

Sensory Strategies for Educators to Increase Engagement and Participation in a **Busy & Complex** Classroom

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Simple Classroom Adaptations

3 BIG Barriers to Participation Every Educator needs to Rule Out

Busy Classroom Teacher Strategies to Help Students Self Regulate

8 Warning Signs of Slow Processing Speed - Plus what Simple Modifications & Strategies to Help

Why do they do that? 12 Common Behaviours Explained

How to Recognise SPD

Heaps of Resources and Sensory Tools

NEW

FREE Webinar
Deep Dive into
Sensory
21st July

**PRACTICAL STRATEGIES FOR
HOME AND SCHOOL FOR AUTISM
SPECTRUM DISORDERS**



UNDERSTANDING SENSORY NEEDS

Many children with ASD will be over or under reactive to sensory stimuli including touch, taste, smell, sound, sight and/or movement. By regulating the amount and intensity of stimulation **it helps to keep the nervous system calm, organised and focused**. Children can be under-aroused and sluggish one moment, and overwhelmed and anxious the next. Meeting sensory needs can include using sensory tools to regulate behaviour or adapting activities to reduce sensory stimulation. For example some children can sit for longer periods with a sensory tool/fidget tool. While other children may need clothing adaptations, e.g. socks with no overlocking for them to wear shoes and socks.

Temple Grandin (an adult with ASD) advocates for awareness of different children having different sensory needs, she encapsulates this difference stating **“One kid’s got sound sensitivity; another one can’t tolerate fluorescent lights. I can’t stand scratchy clothes.”**

I would recommend seeing an **Occupational Therapist** for more information on what will work specifically for your child. Occupational Therapists are great at guiding you for your child’s individual needs, implementing specialised programmes to regulate their senses.

In my experience many children need sensory adaptations in the classroom. Simple changes in the environment can make a big difference to a child’s engagement and learning outcomes. You could spend all day asking a child to **“sit still”** on the mat OR you could give them a **“sensory mat”** to sit on that helps them sit still. On the next pages are some great sensory tools which can be used to support each child’s different sensory needs.

Professor Temple Grandin is one of the most influential people in the world according to TIME Magazine’s says about her autism and sensory.



“My nervous system was all hyped up, like it was in a jungle full of dangerous animals for no reason. How can you socialise if the environment is hurting you from a sensory stand point”

“One kid’s got sound sensitivity, another one can’t stand fluorescent lights. I can’t stand scratchy clothes”




- Dr. Temple Grandin

BE A SENSORY DETECTIVE

11 COMMON SIGNS OF SENSORY PROCESSING DISORDER (SPD) OR DIFFICULTIES

Sometimes you need to be a detective to recognise sensory difficulties as the underlying cause of a problem. Can you imagine trying to learn when your clothes are scratchy or a tapping pen sounds like a jack hammer. If possible see an Occupational Therapist as they are great at assessing the child's sensory processing.

Here is a list that may help you identify children's underlying sensory difficulties:

- 1 **Extra sensitive to touch** – they don't like to be touched or can't be touched enough. 
- 2 **Sensitivity to sounds** – they may cover their ears when the same noises don't bother others.
- 3 **Picky eaters** – they will only eat a limited range of foods and those they are familiar with.
- 4 **Movement** – unusual body posture, seek constant movement or have difficulty with movement.
- 5 **Hyperactivity** – they can't sit still during the day or get to sleep at night, or calm themselves down.
- 6 **Fear of crowds** – crowded areas bothers them to the point of frequent public meltdowns.
- 7 **Poor fine or gross motor skills** – they have difficulty with handwriting or kicking a ball. 
- 8 **Excessive risk taking** – they may be unaware of touch or pain or heights or danger.
- 9 **Avoidance of sensory stimulation** – they won't put their hands in anything messy such as glue, clay or mud. They only wear certain clothes.
- 10 **Trouble with balance** – they may be accident-prone or fall more often than others and have a preference for sedentary activities.
- 11 **Easily distracted** – particularly by noise, movement, and touch. 



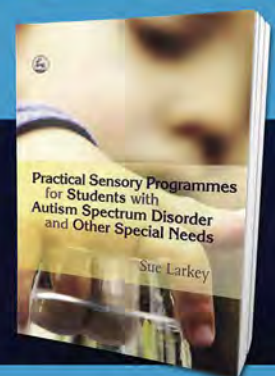
For more information on sensory processing difficulties and checklists to complete to understand children's sensory profile see *Practical Sensory Programmes* by Sue Larkey (pg 21-31).

PRACTICAL SENSORY PROGRAMMES

By Sue Larkey

Shows how to identify sensory problems and develop programmes. Over 100 activities including all five senses and movement.

• CODE B05



In the wonderful book ***The Kids' Guide to Staying Awesome and In Control*** (see pg 20) children can learn to identify when they feel "slow and tired", "fast and emotional", "fast and wiggly." By using a range of sensory activities children learn to feel "just right." Every child needs to work out their own preferences.

Here are some ideas to try:

10 CALMING ACTIVITIES

- 1 Massage (see wooden hand massager pg 18).
- 2 Sitting on Bean Chair (see Mini Bean Chair below).
- 3 Slow rocking.
- 4 Soft, slow music.
- 5 Joint compressions.
- 6 Stretching.
- 7 Chewing (see chewy tubes pg 17).
- 8 Sucking.
- 9 Fidget toys (see a wide range available pg 17).
- 10 Squeezing Ball (see stress ball pg 17).



TOP 10 ALERTING ACTIVITIES

- 1 Brisk rubbing (see Tiger brush pg 18).
- 2 Chewy food / Chewy Stixx (see pg 17).
- 3 Any push/pull, run, skip, jump, heavy lifting.
- 4 Fast, irregular movement (swing, trampoline, therapy ball).
- 5 Kick, bounce, and throw a ball.
- 6 Strong tastes / odours (flavoured chew stixx pg 17).
- 7 Loud, fast music.
- 8 Fidget toys – Fidgetpod, Slinky key ring (see pg 17).
- 9 Sitting on cushion.
- 10 Physical exercise.



Join Sue on Wednesday the 21st of July 2021 for

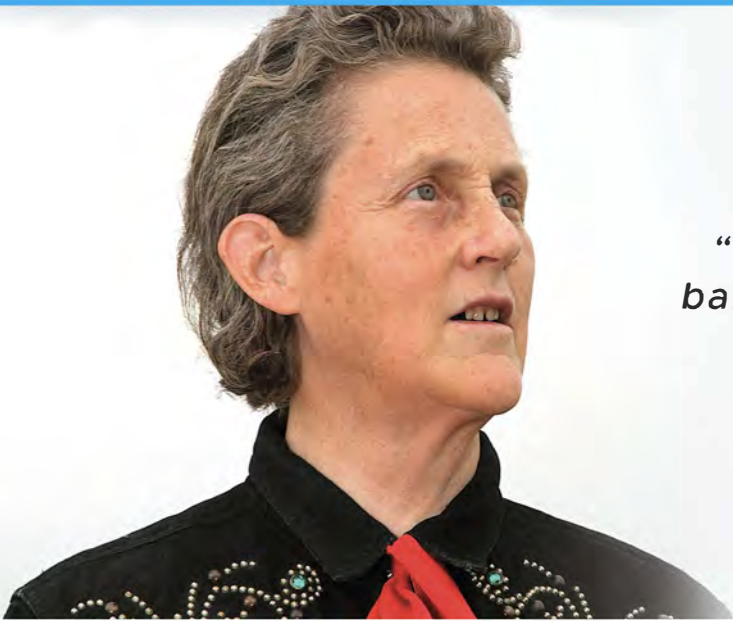
Sensory Strategies for Educators - the often Overlooked causes of Behaviour
Online FREE Live Webinar

4 - 5pm

Or join afterwards for the podcast replay on-demand!

More information at suelarkey.com.au

SLOW PROCESSING SPEED CLASSROOM MODIFICATIONS



“They are like a phone with one bar service. You have to give them time to download the image”

- Dr. Temple Grandin

Have you noticed any of these signs in a child you know?

- ✓ Unorganised, often loses or forgets homework
- ✓ Rarely completes tests on time and leaves multiple questions unanswered on timed exams
- ✓ Can't perform simple maths problems, sequences or calculations
- ✓ Turns in incomplete homework because they don't understand the instructions
- ✓ Need a quiet area to study and is often distracted by background noise
- ✓ Lacks focus with reading and taking notes
- ✓ Tries to avoid multi-step problems
- ✓ Needs extra time to make decisions



This child might have slow processing speed. This means they may have difficulty remembering instructions in the classroom or retaining important details for an assignment or exam. These children are often labelled “dumb” or “lazy” when they are often very intelligent, but don't process information as quickly as their classmates. This can lead to anxiety as it impacts on their ability to engage in learning. So it is important to put in place accommodations so they don't feel like they are struggling. Understanding the link between anxiety and slow processing speed helps you to best support the child and for the child to know why they may take longer than their peers.

Processing speed is like a muscle and becomes stronger with repetition. Memory games can be a fun and enjoyable way to increase processing speed!

CLASSROOM MODIFICATIONS TO HELP STUDENTS WITH SLOW PROCESSING SPEED

TEACHING IDEAS



- ✓ Regularly check-in with the student to ensure they understand the instructions given.
- ✓ Reduce the number of assignments or problems the student has to do.
- ✓ Write down instructions for tasks.
- ✓ Email parents or students class notes.
- ✓ Provide a safe area (email or phone) for student to ask follow-up questions on assignments or class work.
- ✓ Show your student an example of 'good notes' to help learn to identify the key aspects of note taking.

VISUAL SCHEDULE



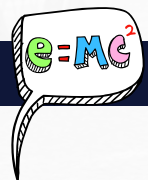
- ✓ Try incorporating visual instructions into daily routine.
- ✓ Hang up schedule everywhere that would be useful. Include all steps and tasks required.
- ✓ Try using actions instead of verbal instructions.
- ✓ A Timer is a great visual tool which can increase the student's awareness of time. This can be very helpful for practicing the executive function of time management.
- ✓ Use pictures, graphs and charts to explain what is being taught in class.

CLASSROOM TIPS



- ✓ Allow the student additional time for exams, homework and assignments.
- ✓ Encourage the student to answer questions in class and give them extra time to respond.
- ✓ Allow another student to take notes if your student has trouble listening and taking notes at the same time.
- ✓ Speak slowly when giving instructions and repeat directions when necessary.

SHORT AND SIMPLE DIRECTIONS



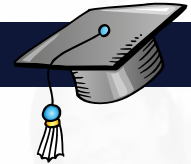
- ✓ Although it is best to use visuals, you will have to give verbal tasks to your student.
- ✓ Make sure you keep the instructions as short, simple steps. If this is successful, over time, gradually increase complexity.
- ✓ Modify your list of steps to allow the student time to process, and plan what to do next.
- ✓ Let your student watch as you organise for the next day and let them do the same.

ORGANISATION



- ✔ Give the student examples of what other students have done in the past as a guide.
- ✔ Colour code assignments, homework and projects to help the student know how to prioritise.
- ✔ Break up assignments and homework into smaller, more manageable tasks.
- ✔ Extend deadlines for student to complete homework.
- ✔ Stick to a daily routine, provide visual charts for student to complete, so they stay on task for the whole day.

ASSIGNMENT AND TEST TAKING



- ✔ Allow the student to take verbal exams and explain their answers to you.
- ✔ Provide a quiet space for the student to take exams. This will be a less distracting environment and allow them greater time to process questions.
- ✔ Shorten length of tests and assignments.
- ✔ Accept unfinished tests and assignments and allow the student time to finish problems they missed or didn't have time to do.
- ✔ Give the student opportunities to discuss their knowledge of the subject instead of formal exams.

DEVELOPING PROCESSING SKILLS AT HOME

A student's ability to perform well in school relies on developing processing skills at home and in the classroom. This is a skill which requires time and patience.

HERE ARE SOME STRATEGIES TO TRY AT HOME:

- ✔ Use visuals when teaching or helping your child understand a new concept.
- ✔ Refer to the clock constantly. Keep increasing your child's awareness of time.
- ✔ Use a picture schedule for their daily schedule. Post it several places around the house and use it!
- ✔ Be the example and show your child what you do to organize and time manage your day.
- ✔ Break up large tasks with multiple steps. Have the child do the first step and come back to you so you can give them the next step. Build upon each step so they can eventually do two steps at a time.
- ✔ Try to keep activities, meals and tasks at the same time every day. Consistency helps kids who are trying to keep up with processing the vast amounts of information coming into their brains.

HOW TO ORDER

RESOURCES:



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



Complete the order form and post it to:

Education Events Pty Ltd
PO Box 20
Artarmon, NSW 1570

OR SCAN & EMAIL order to:
orders@suelarkey.com.au

MAKING PAYMENTS:

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




NEW ZEALAND

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BOOKS ON APPROVAL:

Schools may order books on approval for 14 days.

GRADUATES	TEACHER ASSISTANTS
<p>FREE Webinar & Ebook</p> <p>How Educators* Can Proactively Manage Challenging Behaviour To Create Calm Classrooms.</p>	<p>FREE Webinar & Ebook</p> <p>How Teacher Assistants* Can Help Support Students Who Learn & Engage Differently.</p> <p><i>*Teacher Assistants, Classroom Assistants, Teacher Aides, SSOs, ESOs, everywhere I go uses different words I call you angels</i></p>
<ul style="list-style-type: none"> ✓ Strategies for Neurodiverse Children to Recognise Own Emotions. ✓ Framework to Teach Emotional Literacy ✓ Starting Point for Proactive Emotional Regulation Strategies 	<ul style="list-style-type: none"> ✓ Identify individual students needs and how best to support them ✓ Identify specific strategies to support your students ✓ How to best work with a range of teachers and classes – so teachers want you back.
<p>Online: elearning.suelarkey.com.au (see website for dates)</p>	<p>Online: elearning.suelarkey.com.au (see website for dates)</p>
<p>Online Course</p> <p>Emotional Regulation in Students with an Autism Spectrum Disorder and/or other Neurodiverse Disorders</p>	<p>Online Course</p> <p>How Teacher Assistants Can Help Support Students Who Learn & Engage Differently</p>
<ul style="list-style-type: none"> ✓ Recap: meltdowns, shutdowns, anxiety, 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 ✓ Other Bonuses 	<ul style="list-style-type: none"> ✓ 10 Top Tips for Keeping on Task ✓ How to Build a Great Relationship ✓ Using Routines & Consistency ✓ How to write and use Social Scripts ✓ Supporting students to change their mindset ✓ Using Rewards to Motivate ✓ Ebook (79 pages) & More BONUSSES ✓ Members Only ‘Angels’ Facebook Group ✓ Transcripts of Lessons
<p>3 Hrs Accreditation (& Certificate) (including TQI)</p>	<p>2 Hrs (Certificate On Completion)</p>
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<p>6 Weeks to Complete</p>	<p>6 Weeks to Complete</p>
<p>For Primary School Children</p>	<p>For All Ages and Stages</p>

FOUNDATION COURSES			
FREE Webinar	Increasing Engagement and Participation	What is ASD and how to use this knowledge to succeed.	Strategies to teach children who learn and engage differently in Early Childhood.
In this 40min online course you will learn:	<ul style="list-style-type: none"> ✓ Key Strategies to increase Engagement and Participation. ✓ Increased Understanding of how Children/Students with ASD Learn. 	<ul style="list-style-type: none"> ✓ The seven parts of the Criteria for Diagnosis of ASD and what this means for Teachers, Parents & Professionals. ✓ Profile and Characteristics of Girls with ASD. 	<ul style="list-style-type: none"> ✓ The Different Learning Styles. ✓ How to Adapt Your Program. ✓ 5 Key Ways to make Learning Fun. ✓ Strategies to increase Engagement and Participation.
Available Online	✓	✓	✓
Online Course	Making It A Success: Teaching Strategies and Behaviour Support.	Autism Spectrum Disorder: a different way of thinking, learning and managing emotions.	Developing Early Childhood Approaches for Children with Additional Needs
In this five-hour course you will learn:	<ul style="list-style-type: none"> ✓ Key strategies from Pre-school to Secondary. ✓ Teaching Strategies for School and Home. ✓ What is ASD, ADHD, ODD and SPD. ✓ Promoting Understanding with Peers. ✓ Strategies for Social Skills and Playgrounds. ✓ How to increase Engagement and Learning Outcomes. ✓ Behaviour Support Strategies: anxiety, sensory and tantrums 	<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 managing emotions and behaviour ✓ The Emotional Tool Box; what is it and how to use ✓ Special Interests: origins and constructive strategies ✓ Strategies to improve Social Understanding and Friendship 	<ul style="list-style-type: none"> ✓ How to use Different Ways of Teaching ✓ Teaching Strategies for School and Home ✓ How to help children develop communication (verbal & non-verbal) ✓ Steps to Develop and Individual Program ✓ Behaviour Management Strategies & Positive Support ✓ How to create an Individual Sensory Program ✓ Tantrums v Meltdowns
5 Hour Accreditation	✓	✓	✓ +2hr Bonus
Available online here	✓	✓	✓
10 Weeks to complete	✓	✓	✓
For All Ages and Stages	✓	✓	
For Children < 6 years			✓

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

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

BEHAVIOUR — WHY DO CHILDREN DO THAT?

SOLUTIONS AND STRATEGIES FOR COMMON CLASSROOM BEHAVIOURS

BEHAVIOUR	REASON WHY THEY MIGHT DO THIS	SUGGESTED STRATEGIES
Chewing on shirt, hat string or objects	Chewing is calming for these students so it is important you provide opportunities to chew.	Chewy tubes, Chewigem necklace, Pencil toppers. Oral Motor Programme. Water bottle with straw – they will need a few straws as tend to chew through.
Hiding or running away	This is a 'flight response,' usually due to confusion, lack of ability to problem solve or emotional build ups.	Give a Preventative Break (go for a walk, bounce on a fit ball). Teach problem solving skills (important do this when calm). Recommend reading From Anxiety to Meltdown
Difficulty accepting criticism	This can be due to anxiety around making mistakes. Often part of Executive Functioning difficulties.	Give a Preventative Break (go for a walk, bounce on a fit ball). Teach problem solving skills (important do this when calm). See page 4 for more ideas.
Swearing	Most kids swear, but often kids with ASD don't learn the social nuances of swearing. Often kids do for social attention.	When you hear them swear, tell them a replacement word. Use Social Stories to set clear boundaries and expectations. Work on friendships and social skills if doing to gain attention of peers.
Stalking other students	This is usually because they want to be friends but do not know how to connect socially.	Consider introducing lunch clubs Be cautious if you stop them following one student as they normally replace with another student.
Not wanting to leave special interest	As their special interest makes them happy they often find hard to leave.	Let them know when they can go back to special interest. Have rules and routines around special interest.
Sniffing people or objects	This is part of sensory processing and many kids love to sniff people and objects.	Occupational Therapy Assessment. Use sensory tools to redirect. Social Stories about appropriate sniffing.

BEHAVIOUR	REASON WHY THEY MIGHT DO THIS	SUGGESTED STRATEGIES
Constantly putting hand up and calling out if teacher doesn't ask them	Many students constantly put their hand up as they want to share their knowledge and are keen to participate. However, they often miss the social understanding that everyone wants a turn.	Use Social Stories to explain that everyone likes to have a turn, and that the teacher can't always ask everyone. Use a visual tally to let them know how many times they can put their hand up in each lesson.
Constantly thirsty	This is thought to be part of the Sensory Processing Difficulties. It is very common for students with an ASD or ADHD to drink more than their peers	Provide regular drink times during class. Let them have a water bottle on their table. Remember they will need more toilet breaks too.
Asking for the toilet all the time	See above as often part of thirst. Some students do use this as a form of preventative break when they feel their anxiety rising.	Some students will not use toilets during recess and lunch as toilets are too noisy, so have set times they can go during class e.g. once per session. Use a visual schedule so they know when their toilet break is.
Eating specific food/not eating at school	Part of Sensory Processing Difficulties Some children have sound sensitivity known as Misophonia. Not uncommon for kids with ASD to only eat five foods.	Get an Occupational Therapy assessment to check sensory issues in relation to taste and sound Allow 'snack breaks.' Allow to eat away from other children Understand that their limited diet is part of their ASD
Rips up worksheet	Usually anxiety as do not know how to do work, fear of making mistakes or frustration.	Use CBT to teach about anxiety and what to do. Teach replacement behaviours like asking for help, accepting mistakes, etc.

KEY UNDERLYING CAUSES OF BEHAVIOUR

It is important to rule out whether there is a biological reason for a behaviour.

This includes Thirst, Hunger, Tired and need for Movement.

Many students with Autism Spectrum / Sensory Processing have difficulty regulating due to biological reasons. This includes: Interoception (see page x), Misophonia (see pg x), Difficulty with sleep (see page x) and Sensory Processing (see pgs x-x)

Imagine you are tired, hungry, thirsty, need the toilet and then asked to focus on a difficult work task or have to sit still?





SLEEPING

For all children, a good night's sleep is necessary in order to learn effectively the next day. Research has found that two thirds of children with autism have sleep problems, fragmented sleep, and early awakenings. I recently did a poll on my Facebook page where most parents identified the issue for them was going to sleep. I have put together some strategies to help with bedtime routines.



Sue Larkey created a poll.

Sleep question. Does the kids with ASD, ADHD, ODD, PDA, SPA have difficulty



27% Staying asleep



73% Going to Sleep

This poll has ended.

1.5K Votes

16 KEY STRATEGIES FOR SLEEP



- 1 **Set up** a good bedtime routine. Use timers/clocks/sensory tools.
- 2 **Melatonin** (Medication).
- 3 **Teach to stay in bed** even if not sleeping.
- 4 **Epsom Salts**, Bath or Lavender.
- 5 **Turn off all “blue screens”** (iPads, TVs etc.) at least one hour before sleep.
- 6 Keep **bedroom door open**.
- 7 **Earn reward points** for staying in the bedroom.
- 8 **Accept lack of sleep** can be related to anxiety levels so they may need time to pace.
- 9 **Check for food allergies** particularly gluten intolerance.
- 10 **TV in room with a timer** on it so it turns off.
- 11 **Sleep on the floor next to their bed** (rather than them coming into your bed).
- 12 **Exercise like maniacs**.
- 13 **Wind them down early** and have a calm routine.
- 14 Stories in **softly lit room and cuddling**.
- 15 **Social script** that explains why people and family need sleep.
- 16 **Try wrapping the child in their sheets or blankets**. They may need the restriction around their body to feel comfortable.



WHY YOU NEED TO KNOW ABOUT INTEROCEPTION AND THE IMPACT ON THE KIDS YOU KNOW

Did you know why you need routine drink, toilet & snack breaks for children with ASD, ADHD & SPD?

Interoception refers to the ability to perceive and understand your internal sensations and emotions. This occurs through receptors located throughout your body which communicate to your brain.

When the interoceptive system is working properly, you are motivated to take action to restore your balance and help you feel more comfortable. For example, if you get thirsty - you get a drink; if you feel cold - you get a sweater; if you feel anxious - you seek comfort. Simply, interoception is your urge to act.

For children with sensory processing issues, the brain can't understand the sensory information their body is sending them meaning they are not able to identify their feelings. This often results in a sense of frustration, as they can't locate their feeling of discomfort, and can cause meltdowns.

To tackle this, I highly recommend you introduce routines. These will accommodate for a child who doesn't necessarily 'know' they are hungry, thirsty or need the toilet. It will also minimise discomfort and put them in a better mood. Think of yourself when you're hungry, thirsty or need the toilet; does it affect you emotionally? In my experience, often sending a child to have a drink, go to toilet or eat something can prevent a meltdown. Therefore, I encourage you to create set routines for drinks, snacks and the toilet, as, whilst they can be challenging and time consuming to set up they are incredibly rewarding for everyone.

People with ASD are often THIRSTY! Why?

- ✔ They may not recognise thirst signals
- ✔ They can't ask for a drink or are unsure when to ask for a drink (have to be reminded)
- ✔ Worried about using toilets outside of home
- ✔ Find school drinking fountains dirty/overwhelming or difficult to use
- ✔ Are stressed/anxious - anxiety increases thirst
- ✔ Are on medication which increases thirst
- ✔ Eat a VERY dry diet (biscuits, crackers, chips)



Some strategies:

- ✔ Schedule in set times for a drink (before/after play, every time go to toilet)
- ✔ Have a drink available on their desk at school or easy access in car/home
- ✔ Send for a drink when showing signs of anxiety (ie: humming, asking questions, talking about special interest, starting to shutdown)
- ✔ Monitor water intake. Maybe see how much other children drink and ensure having same amount or more
- ✔ Have drink before and after eating
- ✔ Ask parents how they drink at home, how often drink, if prompted or remember, and what they drink from (special cup, etc)



MISOPHONIA

Misophonia: Translates to 'a hatred of sounds' but it is more than that, it is a fear of sound.

It isn't sensitive to sound, it is a disorder of the sensory nervous system, where the body sees the trigger as a threat. As Professor Temple Grandin says "My nervous system was all hyped up, like it was in a jungle full of dangerous animals for no reason" (see pg 2).

It can cause a reaction of everything from flinch, covering ears, anger, needing to remove themselves from room, anxiety to a meltdown or shutdown.

Any noise can be a trigger, but it's commonly associated with noises that come from the body – chewing, swallowing, sniffing.



Sensory Tools/Supports

Fidgipod

This pod is appropriate for all ages who seek sensory input for calming. By running their palm or foot over it for instant sensory stimulation.



Liquid Timers

Just like the lava lamp that we had as kids, the liquid motion offers a calming visual stimulant as well as teaching action/reaction. Simply turn it over and you're ready to go. They go for approx 3 minutes.



Chewable Jewellery

Great for children who chew their collars or chew to self regulate. Non-toxic and safe to chew. Also serves as a great fidget toy.



Sensory Mat

Offers instant calming for people who have a hard time staying in one place for long periods of time. Use to sit on mat or chairs, or rub feet over for stimulation.



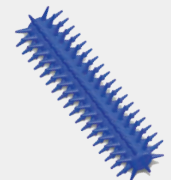
Chew Stixx

Wonderful for children who bite their clothes, bodies or seek objects to chew.



Sensory Stixx

Pocket sized fidget offers instant sensory input, instantly calming. Great as a small tactile roll, or as a sensory brush.



Putty

Great for children who like squeezing to relax. Also used to help build muscles and strength in the child's hand.



Smiley Face Stress Ball

Great for stress release, squeezing and great for children who like to pinch.



More great tools / Supports available

suelarkey.com.au

Twist Puzzle Key Chain

Hours of **FUN.**

CODE ST21 **\$4**



Wooden Massager

Amazing **for meeting sensory needs.**

CODE ST14 **\$6**



Punki Wrist Band

Pop on wrist or just use for **fidget tool.**

CODE ST22 **\$3**



Improbable Construct

Excellent **for meeting sensory needs.**

CODE ST01 **\$6**



Spinning Tops

CODE ST05 **\$1**

3 for \$3



Water Balls

Great **for stress release.**

CODE ST19 **\$3**



Stretch Toys

Great fidget toys **for children who love Blue-tac.**

CODE ST04 **\$3**



Slinky Key Chain

Excellent **for children who process best when fidgeting.**

CODE ST07 **\$4**



Chewy Tubes with Handles

Comes in **different colours/sizes** and with or without a handle.

CODE ST11 **\$13**



15 Sec Water Wheel

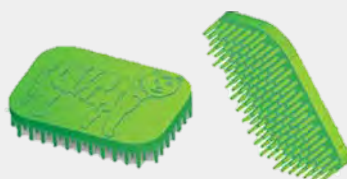
CODE: ST06 **\$4**



Tactile Tiger Brush

Amazing **for meeting sensory needs.**

CODE ST35 **\$15**

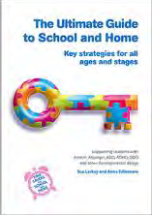



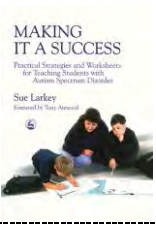

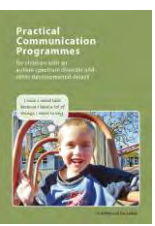
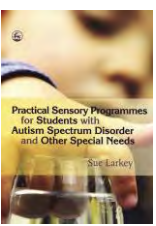

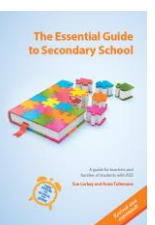
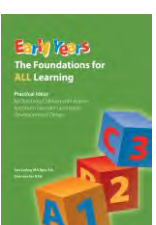

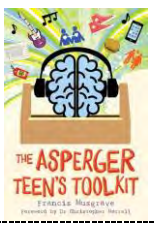





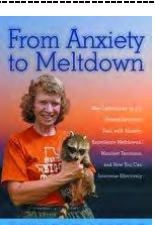
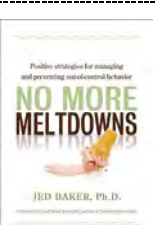


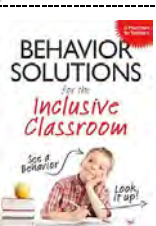



Pencil Grips

CODE 003 **\$4**



RESOURCES: Recommended teaching resources

<p>The Ultimate Guide to School and Home By Sue Larkey & Anna Tullemans</p> <p>CODE B96</p>		<p>Teacher Assistants Big Red Book of Ideas By Sue Larkey & Anna Tullemans</p> <p>CODE B15</p>		<p>Teacher Assistants Big Blue Book of Ideas By Sue Larkey & Anna Tullemans</p> <p>CODE B16</p>	
<p>Developing Social Skills By Sue Larkey & Gay von Ess</p> <p>CODE B18</p>		<p>Making it a Success By Sue Larkey</p> <p>CODE B01</p>		<p>Together we Cook 'n' Learn Book 1 By Heather Durrant & Sue Larkey</p> <p>CODE B06 (1)</p>	
<p>Practical Communication Programmes By Jo Adkins & Sue Larkey</p> <p>CODE B19</p>		<p>Practical Sensory Programmes By Sue Larkey</p> <p>CODE B05</p>		<p>Together we Cook 'n' Learn Book 2 By Heather Durrant & Sue Larkey</p> <p>CODE B06 (2)</p>	
<p>The Essential Guide to Secondary School By Sue Larkey & Anna Tullemans REVISED & EXPANDED</p> <p>CODE B02</p>		<p>The Early Years By Sue Larkey & Gay von Ess</p> <p>CODE B04</p>		<p>Tips for Toileting By Jo Adkins & Sue Larkey</p> <p>CODE B17</p>	
<p>The Asperger Teen's Toolkit By Francis Musgrave</p> <p>CODE B167</p>		<p>Be Bully Free By Michael Panckridge & Catherine Thornton</p> <p>CODE B168</p>		<p>Pics for PECS CD</p> <p>CODE C02</p>	
<p>Autism and Reading Comprehension By Joseph Porter</p> <p>*INCLUDES CD*</p> <p>CODE B100</p>		<p>How Do I Teach This Kid to Read? By Kimberley Henry</p> <p>*INCLUDES CD*</p> <p>CODE B47</p>		<p>Autism and Everyday Executive Function By Paula Moraine</p> <p>CODE B169</p>	
<p>From Anxiety to Meltdown By Deborah Lipsky</p> <p>CODE B59</p> <p>MUST HAVE BOOK!!!</p>		<p>No More Meltdowns By Dr Jed Baker</p> <p>CODE B26</p>		<p>Temple Grandin DVD By HBO Films</p> <p>CODE D09</p>	
<p>Behavior Solutions for the Home and Community By Aune, Burt & Gennaro</p> <p>CODE B102</p>		<p>Behavior Solutions for the Inclusive Classroom By Aune, Burt & Gennaro</p> <p>CODE B36</p>		<p>More Behavior Solutions In and Beyond the Inclusive Classroom By Aune, Burt & Gennaro</p> <p>CODE B37</p>	

RESOURCES: *Recommended teaching resources*

<p>Aspergirls By Rudy Simone</p> <p>CODE B64</p> 	<p>Kids in the Syndrome Mix By Martin L Kutscher MD</p> <p>CODE B91</p> 	<p>Ten Things Every Child with Autism Wishes You Knew By Ellen Notbohm</p> <p>CODE B43</p> 
<p>Asperger's Syndrome: A Guide for Parents and Professionals By Dr Tony Attwood</p> <p>CODE B12</p> 	<p>The Complete Guide to Asperger's Syndrome By Dr Tony Attwood</p> <p>CODE B13</p> 	<p>Autism Spectrum Disorder and De-escalation Strategies By Steve Brown</p> <p>CODE B136</p> 
<p>Exploring Feelings By Dr Tony Attwood</p> <p>CBT to Manage Anxiety CODE B21 \$34.95</p> <p>CBT to Manage Anger CODE B22</p> 	<p>Starving the Gremlin Series For Ages 10+ By Kate Collins-Donnelly</p> <p>Anxiety B106 Anger B107 Stress B108 Exams B165</p> 	<p>Starving the Gremlin Series For Ages 5-9 By Kate Collins-Donnelly</p> <p>Anxiety B109 Anger B110</p> 
<p>The Kids' Guide to Staying Awesome and in Control By Lauren Brukner</p> <p>CODE B111</p> 	<p>How to be a Superhero Called Self-Control By Lauren Brukner</p> <p>CODE B142</p> 	<p>Self-Control to the Rescue By Lauren Brukner</p> <p>CODE B163</p> 
<p>Socially Speaking By Alison Schroeder</p> <p>BOARD GAME CODE O05</p> <p>BOOK CODE B27</p> 	<p>The New Social Story Book By Carol Gray</p> <p>*INCLUDES CD*</p> <p>CODE B61</p> 	<p>How to Stop Your Words from Bumping into Someone Else's By Anna Tullemans & Rhonda Dixon</p> <p>CODE B08</p> 
<p>Secret Boys' Business By Heather Anderson</p> <p>CODE B85</p> 	<p>The Motor Skill Flip Book Program By Sally McNamara</p> <p>CODE B137</p> 	<p>Songames for Sensory Processing By Aubrey Lande & Bob Wiz</p> <p>*INCLUDES CD*</p> <p>CODE B76</p> 
<p>Gus the Asparagus By Kaylene Hobson & Ann-Marie Finn</p> <p>CODE B143</p> 	<p>I am an Aspie Girl By Danuta Bulhak-Paterson</p> <p>CODE B144</p> 	<p>Can I Tell You About Autism? By Jude Welton</p> <p>CODE B31</p> 

For more information, to request a free catalogue, or order online go to suelarkey.com.au

RESOURCES: *Recommended teaching resources*

**What did you say?
What did you mean?**

By Jude Welton

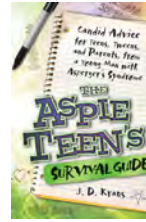
CODE B45



The Aspie Teen's Survival Guide

By J.D. Kraus

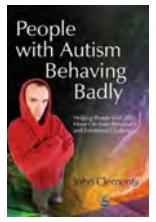
CODE B82



People with Autism Behaving Badly

By John Clements

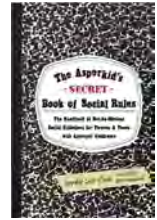
CODE AGBB60



The Asperkids Secret Book of Social Rules

By Jennifer Cook O'Toole

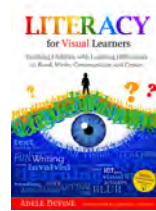
CODE B83



Literacy for Visual Learners

By Adele Devine

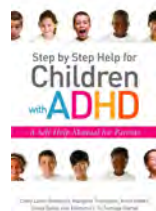
CODE AFXB138



Step by Step Help for Children with ADHD

By Cathy Laver-Bradbury et al.

CODE B125



I'm Going to School

By Anna Tullemans

CODE B63



Stay Cool and In Control with the Keep-Calm Guru

By Lauren Brukner

CODE B157



The Parent's Guide to OT for Autism and Other Special Needs

By Cara Koscinski

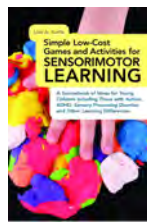
CODE B158



Simple Low-Cost Games and Activities for Sensorimotor Learning

By Lisa A Kurtz

CODE B123



Secret Girls' Business

By Heather Anderson et al

CODE B86



The Conversation Train

By Joel Shaul

CODE B112



Helping Kids and Teens with ADHD in School

By Joanne Steer & Kate Horstmann

CODE B23



The Loving Push

By Dr Temple Grandin

CODE AFXB153



Organize Your ADD/ADHD Child

By Cheryl R Cater

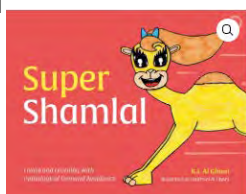
CODE B127



Super Shamlal

By K.I Al-Ghani

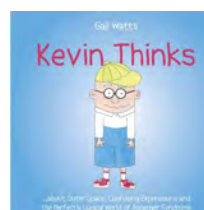
CODE B70



Kevin Thinks

By Gail Watts

CODE B70



The Social Skills Picture Book

By Dr Jed Baker

CODE B24



It's Raining Cats and Dogs

By Michael Barton

CODE B99



Apps for Autism

By Lois Jean Brady

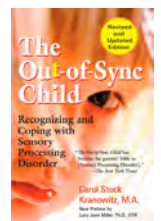
CODE B48



The Out-Of-Sync Child

By Carol Stock Kranowitz

CODE B42



Winston Wallaby Can't Stop Bouncing

By K.I.Ghani

CODE B166



Exploring Depression, and Beating the Blues

By Tony Attwood & Michelle Garnett

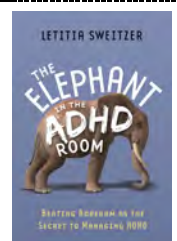
CODE B154



The Elephant in the room

By Letitia Sweitzer

CODE B124



RESOURCES: Recommended teaching resources

<p>The Panicosaurus By K I Al-Ghani CODE B39</p> 	<p>The Red Beast By K I Al-Ghani CODE B38</p> 	<p>Disappointment Dragon By K I Al-Ghani CODE B41</p> 		
<p>The Green-Eyed Goblin By K I Al-Ghani CODE B39</p> 	<p>All Cats Have Asperger Syndrome By Kathy Hoopmann CODE B10</p> 	<p>All Dogs Have ADHD By Kathy Hoopmann CODE B14</p> 		
<p>My Friend with Autism By Beverly Bishop CODE B55</p> 	<p>Inside Asperger's Looking Out By Kathy Hoopmann CODE B09</p> 	<p>All Birds Have Anxiety By Kathy Hoopmann CODE B164</p> 		
<p>Time Timer Watch Plus - YOUTH CODE TT4</p> 	<p>Token Reward Systems Small – 5 tokens CODE O01(S) Large – 10 tokens CODE O01(L)</p> 	<p>Portable Schedule with Digital Timer CODE O02 <i>Visuals not included.</i></p> 		
<p>Time Timer MEDIUM (20cm) CODE TT1</p> 	<p>Time Timer PLUS(18x15cm) CODE TT5</p> 	<p>Time Timer SMALL (7.6cm) CODE TT2</p> 	<p>Time Timer MOD (9.5cm) CODE TT5</p> 	<p>Time Timer Watch Adult CODE TT4A</p> 
<p>Pencil Grips CODE O03(C) CODE O03(PG) CODE O03</p> 	<p>Chewable Necklaces Various Styles ST28</p> 	<p>Chewable Bangles TEEN ST31 CHILD ST37</p> 	<p>Large Range of Sensory Tools for kids who chew available suelarkey.com.au</p>	<p>Chew Stixx Pencil Toppers (Pack of 2) PLAIN ST25 SHAPES ST26</p> 
<p>Stretch Frogs CODE ST04</p> 	<p>Punki Wrist Bands CODE ST22</p> 	<p>Thinking Putty CODE ST03</p> 	<p>Improbable Construct CODE ST01</p> 	<p>Wooden Massager CODE ST14</p> 
<p>Sensory Mat CODE ST33</p> 	<p>Sensory Stixx CODE ST32</p> 	<p>Fidgipod CODE ST02</p> 	<p>Tactile Tiger Brush CODE ST35</p> 	<p>More Sensory Resources Available Online!</p>

School /Organisations: Can have orders sent on approval.

On Website, put everything in cart and select "Invoice Organisation" and products will be sent with an Invoice

NDIS/NDIA: We are not a Provider. Please check your plan if you can purchase resources

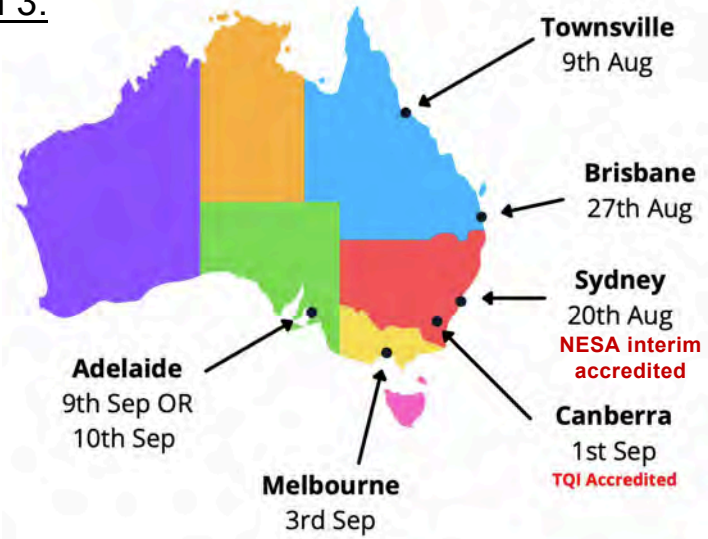
Autism Spectrum/Aspergers Workshops - Accredited

Presented by Sue Larkey

3 Ways to Engage in Professional Development

1) Face to Face Workshops

Term 3:



Term 4: More workshops to be confirmed, including:

Newcastle Monday 1st November
Wollongong Thursday 11th November

Workshops include:

- ✓ Food and drink (catered with morning tea and lunch)
- ✓ Handouts & Certificates
- ✓ Accredited PD
- ✓ Discount for Early Bird registrations
- ✓ Interactive, Fast Moving, Q&A

Note: if COVID restrictions mean the workshop cannot take place in person, it will be run as a live virtual workshop over Zoom

2) Online Courses and Free Webinars

5x 1-hour	Now Available	- Teaching Strategies and Behaviour Support - Sue Larkey
Modules 5x 1-hour	Now Available	- ASD: A Different Way of Thinking & Learning - Dr Tony Attwood
Modules 7x 40min	Now Available	- Early Childhood Approaches for Children - Sue Larkey
Modules 2 Hour	Now Available	- Teacher Assistant Online Course - Sue Larkey
Course	Now Available	- Emotional Regulation Masterclass - Sue Larkey
3 Hour Course	Now Available	

7 **FREE** Webinars

Available - more information at elearning.suelarkey.com.au

3) Professional Development Day At Your School/Organisation

I am available to [come to your school](#) for a professional development day for whole staff. This can be virtual or Face to Face depending on your needs. Please email dearne@suelarkey.com.au for more details

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To register go Online Courses go to elearning.suelarkey.com.au
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Endorsement providers for **Virtual and Online Workshops:** Accredited for ALL States: VIC (VIT Maintenance), NSW (interim NESAs accreditation), ACT (TQI), QLD (CPD), WA, SA, TAS and NT.

