

# Teacher Assistant E-book

*Key Tips for Schools*

**TOP 10 TIPS**  
to Stay on Task!

**12 Key Strategies**  
for Success

**TOP TIPS**  
to Support  
Social Skills

*And Much More!*

 Sue Larkey  
LEARNING MEDIA

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# TOP 10 TIPS TO STAY ON TASK

- 1** **Work towards the student becoming independent.** Try to allow the student to do things for themselves at their own pace, even when they are falling a little behind.
  - ✔ Only start to help them when they are **stressed and/or becoming overwhelmed** by sensory issues in the classroom.
  - ✔ Doing things for the student **promotes dependent behaviour** and ever increasing reliance on you.
  - ✔ This independence will help to **promote self-assurance and self-esteem** in the student as they learn new concepts and are able to put them into practice by themselves.
- 2** Teach the student **coping strategies.**
- 3** **Help the student understand** discrete social rules by discussing situations with the student, explaining what other people may be thinking.
- 4** **Understand the difference** between the day a student is able to do work and the days they can't. Keep them on task when they are motivated and don't push them when they are not.
- 5** **Encourage the student** to be flexible, social and cooperative by explaining the 'why's' and the 'how's' of each situation.
- 6** **Use opportunities** where the special interest of the student can keep them motivated.
- 7** **Fade direct support** on occasions to allow the student to grow.
- 8** **Teach the student** how to learn.
- 9** **Avoid being the one who rescues** the student every time.
- 10** **Avoid fostering helplessness** (by doing everything for them).



## FREE WEBINAR

### REGISTER NOW TO BE NOTIFIED WHEN AVAILABLE

Supporting Students with ASD, ADHD, ODD or who think and engage differently at school. Join Sue Larkey as she shares with you top tips, strategies and solutions to make a difference to the students you support.

[REGISTER ELEARNING](#)



## 12 KEY STRATEGIES FOR SUCCESS

- 1 Observe** the student and environment to identify the barriers preventing them from completing tasks.
- 2 Adapt** tasks before the activity.
- 3 Encourage** responses (whether right or wrong, do not constantly correct).
- 4** Have examples to **show** them what is expected.
- 5 Organisation.** For example: have pencil sharp and ready, page ruled up, book opened to correct page etc.
- 6 Give** a preventative break during the task.
- 7 Limit** choices e.g. rather than choose an animal, list three.
- 8 Create** a quiet area for them to work (collaborative tables can have limitations).
- 9 Highlight** the easy parts first, so they don't get stuck on "difficult parts" etc.
- 10 Show** them how to handle making mistakes.
- 11 Reduce** frustration by including breaks (e.g. toilet, snacks).
- 12 Ensure** clear, concise and explicit instructions.



## 7 CONSIDERATIONS FOR SUPPORTING STUDENTS

- 1 Students with ASD are usually **visual learners**. You need to show them what to do rather than just tell them. Use visuals instructions.
- 2 Students with ASD often can have **difficulty with communication**. Just because they can't talk doesn't mean they don't understand you. Be careful what you say in front of them.
- 3 Some students **can talk but don't understand**: they need visual strategies to support verbal information. You may need to minimise your speech so as not to overwhelm.
- 4 There is always **a reason for behaviour**: social, sensory, anxiety, communication issues. Remember that behaviour is a second language.
- 5 Establishing **routines and consistency** from day to day are also a key component.
- 6 You will need to **develop a great relationship** with the teacher so you can work together.
- 7 You may want to **work with the other students** so the teacher has time to work with the student with ASD.

## TEACHER ASSISTANT BOOKS - GREAT FOR TEACHERS TOO!!! THE TEACHER ASSISTANTS BIG RED/BLUE BOOK OF IDEAS

By Sue Larkey and Anna Tullemans

Two fantastic companion guides with no repetition or overlap between the two books. Hundreds of ideas and practical strategies for teachers and teacher assistants to try.

- BIG RED BOOK | CODE B 15 \$39.95 (plus P & H)
- BIG BLUE BOOK | CODE B 16 \$39.95 (plus P & H)



E-book available at [www.elearning.suelarkey.com.au](http://www.elearning.suelarkey.com.au)

# TOP TIPS TO SUPPORT SOCIAL SKILLS

**Everyday social interactions are complex and multi-layered.** Everyone makes some social gaffes but on the whole we are quick to recognise our errors and act to repair them. However, people with an autism spectrum disorder (ASD) are seriously disadvantaged socially as they have great difficulty understanding non-verbal communication, such as facial expression, body language and/or tone of voice. Their literal interpretation of language means that they frequently misunderstand the actual words.

We know, almost instinctively so it seems, how to act in different situations even when the differences are quite subtle; e.g. where to stand in a lift when it is full or empty, where to stand when there are only two people in the lift such as yourself and a stranger or yourself and a friend. **For people with an ASD these differences are not obvious** so they tend to apply the rule they learnt the first time they were in that particular setting whether it was appropriate or not. In addition they are unable to 'read' the other person's reactions and so make no attempt to repair the situation if this could be proven necessary.

**Social skills are not easy to teach as they are complex** and so much depends on 'reading' an individual, and adjusting to the individual situation as it evolves. We often do not realise exactly what is involved in a social skill but we immediately recognise when it is absent.

When teaching social behaviours and skills to students with an ASD many of us fall into the trap of assuming knowledge on the person with an ASD's part, e.g. we fail to realise that the young child will not know that one greets friends in a different way to the school Principal or even that the child will understand what the word 'greet' means. It is commonly known that children with an ASD are **socially naive** and have the social awareness of a child two or three years younger than they are.



# 10 TIPS TO REMEMBER WHEN TEACHING SOCIAL SKILLS

Excerpt from *Developing Social Skills* by Sue Larkey and Gay von Ess

- 1 Adapt activities to REAL people and places the students know.** Imagine you are talking to teacher, friend, name a specific student — include real names of people they know.
- 2 Remember that social expectations frequently become more complex as people get older — repetition and elaboration is essential.**
- 3 Tell what to do, not what NOT to do.** Instead of “NO JAMES” say “James wait, Sarah first.”
- 4 Catch students doing ‘the right thing!’ and reward.**
- 5 Do not assume they will generalise,** they need to practice in different environments.
- 6 Engage peers as they can be great role models** and encourage students in a range of situations.
- 7 Be a role model.** Being slightly over-dramatic will help students identify points you are illustrating; e.g. body language, tone of voice, coping with mistakes.
- 8 Use visuals —** a picture is worth a thousand words or more!
- 9 Make teaching quick and fun!**
- 10 PRACTICE, PRACTICE, PRACTICE.**

*More great ideas!* and timesavers available in my new book “*Developing Social Skills*”.

## TOP SOCIAL SKILLS RESOURCE

DEVELOPING SOCIAL SKILLS: BY SUE LARKEY AND GAY VON ESS



This book is for teaching and encouraging social interactions and skills for children with Autism Spectrum Disorder and other developmental delays.

### WHAT EXACTLY IS INCLUDED IN THIS BOOK?

- Easy Ways to Include Social Skills in your Everyday Activities
- Different ways we Communicate - i.e. Body Language, Tone of Voice etc
- How Loud is my Voice Activities
- Personal Space
- Eye Contact - Why teach, What to teach, Steps to teach
- Conversation Skills - Including :Keeping on Topic & What to say
- Friendship : Making Friends & Being One, Working in groups
- Managing Emotions: 5 Steps to Teaching Emotions
- Ready to use social scripts
- Over 100 pages

E-book available at [www.elearning.suelarkey.com.au](http://www.elearning.suelarkey.com.au)

# COOKING TO TEACH EVERYTHING

**Cooking! Using Cooking to Teach Everything!** Life Skills, Social Skills, Maths, Science, English and more!

Cooking is a daily activity for everyone. It is a wonderful activity to teach ALL ages and stages. Cooking is an activity that families, schools, community groups – indeed anyone can do it – **and it provides long term recreation and independent living skills.**

Through cooking you can teach all curriculum areas. By providing a structured programme with goals/ learning outcomes you can develop a cooking programme that addresses the style and needs of the individual student. One child may use the programme to learn to read while another may use it to communicate, using visuals.

I have worked in many schools where Teacher Assistants/ Aides/ Support Staff take groups to do cooking activities. **It is a FUN way to teach lots of skills.**



## 10 WAYS TO USE COOKING TO TEACH

- 1 Sequencing:** Cut up recipes and get the child to put in the correct order.
- 2 Writing:** Write out recipe, record observations, etc.
- 3 Reading:** Read recipes, comprehension of instructions, etc.
- 4 Social Skills:** Turn taking, waiting for a turn, requesting help, request a taste, etc.
- 5 Maths:** Counting, fractions, volume.
- 6 Motor Skills:** Cutting, opening containers, stirring, etc.
- 7 Sensory:** Tasting, smelling, texture of ingredients.
- 8 Conversation Skills:** Talking about foods, likes and dislikes.
- 9 Categories:** Where items go in kitchen – fridge, pantry, etc.
- 10 Hygiene:** Hand washing, cleaning dishes, etc.



**Cooking is a great way to develop communication for children who have limited verbal skills!**

Here are some examples how to provide opportunities to communicate:

- Give container with lid on too tight. **Student needs to ask for help.**
- Place hands in sticky ingredients and **say "Yuck"**.
- Count when stirring** i.e. 1,2,3.
- When turning tap on/off, say ON/OFF. **Wait for them to indicate** they want it turned on – request, point, etc.
- Count wherever possible...** pikelets in pan, chocolate chips etc.
- Look through photo recipe book with student. **Discuss things they like and don't like.**
- Sing songs when cooking** ("Everybody mixing" etc).
- Give bowl to mix without spoon. **Student needs to ask for spoon.**
- Give fry-pan with no cord. **Student needs to ask for HELP.**
- Wherever possible don't anticipate their communication. **Wait for them to communicate first** rather than guessing their needs (e.g. Hands dirty, want to wash, wait for them to look at you, and indicate want of help, etc.)



**DOWNLOAD A FREE RECIPE**  
IN THE TIP SHEET SECTION ON

[WWW.SUELARKEY.COM.AU](http://WWW.SUELARKEY.COM.AU)

This Manual and Both Cook books have ready-made programmes linking curriculum and educational outcomes. These books are an ideal teaching programme for everyone. Cooking is a marvelous tool to teach everything from maths to social skills. Because cooking is a favourite with all children it's a wonderful teaching and learning activity appropriate for all ages and stages!





# TIPS FOR SUPPORTING STUDENTS WHO ARE NOT FOCUSING OR FOLLOWING DIRECTIONS



There are quite a few issues involved in attention. For instance, just because a student isn't looking at you **does not mean they are not paying attention to what you are saying.**

**Some students may have ADD in combination with another disability** – they may truly have an issue with staying on task. However, many students without ADD can pay attention, but have difficulty regulating and shifting their attention. This could be the student who seems distracted after coming in from recess and has a hard time settling down. Or it could be the student who would prefer to finish reading a book rather than starting a new lesson.

These students are usually engaged in something else – whether it is their own thought process or trying to finish a previous assignment – and are having difficulty transitioning to the next area of focus.

Some of these students may appear to be 'daydreaming'. **These students could be battling sensory overload**, weak auditory processing, or they may simply have motivations that are difficult from those of typical students. Going 'off' into their own thoughts is much more pleasurable than work. OR the student may be 'stuck' and does not know what to do next, or how to ask for help.

## SOLUTIONS

- 1 For students who are over-stimulated by the environment, **provide quiet space** where they can 'regroup'.
- 2 **Use visual cues.** Have a written picture-schedule of directions 
- 3 Help the child plan out a task. Ask "What materials do you need?" and "What do you need to do first?". **Break assignments down** into manageable portions.
- 4 As needed, allow the child to eat crunchy or chewy foods or drink water from a water bottle, or drink through a straw, to help with **focus and organization.** 
- 5 A child's hands are excellent modulators for arousal states, and can help modulate attending and focus. **Try sensory tools** like water balls, paperclips, etc.
- 6 **Seat the child at front of class** to minimise distractions.
- 7 **Set up a signal** i.e. sentence the child can say when they need help.
- 8 Allow the student to work for shorter sessions with **frequent breaks.**
- 9 Find ways to **reinforce the child** for paying attention. The reinforcement can include, walk, time alone.





# BEHAVIOUR

For someone with ASD, behaviour always serves a purpose. It is usually telling us something so **we need to learn how to interpret this behaviour** as if it is a language.

When we want to convey our feelings, our wants and desires or our needs we have a wide range of tools at our convenience. We use a combination of body language, words, emotions and facial expressions. We also use subtle language with implicit meanings and tone of voice to convey our message.

Due to the nature of ASD, our students usually only have one tool at their disposal to convey all their feelings, wants and desires and that is behaviour. There are several issues that will cause behaviours and we need to be aware of these if we want to make changes to behaviour with lasting results.

## THESE STUDENTS OFTEN HAVE:

- ✓ Inability to problem solve effectively with consistent results.
- ✓ Inability to adapt to new situations and generalise skills they have already learned.
- ✓ Sensory sensitivities and inadequate social skills.
- ✓ Not knowing what to do.
- ✓ Not knowing how to ask for help appropriately.
- ✓ Lack of appropriate communication skills.
- ✓ Inability to understand the intent of words.
- ✓ Not understanding others needs.
- ✓ Not wanting to make mistakes.
- ✓ Changes in routines and spontaneous activities.

For someone with ASD, behaviour is a form of communication and always serves a purpose



## COMMUNICATION

Each student must have an appropriate means of communicating what he wants and needs. When a student is taught to communicate effectively, there is a marked reduction in inappropriate behaviour. All staff who work with a student with ASD must know, understand and respond consistently to the student's communication.

# 11 KEY STRATEGIES FOR UNDERSTANDING BEHAVIOUR

Excerpt from *The Ultimate Guide to School and Home* by Sue Larkey and Anna Tullemans

- 1 Check to see if **sensory issues are in play** such as **NOISE, LIGHT, MOVEMENT, TOUCH, SMELL / TOO MUCH VISUAL INFORMATION**. These sensory issues may become overwhelming in a classroom and the student may be using disruptive behaviour to leave the environment.
- 2 Ensure that there is **routine and structure** in place so the student can make sense of what is happening.
- 3 Ensure **consistency and predictability** in the child's day.
- 4 **Use visuals and guidelines** to ensure the child understands what is being asked of them.
- 5 **Use timers** to keep track of time passing and for transitioning to new or different activity.
- 6 Teach the student **problem solving skills**.
- 7 **Simplify** your verbal language.
- 8 Use preventative **breaks**.
- 9 Model what is appropriate and what is not and **explain the difference**.
- 10 **Use Social Scripts** to describe the behaviour and the change you want to see happen.
- 11 Promote **peer understanding** and tolerance of difference.

Always observe and analyse behaviour as a tool for communication and you will find that the student responds well and will learn to use appropriate strategies to interact, ask for help when needed and not use disruptive behaviour to achieve solitude and downtime.



# 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)



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**5 HOURS**

COURSE COMPLETION (CAN EXTEND AT ANY TIME)

**6 WEEKS**

**6 WEEKS**

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## 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

- ✓ 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

- ✓ 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

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<b>ONLINE COURSE</b>	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
			
<b>PRESENTER</b>	<b>Sue Larkey (Teacher)</b>	<b>Dean Beadle (Autistic Adult &amp; Education Consultant)</b>	<b>Anna Tullemans (Parent &amp; Teacher Assistant) &amp; Sue Larkey (Teacher)</b>
<b>EARLY YEARS</b>			
<b>PRIMARY</b>	✓	✓	✓
<b>SECONDARY</b>	✓	✓	✓
<b>POST-SCHOOL</b>			
<b>IN THIS COURSE YOU WILL LEARN</b>	<ul style="list-style-type: none"> <li>✓ 10 Top Tips for Keeping on Task</li> <li>✓ How to Build a Great Relationship</li> <li>✓ Using Routines &amp; Consistency</li> <li>✓ How to write and use Social Scripts</li> <li>✓ Supporting Students to change their Mindset</li> <li>✓ Using Rewards to Motivate</li> <li>✓ E-book (79 pages) &amp; More BONUSES</li> <li>✓ Members Only "Angels" Facebook Group</li> <li>✓ Transcripts of Lessons</li> </ul>	<ul style="list-style-type: none"> <li>✓ Busting 4 Common Myths about Autism</li> <li>✓ Executive Functioning: Link to Anxiety &amp; Exhaustion</li> <li>✓ Difference Social Skills &amp; Social Knowledge</li> <li>✓ Supports &amp; Accommodations to put in place as a TA</li> <li>✓ Transformational Impact TAs can Make</li> <li>✓ BONUSES, including Sue Larkey &amp; Dean Beadle discuss questions from Teacher Assistants</li> <li>✓ E-Book with 98+ Tips and Strategies</li> </ul>	<ul style="list-style-type: none"> <li>✓ Understanding Autism Spectrum &amp; Insights into Behaviour</li> <li>✓ Behaviour as a Form of Communication</li> <li>✓ Generalisation, Adaptability and Choice Making</li> <li>✓ The Impact of Executive Functioning on Behaviour</li> <li>✓ Behaviour &amp; Anxiety</li> <li>✓ Behaviour Strategies</li> <li>✓ Creating a Behaviour Plan</li> <li>✓ Applying Lessons to Common Behaviour</li> </ul>
<b>AUSTRALIAN PROFESSIONAL STANDARDS (ALL STATES)</b>	✓	✓	✓
<b>NESA ACCREDITATION</b>			
<b>TQI ACCREDITATION</b>			
<b>COURSE DURATION</b>	<b>2 HOURS</b>	<b>2 HOURS</b>	<b>2 HOURS</b>
<b>COURSE COMPLETION (CAN EXTEND AT ANY TIME)</b>	<b>6 WEEKS</b>	<b>6 WEEKS</b>	<b>6 WEEKS</b>

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# 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

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3 HOURS

2 HOURS

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