

# Parent/Carer E-Book

*Key tips for Learning From Home*

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

**12 Key Strategies**  
for Success

**TOP TIPS**  
to Support  
Behaviour

*And Much More!*

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# TOP 10 TIPS TO STAY ON TASK

- 1** **Work towards the child becoming independent.** Try to allow the child 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.
  - ✔ Doing things for the child that **promotes dependent behaviour** and ever increasing reliance on you.
  - ✔ This independence will help to **promote self-assurance and self-esteem** in the child as they learn new concepts and are able to put them into practice by themselves.
- 2** Teach the child **coping strategies**.
- 3** **Help the child understand** discrete social rules by discussing situations with the child, explaining what other people may be thinking.
- 4** **Understand the difference** between the day a child 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 child** 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 child can keep them motivated.
- 7** **Fade direct support** on occasions to allow the child to grow.
- 8** **Teach the child** how to learn.
- 9** **Avoid being the one who rescues** the child 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 child 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.



## 6 CONSIDERATIONS FOR SUPPORTING STUDENTS

- 1 Children with autism are usually **visual learners**. You need to show them what to do rather than just tell them. Use visuals instructions.
- 2 Children with autism 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 children **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 their teacher so you can work together.

## THE ULTIMATE GUIDE TO SCHOOL AND HOME

By Sue Larkey and Anna Tullemans

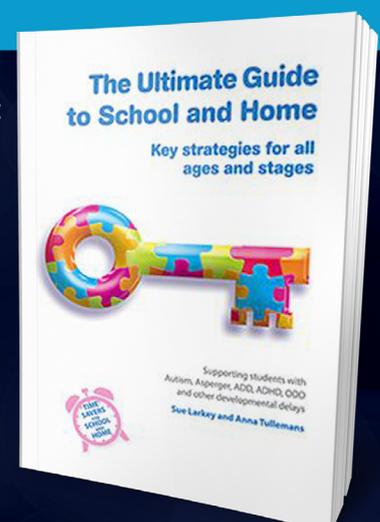
**Over 150 pages of key strategies and ideas including:**

- » Engaging Disengaged Students
- » Making learning fun
- » Teacher Assistants: Key strategies to support students
- » What to do if you don't have any help
- » Adapting tasks and making adjustments
- » The importance of downtime

**Over 500 NEW strategies and ideas!**

This is a resource that every school, early childhood centre and home should have!!

• CODE B96 \$44.95 (plus P & H)



# 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 children 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

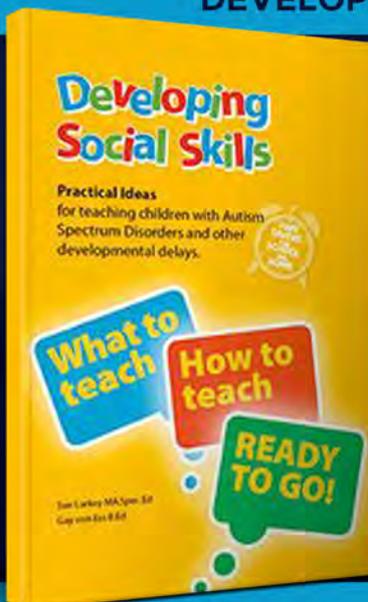
Excerpt from *Developing Social Skills* by Sue Larkey and Gay von Ess

- 1 Adapt activities to REAL people and places the child 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 children doing ‘the right thing!’ and reward.**
- 5 Do not assume they will generalise,** they need to practice in different environments.
- 6 Engage peers/siblings as they can be great role models** and encourage children in a range of situations.
- 7 Be a role model.** Being slightly over-dramatic will help children 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

# 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.



## 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. **Child 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 child. **Discuss things they like and don't like.**
- ▶ **Sing songs when cooking** ("Everybody mixing" etc).
- ▶ Give bowl to mix without spoon. **Child needs to ask for spoon.**
- ▶ Give fry-pan with no cord. **Child 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 CHILDREN WHO ARE NOT FOCUSING OR FOLLOWING DIRECTIONS

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

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

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

## SOLUTIONS

- 1 For children 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 in an area** with minimal distractions.
- 7 **Set up a signal** i.e. sentence the child can say when they need help.
- 8 Allow the child 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 children 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 CHILDREN 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.

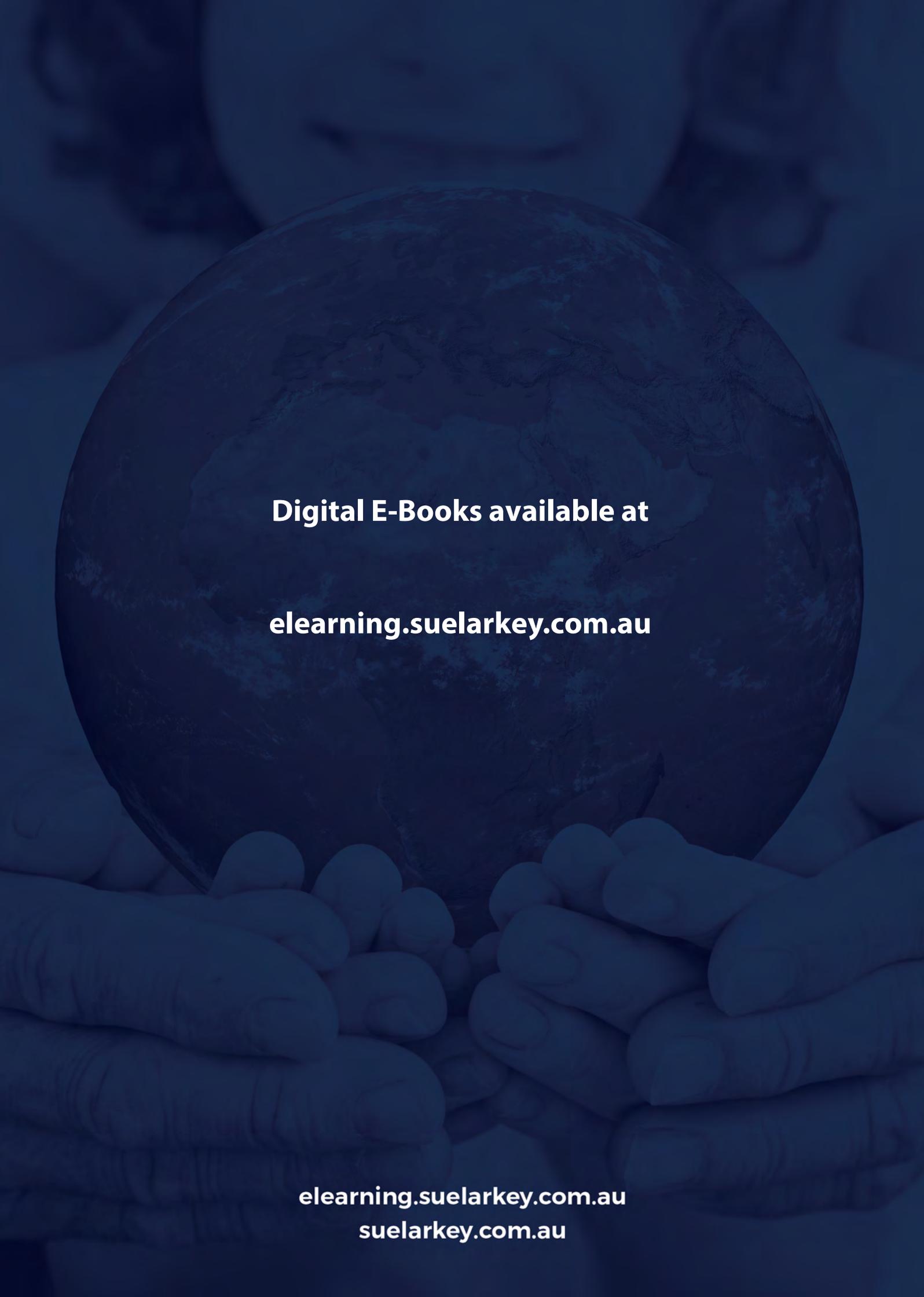
# 11 KEY STRATEGIES FOR UNDERSTANDING BEHAVIOUR

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 child may be using disruptive behaviour to leave the environment.
- 2 Ensure that there is **routine and structure** in place so the child 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 child **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 child 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.





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