

Educators Guide to Executive Functioning:

How it Impacts on Learning and Behaviour &
What You Can Do to Support Neurodiverse Students
(ASD, ADHD, PDA, ODD)

Sue Larkey Presents

Dean Beadle

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Course Content

Lesson 1: What is Executive Functioning and Autistic Inertia

Lesson 2: Myths and Misconceptions about Executive Functioning, ADHD & Autistic Inertia

Lesson 3: Time Management in the Classroom: Why it's so difficult and how to make it easier.

Lesson 4: Key Strategies for Supporting Executive Functioning at School & Home

Lesson 5: Classroom Strategies for Building Executive Functioning Skills

Lesson 6: Understanding Autistic Inertia and ADHD Paralysis

Lesson 7: Emotional Regulation and the Importance of Safe Spaces

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TERMS USED IN THE COURSE

Autistic inertia: The difficulty in changing states, starting or stopping tasks

Co-regulation: Staying calm to help regulate others' emotions.

Executive functioning: The "brain's admin team" responsible for planning, organizing, and executing tasks.

Masking: The act of hiding autistic traits, which can be exhausting.

Mode shifts: The difficulty in transitioning between different environments or activities.

Object permanence anxiety: The worry about forgetting tasks or items when they're out of sight.

Power of nope: Giving permission to opt out of overwhelming tasks.

Power saving mode: A state of conserving energy before or after overwhelming events.

Prefrontal cortex development: Understanding the biological basis for executive function challenges.

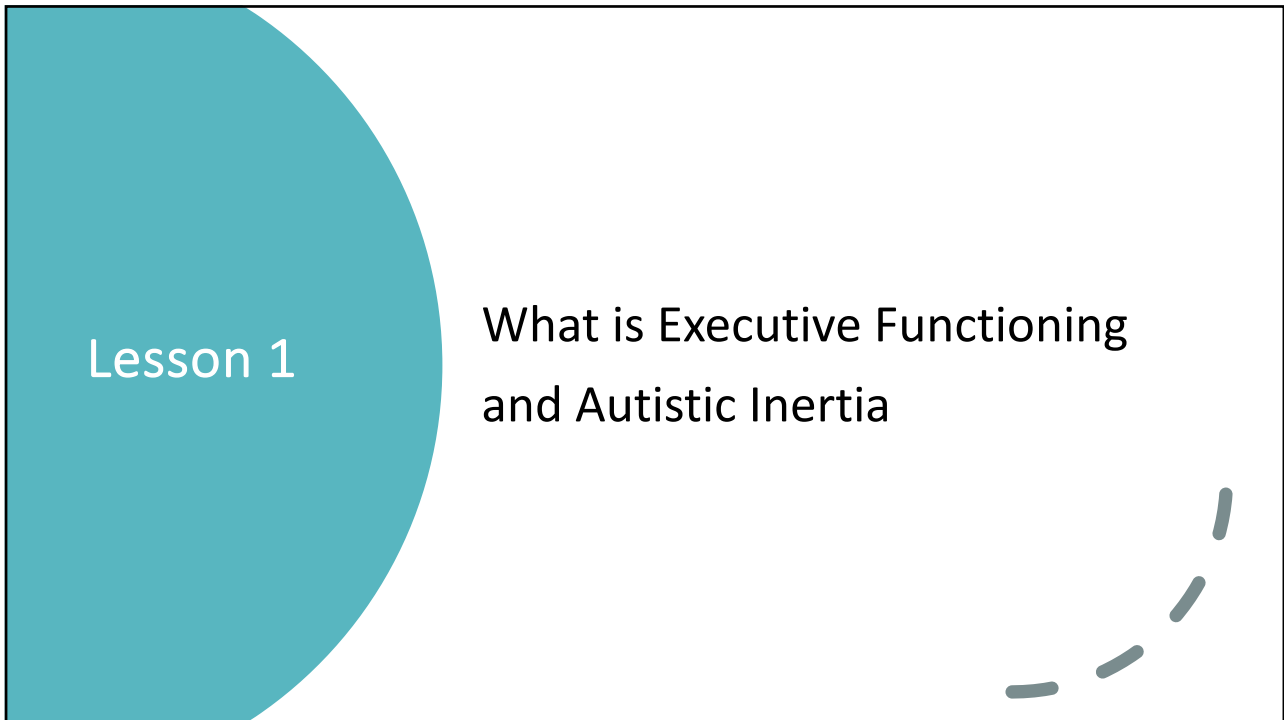
SafeSpeak: A communication protocol for sharing concerns without fear of consequence.

Spiky profile: The uneven distribution of skills and challenges in autistic individuals.

Sensory processing: How autistic individuals might experience sensory input differently.

Time blindness: Challenges with perceiving and managing time.

Visual mapping: A technique for validating and visualizing students' concerns.

A slide with a white background and a large teal semi-circle on the left side. The text 'Lesson 1' is written in white inside the teal shape. To the right of the teal shape, the title 'What is Executive Functioning and Autistic Inertia' is written in black. In the bottom right corner, there are three dashed grey lines forming a curved shape.

Lesson 1

What is Executive Functioning and Autistic Inertia

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A slide with a dark teal background. The word 'TRANSITIONS' is written in white at the top left. Below it is a rounded rectangular photo of Charlene Tait, a woman with short brown hair, smiling. To the right of the photo is a quote in white text. Below the photo is her name and title. At the bottom right, there is a small red circle and a line of text identifying the source of the quote.

TRANSITIONS



*Charlene Tait,
Consultant and former Deputy
CEO,
Scottish Autism*

“From the outside we see “stuck”, but what that person is experiencing is SAFETY and FAMILIARITY”

Scottish Autism Transitions Facebook Live Q+A, Jun 15th 2021

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AUTISM + ENVIRONMENT = OUTCOME

Dr Luke Beardon, Sheffield Hallam University



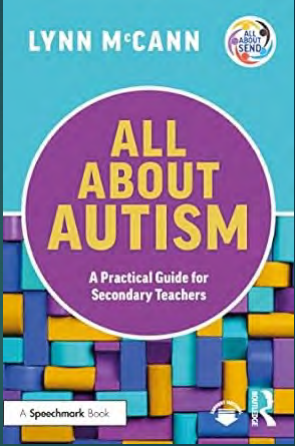
Avoiding Anxiety in Autistic Children
A Guide for Autistic Wellbeing
DR LUKE BEARDON


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“There will be times in your teaching career...where you will hear from parents that their child is having meltdowns at home almost every day before or after school, and they will want to know what is happening at school to cause these.

However, to your eyes, there will not be a problem at school...to you they are 'fine in school' and therefore it is easy to assume that the problem is that the parents are doing something wrong.


This is a common problem for autistic children who have learned early on to **mask** their difficulties and autistic characteristics. It's more than just trying to fit in, it's often driven by huge anxiety and rejection sensitivity; this causes panic and trauma at the hint of getting anything wrong or being 'found out'”



LYNN M'CANN 

ALL ABOUT AUTISM

A Practical Guide for Secondary Teachers

A Speechmark Book 

Lynn McCann,
All About Autism, A Practical Guide For Secondary Teachers

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So called “school-refusal”

“For many children and young people, such as the autistic adolescent girls who participated in a study with me, they are not rejecting learning, they are rejecting a toxic environment”



Dr Ruth Moyse
Director, AT Autism

(Resources around Ruth's "Rewriting the narrative" work-
<https://www.ndti.org.uk/resources/resources-from-rewriting-the-narrative-webinar>)

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EXECUTIVE FUNCTIONING

“Executive Functioning is the skills a person uses to figure out:

- what they have to do now or in the future
- when they have to do it
- what order they have to do it in”



Robyn Steward, The Autism Friendly Guide To Periods

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Executive Functioning



Emotional Regulation

Struggle with emotional regulation, often have trouble accepting negative feedback. May overreact to little injustices. Often struggle to finish a task when something upsets them (i.e. mistakes).

Impulse Control

Calling out, rushing through activities without checking, inconsistency with following rules.

Planning & Prioritising

Difficulty deciding the steps needed to reach a goal order of importance. May not know how to start planning a project and become easily overwhelmed trying to break tasks into smaller chunks.

Organising

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

Task Initiation

Struggle with issues with planning and prioritising too. Without having a plan for a task, it's hard to know how to start. Can come across as lazy or as simply procrastinating. But often they're just so overwhelmed they freeze and do nothing.

Flexibility

Inflexible thinking in very concrete ways and take things literally. They don't see other options or solutions. They find it difficult to change course.

Working Memory

Inability to hold information in their mind and use it to complete a task. Struggle with multi-step tasks, remembering directions, taking notes or understanding something you've just explained to them.



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

Strategies to Improve Executive Functioning

Visuals

Colour code, visual plans for assignments, mind maps, take photos to show them how their desk, locker should look.

Transition Supports

Pre-warn about change using a timer, use transition cues like a bell or announcement.

Modelling

Show and use assistance to support the child to do the actions of what is required.

Routines

Packing bag, pencil cases, book marks in books, diary for homework.

Systems

Put notes in plastic sleeve in same part of bag every time.

Minimise

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

Time management

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

Social Scripts

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



Sue Larkey

LESSON 1

Summary



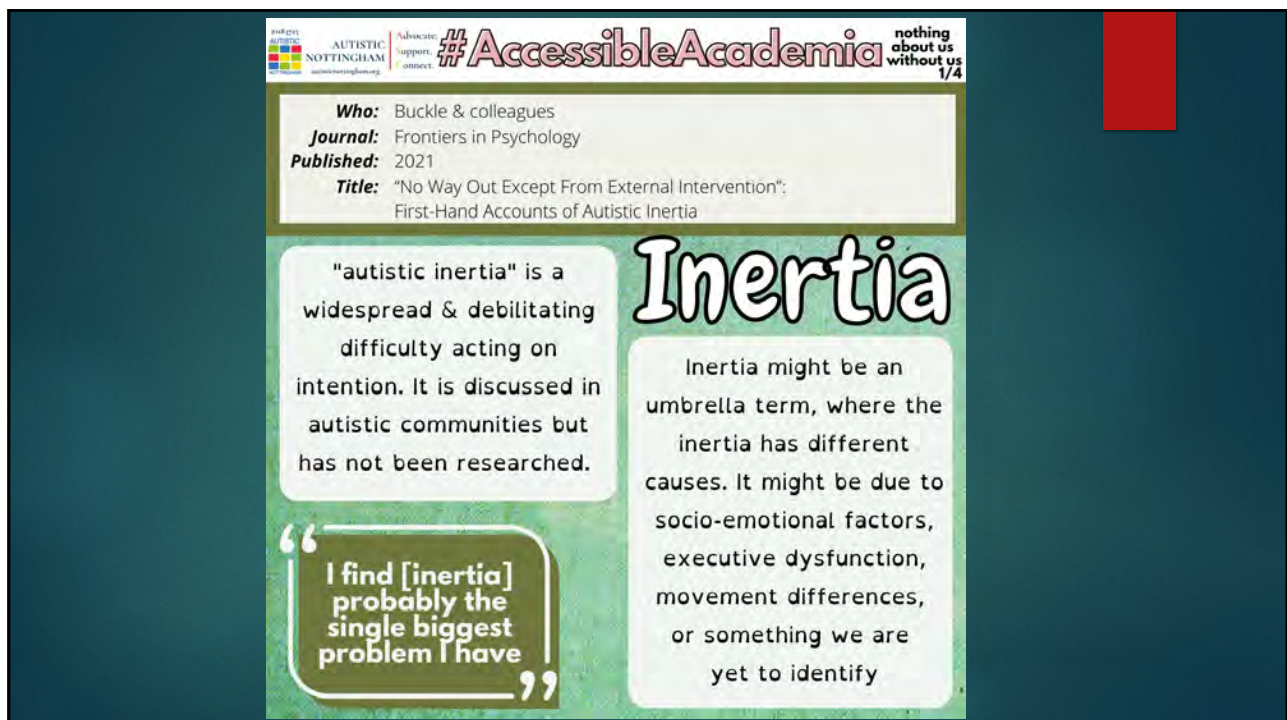
Dean Beadle

- 1. Remember the equation: Autism + Environment = Outcome**
Focus on changing the environment, not the student
- 2. Shift perspective from “won’t” to “can’t”**
Avoid labeling executive functioning difficulties as laziness
- 3. Understand executive functioning as the brain’s ‘admin team’**
Consider how this impacts planning, organisation and task completion.
- 4. Recognise masking behaviours, especially in autistic girls**
Look for subtle signs of anxiety or distress.
- 5. Understand that calm behaviour doesn’t always mean lack of anxiety**
Be aware of potential delayed stress reactions.
- 6. Consider how school environments might be ‘toxic’ for some students**
Look for ways to make the classroom more inclusive.
- 7. Reframe ‘school refusal’ as an indicator of environmental mismatch.**
Focus on adapting the environment rather than forcing attendance.
- 8. Recognise the safety and familiarity needs of autistic students**
Consider how to make new activities feel safe as familiar ones.

Lesson 2

Myths and Misconceptions about Executive Functioning, ADHD & Autistic Inertia

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The infographic features a dark teal background with a red square in the top right corner. At the top left, there are logos for 'AUTISTIC SUPPORT NOTTINGHAM' and 'AccessibleAcademia' with the tagline 'nothing about us without us 1/4'. The central text is white and green, providing a definition of autistic inertia, a list of causes, and a personal quote.

Who: Buckle & colleagues
Journal: Frontiers in Psychology
Published: 2021
Title: "No Way Out Except From External Intervention": First-Hand Accounts of Autistic Inertia

"autistic inertia" is a widespread & debilitating difficulty acting on intention. It is discussed in autistic communities but has not been researched.

Inertia

Inertia might be an umbrella term, where the inertia has different causes. It might be due to socio-emotional factors, executive dysfunction, movement differences, or something we are yet to identify

"I find [inertia] probably the single biggest problem I have"

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LESSON 2

Summary



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- 1. Understand executive functioning as the brain's "admin team"**
Recognise its role in planning, organisation, and task completion.
- 2. Recognise the impact of autistic inertia on daily tasks**
Understand it affects both starting and stopping activities.
- 3. Be aware of the high energy cost of everyday tasks for autistic individuals**
Recognise that seemingly simple tasks can be overwhelming.
- 4. Consider the overlap between autism and ADHD in executive functioning**
Be mindful of how this might compound executive functioning challenges.
- 5. Provide visual supports and written instructions**
Reduce reliance on verbal instructions alone.
- 6. Offer alternatives for communication**
Consider emails or voice notes as less stressful options.
- 7. Allow extra time for transitions between activities**
Accommodate the challenges of shifting between tasks.
- 8. Be mindful of how anticipation of tasks can be paralysing**
Recognise that thinking about a task can be as exhausting as doing it.
- 9. Understand that executive functioning abilities can fluctuate**
Don't assume that success one day means equal ability every day.
- 10. Provide clear task completion criteria**
Help prevent perfectionism and reduce anxiety about expectations.
- 10. Consider implementing "safe spaces" or communication protocols**
Create opportunities for open communication without fear of judgment.

Lesson 3

Time Management in the Classroom:


Why it's so difficult and how to make it easier.

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The Concept Of Time

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I'll be frozen on B until I do A.
The minute A is done, B suddenly
seems possible.

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Notes

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LESSON 3

Summary



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1. Understand that autistic individuals may have a different perception of time

Be aware that concepts like "5 minutes" can be abstract and challenging

2. Recognise the challenges of transitioning between "home mode" and "school mode"

Consider strategies to help bridge these environments

3. Be mindful of the impact of homework on executive functioning

Understand the multiple steps and planning required for homework completion

4. Recognise the concept of "modes" and the difficulty in shifting between them

Plan for smoother transitions between different activities or environments

5. Understand the challenges of task sequencing for autistic individuals

Be aware that difficulty with one task can impact the entire sequence

6. Consider implementing a "one day at a time" approach for planning

Recognise that planning too far ahead can be overwhelming

7. Use visual timers to help make abstract time concepts more concrete

Implement strategies to show time passing during tasks

8. Create consistent routines for transitioning between home and school activities

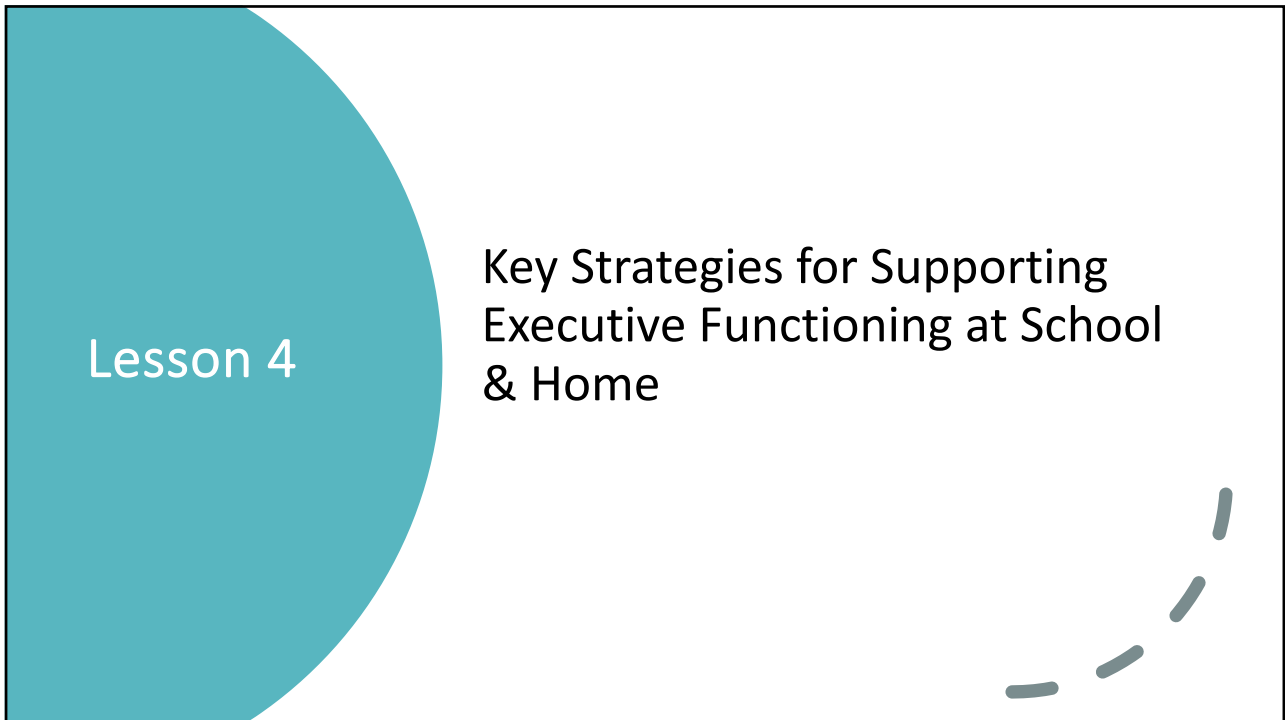
Help reduce anxiety associated with environmental changes.

9. Be aware of how new or uncertain tasks can dominate thoughts.

Provide clear information and support for upcoming changes or new activities.

10. Understand that autistic individuals may struggle with planning ahead

Offer support and strategies for breaking down future tasks.



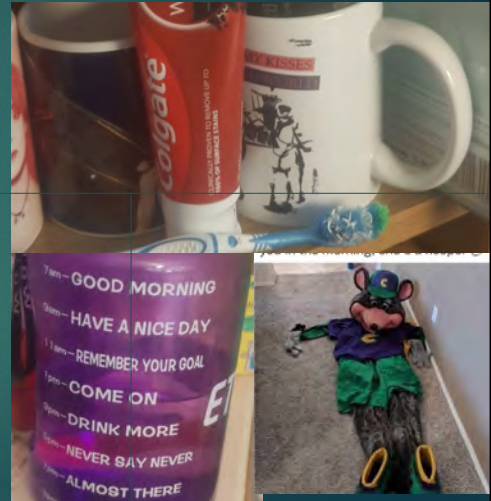
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Executive functioning hacks for at home

- ▶ Water bottles
- ▶ Toothpaste by the bed
- ▶ Having clothes in same place so you don't have to hunt for them
- ▶ Laying clothes out in order
- ▶ Keeping a bag packed
- ▶ What stages can be skipped?
- ▶ Making a list makes it tangible
- ▶ Retrospective to do lists

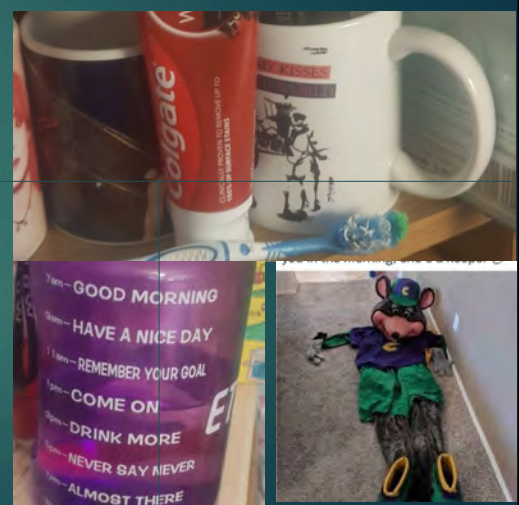


<https://www.leicspart.nhs.uk/autism-space/health-and-lifestyle/autism-and-executive-functioning-skills/>

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Executive functioning hacks for at home

- ▶ How far away is school?
- ▶ Choose your battles- sometimes it's a choice between washing and cooking
- ▶ Reminder apps and alarms on your phone
- ▶ Wet wipes
- ▶ Reminder alarms/apps
- ▶ Voice-note reminders
- ▶ Putting instructions in a WhatsApp etc



<https://www.leicspart.nhs.uk/autism-space/health-and-lifestyle/autism-and-executive-functioning-skills/>

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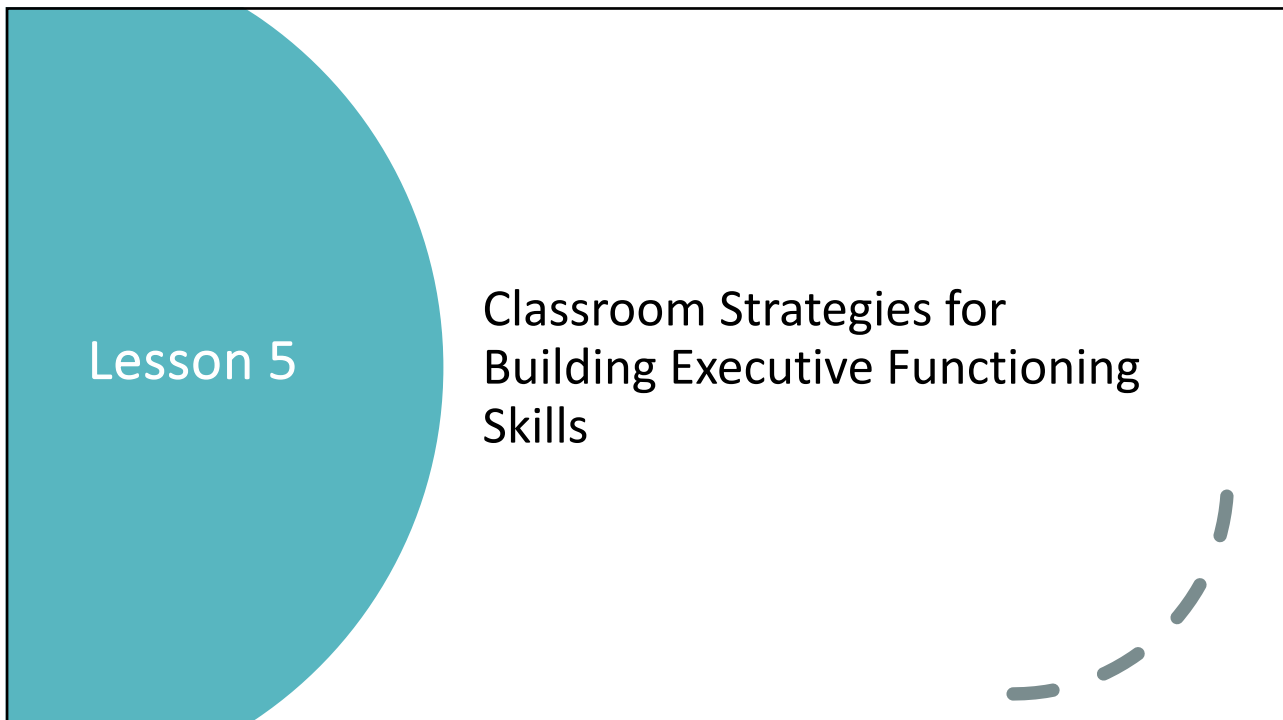
LESSON 4

Summary



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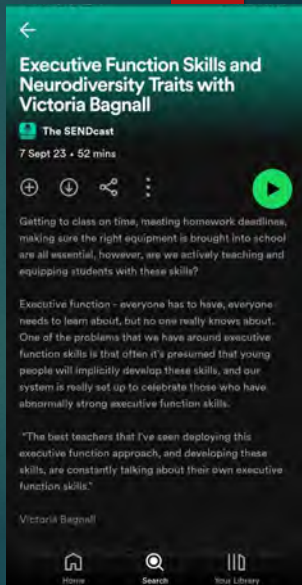
- 1. Implement the use of large water bottles with time markers.**
Reduce the need for multiple trips and aid in hydration tracking.
- 2. Consider keeping essential items (e.g. toothbrush or pen) in easily accessible places.**
Simplify routines by reducing the number of steps required.
- 3. Establish a consistent storage system for belongings.**
Create predictable routines for finding and organising items.
- 4. Lay out clothes in order of dressing the night before.**
Reduce decision-making and planning in the morning.
- 5. Create visual guides for daily routines.**
Use step-by-step images to support independence in tasks.
- 6. Implement strategies to reduce unnecessary planning.**
Consider what stages of tasks can be skipped or simplified.
- 7. Use lists to make tasks tangible and manageable.**
Break down activities into smaller, achievable steps.
- 8. Utilise reminder apps and alarms on phones.**
Support memory and time management with technology.
- 9. Provide information through multiple channels (e.g. voice notes, written notes).**
Accommodate different processing styles and reduce reliance on memory.
- 10. Encourage the use of "could" instead of "should" language.**
Reduce pressure and promote a more flexible approach to tasks.
- 11. Recognise the importance of recovery time and "power saving mode"**
Understand that apparent inactivity may be necessary preparation or recovery.



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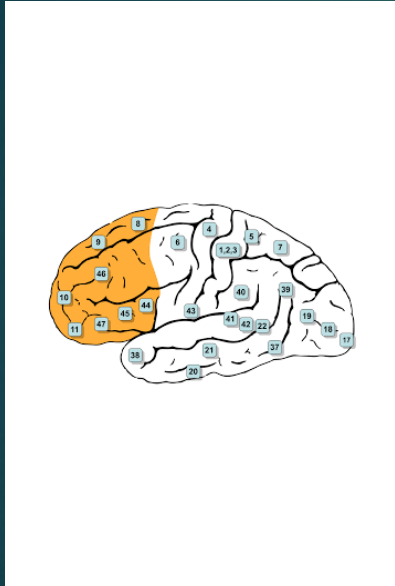
Advice for supporters looking to scaffold and support these skills

- ▶ MODEL IT- "I had a terrible night's sleep last night, so will you help me to remember XYZ?"
- ▶ Honour how they are feeling "I can see this is hard for you"- co-regulate
- ▶ what will I need on my holiday, shopping lists, helping with laundry
- ▶ Metacognition isn't fully possible until adulthood- so we need to scaffold reflection- "that was tricky wasn't it, what would make it easier tomorrow"- much more likely to want to try it if they came up with it
- ▶ Remember any new skill needs 60 iterations to become habit
- ▶ Lack of project work in curriculum- this utilises EF skills



The screenshot shows a podcast player interface. At the top, it says "Executive Function Skills and Neurodiversity Traits with Victoria Bagnall" and "The SENDcast". Below that, it indicates "7 Sept 23 • 52 mins". There are icons for play, download, and share. The main text of the podcast transcript is visible, discussing executive function skills and neurodiversity. At the bottom, there are navigation icons for Home, Search, and Your Library.

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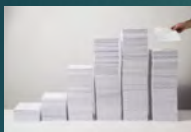


The prefrontal cortex powers executive functioning. We cannot access that when we are in fight or flight

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Thoughts for the classroom

Have paper/spare pens by the door so that if learner forgets book then they have a plan B



Can we start homework in lesson time?



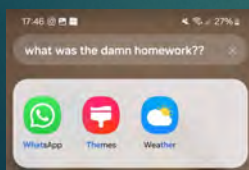
Can we allow time at the start of the day to finish off getting ready for the day without judgement- in tutor time etc



Break work into smaller chunks



Is there somewhere online where I can check what homework was?



Timeframe tasks (and remember to SHOW time passing)



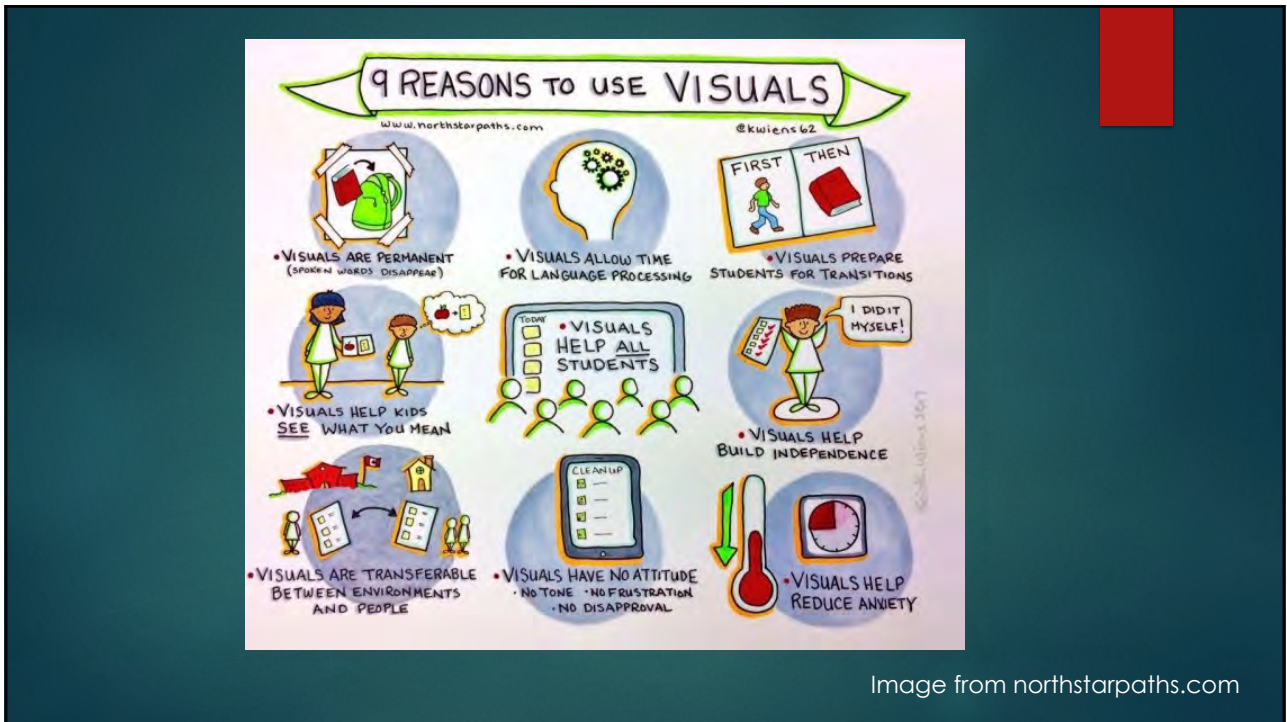
Allowing child to take photos to aid memory



Colour-coding



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Notes

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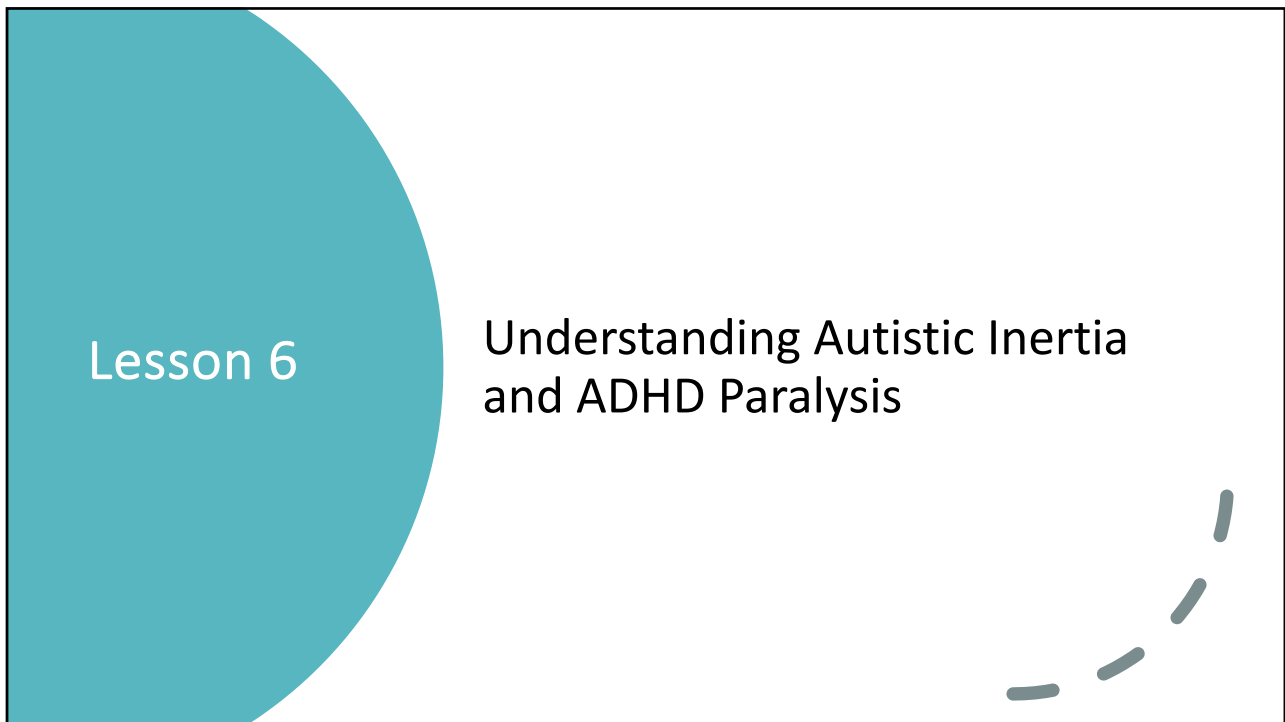
LESSON 5

Summary



Dean Beadle

- 1. Model executive functioning strategies for students.**
Demonstrate how to manage tasks, time, and organisation.
- 2. Practice co-regulation techniques.**
Offer calm, reassuring support during challenging moments.
- 3. Recognise students' efforts in executive functioning.**
Acknowledge progress and improvements, no matter how small.
- 4. Understand that metacognition is not fully developed until adulthood.**
Adjust expectations for younger students' self-reflection abilities.
- 5. Implement games and activities that practice executive function skills**
Use engaging methods to develop planning and organisation skills.
- 6. Provide clear, specific task requirements.**
Define what "good enough" looks like to prevent perfectionism
- 7. Use Visuals to break tasks into smaller, manageable chunks**
Use visual aids to separate tasks and reduce overwhelm.
- 8. Implement time framing for tasks.**
Use visual timers or progress bars to show time passing.
- 9. Create online resources for homework information.**
Provide accessible reminders of assignments and due dates.
- 10. Allow students to take photos as memory aids.**
Support recall of important information or instructions.
- 11. Use colour-coding systems for different subjects or task types.**
Aid in organisation and recall of information.
- 12. Implement visual supports throughout the classroom**
Use relevant visuals to reinforce key concepts and instructions.
- 13. Consider how classroom design impacts focus and attention.**
Minimise visual distractions around key learning areas.

A slide with a white background. On the left, there is a large teal semi-circle. The text "Lesson 6" is written in white inside this semi-circle. To the right of the semi-circle, the text "Understanding Autistic Inertia and ADHD Paralysis" is written in black. In the bottom right corner, there are three dashed grey lines forming a curved shape.

Lesson 6

Understanding Autistic Inertia
and ADHD Paralysis

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A slide with a dark teal background. In the top left corner, the text "Ways to support learners through autistic inertia" is written in white. In the top right corner, there is a small red rectangle. The main text "All I have to do is..." is written in large white font in the center. At the bottom right, there is a quote in white text: "No Way Out Except From External Intervention": First-Hand Accounts of Autistic Inertia, followed by "KL Buckle, 2021".

Ways to support learners through
autistic inertia

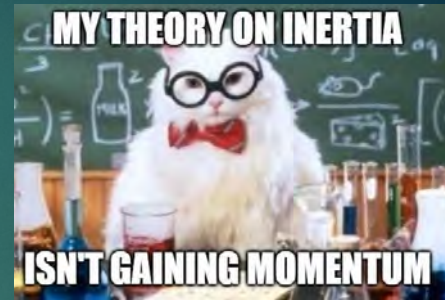
All I have to
do is...

"No Way Out Except From External Intervention":
First-Hand Accounts of Autistic Inertia
KL Buckle, 2021

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Thoughts on inertia

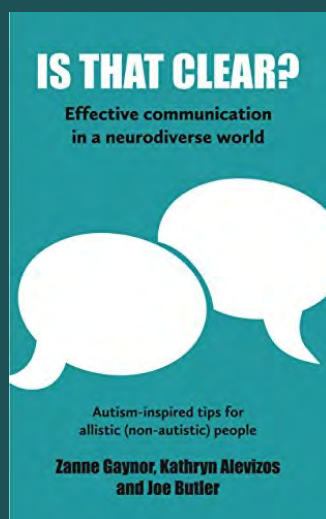
- ▶ What can I do while I'm in GO mode
- ▶ Today may be a can't day, who knows about tomorrow
- ▶ Give child credit for what they HAVE done
- ▶ Eye on the prize- what is on the other side of the dam
- ▶ How can we remove the obstacles?
- ▶ As a journalist, discovered I work best at 2am- when CAN I?
- ▶ Be clear about WHAT the task actually is
- ▶ What does 'good enough' look like?
- ▶ Trust your process- it got you to today
- ▶ Celebrate the wins
- ▶ Start with what feels possible- low demand tasks



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Joe Butler



“We are human beings, not human doings”

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No such thing as 'doing nothing'



It's recovery time, anticipation time

"POWER SAVING MODE"

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Notes

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LESSON 6

Summary



Dean Beadle

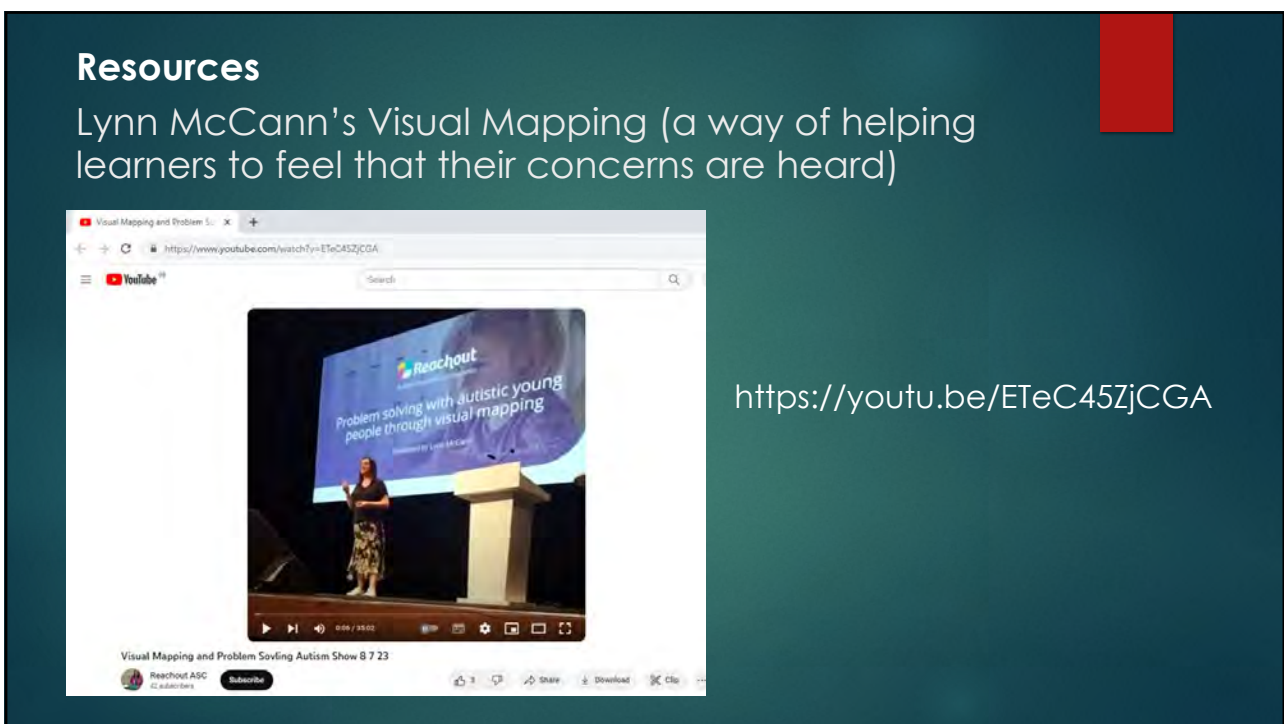
- 1. Understand autistic inertia as difficulty in changing states.**
Recognise challenges in both starting and stopping tasks.
- 2. Implement the "All you have to do is..." approach.**
Break down overwhelming tasks into smaller, manageable steps.
- 3. Identify what "freezes" individuals and plan around it.**
Develop strategies to work through or avoid common sticking points.
- 4. Lay out clothes in order of dressing the night before.**
Reduce decision-making and planning in the morning.
- 5. Allow flexibility in when tasks are completed.**
Recognise and accommodate individual work patterns and energy levels.
- 6. Start the day or lesson with low-demand tasks.**
Build confidence and momentum with achievable activities.
- 7. Be clear and specific about task requirements.**
Reduce anxiety by providing detailed expectations.
- 8. Define what "good enough" looks like for tasks.**
Prevent perfectionism by clarifying acceptable completion standards.
- 9. Celebrate small wins and progress.**
Acknowledge efforts and achievements, not just final outcomes.
- 10. Implement the "power of nope."**
Allow students to temporarily opt-out of overwhelming tasks
- 11. Remember "power saving mode" can be effective tool**
Understand that apparent inactivity may be necessary preparation or recovery.
- 12. Validate and believe students' experiences of inertia.**
Offer support and understanding, even if you don't fully comprehend their struggle.
- 13. Consider implementing "safe spaces" or communication protocols.**
Create opportunities for open communication about struggles without fear of judgment.

A slide with a white background and a large teal semi-circle on the left side. The text 'Lesson 7' is written in white inside the teal shape. To the right, the title 'Emotional Regulation and the Importance of Safe Spaces' is written in black. In the bottom right corner, there are three dashed grey lines forming a curved path.

Lesson 7


Emotional Regulation and the Importance of Safe Spaces

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A slide with a dark teal background. At the top left, the word 'Resources' is written in white. Below it, a paragraph describes Lynn McCann's Visual Mapping. A screenshot of a YouTube video is shown, featuring a woman on a stage with a large screen behind her. The screen displays the 'Reachout' logo and the text 'Problem solving with autistic young people through visual mapping'. To the right of the screenshot, the URL 'https://youtu.be/ETeC45ZjCGA' is provided. A small red rectangle is located in the top right corner of the slide.

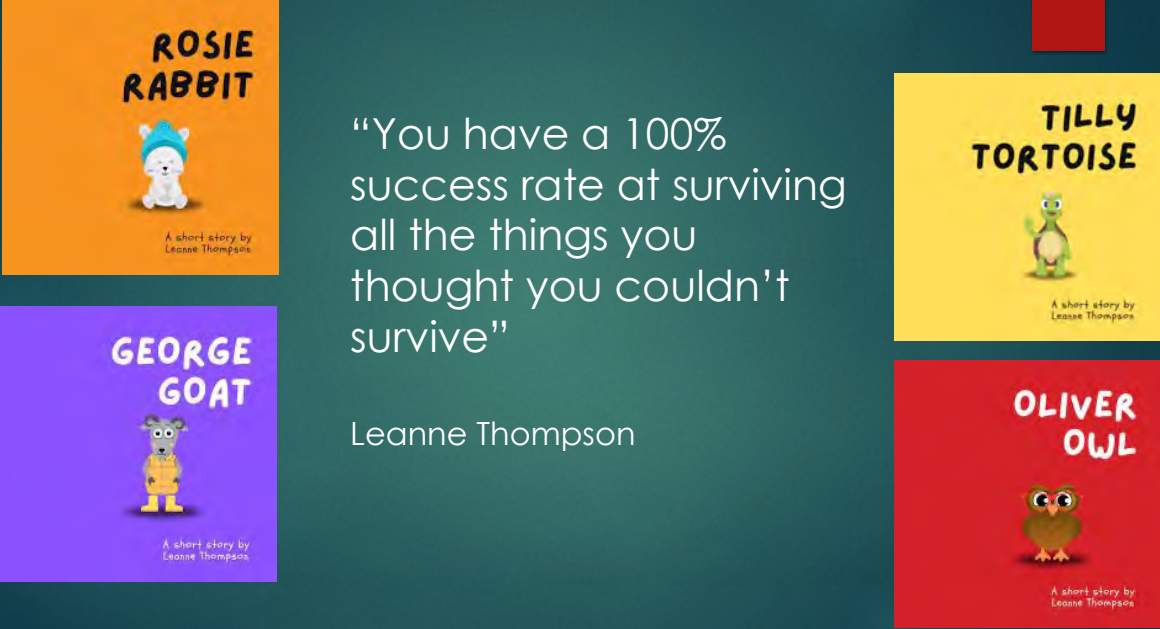
Resources

Lynn McCann's Visual Mapping (a way of helping learners to feel that their concerns are heard)



<https://youtu.be/ETeC45ZjCGA>

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“You have a 100% success rate at surviving all the things you thought you couldn’t survive”

Leanne Thompson

The slide features four book covers arranged around a central quote. Top-left: 'ROSIE RABBIT' on an orange background with a white rabbit wearing a blue hat. Bottom-left: 'GEORGE GOAT' on a purple background with a yellow goat wearing a yellow hat. Top-right: 'TILLY TORTOISE' on a yellow background with a green tortoise. Bottom-right: 'OLIVER OWL' on a red background with a brown owl. Each cover includes the text 'A short story by Leanne Thompson' at the bottom.

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- ▶ Instagram: deanbeadlespeaker
- ▶ Facebook: Dean Beadle Speaker
- ▶ Twitter: @deanbeadleuk
- ▶ Youtube.com/deanbeadleuk



Two photographs of Dean Beadle Speaker are shown. The left photo shows him from the waist up, wearing a bright red sequined jacket over a black shirt and black pants, standing in a room with wood-paneled walls. The right photo shows him from the waist up, wearing a black leather jacket over a black shirt and black pants, standing in a doorway.

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LESSON 7

Summary



Dean Beadle

1. Recognise the link between executive functioning and emotional regulation

Understand how executive function challenges can impact emotional control.

2. Implement safe spaces in educational settings.

Create designated areas where students can retreat and self-regulate.

3. Consider using recording devices in safe spaces.

Allow students to express concerns without immediate face-to-face interaction.

4. Implement "SafeSpeak" or similar communication protocols.

Establish clear guidelines for sharing concerns without fear of consequences.

5. Use visual mapping techniques.

Help students process and validate their concerns through visual representation.

6. Be mindful of object permanence issues.

Understand how "out of sight, out of mind" can increase anxiety for some students.

7. Be clear and specific about task requirements.

Reduce anxiety by providing detailed expectations.

8. Provide clear information about changes or absences.

Reduce anxiety by explaining when things or people will return.

9. Offer alternatives to eye contact during conversations.

Reduce sensory overload and increase comfort in communication.

10. Recognise that autistic brains may process more information at rest.

Understand the increased cognitive load in everyday situations.

11. Implement strategies to reduce sensory overload in classrooms.

Consider lighting, sound, and visual stimuli in the learning environment.


12. Encourage self-advocacy skills.

Teach students to recognise and communicate their needs effectively.

13. Foster a classroom culture that values neurodiversity.

Celebrate different thinking styles and problem-solving approaches.

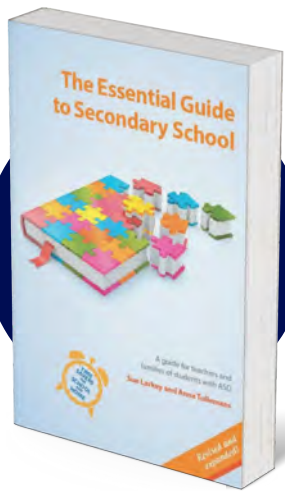
Notes



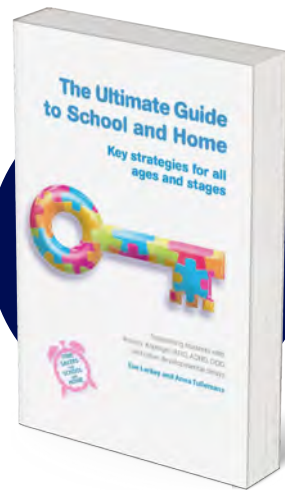
Armed with the tools of understanding and confidence much can be achieved.

Sue's Top Pics for EXECUTIVE FUNCTIONING RESOURCES

Sue Larkey Books



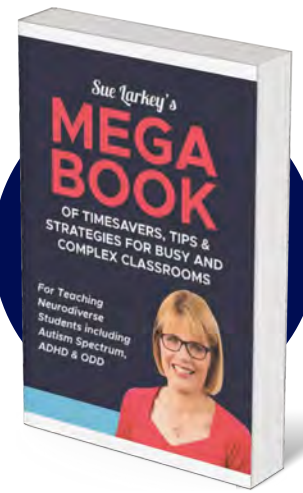
The Essential Guide to Secondary School



The Ultimate Guide to School and Home



A Manual To Provide Support and Care for Adults with Autism Spectrum



MEGA BOOK of Timesavers

Timers



Time Timer PLUS



Liquid Timers

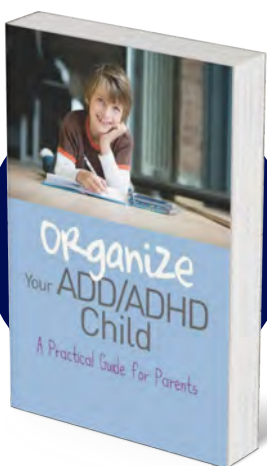


Portable Schedule Timer

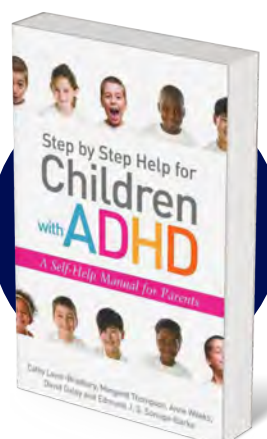


Time Timer

Executive Functioning Books



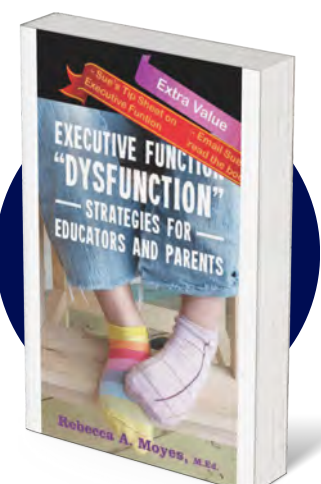
Organize Your ADD/ADHD Child



Step by Step Help for Children with ADHD



Autism and Everyday Executive Function



Executive Function Dysfunction

REFERENCES MENTIONED IN COURSE

Research / Studies / References

Dr. Luke Beardon "Avoiding Anxiety in Autistic Children"

Jo Butler "Is That Clear?"

Buckle et al. (2021) "No Way Out Except for External Intervention: First-Hand Accounts of Autistic Inertia" published in Frontiers in Psychology Journal

Dr. Catherine Crompton's research at Edinburgh University on autistic communication styles

Organisations/Institutions

Scottish Autism (mentioned regarding Charlie Tate, former deputy CEO)

Sheffield Hallam University (where Dr. Luke Beardon worked for 30+ years)

Edinburgh University - Department of Autism Research and Technology

Leicester NHS Trust (UK)

AT Autism (autistic-led research organization, directed by Dr. Ruth Moyse)

AutScape Autistic Research Convention

Notable Researchers/Experts Mentioned

Dr. Luke Beardon

Dr. Ruth Moyse

Dr. Catherine Crompton

Victoria Bagnall

Charlie Tate

Robin Stewart (autistic advocate, wrote "The Autism Friendly Guide to Periods")

Podcast Mentions

Executive Function Skills and Neurodiversity Traits with Victoria Bagnall

Discussing Executive Function Skills and Neurodiversity Traits

MORE TIPS & IDEAS

LISTEN TO MY FREE PODCAST AVAILABLE ON ALL PLATFORMS

Episode 275

Executive Functioning Skills for Neurodiverse students: "Beyond just try harder." with guest Dean Beadle

Episode 241

Have You Heard of Time Blindness? Did You Know It Can Cause Behaviour in Neurodiverse Students and What To Do?

Episode 269

Regulation of Emotions a Teachers Guide to Support Student's

Episode 234

The Overlooked Tools of Learning: Importance of Routine & Repetition for Neurodiverse Students

Episode 235

Behaviour Solutions for Setting up your Classroom for Success

Episode 189

Social Scripts: The Essential Tool for Improving Social Understanding

Episode 145

Time Management = Anxiety Management



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ONLINE COURSE	Strategies & Insights to inform your teaching Practice	Autism Spectrum Disorder: a different way of thinking, learning & managing emotions.
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PRESENTER	Dr, Temple Grandin (Autistic Adult) & Sue Larkey (Teacher)	Dr. Tony Attwood (Psychologist)
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EARLY YEARS	✓	✓
PRIMARY	✓	✓
SECONDARY	✓	✓
POST-SCHOOL	✓	✓

IN THIS COURSE YOU WILL LEARN	<ul style="list-style-type: none"> ✓ Sensory Issues as a Barrier to Engagement & Participation ✓ Key Steps to Teaching to Work and Achieving Independence ✓ Teaching Flexible Thinking ✓ Friendship and Bullying ✓ Increase Learning ✓ Outcomes by Reducing Anxiety & Understanding Behaviour ✓ Teaching Life Skills ✓ Impact of Working Memory on Learning 	<ul style="list-style-type: none"> ✓ Cognitive Abilities: a different way of thinking & learning. ✓ Managing Challenging Behaviour ✓ Managing Feelings: cognitive behaviour therapy & its role in managing emotions and behaviour ✓ The Emotional Tool Box; what is it and how to use ✓ Special Interests; origins and constructive strategies ✓ Strategies to improve Social Understanding
	BONUS IEP / Workbook	

AUSTRALIAN PROFESSIONAL STANDARDS (ALL STATES)	✓	✓
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NESA ACCREDITATION		
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TQI ACCREDITATION	✓	✓
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COURSE DURATION	5 HOURS	5 HOURS
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COURSE COMPLETION (CAN EXTEND AT ANY TIME)	6 WEEKS	6 WEEKS
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ONLINE COURSE

Emotional Regulation in Students with Autism Spectrum Disorder and/or Other Neurodiverse Disorders

How to Teach Social Emotional Learning for Neurodiverse Students

Pathological Demand Avoidance (PDA) in the Classroom: Understanding Strategies for Educators



PRESENTER

Sue Larkey (Teacher)

Sue Larkey (Teacher)

Laura Kerby (Teacher & Grad Dip Psychology)

EARLY YEARS

PRIMARY

SECONDARY

POST-SCHOOL

IN THIS COURSE YOU WILL LEARN

- ✓ Introduction to understanding diverse learners, key supports and strategies.
- ✓ How to help children identify and label emotions in themselves and others
- ✓ Helping children connect emotions to events
- ✓ A range of strategies to regulate emotions and behaviours
- ✓ Activities to do with the whole class, small groups & individuals
- ✓ What, How & When to teach emotional regulation

- ✓ What, How, & When to teach Social Skills
- ✓ Myths & Misunderstanding.
- ✓ How to make and keep friends.
- ✓ Impact of Executive Functioning.
- ✓ 4 Steps to Create Social Skills Program.
- ✓ Lived Experience of Social Learning.
- ✓ Creating Inclusive Playgrounds.

- ✓ Understanding of Pathological Demand Avoidance (PDA)
- ✓ What are Demands and How to Avoid
- ✓ PDA & Anxiety: Key Strategies
- ✓ Difference between PDD, ODD, and ASD
- ✓ Practical Approaches and Strategies to Support
- ✓ Learning Supporting and Understanding Behaviour
- ✓ PDA and Education: How to Make it Work

AUSTRALIAN PROFESSIONAL STANDARDS (ALL STATES)

NESA ACCREDITATION

TQI ACCREDITATION

COURSE DURATION

3 HOURS

3 HOURS

2 HOURS

COURSE COMPLETION (CAN EXTEND AT ANY TIME)

6 WEEKS

6 WEEKS

6 WEEKS

Register at elearning.suelarkey.com.au

Group discounts available contact: support@suelarkey.com.au

CERTIFICATE ON COMPLETION FOR ALL COURSES