

# GIVE THE GIFT OF UNDERSTANDING THIS HOLIDAY SEASON

*Strategies, Tips & Resources  
For School & Home*



# 14 TIPS FOR CHRISTMAS / HOLIDAY SEASON

Even if your cultural background does not celebrate Christmas it is impossible to get away from it in during December.

- 1 Social Scripts are great to use at Christmas to explain traditions,** expectations (ie thank for present even if you already have, don't like etc) Check my blog for tips on how to write Scripts
- 2 Children at schools give out cards to each other and this is an important part of "friendships" in schools.** Help your child take part in card giving if it is part of the school "culture." I find getting the class photo a great visual to support to select who to make cards for etc
- 3 Some Classes do a class Kris Kringle.** If they have to buy for another child, this is a great opportunity to talk about how to choose a gift for someone else ie "what other people like" how to ask people what they like or observe them etc
- 4 Use a Calendar to indicate any changes** in routines, concerts, presentations, visitors, shopping, haircuts etc
- 5 Youtube can be a good place to look for Christmas Traditions** – ie look at Christmas Morning Routine, Unwrapping Presents etc
- 6 Christmas songs and carols will undoubtedly make their appearance.** Find out the words if you don't already know them – make a little book for each carol or song and get your child to help you illustrate it.
- 7 Download a Playlist of Christmas songs** and carols to play at home and in the car.



**8** **Read stories about Santa.** Explain the Christmas tradition that Santa brings presents. Don't forget to mention that Santa is clever and can get into our houses even though most of our houses don't have chimneys! Explain that we don't have snow at Christmas time that in Australia / New Zealand Christmas falls in the summer. If you don't explain your child may expect snow.

**9** **Is Santa Real?** For older children they may start asking questions about Santa. Check out my Facebook page where we always have some great tips and ideas about how to approach this sensitive issue.

**10** **Make chains and other decorations with your child to make your house look festive.** If your child is older enough they could make his own cards and simple presents. Home made wrapping paper – sheets of butchers' paper painted yellow, red and green adds a lovely touch.

**11** **Cooking is a favourite activity for all children so don't forget to include making some Christmas cooking on your to do list.** Talking about what you think other family members might like is an excellent way of extending your child's awareness of others and their particular likes and dislikes.

**12** To make sure that you child understands which presents are for him **stick a small photo on the gift tag instead of their name.** Put a photo of the gift giver on as well to truly add meaning for your child.

**13** **Take your child out at night** to look at the Christmas lights.

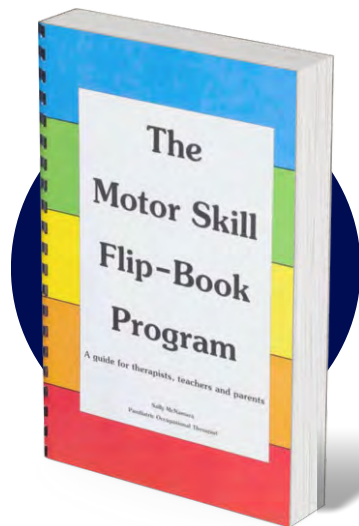
**14** **As Christmas is a time for families and friends you need to prepare your child for visitors, both expected and unexpected.** Explain to your child it is OK for them to go to their room when people come; that you will be pleased to see them if they feel like joining you. Also remember to tell your visitors which greeting your child prefers ie: that your child does not like to be hugged and kissed and that they would rather just shake hands or greet them from a distance.

**Remember if ordering between now Christmas to PLEASE allow 7 Working Days to avoid disappointment with Deliveries (Before Dec 10th)**



# Sue's Top Pics for GETTING READY FOR SCHOOL

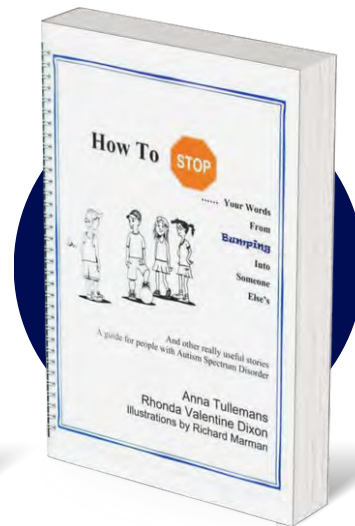
## Recommended Resources



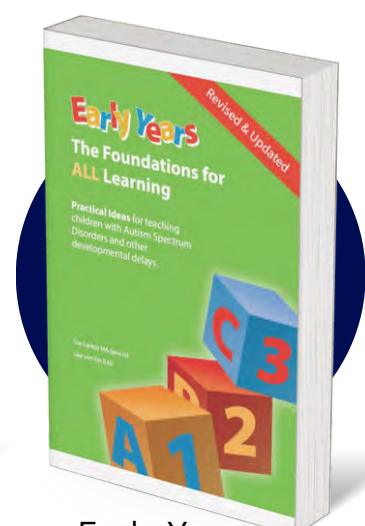
The Motor Skill  
Flip-Book Program



I'm Going to  
School



How to  
Stop



Early Years  
The Foundation for  
All Learning

## Timers



Time Timer PLUS



Liquid Timers



Portable Schedule  
Timer



Time Timer

## Sensory Tools



Liquid Timer  
Keyring



Porcupine Keyring



Wooden Massager

# PROMOTING UNDERSTANDING

SUE LARKEY  
*Pro Tips!*



Just as children learn about racism, cultural differences, and allergies etc teaching understanding of ASD and ADHD is just another diversity topic and part of the educational landscape. If you are going to share the individual child's diagnosis you must get parent permission to do this, and also check if they want their child to be part of the discussion.

## Ideas to try:

- > Focus on the student's strengths.
- > Focus on accepting that everyone is different and that we need to accept these differences.
- > Explain why the child has difficulties in certain situations or act in certain ways; for example flapping hands, making noises, asking questions repetitively, fidgeting, calling out, etc.
- > Allow the children to ask questions (often once they have had this chance to ask, the everyday questions, such as "why do they do that, get that?" will stop).
- > If the student has support staff in the classroom, or is withdrawn from class, or has partial attendance, it is very important to let the children know why this happens, as they naturally wonder where the student is or why someone is working with them.

*"Not being able to tune in naturally to other people can make it difficult for me to take turns, or to play cooperatively. If I feel confused about what people are doing, or what I am expected to do, I might be afraid to join in with games even if I do want to be friendly. -"*

*I might only want to play if I decide on the game, and choose the rules. This isn't me being bossy. It's because I feel safer and less confused if I make the rules.*

*You can help me by gently reminding me about taking turns and taking a bit of extra time to explain the rules of the games you are playing.*

*Excerpt from 'Can I tell you about Asperger's Syndrome?'*

*"My teacher in Primary School explained to the class I had a disability, but it wasn't visible like a wheelchair. The kids needed to help me!"*

- Temple Grandin

**New!**

## TEMPLE GRANDIN & SUE LARKEY COURSE

Online / On Demand 5 Hour 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



# BEAUTIFUL PICTURE BOOKS: EDUCATE THE WHOLE FAMILY THIS CHRISTMAS

## GIVE THE GIFT OF UNDERSTANDING

There are wonderful picture books to explain ASD, ADHD, etc to children. PLEASE consider giving a Picture Book to Cousins, Neighbours, Family or Friends to help people understand ASD. Here are 2 of my favourites but more on website.

**SPECIAL:** 2 for \$55 or \$31.95 each Plus P & H

1



### INSIDE ASPERGER'S LOOKING OUT

Through engaging text and full-colour photographs, this book shows neurotypicals how Aspies see and experience the world. Each page brings to light traits that many Aspies have in common, from sensitive hearing and an aversion to bright lights and strong smells, to literal thinking and difficulty understanding social rules and reading body language and facial expressions. At the same time, the book highlights and celebrates the unique characteristics that make those with Asperger's Syndrome special.

### ALL CATS HAVE ASPERGER SYNDROME

This book takes a playful look at Asperger Syndrome (AS), drawing inspiration from the feline world in a way that will strike a chord with all those who are familiar with AS. This engaging book is an ideal, gentle introduction to the world of Asperger Syndrome.



2

3



### ALL DOGS HAVE ADHD

All Dogs Have ADHD takes an inspiring and affectionate look at Attention Deficit Hyperactivity Disorder (ADHD), using images and ideas from the canine world to explore a variety of traits that will be instantly recognisable to those who are familiar with ADHD.

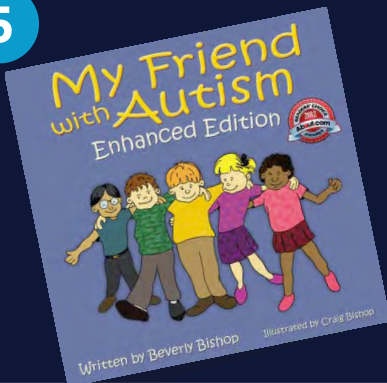
## GUS THE ASPARAGUS

Meet Gus! Gus might be the only asparagus in his family, but he is happy. However, when he goes to school he starts to realise that he doesn't always 'fit in'. Gus is here to help kids understand that it's okay to be different. He will soon become a favourite with anyone who has ever felt a little bit out of place, kids and adults alike.



4

5



## MY FRIEND WITH AUTISM

With vivid illustrations and a charming storyline this book will foster tolerance and understanding among peers. A peer narrator explains that his friend with autism is good at some things and not so good at others – just like everyone else. In an informative, positive tone, he addresses issues such as sensory sensitivity, communication differences, unique ways of playing and insistence on routine.

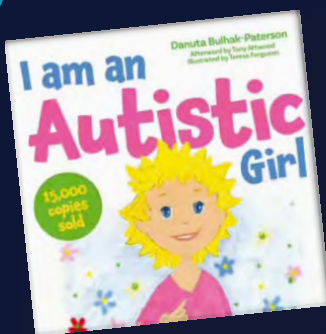
## ALL BIRDS HAVE ANXIETY

All Birds Have Anxiety explores the symptoms of anxiety disorder and their impact on day-to-day life through colourful images of life as a bird. Its humorous yet gentle approach recognises the stress that anxiety can cause, helping people to better understand how it feels to have anxiety.



6

7



## I AM AN AUTISTIC GIRL

Lizzie is an Aspie Girl – she has Asperger Syndrome, which means that her brain works differently to her friends and even to boys with Asperger Syndrome. In this book, Lizzie explains what it's like to be an Aspie Girl, including how she has a special talent for blending in with her friends, how she gets really tired after being at school all day, how she worries about making mistakes, and how she finds it hard to understand how she is feeling.

# WHY SHOULD I TELL MY CHILD?

### Why should I tell my child?

Often families worry about impact of their child knowing about their diagnosis, but in actual fact telling the child has been found to be extremely positive and beneficial.

Being on the Autism Spectrum affects all areas of your child's life. Sharing diagnosis allows your child to understand themselves, which is crucial all throughout school, social situations and the workforce. In the wonderful book, *Very Late Diagnosis of Asperger's Syndrome* by Philip Wylie he states that, "Now I understood why I could not survive in an office environment for long, and why so many people misunderstood me. But, on the bright side, I had found the key to my life." This shows how in knowing diagnosis individuals are empowered to understand how being on the Autism Spectrum affects their engagement with the world.

Often people on the Autism Spectrum notice their differences, and without knowing their diagnosis begin to label themselves negatively, believing that there is something wrong with them. This can be encapsulated in Yenn Purkis' blog where she recounts that at school, "[She] tried all sorts of strategies to appear more 'normal,' but none of them worked." This reflects the experience of many individuals on the Autism Spectrum who receive their diagnosis later in life. It explains why so many people on the Autism Spectrum are so relieved when they receive diagnosis as it explains their experience.

### What age should I tell my child?

It is recommended you start this conversation from around seven years of age. As this age tends to be where children begin to struggle socially and notice their differences. **This is because developmentally at 7 years of age, children tend to start forming groups and often begin isolating and disengaging from your child due to their struggles with social skills.**

However, as much as you want a clear-cut answer on what age to share, it really does depend on your child. The most important part of sharing diagnosis is not age but framing their diagnosis as a positive aspect of themselves.



## Should I wait until my child asks?

Your child won't directly ask you, "Do I have autism?" Instead questions that may arise are, "Why won't anyone play with me?" "Why do I have no friends?" or their anxiety may show up. **I think you should tell the child before this occurs because you don't want them to build up anxiety towards socialisation.** Rather, you want them to understand themselves and their differences.

## Facebook Q

### What if I'm nervous to tell my child? What if I get it wrong?

It is totally normal to worry. Just like with all parts of parenting there isn't a right or wrong way. The fact you are reading this book already tells me you are an amazing parent/carer.

Autism Spectrum can be difficult concept to explain because you love and accept your child for who they are. It makes sense you don't want them to feel that their difference changes how they feel about themselves.

This is why I truly believe you must always come from a place of love and positivity when discussing diagnosis. If you take this approach and be open to your child taking time to process what that means, asking on-going questions as their understanding grows - then you have nothing to worry about.

**It is totally normal to worry about sharing diagnosis.**

**There isn't  
a right  
or wrong  
way.**

### What if my child has a few different diagnosis? Should I tell them all at once?

For me it would depend on the child's age and maturity. But as a general rule, I'd start with the diagnosis that impacts them the most. Consider the one that you talk to teachers, family and friends about the most (Yes - they do listen to what you say, be aware!)

Ultimately we want them to know about all their diagnosis but it may be overwhelming to disclose all at once.

Ensure you tell them that majority of people on the Autism Spectrum have multiple diagnosis. Roughly 2/3 people with an ADHD or ADD diagnosis have at least one other co-existing condition; this would be something I would share with kids who like numbers to appeal to their understanding of the world. This can help your child see there isn't 'more wrong with them,' but it is actually very common.



# HOLIDAY READING

I love personal accounts by people with ASD. They provide a wealth of insights, understanding and strategies that helped make a difference for them. **Pretending to be Normal - updated version**, this is the first personal account I ever read, and I found it absolutely fascinating.

## VERY LATE DIAGNOSIS OF ASPERGERS SYNDROME

This is a fascinating read about the journey of getting a late diagnosis of ASD. How it helped..... make sense of the challenges and misunderstanding people had of him, and him of them. Diagnosis = Understanding & Acceptance.

## TEMPLE GRANDIN

My absolute Mentor and Hero! I often refer to quotes of hers on my facebook page. The quotes all come from her amazing books.

- ▶ The Way I see it
- ▶ Thinking in Pictures
- ▶ Different not Less
- ▶ The Loving Push

## TEMPLE GRANDIN DVD

**Wonderful DVD for anyone to watch.** Make sure you get out your tissues! An accurate portrayal of Temple Grandin's life which chronicles Temples early diagnosis; her turbulent growth and development during her school years, and illustrates through mentoring and sheer will how a young autistic woman succeeds against the odds. An excellent movie to educate older children (10+), family members and staff on autism.

## GREAT BOOKS FOR TEENS

- ▶ The Aspie Teens Survival Guide
- ▶ The Asperger Teen's Toolkit
- ▶ The Asperkid's Secret Book of Social Rules
- ▶ The Spectrum Girl's Survival Guide: How to Grow Up Awesome



## PARENTS/CARERS BOOKS JUST FOR YOU!

OR WHY NOT GIVE AS A GIFT TO FAMILIES YOU KNOW TO SUPPORT THEM IN 2020

- ▶ Parenting an ASD Teen
- ▶ Parenting without Panic
- ▶ What I'd Wish I'd known about Raising a Child with Autism
- ▶ Parenting a Teen or Young Adult with Aspergers Syndrome
- ▶ 10 Things Every Child with Autism Wishes You Knew
- ▶ Asperkids
- ▶ Autism Everyday
- ▶ Organising Your ADD/ADHD Child
- ▶ ADHD Homework Challenges Transformed



# GET YOUR ACCREDITED\* TRAINING

FROM WHEREVER YOU ARE THIS SUMMER BREAK!



Learn  
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Anytime, on  
Any Device

- ✓ 10 Hours of Accredited\* Training
- ✓ 2 World Experts - Sue Larkey & Dr Tony Attwood
- ✓ 2 x 5 Hour Courses
- ✓ 2 x Certificates on Completion
- ✓ Anywhere, Any Device, Any Time
- ✓ 3 Months to complete (can be extended at anytime)

**NORMALLY \$470 FOR BOTH COURSES**  
**NOW JUST \$320 (INCL. GST)**

Limited time - must register before 10th Dec 24

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

"I wanted to send this email to say how helpful I have found this course and my head is absolutely spinning with so many ideas I want to implement. I completed all of your course over the weekend. I know you recommended completing them weekly but honestly they were like a good book and I just wanted to keep going."

- Kylie, Teacher

"I have absolutely loved doing them and have recommended them at the centre I work at. I am so grateful not only for the understandings I am developing and the confidence I am building in being better able to respond appropriately to the needs of children in my class, but also for the flexibility of being able to complete the courses at my own pace. Thank you Sue and to Tony Attwood as well for being so willing to share your knowledge and insight. Much appreciated."

- Rose

**COURSES  
ON  
SALE!**

**ONLY \$49**

UNTIL  
10TH DECEMBER

## TEACHER ASSISTANTS\* COURSES

Making a Difference to Neurodiverse Students (AS, ODD, PDA, ADHD etc)



Sue Larkey

Teaching & Support Strategies



Dean Beadle

Connection & Engagement



Anna Tullemans

Behaviour - Why & What to do

### How to Teach & Support Neurodiverse Students

*Sue Larkey (Teacher)*

**Teaching & Support Strategies** - This course is designed for Teacher Assistants\* to help support students with diverse needs to engage and learn. You can select topics of interest to you and your students. This method allows you to learn at your own pace. It also included great time savers e.g. templates ready to download and cheat sheets to use immediately. Sue Larkey in her first class had a child with Autism Spectrum who inspired her to specialise in Autism Spectrum. Sue formalized her speciality by completed a Masters in Education with a Major in Autism Spectrum.

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

**ON-DEMAND COURSES**  
Learn Anywhere, Any  
Time, Any Device

### Understanding & Meeting the Needs of Neurodiverse Students

*Dean Beadle (Autistic Speaker & Leading UK Education Trainer) & Sue Larkey (Teacher)*

**Connection & Engagement** - In this course Dean shares Myths and Misunderstandings about Autism, Executive Functioning and Link to Anxiety, Social Needs & Emotions, Transformative impact Teacher Assistants can Make, How to Disclose Diagnosis, Important of Autistic Joy & More. Dean Beadle uses his lived experience, as Autistic, and knowledge training 1000s of school staff to provide strategies and ideas to meet the needs and Neurodiverse of students.

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

### Behaviour Strategies for Teacher Assistants to Support Neurodiverse Students

*Anna Tullemans (Teacher Assistant, Parent, Consultant) & Sue Larkey (Teacher)*

**Behaviour - Why & What to do** - In this course Anna & Sue share tips and strategies to understand why you often get behaviour and what to do. This course will help you know what to do when you see a behaviour and why. Providing proven strategies and tips. Everything from: Why you see good and bad days in Neurodiverse Students, Understanding Anxiety, Why your current strategies might not be working as well as Common Questions on Behaviour and What to Do. Includes template to create a Behaviour Plan & Case Study. Anna Tullemans passion for Autism Spectrum stems from her personal experience when her now adult son was diagnosed at the age of six. Her work includes helping implement many practical strategies for students in mainstream primary and secondary schools.

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

#### Who Should do the Courses:

\*Teacher Assistants are called different names depending on where you are eg Teacher Aides, SSO, ESO, Teaching Assistants, Educational Assistants, Classroom Assistants, Instructional Aides, Paraprofessionals, Paraeducators

#### Register & More Information:

- [elearning.suelarkey.com.au](http://elearning.suelarkey.com.au)
- Email [support@suelarkey.com.au](mailto:support@suelarkey.com.au)
- Group Discounts Available email [support@suelarkey.com.au](mailto:support@suelarkey.com.au)

#### All Courses

- 2 Hours
- 6 weeks to complete
- Handout includes Additional Templates and Tips
- IT Support
- Certificate Issued on Completion of Course

# COOKING TO TEACH EVERYTHING

**Cooking! Using Cooking to Teach Everything!** Life Skills, Diversity, Social Skills, Maths, Science, English and more! Many cultures have food as part of their end of year and new year celebrations, why not include cooking as part of your holiday season?

Cooking is a daily activity for everyone. It is a wonderful activity to teach ALL ages and stages. Cooking is an activity families, schools, community groups – indeed anyone can do it – **and it provides long term recreation and independent living skills.**

Through cooking you can teach all curriculum areas. By providing a structured programme with goals/ learning outcomes you can develop a cooking programme that addresses the learning style and needs of the individual student. One child may use the programme to learn to read while another may use it to communicate, using visuals.

I have worked in many schools where Teacher Assistants/ Aides/ Support Staff take groups to do cooking activities. **It is a FUN way to teach lots of skills.**



## 10 WAYS TO USE COOKING TO TEACH

- 1 Sequencing:** Cut up recipes and get the child to put in the correct order.
- 2 Writing:** Write out recipe, record observations, etc.
- 3 Reading:** Read recipes, comprehension of instructions, etc.
- 4 Social Skills:** Turn taking, waiting for a turn, requesting help, request a taste, etc.
- 5 Maths:** Counting, fractions, volume.
- 6 Motor Skills:** Cutting, opening containers, stirring, etc.
- 7 Sensory:** Tasting, smelling, texture of ingredients.
- 8 Conversation Skills:** Talking about foods, likes and dislikes.
- 9 Categories:** Where items go in kitchen – fridge, pantry, etc.
- 10 Hygiene:** Hand washing, cleaning dishes, etc.



**Cooking is a great way to develop communication for children who have limited verbal skills!**

Here are some examples how to provide opportunities to communicate:

- ▶ Give container with lid on too tight. **Student needs to ask for help.**
- ▶ Place hands in sticky ingredients and **say "Yuck"**.
- ▶ **Count when stirring** i.e. 1,2,3.
- ▶ When turning tap on/off, say ON/OFF. **Wait for them to indicate** they want it turned on – request, point, etc.
- ▶ **Count wherever possible...** pikelets in pan, honey joys, etc.
- ▶ Look through photo recipe book with student. **Discuss things they like and don't like.**
- ▶ **Sing songs when cooking** ("Everybody mixing" etc.)
- ▶ Give bowl to mix without spoon. **Student needs to ask for spoon.**
- ▶ Give fry-pan with no cord. **Student needs to ask for HELP.**
- ▶ Wherever possible don't anticipate their communication. **Wait for them to communicate first** rather than guessing their needs (e.g. Hands dirty, want to wash, wait for them to look at you, and indicate want of help, etc.)



**DOWNLOAD A FREE RECIPE**  
IN THE TIP SHEET SECTION ON

[WWW.SUELARKEY.COM.AU](http://WWW.SUELARKEY.COM.AU)

This Manual and Both Cook books have ready-made programmes linking curriculum and educational outcomes. These books are an ideal teaching programme for everyone. Cooking is a marvelous tool to teach everything from maths to social skills. Because cooking is a favourite with all children it's a wonderful teaching and learning activity appropriate for all ages and stages!



# BEAUTIFUL BOOKS FOR TEACHING ABOUT EMOTIONS THIS SUMMER

## WHAT IS FEELS LIKE & WHAT TO DO!

**SPECIAL  
2 FOR \$70**

1



### **The Green-Eyed Goblin:** By K.I. Al-Ghani

**Green Eyed Goblin = 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 **\$41.95 (plus P & H)**

2

### **The Red Beast:** By K.I. Al-Ghani

**The Red Beast = 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 **\$41.95 (plus P & H)**





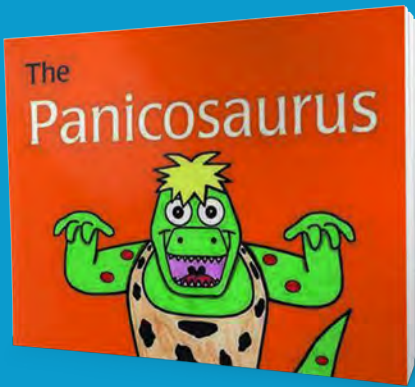
3

## The Panicosaurus:

By K.I. Al-Ghani

**Panicosaurus = 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 \$41.95 (plus P & H)

2

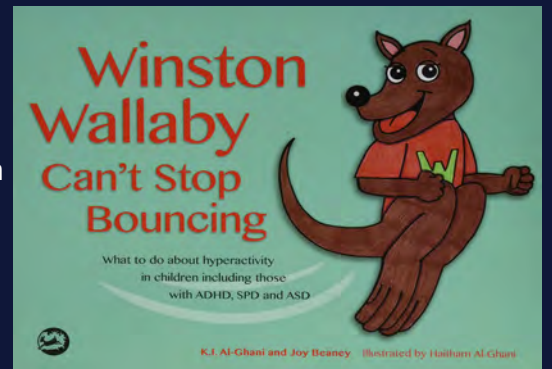
## Winston the Wallaby Can't Stop

### Bouncing:

By K.I. Al-Ghani

**HYPERACTIVITY**

This fun, illustrated storybook will help children aged 5-10 with ADHD, Sensory Processing Disorder and Autism Spectrum recognise their sensory needs and develop tools to support them. A helpful introduction for parents and carers explains hyperactivity and how it can affect a child's perception of the world, and the appendices at the back provide useful strategies to be adopted at school and at home.



CODE B41 \$41.95 (plus P & H)



Remember if ordering between now Christmas to PLEASE allow 7 Working Days to avoid disappointment with Deliveries (Before Dec 10th)

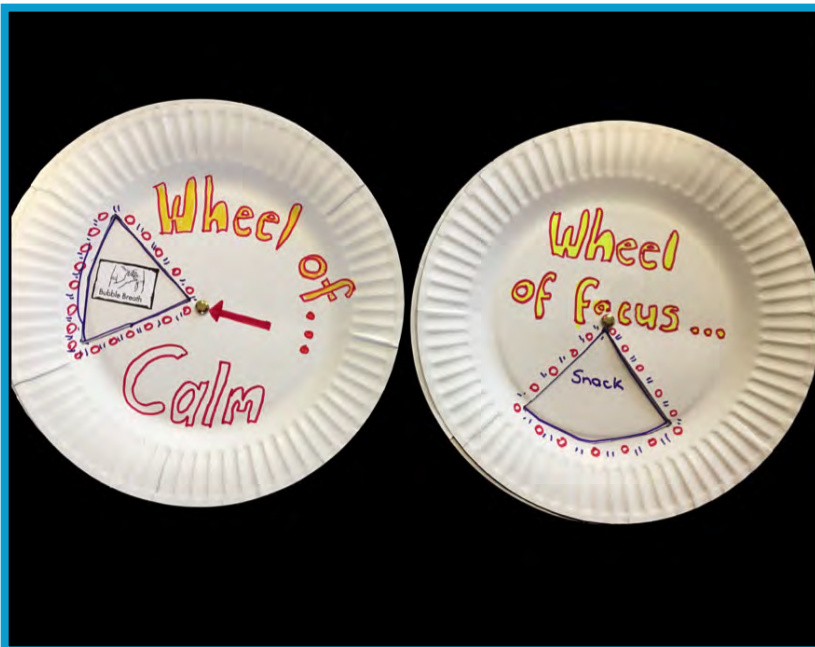
# 6 KEY STRATEGIES FOR CREATING A CALMING AREA AT SCHOOL AND HOME

- 1 Create a specific area** e.g. a partitioned area in a larger room, a tent, small room, egg chairs, etc.
- 2 Give the area a special name.**
- 3 Use a visual cue** to help them go there.
- 4 Equip with items that promote relaxation** (sensory tools, books, comfortable bean bag or cushion, music, headphones etc.).
- 5 Reward them** for going there independently.
- 6 Have a timer** so they know how long they have been there and know when to come back

**\*\* PARENTS/ CARERS HIGHLY RECOMMEND YOU HAVE A PLACE YOUR CHILD CAN GO TO RETREAT FROM FAMILY ACTIVITIES.**

Some families find a “safe space” on arrival at large social events or take two cars.

## CREATE A WHEEL OF ACTIVITIES TO DO TO HELP SELF-REGULATE



You can call this wheel whatever name the student understands i.e. “Focus, Fidget, Calm, Coping, Listening, Sitting, Staying Awesome”.

**Practice the activities in the wheel and make sure they have the desired outcome.** Explain to the student /child sometimes you need to do a few of the activities to be ready to come back to learn, engage, listen, etc.

I like to use the book **The Kid’s Guide to Staying Awesome and in Control** for students to create their own menu of

success. The book offers lots of great activities to help students regulate their emotions. You can cut out the pictures and put in your wheel or write in the activities.

# BEAUTIFUL BOOKS TO HELP REGULATE EMOTIONS

1



## 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 **\$36.95 (plus P & H)**

2

## 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 **\$36.95 (plus P & H)**



3



## 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.

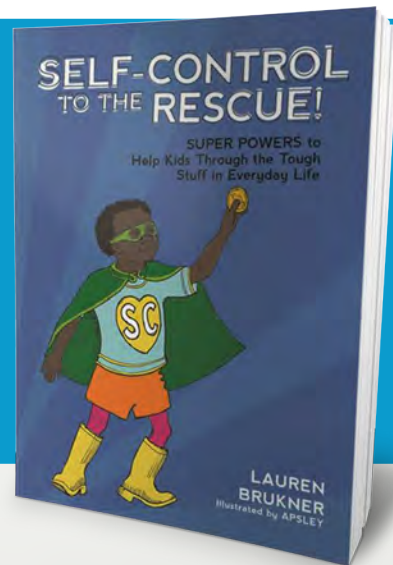
CODE B142 **\$36.95 (plus P & H)**

## Self-Control to the Rescue

By Lauren Brukner

The self-control super hero is back! This time, they've come prepared with simple strategies to tackle the difficult emotions and challenges of everyday life. From the morning routine to making friends at recess, paying attention in class and getting a good night's sleep, this guide will help children stay on track and save the day!

CODE B163 **\$36.95 (plus P & H)**



4

**Remember if  
ordering between  
now Christmas  
PLEASE allow  
7 Working Days  
to avoid  
disappointment  
with Deliveries  
(Before Dec 11th)**





## 12 ESSENTIAL TIPS CONCERTS & END OF YEAR CELEBRATIONS

- 1 Use Schedules, Calendars, Diaries** to forewarn about upcoming events.
- 2 Photos:** Take Photographs or find pictures of people, places. Take Photos of teacher for next year AND the students in their class. (Likewise: Take Photos of relatives coming to stay).
- 3 Use Timers:** Letting them know how long the Assembly, Concert or Activity will go for will make a huge difference to their anxiety levels. If activities run overtime allow them to leave if they have stayed for the set time - see pages 19 and 20 for Timers.
- 4 Give a JOB.** In the concert let them be the stage hand, the door keeper. The school photographer. The more focused and clear their JOB the less stress.
- 5 Limit their choices and be very specific with choices.** (ie: sit at end of row, not anywhere in hall!).

- 6 **Give something in their hands** as usually calm best when have something in their hands. See “sensory tools “ next page for ideas.
- 7 **Avoid verbal overload.** Use visuals to support verbal and give only one instruction at a time.
- 8 **Set up clear rules and boundaries** (especially for “special events”).
- 9 **Make social scripts of upcoming events, books about holidays, change of teachers, etc.** Let them refer back to them and reread to prepare for activities. See my Blog for “How to Write Social Scripts” [www.suelarkey.com.au](http://www.suelarkey.com.au).
- 10 **Use language that tells them “what to do”.** For Example: “Sit Down”, “Start your work”, “ Pack away” “Listening”.
- 11 **Give them a “buddy”,** make sure you pre-warn buddy how to be supportive.
- 12 **Keep the drinks up and ensure go to the toilet.** Once they are in busy hall, on bus could have meltdown as forgot to drink or go to toilet.

## FAMILIES: YOU MIGHT LIKE TO THINK HOW TO ADAPT THE ABOVE!

- ⦿ **Pre-warn about visitors:** “When Grandma comes she will hug you like this!”
- ⦿ **Put labels on outside of present,** what is in the inside? This is great! No surprise is a good surprise. Find out if favourite TV shows are OFF over Xmas Break? (I have called ABC before!)
- ⦿ **Use a Calendar** to mark on all events
- ⦿ **Don’t forget to include “go home” from holidays,** as they might think they are on holidays FOREVER!

### TOP TIP

**Give the child a Job!** Taking photos for the newsletter/family is effective or videoing the concerts for the class/family to watch.

# TOP SENSORY TOOLS. GREAT STOCKING FILLERS TOO

SOMETHING IN HANDS OR TO FIT IN A POCKET FOR LONG SITTING PERIODS CAN BE WONDERFUL.

## Pom-Pom Key Chain

Hours of **FUN.**

CODE ST21 **\$4.50**



## Wooden Massager

Amazing **for meeting sensory needs.**

CODE ST14 **\$6**



## Punki Wrist Band

Pop on wrist or just use for **fidget tool.**

CODE ST22 **\$3**



## Improbable Construct

Excellent **for meeting sensory needs.**

CODE ST01 **\$6**



## Smiley Face Stress Ball

Great **for stress release.**

CODE ST23 **\$3**



## Water Balls

Great **for stress release.**

CODE ST19 **\$4**



## Stretch Toys

Great fidget toys **for children who love Blue-tac.**

CODE ST04 **\$3**



## Porcupine Ball

Excellent **for children who process best when fidgeting.**

**\$4.50**



### Chewy Tubes with Handles

Comes in **different colours/sizes** and with or without a handle.



CODE ST11 **\$13**

### Liquid Timers

CODE ST167 **\$16**



### Liquid Timer KeyChains

Amazing for meeting **sensory needs.**



CODE ST92 **\$5**

### Sinking Putty

CODE ST03 **\$4**



### Mess Stress Balls

code: ST.. **\$5**



### Spinning Tops

CODE ST05 **\$1**

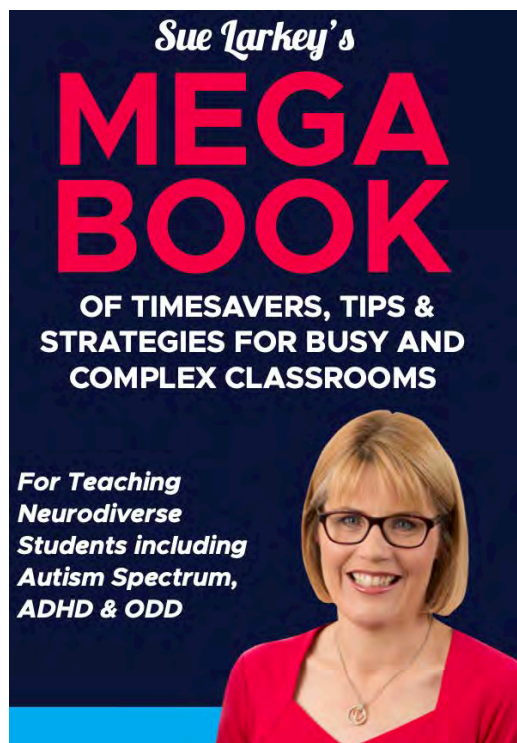


More Sensory Tools at [suelarkey.com.au](http://suelarkey.com.au)

**FREE**  
MEGA  
BOOK

worth \$49.95  
When you spend  
over \$200

Before 11/12/24



### Amazing book, must have!

A MEGA book full of my most Popular Blogs, Tip Sheets and more in one easy to use reference! This book is for all ages and stages, for teaching neurodiverse students including Autism Spectrum, ADHD, ODD, PDA and more!

Includes index to quickly look up Topic & Tips, as well as ideas for all parts of teaching and looking after neurodiverse children. 142 pages of Strategies & Tips at YOUR Fingertips.

**\$49.95 order online**



# USING TIMERS = REDUCING ANXIETY = IMPROVED BEHAVIOUR = EVERYONE CALMER!

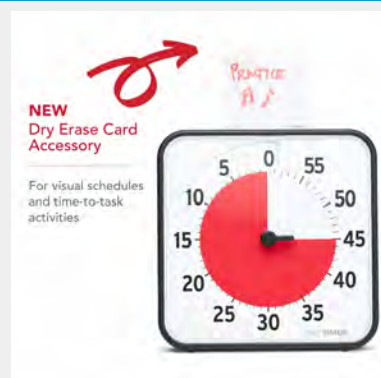
I often find your best strategies come when you reflect on yourself and try to put yourself in a child with an ASD's shoes. Think how you use time, when it goes fast, when it drags, when it helps you plan, when it makes you anxious, when do you look at the time constantly. Have you ever lost your watch,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

## TIME TIMER MEDIUM



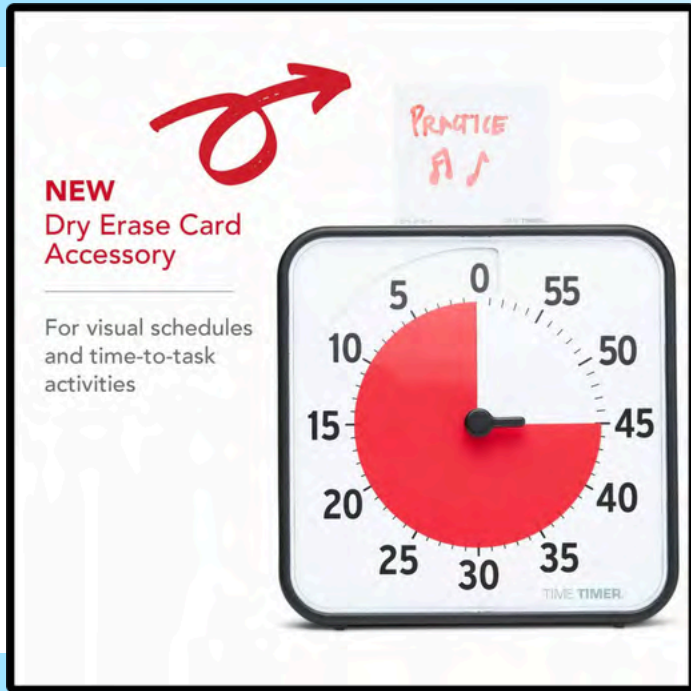
20cm Time Timer (Medium – previously known as Large. Retains the same dimensions) | Used as an interactive teaching tool, this classroom-tested teaching aide reinforces the sense of elapsed time with a graphic depiction of the time remaining. The Time Timer can be used to set time limits, measure the duration of activities and train students to make better use of available time.

▶ **20cm Time Timer | code: TT1 | \$65**



**Give the gift of  
visual time**

# Sue's Top Pics for TIME TIMERS



## The Time Timer

*A must have for every classroom*

- ✓
- ✓ *Legs to move to all environments*
- ✓ *Alarm can be turned off or on*

Time Timer – 20cm (Medium) Classroom Set (Set of 3)



Primary Colour Set



Secondary Colour Set



Time Timer PLUS  
13.75cm x 17.5cm



Time Timer MOD  
9 x 9 cm



Time Timer – 7.6cm  
Small



Portable Schedule  
Timer



Liquid Timers



Liquid Key Ring  
Sensory Tool

# TIME TIMERS CAN SUPPORT STUDENTS TO:

- ✔ **Ease stressful transitions** by showing “how much longer” and “here’s what ‘5 more minutes’ really means.”
- ✔ **Show when challenging activities will end:** “Let’s go shopping for 30 minutes.” “Handwriting for 30 minutes”
- ✔ **Help everyone** (especially new staff or visitors) stick to the routine.
- ✔ **Reduce anxiety** by creating predictability & consistency
- ✔ **Help develop a reliable internal clock** (especially for ADHD students)
- ✔ **Help with organisation & time management** so don’t get ‘caught up’ in preferred activities
- ✔ **See at a glance how much time is left**
- ✔ **Keep lessons/activities focused and on track**
- ✔ **Effectively manage small groups** for differentiated instruction
- ✔ **Provide focus for individual work** (help self manage time)
- ✔ **Tests / Exams** (Fantastic for Time Management in Naplan)
- ✔ **Know how long to speak** in presentations (News, Debates, Class Presentations)
- ✔ **Empower students to manage their own time in ALL activities**
- ✔ **Ensure equal time** for taking turns
- ✔ **Break Times** (Help self regulate break times, know when they are going to occur and for how long so they return to work etc)
  - Use timer to have set Toilet /Drink and Snack Breaks
- ✔ **Break larger challenges into smaller tasks** or amounts of time
- ✔ **Rotate learning stations**
- ✔ **Manage Screen Time** or “Special Interests”

Help students ‘slow’ down and not rush OR
- ✔ ‘speed up’

Many students lose track of time when they are doing something they love. Often they do not have an end point or they want to repeat the activity. **Timers create a finish point.**



**Top Tip:** Add Visuals to your time timers by using velcro and Visuals.



## MINIMISING STRESS AROUND TIMERS

Although timers can provide a timeframe for the student to work within, **helping them keep focused and on track**, for some students, timers can be a source of stress. Worries can include; finishing too soon, not finishing within the given time and the sound of the timer going off. In order to minimise this stressor, talking about time as much as possible can be very helpful.

- 1** Make sure the task can be done **within the given timeframe** so they don't get worried, then try explaining the desired expectations and outcomes of using the timer.
  - You could even **try modeling the timer on yourself** showing them how it can be used ("I have 10 minutes left, I need to work a bit faster" or "Oh dear I ran out of time, that is ok").
- 2** **Write social stories** on what to do if the timer finishes - remember that sometimes they can ask for 5 more minutes to finish, etc.
- 3** **Use visual schedules** to support the use of timers, so when the time is up the child knows what is next.
- 4** **Explain when/why time is important in everyday life** (Bus/Train timetables or length of TV episodes).
- 5** As many children are anxious about loud "buzzers" or sounds, the **Time Timer makes a sensory friendly beep sound** which can be turned off if necessary.
- 6** **Giving 5 minute warnings before an activity needs to finish** can make a huge difference to smooth transitions.

SUE LARKEY

# MAKING IT A SUCCESS: TEACHING STRATEGIES & BEHAVIOUR SUPPORT



## THE ULTIMATE GUIDE TO SCHOOL AND HOME

BY SUE LARKEY AND ANNA TULLEMANS **Code: B96 | Price: \$44.95**

This book provides key strategies for all ages and stages. It offers over 500 practical strategies and time savers for school and home. Everything from setting up a classroom, developing friendships, engaging disengaged students; to moving house, choosing a school and applying for a job. It is the ultimate guide for teachers, parents and all professionals supporting children with autism spectrum disorder, including Aspergers, ADD, ADHD, ODD and other developmental delays.

## TEACHER ASSISTANTS BIG RED BOOK OF IDEAS

BY SUE LARKEY AND ANNA TULLEMANS **Code: B15 | Price: \$39.95**

Hundreds of ideas you can try. Setting up the classroom, the role of the teacher assistant, behaviour in the classroom and playground, stages of anxiety, transition, sensory toys and activities. Includes frequently asked questions and MORE!



## DEVELOPING SOCIAL SKILLS

BY SUE LARKEY & GAY VON ESS **Code: B18 | Price: \$39.95**

A starting point for teaching and encouraging social interactions and skills for children with 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 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.

## TEACHER ASSISTANTS BIG BLUE BOOK OF IDEAS

BY SUE LARKEY AND ANNA TULLEMANS **Code: B16 | Price: \$39.95**

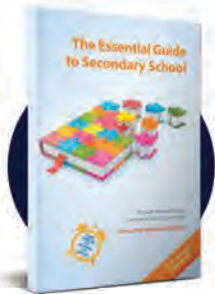
Companion to the Teacher Assistants Big Red Book of Ideas. Hundreds of new strategies to try. Social skills: playgrounds, friendships, building self esteem, bullying. In the classroom: getting on task, adapting tasks and exams, building independence. Managing anxiety and behaviour.



## THE EARLY YEARS: THE FOUNDATIONS FOR ALL LEARNING

BY SUE LARKEY & GAY VON ESS **Code: B04 | Price: \$39.95**

A starting point for teaching and encouraging social interactions and skills for children with 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 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.



## THE ESSENTIAL GUIDE TO SECONDARY SCHOOL

BY SUE LARKEY & ANNA TULLEMANS Code: B02 | Price: \$44.95

Practical guide to secondary school. Includes proformas to photocopy and save you time. Keeping on task, motivation, exams, assignments, sports days and more. Ideas from homework, excursions, curriculum ideas and hundreds of strategies to use! This book has over 100 pages of proven ideas and strategies.

## TIPS FOR TOILETING

BY JO ADKINS & SUE LARKEY Code: B17 | Price: \$29.95

A guide for parents and professionals toilet training children with an autism spectrum disorder. Contents include: When to start toilet training, getting started, the use of rewards, techniques, dealing with accidents, sensory issues, bowel motions, generalising, night time training, frequently asked questions, pages of visuals all ready for you to cut out and use! And lots more! 60 pages of helpful hints and ideas.



## PRACTICAL SENSORY PROGRAMMES

BY SUE LARKEY Code: B05 | Price: \$44.95

This book is designed for families and schools to incorporate sensory activities into the home and school in order to address the significant difficulties students with an ASD often encounter. It shows how to identify sensory problems and develop programmes. Over 100 activities including all five senses and movement.

## MAKING IT A SUCCESS

BY SUE LARKEY Code: B01 | Price: \$39.95

This is the ideal reference for schools to successfully integrate students into the classroom. It provides easy to follow, proven strategies and worksheets to use immediately. Dr. Tony Attwood writes in the foreword: "Sue has a remarkable ability to identify and briefly explain the difficulties experienced by a child with autism in a regular classroom and to suggest realistic and practical strategies to improve abilities and behaviour. Her advice is succinct and wise."



## PRACTICAL COMMUNICATION PROGRAMMES

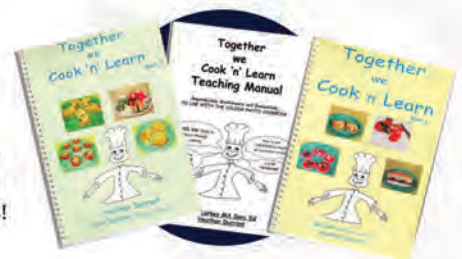
BY JO ADKINS & SUE LARKEY Code: B19 | Price: \$44.95

Communication is the biggest area of skill deficits in nearly all children on the autism spectrum – whether it is little to no verbalisation, social skills or simply understanding spoken language. This book offers hundreds of ideas and strategies to improve communication skills – including picture exchange, teaching literacy skills, and emotions. It includes activities and resources you can photocopy.

## BOTH COOK BOOKS AND TEACHING MANUAL

BY HEATHER DURRANT & SUE LARKEY Code: B06MA3 | Price: \$104.95

These books are an ideal teaching programme for everyone. Cooking is a marvelous tool to teach everything from maths to social skills. Because cooking is a favourite with all children it's a wonderful teaching and learning activity appropriate for all ages and stages!



## RED AND BLUE BOOK BUNDLE

By Anna Tullemans & Sue Larkey Price: \$75.00

BOTH BOOKS. Two fantastic companion guides with no repetition or overlap between the two book. Hundreds of ideas and practical strategies for teachers and teacher assistants to try. GREAT FOR TEACHERS TOO!

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Presented by Sue Larkey

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- Friday 22nd Nov 2024
- Friday 24th Jan 2025

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5x 1-hour Modules	Now Available	- ASD: A Different Way of Thinking & Learning - Dr Tony Attwood
7x 40min Modules	Now Available	- Early Childhood Approaches for Children - Sue Larkey
2 Hour Course	Now Available	- Teacher Assistant Online Course - Sue Larkey (3 Available)
3 Hour Course	Now Available	- Emotional Regulation Masterclass - Sue Larkey
5 Hour Course	Now Available	- Teaching Students with Autism - Temple Grandin & Sue Larkey
3 Hour Course	Now Available	- Social Skills for Diverse Learners - Sue Larkey
2 Hour Course	Now Available	- Pathological Demand Avoidance (PDA) Strategies for Educators

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NSW (NESA for Face to Face, Virtual Workshops) check website



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