

Making it a success with Sue Larkey



Practical strategies for home and school for Autism Spectrum Disorders – FREE!

A Different Way of Learning and Engaging

People with Autism Spectrum Disorder (ASD) experience the world differently. In this Newsletter I have explored and explained a range of different ways to support their learning, engaging, behaviour and more.

Many children with ASD, ADHD, developmental delays, etc. need a range of adaptations and educational supports to engage them successfully in educational settings. My doctorate research found two of the biggest challenges educators had were having time and resources. In this Newsletter I hope you find some timesavers and information to engage the children you know.

In this Newsletter I have included:

- Reading and Hyperlexia – Plus 9 Handy Hints.
- A Meltdown is not a Tantrum – 17 Common Causes of Meltdowns.
- 10 Ways Girls with ASD Differ From Boys.
- 11 Key Questions to Ask when you see a Behaviour.
- Understanding Sensory Needs and What to Do To Support.
- The Importance of Play and How to Support Play.
- Puberty – Preparing for Success at Home and School.

If you didn't get a chance to watch the free Webinar in Term 1 make sure you sign up to watch between 18th April and 15 May. This is another great way to get some handy hints and strategies. For more information see page 9.

FANTASTIC NEW BOOK: How to Be a Superhero Called Self-Control

This is a fantastic new book full of easy to implement strategies for school and home. Proactive strategies that make emotional management (self-control) fun, accessible, and achievable! It includes what to do when feeling frustrated, anxious, angry or sensory overload.

Too often children are expected to regulate emotions without actually being taught what to do, and that they need to practice control just like any other skill (reading, sport, etc.) The book teaches children to use their super powers – breathing, words, mantra, give yourself a hug, and more. Talking to your whole class about what helps them calm when upset, angry, disappointed, tired, etc. additionally helps ALL children understand that we all regulate our behaviour differently, and why staff use a range of different strategies to support students. (For example: Why use sensory tools to calm, see page 10.)

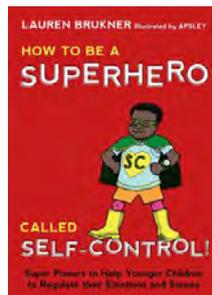
Although aimed at 4-7 year olds this is a GREAT resource for every classroom. Great pictures you can put up around the classroom for ALL kids.

I love the timesaver proformas and pictures ready to use.

How to Be a Superhero Called Self-Control

By Lauren Brukner

CODE B142 \$35.95 (plus P & H)



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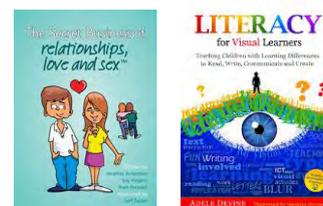
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New Resources

See page 9 to order



Only ONE copy of my Newsletter is sent to each address so please remember to share it with others when you have finished. If you wish to have additional copies sent please email: dearne@suelarkey.com.au

Sue Larkey

Autism Consultant



Autism is not a choice. Acceptance is. Imagine if the opposite was true.

-Stuart Duncan



Reading and Hyperlexia

The ability to read is an essential skill that spans a child's school-age years and beyond. Reading provides personal enjoyment, access to information, and opens doors to opportunities throughout life, both recreational and occupational. Because the ability to read and comprehend is closely linked to an individual's language abilities and social understanding, children with autism often struggle with the process of reading. (*Excerpt from How Do I Teach this Kid to Read by Kimberley Henry, page viii*)

Teaching reading to children with ASD can be very different to teaching other children. There are a few additional challenges to teaching reading to a child with ASD. This may include:

- They have learnt letters and sounds but can't put back together as words e.g. sound out c-a-t but don't then say 'cat'.
- Difficulty predicting text. I heard a divine story where a mother asked her son when reading "What will happen next?" he said "YOU will turn the page!" Priceless!
- Motivating and engaging children in reading. Many children with ASD need specific resources to support reading. (See *great books below*).
- Many children with ASD have hyperlexia, which is the ability to read and de-code text however their understanding or comprehension of the text does not match their reading skills.

Children with hyperlexia may recite the alphabet as early as 18 months, and have the ability to read words by age two and sentences by age three. Many are overly fascinated with books, letters, and numbers. They can read but the issue is their comprehension does not match their reading skills. When you ask them questions about the text they probably will just recite the text word for word. They particularly have difficulty with questions like Who, What, Where, Why and How. I have found it helpful to test their comprehension with instructions rather than questions, for example can they comprehend and follow the written instruction for "Get a blue pencil, give it to Tom."

A key element to teaching reading and written language is to immerse children in communication enriched environments which will aide literacy and reading. For more ideas on developing communication enriched environments and

teaching literacy skills see *Practical Communication Programmes* by Jo Adkins and Sue Larkey.

There is also a fantastic book full of great ideas, worksheets and activities called *How Do I Teach This Kid To Read: Teaching Literacy Skills to Young Children with Autism, from Phonics to Fluency* by Kimberley Henry.

This book presents simple instructional strategies that can be used to help develop early literacy skills in young children with ASD. Award-winning author Kimberly Henry provides dozens of fine-tuned, easily adaptable activities. Included are units on phonemic awareness, vocabulary, comprehension, and fluency. The author also lists numerous other resources you can use to supplement the lessons.

Best of all, this book comes with a FREE CD of printable, visual tools, such as: ABC Books, Text-Picture Matches, Songs, Chants, and Poems, Word Webs, Visual Organizers, Sentence Builders, Graphics for Games and many more!

9 Great Handy Hints from the book 'How Do I Teach This Kid To Read':

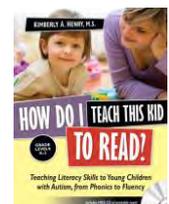
1. To make your own sturdy professional looking books or even search online for blank board books.
2. Cover Prediction Strategy: Teach children to predict what the book is about by looking at the front cover including title and pictures.
3. Use Question Sticks to help children understand 'Who, What, Where, When, Why, Which One' questions. These are pop sticks with the visual attached. (Visual provided on the free CD with the book or you can use Pics for PECS or Boardmaker).
4. Feelings are an important part of reading and comprehension, use picture cues to help children understand the emotions they are reading.
5. Adapt books to meet your individual child's vocabulary and abilities.
6. Create a 'Book Box' with props that provide concrete representations of the events in the book.
7. Select a variety of text: fiction, poetry, nonfiction, songs.
8. Create a personalised book about your child. Children love to be the centre of attention!
9. ABC Action Chart is a multi-sensory learning strategy to teach A-Z. Great idea and all the resources are on the CD – just print out and you are set.

Resources to Teach Reading and Literacy

How Do I Teach This Kid To Read?: By Kimberley Henry

This book presents simple instructional strategies that can be used to help develop early literacy skills in young children with autism. Dozens of fine-tuned, easily adaptable activities that teachers and parents can implement separately or in infinite combinations. Included are units on phonemic awareness, vocabulary, comprehension, and fluency.

CODE B47 \$28.95 (plus P & H)



Literacy for Visual Learners: By Adele Devine

This book shows how to engage visual learners in literacy lessons by using strategies that cover everything from the latest assistive technology to getting creative on a limited budget. Includes tips for sharing stories with children who find it hard to sit still, supporting reluctant writers, enabling the pre-verbal child to answer questions and helping the child who never stops talking to develop listening skills. Strategies are supported by practical resources, examples and case studies.

CODE B138 \$63.95 (plus P & H)



A Meltdown is not a Tantrum

Recognising and managing meltdowns and tantrums is vital to support people with ASD. Every child with ASD will experience very individual symptoms that are unique to them. Not all individuals with ASD will experience a “meltdown” and instead may “shut down.” It is very important you are familiar with each child’s triggers and responses.

The book *From Anxiety to Meltdown* by Deborah Lipsky is full of insight, information, strategies and more. It will give you the keys to differentiating between a meltdown and tantrum, and more importantly how to deal with them effectively. Below are some great excerpts from the book.

“Meltdowns and catastrophic reactions are involuntary responses while tantrums are purposeful manipulations of behaviour to achieve an intended end result. Whereas meltdowns are an unconscious reaction, tantrums are a voluntary choice. Understanding the difference between a meltdown and tantrum is critical because the interventions are completely opposite, and using the wrong strategy will only worsen the situation in both cases.” (pg 108)

“Meltdowns are extreme emotional and/or behavioural responses to a stressful situation. They are **always** involuntary. Meltdowns come from prolonged exposure to sensory triggers or cognitive overload without a chance to get away from the overwhelming stimulation. Usually there will be signs of increasing frustration with accompanying anxiety that slowly starts to escalate if the situation is ignored. Catastrophic reactions on the other hand are explosive immediate involuntary reactions to something having gone off script or not according to plan. One moment the individual is content and the very next completely out of control with no forewarning of such an intense reaction.” (pg 112, 113)

What Causes a Meltdown? (pg 187)

1. Sudden abrupt changes (novel situations).
2. Transitions.
3. Sensory overload.
4. Cognitive overload.
5. Being given too many choices at once.
6. Vague or unclear instructions and/or commands.
7. Being asked open ended questions that are too broad.
8. Being forced to be in a prolonged stressful environment.
9. Being in a stressful setting or situations without any calming tools.
10. Being given an unrealistic task that exceeds capabilities or limitations.

11. Going to or being the centre of a surprise party.
12. Crowded places and/or events and activities with a high noise level.
13. Being rushed or hurried to do or finish something.
14. Miscommunications:
 - a) not understanding the meaning of a metaphor
 - b) not using concrete, precise, and literal language
 - c) not getting understandable answers to questions
 - d) using literal timeframes in a way open to interpretation, such as wait a minute.
15. Being given a time limit.
16. Going off script.
17. Being forced to socialise during lunch periods at school.

What is the difference between a Meltdown and a Tantrum? (Adapted from pg 140, 141)

- Tantrums are a conscious deliberate choice to behave a certain way to manipulate others.
- In a tantrum the physical movements are controlled and easily altered to achieve a desired outcome – i.e. aggression towards a specific individual.
- A tantrum can stop instantly at any time.
- Tantrums act as defiance.
- In a tantrum they may try to bargain.
- In a tantrum the individual has excellent recall of the episode with little or no physical exhaustion.
- Please note a tantrum can develop into a meltdown.

What to do with a Meltdown

To effectively deal with meltdowns you must be proactive and not reactive. Identifying the child’s anxiety and its cause is your starting point. Then try to calm the child as this will reduce the chances of a full-blown meltdown. The book offers a range of great strategies to help calm from solitude to reassurance. Once the meltdown has started all you can do is make sure everyone is safe, reduce stimulation levels and if possible address the problem at hand. PLEASE never attempt to restrain a child with ASD from self-harm during a meltdown. They will only fight against your attempts and increase the intensity of self-aggression and aggression towards you! It is too late to stop the meltdown – simply let the meltdown take its course. (Read more on pg 219 “How to control such behaviour in a safe manner without restraint?”)

This book is clear, insightful and practical.
A MUST have for every school and family.

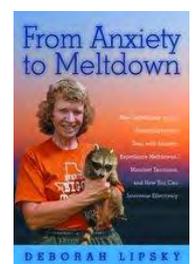
★★★★★ 5 Star Rating

One of my favourite books to understand Meltdowns!

From Anxiety to Meltdown: By Deborah Lipsky

Anxiety is the root cause of many of the difficulties experienced by people on the autism spectrum, and is often caused by things such as a change in routine or sensory overload. Deborah Lipsky takes a practical look at what happens when things spiral out of control, exploring what leads to meltdowns and tantrums, and what can be done to help.

CODE B59 \$39.95 (plus P & H)



Girls with ASD

Girls with ASD are often undiagnosed, because original diagnostic criteria have a boy bias. The criteria were created by actually examining mainly boys, and the girls can be very different. I think we all know 'neuro-typical' boys and girls are very different in their social, communication and behaviour. There are many characteristics that are very similar to boys with ASD but I thought I would list the main differences to girls with ASD.

10 Ways Girls with ASD differ to Boys with ASD

1. Their special interests are usually animals, music, art, literature.
2. They often have a very good imagination which includes imaginary friends, games, being animals or taking on persona of other girls.
3. They often see speech therapists for their speech and may be diagnosed with specific language disorders however there is something different about this girl no one can quite put their finger on.
4. They often play with older children or much younger children. This play is sometimes unusual for example 'Mums and Dads' but she will want to play the same role and game every time. She usually wants to be the pet or baby, whereas most girls want to be the Mum or Dad.
5. They often have hyperlexia – the ability to read but comprehension does not always match their reading skills. They are often the class book worm or write stories but they write the same story over and over changing a few characters. Many have a special interest in literature.
6. They have unusual sensory processing, like the boys, however bigger fluctuations often going from one extreme to the other.
7. They get anxious like boys, however their anxiety is rarely physical or disruptive. In fact many have great coping mechanisms at school however the family see a very different child at home where the anxiety can explode.
8. Often their difficulties with social skills are called 'shy', 'quiet', 'solitary'.
9. They often like to organise and arrange objects. I watched one little girl spend hours seemingly playing "My Little Ponies" however on closer examination she was just arranging and re-arranging the horses over and over.
10. The main difference is there are MANY more undiagnosed girls/women than boys/men. Currently we only diagnose 1 girl to 7 boys. In the future it is thought by many psychologists the ratio could be more like 5 to 7 as we become more aware of this group.

Recommendation for Girls

There are some wonderful books to explain how the condition presents differently in girls; how they can be diagnosed and helped, and how they can help themselves. The two books below are both wonderful reads and I would encourage anyone who knows a girl with ASD to consider reading these books. Many girls and women I know with ASD love reading – so by providing information to them in books it can empower them and help them understand they are not alone.

My favourite for professionals, parents and young people with ASD is *Aspergirls* by Rudy Simone. Here are my favourite excerpts, which give amazing insights and information.

I know many girls who do this one!

"Aspergirls do not thrive under scrutiny, if it has just the slightest bit of hostility in it. Whether from our peers or teachers, if we are looked at with an unfriendly, intimidating, or threatening eye, we fold. Alone we are talented, graceful, witty, and smart, but under such circumstances we curl up like hedgehogs." (pg 31, *Aspergirls*)

"I always felt different from my family; they seemed unpredictable and frightening. I was known to be gifted intellectually but I was so profoundly affected by AS that as puberty kicked in, I went through bouts of mutism which could last hours or even a whole day." Rudy Simone oscillated from performing for attention to shutting down completely – a swing of moods which she says is typical for "Aspergirls".

Danuta Bulhak-Paterson has written a fabulous picture book for girls called *I am an Aspie Girl*. She wrote this book so girls could have a resource they could relate to. As parents and professionals wishing to support girls on the spectrum, Danuta feels it is important not only to have a thorough understanding of ASD but also to adopt a positive attitude about the condition. She believes a genuine appreciation of the wonderful gifts that come with a different way of thinking will help the girls value themselves.

The book aims to help girls understand themselves to discover their unique way of thinking and strengths. I love the way the book asks great questions:

- "Do you find playing in a group tricky?"
- "Do you sometimes find it hard to understand how you are feeling?"
- "Do you worry about making mistakes?"

Fantastic Books for Understanding Girls

Aspergirls: By Rudy Simone

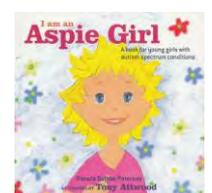
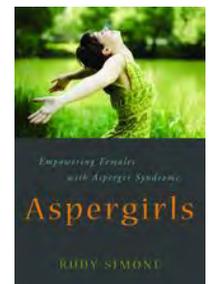
Girls with Asperger's Syndrome are less frequently diagnosed than boys, and even once symptoms have been recognised, help is often not readily available. The image of coping well presented by AS females of any age can often mask difficulties, deficits, challenges, and loneliness. This book will be essential reading for females of any age diagnosed with AS, and those who think they might be on the spectrum. It will also be of interest to partners and loved ones of Aspergirls, and anybody interested either professionally or academically in Asperger's Syndrome.

CODE B64 \$37.95 (plus P & H)

I am an Aspie Girl: By Danuta Bulhak-Paterson, Foreword by Tony Attwood

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 is 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.

CODE B144 \$25.95 (plus P & H)



Behaviour Solutions

All behaviour serves a purpose. Behaviour occurs for many reasons and it is often helpful to ask everyone who has seen a behaviour the 11 key questions below. This will then guide you to what the purpose of the behaviour is and how you can replace it. Unfortunately, you can't stop behaviour – but you can replace it with a more appropriate behaviour.

Key things to ask when you see behaviour:

1. What is the student trying to communicate?
2. Has the student understood the words you have used?
3. Could the behaviour be sensory? If so, what sensory tools can we use?
4. Could the behaviour be a sign of anxiety?
5. Does this behaviour happen in a range of places? Home, school etc.
6. How can we replace the behaviour?
7. What strategies have been tried?
8. What strategies have worked in past?
9. How will we reward change in behaviour?
10. Are any structures, visuals, adaptations, timers etc. required?
11. Is this a battle we really need to have?

Excerpt from The Teacher Assistants Big Blue Book of Ideas

You can't STOP it! Just REPLACE it.

Many people try to stop behaviour in children with ASD. But we now know there is a hierarchy – they always replace one behaviour with another. Read more about this on page 10.

See a Behaviour – Look It Up!

I have created a grid of some of the frequent behaviours I see when visiting schools and solutions using one of my favourite books *Behavior Solutions for the Inclusive Classroom*. The book is so easy to use and also offers a short explanation as to WHY you might be seeing the behaviour (which I haven't included in the grid). The book is specifically for children with ASD, ADHD and Sensory Processing Disorders however it can be used for ALL students.

In busy classrooms when teachers are trying to accommodate a range of students this book is wonderful as you can quickly look it up and find a quick solution to try. Sometimes it is also great to know you are already doing the right strategies or on the right track, especially when you might not be seeing change.

Here are just some of the many behaviours that are listed in these books:

Behaviour	Solutions to Try
Difficulty with small groups pg 59	<ul style="list-style-type: none"> • Avoid allowing the students to pick their own groups. This can cause anxiety and these students often the last to be picked. • Choose group partners who are leaders and give structured direction without pushing or ignoring the student. • Set group goals and guidelines prior to forming groups i.e. set roles and responsibilities such as time keeper, reporter, recorder etc.
Laughing Excessively or Being Silly p112	<ul style="list-style-type: none"> • The most effective means of dealing with this behaviour is the verbal or visual prompt. • Give alternatives to the behaviour. • If prompts are not effective, arrange for the student to do some other task in the room. • If possible arrange for the student to go to his "safe place".
Fidgeting pg 20	<ul style="list-style-type: none"> • Place the student at the end of an aisle or row of chairs. • Allow the student to occasionally stand at his desk. • Provide the student with fidget toy. • Give the student a movement break. • Allow the student to have crunchy or sour food as a replacement for fidgeting. • Allow to access a seat cushion device. • Remember some fidgeting is okay. We all do it!
Excessive hugging, leaning against people, or pushing people pg 26	<ul style="list-style-type: none"> • As with many other sensory issues, providing movement breaks for the student can be a great benefit. • Use a weighted vest or lap weight to give the access to deep pressure he craves. • Encourage the use of isometric exercise such as hand-clasps or wall-pushing. • Remind the student of the rules of personal space.

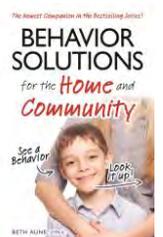
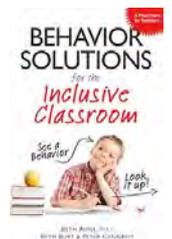
See a Behaviour – Look it Up!

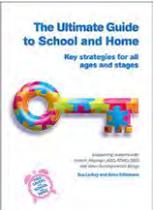
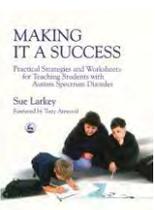
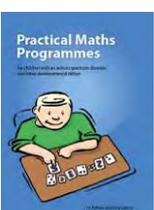
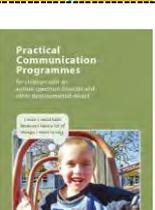
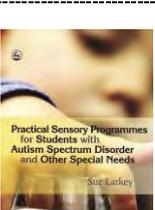
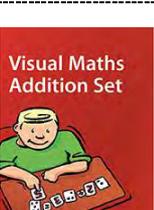
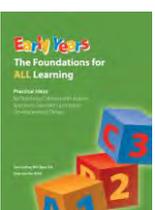
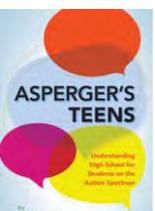
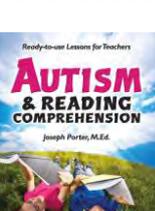
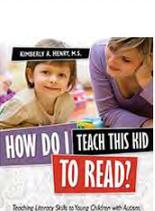
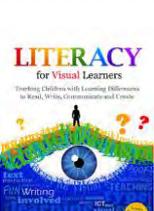
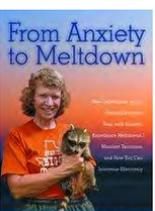
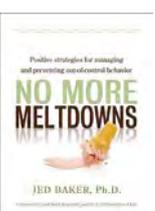
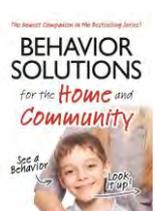
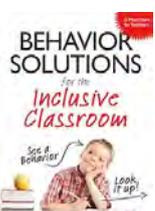
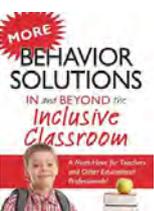
The Behavior Solutions series are must-haves for every special needs teacher and parent. The easy to use format allows readers to quickly look up an in-the-moment solution and learn about what the child is communicating and why. The books illuminate possible causes of those mysterious behaviours, and more importantly provides quick solutions!

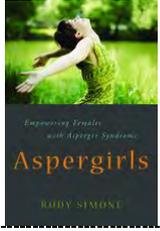
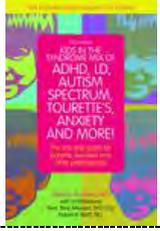
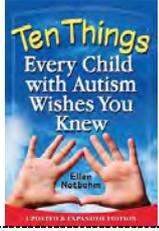
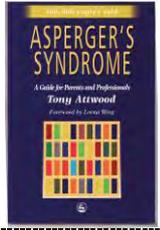
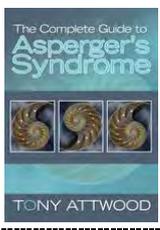
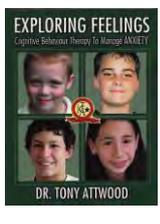
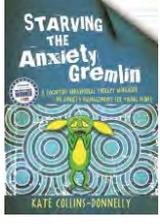
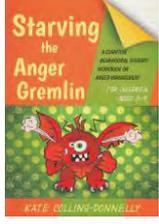
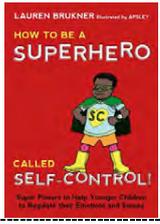
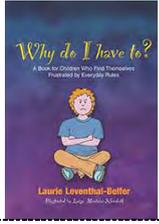
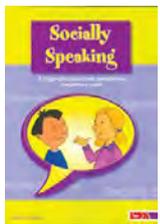
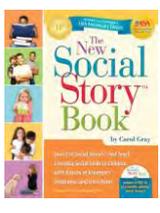
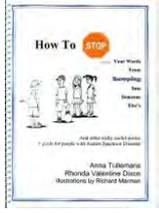
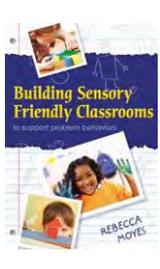
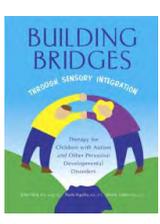
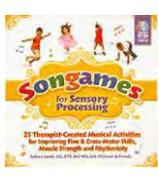
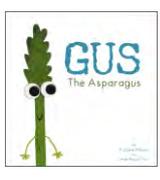
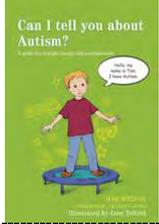
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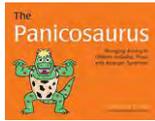
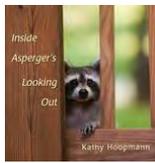
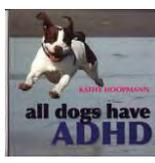
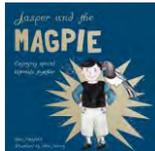
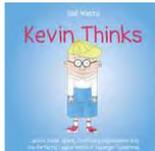
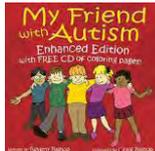
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<p>Exploring Feelings By Dr Tony Attwood</p> <p>CBT to Manage Anxiety CODE B21 \$29.95</p> <p>CBT to Manage Anger CODE B22 \$29.95</p> 	<p>Starving the Gremlin Series For Ages 10+ By Kate Collins-Donnelly</p> <p>Anxiety B106 \$35.95 Anger B107 \$35.95 Stress B108 \$35.95</p> 	<p>Starving the Gremlin Series For Ages 5-9 By Kate Collins-Donnelly</p> <p>Anxiety B109 \$35.95 Anger B110 \$35.95</p> 
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<p>Stretch Frogs CODE ST04 \$3</p> 	<p>Punki Wrist Bands CODE ST22 \$3</p> 	<p>Thinking Putty CODE ST03 \$4</p> 	<p>Improbable Construct CODE ST01 \$6</p> 	<p>Slinky Key Chain CODE ST07 \$4</p> 
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<p>Spinning Tops CODE ST05 \$1</p> 	<p>Twist Puzzle Key Chain CODE ST21 \$3</p> 	<p>Wooden Massager CODE ST14 \$4</p> 	<p>Water Balls CODE ST10 \$3</p> 	<p>Smiley Face Stress Ball CODE ST23 \$3</p> 

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Order online or download
an order form at

www.suelarkey.com.au



Complete the order form
and post it to:

Education Events PTY Ltd

PO Box 20

Artarmon, NSW 1570



OR fax your order to:

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MAKING PAYMENTS:

There are four easy ways to make
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BOOKS ON APPROVAL:

Schools may order books on
approval for 14 days.

Online Learning: Term 2 Course Starting Soon

If you can't make it to one of my 'live' workshops in 2016 you can now watch the same course online. It is broken up into five modules to watch at your own convenience. To experience a sample of an online course I have created a 45 minute FREE webinar on *Increasing Engagement and Participation* for you. It is available from 2 May until 15 May 2016. To register go online to <http://elearning.suelarkey.com.au>

1. Increasing Engagement and Participation

Available 18th April - 15 May 2016

In this 45 minute online course you will learn:

- ✓ Key Strategies to Increase Engagement and Participation.
- ✓ Increased Understanding of How Children/Students with ASD Learn.

Experience online learning for free – for more information visit

<http://elearning.suelarkey.com.au>

2. Understanding Autism Spectrum Disorder: Teaching Strategies and Behaviour Support

Available - Now

5 x 1-hour Modules you can watch at your own convenience over a 6 week period.

In this five hour online course you will learn:

- ✓ Key Strategies from Pre-school to Secondary.
- ✓ Teaching Strategies for School and Home.
- ✓ What is ASD, ADHD, ODD, SPD.
- ✓ Promoting Understanding with Peers.
- ✓ Strategies for Social Skills and Playgrounds.
- ✓ How to Increase Engagement and Learning Outcomes.
- ✓ Behaviour Support Strategies: Anxiety, Sensory and Tantrums.
- ✓ Access to bonus strategies, videos, time-savers and resources.

To register go online to <http://elearning.suelarkey.com.au>

At the completion of the course you will receive a certificate of participation. Accredited with BOSTES (NSW) & TPI (ACT) and Australian Professional Standards for Teachers.

Feedback from Term 1 Course

"I have just completed the course and found it extremely interesting and helpful. I wish that I'd had the benefit of this education much sooner. I have been working in Indonesia since 2008 and there is no access to special needs services or information for students in mainstream education here." Diane, Indonesia

"I am both a Mum to an 8 year old with ASD and an English teacher, and feel you really addressed important issues in a practical and informative way. I feel I have many new strategies to try and implement and benefitted from the examples you provided. I'm also grateful my son's teacher and learning support teacher are both doing your webinar too, so together we should be able to make a difference to my son's learning and engagement with the world." Fiona

"Thank you so much for providing this online course! I'm a preschool teacher and many of these strategies will work for the 'neuro typical' children also! I found this course completely enjoyable and almost addictive! Very easy to engage and so informative!" Rachel

"Firstly I just want to thank you for such an enjoyable and educational online course about understanding autism. I thoroughly enjoyed each module and could have easily listened to you talk for another 5 hours! After finishing the modules I cannot wait to get back into the classroom and put some of your tips and ideas into practice. I personally enjoyed watching the videos of children on the ASD and then listening to you speak of those specific cases. For me those real examples made things very clear and understandable." Rebecca

Understanding Sensory Needs

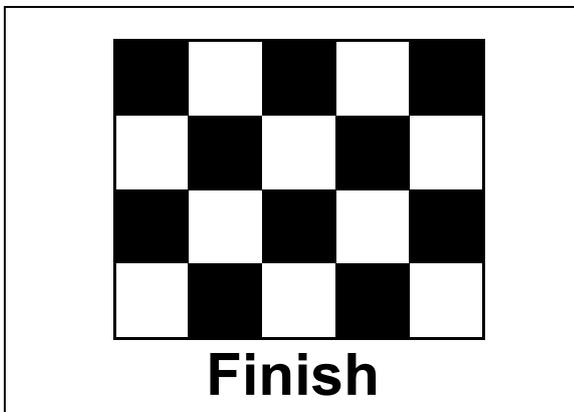
You can't STOP it! Just REPLACE it.

Dr Temple Grandin talks a great deal about her sensory needs, how sensory has been one of her biggest challenges in life, and how a huge amount of her behaviour could have been stopped by some simple clothing changes (e.g. pants not dresses). By recognising and understanding a child's sensory needs we can put in place different strategies to help alleviate their discomfort and improve their behaviour.

Many people try to stop behaviour in children with ASD. But we now know there is a hierarchy – they always replace one behaviour with another. If you take away fidget toys, or things they have in their hands they will replace it with body behaviour. For example, if you stop them chewing their collar they may chew their hand, fingernails, etc. Therefore, rather than trying to stop the behaviour just find appropriate replacements and manage the behaviour instead. This is why the use of sensory tools is so important as a replacement for many behaviours observed in children.

Sensory tools are like glasses – you need the correct script! When I get my eyes tested they get me to compare which glass I can see best through, selecting sensory tools is much the same you will need to try a few so you can compare which is more effective in which situation.

Create a Communication / Sensory Tool. Use FINISH visual below to copy, laminate and attached to slinky, twist puzzle, 15 sec liquid timer.



The Need to Chew

Children with autism have difficulty in regulating their sensory experiences. They can have hypersensitivity or hyposensitivity to various sensations. Excessive chewing is an example of sensory regulation. These children chew, not because they want to destroy clothing, or other objects, but because they may like or need the sensation that they get by chewing. Often when people take away the objects they are chewing they will replace it with their body: arm, hand, fingernails, hair or make noises to create vibration in their mouth. It is very important we address the chewing behaviour and if possible see an Occupational Therapist for assistance, as they can usually guide you to the sensory issue and solutions.

The best way to support students who chew is by replacing body or objects with a special chewing sensory tool, for example Chewy Tubes, Chew Stixxs, Chew Stixx Pencil Toppers or Chewigems see below.

Chewigem Necklaces: These are a range of necklaces designed to look great while discreetly serving a child's need to chew. Great for children who chew their collars as well as children who have a weak jaw motion and need to practice their chewing. (Note: these are not suitable for aggressive chewers – we recommend Chewy Tubes instead.)

Chewing tools give children the sensory experience they require, and thus they automatically stop chewing on other things. I personally was pessimistic if they would work when I first tried these, however I have had nothing but success!

Oral Stimulation

Oral Stimulation refers to different techniques to stimulate different parts of the mouth. While these exercises provide stimulation to the mouth, they may decrease the need for the child to chew. Oral stimulation can be done by a trained therapist, or it can be done in the form of activities with the child. Some activities that can provide oral stimulation are: drinking through a straw, blowing balloons, blowing bubbles and we have the *Senso Brush Oral Stimulator*.



GREAT REPLACEMENT SENSORY TOOLS

For squeezing:

- ✓ Water Balls
- ✓ Smiley Face Balls – especially for students who pinch
- ✓ Thinking Putty



For pulling, rolling in between fingers:

- ✓ Stretch Frogs
- ✓ Punky Wrist Bands



For fidgeting and reducing stress/anxiety:

- ✓ Twist Puzzle
- ✓ Wooden Massager – can be rubbed as deep pressure
- ✓ Slinky Key Rings



Key chains are great to add visuals to help with waiting and finishing.

- ✓ 15 Sec Water wheel
- ✓ Slinky Key Rings



Put visuals onto card and laminate. Attach to the keychain for a great visual sensory tool. (See above visual for you to copy).



Great for chewing:

- ✓ Chewy Tubes
- ✓ Chewigem Necklaces
- ✓ Chew Stixx Pencil Toppers



Writing: Why Use Pencil Grips?

Children need to hold a pencil in a way that provides both stability and mobility. Speed, legibility, and endurance of handwriting are influenced by the way a child holds their pencil. Pencil grips help the child maintain a position of stability to allow for efficient mobility and improved handwriting.

Pencil Grips: Our pencil grips are available in three types and are for both left and right handers. The Crossover Grip uses the same great design as the Standard Pencil Grip but added wings to prevent fingers from crossing over each other. The NEW Pinch Grip balances the structure of the Crossover Grip with the freedom of the Standard Grip. The Grips can be used as a three step process starting with the Crossover, then Pinch Grip and finally Standard.



Pencil Toppers are ideal for anyone who chews when writing. Some children (and adults) actually chew when they are thinking or processing.

Writing skills requires fine motor skills and tracking skills. The more you practice the stronger you get! Get your fingers now and pretend you have a spinning top – notice the muscles working down your arm. A fun way to do lots of finger strengthening is through spinning tops. We have a few available, but make a collection for hours of FUN! An added bonus when the child lets the spinning top go, they require tracking skills to watch the spinning top move.

Scissors

This year we have introduced a great range of ergonomically adapted scissors designed to help children with special needs to develop skills to using scissors. Lightweight, easy grips, round ended blades and available in left or right handed.

9 Reasons to Develop Scissor Skills

- ✓ Increase manual dexterity.
- ✓ Improves handwriting.
- ✓ Improves dressing skills.
- ✓ Removes frustration.
- ✓ Increases self-esteem.
- ✓ Increases independence.
- ✓ Allows greater integration with class-mates.
- ✓ Increases opportunity for expressing creativity.
- ✓ Creativity allows for sense of achievement.

All Scissors \$15 plus P&H

<p>Long Loop Self-Opening</p>	<p>Easi-Grip</p>
<p>Long Loop Easi-Grip</p>	<p>Mini Easi-Grip</p> <p>(used for both left and right handers)</p>

Wonderful New Sensory Books

The Motor Skill Flip-Book Program

By Sally McNamara

Developed by a paediatric occupational therapist in response to demand for quick and easy motor skill programmes for children. Five colour-coded areas of motor development incorporating the whole body; including core strength, shoulder stability, gross motor co-ordination, fine motor co-ordination, and pencil control skills. 100 mix and match activities of varying degrees of difficulty. Beneficial for children who experience handwriting difficulties as well as general coordination and motor development issues.

CODE B137 **\$54.95 (plus P & H)**

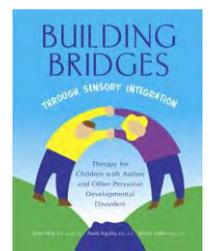


Building Bridges Through Sensory Integration

By Paul Aquilla, Shirley Sutton and Ellen Yack

Provides innovative strategies and practical advice for dealing with everyday challenges, including managing behaviours, improving muscle tone, developing social skills, selecting diets, and more.

CODE B152 **\$59.95 (plus P & H)**



Learning through Play

It is through play that young children learn about and make sense of the world. They experiment with being mum or dad as they act out what they have observed in daily life, e.g. feeding the baby, going to the shops, being the teacher. As these children play they develop their cognitive and motor skills, increase their communication and social ability and above all have fun.

Play for young children with autism spectrum disorder is frequently centered on repetitive actions, e.g. spinning car wheels rather than pushing the car, lining blocks up rather than building towers. They appear not to know how to do what comes instinctively to other children.

The young child with autism spectrum disorder needs to be taught how to play step by step. Be dramatic as you play with your child in order to attract and maintain his attention. Add to the richness of the play by making noises, e.g. ball going down (wheee) doll crying (waa), car horn (beep, beep).

Play alongside your child with the same or similar materials. It is important that you are flexible – if your child does not copy you, copy him. Remember that initially you are endeavouring to form a connection with your child – the actual substance of the play is not important.

Start with simple *cause and effect* toys that give lots of feedback for little effort on the child's part. Ball races and musical toys are excellent starting points. Some children also respond to pop-up toys, though other children are frightened by these due to their unpredictable nature – just when is the toy going to pop-up?

Take turns with your child as you play. In addition to being important socially turn taking is critical for the development of appropriate communication.

Turn taking can be promoted initially with toys like ball races where turns are short and the child has something to watch even when it is not his turn. Pushing the toy towards your child when it is his turn, and pulling it over to yourself when it is your turn, helps to make it clearer to the child whose turn it is.

Excerpt from The Early Years: The Foundations for All Learning by Sue Larkey and Gay von Ess

For successful play skills to develop the adult needs to:

Demonstrate

Model little play sequences for the child. Some children need to have each part of a play sequence taught individually; e.g. doll in bath, wash doll, dry doll one day; feed doll and put in bed on another day. Then the two parts can be combined to make a longer play sequence.

Once a child has two or three parts of a play sequence you should model combining them in different orders so that your child does not become too rigid and inflexible in his/her play; e.g. bath, dinner, bed or dinner, bath, bed with a doll.

Join the child at play

Your child is more likely to attend and respond to you if you are doing something he is interested in rather than playing with something totally different. Once you have your child's interest you can make small changes in the play and hopefully your child will imitate you.

Comment

Describe what is happening as you and your child play. Initially your comments should be short and help your child focus on his play. Model appropriate language for your child as you play together.

Visual Supports for Play

To help children who are unable to play instinctively make photographic play sequence books; e.g. bus, doll on bus, drive bus. Most children love to 'read' books that feature their own toys and a book provides the child with a permanent record of the play activity.

Discard your inhibitions when you play with your child and have fun!

The *Teach Me to Play CD* contains over 40 photo play schedules which allows a visual schedule of play for children to follow.

Ways to Use Play Schedules

- Make little books the children can refer to over and over.
- Take photos of them doing the activity to share with family and friends.
- We often find all children love these schedules and it encourages inclusion with siblings and creates new friends.

Wonderful Resources for Teaching Play

The Early Years: The Foundations for All Learning

By Sue Larkey and Gay von Ess

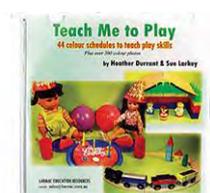
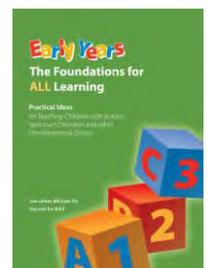
This book is full of practical ideas to give children with ASD and other developmental delays the KEYS to learning. Teaching to play, write, draw, imitate etc. Toilet training, community access, etc. To sit, ask for help, wait, play, attention to task, sing songs, etc. Great easy to photocopy programmes.

CODE B04 **\$39.95 (plus P & H)**

Teach Me to Play CD: By Sue Larkey and Heather Durrant

Over 40 play schedules to use immediately. Load into your computer, choose, print, play! Encourages children with ASD to play! Over 300 pictures let you create your own play schedules and variations!

CODE C04 **\$25.00 (plus P & H)**



Puberty: Preparing for Success at Home and School

Puberty is a natural development for all children. Puberty starts in girls around 10-11 and boys 11-12. Menstruation for girls typically occurs between 12 and 13, while voice changes for boys is often around 15. We ALL need to have on-going discussions with the child and this is where having both home and school helping the child's understanding is vital. Boys and girls need to know about their changes and changes in the opposite sex too (particularly, if they have opposite sex siblings or are at co-ed schools). It is important to start the information before the changes occur otherwise the children can worry they are sick or something is wrong with them. I know some parents who talk about the changes before they happen and as they happen their children tell them and they celebrate!

Open, honest and on-going information is most effective, and not too much information all at once! That being said some children want to know everything and that is where books can be wonderful. Allowing the child access to information in books means they can read about it in their own time, and re-read if they are uncomfortable discussing things with you. For all children if at this age, you ask children "Do you have any questions?" they tend to say "No" but books can answer their questions and even explain concepts they might not even know about it yet, so prepare them in advance.

As part of puberty it is vital to talk about Public and Private Behaviour and Protective Behaviour. You will also need to discuss home and school behaviour and social skills. Some students will unknowingly exhibit embarrassing behaviours or share information or ask questions that are inappropriate – like asking a girl if she has her period, or a boy if he has pubic hair. I think all of us have seen those embarrassing moments and the key is to let them know when, where, who, etc – but also if they make a social mistake how to fit it up!

Make sure you let people with AS know the boundaries between illegal and legal websites. A number of people with AS have got in trouble with the Police for looking at inappropriate websites so it is VITAL we educate and let them know what is appropriate. (For older teens/young adults with a tendency to be online in appropriate websites I would recommend a book called *The Autism Spectrum, Sexuality and the Law* by Tony Attwood and Nick Dubin.) This is where books are so much better as you can control access to information and read together!

Fantastic Books for Home and School

I have sourced some fantastic resources for home and school to help children with puberty and beyond – **Secret Boys Business and Secret Girls Business Series**. This FANTASTIC series of books has been put together by a Teacher, a Psychologist and a Youth Health Nurse.

The books are designed to prepare girls and boys for the changes to their bodies (aimed at eight year olds). They use age appropriate language and simple instructions. They have six wonderful books each designed to meet specific information needs. All the books have succinct information, delivered with fun and in bite sized chunks. They use great pictures which are factual and interesting! I highly recommend for both home and school.

This popular series has added a new book to its range. *The Secret Business of Relationships, Love and Sex* discusses stages of relationships – friendships, crush, love, relationships, dating, rocky times, break up, etc. It also includes gender diversity.

Other Great Information:

- Watch the TV show Parenthood, Episode 413: Small Victories. Max who has AS starts puberty and this is a fantastic episode.
- Contact your local Family Planning. They have courses and great resources for kids with additional needs

Great Resources for Puberty Education

NEW: The Secret Business of Relationships, Love and Sex

Sex education is an important aspect of a child's development. This book is easy to understand, provides practical information and has attractive illustrations to help girls and boys manage this stage of their life with confidence. Schools will find this puberty education book a valuable resource.

CODE B148 **\$19.95 (plus P & H)**

Secret Boys' Business and Secret Girls' Business Series

As sex education is an important aspect of a child's development, the authors have written and published a series of puberty books to prepare and support boys and girls for puberty. For children with special needs, including intellectual disability, physical disability, communication disorder and autism, there is a series of disability puberty books. The books are easy to understand, provide practical information and have attractive illustrations to help girls and boys manage this stage of their life with confidence. Schools will find all of these puberty education books a valuable resource.

Secret Boys' Business	CODE B85	\$16.95 (plus P & H)
Secret Girls' Business	CODE B86	\$14.95 (plus P & H)
More Girls' Business	CODE B87	\$14.95 (plus P & H)
Special Boys' Business	CODE B88	\$39.95 (plus P & H)
Special Girls' Business	CODE B89	\$39.95 (plus P & H)
Puberty and Special Girls	CODE B90	\$39.95 (plus P & H)

For Boys
For Young Girls
For Older Girls
For Boys with Special Needs
For Girls with Special Needs
For Girls with Special Needs



NEW Online Courses in 2016

If you can't make it to one of my live workshops you can now experience the same course online. Broken into five modules to watch at a time and place that is convenient to you. For more information see page 9 and to register go to <http://elearning.suelarkey.com.au>.

Dr Tony Attwood 2016

Tony is an outstanding communicator and brings the quality of compassion and technical background as a clinical psychologist. He is the author of bestselling books on ASD.



Book your place NOW and pay closer to the workshop.

Call Dearne on 0433 660 379, email dearne@suelarkey.com, or go to www.suelarkey.com.au

In-House Professional Development/Staff Training Days

Sue Larkey is available for in-house professional development and training days. For more information or for Sue to come to your school email Dearne at: dearne@suelarkey.com

Endorsement Provider



Accreditation Australian Professional Standards for Teachers Endorsed Provider of BOSTES (NSW) and TQI (ACT) (For more information refer to flyers on website).

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Please join me on Facebook for workshop dates, quick tips and lots of practical strategies.

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2016 Workshops

New South Wales

Wagga Wagga	Thurs 26 May
Sydney/Sutherland	Fri 27 May
Coffs Harbour	Fri 10 June
Sydney/Hornsby (Tony Attwood)	Fri 5 August
Newcastle (Tony Attwood)	Fri 12 August
Dubbo	Mon 22 August

Victoria

Bendigo	Fri 6 May
Moonee Valley (Tony Attwood)	Fri 3 June
Geelong (Tony Attwood)	Fri 29 July

Queensland

Cairns	Thurs 19 May
Townsville	Fri 20 May

Australian Capital Territory

Canberra (Tony Attwood)	Fri 17 June
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Tasmania

Hobart	Thurs 23 June
Launceston	Fri 24 June

New Zealand

Invercargill	Mon 9 May
Christchurch	Tues 10 May
Hamilton	Wed 11 May

Limited places available please register ASAP

To reserve your place or have a registration form sent to you call Dearne on 0433 660 379 or go to

www.suelarkey.com.au

For more workshop dates and locations visit

www.suelarkey.com.au

Sue Larkey Author and Consultant

Sue Larkey is uniquely positioned within the education system having both taught as a primary school teacher and special education teacher. Sue has taught students with autism spectrum disorder in the mainstream and at a specialist autism school. She combines this practical experience with extensive research, having completed a masters in special education and currently undertaking a doctorate in education.



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