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

elearning.suelarkey.com.au suelarkey.com.au

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

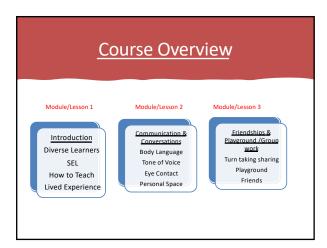
PRACTICAL STRATEGIES FOR SCHOOL & HOME FOR AUTISM SPECTRUM





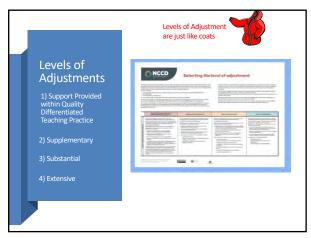


2

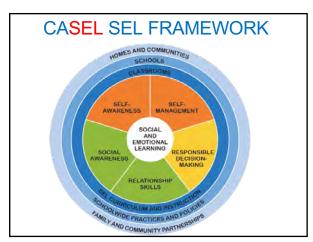




Δ



5



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.



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 in 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.

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

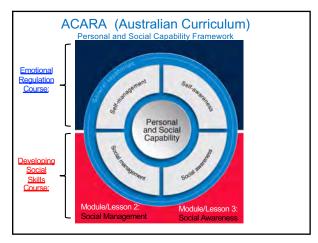
Free Ebook "Strategies & Insights to Inform your Teaching Practice with Dr Temple Grandin & Sue Larkey"

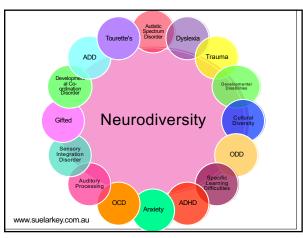
Sign up now! suelarkey.com.au elearning.suelarkey.com.au



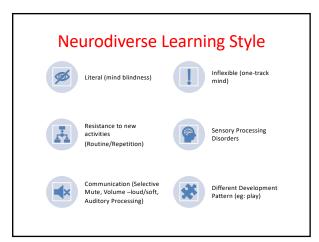
AVAILABLE LIMITED TIME!







8







ng continuum	
learning	1
Capability	
l and Social	
Personal	

		Level 1b	C level 2	Level 3	Pevel 4	level 5	9 eve
	Level 1a Students:	Typically, by the end of Foundation Year, students:	Typically, by the end of Year 2, students:	Typically, by the end of Year 4, students:	Typically, by the end of Year 6, students:	Typically, by the end of Year 8, students:	Typically, by the end of Year 10, students:
			Socialawa	Social awareness element			
		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
show an for the fe needs an of others	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
		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





	שאנטוטט	
	\	Capables
Ĺ		
	עסטטש	

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 mana	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	respond to the	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	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

)					
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:
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

10



11

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 Wor
- Playground
- ** Add Sensory Processing

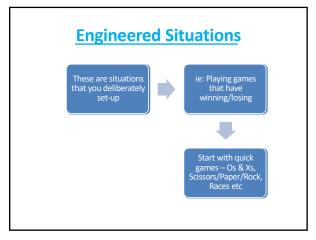


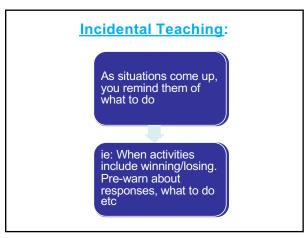
Write down a Social Skill you would like a student to learn

- 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

14

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





17

Activity Based Instruction

Using everyday activities to teach

- Games
- Playground
- Group Work
- Reading Books about "Skill" (Social Emotional Learning)

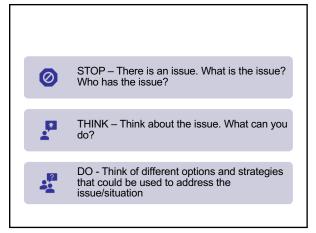




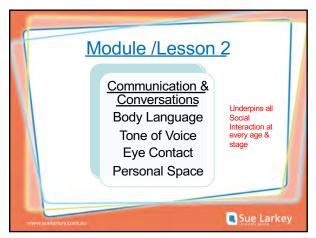
Your Turn Goal for student:	
Direct –	
Engineered –	
Incidental –	
Activity –	



20







23



24

SOCIAL NEEDSPRACTICAL 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

Sue Larkey -Social Emotional Learning (SEL)
Online Course

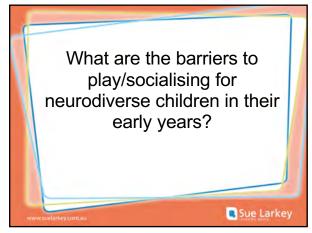




26







29

Play for Neurodiverse children (example of impact)

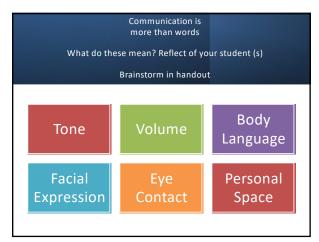
- Sensory Sensitivities
- Need for sameness
- · Need for routines
- Obsessional Interests
- Isolated or Solitary Play
- Limited development of language
- · Limited social interaction

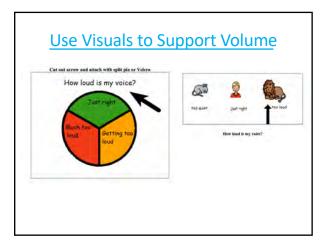






32

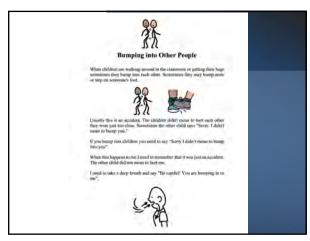




	Asie ethild/eftil ideas.	dren to suggest more ideas and	then you can use the
Body	Emetion	Facial Expression	Body Language
Language	Bapty	Mouth, untle, may or may not see teeth Bright, spatkling open eyes Head up	Dearly creek tight
Brainstorm as a class what each emotion looks like	Sad	Massly: parties sweet down Eyes partly classed looking down May any	Shoulders shamped flody may sag flody feels heavy
1) Facial Expression 2) Body Language	Relaxed	Face sessed	Hody freis beny Muscles related
Make a game:	Anger	Mouth: straight, may or may not see teeth; clear/and heath Fierce, glotvering, stacing eyes Nostrals may be flased Eyedermay point in over bridge of time Weinkies on Burchaud Facemay he red	Forded arms famals on high May Sain howman or over other person Hinds fisied. May assume foot

35







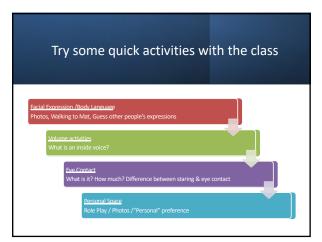
38



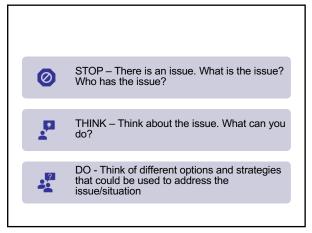


Demonstrate how to look at forehead or tip of nose if child is very uncomfortable looking at the other person's eyes. Staring versus appropriate looking: remember to tell children to alternate looking and looking away every three or four seconds.

41

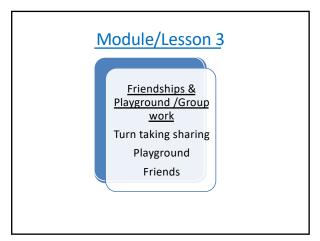


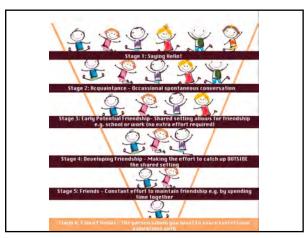




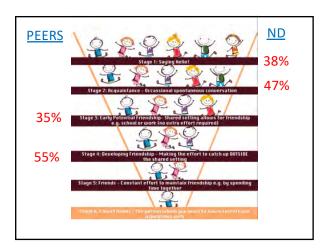
44

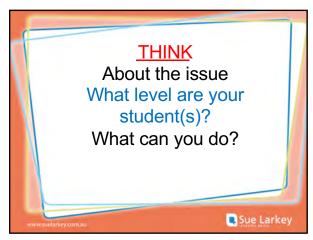






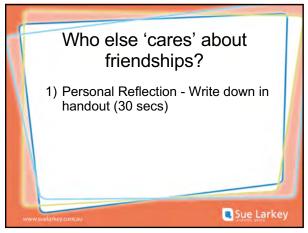
47





Greetings			
Greetings		Greetings	
	Greetings		
children you know children you know foogle say 'little' - ben they seem and affect			
adults you know	adults you don't know/don't	Seying "Hole" is a Nitredly Wing to di-	
	know very well/in authority	Pingsis bias it when altifolium see: "Bistis"	
Example of	poster or do as worksheet	When Many gets to proschool she says "Miller" to har turnings.	
		That Mary ways "Helle" to ber drends	
		When John green to provide all he will try to removable to tay "fitting" a the numbers	
		Then hims with my and convenient to say "Males" so the visibilities	
Build on last le	escon	"House surplus "Hello" holes. That is a friendly thing to the "	
"Communicati			
Eg: Say Hello t	011		
Say Hello with	•		

50





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.

52



53

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.





56

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?



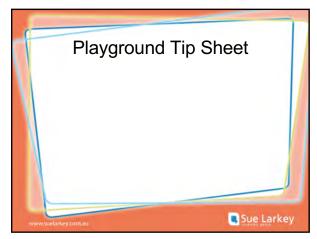


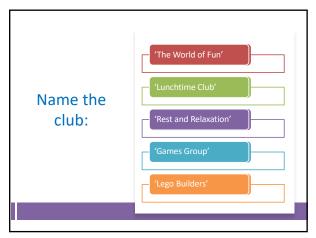
59



60

Sue Larkey -Social Emotional Learning (SEL) Online Course





62



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



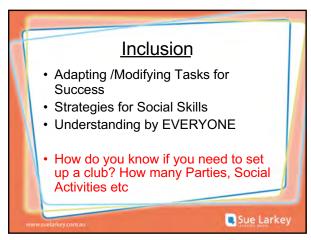
How To Stop
Your Words From
Bumping Into
Someone Else's
By Rhonda Dixon
and Anna Tullemans

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

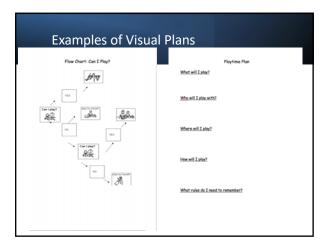






65







68

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.

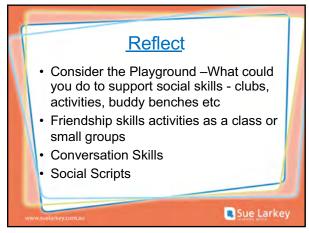
Free printable PDF

 $\underline{\text{https://neuroclastic.com/wp-content/uploads/2022/08/Otto.pdf}}$

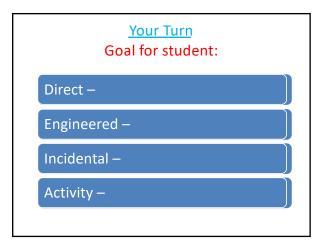


by Megan Raby (Author), Elisa Pallmer (Illustrator)



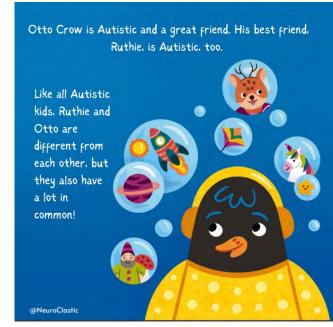


71





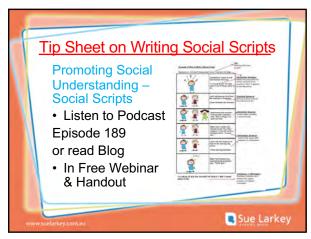


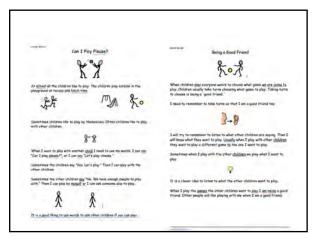








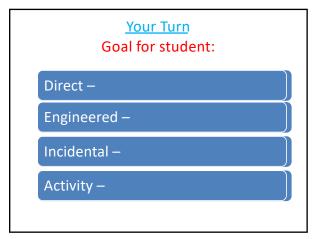


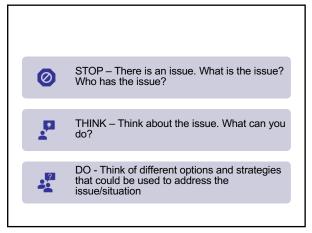


74

Mirco-games & Boardgames Episode 139 Fabulous Micro – games to play with the whole class Episode 126 & 127 Boardgames

	Turn Taking	Fine Motor Skills	Problem Solving	Social Cues	Teamwork	Comprehension	Counting/ Money	Persistence/ Patience
Monopoly Monopoly							\	\
Charades	\			\	\			
Cluedo	\		\	\				
Puzzles			\		\			\
Cards	\				\		\	
Operation Operation								\
Guess Who			\				\	
UNO	\							
SCRABBLE ORIGINAL Scrabble			\				\	
Pictionary	\				\			
Jenga								
Twister			\					
Connect 4		\	\				\	
Socially Speaking Speaking	\		\	\			\	
							suelarke	y.com.au





77



On-Demand Courses to Help you Support & Teach Neurodiverse Children (ASD, ADHD, ODD, PDA etc)

ONLINE COURSE

COMPLETION

(CAN EXTEND AT ANY

Making it a Success: Teaching Strategies & Behaviour Support. Developing Early Childhood
Approaches for Children with
Additional Needs.





6 WEEKS

PRESENTER	Sue Larkey (Teacher)	Sue Larkey (Teacher)
EARLY YEARS	\checkmark	\checkmark
PRIMARY	\checkmark	
SECONDARY	\checkmark	
POST-SCHOOL		
IN THIS COURSE YOU WILL LEARN	 ✓ Key strategies from Pre-School to Secondary. ✓ Teaching Strategies for School & Home. ✓ What is ASD, ADHD, ODD & SPD . Promoting Understanding with Peers. ✓ Strategies for Social Skills & Playgrounds. ✓ How to increase Engagement & Learning Outcomes. Behaviour Support Strategies: ✓ anxiety, sensory & tantrums 	 ✓ 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
AUSTRALIAN PROFESSIONAL STANDARDS (ALL STATES)	✓	✓
TQI ACCREDITATION	✓	✓
COURSE DURATION	5 HOURS	5 HOURS
COURSE		

6 WEEKS

LEARN WITH WORLD EXPERT - 5 HOUR COURSE

Autism Spectrum Disorder: a ONLINE Strategies & Insights to inform different way of thinking, your teaching Practice learning & managing emotions. **COURSE** Dr, Temple Grandin (Autistic **Dr. Tony Attwood (Psychologist) PRESENTER** Adult) & Sue Larkey (Teacher) **EARLY YEARS PRIMARY SECONDARY POST-SCHOOL** Sensory Issues as a Barrier to ✓ Cognitive Abilities: a different way of **Engagement & Participation** thinking & learning. **IN THIS Key Steps to Teaching to** Managing Challenging Behaviour **COURSE Work and Achieving Managing Feelings: cognitive** Independence ✓ behaviour therapy & its role in YOU **Teaching Flexible Thinking** managing emotions and WILL Friendship and Bullying behaviour **Increase Learning LEARN** The Emotional Tool Box; **Outcomes by Reducing** what is it and how to use **Anxiety & Understanding** Special Interests; origins **Behaviour** √ and constructive strategies **Teaching Life Skills** Strategies to improve **Impact of Working Memory Social Understanding** on Learning **BONUS IEP / Workbook** AUSTRALIAN **PROFESSIONAL** STANDARDS (ALL STATES) TQI

CERTIFICATE ON COMPLETION FOR ALL COURSES

5 HOURS

6 WEEKS

ACCREDITATION

COURSE

COURSE COMPLETION

(CAN EXTEND AT ANY TIME)

5 HOURS

6 WEEKS

STUDENT WELLBEING

ONLINE COURSE

COURSE

COMPLETION

CAN EXTEND AT ANY TIME

Emotional Regulation in Students with Autism Spectrum Disorder and/or Other Neurodiverse Disorders

How to Teach
Social Emotional Learning
for Neurodiverse Students





6 WEEKS

PRESENTER	Sue Larkey (Teacher)	Sue Larkey (Teacher)
EARLY YEARS		
PRIMARY	<u> </u>	<u> </u>
SECONDARY	\checkmark	\checkmark
POST-SCHOOL	\checkmark	√
IN THIS COURSE YOU WILL LEARN	✓ Introduction to understanding diverse learners, 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	What, How, & When to teach Social Skills Myths & Misunderstanding. How to make and keep friends. Impact of Executive Functioning. 4 Steps to Create Social Skills Program. Lived Experience of Social Learning. Creating Inclusive Playgrounds.
AUSTRALIAN PROFESSIONAL STANDARDS (ALL STATES)		
TQI ACCREDITATION		
COURSE DURATION	3 HOURS	3 HOURS

Register at elearning.suelarkey.com.au
Group discounts available contact: support@suelarkey.com.au

6 WEEKS

CERTIFICATE ON COMPLETION FOR ALL COURSES

SHORT COURSES - 2 HOUR INTENSIVES

ONLINE COURSE

Pathological Demand Avoidance (PDA) in the Classroom: Understanding Strategies for Educators

Educators Guide to Executive Functioning



Laura Kerby (Teacher & Grad Dip Psychology)



Sue Larkey (Teacher)& Dean Beadle (Autistic Adult & Education Consultant)

PRESENTER

PRIMARY

EARLY YEARS

V

SECONDARY
POST-SCHOOL

IN THIS COURSE YOU WILL LEARN

- Understanding of
 Pathological Demand
 Avoidance (PDA)
- What are Demands and
 How to Avoid
 PDA & Anxiety: Key
 Strategies
- Difference between PDD, ODD, and ASD
- Practical Approaches and Strategies to
- Support Learning
 Supporting and
 Understanding
- ✓ Behaviour PDA and Education: How to Make it Work

- What is Executive Functioning and Autistic Inertia
- Myths and Misconceptions about Executive Functioning, ADHD & Autistic Inertia
- Time Management in the Classroom:
 Why it's so difficult and how to make
 it easier.
- Key Strategies for Supporting
 Executive Functioning at School &
 Home
- Classroom Strategies for Building
 Executive Functioning Skills
- Understanding Autistic Inertia and ADHD Paralysis
- Emotional Regulation and the Importance of Safe Spaces

AUSTRALIAN PROFESSIONAL STANDARDS (ALL STATES)





COURSE DURATION

2 HOURS

2 HOURS

COURSE COMPLETION (CAN EXTEND AT ANY TIME)

6 WEEKS

6 WEEKS

Register at elearning.suelarkey.com.au
Group discounts available contact: support@suelarkey.com.au

CERTIFICATE ON COMPLETION FOR ALL COURSES

EDUCATION SUPPORT STAFF (TA, ESOs, SSO, LSO, SLSO etc)

ONLINE COURSE	How Teacher Assistants can Help Support Students who Learn & Engage Differently	Lived Experience of Role of TA to support diverse learners (Dean Beadle) - NEXT STEP	Behaviour Strategies for Teacher Assistants to Support Neurodiverse Students
PRESENTER	Sue Larkey (Teacher)	Dean Beadle (Autistic Adult & Education Consultant)	Anna Tullemans (Parent & Teacher Assistant) & Sue Larkey (Teacher)
EARLY YEARS			
PRIMARY	\checkmark	\checkmark	\checkmark
SECONDARY	\checkmark	\checkmark	\checkmark
POST-SCHOOL			
IN THIS COURSE YOU WILL LEARN	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 E-book (79 pages) & More BONUSES Members Only "Angels" Facebook Group Transcripts of Lessons	Busting 4 Common Myths about Autism Executive Functioning: Link to Anxiety & Exhaustion Difference Social Skills & Social Knowledge Supports & Accommodations to put in place as a TA Transformational Impact TAs can Make BONUSES, including Sue Larkey & Dean Beadle discuss questions from Teacher Assistants E-Book with 98+ Tips and Strategies	Understanding Autism Spectrum & Insights into Behaviour Behaviour as a Form of Communication Generalisation, Adaptability and Choice Making The Impact of Executive Functioning on Behaviour Behaviour & Anxiety Behaviour Strategies Creating a Behaviour Plan Applying Lessons to Common Behaviour
AUSTRALIAN PROFESSIONAL STANDARDS (ALL STATES)			
COURSE DURATION	2 HOURS	2 HOURS	2 HOURS
COURSE COMPLETION (CAN EXTEND AT ANY TIME)	6 WEEKS	6 WEEKS	6 WEEKS

Register at elearning.suelarkey.com.au
Group discounts available contact: support@suelarkey.com.au

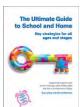
CERTIFICATE ON COMPLETION FOR ALL COURSES

RESOURCES: Recommended teaching resources

The Ultimate Guide to School and Home

By Sue Larkey & Anna Tullemans





Teacher Assistants Big Red Book of Ideas

By Sue Larkey & Anna Tullemans

CODE B15



Teacher Assistants Big Blue Book of Ideas

By Sue Larkey & Anna Tullemans

CODE B16



Developing Social Skills

By Sue Larkey & Gay von Ess

CODE B18



Making it a Success

By Sue Larkey

CODE B01



Together we Cook 'n' Learn Book

By Heather Durrant & Sue Larkey

CODE B06 (1)



Practical Communication Programmes

By Jo Adkins & Sue Larkey

CODE B19



Practical Sensory Programmes

By Sue Larkey

CODE B05



Together we Cook 'n' Learn Book

By Heather Durrant & Sue Larkey

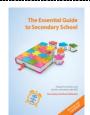
CODE B06 (2)



The Essential Guide to Secondary School

By Sue Larkey & Anna Tullemans REVISED & EXPANDED

REVISED & EXPANDED CODE B02



The Early Years

By Sue Larkey & Gay von Ess

CODE B04



Tips for Toileting

By Jo Adkins & Sue Larkey

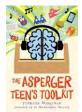
CODE B17



The Asperger Teen's Toolkit

By Francis Musgrave

CODE B167



Sue Larkey's MEGA BOOK

By Sue Larkey

CODE B200



A Manual to Provide Support and Care for Adults with Autism Spectrum

By Sue Larkey & Anna
Tullemans
CODE B201



Autism and Reading Comprehension

By Joseph Porter

INCLUDES CD

CODE B100



How Do I Teach This Kid to Read?

NEW

By Kimberley Henry

INCLUDES CD

CODE B47



Autism and Everyday Executive Function

By Paula Moraine CODE B169

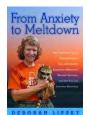


From Anxiety to Meltdown

By Deborah Lipsky

CODE B59

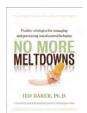
MUST HAVE BOOK!!!



No More Meltdowns

By Dr Jed Baker

CODE B26



Temple Grandin DVD

By HBO Films

CODE D09



Behavior Solutions for the Home and Community

By Aune, Burt & Gennaro

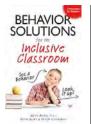
CODE B102



Behavior Solutions for the Inclusive Classroom

By Aune, Burt & Gennaro

CODE B36



More Behavior Solutions In and Beyond the Inclusive Classroom

By Aune, Burt & Gennaro CODE B37



HOW, WHY & WHEN TO USE Social Scripts

Social scripts are a great tool for helping people with Neurodiversity. The importance of social scripts is summed up beautifully in the book "Blue Bottle Mystery" by Kathy Hoopman. When discussing his son Ben's diagnosis, the father in the book has this conversation with his doctor:

Father: "It's not easy to understand Ben, Doctor. I try but it's not easy."

Doctor: "I know, but you only have one kid that's hard to understand. Ben finds it hard to understand everybody!" (pg 69).

Social Scripts are a key tool for children like Ben. They help children with ASD understand us, our rules, what we mean and how to interact. Here are three types to try & a template to write your own.

Type SOCIAL SCRIPTS THAT EXPLAIN "OTHER PEOPLE'S THOUGHTS, EXPECTATIONS"

These social stories normally explain the impact of actions on other people. My favourite is "your friends are happy when you talk about dinosaurs only three times a day". Below is another example. To make your own, you can add photos, make into a little book etc

RELIEF TEACHER



Relief teachers know how to help children learn and do their best. The relief teacher may do things differently and that's okay. Relief teachers like it when children follow classroom rules and use their best manners.

Your regular classroom teacher will be happy if you follow classroom rules with a relief teacher too.

Type 2 SOCIAL SCRIPTS THAT EXPLAIN "WHAT TO DO IN NEW OR DIFFERENT SITUATIONS"

Transitions, new environments or big changes often cause the child to feel enormous anxiety and stress, which in turn can lead to behaviour. Social scripts can help children with ASD, ADHD, ODD and PDA by preparing them for new events and situations. Many children need "reasons": why do we have to move classrooms? Why can't I stay with my friends? You can create social scripts to explain this and they can refer back to them.

Anna Tullemans' son Daniel used to run to his bedroom when his Grandma arrived. This is a social script Anna Tullemans to help her son Daniel with the new sensory experiences of Grandma arriving.

GRANDMA'S VISIT



When Grandma comes to visit, she likes to give you a big hug. Grandmothers like to hug their grandchildren.

When Grandma hugs you, count to 3, then say "it's nice to see you Grandma."

Example of How to Write a Social Script

<u>Title</u> Introduces the topic/ scenario

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

My name isit I don't know what to do I can ask for help.		
7. 7.	Sometimes I need to ask the teacher for help. It's okay to ask for help when I don't know what to do.	Perspective Sentence Makes the script personal for the child and more specific to them. It appeals to their literalness.
	I put my hand up to attract the teacher's attention. I look towards the teacher.	Coaching Sentence Keeps it positive and tells the child what to do.
	Sometimes the teacher is busy with someone else, that is okay I can wait for help.	Alternative Scenario Include likely scenarios to avoid anxiety
	When the teacher has finished with the other student I can call out in a medium voice, "Excuse me."	<u>▶Descriptive Sentence</u> Teaches the social skills
	I wait for the teacher to look at me and say my name. I then ask my question.	necessary in the scenario
Thank You	When the teacher has answered my question I say, "Thank you."	

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

Conclusion -> Affirmation
Positively reinforces and restates the original purpose with addition information

Type 3 SOCIAL STORIES THAT EXPLAIN EXPECTATIONS AND RULES IN FAMILIAR SITUATIONS

Neurotypical students seem to learn what to do without explicitly being taught. In my experience ASD, ADHD, ODD and PDA students need support to understand expectations and rules in scenarios like losing something, making a mistake or waiting in a line. Creating a social script to explain concepts can change a child's ability to complete work. Below is an example from 'How to Stop Your Words from Bumping into Someone'

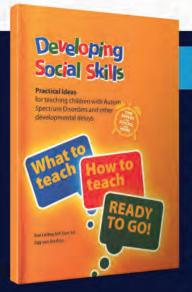
ASKING FOR HELP

Put your hand up to attract the teacher's attention. Look towards the teacher and wait for the teacher to say your name.

Once the teacher calls on you, ask your question.

When the teacher has answered your question, say thank you.





DEVELOPING SOCIAL SKILLS

Practical ideas for teaching children with AS and other developmental delays.

by Sue Larkey and Gay von Ess

A starting point for teaching and encouraging social interactions and skills for children with autism spectrum disorders and other developmental delays. It is a useful concrete and visual resource which when coupled with videoing, role playing and modeling will help young primary school age children with an autism spectrum disorder to better understand the social world around them. This book includes 100s of ideas, social stories and worksheets. It is a great resource full of time savers for home and school.

BUY NOW >> suelarkey.com.au

DEVELOPING SOCIAL SKILLS FOR CHILDREN WITH DIVERSE LEARNING NEEDS WITH SUE LARKEY

ONLINE, ON-DEMAND 3 HOUR COURSE

Join this essential course to enhance your teaching practice and create an inclusive, supportive environment that promotes social and emotional learning for all students!

COURSE HIGHLIGHTS

Seamless Integration of Social & Emotional Learning:

Learn to integrate social and emotional learning into your teaching programs in alignment with ACARA's Personal and Social Capability Learning Continuum.

Diverse Strategies for Classroom & Playground:

2 Discover various strategies to promote social and emotional learning in your classrooms and playgrounds, creating supportive and nurturing environments.

Neurodiverse Learners' Social Skills & Relationships:

3 Understand and accommodate the unique ways neurodiverse learners develop social skills and relationships with their peers, fostering inclusive education.

Support for Diverse Learning Needs:

Explore targeted strategies for supporting the social and emotional learning of students with a wide range of learning needs, ensuring every student thrives.



Enrol Now - elearning.suelarkey.com.au