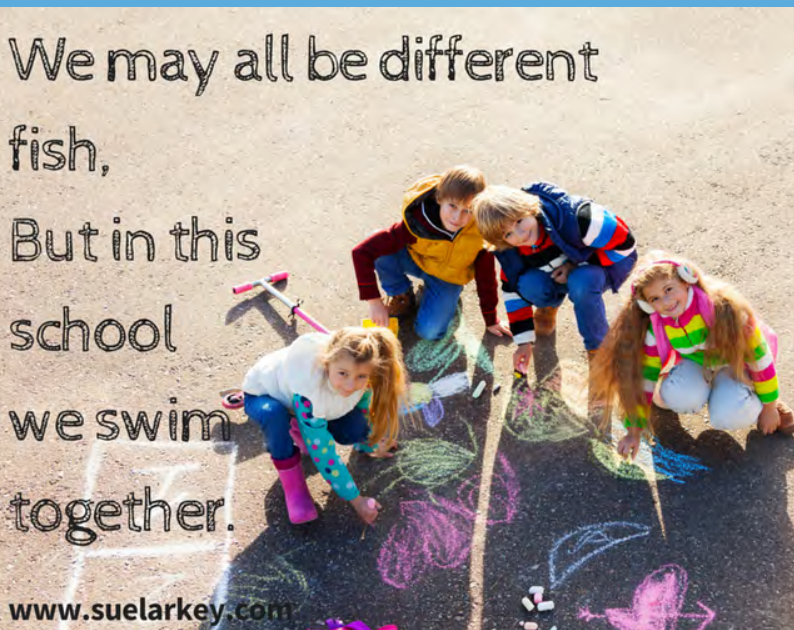


# Sensory Strategies

Often Overlooked Reasons for Behaviour



We may all be different fish,  
But in this school we swim together.

www.suelarkey.com



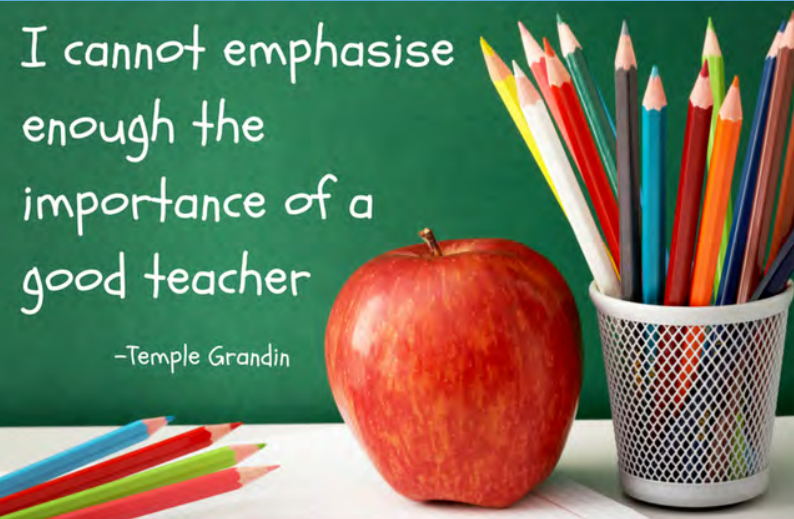
Love

Understanding

Patience

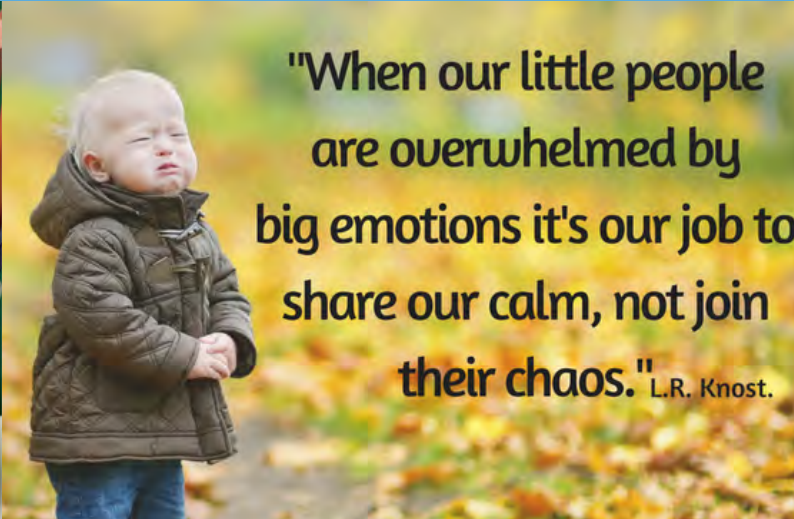
Acceptance

## FREE Webinar Handout



I cannot emphasise enough the importance of a good teacher

-Temple Grandin



"When our little people are overwhelmed by big emotions it's our job to share our calm, not join their chaos." L.R. Knost.



SMALL STEPS  
NOT  
GIANT LEAPS

<b>Autism</b> LOVE ME	Support me	<b>Understand me</b>
<b>Remind me</b>	Teach Me	<i>Motivate me</i>
	<b>Guide me</b>	
have patience with me.	www.suelarkey.com	

## Sue Larkey's Zoom CHEAT SHEET

### STEP 1: How to Join The Zoom Meeting (Two Ways)

Make sure you have the Zoom app downloaded on your device.

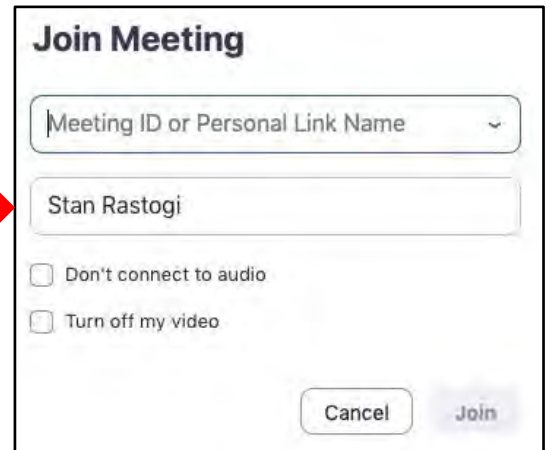
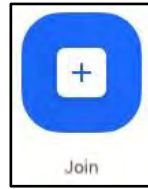
#### A. Join Using A Meeting Link

Just click on the meeting link I have emailed you or paste it into your web browser. This will redirect you to the Zoom app.

OR

#### B. Join Using A Meeting ID

Open the Zoom app and click on the "Join" icon: Paste the Meeting ID (from the email I sent you) in the box provided, add your display name for the meeting and click "Join".

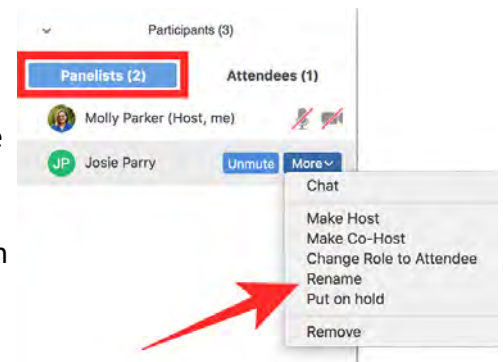


**Please set your name to the same one you used when registering for the Virtual Event.**

### STEP 2: Zoom Waiting Room

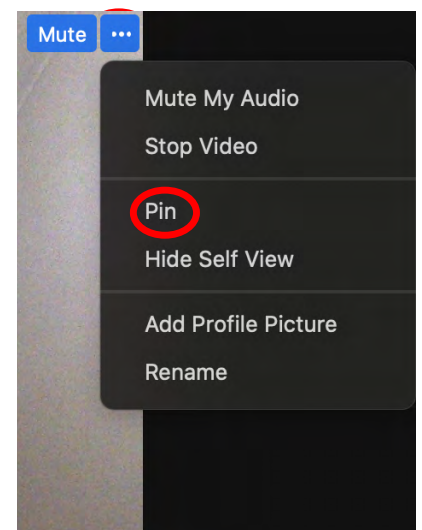
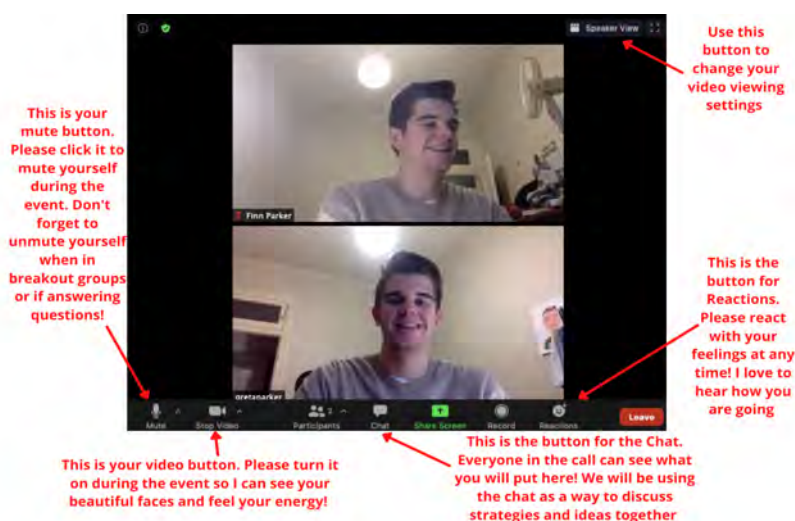
When you have joined the zoom meeting you will first enter Zoom "Waiting Room". There is nothing you can do at this stage except wait for me to admit you into the meeting – this shouldn't take longer than 5-10 minutes. Use this time to check that your name matches the name you registered under, and that your microphone and video are working.

On the right-hand side there should be a list of participants. Click on your name and scroll down to "rename" if you need to do so.



### STEP 3: How to Use Zoom (When in the meeting)

If you want to see my screen as your main screen, click on 'Speaker View' in the top right. I also recommend you **pin** my video by clicking the "..." button in the top corner of my video then clicking "pin". This ensures you don't lose me in all the other beautiful faces! Don't forget to turn off your microphone when you aren't talking.



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Webinar  
(Prompt start 3.50 - Admin)  
**4.00 - 5.00**

**Sensory Strategies for Educators - the Often Overlooked Causes of Behaviour**

\* ASD, ADHD, ODD, PDA & More

Sue Larkey  
Autism Spectrum Author & Consultant  
[suelarkey.com.au](http://suelarkey.com.au)

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

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Download the Free E-book & Listen to Podcast

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

- Simple Classroom Modifications
- 300+ Strategies to Participation Every Educator Needs to Know
- Busy Classroom Teacher Strategies to Help Students Self-Regulate
- Warning Signs of Sensory Processing Issues
- Plus what Simple Modifications & Strategies to Try

Why do they do that? 12 Common Behaviours Explained

How to Recognise SPD

Ready to Download and Sensory Tools

NEW! FREE E-book, Podcast, Workbook, Checklist, and more!

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

Sue Larkey

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*"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

Dr Temple Grandin (FREE E-book page 2)

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- Sensory has huge impact on learning & engagement
- I am not an Occupational Therapist but I know the **importance** of Understanding Sensory in my Classroom
- *I am a Prac-ademic*

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 **Win a Book –**

**Camera on**  
**(or full name)**



MY FAVOURITE BOOK(S)  
BY AN OT

BEHAVIOUR SOLUTION BOOKS

Available : [suelarkey.com.au](http://suelarkey.com.au)  
More info page 19 E-book

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**Winners**

- Email Andrew which book you would like & Postal address & Phone number:  
**andrew@suelarkey.com.au**

 If watching replay still can win.   
See email how to enter to win. (Easy question answer from webinar)

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## WHEN YOU SEE THIS BEHAVIOUR

Easily distracted by movement and other students in the classroom

- Unable to complete work within the given time
- Difficulty with homework



- Loses books
- Can't keep track of books/paper
- Doesn't have the right equipment i.e. pens, scissors, calculator



- Complains lessons are boring
- Fails to see the point of the task or why they need to learn it



- Needs to move around

- Does well at the beginning of an assignment / assessment task but quality of work decreases towards the end
- Doesn't hand in work even if partially completed



## TRY THIS SOLUTION

- Seat student at the front and away from known distractions
- Give them movement breaks

- Use Time Timers
- Give time warnings before task ends (e.g. 10 minutes, 5 minutes)
- Kids with ADHD often do their best work in the last 5 minutes
- Practice estimating time to complete task
- Make checklists and prioritise


- Use binders and folders to help organise
- Help them sort their tote box / locker / storage spaces
- Show them how to organise their belongings (e.g. colour coding books, take a photo of how it should look to refer back to )
- Minimise amount of equipment so less things to get distracted by (e.g. 2 pencils not 10)

- Ensure to involve the student in presentations, helping you set up IT
- Give them a special task (e.g. putting on the music)
- Get them to hand out paper / collect things from students
- Write social scripts to explain why we have to learn things we don't enjoy
- Explain we all have different interests and maybe you will enjoy the next thing, sometimes school is boring and we do things that we have done before, but might be new to someone else

- Do task then use movement as a reward
- **Power of Preventative Breaks**


- Break long assignments / assessment tasks into smaller parts. Have students hand in small parts as completed, then put together at the end.
- Tell them hand in what they have done regardless if completed
- Show them examples of other students work (at a similar level) to see what is required and expected. This will allow them to see the task is manageable

NEW Course in 2021  
Anyone completed course? - share in chat if you recommend etc



"I THINK IN PICTURES. Words are like a second language to me."  
"I can't hear if there is background noise. I am functionally deaf in a noisy restaurant"  
- Dr. Temple Grandin

Free E-book  
Free Webinar  
Check your emails  
Monday for Access



Temple Inspired my Masters Thesis

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### DSM – V (2013)

- The latest DSM-V definition of autism includes sensory issues as one of the four restricted/repetitive behaviour features defined as  
"hyper or hypo reactivity to sensory input or unusual interest in sensory aspects of the environment."

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- Sensory issues and problems are not unique to autism.
- Although not officially recognized as a diagnosis, the term **Sensory Processing Disorder (SPD)** has been used to describe individuals with a range of difficulties, not just those with autism.

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What do you see?  
Share in chat which numbers

1. Difficulty moving between activities (ie:desk to line)
2. Upset by certain sounds
3. "Full Speed" all day – no off – constantly moving
4. Difficulty controlling volume of voice
5. No fear
6. Doesn't recognize personal space
7. Frequent behaviour over "nothing"
8. Always asking for the toilet
9. Always seems tired
10. Avoids foods / Limited Diet

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Why Sensory????

- ASD is characterised by inability to integrate sensory information
- People with ASD tell us have sensory processing difficulties
- Parents observe sensory issues from young age

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What are Sensory Issues?

- Individual (Temple quote re how different everyone is )
- Over / Under Reactions
  - Touch
  - Taste
  - Smell
  - Looking
  - Sound
  - Movement

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# IDEAS TO HELP CHILDREN SELF-REGULATE THEIR EMOTIONS AND SENSES

## ITEMS THAT PROVIDE PROPRIOCEPTIVE SUPPORT



- ✓ Weighted lap cushion or weighted
- ✓ Stuffed animal
- ✓ **Mini bean chair**
- ✓ Stretchy resistance bands
- ✓ **Mini massager**
- ✓ Body Sock
- ✓ Small Blanket
- ✓ **Sensory mat**

## ITEMS TO SQUEEZE & KEEP HANDS BUSY



- ✓ Fidgets like **Punki wrist bands**
- ✓ Rubik's Cube
- ✓ Play dough or **silly putty**
- ✓ **Sensory stixx**
- ✓ **Stress balls/Smiley Face ball**
- ✓ Bubble Wrap
- ✓ **Figipod**
- ✓ Bag of tissue paper to rip
- ✓ Scarves or fabric scraps
- ✓ **Spinning top**

## ITEMS TO SUPPORT BREATHING & RELAXATION



- ✓ Bottle of bubbles
- ✓ Pinwheels
- ✓ Water bottles for a drink break

## ITEMS FOR OLFACTORY SENSORY SUPPORT



- ✓ Calming essential oil spray
- ✓ Smelling bottles
- ✓ Scratch and sniff stickers

## ITEMS TO GET KIDS MOVING

- ✓ Book of yoga poses or activity cards
- ✓ Skipping rope



## ITEMS FOR AUDITORY SENSORY SUPPORT



- ✓ Noise cancelling headphones
- ✓ Music
- ✓ Audiobooks
- ✓ **Timers**

## ITEMS FOR ORAL MOTOR SENSORY SUPPORT



- ✓ **Chewable jewellery**
- ✓ Chewing gum or lollipops
- ✓ Snacks with a variety of textures
- ✓ **Emotichew**
- ✓ Whistle, harmonica, party blowers, or similar
- ✓ **Chewy Tubes**

## ITEMS THAT GIVE KIDS A BRAIN BREAK



- ✓ Puzzle
- ✓ Books to read
- ✓ Blank notebook and writing utensils
- ✓ Colouring books
- ✓ Scratch art doodle pad
- ✓ Activity Books
- ✓ Toilet or Drink Break

## ITEMS TO VISUALLY CALM



- ✓ Light up toys
- ✓ Flashlight
- ✓ Plastic snow globe
- ✓ **Liquid Timers**
- ✓ Kaleidoscope
- ✓ **Spinning tops**
- ✓ Eye mask

### NOTE

The bolded items are available at

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



**Exteroception & Interoception**

- External Sensory – previous slide
- Internal Sensory - internal signals

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**Interoception**

- Hunger
- Thirst
- Tired
- Feeling pain
- Temperature (Feeling hot or cold etc)
- Using the toilet
- Any other internal sensations

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**Deb – Watershed Moment**

The concept of interoception helped my understand of so many different things;

- Why when he can't **self regulate**
- Looks **ok** from the outside & suddenly he'll **explode**
- Why he **doesn't understand** how his own body feels from the inside out.
- What sort of **tummy ache** is it: hunger, need to poo - "I don't know Mum".
- The seemingly disconnected list goes on & on.

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Often Forgotten Part of Sensory




**Toilet / Drink / Food / Sleep**

Interception (Podcast & Blog Episode 21)  
Page 15 & 16 E-book

Establish a Routine – will make MASSIVE DIFFERENCE

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Time Management = Structural Change  
"Easy to change the structure than change the child"



**TIME SENSORY BREAKS –  
INTROCEPTION & MOVEMENT**

MY FAVOURITE TIMERS FOR WHOLE CLASS

Available : [suelarkey.com.au](http://suelarkey.com.au)  
More info page 22 E-book

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**WIN NEW BOOK**

- Therapeutic Storytelling is a fabulous way to teach children
- Episode 160 – Interview with Kay



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# Checklist to Identify Underlying Sensory Causes of Behaviour

Think of a student you know. Using the sensory systems below & the information from E-book & Webinar, take a moment to reflect on their sensory processing and the strategies you can use to support them.

## 1 Visual

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## 2 Auditory

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## 3 Smell (Olfactory) System

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## 4 Taste (Gustatory) System

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## 5 Tactile System

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## 6 Movement (Vestibular) System

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## 7 Thirst (Interoception) System

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## 8 Toilet (Interoception) System

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## 9 Sleep (Interoception) System

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# Using Sensory Toys to Improve Learning and Behaviour

Children with autism spectrum disorder (ASD) often seek out sensory activities, e.g. chewing, twirling, and fidgeting. They find specific sensory experiences calming, e.g. rocking, flicking, visual patterns, flapping. Holding an object in their hands can often enhance learning. For example, if given a sensory toy to hold at mat time a child can sit for longer, concentrate better, be less disruptive to peers, is calmer and has reduced anxiety levels. Sensory toys can also replace inappropriate behaviours.

## Is there one MAGIC WAND to improve learning and behaviour?

So many teachers and parents of children with ASD ask me this question. The simple answer is no, because a combination of strategies is required, but if there was ONE idea that makes a big difference and is so easy to use it would be using what is called a fidget toy. The irony is that it is the strategy that is most resisted by educators.

A small 'fidget toy' in the hand of a majority of children with ASD will dramatically improve their learning and behaviour.

I acknowledge that the idea that playing with a 'toy' improving concentration is the opposite experience for teachers and parents with non-ASD children.

For children with ASD this strategy can be a MAGIC WAND. It calms them, reduces stress, and reduces distractions, therefore increasing learning readiness and promoting good behaviour. Many children with ASD seek movement to calm and process, by allowing the child to actually move their fingers using a "fidget toy" it actually increases learning.

## A good indicator of whether a child needs fidget toys is "WHAT HAPPENS IF YOU REMOVE THEM?"

If you remove the toy and you see other behaviours emerge this indicates the child actually "seeks" this and "needs" it. For example, the behaviours you will see could include:

- Will they pick their fingers?
- Will they chew their collar or hat string?
- Will they start moving their legs, body?
- Will they be easily distracted by other children?

## Many students with ASD actually listen and concentrate BEST with a sensory toy!

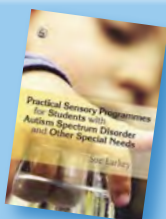
Reminder: Have rules around sensory toys. Have set times they put in their pocket, on desk, in their hands etc.



## RECOMMENDED RESOURCES

### Practical Sensory Programmes

By Sue Larkey



### The Kids' Guide to Staying Awesome and In Control

By Lauren Brukner



### Behaviour Solutions

By Beth Aune, Beth Burt and Peter Gennaro



# DE-ESCALATION

## Strategies for Meltdown/Shutdown

Use a Calm voice

Re-assure

Act calm, even if you're not

Give processing time

Slow it Down, Break it Down

Use Visuals to Communicate

Give small achievable steps

Re-direct

Silence - Don't talk where possible

Calm the environment

Validate Feelings

Give them extra space

Ignore whenever possible

Answer their questions but don't coach, correct

Decrease sensory stimulation

Avoid saying 'NO', as they will hear 'NEVER'

Ignore inappropriate language, tone, etc.

Don't try to Reason

Tell what to do, NOT what not to do

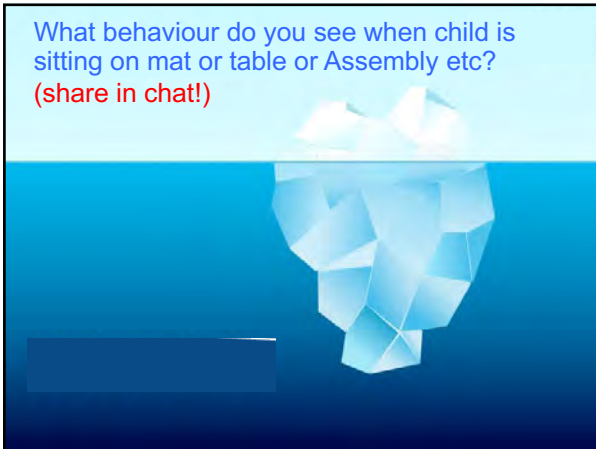
Let them know you are there if they need you

THE  
**SUE LARKEY**  
PODCAST

AVAILABLE ON  
ALL PODCAST  
PLATFORMS

- *Episode 112:* De-escalation Strategies Before, During & After a Meltdown/Shutdown
- *Episode 70:* Understanding Meltdowns with Jed Baker
- *Episode 8:* 3 Stages of Meltdown





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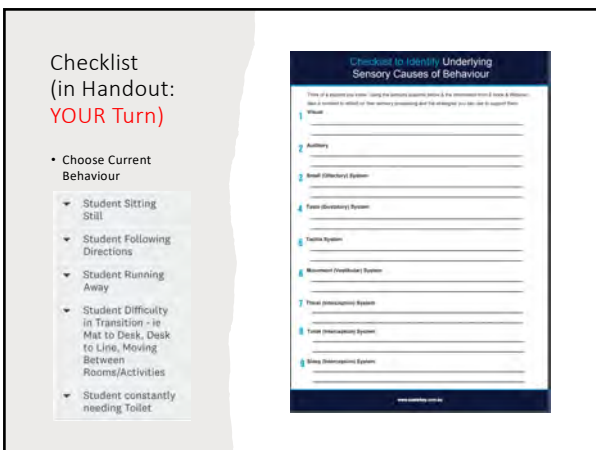
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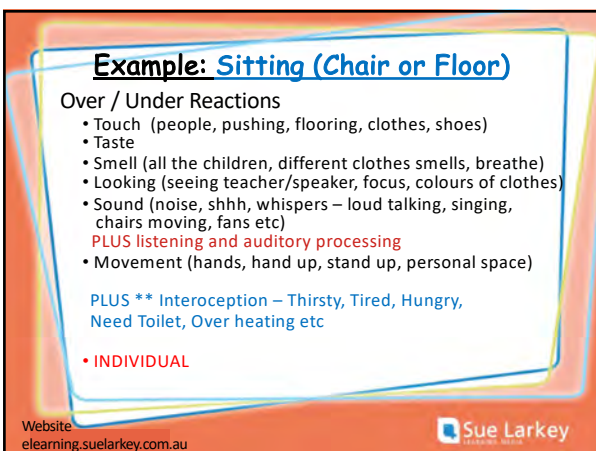
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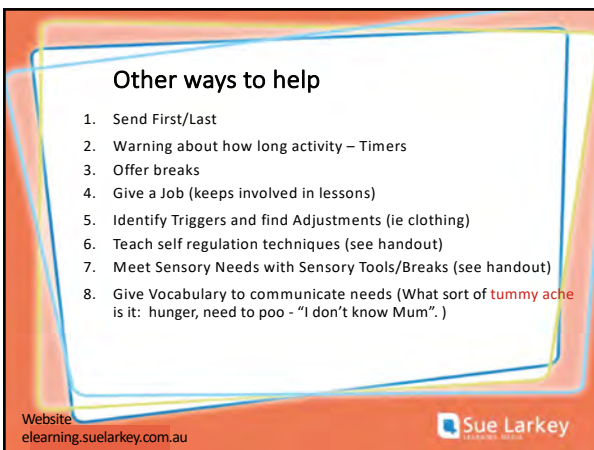
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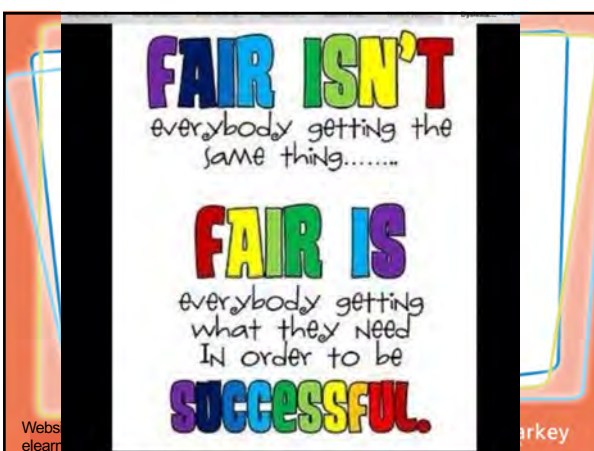
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Evaluation – Love feedback  
for Next Webinar



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Step 1 – **Sensory Strategies for Educators - the often Overlooked Causes of Behaviour.** (Free Live Webinar) **COMPLETED**

Step 2 – Free Webinar Temple Grandin & Sue Larkey (Available Monday)

Step 3 – **Online Course - Teaching Students with Autism Spectrum: Strategies & Insights to Inform your Teaching Practice: Temple Grandin & Sue Larkey** (5 Hour Paid On Demand Course)

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Podcast Episodes



**Episode 21:** Why you need to know about Interoception and the Impact on the kids you know!

**Episode 59:** The Power of Preventative breaks and how you can use them to make a difference

**Episode 40:** Understanding Sensory Processing Disorders

**Episode 160:** Help Build Interoception and Internal Body Awareness. Interview with Bestselling Author Kay Al-Ghani

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- Facebook – Sue Larkey Teacher
- \*\* Parent/ Carer Private Group
- Instagram – [sue.larkey](#) **NEW Weekly Video tips**
- Webinars – [elearning.suelarkey.com.au](http://elearning.suelarkey.com.au)


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**Biggest Take Away  
in Hour or Power!**

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# 2022 Term 3 Accredited Autism/Aspergers Workshops

Presented by Sue Larkey

## 1) Accredited Workshops

### New South Wales

Newcastle	Friday 5th August
Live Virtual (Zoom)	Friday 12th August
Orange	Friday 18th August
Sydney (Sutherland)	Friday 19th August
Sydney (Ryde)	Thurs 8th September

### Victoria

Live Virtual (Zoom)	Friday 12th August
Geelong	Thursday 1st September
Bulleen	Friday 2nd September

### Queensland

Live Virtual (Zoom)	Fri 12th Aug
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### South Australia

Adelaide	Fri 16th Sept
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### ACT, TAS, NT, WA, NZ

Live Virtual (Zoom)	Fri 12th August
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JOIN ME FOR A  
**FACE TO FACE WORKSHOP**

**Newcastle**  
5th August  
NESA Accredited

**Sydney (Ryde)**  
8th September  
NESA Accredited

**Sydney (Sutherland)**  
19th August  
NESA Accredited

**Orange**  
18th August  
NESA Accredited

**Melbourne**  
2nd September

**Geelong**  
1st September

**Adelaide**  
16th Sep

**Live Virtual Workshop**  
12th August

NESA Accredited TQI 2022 Victorian Institute of Teaching ACA

**5 HOURS OF Professional Development**

## 2) Online Learning On Demand (Same content as Face to Face Workshops)

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

### ENROL NOW

To register for Workshops go to [suelarkey.com.au](https://suelarkey.com.au)  
To register for Online Courses go to [elearning.suelarkey.com.au](https://elearning.suelarkey.com.au)  
Groups/Staff Bookings/Invoice School: email: [support@suelarkey.com.au](mailto:support@suelarkey.com.au)

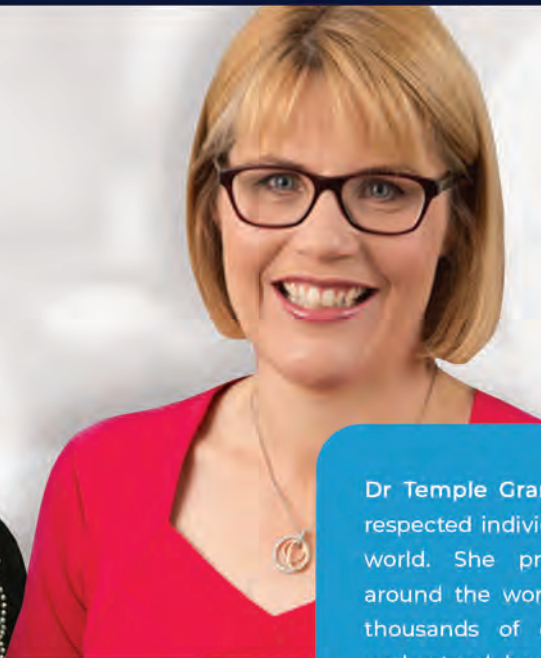
Endorsement providers for **Virtual** and **Online** Workshops:  
Accredited for ALL States: VIC (VIT Maintenance), NSW (NESA), ACT (TQI), QLD (CPD), WA, SA, TAS and NT.



# TEACHING STUDENTS WITH AUTISM SPECTRUM

*Strategies & Insights to Inform your Teaching Practice*

WITH TEMPLE GRANDIN AND SUE LARKEY



## PRESENTATION CONTENT

### PRACTICAL TEACHING STRATEGIES

- Strategies to Extend Students with Autism
- Teaching Students to be Independent
- Key Steps to Teaching Persistence
- Teaching Important Social Skills
- Strategies for Relationships
- Teaching Important Life Skills
- Identifying Three Different Ways of Thinking

### POSITIVE BEHAVIOUR SUPPORT

- A Guide to Managing Anxiety & Behaviour
- How to Figure Out causes of Behaviour
- Key Approaches to Avoid Bullying
- Understanding Masking
- What to do in a Meltdown/Shutdown
- Environmental Enrichment
- Using Sensory Tools

### WHO SHOULD COMPLETE?

Teachers, Teacher Assistants, Early Childhood Educators, Parents, family members, care staff, educators, clinicians—anyone wanting to understand more about Autism Spectrum Disorder and how to support children and adults with an ASD.

## AUTISM SPECTRUM ELEARNING

Schools and other Organisations wishing to register groups of staff or for use in Staff Meetings for Professional Development please email [support@suelarkey.com.au](mailto:support@suelarkey.com.au)

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

***Sue Larkey** is a highly qualified special educator who has taught in mainstream and special schools. She is currently working toward a Doctorate of Education focussing on inclusive schooling. She has authored several books and resource materials. Sue is unashamedly passionate about her mission – to inspire parents and educators and teach them how to Make it a Success.*

Dr Temple Grandin is one of the most respected individuals with Autism in the world. She presents at conferences around the world, helping hundreds of thousands of educators and families understand how to teach and engage students on the autism spectrum.

Informed by her lived experience, the latest academic and evidence-based research Temple shares her valuable insights into how to increase a student's engagement and participation in education and beyond.

### *Bonus!*

#### IEP / WORKBOOK

During the course you will learn how to create an Individual Education Program (IEP) for students with Autism Spectrum, which accommodates for their learning style through making reasonable adjustments.

#### This will be achieved by

- Step by Step Lessons to create an individualised programme for your students
- Strategies & Insights from Dr. Temple Grandin's lived experience and evidence-based research
- IEP Workbook Timesaver Document

# ON DEMAND COURSE CONTENT

Strategies & Insights to Inform your Teaching Practice with Temple Grandin & Sue Larkey

Professional Development – Anywhere, Anytime, Any Device



## Knowing How and When to Extend Your Students on the Spectrum *40 min*

- ✔ Critical Importance of Exposing Students to a Range of New Activities
- ✔ Strategies to use when your Students say 'No' to trying New Things
- ✔ Key Methods to Extend using 'real' choices
- ✔ Guide to Manage Anxiety and Behaviour when Extending your Students' Abilities



## Key Steps to Teaching to Work and Achieving Independence *35 min*

- ✔ What Age and Stage to Introduce Skills Building towards Work and Independence
- ✔ Key Steps to Teach Students to be Independent
- ✔ The Key Social Skills are required for Work and How to Teach



## Friendship & Bullying *30 min*

- ✔ The Importance of Talking to Peers about Autism Spectrum
- ✔ Key Approaches to Avoid Bullying
- ✔ Teaching Friendship Skills
- ✔ Different Strategies to Form Relationships



## Increase Learning Outcomes by Reducing Anxiety & Understanding Behaviour *30 min*

- ✔ The Best Thing to do when Students are Completely Overwhelmed
- ✔ How to Figure Out What is Causing Behaviour
- ✔ The Importance of a Mood/Anxiety Diary
- ✔ The Importance of Working Together – Home & School



## Understanding and Teaching Life Skills for students with Autism Spectrum *25 min*

- ✔ Best Way to Teach Practical Life-Long Skills
- ✔ Incorporating 'Real Life' Examples to Teach New Concepts
- ✔ Importance of Delayed Gratification as a Teaching Method



## Sensory Issues as a Barrier to Engagement & Participation *35 min*

- ✔ The Role of Medication and How to Evaluate its Benefits
- ✔ The Impact of the Amygdala on Sensory Processing
- ✔ The Importance of Exercise and its Impact on Sleep
- ✔ Environmental Enrichment and How it can make a Significant Difference to Sensory Processing



## Teaching Flexible Thinking *35 min*

- ✔ Incorporating Interesting Projects to Increase Engagement
- ✔ Practical Activities to Teach Resilience
- ✔ Teaching Flexible Thinking as Part of Social Skills



## Impact of Working Memory on Learning & Strategies to Address Impact *20 min*

- ✔ What is Working Memory?
- ✔ The Key Approach to Accommodate Working Memory Challenges
- ✔ Importance of 'chunking' to support students learning
- ✔ A Range of Different Strategies to Support Reading



## Different Types of Thinking & Learning *35 min*


- ✔ 3 Different Ways of Thinking
- ✔ Steps to Identify Different Types of Thinking
- ✔ Methods to Accommodate Different Types of Thinking
- ✔ Strength Based Teaching Strategies

**Bonus Lesson!**

**12 Top Tips for Parents & Carers**

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

# Notes



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