

Developing Social Skills for Children with Diverse Learning Needs with Sue Larkey

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Lesson 1

Introduction

- Diverse Learners
- Social Emotional Learning (SEL)
- How to Teach
- Lived Experience

Lesson 2

- Communication & Conversations
- Body Language
- Tone of Voice
- Eye Contact
- Personal Space

Lesson 3

- Friendships
- Playground /Group work
- Turn taking sharing
- Playground
- Friends

Bonus

- Webinar
- E-book
- \$50 off

**PRACTICAL STRATEGIES FOR
SCHOOL & HOME FOR AUTISM
SPECTRUM**

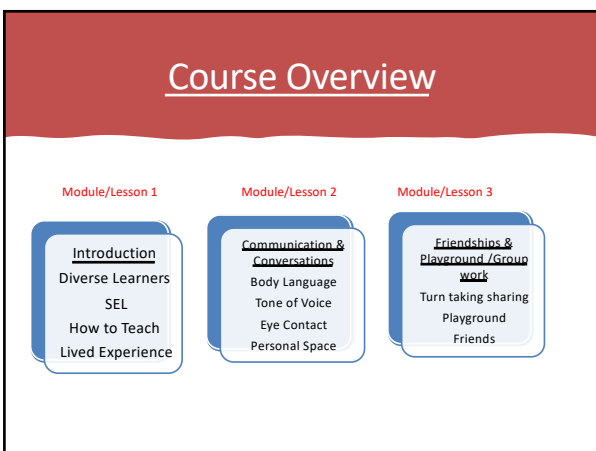




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Individual
To know someone with Neurodiversity is not to know Neurodiversity

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!

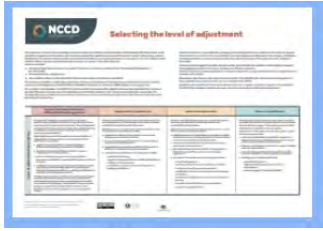
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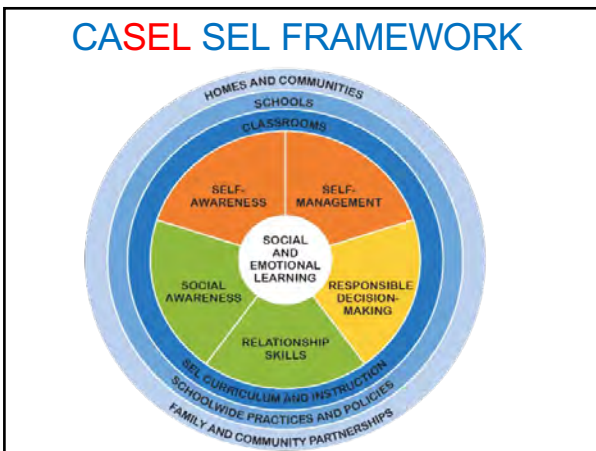
Levels of Adjustments

- 1) Support Provided within Quality Differentiated Teaching Practice
- 2) Supplementary
- 3) Substantial
- 4) Extensive

Levels of Adjustment are just like coats



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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.

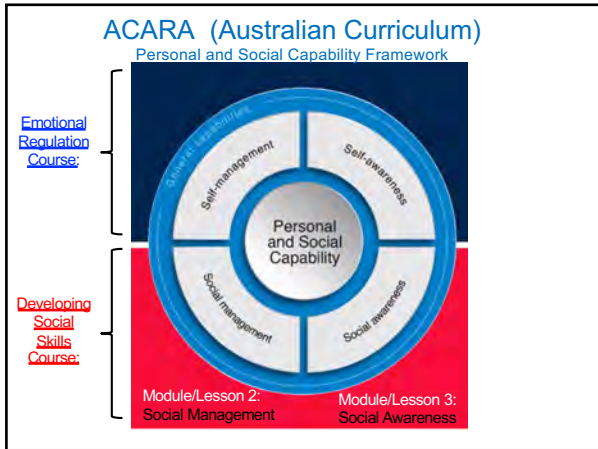
Free Webinar "Knowing How and When to Extend Your Students with Autism Spectrum"

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

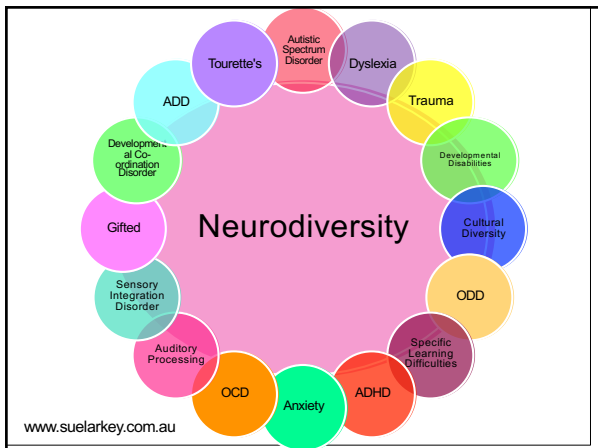
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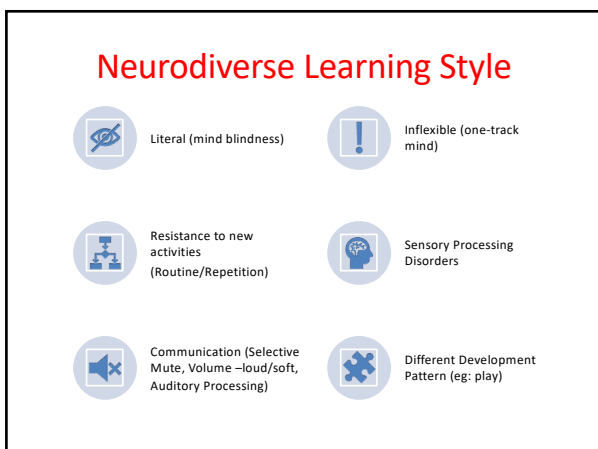
AVAILABLE
LIMITED
TIME!



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Personal and Social Capability learning continuum

Sub-element	Level 1a Students:	Level 1b Typically, by the end of Foundation Year, students:	Level 2 Typically, by the end of Year 2, students:	Level 3 Typically, by the end of Year 4, students:	Level 4 Typically, by the end of Year 6, students:	Level 5 Typically, by the end of Year 8, students:	Level 6 Typically, by the end of Year 10, students:
Social awareness element							
Appreciate diverse perspectives		acknowledge that people hold many points of view	describe similarities and differences in points of view between themselves and people in their communities	discuss the value of diverse perspectives and describe a point of view that is different from their own	explain how means of communication differ within and between communities and identify the role these play in helping or hindering understanding of others	acknowledge the values, opinions and attitudes of different groups within society and compare to their own points of view	articulate their personal value system and analyse the effects of actions that repress social power and limit the expression of diverse views
Contribute to civil society	show an awareness for the feelings, needs and interests of others	describe ways they can help at home and school	describe how they contribute to their homes, classrooms and local communities, and how others care for and assist them	identify the various communities to which they belong and what they can do to make a difference	identify a community need or problem and consider ways to take action to address it	analyse personal and social roles and responsibilities in planning and implementing ways of contributing to their communities	plan, implement and evaluate ways of contributing to civil society at local, national regional and global levels
Understand relationships		explore relationships through play and group experiences	identify ways to care for others, including ways of making and keeping friends	describe factors that contribute to positive relationships, including with people at school and in their community	identify the differences between positive and negative relationships and ways of managing these	identify indicators of possible problems in relationships in a range of social and work related situations	explain how relationships differ between peers, parents, teachers and other adults, and identify the skills needed to manage different types of relationships

Personal and Social Capability learning continuum

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Social management element							
Communicate effectively		identify positive ways to initiate, join and interrupt conversations with adults and peers	discuss the use of verbal and nonverbal communication skills to respond appropriately to adults and peers	identify communication skills that enhance relationships for particular groups and purposes	identify and explain factors that influence effective communication in a variety of situations	analyse enablers of and barriers to effective verbal, nonverbal and digital communication	formulate plans for effective communication (verbal, nonverbal, digital) to complete complex tasks
Work collaboratively		share experiences of cooperation in play and group activities	identify cooperative behaviours in a range of group activities	describe characteristics of cooperative behaviour and identify evidence of these in group activities	contribute to groups and teams, suggesting improvements in methods used for group investigations and projects	assess the extent to which individual roles and responsibilities enhance group cohesion and the achievement of personal and group objectives	critique their ability to devise and enact strategies for working in diverse teams, drawing on the skills and contributions of team members to complete complex tasks
Make decisions	respond to the feelings, needs and interests of others	identify options when making decisions to meet their needs and the needs of others	practise individual and group decision making in situations such as class meetings and when working in pairs and small groups	contribute to and predict the consequences of group decisions in a range of situations	identify factors that influence decision making and consider the usefulness of these in making their own decisions	assess individual and group decision-making processes in challenging situations	develop and apply criteria to evaluate the outcomes of individual and group decisions and analyse the consequences of their decision making
Negotiate and resolve conflict		listen to others' ideas, and recognise that others may see things differently from them	practise solving simple interpersonal problems, recognising there are many ways to solve conflict	identify a range of conflict resolution strategies to negotiate positive outcomes to problems	identify causes and effects of conflict, and practise different strategies to diffuse or resolve conflict situations	assess the appropriateness of various conflict resolution strategies in a range of social and work-related situations	generate, apply and evaluate strategies such as active listening, mediation and negotiation to prevent and resolve interpersonal problems and conflicts

Personal and Social Capability learning continuum

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Develop leadership skills	respond to the feelings, needs and interests of others	identify ways to take responsibility for familiar tasks at home and school	discuss ways in which they can take responsibility for their own actions	discuss the concept of leadership and identify situations where it is appropriate to adopt this role	initiate or help to organise group activities that address a common need	plan school and community projects, applying effective problem-solving and team-building strategies, and making the most of available resources to achieve goals	propose, implement and monitor strategies to address needs prioritised at local, national, regional and global levels, and communicate these widely

Neurodiverse Learning Style

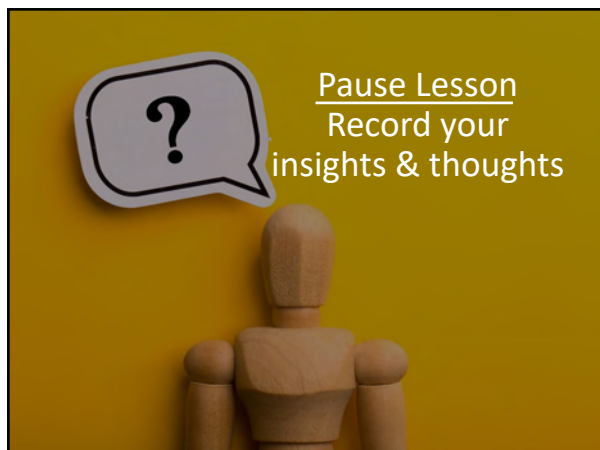
Executive Functioning includes

- Working Memory
- Emotional Control
- Flexibility Control
- Self Monitoring
- Impulse Control
- Task Initiation
- & more



Source: Integrated Learning Strategies

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Neurodiverse Learning Style

Executive Functioning includes

- Working Memory
- Emotional Control
- Flexibility Control
- Self Monitoring
- Impulse Control
- Task Initiation
- & more

Think about student(s) in your school environment:

- Classroom
- Group Work
- Playground

** Add Sensory Processing

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Different Ways of Teaching Social Emotional Learning

Using a combination of these different types of teaching each day will provide many learning opportunities.

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Write down a Social Skill you would like a student to learn

- Losing (Good Sportsmanship)
- Saying "hello" or another greeting
- Sharing a toy/activity
- What to do when they don't have anyone to play with
- Having a conversation and staying on topic
- Making & keeping friends

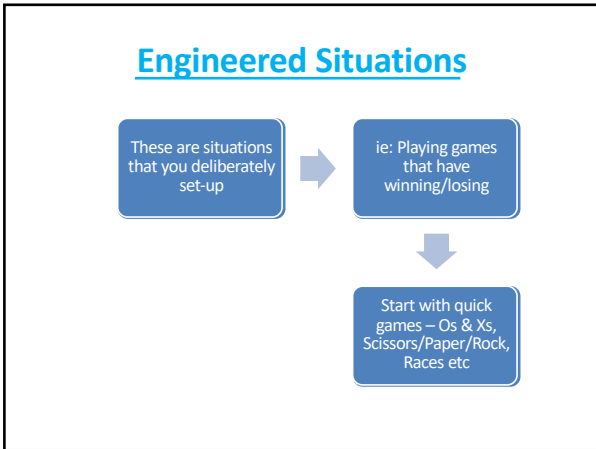
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Direct Teaching:

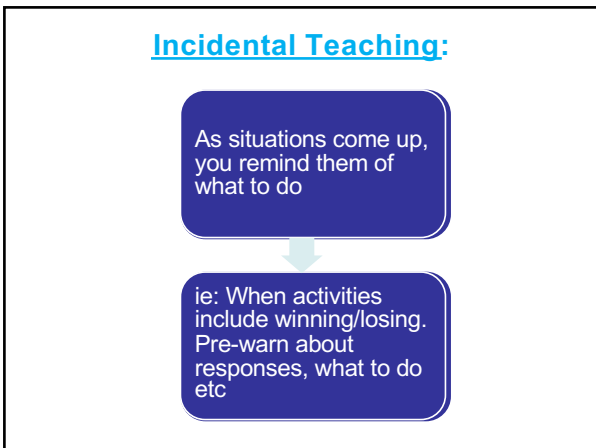
This is a highly structured approach that initially takes place in an environment where distractions have been minimized, e.g. small room

EG: Write Social Script about losing. Practise losing with an adult. Then practice with supportive peers

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Activity Based Instruction

Using everyday activities to teach

- Games
- Playground
- Group Work
- Reading Books about "Skill"

(Social Emotional Learning)

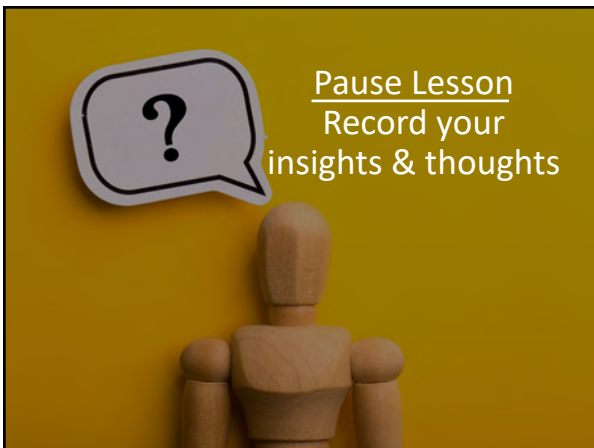
The block includes a list of activities and two book covers. The first book is 'Sometimes You Win Sometimes You Learn' by Alan C. Meyer, showing children playing. The second book is 'How to Be a Friend' showing two cartoon characters.

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Your Turn
Goal for student:




- Direct –
- Engineered –
- Incidental –
- Activity –

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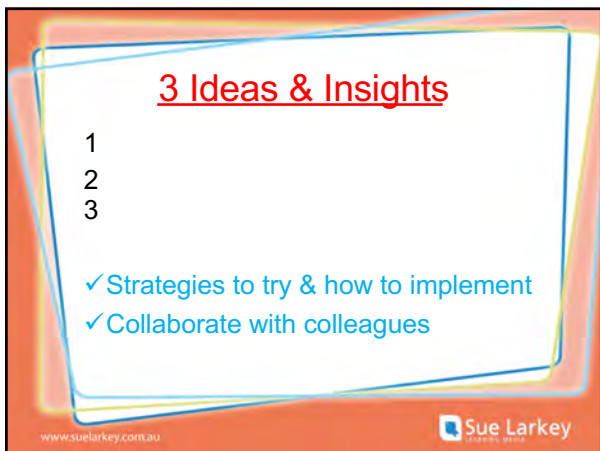


Pause Lesson
Record your insights & thoughts

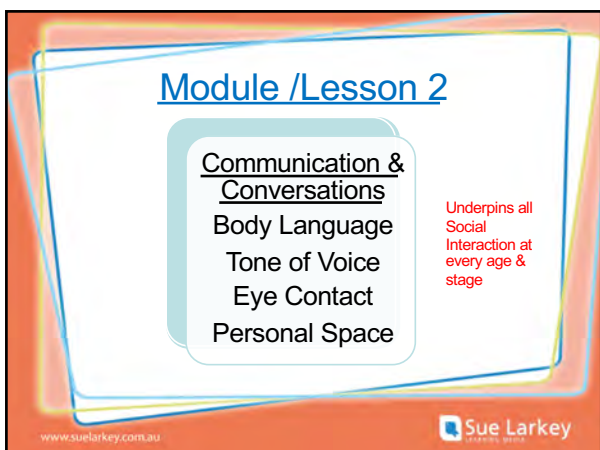
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-  **STOP** – There is an issue. What is the issue? Who has the issue?
-  **THINK** – Think about the issue. What can you do?
-  **DO** - Think of different options and strategies that could be used to address the issue/situation

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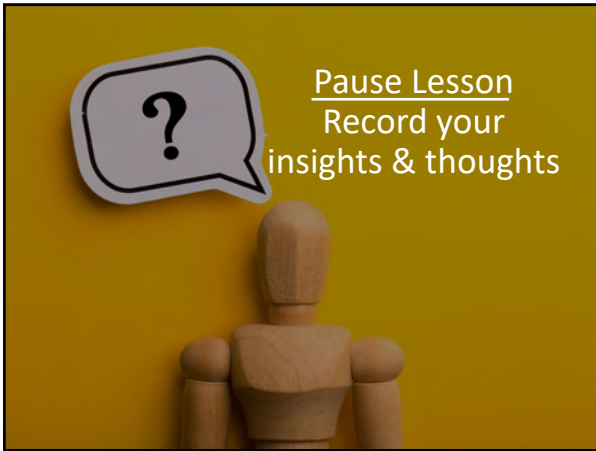
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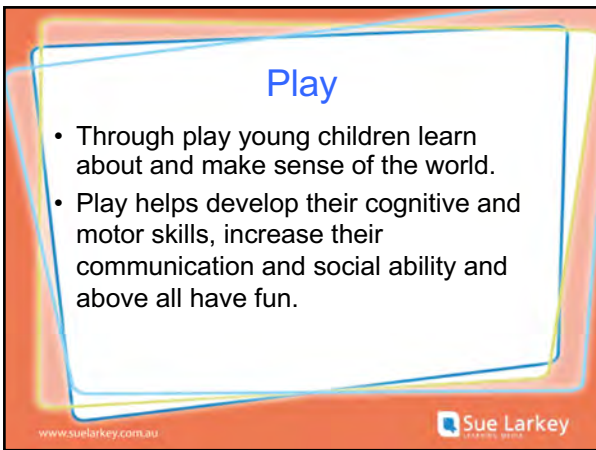
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SOCIAL NEEDS- PRACTICAL ADVICE

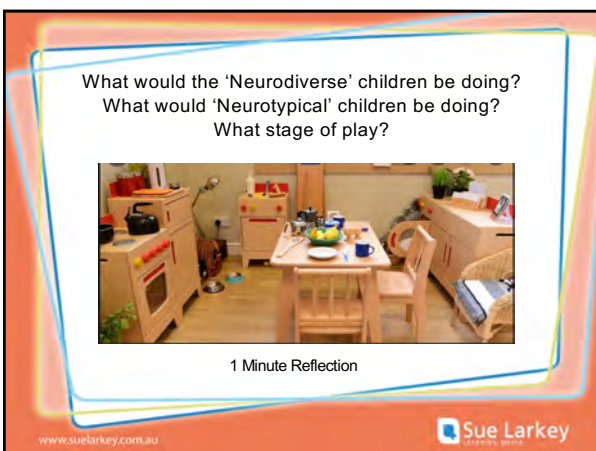
- ▶ Teaching social **knowledge** (as opposed to skills) is essential- but BE HONEST. We are not trying to mold autistic students into being more 'non-autistic', we are endeavouring to demystify the socially illogical world that non-autistics live in
- ▶ What is social? Be aware that your definition may differ to ours
- ▶ Social breaks are crucial- where can child go during the day that isn't social?
- ▶ Social clubs? Is there a better name? The word 'social' can cause anxiety



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Stages of Play

- Unoccupied Play (Birth-3 Months)
- Solitary Play (Birth-2 Years)
- Spectator/Onlooker Behaviour (2 Years)
- Parallel Play (2+ Years)
- Associate Play (3-4 Years)
- Cooperative Play (4+ Years)

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What are the barriers to play/socialising for neurodiverse children in their early years?

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Play for Neurodiverse children
(example of impact)

- Sensory Sensitivities
- Need for sameness
- Need for routines
- Obsessional Interests
- Isolated or Solitary Play
- Limited development of language
- Limited social interaction

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Autistic Play
We are sensory explorers first, and prioritise the discovery and understanding the sensory experience.

We can find immense pleasure and enjoyment in losing ourselves in the sensory experience.

Discovering how our bodies move, how it feels to spin, jump, run or sway. Staying in the moment or repeating it to understand how it changes every aspect of our body.

Being integrated and whole with our body.

Exploring the textures, tastes, smells around us, how the light shifts and moves throughout the day.

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Autistic Play
Play is how children learn about themselves, their environment and the people in it.

It is vital in developing cognitive, physical and social awareness as well as concepts of identity and developing relationships.

There is a misconception that autistic children do not play, or that they do not play "properly".

The truth is, autistic children play and explore their environment in a different way to the dominant neurotype.

But, what does autistic play look like?

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Autistic Play
Exploring the sensory world through playing with toys.

Anything can become a toy when being explored from a sensory perspective.

Using toys to provide their own sensory experience, such as a spinning coin, watching the light reflect of bubbles, the moving parts in a washing machine, the sound of a marble running through a PVC pipe.

Toys can be used to create order, repetition or routine. Immense enjoyment found in lining-up, arranging, and sorting into categories.

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Communication is more than words

What do these mean? Reflect of your student (s)

Brainstorm in handout

Tone	Volume	Body Language
Facial Expression	Eye Contact	Personal Space

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Use Visuals to Support Volume

Cut out arrow and attach with split pin or Velcro

How loud is my voice?

How loud is my voice?

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Body Language

Brainstorm as a class what each emotion looks like

- 1) Facial Expression
- 2) Body Language

Make a game:

Facial Expression and Body Language

Ask children to suggest more ideas and then you can use their ideas.

Emotion	Facial Expression	Body Language
Happy	Mouth: smile, may or may not see teeth Bright, sparkling open eyes Head up	Body erect Body feels light
Sad	Mouth: corners turned down Eyes partly closed, looking down May cry	Shoulders slumped Body may sag Body feels heavy
Relaxed	Face neutral	Body feels heavy Muscles relaxed
Anger	Mouth: straight, may or may not see teeth, clenched teeth Fierce, glaring, staring eyes Nose may be flared Eyebrows: point in over bridge of nose Wrinkles on forehead Face may be red	Folded arms Hands on hips May lean towards or over other person Hands flared May stamp foot

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Personal Space

1. Talk about the space everyone has around them – an invisible bubble about one metre or an arm length radius.
2. Practice standing at this distance.
3. Make sure that the child understands that people do not measure this distance with their arm – it is judged visually or assumed.
4. Discuss how different activities have different rules and how personal space can vary – in the car, sitting on the floor at school, lining up and distant from opposition when shooting for goal in netball.

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Bumping into Other People




When children are walking around in the classroom or getting their bags, sometimes they bump into each other. Sometimes they may bump arms or step on someone's foot.

Usually this is an accident. The children didn't mean to hurt each other, they were just too close. Sometimes the other child says "Sorry, I didn't mean to bump you."

If you bump into children you need to say "Sorry, I didn't mean to bump into you."

When this happens to me I need to remember that it was just an accident. The other child did not mean to hurt me.


I need to take a deep breath and say "Be careful! You are bumping in to me."



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Lived Experience

If eye contact was essential for communication then nobody would be able to use a telephone.



Yenn Purkis



We need to stop trying to force autistic people to make eye contact. For autistic people it is usually not part of our communication and is often painful and invasive.



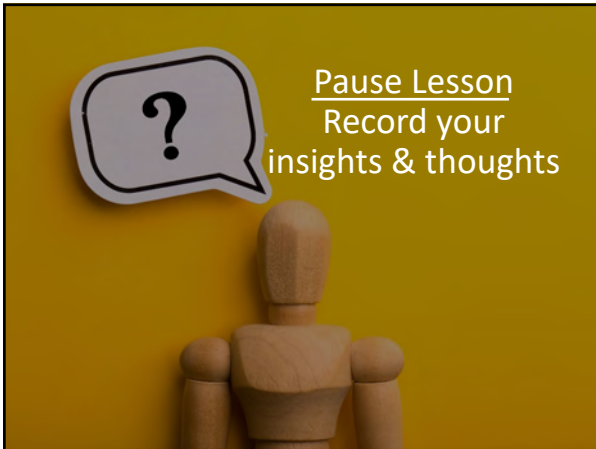
Yenn Purkis

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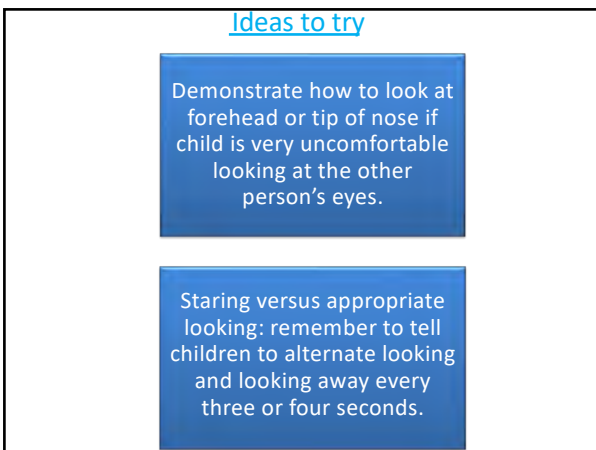
Temple Grandin



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Your Turn
Goal for student:

- Direct –
- Engineered –
- Incidental –
- Activity –

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-  STOP – There is an issue. What is the issue? Who has the issue?
-  THINK – Think about the issue. What can you do?
-  DO - Think of different options and strategies that could be used to address the issue/situation

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3 Ideas & Insights

- 1
- 2
- 3

- ✓ Strategies to try & how to implement
- ✓ Collaborate with colleagues

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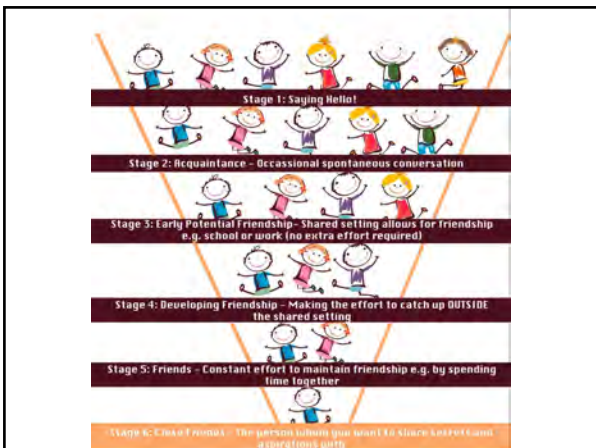
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Module/Lesson 3

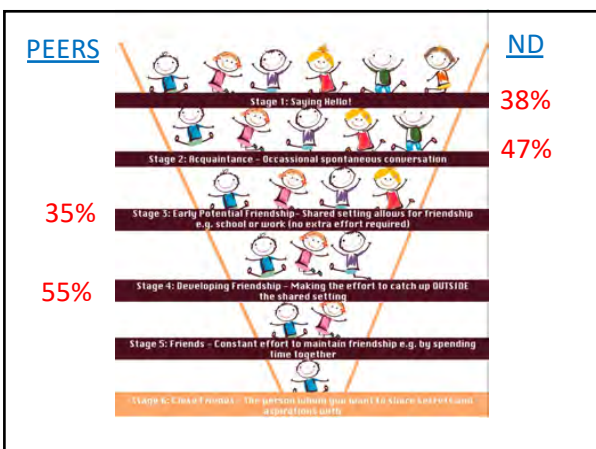
Friendships & Playground /Group work

Turn taking sharing
Playground
Friends

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THINK

About the issue
What level are your student(s)?
What can you do?

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How to teach

Remember what Dean said – Find out peer language.

Greetings

Greetings	
children you know	children you know
adults you know	adults you don't know/don't know very well/in authority

Example of poster or do as worksheet



Greetings

People say "Hello" when they meet each other.

Saying "Hello" is a friendly thing to do.

People like it when children say "Hello".

When Mary goes to preschool she says "Hello" to her teacher.

That Mary says "Hello" to her friends.

When John goes to preschool he will try to remember to say "Hello" to the teacher.

That John will try not to forget to say "Hello" to the children.


"Hello" saying "Hello" helps. That is a friendly thing to do.

Build on last lesson, "Communication"
Eg: Say Hello to Loud/soft
Say Hello without looking in direction

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Who else 'cares' about friendships?

1) Personal Reflection - Write down in handout (30 secs)

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Seven-year-olds care a lot about friendship and belonging.


They are moving past the “playmate” stage of friendship and **begin to form relationships based on mutual interests, support, and trust.**

At this age, they are **very sensitive to social rejection** and may become jealous when their friends play with other people.

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Who else ‘cares’ about friendships?

- Discuss parents e.g: objective partnerships with families
- Family engagement



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Important Note

Dr Rebecca Wood from The University of Birmingham said,

“it is crucial to understand and respect the social preferences of individual children.”

In other words, it is important to acknowledge that some children would rather be alone, and others prefer larger groups of friends.



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Playground/Group Work



Challenges

- Sensory
- Emotional Regulation
- Executive Functioning
- Literal – Mind Blindness
- Social Skills/Knowledge
- Social exhaustion
- Masking
- PLUS peer group (often worried about own friendships)

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AUTISM & FRIENDSHIP: Differences, Misconceptions & My Experience from Anouk, a 22-year-old Autistic artist and storyteller (@Autism_Sketches)



The infographic is divided into four quadrants, each with a title and text:

- Top Left:** "Autism & Friendship: Differences, Misconceptions and my Experience". It features a drawing of a person with a yellow ribbon around their neck.
- Top Right:** "There's an assumption that autistic people do not have the desire to have friends that is untrue and based on misconceptions!". It lists: "Autistic people have the same desire for friends as others", "Friendships for autistic people are different from the neurotypical world", and "Autistic people might face difficulties initiating, developing and maintaining friendships".
- Bottom Left:** "Social connection is a powerful predictor of long term well-being". It lists: "difficulties navigating friendships and social crises due to sensory differences", "experience of social isolation", and "social circle complexities increase in teenage years and adulthood". It concludes: "If not addressed this can result in isolation and loneliness".
- Bottom Right:** "Social connection is a powerful predictor of long term well-being". It lists: "Finding an autistic friend and having other neurodivergent friends can be vital for an autistic person's well-being" and "Autistic people might prefer to have a smaller group of friends rather than larger groups".

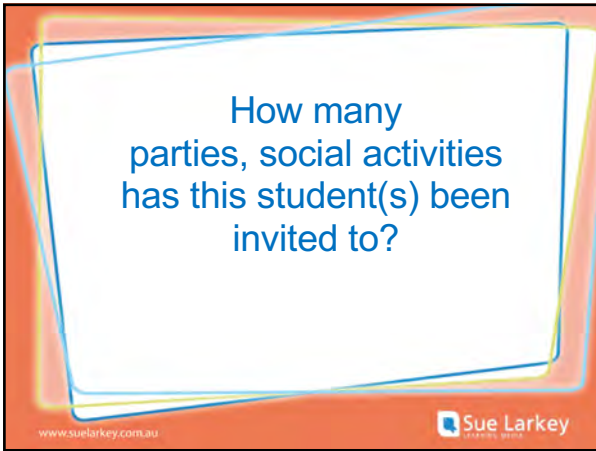
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What are the students currently doing?

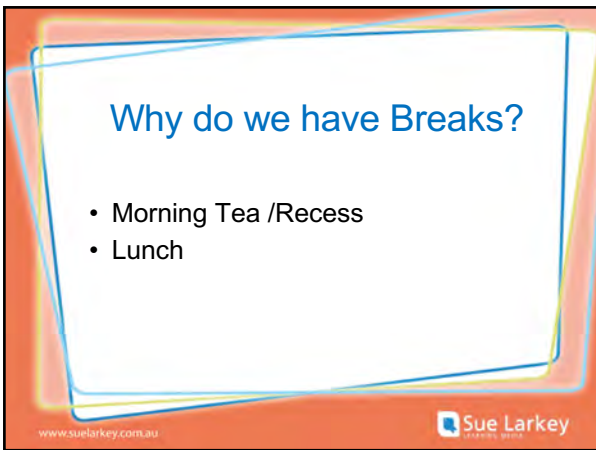
- Where are they seated in the classroom
- Who are their friends? (Range etc)
- Girls – Mask
- Partner Work /Group work
- Playground

Are they getting the same outcomes as peers?

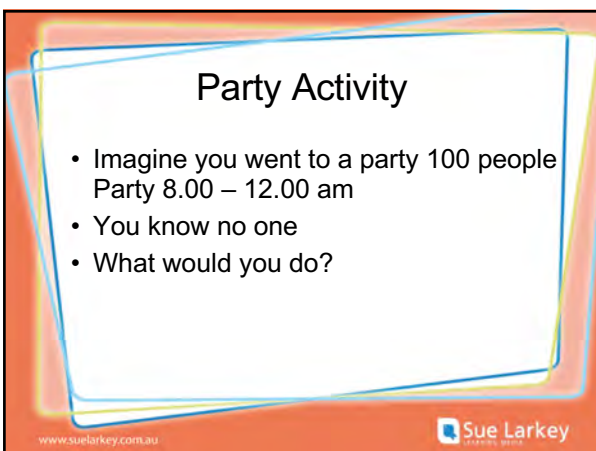
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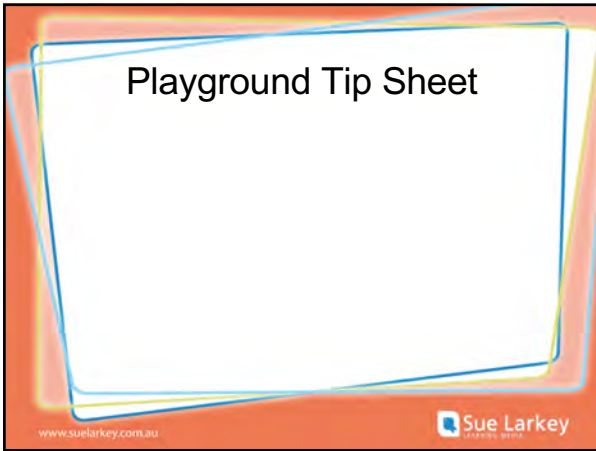
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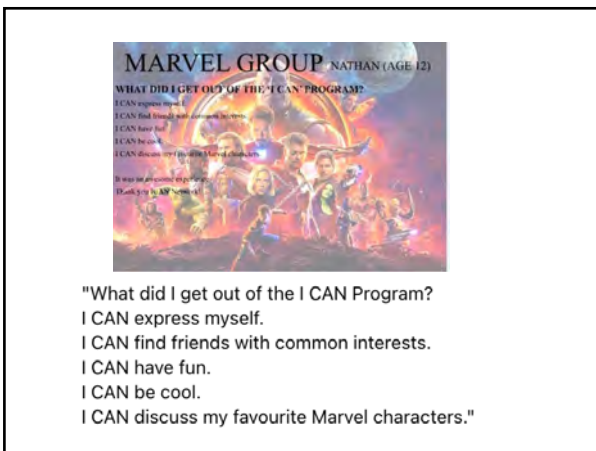
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Creating Successful Playgrounds

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

Inclusion

- Adapting /Modifying Tasks for Success
- Strategies for Social Skills
- Understanding by EVERYONE
- How do you know if you need to set up a club? How many Parties, Social Activities etc

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Pause Lesson
Record your insights & thoughts

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Friendship Skills

- Create a 'Can I play flow?' (as a class)
- 'What to do if you don't have anyone to play with?' (create a list as a class)
- Playground plan for 'neurodiverse' students
- 'I can solve Problems'

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Examples of Visual Plans

Flow Chart: Can I Play?

Playtime Plan

What will I play?

Who will I play with?

Where will I play?

How will I play?

What rules do I need to remember?

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Friendship Skills

- Conversation Starters / Mind Maps for Conversations (Socially Speaking Boardgame)
- Social Scripts to support social understanding /friendships

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Dean Beadle “Social Knowledge” both Ways

- This NeuroInclusive story is written to help non-autistic kids understand ways Autistic kids might do things differently and to help Autistic kids understand themselves.

Free printable PDF

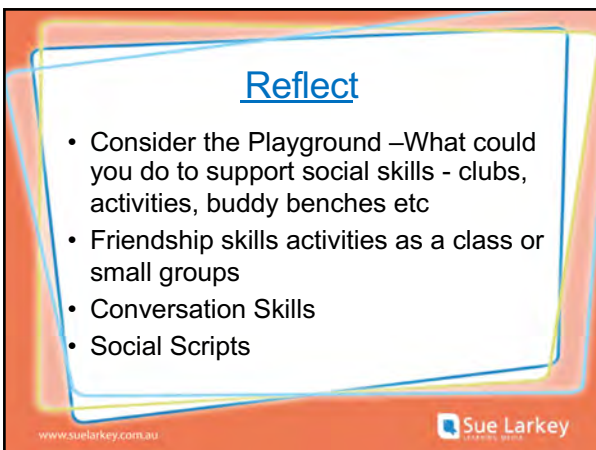
<https://neuroclastic.com/wp-content/uploads/2022/08/Otto.pdf>

by Megan Baby (Author), Elise Palmer (Illustrator)

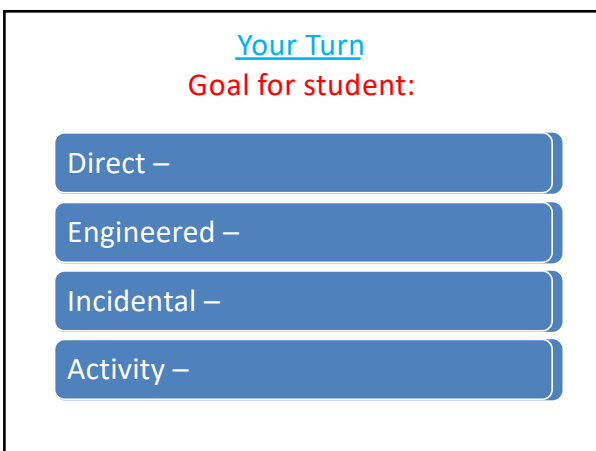
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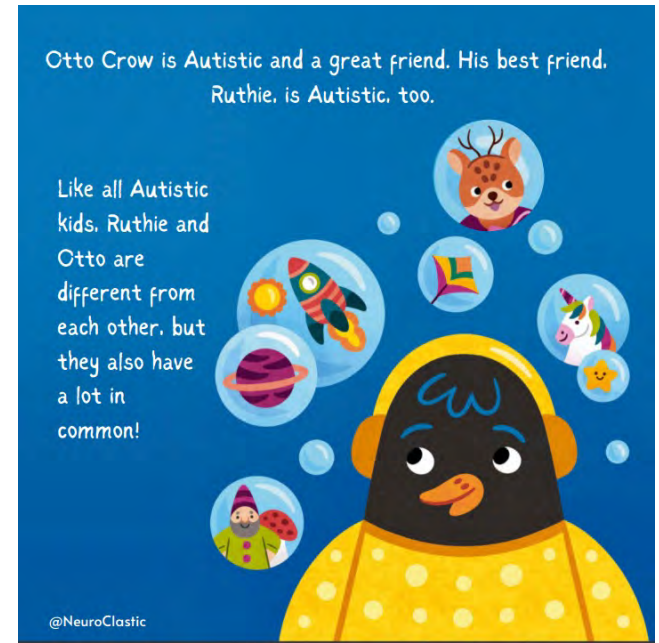
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71



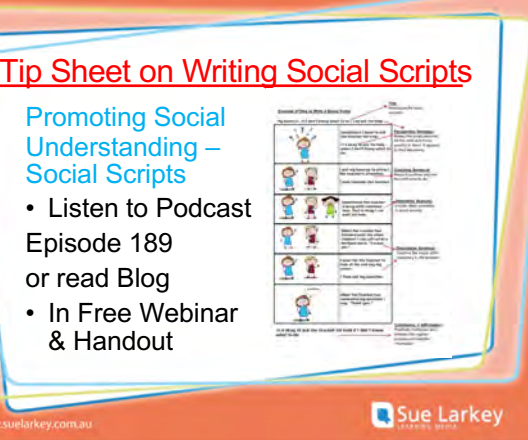
72



Tip Sheet on Writing Social Scripts

Promoting Social Understanding – Social Scripts

- Listen to Podcast Episode 189 or read Blog
- In Free Webinar & Handout



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Sue Larkey
Learning Skills

73

Can I Play Please?

At school all the children like to play. The children play outside in the playground or recess and lunch time.

Sometimes children like to play by themselves. Other children like to play with other children.

When I want to play with another child I need to ask my words. I can say "Can I play please?", or I can say "Let's play please."

Sometimes the children say "Yes. Let's play." Then I can play with the other children.

Sometimes the other children say "No. We have enough people to play with." Then I can play by myself or I can ask someone else to play.

It is a good thing to ask words to ask other children if you can play.

Being a Good Friend

When children play everyone wants to choose what game we are going to play. Children usually take turns choosing what game to play. Taking turns is a chance to being a good friend.

I need to remember to take turns so that I am a good friend too.

I will try to remember to listen to what other children are saying. Then I will know what they want to play. Usually when I play with other children they want to play a different game to the one I want to play.

Sometimes when I play with the other children we play what I want to play.

It is a clever idea to listen to what the other children want to play.


When I play the game the other children want to play I am being a good friend. Other people will like playing with me when I am a good friend.

74

Mirco-games & Boardgames

Episode 139
7 Fabulous Micro – games to play with the whole class

Episode 126 & 127
Boardgames






75

	Turn Taking	Fine Motor Skills	Problem Solving	Social Cues	Teamwork	Comprehension	Counting/ Money	Persistence/ Patience
 Monopoly	✓	✓					✓	✓
 Charades	✓			✓	✓			
 Cluedo	✓	✓	✓	✓		✓		
 Puzzles		✓	✓		✓			✓
 Cards	✓				✓		✓	
 Operation		✓						✓
 Guess Who	✓		✓				✓	
 UNO	✓						✓	
 Scrabble	✓	✓	✓			✓	✓	
 Pictionary	✓	✓			✓			
 Jenga	✓	✓	✓					✓
 Twister	✓		✓					
 Connect 4	✓	✓	✓				✓	
 Socially Speaking	✓	✓	✓	✓	✓	✓	✓	✓

Your Turn
Goal for student:

- Direct –
- Engineered –
- Incidental –
- Activity –

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-  **STOP** – There is an issue. What is the issue? Who has the issue?
-  **THINK** – Think about the issue. What can you do?
-  **DO** - Think of different options and strategies that could be used to address the issue/situation

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3 Ideas & Insights

- 1
- 2
- 3

- ✓ Strategies to try & how to implement
- ✓ Collaborate with colleagues

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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

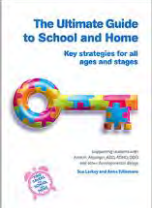



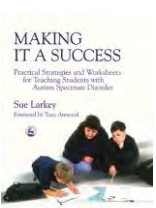


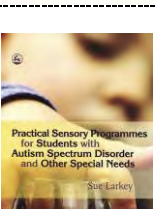

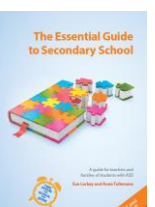
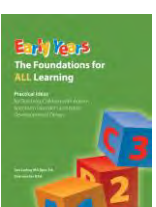

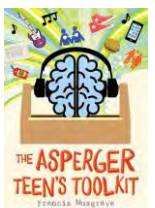


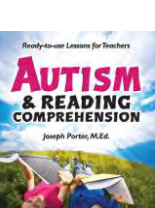


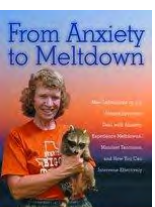
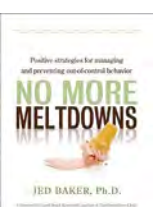


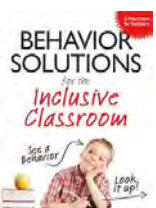
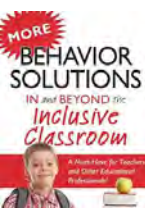
	GRADUATES 	TEACHER ASSISTANTS 	TEMPLE GRANDIN 
FREE Webinar & E-Book	How Educators can Proactively Manage Challenging Behaviour to Create Calm Classrooms	How Teacher Assistants* can Help Support Students who Learn & Engage Differently <small>*Teacher Assistants, Classroom Assistants, Teacher Aides, SSOs, 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	✓		




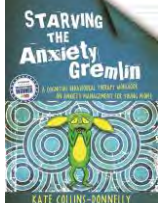
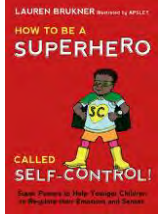
** All courses are available online at elearning.suelarkey.com.au
To register, or for more information go online to elearning.suelarkey.com.au or email Geoff: support@suelarkey.com.au

†NESA: check [my website](#) for most recent update

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> 

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

RESOURCES: *Recommended teaching resources*

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

By Jude Welton

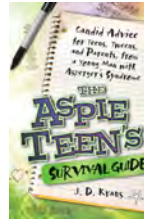
CODE B45



The Aspie Teen's Survival Guide

By J.D. Kraus

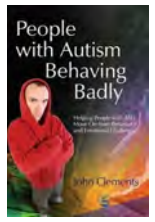
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People with Autism Behaving Badly

By John Clements

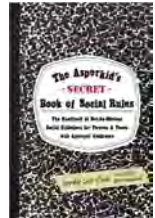
CODE AGBB60



The Asperkids Secret Book of Social Rules

By Jennifer Cook O'Toole

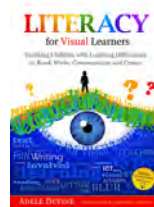
CODE B83



Literacy for Visual Learners

By Adele Devine

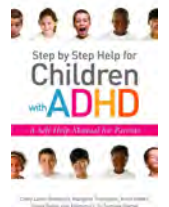
CODE AFXB138



Step by Step Help for Children with ADHD

By Cathy Laver-Bradbury et al.

CODE B125



I'm Going to School

By Anna Tullemans

CODE B63



Stay Cool and In Control with the Keep-Calm Guru

By Lauren Brukner

CODE B157



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

By Cara Koscinski

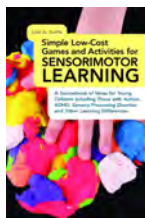
CODE B158



Simple Low-Cost Games and Activities for Sensorimotor Learning

By Lisa A Kurtz

CODE B123



Secret Girls' Business

By Heather Anderson et al

CODE B86



The Conversation Train

By Joel Shaul

CODE B112



Helping Kids and Teens with ADHD in School

By Joanne Steer & Kate Horstmann

CODE B23



The Loving Push

By Dr Temple Grandin

CODE AFXB153



Organize Your ADD/ADHD Child

By Cheryl R Cater

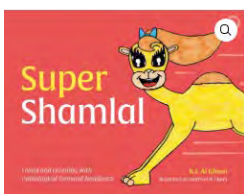
CODE B127



Super Shamlal

By K.I Al-Ghani

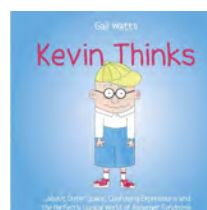
CODE B70



Kevin Thinks

By Gail Watts

CODE B70



The Social Skills Picture Book

By Dr Jed Baker

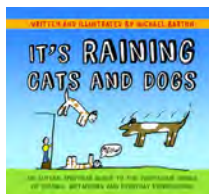
CODE B24



It's Raining Cats and Dogs

By Michael Barton

CODE B99



Apps for Autism

By Lois Jean Brady

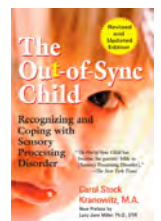
CODE B48



The Out-Of-Sync Child

By Carol Stock Kranowitz

CODE B42



Winston Wallaby Can't Stop Bouncing

By K.I.Ghani

CODE B166



Exploring Depression, and Beating the Blues

By Tony Attwood & Michelle Garnett

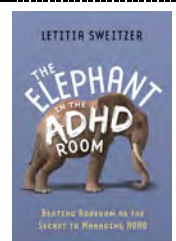
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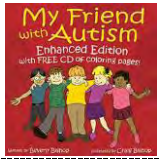




The Elephant in the room

By Letitia Sweitzer

CODE B124



RESOURCES: Recommended teaching resources

<p>The Panicosaurus By K I Al-Ghani CODE B39</p> 	<p>The Red Beast By K I Al-Ghani CODE B38</p> 	<p>Disappointment Dragon By K I Al-Ghani CODE B41</p> 
<p>The Green-Eyed Goblin By K I Al-Ghani CODE B39</p> 	<p>All Cats Have Asperger Syndrome By Kathy Hoopmann CODE B10</p> 	<p>All Dogs Have ADHD By Kathy Hoopmann CODE B14</p> 
<p>My Friend with Autism By Beverly Bishop CODE B55</p> 	 <p>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>Porcupine Ball</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