

DEVELOPING SOCIAL SKILLS/KNOWLEDGE

to Support Neurodiverse Students
(AS, PDA, ODD, ADHD, etc)



ONLINE ON-DEMAND COURSE

When Children Feel Connected , They Learn Better

The course explains how neurodiverse children think and engage differently, discussing the impact of executive functioning, mind blindness, and literal thinking on social skills/knowledge.

Through four key teaching approaches, the course offers actionable techniques for teaching everything from communication skills (including body language, tone, and personal space), conversation skills and friendships.

Guided by the lived experiences of individuals with neurodiversity and grounded in evidence-based practices, you will learn how to create inclusive environments through thoughtful accommodations, such as social scripts, visual supports, and structured playground activities, that foster meaningful social connections for all children.

What's included?

- ✓ Online On-Demand
- ✓ 3 Hours
- ✓ 6 weeks to complete
- ✓ Certificate
- ✓ Handout includes Additional Templates
- ✓ Tips
- ✓ IT Support



Sue Larkey
Teacher



Learn From Lived Experience
Dean Beadle and Temple Grandin

HOW TO REGISTER

elearning.suelarkey.com.au

DEVELOPING SOCIAL SKILLS/KNOWLEDGE

Lesson 1: Understanding Neurodiverse Learners (50 mins)

- Develop an understanding of how Neurodiverse children learn and socialise differently and why we need to teach social skills to the whole class.
- Executive functioning has a significant impact on social skills, affecting working memory, emotional control, flexibility, self-monitoring, and impulse control.
- How to accommodate - mindblindness and literalness.
- Using four different approaches can be easily incorporated into your classroom practice
- Dean Beadle shares Myths and Misunderstandings about Neurodiverse children's socialising, and introduces the concept of 'Social Knowledge'
- Temple Grandin shares how her social challenges are primarily sensory-based for her and what to do.
- What to do to reduce social anxiety/meltdowns. Why many neurodiverse children have social experiences that can be impacted by inflexible thinking and one-track minds - this can lead to social anxiety and meltdowns.

Lesson 2: Communication and Conversation Skills (43 mins)

- Body language, tone of voice, and personal space are crucial social communication elements that need to be taught explicitly and visually. How to do with the whole class and have fun too.
- Children progress through stages of play (solitary → onlooker → parallel → associative → collaborative). How neurodiverse children need support to move beyond solitary play before they can work collaboratively in classrooms.
- We need to teach "social knowledge" - explaining the "why" behind social rules by using social scripts
- Using visual tools like visual volume meters or hand signals to help children understand appropriate loudness levels.
- Personal space varies by context and relationship - children need to understand this "invisible bubble" changes depending on the setting and familiarity.

Lesson 3: Friendships, Playgrounds and Group Work (63 mins)

- The "friendship pyramid" shows progression from basic greetings to close friendship
- Playgrounds can be overwhelming -structured activities like interest-based clubs create "safe harbours"
- Using Social scripts, conversation starters, and visual supports help children navigate social situations.
- Using the "Can I Play Flow" helps children understand what to do when they get told 'no' in play situations
- Conversation mapping and visual conversation starters (showing topics of interest for different classmates) help neurodiverse children initiate and maintain conversations.

Bonus:

Social Scripts Template

Editable Proformas to create Individualised Programme

EMOTIONAL REGULATION COURSE

FOR NEURODIVERSE STUDENTS

WITH SUE LARKEY

In this course you will learn simple and effective strategies to teach emotional regulation strategies for neurodiverse students!

This course is aimed at Primary Ages Students to increase engagement and participation. For Neurodiverse students (Autism Spectrum, ADHD, ADD, ODD, PDA), their difficulty with emotional regulation or executive functioning impacts on the ability to “down-regulate” and “Up-regulate” in busy classrooms and schools. Students needs a range of additional supports and adjustments to help them recognise and regulate their emotions throughout the school day.

- ✓ Understand the crucial role of emotional regulation in students with Autism Spectrum, ADHD, ODD, and PDA.
- ✓ Learn to develop tailored strategies for self-management and self-awareness.
- ✓ Align your teaching with ACARA Personal and Social Capability learning continuum and NESA PDHPE syllabus elements to ensure comprehensive student development.
- ✓ The importance of consistent and specific language to support students understand and regulate their emotions
- ✓ Foster Emotional Literacy: Teach students to connect emotions so students can identify what each emotion feels like and how to self manage
- ✓ Implement journaling strategies to analyse students' own emotions and corresponding events, promoting emotional awareness and growth.
- ✓ Help students explore and identify the physical signs of emotions within the body fostering self-awareness
- ✓ Individualised Self-Regulation Strategies: Develop personalised self-regulation plans for each student, considering their unique needs and preferences.
- ✓ Adaptable & Effective Teaching: Learn to adapt and adjust strategies as needed, ensuring their continued effectiveness and relevance for your students.



This Course Includes:

- 74 Downloadable Pages of Printables and Templates
- 15 Lessons - Tips & Strategies to implement
- Start Immediately, Watch Anytime.
- 3-Hours Training
- You have 6 weeks to complete (can extend at anytime)
- Certificate on Completion.
- Tax Invoice Issued Immediately.

Bonuses

- Transcript of Course
- Programme - 5 Steps for Teaching Emotions
- My Feelings Journal and Instructions on how to use in your classroom

NESA, CPD, PL, VIT & TQI Accredited PD -3 hours Completing Developing Knowledge and Understanding of Autism Spectrum Disorder to Improve Student Learning and Participation will contribute 3 hours of NSW Education Standards Authority (NESA) Accredited PD in the priority area of Students/children with Disability addressing standard descriptors 4.1.2 from the Australian Professional Standards for Teachers towards maintaining Proficient Teacher Accreditation in NSW.



REGISTER ONLINE

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WHO IS THIS COURSE FOR?

Anyone who supports **Primary Aged Neurodiverse Students**.

Sue Larkey is a highly qualified special educator who has taught in mainstream and special schools. She is currently working toward a Doctorate of Education focussing on inclusive schooling. She has authored several books and resource materials. Sue is unashamedly passionate about her mission – to inspire parents and educators and teach them how to Make it a Success.

Emotional Regulation for Neurodiverse Students

Overview of Course

Module 1 - Introduction to Emotional Regulation

Module 2 - Watch all Lessons, then Select Activities for Programming

Introduction & Complete Documents to Download

- **Lesson 1:** Provide Specific Location for Student to go to Self-Regulate (*Take a Break Table*)
- **Lesson 2:** Linking Emotions & Self-Regulating Strategies (*Wheel of Calm*)
- **Lesson 3:** Create List of Positive Strategies to Repair Negative Emotional Experiences (*How to Feel Happy & Calm Again*)
- **Lesson 4:** Create an Immediate Action for the Student when Faced with a Situation that might Trigger an Emotional Reaction (*Stop Think Do*)
- **Lesson 5:** Pre-empt and Prepare for Situations that might Trigger an Emotional Reaction (*Social Scripts*)
- **Lesson 6:** Use Games/Activities to Recognise/Label Emotions & Strategies to Regulate (*Emotional Regulation Dominoes*)
- **Lesson 7:** Use Technology to Visually Show Situations & Reactions (*Video Modeling/Role Play*)
- **Lesson 8:** Using Books to Talk about Emotions
- **Lesson 9:** Empowering the Student to Self-Regulate (*Take a Break Cards*)
- **Lesson 10:** Prepare Sensory and Calming Tools for Student to Access to Promote Self-Regulation (*Create a Calm/Sensory Box*)
- **Lesson 11:** Promote Flexibility and Alternative Plans for the Student to Use (*Change Your Mindset*)
- **Lesson 12:** All Students Benefit from Learning Emotional Regulation and How each other React & Regulate (*Posters of Emotions*)
- **Lesson 13:** Use Games/Activities to Recognise/Label Emotions in Themselves and Others (*Emotion Game*)
- **Lesson 14:** Identify the Role of Physical Activity/Movement to Self-Regulate (*Physical Breaks*)
- **Lesson 15:** Teach How to Identify the Intensity of a Range of Emotions (Create a Scale)

Final: Reflection and Role of Executive Functioning