

Understanding Autism Spectrum Disorder

With Dr Tony Attwood and Sue Larkey



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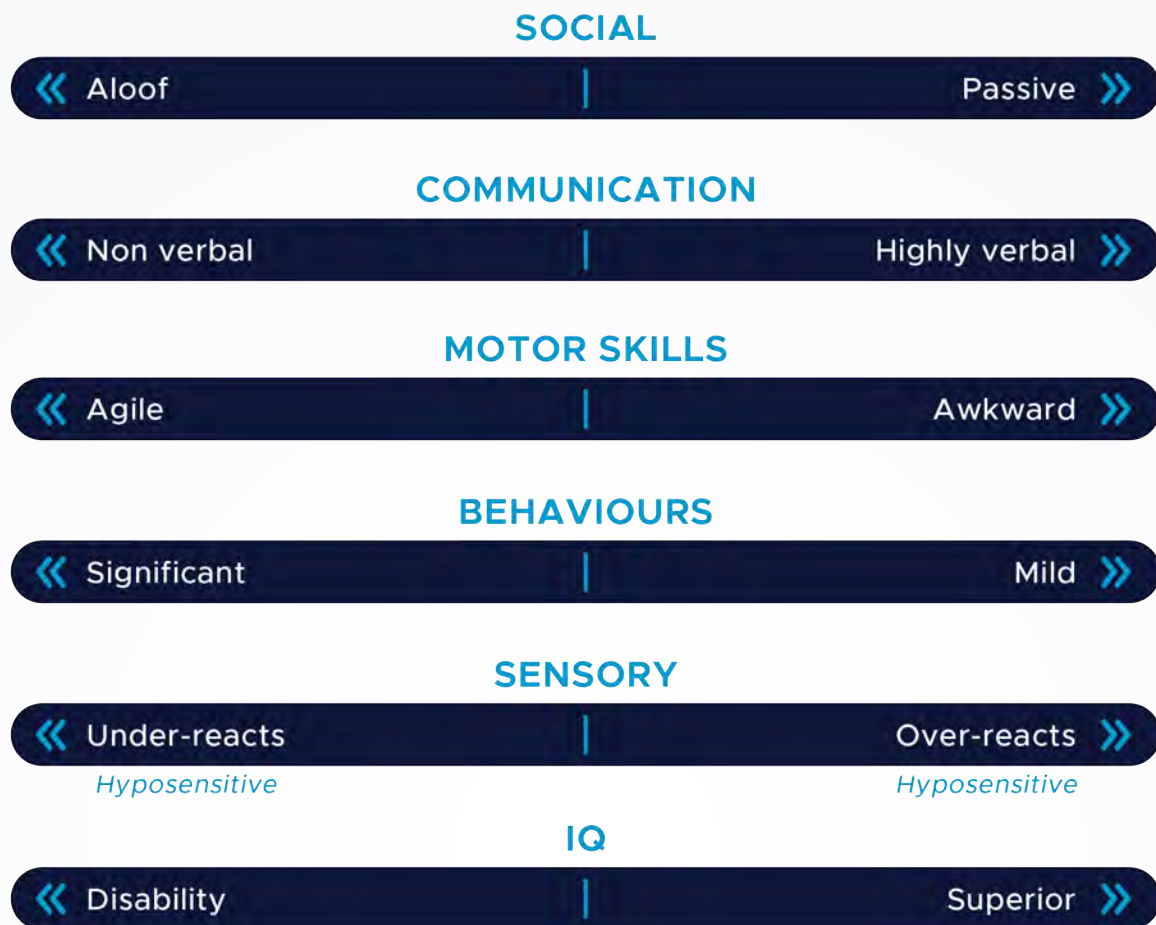


DIAGNOSIS - WHAT TO DO? WHERE TO GO? WHAT NEXT?

Autism and other related/similar conditions cannot be diagnosed using medical tests. Instead, diagnosis relies on **observation of behavioural features**. The criteria is constantly being re-evaluated to reflect the growing understanding of the Autism Spectrum. As our knowledge of autism grows so does the need for re-evaluation of the autism criteria, for example only recently sensitivity to sensory stimuli has been included as part of the criteria.

Everyone on the spectrum is very different. Often, at my workshops, I ask people to circle where they think the child they know sits on the criteria on the following page. Usually, the circles end up all over the page or people will say **"It depends on where the child is or who the child is with"** and I couldn't agree more, the Autism Spectrum is very complex and individual. It is because of this individuality that getting a diagnosis can be a very slow and arduous process.

THE AUTISM SPECTRUM



The Autism Spectrum table above shows the complex nature of ASD, and why each person on the spectrum is so different.

What to do if you notice a child engages differently?

Once families, carers, teachers, educators notice the child engages differently it can be hard to know what to do next. When an educator notices this, I always think it is best to suggest to families/carers that they seek help from a paediatrician or psychologist. I strongly believe you should never say you think there is something “wrong” with the child, rather say, **“I notice they learn and engage differently.”**

I love what Dr Tony Attwood says, **“Without a diagnosis, children are judged, with a diagnosis they can be supported.”**

It is recommended families seek a professional opinion from a paediatrician, psychologist or other authorised autism specialist.

What to do following a Diagnosis

I recently asked on my facebook page what people recommended for families/carers to do following a new diagnosis. Here is a great response from Marie:



Marie Petz Your son is still your son, label or not.

Sue Larkey and Tony Attwood provide a range of books and professional development for parents and teachers of kids on the spectrum.

Seeing an OT, speech pathologist and/or educational psychologist are great starting points for developing strategies for your child.

Having daily plan charts and explaining the 'what' is happening and why are helpful for kids on the spectrum.

Clear rules, expectations and instructions are crucial for kids with an ASD.

Speak to your son's school and your GP for recommendations on local professionals who can help.

Like Reply 4d ...



FUNDING OPTIONS TO INVESTIGATE

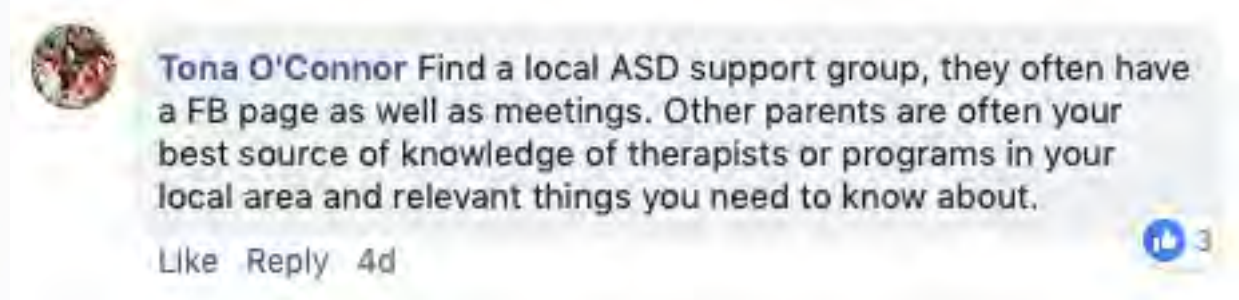
Often getting funding can be difficult and it can be hard to know where to start. Below I have listed a couple of suggestions. Keep in mind the process can arduous and takes time however **the returns can be worthwhile**.

- ✔ **Carers Allowance** through Centrelink to help pay for sensory toys or paediatricians appointments.
- ✔ **National Disability Insurance Scheme (NDIS)** to get a key worker to help with your child.
- ✔ **Mental Health Care Plan**, through your GP, which allows for up to 10 therapy visits per year to an Occupational Therapist or psychologist subsidised under Medicare. This can be extended for another 5 in some cases.
- ✔ **Complex Care Needs Plan** allows for 5 speech therapy appointments subsidised by Medicare per year.
- ✔ **Helping Children with Autism** funding has now been replaced with NDIS in most regions.
- ✔ Notify your school or preschool ASAP. I recommend speaking to staff about how to **access extra learning support for your child** or any other services the school provides.

WEBSITES TO HELP YOU ALONG THE WAY

- ✓ <https://raisingchildren.net.au/autism>
- ✓ <https://amaze.org.au>
- ✓ <http://www.positivepartnerships.com.au>
- ✓ <https://www.autismspectrum.org.au>

SUPPORT GROUP



You can often find a local support group for parents/carers with children on the Autism Spectrum and there are a number of online ones as well!

These support groups will be able to offer you lots of helpful tips, resources, local services as well as provide you with the opportunity to talk to others going through a similar situation as you.

MOST OF ALL LOOK AFTER YOURSELF.

Consider finding a psychologist for yourself or other family members.

NEW FACEBOOK GROUP FOR PARENTS/CARERS

I have started my own private Facebook support group for any Parents/Carers who would like a private community to share the journey together.

Find on Facebook : Sue Larkey Parent/Carer Support Group



WHAT TO DO IF FAMILIES/CARERS DON'T WANT A DIAGNOSIS?

Part of the grief process is "denial" and occasionally families/carers resist diagnosis as part of that process. It is important to support and guide them where possible and be an advocate for the child to get the support and understanding they require.

STAGES OF GRIEF



In Module 2 of my Accredited ["Early Childhood Course"](#) I explain the stages of grief. If you want to learn more join my 5 Hour Online Course

EARLY CHILDHOOD COURSE



WHAT YOU WILL LEARN:

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

ENROLL NOW

GIRLS WITH ASD

Girls with ASD are often undiagnosed as the criteria was created by examining mainly boys, and the problem is that girls can be very different. I think we all know 'neuro-typical' boys and girls are very different in their social, communication and behaviour so it is no surprise that girls and boys with ASD are different too. Although there are many characteristics that are very similar between boys and girls with ASD but I thought I would list the main differences.

9 WAYS GIRLS WITH ASD DIFFER TO BOYS WITH ASD

- 1 Their special interests are usually animals, music, art, literature.
- 2 They often have a very good imagination which includes imaginary friends, games, being animals or taking on persona of other girls.
- 3 They often see speech therapists for their speech and may be diagnosed with specific language disorders, however, there is something different about this girl no one can quite put their finger on.
- 4 They often play with older children or children that are much younger. This play is sometimes unusual for example 'Mums and Dads' but she will want to play the same role and game every time. She usually wants to be the pet or baby, whereas most girls want to be the Mum or Dad.
- 5 They often have hyperlexia - meaning they have the ability to read but their comprehension skills do not always match their reading skills. They are often the class book worm or write stories but they write the same story over and over again changing a few characters. Many have a special interest in literature.
- 6 Like the boys they get anxious, however, their anxiety is rarely physical or disruptive. In fact many have great coping mechanisms at school however the family see a very different child at home where the anxiety can explode.

- 7 Often their difficulties with social skills are called 'shy', 'quiet', 'solitary'.
- 8 They often like to organise and arrange objects. I watched one little girl spend hours appearing playing 'My Little Ponies' however on closer examination she was just arranging and re-arranging the horses over and over.
- 9 The main difference is there are significantly more undiagnosed girls/women than boys/men. Currently, only 1 girl is diagnosed to every 7 boys. In the future it is thought by many psychologists the ratio could be more like 5 to 7 as we become more aware of this group.



If you want to understand more about girls with ASD I HIGHLY RECOMMEND you 'like' [Yellow Ladybugs](#) on Facebook

RECOMMENDATION FOR GIRLS

There are some wonderful books to explain how ASD presents itself differently in girls; how they can be diagnosed, how they can be helped and how they can help themselves. The two books below are both wonderful reads and I would encourage anyone who knows a girl with ASD to consider reading these books. Many girls and women I know with ASD love reading so by providing information to them in books it can empower them and help them to understand they are not alone.

One of my favourite books is *Aspergirls* by Rudy Simone. Here are my favourite excerpts, which give amazing insights and information.



Aspergirls do not thrive under scrutiny, if it has just the slightest bit of hostility in it. Whether from our peers or teachers, if we are looked at with an unfriendly, intimidating, or threatening eye, we fold. Alone we are talented, graceful, witty, and smart, but under such circumstances we curl up like hedgehogs. - I know many girls who do this one!

I always felt different from my family; they seemed unpredictable and frightening. I was known to be gifted intellectually but I was so profoundly affected by AS that as puberty kicked in, I went through bouts of mutism which could last hours or even a whole day. - Rudy Simone oscillated from performing for attention to shutting down completely – a swing of moods which she says is typical for “Aspergirls”



My other favourite book relating to girls with ASD is **Danuta Bulhak-Patero's** fabulous picture book called *I am an Aspie Girl*. She wrote this book so girls could have a resource they could relate to Danuta feels it is important not only to have a thorough understanding of ASD but also to adopt a positive attitude about the condition. She believes a genuine appreciation of the wonderful gifts that come with a different way of thinking will help the girls value themselves. The book aims to help girls understand themselves to discover their unique way of thinking and strengths.

I love the way the book asks great questions

1

“DO YOU FIND PLAYING IN A GROUP TRICKY?”

2

“DO YOU SOMETIMES FIND IT HARD TO UNDERSTAND HOW YOU ARE FEELING?”

3

“DO YOU WORRY ABOUT MAKING MISTAKES?”

FREE DR. TONY ATTWOOD WEBINAR 35MIN

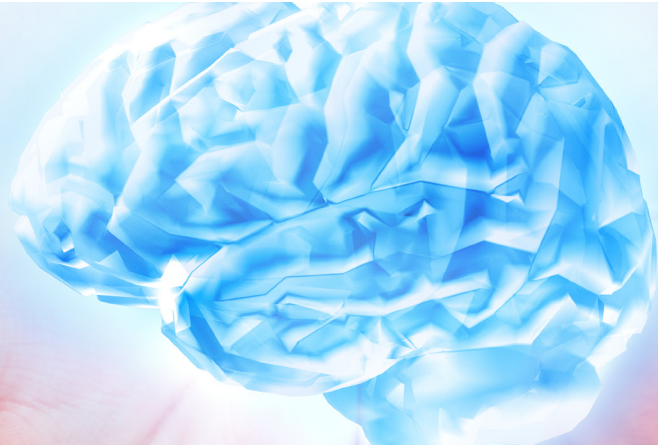
WHAT IS ASD AND UNDERSTAND THE DSM-5

WHAT YOU'LL LEARN IN THIS FREE WEBINAR:

- What is ASD
- DSM-5
- The 7 Parts of Criteria for Diagnosis
- Girls & Women with ASD

WATCH NOW





THEORY OF MIND

Many people on the autism spectrum have difficulty with social skills as they are not logical – rules change, games change, people are your friend one day but not the next and children use language and phrases that can be confusing. In addition, not being able to predict what people mean and understanding the context of a social situation can make social situations very frustrating. This is called 'Theory of Mind'. Most children can pass a Theory of Mind test by age three, whereas most people with ASD have an impaired Theory of Mind.

“ **THEORY OF MIND IS THE ABILITY TO RECOGNISE AND UNDERSTAND THOUGHTS, BELIEFS, DESIRES AND INTENTIONS OF OTHER PEOPLE IN ORDER TO MAKE SENSE OF THEIR BEHAVIOUR AND PREDICT WHAT THEY ARE GOING TO DO NEXT. IT HAS ALSO BEEN DESCRIBED AS 'MIND READING' OR 'MIND BLINDNESS'** ”

(Pg 112 'The Complete Guide to Asperger's Syndrome' by Dr Tony Attwood)

SIGNS OF AN IMPAIRED THEORY OF MIND

- ✓ Problems with explaining own behaviours
- ✓ Problems with understanding emotions
- ✓ Difficulty understanding their impact on others' emotional state

- ✓ Anxiety
- ✓ Exhaustion in social situations
- ✓ Making literal interpretations

One resource that I find helpful to help improve **Theory of Mind** abilities is **What Did You Say? What Did You Mean?** This book contains over 100 metaphors and can be used with the whole family or class.

Language that does not mean what it literally says can contribute to the stress experienced by children with ASD. Many of you would have heard stories where children took comments such as “to put their skates on” or “pull their socks up” literally, these are harmless misunderstandings. However, there are some metaphors that can cause distress like, “school is breaking up at the end of the day” or “Ms Green is going to bite your head off,” – these can actually make children frightened. (Try re-reading them and imagine you are literal – you would believe the school is falling apart at end of day)



Excerpt from *What Did You Say? What Did You Mean?*

Taking language literally is much more than misunderstanding metaphors, it extends to taking words at face value and not understanding the inferred meaning behind questions. With questions like, "Can you count to ten?" and "Can you sit down?" children with an ASD will often just answer, "Yes" or "No" rather than realizing that they are meant to follow the instruction. Another example would be when a child picks up something they are not meant to have – you might say, "You can't have that," but they HAVE got it. So they will often then argue with you as they 'have' it and thus you are wrong! At one of my workshops a Mum had a huge "ahh haa" moment when I was discussing this particular scenario and why kids with an ASD will call you a LIAR. She realized that her son was not being rude he was being HONEST!

Another great resource is the book, *Why Do I Have To?* which is designed for children to understand why rules exist and how they make things work better. Establishing rules can be very frustrating for adults and children, and this book helps children understand why they have to! The book is under three main areas home, school and friends. It is a great book for children who have difficulty coping with the expectation of daily living, as well as for their parents and the professionals who work with them.

HERE ARE A FEW GREAT EXAMPLES FOUND IN THE BOOK:

1

WHY DO I HAVE TO LISTEN TO THE TEACHER TALKING ABOUT SOMETHING I ALREADY KNOW?

2

WHY DO I HAVE TO REST WHEN I AM NOT TIRED?

3

WHY DO I HAVE TO STOP TALKING ABOUT THINGS THAT I LIKE?

I highly recommend you include THEORY OF MIND activities in your home or school to support children with ASD.

WANT TO LEARN MORE ABOUT THEORY OF MIND? JOIN DR. TONY ATTWOOD FOR HIS 5 X 1 HOUR COURSE

WHAT YOU'LL LEARN IN THIS COURSE

- Cognitive Abilities: A different way of thinking and learning
- Managing Challenging Behaviour
- Managing Feelings: Cognitive Behaviour Therapy and its role in providing greater strategies to manage emotions and Behaviour
- The Emotional Tool Box - what it is and how to use
- Strategies to Improve Social Understanding and Friendship Skills
- Special Interests: Origins and constructive strategies
- Girls with Asperger's syndrome
- Sensory Sensitivity



ENROLL NOW

You can watch anytime, anywhere and on any device!

MANAGING SCREEN TIME

Screens are a wonderful tool to use with children, however they are becoming increasingly difficult to monitor and manage.

Here are a few great examples of questions you could ask yourself to see if the child's screen time under control?

- ✔ Do you have a plan to **'manage'** screen time? Is it being followed?
- ✔ Does screen use **interfere** with what your family/classroom wants to do?
- ✔ Does screen use **interfere with sleep**?
- ✔ Is the child **easily transition** between screen time and non-screen time? (ie will they get 'off' when directed?)

If after asking these questions you are wanting to put in place some strategies to manage screen time, below are some tips to get you started.

TIPS TO MANAGE SCREEN TIME

EXIT PLAN



Many kids with ASD get very engrossed with their screens making it very difficult for them to transition to nothing afterwards. **Planning their next activity before starting screen time** allows them to immediately move onto another activity.

A COLLABORATIVE MEDIA PLAN

Create a plan with the child which works for the adult and the child. Have agreed rules, routines, expectations (ie around swearing etc)

and consequences. I highly recommend writing down the agreement and putting somewhere to refer back to.

SCREEN FREE TIMES**

Instilling allocated screen free times or activities such as meal-times or outings which everybody participates in.

TURN OFF WIFI



Many routers can now turn off the wifi after a certain time e.g. for bedtime.

LIMITING THE AMOUNT OF TIME

This could be done in a number of different ways

- ✔ A self-monitored visual timer
- ✔ Many apps can now be limited to a specific amount of time

Be aware that with some children it is incredibly distressing to stop mid-game, so perhaps, **adjust limits accordingly**. Instead of a certain time period, allow them to play the game a set number of times.

EXCHANGE SYSTEMS



Allow screen time in exchange for other activities

- ✔ Screen time allocated following tidying-up/ school work etc.
- ✔ Amount of time allowed on screens is half the amount of time spent off the screens

**If the device is being used for communication the child needs access to it at all times.

1 HOUR BEFORE BED NO SCREEN TIME

Research has shown the blue light produced by screens disrupt the body's sleep hormone. It is recommended that children should not use a screen in the hour before bedtime. Here are some great activities that you can do in the hour before bed.

TIPS ON WHAT TO DO BEFORE BEDTIME

Interact with family members

Play a game

Read a book

Do a puzzle

ART
Craft or colouring in

Prepare for next day

Shower, bath, brush teeth



DR TONY ATTWOOD 12 TIPS TO CREATE AN ASD FRIENDLY CLASSROOM

Dr Tony Attwood, world renowned psychologist on Asperger's Syndrome / High-Functioning Autism, has written a number of best selling books. His book **Asperger's Syndrome: A Guide for Parents and Professionals** and **The Complete Guide to Asperger's Syndrome** are in over 22 languages and are world best selling books for ASD. I always find Tony's workshops and resources practical, informative and engaging.

Here are his top 12 tips to create an ASD friendly classroom which he shares at his workshops.

- ✔ **Quiet**, well-structured classroom.
- ✔ **Avoid** sensory overload.
- ✔ **Minimal changes** in routines and staff.
- ✔ **Visible daily schedule** of activities and preparation for transitions.
- ✔ **Benevolent peers** as guides.
- ✔ **A work station** or 'office'.
- ✔ A **'to do' list**.
- ✔ **Extra time** to complete an activity or assignment.
- ✔ **Access to a special education** support teacher or learning support unit.
- ✔ Teachers who show an **empathic understanding** of the child.
- ✔ Teachers who are **flexible in their teaching strategies**, assessments and expectations.
- ✔ **Staff who like and admire the child**, respect his or her abilities and know the child's motivators and learning profile.

TONY'S LATEST BOOK

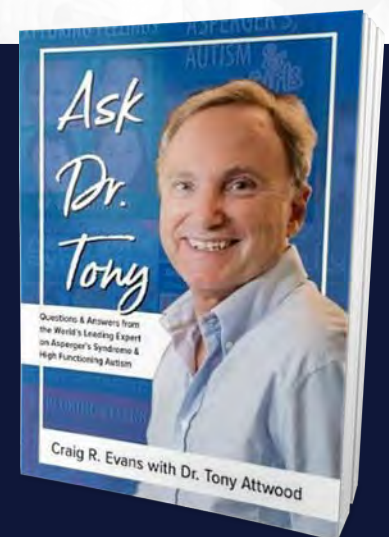
Ask Dr Tony:

Highly recommend for all schools and home.

Tony and Craig have chosen the chapters of the book by ranking the issues which cause the most stress to someone with autism. I found it interesting just to see the topics to think about how I am addressing them as a teacher, and how I can better support students to reduce this stress for them.

These chapters serve as a GREAT reminder to put in systems and supports to reduce anxiety for people with ASD you know. I found it helpful to take a closer look at the stressors and to ask myself if I am addressing them for the kids I know. For instance, I was fascinated that 95% struggle with self-esteem and self-identity issues. Interestingly within this topic, Tony and Craig discuss homeschooling or public education - which is best?

This book plays out in a conversational style between Craig and Tony over all these different stressful situations. Craig brings personal anecdotes from his family life, asking questions and seeking solutions to common problems. It contains easy references for anyone who lives, works or supports someone with Asperger's.





RANKING OF ISSUES CAUSED BY STRESS



#1 Anxiety	98%	#10 Emotional availability	85%
#2 Self-esteem/self-identity	95%	#11 Faking it	84%
#3 Aversion to change	87%	#12 Getting and keeping a job	83%
#4 Meltdowns	87%	#13 Disclosing a diagnosis	79%
#5 Depression	87%	#14 Bullying	77%
#6 Sensory Issues	86%	#15 Choosing a career	76%
#7 Making and keeping friends	86%	#16 Empathetic attunement	75%
#8 Personal Management issues	85%	#17 Being diagnosed	67%
#9 Intimacy. dating, sex and marriage.....	85%		

JOIN TONY ATTWOOD IN UPCOMING WORKSHOPS IN ADELAIDE, BRISBANE AND GEELONG.



Or watch his online courses anywhere,
anytime for the same content on demand.

WHAT YOU'LL LEARN IN THIS COURSE:

- > Cognitive Abilities: A different way of thinking and learning
- > Managing Challenging Behaviour
- > Managing Feelings: Cognitive Behaviour Therapy and its role in providing greater strategies to manage emotions and Behaviour
- > The Emotional Tool Box- what it is and how to use
- > Strategies to Improve Social Understanding and Friendship Skills
- > Special Interests: Origins and constructive strategies
- > Girls with Asperger's syndrome Enroll Now
- > Sensory Sensitivity

ENROLL NOW

AUTISM SPECTRUM DISORDER

A different way of thinking, learning & managing emotions.

DR TONY ATTWOOD

ONLINE LEARNING:
ANYTIME, ANYWHERE,
ANY DEVICE

START
IMMEDIATELY
10 WEEKS TO
COMPLETE

PRESENTATION CONTENT

Dr Tony Attwood: Autism Spectrum Disorder –
A different way of thinking, learning and managing emotions.

- Cognitive Abilities: A different way of thinking and learning
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- Managing Feelings: Cognitive Behaviour Therapy and its role in providing greater strategies to manage emotions and behaviour
- The Emotional Tool Box, what it is and how to use
- Strategies to Improve Social Understanding and Friendship Skills
- Special Interests: Origins and constructive strategies
- Girls with Asperger's Syndrome
- Sensory Sensitivity

WHO SHOULD ATTEND?

Teachers, Teacher Assistants, Early Childhood Educators, Parents, family members, care staff, educators, clinicians—anyone wanting to understand more about Autism Spectrum Disorder and how to support children and adults with an ASD.

Particularly if cannot make it to a Tony Live Workshops.

FEE \$214 PER PERSON

Schools and other Organisations wishing to register groups of Staff or for use in Staff Meetings for Professional Development please email support@suelarkey.com.au

Register at elearning.suelarkey.com.au

"Could you please pass on my thanks to Sue for amazing course. As an EA and mum to a child with autism I took so much away with this course, not only for myself, my child and the students I work with but to share with family and teachers. It is the first course I have done that really gets people to reflect on themselves first and then use it as a reflection tool when exploring the complexities of ASD."

- Early Learning Childhood Educator

"Myself and 10 Special Needs Education Assistants (SNEAs), engaged in the PL together. I personally got goosebumps with some of the information provided. We are a mainstream school with a high number of Students with Additional Needs (SWANs).

- Primary School Teacher

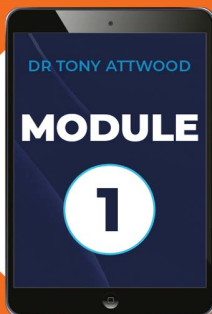
Tony Attwood is well known for sharing his extensive knowledge of Asperger Syndrome. He has a private practice in Brisbane and is an adjunct Professor at Griffith University in Queensland. Tony has written many papers and two best selling books on Asperger Syndrome. He also spends a large amount of time traveling nationally and internationally to present workshops and papers. His presentations are informative and empowering.



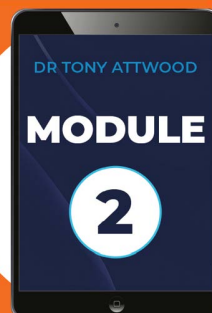
Course is rating 4.8 stars out of 5 on NESA site

DR TONY ATTWOOD

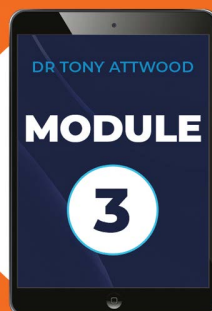
Autism Spectrum Disorder: A Different Way of Thinking, Learning & Managing Emotions



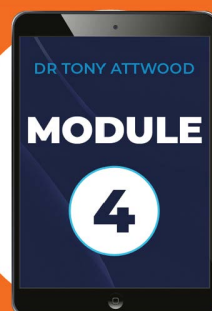
- ✔ What is ASD
- ✔ Understanding the Diagnostic Criteria (DSM-5)
- ✔ The 7 Parts of Criteria for Diagnosis
- ✔ Girls & Women with ASD



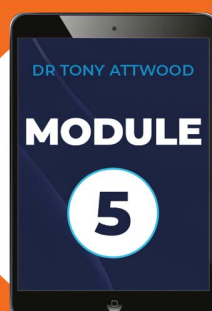
- ✔ Cognitive Abilities: A different way of thinking and learning
- ✔ Different way of Learning
- ✔ Visualizers
- ✔ Processing Time
- ✔ Understanding Reading Problems with ASD
- ✔ Mathematics
- ✔ One Track Mind
- ✔ Fear of Making Mistakes
- ✔ Problem Solving & Frustrations



- ✔ Weak Central Coherence
- ✔ Effect on Areas of Ability and Behaviour
- ✔ Ability to Attribute Social Meaning
- ✔ ASD Friendly Classroom
- ✔ Sensory Sensitivity
- ✔ Suggestions to Reduce Auditory Sensitivity
- ✔ Tactile Defensiveness
- ✔ Challenging Behaviour
- ✔ Behaviour as communication



- ✔ Anxiety
- ✔ Understanding the Amygdala
- ✔ Triggers for Anxiety
- ✔ Coping with Anxiety
- ✔ Affective Education
- ✔ Emotional Toolbox
- ✔ Cognitive Behaviour Therapy and its role in providing greater strategies to manage emotions and behaviour
- ✔ The Emotional Tool Box, what it is and how to use
- ✔ Medication
- ✔ Exploring Affection



- ✔ Friendship
- ✔ Stages of Friendship
- ✔ Using Social Stories
- ✔ Social Curriculum
- ✔ Friendships for Girls ASD
- ✔ Special Interests: Origins and constructive strategies
- ✔ Functions of Special Interests

WHY KIDS ON THE SPECTRUM ARE MORE LIKELY TO BE PERFECTIONISTS & *What You Can Do to Support Them*

I am so excited tMany students on the spectrum like everything to be perfect. That is perfectionism perceived by them. This is often due to their literal thinking and one-track mind. This can lead to many challenges at home and school. **For example;** getting frustrated, not wanting to try new or different things, rigid thinking (I need to be first, I need to win), anxiety (I am a failure, I can't do x), disengaged, not handing in work as never "finished" to their standard.

Many people on the spectrum often have difficulty with "cognitive flexibility", in other words they have a one-track mind as their thinking tends to be rigid and not adapt to failure or change.

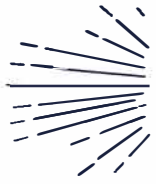
This **one-track mind** can often manifest itself into refusal to try new concepts and activities.

A one-track mind can look like:

- ▶ Student continues using incorrect strategies and not learning from mistakes
- ▶ Not listening to advice
- ▶ Compulsion for completion
- ▶ Not able to see other problem solving options

This can often result in the student trying the same approach to fix a problem over and over again. This repetitive nature can quickly lead to frustration when the approach is not effective at solving the problem.





It is important to teach students that it is OK to make mistakes and when we make mistakes we should try alternative solutions rather than sticking with that one-track mindset.



Different Types of Mistakes

It is important to teach that there are different types of mistakes – social (hurt someone's feelings, interrupt someone) or work/school mistakes and that different mistakes require different reactions.

When we are trying to engage children or encourage them to participate this inflexible thinking can be a barrier to learning. The challenges of "inflexible thinking" are students can make the same mistakes over and over, can't see an alternative option or opinion, or get frustrated when corrected as they believe they are correct. There are a range of strategies we can use to support understanding and therefore encourage trying 'new activities' or 'giving it a go'

11 Ways to Decrease Frustration

WHEN MAKING MISTAKES

To encourage problem solving choose a day when the student is stressed and purposefully make a mistake.

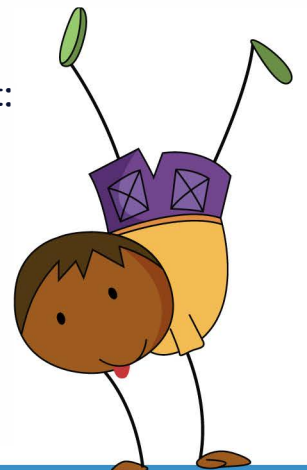
1. ROLE MODEL MAKING MISTAKES

Teachers, Parents, you know it's OK to make a mistake! Show this to the students you know.

As a role model it is important to 'make' mistakes in front of the student and to show how you cope with making that mistake. For example, when writing on the blackboard make a spelling error and say "Oh... I've made a mistake" loudly, in a matter of fact tone and to the whole class. Make a point of crossing out the word and using positive reinforcement such as "that's alright I can fix it" and continue your lessons. You are modelling how to neatly cross out a mistake at the same time (instead of scribble that would normally appear).

It is important that this is done in a matter of fact tone to reinforce that:

- ▶ Mistakes happen
- ▶ We fix the mistake
- ▶ We then move on
- ▶ Everyone can and does make mistakes



I recommend doing this several times a week to reinforce that you don't have to be perfect all the time and that it is OK to make mistakes.

This is just one example. Remember to be creative and use what works best in your classroom or your family (e.g. could try making mistakes when driving such as forgetting to turn at the right time, get the wrong ingredient out when cooking, making a wrong move when playing a game)

2. PLAN B



Get the student to talk through what their Plan B and Plan C etc will be if their current strategy fails. This can help reduce anxiety if the student makes a mistake as there will be a fall back solution.



3. OVER DRAMATISE MAKING MISTAKES AND HOW TO CORRECT THEM

Students on the spectrum often do not notice when someone else makes a mistake and fixing it up. This makes it difficult to fix up their own mistakes as they don't have a range of different ideas they have seen modelled by other people. By over dramatising this process it is more likely the student will be able to notice how others cope with making mistakes and learn from this.

4. BREAK ACTIVITIES INTO SMALLER ACHIEVABLE STEPS



This way it doesn't all seem "too hard" "or overwhelming"



5. USE SOCIAL STORIES TO SUPPORT UNDERSTANDING/MAKING SOCIAL MISTAKES

le "How to say Sorry" "What to do if you interrupt someone" or "How to ask for help"

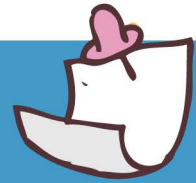




6. TELL WHAT TO DO, NOT WHAT NOT TO DO

This gives “solution” driven phrases rather than negative e.g. put your hand up vs don’t call out.

7. GROWTH MINDSET PHRASES, MANTRAS, POSTERS, REMINDERS



- › “Mistakes help me grow”
- › When I make a mistake, I say “I can’t do it YET!” and try again
- › “I can ask for help when I need it”
- › “I learn from my mistakes”
- › Listen to Podcast Episode 29: Your Words Matter



8. CHANGE YOUR LANGUAGE...

Try putting a circle around the mistake and call it “Opportunity for learning”.

10. SHOW OTHER STUDENTS WORK THAT INCLUDES MISTAKES...



That aren’t perfect, show how they have fixed mistakes or had a go at new things.



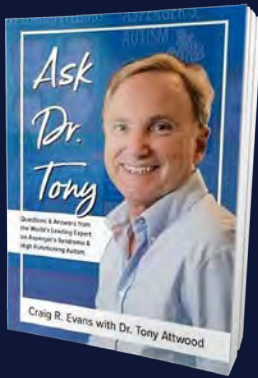
11. WATCH TV REALITY SHOWS WHERE PEOPLE MAKE MISTAKES...

“Masterchef” “Bake off” “The Block”, etc. Many people on the spectrum say they love seeing other people’s anxiety and how they solve problems under stress. I suspect because these shows are dramatised, it makes them notice the emotions and solutions more clearly.



WANT TO LEARN MORE
with Sue Larkey?

[CLICK HERE TO CHECK OUT MY ONLINE COURSES](#)



Ask Dr Tony

Dr. Tony Attwood and Craig Evans are pleased to introduce “Ask Dr. Tony,” their second book together. The book is a compilation of fifty episodes of the Autism Hangout question-and-answer program video series in which Dr. Tony Attwood directly addresses the most pressing questions of those touched by autism. It also includes bonus sections of questions and answers from specific groups such as parents, teachers, public servants, social workers, and more. This book is an invaluable resource to keep helpful information present and available to the public. Craig and Dr. Tony’s mutual goal? Thriving with autism!

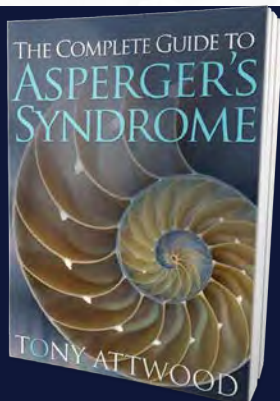
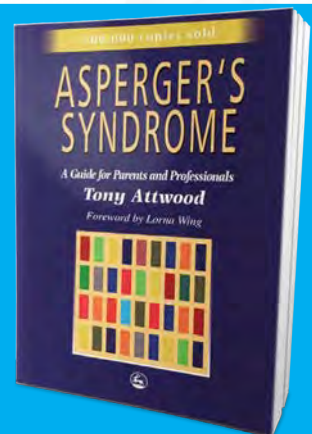
\$38.95

Asperger’s syndrome: a guide for parents and professionals

Easy to read, excellent explanations of Asperger’s. I recommend for newly diagnosed and children under 7.

This guide will assist parents and professionals with the identification, treatment and care of both children and adults with Asperger’s Syndrome. It provides a description and analysis of the unusual characteristics of the syndrome and practical strategies to reduce the most conspicuous or debilitating.

CODE B12 \$37.95



The complete guide to Asperger’s Syndrome

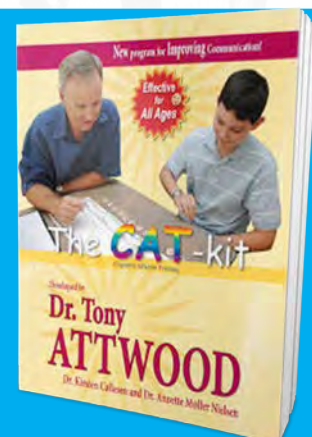
The definitive handbook for anyone affected by Asperger’s Syndrome. Essential reading for families and individuals as well as teachers, professionals and employers coming in contact with people with AS. This book is a must for anyone who needs to know about this condition.

CODE B13 \$50.95

The CAT-kit

The Cognitive Affective Training (CAT) kit is a programme that consists of visual, interactive, and customisable communication elements for children and young adults. It is designed to help students become aware of how their thoughts, feelings and actions all interact and, in the process of using the various visual components, they share their insights with others. It is an easy and effective way to work with neuro-typical children and young adults as well as with people with developmental disabilities.

CODE O06 \$249.95



On-Demand Courses to Help you Support & Teach Neurodiverse Children

ONLINE COURSE

Making it a Success: Teaching Strategies & Behaviour Support.

Developing Early Childhood Approaches for Children with Additional Needs.



PRESENTER

Sue Larkey (Teacher)

Sue Larkey (Teacher)

EARLY YEARS



PRIMARY



SECONDARY



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)



NESA ACCREDITATION



TQI ACCREDITATION



COURSE DURATION

5 HOURS

5 HOURS

COURSE COMPLETION (CAN EXTEND AT ANY TIME)

6 WEEKS

6 WEEKS

CERTIFICATE ON COMPLETION FOR ALL COURSES

ONLINE COURSE	Strategies & Insights to inform your teaching Practice		Autism Spectrum Disorder: a different way of thinking, learning & managing emotions.
			
PRESENTER	Dr, Temple Grandin (Autistic Adult) & Sue Larkey (Teacher)		Dr. Tony Attwood (Psychologist)
EARLY YEARS	✓	✓	
PRIMARY	✓	✓	
SECONDARY	✓	✓	
POST-SCHOOL	✓	✓	
IN THIS COURSE YOU WILL LEARN	<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 		<ul style="list-style-type: none"> ✓ Cognitive Abilities: a different way of thinking & learning. ✓ Managing Challenging Behaviour ✓ Managing Feelings: cognitive behaviour therapy & 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
AUSTRALIAN PROFESSIONAL STANDARDS (ALL STATES)	✓	✓	
NESA ACCREDITATION			
TQI ACCREDITATION	✓	✓	
COURSE DURATION	5 HOURS	5 HOURS	
COURSE COMPLETION (CAN EXTEND AT ANY TIME)	6 WEEKS	6 WEEKS	

CERTIFICATE ON COMPLETION FOR ALL COURSES

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	✓	✓	✓
SECONDARY	✓	✓	✓
POST-SCHOOL			
IN THIS COURSE YOU WILL LEARN	<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 ✓ E-book (79 pages) & More BONUSES ✓ Members Only "Angels" Facebook Group ✓ Transcripts of Lessons 	<ul style="list-style-type: none"> ✓ 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 	<ul style="list-style-type: none"> ✓ 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)	✓	✓	✓
NESA ACCREDITATION			
TQI ACCREDITATION			
COURSE DURATION	2 HOURS	2 HOURS	2 HOURS
COURSE COMPLETION (CAN EXTEND AT ANY TIME)	6 WEEKS	6 WEEKS	6 WEEKS

CERTIFICATE ON COMPLETION FOR ALL COURSES

ONLINE COURSE

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

How to Teach Social Emotional Learning for Neurodiverse Students

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



PRESENTER

Sue Larkey (Teacher)

Sue Larkey (Teacher)

Laura Kerby (Teacher & Grad Dip Psychology)

EARLY YEARS

PRIMARY

SECONDARY

POST-SCHOOL

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.

- ✓ 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

AUSTRALIAN PROFESSIONAL STANDARDS (ALL STATES)

NESA ACCREDITATION

TQI ACCREDITATION

COURSE DURATION

3 HOURS

3 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