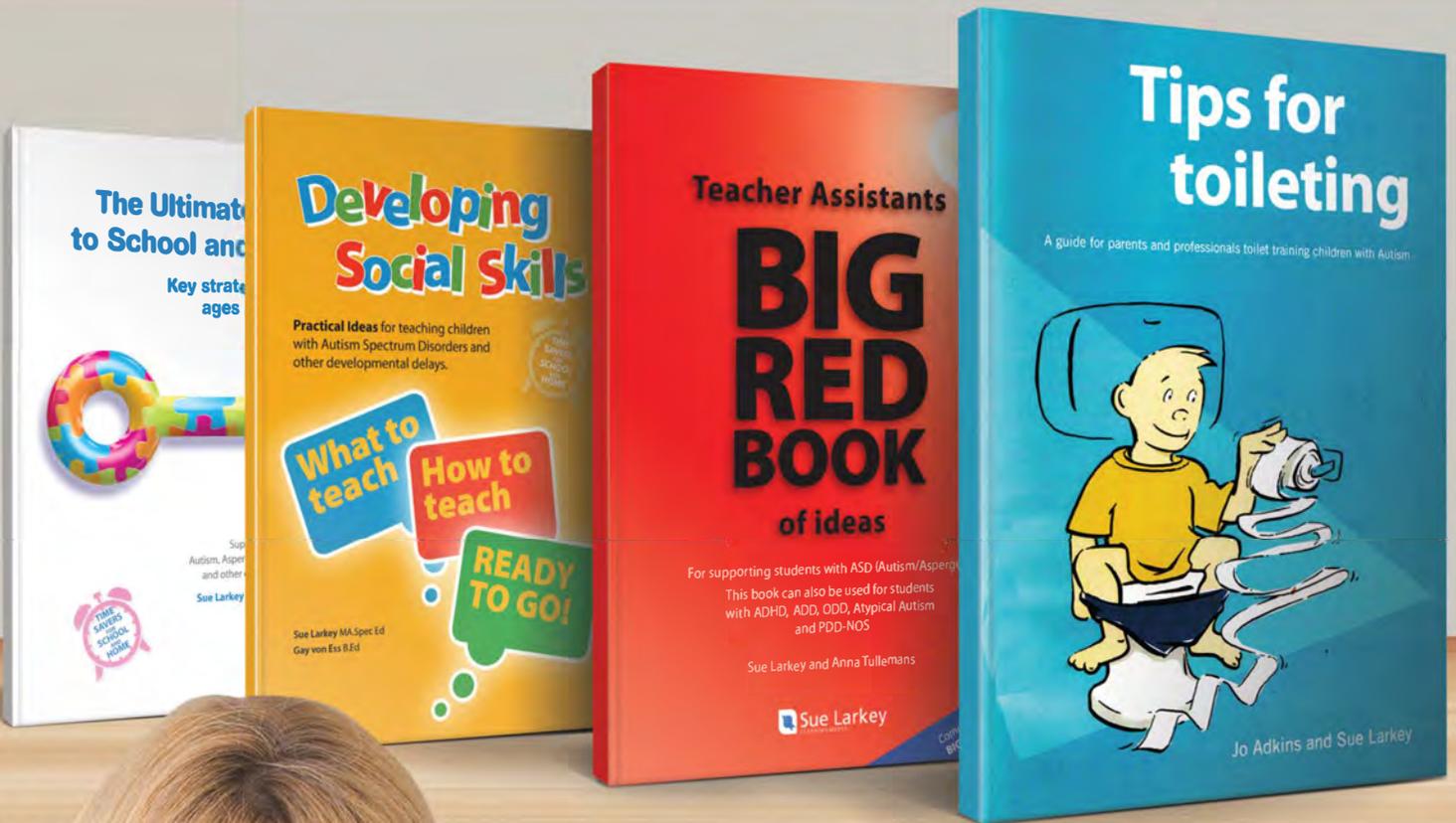
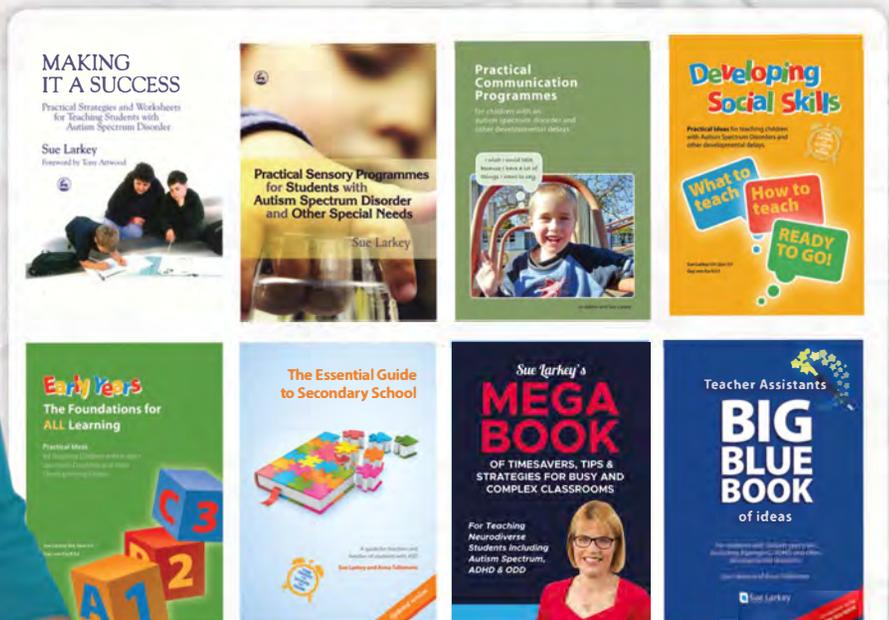


SUE LARKEY

MAKING IT A SUCCESS: TEACHING STRATEGIES & BEHAVIOUR SUPPORT



*Embrace Difference to
Make a Difference*



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Instagram & Pinterest

**Teaching Students with
Neurodiversity (AS, ADHD, ODD,
ADD.): Teaching Strategies and
Behaviour Support**



Sue Larkey
MA Spec Ed, Grad Dip Ed

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1

Welcome- Key Information

- 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
Subject: Question Online Student

2

Episode/Lesson 1

Part A - Understanding ASD

Part B - Understanding ASD & Anxiety

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3

Individual

To know someone with ASD is not to know ASD

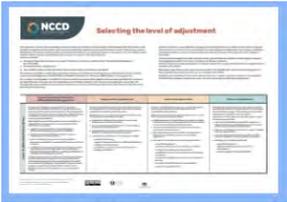
1. **Strategies** wear out
2. **Not every strategy** works for everybody
3. Strategies may only work for **1 in 10** people but for that **1** it makes the **WORLD** of difference!

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Key Policies & Obligations

- ✓ DSE (2005) - Disability Standards for Education
www.dese.gov.au/disability-standards-education-2005
- ✓ NCCD – Nationally Consistent Collection of Data
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!



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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 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!



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Pause Video & Answer these Questions

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

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

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

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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



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

What emotions did you feel and WHY?

** Pause the video

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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

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



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



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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

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Develop a plan of adjustments for....

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



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Personal Reflection

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

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3 Top Take Aways

- 1
- 2
- 3

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Episode/Lesson 2

Part A – Supporting Participation & Learning

Part B – 9 Key Teaching Strategies – Overview

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What if we moved to
Port Douglas?

Pause video and record response

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What if we moved location?

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

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Case Study

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

Record exact strategies / words would use

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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 mistake is made - Calmly redirects

Time

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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

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I would like you to try:

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



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Your Words Matter

“Get out from under the table”

Doesn't tell them what to do

No = Never



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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?

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2. How do you hang your toilet paper?



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

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What would it take for YOU to change?




Would the same strategies work for both situations?

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Individual Programme

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

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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

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3 Top Take Aways

- 1
- 2
- 3

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Episode/Lesson 3

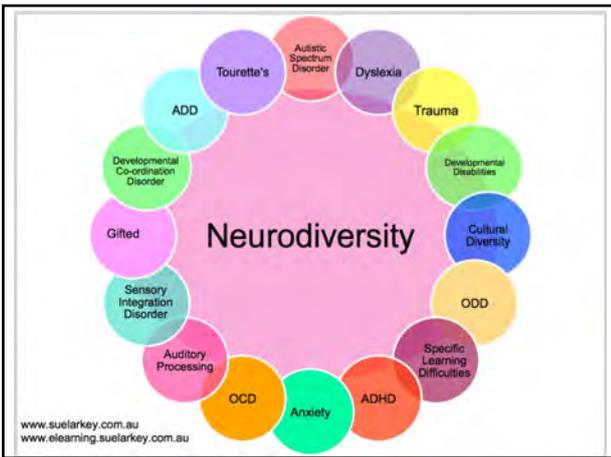
Part A – Key Strategy #1 : Individual- ASD Diagnostic Criteria (DSM 5) and co-morbidities

Part B – 6 Key Criteria of ASD

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

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What is the difference between the terms Aspergers and Autism?

How would you describe ASD to a parent?

Pause video and record Hypothesis

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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

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Terminology

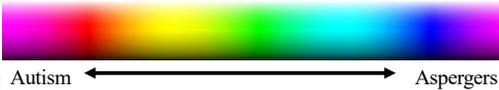
- Person first or identity first
- Current DSM – Autism Spectrum Disorder



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What is Autism Spectrum Disorder?



Can Have Combined/ Co-morbidities

OCD
ODD
ADHD
Epilepsy
Tourette's



PDDNOS (DSM 5 now ASD)
Girls



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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

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Structures & Adaptions

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

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4 Levels of NCCD Adjustment

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

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

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

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3. Structure & Adaptions

Movement Break

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

.....

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

.....

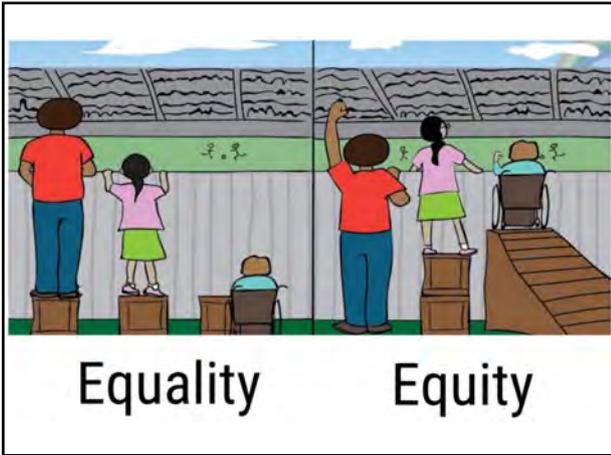
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FAIR ISN'T
everybody getting the same thing.....

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

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Equality Equity

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3. Structure & Adaptions

Movement Break

TOILET

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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

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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"> • explicit, minor adjustments, including targeted or differentiated teaching, assessments or activities • specific and relevant teaching strategies to support targeted areas of communication • active monitoring and supervision, meeting health, personal care and safety requirements through usual school processes • 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). <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"> • adapted and additional instruction in some or many learning areas or specific activities • personalised and explicit instruction to support one or more areas of communication • planned health, personal care and/or safety support, in addition to active monitoring and supervision • adjustments to enable access to learning may include: <ul style="list-style-type: none"> - specialised technology - support or close supervision to enable participation in activities or the playground. - modifications or support to ensure full access to buildings and facilities. 	<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"> • additional support or individualised instruction in a highly structured manner, including adjustments to most courses, curriculum areas, activities and assessments • personalised and explicit instruction to support one or more areas of communication • planned health, personal care and/or safety support or intervention, in addition to active monitoring and supervision • adjustments to enable access to learning may include: <ul style="list-style-type: none"> - specialised equipment - specific planning for access to activities or facilities - closely monitored playground supervision - modification to school environments, such as buildings and facilities - environmental adjustments to support participation in learning - provision of specialist advice on a regular basis - support from specialist staff. 	<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"> • intensive, individualised instruction or support in a highly structured or specialised manner for all courses and curricula, activities and assessments • intensive, individualised instruction to support multiple areas of communication • planned, highly specialised and/or intensive health, personal care and/or safety support or intervention • enabling access to learning through: <ul style="list-style-type: none"> - specialised equipment - highly modified classroom and/or school environments - extensive support from specialist staff. 	

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

- Pause Video

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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

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4. Reward & Motivate

- Clear Rules & Boundaries
- MUST be achievable

 Time, Task **or** Token = Reward
 

Now / Next/ Later
WhenThen
1st 2nd




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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?**

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#5 Timers /Routines /Schedules

- Predictable
- Independence
- Confidence
- Reduce Stress
- Repetitive




Timer + Visual

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Reflection –pause video

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



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Why does most behaviour happen during transition?

- Change
- Sensory
- Decision Making
- And more



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#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!!

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How could you introduce adjustments, adaptations for transition?

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



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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

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#6. VISUALS

What are Visuals?

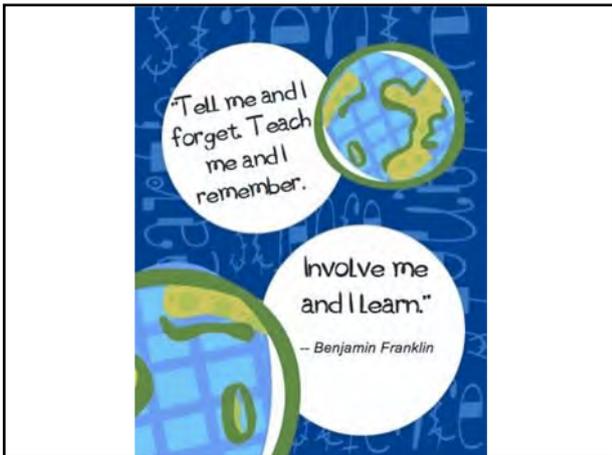
- Objects
- Photographs
- Line Drawings
- Written Words
- Key Word Signs
- Gesture

How to use?

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

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Buddy Benches/Lunchtime Clubs/Passive Playgrounds



Podcast:
Ep. 31 Common Playground Behaviours & Solutions



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Inclusion

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

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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

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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:

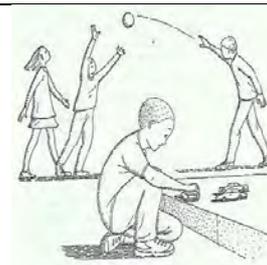
- Focus on the student's strengths.
- Focus on accepting that everyone is different and that we need to accept these differences.
- Explain why the child has difficulties in certain situations or act in certain ways; for example flapping hands, making noises, asking questions repetitively, fidgeting, 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):

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

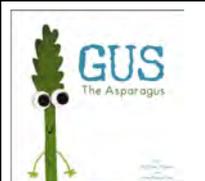


For more tip sheets, to sign up for a free newsletter or request a free catalogue visit:

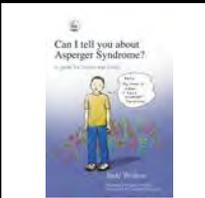
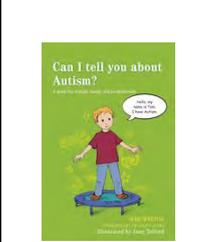
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More Recommended Resources (available online at suelarkey.com.au):

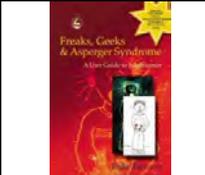
Early Years 0-6 years

	<p>Gus - The Asparagus <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>My Friend with Autism <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>Can I Tell You About Asperger Syndrome: A Guide for Friends and Family <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>Can I Tell You About Autism: A Guide for Friends, Family and Professionals <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>Freaks, Geeks and Asperger Syndrome: A useful guide to adolescents <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>
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ALL Ages

	<p>All Dogs Have ADHD <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>All Cats Have Asperger Syndrome <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>

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.

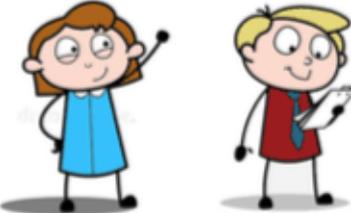


Sometimes I need to ask
the teacher for help.

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

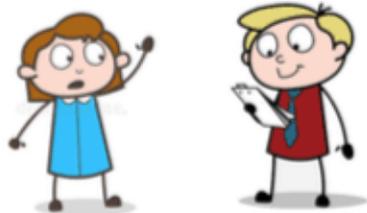
Keeps it positive and tells
the child what to do.



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

Alternative Scenario

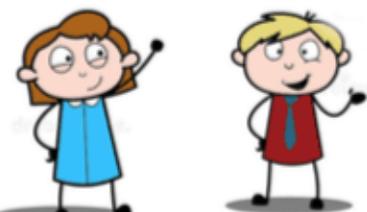
Include likely scenarios
to avoid anxiety



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

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

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3 Top Take Aways

1

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3

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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

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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):

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?

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What is the difference between ?

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



Why important
YOU
are
CALM?

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Positive Behaviour Support includes having strategies for

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



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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

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What are Sensory Issues?

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



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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

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- 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?

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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

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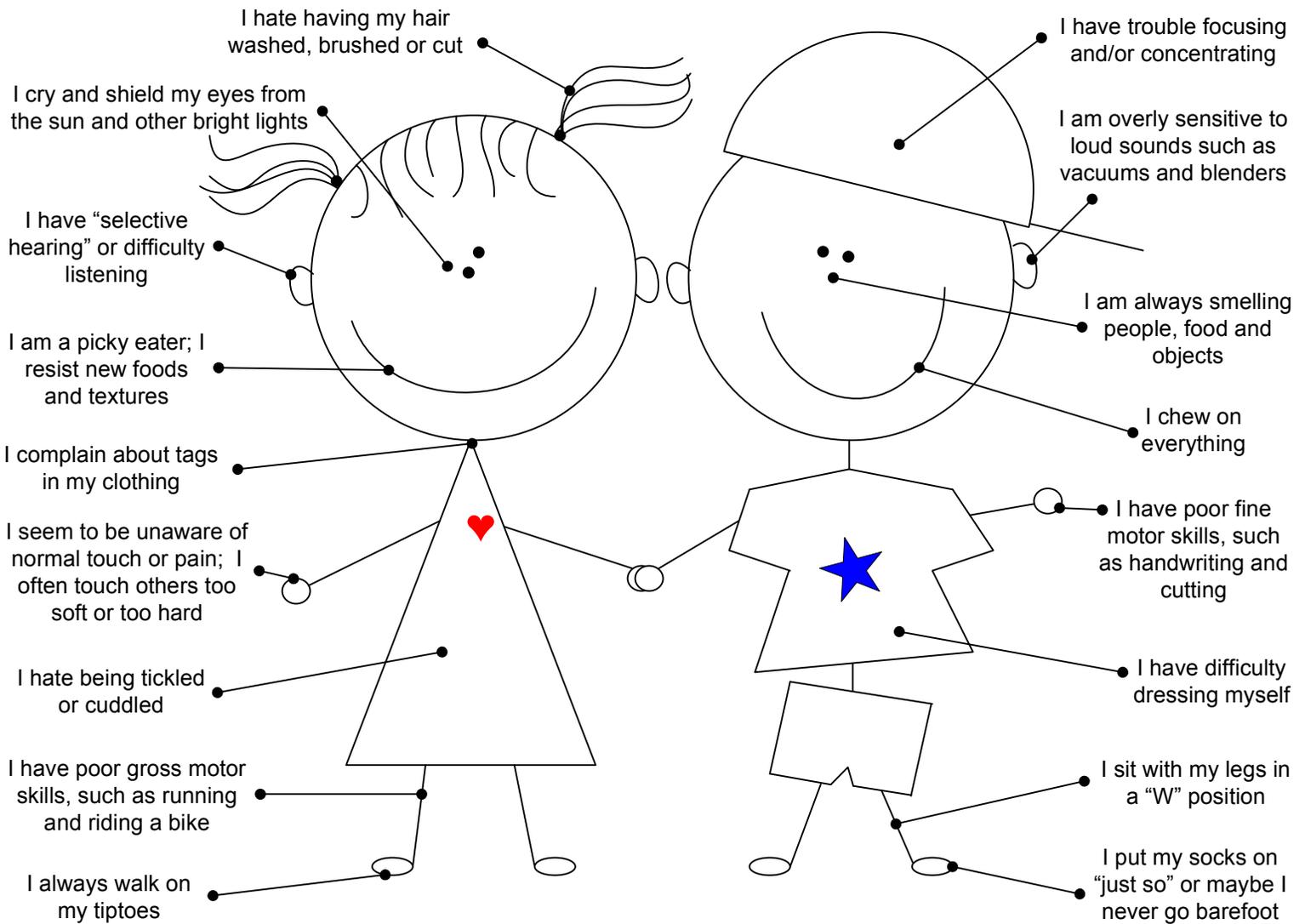
3 Phases of Behaviour Meltdown- What have you seen?

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

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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?

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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

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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

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Choose your Battles!

#9. Consistency & Persistence



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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

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Sue Larkey
LEARNING SPECIALIST

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3 Top Take Aways

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Sue Larkey Support

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

JOIN me on



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

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

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

Coupon: workshop

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RESOURCES

✔ Order online
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!

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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

✈ 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 🙄)

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

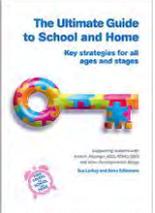
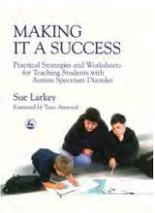
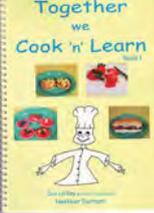
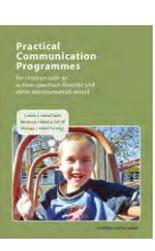
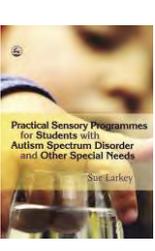
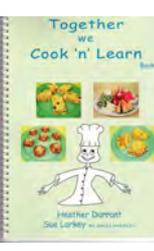
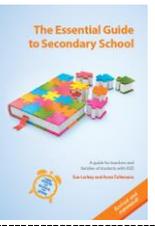
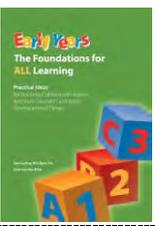
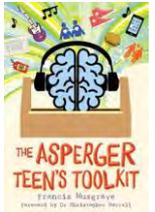
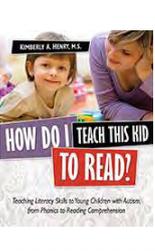
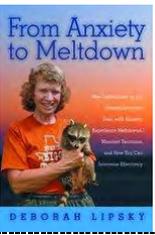
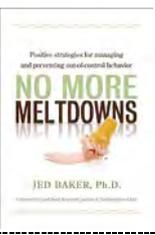
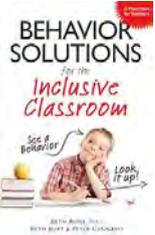
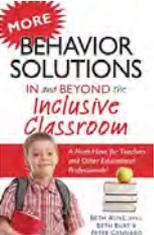


50% STRATEGIES FOR THE CHILD TO USE TO MANAGE THEIR OWN BEHAVIOUR

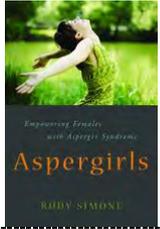
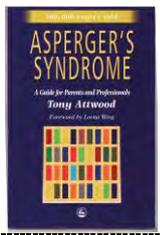
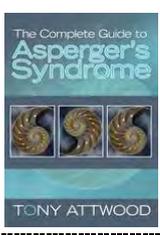
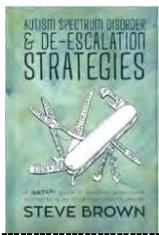
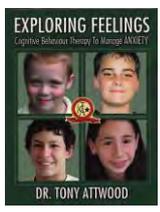
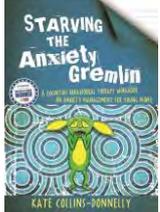
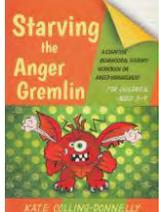
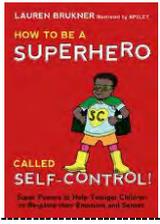
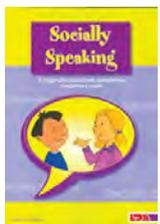
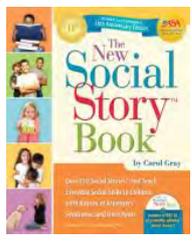
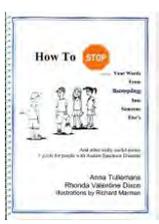
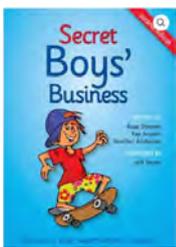
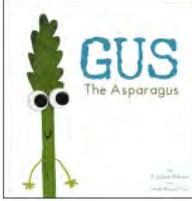
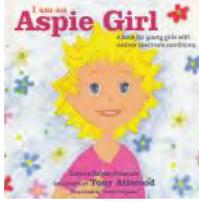
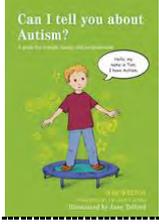


STRATEGY+	ACTION =	INDEPENDENCE & SUCCESS
<ul style="list-style-type: none"> Use a range of visuals to support understanding. Use visual schedules to help students know what is happening. This reduces anxiety and increases independence 	Model	<ul style="list-style-type: none"> Follow a visual schedule.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

RESOURCES: Recommended teaching resources

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

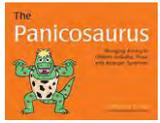
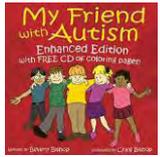
RESOURCES: Recommended teaching resources

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

RESOURCES: Recommended teaching resources

<p>What did you say? What did you mean? By Jude Welton</p> <p>CODE B45</p>	<p>The Aspie Teen's Survival Guide By J.D. Kraus</p> <p>CODE B82</p>	<p>People with Autism Behaving Badly By John Clements</p> <p>CODE AGBB60</p>
<p>The Asperkids Secret Book of Social Rules By Jennifer Cook O'Toole</p> <p>CODE B83</p>	<p>Literacy for Visual Learners By Adele Devine</p> <p>CODE AFXB138</p>	<p>Step by Step Help for Children with ADHD By Cathy Laver-Bradbury et al.</p> <p>CODE B125</p>
<p>I'm Going to School By Anna Tullemans</p> <p>CODE B63</p>	<p>Stay Cool and In Control with the Keep-Calm Guru By Lauren Brukner</p> <p>CODE B157</p>	<p>The Parent's Guide to OT for Autism and Other Special Needs By Cara Koscinski</p> <p>CODE B158</p>
<p>Simple Low-Cost Games and Activities for Sensorimotor Leaning By Lisa A Kurtz</p> <p>CODE B123</p>	<p>Secret Girls' Business By Heather Anderson et al</p> <p>CODE B86</p>	<p>The Conversation Train By Joel Shaul</p> <p>CODE B112</p>
<p>Helping Kids and Teens with ADHD in School By Joanne Steer & Kate Horstmann</p> <p>CODE B23</p>	<p>The Loving Push By Dr Temple Grandin</p> <p>CODE AFXB153</p>	<p>Organize Your ADD/ADHD Child By Cheryl R Cater</p> <p>CODE B127</p>
<p>Super Shamlal By K.I Al-Ghani</p>	<p>Kevin Thinks By Gail Watts</p> <p>CODE B70</p>	<p>The Social Skills Picture Book By Dr Jed Baker</p> <p>CODE B24</p>
<p>It's Raining Cats and Dogs By Michael Barton</p> <p>CODE B99</p>	<p>Apps for Autism By Lois Jean Brady</p> <p>CODE B48</p>	<p>The Out-Of-Sync Child By Carol Stock Kranowitz</p> <p>CODE B42</p>
<p>Winston Wallaby Can't Stop Bouncing By K.I.Ghani</p> <p>CODE B166</p>	<p>Exploring Depression, and Beating the Blues By Tony Attwood & Michelle Garnett</p> <p>CODE B154</p>	<p>The Elephant in the room By Letitia Sweitzer</p> <p>CODE B124</p>

RESOURCES: Recommended teaching resources

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

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

School /Organisations: Can have orders sent on approval.

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

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

Notes



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