

# ESSENTIAL TIPS FOR ANGELS 🧚

## Part 2

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TA  
STANDS  
FOR  
**TOTALLY  
AWESOME**

A TRULY  
AMAZING  
TEACHER  
ASSISTANT  
IS HARD TO  
FIND AND  
**IMPOSSIBLE  
TO FORGET**

A TEACHER  
ASSISTANT  
TAKES A  
HAND, OPENS  
A MIND AND  
**TOUCHES A  
HEART**



# 8 KEY WAYS TO BUILD RAPPORT *With Students With Autism*

The whole team including the teacher, teacher assistant, administration staff and leadership team should work towards building a strong relationship with the student. In our experience often the student only develops a strong relationship with the teacher. This is limiting as the student needs to be able to respond to other staff in the playground and often leadership teams are involved in behaviour management.

A strong relationship with the student means that the student will be more receptive to teaching opportunities and will retain more information.



# 8 Key Ways to Build Rapport

- 1 Get to know the student and their interests.
- 2 Develop a summary profile of the student so everyone is aware of the student's triggers.
- 3 Know the student's name (students on the spectrum often don't realise you are speaking to them if you don't include their name).
- 4 Give students responsibilities or jobs particularly around their special interest.
- 5 Reward positive behaviour.
- 6 Reward the right behaviour.
- 7 Talk to students at the start of duty or a lesson. Don't wait until something goes wrong.
- 8 Get down to their level. Bend down to their height or sit next to them. Some children in the younger years like to lie on the ground; you may need to lie down with them to engage them.

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## THE ULTIMATE GUIDE TO SCHOOL AND HOME

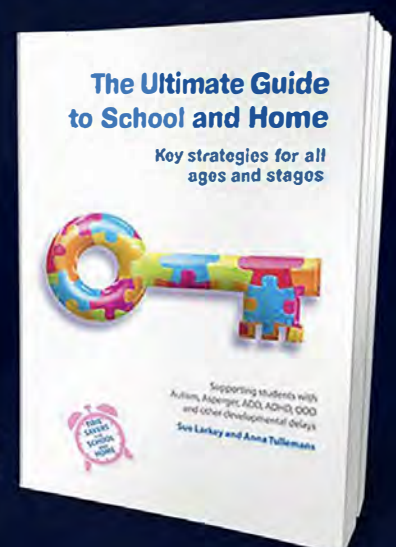
By Sue Larkey and Anna Tullemans

**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!!**



# SUCCESSFUL STRATEGIES

## ADJUSTMENTS FOR TESTS AND EXAMS

**Exam time and tests are often a very difficult time for students with ASD.** Their anxiety, fear of failure, perfectionism and learning style often makes this a highly stressful time for everyone. In my experience often their longer processing time makes it difficult to read a question and then figure out what it really means. They may also perseverate (become stuck and not move on) on a question that they don't know. Some students have difficulty explaining their thinking and just put the answers rather than showing their working out. It's important we put in place appropriate procedures/adjustments so that students can perform at their best in tests & exams.

In my experience **the more practise students have with exams and tests the better we can prepare them.** By doing practice tests and past papers we can become aware of the adjustments needed to support the students to ensure the best outcomes. One of the most important considerations when testing students with ASD is to ascertain what the required adjustments are to best assess the student's knowledge. However some students may resist the adjustments as they don't want to stand out or feel different from their peers. We may need to explain to them that this is going to bring out their best results. We need to appeal to their 'intellectual vanity' they will do better in the test if they use the adjustments.

The student needs to know that we are looking for **ADJUSTMENTS** not **advantages**.

### THESE MAY INCLUDE:



#### Exam Style Adjustments

- ✓ Questions to be asked orally
- ✓ Using a scribe (ensure met adult before and practised working together)
- ✓ Allow dictation into a recording device

- ✓ Allow for part of the test to be done one day and follow with the rest on a second day.
- ✓ Simplify and de-clutter the appearance of the test.



#### Environmental Adjustments

- ✓ Smaller room / Separate Room
- ✓ Seating i.e. closer to examiner/teacher
- ✓ Let them go in first or last.
- ✓ Let them wait in a quiet area away from crowds of students



#### Time Adjustments

- ✓ Apply for a longer time allocation.
- ✓ Remove time constraints i.e. do test until complete, aim is to know students knowledge not how fast can do work.
- ✓ Allow extra reading time. Many students have difficulty processing exam questions and would score much higher when given extra time to read the questions

#### ALSO important to consider the effect of noise from:

- ✓ Fans. Many schools have large overhead fans which makes the paper flick around. This can be distracting and make students lose concentration.
- ✓ Air conditioning
- ✓ Sports classes outside/ students on breaks
- ✓ Passing traffic
- ✓ Lights flickering

# TRAFFIC LIGHT STRATEGY

My favourite technique for class work tasks and exams is "The Traffic Light Strategy" This allows students to visually differentiate their own work.

Here is how I explain it to students:

“ In a test/exam or class work it is best you start with the easy questions. Sometimes those questions are in the middle or the page, or sometimes they are at the end. You don't have to do the work in order, start with what you "can do" as this helps your brain get ready to have a go at more difficult questions. If you start with the hard questions your brain starts to "freeze," "worry," or even "panic" so then you feel like you can't do the work. So if you use the traffic light system you can actually sometimes do questions you thought you didn't know how to do. So start with green/go, then do yellow/caution and then red/have a go even though hard ”

Teach the Green, Orange and Red strategy for answering questions. Read through the test and mark each question with a:



**RED MARK:** (I don't know where to start with this question).

**ORANGE MARK:** (I'm not sure about this question, but I can attempt it).

**GREEN MARK:** (I know how to answer this).

Start with answering the questions marked **green**, then the **orange** THEN the **red**.

**RESULT:** Receiving marks from tests and exams can be stressful for some students. Some students with ASD have social anxiety around receiving news of their results and need it done in a private setting. **Check with the student, families and support staff the best way for the student to get feedback and marks.**

## THE ESSENTIAL GUIDE TO SECONDARY SCHOOL: BY SUE LARKEY AND ANNA TULLEMANS



Revised and expanded in 2016. **A practical guide to secondary school. Ideas for all staff!**

- Curriculum engagement
- Accommodations
- Group work
- Homework
- Using technology
- Behaviour support
- Organisational skills
- Building independence

Includes proformas to photocopy and save you time. **This book has over 100 pages of proven ideas and strategies.**

# Types of ADJUSTMENTS / ACCOMMODATIONS

— REMEMBER TO USE A COMBINATION —



## ADJUST

Adapt the skill level, problem type, or the rules on how the learner may approach the work.



## ALTERNATE

Adapt the goals or outcome while using the same activities/materials/assessment task.



## CURRICULUM

Provide different instruction and materials to meet a student's individual goals.



## TIME

Adapt the time allotted and allowed for learning, task completion or testing.



## SIZE

Adapt the Number of items that the learner is expected to learn or complete.



## PARTICIPATION

Adapt the extent to which a learner is actively involved in the task.



## SETTING

Adjust the environment in which the student is learning.



## INPUT /PRESENTATION

Adapt the way the instruction is delivered to the student.



## OUTPUT

Adapt how the student can respond to instruction.



## SUPPORT

Increase the amount of personal assistance.

**Free Webinar** "Knowing How and When to Extend  
Your Students with Autism Spectrum"

**Free Ebook** "Strategies & Insights to Inform your Teaching  
Practice with Dr Temple Grandin & Sue Larkey"

**Sign up now!** [suelarkey.com.au](http://suelarkey.com.au) [elearning.suelarkey.com.au](http://elearning.suelarkey.com.au)

LEARN  
MORE!

AVAILABLE  
LIMITED  
TIME!



# HOW TO ENGAGE DISENGAGED STUDENTS

## *With Autism, ADHD & Neurodiversity*

Renowned psychologist Professor Skinner identified 5 main obstacles to learning:

### **1** FEAR OF FAILURE

- Encourage independence (p34 Big Blue Book)
- Why making mistakes is frustrating (p36 Big Blue Book)

### **2** LACK OF DIRECTIONS

- Start & finish day (p15 Big Red Book)
- Visuals
- Timers
- Schedules
- Previous podcasts & blogs

### **3** LACK OF CLARITY IN DIRECTIONS

- 12 tips to keep on task (p34 Big Blue Book)

### **4** POSITIVE REINFORCEMENT IS NOT USED OFTEN ENOUGH

- Rewards (p28 Big Blue Book)

### **5** TASK IS NOT BROKEN DOWN INTO SMALL ENOUGH STEPS

- Small steps of success (p28 Big Blue Book)



# TIPS TO *Encourage Independence*

Excerpt from Teacher Assistant's Big Blue Book of Ideas (p14)

Give them space and time to have a go.

Do not constantly correct them, allow them to make mistakes.

Accept that some days they will need more help than other days.

Get the students to identify areas of difficulty for themselves.

REWARD having a go!



## 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
- BIG BLUE BOOK | CODE B 16

**BUY BOTH BIG BOOKS  
AS A BUNDLE!**



# TIPS TO *Keeping on Task*

Excerpt from Teacher Assistants Big Blue Book of Ideas (p34)

**Take time** to observe the student and environment to identify the barriers to completing tasks.

**Adapt** tasks before the activity.

**Encourage responses**, whether right or wrong – do not constantly correct them.

Plan to have **textbooks** out and **examples** to show them.

Give a preventative break during the task.

**Limit** choices.

Ensure **clear** instructions.



## WHY MAKING MISTAKES *is Frustrating!*

A key part of increasing participation and engagement is getting students to “have a go” but have you ever noticed **making mistakes** is particularly frustrating for students with autism, ADHD or neurodiversity?

This is because these students often have difficulty with “cognitive flexibility”. In other words they have a one track mind: their thinking tends to be rigid and not adapt to failure or change. One of the characteristics associated with this **inflexibility** is being less able to learn from mistakes.

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 can 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 “having a go”.

### STRATEGIES TO SUPPORT UNDERSTANDING:

- Break activities into small, achievable steps.
- Use Social Stories to support understanding (i.e. in **Developing Social Skills book** “It is okay to make mistakes” page 72).
- Model making mistakes and how to correct them.
- Tell what to do, not what not to do. Use positive phrases rather than negative. For example: “Put your hand up” vs “Don’t call out”.
- Reward “having a go”.
- For more ideas see **Teacher Assistants Big Blue Book of Ideas** page 36

# Task Analysis

Task Analysis is breaking tasks into micro-steps.

For example a task like picking up a pencil can be broken down into:

- 1 Scanning the table for the pencil.
- 2 Finding the pencil amongst other objects on table.
- 3 Moving your hands towards the pencil.
- 4 Picking up the pencil without knocking over other objects (many kids have difficulty with spatial perception; this is part of their sensory processing difficulties).
- 5 Reposition your fingers to correct grip.



As you can see there are many steps to this task that need to be taught and often different supports required for each step.

## Rewards

Things to remember about rewards

- 1 The tasks need to be small and achievable
- 2 Both the reward and task need to be very **clear**. Remember these students are literal so if you say "neat work" and they make a mistake they may have a meltdown because they believe they are going to miss out on the reward.
- 3 Most students need small tasks and **small** rewards. Once the child has developed success and confidence then you can extend the time on each task before a reward.
- 4 Rewards wear out so you will need a range of rewards.



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# OTHER BOOKS BY SUE LARKEY AND ANNA TULLEMANS



## TEACHER'S ASSISTANT'S BIG RED BOOK OF IDEAS

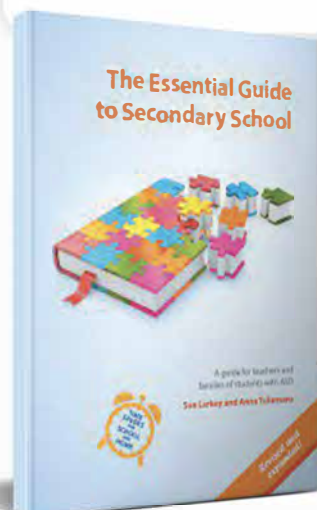
### ...COMPANION TO THE BIG BLUE BOOK OF IDEAS

Hundreds of ideas to try. Setting up classroom, role of teacher assistant, behaviour in classroom and playground, stages of anxiety, transition, sensory tools and activities. Includes frequently asked questions and MORE!

## TEACHER ASSISTANTS BIG BLUE BOOK OF IDEAS

### ...COMPANION TO THE BIG RED BOOK OF IDEAS

Hundreds of new strategies to try. Social skills: playgrounds, friendships, building self-esteem, bullying. In the classroom: getting on task, adapting tasks and exams, building independence. Managing anxiety and behaviour.



## THE ESSENTIAL GUIDE TO SECONDARY SCHOOL

Practical guide to secondary school This book has over 100 pages of proven ideas and strategies. Includes Proformas to photocopy and save you time. Keeping on task, motivation, exams, assignments, sports days and more. Ideas from homework, excursions, curriculum ideas and 100s of strategies to use!

## THE ULTIMATE GUIDE TO SCHOOL AND HOME

This book provides key strategies for all ages and stages. It offers over 500 practical strategies and time savers for school and home. Everything from setting up a classroom, developing friendships, engaging disengaged students; to moving house, choosing a school and applying for a job. It is the ultimate guide for teachers, parents and all professionals supporting children with autism spectrum disorder, including Asperger's, ADD, ADHD, ODD and other developmental delays.



# OTHER BOOKS AND RESOURCES BY SUE LARKEY

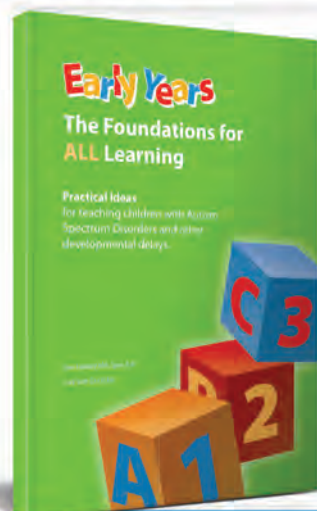


## PRACTICAL MATHS PROGRAMMES

This book is the ideal starting point for teaching key maths concepts to children with an autism spectrum disorder and other developmental delays. It is full of practical ideas and strategies to teach the foundations of early maths and addition and also includes worksheets and activities to incorporate maths into daily living skills such as money, shopping, cooking, timetabling and lots more.

## TIPS FOR TOILETING

A guide for parents and professionals toilet training children with an autism spectrum disorder. Contents include: when to start toilet training, getting started, the use of rewards, techniques, dealing with accidents, sensory issues, bowel motions, generalising, night time training, frequently asked questions, pages of visuals all ready for you to cut out and use! And lots more! 60 pages of helpful hints and ideas.



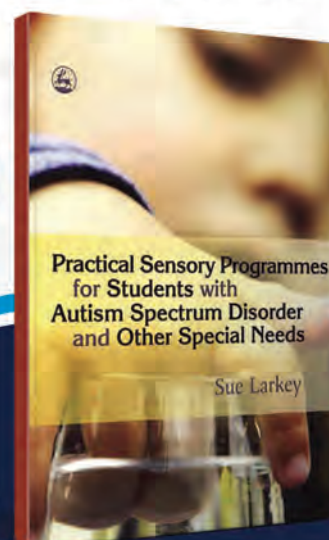
## THE EARLY YEARS:

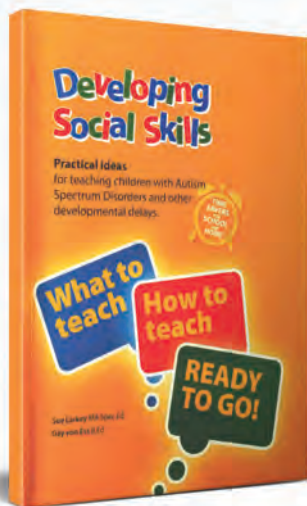
### THE FOUNDATIONS FOR ALL LEARNING

This book is full of practical ideas to give children with an ASD and other Developmental Delays the KEYS to learning. Teaching to play, write, draw, imitate etc. Toilet Training, Community Access, etc. To sit, ask for help, wait, play, attention to task, sign songs, etc. GREAT easy to photocopy programmes.

## PRACTICAL SENSORY PROGRAMMES

This book is designed for families and schools to incorporate sensory activities into the home and school in order to address the significant difficulties students with an ASD often encounter. It shows how to identify sensory problems and develop programmes. Over 100 activities including all five senses and movement.





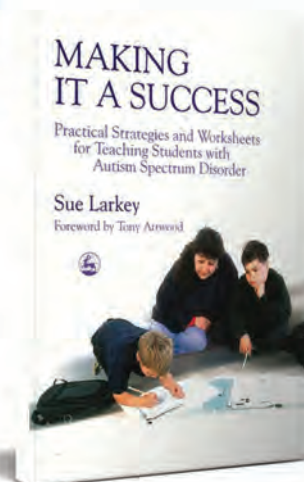
## DEVELOPING SOCIAL SKILLS

A starting point for teaching and encouraging social interactions and skills for children with autism spectrum disorders. A useful concrete and visual resource which, when coupled with videoing, role playing and modelling will help young primary school age children with an ASD to understand the social world around them. Includes 100s of practical ideas, Social Scripts and worksheets.

## MAKING IT A SUCCESS

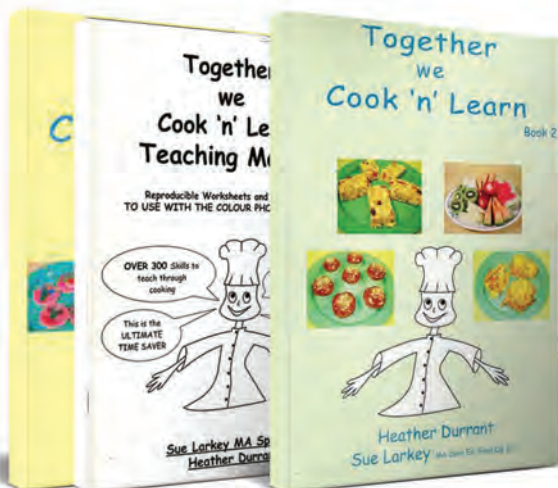
This is the ideal reference for schools to successfully integrate children into the classroom. It provides easy to follow, proven strategies and worksheets to use immediately. Dr Tony Attwood in the foreword writes:

*"Sue has a remarkable ability to identify and briefly explain the difficulties experienced by a child with autism in a regular classroom and to suggest realistic and practical strategies to improve abilities and behaviour. Her advice is succinct and wise."*



## COOKBOOKS AND MANUAL

These books are an ideal teaching programme for EVERYONE. You can teach everything from Maths to Science through cooking. Cooking is a marvellous tool to teach everything from maths to social skills. Cooking is a favourite activity for all children so is a wonderful teaching and learning activity. As well as being appropriate for all ages and stages!



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LEARNING

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*Learn On Demand!*

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# HANDWRITING TIPS

## *For Students With Autism Spectrum*

**Dysgraphia** is a deficiency in the ability to write, regardless of the ability to read and not due to intellectual impairment. It is known to be associated with Autism (specifically Asperger Syndrome) and ADHD.

### Some key facts about children with Dysgraphia:

- › Can usually write on some level, but often lack motor coordination.
- › May find other fine motor tasks such as tying shoes difficult, though often **does not affect** all fine motor skills.
- › Can lack basic spelling skills (e.g. having difficulties with the letters p, q, b and d).
- › Often will write the wrong word when trying to formulate thoughts (on paper).
- › Generally emerges when the child is first introduced to writing. The child may make inappropriately sized and spaced letters or write wrong or misspelled words despite thorough instruction.



Once we have learnt to write we can write without having to concentrate or focus. However for these students it takes a HUGE amount of energy and effort to write. Can you imagine how frustrating it must be, knowing what you want to write, how it should look but not having the skills to put it on paper as fast as your brain works!

Often children with autism get so tired and frustrated when doing writing tasks, they prefer computers because less fine motor skills are required. However, there are times when using the computer are not appropriate or possible i.e. exams. **The other options are a scribe or supporting fine motor skills through pencil grips or getting an Occupational Therapist to help develop fine motor skills.**

## WRITING

### Why Use Pencil Grips?

Children need to hold a pencil in a way that provides both stability and mobility. Speed, legibility and endurance of handwriting are influenced by the way a child holds their pencil. Pencil grips help the child maintain a position of stability to allow for efficient mobility and improved handwriting. Two of the most frequently recommended grips are pictured below – the standard pencil grip and the cross-over pencil grip.

Anything we can do to improve fine motor control, build strength and reduce the frustration of the child is essential.

**Pencil Toppers** are ideal for anyone who chews when writing. Some children (and adults) actually chew when they are thinking or processing.



### Handwriting Hints

- 1 Break crayons or pencils in half to help children to develop grasp. Often, kids will hold onto the pencil with all of their fingers if the pencil is too large.
- 2 Add a Popsicle stick or stamp between words to work on spacing.
- 3 Use a highlighter for the top, middle and/or baselines to help children to realise where lines are on the paper. Use a different colour for each line.
- 4 Use a sticker on the top left side of the paper as a reminder of the way the paper should be positioned. Students can then refer to the sticker when reading and writing to make sure they are moving from left to right.
- 5 Use coloured pencils instead of crayons for children who do not like the smell of texture of the crayons
- 6 Listen to the podcast to hear Sue discuss how to use spinning tops to help with handwriting and fine motor skills
- 7 **How to Use a Whole Body Approach to Support Fine Motor Skills for Students**
- 8 It is thought that 65% of children with autism are left-handed and only 10% of the neurotypical population are left handed. Do you have a left hander? Read **page 70 of the Ultimate Guide for 7 strategies.**

*Want more?*

**CHECK OUT THE SUE LARKEY BLOG FOR LOTS OF TIPS AND ADVICE**





Spinning Tops  
(3 for \$3)

\$3.00



Pencil Grips -  
3 Types

\$4.00



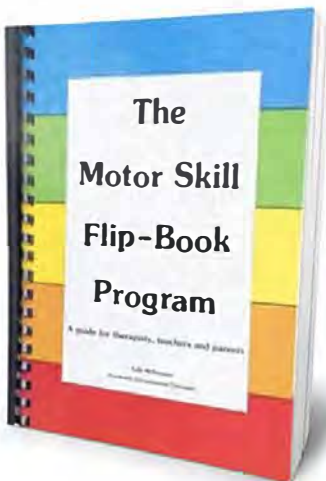
Smiley Face  
Stress Ball

\$3.00



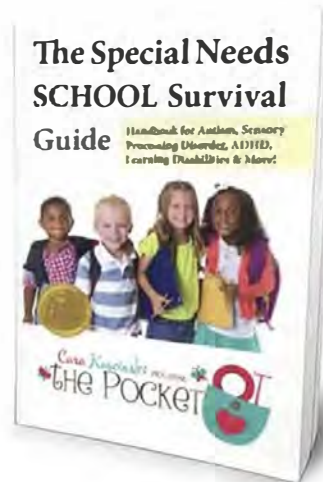
Chew Stixx Pencil Toppers -  
Textured (Pack of 2)

\$15.00



The Motor Skill  
Flip-Book Program

\$54.95



The Special Needs  
School Survival Guide

\$44.95



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# 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 2021! 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. Check out my website for more timers – [CLICK HERE](#)

**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!

# RULE OUT THE 6 KEY MISTAKES FOR UNSUCCESSFUL BEHAVIOUR PLANS

These are common reasons I see that may lead to unsuccessful behaviour plans

## 1 Not looking at the 'Big Picture'

- ☐ Sometimes we focus our attention on extinguishing a particular behaviour and not looking at why the behaviour is occurring.

## 2 Failure to find the true cause of the behaviour. Generally there are three factors that are woven into the students' behavioural difficulties:

- ☐ Their inability to understand effectively
- ☐ Expressive communication problems
- ☐ Sensory issues

## 3 Trying to deal with too many issues at the same time

- ☐ Focus on why one behaviour is happening as changing that will usually change multiple problems

## 4 Focussing on extinguishing behaviours rather than teaching a particular skill

- ☐ We have to stop telling students what NOT to do and start teaching them what they should be doing
- ☐ One of the most effective ways to eliminate inappropriate behaviour is to teach a more effective and appropriate way to get a student's need met

## 5 Presuming the students understands

- ☐ Few people recognise that a student's difficulty in 'understanding' (the underpinning meaning of what we say and do) is frequently a source of behaviour problems

## 6 Reacting to difficult behaviours inconsistently

- ☐ We need to be very consistent in our day to day encounters with on ASD student. The more inconsistent we are, the more confused the ASD student will be and less able to problem solve

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Over 500 NEW strategies and ideas!

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# DE-ESCALATION

## *Strategies for Meltdown/Shutdown*

Use a Calm voice

Re-assure

Act calm,  
even if  
you're not

Give  
processing  
time

Slow it Down,  
Break it Down

Use Visuals to  
Communicate

Give small  
achievable steps

Re-direct

Silence - Don't talk  
where possible

Calm the  
environment

Validate  
Feelings

Give them  
extra  
space

Ignore whenever  
possible

Answer their  
questions but don't  
coach, correct

Decrease sensory  
stimulation

Avoid saying 'NO', as  
they will hear 'NEVER'

Ignore inappropriate  
language, tone, etc.

Don't  
try to  
Reason

Tell what to  
do, NOT what  
not to do

Let them know you are  
there if they need you

THE  
**SUE LARKEY**  
PODCAST

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PLATFORMS

- *Episode 112:* De-escalation Strategies Before, During & After a Meltdown/Shutdown
- *Episode 70:* Understanding Meltdowns with Jed Baker
- *Episode 8:* 3 Stages of Meltdown



# Dean Beadle's

## TOP 10 TIPS FOR SUCCESSFUL EDUCATION

Dean Beadle has toured the UK for over fifteen years sharing his experiences of being autistic. In that time he has delivered over 800 conference keynotes, school inset training sessions and parent talks. He has lectured on the Birmingham University distance learning autism course since 2009 and has regularly delivered lectures to student teachers at Plymouth University since 2014. A video clip of Dean was used in the Autism Education Trust schools training which was completed by over 150,000 UK schools' staff. Between 2018 and 2020, Dean was keynote speaker at the regional challenge days for school leaders for the Ambition Institute.

He has also delivered conference keynotes in Germany, Denmark, Belgium, Ireland as well as co-delivering four seminar tours of Australia and New Zealand alongside Sue Larkey.

Successful education is about aiding and nurturing our young people to grow into fully formed and well-rounded individuals. These principles should be at the heart of all the work educationalists undertake with young people on the autism spectrum. Despite time and budget constraints, professionals can still make a huge difference to people on the autism spectrum; **because it's strong student-professional relationships that make the most difference.**



Below are 10 tips for successful autism education. These are by no means exhaustive but are pertinent pointers for good autism practice.

- 1 Special interests/obsessions can be an invaluable teaching tool and a great motivator for the child.
- 2 Teaching social skills is as important as teaching academics. BOTH are essential for development.
- 3 In order to resolve a behaviour you must first understand the causes. Anxiety is often a major factor. Observation is key.
- 4 It's essential to put as much focus on a child's strengths as you do on their targets and difficulties.
- 5 Empower each child to see that their diagnosis doesn't have to be perceived as a setback but an asset and an important part of their individuality.
- 6 Appreciate the purpose and reasoning behind ritualistic behaviours.
- 7 Encourage people with autism to stretch out of their comfort zones. Help them to build up a catalogue of successes so that they can take on new challenges based on the confidence that they've gained from succeeding before.
- 8 Inspire people with autism to feel that they are part of the solution rather than the cause of the problem.
- 9 Teach that it is OK to make mistakes in life. Children with autism often develop such a fear of mistakes that taking on new challenges becomes terrifying. Teach that mistakes are human nature and OK.
- 10 Remember that behind every diagnosis is a child with individual needs; no two children on the spectrum are completely the same.

People on the autism spectrum have so many strengths, positive characteristics and abilities. I believe that good education practice can bring those to the fore and enhance them, setting up a strong foundation for lifelong success and well-being.

*New Online Course with Dean Beadle*

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



# TEACHER ASSISTANT COURSE PART 2

Presented by Dean Beadle



## Understanding and Meeting the Needs of Neurodiverse Students

### Lesson 1 - Meeting the Needs of Neurodiverse Students

- Busting Four Common Myths about Autism:
  - Autistic People Lack Social Skills
  - Autistic People Don't Want Friends
  - There is such a thing as Autistic Behaviour
  - Autistic People Lack Empathy

### Lesson 2 - Executive Functioning: Link to Anxiety & Exhaustion

- Why It's Easy to Confuse Executive Functioning with Laziness
- The Simple Yet Powerful Definition of Executive Functioning
- Lived Experience with Executive Functioning
- Strategies to Support Executive Functioning

### Lesson 3 - Social Needs and Emotions

- The difference between 'Social Skills' and 'Social Knowledge'
- How to make Social Knowledge work in the 'real' world
- Mutual Obligation of Socialisation
- The Power of true alone time
- Allow your students to define what it means to be social
- 2 Key Ingredients for Social Clubs
- Dean Beadle's 90:10 Rule for Social Activities
- The Ladder of Trust
- What is Alexithymia and what you can do about it

### Lesson 4 - Autistic Rights and Place in Society

- Supports & Accommodation to put in place
- Dean's Primary School Report & Diagnostic Report
- Explanation of Sensory Aversion to having a Hair Cut
- Impact of Labels - 'Good Dean' verses 'Bad Dean'
- How Autistic Youngsters can & should advocate for themselves
- How to help students find a productive & constructive way to deal with feelings

# TEACHER ASSISTANT COURSE PART 2

Presented by Dean Beadle



Understanding and Meeting the Needs of Neurodiverse Students

## Lesson 5 - Transformation Impact Teacher Assistants can Make

- How to leverage the connection between a Teacher Assistant and Student
- Clear Boundaries in the Role and Responsibilities between the Teacher and Teacher Assistant
- How long should you keep the same Teacher Assistant?
- Discussing the Myth that Teacher Assistants are a barrier to peers and teacher

## Lesson 6 - How to Disclose Diagnosis

- Dean's personal story and 'Rule of Thumb'
- Tips for how and when to share the diagnosis.
- The Value of Autistic People learning from other Autistic People
- Insights on how the word Autistic can cause anxiety
- Dean's encouragement - never give up!

## Lesson 7 - How to Create the Setting for Students to Accept Themselves

- Importance of Autistic voice and how it transformed Dean
- Breaking the Medical Model
- Dean's 5 pieces of advice to anyone at the beginning of their Autistic Journey

## Lesson 8 - Autistic Joy

- A window into the beauty and joy of Autism Spectrum



BONUS - 45 minute Q&A with Sue Larkey and Dean Beadle