

As a child, Temple Grandin did not speak until she was 3 ½. Now she has given a Ted Talk with over 6 million views. She travels the world giving speeches on animal science and Autism.

*“I remember the frustration of not being able to speak”*

- Dr. Temple Grandin

( Lesson 9 - Temple Grandin's On-Demand Course )

## USING COMMUNICATION TEMPTATIONS TO MOTIVATE COMMUNICATION

Many children with ASD do not feel the need or motivation to communicate as everyone in their environment thinks for them, gives them what they want or even anticipates their needs. When you create a communication programme **it is VITAL you create as many opportunities as possible for the child to communicate.**

The key to promote communication is to **immerse the child in a communication enriched environment.** The easiest way to do this is to look around the environment at home and school, and think of all the times in the day when you could model, promote, encourage or support communication. Creating as many visuals, schedules, activities and routines as possible are a great way to promote communication.

Start with activities that are particularly desirable or intriguing for your child are more likely to 'tempt' them or provide them with sufficient motivation to communicate with another person. Encourage verbal children to use their words or extend their word i.e. **“Drink” to “I want drink”** and non-verbal children to use visuals/signs/gesture to communicate.

# 12 IDEAS TO PROVIDE OPPORTUNITIES TO COMMUNICATE

- 1 Give container with lid on too tight so the child needs to ask for **"HELP"** \*.
- 2 When turning tap on/off, say **"ON/OFF"**. Wait for them to say.
- 3 Count wherever possible, e.g. **toys when packing away, pieces of food, etc.**
- 4 Sing songs when doing activities (**"Everybody finish"**, etc).
- 5 Give activity with a part missing so they need to ask for **"HELP"**.
- 6 Remove plug from power for computer or DVD player, then they need to ask for **"HELP"**.
- 7 Eat food (they like) in front of child and don't give to them any **until they request a taste.**
- 8 Wherever possible don't anticipate their communication. **Wait for them to communicate first**, rather than pre guessing their needs (e.g. hands dirty, want to wash, wait for them to look at you, and indicate want of help, etc).
- 9 Put favourite toy into a container. Have the child request **"OPEN"**.
- 10 Have the child on your knee, drop them back and have them request **"UP"**.
- 11 Give the child tickles, bubbles, etc and have them request **"MORE"**.
- 12 Sing the child's favourite song and have them request **"AGAIN"**.

\*Remember if the child is nonverbal they will need a visual to ask for help. You need to make sure their communication method is always available. **Make sure you make spare visuals**, so if get lost always have a back up available.

Rewards are an important element of communication for children with ASD. So always remember to make activities fun, fast and rewarding.

**New!**

## TEMPLE GRANDIN & SUE LARKEY COURSE

- Knowing How and When to Extend Your Students
- Key Steps to Learning to Work and Independence
  - Friendship & Bullying
  - Reducing Anxiety & Understanding Behaviour
- Sensory Issues as a Barrier to Engagement & Participation
  - Teaching Flexible Thinking
- Impact of Working Memory on Learning
- Different Types of Thinking & Learning



# THE EARLY YEARS

When working with any child with ASD it is critically important that the programme implemented is realistic, both for the child and for the family. By realistic I mean setting everyone up for (achievable) success 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 (e.g. fridge or 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.

As children with autism spectrum disorders are highly individual not all strategies may work with every child. If you find this to be the case, remember that it is worth revisiting an old strategy in the future as it may work then. Most children respond best to a range of strategies.

Below I have chosen two very important skills, 'Pointing' and 'Asking for Help,' 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 THIS SKILL?

- ✔ **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 behavior is allowed to persist.

### HOW TO PROMOTE THIS SKILL:

- ✔ **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 THIS SKILL?

- ✔ 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 THIS SKILL:

- ✔ 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.**

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# Two Ways To Learn - Live or On-Demand

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- Understanding Different Learning Styles
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- How to use Different Ways of Teaching
- How to help children develop communication (verbal & non verbal)
- Visual Strategies
- Steps to Develop an Individual Programme
- How To Teach Foundation Skills
- 6 Stages of Play
- How to create an inclusive play program
- The Impact of Executive Functioning

### BEHAVIOUR SUPPORT

- What is Sensory Processing
- Disorder or Sensory Issues
- How to create an Individual Sensory Programme
- What are Sensory Meltdowns
- Behaviour Management Strategies
- Tantrums Verses Meltdown
- Common Causes of Behaviour Meltdowns
- 3 Steps to Positive Behaviour Support

CERTIFICATE PROVIDED ON COMPLETION OF 5 HOUR COURSE ONLY

### WHO SHOULD ATTEND?

Anyone Working, Supporting or Living with children under 6 years old. Including Pre-Schools, Kindergartens, Kindies, Day Care, Nursery Schools, Long Day Care and Child Care Centers.

## REGISTER ONLINE

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

Early Childhood Settings and other Organisations wishing to register groups of Staff or for use in Staff Meetings for Professional Development please email:

[support@suelarkey.com.au](mailto:support@suelarkey.com.au)

**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.

“

I must say Sue's course was absolutely INCREDIBLE! I pride myself on knowing quite a bit about supporting students but I learnt so much in this course. The way Sue speaks is so engaging and the wealth of information she has to share is amazing. I cannot recommend this course highly enough.”

- Lauren

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- 4-7pm
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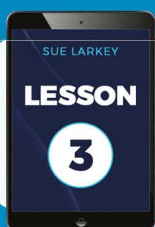
Continuing Professional Development - Anywhere, Anytime, On Any Device



- Identifying and understanding the full range of abilities in early childhood settings, including the specific learning and development needs of ALL children.
- How to adapt activities to meet all children's learning needs
- 5 Ways to Make Learning Fun



- Understanding & Identifying Learning Style of Neurodiverse children
- Diagnostic Process and Grief
- Different Ways of Teaching – Direct, Engineered, Incidental, Activity Based



- What is Communication?
- Effective Verbal & Non Verbal Communication for children in Early Childhood
- Using Visuals – Why & How & How to Make your own



- Foundations of Learning – Where to Start
- Using Sensory Tools to increase engagement and participation
- Establish challenging learning goals and differentiating for individual children



- 6 Stages of Play - Play Based Curriculum
- What we can Teach Through Play - Why Neurodiverse Children need intentional teaching
- Where to start and how to plan an effective learning program



- What is Sensory Processing Disorder or Sensory Issues
- 10 Common Causes of Behaviour Meltdowns
- How to create a Sensory programme
- What are Sensory Meltdowns and What to do



- What is Behaviour Management
- What to do when child/student has a Behaviour Meltdown
- Meltdown versus Tantrums

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