

WHY YOU NEED TO KNOW ABOUT INTEROCEPTION AND THE IMPACT ON THE KIDS YOU KNOW

Did you know why you need routine drink, toilet & snack breaks for children with ASD, ADHD & SPD?

Interoception refers to the ability to perceive and understand your internal sensations and emotions. This occurs through receptors located throughout your body which communicate to your brain.

When the interoceptive system is working properly, you are motivated to take action to restore your balance and help you feel more comfortable. For example, if you get thirsty - you get a drink; if you feel cold - you get a sweater; if you feel anxious - you seek comfort. Simply, interoception is your urge to act.

For children with sensory processing issues, the brain can't understand the sensory information their body is sending them meaning they are not able to identify their feelings. This often results in a sense of frustration, as they can't locate their feeling of discomfort, and can cause meltdowns.

To tackle this, I highly recommend you introduce routines. These will accommodate for a child who doesn't necessarily 'know' they are hungry, thirsty or need the toilet. It will also minimise discomfort and put them in a better mood. Think of yourself when you're hungry, thirsty or need the toilet; does it affect you emotionally? In my experience, often sending a child to have a drink, go to toilet or eat something can prevent a meltdown. Therefore, I encourage you to create set routines for drinks, snacks and the toilet, as, whilst they can be challenging and time consuming to set up they are incredibly rewarding for everyone.

People with ASD are often THIRSTY! Why?

- ✔ They may not recognise thirst signals
- ✔ They can't ask for a drink or are unsure when to ask for a drink (have to be reminded)
- ✔ Worried about using toilets outside of home
- ✔ Find school drinking fountains dirty/overwhelming or difficult to use
- ✔ Are stressed/anxious - anxiety increases thirst
- ✔ Are on medication which increases thirst
- ✔ Eat a VERY dry diet (biscuits, crackers, chips)



Some strategies:

- ✔ Schedule in set times for a drink (before/after play, every time go to toilet)
- ✔ Have a drink available on their desk at school or easy access in car/home
- ✔ Send for a drink when showing signs of anxiety (ie: humming, asking questions, talking about special interest, starting to shutdown)
- ✔ Monitor water intake. Maybe see how much other children drink and ensure having same amount or more
- ✔ Have drink before and after eating
- ✔ Ask parents how they drink at home, how often drink, if prompted or remember, and what they drink from (special cup, etc)



MISOPHONIA

Misophonia: Translates to 'a hatred of sounds' but it is more than that, it is a fear of sound.

It isn't sensitive to sound, it is a disorder of the sensory nervous system, where the body sees the trigger as a threat. As Professor Temple Grandin says "My nervous system was all hyped up, like it was in a jungle full of dangerous animals for no reason" (see pg 2).

It can cause a reaction of everything from flinch, covering ears, anger, needing to remove themselves from room, anxiety to a meltdown or shutdown.

Any noise can be a trigger, but it's commonly associated with noises that come from the body – chewing, swallowing, sniffing



EMOTIONAL REGULATION COURSE

FOR NEURODIVERSE STUDENTS

WITH SUE LARKEY

In this course you will learn simple and effective strategies to teach emotional regulation strategies for neurodiverse students!

This course is aimed at Primary Ages Students to increase engagement and participation. For Neurodiverse students (Autism Spectrum, ADHD, ADD, ODD, PDA), their difficulty with emotional regulation or executive functioning impacts on the ability to “down-regulate” and “Up-regulate” in busy classrooms and schools. Students needs a range of additional supports and adjustments to help them recognise and regulate their emotions throughout the school day.

- ✓ Understand the crucial role of emotional regulation in students with Autism Spectrum, ADHD, ODD, and PDA.
- ✓ Learn to develop tailored strategies for self-management and self-awareness.
- ✓ Align your teaching with ACARA Personal and Social Capability learning continuum and NESA PDHPE syllabus elements to ensure comprehensive student development.
- ✓ The importance of consistent and specific language to support students understand and regulate their emotions
- ✓ Foster Emotional Literacy: Teach students to connect emotions so students can identify what each emotion feels like and how to self manage
- ✓ Implement journaling strategies to analyse students' own emotions and corresponding events, promoting emotional awareness and growth.
- ✓ Help students explore and identify the physical signs of emotions within the body fostering self-awareness
- ✓ Individualised Self-Regulation Strategies: Develop personalised self-regulation plans for each student, considering their unique needs and preferences.
- ✓ Adaptable & Effective Teaching: Learn to adapt and adjust strategies as needed, ensuring their continued effectiveness and relevance for your students.



This Course Includes:

- 74 Downloadable Pages of Printables and Templates
- 15 Lessons - Tips & Strategies to implement
- Start Immediately, Watch Anytime.
- 3-Hours Training
- Bonus Facebook Support Group.
- You have 6 weeks to complete (can extend at anytime)
- Certificate on Completion.
- Tax Invoice Issued Immediately.

Bonuses

- Transcript of Course
- Programme - 5 Steps for Teaching Emotions
- My Feelings Journal and Instructions on how to use in your classroom

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.

REGISTER ONLINE

elearning.suelarkey.com.au

WHO IS THIS COURSE FOR?

Anyone who supports **Primary Aged Neurodiverse Students**.

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.

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

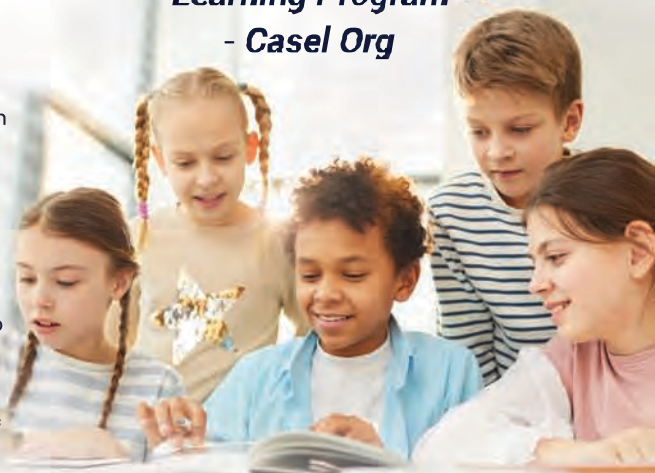
- 1 Seamless Integration of Social & Emotional Learning:** Learn to integrate social and emotional learning into your teaching programs in alignment with ACARA's Personal and Social Capability Learning Continuum.
- 2 Diverse Strategies for Classroom & Playground:** Discover various strategies to promote social and emotional learning in your classrooms and playgrounds, creating supportive and nurturing environments.
- 3 Neurodiverse Learners' Social Skills & Relationships:** Understand and accommodate the unique ways neurodiverse learners develop social skills and relationships with their peers, fostering inclusive education.
- 4 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.

**NESA
TQI
(3 hrs)**

NESA, CPD, PL, VIT & TQI Accredited PD - Completing Developing Social Skills for Children with Diverse Learning Needs with Sue Larkey will contribute 3 hours of NSW Education Standards Authority (NESA) Accredited PD in the priority area of Students/children with Disability addressing Standard Descriptor(s) 4.1.2 from the Australian Professional Standards for Teachers towards maintaining Proficient Teacher Accreditation in NSW.

“Two Thirds of students enhance their performance with the addition of a Social Emotional Learning Program”

- Casel Org



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.

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