

Making it a success with Sue Larkey

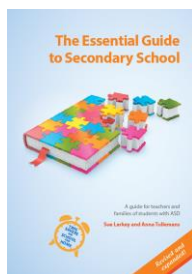


Practical strategies for home and school for Autism Spectrum Disorders – **FREE!**

NEW Revised and Expanded Book: The Essential Guide to Secondary School

As there are so many more students currently accessing Secondary School, I have had many requests for strategies for Secondary School – so Anna Tullemans and I have revised and expanded *The Essential Guide to Secondary School* and sourced a bigger range of books for parents of teenagers, for teenagers themselves and for schools (see page 8).

I highly recommend you start implementing these strategies from Year 5 onwards to ensure they are in place prior to starting secondary education.



We have written this book as we see that education staff are very busy and required to support students with a large range of needs. We have provided quick tips, proformas, photocopyable pages and practical examples to help teachers and teacher assistants. By following the ideas in this book you will be able to help individual students with ASD reach their full potential.

This book is intended to guide you to create an 'inclusive' supportive school environment for everyone. We are using the definition of 'inclusion' according to the Salamanca Framework, International Framework for Inclusion: "The fundamental principle of the inclusive school is that all children should learn together, wherever possible, regardless of any difficulties or differences they may have."

3 Essential Criteria for Inclusion:

To be effective inclusion must include all three of the following areas. Support of:

1. Staff: The whole school must understand the individual student.
2. Students: The other students must understand that everyone is an individual and support each other's' individual differences. (See Newsletter pg 2&3)
3. Parents: There must be support and understanding from ALL parents in the school community.

Term 2's Newsletter will be a FREE E-book

with lots of strategies to increase engagement and participation!

Rather than being posted, Term 2's Newsletter will be an online FREE e-book with lots of strategies to increase engagement and participation through all ages and stages. Whether at home or at school – encouraging the child to engage and participate is important.



To ensure you get your free e-book simply sign up online at www.suelarkey.com.au

Issue 40, February 2016

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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



How to Make the Biggest Difference in 2016

Acceptance is the key to making a difference. When people understand that a child with ASD learns differently and needs different supports I see the **BIGGEST** difference for the child, family and school.

There are three parts to understanding the ASD diagnosis:

1. When to Tell a Child
2. What to Tell a Child
3. Who and How to Tell (Talking to Class, Peers)

Part I: When to Tell the Child

Dr Tony Attwood recommends you tell the child around seven years of age or when they start noticing difference.

“Diagnosis for my son opened a whole lot of self-acceptance for him. He realised that although he always felt different, that there was a group of people who are the same as him. We viewed diagnosis as a tool to help us and others best help our son. School has been very supportive, and family have had greater understanding of the ‘weird things’ that my son has done.” Jenny

Part II: What to Tell a Child

Dr Stephen Shore has a wonderful video* you can watch on my website that gives a ‘Four Step Approach’ to telling a child they have ASD. He believes **not** telling children can have a negative effect on self-esteem as they already notice their differences they just don’t know ‘what it is!’ He answers a range of questions including: When to tell? Will they use as an excuse? How to explain to siblings? I have summarised the video below:

*To view the video go to www.suelarkey.com.au and click on ‘Videos and Links’. *Dr Stephen Shore: Should you tell your child about his/her autism diagnosis?*

Four Step Approach:

1. Talk about strengths and challenges of an ASD diagnosis.
2. Lining up strengths and challenges and seeing how strength can accommodate challenge.
3. Non-judgmental comparison – looking at other people’s strengths and challenges and how they use their strengths.
4. Revealing diagnosis. Explain scientists and doctors have done studies and these characteristics have been given a name called Autism/Asperger’s.

Note: This is actually not telling them something they don’t already know. You are giving a framework of understanding.

Self-knowledge is a process that continues throughout a person’s life. Do not try to explain everything you know about ASD all at once. Continue the discussion as the child matures.

Knowledge is precursors to helping children learn to advocate for themselves. They must understand their strengths *and*

challenges – and what can help. Help them learn when and how to ask for help and who to turn to when they need assistance. Educating key people in their life is also a necessity, so they understand ‘why’ and ‘how’ to help.

Part III: Talking to Class, Peers

As an educator I believe talking to all children about ‘differences’ at the start of the year when setting up the class expectations is vital. Otherwise you will probably get questions and comments from children wanting to know why some accommodations may be made for students with ASD that won’t be available to them. It makes sense that all children have an understanding of ASD. Just like we teach children about food allergies, asthma, cultural difference we need to educate whole communities about ASD.

9 Key Strategies to Promote Understanding in the Classroom

1. You must first have permission from parents to discuss the child’s ASD in the classroom.
2. Conduct the ‘My Life in a Box’ activity. This is a fantastic activity for the whole school. ‘My Life in a Box’ is where for News each child brings in a box with objects that tell us about themselves e.g. favourite book, places they have been on holidays, favourite food, favourite colour, sport, pets, etc. If the child has ASD or has a sibling with ASD they can include a book about ASD to read to the class. It is VERY important they talk about all the other interests they have first and then say “I have Autism/Aspergers”, or “My brother, sister, cousin, etc has Autism/Aspergers.” Encourage ALL students to bring in epi-pens, asthma puffers, cultural objects or family traditions so everyone has something ‘different’.
3. Explain ASD at the right level for the class. (I highly recommend *All Cats Have Aspergers* – early years to secondary love this book).
4. Give real life explanations about the sensory issues that students experience such as touch, movement, smell, etc. *“When Johnny walks out the door at lunchtime he finds it hard when people touch him as he moves. When he is bumped into accidentally he may push you away.”*
5. Read stories to the class and explain the issues discussed in the book and relate them to what the students see in the student with ASD. (I highly recommend *Can I Tell You About.... Aspergers / Autism / ADHD* – a great series of books).
6. Explain how and why the child may play differently to other children. Give children strategies to encourage someone with ASD to play with them.
7. Explain how children with ASD *need* sensory tools in the classroom.
8. Explain *how* to be a friend to someone with ASD.

“My son (8yrs at the time) wrote a book titled ‘My Asperger’s’. He read it to the class. The school library published it, and it is still on the shelf today. An amazing and supportive school community.” Charmaine

For more information download my free Tip Sheet ‘Promote Understanding in the Classroom’ from www.suelarkey.com.au.

AUTISM SPECTRUM DISORDERS: *Strategies for home and school*

Help Children Embrace Difference

With better understanding about difference, children learn to *Embrace Difference to Make a Difference*. Make time to share a book with your class, family, and community about Autism Spectrum Disorder (ASD). Books are a fantastic way to communicate the complex nature of ASD and help EVERYONE understand.

These books provide a valuable resource for:

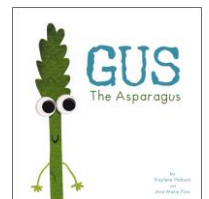
- ✓ Teachers wishing to convey to their students the behavioural characteristics of children with ASD.
- ✓ Families to share with child with ASD, siblings, cousins and extended family.
- ✓ Preschools and schools wanting to discuss diversity and explain ASD.
- ✓ Increasing tolerance and understanding of children who think and behave different to their peers.
- ✓ Supporting children with ASD, to understand ASD and that it is okay to be different.

Great Resources for Talking to Children About ASD

Gus the Asparagus: By Kaylene Hobson and Ann-Marie Finn

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

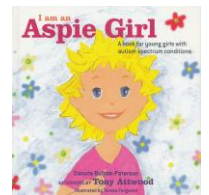
CODE B143 **\$25.95 (plus P & H)**



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.

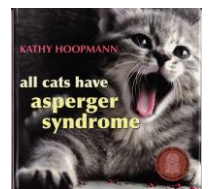
CODE B144 **\$25.95 (plus P & H)**



All Cats Have Asperger Syndrome: By Kathy Hoopmann

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

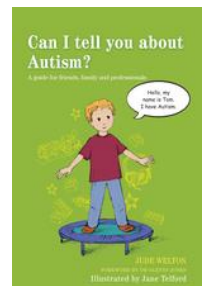
CODE B10 **\$25.95 (plus P & H)**



Can I Tell You About Autism: By Jude Welton

Meet Tom – a young boy with autism. Tom invites readers to learn about autism from his perspective, helping them to understand what it is and explaining the challenges he faces with issues such as social communication, sensory overload and changes in his routine. Tom tells readers about all the ways he can be helped and supported by those around him. This beautifully-illustrated book is ideally suited for readers age 7 and upwards, and will be an excellent way to increase understanding about autism, in the classroom or at home. It also includes clear, useful information for parents and professionals.

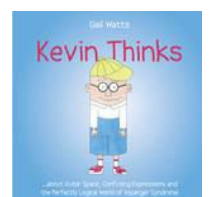
CODE B31 **\$22.95 (plus P & H)**



Kevin Thinks: By Gail Watts

Kevin Thinks is the story of a boy with Aspergers Syndrome who sees the world a little... differently! His quirky observations will strike a chord with all those who are familiar with AS, from his special interest in outer space and his aversion to itchy clothes, to his (mis) understanding of non-literal expressions and his tendency to say exactly what he thinks, regardless of the consequences, whilst the accompanying illustrations reveal what is really happening from a neurotypical point of view, to often hilarious effect.

CODE B70 **\$25.95 (plus P & H)**



AUTISM SPECTRUM DISORDERS: *Strategies for home and school*

Why Use iPads and Apps for Autism

The iPad provides a wonderful visual tool for kids with ASD and most have strengths in visual areas compared to other areas. In addition the iPad activities are repetitive, logical, self-paced and engaging.

It can be confusing to use the iPad for many uses. For example, if a child watches movies on their iPad they may have difficulties to use it for something other than entertainment when they are at school. You may need an iPad for learning and another iPad for fun.

14 Key Strategies for Managing iPads and Tablets

1. Decide if your goal(s) are education, communication, entertainment, motivation, organisation and/or relaxation.
2. Establish rules and put boundaries in place around their use to ensure it is used appropriately. Use the settings on the iPad which has inbuilt capabilities to restrict the users access. iPads must be monitored to achieve the best outcomes. Have rules, routines/schedules around *when* and *what* they will be doing on the iPad.
3. They will not like stopping in the middle of a game so it is important you can save games, or they learn to check how long a game is before they start it.
4. Even if bought primarily for your child, refer to the iPad as yours. This makes it easier to control access to the iPad as it appears not to belong to the child. However, if the iPad is being used as a communication device the child needs access to it at all times. Consider having rules about when and where they can access the iPad. Many families have a rule where it goes at bedtime.
5. Put Apps into categories 'Home', 'School', 'English', 'Maths', 'Games' as many children see the iPad as 'fun' they can't always distinguish between a game and an educational tool.
6. Choose Apps that complement the child's IEP (Individual Education Plan) – the iPad is an ideal way of reinforcing school learning as well as providing opportunities for other learning. See book *Apps for Autism* which saves hours of time looking for Apps and wasting money on wrong Apps. The book reviews the best Apps and how can they be used for learning.
7. Download the Apps from iTunes onto your main computer. Sync across to the iPad. You can then control how many your child has access to at any one time.
8. Don't assume that because the name Autism appears in the title or the App is listed in a list of Apps for autism that the App is suitable for children on the spectrum. It may just be a marketing tool.
9. Ensure the student can transfer skills from iPad to paper. If they are learning times tables or spelling words ensure they can do them in their workbook as well.
10. Use the iPad to teach social skills – turn taking, losing games, use the camera to video social skills.
11. Use the 'lock' function to stop them consistently clicking out of Apps they don't want to do. Especially when using for educational purposes.
12. Use for building skills and accommodating – handwriting, voice recording, etc.
13. Use a stylus for writing activities on the iPad. AluPen is a chunky hexagonal pencil-like stylus; thinner styluses are available for older children.
14. Buy a strong case. There are a number available. Griffin Survivor, Otterbox, Koosh and Lifeproof.

"The addition of an iPad was a game changer in my son's education. He literally went from having to rely on the TA/teacher for note taking and dictation of long writing assignments to doing all writing himself within one week. His writing capabilities have increased as well as his independence and self-esteem. While this is only one example of how technology can change a child's life, it points out that the IEP team should always be looking at ways to incorporate technology to make a child's learning more effective and easier, thereby reducing frustration and potential behaviors".

Autism? There's an App for that!

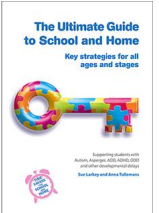


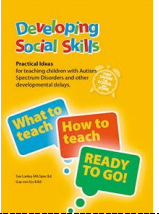
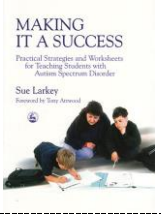
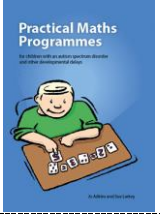
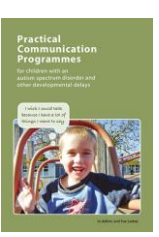
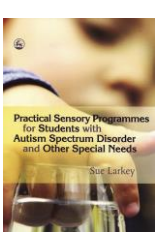
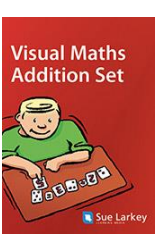
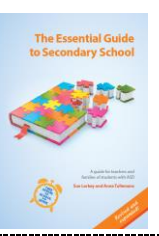
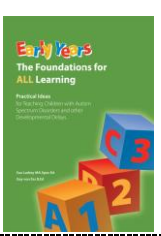

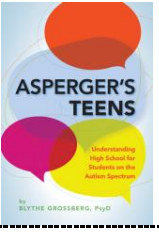
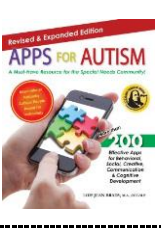
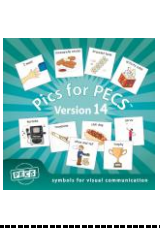
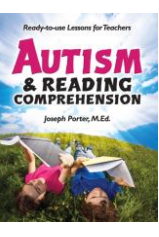
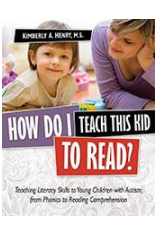
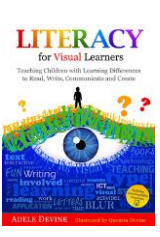
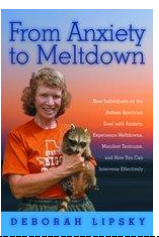
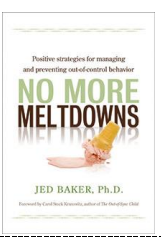


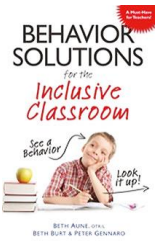
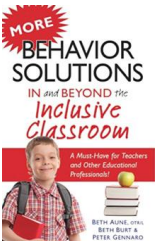
Apps for Autism: By Lois Jean Brady

Revised and expanded! There are more than 200 Apps for autism, and this book will guide you through them so you can confidently utilise today's technology to maximise your child or student's success! The author believes that all persons on the spectrum can learn how to use technology in a way that is relevant to them. She shares important tips on how to use Apps responsibly and effectively by maintaining a child-centred, team approach to teaching and learning, taking into account the individual's interests, strengths/challenges, vision, motor planning, attention, sensory processing, memory, cognitive ability, environment, and access to tools.

CODE B48 \$59.95 (plus P & H)



RESOURCES: *Recommended teaching resources*

<p>The Ultimate Guide to School and Home By Sue Larkey & Anna Tullemans</p> <p>CODE B96 \$44.95</p>		<p>Teacher Assistants Big Red Book of Ideas By Sue Larkey & Anna Tullemans</p> <p>CODE B15 \$39.95</p>		<p>Teacher Assistants Big Blue Book of Ideas By Sue Larkey & Anna Tullemans</p> <p>CODE B16 \$39.95</p>	
<p>Developing Social Skills By Sue Larkey & Gay von Ess</p> <p>CODE B18 \$39.95</p>		<p>Making it a Success By Sue Larkey</p> <p>CODE B01 \$39.95</p>		<p>Practical Maths Programmes By Jo Adkins & Sue Larkey</p> <p>CODE B07 \$39.95</p>	
<p>Practical Communication Programmes By Jo Adkins & Sue Larkey</p> <p>CODE B19 \$39.95</p>		<p>Practical Sensory Programmes By Sue Larkey</p> <p>CODE B05 \$44.95</p>		<p>Visual Maths Addition Set By Jo Adkins & Sue Larkey</p> <p>Magnetic Maths Cards</p> <p>CODE O07 \$49.95</p>	
<p>The Essential Guide to Secondary School By Sue Larkey & Anna Tullemans REVISED & EXPANDED</p> <p>CODE B02 \$44.95</p>		<p>The Early Years By Sue Larkey & Gay von Ess</p> <p>CODE B04 \$39.95</p>		<p>Tips for Toileting By Jo Adkins & Sue Larkey</p> <p>CODE B17 \$29.95</p>	
<p>Asperger's Teens: Understanding High School By Blythe Grossberg</p> <p>CODE B149 \$39.95</p>		<p>Apps for Autism By Lois Jean Brady</p> <p>REVISED & EXPANDED</p> <p>CODE B48 \$59.95</p>		<p>Pics for PECS CD</p> <p>CODE C02 \$59.95</p>	
<p>Autism and Reading Comprehension By Joseph Porter</p> <p>*INCLUDES CD*</p> <p>CODE B100 \$54.95</p>		<p>How Do I Teach This Kid to Read? By Kimberley Henry</p> <p>*INCLUDES CD*</p> <p>CODE B47 \$28.95</p>		<p>Literacy for Visual Learners By Adele Devine</p> <p>CODE B138 \$63.95</p>	
<p>From Anxiety to Meltdown By Deborah Lipsky</p> <p>CODE B59 \$39.95</p> <p>MUST HAVE BOOK!!!</p>		<p>No More Meltdowns By Dr Jed Baker</p> <p>CODE B26 \$24.95</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 \$24.95</p>		<p>Behavior Solutions for the Inclusive Classroom By Aune, Burt & Gennaro</p> <p>CODE B36 \$24.95</p>		<p>More Behavior Solutions In and Beyond the Inclusive Classroom By Aune, Burt & Gennaro</p> <p>CODE B37 \$24.95</p>	

For more information, to request a free catalogue or order online go to www.suelarkey.com.au

RESOURCES: *Recommended teaching resources*

<p>Aspergirls By Rudy Simone</p> <p>CODE B64 \$37.95</p>		<p>Kids in the Syndrome Mix By Martin L Kutscher MD</p> <p>CODE B91 \$43.95</p>		<p>Ten Things Every Child with Autism Wishes You Knew By Ellen Notbohm</p> <p>CODE B43 \$28.95</p>	
<p>Asperger's Syndrome: A Guide for Parents and Professionals By Dr Tony Attwood</p> <p>CODE B12 \$37.95</p>		<p>The Complete Guide to Asperger's Syndrome By Dr Tony Attwood</p> <p>CODE B13 \$50.95</p>		<p>Autism Spectrum Disorder and De-escalation Strategies By Steve Brown</p> <p>CODE B136 \$38.95</p>	
<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>	
<p>The Kids' Guide to Staying Awesome and in Control By Lauren Brukner</p> <p>CODE B111 \$35.95</p>		<p>How to be a Superhero Called Self-Control By Lauren Brukner</p> <p>CODE B142 \$35.95</p>		<p>Why Do I Have To? By Laurie Leventhal-Belfer</p> <p>CODE B46 \$22.95</p>	
<p>Socially Speaking By Alison Schroeder</p> <p>BOOK CODE B27 \$72.95</p> <p>BOARD GAME CODE O05 \$84.95</p>		<p>The New Social Story Book By Carol Gray</p> <p>*INCLUDES CD*</p> <p>CODE B61 \$49.95</p>		<p>How to Stop Your Words from Bumping into Someone Else's By Anna Tullemans & Rhonda Dixon</p> <p>CODE B08 \$29.95</p>	
<p>Building Sensory Friendly Classrooms By Rebecca Moyes</p> <p>CODE B132 \$28.95</p>		<p>Building Bridges Through Sensory Integration By Paula Aquilla, Shirley Sutton & Ellen Yack</p> <p>CODE B152 \$59.95</p>		<p>Songames for Sensory Processing By Aubrey Lande & Bob Wiz</p> <p>*INCLUDES CD*</p> <p>CODE B76 \$39.95</p>	
<p>Gus the Asparagus By Kaylene Hobson & Ann-Marie Finn</p> <p>CODE B143 \$25.95</p>		<p>I am an Aspie Girl By Danuta Bulhak-Paterson</p> <p>CODE B144 \$25.95</p>		<p>Can I Tell You About Autism? By Jude Welton</p> <p>CODE B31 \$25.95</p>	

RESOURCES: Recommended teaching resources

The Panicosaurus

By K I Al-Ghani

CODE B39 **\$33.95**



The Red Beast

By K I Al-Ghani

CODE B38 **\$33.95**



Disappointment Dragon

By K I Al-Ghani

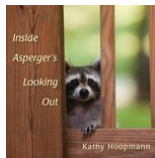
CODE B41 **\$33.95**



Inside Asperger's Looking Out

By Kathy Hoopmann

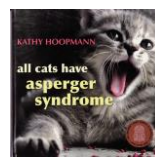
CODE B09 **\$25.95**



All Cats Have Asperger Syndrome

By Kathy Hoopmann

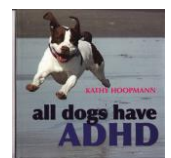
CODE B10 **\$25.95**



All Dogs Have ADHD

By Kathy Hoopmann

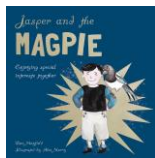
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Jasper and the Magpie

By Dan Mayfield

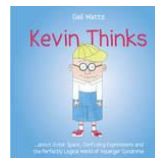
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Kevin Thinks

By Gail Watts

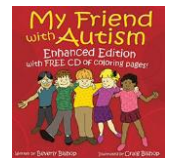
CODE B70 **\$25.95**



My Friend with Autism

By Beverly Bishop

CODE B55 **\$25.95**



Time Timers

20 cm Time Timer

CODE TT1 **\$60**

7.6 cm Time Timer

CODE TT2 **\$45**

Time Timer Plus

CODE TT5 **\$75**



Token Reward Systems

Small – 5 tokens

CODE O01(S) **\$5**

Large – 10 tokens

CODE O01(L) **\$10**



Portable Schedule with Digital Timer

CODE O02 **\$15**

Visuals not included.



Sensory Mat

CODE ST33 **\$50**



Emotichew Bangle

CODE ST38 **\$20**



Hexichew

CODE ST39 **\$25**



Chew Stixx

CODE ST34 **\$13**



Chewy Tubes

CODE ST11 **\$13**



Pencil Grips

CODE O03(C) **\$3.50**

CODE O03(PG) **\$3.50**

CODE O03 **\$3.50**



Chewigem Necklaces

DISC/DROP ST28 **\$25**

DOG TAGS ST30 **\$25**



Chewigem Bangles

TEEN ST31 **\$20**

CHILD ST37 **\$20**



15 Second Water Wheel Timer

CODE ST06 **\$4**



Chew Stixx Pencil Toppers (Pack of 2)

PLAIN ST25 **\$13**

SHAPES ST26 **\$13**



Stretch Frogs

CODE ST04 **\$3**



Punki Wrist Bands

CODE ST22 **\$3**



Thinking Putty

CODE ST03 **\$4**



Improbable Construct

CODE ST01 **\$6**



Slinky Key Chain

CODE ST07 **\$4**



Liquid Timer

CODE ST17 **\$10**



Sensory Stixx

CODE ST32 **\$13**



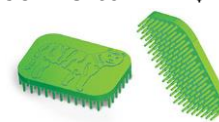
Figipod

CODE ST02 **\$15**



Tactile Tiger Brush

CODE ST35 **\$13**



Senso Brush

CODE ST12 **\$13**



Spinning Tops

CODE ST05 **\$1**



Twist Puzzle Key Chain

CODE ST21 **\$3**



Wooden Massager

CODE ST14 **\$4**



Water Balls

CODE ST10 **\$3**



Smiley Face Stress Ball

CODE ST23 **\$3**



HOW TO ORDER

RESOURCES:



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:

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.

Online Learning – NEW in 2016

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 1 Feb until 14 Feb 2016. To register go online to www.suelarkey.com.au

Increasing Engagement and Participation

Available 1 Feb until 14 Feb 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
www.suelarkey.com.au

Understanding Autism Spectrum Disorder: Teaching Strategies and Behaviour Support

Available 15 Feb until 28 March 2016.

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 www.suelarkey.com.au

At the completion of the course you will receive a certificate of participation.
Accredited with BOSTES (NSW) and TPI (ACT).

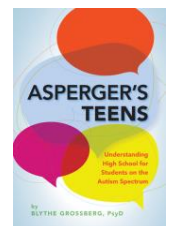
New Resources for Teenagers

Asperger's Teens: Understanding High School for Students on the Autism Spectrum

By Blythe Grossberg

"Find some fun ways to help yourself feel more comfortable and relaxed in high school – and better able to make friends, understand teachers, and get the grades you're capable of!"
Blythe Grossberg

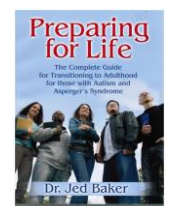
CODE B149 \$33.95 (plus P & H)



Preparing for Life: The Complete Guide for Transitioning to Adulthood for those with Autism and Asperger's Syndrome

By Jed Baker

Tackles a wide variety of issues across the spectrum, such as perspective-taking, nonverbal communication skills, conversational skills, and stress management.



CODE B150 \$49.95 (plus P & H)

AUTISM SPECTRUM DISORDERS: *Strategies for home and school*

Quick Results in Secondary School: 6 Key Strategies

In my experience one of the biggest challenges for staff and students is the number of staff involved with the student compared to primary school. Staff should endeavour to share what works and problem solve with the whole team. Reinforcement across all settings will build competence faster and will result in more success for staff and students.

1. Think of each student as an individual. Support the age appropriate interests* and raise expectations towards independence and peer level behaviour as much as possible. (See book pages 5 and 6)
2. Help the student build skills and independence. Nominate the behaviours/skills working on each week. Building competencies requires patience, setting priorities and establishing small goals to reach the desired outcome. (See book pages 14 and 16)
3. Understand where the student is at and problem solve what is impeding his progress. Then develop the teachable, scaffolding steps that will help him move forward. (See book pages 26, 39, 40 and 68)
4. Motivate to Success. Know what motivates a particular student. Knowing that this may be different to other typically developing students. Use this interest to focus attention on less interesting or non-preferred activities. (See book page 73)
5. Effort Expected = Reward Offered. Ensure that the reward is substantial enough for the student to want to extend their effort. As a student becomes more familiar and more competent with new skills, his confidence, interest and motivation will increase and the need for rewards will decrease. Unfortunately for many of these students we need to use substantial rewards to engage them, as unlike their peers, intrinsic rewards are often irrelevant. (See book page 73)
6. Small Steps of Success = Big Steps Forward. Shape behaviour by making small changes at a time and utilise reinforcement strategies, social (praise) as well as concrete (favourite activity). The reinforcement needs to have more value than the behaviour. (See book page 95)

*Age Appropriate Interests: Sometimes you need to replace earlier interests with new interests which can help build relationships with peers. Moving from Lego, to Minecraft, to computer games. Students need to be able to talk about the same topics as their peers. This is especially important in a mainstream classroom. The broadening of interests will encourage greater participation with others.

Homework

Keep in mind the very real stress and mental exhaustion that many of these students have at the end of the school day. The social aspect of school leaves them with an absence of breaks during the school day and for these students, school is for learning and home is for relaxation and time out. The ASD student needs downtime and that can usually happen at home where there is less pressure to constantly conform.

Be aware that often homework is completed but not handed in. This can be due to anxiety that it isn't good enough or the teacher didn't specifically request it and the student didn't automatically hand it in. This is where home and school communication is vital. We recommend that as soon as a student doesn't hand in homework contact the parents that day so it can be actioned immediately.

9 Essential Strategies for Homework

1. Arrange Learning Enrichment / Tutor / Teacher Assistant to help formulate a homework plan.
2. Only give two good resources from which to gather information.
3. Use a tutor (not parents) to help with the homework.
4. Choose which subjects require homework responsibilities, i.e. if he is good at maths he may not need to revise maths lessons with homework.
5. Find the right time and place (not straight after school. Give them time to relax, eat and drink e.g. do reader in the morning rather than the afternoon).
6. Keep homework short, with specific start and stop times.
7. Think quality not quantity. Choose a few selected questions that cover the most important content or main ideas to support the lesson.
8. Stay involved. Avoid doing the work for them. Give small rewards after doing a small amount of work or, reading and re-emphasising questions can sometimes help to get the right answer.
9. Parents: sometimes if you sit at the same table and do your own work it can encourage the child to do theirs.

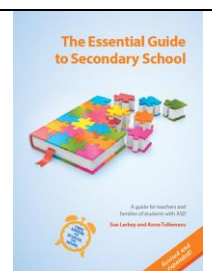
Excerpt from The Essential Guide to Secondary School by Sue Larkey and Anna Tullemans, page 58.

ALL NEW Revised and Expanded Version

The Essential Guide to Secondary School: By Sue Larkey and Anna Tullemans

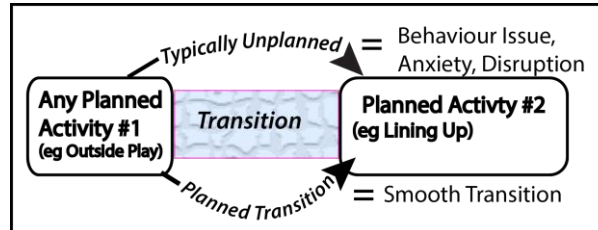
Revised and expanded in 2016. A practical guide to secondary school. Ideas for all staff, from curriculum engagement, accommodations, group work, homework, using technology, behaviour support, organisational skills to building independence. Includes proformas to photocopy and save you time. This book has over 100 pages of proven ideas and strategies.

CODE B02 **\$44.95 (plus P & H)**



Transition from One Activity to Another

Many children with ASD have difficulties accepting change and transition from one activity to another. In fact, most behaviour happens during change/transition. In my experience this is because it requires problem solving, choices and adults tend to use more verbal information instead of visual information. It can also be a time of movement and high noise level, which can cause sensory processing difficulties. Below I have listed some key times you may need to put in place strategies to support children during change.



Transition Example Activity / Behaviour	Structural Change Routine Change
Pack away / finish activity	Give five minute warning. Use a Time Timer so can visually see 'how long'. Use a visual schedule that shows what is happening throughout the day or use 'Now, Next, Later' visual to tell them when they will return to a preferred activity.
Choose an activity	Minimise the choices i.e. instead of a whole shelf of puzzles or books have two puzzles or two books. Give real choices e.g. do your homework now or after dinner.
Lining up	Have a set spot in the line, and set partner. This can change each week. Have the 'other child' be a supportive peer who will help them line up in the correct place. Let them stand with an adult or give a job to do e.g. hold equipment or count students.
Find a partner / friend	Set partner. Get the partner to go to the ASD child, so they don't have to find them. (Be careful using the word 'friend' as they may perceive they don't have any.)
Giving instructions to change activity	Use visuals to support language. Use Signing (everyone uses different gesture or words to mean pack away, so sign 'FINISH' which is more universal). Use pictures to support language (Pics for PECS is a GREAT and reasonably priced visual system, see page 5).
Sensory issues	Movement, noise, touch, smell can all create sensory issues for students with ASD. Be aware of any sensory triggers, i.e. whistle to stop activity, bell to go inside, touch at line, or tote boxes/lockers, singing at assembly, food smells at eating time. See sensory books page 6 to understanding sensory and strategies.
Feeling out of control / wanting control	A schedule helps them see and understand what is going to happen next. Schedules also help people with ASD to organise themselves and to plan ahead.
Sit on mat	Have set spot. Use a sensory mat to sit on (see page 7). Let them sit in teacher's chair or have a job to help the teacher.
Outside / inside Home / school	Often they are so involved in an activity they don't want to leave it. This is where the importance of timers, clocks, and pre-warning is VITAL. Always tell them when they will get to return to preferred activities i.e. "When you eat lunch, then you can"

Recommended Resources

Time Timers

Used as an interactive teaching tool, this class-room tested teaching aide reinforces the sense of elapsed time with a graphic depiction of the time remaining. The Time Timer can be used to set time limits, measure the duration of activities and train students to make better use of time available. They are the ideal solution for anyone who struggles with time – as time elapses the signature red disk disappears, creating a clear and simple picture of the time remaining. A great way to promote efficient time management at work, school and home.

NEW Time Timer MOD (comes with charcoal cover)
MOD Covers (available in blue, berry, or green)
Time Timer PLUS
20cm Time Timer (Large)
7.6cm Time Timer (Small)

CODE TT6 \$55 (plus P & H)
CODE TT7 \$10 (plus P & H)
CODE TT5 \$75 (plus P & H)
CODE TT1 \$60 (plus P & H)
CODE TT2 \$45 (plus P & H)



Sue Larkey's Ultimate DREAM TEAMS and Why

In my experience successful education for a child with ASD starts with a positive working relationship between home and school. One of the biggest challenges for parents/carers and teachers is to develop an effective relationship. It is in the interest of everyone involved – child, staff and families – that we create a positive partnership. This is created through teamwork, meetings, clear goals, regular communication and learning together.

When I looked back at who had attended my sessions I found a MISSING LINK! So few parents compared to teachers and teacher assistants. In 2016 I would love to see at my sessions 'Dream Teams': The Teacher, Teacher Assistant and Parents/Carers coming together for the overall benefit of the child with ASD.

"We are parents of 7 year old ASD boy. We have gone away with so much more knowledge and resources." Olivia

8 Key Strategies for Working with Families

1. Team work is the key to achieving desired outcomes. We are all on the same side. We all have the best interest of the child at heart. When we have the attitude that we are all on the same team, the child's team we view everything differently.
2. Share information, brainstorm ideas and learn together.
3. Ask questions. You should never be ashamed to ask questions. We are all there to help the child through life.
4. Brain storm ideas. Remember not every strategy works for every child so it is good to have a few ideas to try.
5. Keep it real. Be brave and honest about the child and their requirements.
6. Remember the child may act differently at home and at school.
7. Respect each other! Be appreciative of each other's efforts.
8. Ensure the child and family develop a good relationship with the Principal. An informed Principal can support staff, student and families. They can be a good mediator when issues arise at school and find resolutions whether it is funding, behaviour or breakdown in communication. Principals tend to be constant in schools, whereas teachers can change each year. When the Principal is on side everything else will flow. Remember usually on a bad day the child gets sent to the Principal who needs to understand the child for this to be an effective strategy.

Excerpt from The Ultimate Guide to School and Home by Sue Larkey and Anna Tullemans, page 113.

Top 12 Tips to Set Up for Success in 2016

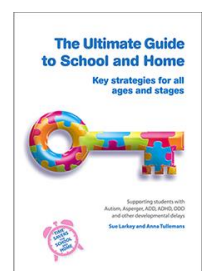
1. Understand their difference (strengths and challenges), accept their different way of thinking, learning, socialising, etc. (Great reference to understanding ASD is Dr Tony Attwood's books see page 6).
2. Break it down. Break tasks down into smaller parts and give them each step sequentially. If possible, give them a checklist to mark off as they do each step. Do NOT expect the children to multitask! Allow them extra time to get it done, but let them finish! It is important to finish one task before going to another.
3. Slow it down. Be aware of communication difficulties. Allow time to process verbal information, use visuals, and don't overload them with verbal information.
4. Use their special interests to motivate and engage – their strengths are motivated by their interest.
5. Show them what is expected and what is happening, then they have less need to fight for control (i.e. schedules, routines, timers).
6. Be careful how you use words, their literalness can mean they misunderstand you. Avoid words like 'could', 'would', 'can' as they perceive them as a choice. e.g. "Can you start work" can be seen as a choice.
7. Use visuals to support learning: schedules, photos, pictures, Pics for PECS, timetables, highlight key information, mind maps, etc.
8. Prepare by previewing. If possible 'preview' the learning ahead of time, to give a mental framework of what is being presented or what is next.
9. Check in regularly – don't wait for the student to ask for help – check in (learning, social and education).
10. Computers and iPads are enabling for so many people with ASD, they can help build connections and confidence. (See tips for iPad's on page 4).
11. They find it hard to see things from other people's perspective. This is known as 'theory of mind'. They might also find it hard to understand and predict other people's behaviour, and to understand how their behaviour affects others.
12. They often find it hard to recognise facial expressions and the emotions behind them. They may miss facial cues from adults about behaviour, or social cues from peers.

Top Selling Resource for School and Home

The Ultimate Guide to School and Home: By Sue Larkey and Anna Tullemans

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

CODE B96 **\$44.95 (plus P & H)**



WORKSHOPS

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 8 and to register go to www.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

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Endorsement Provider



Endorsed Provider of BOSTES (NSW) and TQI (ACT)
(For more information refer to flyers on website).

Facebook



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

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.au 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.

2016 Workshops

New South Wales

Albury	Thurs 18 Feb
Campbelltown (Tony Attwood)	Fri 11 March
Wagga Wagga	Thurs 26 May
Sydney (Sutherland)	Fri 27 May
Coffs Harbour	Fri 10 June

Victoria

Albury	Thurs 18 Feb
St Kilda	Fri 19 Feb
Bendigo	Fri 6 May
Moonee Valley (Tony Attwood)	Fri 3 June

Queensland

Mackay	Thurs 25 Feb
Brisbane (Chermside)	Fri 26 Feb
Cairns	Thurs 19 May
Townsville	Fri 20 May

South Australia

Adelaide (Morphettville)	Fri 4 March
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Australian Capital Territory

Canberra (Tony Attwood)	Fri 17 June
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Western Australia

Mandurah	Thurs 17 March
Joondalup	Fri 18 March

Tasmania

Hobart	Thurs 23 June
Launceston	Fri 24 June

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.



Sue Larkey
LEARNING MEDIA