

Making it a success!

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*Strategies to Help Teens
& Adults*

Exam Strategies

*Creating Successful Social
Scripts*

*Improving Executive
Functioning*

What is Theory of Mind?

Teaching Eye Gaze

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Resources
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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 ie 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:

- **Green mark** (I know how to answer this).
- **Orange mark** (I'm not sure about this question, but I can attempt it).
- **Red mark** (I don't know where to start with this question).



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

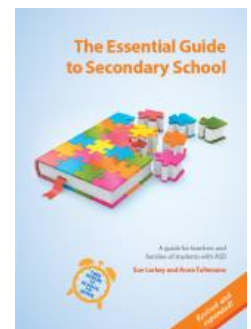
Results

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 Tulleman

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.

CODE B02 \$44.95 (plus P & H)

Promoting Social Understanding - Social Scripts

Friendship, play and social interaction are all two-way – and we need to support both the child with ASD **and** their peers to make social skills programmes work. Using social scripts to teach children with ASD, ADHD, ODD and PDA how to engage socially can be a great strategy to improve understanding of events and situations. Social scripts describe a social situation, skill or concept. The goal of a social script is to promote true social understanding.

For example, I taught a Year 1 girl who wasn't doing her work, constantly getting frustrated and not staying at her seat. It turned out she didn't know how **OR** when to ask for help. Creating a social script to explain the concept of 'asking for help,' significantly changed this child's ability complete work. Other students seem to learn these concepts without explicitly being taught, but in my experience ASD, ADHD, ODD and PDA students need support to understand expectations, rules and changes. The reason social scripts are so effective is that they are visual, can be referred back to and tell the child what to do or expect.

Ultimately, they help children with ASD understand social rules, what others mean and how to interact.

“Improvement in behaviour doesn't come from the social script, it comes from improved understanding of events and situations.”

Examples of Social Situations where you might use Social Scripts

NEW activities or change

- What to do if your teacher is away
- Going on Camp /Excursions/ Swimming Lessons
- New Teacher or New Teacher Aide
- Change in Family: Loss of family member, Divorce, New Baby

Understanding Expectations/ Rules

- What to do if you need help
- What to do if you make a mistake
- Sitting on the mat/desk or Waiting in Line
- What to do when I get to school
- What to do when I lose something

How to Create Successful Social Scripts

- ✓ Use Photos, line drawings, comic strips or even video to support social scripts.
- ✓ Many students like helping to make the social scripts this can include selecting photos, typing or writing words, illustrating or laminating the finished book
- ✓ It is important to use words that aren't too specific such as 'Sometimes,' 'Usually,' 'Often,' or 'Occasionally' – this allows for flexibility
- ✓ Social scripts are ALWAYS positive. Don't use sentences such as "I often interrupt," or "Sometimes I hit other children." These sentences don't give information about available alternatives.
- ✓ Read with the social script with the student and check they understand, often it takes a few edits to get the social script perfect.

The key with Social Scripts is they need to be re-read often to reinforce the learning. Don't wait until a problem arises to revisit. Make a copy for home and school. Many students I have taught love to re-read the social scripts regularly, especially if they have been successful.

Ready to Use Social Scripts

How to Stop Your Words from Bumping into Someone Else's | By Anna Tullemans & Rhonda Dixon

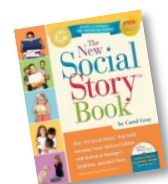
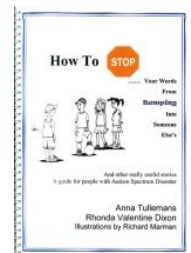
This book has 18 Ready to use Social Scripts. All on A4 pages with an excellent picture to explain so many of the common challenges students with an ASD face in social and school situations. They include: Getting Someone's Attention, Starting a Conversation, Interrupting, Asking Someone to Play, What if a Person Say's No'?, Asking for Help, How loud or soft your voice should be, Waiting in Line, Waiting on the Mat and Waiting at your Desk.

CODE: B08 **\$29.95 (plus P & H)**

The New Social Story Book | by Carol Gray

This book is a must-have for every special needs and inclusive classroom. The easy to use format allows teachers to quickly look up an in-the-moment solution and learn about what the child is communicating, and why. This book illuminates possible causes of those mysterious behaviours and more importantly, provides solutions!


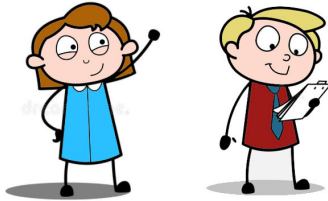
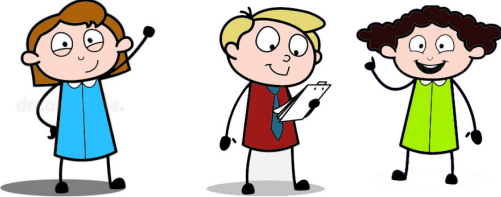
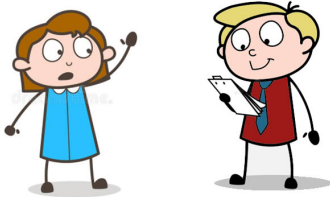
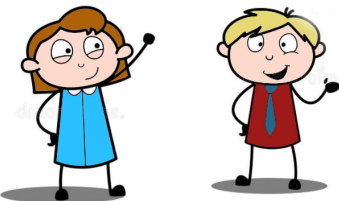

CODE: B61 **\$69.95 (plus P & H)**



Example of How to Write a Social Script

Title
Introduces the topic/
scenario

My name is...If I don't know what to do I can ask for help.

	<p>Sometimes I need to ask the teacher for help.</p> <p>It's okay to ask for help when I don't know what to do.</p>
	<p>I put my hand up to attract the teacher's attention.</p> <p>I look towards the teacher.</p>
	<p>Sometimes the teacher is busy with someone else, that is okay I can wait for help.</p>
	<p>When the teacher has finished with the other student I can call out in a medium voice, "Excuse me."</p>
	<p>I wait for the teacher to look at me and say my name.</p> <p>I then ask my question.</p>
	<p>When the teacher has answered my question I say, "Thank you."</p>

Perspective Sentence
Makes the script personal for the child and more specific to them. It appeals to their literalness.

Coaching Sentence
Keeps it positive and tells the child what to do.

Alternative Scenario
Include likely scenarios to avoid anxiety

Descriptive Sentence
Teaches the social skills necessary in the scenario

Conclusion -> Affirmation
Positively reinforces and restates the original purpose with addition information

It is okay to ask the teacher for help if I don't know what to do.

Top 10 Books to Help Teach Social Skills to Children with ASD

Social skills and behaviour regulation are important for all children, but children with ASD and ADHD often need extra support and teaching of social skills. Below are some great resources to help teach social skills to children with ASD, ADHD and other development delays.



Developing Social Skills By Sue Larkey & Gay von Ess

A starting point for teaching and encouraging social interactions and skills for children with an autism spectrum disorder and other developmental delays. It is a useful concrete and visual resource which when coupled with videoing, role playing and modelling will help young primary school age children with an autism spectrum disorder to better understand the social world around them. This book includes hundreds of ideas, social stories and worksheets. It is a great resource full of time savers for home and school.



Socially Speaking Board Game

This fun game focuses on social interaction in three key areas: home, school, and the wider community. Children are able practice vital skills such as greetings, turn-taking, eye contact, listening, compliments, emotions, telephoning others, showing interest in what others are saying, sitting appropriately and still, asking and answering questions, using your voice effectively, developing and maintaining friendships, and more. Contains game board, 100 question cards, playing pieces and teacher's notes for 2 to 6 players. Cards can be used for whole class activities.



The New Social Story Book | by Carol Gray

This book is a must-have for every special needs and inclusive classroom. The easy to use format allows teachers to quickly look up an in-the-moment solution and learn about what the child is communicating, and why. This book illuminates possible causes of those mysterious behaviours, and more importantly, provides solutions!

OLD FAVOURITES

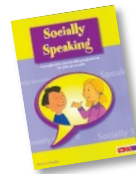
Taking Care of Myself

by Mary Wrobel



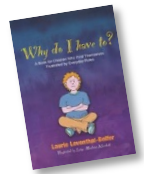
Socially Speaking (Book)

By Alison Schroeder



Why Do I Have To?

By Laurie Leventhal-Belfer



What Did You Say? What Do You Mean?

By Jude Welton



It's Raining Cats and Dogs

By Michael Barton



The Social Skills Picture Books

By Dr Jed Baker



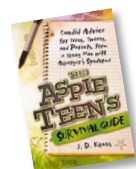
The Asperkid's Secret Book of Social Rules

By Jennifer Cook O'Toole



The Aspie Teen's Survival Guide

By JD Kraus



How To Stop Your Words from Bumping into Someone Else's

By Rhonda Dixon and Anna Tullemans



Find out more about these resources, download free tip sheets, request a catalogue, and order teaching resources – all online at www.suelarkey.com.au

The One Thing I Wish I Knew YEARS ago...

was the IMPORTANCE of executive functioning and HOW to improve it as it underpins everything from behaviour to social to engagement. Executive functioning refers to the part of your brain that organises, prioritises and regulates emotions. However, I prefer to refer to it as the 'Air Traffic Control,' as just like air traffic control has to manage thousands of planes on countless runways with perfect timing, students have to manage information and distractions.

Impaired Executive Function can impact significantly on children with autism spectrum disorder's ability to learn and engage in busy learning environments.

Students may not struggle with all areas of Executive Functioning to the same degree. It is important to identify which areas the child needs supports, and put in place strategies to support and develop this skill. I find that if the child has had an assessment by a psychologist it is worth checking which areas were identified as impaired and then using these results to help guide the strategies used to improve their executive functioning.

I find that strategies to address Executive Functioning are often helpful for ALL students but are particularly VITAL for students with ASD/ADHD in making a difference to their learning, behaviour and social skills.

Fortunately, we can improve executive functioning skills through a range of strategies, below are some examples.

1. Emotional Control – This is where they have difficulty with behavior and emotional control. This can look like difficulty waiting for a turn, getting frustrated easily, off task behaviours, overreaction to the smallest things (e.g. not being first), becoming overwhelmed or meltdowns.

How to Improve Emotional Control

- Sensory tools, break cards, take a break tables,
- Emotion Cards that communicate how they are feeling and what to do to repair emotions.
- Resources like "The Kids Guide to Being Awesome and in Control" are full of great strategies for teaching emotional regulation see **Available at www.suelarkey.com.au**
- Social Scripts that help students with turn taking, waiting, putting hand up to wait for a turn. **See pg 3** on How to write Social Scripts

2. Impulse Control – This can be calling out, distracting others, aggression /fighting, rushing through activities without checking or inconsistency with following rules.

How to Improve Impulse Control

- Redirection - telling them "what do do" not "not what to do" i.e. "Put your hand up" rather than "No Calling out"
- Social Scripts that explain how to put up hand, rules for playground and group work – see page x How to Write Social Scripts
- Prewarn about rules and expectations in specific situations : use visuals where possible

3. Planning and Prioritising – This is where they have difficulty deciding the steps needed to reach a goal order of importance. As a result they may get no work done, be easily distracted, avoid tasks and may be easily overwhelmed. They may also have trouble seeing the main idea and easily go off topic

How to Improve Planning & Prioritising

- Visual Planning Supports such as: Mindmaps, Rubrics,
- Support Staff spending individual time with the student to help break down tasks down, prioritise & plan
- Using Calendars, Diaries (make sure have set times to write in and check)
- Break Tasks into set up small achievable steps, tick off each step when completed

4. Organising – This includes ability to keep track of information and things.

How to improve Organisation

- Systems in place for organization i.e.own hook in bag area away from busy areas
- Minimising equipment and books i.e. one book/folder or limiting the size of pencil case and its contents
- Take Photos of how desk/locker/bag should look so remind them where things go
- Help write down plans and thoughts and organize logically.

5. Task Initiation – This often looks like a student sitting doing nothing, being oppositional "I am not doing it" or procrastinating (need toilet etc.). When in actual fact they are often just so overwhelmed they don't know how to start.

How to Improve Task Initiation

- Give a Partner to work with, who can model what to do
- Limit and write down instructions where possible
- Simplify Worksheets
- Traffic Light Strategy **pg 2**

6. Flexibility – They often don't like to change or stop in the middle of an activity. They don't see other options or solutions and often don't understand what is being asked of them. This can result in arguing, getting frustrated /angry and meltdowns. Often take things literally. **See Theory of Mind pg 12**

How to improve Flexibility

- Timers to pre-warn when to finish.
- Routines/Schedules – Understand their need to know what is happening when.
- Pre-warn about changes (people and events) Explain WHY changing and WHAT replacement i.e. Mum is picking you up today as Grandma is at the Doctor
- Use Social Scripts that give clear descriptions of what is going to change/new and what I need to do. **See pg 3**

7. Working Memory – This is the inability to hold information in their mind and use it to complete a task. Struggle with multi-step tasks, remembering directions, taking notes or understanding something you've just explained to them.

How to Improve Working Memory

- Visuals -The more visuals the better
- Model - SHOW what you want, Don't Tell
- Co-actively do activities: learn best BY DOING and being involved in learning ie hand over hand for handwriting. .
- Slow it down, Break it Down (instructions etc)
- Get them to repeat in own words instructions/direction

Want to learn more about Executive Functioning?

My FAVOURITE book is 'Executive Function Dysfunction' by Rebecca Moyes

- ✓ Containing a wealth of helpful information as well as tried-and-tested strategies
- ✓ describes the cognitive processes that make up the executive functions
- ✓ Using real examples, she describes how difficulties in each of these areas may manifest
- ✓ Offers practical hints, tips, and accommodations for supporting children at both home & school



CODE: B114
\$37.95 (plus P & H)

Executive Functioning



Emotional Control

Struggle with emotional control, often have trouble accepting negative feedback. May overreact to little injustices. Often struggle to finish a task when something upsets them (i.e. mistakes).

Impulse Control

Calling out, rushing through activities without checking, inconsistency with following rules.

Planning & Prioritising

Difficulty deciding the steps needed to reach a goal order of importance. May not know how to start planning a project and become easily overwhelmed trying to break tasks into smaller chunks.

Organising

Ability to keep track of information and things. Organisational issues are constantly losing or misplacing things.

Task Initiation

Struggle with issues with planning and prioritising too. Without having a plan for a task, it's hard to know how to start. Can come across as lazy or as simply procrastinating. But often they're just so overwhelmed they freeze and do nothing.

Flexibility

Inflexible thinking in very concrete ways and take things literally. They don't see other options or solutions. They find it difficult to change course.

Working Memory

Inability to hold information in their mind and use it to complete a task. Struggle with multi-step tasks, remembering directions, taking notes or understanding something you've just explained to them.



This is just a visual, it doesn't depict places in the brain for executive functioning

Strategies to Improve Executive Functioning

Visuals

Colour code, visual plans for assignments, mind maps, take photos to show them how their desk, locker should look.

Transition Supports

Pre-warn about change using a timer, use transition cues like a bell or announcement.

Modelling

Show and use assistance to support the child to do the actions of what is required.

Routines

Packing bag, pencil cases, book marks in books, diary for homework.

Systems

Put notes in plastic sleeve in same part of bag every time.

Minimise

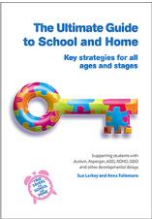


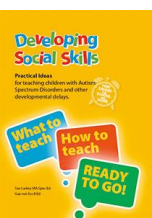
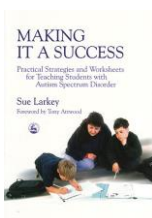
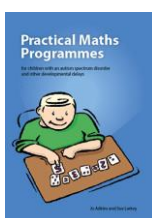
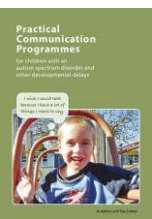
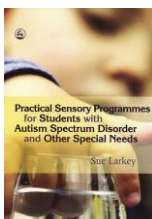
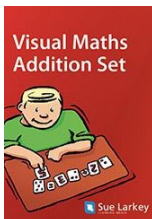
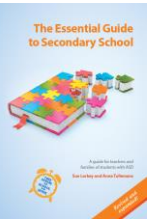
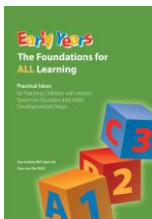

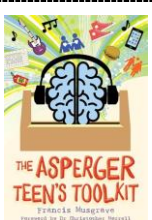
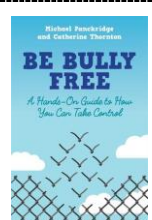

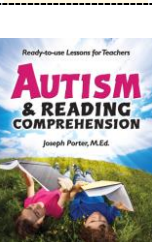
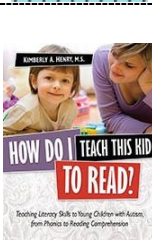

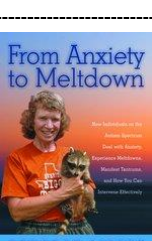
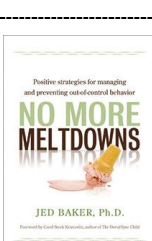


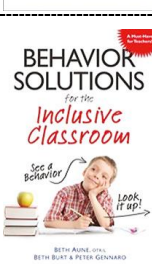
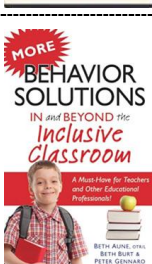
Reduce clutter by having containers, drawers, extra shelving. Ensure labelled so return to correct place.

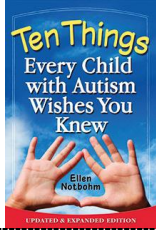
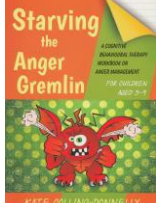

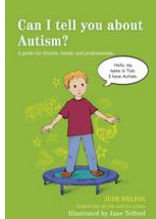
Time management

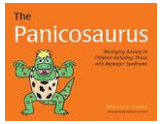



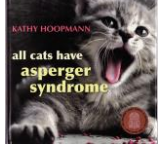
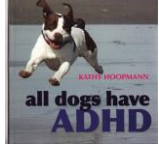
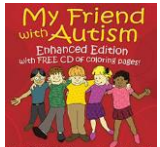

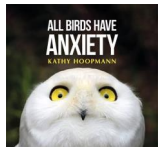

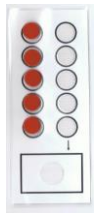

Time Timers, Digital Schedules, scheduling with a timer – break routines into steps or tasks to complete in certain times.



Social Scripts

Give clear descriptions of what is going to change and what they need to do.

<p>The Ultimate Guide to School and Home By Sue Larkey & Anna Tullemans</p> <p>CODE B96 \$44.95</p>		<p>Teacher Assistants Big Red Book of Ideas By Sue Larkey & Anna Tullemans</p> <p>CODE B15 \$39.95</p>		<p>Teacher Assistants Big Blue Book of Ideas By Sue Larkey & Anna Tullemans</p> <p>CODE B16 \$39.95</p>	
<p>Developing Social Skills By Sue Larkey & Gay von Ess</p> <p>CODE B18 \$39.95</p>		<p>Making it a Success By Sue Larkey</p> <p>CODE B01 \$39.95</p>		<p>Practical Maths Programmes By Jo Adkins & Sue Larkey</p> <p>CODE B07 \$44.95</p>	
<p>Practical Communication Programmes By Jo Adkins & Sue Larkey</p> <p>CODE B19 \$39.95</p>		<p>Practical Sensory Programmes By Sue Larkey</p> <p>CODE B05 \$44.95</p>		<p>Visual Maths Addition Set By Jo Adkins & Sue Larkey</p> <p>Magnetic Maths Cards</p> <p>CODE O07 \$49.95</p>	
<p>The Essential Guide to Secondary School By Sue Larkey & Anna Tullemans REVISED & EXPANDED</p> <p>CODE B02 \$44.95</p>		<p>The Early Years By Sue Larkey & Gay von Ess</p> <p>CODE B04 \$39.95</p>		<p>Tips for Toileting By Jo Adkins & Sue Larkey</p> <p>CODE B17 \$29.95</p>	
<p>The Asperger Teen's Toolkit By Francis Musgrave</p> <p>CODE B167 \$29.95</p>		<p>Be Bully Free By Michael Panckridge & Catherine Thornton</p> <p>CODE B168 \$29.95</p>		<p>Pics for PECS CD</p> <p>CODE C02 \$59.95</p>	
<p>Autism and Reading Comprehension By Joseph Porter</p> <p>*INCLUDES CD*</p> <p>CODE B100 \$54.95</p>		<p>How Do I Teach This Kid to Read? By Kimberley Henry</p> <p>*INCLUDES CD*</p> <p>CODE B47 \$28.95</p>		<p>Autism and Everyday Executive Function By Paula Moraine</p> <p>CODE B169 \$37.95</p>	
<p>From Anxiety to Meltdown By Deborah Lipsky</p> <p>CODE B59 \$39.95</p> <p>MUST HAVE BOOK!!!</p>		<p>No More Meltdowns By Dr Jed Baker</p> <p>CODE B26 \$24.95</p>		<p>Temple Grandin DVD By HBO Films</p> <p>CODE D09 \$26</p>	
<p>Behavior Solutions for the Home and Community By Aune, Burt & Gennaro</p> <p>CODE B102 \$24.95</p>		<p>Behavior Solutions for the Inclusive Classroom By Aune, Burt & Gennaro</p> <p>CODE B36 \$24.95</p>		<p>More Behavior Solutions In and Beyond the Inclusive Classroom By Aune, Burt & Gennaro</p> <p>CODE B37 \$24.95</p>	

<p>Aspergirls By Rudy Simone</p> <p>CODE B64 \$37.95</p> 	<p>Kids in the Syndrome Mix By Martin L Kutscher MD</p> <p>CODE B91 \$43.95</p> 	<p>Ten Things Every Child with Autism Wishes You Knew By Ellen Notbohm</p> <p>CODE B43 \$28.95</p> 
<p>Asperger's Syndrome: A Guide for Parents and Professionals By Dr Tony Attwood</p> <p>CODE B12 \$37.95</p> 	<p>The Complete Guide to Asperger's Syndrome By Dr Tony Attwood</p> <p>CODE B13 \$50.95</p> 	<p>Autism Spectrum Disorder and De-escalation Strategies By Steve Brown</p> <p>CODE B136 \$38.95</p> 
<p>Exploring Feelings By Dr Tony Attwood</p> <p>CBT to Manage Anxiety CODE B21 \$29.95</p> <p>CBT to Manage Anger CODE B22 \$29.95</p> 	<p>Starving the Gremlin Series For Ages 10+ By Kate Collins-Donnelly</p> <p>Anxiety B106 \$35.95 Anger B107 \$35.95 Stress B108 \$35.95 Exams B165 \$35.95</p> 	<p>Starving the Gremlin Series For Ages 5-9 By Kate Collins-Donnelly</p> <p>Anxiety B109 \$35.95 Anger B110 \$35.95</p> 
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<p>Socially Speaking By Alison Schroeder</p> <p>BOARD GAME CODE O05 \$84.95</p> <p>BOOK CODE B27 \$72.95</p> 	<p>The New Social Story Book By Carol Gray</p> <p>*INCLUDES CD*</p> <p>CODE B61 \$69.95</p> 	<p>How to Stop Your Words from Bumping into Someone Else's By Anna Tullemans & Rhonda Dixon</p> <p>CODE B08 \$29.95</p> 
<p>The In-Sync Activity Card Book By Carol Kranowitz & Joye Newman</p> <p>CODE B161 \$34.95</p> 	<p>The Motor Skill Flip Book Program By Sally McNamara</p> <p>CODE B137 \$54.95</p> 	<p>Songames for Sensory Processing By Aubrey Lande & Bob Wiz</p> <p>*INCLUDES CD*</p> <p>CODE B76 \$39.95</p> 
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<p>The Panicosaurus By K I Al-Ghani</p> <p>CODE B39 \$33.95</p> 	<p>The Red Beast By K I Al-Ghani</p> <p>CODE B38 \$33.95</p> 	<p>Disappointment Dragon By K I Al-Ghani</p> <p>CODE B41 \$33.95</p> 
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<p>My Friend with Autism By Beverly Bishop</p> <p>CODE B55 \$25.95</p> 	<p>Inside Asperger's Looking Out By Kathy Hoopmann</p> <p>CODE B09 \$25.95</p> 	<p>All Birds Have Anxiety By Kathy Hoopmann</p> <p>CODE B164 \$25.95</p> 
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<p>Pencil Grips CODE O03(C) \$3.50 CODE O03(PG) \$3.50 CODE O03 \$3.50</p> 	<p>Chewigem Necklaces DISC/DROP ST28 \$25 DOG TAGS ST30 \$25</p> 	<p>Chewigem Bangles TEEN ST31 \$20 CHILD ST37 \$20</p> 	<p>Senso Brush \$13</p> 	<p>Chew Stixx Pencil Toppers (Pack of 2) PLAIN ST25 \$13 SHAPES ST26 \$13</p> 
<p>Stretch Frogs CODE ST04 \$3</p> 	<p>Punki Wrist Bands CODE ST22 \$3</p> 	<p>Thinking Putty CODE ST03 \$4</p> 	<p>Improbable Construct CODE ST01 \$6</p> 	<p>Slinky Key Chain CODE ST07 \$4</p> 
<p>Liquid Timer CODE ST17 \$10</p> 	<p>Sensory Stixx CODE ST32 \$13</p> 	<p>Fidgipod CODE ST02 \$18</p> 	<p>Tactile Tiger Brush CODE ST35 \$13</p> 	<p>More Sensory Resources Available Online!</p>
<p>Spinning Tops CODE ST05 \$1</p> 	<p>Wooden Massager CODE ST14 \$4</p> 	<p>Water Balls CODE ST10 \$3</p> 	<p>Smiley Face Stress Ball CODE ST23 \$3</p> 	

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RESOURCES:



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OR fax your order to:
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<p>Course 1</p> <p>Dr Tony Attwood - Psychologist Autism Spectrum Disorder: A different way of thinking, learning and managing emotions.</p>	<p>Course 2</p> <p>Sue Larkey – Teacher Understanding Autism Spectrum Disorder: Teaching Strategies and Behaviour Support</p>
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- ✓ Both courses complement each other with very little overlap.
- ✓ **Recommendations:**
 - For full comprehensive understanding of ASD do both: Course 1 + Course 2 (10 hours)

Dr Tony Attwood	
Free Webinar – What is ASD and How to Use this Knowledge to Succeed	
Available: 30 July-12 August 2018	
In this 40 minute online course you will learn:	
<ul style="list-style-type: none"> ✓ The seven parts of the Criteria for diagnosis of ASD and what this means for teachers, parents and professionals. ✓ Profile and characteristics of Girls with an ASD. 	
Course 1	
Available: 13 August 2018 (10 weeks)	
Dr Tony Attwood – Autism Spectrum Disorder: A different way of thinking, learning and managing emotions.	
In this five hour online course you will learn:	
<ul style="list-style-type: none"> ✓ Cognitive Abilities: A different way of thinking and learning. ✓ Managing Challenging Behaviour. ✓ Managing Feelings: Cognitive Behaviour Therapy and its role in providing greater strategies to manage emotions and behavior. ✓ The Emotional Tool Box, What it is and how to use. ✓ Special Interests: Origins and constructive strategies. ✓ Strategies to Improve Social Understanding and Friendship. 	
<i>Accreditation – 5 hours</i>	

No Overlap

Sue Larkey	
Free Webinar – Increasing Engagement and Participation	
Available: 30 July-12 August 2018	
In this 45 minute online course you will learn:	
<ul style="list-style-type: none"> ✓ Key Strategies to Increase Engagement and Participation. ✓ Increased Understanding of How Children/Students with ASD Learn. 	
Course 2	
Available: 13 August 2018 (10 weeks)	
Sue Larkey – Understanding Autism Spectrum Disorder: Teaching Strategies and Behaviour Support	
In this five hour online course you will learn:	
<ul style="list-style-type: none"> ✓ Key Strategies from Pre-school to Secondary. ✓ Teaching Strategies for School and Home. ✓ What is ASD, ADHD, ODD, SPD. ✓ Promoting Understanding with Peers. ✓ Strategies for Social Skills and Playgrounds. ✓ How to Increase Engagement and Learning Outcomes. ✓ Behaviour Support Strategies: Anxiety, Sensory and Tantrums. 	
<i>Accreditation – 5 hours</i>	

No Overlap

To register or for more information go online to <http://elearning.suelarkey.com.au>

5 hours of NESA Registered Professional Development for the maintenance of accreditation at Proficient Teacher/Professional Competence, ACT (TQI), VIC (VIT Maintenance) & QLD, SA, WA, TAS, NT to Australian Teachers Standards. Certificate issued at successful conclusion of the course.

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Theory of Mind

Many people on the autism spectrum have difficulty with social skills as they are not logical – rules change, games change, people are your friend one day but not the next and children use language and phrases that can be confusing. In addition not being able to predict what people mean and understanding the context of a social situation can make social situations very frustrating. This is called 'Theory of Mind'. Most children can pass a Theory of Mind test by age three, whereas most people with ASD have an impaired Theory of Mind.

"Theory of Mind is the ability to recognise and understand thoughts, beliefs, desires and intentions of other people in order to make sense of their behaviour and predict what they are going to do next. It has also been described as 'mind reading' or 'mind

blindness'. (Pg 112 'The Complete Guide to Asperger's Syndrome' by Dr Tony Attwood)

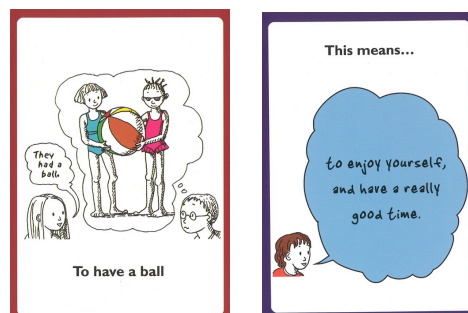
Signs of an Impaired Theory of Mind

- Problems with explaining own behaviours
- Problems with understanding emotions
- Difficulty understanding their impact on others' emotional state
- Anxiety
- Exhaustion in social situations
- Making literal interpretations

One resource that I find helpful to help improve Theory of Mind abilities is *What Did You Say? What Did You Mean?* This book contains over 100 metaphors and can be used with the whole family or class.

Language that does not mean what it literally says can contribute to the stress experienced by children with ASD. Many of you would have heard stories where children took comments such as "to put their skates on" or "pull their socks up" literally, these are harmless misunderstandings. However, there are some metaphors that can cause distress like, "school

is breaking up at the end of the day" or "Ms Green is going to bite your head off," – these can actually make children frightened. (Try re-reading them and imagine you are literal – you would believe the school is falling apart at end of day)



Excerpt from *What Did You Say? What Did You Mean?*

Taking language literally is much more than misunderstanding metaphors, it extends to taking words at face value and not understanding the inferred meaning behind questions. With questions like, "Can you count to ten?" and "Can you sit down?" children with an ASD will often just answer, "Yes" or "No" rather than realising that they are meant to follow the instruction. Another example would be when a child picks up something they are not meant to have – you might say, "You can't have that," but they HAVE got it. So they will often then argue with you as they 'have' it and thus you are wrong! At one of my workshops a Mum had a huge "ahh haa" moment when I was discussing this particular scenario and why kids with an ASD will call you a LIAR. She realised that her son was not being rude he was being HONEST!

Another great resource is the book, *Why Do I Have To?*, which is designed for children to understand why rules exist and how they make things work better. Establishing rules can be very frustrating for adults and children, and this book helps children understand why they have to! The book is under three main areas home, school and friends. It is a great book for children who have difficulty coping with the expectation of daily living, as well as for their parents and the professionals who work with them.

Here are a few great examples found in the book:

- Why do I have to listen to the teacher talking about something I already know?
- Why do I have to rest when I am not tired?
- Why do I have to stop talking about things that I like?

I highly recommend you include Theory of Mind activities in your home or school to support children with ASD.

Books to help improve Theory of Mind

What Did You Say? What Do You Mean?: By Jude Welton

Jude Welton looks at a hundred of the most common figures of speech in the visual workbook designed as a springboard for family and classroom discussions. Each figure of speech is accompanied by an illustration showing its literal meaning, which will help ASD children recognise and learn to enjoy metaphors and figurative language.

CODE B45 \$32.95 (plus P & H)



Why Do I Have To?: By Laurie Leventhal-Belfer

Why Do I Have To? looks at a set of everyday situations that provide challenges for children at home, with their friends, and at school. Empathises with children's wish to do things their way, explains clearly why their way does not work, and provides a list of practical suggestions for how to cope with these challenges and avoid feelings of frustration.

CODE B46 \$22.95 (plus P & H)



Eye Contact v.s. Eye Gaze

Eye Contact

I've had a lot of questions in regards to eye contact and understandably so since eye contact is an important part of communication and socialisation. It demonstrates an awareness of and interest in the other people. However, for children with ASD it doesn't come naturally and has even been reported as 'painful' by people with ASD to look at people's eyes. In many cases when children are not looking at people's eyes /faces, people assume the child is not paying attention or listening. However, we must be cautious not to assume that not looking means not listening, in fact many children report listening best with their eyes closed or when they look away.

Teaching eye contact is very difficult, as in society when we communicate we actually use an 'eye gaze' rather than eye contact (staring into eyes). I've had students who have been taught eye contact rather than eye gaze, they then tend to stare deep into your eyes, which people generally find very uncomfortable too. I prefer to teach Eye Gaze through looking at people's faces rather than directly at the eyes. Some children are best if you choose a specific part of the face, like ears, eyebrows, mouth or nose. It is an important skill to teach students to look in the direction of the speaker and at their face if possible.

Recommended Strategies to Encourage Eye Contact

- ✓ Model appropriate eye contact with your child; always turn to look at your child when you talk to them.
- ✓ Bring object/toy up to your eye level to encourage your child to look. Initially they may only look at the toy but gradually some eye contact will emerge.
- ✓ Sometimes gently touching your child's chin can be a reminder to look **BUT DO NOT DRAG YOUR CHILD'S FACE ROUND** to make them look.
- ✓ Stand in front of your child when they are on the swing/rocking horse etc. Occasionally stop the swing and say "Ready, set" – wait a few moments in the hope that they may look at you and then immediately say "Go". As they turn to look at you more readily you can encourage a vocalisation for "Go".
- ✓ Blowing bubbles, and then waiting, is often a successful way of eliciting eye contact.
- ✓ Use a variety of ways to gain your child's eye contact. Do not constantly nag him with "Look at me, look at me".
- ✓ Some children feel more comfortable when engaged in a gross motor activity, e.g. on the swing, having a tickle. The child may give spontaneous eye contact during these activities.

Tracking Skills

A great starting point before teaching eye contact/gaze is tracking. Some children need to be taught to 'track' or follow an object with just their eyes, as they tend to move their whole body to look. Tracking is important skill as it is used in everything from following a visual schedule to reading.

Recommended Strategies to Teach Tracking/Scanning

Use a range of activities to encourage children to use their eyes to track scan e.g.

- ✓ Blowing bubbles, throwing feathers in the air, balloons.
- ✓ Sparklers: move around and get child to follow.
- ✓ Torch activities: follow the light along the wall. Cover torch with different colours to make interesting.
- ✓ Toys that move on their own, remote, pull back and let go so eyes follow object.
- ✓ Roll a ball, extend range and length of rolling.
- ✓ Throw at target activities.
- ✓ Books: If the child likes books looking at the pictures can be great. Pop up books can be used if not as interested in books as these are often more interesting.
- ✓ Puzzles: Start with their special interest and quick puzzles where they just need to look quickly to complete puzzle then build up.
- ✓ DVDs/TV shows can teach looking and scanning.

Excerpt from Practical Communication Programmes by Jo Adkins and Sue Larkey (Pg 45 and 46).



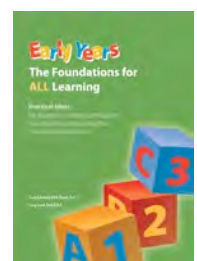
Most Popular Resource for Teaching in the Early Years

The Early Years: The Foundations for ALL Learning

By Sue Larkey and Gay von Ess

The Early Years has been designed as a 'how to' book that parents, teachers and carers can refer to for help in managing behaviour, promoting communication, establishing basic attending skills and for introducing new activities to young children with autism spectrum disorder or developmental delays. Full of practical ideas to give children with ASD and other developmental delays the KEYS to learning. Teaching to play, write, draw, imitate etc. Toileting training, community access, etc. To sit, ask for help, wait, play, attention to task, sign songs, etc. Great easy to photocopy programmes.

CODE B04 **\$39.95 (plus P & H)**



Teen Years and Beyond

I have had many parents and educators requesting resources and tips for teens and young adults. I agree it is hard to find information and resources for how to guide and support this age group. I am thrilled to find a resource whose aim is “to increase the odds that your child grows into an adult with a rewarding, meaningful life” (xiii). Dr Temple Grandin and Dr Debra Moore

The Loving Push by Dr Temple Grandin and Dr Debra Moore is a must read.

What I enjoyed about the *The Loving Push* is that it was written using a mixture of personal and professionally researched based ideas. It weaves together the stories of several young people who are on the autism spectrum and their parents. The accounts describe overcoming and working through their challenges to become increasingly capable of independent living. It includes the setbacks, disappointments and dark moments as well as successes and advancements.

The best part of this book is the HOPE and ideas it gives, through telling inspiring, real stories.

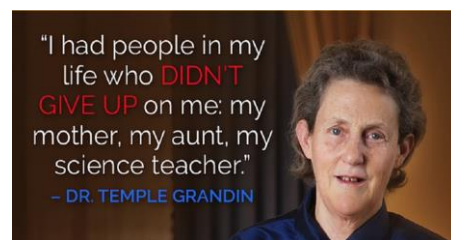
I love the honesty in this book and I agree with the authors that we all have to remember “few of us achieve goals via a straight, smooth path. We encounter unexpected and frustrating obstacles along the way.” (Pg 46)

There are hundreds of great tips and ideas in this book; in fact I have had great difficulty selecting my 10 Top Tips (every page seems to have a new gem).

Sue Larkey’s Top 10 Tips to Increasing Success for Teens and Adults

1. Find a mentor. The one shared trait in every story is that each person was encouraged and ‘stretched’ just outside of their comfort zone by at least one adult in their life, which helped keep them from falling into “chronic learned helplessness”. (Pg 26). This can be parent, teacher, neighbour, employer or extended family. The mentor needs to be a “positive role model, a source of advice or information, and someone who ‘expects’ effort and accountability.” (Pg 33).
2. Be your kid’s coach or find one for them. A coach is different to a mentor as they are actually **teaching** them concepts. (Pg 139 and 140 give some good strategies about how to find a coach and what to look for.)

3. Adults (parents and mentors) must take the lead or it will not just happen (this is everything from learning independent living skills to a career). Chapter 4 gives many examples of why the ASD teen can get ‘stuck’ and you may need to assist them to break out of chronic anxiety and a ‘don’t care’ attitude.
4. Help to set realistic goals and provide support to figure out how to achieve those goals (Pg 45). This is where the mentor can play an important role sharing their own experiences and guide them to set their own goals. Spell out goals and connect the dots. It may be obvious to you, but it probably won’t even occur to them (Pg 45). For example, they may not be interested in organising a visit to Vocational Education, but if you get a course catalogue, walk the campus, go to the bookshop, organise a meeting with Disability Office or key staff they can start to see what is available and how the course can lead to something of interest to them.
5. Start small – slowly introduce new ideas and experiences.
6. Give them clear start dates and deadlines to complete each step. Help them understand the consequences of not doing it by the deadline. For example, this can be to enroll in singing lessons or cook dinner – if you don’t enroll in the singing class you will need to wait another six months for the next course. (Pg 73 has some great examples of natural consequences).
7. Start early and build up skills that will endure – this includes everything from social skills, self-regulation, setting goals, friendships, life skills.
8. Just do it. “To get Autistic kids to progress, they must DO things, not just talk about them” (Pg 73). They don’t have to love it – they just have to do it! This can include exercise, work, independent living skills, study, etc.
9. Magic can happen when you introduce them to new things. Stretch them out of their comfort zones.
10. Stay strong – don’t let your child’s fears and setbacks detract from continuing to plan and take action. For example, if they get fired from their job that is okay lots of people get fired. Allow them a few days to process and then get in to action to move forward. They recommend this should include calling employer to find out why they were fired and what skills they need to work on.



Temple Grandin Movie

Temple Grandin is an amazing woman with autism and this movie on her life. For those of us involved in some way with autism this movie is truly inspirational. Make sure you have tissues on hand!

What makes this movie a MUST SEE?

- The insights into how she perceives the world is fantastic. Particularly her sensory needs
- Temple is SO inspirational.
- Her mother’s courage to never give up, even when she was told to institutionalise her.
- Her wonderful extended family, including an aunty who really understood Temple. I love the way she put a label on her bedroom door saying “Temple”.
- Great quote “She’s different not less”.
- The way her mother explains “social” situations (Christmas party, Funeral etc)
- The importance of a mentor (in her case teacher) that captured her passions and understood how to engage her in learning.



CODE: D09 \$26 (plus P & H) or Free for Orders over \$200 in August 2018

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Dr Tony Attwood 2018

Tony is an outstanding communicator and brings the quality of compassion and technical background as a clinical psychologist. He is the author of bestselling books on ASD.



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Term 3 2018 Workshops

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Armidale	Fri 10 Aug
Newcastle (Tony Attwood)	Fri 17 Aug
Sydney / Campbelltown	Thurs 23 Aug
Sydney / Hornsby	Fri 24 Aug

Victoria

Ballarat (Tony Attwood)	Thurs 6 Sept
Mulgrave (Tony Attwood)	Fri 7 Sept

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Mackay	Thurs 13 Sept
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Sue Larkey Author and Consultant

Sue Larkey is uniquely positioned within the education system having both taught as a primary school teacher and special education teacher. Sue has taught students with autism spectrum disorder in the mainstream and at a specialist autism school. She combines this practical experience with extensive research, having completed a masters in special education and currently undertaking a doctorate in education.

