8 Year old boy with Asperger's syndrome: Playground



6 year old sister of 8 year old boy with Asperger's syndrome: Playground



7 Year old boy with Asperger's syndrome: Classroom



His 5 year old sister: Classroom



Girl with Asperger's syndrome: Playground



ASD Friendly Classroom Motivation

- Completion
- No errors
- Special interest
- Intellectual vanity

Classroom

- Quiet, well-structured classroom.
- Avoid sensory overload.
- Minimal changes in routines and staff.
- Visible daily schedule of activities and preparation for transitions.
- Group activities



Classroom

- A work station or 'office'.
- A 'to do' list.
- Extra time to complete an activity or assignment.
- Teacher assistant
- Access to a special education support teacher or learning support unit.



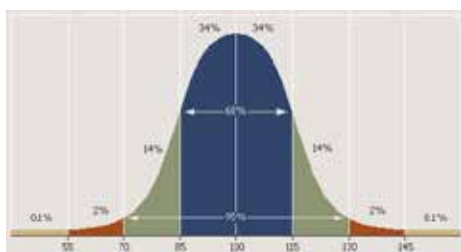
The Knowledge and Personality of the Teacher

- *These children often show a surprising sensitivity to the personality of the teacher. However difficult they are, even under optimal conditions, they can be guided and taught, but only by those who give them understanding and genuine affection, people who show kindness towards them and yes, humour. The teacher's underlying emotional attitude influences, involuntarily and unconsciously, the mood and behaviour of the child. Of course, the management and guidance of such children essentially requires a proper knowledge of their peculiarities as well as genuine pedagogic talent and experience. Mere teaching efficiency is not enough.*

• Hans Asperger 1944.

Teacher

- Teachers who show an **empathic understanding** of the child.
- Are **flexible** in their teaching strategies, assessments and expectations.
- **Like and admire** the child, respect his or her abilities and know the child's motivators and learning profile.
- **An ASD friendly environment**



Nita Jackson

- *Mr Osbourne was always bubbly and ready to make a light-hearted joke out of anything. He rarely got angry or raised his voice like most of my other teachers did. He let me hide in the music department's store cupboard at break time, without even blinking an eye, it was as though he understood and accepted why I needed to go to ridiculous measures to separate myself from society. I respected him for not probing for answers like everyone else did. Occasionally he would tap on the door, say 'boo!' and offer me a biscuit (which I never declined). On the last day of term, I bought him a tin of biscuits in return for the amount of biscuity yumminess he had allowed me*

Sensory Sensitivity.



- Acute auditory sensitivity to specific sounds (Hyperacusis)
- Sudden or 'sharp' noises, (dog barking, coughing, click of a pen top)
- Small electric motors or a specific pitch

Temple Grandin

- “ Sudden loud noises hurt my ears like a dentist’s drill hitting a nerve. High pitched continuous noises such as hair dryers and other small motors are annoying. All the behaviour modification in the world is not going to stop an autistic child from screaming when a noise hurts his ears.”



Suggestions to Reduce Auditory Sensitivity

- Identify and avoid the sound
- Barrier such as ear plugs
- Camouflage the perception of the sound with music - iPod
- Social Story

Tactile Defensiveness

- Acute sensitivity to specific tactile experiences
- Sensitivity to touch and texture on particular parts of the body (scalp, upper arms, palms of hands and soles of feet)

Temple Grandin

- “I pulled away when people tried to hug me, because being touched sent an overwhelming tidal wave of stimulation through my body.”
- “Church was a nightmare because the petticoats and other Sunday clothes itched and scratched. Many behaviour problems in church could have been avoided by a few simple clothing modifications.”

Stephen Shore

- “Haircuts were always a major event. They hurt! To try to calm me, my parents would say that hair is dead and has no feeling. It was impossible for me to communicate that the pulling on the scalp was causing the discomfort.”

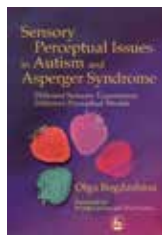
Tactile Defensiveness

- Gestures of affection perceived as too intense a sensation
- Aversion to certain fabrics
- Strategies: ‘deep pressure’, sensory integration therapy

Pain and temperature



Resources



A World Of Terrifying Sensory Experiences

- Hyper-vigilant and 'shell shocked'
- Need a coping or escape mechanism
- Self hypnosis, being mesmerized by a repetitive action or sensation

Temple Grandin

- "Intensely preoccupied with the movement of the spinning coin or lid, I saw nothing or heard nothing. People around me were transparent and no sound intruded on my fixation. It was as if I was deaf."



Challenging Behaviour



Communication

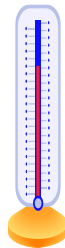
- *The mannerisms have a message*
- Communication of thoughts and emotions



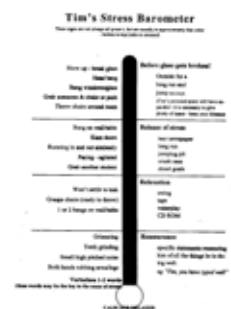
- When behaviour is the only means of communication
- Thoughts such as 'I can't cope' or 'I need help'
- Feelings such as jumping for joy or 'in a flap'
- Foreign phrase dictionary

Strategies

- Acquire an alternative means of communication using actions, gestures, vocalizations and speech
- Use the behaviour as an early warning system of agitation
- 'Thermometer'



An easy to read version is on the next page of your handout

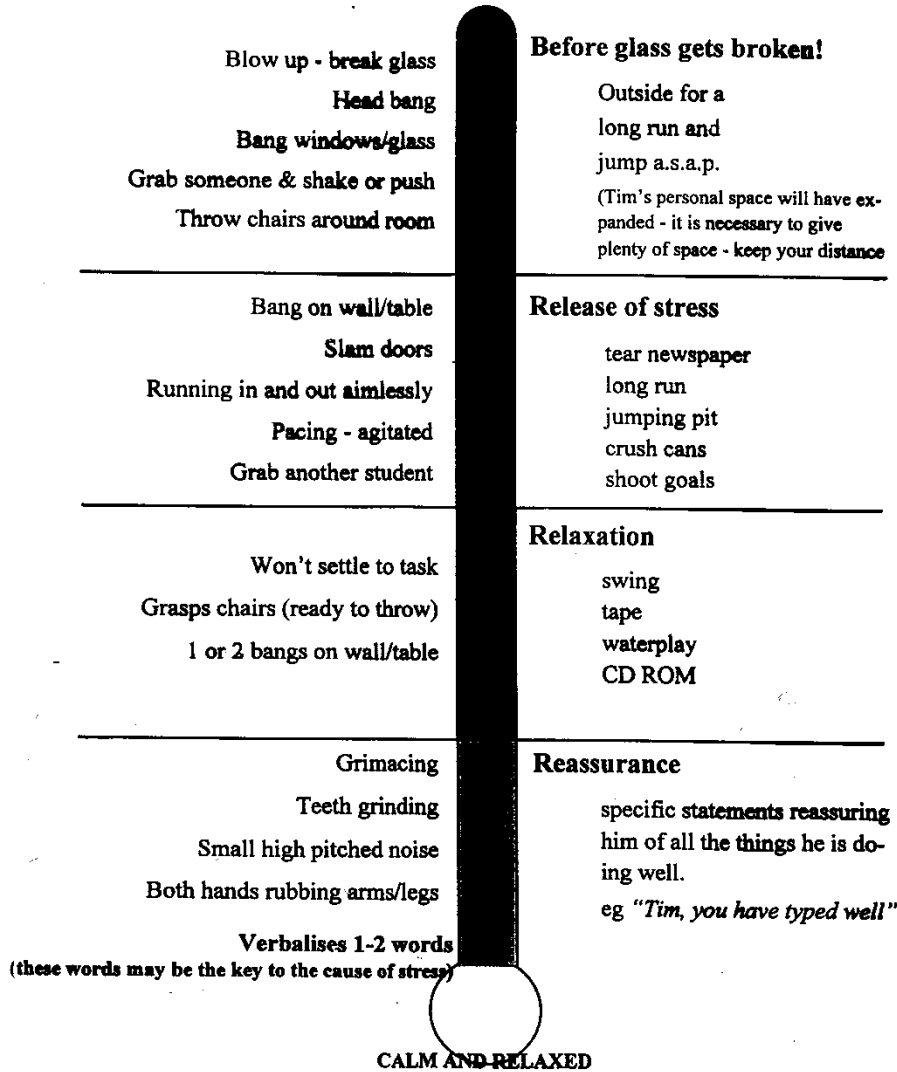


Frustration: Problems With Comprehension

- Verbal complexity and length of utterance.
- Clear, simple instructions.
- Demonstration.
- Match the length of utterance to the child's level of comprehension and memory.
- One instruction at a time.
- Processing time

Tim's Stress Barometer

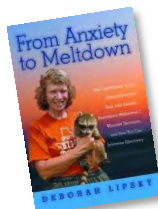
These signs are not always all present, but are usually in approximately this order
 - bottom to top (calm to stressed)



Top Books to Help Behaviour

All behaviour serves a purpose and can occur for many reasons – sensory, social, communication, anxiety, anger, tantrums, etc. You may need a range of resources to help students. I believe in 50/50 behaviour plans where 50% of the strategies used are for the adults to use to manage the child's behaviour, and 50% are strategies for the child to manage their own behaviour.

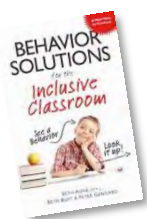
For those of you looking for support in understanding autism spectrum and the children you work with, as well as strategies for behaviour support, the top books I recommend are:



From Anxiety to Meltdown | by Deborah Lipsky

Anxiety is the root cause of many of the difficulties experienced by people on the autism spectrum, and is often caused by things such as a change in routine, or sensory overload. Deborah Lipsky takes a practical look at what happens when things spiral out of control, exploring what leads to meltdowns and tantrums, and what can be done to help.

This is the BEST book I have ever read and I rate it a MUST HAVE.



Behavior Solutions for the Inclusive Classroom | by Aune, Burt & Gennaro

This book is a must-have for every special needs and inclusive classroom. The easy to use format allows teachers to quickly look up an in-the-moment solution and learn about what the child is communicating, and why. This book illuminates possible causes of those mysterious behaviours, and more importantly, provides solutions!

I call this SEE A BEHAVIOUR, LOOK IT UP. This is a great reference book to have on hand. ALL behaviours are replaced by another and this book gives you great ideas for replacements and skills to develop.

TOP BOOKS TO HELP CHILDREN UNDERSTAND THEIR EMOTIONS AND HOW TO MANAGE THEM

Exploring Feelings: CBT to Manage Anger
By Dr Tony Attwood



Exploring Feelings: CBT to Manage Anxiety
By Dr Tony Attwood



Exploring Feelings for Young Children
By Dr Tony Attwood



TOP BOOKS FOR HELPING ALL CHILDREN UNDERSTAND AND REGULATE THEIR EMOTIONS

The Red Beast
By K I Al-Ghani



Teaches about Anger

The Panicosaurus
By K I Al-Ghani



Teaches about Anxiety

The Disappointment Dragon
By K I Al-Ghani



Teaches about Disappointment

TOP BOOKS TO UNDERSTAND BEHAVIOUR AND THE MEANING BEHIND IT

Kids in the Syndrome Mix
By Martin L Kutscher



People with Autism Behaving Badly
By John Clements




Find out more about these resources, download free tip sheets, request a catalogue, and order teaching resources – all online at www.suelarkey.com

Lesson 4

Content Includes


- Anxiety
- Affective Education
- Emotional Toolbox

Approx 75 min Lesson




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Anxiety




Amygdala





Perception of Inner Signals

- Diagnostic assessment of an adult
- "How did you know.....?"

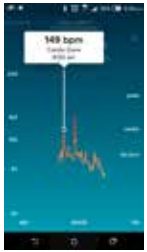


Measurement of Heart Rate

- Sports technology to measure heart rate
- Signs of increasing agitation
- Signs of increasing relaxation
- Fitbit surge



8:55 School bell rings (Beats Per Minute **149**)
Each day that week, his class teacher was different. He was worried who is teacher would be.



Emotional Sensitivity

- Overly sensitive to another person's negative mood
- Hyper-sensitive to disappointment, anxiety or agitation



Empathic Attunement

- *There's a kind of instant subconscious reaction to the emotional states of other people that I have understood better in myself over the years*
- *If someone approaches me for a conversation and they are full of worry, fear or anger, I find myself suddenly in the same state of emotion*

Empathic Attunement

- *I am able to distinguish very subtle cues that others would not see, or it might be a feeling I pick up from them*
- A 'sixth sense'
- Avoidance of some social situations due to being sensitive to 'negative vibes'



Triggers for Anxiety

- **Change**
- Disruption of routine
- **Social situations**
- Centre of attention
- No social rules
- **Fear of failure**
- **Sensory experiences**
- **Unpredictable**, telephone, baby crying
- **Wait, hurry up, not fair**



Coping with Anxiety

Controlling your experiences

- If you share you lose control
- Passive aggressive
- Emotional blackmail

Coping with Anxiety

- Oppositional and defiant (will not comply)
- A 'terrorist' at home
- Parent becomes a 'slave', lack of respect and to be punished if you do not do what the master orders.
- Child intoxicated with his or her power.



Coping with Anxiety

- Be assertive, decision is non-negotiable, be impervious to the emotional blackmail
- Hostage negotiation: Never lie, never promise.



Coping with Anxiety

- **Routines and rituals**
- Soothing and relaxing, to feel calm
- Can become compulsions to alleviate feeling anxious
- Become prolonged and more elaborate



Coping with Anxiety

- Rituals a 'superstitious' behaviour
- *The Curious Incident of the Dog in the Night time (Red cars good)*
- An anticipated sequence
- Change the context or cue for the sequence (example getting dressed)

Coping with Anxiety

- **Thought blocker**
- Special interest
- From a spinning coin to computer games
- If denied access when anxious, frustration at not being able to cope without the blocking activity turns to **anger**
- Need more strategies to manage anxiety
- See *Tool Box*



Coping with Anxiety

- Explosion or melt-down
- To cleanse the system or clear the air
- "It's a bit like wanting to vomit and knowing you will feel ill until you actually throw up. You get it over and done with and feel better. Getting it out of your system"

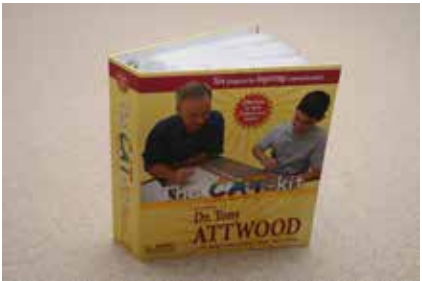
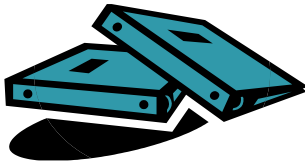


Problems Expressing and Enjoying Positive Emotions

- Difficulty resonating with the happiness of others
- Needing to learn how to express affection
- Knowing how to relax



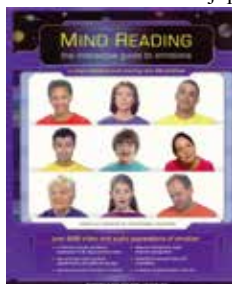
Affective Education



Structure to organize emotional experiences



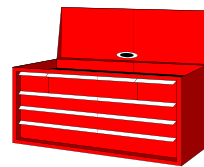
www.jkp.com



• www.transporters.tv



**Emotional Toolbox:
To Fix The Feeling**



Physical Activity Tools.
Quick release of emotional energy



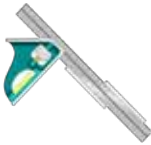
- Personal trainer
- Physical exercise, walk, run, trampoline.
- Sport (Basket Ball, golf, weight lifting) or dancing.
- Creative destruction (recycling).

Relaxation Tools.
Slow release of emotional energy



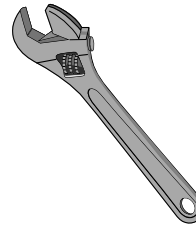
- Relaxation training.
- Music.
- Solitude.
- Massage.
- Repetitive action.
- Sleep

Relaxation Tools



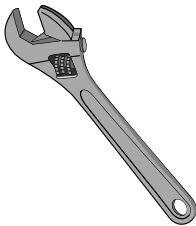
- Time in nature (walking, fishing, camping)
- Being with animals (pets, horses, birds, even reptiles and insects)

Social Tools



- Time with a family member or friend.
- Disclosure (typing, music, poetry)
- Seek advice.
- Being with a pet.

Social Tools: Affection



- Approval
- Intensity
- Duration

Thoughts and perspective



- Put the events in perspective.
- Imagine what you would like to do or say.
- Being calm is being smart (IQ)
- Tendency to catastrophize, an explosion or implosion (GPS)

Explosion

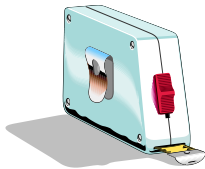
- Like a GPS, calmly redirect the emotion (Sue Larkey)



Implosion: Depression 'attack'

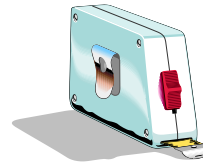
- Stay calm and reassuring
- Stay with the person
- Do not ask what is causing the distress
- Do not try to fix the problem
- Do not move too close
- Briefly explain that the feeling will go
- Minimal conversation or distraction
- Special interest as an 'off' switch

Special Interests



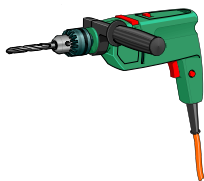
- A means of relaxation, pleasure.
- Knowledge to overcome fear.
- Keeps anxiety under control
- Thought blocking.
- Energy when exhausted or depressed

Special Interest



- Collecting and cataloguing (personal defrag).
- Distraction during a meltdown.
- The 'off switch'
- Motivation and conceptualization (Dr Who)

Sensory Tools



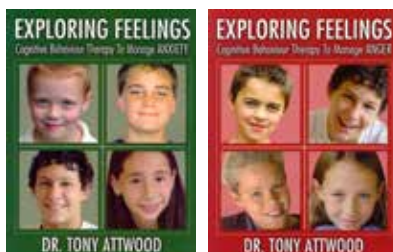
- **Sounds.** Ear plugs, headphones.
- **Light.** Irlen Lenses, hat, sun glasses.
- **Aroma.** deodorants, cleaning products.
- **Tactile.** Clothing.

Medication As a Tool



- Treatment of an anxiety disorder or a clinical depression (SSRI).
- Impulsive (Stimulants).
- Mood cycles (anti-convulsants).
- Sedation (anti-psychotics)

All books available www.suelarkey.com.au



Exploring Affection



Lesson 5

Content Includes

- Friendship
- Special Interests
- Talents & Interests


Approx 75 min Lesson



www.suelarkey.com

Sue Larkey


Friendship



Stages in Friendship

- 1. Physical world.
- 2. Wanting to have friends.
- 3. Functional friends.
- 4. Loneliness.
- 5. Partner.

Level 1 3-6 Years



Level 1: Approximately 3 to 6 Years

- Recognition of sharing and turn taking.
- Friend has toys the child wants to play with.
- One way assistance (he helps me).
- Proximity.
- Why is your friend?
- "He sits next to me."
- Momentary friends.

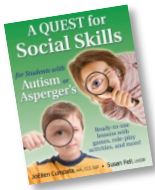
Strategies: An Adult 'Acting' As a Friend

- Observe the natural play of the child's peers, learn the games and rules.
- Learn 'child' speak.
- Turn taking.
- Ask for help.
- Video replay of social play scenes at school.
- Pause button.

Top 10 Books to Help Teach Social Skills to Children with ASD

Social skills and behaviour regulation are important for all children, but children with ASD and ADHD often need extra support and teaching of socials. Below are some great resources to help teach social skills to children with ASD, ADHD and other development delays..

NEW IN STOCK



A Quest for Social Skills | by JoEllen Cumpata and Susan Fell

Anxiety is the root cause of many of the difficulties experienced by people on the autism spectrum, and is often caused by things such as a change in routine, or sensory overload. Deborah Lipsky takes a practical look at what happens when things spiral out of control, exploring what leads to meltdowns and tantrums, and what can be done to help.



Taking Care of Myself | by Mary Wrobel

This book is a must-have for every special needs and inclusive classroom. The easy to use format allows teachers to quickly look up an in-the-moment solution and learn about what the child is communicating, and why. This book illuminates possible causes of those mysterious behaviours, and more importantly, provides solutions!



The Social Story Book | by Carol Gray

This book is a must-have for every special needs and inclusive classroom. The easy to use format allows teachers to quickly look up an in-the-moment solution and learn about what the child is communicating, and why. This book illuminates possible causes of those mysterious behaviours, and more importantly, provides solutions!

OLD FAVOURITES

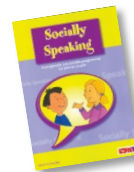
Developing Social Skills

By Sue Larkey & Gay von Ess



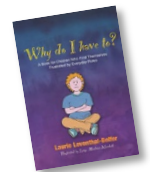
Socially Speaking (Book and Game)

By Alison Schroeder



Why Do I Have To?

By Laurie Leventhal-Belfer



What Did You Say? What Do You Mean?

By Jude Welton



It's Raining Cats and Dogs

By Michael Barton



The Social Skills Picture Books

By Dr Jed Baker



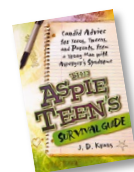
The Asperkid's Secret Book of Social Rules

By Jennifer Cook O'Toole



The Aspie Teen's Survival Guide

By JD Kraus



How To Stop Your Words from Bumping into Someone Else's

By Rhonda Dixon and Anna Tullemans



Find out more about these resources, download free tip sheets, request a catalogue, and order teaching resources – all online at www.suelarkey.com



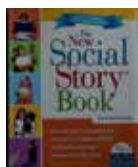
An Adult 'Acting' As a Friend

- Watch other children as a model of what to do.
- 'Rent a friend.'
- Inclusion with typical children as they can modify their social play to accommodate the child.
- Carol Gray's Sixth Sense (the Social sense).

The Sixth Sense II



Social Stories



- Start with a story about a social success.
- Half of Social Stories to record social successes.
- A particularly successful occasion is recorded in a Social Story.
- Social articles for teenagers (Compliments)



A Social Story on Assistance

- Sometimes children help me. They do this to be friendly. Yesterday, I missed three math problems. Amy put her arm around me and said, "It's okay, Juanita." She was trying to help me feel better. On my first day at school, Billy showed me my desk. That was helpful. Children have helped me in other ways. Here is my list:
- I will try to say "thank you" ! When children help me.

Social Curriculum: Stage 1 Topics

- **Entry skills** (cues, greeting and welcome)
- **Assistance** (given, sought, copes with)
- **Accepting suggestions** (incorporating ideas, agreement)

Social Curriculum: Stage 1

- **Reciprocity** (conversation, activities, not dominant or subordinate)
- **Sharing** (resources, attention)
- **Interest** (listening, looking)
- **Avoiding** (seeks solitude appropriately)
- **Ending** (closure)

Level 2 6-9 Years



Level 2: Approximately 6 to 9 Years

- Reciprocity and being fair.
- Mutual assistance.
- Like the same activities.
- Why is your friend?
- "She comes to my party and I go to hers."



Friendships for Girls with ASD

- Peer support (not bitchy).
- Single friend who provides guidance and security.
- Unpaid teacher aid in the classroom and play ground



A Tomboy

- *It was easier to identify with boys because they just wanted to have fun. Girls had more social rules to follow or blunder. They had more gossip and didn't like to get dirty. The guys were fun and I could almost be myself around them.*
- *I don't know how to do girl things.*



A Tomboy

- *Many stereotypical girls activities were stupid, boring and inexplicable.*
- *It is more accurate to say that I am gender-neutral. As a child I liked to play with boys because I enjoyed toy cars, Lego., building blocks, sports and that kind of thing, and sadly girls are not often given toys like cars and blocks; also girls were more complicated, and unkind in ways I didn't understand.*
- *Boys are more logical.*

Level 2 Activities

- Role play activities, rehearsal, feedback and rewards.
- Social engineering (modelling and protection).
- Road signs: Traffic lights



Teacher Assistant: An anthropologist in the classroom

- Identify the relevant social cues
- Guidance in what to do or say.
- Provide encouragement and positive feedback.
- Explanations, guidance and feedback to peers
- Help manage emotions and conflict
- Know when the child needs solitude

Friendship

- Develop friendships through the special interest
- Lunch and after school clubs based on special interests such a movie trivia, computer games
- Lego Therapy



Social Curriculum: Stage 2

- **Compliments** (given, received)
- **Criticism** (appropriate)
- **Cooperation** (contributes to common goal, accepts the rules of the game, patient, aware of personal body space, touch, copes with mistakes, interruptions, gives encouragement)
- **Conversation** (keeps on track, avoids monologue, literal interpretation, volume, humour)
- **Conflict resolution** (compromise, avoids anger, unfair, forgives)
- **Empathy**(recognises the signals, words and gestures of support and affection, not possessive, apologises)

Level 3 9-13 Years



Level 3: Approximately 9 to 13 Years

- Aware of other's opinion of them and how their words and actions affect the feelings of others.(white lie).
- Need for companionship rather than functional play.
- Cooperation more than competition.
- Share thoughts rather than toys.

Level 3: Approximately 9 to 13 Years

- Personality characteristics, audacious, humor.
- Helps in times of emotional distress.
- Help the child feel good about themselves (compliments).
- Greater selectivity and durability.

Level 3: Approximately 9 to 13 Years

- Gender split. (Boy and girl activities).
- Trust, loyalty and keeping promises.
- Why is your friend?
- "I can trust her with my secrets."

Books on Friendship



You were visiting your friend and your dog had an accident on the floor in his living room.

You should:

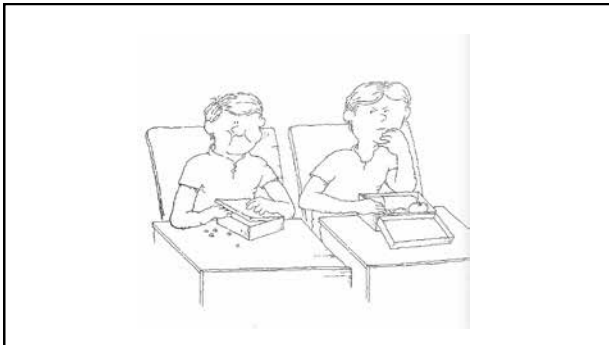
- A. Clean it up and apologize.
- B. Tell your friend about it.
- C. Move a chair over it so that it can't be seen.
- D. Take your dog and leave without saying anything.



Your friends begin to make fun of your new neighbor because she has big ears.

You should:

- A. Walk away from your friends and say nothing.
- B. Tell them to stop because it is unkind.
- C. Suggest to your new neighbor that she wear a hat to cover her ears.
- D. Make fun of her too.



The salami sandwich that your mother prepared for you is missing from your lunch box. You suspect one of your friends took it because he smells like salami.

You should:

- A. Ask him if he saw your sandwich.
- B. Take his lunch box and search it.
- C. Steal his lunch.
- D. Tell him your sandwich smells like salami but really is dog food.

Why People Compliment

Dr. Tony Attwood, a Clinical Psychologist in Queensland, Australia, points out that people compliment one another for a variety of reasons. He explains the reasons for making a compliment (I like you, you are my friend) or an explicit personal reference (I'm impressed by your ability to play the piano). To address a compliment they receive and support a person's self-esteem, some react as well as the plus range of resulting in increased confidence (I'm happy you like my hair). A compliment sometimes leads to a conversation about it. In fact, the first time the author spoke to her husband was in response to a compliment. On some occasions, compliments are meaningful, and can have a long term impact. They may result in an individual determined to reach a goal, or finish a long term project. To take it up, giving a compliment is a friendly thing to do. What other has your compliment meant, or makes another person feel good?

Figure 1: Compliments among team members support individual and group efforts.

People working on a team compliment one another frequently. Complimenting the efforts of team members creates positive feelings in the group. A person who receives compliments from his/her team member is likely to feel happy about his/herself and the group. This person, in turn, is more likely to compliment the efforts of team members. Figure 1 illustrates the giving and receiving compliments and how this builds positive feelings and relationships in a team. Anyone who has ever watched a football game or a ball game of the body in the back, high and school games that encourage every participant to help the other.

Figure 2: Examples of three possible response options to a friendly compliment.

1. Acknowledge

Thank you!
I like my shirt!

Oh, you like my shirt!

2. Agree

Thank you!
I like my shirt!

I like it, too!

3. Appreciate

Thank you!
I like my shirt!

Thank you!

Note: A combination of two or more of these responses will work. For example, the recipient may choose to say, "Oh, you like my shirt! Thank you! I like it, too!"

Table 1: Suggested frequencies for sincere compliments.

Recipient	Approximate frequency
Loved one: spouse, family member, boyfriend or girlfriend, close friend.	1 - 2 times a day
Co-worker and friend.	1 - 2 times a week
Co-worker and not a friend	0 - 1 times a week
Friend	1 - 2 times a week



Functions of Special Interests

- **Knowledge overcomes Fear** (Liliana and spiders)
- **Source of pleasure** (superior to interpersonal pleasures, - addiction?)
- **Means of relaxation** calming
- **Attempt to achieve coherence** Putting things in order, categorizing
- **Understand the physical world** Science and the natural world (psychology)

Functions of Special Interests

- **Create an alternative world** from dinosaurs to science fiction and fantasy worlds, in literature and Internet role playing games
- **Sense of identity** The interest defines who you are, being proud of achievements, Superheroes (Harry Potter) and respect



Functions of Special Interests

- **Indicates intelligence** The 'wow' factor
- **Facilitates friendships and conversation** British characteristics
- **Thought blocker** for anxiety
- **Energizer** when exhausted from socializing or depressed
- **Career** known for expertise (University)
- **The British**

Emotions and the Special Interest

- *My emotional range is quite extreme and somewhat rudimentary. However, when I engage in my special interest on my own, I can access a greater emotional realm and landscape that is wonderful and safe for me, in that context.*



- *"The best thing about academia is that we get paid to talk about our favorite topic and students take notes and feed back our words of wisdom at exams".*

Reducing or Utilizing the Interest 1. Controlled Access

- Time limit using a clock or timer.
- Scheduled times for access.
- Subsequent activity is enjoyable.
- Quality time to indulge in the interest with a parent.
- Sign for treatment for high levels of anxiety

2. Unacceptable Interests.

- Potentially dangerous, illegal or likely to be misinterpreted.
- Explanation using a Comic Strip Conversation.
- Modify the interest (poisons to the digestive system).
- Replacement interest.

3. Constructive Application

- Motivation and learning. (reward, activity incorporates the interest).
- Prizes and certificates.
- Removal of access as a punishment.

3 Constructive Application

- Employment.
- Private tuition.
- A means of making friends.
- Learn the contextual signs and explanatory comments and questions.

Society's Perspective

- Originality in Science and Art



- Engineering ability
- Mathematics and science
- Music and fine art
- Imagination
- Animals



"If the world was left to you socialites,
we would still be in caves talking to
each other" Temple Grandin





Girls with Autism Spectrum Disorder (ASD)

Girls with ASD are often undiagnosed, because original diagnostic criteria have a boy bias. The criteria were created by actually examining mainly boys, and the girls can be very different. I think we all know 'neuro-typical' boys and girls are very different in their social, communication and behaviour. There are many characteristics that are very similar to boys with ASD but I thought I would list the main differences to girls with ASD.

Ten Ways Girls with ASD differ to Boys with ASD

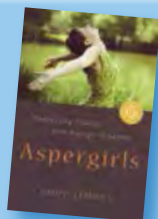
1. Their special interests are usually animals, music, art, literature.
2. They often have a very good imagination which includes imaginary friends, games, being animals or taking on persona of other girls.
3. They often see speech therapists for their speech and may be diagnosed with specific language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



RECOMMENDED RESOURCES

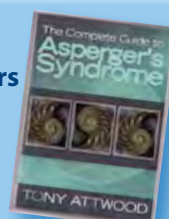
Aspergirls

By Rudy Simone



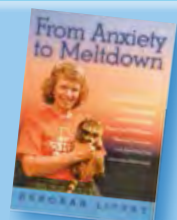
The Complete Guide to Aspergers Syndrome

By Tony Attwood



From Anxiety to Meltdown

By Deborah Lipsky



CONGRATULATIONS on watching this FINAL video.

You still need to complete the Lesson Quiz & then you will be able to immediately access your Certificate

YOUR CERTIFICATE IS IMMEDIATELY AVAILABLE in 2 ways:

1. A link to your Certificate will be emailed to you, OR
2. You can access and print yourself – Instructions >>>>

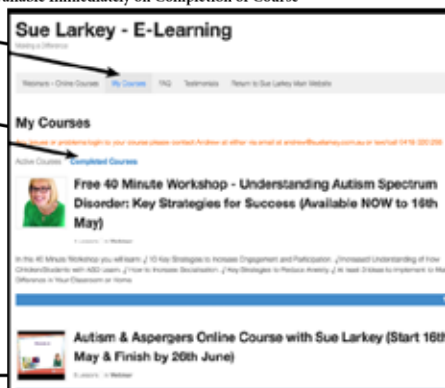
Certificates are Available Immediately on Completion of Course

Step 1 - Click on your "My Course" page.

Step 2 - Click on your "Completed Courses" page

Step 3 - Click on your "View Certificate" page (can print or download)

Step 4 - For NSW and ACT Teachers you can enter your Teacher ID and we can enter



Accreditation – PLEASE notify us ASAP

- Each State & Country has different processes.
- PLEASE check with your State whether **we** need to register your completion of the course or if "self" selected etc

What we need

Email to us:

- Full Name (as registered with Provider)
- Your State / Country (Vital)
- Your Registration Number
- Your Best email address



HOW TO ORDER RESOURCES:



Order online or download an order form at www.suelarkey.com.au



Complete the order form and post it to:

Education Events PTY Ltd

PO Box 20

Artarmon, NSW 1570



OR fax your order to:

1300 656 408

MAKING PAYMENTS:

- credit card
- by cheque
- on invoice by direct credit, cheque or credit card

NEW ZEALAND ORDERS

For NZ pricing and ordering go to www.suelarkey.co.nz

BOOKS ON APPROVAL:

Schools may order books on approval for 14 days.

Two Online Accredited Courses offered

NEW – Course 1 Dr Tony Attwood - Psychologist Autism Spectrum Disorder – A different way of thinking, learning and managing emotions.	Course 2 Sue Larkey – Teacher Understanding Autism Spectrum Disorder: Teaching Strategies and Behaviour Support (Note: same as Online Course 2016)
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- ✓ Both course complement each other with very little overlap.
- ✓ **Recommendations:**
 - Full comprehensive understanding of an ASD do both: Course 1 + Course 2 (10 hours)

Dr Tony Attwood	Sue Larkey
Free Webinar – What is ASD and how to use this knowledge to succeed.	Free Webinar – Increasing Engagement and participation
Available: see www.elearning.suelarkey.com.au In this 40 min online course you will learn: <ul style="list-style-type: none"> ✓ The seven parts of the Criteria for diagnosis of ASD and what this means for teachers, parents and professionals ✓ Profile and characteristics of Girls with an ASD 	Available: see www.elearning.suelarkey.com.au In this 45 minute online course you will learn: <ul style="list-style-type: none"> ✓ Key Strategies to Increase Engagement and Participation. ✓ Increased Understanding of How Children/Students with ASD Learn.
Course 1	Course 2
Available on demand (6 weeks) Dr Tony Attwood: Autism Spectrum Disorder – A different way of thinking, learning and managing emotions.	Available on demand (6 weeks) Sue Larkey - Understanding Autism Spectrum Disorder: Teaching Strategies and Behaviour Support
In this five our online course you will learn <ul style="list-style-type: none"> ✓ Cognitive Abilities: A different way of thinking and learning ✓ Managing Challenging Behaviour ✓ Managing Feelings: Cognitive Behaviour Therapy and its role in providing greater strategies to manage emotions and behaviour ✓ The Emotional Tool Box, what it is and how to use ✓ Special Interests: Origins and constructive strategies ✓ Strategies to Improve Social Understanding and Friendship Accreditation – 5 hours	In this five hour online course you will learn: <ul style="list-style-type: none"> ✓ Key Strategies from Pre-school to Secondary. ✓ Teaching Strategies for School and Home. ✓ What is ASD, ADHD, ODD, 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. Accreditation – 5 hours

No Overlap

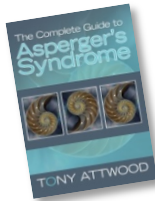
No Overlap

To register or for more information go online to <http://elearning.suelarkey.com.au>
5 hours of Accredited Teacher Training to NSW (BOSTES, MyPL), ACT (TQI), VIC (VIT Maintenance) & QLD, SA, WA, TAS, NT to Australian Teachers Standards. Certificate issued at successful conclusion of the course

Top 10 Books for Professional Library

There are so many resources now available to help teach children on the autism spectrum and it can be difficult to know which ones will be the most helpful – and this is a question I am most often asked. So here is my TOP 10 RECOMMENDED BOOKS for your professional library!

For those of you looking for support in understanding autism spectrum and the children you work with, as well as strategies for behaviour support, the top two books for every professional library I recommend are:



The Complete Guide to Asperger's Syndrome | by Tony Attwood

Tony Attwood brings together a wealth of information for children through to adults. Essential reading for teachers, professionals and employers coming in contact with people with ASD. This book is a must for anyone who needs to know about this condition.

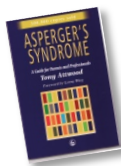


Kids in the Syndrome Mix | by Martin L Kutscher | Featuring Tony Attwood

With more and more children having a range of diagnosis this book is great as it has all syndromes in one easy to read book. Every school needs this book as a quick guide for staff on "What does this syndrome mean!"

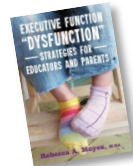
TOP BOOKS FOR UNDERSTANDING

Asperger's Syndrome By Tony Attwood



Recommended to anyone new to ASD

Executive Function "Dysfunction" By Rebecca Moyes



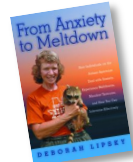
The Ultimate Guide to School and Home By Sue Larkey & Anna Tullemans



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



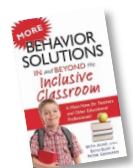
From Anxiety to Meltdown By Deborah Lipsky



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



More Behavior Solutions In and Beyond the Classroom By Aune, Burt & Gennaro



**** Don't Forget Checkout our Sensory Tool Resources ****

TOP BOOK FOR SOCIAL SKILLS

Developing Social Skills By Sue Larkey & Gay von Ess



Find out more about these resources, download free tip sheets, request a catalogue, and order teaching resources – all online at www.suelarkey.com

Recommended Resources by group

Early Years 0-5	Primary School Age	Secondary School Age	Parents & Families	Staff Library/PD
Practical Maths Programmes	The Ultimate Guide to School and Home	The Ultimate Guide to School and Home	The Ultimate Guide to School and Home	The Ultimate Guide to School and Home
Practical Communication Programmes	Teacher Assistants Big Red Book of Ideas	Teacher Assistants Big Red Book of Ideas	Tips for Toileting	Teacher Assistants Big Red Book of Ideas
Practical Sensory Programmes	Teacher Assistants Big Blue Book of Ideas	Teacher Assistants Big Blue Book of Ideas	From Anxiety to Meltdown	Teacher Assistants Big Blue Book of Ideas
Early Years Book: Foundations for ALL Learning	Making it a Success	The Essential Guide to Successful Secondary School	Aspergirls	Asperkids
Teach Me to Play CD	Developing Social Skills	Cookbooks	Ten Things Every Child with Autism Wishes You Knew	Aspergirls
Tips for Toileting	Practical Maths Programmes	Helping Kids and Teens with ADHD in School	Aspergers Syndrome: A Guide for Parents and Professionals	Ten Things Every Child with Autism Wishes You Knew
Cookbooks	Practical Communication Programmes	Asperkids	The Complete Guide to Aspergers Syndrome	Aspergers Syndrome: A Guide for Parents and Professionals
Pics for Pecs CD	Practical Sensory Programmes	Aspergirls	Making Sense of Sex	The Complete Guide to Aspergers Syndrome
Starting Sensory Therapy	Tips for Toileting	Ten Things Every Child with Autism Wishes You Knew	Can I Tell You About Asperger Syndrome?	Different Not Less
Songames for Sensory Processing	Cookbooks	Aspergers Syndrome: A Guide for Parents and Professionals	Can I Tell You About Autism?	The Way I See It
	Visual Maths Addition Set	The Complete Guide to Aspergers Syndrome	Apps for Autism	Temple Grandin DVD
	How Do I Teach This Kid to Read?	Exploring Feelings: Anxiety	Different Not Less	Kids in the Syndrome Mix
	Visual Learning	Exploring Feelings: Anger	The Way I See It	
Talking to Children about ASD	Helping Kids and Teens with ADHD in School	Making Sense of Sex	Thinking in Pictures	Behaviour
The Red Beast	Aspergirls	Exploring Friendships, Puberty and Relationships	Behavior Solutions for the Home and Community	From Anxiety to Meltdown
The Panicosaurus	Ten Things Every Child with Autism Wishes You Knew	The Aspie Teen's Survival Guide	Been There. Done That. Try This!	No More Meltdowns
The Disappointment Dragon	Aspergers Syndrome: A Guide for Parents and Professionals	The Asperkid's Secret Book of Social Rules	Parenting without Panic	Behavior Solutions for the Inclusive Classroom
Inside Aspergers Syndrome Looking Out	Socially Speaking	The Social Skills Picture Book: For High School and Beyond	Parenting a Teen or Young Adult with Asperger Syndrome	More Behavior Solutions In and Beyond the Classroom
All Cats have Asperger Syndrome	Socially Speaking Game	Temple Grandin DVD	Pretending to be Normal - Updated Version	People with Autism Behaving Badly
All Dogs have ADHD	How to Stop your Words from Bumping	Freaks, Geeks and Asperger Syndrome		The Autism Spectrum and Depression
Kevin Thinks	Why Do I Have To?			Asperger Syndrome and Anxiety
Whoever You Are	What Did You Say? What Do You Mean?			The Kids' Guide to Staying Awesome and In Control
It's OK	Apps for Autism			The Autism Discussion Page on Anxiety, Behavior, School, and Parenting Strategies
My Friend with Autism	Starving the Gremlin Series			The Autism Discussion Page on the Core Challenges of Autism
Can I Tell You About Asperger Syndrome?	The Conversation Train			
Can I Tell You About Autism?	ADHD Homework Challenges Transformed!			
Jasper and the Magpie	Autism and Reading Comprehension			
	Building Sensory Friendly Classrooms			