

# TIPS FOR TRANSITIONING 2024

## Strategies, Tips & Resources For School & Home

Obtain a school map with building names and numbers

Practice the school routine beforehand

wake up slightly earlier to avoid the stress of rushing

Social scripts with photos of the school and teachers

Visit the school and walk around the buildings

Video this to play back at home

Meet other students going into the class

Fidget aids

### HELPING THE TRANSITION TO A NEW SCHOOL YEAR

Learn the location of and visit toilet blocks and change rooms

Practice wearing uniform and school shoes

Practice public transport

Have students an introduction about themselves, including what they like or find hard

Establish a signal for if they need help

Introduce an older student mentor

Walk/drive to school to refamiliarise

Practice packing lunchbox

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# ACRONYMS / ABBREVIATIONS

<b>ABA</b>	Applied Behavior Analysis	<b>GDD</b>	Global Development Delay
<b>AAC</b>	Augmentative Alternative Communication	<b>HFA</b>	High Functioning Autism
<b>ADD</b>	Attention Deficit Disorder	<b>RLD</b>	Receptive Language Disorder
<b>ADHD</b>	Attention Deficit Hyperactivity Disorder	<b>IEP</b>	Individualised Education Plan
<b>ASD</b>	Autism Spectrum disorder	<b>IED</b>	Intermittent Explosive Disorder
<b>AS</b>	Asperger's Syndrome	<b>LD</b>	Learning Disabled
<b>APD</b>	Auditory Processing Disorder	<b>LRE</b>	Least Restrictive Environment
<b>ARFID</b>	Avoidant Restrictive Food Intake Disorder	<b>NT</b>	Neurologically Typical
<b>BIP</b>	Behaviour Intervention Plan	<b>OCD</b>	Obsessive Compulsive Disorder
<b>CARS</b>	Childhood Autism Rating Scale	<b>ODD</b>	Oppositional Defiance Disorder
<b>CD</b>	Conduct Disorder	<b>OT</b>	Occupational Therapy
<b>CDD</b>	Childhood Disintegrative Disorder	<b>PDA</b>	Pathological Demand Avoidance
<b>DCD</b>	Developmental Coordination Disorder	<b>PDD</b>	Pervasive Developmental Disorder
<b>DD</b>	Developmental Disability	<b>PECS</b>	Picture Exchange Communication System
<b>Dx</b>	Diagnosis	<b>PT</b>	Physical Therapy
<b>ELD</b>	Expressive Language Disorder	<b>SIB</b>	Serious Injurious Behavior
<b>EHCP</b>	Education, Health and Care Plan	<b>SLP</b>	Speech Language Pathologist
<b>FAPE</b>	Free Appropriate Public Education	<b>SPED</b>	Special Education
<b>FBA</b>	Functional Behavior Assessment	<b>TS</b>	Tourette's Syndrome
<b>GAD</b>	Generalised Anxiety Disorder		

## Notes to Remember!

1. Diagnostic terms change or get outdated, but it depends what year a person got a formal diagnosis which terms were used.
2. It can depend which country you are in which acronyms and diagnosis are used.



THE  
**SUE LARKEY**  
PODCAST

OVER 1  
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# TIPS FOR TRANSITIONING 2024

**Transition includes change in teacher, change in room, change in students in the class** not just when starting preschool, but, primary school, high school and beyond. The nature of autism is such that transitions can be extremely stressful, no matter what age or how BIG or SMALL the change may be.

## CHANGING TEACHER IS LIKE... MOVING TO A FOREIGN COUNTRY

For the child with Autism moving to a new teacher, classroom or campus is like moving to foreign country. There is a different language (e.g. one teacher says 'pack away', new teacher says 'clean up'). Teachers and other students have different facial expressions and body language to interpret, new rules, new schedules, new smells, different pencils just to mention a few changes. This new 'foreign country' causes the child to feel enormous anxiety and stress, which in turn can lead to behaviour. This anxiety and behaviour can be managed by effective planning and transition strategies.`



This article aims to give you ideas, strategies and solutions to managing transition and have in place strategies ready to make 2024 a success!

The key issue in transition is managing anxiety, put simply: *Managing Change = Managing Anxiety*.

There is so much information to pass on for the Transition to be successful, I have listed some checklists and ideas to make this easier:

- ✓ List the Top 10 things you know that you wish you knew at the start of the year.
- ✓ Complete the Student Summary Proforma available from my website.



# TRANSITION STRATEGIES 2024

We need to consider all the changes and pre-warn the child. Many children with an ASD have a script in their minds for everything that happens in their day so it is very important with any change we offer a script to explain any changes in advance.

## CHECKLIST FOR SUCCESS

- **Sensory/Environment:** New sounds, movements, uniforms etc. For example with secondary students it is important they get to experience a busy locker area as part of transition. Too many people take them on a tour when no one is in the school.
- **People:** Who will be their teacher, assistant, which students will they know, who to go to for help, getting to know office staff, etc.
- **Visuals:** Map of the school with toilets, classroom, bags, office, library, etc.
- **Video / Film on Ipad:** Video of the new school, environment, and teachers is wonderful as they can play over and over. Make sure you show the environment HOW it actually looks; for example video of busy locker area, playground full of students rather than empty.
- **Social Scripts / Photo Books:** Create social scripts or photo books that show the child information. Many Asperger's children need "reasons": Why do I have to change teacher?, Why do we have to move classrooms? Why can't I stay with my friends? You can create social scripts that explain this and they can refer back to.
- **Photos:** Class teacher, important staff, toilets, bubblers, etc.
- **Playground:** Routines and activities, equipment, games in playground.
- **Do they want friends?** Who do they know already? Clubs they can join.
- **Lunch routine:** Practice using lunch box, container, drink bottle, etc.
- **Calendar:** Use a calendar to show when their visits will be and they will start in the new class.
- **Getting to school:** Bus, walk, car. Practice the routine, discuss what to do if late or raining. (Some students are best dropped off right on bell others love morning activities in playground).
- **Calming Strategies:** Ensure the child knows where in the new environment they can go to calm or access their sensory tools.



# TOP TIPS FOR CHILDREN STARTING SCHOOL IN 2024

Please ensure they can:

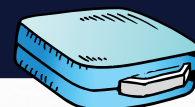


- 1 Manage their lunch box.
- 2 Screw and unscrew drink bottle top.
- 3 Cope with glad wrap.
- 4 Open food packets/containers. (Avoid sending yoghurts, tinned fruits they can't open.)
- 5 Zip and unzip school bag – a larger bag is generally easier for your child to get things in and out of.
- 6 Wear a hat. (Most schools require a sun hat.)
- 7 Put on shoes and socks. (Use pull-ons or those with velcro fastening.)
- 8 Put on and take off jumper and coat.
- 9 Practice wearing the uniform and identify any sensory issues.
- 10 Teach school routines and rules (i.e. How to put your hand up) Great resource: How to stop your words from bumping by Anna Tullemans and Rhonda Dixon.



## IDEAS TO CREATE A SUCCESSFUL ORIENTATION /TRANSITION

- ✓ Visits: One visit a week over a few weeks is often best.
- ✓ Visits for secondary students: Get another student to show the ASD student around, that way the older student can let them know about “other rules”, for example “that is where the smokers go!” There are so many HIDDEN rules in schools and the other students are the best to point these out.
- ✓ Reverse transition: Staff go and visit the student in their current environment. This gives staff valuable insights into the child's current interests, how they play, interact and communicate and strategies used with the child.
- ✓ Top Tip! Invite in before school starts: Most teachers set up their classrooms before the first day. It is worth inviting the student with ASD to visit to see “where to put their bag, their belongings, their seat, line up, class rules, where to ask for help, class list - discuss who they know already”, any structures that will make day one calmer for everyone!





# SCHOOL TO WORK TRANSITIONS FOR YOUNG PEOPLE WITH AUTISM SPECTRUM DISORDER

It is very important we start preparing student for post school options. A great starting point is getting teenagers involved in volunteer work. The school holidays are a great time to volunteer, checkout the volunteer websites as they have many options available. Jeanette Purkis has written a fantastic book *The Wonderful World of Work* and has kindly written a tip sheet for this Newsletter.

- ✔ **Start the conversation** around employment with the young person early. Ideally, this should happen when they are 13 to 15 years old. That way, the transition from education to work will be less scary and unpredictable.
- ✔ **Ascertain the young person's anxieties** around working and address them. Once again, the earlier this happens, the better.
- ✔ **Focus on the young person's potential and strengths** rather than their problems and deficits.
- ✔ **Work on building** the young person's sense of self-esteem and self-worth.
- ✔ **Education is very important in terms of success in the workplace.** Try not to view education as a trajectory from school to university to professional job. Instead, see it as a journey, encourage the young person throughout their education journey, whatever they decide to study.
- ✔ **Help the young person find a mentor.** A good candidate might be an employed person with ASD that the young person admires and/or enjoys spending time with.
- ✔ **Encourage a positive view of employment.** Give some examples of employed and influential autistic people such as Temple Grandin or Anita Lesko.
- ✔ **Have a 'career day'** where the young person can talk to different people about their jobs. People could be drawn from your own friends and relatives.
- ✔ **Think about what kinds of jobs your child or student might be good at and enjoy.** You can approach businesses and create a job for them based on their strengths rather than having them apply for advertised jobs which may be inappropriate.
- ✔ **Talk about workplace communication.** Practice using role plays if you like.
- ✔ **Do some research** about disability employment service providers in your local area. Be proactive and encourage the employment service to engage with your child/student.
- ✔ **You can work through *The Wonderful World of Work: A Workbook for Asperiteens* with the young person.**



Check out Jeanette's Tip Sheet: Success in Employment – Tips for Asperiteens – download free on [www.suelarkey.com.au](http://www.suelarkey.com.au)

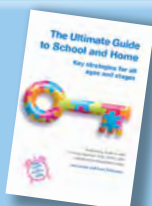


# Top 10 Tools Every School & Home Needs

Sue Larkey  
**TOP TIPS**



There are so many resources now available to help teach children on the autism spectrum and it can be difficult to know which ones will be the most helpful – and this is a question I am most often asked. So here are my TOP 10 recommended tools!



## **The Ultimate Guide to School and Home** By Sue Larkey and Anna Tullemans

This book provides key strategies for all ages and stages. It offers over 500 practical strategies and timer savers for school and home from engaging disengaged students, what to do if you don't have a teacher assistant to considerations for setting up a classroom for teachers; and from developing friends, to moving house and choosing a school for families. It is the ultimate guide for teachers, parents and all professionals supporting neurodiverse children.

## The Tools that Every School and Home Needs

### **Behaviour Solutions for the Inclusive Classroom**

By Beth Aune, Beth Burt & Peter Gennaro



### **From Anxiety to Meltdown**

By Deborah Lipsky



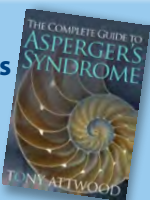
### **Time Timer**

20cm Medium



### **The Complete Guide to Asperger's Syndrome**

By Dr Tony Attwood



### **Kids in the Syndrome Mix**

By Martin L. Kutscher MD



### **The Red Beast**

By K.I. Al-Ghani



### **The Motor Skill Flip-Book Program**

By Sally McNamara



### **Developing Social Skills**

By Sue Larkey & Gay von Ess



### **I am an Aspie Girl**

By Danuta Bulhak-Paterson





# 13 SEPARATION ANXIETY TIPS FOR *Children With Special Needs*

Separation anxiety from people, friends, objects and pets is really common for children with special needs.

I came up with these 13 tips just for you, as well as reaching out to my online Facebook community for more examples!

**1** Transition starts **the day before**. I talk about this a lot – you may recognise it from my Live Virtual Events in 2024. Don't forget I'm running these Live Virtual Events again this term!



**Tina Gallagher**

Our teacher last year had a toy cat that greeted our son at the gate and kept him company all day. Made such a difference. On the last day of school last year she gave him a book of all their adventures together. They also had a friend waiting at the gate and 'jobs' to do before school. 'Kissing hand' is also good book.

Love · Reply · Message · 1d · Edited



3



**Prem Dana Takada**

A lot of transition objects- toys/ favourite things

Like · Reply · Message · 1d



1

**2** Use **transitional objects**.  
These can be from home or waiting at school.

**3** Have a **routine**. Stop problems before they happen!

**4** Use Time + Schedules or use a portable timer with a schedule.

**5** Exercise!

**6** Use the stepladder approach. Step by step help children become more used to situations where they might feel separation anxiety. Check out **THIS PODCAST** which is a great example of a step by step approach.

**7** Allow for checking, stimming and scripting. This is often important part of a child's routine to reduce anxiety – **don't rush them!**





**8** Use **social scripts** to equip the child.  
**CLICK HERE** for more information.



**Rachel Ratkowski**

A social story that was read at school at home works the best. It reminds her that she can look at the schedule at school when she feels anxious and at the end of the schedule she'll be picked up by mom or dad. We tried a locket with my photo which helped a little but it has become a bit of an obsession. We also look at the calendar every night and morning so she knows when the next "no school" day will be. Even with all this, It's still a struggle most days.

Like · Reply · Message · 19h



**Jenny Asha**

It sounds strange but I would kiss my son on the back of his hand while wearing lipstick, leaving an imprint. I told him 'This is my love staying with you all day even when I'm not with you.' He adored that and would come home saying 'Your love stayed all day', even though he'd washed off the lipstick. Now he's older and not anxious he still asks for a hand kiss sometimes.

Like · Reply · Message · 21h



**9** Create a **Separation Plan**. Make sure everyone is aware of it.

**10** Teach **emotional regulation**. Check out my **Emotional Regulation Masterclass HERE!**

**11** Have a **communication plan**.

**12** Use a **combination** of strategies! You know what I say: to know someone with autism is not to know autism. Not every strategy will work for every child!

**13** **GO with your GUT!!**





# *Don't just listen to what I have to say!*

Here is more advice and comments from other parents, carers and teachers. To see more join my facebook community [HERE](#)



**Sandy Hodges**

Two of my students went through a period of this at different times last year. I gave them a job to do on arrival and it was the same task each day. One of them would walk to the print room and collect the photocopying with me and the other one had the job of setting up literacy stations. Often he would set one activity up and then off he would go out to play but other days he would stay in all morning but he knew it was part of his morning routine. It needed to be the same each day for it to be successful.

Like · Reply · Message · 20h



**Rebecca Bright**

I found taking our son to my work helped as he knew where I was during the day

Like · Reply · Message · 22h



**Elise Tegan**

The main thing that made a huge difference for us was simply not allowing the school to handle a child with anxiety the way they normally would. It DOES NOT help a child with anxiety to be forcibly held or prevented from accessing the person who provides safety and comfort in the morning. The school laughed at us originally for suggesting that it needed to be a very flexible and no stress process, but we (parents and asd advocate) showed them how effective it can be. A simple plan was all that was needed- the anxiety struck in the morning for us, so he would go to the library for a period of time and play lego before being reintroduced to the classroom by the teacher. Worked amazingly. His confidence grew and his perspective of school began to change. It was no longer this big scary place, it was much more relaxed. His social skills really took off once his confidence grew too. He is now looking forward to grade 1 this year 😊

Active Contacts (0)



**Alicia Livingston**

Yes just a nervous time getting ready to head back to school 🙄😭

Visits to classroom in the holidays.

Reassurance of where I am during the day.

I try to say that his danger checker is tricking him.

On the drive to school we take turns saying 2 great things to happen that day.

Still breaks my heart seeing his pain tho. I will be a mess even after I've prepped him!



# TRANSITION TO *Secondary School*



Tips by Joan Shanahan who has over **20 years of experience** in developing transition plans for students moving from primary to secondary school.

(Important to consider transition to place as the most important, as staff and students may change)

## MUST DO

- Visit the school and walk around the buildings (video this to play back at home, completed by the student or parent)
- Locate the office where you go for assistance (important to use positive language e.g. when unsure someone will be able to assist)
- Speak with the year Co-ordinator for Year 7 about the daily routine and timetable cycle
- Obtain a map of the school layout with building names and numbers
- Obtain examples of Term One timetable for Year 7
- Location of the toilet blocks and change rooms, visit these (can be sensory overload with smells)
- Student writes an introduction of themselves, what they like and enjoy, also include things that work for them and what they find hard, what gives them anxiety e.g. being asked to read in class, making speeches
- Answer/s for what the student wants to know about secondary school
- Any fidget aid needs to be age appropriate e.g. "happy sack"







## IDEAL

- Start transition the year before
- Allocation of locker to be on the edge of the set
- Colour code subjects for books and folders
- Visit off-site locations e.g. Ag block
- Review dates build into the plan e.g. monthly to check what is working and if there are any problems to be addressed (don't leave until the end of the term as a concern may develop into a larger problem)
- Uniform consideration and the change for sport lessons (visit the clothing pool to see and feel uniforms)
- Year 6 Class starts transition the term before with their class timetable and books needed for each lesson while still in Year 6. Year 6 changing their way of operating in Term 4 to follow secondary format e.g. desks are not yours, sit in different places each day, follow a timetable and bring materials and books needed. Some lessons located away from the classroom
- Transition Plan, this may involve partial attendance, building to a full day
- Bus transport needs a transition plan too

## EXTRAS FOR THE GREATEST SUCCESS

- School visits to different subject classes and sit in
- School visits to read timetable and locate classrooms, practise runs over several days throughout the year
- A collection of graphic organisers that could be used by subject teachers as a starter or when stuck
- A mentor introduced, an older student who checks in the following year, especially when on the playground
- Meet students going into the year level, student attend orientation days
- Establish signal or sign that the student can use that indicates they are unsure or unable to start e.g. a specific marker on the desk or ruler turned over (This avoids teachers constantly asking if they are all right)
- Home link for parents to check assignments due date or activities planned
- Other options in Year 7 for recess and lunch breaks e.g. library or clubs
- Video from Year 7 students explaining what they do and what they have done, from their perspective



## LISTEN TO PODCAST EPISODE 168:

*How to Transition from Primary to Secondary:  
Interview with Expert Joan Shanahan*

[elearning.suelarkey.com.au](http://elearning.suelarkey.com.au)





# INFORMATION ABOUT THE STUDENT

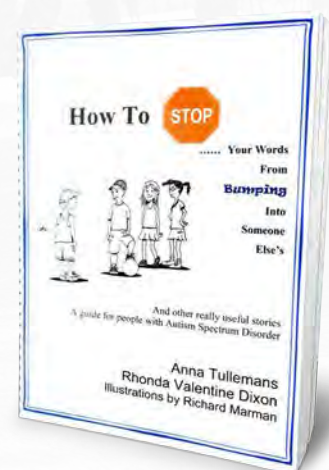
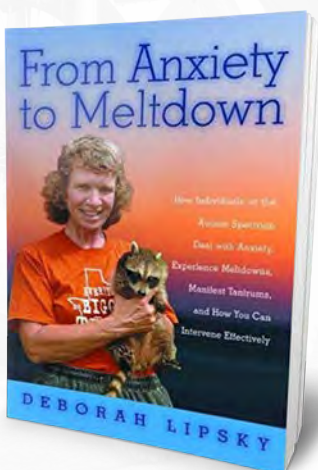
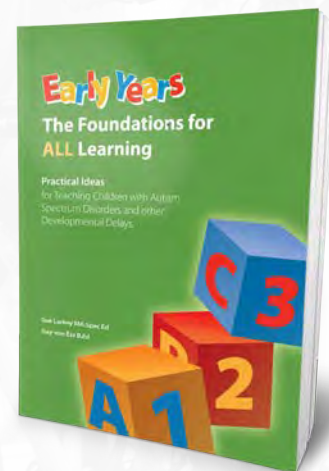
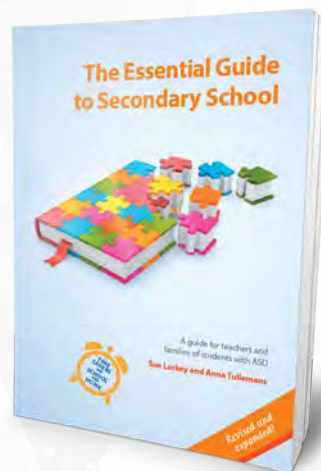
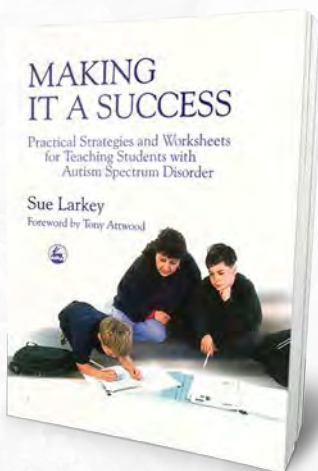
Download the "Student Profile" and other helpful Tip Sheets from:




[suelarkey.com.au/tip-sheet/](http://suelarkey.com.au/tip-sheet/)

## Suggested Reading to Support Transition

I know many of you who get this e-newsletter have my books which have lots more ideas and resources on Transition. For more information I suggest you refer to these books:

- ✔ *Making it a Success* by Sue Larkey (page 115-116)
- ✔ *The Essential Guide to Secondary School* by Sue Larkey and Anna Tullemans (page 79)
- ✔ *The Early Years* by Sue Larkey and Gay von Ess (page 82)
- ✔ *From Anxiety to Meltdown* by Deborah Lipsky (page 172)
- ✔ *I'm Going to School* by Anna Tullemans
- ✔ *How to stop your words from bumping* by Anna Tullemans and Rhonda Dixon



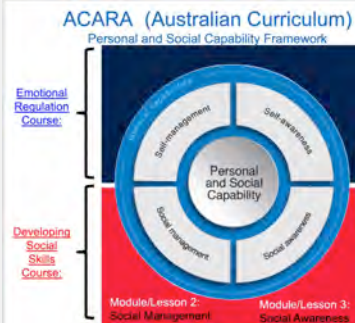
<b>FOUNDATION COURSES</b>			
<b>FREE Webinar</b>	<i>Revised and Updated</i> <b>Increasing Engagement and Participation</b>	<b>What is ASD and how to use this knowledge to succeed.</b>	<b>Strategies to teach children who learn and engage differently in Early Childhood.</b>
In this 40min online course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

\*\* All courses are available online at [elearning.suelarkey.com.au](http://elearning.suelarkey.com.au)

To register, or for more information go online to [elearning.suelarkey.com.au](http://elearning.suelarkey.com.au) or email Geoff: [support@suelarkey.com.au](mailto:support@suelarkey.com.au)

†NESAS: check [suelarkey.com.au](http://suelarkey.com.au) for most recent update



<b>SOCIAL EMOTIONAL LEARNING COURSES</b>	<b>Emotional Regulation</b> (Self Management & Self Awareness) 	<b>Social Skills</b> (Social Management & Social Awareness) 	<b>Social Emotional Learning Bundle</b>  <b>Both Courses:</b> <b>Emotional Regulation &amp; Social Skills</b>  + 
<b>FREE Webinar &amp; E-Book</b>	<b>How Educators can Proactively Manage Challenging Behaviour to Create Calm Classrooms</b>	<b>How to Teach Social Emotional Learning for Neurodiverse Students in a Busy, Complex Classrooms.</b>	
In this 40min online course you will learn:	<ul style="list-style-type: none"> <li>✓ Key Strategies to increase Engagement and Participation.</li> <li>✓ Increased Understanding of how Children/Students with ASD Learn.</li> </ul>	<ul style="list-style-type: none"> <li>✓ What to Teach, How to Teach, When to Teach</li> <li>✓ Key Idea that Sue wishes she knew 20 years ago</li> <li>✓ 4 Teaching Key Methods</li> <li>✓ Time Savers, Easy to Implement</li> </ul>	<b>2/3 of Students have Improved Learning Outcomes with the Addition of a Social Emotional Learning Program.</b>
Available Online**	✓	✓	(source: CASEL.org 2023)
<b>Online Course</b>	<b>Emotional Regulation in Students with Autism Spectrum Disorder and/or Other Neurodiverse Disorders</b>	<b>Developing Social Skill for Children with Diverse Learning Needs with Sue Larkey</b>	<ul style="list-style-type: none"> <li>✓ Courses Compliment Each Other</li> <li>✓ There is no overlap of content</li> </ul>
In this course you will learn:	<ul style="list-style-type: none"> <li>✓ Introduction: understanding diverse learners, key supports and strategies.</li> <li>✓ How to help children identify and label emotions in themselves and others</li> <li>✓ Helping children connect emotions to events</li> <li>✓ A range of strategies to regulate emotions and behaviours</li> <li>✓ Activities to do with the whole class, small groups &amp; individuals</li> <li>✓ What, How &amp; When to teach emotional regulation</li> </ul>	<ul style="list-style-type: none"> <li>✓ What, How, &amp; When to teach Social Skills</li> <li>✓ Myths and Misunderstanding.</li> <li>✓ How to make and keep friends.</li> <li>✓ Impact of Executive Functioning.</li> <li>✓ 4 Steps to Create Social Skills Program.</li> <li>✓ Lived Experience of Social Learning.</li> <li>✓ Creating Inclusive Playgrounds.</li> <li>✓ How to write the Three Types of Social Scripts</li> </ul>	<b>BOTH COURSE</b> 
Accreditation†	NESA & TQI ✓ <b>3hr</b>	NESA & TQI ✓ <b>3hr</b>	NESA & TQI ✓ <b>6hr</b>
Available online <a href="#">here</a>	✓	✓	✓
6 Weeks to complete	✓	✓	12 Weeks ✓
Ages and Stages	Primary	Primary	
For Primary School Children	✓	✓	



\*\* All courses are available online at [elearning.suelarkey.com.au](http://elearning.suelarkey.com.au)





To register, or for more information go online to [elearning.suelarkey.com.au](http://elearning.suelarkey.com.au) or email Geoff: [support@suelarkey.com.au](mailto:support@suelarkey.com.au)

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

	<b>TEACHER ASSISTANT COURSE PART 1</b> 	<b>TEACHER ASSISTANT COURSE PART 2</b> 
<b>FREE Webinar &amp;E-Book</b>	<b>How Teacher Assistants* can Help Support Students who Learn &amp; Engage Differently</b> *Teacher Assistants, Classroom Assistants, Teacher Aides, SSOs, ESOs, everywhere I go uses different words - I call you angels	<b>A Student's Lived Experience of How a Teacher Assistant changed his Life</b>
In this 40min online course you will learn:	Key Strategies to increase Engagement and Participation. Increased Understanding of how Children/Students with ASD Learn.	Insights from one of UK's leading experts on how to support Neurodiverse students How to leverage the connection between a Teacher Assistant and Student How long you should keep the same TA Key Goal of TAs How you can take your next step in learning and supporting your students
Available Online**		
<b>Online Course</b>	<b>How Teacher Assistants can Help Support Students who Learn &amp; Engage Differently</b>	<b>Lived Experience of Role of TA to support diverse learners (Dean Beadle)- NEXT STEP</b>
In this course you will learn:	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 <b>BONUSES</b> 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 <b>BONUSES</b> , including Sue Larkey & Dean Beadle discuss questions from Teacher Assistants E-Book with 98+ Tips and Strategies
Accreditation	<b>2hr</b>	<b>2hr</b>
Available online <a href="#">here</a>		
6 Weeks to complete		
For All Ages and Stages		

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

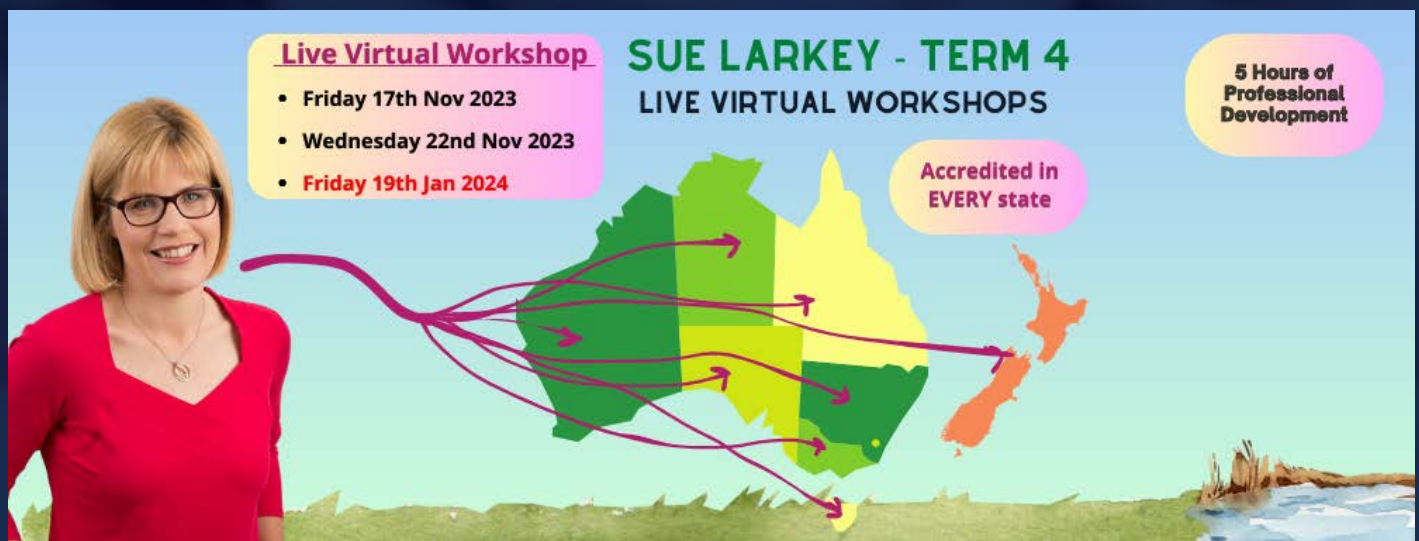


	<b>TEMPLE GRANDIN &amp; SUE LARKEY</b>	<b>BONUSES FROM ALL COURSES</b>	
			
<b>FREE Webinar &amp; E-Book</b>	<b>A Student's Lived Experience of How an Teacher Assistant changed his Life</b>	 <p>If you decide the course is not for you after 2 Lessons or 30 days - Money Back Guarantee</p>	
In this 40min online course you will learn:	<ul style="list-style-type: none"> <li>✓ Critical Importance of Exposing Students to a Range of New Activities</li> <li>✓ Strategies to use when your Students say 'no'</li> <li>✓ Key methods to Extend</li> <li>✓ Guide to Manage Anxiety and Behaviour</li> </ul>		
Available Online**			
<b>Online Course</b>	<b>Strategies and Insights to Inform your Teaching Practice with Sue Larkey and Temple Grandin</b>	<b>Group Books and Discounts</b> available contact support@suelarkey.com.au	
In this course you will learn:	<ul style="list-style-type: none"> <li>✓ Sensory Issues as a Barrier to Engagement &amp; Participation</li> <li>✓ Key Steps to Teaching to Work and Achieving Independence</li> <li>✓ Teaching Flexible Thinking</li> <li>✓ Friendship and Bullying</li> <li>✓ Increase Learning Outcomes by Reducing Anxiety &amp; Understanding Behaviour</li> <li>✓ Teaching Life Skills</li> <li>✓ Impact of Working Memory on Learning</li> <li>✓ <b>BONUS IEP / Workbook</b></li> </ul>	<b>Certificate on completion</b>  <p>Register now and pay later - we can invoice your organisation</p>	
Accreditation	TQI accredited <b>5hr</b>		
Available online <a href="#">here</a>	<b>NESA</b> Teacher Identified		
6 Weeks to complete	Australian professional standards - all states		
For All Ages and Stages	<b>YES</b>		
For Primary School Children		<a href="#">Updates on my website</a>	

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# 2023/2024 Accredited Autism/Aspergers Workshops

Presented by Sue Larkey



**Live Virtual Workshop**

- Friday 17th Nov 2023
- Wednesday 22nd Nov 2023
- Friday 19th Jan 2024

**SUE LARKEY - TERM 4  
LIVE VIRTUAL WORKSHOPS**

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EVERY state**

**5 Hours of  
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Development**

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- Friday 17th November 2023
- Wednesday 22nd November 2023
- Friday 19th January 2024 - QLD State PD day ... everyone welcome

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5x 1-hour Modules	<b>Now Available</b>	- Teaching Strategies and Behaviour Support - Sue Larkey
5x 1-hour Modules	<b>Now Available</b>	- ASD: A Different Way of Thinking & Learning - Dr Tony Attwood
7 x 40min Modules	<b>Now Available</b>	- Early Childhood Approaches for Children - Sue Larkey
2 Hour Course	<b>Now Available</b>	- Teacher Assistant Online Course - Sue Larkey
3 Hour Course	<b>Now Available</b>	- Emotional Regulation Masterclass - Sue Larkey
5 Hour Course	<b>Now Available</b>	- Teaching Students with Autism - Temple Grandin & Sue Larkey
3 Hour Course	<b>Now Available</b>	- Social Skills for Diverse Learners - Sue Larkey

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WA, SA, TAS and NT. See website for more details and updates.  
**NSW** (NESA for Face to Face, Virtual Workshops) check website



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