

Making it a success with Sue Larkey



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

Half Way Through 2015 – How is it going?

We are over half way through the school year and I find this is a great time to assess where the children are at, and reflect on how far students have come. From the early years to transitioning to work, this Newsletter is full of practical tips for all ages and stages to help you assess and put in place pro-active and re-active strategies. In most cases strategies are often the same regardless of age or ability – the key is knowing how to adapt these to suit the individual child.

In this Newsletter I will cover:

- Pro-active strategies – teaching pointing, help, toilet timing, communication, preparing for work.
- Re-active strategies – what to do when behaviour becomes aggressive, de-escalation.

Super New Website –Faster, More Free Content

As always, my aim is to get as much information, tips, strategies to you to help make a difference. Now with social media (Facebook), e-newsletters, email and websites being more accessible it is a great way to communicate.

I have recently transformed my website www.suelarkey.com and would encourage you to visit it to see all the new tip sheets and video clips. If you are trying out the new online shop then I have a special offer introductory code which you can apply to receive a 10% discount on all purchases made online before 31 August 2015. Just enter the code WELCOME at the checkout to receive your discount.

The new website makes it so easy for schools to purchase on approval, just put everything you want to have on approval for 14 days in your shopping cart and choose “on Approval” as the payment method. We will send your order with an invoice to pay or you can just return.

This Newsletter now available online

Due to popular request and us wanting to do our bit to save the environment we are moving to provide this Newsletter online.

7 Reasons Why You Should Move to our Electronic Newsletter:

1. Save our environment.
2. Four electronic newsletters per year verses two posted versions.
3. Special offers and discounts in electronic version.
4. Video links to support tips and strategies.
5. Easy to print off and share.
6. Free e-books sent to subscribers.
7. Bonus content and tip sheets in electronic version.
8. Switch before 1 Dec 2015 and go in draw to win two FREE Tickets to a workshop in 2016 (see back page for more information).

Simply visit my website www.suelarkey.com and complete the form on my home page to switch from the postal Newsletter to the electronic Newsletter. Then when the Newsletter is available you will be emailed a link to download the full Newsletter each time it is released. You will also receive regular e-zines full of practical strategies and top tips.

SIGN UP ONLINE, SAVE THE ENVIRONMENT AND YOU COULD WIN A PRIZE!!

Issue 39, July 2015

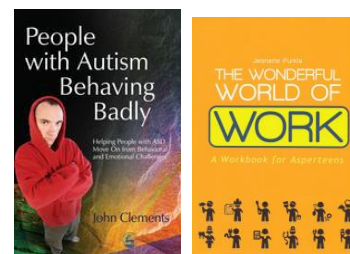
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New Resources

See page 8 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

Sue Larkey

Autism Consultant



The Early Years

When working with any child with ASD it is critically important that the programme implemented be realistic, both for the child and for the family. By realistic I mean setting everyone up for success (achievable) and that everyone across all environments has the time to implement. I believe the best way to create a realistic programme is to only address one or two ideas at any one time.

I recommend in the early years you always have the goals you are working on in a prominent place (fridge, preschool office) so ALL people engaging with the child know the week's two goals. Over the years I have found by displaying the goals ensures consistency and everyone creating opportunities to reinforce the goal.

As children with autism spectrum disorders are highly individual not all strategies may work with every child. If you find this to be the case, remember that it is worth revisiting the strategy in the future as it may work then. Most children respond best to a range of strategies that includes the introduction of some new ideas as older ones begin to lose their effectiveness.

Below I have chosen two very important skills to teach children as examples of two goals you could work on at the same time.

Pointing: Appropriately Using Gesture to Communicate

Why Do We Teach?

- Pointing is an important non-verbal means of communication.
- Pointing is a skill that neuro-typical children learn spontaneously. Children with ASD need to be formally taught this skill, as instead of pointing they 'drag' or 'lead' adults to what they want. Even very young children with ASD can be very strong and as they grow older and stronger the adult may be injured if dragging behaviour is allowed to persist.

How to Promote:

- Model appropriate pointing whenever possible as you communicate with your child; e.g. when giving your child a drink, point to the drink and say "Drink" before you give it to him.
- In order for pointing to be an effective form of communication the child needs to be taught to look at the other person.
- Wait. Remember to give your child time to process and then point.

- When your child is ready to make a choice rather than letting him grab the preferred item, anticipate his action and mould his hand gently into a point.
- Ensure that all key adults use pointing with the child – consistency is vital in the acquisition of this skill.
- Some children need many fine motor experiences to help them develop independent pointing. In addition to helping your child learn how to point (gently put your hand over his and form his index finger into a point), you may need to give your child many experiences with actions to songs and finger plays as well as a range of other fine motor activities.

Pointing is a vital skill and consistency is the key.

Help: Learning to Ask for Assistance from Other People

Why Do We Teach?

- Once the child is able to ask for assistance when he needs it, his frustration and the frequently resulting tantrums will decrease.

How to Promote:

- Every time the child takes your hand to pull you somewhere, pause and clearly say "Help".
- Once he is used to you doing this, pause longer and hopefully he will look in your direction, then say "Help." If he doesn't do so don't get discouraged. Just try again next time.
- Once he is looking in your direction wait a little longer and hopefully you will get eye contact, however fleeting it may be.
- You then need to increase your expectation and expect him to vocalize any part of the word 'help'.
- When the child is able to make a sound then you can then encourage him to say 'help' more and more clearly.
- For children who already have single words the adult can quickly add her name, e.g. "Help, Mummy" or "Help, Kate."
- Use the sign for help coupled with a visual symbol as you go through the steps listed above.

(Excerpt from *The Early Years: The Foundations for ALL Learning* by Sue Larkey and Gay von Ess)

If you allow your child to 'pull you' without prompting any language, they will continue to do this as it works.

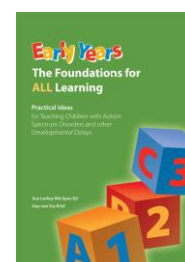
Most Popular Resource for Teaching in the Early Years

The Early Years: The Foundations for ALL Learning

By Sue Larkey and Gay von Ess

The Early Years has been designed as a 'how to' book that parents, teachers and carers can refer to for help in managing behaviour, promoting communication, establishing basic attending skills and of course for introducing new activities to young children with autism spectrum disorder or developmental delays. Full of practical ideas to give children with ASD and other developmental delays the KEYS to learning. Teaching to play, write, draw, imitate etc. Toileting training, community access, etc. To sit, ask for help, wait, play, attention to task, sign songs, etc. Great easy to photocopy programmes.

CODE B04 \$45 (incl P & H)



Tips for Toileting

Toilet training your child is a big task even for neuro-typical children. Parents often procrastinate over when to start and we keep delaying it for whatever reason we can think of!

My biggest concern for children with ASD is if they are not out of nappies by five years of age then they often start to lose muscle control and can end up with long term bowel and bladder issues. Toileting is not something that the child will grow into or get better with age. We all need to action ASAP – and this includes schools. If a child is attending pre-school or school when the parents are toilet training then we all need to get behind the toileting programme and provide consistency all day every day until the child has mastered it.

When to Start Toilet Training

Signs of readiness in children with autism are not evident like they are with neuro-typical children. The main sign of readiness is compliance, or the child's ability to imitate. If you can get the child to do what you ask, and/or copy an action – then they are ready.

Summer holidays are the best time to start. Generally a good guide is the first summer after the child turns three. If you leave it later than this (i.e. four to five years) you face the possibility that the child may be less obliged to comply and they know how to push boundaries a little further. Plus habits around toileting will have begun to form as the child has got more aware of bladder and bowel control.

Realistically you need to allow up to three weeks of intensive toilet training. Most children will pick it up within a week, but a few can take up to three weeks. You won't know where your child fits into this until you start. (Remember just one wee in the toilet is progress, look for small signs to start).

Think Toilet TIMING not Toilet TRAINING

Create good routines around toilet timing. Have set times when the child must go to the toilet. Examples include:

- When they get up in the morning.
- Before leaving the house at any time of the day.
- Before bed (as part of the bedtime routine).
- Any time they may not be able to access a toilet for an hour or more.
- Before going into any water (bath, swimming pool, etc).
- Before getting into the car.
- Before eating i.e. toilet, wash hands, etc.

Why do children with ASD continue to have accidents and take longer to be dry at night?

Some children on the spectrum don't realise they need to go to the toilet until they are absolutely desperate and it's literally seconds before they cannot physically hold on any more that they believe that they need to go. This is why often when they go it is a huge flood, or why they often do not night train like other children as their brain doesn't wake them up until it is too late, if at all.

At school many students need toilet routines as they often don't think to go in breaks as they don't notice they need the toilet until their bladder is FULL.

10 Top Tips for Toileting

1. Avoid potties! Start out with the end in mind. Children with autism have trouble generalising and the last thing you want is to have to carry their pottie around with you everywhere you go!
2. Visuals are very important. Make up some visuals to help the child understand the toileting process and to provide a prompt.
3. Prepare lots of FUN activities to do with the child. Making going to the toilet fun takes the pressure off and makes it a motivating place to go.
4. Rewards are one of the most important elements of toilet training – children need a motivator as it is just too easy to continue to go in their nappy. Rewards need to be instant and powerful. Reward IMMEDIATELY and reward the same every time.
5. Base yourself in or right next to the toilet for the first few days of toilet training. Have as many home comforts in the room for the child to make it a fun environment.
6. Remove nappies. Once you start toilet training do not let the child put on any form of nappy until they go to bed at night. If you let them wear them during the day at all they will learn to hold on until they are in their nappy.
7. Toilet time – put the child on the toilet every 30 minutes for 10 minutes at a time, increasing time as they get the hang of it.
8. Teach the child the whole steps of toileting – including putting on underpants, flushing the toilet and washing hands.
9. Some children may have sensory sensitivities related to toileting. Sensory sensitivities need to be respected and worked on.
10. Create good routines around toilet timing. Have set times when the child must go to the toilet.

Great Resource for Toilet Training

Tips for Toileting: By Jo Adkins and Sue Larkey

A guide for parents and professionals toilet training children with 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.

CODE B17 \$30 (incl P & H)



Visual Communication

Current research says that as many as 25% of people with ASD are non-verbal. Others can talk but have difficulty communicating their needs, they maybe echolalic, selective mute* or have limited words. Unfortunately some children with regressive autism may learn to talk and lose their words and they do not return. Giving children an AAC (Augmentative, Alternative Communication) is vital. AAC and visual supports can do more than take the place of speech – they typically foster its development.

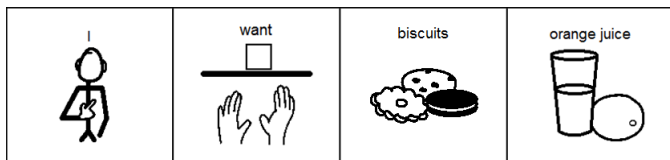
Picture Exchange

Picture exchange is the most common AAC taught to young children with disabilities to help them communicate their needs and wants. Symbols or pictures are used and adults or support people can provide the voice for the child. There are a number of picture or symbol exchange communication programmes. It doesn't matter which one you use and its fine to use a variety of different types. The best value for money system is *Pics for PECS* – over 2,000 of the most commonly used symbols for just \$65.

Symbol cards should always reinforce literacy. Always put words at the top with the symbol at the bottom. Once children start pointing at the symbol they will inadvertently 'hide' the word with their hands if it is below the symbol. Children need to be exposed to literacy right throughout childhood and early school years.

How to Teach Picture Exchange

Set up situations for the child to request items. Choose two items that the child may regularly request, if they could – for example orange juice, biscuit. Make up symbols for these items, as well as symbols for I WANT. It is useful to have a sentence maker or strip on an incline.



1. Place the "I WANT" symbols on the sentence maker or strip, or place them flat on a table top, and have just ONE symbol below.
2. Ask the child "What do you want?"
3. Help the child to select the symbol and place it up on the strip.
4. Make the child point to each symbol as you read it "I WANT BISCUIT".
5. Give the child the biscuit.
6. Praise the child.

After a few trials of this, add in a second choice for the child – make sure it is something that they will actually want! Give the child whatever item they select i.e. biscuit or juice.

Once you have this system in place and the child understands how to request make the child request in this way EVERY TIME. Fade your prompting of their requests – rather than saying 'What do you want' every time, begin to fade your prompt by pointing toward the symbols so the child knows to use them to request.

Including full sentence structure sets the child up for long term learning. But they do not necessarily need to put up all of the symbols in the beginning. Use backward chaining – start with "I WANT" already on the strip so the child only needs to put up the last symbol. Next try just the "I" up on the strip. Finally make the child put up all three.

7 Top Tips for Developing Successful Communication

1. Be PERSISTENT – try and try and try again. Don't give up too soon. I have seen some students seem to show no interest/understanding and then it just "clicks" and they amaze me how well they can use visuals/communication aids.
2. Be CONSISTENT – give the child regular and reliable opportunities to see and learn a visual/communication aid.
3. Repetition with variety. Use the same visuals/communication tools in different places with different people to ensure transferring (generalising).
4. Be FLEXIBLE – ready to evolve and make changes on the run to meet the changing needs of our children/students and the environment.
5. Use their interests – start with activities, foods, drink that they have an intrinsic motivation to want. If they love BBQ shapes start with the picture/photo/packet. If they love Wiggles DVDs start with the DVD case or a photo of the case as the visual.
6. PLANNING – the success and whether it is being used or not, can often come down to how much individualised planning is being done. I know it is time consuming but you need to be constantly adding, changing visuals as the child's interests and needs change.
7. Easy and instant access. Always make multiple copies of any visuals/communication tools so everyone and every environment has the same visuals/tools etc. It is okay they get left in pockets, handbags etc. as that means they are being used, so just make multiple copies.
8. We need to keep on MODELLING – sometimes our students can need to see us using the visual/communication tool before they start using it effectively

***Also see our website for resources on Selective Mute.**

Resources to Teach Visual Communication

Practical Communication Programmes: By Jo Adkins and Sue Larkey

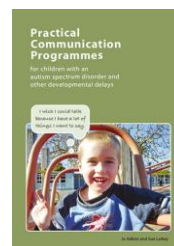
Communication is the biggest area of skill deficits in nearly all children on the autism spectrum – whether it is little to no verbalisation, social skills or simply understanding spoken language. This book offers hundreds of ideas and strategies to improve communication skills – including picture exchange,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

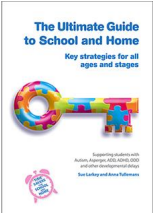


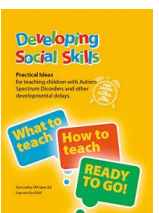
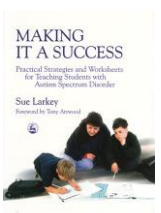
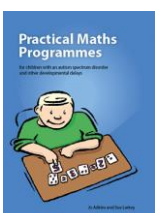
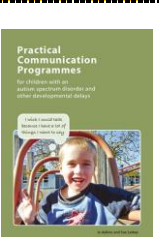
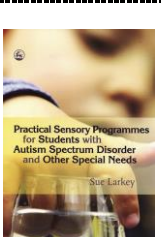
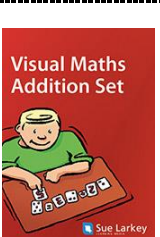
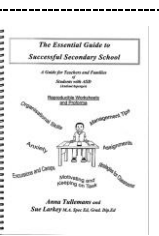
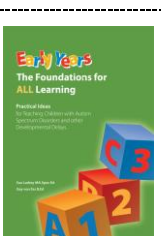

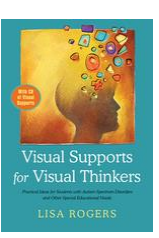
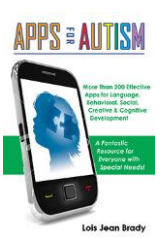
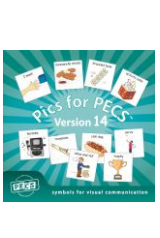
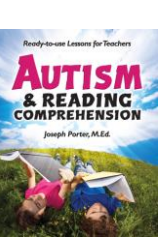
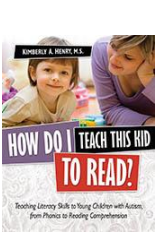
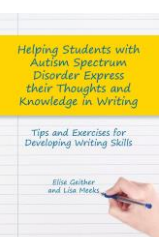
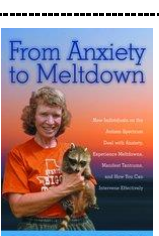
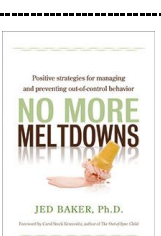
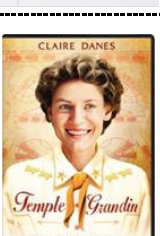

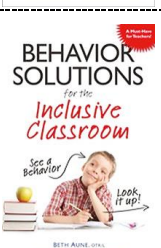
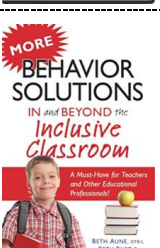
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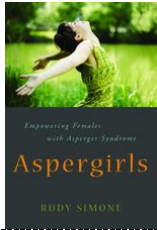
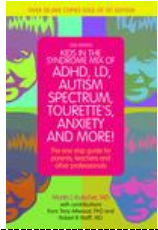
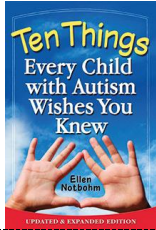
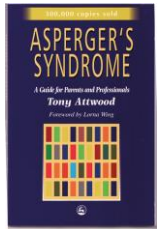
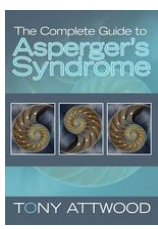
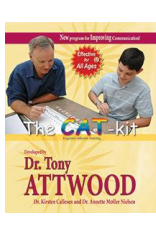
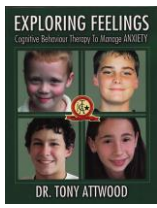
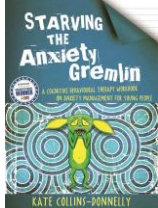
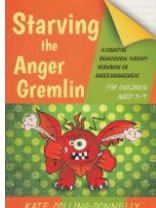

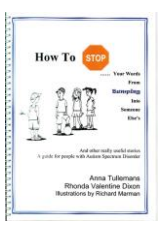
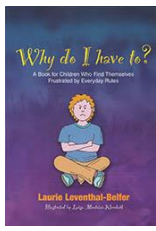
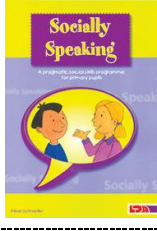
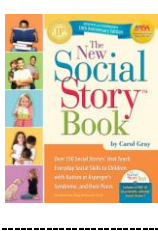
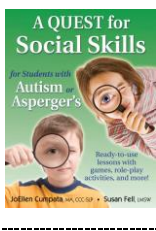
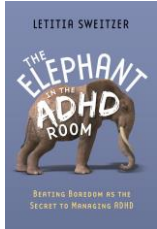
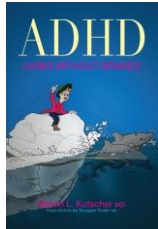
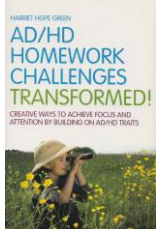
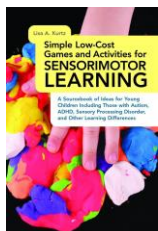
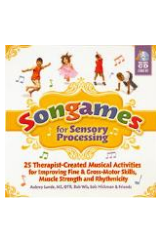
Pics for PECS CD




This CD contains over 2,000 icons! Icons are organised by broad categories: alphabet, animals, attributes (colours, sizes, shapes), body parts, food/drinks, locations, numerals, sentence starts and songs, vehicles, actions/verbs, musical instruments and clothing. Images are in jpg format and may be used as clip art images. Compatible with all Word programs and newer Apple.

CODE C02 \$65 (incl P & H)



<p>The Ultimate Guide to School and Home By Sue Larkey & Anna Tullemans</p> <p>CODE B96 \$50</p>		<p>Teacher Assistants Big Red Book of Ideas By Sue Larkey & Anna Tullemans</p> <p>CODE B15 \$45</p>		<p>Teacher Assistants Big Blue Book of Ideas By Sue Larkey & Anna Tullemans</p> <p>CODE B16 \$45</p>	
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<p>Visual Supports for Visual Thinkers By Lisa Rogers</p> <p>*INCLUDES CD*</p> <p>CODE B44 \$65</p>		<p>Apps for Autism By Lois Jean Brady</p> <p>CODE B48 \$50</p>		<p>Pics for PECS CD</p> <p>CODE C02 \$65</p>	
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<p>From Anxiety to Meltdown By Deborah Lipsky</p> <p>CODE B59 \$40</p> <p>MUST HAVE BOOK!!!</p>		<p>No More Meltdowns By Dr Jed Baker</p> <p>CODE B26 \$35</p>		<p>Temple Grandin DVD By HBO Films</p> <p>CODE D09 \$26</p>	
<p>Behavior Solutions for the Home and Community By Aune, Burt & Gennaro</p> <p>CODE B102 \$35</p>		<p>Behavior Solutions for the Inclusive Classroom By Aune, Burt & Gennaro</p> <p>CODE B36 \$35</p>		<p>More Behavior Solutions In and Beyond the Inclusive Classroom By Aune, Burt & Gennaro</p> <p>CODE B37 \$35</p>	

<p>Aspergirls By Rudy Simone</p> <p>CODE B64 \$35</p>		<p>Kids in the Syndrome Mix By Martin L Kutscher MD</p> <p>CODE B91 \$35</p>		<p>Ten Things Every Child with Autism Wishes You Knew By Ellen Notbohm</p> <p>CODE B43 \$35</p>	
<p>Asperger's Syndrome: A Guide for Parents and Professionals By Dr Tony Attwood</p> <p>CODE B12 \$40</p>		<p>The Complete Guide to Asperger's Syndrome By Dr Tony Attwood</p> <p>CODE B13 \$55</p>		<p>The CAT-Kit By Dr Tony Attwood</p> <p>CODE O06 \$300</p>	
<p>Exploring Feelings By Dr Tony Attwood</p> <p>CBT to Manage Anxiety CODE B21 \$40</p> <p>CBT to Manage Anger CODE B22 \$40</p>		<p>Starving the Gremlin Series For Ages 10+ By Kate Collins-Donnelly</p> <p>Anxiety B106 \$35 Anger B107 \$35 Stress B108 \$35</p>		<p>Starving the Gremlin Series For Ages 5-9 By Kate Collins-Donnelly</p> <p>Anxiety B109 \$35 Anger B110 \$35</p>	
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<p>The Panicosaurus By K I Al-Ghani</p> <p>CODE B39 \$35</p>		<p>The Red Beast By K I Al-Ghani</p> <p>CODE B38 \$35</p>		<p>Disappointment Dragon By K I Al-Ghani</p> <p>CODE B41 \$35</p>	
<p>Inside Asperger's Looking Out By Kathy Hoopmann</p> <p>CODE B09 \$30</p>		<p>All Cats Have Asperger Syndrome By Kathy Hoopmann</p> <p>CODE B10 \$30</p>		<p>All Dogs Have ADHD By Kathy Hoopmann</p> <p>CODE B14 \$30</p>	
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<p>Time Timers</p> <p>20 cm Time Timer CODE TT1 \$60</p> <p>7.6 cm Time Timer CODE TT2 \$45</p> <p>Time Timer Plus CODE TT5 \$75</p>		<p>Token Reward Systems</p> <p>Small – 5 tokens CODE O01(S) \$5</p> <p>Large – 10 tokens CODE O01(L) \$10</p>		<p>Portable Schedule with Digital Timer</p> <p>CODE O02 \$15</p> <p><i>Visuals not included.</i></p>	
<p>Sensory Mat CODE ST33 \$35.00</p> 	<p>Emotichew Bangle CODE ST38 \$15.00</p> 	<p>Grip Stixx CODE ST13 \$12.00</p> 	<p>Chew Stixx CODE ST34 \$12.00</p> 	<p>Chewy Tubes CODE ST11 \$12.00</p> 	
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Order online or download
an order form at
www.suelarkey.com



Complete the order form
and post it to:

Education Events PTY Ltd

PO Box 20

Artarmon, NSW 1570



OR fax your order to:

1300 656 408

MAKING PAYMENTS:

There are four easy ways to make
payment:

- credit card
- by cheque
- on invoice by direct credit,
cheque or credit card

BOOKS ON APPROVAL:

Schools may order books on
approval for 14 days.

School to Work Transitions for Young People with Autism Spectrum Disorder

It is very important we start preparing student for post school options. A great starting point is getting teenagers involved in volunteer work. The school holidays are a great time to volunteer, checkout the volunteer websites as they have many options available. Jeanette Purkis has written a fantastic book *The Wonderful World of Work* and has kindly written a tip sheet for this Newsletter.

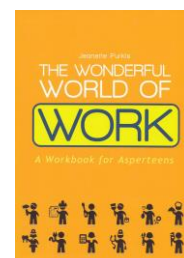
1. Start the conversation around employment with the young person early. Ideally, this should happen when they are 13 to 15 years old. That way, the transition from education to work will be less scary and unpredictable.
2. Ascertain the young person's anxieties around working and address them. Once again, the earlier this happens, the better.
3. Focus on the young person's potential and strengths rather than their problems and deficits.
4. Work on building the young person's sense of self-esteem and self-worth.
5. Education is very important in terms of success in the workplace. Try not to view education as a trajectory from school to university to professional job. Instead, see it as a journey, encourage the young person throughout their education journey, whatever they decide to study.
6. Help the young person find a mentor. A good candidate might be an employed person with ASD that the young person admires and/or enjoys spending time with.
7. Encourage a positive view of employment. Give some examples of employed and influential autistic people such as Temple Grandin or Anita Lesko.
8. Have a 'career day' where the young person can talk to different people about their jobs. People could be drawn from your own friends and relatives.
9. Think about what kinds of jobs your child or student might be good at and enjoy. You can approach businesses and create a job for them based on their strengths rather than having them apply for advertised jobs which may be inappropriate.
10. Talk about workplace communication. Practice using role plays if you like.
11. Do some research about disability employment service providers in your local area. Be proactive and encourage the employment service to engage with your child/student.
12. You can work through *The Wonderful World of Work: A Workbook for Asperiteens* with the young person.

Check out Jeanette's Tip Sheet: **Success in Employment – Tips for Asperiteens** – download free on www.suelarkey.com

Recommended Resource

The Wonderful World of Work By Jeanette Purkis

Full of practical information, engaging activities, fun illustrations and inspiring personal stories, this hands-on workbook demystifies the world of work in order to help teenagers with ASD feel confident in their ability to be successful at their studies and get a job and encourages them to think about careers that might suit their skills and interests.



CODE B119 \$40 (incl P & H)

Challenging Behaviour

Over the years I have seen many children who were never aggressive become aggressive. This often seems common at around age 8 or puberty. Parents and Educators alike find this change in behaviour very distressing, and often need to turn to more comprehensive behaviour books to help find solutions.

Recently I have read two books that are full of great information to consider if you are have challenging behaviour and your traditional strategies are not working. According to John Clements, author of *People with Autism Behaving Badly*, sudden behaviour change tends to fall into four categories:

1. Medical problems: This can include seizures, headaches, sinus pain, allergies or gastrointestinal difficulties (I have seen this with constipation with a number of students over the years). He also mentioned mental health issues in this section. (See pg 25, 26 for more in depth information).
2. Trauma. This can include bullying, teasing, car accident, abuse, etc. (See pg 27 for more info)
3. Changes in Physical Environment This can include something that may seem small such as painting their room, moving furniture or change in lighting.
4. Changes in Social Environment: Loss or grief. Please note John Clements discusses this can be a delayed response up to six months after the loss of someone close. (I have seen this when parents separate too, where the behavioural change start months after the separation.)

The book includes some great strategies to respond to escalation from reflection (acknowledge their upset), problem solving (find out the reason), distraction (shift attention), calming (reduce arousal), positive redirection (assertive engaging), and authoritarian control. (See pg 36, 37 for more information about the strategies).

Once the incidents are underway there are a number of options from do nothing, clear the area, move the person, call for support, blocking and holding. (See pg 38).

After reading the book *People with Autism Behaving Badly* here is an example of a plan for a student which has been very effective:

- Sometimes behaviour is about getting a response – so stop responding!
- If X is hitting glass say “X hitting the glass is dangerous. The glass may break and you will get hurt. Put your hands on yourself.”
- X needs to know he is loved/liked. He needs to know we are not abandoning him and that we are here to support him through this difficult time.

- Once X appears to be calming from an incident do NOT talk to him, do not give him praise for calming as this pushes him back into aggressive mode. Stay quiet and carry on with what you were asking him to do. MUCH later you can tell him you are pleased he made a good choice about his behaviour.
- When X is calm and in a happy mood, encourage social interactions with everyone – siblings, peers, other adults. X may be experiencing a lack of social connectedness due to his behaviour and this can in turn be escalating the behaviour.
- Use authoritarian control and have this backed up by a second adult if needed. Be confident – if you aren’t then he will detect this and play on it. Use a strong voice and staunch body language. Tell him WHAT to do. Say “X stop that right now. X your bad behaviour will not be tolerated. X sit down (or walk away).”

The Debate on Restraint

Often at my workshops when I mention my concerns about restraining children, educators and parents approach me concerned they have been advised to restrain/hold a student during a meltdown. The worries I have about this approach are:

- Restraining a person in a meltdown typically escalates their aggression rather than subdue it.
- Adults can be hurt as most children have lost cognitive functioning and can be very strong in the final stage of a meltdown.
- Older children often seek the “physical restraint/holding” or become violent as that is what they have experienced in the past.
- Legally children on the spectrum have the same “human rights” and we need to be very careful not to break their rights.

I am particularly thrilled the new book *Autism Spectrum Disorder and De-Escalation Strategies* addresses my concerns and provides physical interventions as a last resort, within a legal framework. I highly recommend you read this book if you are wanting more advice on physical intervention and legalities as well as some great positive behaviour interventions.

“De-escalation is more often than not subtle, good child management. When staff de-escalate well, it is almost like the child doesn’t realise it”

(Pg 26 of ASD and De-Escalation Strategies)

Fantastic Books to Support Challenging Behaviour

People with Autism Behaving Badly

By John Clements

Offers effective, long-term strategies to help resolve common problem behaviours such as physical aggression, self-injury, verbal abuse, rudeness and property damage. Organised around the common messages conveyed by behaviours and some of the underlying issues that drive these messages.

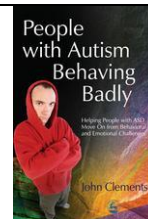
CODE B60 **\$35 (incl P & H)**

Autism Spectrum Disorder and De-Escalation Strategies

By Steve Brown

Discussing a variety of de-escalation and behaviour management strategies, this book offers practical guidance on using non-physical and physical interventions to support children (aged 3-18) on the autism spectrum or with emotional, social and behavioural difficulties, and to keep them and others safe.

CODE B136 **\$35 (incl P & H)**



7 Common Signs of Executive Function Difficulties

There are several key skills involved in executive function. Children may not struggle with all of them to the same degree. It is important to identify which areas the child needs supports. Often children with a diagnosis of ASD, ADHD or ADD have difficulties with executive functioning. (If the child has had assessments by Psychologist it is worth checking, if areas were identified in the testing to help guide you).

Executive function skills include difficulty with:

1. *Emotional Control* – i.e. struggle with emotional control, often have trouble accepting negative feedback. May overreact to little injustices. Often struggle to finish a task when something upsets them (i.e. mistakes).
2. *Impulse Control* – i.e. calling out, rushing through activities without checking, inconsistency with following rules.
3. *Planning and Prioritising* – i.e. difficulty deciding the steps needed to reach a goal order of importance. May not know how to start planning a project and become easily overwhelmed trying to break tasks into smaller chunks. Often may have trouble seeing the main idea and easily go off topic.
4. *Organising* – i.e. ability to keep track of information and things. Organisational issues are constantly losing or misplacing things. They can't find a way to get organised even when there are negative consequences to being disorganised.
5. *Task Initiation* – i.e. struggle with issues with planning and prioritising too. Without having a plan for a task, it's hard to know how to start. Can come across as lazy or as simply procrastinating. But often they're just so overwhelmed they freeze and do nothing.
6. *Flexibility* – i.e. inflexible thinking in very concrete ways and take things literally. They don't see other options or solutions. They find it difficult to change course.
7. *Working Memory* – i.e. inability to hold information in their mind and use it to complete a task. Struggle with multi-step tasks, remembering directions, taking notes or understanding something you've just explained to them.

What to do:

- Visuals (the more the better) – colour code, visual plans for assignments, mind maps, take photos to show them how their desk, locker should look.
- Picture sequences or write down steps and directions – get them to tick off as they do each one.
- Transition supports – pre-warn about change using a timer, use transition cues like a bell or announcement, use transition objects (something to carry to remind them where going can be a visual or object or sensory tool).
- Modelling or guiding the child what to do – show and use assistance to support the child to do the actions of what is required.
- Routines – packing bag, pencil cases, book marks in books, diary for homework.
- Systems – i.e. put notes in plastic sleeve in same part of bag every time.
- Minimise – reduce clutter by having containers, drawers, extra shelving. Ensure labelled so return to correct place.
- Stop, Check, Reflect. It is very important when using this strategy they know what to “check,” this is where visuals can be helpful.
- Time management (Time Timers, Digital Schedules).
- Scheduling with timer – break routines into steps or tasks to complete in certain times (see Time Timers pg 7).
- Limit choices (see pg 11).

What doesn't work:

Withholding favourite activities or punishment. These children have a genuine problem with executive functioning. It's not a choice. They need to be supported to accomplish the challenges they face. (Adapted from pages 70-75 of *Executive Function “Dysfunction”*). For example: I had a parent contact me who was frustrated as her daughter kept forgetting her homework, so she took away her daughters iPad if she forgot to bring her homework home. It made no difference, she still forgot her homework.

Fantastic Website: www.freeology.com
Free graphic organisers including visual templates for writing tasks.

Recommended Resources

Executive Function “Dysfunction”

By Rebecca Moyes

Containing a wealth of helpful information as well as tried-and-tested strategies, this is the perfect book for parents and educators of children with executive function difficulties. Using real examples, the author describes how difficulties in these areas may manifest, and offers practical hints, tips, and accommodations for supporting children both in and out of school.

CODE B114 **\$35 (incl P & H)**

We have a wide range of NEW books on ADHD:

The Elephant in the Room by Letitia Sweitzer
Step by Step Help for Children with ADHD
ADHD – Living Without Brakes by Martin L Kutscher
Organise Your ADD/ADHD Child by Cheryl R Cater
ADHD Homework Challenges Transformed by Harriet Hope Green
Kids in the Syndrome Mix by Martin L Kutscher

CODE B124 **\$40 (incl P & H)**
CODE B125 **\$35 (incl P & H)**
CODE B126 **\$30 (incl P & H)**
CODE B127 **\$25 (incl P & H)**
CODE B128 **\$25 (incl P & H)**
CODE B91 **\$35 (incl P & H)**



Choice Making

Choice making is difficult for students. It requires problem solving and understanding the consequences of the choice. For instance if they make the wrong choice they are stuck with an activity they don't like. This is why children tend to choose the same activity over and over again and insist on sameness. Another reason they sometimes choose the same activity is they like perfectionism. By doing the same activity they know how the activity looks, works and finishes. This makes them happy whereas unknown activities are unpredictable and can be scary.

CHOICE MAKING

"I only ever gave Daniel two choices. He could wash the dishes now or in 10 minutes. There were no other choices to make. The end result was always going to be the same, but Daniel had some control over the choice." - Anna

Key Strategies in Choice Making

- Show the child what to do if they make the wrong choice: e.g. put the book back on the shelf, rather than throwing it and choose something else
- Show the child how to make choices
 - Start with easy choices such as one thing they really love and one thing they are not too keen on
 - Always start with only two choices
- Use a Choice making board with visuals.
- Make a chart of things that they like and don't like e.g. use food as an example as they are normally very clear of what they like and don't like in food.
- If they are perfectionists show the child what to do if they make a mistake and encourage having a try at new activities.
- Use the "First, Then..." or "When, Then..." or "Now, Next, Later" to encourage them to try new activities. Always put their favourite activity last as a built in reward for trying new activities.

My Name is:

Now	Next	Later
<input type="text"/>	<input type="text"/>	<input type="text"/>
.....

- Always explain how to use any visual that you put into place. Don't just expect the child to know how to use it.

New Activities

Sometimes it is important to encourage children to try a new activity without giving them a choice. In our experience sometimes when a child tries a new activity they love it.

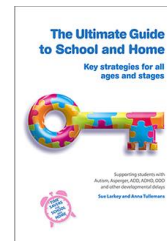
Excerpts from The Ultimate Guide to School and Home by Sue Larkey and Anna Tullemans.

The Ultimate Guide to School and Home

By Sue Larkey and Anna Tullemans

Key strategies for all ages and stages. Over 500 practical strategies and time savers for school and home

CODE B96 **\$50**



Growing Up Autistic

Recently on my Facebook page I posted "Growing Up Autistic: 10 Tips for Teenagers with Asperger Syndrome or Mild Autism" by Chris Bonello. It had a huge response and Chris has kindly given me permission to put the full article on my website. Parents, educators and teens all found the article very helpful so please, if you didn't see it, take a moment to read and share with anyone who may benefit.

"If you're growing up on the spectrum, this article was written for you. I grew up with mild autism myself: I struggled with isolation, I struggled with understanding other people, and I struggled with other people not understanding me. So, from one autistic to another, here is my honest advice to you."
Chris Bonello

Top 10 Tips for Growing Up on the Autism Spectrum

1. Whatever you're going through, you are not alone.
2. The only person who can decide who you are is *you*.
3. Sometimes your pace and methods will be different, and that's totally fine.
4. Once your school days are over, they're over forever.
5. Find the places where you can play to your strengths.
6. Don't blame yourself for things that aren't your fault.
7. If you need help, ask for it.
8. Everyone else finds things difficult too.
9. I'd rather be happy than normal.
10. Remember how much you're loved.
11. Finally, listen to other people's advice.

Read the full article by Chris Bonello on my website at www.suelarkey.com



Like Like this quote? Then be sure to join my Facebook page for ongoing tips and inspiration like this.

Dr Tony Attwood 2015

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.

I'm very excited to have several dates added for Tony to travel to more Australian cities and towns.



Book your place NOW and pay closer to the workshop.

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Endorsement Provider



Endorsed Provider of NSW Institute of Teachers & Australian Professional Standards (for more information refer to flyers on website).

New Updated Website

My website has recently been updated and new tip sheets have been added. Visit www.suelarkey.com

E-Newsletter

Wanting to switch from the postal newsletter to the online Newsletter? Simply complete the form on the home page at www.suelarkey.com or email dearne@suelarkey.com to be removed from our postal database. We'll then email you a link to download the Newsletter when it is released. You will also receive regular e-zines full of practical strategies and top tips.

If you switch before 1 December 2015 you will go into the draw to win two places to a Term 1 2016 Sue Larkey workshop of your choice anywhere in Australia. See online for terms and conditions

2015 Workshops

New South Wales

Tamworth	Fri 24 July
Newcastle	Thurs 30 July
Ryde	Fri 31 July
Campbelltown	Fri 7 August
Orange	Mon 10 August

Victoria

Ballarat (Tony Attwood)	Wed 19 August
Mulgrave (Tony Attwood)	Fri 21 August
St Kilda	Thurs 10 September

Queensland

Rockhampton (Tony Attwood)	Fri 28 August
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South Australia

Adelaide	Fri 11 September
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Western Australia

Perth (Tony Attwood)	Fri 4 September
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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 For more workshop dates and locations visit www.suelarkey.com

Facebook



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

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.

