

Setting up your Classroom for Success!

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Key Strategies to Set up your Classroom

Quick Tips for Secondary

Tips for Timers

How and Why to use Visuals

Individual Education Plans

9 Tips for Homework

NEW

FREE Webinar
Setting up your Classroom
10th Feb



13 KEY STRATEGIES TO SETTING UP YOUR CLASSROOM



1

POSITION IN CLASSROOM

(Seating, mat time, assembly, parades)- have a set position for the student which takes into account:

- ✓ Who they are next to
- ✓ Where in the room or group
- ✓ How close they are to teacher
- ✓ Distractions
 - Whether they are too close to favourite activities like books, computers, Lego etc.
 - Sensory distractions (noises, smells, lighting, objects hanging too close).
- ✓ Some students prefer to be near a door so they can leave if anxiety is building (particularly in secondary).

2

BAGS/LOCKERS/TOTE BOXES

Ensure these students are at the quiet end of the row. Students often don't like being touched, feeling crowded or the noise that happens in the busy areas.

3

WRITING



60% of students with ASD have dysgraphia. This means handwriting can be messy, slow or sometimes even avoided, especially as they get older. You may need to consider allowing iPads, computers and other forms of technology as their means of writing as the goal is that they do the work. In the younger years pencil grips can support handwriting skills. See page 5.

4

ORGANISATION



ASD students often find organisation of their school equipment very difficult. Limit the number of books, and equipment, perhaps set up system like colour coding to help with organisation.

5

QUIET AREA

Ensure there is an area where the student can retreat to if they are feeling overwhelmed. This can be a quiet table, reading corner, outside the classroom in hallway, alcove, office, etc. Some students also need to be placed near a door in the classroom or assembly as they need a perceived escape route.

6

TEACHER ASSISTANT/ EDUCATION SUPPORT OFFICERS



Consider how best to use support time effectively in the first few weeks. You may need them to make additional support materials, schedules, visuals, social stories, organisation etc. See [Teacher Assistants Big Red Book of Ideas](#).

7

SCHEDULES/TIMETABLES/TIMER

These are VITAL no matter what age. This may be in a range of formats such as photos, visuals or words. Using a Timer supports the schedule and allows students to know HOW LONG activities will take. See page 12 - 16.



8

NOTE PAD AND PEN



Always carry a note book and pen for when things change we tend to talk too much. These children are visual and if you can write it down or draw a picture it can stop behaviour escalating.

9

READING

Be aware many students have hyperlexia where they can decipher written words but do not comprehend what they are reading.

10

RECESS/LUNCH



Make sure they know boundaries, days they are allowed on equipment, where to go if there's a problem, safe places, when library is open, clubs they can join etc.

11

TOILET/DRINK



Many students with ASD will not access these at the same time as other students. **It is recommended you send them out during class time to the toilet and get a drink as this can impact on their learning. BE AWARE** they may not ask you to go to the toilet -you will need to send them. See pages 21 - 22.

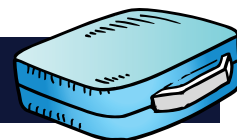
12

SENSORY TOOLS

Many students require sensory tools to focus, process or calm. You will probably need to provide a range of sensory tools for the student. This may include a sensory mat to sit on, fidget tools, chewy necklaces, tubes or pencil toppers.

13

EATING



Because of their sensory processing difficulties some students find it hard to eat at appropriate times because the smells of other student's food or even the sound of them eating many be overwhelming. You may need to **allow them to eat separately from other students.**

****Early Years**:** please note the above considerations are also important for your setting. You may need to also consider structure for nap times and often you will encounter more sensory issues because of the type of activities the children are engaged in, for example more play and craft activities can mean more sensory activities.

Excerpt from The Ultimate Guide to School and Home by Sue Larkey and Anna Tullemans



THE ULTIMATE GUIDE TO SCHOOL AND HOME

By Sue Larkey and Anna Tullemans

Over 150 pages of key strategies and ideas including:

- » Engaging Disengaged Students
- » Making learning fun
- » Teacher Assistants: Key strategies to support students
- » What to do if you don't have any help
- » Adapting tasks and making adjustments
- » The importance of downtime





Over 500 NEW strategies and ideas!


This is a resource that every school, early childhood centre and home should have!!

• CODE B96 \$44.95 (plus P & H)



18 WAYS TO SET UP A CLASSROOM

- 1 Position in the Classroom
- 2 Bags/Lockers/ Tote Boxes
- 3 Writing 
- 4 Organisation
- 5 Quiet Area
- 6 Teacher Assistant/Education Support Officers
- 7 Schedules/Timetables/Timers
- 8 Note pad and pen
- 9 Reading 
- 10 Recess/Lunch
- 11 Toilet/Drink
- 12 Sensory Tools
- 13 Eating 
- 14 Lining Up
(Have a set place or partner in the line)
- 15 Partners/Group Work/Teams
(Preselect groups, consider students who are supportive and good role models)
- 16 Changing Environments/Staff
(Having a timetable is vital as it pre-warms about upcoming changes)
- 17 Classroom Expectations
(Make clear, concise and explicit rules) 
- 18 Parent/Carers
(Let staff know any additional or successful strategies to further support your child)



****Early Years**** : please note these considerations are also important for your setting. You may need to also consider structure for nap times and often you will encounter more sensory issues because of the type of activities the children are engaged in, for example more play and craft activities can mean more sensory activities.



HOW TO SUPPORT MOTOR SKILLS

A Whole Body Approach

By Sally McNamara (OT)

As an occupational therapist I am often asked for ideas on how to support or 'fix' one aspect of motor development. For example, a child might hold their pencil incorrectly, have difficulty riding a bike or be unable to dress independently.

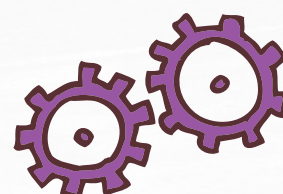
While most people hope there is a quick solution to the problem the truth is that **each motor skill involves a series of complex connections between many different parts of the brain and body.** As a consequence the development of each motor skill requires consideration of the whole body and how it works together.

So while fine motor activities are still important for children who have fine motor delays, only focusing on exposing the child to more fine motor activities will mean that the child is unlikely to make as much progress as one who has been encouraged to participate in activities that support the development of the body as a whole.

Understanding motor skills development (and why is this important?)

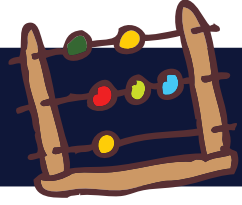
As humans we develop our motor skills in a certain pattern; from the head-down and the inside-out. In other words we gain control of our upper body before our lower body, and we develop control and strength in our trunk (core) before our limbs.

This understanding of how the body develops is very important as it means that if we want to improve fine motor skills (e.g. for activities like hand-writing, cutting, using utensils etc.) then we have to start by working backwards. This involves looking closely at important areas of motor development such as gross motor coordination, the stability of the shoulder and the body's core strength.



A child cannot have distal control without proximal stability. What this means is that if a child's core muscles are weak, if their shoulder joint is unstable and/or if they have difficulty with larger (gross) movements then they will inevitably struggle with their fine motor control.

It is important to always remember that considering motor skills as part a system – rather than in isolation – is critical.



Example of Whole Body Approach

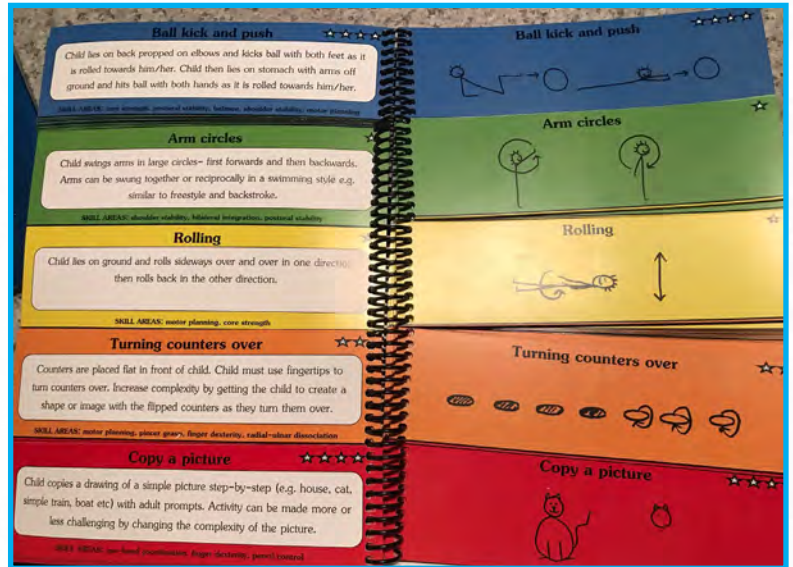
If you know a child who finds certain motor activities challenging then it is important to look at all aspects of their motor development and **determine how other factors might be influencing the body as a whole.** While most issues with pencil control and fine motor coordination are typically easy to identify, gross motor coordination difficulties, reduced shoulder stability and poor core strength can be harder to pick up. The whole approach considers:

- 1** **Signs of reduced gross motor coordination can include** difficulty crossing the midline of the body (e.g. touching the elbow to the opposite knee), poor balance, slower reaction times, clumsiness, and/or difficulty performing alternating movements or movement sequences.
- 2** **Signs of reduce shoulder stability can include** a tendency to tense or tuck the shoulder during fine motor tasks, difficulty supporting body weight through the arms or trouble keeping arms up in the air, and/or a tendency to use large arm movements instead of smaller hands and finger movements (e.g. whole arm movements when writing).
- 3** **Signs of reduced core strength can include** slumped or frequently changing posture, difficulty lifting head and limbs off the ground when lying on stomach or back, a tendency to prop on hands or arms when sitting, and/or back or neck pain.

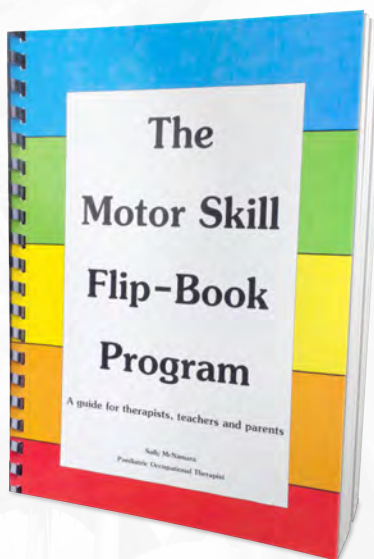


Sue Larkey's Comment

This programme is fantastic as it solves motor issues with quick fun activities. You can give this book to parents/carers or support staff to follow. It has GREAT time-savers that use a whole body approach to motor skills. I love the way it is divided into the whole body activities and covers five key motor skill areas – 'core strength', 'shoulder stability', 'gross motor coordination', 'fine motor coordination' and 'pencil control'. I also love that each of the 100 activities can be mixed and matched quickly and easily for the child to follow during each session.



Great New Resource



The Motor Skill Flip-Book Program By Sally McNamara

Developed by a paediatric occupational therapist in response to demand for quick and easy motor skill programmes for children. Five colour-coded areas of motor development incorporating the whole body; including core strength, shoulder stability, gross motor co-ordination, fine motor co-ordination, and pencil control skills. 100 mix and match activities of varying degrees of difficulty. Beneficial for children who experience handwriting difficulties as well as general coordination and motor development issues.



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INDIVIDUAL EDUCATION PLANS (IEPS)

An Individual Education Plan (IEP) (also known by other names including Individual Learning Plan or ILP) may be developed for a student with **diverse learning needs or a disability**. An IEP is about access and equity to education. It should consider the “reasonable adjustments” that need to be made to provide students with access to teaching, learning and the schooling experience generally.

The IEP meeting is an opportunity for teachers, parents, school administrators, related services personnel, and students (when appropriate) to **work together to provide an appropriate educational program**.

PARENTS QUICK TIPS:

what to bring/prepare for these meetings

- ✓ Recent reports from specialists
- ✓ What is working at home / current reward programs
- ✓ Your child’s strengths and areas of need
- ✓ Talk to your child about school and share insights at meeting
- ✓ Successes at school
- ✓ Be prepared to ask “What does that mean” if people use jargon, acronyms or programs you are unfamiliar with.
- ✓ Bring a friend/advocate to take notes and support you
- ✓ Recommend 2 meetings a year. Set next meeting time at the end of each meeting



STEP 1: UPDATE

Discuss student's current achievement in the areas of need as determined by an evaluation, as well as progress toward goals.

This should include

- ✔ Academic strategies and progress
- ✔ Communication strategies and progress
- ✔ Physical health and needs
- ✔ Independence skills, including building capacity to study and self-care independently
- ✔ Social skills and peer connections
- ✔ General emotional well being
- ✔ Self-regulation and behaviour skills.
- ✔ Time and frequency of support staff or services



STEP 2: GOALS

The most important part of any IEP is arguably the **list of goals the student is aiming to achieve**. This can be the hardest part for parents and teachers to craft effectively. As a general guide, IEP goals should be: **SMART** Goals



SPECIFIC

Make the goals small and achievable ie. sit for 2 minutes at mat time, then build up to 5, 10, 15 over the year.

MEASUREABLE



Progress towards the goal must be objectively measurable. Avoid phrases like “improved attitude” “often distracted” as these words can be misleading and confusing and can’t be measured for progress. Use measurable terms that use time and specific behaviour “off task for 15 minutes, two or three times a day”



ATTAINABLE

Take into account the students ASD, learning style and disability.

REALISTIC



Teachers often have 30 students in a class. What is realistic? Let’s do the maths. 30 students in one hour that is 2 minutes/student, then take away time for group instruction. If you are lucky you have one minute for the student. What will that minute look like? Another example: Many students with ASD find homework really difficult and families it really stressful to complete! Is this important? What is your goal?



TIME

The goal will be achieved by time/date (What can you do this term).



STEP 3: RESOURCES & STRATEGIES

What strategies and resources do we need to implement our SMART goals and best support this student?

- ✔ Apply for additional hours of support services, if applicable
- ✔ Any further reports/assessments required
- ✔ Curriculum Modifications – Adjustments, Supports etc

What are the skills & resources that we need?

- ✔ Obtain a range of books to Support Staff or Families/Carers
- ✔ Sensory Tools or Resources
- ✔ Professional Development for Staff or Families/Carers. See online courses or face to face workshops near you.



If you're not sure where to start www.suelarkey.com.au has a range of all these helpful resources such as Top 10 Books for professional development and online learning courses.



TOP TIPS FOR USING TIME TIMERS

For anyone who wants to measure and manage time more effectively, the **Time Timer** is an innovative visual timer designed to “show” the passage of time through the use of a red disk that disappears as time elapses. Unlike traditional timers that fail to make the abstract concept of time concrete, the Time Timer’s visual depiction of “time remaining” **provides stress-free time management at school and home.**

Timers tell the student HOW LONG and WHEN they are going to have to do an activity. Timers allow you to pre-warn the student about activities finishing or starting. They help answer many of the questions these students have: What is happening? What order? What time? What is next? How long?

REMEMBER

Many students with ADHD do their best work within the last 5-10 minutes of the lesson. If you don’t use a timer you will miss this last burst of work.



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 (see page 24 for more info)
- ✔ **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’ sold separately (see suelarkey.com.au)



MINIMISING STRESS AROUND TIMERS

Although timers can provide a timeframe for the student to work within, **helping them keep focused and on track**, for some students, timers can be a source of stress. Worries can include; finishing too soon, not finishing within the given time and the sound of the timer going off. In order to minimise this stressor, talking about time as much as possible can be very helpful.

- 1** Make sure the task can be done **within the given timeframe** so they don't get worried, then try explaining the desired expectations and outcomes of using the timer.
 - You could even **try modeling the timer on yourself** showing them how it can be used ("I have 10 minutes left, I need to work a bit faster" or "Oh dear I ran out of time, that is ok").
- 2** **Write social stories** on what to do if the timer finishes - remember that sometimes they can ask for 5 more minutes to finish, etc.
- 3** **Use visual schedules** to support the use of timers, so when the time is up the child knows what is next.
- 4** **Explain when/why time is important in everyday life** (Bus/Train timetables or length of TV episodes).
- 5** As many children are anxious about loud "buzzers" or sounds, the **Time Timer makes a sensory friendly beep sound** which can be turned off if necessary.
- 6** **Giving 5 minute warnings before an activity needs to finish** can make a huge difference to smooth transitions.



TIMERS: KEY RESOURCE FOR SCHOOL & HOME

Time Timer displays the passage of time with a disappearing red disk. This is a powerful tool for visual thinkers of all ages and abilities.

Time Timer Small 7.6cm

Has a protective cover that flips over to serve as a desktop stand.



CODE TT2 **\$45**

Time Timer Large 20cm

Can stand alone or easily hang on the wall.



CODE TT1 **\$60**

Time Timer Plus - 14.5cm x 18cm

Durable case & clear lens to protect. Handle makes very portable.



CODE TT5 **\$75**

Time Timer Watches

Comes in two modes:
Time Timer or Clock

Youth | code: TT4 **\$105**
Adult | code: TT4



Time Timer Mod - 9.5cm x 9.5cm

Silicone cover that offers an extra layer of protection from the bumps and falls.



CODE TT6 **\$55**

Portable Digital Schedule

Can use as a clock or you can set the time to count up and down.

CODE 002 **\$20**



HOW AND WHY TO USE VISUALS

Visuals include real objects, parts of objects or remnants (e.g. empty packet of sultanas), photographs of the actual object, photographs of similar objects, drawings, computer generated symbols (e.g. Boardmaker, Pics for PECS) and written words.

Why Use Visuals?

Up to 80% of families have their child's (with autism spectrum disorder) hearing test first because of delays in language development and not responding to verbal cues. The hearing test normally shows no problems, the issue is actually difficulty processing or understanding language.

This is why visuals are very important to use in a child's daily life to support verbal language.

9 REASONS *to Use Visuals*



Can be referred back to



Remains constant long after the word has been said



Allows for slow processing



Prepare for transition



Support all students learning



Visual Schedules promote independence as they know what to do next



Transferable between home and school



Show clearly what is expected



Reduce Anxiety

HOW TO USE VISUALS

- 1 **Always couple visuals with speech.** They are an aid to help you understand spoken language, not a substitute.
- 2 **Be eclectic.** You do not need to only use one type of visual.
- 3 **Always print the name of the visual,** to ensure consistent language (is it a mug or a cup?) and to aid in long term literacy.
- 4 **To be valuable visuals must be accessible.** Keep them near where you are likely to use them – e.g. sticking the finish symbol on the door frame in every room means one is always available.
- 5 **Wait!** Like all communication you need to **allow the child time to process and point.**
- 6 **Persevere.** Your child may need many trials before they make the connection between the visual and the real object.
- 7 **Speak to your speech therapist/pathologist about introducing your child to PECS** (Picture Exchange Communication System).
- 8 **Visuals will continue to be of value to your child** even after they have learnt to talk – they will be able to check back to them whenever unsure.
- 9 **Remember most people use visuals** – shopping lists, diaries, etc., are all visuals!

Excerpt from "The Early Years", page 19, 20.



Remember

A picture is worth 1000 words!




EARLY CHILDHOOD COURSE



WHAT YOU WILL LEARN:

- › Understanding Different Learning Styles
- › Talking to Families/Carers about Diagnosis
- › How to use Different Ways of Teaching
- › How to help children develop - communication (verbal & non verbal)
- › Stages of Play How to create an inclusive play program
- › Meltdowns & Tantrums
- › 3 Steps to Positive Behaviour Support




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

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

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

†NESA: check suelarkey.com.au for most recent update

	GRADUATES 	TEACHER ASSISTANTS 	TEMPLE GRANDIN 
FREE Webinar & E-Book	How Educators can Proactively Manage Challenging Behaviour to Create Calm Classrooms	How Teacher Assistants* can Help Support Students who Learn & Engage Differently <small>*Teacher Assistants, Classroom Assistants, Teacher Aides, SSOs, ESOs, everywhere I go uses different words - I call you angels</small>	Knowing How and When to Extend your Students on the Spectrum
In this 40min online course you will learn:	<ul style="list-style-type: none"> ✓ Key Strategies to increase Engagement and Participation. ✓ Increased Understanding of how Children/Students with ASD Learn. 	<ul style="list-style-type: none"> ✓ The seven parts of the Criteria for Diagnosis of ASD and what this means for Teachers, Parents & Professionals. ✓ Profile and Characteristics of Girls with ASD. 	<ul style="list-style-type: none"> ✓ Critical Importance of Exposing Students to a Range of New Activities ✓ Strategies to use when your Students say 'no' ✓ Key methods to Extend ✓ Guide to Manage Anxiety and Behaviour
Available Online**	✓	✓	✓
Online Course	Emotional Regulation in Students with Autism Spectrum Disorder and/or Other Neurodiverse Disorders	How Teacher Assistants can Help Support Students who Learn & Engage Differently	Strategies and Insights to Inform your Teaching Practice with Sue Larkey and Temple Grandin
In this course you will learn:	<ul style="list-style-type: none"> ✓ Online Recap: meltdowns, shutdowns, anxiety, key supports and strategies. ✓ How to help children identify and label emotions in themselves and others ✓ Helping children connect emotions to events ✓ A range of strategies to regulate emotions and behaviours ✓ Activities to do with the whole class, small groups & individuals ✓ What, How & When to teach emotional regulation 	<ul style="list-style-type: none"> ✓ 10 Top Tips for Keeping on Task ✓ How to Build a Great Relationship ✓ Using Routines & Consistency ✓ How to write and use Social Scripts ✓ Supporting students to change their mindset ✓ Using Rewards to Motivate ✓ Ebook (79 pages) & More ✓ BONUSSES ✓ Members Only "Angels" Facebook Group ✓ Transcripts of Lessons 	<ul style="list-style-type: none"> ✓ Sensory Issues as a Barrier to Engagement & Participation ✓ Key Steps to Teaching to Work and Achieving Independence ✓ Teaching Flexible Thinking ✓ Friendship and Bullying ✓ Increase Learning Outcomes by Reducing Anxiety & Understanding Behaviour ✓ Teaching Life Skills ✓ Impact of Working Memory on Learning ✓ BONUS IEP / Workbook
Accreditation†	✓ 3hr	✓ 2hr	✓ 5hr
Available online here	✓	✓	✓
6 Weeks to complete	✓	✓	✓
For All Ages and Stages	✓	✓	✓
For Primary School Children	✓	✓	✓



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 To register, or for more information go online to elearning.suelarkey.com.au or email Geoff: support@suelarkey.com.au
 †NESA: check [my website](#) for most recent update

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

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

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

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

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

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

People with ASD are often THIRSTY! Why?

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



Some strategies:

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



UNDERSTANDING SENSORY NEEDS

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

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

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

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



Sensory Tools/Supports

Fidgipod

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



Liquid Timers

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



Chewable Jewellery

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



Sensory Mat

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



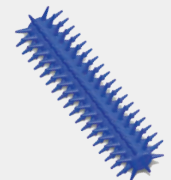
Chew Stixx

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



Sensory Stixx

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



Putty

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



Smiley Face Stress Ball

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



More great tools / Supports available

suelarkey.com.au



HOMEWORK

Keep in mind the very real stress and mental exhaustion that many of these students have at the end of the school day. The social aspect of school leaves them with an **absence of breaks during the school day** and for these students, school is for learning and home is for relaxation and time out. The ASD student needs downtime and that can usually happen at home where there is less pressure to constantly conform.

Be aware that often homework is completed but not handed in. This can be due to anxiety that it isn't good enough or the teacher didn't specifically request it and the student didn't automatically hand it in. This is where home and school communication is vital. We recommend that as soon as a student doesn't hand in homework contact the parents that day so it can be actioned immediately.

9 Essential Strategies for Homework

- 1 **Arrange Learning Enrichment** / Tutor / Teacher Assistant to help formulate a homework plan.
- 2 Only **give two good resources** from which to gather information.
- 3 **Use a tutor** (not parents) to help with the homework.
- 4 **Choose which subjects require homework responsibilities**, i.e. if he is good at maths he may not need to revise maths lessons with homework.
- 5 **Find the right time and place** (not straight after school. Give them time to relax, eat and drink e.g. do reader in the morning rather than the afternoon).
- 6 **Keep homework short**, with specific start and stop times.
- 7 **Think quality not quantity**. Choose a few selected questions that cover the most important content or main ideas to support the lesson.
- 8 **Stay involved**. Avoid doing the work for them. Give small rewards after doing a small amount of work or, reading and re-emphasising questions can sometimes help to get the right answer.
- 9 **Parents**: sometimes if you sit at the same table and do your own work it can encourage the child to do theirs.

Ideas to Help Students with Homework Visual

INTERVENTIONS FOR STUDENTS WHO STRUGGLE WITH TIME MANAGEMENT



Make checklists and prioritise tasks



Keep a schedule including breaks for food, drink, movement



Use a visual timer



Have a set space to work (make sure clean and clear of distractions)



Teach skills for staying organised and tidy



Practice strategies for moving on when stuck or make mistakes



Remove phone and other devices - remind can have in break or once finished



Teach time management by getting them to guess how long they think a task will take



QUICK RESULTS IN SECONDARY SCHOOL

6 Key Strategies

In my experience one of the biggest challenges for staff and students is **the number of staff involved with the student compared to primary school**. Staff should endeavour to share what works and problem solve with the whole team. Reinforcement across all settings will build competence faster and will result in more success for staff and students.

- 1 Think of each student as an individual.** Support the age appropriate interests* and raise expectations towards independence and peer level behaviour as much as possible. (See book pages 5 and 6).
- 2 Help the student build skills and independence.** Nominate the behaviours/skills working on each week. Building competencies requires patience, setting priorities and establishing small goals to reach the desired outcome.

- 3 Understand where the student is at and problem solve what is impeding his progress.** Then develop the teachable, scaffolding steps that will help him move forward. (See book pages 26, 39, 40 and 68)
- 4 Motivate to Success.** Know what motivates a particular student. Knowing that this may be different to other typically developing students. Use this interest to focus attention on less interesting or non-preferred activities. (See book page 73)



5 Effort Expected = Reward Offered. Ensure that the reward is substantial enough for the student to want to extend their effort. As a student becomes more familiar and more competent with new skills, his confidence, interest and motivation will increase and the need for rewards will decrease. Unfortunately for many of these students we need to use substantial rewards to engage them, as unlike their peers, intrinsic rewards are often irrelevant. (See book page 73)

6 Small Steps of Success = Big Steps Forward. Shape behaviour by making small changes at a time and utilise reinforcement strategies, social (praise) as well as concrete (favourite activity). The reinforcement needs to have more value than the behaviour..(See book page 95)



***Age Appropriate Interests:** Sometimes you need to replace earlier interests with new interests which can help build relationships with peers. Moving from Lego, to Minecraft, to computer games. Students need to be able to talk about the same topics as their peers. This is especially important in a mainstream classroom. The broadening of interests will encourage greater participation with others.



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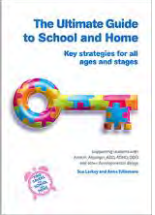



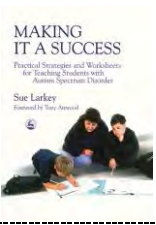

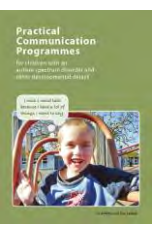
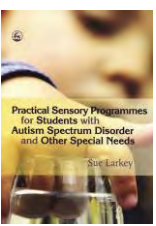

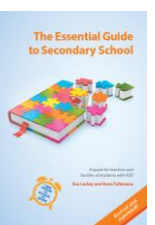
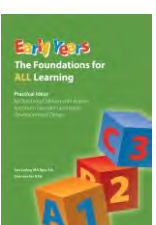

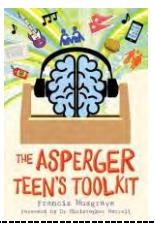





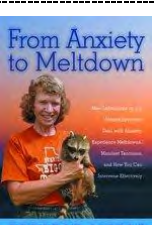
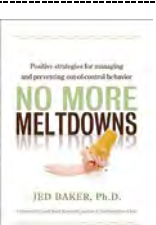


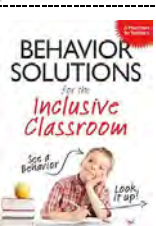

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RESOURCES: Recommended teaching resources

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

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<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>	
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<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>	
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**What did you say?
What did you mean?**

By Jude Welton

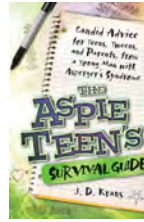
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The Aspie Teen's Survival Guide

By J.D. Kraus

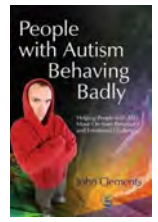
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People with Autism Behaving Badly

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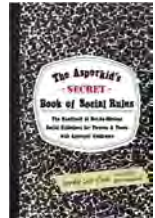
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The Asperkids Secret Book of Social Rules

By Jennifer Cook O'Toole

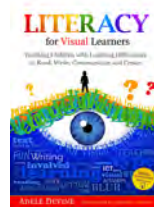
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Literacy for Visual Learners

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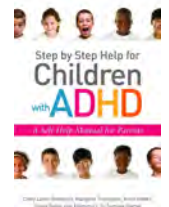
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Step by Step Help for Children with ADHD

By Cathy Laver-Bradbury et al.

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I'm Going to School

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Stay Cool and In Control with the Keep-Calm Guru

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

By Cara Koscinski

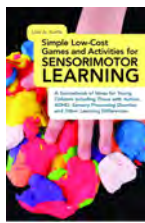
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Simple Low-Cost Games and Activities for Sensorimotor Learning

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Secret Girls' Business

By Heather Anderson et al

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The Conversation Train

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By Joanne Steer & Kate Horstmann

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The Loving Push

By Dr Temple Grandin

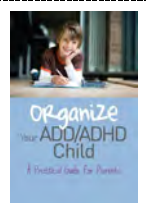
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By Cheryl R Cater

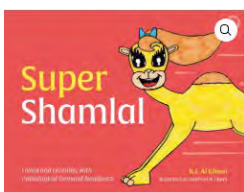
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Super Shamlal

By K.I Al-Ghani

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Kevin Thinks

By Gail Watts

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The Social Skills Picture Book

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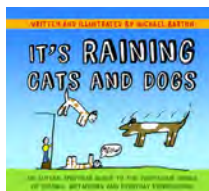
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Apps for Autism

By Lois Jean Brady

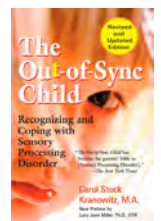
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The Out-Of-Sync Child

By Carol Stock Kranowitz

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Winston Wallaby Can't Stop Bouncing

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Exploring Depression, and Beating the Blues

By Tony Attwood & Michelle Garnett

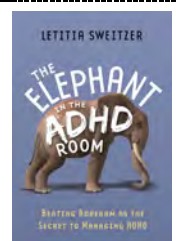
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The Elephant in the room

By Letitia Sweitzer

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

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