

# 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 Many children show this stress by becoming more withdrawn, which of course makes the situation worse.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.

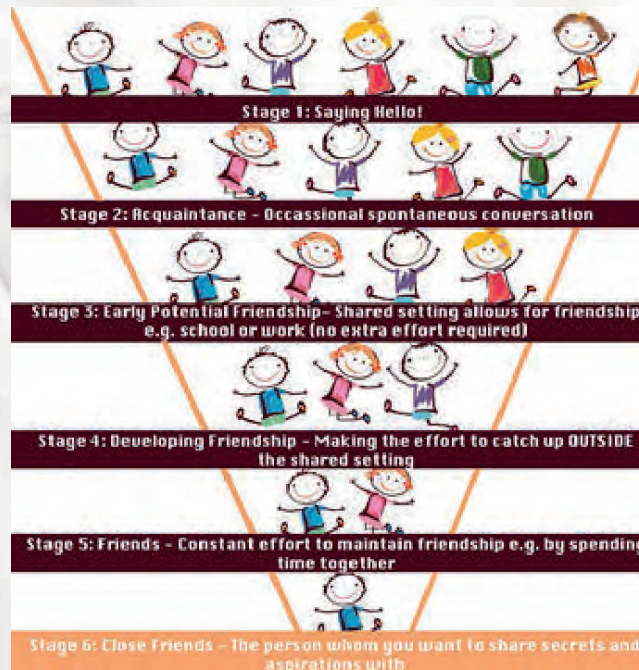
When I play the games the other children want to play I am being a good friend. Other people will like playing with me when I am a good friend.

### 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](http://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 sometimes
- 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*

# DEVELOPING SOCIAL SKILLS FOR CHILDREN WITH DIVERSE LEARNING NEEDS

WITH SUE LARKEY

## ONLINE, ON-DEMAND 3 HOUR COURSE

Join this essential course to enhance your teaching practice and create an inclusive, supportive environment that promotes social and emotional learning for all students!

### COURSE HIGHLIGHTS

#### Seamless Integration of Social & Emotional Learning:

Learn to integrate social and emotional learning into your teaching programs in alignment with ACARA's Personal and Social Capability Learning Continuum.

#### Diverse Strategies for Classroom & Playground:

Discover various strategies to promote social and emotional learning in your classrooms and playgrounds, creating supportive and nurturing environments.

#### Neurodiverse Learners' Social Skills & Relationships:

Understand and accommodate the unique ways neurodiverse learners develop social skills and relationships with their peers, fostering inclusive education.

#### Support for Diverse Learning Needs:

Explore targeted strategies for supporting the social and emotional learning of students with a wide range of learning needs, ensuring every student thrives.

"Two Thirds of students enhance their performance with the addition of a Social Emotional Learning Program"  
- Case/ Org



NESA, CPD, PL, VIT & TQI Accredited PD -3 hours Completing Developing Knowledge and Understanding of Autism Spectrum Disorder to Improve Student Learning and Participation will contribute 3 hours of NSW Education Standards Authority (NESA) Accredited PD in the priority area of Students/children with Disability addressing standard descriptors 4.1.2 from the Australian Professional Standards for Teachers towards maintaining Proficient Teacher Accreditation in NSW.

### MODULE 1

- Learn the multiple learning styles for neurodiverse students to increase social awareness and skills
- Apply the ACARA Framework to classroom practice
- Learn and apply the Four Common Teaching Methods to teach Social and Emotional Learning
- Understand how to differentiate your teaching strategies for a truly inclusive classroom experience.
- Hear from a Lived Experience: Dean Beadle, as he shares his personal journey with Autism

### MODULE 2

- Differentiated Teaching: Learn how to tailor teaching strategies to support social skills management for students with neurodiversity.
- Apply ACARA Framework Personal and Social Capability framework to focus on working collaboratively and making decisions to empower your students.
- Utilize the Theory of the Six Stages of Play to identify and support your neurodiverse students' collaboration skills.
- Enhance Neurodiverse student's development in the Personal and Social learning continuum.
- Key Social Skills to consider: Delve into the crucial aspects of social skills, including body language, tone of voice, greetings, and more.
- Understand the importance of play and evidence-based strategies for neurodiverse children.

### MODULE 3

- Promote Reasonable Adjustments & Strategies: Learn the importance of adjustments and teaching strategies for developing social awareness, decision-making, and social management in neurodiverse students.
- Six Stages of Friendship Development: Utilize the Theory of Six Stages of Friendship Development to support neurodiverse students in building and maintaining lasting friendships with their peers.
- Understand the role of friendships, turn-taking, sharing, and positive relationships in your classroom for diverse students
- Align your teaching with the Australian Disability Standards for Education 2005 to ensure equal access and support.
- Enrol your Community to develop and implement inclusive social and emotional adjustments for your students across all school environments.

## REGISTER ONLINE

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

### WHO SHOULD ATTEND?

Anyone Working,  
Supporting or Living With  
Primary Aged Children.

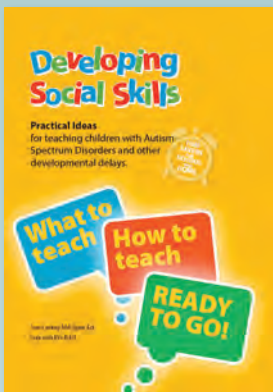
*Sue Larkey is a highly qualified special educator who has taught in mainstream and special schools. She is currently working toward a Doctorate of Education focussing on inclusive schooling. She has authored several books and resource materials. Sue is unashamedly passionate about her mission - to inspire parents and educators and teach them how to Make it a Success.*

# TOP SELLING SOCIAL SKILLS BOOK

## DEVELOPING SOCIAL SKILLS

by Sue Larkey & Gay von Ess  
code: B18 | \$39.95

A starting point for teaching and encouraging social interactions, this 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.

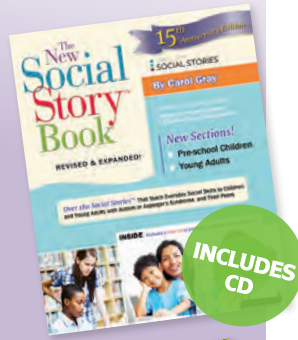


Download FREE Social Skills Tip Sheets at [suelarkey.com.au](http://suelarkey.com.au)

- Creating Success Playgrounds
- Where to Begin in Social Skills Programmes
- Creating a Successful Social Skills Programme
- 9 Tips to Facilitate Social Skills Activities

## BOOKS ON APPROVAL

Schools may order books on approval for 14 days

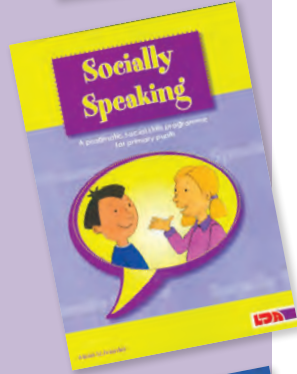


## Social skills

### THE NEW SOCIAL STORY BOOK

by Carol Gray | code: B61 | \$ 79.95

Over 150 of the most requested social stories that teach everyday social skills to children with autism or Asperger's Syndrome, and their peers. It also teaches you how to write Social Stories. Comes with a CD containing each Social Story in ready-to-print PDFs AND easy-to-edit Word files! With the CD, you can customise story content and insert images relevant to your child or student's individual experiences. An invaluable bonus!



### SOCIALLY SPEAKING

by Alison Schroeder | code: B27 | \$84.95

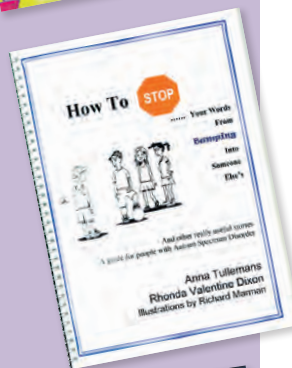
Socially Speaking will help you to introduce and practice skills your pupils need to develop and maintain relationships and to lead independent lives outside the school context. Socially Speaking is a unique social skills programme that lasts a whole school year and is divided into three units: let's communicate, let's be friends, and let's practice.



### SOCIALLY SPEAKING BOARD GAME

by Alison Schroeder | code: O05 | \$94.95

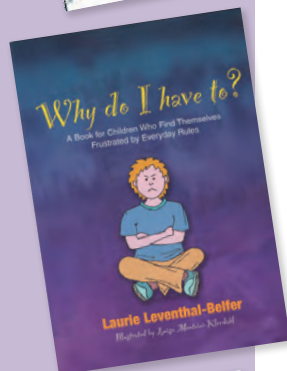
Designed to complement the Socially Speaking book, this fun game focuses on social interaction in three key areas: home, school, and the wider community. Children are able to practice vital skills such as greetings, turn-taking, eye contact, listening, compliments, emotions, telephoning others, showing 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.



### HOW TO STOP YOUR WORDS BUMPING INTO SOME-ONE ELSE'S and other really useful stories

by Anna Tullemans & Rhonda Dixon | code: B08 | \$29.95

This book has 18 great A4 clear pages with an excellent picture to explain so many of the common challenges students with 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 Says "No"?, Asking for Help, How loud or soft your voice should be, Waiting in Line, Waiting on the Mat and Waiting at your Desk.



### WHY DO I HAVE TO?

by Laurie Leventhal-Belfer | code: B46 | \$22.95

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. This is the ideal book for children who have difficulty coping with the expectations of daily living, as well as for their parents and the professionals who work with them.



### WHAT DID YOU SAY? WHAT DO YOU MEAN?

by Jude Welton | code: B45 | \$33.95

Jude Welton looks at a hundred of the most common figures of speech in this 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 children with ASD recognise and learn to enjoy metaphors and figurative language.