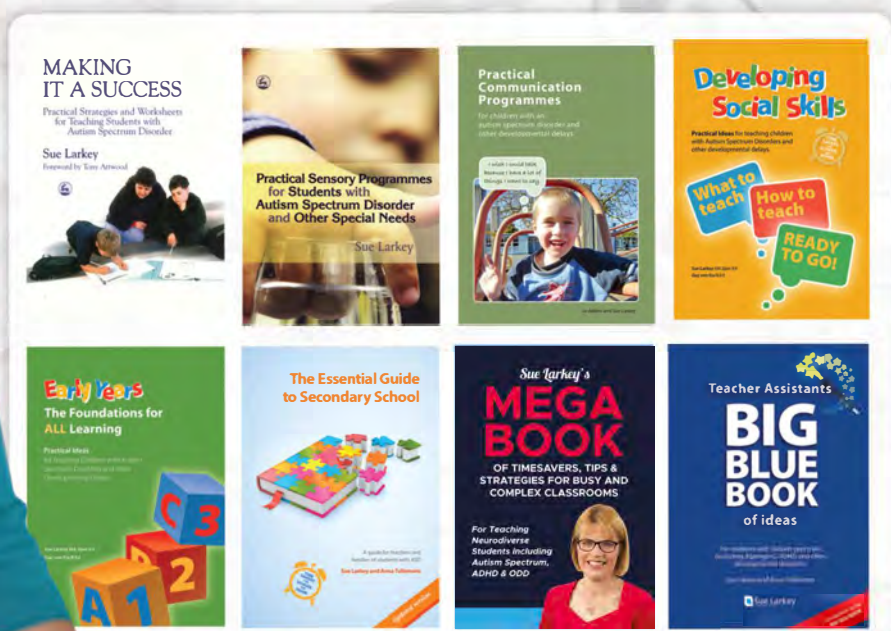


SUE LARKEY

# MAKING IT A SUCCESS: TEACHING STRATEGIES & BEHAVIOUR SUPPORT



*Embrace Difference to  
Make a Difference*



**Understanding Autism Spectrum Disorder: Knowledge to Improve Student Learning, Participation & Outcomes**



*Sue Larkey*  
MA Spec Ed, Grad Dip Ed

www.suelarkey.com Sue Larkey

1

---

---

---

---

---

---

---

---

Welcome- Key Information

- [support@suelarkey.com.au](mailto:support@suelarkey.com.au)
- Certificate on completion
- NESAs/TQIs on completion
- Extensions
- Quiz to open each lesson
- Reflection – personal not required to send anywhere
- Questions: [suelarkey@suelarkey.com.au](mailto:suelarkey@suelarkey.com.au)  
Subject: Question Online Student

2

---

---

---

---

---

---

---

---

Episode/Lesson 1

**Part A** - Understanding ASD

**Part B** - Understanding ASD & Anxiety

www.suelarkey.com Sue Larkey

3

---

---

---

---

---

---


---

---

## Individual

To know someone with ASD is not to know ASD

1. **Strategies** wear out
2. **Not every strategy** works for everybody
3. Strategies may only work for **1 in 10** people but for that **1** it makes the **WORLD** of difference!

www.suelarkey.com 

4

---

---

---

---

---

---

---

---

## Key Policies & Obligations

- ✓ DSE (2005) - Disability Standards for Education  
[www.dese.gov.au/disability-standards-education-2005](http://www.dese.gov.au/disability-standards-education-2005)
- ✓ NCCD – Nationally Consistent Collection of Data  
[www.nccd.edu.au](http://www.nccd.edu.au)



5

---

---

---

---

---

---


---


---

## Under the DSE (2005)

- Required legally to ensure all students participate in the curriculum on **same basis as peers** through rigorous, meaningful and dignified learning

Aims of this course to help you do that!



www.suelarkey.com 

6

---

---

---

---

---

---

---

---

# Types of

# ADJUSTMENTS / ACCOMMODATIONS

— REMEMBER TO USE A COMBINATION —



## ADJUST

Adapt the skill level, problem type, or the rules on how the learner may approach the work.



## ALTERNATE

Adapt the goals or outcome while using the same activities/materials/assessment task.



## CURRICULUM

Provide different instruction and materials to meet a student's individual goals.



## TIME

Adapt the time allotted and allowed for learning, task completion or testing.



## SIZE

Adapt the Number of items that the learner is expected to learn or complete.



## PARTICIPATION

Adapt the extent to which a learner is actively involved in the task.



## SETTING

Adjust the environment in which the student is learning.



## INPUT /PRESENTATION

Adapt the way the instruction is delivered to the student.



## OUTPUT

Adapt how the student can respond to instruction.



## SUPPORT

Increase the amount of personal assistance.

**Free Webinar** "Knowing How and When to Extend Your Students with Autism Spectrum"

**Free Ebook** "Strategies & Insights to Inform your Teaching Practice with Dr Temple Grandin & Sue Larkey"

**Sign up now!** [suelarkey.com.au](http://suelarkey.com.au) [elearning.suelarkey.com.au](http://elearning.suelarkey.com.au)


LEARN MORE!

AVAILABLE LIMITED TIME!

Under the DSE (2005)

- Same basis as peers means students with ADS should have the same opportunities and choices in their education as students without disability

Aim of Course to help you do that!



www.suelarkey.com Sue Larkey

7

---

---

---

---

---

---

---

---

Pause Video & Answer these Questions

Why are more students diagnosed with ASD\* than ever before?  
(Compare 1960s- Now)

www.suelarkey.com Sue Larkey

8

---

---

---

---

---

---

---

---

What did classrooms look like in 1960s/1970s ?

www.suelarkey.com Sue Larkey

9

---

---

---

---

---

---

---

---

What were the teaching and behaviour practices in the 1960s/1970s ?

www.suelarkey.com Sue Larkey

10

---

---

---

---


---


---

---

---

Quiz

- Below Video
- Need to get correct to unlock next lesson/episode
- You can redo it
- Clue: Present to be present
- If wrong time stamped when to re watch for answer
-  Complete quiz NOT save



www.suelarkey.com Sue Larkey

11

---

---

---

---

---

---

---

---

What did or do you do to keep calm and be ready to learn?

What emotions did you feel and WHY?

\*\* Pause the video

www.suelarkey.com Sue Larkey

12

---

---

---

---

---

---

---

---

**What did you do to keep calm?**

- Time = Anxiety Management
- Routines = Know what is happening
- Visuals = Refer back to
- Information = Calming, Planning
- Sensory = Music, Drink, Fiddle etc
- Social=Information, Help, Ride etc
- \*\* SLEEP = Impact on Learning
- \*\* Movement = Regulation

**NEED a Range of Strategies**

www.suelarkey.com Sue Larkey

13

---

---

---

---

---

---

---

---

---

---

**The key to increasing engagement and participation is to reduce anxiety!**



www.suelarkey.com Sue Larkey

14

---

---

---

---

---

---

---

---

---

---

**What emotions did you feel?  
How did you regulate?**



www.suelarkey.com Sue Larkey

15

---

---

---

---

---

---

---

---

---

---

# TIME TIMERS CAN SUPPORT STUDENTS TO:

- ✔ **Ease stressful transitions** by showing “how much longer” and “here’s what ‘5 more minutes’ really means.”
- ✔ **Show when challenging activities will end:** “Let’s go shopping for 30 minutes.” “Handwriting for 30 minutes”
- ✔ **Help everyone** (especially new staff or visitors) stick to the routine.
- ✔ **Reduce anxiety** by creating predictability & consistency
- ✔ **Help develop a reliable internal clock** (especially for ADHD students)
- ✔ **Help with organisation & time management** so don’t get ‘caught up’ in preferred activities
- ✔ **See at a glance how much time is left**
- ✔ **Keep lessons/activities focused and on track**
- ✔ **Effectively manage small groups** for differentiated instruction
- ✔ **Provide focus for individual work** (help self manage time)
- ✔ **Tests / Exams** (Fantastic for Time Management in Naplan)
- ✔ **Know how long to speak** in presentations (News, Debates, Class Presentations)
- ✔ **Empower students to manage their own time in ALL activities**
- ✔ **Ensure equal time** for taking turns
- ✔ **Break Times** (Help self regulate break times, know when they are going to occur and for how long so they return to work etc)
  - Use timer to have set Toilet /Drink and Snack Breaks
- ✔ **Break larger challenges into smaller tasks** or amounts of time
- ✔ **Rotate learning stations**
- ✔ **Manage Screen Time** or “Special Interests”

Help students ‘slow’ down and not rush OR
- ✔ ‘speed up’

Many students lose track of time when they are doing something they love. Often they do not have an end point or they want to repeat the activity. **Timers create a finish point.**



**Top Tip:** Add Visuals to your time timers by using velcro Visual ‘Pics for Pecs’



Select a student and plan adjustments to reduce anxiety

- Pause video
- Reflect and Record anxiety reducing strategies

www.suelarkey.com Sue Larkey

16

---

---

---

---

---


---

---

---

Develop a plan of adjustments for....

- Student arriving at school without having breakfast
- Student engaging in sensory behaviour
- Student engaging in repetitive behaviour



www.suelarkey.com Sue Larkey

17

---

---

---

---

---

---

---

---

Personal Reflection

- Strategies and /or the combination of strategies you are going to transfer back to your classroom

www.suelarkey.com Sue Larkey

18

---

---

---

---

---

---

---

---

## 3 Top Take Aways

- 1
- 2
- 3

---

---

---

---

---

---

---

---

19

## Episode/Lesson 2

**Part A** – Supporting Participation & Learning

**Part B** – 9 Key Teaching Strategies – Overview

www.suelarkey.com

 Sue Larkey  
LEARNING SPECIALIST

---

---

---

---

---

---

---

---

20

What if we moved to  
Port Douglas?

Pause video and record response

www.suelarkey.com

 Sue Larkey  
LEARNING SPECIALIST

---

---

---

---

---

---

---

---

21

## What if we moved location?

<p><b><u>How did you react?</u></b></p> <ul style="list-style-type: none"> <li>• ODD</li> <li>• No</li> <li>• Anxiety</li> <li>• Veneer of Copying</li> </ul>	<p><b><u>What would have helped?</u></b></p> <ul style="list-style-type: none"> <li>• Pre-warning / Prepare</li> <li>• Information</li> <li>• Social / Friends</li> <li>• GPS</li> </ul>
---	--

www.suelarkey.com Sue Larkey  
LEARNING SPECIALIST

22

---

---

---

---

---

---

---

---

---

---

## Case Study

- Student under the desk
- Student breaking a rule in the playground

Record exact strategies / words would use

www.suelarkey.com Sue Larkey  
LEARNING SPECIALIST

23

---

---

---

---

---

---

---

---

---

---

## I am a GPS

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

Can Select

- Volume
- Voice
- **HELP!**

Highlights Key information

Pre-Warn

Visual Instructions

When a make is mistake- Calmly redirects

Time

www.suelarkey.com Sue Larkey  
LEARNING SPECIALIST

24

---

---

---

---

---

---

---


---

---

---

## Reflect/Record

- Look back at what you wrote down in activity
- Now reflect and record the 3 Top Adjustments/Strategies you are going to try

www.suelarkey.com 

25

---

---

---

---

---


---


---

---

**I would like you to try:**

- Name at start of sentence
- Monotone voice
- Tell them what to



www.suelarkey.com 

26

---

---

---

---

---

---

---


---


**Your Words Matter**

**“Get out from under the table”**

Doesn't tell them what to do

**No = Never**



www.suelarkey.com 

27

---

---

---

---

---













---

---


---

# YOUR WORDS


# MATTER

	INSTEAD OF ...	TRY
	No yelling. Be quiet.	Use a softer voice.
	What a mess!	It looks like you had fun! How can we clean it up?
	What are you doing?	I'm here if you need help.
	No!	Wait, Now, Next, Later.
	Do you have any questions?	What questions do you have?
	Stop crying.	It's ok to cry. Take a deep breath. Tell me what's wrong.
	Calm down.	What can I do/get to help you calm down?
	That's wrong.	Mistakes are a good opportunity to learn. What else can we try?
	It's not that hard.	You can do hard things. Have a go. Try another way.
	Don't swear.	Can you say that differently? That is not appropriate language.
	Stop!	Eyes this way. It's time to listen. Pack away.
	No running.	Can you please walk.

1. How do you hang your washing on line?



What is your current behaviour?  
Why?  
Do you have a preference?  
Why/ Why Not?

www.suelarkey.com 

28

---

---

---

---


---

---


---

---

2. How do you hang your toilet paper?



What is your current behaviour?  
Why?  
Do you have a preference?  
Why/ Why Not?

www.suelarkey.com 

29

---

---

---

---



---

---


---

---

**What would it take for YOU to change?**

*Would the same strategies work for both situations?*

www.suelarkey.com 

30

---

---

---

---

---

---

---

---

**Individual Programme**

- Select behaviour to change
- Devise 2 strategies/adjustments to support change

www.suelarkey.com Sue Larkey

31

---

---

---

---

---

---

---

---

**10 Strategies for Success**

1. Individual
2. Support & Understanding
3. Structure & Adaptions
4. Reward/Motivation
5. Routines / Schedules
6. Visuals
7. Social "Someone tells you they do not like it etc"
8. Repetition & Practice
9. Persistence & Consistency
10. Choose your battles

www.suelarkey.com Sue Larkey

32

---

---

---

---

---

---

---

---

**3 Top Take Aways**

- 1
- 2
- 3

33

---

---

---

---

---

---

---


---

**Episode/Lesson 3**

**Part A** – Key Strategy #1 : Individual- ASD Diagnostic Criteria (DSM 5) and co-morbidities

**Part B** – 6 Key Criteria of ASD

**Part C** – Key Strategy # 2: Support and Understanding-

www.suelarkey.com 

34

---

---

---

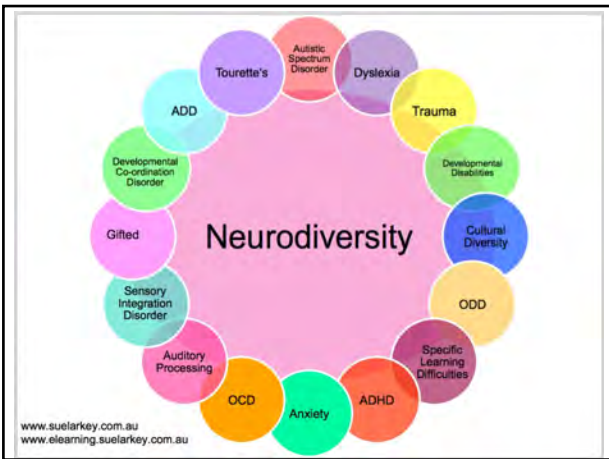
---

---

---

---

---



35

---

---

---

---

---

---


---

---

What is the difference between the terms Aspergers and Autism?

How would you describe ASD to a parent?

Pause video and record Hypothesis

www.suelarkey.com 

36

---

---

---

---

---

---

---

---



## New Dimensions Insights/Thoughts

- Hard to get diagnosis
- How would you describe ASD to a parent?
- Complexity of spectrum
- What is the difference between the terms Aspergers and Autism? **Your Hypothesis**
- What could have Norman Swan done to improve responses
- Email me any questions/comments

www.suelarkey.com

37

---

---

---

---

---

---

---

---

## Terminology

- Person first or identity first
- Current DSM – Autism Spectrum Disorder



www.suelarkey.com

38

---

---

---

---


---

---

---


---

## What is Autism Spectrum Disorder?




**Can Have Combined/ Co-morbidities**

OCD  
ODD  
ADHD  
Epilepsy  
Tourette's



PDDNOS (DSM 5 now ASD)  
Girls



www.suelarkey.com

39

---

---

---

---

---

---

---

---

Sue Larkey

### The Autism Spectrum

Social:	aloof	passive	active/odd
Communication:	non verbal		highly verbal
Motor skills:	agile		awkward
Behaviours:	significant		mild
Sensory:	under-reacts <small>hypersensitive</small>		over-reacts <small>hypersensitive</small>
IQ:	disability		superior



40

---

---

---

---

---

---

---

---

---

---

**STRATEGIES ARE THE SAME!**

Autism	Aspergers		
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 50%; padding: 5px;"> <ol style="list-style-type: none"> <li>1. Individual</li> <li>2. Support &amp; Understanding</li> <li>3. Structure &amp; Adaptions</li> <li>4. Reward/Motivation</li> <li>5. Routines / Schedules</li> <li>6. Visuals</li> <li>7. Social</li> <li>8. Repetition &amp; Practice</li> <li>9. Persistence &amp; Consistency</li> <li>10. Choose your battles</li> </ol> </td> <td style="width: 50%; padding: 5px;"> <ol style="list-style-type: none"> <li>1. Individual</li> <li>2. Support &amp; Understanding</li> <li>3. Structure &amp; Adaptions</li> <li>4. Reward/Motivation</li> <li>5. Routines / Schedules</li> <li>6. Visuals</li> <li>7. Social</li> <li>8. Repetition &amp; Practice</li> <li>9. Persistence &amp; Consistency</li> <li>10. Choose your battles</li> </ol> </td> </tr> </table>		<ol style="list-style-type: none"> <li>1. Individual</li> <li>2. Support &amp; Understanding</li> <li>3. Structure &amp; Adaptions</li> <li>4. Reward/Motivation</li> <li>5. Routines / Schedules</li> <li>6. Visuals</li> <li>7. Social</li> <li>8. Repetition &amp; Practice</li> <li>9. Persistence &amp; Consistency</li> <li>10. Choose your battles</li> </ol>	<ol style="list-style-type: none"> <li>1. Individual</li> <li>2. Support &amp; Understanding</li> <li>3. Structure &amp; Adaptions</li> <li>4. Reward/Motivation</li> <li>5. Routines / Schedules</li> <li>6. Visuals</li> <li>7. Social</li> <li>8. Repetition &amp; Practice</li> <li>9. Persistence &amp; Consistency</li> <li>10. Choose your battles</li> </ol>
<ol style="list-style-type: none"> <li>1. Individual</li> <li>2. Support &amp; Understanding</li> <li>3. Structure &amp; Adaptions</li> <li>4. Reward/Motivation</li> <li>5. Routines / Schedules</li> <li>6. Visuals</li> <li>7. Social</li> <li>8. Repetition &amp; Practice</li> <li>9. Persistence &amp; Consistency</li> <li>10. Choose your battles</li> </ol>	<ol style="list-style-type: none"> <li>1. Individual</li> <li>2. Support &amp; Understanding</li> <li>3. Structure &amp; Adaptions</li> <li>4. Reward/Motivation</li> <li>5. Routines / Schedules</li> <li>6. Visuals</li> <li>7. Social</li> <li>8. Repetition &amp; Practice</li> <li>9. Persistence &amp; Consistency</li> <li>10. Choose your battles</li> </ol>		
<b>NO MATTER WHAT AGE!</b>			

41

---

---

---

---

---

---

---

---

---

---

### 3 Top Take Aways

- 1
- 2
- 3

42

---

---

---

---

---

---

---

---

---

---

## Episode/Lesson 4

- Part A** – Key Strategy # 3 : Structures and Reasonable Adaptions
- Part B** – Key Strategy # 4: Rewards
- Part C** – Key Strategy # 5: Routines & Schedules
- Part D** – Key Strategy # 6: Use of Visuals
- Part E** – Key Strategy # 7 : Social Skills
- Part F** – Key Strategy - Inclusion

www.suelarkey.com

43

---

---

---

---

---

---

---

---

---

---

## Structures & Adaptions

“It is easier to change the structure than change the child”

www.suelarkey.com

44

---

---

---

---

---

---

---

---

---

---

## 4 Levels of NCCD Adjustment

1. Support provides within quality differentiated teaching practice
2. Supplementary adjustments
3. Substantial Adjustments
4. Extensive Adjustments

www.suelarkey.com

45

---

---

---

---

---

---

---

---

---

---

Record 3 reasons  
people **should be**  
allowed to wear  
glasses  
.....

www.suelarkey.com Sue Larkey

46

---

---

---

---

---

---

---

---

Record 3 reasons  
people **should not be**  
allowed to wear  
glasses  
.....

www.suelarkey.com Sue Larkey

47

---

---

---

---

---

---

---

---

3. Structure & Adaptions

Movement Break

www.suelarkey.com Sue Larkey

48

---

---

---

---

---

---

---

---

Record 3 reasons children **should be** allowed to have sensory tools

.....

[www.suelarkey.com](http://www.suelarkey.com) Sue Larkey

49

---

---

---

---

---

---

---

---

Record 3 reasons children **should not be** allowed to have sensory tools

.....

[www.suelarkey.com](http://www.suelarkey.com) Sue Larkey

50

---

---

---

---

---

---

---

---

**FAIR ISN'T**  
everybody getting the same thing.....

**FAIR IS**  
everybody getting what they need  
In order to be  
**SUCCESSFUL.**

51

---

---

---

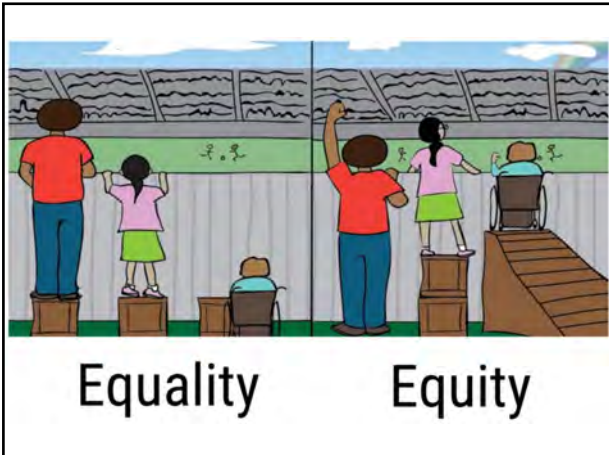
---

---

---

---

---



Equality      Equity

52

---

---

---

---

---

---

---

---

### 3. Structure & Adaptions

Movement Break

TOILET

Sue Larkey

53

---

---

---

---

---

---

---

---

### Glasses are exactly like sensory tools

- Replace glasses with body behaviour
- Replace regularly
- Different times needed
- Script individual
- Increase focus
- Increase independence

Great activity to do with staff or class

Sue Larkey

54

---

---

---

---

---

---

---

---

# Selecting the level of adjustment

The collection of data for the Nationally Consistent Collection of Data on School Students with Disability (NCCD) is based on the professional judgement of teachers and school teams about the adjustments provided for students as part of day to day practice. Adjustments are actions taken to enable a student with disability to access and participate in education on the same basis as other students. When schools are determining the inclusion of a student in the data collection, teachers consider:

- the level of adjustment provided to a student to address a disability as defined under the *Disability Discrimination Act 1992 (DDA)*
- the broad disability category and
- the available evidence of the adjustment that has been made on the basis of a disability.

The evidence will reflect a wide range of practices of teachers and schools in meeting the educational needs of their students consistent with obligations under the DDA, the Disability Standards for Education 2005 and best teaching practice.

For a student to be included in the NCCD, the school must have evidence that adjustments have been provided for a minimum period of 10 weeks of school education (excluding school holiday periods), in the 12 months preceding the census day. The minimum 10-week period does not need to be consecutive. It can be cumulative and split across school terms in the 12 months preceding the census day.

School principals are responsible for verifying or confirming that there is evidence at the school to support the inclusion of a student in the data collection and reporting levels of adjustment and category of disability. In keeping with best practice, schools should retain relevant evidence of their provisions for students at the school.

Schools are encouraged to consider and discuss the types of evidence available in their setting to support their judgements about the inclusion of students in the data collection.

Schools and teachers make adjustments and provide support for a range of students. Not all adjustments are included in the NCCD.


Educational adjustments made solely for reasons other than disability, for example disadvantage (due to disrupted schooling and/or poverty), are not included in the NCCD.

Students with a disability that has no functional impact on a student's education should not be included in the NCCD (for example, students who wear corrective lenses due to mild vision impairment).

Level of adjustment descriptors	Support provided within quality differentiated teaching practice	Supplementary adjustments	Substantial adjustments	Extensive adjustments
<p>Students with disability are supported through active monitoring and adjustments that are not greater than those used to meet the needs of diverse learners. These adjustments are provided through usual school processes, without drawing on additional resources, and by meeting proficient-level Teaching Standards (AITSL).</p> <p>Adjustments are made infrequently as occasional action, or frequently as low level action such as monitoring. These adjustments may include:</p> <ul style="list-style-type: none"> <li>• explicit, minor adjustments, including targeted or differentiated teaching, assessments or activities</li> <li>• specific and relevant teaching strategies to support targeted areas of communication</li> <li>• active monitoring and supervision, meeting health, personal care and safety requirements through usual school processes</li> <li>• enabling access to learning through usual school processes (e.g. through a differentiated approach to teaching and learning) and existing facilities (e.g. existing modifications to buildings and learning environments).</li> </ul> <p>Students with a medical condition whose learning and support needs are met through usual processes (e.g. whole-school professional learning) and active monitoring by school staff are included in this category. These students may have a plan in place to support monitoring of their condition. Their identified needs would be subject to close monitoring and review.</p>	<p>Students with disability are provided with adjustments that are supplementary to the strategies and resources already available for all students within the school.</p> <p>Adjustments occur for particular activities at specific times throughout the week and may include:</p> <ul style="list-style-type: none"> <li>• adapted and additional instruction in some or many learning areas or specific activities</li> <li>• personalised and explicit instruction to support one or more areas of communication</li> <li>• planned health, personal care and/or safety support, in addition to active monitoring and supervision</li> <li>• adjustments to enable access to learning may include: <ul style="list-style-type: none"> <li>- specialised technology</li> <li>- support or close supervision to enable participation in activities or the playground.</li> <li>- modifications or support to ensure full access to buildings and facilities.</li> </ul> </li> </ul>	<p>Students with disability who have more substantial support needs are provided with essential adjustments and considerable adult assistance.</p> <p>Adjustments to the usual educational program occur at most times on most days and may include:</p> <ul style="list-style-type: none"> <li>• additional support or individualised instruction in a highly structured manner, including adjustments to most courses, curriculum areas, activities and assessments</li> <li>• personalised and explicit instruction to support one or more areas of communication</li> <li>• planned health, personal care and/or safety support or intervention, in addition to active monitoring and supervision</li> <li>• adjustments to enable access to learning may include: <ul style="list-style-type: none"> <li>- specialised equipment</li> <li>- specific planning for access to activities or facilities</li> <li>- closely monitored playground supervision</li> <li>- modification to school environments, such as buildings and facilities</li> <li>- environmental adjustments to support participation in learning</li> <li>- provision of specialist advice on a regular basis</li> <li>- support from specialist staff.</li> </ul> </li> </ul>	<p>Students with disability and very high support needs are provided with extensive targeted measures and sustained levels of intensive support. These adjustments are highly individualised, comprehensive and ongoing.</p> <p>Adjustments to the regular educational program occur at all times and may include:</p> <ul style="list-style-type: none"> <li>• intensive, individualised instruction or support in a highly structured or specialised manner for all courses and curricula, activities and assessments</li> <li>• intensive, individualised instruction to support multiple areas of communication</li> <li>• planned, highly specialised and/or intensive health, personal care and/or safety support or intervention</li> <li>• enabling access to learning through: <ul style="list-style-type: none"> <li>- specialised equipment</li> <li>- highly modified classroom and/or school environments</li> <li>- extensive support from specialist staff.</li> </ul> </li> </ul>	

**Reflect on What Structures & Adaptations you have in place or could put in place**

- Pause Video

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


55

---

---

---

---

---


---

---

---

**Reflect/Answer**

- Would you be motivated if paid with Gift Cards instead of money?
- What would you do if you got a lump sum payment at the start of the year?
- What would you do if you didn't get paid and expecting payment?
- Should your boss be allowed to not pay you? ie consequences

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


56

---

---

---

---

---



---

---

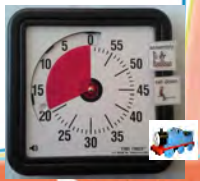
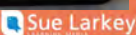
---

**4. Reward & Motivate**

- Clear Rules & Boundaries
- MUST be achievable

 Time, Task **or** Token = Reward
 

**Now / Next/ Later**  
**When .....Then**  
**1<sup>st</sup> ..... 2<sup>nd</sup>**

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

57

---

---

---

---

---

---

---

---



## Pause/Reflect

- What motivates the student you know?
- How has that been used in the past?
- What was the outcome?
- What reasonable adjustments could be used to motivate a student you know?
- **\*\* Home /School?**

www.suelarkey.com Sue Larkey

58

---

---

---

---

---



---

---

---

## #5 Timers /Routines /Schedules

- Predictable
- Independence
- Confidence
- Reduce Stress
- Repetitive

**Timer + Visual**

www.suelarkey.com Sue Larkey

59

---

---

---

---

---


---

---

---

## Reflection –pause video

- Why does most behaviour happen during transition?
- Mat to table
- Table to line up
- Inside to outside
- Between classes (ie: Secondary)



www.suelarkey.com Sue Larkey

60

---

---

---

---

---


---

---

---

Why does most behaviour happen during transition?

- Change
- Sensory
- Decision Making
- And more



www.suelarkey.com Sue Larkey

61

---

---

---

---

---

---

---

---

**#5. Routines /Schedules**  
 = No Problem Solving

Important Routines

- Start- Finish
- Spare Time
- Transition
- Special Interests
- Toilet
- Drink & Food

*Developing consistent routines will make the day run smoothly for EVERYONE!!*

www.suelarkey.com Sue Larkey

62

---

---

---

---

---

---

---

---

How could you introduce adjustments, adaptations for transition?

www.suelarkey.com Sue Larkey

63

---

---

---

---


---

---

---

---

What test do 80% of parents FIRST take their child to, before an ASD test?



www.suelarkey.com Sue Larkey

64

---

---

---

---

---

---

---

---

**ABILITY to PROCESS**

**Sensory:** hyposensitive hypersensitive

**KEY STRATEGIES**

1. Visuals
2. Sensory – Occupational Therapy

- How long do you allow to process? GPS activity
- Allowing extra time
- Shorter Tasks

65

---

---

---

---

---

---

---

---

**#6. VISUALS**

**What are Visuals?**

- Objects
- Photographs
- Line Drawings
- Written Words
- Key Word Signs
- Gesture

**How to use?**

- ✓ Increase Understanding
- ✓ Schedules/Timetables
- ✓ Organisation
- ✓ Social Stories
- ✓ Motivate/Rewards
- ✓ Communication

www.suelarkey.com Sue Larkey

66

---

---

---

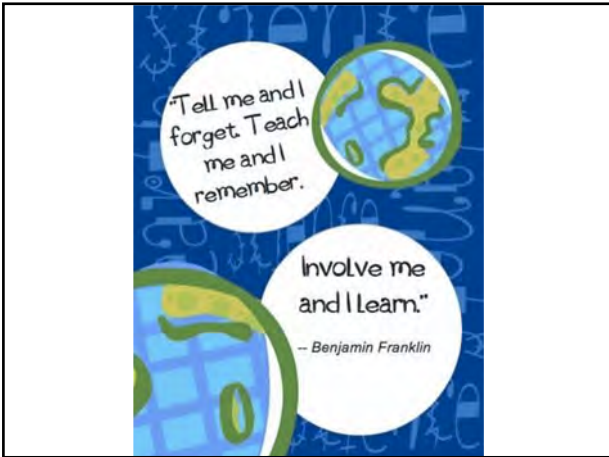
---

---

---

---

---




---

---

---

---

---

---

---

---




---

---

---

---

---

---

---

---

**#7. Social**

- Social Stories
- Teach Play
- Structure Play Partners
- Playground/ Clubs/ Areas
- Short Activities
- Home & School

www.suelarkey.com

---

---

---

---

---

---

---

---

## Buddy Benches/Lunchtime Clubs/Passive Playgrounds



Podcast:  
Ep. 31 Common Playground Behaviours & Solutions



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

---

---

---

---

---

---

---


---

---

---

## Inclusion

- Teaching Strategies for ASD
- Adapting / Modifying Tasks for Success
- Strategies for Social Skills
- Understanding by EVERYONE
- Positive Behaviour Support

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

---

---

---

---

---

---

---


---

---

---

## Reflect

- How many social activities do you believe the student/child with Neurodiversity would have been invited too?
- Do they have friends?
- Reflect on current engagement with peers

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

---

---

---

---

---

---

---

---

---

---



## PROMOTE UNDERSTANDING IN THE CLASSROOM

Just as children today learn about racism, cultural differences, and allergies etc teaching understanding of ASD and ADHD is just another diversity topic and part of the educational landscape. If you are going to share the individual child's diagnosis you must get parent permission to do this, and also check if they want their child to be part of the discussion.

### Ideas to try:

- Focus on the student's strengths.
- Focus on accepting that everyone is different and that we need to accept these differences.
- Explain why the child has difficulties in certain situations or act in certain ways; for example flapping hands, making noises, asking questions repetitively, fidgeting, calling out, etc.
- Allow the children to ask questions (often once they have had this chance to ask, the everyday questions, such as "why do they do that, get that?" will stop).
- If the student has support staff in the classroom, or is withdrawn from class, or has partial attendance, it is very important to let the children know why this happens, as they naturally wonder where the student is or why someone is working with them.

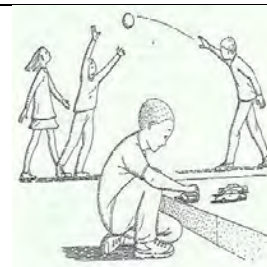
"Not being able to tune in naturally to other people can make it difficult for me to take turns, or to play cooperatively. If I feel confused about what people are doing, or what I am expected to do, I might be afraid to join in with games even if I do want to be friendly.....

I might only want to play if I decide on the game, and choose the rules.

This isn't me being bossy. It's because I feel safer and less confused if I make the rules.

**You can help me by gently reminding me about taking turns, and taking a bit of extra time to explain the rules of the games you are playing."**

*Excerpt from 'Can I tell you about Asperger Syndrome?' pg 18*



**"I sometimes find it difficult to play games with other children."**

### Important Note:

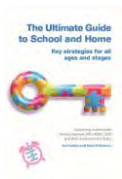
If the child's behaviours interfere with other students learning outcomes then they need to be informed on successful strategies in dealing with the child with the diagnosis. This may include teaching to ignore, move away, tell an adult etc.

Over the page are some wonderful resources to explain ASD and ADHD. These can be used for children with an ASD, ADHD, other children and family. They are all great starting points for discussion with class or family.

### Recommended Resources (available online at [suelarkey.com.au](http://suelarkey.com.au)):

#### **The Ultimate Guide to School and Home**

*By Sue Larkey and Anna Tullemans*



#### **Teacher Assistants Big Blue Book of Ideas**

*By Sue Larkey and Anna Tullemans*



#### **Inside Aspergers Looking Out**

*By Kathy Hoopmann*


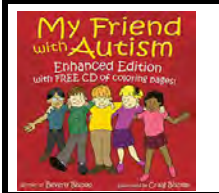


**For more tip sheets, to sign up for a free newsletter or request a free catalogue visit:**


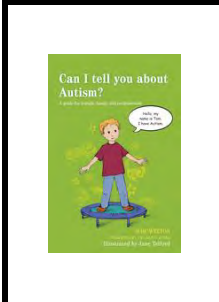
[suelarkey.com.au](http://suelarkey.com.au)

**More Recommended Resources (available online at [suelarkey.com.au](http://suelarkey.com.au)):**


**Early Years 0-6 years**

	<p><b>Gus - The Asparagus</b>  <i>by Kaylene Hobson and Ann-Marie Finn</i> – Meet Gus! Gus might be the only asparagus in his family, but he is happy. However, when he goes to school he starts to realise that he doesn't always 'fit in'. Gus is here to help kids understand that it's okay to be different. He will soon become a favourite with anyone who has ever felt a little bit out of place, kids and adults alike.</p>
	<p><b>My Friend with Autism</b>  <i>by Beverly Bishop</i> - With vivid illustrations and a charming storyline this book will foster tolerance and understanding among peers. A peer narrator explains that his friend with autism is good at some things and not so good at others just like everyone else. In an informative, positive tone, he addresses issues such as sensory sensitivity, communication differences, unique ways of playing and insistence on routine.</p>


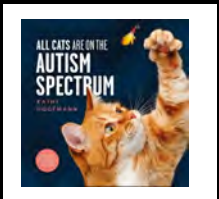
**7 – 15 years**

	<p><b>Can I Tell You About Asperger Syndrome: A Guide for Friends and Family</b>  <i>By Jude Welton</i>                  Meet Adam – a young boy with AS. Adam invites young readers to learn about AS from his perspective. He helps children understand the difficulties faced by a child with AS – he tells them what AS is, what it feels like to have AS and how they can help children with AS by understanding their differences and appreciating their many talents. This illustrated book is ideally suited for boys and girls and also serves as an excellent starting point for family and classroom discussions.</p>
	<p><b>Can I Tell You About Autism: A Guide for Friends, Family and Professionals</b>  <i>By Jude Welton</i>                  Meet Tom - a young boy with autism. Tom invites readers to learn about autism from his perspective, helping them to understand what it is and explaining the challenges he faces with issues such as social communication, sensory overload and changes in his routine. Tom tells readers about all the ways he can be helped and supported by those around him. This beautifully-illustrated book is ideally suited for readers age 7 and upwards, and will be an excellent way to increase understanding about autism, in the classroom or at home. It also includes clear, useful information for parents and professionals.</p>

**Teenagers**

	<p><b>Freaks, Geeks and Asperger Syndrome: A useful guide to adolescents</b>  <i>By Luke Jackson</i>                  Luke Jackson is 13 years old and has Asperger Syndrome. Drawing from his experiences and gaining information from his teenage brother and sisters, he wrote this enlightening, honest and witty book in attempt to address difficult topics such as bullying, friendships, when and how to tell others about AS, school problems, dating and relationships and more.</p>
--	--

**ALL Ages**

	<p><b>All Dogs Have ADHD</b>  <i>By Kathy Hoopmann</i>                  Takes an inspiring and affectionate look at Attention Deficit Hyperactivity Disorder (ADHD), using images and ideas from the canine world.</p>
	<p><b>All Cats Have Asperger Syndrome</b>  <i>By Kathy Hoopmann</i>                  Takes a playful look at Asperger Syndrome (AS), drawing inspiration from the feline world in a way that will strike a chord with all those who are familiar with AS. This engaging book is an ideal, gentle introduction to the world of Asperger Syndrome</p>



---

---

---

---

---

---

---

---

### UNDERSTANDING

Understanding by

- Child
- Peers
- Staff
- Community
- & more

www.suelarkey.com Sue Larkey

A slide titled "UNDERSTANDING" with a list of groups to understand by: Child, Peers, Staff, Community, and & more. It features several book covers: "My Friend Autism", "All Dogs Have Anxiety", "Aspie Girl", "All Dogs Have ADHD", "All Dogs Have Autism Spectrum", and "Gus". The slide includes the website "www.suelarkey.com" and the name "Sue Larkey".

---

---

---

---

---

---

---

---

### Reflect / Plan

- What are you currently doing to build acceptance and understanding?
- What else could you do to celebrate neurodiversity?

www.suelarkey.com Sue Larkey

A slide titled "Reflect / Plan" with two bullet points: "What are you currently doing to build acceptance and understanding?" and "What else could you do to celebrate neurodiversity?". It features the same book covers as the previous slide. The slide includes the website "www.suelarkey.com" and the name "Sue Larkey".

---

---

---

---

---

---

---

---




## Example of How to Write a Social Script

### Title

Introduces the topic/  
scenario

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



Sometimes I need to ask the teacher for help.

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

### Perspective Sentence

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




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

I look towards the teacher.

### Coaching Sentence

Keeps it positive and tells the child what to do.



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

### Alternative Scenario

Include likely scenarios to avoid anxiety



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

### Descriptive Sentence

Teaches the social skills necessary in the scenario



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

I then ask my question.



Thank You

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

### Conclusion -> Affirmation

Positively reinforces and restates the original purpose with addition information

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



# Creating Successful Playgrounds

Playgrounds are unstructured, unpredictable places where children with autism spectrum disorder (ASD) struggle to follow and join in the numerous social interactions surrounding them. Children with ASD frequently return to class from the playground in a high state of anxiety. In addition, their self-esteem frequently takes a battering. Up to 70% of children experience bullying.

1. Observe and then teach current playground language to children with ASD. Remember to revisit this every term as games and language changes rapidly in playgrounds.
2. Ensure that children with ASD and their parents are aware of the current playground games and activities. Allocate a staff member to teach the rules to the child with ASD so that he/she only has to concentrate on the social aspects of the game as he/she already knows the rules.
3. Offer supervised activities on the playground; e.g. ball games with a few children, 'What's the Time Mr Wolf?'
4. Give child with ASD a map of in-bounds and out-of-bounds areas. The child could then colour the appropriate areas green and red. If play equipment has set days make sure you write the days on the map.
5. Have games equipment available for loan at break times – the child with ASD can assist in giving this out.
6. Have a basket of books available on the playground for children to read while outside.
7. Create a quiet area (no games, no play, just an escape).
8. Use a portable schedule to create a routine of what activities they will do in the playground and for how long.
9. Create a Playtime Plan. The plan provides children with ASD the structure that they need to organise themselves before going out onto the playground. This can be adapted for weekends and holidays too!
10. Support social skills with Social Stories/Scripts, e.g. 'Can I Play Please', 'What to do if children say NO'. (Great range available in How to Stop Your Words from Bumping, and Developing Social Skills)
11. Provide the children with key rings of laminated visuals of activities they can do during recess and lunch-times. Having the visuals (climbing equipment, sand-pit, library, computer lab etc) will remind the children of their options.

## RECOMMENDED RESOURCES

### Developing Social Skills

By Sue Larkey and Gay von Ess



### How To Stop Your Words From Bumping Into Someone Else's

By Rhonda Dixon and Anna Tullemans



### Why Do I Have To?

By Laurie Leventhal-Belfer



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

“People with ASD do not SUFFER from ASD. They suffer from attitude of other people and how they treat them! “  
Dr.Tony Attwood

www.suelarkey.com Sue Larkey

76

---

---

---

---

---

---

---

---

3 Top Take Aways

1

2

3

77

---

---

---

---

---

---

---

---

Episode/Lesson 5

**Part A** – Positive Behaviour Support

**Part B** – Understanding Sensory Meltdowns and Shutdowns

**Part C** – Repetition and Practice

**Part D** – Key Strategy # 9 Persistence and Consistency

www.suelarkey.com Sue Larkey

78

---

---

---

---

---

---

---

---



## SUMMARY PROFILE OF STUDENT

Student name: .....

Strengths:

a) .....

b) .....

Challenges:

a) .....

b) .....

Things that may trigger a meltdown:

a) .....

b) .....

Behaviours exhibited before meltdown:

a) .....

b) .....

Best way to approach student when meltdown occurs:

a) .....

b) .....

Important Sensory Notes (eg highly sensitive to light touch, noise etc):

a) .....

b) .....


Preferred management strategies:

a) .....


b) .....

Recommended Resources (available online at [suelarkey.com.au](http://suelarkey.com.au)):

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



**The Essential Guide to Secondary School**  
By Sue Larkey and Anna Tullemans



**Teacher Assistants Big Red Book of Ideas**  
By Sue Larkey and Anna Tullemans



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

## Hypothesis

- What is the difference between a sensory meltdown, behaviour meltdown and tantrum?

www.suelarkey.com Sue Larkey

79

---

---

---

---

---


---

---

---

## What is the difference between ?

- Sensory Meltdowns
- Behaviour Meltdowns (Anger, Anxiety, **Depressive**)
- Tantrums



Why important  
**YOU**  
are  
**CALM?**

www.suelarkey.com Sue Larkey

80

---

---

---

---

---

---

---

---

## Positive Behaviour Support includes having strategies for

- Sensory Meltdowns
- Behaviour Meltdowns (Anger, Anxiety, **Depressive**)
- Tantrums



www.suelarkey.com Sue Larkey

81

---

---

---

---


---

---


---

---

## Why Sensory?



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

www.suelarkey.com 

82

---

---

---

---


---

---


---

---

## What are Sensory Issues?



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

www.suelarkey.com 

83

---

---

---

---

---

---

---

---

### 10 Common Causes of Sensory Meltdowns

1. School clothes
2. Shoes & socks
3. School bells, Fire alarms
4. Hand dryers
5. Whistles
6. Air conditioners, heaters
7. School canteens, lunch orders delivered into classroom
8. Yelling by staff or students
9. Fluorescent lights
10. Lining up, particularly touching

Pause video and circle ones you have seen

84

---

---

---

---

---

---

---

---

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

www.suelarkey.com Sue Larkey

85

---

---

---

---

---

---

---

---

### 10 Common Causes of Behaviour Meltdowns

1. Change of teacher, relief teacher
2. Making mistakes
3. Losing
4. Not being first
5. Change of schedules /Routine
6. Teasing & bullying
7. Removal of sensory tools
8. Sitting still for long periods
9. Playground/Assembly times
10. Being literal and misunderstanding the inferred meaning by people  
i.e "Do you want to work?" they say "No" and get in trouble

Pause video and circle ones you have seen

www.suelarkey.com Sue Larkey

86

---

---

---

---

---

---

---

---

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

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

www.suelarkey.com Sue Larkey

87

---

---

---

---

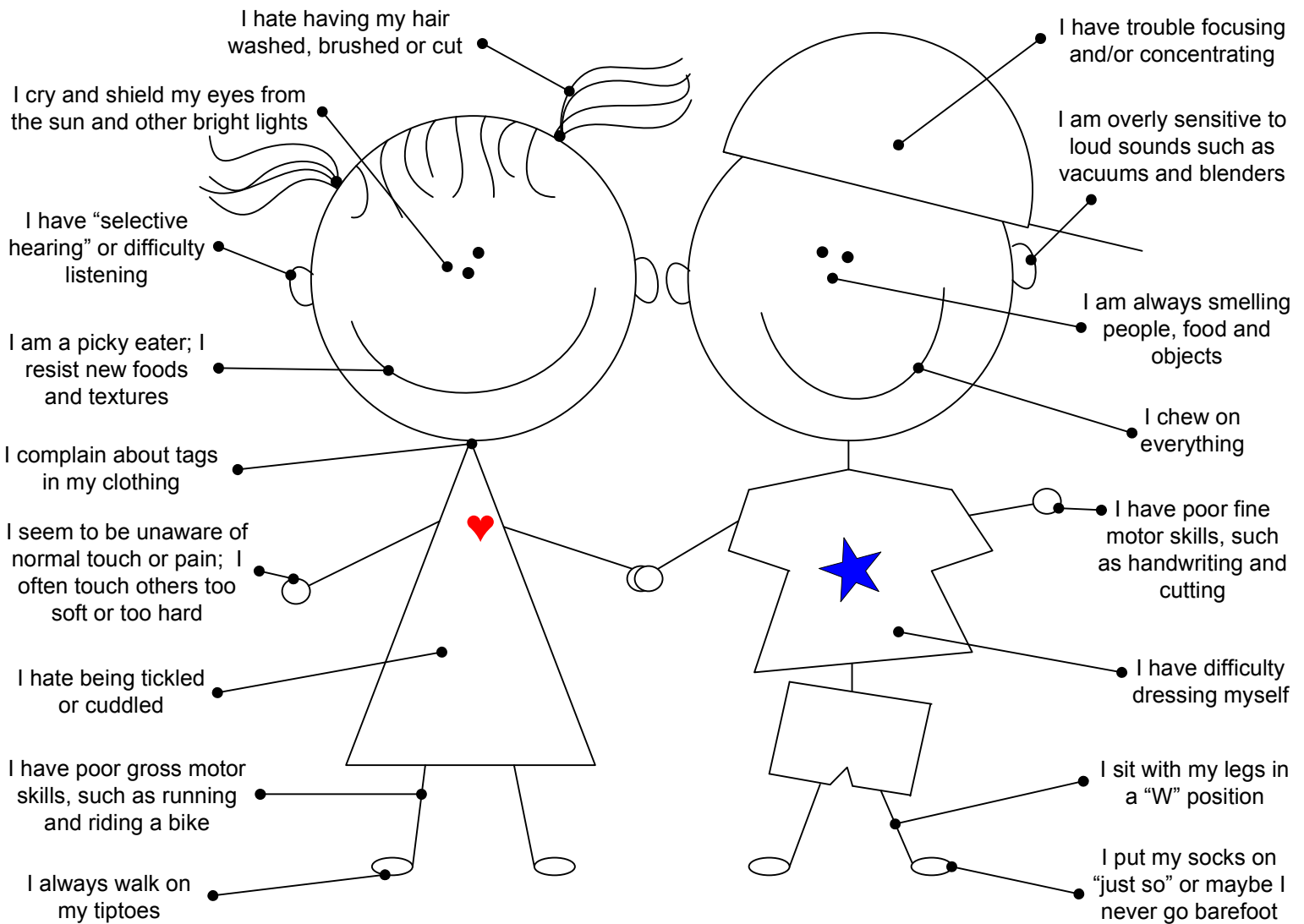
---

---

---

---

# DO YOU KNOW ME?



## I'm a Sensational Kid!


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

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

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



**What works?**

www.suelarkey.com 

88

---

---

---

---

---

---

---

---

**Strategies for Challenging Behaviour and Difficult Moments**


Find the best way to communicate

- ✓ Only give concise instructions (be VERY directive)
- ✓ Say "WHAT to do", AVOID "No" use finish, later

Sensory Break & Preventative Breaks

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

IGNORE

www.suelarkey.com 

89

---

---

---

---

---


---

---

---

**Meltdown vs Tantrum**

• Overwhelmed by social & sensory experiences	✓ Response to frustration
• Catastrophic reaction	✓ Emotional Blackmail
• Involuntary Response	✓ End Quickly
<u>Seek</u>	✓ Non-negotiable
❖ Escape	✓ Assertive & Calm
❖ Solitude	✓ (look in eyes!)
❖ Reassurance	✓ Looking for response/reaction

www.suelarkey.com 

90

---

---

---

---

---

---

---

---

## Choose your Battles!

### #9. Consistency & Persistence



---

---

---

---

---

---

---

---

91

## 10 Strategies for Success

1. Individual
2. Support & Understanding
3. Structure & Adaptations
4. Reward/Motivation
5. Routines / Schedules
6. Visuals
7. Social "Someone tells you they do not like it etc"
8. Repetition & Practice
9. Persistence & Consistency
10. Choose your battles

www.suelarkey.com

Sue Larkey  
LEARNING SPECIALIST

---

---

---

---

---

---

---

---

92

## 3 Top Take Aways

- 1
- 2
- 3

---

---

---

---

---

---

---

---

93

Sue Larkey Support

- **On going learning** —Online Learning (Masterclass), Webinars
- **Have a Question ?** - Email via [suelarkey.com.au](mailto:suelarkey.com.au)
- **Free Weekly Podcast, on all platforms**

JOIN me on



CERTIFICATES 😊 (From: [support@suelarkey.com.au](mailto:support@suelarkey.com.au))

REPLAY 🙌 (Ensure I don't end up in SPAM)

Orders over \$150 – Free MEGABOOK save \$49.95

Coupon: workshop

---

---

---

---

---

---

---

---

94

RESOURCES

✔ Order online  
[suelarkey.com.au](http://suelarkey.com.au)

Orders over \$150 –  
Free MEGABOOK save \$49.95  
Coupon: workshop

🙌 NDIS – I am not a provider but check  
with your plan manager



\*\* You can have books on approval for **14 days**  
Just send back if not for you!

---

---

---

---

---

---

---

---

95

Certificates /NESA/TQI

✔ Certificate sent to email immediately on  
completion  
Must have a completed all episodes/lesson quizzes  
for the course to be completed and certificate sent

Any issues email [support@suelarkey.com.au](mailto:support@suelarkey.com.au)

✈ Teachers NSW /ACT only: **URGENT**  
**NESA / TQI** : You need to email us your number if  
you want accredited hours for Proficient Teacher  
(we are not clairvoyants 🙄)

---

---

---

---

---

---

---

---

96

## 50% STRATEGIES FOR THE ADULTS TO USE TO MANAGE THE STUDENTS BEHAVIOUR

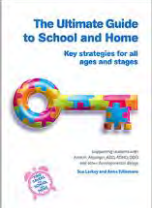



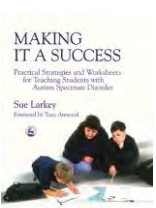


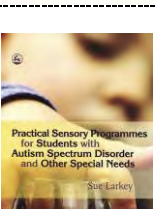

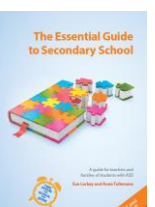
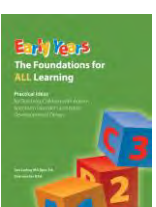

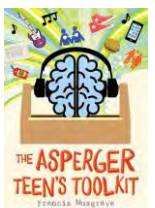


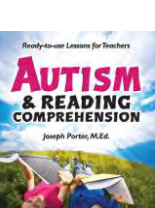


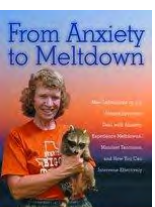
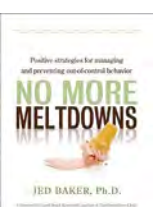


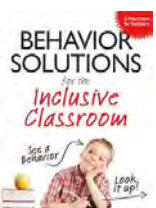
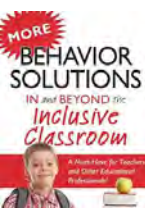


## 50% STRATEGIES FOR THE CHILD TO USE TO MANAGE THEIR OWN BEHAVIOUR


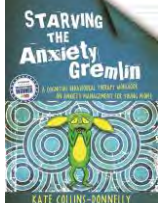
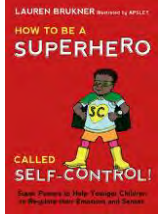


STRATEGY+	ACTION =	INDEPENDENCE & SUCCESS
<ul style="list-style-type: none"> <li>Use a range of <b>visuals to support</b> understanding.</li> <li>Use <b>visual schedules</b> to help students know what is happening.</li> <li><b>This reduces anxiety</b> and increases independence</li> </ul>	<b>Model</b>	<ul style="list-style-type: none"> <li>Follow a visual schedule.</li> <li>Understand changes in schedules and regulate own anxiety if these occur.</li> <li>Refer to visuals to increase understanding</li> </ul>
Use Timers to: <ul style="list-style-type: none"> <li><b>Pre-warn</b></li> <li><b>Indicate HOW long</b> they need to do a task</li> </ul>	<b>Practice</b>	<ul style="list-style-type: none"> <li>Understand time limits through use of timers and clocks.</li> <li>Start/finish agreed task once timer has finished, particularly useful for transitioning.</li> <li>Refer to timer for time management</li> </ul>
Allow the child <b>time to process</b>	<b>Persistence</b>	Ask for help, let adults know when they need time to think etc. Use Social Stories to support, to ask for help or extra time.
<b>Pre-warn and allow completion of tasks</b> before moving on to next activity	<b>Small Steps</b>	Accept they need to 'finish' for now and can complete the activity later (regulate own anxiety)
Use Preventative Breaks <ul style="list-style-type: none"> <li><b>Notice signs of anxiety</b> (change in facial expression, body language etc).</li> <li><b>Put in place strategies</b> like a sensory area. drink/toilet break</li> </ul>	<b>Consistency</b>	<ul style="list-style-type: none"> <li>Request a break before behaviour escalates.</li> <li>Rejoin the group after calming themself.</li> </ul>
<b>Teach signs of anxiety</b> and what to do	<b>Repetition</b>	Notice their anxiety and putting in place strategies to reduce it.
Use <b>social stories</b>	<b>Range of Strategies</b>	Refer to Social Stories and put in place their strategies.
<b>Be aware of your own tone of voice</b> and motions as this can cause behavioural difficulties	<b>Rewards Using Strategies Independently</b>	Understand other people's emotions and regulate their own.
Use Organisational Supports <ul style="list-style-type: none"> <li><b>Colour</b> coding books</li> <li><b>Clear</b> Timetables</li> <li><b>Homework:</b> having equipment ready, drink and food</li> </ul>	<b>Social Stories</b>	Independently use the organisational supports.
<b>Create consistent routines.</b> When the child knows what is happening and when it reduces anxiety	<b>Timers</b>	Independently follow the routines.
<b>Use of sensory tools allows children "sensory breaks"</b> and encourages processing during listening activities.	<b>Visuals</b>	<ul style="list-style-type: none"> <li>Independently access sensory tools to self-regulate anxiety.</li> <li>Understand sensory needs and use sensory tools to self regulate.</li> </ul>

## RESOURCES: Recommended teaching resources

<p><b>The Ultimate Guide to School and Home</b> By Sue Larkey &amp; Anna Tullemans</p> <p>CODE B96</p>		<p><b>Teacher Assistants Big Red Book of Ideas</b> By Sue Larkey &amp; Anna Tullemans</p> <p>CODE B15</p>		<p><b>Teacher Assistants Big Blue Book of Ideas</b> By Sue Larkey &amp; Anna Tullemans</p> <p>CODE B16</p>	
<p><b>Developing Social Skills</b> By Sue Larkey &amp; Gay von Ess</p> <p>CODE B18</p>		<p><b>Making it a Success</b> By Sue Larkey</p> <p>CODE B01</p>		<p><b>Together we Cook 'n' Learn Book 1</b> By Heather Durrant &amp; Sue Larkey</p> <p>CODE B06 (1)</p>	
<p><b>Practical Communication Programmes</b> By Jo Adkins &amp; Sue Larkey</p> <p>CODE B19</p>		<p><b>Practical Sensory Programmes</b> By Sue Larkey</p> <p>CODE B05</p>		<p><b>Together we Cook 'n' Learn Book 2</b> By Heather Durrant &amp; Sue Larkey</p> <p>CODE B06 (2)</p>	
<p><b>The Essential Guide to Secondary School</b> By Sue Larkey &amp; Anna Tullemans <b>REVISED &amp; EXPANDED</b></p> <p>CODE B02</p>		<p><b>The Early Years</b> By Sue Larkey &amp; Gay von Ess</p> <p>CODE B04</p>		<p><b>Tips for Toileting</b> By Jo Adkins &amp; Sue Larkey</p> <p>CODE B17</p>	
<p><b>The Asperger Teen's Toolkit</b> By Francis Musgrave</p> <p>CODE B167</p>		<p><b>Sue Larkey's MEGA BOOK</b> By Sue Larkey</p> <p>CODE B200 <b>NEW</b></p>		<p><b>A Manual to Provide Support and Care for Adults with Autism Spectrum</b> By Sue Larkey &amp; Anna Tullemans</p> <p>CODE B201 <b>NEW</b></p>	
<p><b>Autism and Reading Comprehension</b> By Joseph Porter</p> <p>*INCLUDES CD*</p> <p>CODE B100</p>		<p><b>How Do I Teach This Kid to Read?</b> By Kimberley Henry</p> <p>*INCLUDES CD*</p> <p>CODE B47</p>		<p><b>Autism and Everyday Executive Function</b> By Paula Moraine</p> <p>CODE B169</p>	
<p><b>From Anxiety to Meltdown</b> By Deborah Lipsky</p> <p>CODE B59</p> <p><b>MUST HAVE BOOK!!!</b></p>		<p><b>No More Meltdowns</b> By Dr Jed Baker</p> <p>CODE B26</p>		<p><b>Temple Grandin DVD</b> By HBO Films</p> <p>CODE D09</p>	
<p><b>Behavior Solutions for the Home and Community</b> By Aune, Burt &amp; Gennaro</p> <p>CODE B102</p>		<p><b>Behavior Solutions for the Inclusive Classroom</b> By Aune, Burt &amp; Gennaro</p> <p>CODE B36</p>		<p><b>More Behavior Solutions In and Beyond the Inclusive Classroom</b> By Aune, Burt &amp; Gennaro</p> <p>CODE B37</p>	

**RESOURCES:** *Recommended teaching resources*

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

**RESOURCES:** Recommended teaching resources

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

By Jude Welton

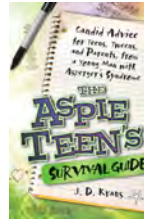
CODE B45



**The Aspie Teen's Survival Guide**

By J.D. Kraus

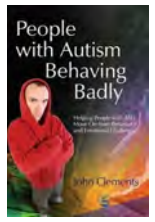
CODE B82



**People with Autism Behaving Badly**

By John Clements

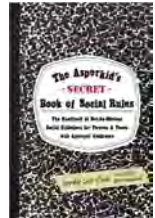
CODE AGBB60



**The Asperkids Secret Book of Social Rules**

By Jennifer Cook O'Toole

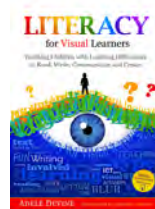
CODE B83



**Literacy for Visual Learners**

By Adele Devine

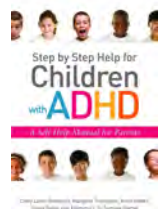
CODE AFXB138



**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

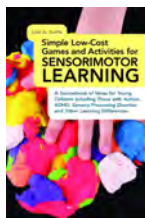
CODE B158



**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

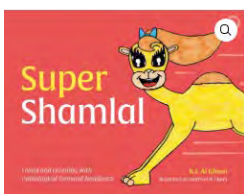
CODE B127



**Super Shamlal**

By K.I Al-Ghani

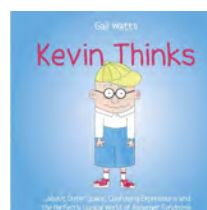
CODE B70



**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

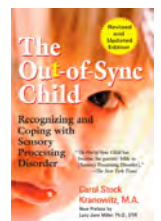
CODE B48



**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

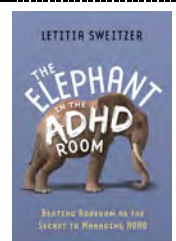
CODE B154









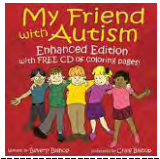




**The Elephant in the room**

By Letitia Sweitzer

CODE B124



**RESOURCES: Recommended teaching resources**

<p><b>The Panicosaurus</b> By K I Al-Ghani CODE B39</p> 	<p><b>The Red Beast</b> By K I Al-Ghani CODE B38</p> 	<p><b>Disappointment Dragon</b> By K I Al-Ghani CODE B41</p> 
<p><b>The Green-Eyed Goblin</b> By K I Al-Ghani CODE B39</p> 	<p><b>All Cats Have Asperger Syndrome</b> By Kathy Hoopmann CODE B10</p> 	<p><b>All Dogs Have ADHD</b> By Kathy Hoopmann CODE B14</p> 
<p><b>My Friend with Autism</b> By Beverly Bishop CODE B55</p> 	 <p><b>SCAN ME</b></p>	<p><b>All Birds Have Anxiety</b> By Kathy Hoopmann CODE B164</p> 
<p><b>Time Timer Watch Plus - YOUTH</b> CODE TT4</p> 		<p><b>Portable Schedule with Digital Timer</b> CODE O02 <i>Visuals not included.</i></p> 

<p><b>Time Timer MEDIUM (20cm)</b> CODE TT1</p> 	<p><b>Time Timer PLUS(18x15cm)</b> CODE TT5</p> 	<p><b>Time Timer SMALL (7.6cm)</b> CODE TT2</p> 	<p><b>Time Timer MOD (9.5cm)</b> CODE TT5</p> 	<p><b>Time Timer Watch Adult</b> CODE TT4A</p> 
<p><b>Pencil Grips</b> CODE O03(C) CODE O03(PG) CODE O03</p> 	<p><b>Chewable Necklaces</b> Various Styles ST28</p> 	<p><b>Chewable Bangles</b> TEEN ST31 CHILD ST37</p> 	<p><b>Large Range of Sensory Tools for kids who chew available</b> <a href="http://suelarkey.com.au">suelarkey.com.au</a></p>	<p><b>Chew Stixx Pencil Toppers (Pack of 2)</b> PLAIN ST25 SHAPES ST26</p> 
<p><b>Stretch Frogs</b> CODE ST04</p> 	<p><b>Punki Wrist Bands</b> CODE ST22</p> 	<p><b>Thinking Putty</b> CODE ST03</p> 	<p><b>Improbable Construct</b> CODE ST01</p> 	<p><b>Wooden Massager</b> CODE ST14</p> 
<p><b>Sensory Mat</b> CODE ST33</p> 	<p><b>Sensory Stixx</b> CODE ST32</p> 	<p><b>Fidgipod</b> CODE ST02</p> 	<p><b>Tactile Tiger Brush</b> CODE ST35</p> 	<p><b>More Sensory Resources Available Online!</b></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



# Notes



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