

DEVELOPING SOCIAL SKILLS FOR CHILDREN WITH DIVERSE LEARNING NEEDS

Together we can make the world of difference!



Sue Larkey's Zoom CHEAT SHEET

STEP 1: How to Join The Zoom Meeting (Two Ways)

Make sure you have the Zoom app downloaded on your device.

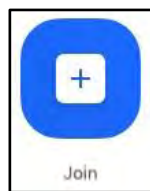
A. Join Using A Meeting Link

Just click on the meeting link I have emailed you or paste it into your web browser. This will redirect you to the Zoom app.

OR

B. Join Using A Meeting ID

Open the Zoom app and click on the "Join" icon: Paste the Meeting ID (from the email I sent you) in the box provided, add your display name for the meeting and click "Join".

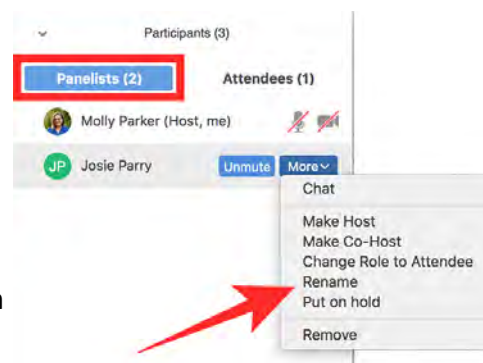


Please set your name to the same one you used when registering for the Virtual Event. We CANNOT admit you unless your name matches your registration

STEP 2: Zoom Waiting Room

When you have joined the zoom meeting you will first enter Zoom "Waiting Room". There is nothing you can do at this stage except wait for me to admit you into the meeting – this shouldn't take longer than 5-10 minutes. Use this time to check that your name matches the name you registered under, and that your microphone and video are working.

On the right-hand side there should be a list of participants. Click on your name and scroll down to "rename" if you need to do so.

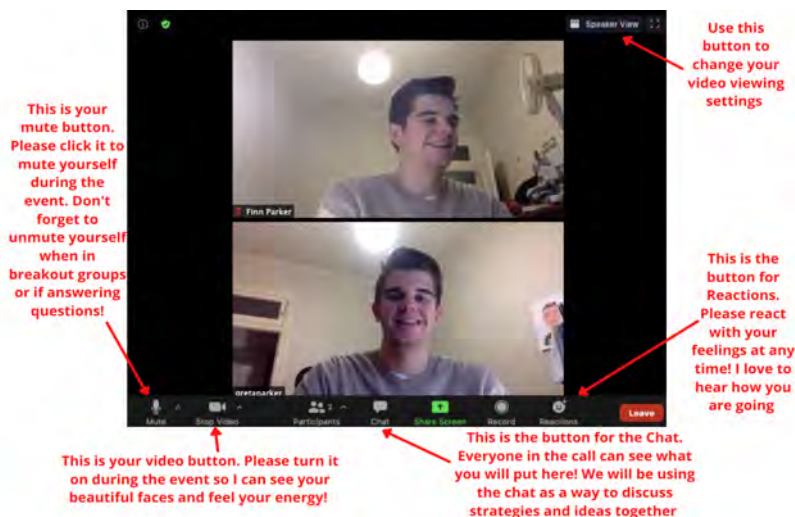
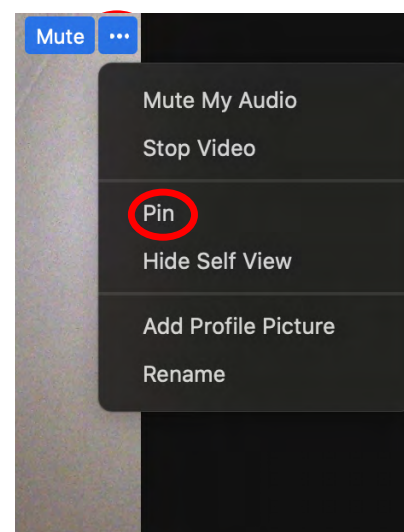


STEP 3: How to Use Zoom (When in the meeting)

If you want to see my screen as your main screen, click on 'Speaker View' in the top right. I also recommend you **pin** my video by clicking the "..." button in the top corner of my video then clicking "pin". This ensures you don't lose me in all the other beautiful faces!

Don't forget to turn off your microphone when you aren't talking.

If you have any troubles, call or text Andrew at **0418 320 295**.



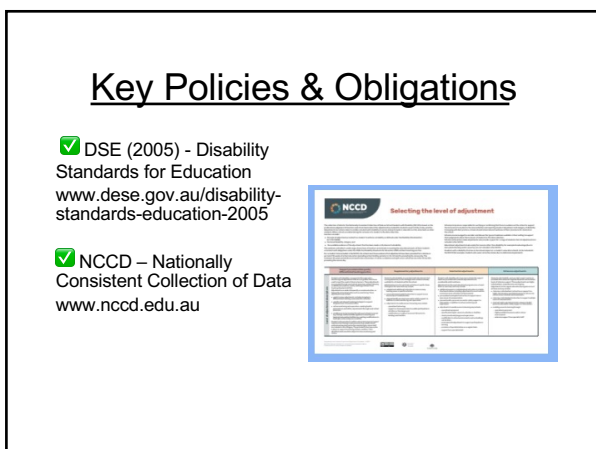
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Types of ADJUSTMENTS / ACCOMMODATIONS

— REMEMBER TO USE A COMBINATION —



ADJUST

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



ALTERNATE

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



CURRICULUM

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



TIME

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



SIZE

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



PARTICIPATION

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



SETTING

Adjust the environment in which the student is learning.



INPUT /PRESENTATION

Adapt the way the instruction is delivered to the student.



OUTPUT

Adapt how the student can respond to instruction.



SUPPORT

Increase the amount of personal assistance.

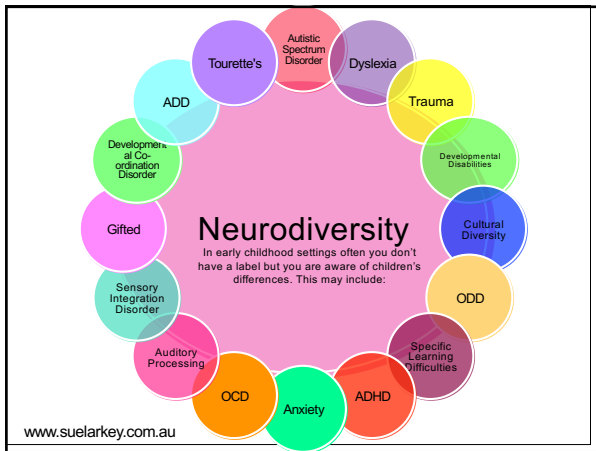
Free Webinar "Knowing How and When to Extend Your Students with Autism Spectrum"

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

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LEARN
MORE!

AVAILABLE
LIMITED
TIME!




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What are Social Skills

- w1) Interaction with other people** (Body Language, Tone of Voice, Greetings, Comments, etc)
- w2) Friendships** (Turn taking, sharing, playing, making friends and being a friend)
- w3) Emotions** (Understanding own emotions & others')

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Format of Each Session

- **STOP** – There is an issue. What is the issue? Who has the issue?
- **THINK** – Think about the issue. What can you do?
- **DO** - Think of different options and strategies that could be used to address the issue/situation


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Play

- Through play young children learn about and make sense of the world.
- Play helps develop their cognitive and motor skills, increase their communication and social ability and above all have fun.


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What would the Neurodiverse children be doing?
What would 'other' children be doing?
What stage of play?




1 Minute Reflection

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What are the 6 stages of play?

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What are the barriers to play/socialising for neurodiverse children in early years?

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Play for Neurodiverse children (example of impact)

- Sensory Sensitivities
- Need for sameness
- Need for routines
- Obsessional Interests
- Isolated or Solitary Play
- Limited development of language
- Limited social interaction

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DO

Think of different options and strategies that could be used to address with the issue/situation

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Social Skills programmes
need to :

- Address individual learning styles
- Create opportunities
- Help everyone (family, siblings, peers, carers etc)

HOW ?
Activities after 3 webinars

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Interaction with Other People

- Verbal Communication is only one part of communication.
- How else do we communicate?
(Share in chat)

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**Communication is
more than words**
What do these mean?

- Tone
- Volume
- Body Language
- Facial Expression
- Eye Contact
- Personal Space

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Over next 2 weeks try some quick activities with class

- Walking to Mat – Facial Expression /Body Language
- Volume activities
- Eye Contact – What is it? How much? Difference between staring & eye contact
- Personal Space – Role Play

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Top Take aways from this session

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Developing Social Skills for Children with Additional Needs in the Early Years

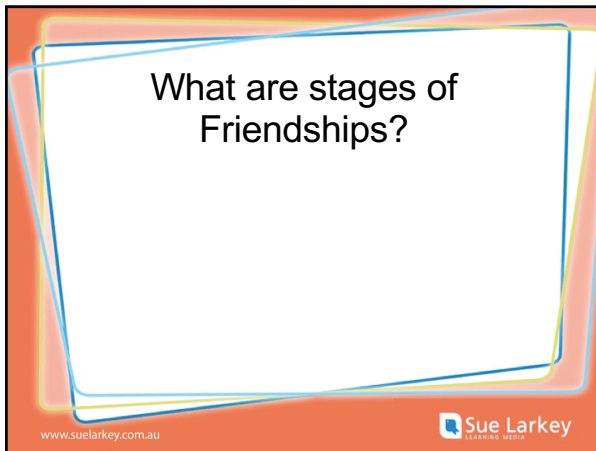
Sue Larkey
Teacher, Autism Spectrum Author
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4.00 - 5.00
May 10th, May 24th & June 7th

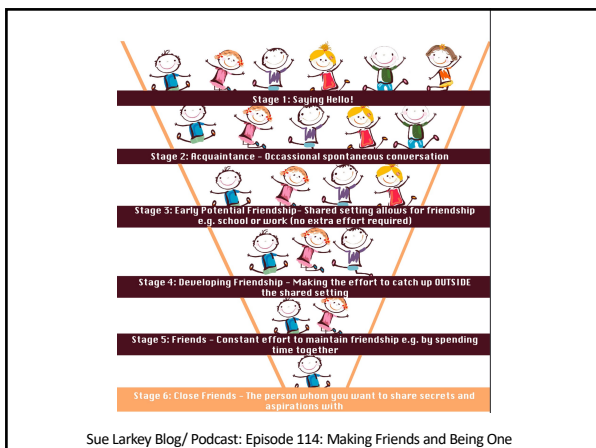



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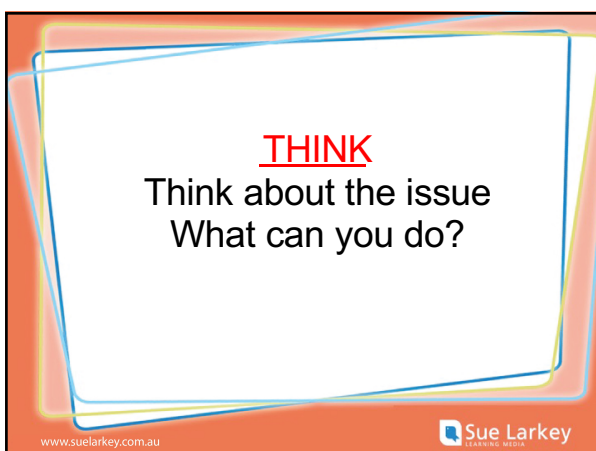
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MAKING FRIENDS AND BEING ONE

One of the biggest myths about ASD is they all like being on their own. Children with ASD 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.

For students with ASD a little extra support may be required to create friendships. For instance, when teachers allow children to select their own partners children with ASD often are left out. Instead staff should consider who will be a good partner/ friend to the child and be pro-active in pairing them. Good examples of opportunities for schools to support friendships are in seating arrangements, partner activities and group work.

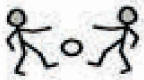
Parents, I would encourage you to support the school by organizing some out of school activities such as having children over for a play, meeting in the park after school or joining in after school activities which friends attend. This will allow some one on one time to develop new friendships.

WHY TEACH THIS?

- ✓ Making and maintaining friendships is a constant challenge for people with an ASD. Their inability to read social situations and recognize other people's emotions can impact 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.

Being a Good Friend




When children play everyone wants to choose what game we are going to play. Children usually take turns choosing what game to play. Taking turns to choose is being a 'good friend.'

I need to remember to take turns so that I am a good friend too.



I will try to remember to listen to what other children are saying. Then I will know what they want to play. Usually when I play with other children they want to play a different game to the one I want to play.

Sometimes when I play with the other children we play what I want to play.



It is a clever idea to listen to what the other children want to play.

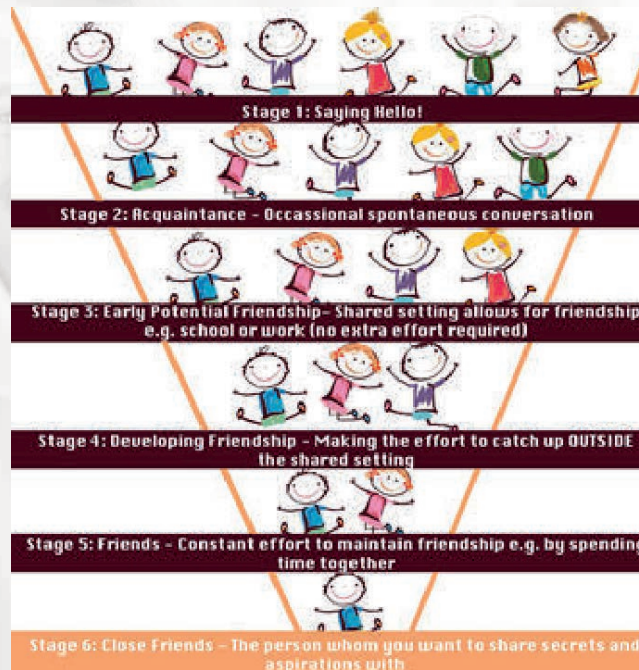
When I play the games the other children want to play I am being a good friend. Other people will like playing with me when I am a good friend.

Example of Social Script for Being a Good Friend



IDEAS FOR TEACHING AT SCHOOL AND HOME

- ✓ Discussions on what a friend and what friendship really are -emphasise that friendship is a two way thing.
- ✓ Use the Friendship Funnel below to explain the stages of friendship. Discuss as a whole class or as a family who would fit in those different stages of friendship. Download the visual a www.suelarkey.com.au



- ✓ Foster friendships by establishing buddy systems for 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 too much of a responsibility
- ✓ 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 or computers. Often all children, not just those with an ASD, will benefit from extra activities. Involve older students, parents, grandparents and other interested people in the community if at all possible.
- ✓ Discuss and brainstorm friends and friendships. Aspects could include:

- Like to play together
- Share
- Let other people be first sometim
- 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 humor
- Like to talk together 3

- ✓ 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*

Who else 'cares' about friendships?

- Discuss parents ie objective partnerships with families
- Family engagement
- Also: Relationships drive health...
- Through relationships we build hope...

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Party Activity

- Imagine you went to a party 100 people
- Party 8.00 – 11.00pm
- You know no one
- What would you do?

Personal Reflection
Share in chat

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Social Skills programmes need to

- Address individual learning styles
- Create new opportunities
- Help everyone (family, siblings, peers, carers etc)

HOW? Activities to do in classroom after 3 webinars

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LUNCHTIME CLUBS/ PASSIVE PLAYGROUNDS

MANY SCHOOLS HAVE INTRODUCED LUNCHTIME CLUBS AND HAD GREAT SUCCESS.

Playgrounds are unstructured, unpredictable places where children with ASD struggle to follow and join in the numerous social interactions surrounding them. Children with ASD frequently return to class from the playground in a high state of anxiety. In addition, their self-esteem frequently takes a battering. In our book **Developing Social Skills**, co-author Gay von Ess and I have lots of practical ideas and strategies to support social skills.

TOP TIPS FOR CREATING SUCCESSFUL LUNCHTIME CLUBS

- ✓ Use students' current interests and create clubs around these, or skills the students need.
- ✓ Consider setting up for students who are not coping in the playground or constantly having incidents.
- ✓ Name the Club: 'The World of Fun,' 'Lunchtime Club,' 'Rest and Relaxation' or 'Games Group.'
- ✓ Have set open days each week. This can be from 1-5 days.
- ✓ Decide on number of students who can attend.
- ✓ Decide HOW students join the Club i.e. Self-selected, teacher selected, bring a friend, open door or teachers identified on the day who would benefit from the programme
- ✓ Include a range of activities and provide variety e.g. music, board games, Lego, cards, chess, computer, jigsaws, art, drawing, colouring, craft, Origami, garden group, watering group, relaxation, sensory room, Nintendo Wii, interactive whiteboard, iPads, aviary with seating and trees, exercise bike, mini trampoline, cooking and more.
- ✓ Staffing/Supervision – be clear about supervision

by staff. Some schools have peer programmes set up where older students supervise. All the schools who used peer support report a tremendous response from students wanting to be involved in the programme.

PASSIVE PLAYGROUNDS

Passive Playgrounds are another option to Lunchtime Clubs. Passive Playgrounds are a great way to support students with social skills and social engagement. They are a classroom that is open with table top activities, board games, etc. where students can go for quiet socialization.

BUDDY BENCHES




Some schools use **Buddy Benches** where children can go if they want someone to play with them. Older children are taught to keep observing and involve any peers sitting there.

The Buddy Bench is great in addressing loneliness and instilling a sense of inclusion within the school community.

Friendship Skills

- Create a 'Can I play flow?' (as a class)
- 'What to do if you don't have anyone to play with?' (create a list as a class)
- Playground plan for neurodiverse students
- 'I can solve Problems'

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Friendship Skills

- Conversation Starters / Mind Maps for Conversations (Socially Speaking Boardgame)
- Social Scripts to support social understanding /friendships


   

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Over next 2 weeks

- Consider the Playground –What could you do to support social skills - clubs, activities, buddy benches etc
- Friendship skills activities as a class or small groups
- Conversation Skills
- Social Scripts

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Example of How to Write a Social Script

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

Title

Introduces the topic/
scenario

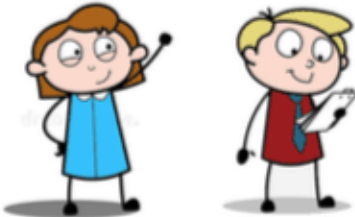


Sometimes I need to ask
the teacher for help.

It's okay to ask for help
when I don't know what to
do.

Perspective Sentence

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



I put my hand up to attract
the teacher's attention.

I look towards the teacher.

Coaching Sentence

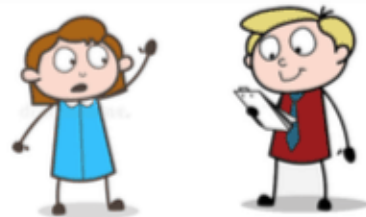
Keeps it positive and tells
the child what to do.



Sometimes the teacher
is busy with someone
else, that is okay I can
wait for help.

Alternative Scenario

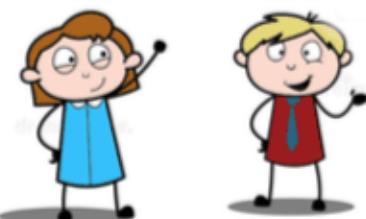
Include likely scenarios
to avoid anxiety



When the teacher has
finished with the other
student I can call out in a
medium voice, "Excuse
me."

Descriptive Sentence

Teaches the social skills
necessary in the scenario



I wait for the teacher to
look at me and say my
name.

I then ask my question.



When the teacher has
answered my question I
say, "Thank you."

Conclusion -> Affirmation

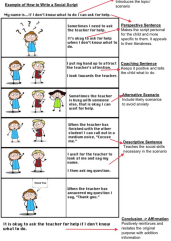
Positively reinforces and
restates the original
purpose with addition
information

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

Tip Sheet on Writing Social Scripts

Promoting Social Understanding – Social Scripts

- Listen to Podcast
- Episode 4 or read Blog



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Top take aways from this session

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Developing Social Skills for Children with Additional Needs in the Early Years

Sue Larkey
Teacher, Autism Spectrum Author
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4.00 - 5.00
May 10th, May 24th & June 7th



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Emotions (own & others)

- How do we learn about emotions?
- Ours?
- Others?

Sue notes to remove

- ie through engagement but remember play first week – what if isolated
- ie through family/community

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Teaching Emotions

- Step 1: How feels in body
- Step 2: When I am angry/others are angry
- Step 3: Label it
- Step 4: How intense (thermometer)
- Step 5 : Identify what makes you feel this way & How to feel happy again

Identify in others too & how to help others
ie When upset a friend

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The Red Beast

- What does the Red Beast look like in others/yourself (feels in body) ?
- What does it do?
- What can calm the beast ?

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Brainstorm Emotions

- 1 Minute write down as many emotions as you can think of in handout
- Share in chat how you are feeling now
- Look at the list. Count how many different emotions you have felt throughout the day!

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Emotion Activities as a class

- Happy
- Sad
- Angry
- Frustrated
- Excited (Hyped! What is their language)

1. Everyone writes a sentence "I have peas for tea"
2. Emotions (can add tone, body language etc)

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Notes

Armed with the tools
of understanding and
confidence much can
be achieved.

