

Making it a success with Sue Larkey



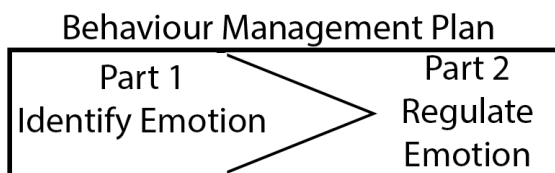
Practical strategies for home and school for Autism Spectrum Disorders – FREE!

Getting the New Year off to a Good Start

It can take a lot of energy and planning to get each student off to a good start for a new school year. In this Newsletter I have included some tips and ideas to help everyone get off to a great start:

- Key strategies for setting up the classroom.
- Importance of timers, routines and schedules (pg 4).
- Ideas to use liquid timers to teach, calm and motivate (pg 4).
- Early years – setting goals for 2017. Where to start (pg 14).
- Asking for help (pg 14).
- Ideas to support children to make new friends (pg 15).
- Upcoming workshops to give educators, all ASD professionals, and families training and understanding about ASD (pg 16).
- Online course is available again in 2017 – and great news..... Dr Tony Attwood's course is now available online too (pg 11).

Setting up Your Behaviour Plans for 2017



There are two parts to helping children with behaviour regulation. The first is to identify 'what emotion' and the second part is 'what to do'.

I find doing 'emotion' activities with the whole class helps create calm and engaged students. It also helps children understand why some children are acting in certain ways, and how they can support them, i.e. "Sarah is anxious so she hid under the table", "I can do x,y,z to help her".

By using the books and activities on pages 2 and 3 you can support students at your 'take a break' or 'time out' table to:

1. Identify the problem/emotion.
2. Find solutions to regulate emotions.

Remember managing emotions is also a vital part of social skills. Children need to manage emotions, as well as recognise other people's emotions, to work or play with other children (see pg 15 Making Friends and Being One).

(Continued on page 2 and 3)

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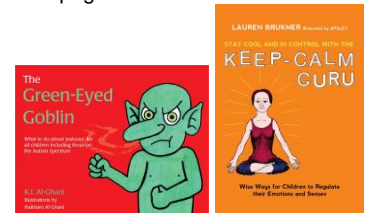
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New Resources

See page 9 to order



My Newsletter is sent emailed out at the beginning of each term. To have it delivered direct to your inbox sign up at www.suelarkey.com.au

Sue Larkey

Autism Consultant



Autism is not a choice. Acceptance is. Imagine if the opposite was true.

Sue Larkey
LEARNING MEDIA

Part 1: Understanding Emotions

How to help ALL Children to Understand and Regulate their Own Feelings of Anger, Anxiety Disappointment and Jealousy

There are four wonderful picture books I recommend to teach EVERYONE about the emotions anger, anxiety, jealousy and disappointment.

K.I. Al-Ghani's has a wonderful series of children's picture books which help teach children about the emotions of anger, anxiety, disappointment and jealousy. They are all divine books and can be read to an individual child, whole class or family. It can give children a chance to talk about their own feelings and express a desire to help themselves in a more positive and soothing way.

The stories make it clear that anger, anxiety, jealousy and disappointment are emotions shared by everyone. However, it is the way in which we deal with these emotions that really matters to our personal well-being. The techniques suggested in this book can be taught to everyone. At the back of each book are a range of fantastic activities and strategies for children.

One of the wonderful aspects of these books is it helps other children understand why children with autism spectrum act and react the way they do. It is very important to talk to children about how to be sympathetic towards other children when they notice them becoming angry, anxious, jealous or disappointed. I often get asked HOW to discuss this with other children – and I think reading a book like these is a great starting point for the conversation.

Seven great activities to do after reading *The Red Beast*, *The Panicosaurus*, *The Disappointment Dragon*, and *The Green-Eyed Goblin*

1. Make a list of things that make children feel angry, anxious and disappointed.
2. Discuss what happens to the body when children become angry, anxious and disappointed.
3. Make a list of times when the children have experienced their own "Red Beast", "Green Eyed Goblin", "Panicosaurus", or "Disappointment Dragon".
4. Make a list of what children have done to calm themselves.
5. Discuss how to be supportive when you see other children experiencing these emotions.
6. I highly recommend making a poster and displaying for children to refer back to, that has each emotion (see below).
7. Make an individual book which the child with ASD can refer back to that has photos of them using the strategies to manage emotions. You may also like to include success stories where they used the strategies.

Have you ever felt What made you feel this way (angry, anxious, disappointed)	How did you react? Did you feel in your body anywhere?	What helped to change the emotion/feeling?

Take photos of people's faces they know being angry, anxious, jealous and disappointed (great if allowed to use classmates). Add the photos to the posters to also help recognise other people's emotions.

Beautiful Books for Teaching About Emotions

The Green-Eyed Goblin: By K.I. Al-Ghani = JEALOUSY

This illustrated storybook explains jealousy through the story of Theo and his Green-Eyed Goblin. It will encourage children to talk about their feelings and learn how to subdue their own Green-Eyed Goblin for good. A section of tried and tested techniques for using with children, and a helpful introduction for parents and carers is included.

CODE B156 **\$33.95 (plus P & H)**

The Red Beast: By K.I. Al-Ghani = ANGER

This vibrant, fully illustrated children's storybook is written for children aged 5+, and is an accessible, fun way to talk about anger, with useful tips about how to 'tame the red beast' and guidance for parents on how anger affects children with Asperger's Syndrome.

CODE B38 **\$33.95 (plus P & H)**

The Panicosaurus: By K.I. Al-Ghani = ANXIETY

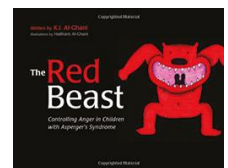
This fun, easy-to-read and fully illustrated storybook will inspire children who experience anxiety, and encourage them to banish their own Panicosauruses with help from Mabel's strategies. Parents and carers will like the helpful introduction, explaining anxiety in children, and the list of techniques for lessening anxiety at the end of the book.

CODE B39 **\$33.95 (plus P & H)**

The Disappointment Dragon: By K.I. Al-Ghani = DISAPPOINTMENT

The Disappointment Dragon sometimes comes to see us all and, if we let him, he can make us feel sad or angry. The fun characters in this charming, fully illustrated storybook will help children to cope with, and discuss openly, their feelings of disappointment. There are many creative suggestions on how to banish the Disappointment Dragon and an introduction for adults explaining disappointment in children and how they can help.

CODE B41 **\$33.95 (plus P & H)**



Part 2: Regulating Emotions

Take a Break Table/Area 2017

Allowing children to 'cool down', 'take a break', or 'reflect on behaviour' is an important part of most classrooms. However, many children with ASD, ADHD, ODD need to be taught how to manage their emotions. Just sitting them out often doesn't reduce behaviour, it can escalate the behaviour.

The emotional world on the spectrum can be very scary! Emotions are often, either turned off or coming on like a freight train! The emotions often come on without warning and are difficult to label and connect to a cause, which leaves the person unable to control them. You cannot control that which you cannot define, label, and understand. (*Excerpt from The Autism Discussion Page, pg 285*). We need to give the child skills and strategies to regulate their emotions.

Teaching children about emotions and strategies to regulate emotions makes a huge difference to behaviour. Dean Beadle, a young man with ASD, discusses how when he saw himself as part of the solution rather than the problem that he then knew what he was meant to do. Teaching children to manage their emotions empowers them to identify why the problem is occurring and what strategies they can put in place to address the problem.

If you are looking for easy to use books to support children to manage their emotions I highly recommend these easy to use, FUN, time savers with photocopyable proformas, certificates and activities.

There are three great books that can be used to help children identify strategies to use.

1. **How to be a Superhero Called Self-Control** is aimed at 4-7 year olds and covers frustration, anxiety and sensory

processing, anger and emotions. It encourages children to be a detective to find the issue and then use their "Superpower! Super-Control".

2. **The Kids Guide to Staying Awesome and In Control** children gives tools to use when you have different feelings. It is aiming for each child to create their own Self-Regulation Menu – with a selection of body breaks or tools to use (pg 96-100). For some students these would be ideal as Dean Beadle said "so you feel part of the solution not the problem!" Teaching emotional regulation allows kids to be proactive not reactive! Aimed at 7-14 year olds.
3. **Stay Cool and In Control with the Keep-Calm Guru** is aimed at 7-14 year olds and guides children to stay cool, calm and in control of overpowering feelings. It introduces 'wise ways' for children to recognise anxiety, anger, frustration and other difficult emotions. Then gives strategies to take back control and feel just right again.

When children can start to IDENTIFY emotions (anger, anxiety, sad, frustrated, sensory, tired) they can use the activities in the books to help regulate the emotions.

I also find doing activities around emotions with the class helps to identify triggers and what works. Part of helping children regulate their emotions is noticing their emotions and supporting them to regulate. By undertaking the activities with the children you will become more aware of what to look for and what to do.

DOES your school use Restorative Justice? Do you know children who are not attending school full time? Many children in the spectrum have difficulty regulating emotions and don't know how to 'fix' or 'reflect on behaviour' when they occur. Teaching emotional regulation is the key to success and participation.

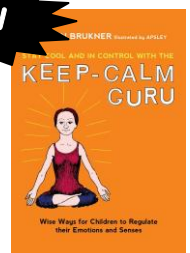
Beautiful Books to Help Regulate Emotions

NEW

Stay Cool and In Control with the Keep-Calm Guru: By Lauren Brukner

Meet the Keep-Calm Guru, our expert guide to the art of staying cool, calm, and in control in the face of overpowering feelings! This illustrated book introduces wise ways for children to recognise and cope with anxiety, anger, frustration, and other difficult emotions. Using everything from yoga poses and pressure holds, to deep breathing and relaxing colouring activities, the Keep-Calm Guru shows kids how to take back control and feel cool, calm, and just right. Suitable for children with sensory and emotional regulation difficulties aged approximately 7-14 years.

CODE B157 \$35.95 (plus P & H)



The Kids Guide to Staying Awesome and In Control: By Lauren Brukner

From breathing exercises, pressure holds and finger pulls, to fidgets, noise-reducing headphones and gum, this book is brimming with fun stuff to help kids feel cool, calm and collected. They will learn how to label difficult feelings, choose the perfect strategies and tools to tackle them, and use them correctly whether at home or at school. The strategies and tools are accompanied by cartoon-style illustrations, and the author includes useful tips for parents and teachers as well as handy visual charts and checklists to track learning and progress. For ages 7-14 years.

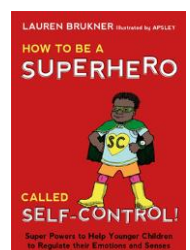
CODE B111 \$35.95 (plus P & H)



How to be a Superhero Called Self-Control: By Lauren Brukner

Narrated by a superhero called Self-Control, this illustrated book provides a variety of super power strategies to help children with emotional and sensory regulation difficulties, aged approximately 4 to 7 years to master self-control.

CODE B142 \$35.95 (plus P & H)



Key Strategies for Success Routines, Schedules and Timers

Using Timers = Reducing Anxiety = Improved Behaviour

I often find your best strategies come when you reflect on yourself and try to put yourself in a child with an ASD's shoes. Think how you use time, when it goes fast, when it drags, when it helps you plan, when it makes you anxious, when do you look at the time constantly. Have you ever lost your watch, how did it feel? Now let's think of a child with an ASD and look at how they are using time.

Timers can support students who have difficulty with executive functioning by helping them with self-monitoring, time management, prioritising, organisation, planning and impulse control (waiting).

Time Timers and Portable Schedules with Digital Timers are a MUST for all children on the autism spectrum. These are invaluable at both home and school.

Time Timers are specifically designed for use by those with an autism spectrum disorder. The notion of 'time' can be very difficult to understand for these children – particularly in the younger years. With a graphic visual of time passing, children can have a better understanding of time. The Time Timer is a great product which reinforces the sense of elapsed time with a graphic depiction of the time remaining.

For children who can recognise numerals you can also use digital timers. The Portable Schedule with Digital Timer can link visual schedules with a time frame. You can set the timer to count up or count down time.

Liquid Timers are an incredibly useful tool. You can use them as a calming tool, a reward, to teach children to wait, to give them time to process or to refocus them when transitioning to new activities.

12 Helpful Ways to Use Timers

1. **Daily Schedule:** Ensure your schedule has time, so students know how long they are doing each activity.
2. **Assembly:** Create a schedule of what is happening: Singing, Dance, Listening, etc. Knowing HOW long they need to sit can sometimes help them sit for longer, rather than not being able to see an end point.
3. **Change in Timetable:** School and home often have changes, using timers can show how long and when activities will happen.
4. **Naplan/Exams:** Help the student know how much time to spend on each question, start and finish times.
5. **Home:** Break homework into small achievable time slots. 10 minutes work, 20 minutes play, etc.
6. **Toilet and Drink:** Use the timer to create one hour drink and toilet breaks.
7. **Anxiety:** Create regular times for the student to have a break and relax. 10 minutes doing a favourite activity can stop a meltdown. For children who have separation anxiety, knowing how long a parent is staying and when they will return is a great way to reduce stress. It is important to be consistent with time if you use this strategy.

8. **Technology/Special Interests:** Many children lose track of time when they are doing something they love, by using a timer it pre-warns them when they need to finish. Many activities they love do not have an end point or they want to repeat the activity. Timers create a finish point.
9. **Reward:** When you reward a child ensure they do not spend too long on their "interest", have a set time to do the activity. (See pg 9 Using Rewards).
10. **Breaks Times:** Many children have difficulty transitioning from inside to outside, pre-warning them when the change is going to happen prepares them.
11. **Waiting:** Use timers to help children know how long they have to wait for a turn, how long until they need to wait to do a preferred activity, etc.
12. **Calming:** Use the liquid timers for calming or stress release for the child. Often the slow dripping of the liquid or spinning of the wheels inside.

Ideas to Use Liquid Timers to Teach, Calm and Motivate

Liquid timers are an incredibly useful tool to use with ALL children. We stock two varieties – a 15 second water wheel timer on a keychain, and a three minute desk top water wheel timer. They are wonderful as they can be used over and over and can be used in so many fun and effective ways.

Here are some ideas to get you started:

1. Use for calming or stress release for the child. Often the slow dripping of the liquid or spinning of the wheels inside can be relaxing!
2. To give a child time to process, WHEN the timer has dripped through THEN we will _____ (start work, go inside, etc). Allowing the child those three minutes to calm and refocus/process is AMAZING.
3. Create a sensory soothing area. Some children need a quiet area to sit. Giving them a liquid timer to watch while they are sitting is like magic or in "rest" time.
4. Use as a reward – children with ASD often like to watch items that drip or spin.
5. Teach the child to wait – "WHEN the timer has finished THEN you can go outside".
6. Time the student to get faster at an activity, eg: "Can you write three sentences before the timer finishes". "Can you pack away and sit on the mat before the timer finishes". Always make sure the task is achievable in the timeframe.
7. Count down to an activity starting or finishing.
8. "Can you pack away and tidy your desk before the timer finishes?"
9. Measure how long to do an activity: "brush teeth", "sit on toilet", "chew food".
10. Attach visuals "finish" or "wait" or schedules like brushing teeth, getting dressed.
11. Indicate "when" you are available. Sometimes children want us straight away. Help the child wait by saying "when the timer drips through then I will _____"

Liquid Timers

Liquid drips through in a 3 minute cycle – children love to watch.

CODE ST17

\$10



Schedules

Sequencing is very difficult for many individuals with ASD. Visual schedules allow you to break down tasks into a series of steps and show the order to complete tasks (ie toilet, wash hands, dry hands). Schedules are extremely effective for transition between activities; they pre-warn children the order of the activities and are vital to help move from one activity to the next. They increase independence as they remind about routines, expectations and how to do activities.

Schedules are particularly important when children have “highly desired” activities and you want them to transition to another activity. Without a visual schedule the student will often not leave the activity. When the visual schedule shows the student the sequence of activities and most importantly what they need to do before they go back to the desired activity you will find they are more successful at departing the activity. I would recommend you also use a timer so they know “how long” they have on the activities.

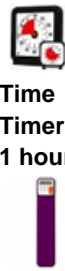

Top Tips for Schedules

1. Use a range of visuals on your schedule this can include real objects, photos, picture symbols, line drawings, written words. Boardmarker™ is a great visual pictograph system however expensive for schools and families where only a few children will use, *Pics for PECS* is a more affordable visual pictograph system.
2. Ensure accessible for children to refer back to, for example leave a schedule up all day, or make portable so they can take with them – the *Portable Schedule with Digital Timer* are great as have timer/clock and can add visuals.
3. Create visual schedules for routines, as it helps with sequencing. For example: Brush Teeth, Wash Hands, Work Routines.

4. Use a range of visual schedules to give information such as what is happening, what is not happening, what is changing. For example timetables, visual activity schedules or “next, now, later” schedules.
5. Use photo schedules to show how to do activities (Play, Art, Cooking, etc) to increase participation and learning.

Routines

Help with predictability and help children to stay calm as they know what to expect and what to do. Important Routines at the start of the school year can include: Where to sit mat/desk etc, Who to be partners with at specific times, Toilet Times, Drink & Food Times. Routines where to put things – bag, stationary, books, notes, diary, homework, reader etc.

 <p>Time Timers 1 hour</p> <p>Digital Bookmark 24 hour + Digital Clock</p>	<p>ADD Visuals Words Objects etc</p>		<p>Consistency Routines Structure Positive Behaviour</p>
<p>TIMERS (When, How long)</p>	<p>+</p>	<p>SCHEDULES (What)</p>	<p>= SUCCESS (Understanding)</p>

Range of Timers to Support Time Management

Time Timers

The Time Timer can be used to set time limits, measure the duration of activities and train students to make better use of available time. The new Time Timer Plus is a little more durable as it comes with a protective cover, has a carry handle and features a volume control for the beep.

20CM TIME TIMER | CODE TT1 **\$60 (plus P & H)**
 7.6CM TIME TIMER | CODE TT2 **\$45 (plus P & H)**
 TIME TIMER PLUS | CODE TT5 **\$75 (plus P & H)**
 TIME TIMER MOD | CODE TT6 **\$55 (plus P & H)**

Time Timer Plus Watch

Time Timer mode depicts time with a patented red disk that disappears as time elapses, making time clear and tangible. Remarkably easy to use. Features: two modes (Time Timer or Clock); clock display is both analogue and digital on a large LCD screen; repeatable time segments (great for intervals!); vibrating and audible alerts; 12 or 24 hour clock; alarm; backlight; soft, replaceable silicon watch band; water resistant to 30 metres. Comes in Adult and Youth sizes.

CODE TT4 | ADULT **\$95 (plus P & H)** YOUTH **\$85 (plus P & H)**

Portable Schedule with Digital Timer

Links visual schedules with a time frame. Great for routines, concept of time, pre-warns how long until finish, self-monitoring and more! Add your own visuals to create a schedule to follow.

CODE O02 **\$15 (plus P & H)**

Liquid Timer

Liquid drips through in a 3 minute cycle – children love to watch.

CODE ST17 **\$10 (plus P & H)**



Motivating and Increasing Participation through Rewards

Are you using Time, Task or Token Rewards in 2017?

Motivating children on the spectrum is a VERY important part of their individual programme. Self-motivation is often very difficult for someone with an ASD especially when they can't see the "payoff" at the end. As teachers we need to be creative in motivating these children to work as they are unlikely to be motivated by the things that motivate other children. Rewards need to be highly motivating to the individual child – using a child's special interest is a fantastic reward.

Most children on the spectrum need to be motivated using 'their currency' as the reward – which is usually their special interest. If you are unsure what their special interests are just observe what they do when given free time, or talk to families about what they do at home. It can be anything from Lego, collecting figurines, Star Wars, dinosaurs, sensory activities, movement, talking about a topic, technology, YouTube, DVDs, reading, jumping on trampoline and so much more. But remember... special interests change so too should your rewards! Rewards can wear out, so we need to change regularly and keep up the positives to keep up the motivation levels.

Once you have established 'their currency' you need to work out a system that is clear to everyone (home and school). To be clear when the child gets rewarded it needs to be either time, tasks or token reward systems – you can also use a combination of systems. Depending on the age of the child you will need to decide how often everyday they will get the reward to keep them engaged and motivated.

Time Rewards

In my experience, children 0-5 years – give reward every 15-30 minutes; primary age – give reward each session; secondary age – give reward once a day.

Task Rewards

Ensure the tasks are achievable and will not take too long, if they are too hard this can result in a meltdown or shutdown.

Ensure you do not over reward or it will wear out or they will get so involved in the reward they will find it very hard to return to the tasks you want them to do. Sometimes this is trial and error but I would say 5-10 minutes reward time is usually enough.

Excerpts adapted from The Teacher Assistants Big Blue Book of Ideas by Sue Larkey and Anna Tullemans.

Token Reward Systems

Token systems work much like a typical 'star chart' that many of you would use for other children. Tokens are highly VISUAL for a child with an ASD. They can see exactly what they have achieved and how much more they need to get to earn their reward, this can support inhibitory control.

Put a visual of the reward on the square at the bottom of the token card. Focusing on just one behaviour at a time, for every good model of that behaviour praise the child and get them to move a token from the left side to the right side. For every bad model of that behaviour move a token back to the left side. When all of the tokens are on the right side let the child have their reward and start the system from the beginning again.



NEVER take away a child's special interest as a punishment for non-co-operation!

Why should you NEVER take away a child's special interest as a punishment for non-cooperation?

If you take away their special interest and use it as a punishment it rarely works as a behaviour modification method and could result in escalating behaviours. It is better to use the special interest to reward appropriate behaviour. Their special interest keeps them calm and relaxed, it allows them to release emotions and actually motivates them to face the new challenges.

It is much more effective to say:

*WHEN you have done a,b,c THEN you can do "preferred activity", than
"If YOU don't do a,b,c THEN you will NOT get "preferred activity".*

AN EXAMPLE

I once observed a boy whose special interest was a climbing frame in the school yard. He loved to play on the equipment and was the only time he engaged spontaneously and appropriately with the other children. The school decided if he didn't complete his class work he would miss out on 5-10 minutes on the climbing frame. To make it even more stressful he had to stand and watch the other children play without him. The school quickly realised the strategy wasn't working and asked for my advice. I explained removing special interests as a punishment rarely worked.

Useful Resources on Special Interests and Rewards

Teacher Assistants Big Blue Book of Ideas

By Sue Larkey and Anna Tullemans

Companion to the Teacher Assistants 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.

CODE B16 \$39.95 (plus P & H)



50/50 Learning and Behaviour Programmes

It is very important when developing a behaviour programme that you put in place two types of strategies:

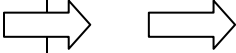
- Strategies for the **ADULTS** to use to manage the students behaviour.
- Strategies for the **STUDENT** to manage **THEIR OWN** behaviour.

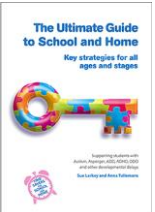


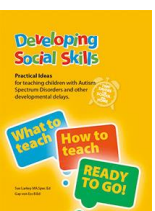
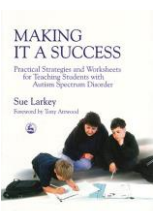
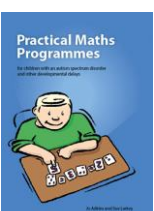
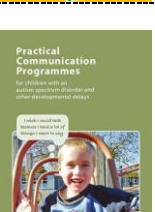

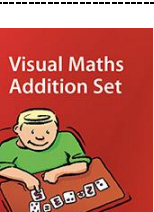
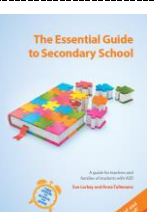
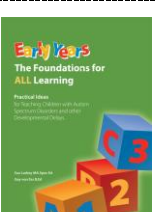

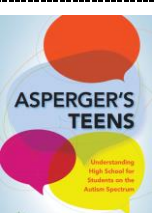

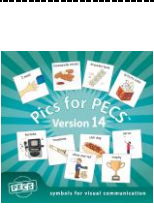
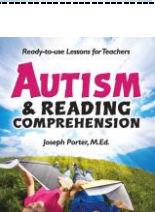
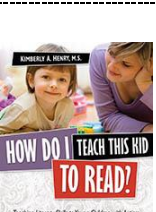
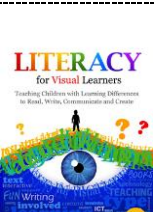
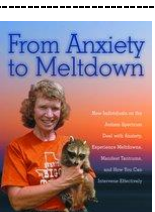
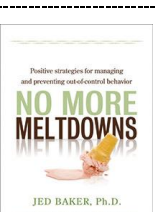


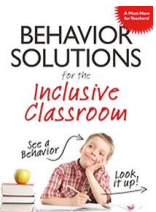
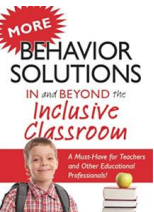
**NOTE: Behaviour can be both 'active' and 'passive'. Some students actually 'shut down' while others 'meltdown' and others hold it together at the time and meltdown later. All of these students need to identify their personal triggers and actions to put in place.*

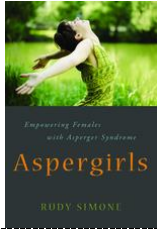
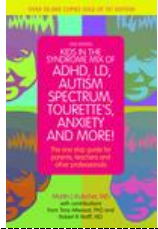
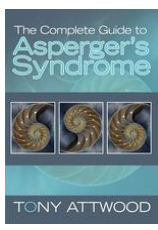
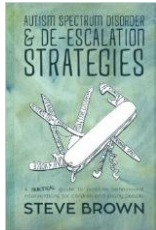
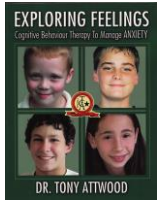
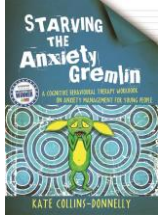
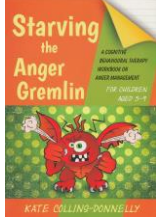

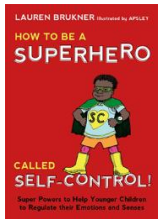

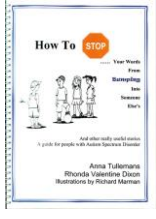
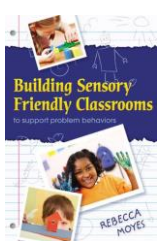
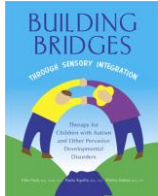
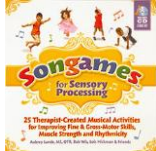
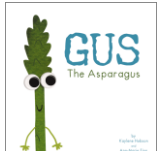
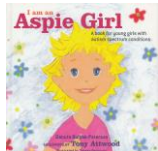
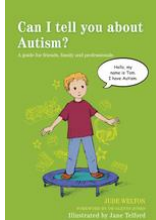
You will need to use a combination of these and while at first it may feel like YOU are doing all the work as the student learns to work with the strategies you provide, you will do less and

less eventually and move to a 50/50 approach. Students on the autism spectrum need to be 'taught' to use the combination of strategies we put in place (our 50%). I have seen many examples over the years where people put in place a strategy and just expect the student to understand how to use it or what it means. They need to be taught how to use the strategies – see 'ACTION' on table over the page. The table summarises a range of strategies that can be used as part of a 50/50 programme – of course these are just some to get you started, there are many more. All the strategies listed in the table reduce anxiety in people with an ASD, ADHD or ODDs, which impacts on learning outcomes.

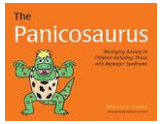



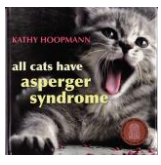
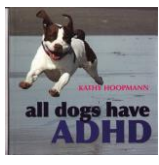

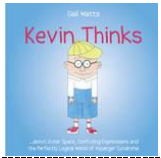
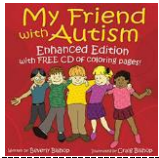



One of the key elements of a 50/50 programme is teaching children to manage their own emotions. A pro-active approach to helping children with ASD, ADHD, ODD identify their 'personal triggers' for anxiety is essential. Once you know these, it is easier to develop the 'Strategies' and 'Actions' to put in place for the individual at home and school.

50% Strategies for the ADULTS to use to manage the students behaviour		50% Strategies for the STUDENT to manage THEIR OWN behaviour
Strategy + Below are 11 Key Strategies for YOU to put in place to reduce anxiety. You will need to use a range and change.	ACTION = Home and School	Independence & Success Below are 11 Key Strategies for the STUDENT to use to regulate their anxiety.
Visuals • Using a range of visuals to support understanding. • Using visual schedules to help students know what is happening which reduces anxiety and increases independence.	 Model	Following Visual Schedule. Understand changes in schedule and regulate own anxiety when these occur. Refer to Visuals to increase understanding.
Using Timers • Pre-warn. • Indicate HOW long they need to do a task. • Time Timers and Portable Schedules (see pg 4 & 5)	Practice	Understanding time limits. Use timers and clocks. Start/finish agreed task once timer finished, particularly for transitioning. Refer to timer to help with time management.
Allowing time to process.	Persistence	Ask for help, let adults know they need time to think etc. Use Social Stories to support, to ask for help or extra time.
Pre-warning and allowing completion of tasks before moving to next activity.	Small steps	Accepting they need to "finish" for now and can complete the activity later (regulate own anxiety).
Using Preventative Breaks • Noticing signs of anxiety (change in facial expression, body language etc). • Putting in place strategies like sensory area, drinks etc.	Consistency	Request a break before behaviour escalates. Rejoin group after calming. (See pg 2 & 3)
Teaching signs of anxiety and what to do.	Repetition	Noticing their anxiety and putting in place strategies to reduce own anxiety. (See pg 2 & 3)
Using Social Stories.	Range of Strategies	Referring to Social Stories and putting in place strategies.
Being aware of your own tone of voice and emotions as this can cause behaviour.	Reward using strategies independently	Understanding other people's emotions and regulating their own. (See pg 2 & 3)
Using Organisational Supports • Colour coding books. • Clear timetables. • Homework: having equipment out ready, drink and food.	Social Stories	Independently using the organisational supports.
Creating consistent routines. When students know what is happening and when, it reduces anxiety.	Timers	Independently following the routines. (See pg 5)
Using Sensory Tools • Allowing students "sensory breaks". • Encouraging students to use sensory tools for processing during listening activities.	Visuals	Independently access sensory tools to self-regulate anxiety. Understanding sensory needs and using sensory tools to self-regulate.

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Two Online Accredited Courses Offered in 2017

NEW – Course 1	Course 2
Dr Tony Attwood - Psychologist Autism Spectrum Disorder: A different way of thinking, learning and managing emotions.	Sue Larkey – Teacher Understanding Autism Spectrum Disorder: Teaching Strategies and Behaviour Support (Note: same as Online Course 2016)

- ✓ Both courses complement each other with very little overlap.
- ✓ **Recommendations:**
 - Full comprehensive understanding of an 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: 13 to 26 Feb 2017
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 (NEW in 2017)
Available: 27 Feb 2017 (6 weeks)
Dr Tony Attwood – Autism Spectrum Disorder: A different way of thinking, learning and managing emotions.
In this five our 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: 13 to 26 Feb 2017
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 (same as 2016)
Available: 27 Feb 2017 (6 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

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5 hours of Accredited Teacher Training to NSW (BOSTES, MyPL), 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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Great new must-reads for 2017



THE GREEN-EYED GOBLIN

| by K.I. Al-Ghani

| code: B156 | \$33.95

This illustrated storybook explains jealousy through the story of Theo and his Green-Eyed Goblin. It will encourage children to talk about their feelings and learn how to subdue their own Green-Eyed Goblin for good. A section of tried and tested techniques for using with children, and a helpful introduction for parents and carers is included.

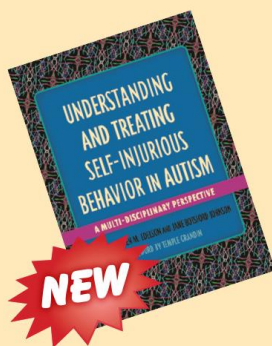


UNIQUELY AUTISM

| by Dr Barry M Prizant with Tom Fields-Meyer

| code: B160 | \$39.95

Autism is a different way of being human: it offers possibilities and opportunities, not disabilities. By understanding autistic behaviours as responses based on an individual's experiences, as strategies to cope with a chaotic world, Barry Prizant seeks to enhance a child's abilities, to teach new skills, help individuals build on their strengths and develop coping strategies that could aid the fulfilment of every child's promise. "Uniquely Human will change our perception and understanding of autism" Dr Tony Attwood.



UNDERSTANDING AND TREATING SELF-INJURIOUS BEHAVIOR IN AUTISM

| edited by Stephen M. Edelson and Jane Botsford Johnson

| code: B155 | \$44.95

Self-injurious behaviour (SIB) occurs in almost half of those with autism and is one of the most devastating and challenging-to-treat behaviours. With contributions from the leading experts in research and treatment, this book provides a comprehensive analysis of self-injurious behaviour in people with ASD or related developmental disabilities, and the different methods available to treat them.

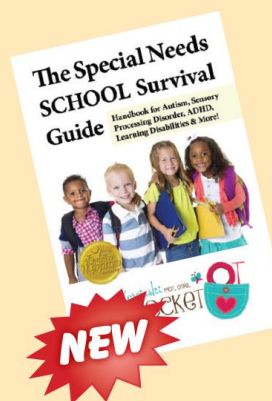


EXPLORING DEPRESSION, AND BEATING THE BLUES

| by Tony Attwood and Michelle Garnett

| code: B154 | \$34.95

Written by leading experts in the field, the book draws on the latest thinking and research to suggest strategies for coping with the effects of depression and provides a complete step-by-step CBT self-help programme, designed specifically for individuals with ASD. The programme helps increase self-awareness, including identifying personal triggers, and provides the tools to combat depression.

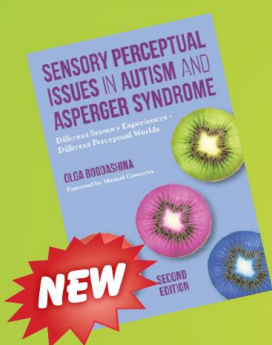


THE SPECIAL NEEDS SCHOOL SURVIVAL GUIDE

| by Cara Koscinski

| code B:159 | \$39.95

The handbook that will answer your questions about school accommodations for Autism, Sensory Processing Disorder (SPD) in the classroom, learning disabilities, handwriting, ADHD, ADD, Individual Education Programmes (IEPs), executive functioning, behaviour, dysgraphia, dyscalculia, non-verbal learning disorder and more! This book contains easy to follow school activities from cutting, handwriting, group time, transition, motivating students to learn, homework, setting up a sensory room, and more. The Q & A format makes the book easy to read and understand. This book will prove to be a resource you will use frequently as your student with special needs progresses through school.

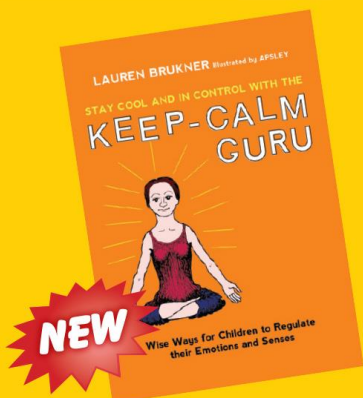


SENSORY PERCEPTUAL ISSUES IN AUTISM AND ASPERGER SYNDROME, SECOND EDITION

| by Olga Bogdashina

| code: B74 | \$39.95

The fully revised edition of this bestselling book brings the understanding of sensory perceptual issues in autism up to date with current research. It describes sensory perceptual experiences and sensitivities and explains the cognitive differences caused by them. The final chapters are devoted to assessment and different methods of intervention.



STAY COOL AND IN CONTROL WITH THE KEEP-CALM GURU

| by Lauren Brukner

| code: B157 | \$35.95

Meet the Keep-Calm Guru, our expert guide to the art of staying cool, calm, and in control in the face of overpowering feelings! This illustrated book introduces wise ways for children to recognise and cope with anxiety, anger, frustration, and other difficult emotions. Using everything from yoga poses and pressure holds, to deep breathing and relaxing colouring activities, the Keep-Calm Guru shows kids how to take back control and feel cool, calm, and just right. Suitable for children with sensory and emotional regulation difficulties aged approximately 7-14 years.

Set Up for Success in 2017 by Identifying Executive Function Difficulties

Impaired Executive Function can impact significantly on children with autism spectrum disorder's ability to learn and engage in busy learning environments. "The psychological term *executive function* includes: organisational and planning abilities, working memory, inhibition and impulse control, self-reflection and self-monitoring, time management and prioritising, understanding complex or abstract concepts and using new strategies." (pg 234 *The Complete Guide to Asperger's Syndrome* by Dr Tony Attwood). (Note: This can apply to children without a diagnosis as well.)

Students may not struggle with all of them to the same degree. It is important to identify which areas the child needs supports. If the child has had assessments by a Psychologist it is worth checking, if areas were identified in the testing to help guide you.

Executive function skills include difficulty with:

1. *Emotional Control* – i.e. 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).
2. *Impulse Control* – i.e. calling out, rushing through activities without checking, inconsistency with following rules.
3. *Planning and Prioritising* – i.e. 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. Often may have trouble seeing the main idea and easily go off topic.
4. *Organising* – i.e. ability to keep track of information and things. Organisational issues are constantly losing or misplacing things. They can't find a way to get organised even when there are negative consequences to being disorganised.
5. *Task Initiation* – i.e. 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.
6. *Flexibility* – i.e. 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.
7. *Working Memory* – i.e. 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.

What to do:

- Visuals (the more the better) – colour code, visual plans for assignments, mind maps, take photos to show them how their desk, locker should look.
- Picture sequences or write down steps and directions – get them to tick off as they do each one.
- Transition supports – pre-warn about change using a timer, use transition cues like a bell or announcement, use transition objects (something to carry to remind them where going can be a visual or object or sensory tool).
- Modelling or guiding the child what to do – 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 – i.e. 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.
- Stop, Check, Reflect. It is very important when using this strategy they know what to "check," this is where visuals can be helpful.
- Time management (Time Timers, Digital Schedules).
- Scheduling with timer – break routines into steps or tasks to complete in certain times (see Time Timers pg 7).
- Limit choices (see pg 11).

What doesn't work:

Withholding favourite activities or punishment. These children have a genuine problem with executive functioning. It's not a choice. They need to be supported to accomplish the challenges they face. (Adapted from pages 70-75 of *Executive Function "Dysfunction"*). For example: I had a parent contact me who was frustrated as her daughter kept forgetting her homework, so she took away her daughters iPad if she forgot to bring her homework home. It made no difference, she still forgot her homework.

Looking for more information on ADHD, ADD or ODD? See *The Ultimate Guide to School and Home* by Sue Larkey and Anna Tullemans

Recommended Resource

Executive Function "Dysfunction"

By Rebecca Moyes

Containing a wealth of helpful information as well as tried-and-tested strategies, this is the perfect book for parents and educators of children with executive function difficulties. Using real examples, the author describes how difficulties in these areas may manifest, and offers practical hints, tips, and accommodations for supporting children both in and out of school.

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



The Early Years

Get everyone working on same goals to make a difference in 2017

When working with any child with ASD it is critically important that the programme implemented be realistic, both for the child and for the family. By realistic I mean setting everyone up for success (achievable) and that everyone across all environments has the time to implement. I believe the best way to create a realistic programme is to only address one or two ideas at any one time.

I recommend in the early years you always have the goals you are working on in a prominent place (fridge, preschool office) so ALL people engaging with the child know the week's two goals. Over the years I have found by displaying the goals ensures consistency and everyone creating opportunities to reinforce the goal.

Below I have chosen two very important skills to teach children as examples of two goals you could work on at the same time.

Pointing: Appropriately Using Gesture to Communicate

Why Do We Teach?

- Pointing is an important non-verbal means of communication.
- Pointing is a skill that neuro-typical children learn spontaneously. Children with ASD need to be formally taught this skill, as instead of pointing they 'drag' or 'lead' adults to what they want. Even very young children with ASD can be very strong and as they grow older and stronger the adult may be injured if dragging behaviour is allowed to persist.

How to Promote:

- Model appropriate pointing whenever possible as you communicate with your child; e.g. when giving your child a drink, point to the drink and say "Drink" before you give it to him.
- In order for pointing to be an effective form of communication the child needs to be taught to look at the other person.
- Wait. Remember to give your child time to process and then point.
- When your child is ready to make a choice rather than letting him grab the preferred item, anticipate his action and mould his hand gently into a point.
- Ensure that all key adults use pointing with the child – consistency is vital in the acquisition of this skill.

- Some children need many fine motor experiences to help them develop independent pointing. In addition to helping your child learn how to point (gently put your hand over his and form his index finger into a point), you may need to give your child many experiences with actions to songs and finger plays as well as a range of other fine motor activities.

Pointing is a vital skill and consistency is the key.

Help: Learning to Ask for Assistance from Other People

Why Do We Teach?

- Once the child is able to ask for assistance when he needs it, his frustration and the frequently resulting tantrums will decrease.

How to Promote:

- Every time the child takes your hand to pull you somewhere, pause and clearly say "Help".
- Once he is used to you doing this, pause longer and hopefully he will look in your direction, then say "Help." If he doesn't do so don't get discouraged. Just try again next time.
- Once he is looking in your direction wait a little longer and hopefully you will get eye contact, however fleeting it may be.
- You then need to increase your expectation and expect him to vocalize any part of the word 'help'.
- When the child is able to make a sound then you can then encourage him to say 'help' more and more clearly.
- For children who already have single words the adult can quickly add her name, e.g. "Help, Mummy" or "Help, Kate."
- Use the sign for help coupled with a visual symbol as you go through the steps listed above.

(Excerpt from *The Early Years: The Foundations for ALL Learning* by Sue Larkey and Gay von Ess)

If you allow your child to 'pull you' without prompting any language, they will continue to do this as it works.

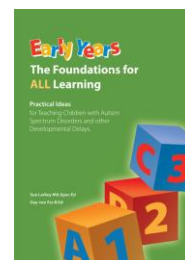
Most Popular Resource for Teaching in the Early Years

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 of course 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)



New Year, New Friends Making Friends and Being One

One of the biggest myths about ASD is they like being on their own. Children with Aspergers often desperately want friends, and in fact worrying about friends can cause them anxiety. Many children show this stress by becoming more withdrawn, which of course makes the situation worse. The beginning of the new school year is a time we need to help all children make new friendships and for students with an ASD a little extra support maybe required. When teachers allow children to select their own partner's children with ASD often are left out, instead staff will need to consider who will be good partners/ friends and be pro-active in pairing the children. The key times schools can support friendships are seating arrangements, partner activities, group work, playground, buddy programmes and more.

Parents, I would encourage you to support the school by organising some out of school activities this will allow some one on one time to develop the new friendships. Having children over for a play, meeting in the park after school or joining in after school activities which friends attend.

Why Teach This?

- Making and maintaining friendships is a constant challenge for people with an ASD. Their inability to read social situations and recognise other people's emotions constantly impacts on their relationships.
- It is important to explore the nature of friendships with children with an ASD as they often have an egocentric view of friendship. They fail to understand that friendship is a two way thing and that it does not happen on demand.
- Children with an ASD tend to be drawn to one of two more noticeable groups — either the most popular children in the class or the noisy, poorly behaved children who demand a great deal of the teacher's attention. Children who would actually make good friends (the middle of the road group) tend not to be noticed by the child with an ASD.
- Children with Asperger's Syndrome in particular want friends but frequently burn these friends out by their inappropriate expectations of friendship. Parents and teachers have to reinforce and acknowledge these friends to help keep the friendships going. Having a number of friends, possibly a couple allocated to each day of the week can help alleviate the demands on the mainstream friends.
- Nevertheless teachers and parents have to be aware that although many children with an ASD want friends, there are some children who actually prefer to be alone. This desire needs to be respected.

Ideas for Teaching at School and Home

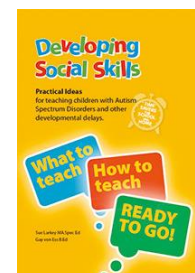
- Discussions on what a friend and friendship really are. Emphasise that friendship is a two way thing.
- Foster friendships by establishing buddy systems for young primary school age children and mentors for older children with an ASD. It is important that several buddies/mentors be allocated to each child with an ASD to ensure that the other children do not find this responsibility too onerous.
- Run supervised clubs for the whole school at break times, especially long lunch-times. A variety of indoor and outdoor activities could be offered, e.g. Lego, chess, computers, tinkering, ball skills, natural history, and cooking. Often all children, not just those with an ASD, will benefit from extra activities. Many schools report less 'behavioural' issues to sort out and a supportive, inclusive environment will be created. Involve older students, parents, grandparents and other interested people in the community if at all possible.
- Start a *Playground Problem Solving Book* with the whole class. Brainstorm solutions when issues come up in the playground, e.g. what someone does when they do not have anyone to play with. This helps the child with an ASD see there are lots of solutions to social issues.
- One school uses a Friendship Chair where any child can go if they want someone to play with. Older children are taught to keep observing and involve any child sitting there.
- Discuss and brainstorm friends and friendships. Aspects could include:
 - Like to play together
 - Share
 - Let other people be first sometime
 - Take turns
 - Listen to other people's ideas
 - Let other people choose WHAT to play sometimes
 - Like the same things
 - Have the same sense of humour
 - Like to talk together
- When students need to break into pairs or small groups; teachers can encourage inclusion by asking students to pair up/group by eye colour or letters in their name etc

*Excerpt from **Developing Social Skills** by Sue Larkey and Gay von Ess. For hundreds of timesavers and tips for helping with friendships and social skills this is a very easy to use book. This is a fantastic book for all students.*

Practical Ideas for Teaching Friendship Skills

Developing Social Skills: By Sue Larkey and 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.



CODE B18 \$39.95 (plus P & H)

NEW Online Courses in 2017

If you can't make it to one of my live workshops you can now experience the same course online. Broken into five modules to watch at a time and place that is convenient to you. For more information see page 9 and to register go to <http://elearning.suelarkey.com.au>.

Dr Tony Attwood 2017

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 1 2017 Workshops

New South Wales

Tamworth	Thurs 30 March
Sydney (Sutherland)	Fri 31 March
Orange	Fri 19 May
Newcastle	Thurs 25 May
Sydney (Ryde)	Fri 26 May
Lismore	Thurs 8 June
Campbelltown (Tony Attwood)	Fri 23 June

Victoria

Ballarat	Thurs 23 February
Melbourne (St Kilda)	Fri 24 February
Mildura	Thurs 23 March
Melbourne (Bulleen)	Fri 24 March
Morwell	Fri 5 May
Moonee Valley (Tony Attwood)	Fri 2 June

Queensland

Sunshine Coast	Thurs 2 March
Brisbane (Chermside)	Fri 3 March
Gold Coast	Fri 9 June

South Australia

Adelaide	Fri 7 April
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Australian Capital Territory

Canberra	Fri 16 June
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New Zealand

Wellington	Wed 8 March
Palmerston North	Thurs 9 March
Auckland (Airport)	Fri 10 March

Limited places available please register ASAP

To reserve your place or have a registration form sent to you email Dearne at dearne@suelarkey.com.au or go to

www.suelarkey.com.au

For more workshop dates and locations visit

www.suelarkey.com.au

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.

