# Parent/Carer Learning from Home Online Course Handout

Strategies, Tips & Resources for Learning at Home



### **Online Course Overview**

### Module 1

- 10 Top Tips
- Managing Anxiety

### Module 2

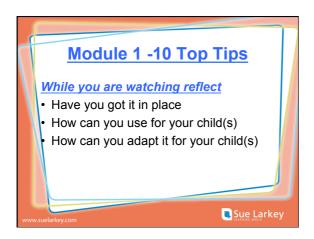
- Lesson 1: Maintaining a Great Relationship
- Lesson 2: Routines & Consistency
- Lesson 3: Visual Learners
- Lesson 4: Tips to Keep on Task
- Lesson 5: Your Words Matter
- Lesson 6: Organisation Can Be Difficult
- Lesson 7: Timers/Clocks
- Lesson 8: Using Social Scripts
- Lesson 9: Change Your Mindset
- Lesson 10: Motivating Using Rewards

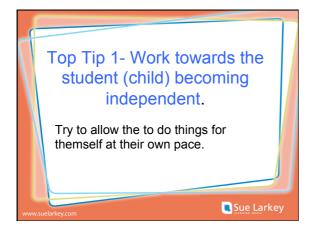
### Module 3

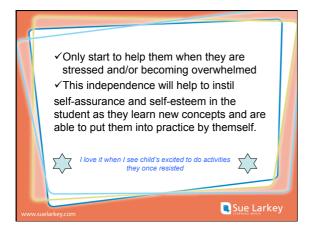
- Your 10 Strategies to Make a Difference
- 10 Step Implementation Checklist

### **Your Bonuses**

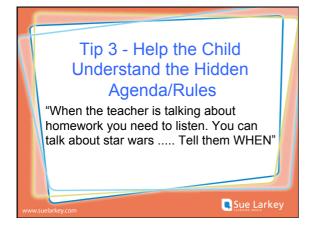
- Free Webinar
- Free E-Book for Parents/Carers Learning from Home
- \$20 OFF Sue Larkey 5 Hour Online Course Coupon
- Members Only Access to "Parent/Carer Learning at Home"
   Facebook Group
- Certificate Issued on Completion of Course
- \*Bonuses may vary depending when you sign up for the course

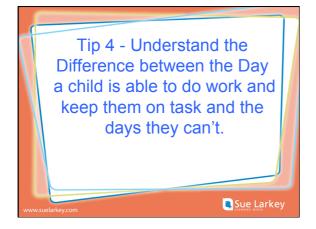


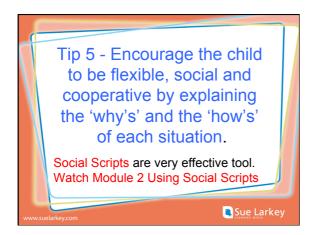




# Tip 2 -Teach the Child Coping Strategies. • You will need to be their coach – remember each child responds to different words/phrases • Watch Lesson in Module 2 on 'Change your Mindset"























# Module 2 10 Key Strategies to Make a Difference You can select to do individual topics or do all of them.



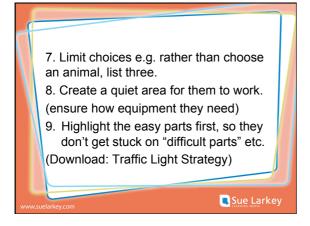


# Routines & Consistency • Less Problem Solving = Calm • Visuals/ Schedules • Routines (where sit) Write a social script about who is doing what. • Use Social Scripts to explain changes etc

### Visual Learners Use Visuals whenever possible Gesture, Room, Environment Verbal Information – Can take time to process Schedules- Now, Next, Later

### Tips to Keep on Task 1. Take time to observe the child and environment to identify the barriers to completing tasks. 2. Adapt tasks before the activity. Let the child experience success & finishing a task 3. Encourage responses (whether right or wrong, do not constantly correct).

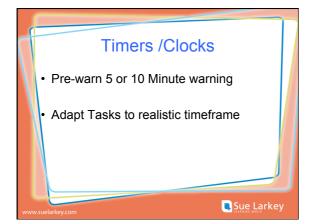
	4. Have examples to show them what is expected. Give them realistic expectations. Show a range of examples 5. Organisation. For example: have pencil sharp and ready, page ruled up, book opened to correct page etc.			
	6. Give a preventative break during the task.			
www.suelarkey.com				



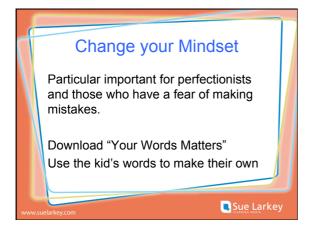


# Your Words Matter Remember Literal – Words can be confusing • 'Can' • 'Look' • 'Could', 'Would' \* Support by being an interpreter

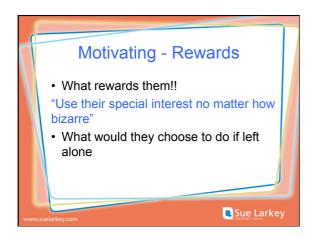
	Organisation Can be Difficult	
V	Use Systems	
	<ul> <li>Pencil case Not too many things- minimising choices</li> </ul>	
	Taking things home- plastic sleeves etc	
	(Have organisation systems at home)	
	How can I help be more organised and independent?	
	uelarkey.com	



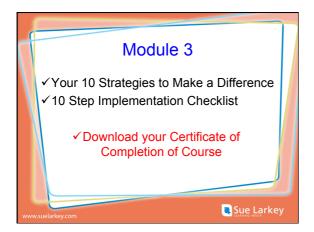
## Using Social Scripts • Very important 'Tell what to do', 'keep positive' • See PDF for how to write your own social scripts Make videos, role play, re-read, make copied and revisit



### Mindset - Mistakes • Mistakes can be VERY frustrating for kids with ASD as they can't see another answer/option OR feel like they put in a HUGE effort to get it wrong. • Tick, cross and 'O' for Opportunity for Learning







### NOTES





### Top 10 Strategies to Make a Difference





















www.suelarkey.com.au

### 10 STEP IMPLEMENTATION CHECKLIST

Goal for Student	Strategies to try	Support Materials/Resources to use
i.e. Teach student to be okay making mistakes	<ol> <li>Change Your Mindset (instead of saying 'I'm dumb' say 'I can do this!')</li> <li>Use O for Opportunity when they make mistakes</li> </ol>	<ol> <li>Change Your Mindset         Activities from Lesson 9</li> <li>Make a social script about         everybody makes mistakes         and how to fix up mistakes</li> </ol>
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		