

Making it a success!

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*Ten things every child with
Autism wishes you knew*

Teen years and beyond

*Inspiration and insight
from Dean Beadle*

*Passive playgrounds
and lunchtime clubs*

Eye contact and tracking

Autism and ADHD

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\$10 off**
selected titles
this month!



Making it a success with Sue Larkey



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

Best Support Comes from Understanding

Many of you would have heard me say “It takes a community to raise a child with ASD”. It is the support from home, school and the wider community that can truly make a difference – and make it a success. I strongly believe that UNDERSTANDING is a key element of this. In this Newsletter I have included a range of tips, information and resources to help you understand and support the children you know. I have included a number of INSIGHTS from parents and people on the spectrum as this is a wonderful way to increase understanding.

In this Newsletter I have included:

- Ten Things Every Child with Autism Wishes You Knew – written by a parent and provides great tips for school and home (Pg 2-3).
- Teen Years and Beyond – 10 Top Tips to Increase Success for Teens and Adults (P4-5).
- Inspiration and Insight from Dean Beadle who is touring Australia and NZ with me in term 3. Top 8 insights from his workshops in 2015 and Dean’s Top 10 Tips for Successful Education (Pg 7).
- Understanding ADHD and Autism – Nine Quick Tips to Help Kids Keep Cool and Calm (Pg 12).

If you haven’t had a chance to watch the free webinar this year make sure you sign up to watch between 25 July and 7 August 2-16. This is another great way to get some handy hints and strategies. For more information see page 9.

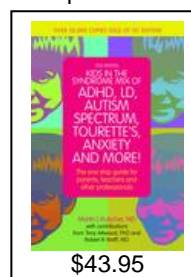
Great Resource to Increase Understanding What is ODD, SPD, NLD?

As professionals, parents and carers we often hear or read about a huge range of terms, acronyms and abbreviations. It can be very difficult to know what they all mean and what the implications are for the child. Which is why I love the book *Kids in the Syndrome Mix*. Having recently been updated (using DSM-5), it explains each term and gives easy to understand explanations. Plus a great chapter on the role of medications with summaries of current knowledge.

The Mix ranges from attention deficit hyperactivity disorder (ADHD), obsessive-compulsive disorder (OCD), and anxiety, to autism spectrum disorders (ASD), nonverbal learning disabilities (NLD), Tourette’s, sensory integration problems, and executive dysfunction.

A completely revised chapter on the autism spectrum by Tony Attwood explains not only new understanding in the field, but the new diagnostic criteria, and the anticipated usage of the term ‘Asperger’s Syndrome’. Dr Kutscher provides accessible information on causes, symptoms, interactions with other conditions, and treatments. He presents effective behavioural strategies for responding to children who display traits of these disorders – whether at home, at school, or in other settings – along with case vignettes and practical tips.

The author’s sympathetic yet upbeat approach and skillful explanations of the inner world of children in the syndrome mix make this an invaluable companion for parents, teachers, professionals, and anyone else who needs fast and to-the-point advice on children with special needs.



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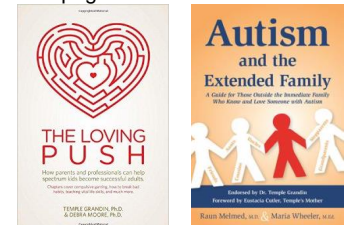
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New Resources

See page 9 to order



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

Sue Larkey

Autism Consultant



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

-Stuart Duncan

Sue Larkey
LEARNING MEDIA

10 Things Every Child with Autism Wishes You Knew

Reproduced with permission from Ellen Notbohm.

1. Behaviour is communication. All behaviour occurs for a reason. It tells you, even when my words can't, how I perceive what is happening around me.

Negative behaviour interferes with my learning process. But merely interrupting these behaviours is not enough. Teach me to exchange these behaviours with proper alternatives so that real learning can flow.

Start by believing this: I truly do want to learn to interact appropriately. No child wants the spirit-crushing feedback we get from 'bad' behaviour. Negative behaviour usually means I am overwhelmed by disordered sensory systems, cannot communicate my wants or needs, or don't understand what is expected of me. Look beyond the behaviour to find the source of my resistance. Keep notes as to what happened immediately before the behaviour: people involved, time of day, activities, settings. Over time, a pattern may emerge.

2. Never assume anything. Without factual backup, an assumption is only a guess. I may not know or understand the rules. I may have heard the instructions but not understood them. Maybe I knew it yesterday but can't retrieve it today. Ask yourself:

- Are you sure I know how to do what is being asked of me? If I suddenly need to run to the bathroom every time I'm asked to do a math sheet, maybe I don't know how or fear my effort will not be good enough. Stick with me through enough repetitions of the task to where I feel competent. I may need more practice to master tasks than other kids.
- Are you sure I know the rules? Do I understand the reason for the rule (safety, economy, health)? Am I breaking the rule because there is an underlying cause? Maybe I pinched a snack out of my lunch bag early because I was worried about finishing my science project, didn't eat breakfast and am now famished.

3. Look for sensory issues first. A lot of my resistant behaviours come from sensory discomfort. One example is fluorescent lighting, which has been shown over and over again to be a major problem for children like me. The hum it produces is very disturbing to my hypersensitive hearing, and the pulsing nature of the light can distort my visual perception, making objects in the room appear to be in constant movement. An incandescent lamp on my desk will reduce the flickering, as will natural light tubes. Or maybe I need to sit closer to you; I don't understand what you are saying because there are too many noises in between – that lawnmower outside the window, Jasmine whispering to Tanya, chairs scraping, pencil sharpener grinding.

Ask the school occupational therapist for sensory-friendly ideas for the classroom. It's good for all kids, not just me.

4. Provide me a break for self-regulation *before* I need it. A quiet, carpeted corner of the room with some pillows, books and headphones allows me a place to re-group when I feel overwhelmed, but isn't so far physically removed that I won't be able to rejoin the activity flow of the classroom smoothly.

5. Tell me what you want me to do in the positive rather than the imperative. "You left a mess by the sink!" is a statement of fact to me. I'm not able to infer that what you mean is "Rinse out your paint cup and put the paper towels in the trash." Don't make me guess or have to figure out what I should do.

6. Keep your expectations reasonable. That all-school assembly with hundreds of kids packed into bleachers and some guy droning on about the candy sale is uncomfortable and meaningless to me. Maybe I'd be better off helping the school secretary put together the newsletter.

7. Help me transition between activities. It takes me longer to motor plan moving from one activity to the next. Give me a five-minute warning and a two-minute warning before an activity changes, and build a few extra minutes in on your end to compensate. A simple clock face or timer on my desk gives me a visual cue as to the time of the next transition and helps me handle it more independently.

8. Don't make a bad situation worse. Even though you are an adult, you can sometimes make bad decisions in the heat of the moment. I truly don't mean to melt down, show anger or otherwise disrupt your classroom. You can help me get over it more quickly by not responding with behaviour of your own that makes things worse for me. Beware of these responses that prolong rather than resolve a meltdown:

- Raising pitch or volume of your voice. I hear the yelling and shrieking, but not the words.
- Mocking or mimicking me. Sarcasm, insults or name-calling will not embarrass me out of the behaviour.
- Making unsubstantiated accusations.
- Invoking a double standard.
- Comparing me to a sibling or other student.
- Bringing up previous or unrelated events.
- Lumping me into a general category ("kids like you are all the same").

9. Criticise gently. Be honest – how good are you at accepting 'constructive' criticism? The maturity and self-confidence to be able to do that may be far beyond my abilities right now.

- Please! Never, *ever* try to impose discipline or correction when I am angry, distraught, overstimulated, shut down, anxious or otherwise emotionally unable to interact with you.
- Again, remember that I will react as much, if not more, to the qualities of your voice than to the actual words. I will hear the shouting and the annoyance, but I will not understand the words and therefore will not be able to figure out what I did wrong. Speak in low tones and lower your body as well, so that you are communicating on my level rather than towering over me.

- Help me understand the inappropriate behaviour in a supportive, problem-solving way rather than punishing or scolding me. Help me pin down the feelings that triggered the behaviour. I may say I was angry but maybe I was afraid, frustrated, sad or jealous. Probe beyond my first response.
- Practice or role-play – *show* me a better way to handle the situation next time. A storyboard, photo essay or social story helps. Expect to role-play lots over time. There are no one-time fixes. And when I do get it right “next time,” tell me right away.
- It helps me if you yourself are modeling proper behaviour for responding to criticism.

10. Offer real choices – and only real choices. Don't offer me a choice or ask a “Do you want...?” question unless are willing to accept no for an answer. “No” may be my honest answer to “Do you want to read out loud now?” or “Would you like to share paints with William?” It's hard for me to trust you when choices are not choices at all.

You take for granted the amazing number of choices you have on a daily basis. You constantly choose one option over others knowing that both *having* choices and being *able* to choose provides you control over your life and future. For me, choices are much more limited, which is why it can be harder to feel confident about myself. Providing me with frequent choices helps me become more actively engaged in everyday life.

- Whenever possible, offer a choice within a ‘have-to’. Rather than saying: “Write your name and the date on the top of the page,” say: “Would you like to write your name first, or would you like to write the date first?” or “Which would you like to write first, letters or numbers?” Follow by showing me: “See how Jason is writing his name on his paper?”
- Giving me choices helps me learn appropriate behaviour, but I also need to understand that there will be times when you can't. When this happens, I won't get as frustrated if I understand why:
 - “I can't give you a choice in this situation because it is dangerous. You might get hurt.”
 - “I can't give you that choice because it would be bad for Danny.”
 - “I give you lots of choices but this time it needs to be an adult choice.”

The last word: believe. That car guy Henry Ford said, “Whether you think you can or whether you think you can't, you are usually right.” Believe that you can make a difference for me. Autism is an open-ended learning difference with no built-in upper limits on what I can achieve. I can sense far more than I can communicate, and the number one thing I can sense is whether you think I ‘can do it’. Encourage me to be everything I can be, so that I can continue to grow and succeed long after I've left your classroom.

Great Resources for Understanding the ASD Child

Ten Things Every Child with Autism Wishes You Knew: By Ellen Notbohm

Every parent, teacher, social worker, therapist, and physician should have this succinct and informative book in their back pocket. Framed with both humour and compassion, the book describes ten characteristics that help illuminate – not define – children with autism. New updated and expanded edition.

CODE B43 \$28.95 (plus P & H)

Autism and the Extended Family: By Raun Melmed and Maria Wheeler

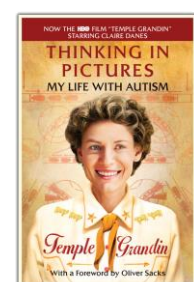
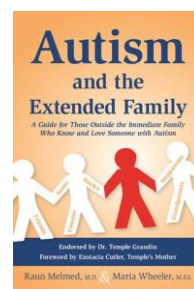
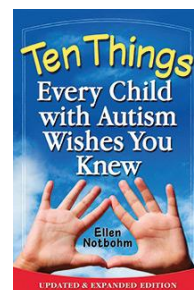
A guide for those outside the immediate family who know and love someone with autism. A diagnosis of autism in the family also affects grandparents, aunts, uncles, and cousins. In this book the authors examine the complex relationships that develop, and are changed by an autism diagnosis in the family. It will help all family members cope with the stress and readjustments that will occur.

CODE B146 \$28.95 (plus P & H)

Thinking in Pictures: By Temple Grandin

Here, in Temple Grandin's own words, is the story of what it is like to live with autism, to be among the few people who have broken through many of the neurological impairments associated with autism. Thinking in Pictures also gives information from the front lines of autism, including treatment, medication, and diagnosis, as well as Temple's insights into genius, savants, sensory phenomena, and animal behaviour. Ultimately, it is Temple's unique ability to describe the way her visual mind works and how she first made the connection between her impairment and animal temperament that is the basis of her extraordinary gift and phenomenal success.

CODE B52 \$21.95 (plus P & H)



Teen Years and Beyond

I have had many parents and educators requesting resources and tips for teens and young adults. I agree it is hard to find information and resources for how to guide and support this age group. I am thrilled to find a resource whose aim is “to increase the odds that your child grows into an adult with a rewarding, meaningful life” (xiii). Dr Temple Grandin and Dr Debra Moore

***The Loving Push* by Dr Temple Grandin and Dr Debra Moore is a must read.**

What I enjoyed about the *The Loving Push* is that it was written using a mixture of personal and professionally researched based ideas. It weaves together the stories of several young people who are on the autism spectrum and their parents. The accounts describe overcoming and working through their challenges to become increasingly capable of independent living. It includes the ups and downs from setbacks, disappointments, dark moments as well as successes and advancements.

The best part of this book is the HOPE and ideas it gives, by telling inspiring, real stories.

I love the honesty in this book and I agree with the authors that we all have to remember “few of us achieve goals via a straight, smooth path. We encounter unexpected and frustrating obstacles along the way.” (Pg 46)

There are hundreds of great tips and ideas in this book; in fact I have had great difficulty selecting my 11 Top Tips (every page seems to have a new gem).

Sue Larkey's Top 10 Tips to Increasing Success for Teens and Adults

1. Find a mentor. The one shared trait in every story is that each person was encouraged and ‘stretched’ just outside of their comfort zone by at least one adult in their life, which helped keep them from falling into “chronic learned helplessness”. (Pg 26). This can be parent, teacher, neighbour, employer or extended family. The mentor needs to be a “positive role model, a source of advice or information, and someone who ‘expects’ effort and accountability.” (Pg 33).
2. Be your kid's coach or find one for them. A coach is different to a mentor as they are actually **teaching** them concepts. (Pg 139 and 140 give some good strategies about how to find a coach and what to look for.)
3. Adults (parents and mentors) must take the lead or it will not just happen (this is everything from learning independent living skills to a career). Chapter 4 gives many examples of why the ASD teen can get ‘stuck’ and you may need to assist them to break out of chronic anxiety and a ‘don't care’ attitude.

4. Help to set realistic goals and provide support to figure out how to achieve those goals (Pg 45). This is where the mentor can play an important role sharing their own experiences and guide them to set their own goals. Spell out goals and connect the dots. It may be obvious to you, but it probably won't even occur to them (Pg 45). For example, they may not be interested in organising a visit to Vocational Education, but if you get a course catalogue, walk the campus, go to the bookshop, organise a meeting with Disability Office or key staff they can start to see what is available and how the course can lead to something of interest to them.
5. Start small – slowly introduce new ideas and experiences.
6. Give them clear start dates and deadlines to complete each step. Help them understand the consequences of not doing it by the deadline. For example, this can be to enroll in singing lessons or cook dinner – if you don't enroll in the singing class you will need to wait another six months for the next course. (Pg 73 has some great examples of natural consequences).
7. Start early and build up skills that will endure – this includes everything from social skills, self-regulation, setting goals, friendships, life skills.
8. Just do it. “To get Autistic kids to progress, they must DO things, not just talk about them” (Pg 73). They don't have to love it – they just have to do it! This can include exercise, work, independent living skills, study, etc.
9. Magic can happen when you introduce them to new things. Stretch them out of their comfort zones.
10. Stay strong – don't let your child's fears and setbacks detract from continuing to plan and take action. For example, if they get fired from their job that is okay lots of people get fired. Allow them a few days to process and then get in to action to move forward. They recommend this should include calling employer to find out why they were fired and what skills they need to work on.



Important Note from the book

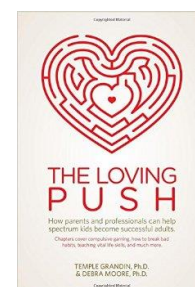
One of the critical chapters in *The Loving Push* addresses the danger of compulsive electronic gaming and how it can turn kids on the spectrum into ‘media recluses’. The authors make a careful distinction between recreational and compulsive gaming. I believe a very important read to understand the pitfalls of electronic gaming for anyone who knows someone with ASD. (Pg 150 has a very helpful summary and points to remember if you know someone addicted to gaming.)

NEW Resource for Teens

The Loving Push: Dr Temple Grandin and Dr Debra Moore

Dr Temple Grandin joins psychologist and autism specialist Dr Debra Moore in spelling out what steps you can take to restore your child's hope and motivation, and what you must avoid. Eight life stories told by people on the autism spectrum, including chapters on subjects like how to get kids off their computers, how to build on their strengths and get back to caring about their lives, and how to find a path to a successful, meaningful life make this a must read resource! An essential resource to prepare our youth for being successful adults in today's world.

CODE B153 **\$38.95 (plus P & H)**



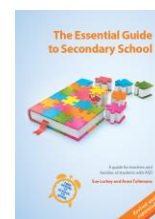
There are a few great NEW resources for parents, educators and teens /young adults with ASD. Check out some of these below.

Recommended Resources for Teen Years and Beyond

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.

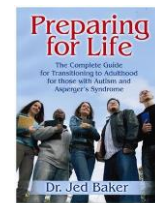
CODE B02 \$34.95 (plus P & H) ****\$10 OFF SPECIAL UNTIL 26 AUGUST 2016****



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

Easy to follow resource provides a complete toolbox of social skills and the means to attain them so that students may approach their futures with excitement rather than anxiety. Tackles a wide variety of issues across the spectrum, such as perspective-taking, nonverbal communication skills, conversational skills, and stress management.

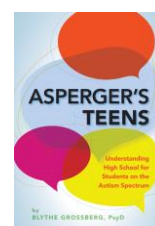
CODE B150 \$49.95 (plus P & H)



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

If you have Asperger's, high school can be a time of great promise and opportunity but it can also be uncomfortable at times. This book helps you use your strengths and unique personal style to feel more comfortable in high school. Chock full of quizzes, exercises, and examples, this book can help you understand your unique strengths and weaknesses, work well with your teachers, connect with other kids at school, recognise and deal with bullying, use social media safely and politely, develop healthy habits, cope with stress and strong emotions, and become more independent.

CODE B149 \$33.95 (plus P & H)



Parenting ASD Teens: A Guide to Making it Up As You Go: Andrew Schlegelmilch

The author draws on his experience working at a high school for teens with autism to provide savvy advice to parents coping with the difficulties that arise when their child hits the troublesome teenage years. Discussion includes setting realistic expectations, encouraging independence, and helping teens cope with mental health issues.

CODE B151 \$37.95 (plus P & H)



Taking Care of Myself: By Mary Wrobel

Through a unique combination of Social Stories™ and easy-to-understand activities, this unique book offers a curriculum that guides the child and caregiver on issues of health, hygiene, and the challenges of puberty. Young students can benefit from self-care skills such as using the toilet, brushing teeth, and washing hands. Parents and teachers should begin teaching these necessary skills as early as possible, even from ages 3-5. The ultimate goal is to maximise the child's potential for independence and lifelong social success.

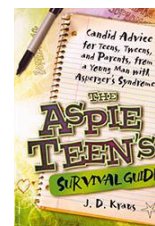
CODE B98 \$35.95 (plus P & H)



The Aspie Teen's Survival Guide: By J.D. Kraus

The teenage years are a time when being social is the #1 priority for kids. But for kids with Asperger's, who have acute social challenges, these years can be the most difficult, confusing time in their lives. Enter J. D. Kraus, a young man who has been there, done that! He offers practical advice to his peers so they can get the most out of middle school and high school, both academically and socially.

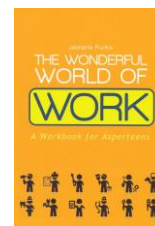
CODE B82 \$29.95 (plus P & H)



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 \$42.95 (plus P & H)

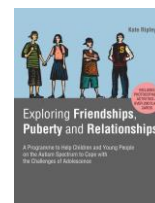


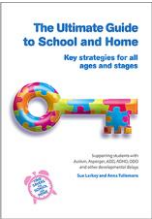


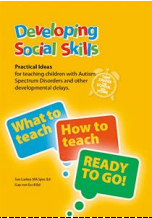
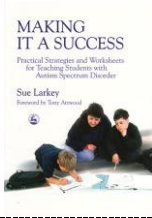

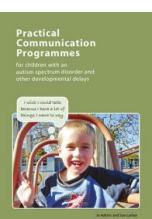
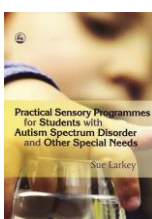
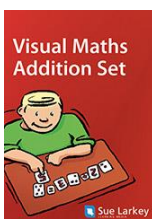
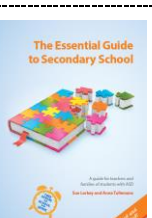
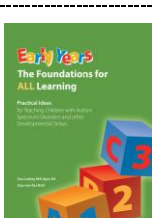

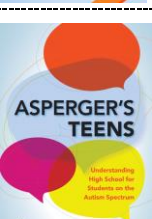
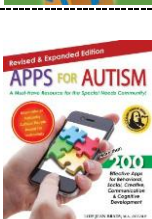

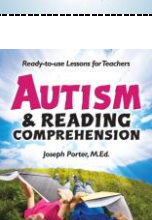

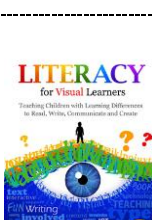
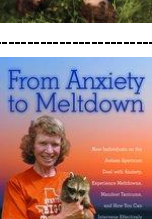
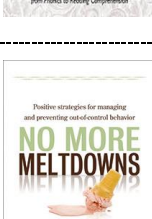


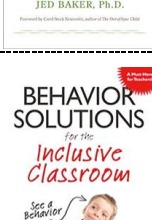

Exploring Friendships, Puberty and Relationships: By Kate Ripley

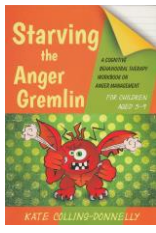
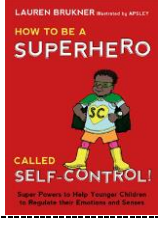
This evidenced-based programme is designed to help young people on the autism spectrum to cope with the many challenges of adolescence. It encourages them to explore their identity, develop their friendships and think more about adult relationships, tackling the important issues of puberty, sexuality, gender identity, body image, dress codes, self-care, safety and conventions for touching along the way.

For ages 11+.

CODE B117 \$59.95 (plus P & H)



The Ultimate Guide to School and Home By Sue Larkey & Anna Tulleman CODE B96 \$44.95		Teacher Assistants Big Red Book of Ideas By Sue Larkey & Anna Tulleman CODE B15 \$39.95		Teacher Assistants Big Blue Book of Ideas By Sue Larkey & Anna Tulleman CODE B16 \$39.95	
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Accredited Online Learning: Term 3 Course Starting Soon

If you can't make it to one of my 'live' workshops in 2016 you can now watch the same course online. It is broken up into five modules to watch at your own convenience. To experience a sample of an online course I have created a 45 minute FREE webinar on *Increasing Engagement and Participation* for you. It is available from 25 July until 7 August 2016. To register go online to <http://elearning.suelarkey.com.au>

1. Increasing Engagement and Participation (FREE webinar – watch anytime, any device that suits you)

Available 25 July – 7 August 2016

In this 45 minute online course you will learn:

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

Experience online learning for free – for more information visit
<http://elearning.suelarkey.com.au>

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

Available 8 August – 24 September 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 <http://elearning.suelarkey.com.au>

At the completion of the course you will receive a certificate of participation. Accredited with BOSTES (NSW) & TPI (ACT) and Australian Professional Standards for Teachers, Victorian Teachers can use towards their VIT maintenance

Feedback from Term 1 and 2 Course

"I found the webinar easier to engage with, refreshing to know that we are on the right track by employing a number of strategies and persevering. I liked the one hour modules – if a need arose even though time was set aside, I could pause and come back. Everything included was excellent, especially references to other materials as this feels like I will continue to be supported. Thank you for making this available."
Kym

"I am really enjoying your online course at the moment. So many great ideas I'm wanting to try in the classroom with this particular child. I feel I'm no longer drowning, that I am in control (most of the time) of her behaviour and am enjoying going to school again each day to teach. Thank you." Sue

"Thank you for providing such a wonderful insight into how to implement a diverse range of strategies in order to support a wide range of learners. I feel as though the knowledge and advice that you have provided will allow me to become a more effective teacher." Bridget

Dean Beadle: Inspiration and Insights

Dean is an amazing presenter and his insights into his ASD, ADHD and experiences in education are wonderful. Every time I hear Dean talk, I think of students I know and how I can use Dean's insights and knowledge to help support students.

I am very excited to be presenting with Dean again in August / September and encourage you to come along for a fantastic day.

At the workshops last year my TOP 8 insights from Dean included:

1. If teachers gave him a 10 minute break, they would get an extra 50 minutes work from him. I have used this strategy with many students and see a huge difference in their focus, concentration and quality of work
2. Before he got a diagnosis he felt 'limited' with a diagnosis he was able to understand his limitations.
3. He couldn't sit still on the mat, as his body felt wobbly, whereas at a table and chair he could ground himself by touching the table. When he flies in an airplane he prefers the tray table down for the same reason.
4. At school he often did the 'swan act' – calm on the surface but massive anxiety underneath.
5. Hygiene is an important part of social skills and relationships. He needed to learn to have a shower, clean clothes, etc to enhance his relationships.
6. All children benefit from knowing when the end is!
7. As a child he liked 'HUGE' reactions from adults and often escalated behaviours to see their reactions e.g. swearing. Today he loves to watch 'reality shows' like Great British Bake Off as he loves seeing other peoples stress. (Personally I see this with many ODD students too.)
8. As a child he often only slept a few hours a night as he liked the quiet time in the house to re think about the day, and replay all the events. He needed time to 'unpack' the day to be ready for the next day. Interestingly the less sleep he had the more hyperactive he would be the next day.

Dean's Top 10 Tips for Successful Education

Successful education is about aiding and nurturing our young people to grow into fully formed and well-rounded individuals. These principles should be at the heart of all the work educationalists undertake with young people on the autism spectrum. Despite time and budget constraints, professionals can still make a huge difference to people on the autism spectrum; because it's strong student-professional relationships that make the most difference.

Below are 10 tips for successful autism education. These are by no means exhaustive but are pertinent pointers for good autism practice.

1. Special interests/obsessions can be an invaluable teaching tool and a great motivator for the child.
2. Teaching social skills is as important as teaching academics. BOTH are essential for development.
3. In order to resolve a behaviour you must first understand the causes. Anxiety is often a major factor. Observation is key.
4. It's essential to put as much focus on a child's strengths as you do on their targets and difficulties.
5. Empower each child to see that their diagnosis doesn't have to be perceived as a setback but an asset and an important part of their individuality.
6. Appreciate the purpose and reasoning behind ritualistic behaviours.
7. Encourage people with autism to stretch out their comfort zones. Help them to build up a catalogue of successes so that they can take on new challenges based on the confidence that they've gained from succeeding before.
8. Inspire people with autism to feel that they are part of the solution rather than the cause of the problem.
9. Teach that it is OK to make mistakes in life. Children with autism often develop such a fear of mistakes that taking on new challenges becomes terrifying. Teach that mistakes are human nature and OK.
10. Remember that behind every diagnosis is a child with individual needs; no two children on the spectrum are completely the same.

People on the autism spectrum have so many strengths, positive characteristics and abilities. I believe that good education practice can bring those to the fore and enhance them, setting up a strong foundation for lifelong success and well-being.

For a sneak preview of Dean speaking have a look at his YouTube video clip on my website.

Don't miss my exciting joint sessions with Dean!

Australia – September

Mt Waverley	Fri 2 Sept
Rooty Hill	Mon 5 Sept
Toowoomba	Thurs 8 Sept
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Auckland	Wed 31 Aug

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Passive Playgrounds/Lunchtime Clubs

Many schools have introduced Lunchtime Clubs and had great success.

Playgrounds are unstructured, unpredictable places where children with ASD struggle to follow and join in the numerous social interactions surrounding them. Children with ASD frequently return to class from the playground in a high state of anxiety. In addition, their self-esteem frequently takes a battering. Up to 70% of children experience bullying. In our book *Developing Social Skills*, co-author Gay von Ess and I have lots of practical ideas and strategies to support social skills.

10 Top Tips to Support Children in Playground

1. Observe and then teach current playground language to children with ASD. Remember to revisit this every term as games and language changes rapidly in playgrounds.
2. Ensure that children with ASD and their parents are aware of the current playground games and activities. Allocate a staff member to teach the rules to the child with ASD so that he/she only has to concentrate on the social aspects of the game as he/she already knows the rules.
3. Offer supervised activities on the playground; e.g. ball games with a few children, 'What's the Time Mr Wolf?'
4. Give child with ASD a map of in-bounds and out-of-bounds areas. The child could then colour the appropriate areas green and red. If play equipment has set days make sure you write the days on the map.
5. Have games equipment available for loan at break times – the child with ASD can assist in giving this out.
6. Have a basket of books available on the playground for children to read while outside.
7. Create a quiet area (no games, no play, just an escape). Use a portable schedule to create a routine of what activities they will do in the playground and for how long.
8. Create a Playtime Plan. The plan provides children with ASD the structure that they need to organise themselves before going out onto the playground. This can be adapted for weekends and holidays too!
9. Support social skills with Social Stories/Scripts, e.g. "Can I Play Please", "What to do if children say NO". (Great range available in *How to Stop Your Words from Bumping*, and *Developing Social Skills*.)
10. Provide the children with key rings of laminated visuals of activities they can do during recess and lunch-times. Having the visuals (climbing equipment, sand-pit, library, computer, lab, etc) will remind the children of their options.

Excerpt from Developing Social Skills by Sue Larkey and Gay von Ess (Pg 58).

Top Tips for Creating Successful Lunchtime Clubs

1. Use students' current interests and create clubs around these, or skills the students need.
2. Consider setting up for students who are not coping in the playground or constantly having incidents.
3. Name the Club: 'The World of Fun', 'Lunchtime Club', 'DS Club', 'Passive Playground', 'Rest and Relaxation', 'Sensory Room', 'Games Group', 'The Friendship Stop'.
4. Have set open days each week. This can be from 1-5 days.
5. Decide on number of students who can attend.
6. Decide HOW students join the Club i.e. Self-selected, teacher selected, bring a friend, open door or teachers identified on the day who would benefit from the programme.
7. Include a range of activities and provide variety e.g. music, board games, Lego, cards, chess, computer, jigsaws, art, drawing, colouring, craft, Origami, DS games (locked in cupboard before school and collected at end of day), garden group, watering group, relaxation, sensory room, Nintendo Wii, interactive whiteboard, iPads, aviary with seating and trees, exercise bike, mini trampoline, cooking and more.
8. Staffing/Supervision – be clear about supervision by staff. Some schools have peer programmes set up where older students supervise. All the schools who used peer support report a tremendous response from students wanting to be involved in the programme.

As one teacher reported "Anxiety is greatly reduced and he comes back into the classroom so calm and happy".

Passive Playgrounds

Passive Playgrounds are another option to Lunchtime Clubs. Passive Playgrounds are a great way to support students with social skills and social engagement. They are a classroom that is open with table top activities, board games, etc where students can go for quiet socialisation.



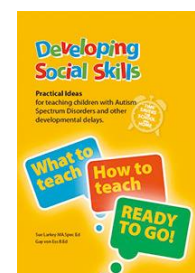
I am thrilled to hear how many schools have now got 'Buddy Benches' and being used with great success (read more on my Facebook page).

Top Social Skills Resource for Primary

Developing Social Skills: By Sue Larkey and Gay von Ess

A starting point for teaching and encouraging social interactions and skills for children with autism spectrum disorder and other developmental delays. It is a useful concrete and visual resource which when coupled with videoing, role playing and modelling will help young primary school age children with autism spectrum disorder to better understand the social world around them. This book includes hundreds of ideas, social stories and worksheets. It is a great resource full of time savers for home and school.

CODE B18 **\$39.95 (plus P & H)**



Autism and ADHD

In his workshops and his book *The Complete Guide to Asperger's Syndrome*, Dr Tony Attwood discusses how many children with ASD also have a dual diagnosis of ADHD. He believes that the hyperactivity seen can actually be a result of anxiety, particularly in social situations making the child have difficulty sitting still and relaxing (Pg 16 *The Complete Guide to Asperger's Syndrome*). Remember in social groups and classrooms, we often see an increase in anxiety and therefore sustaining attention and impulsivity.

Joanne Steers and Kate Horstmann have put together a fantastic book full of hundreds of ideas to help students with ADHD in school. I believe these strategies are great for a range of children, including those with ASD. The book is full of ideas for every day school situations, and provides easy strategies to implement. Kate has kindly put together some quick tips for helping kids keep cool and calm, which will hopefully help you prevent a child's anxiety!

Nine Quick Tips for Helping Kids Keep Cool and Calm

1. **Get organised.** Rushing is nearly always stressful, and so is forgetting things. Having clear systems for everyday tasks is vital, and so is scheduling regular 'chill out' times in between activities.
2. **Get active!** Regular exercise is great for releasing tension and creates a natural 'happy buzz'. Getting active might be playing a sport, walking the dog, dancing to an MP3 or doing some push-ups.
3. **Have a laugh.** It is almost impossible to feel stressed while you are having a laugh or sharing a joke, so make sure

that the young person has plenty of time to have fun each day!

4. **Break the mood.** You can also use humour and a playful approach when you want to quickly change a mood and create some 'breathing space'. This gives the young person an opportunity to regain control and move away from feelings of blame or shame.
5. **Check the basics.** Getting enough sleep, eating a healthy diet and drinking enough water are all vital ingredients in ensuring that the brain and body get the sustenance it needs to function effectively.
6. **Timing is everything.** Remember that specific strategies to help a young person deal with stress should only be used in the early 'rumbling' stages. Once the young person is 'exploding' no strategy will be effective and they could actually create additional problems. Prevention is the key!
7. **Don't add demands.** Learn to identify the early warning signs of stress that are unique to the young person and make sure you don't add demands or 'remind' them of what they should/need to be doing when they are in this stressed state. Focus on *avoiding* escalation by instead giving them a short break or by actually reducing demands.
8. **Lead by example.** Show the young person how to cope with stress in a positive way by doing it yourself, even if you have to practice 'faking it' at times! Staying calm yourself when dealing with difficult situations is an invaluable skill for both you *and* them (and it can take *lots* of practice!).
9. **Get it out in the open.** Talk about stress on a regular basis – make it an important topic for everyone, discuss examples from TV, talk through your own stressors and swap ideas and strategies.

Great Books on ADHD

ADHD Homework Challenges Transformed!: By Harriet Hope Green

This is a book filled with inspiring methods to motivate children with ADHD at homework time. Common techniques such as enforcing restrictions and rigid timing techniques can stifle the joy of learning. This book focuses on empowering and enabling the child, acknowledges the characteristics of ADHD and engages the positive side of these traits. Encouraging movement and creativity, the chapters are brimming with great ideas such as scavenger hunts, singing spelling games and jumping math quizzes that hold the child's attention and make learning fun.

CODE B128 \$39.95 (plus P & H)

Helping Kids & Teens with ADHD in School: By Joanne Steers & Kate Horstmann

This fun and interactive workbook is aimed at actively engaging young people with ADHD and supporting them. Using tried and tested strategies and top tips, this fully-photocopiable workbook will help adults to work collaboratively with young people to learn, test strategies, set goals and develop comprehensive support plans around individual needs.

CODE B23 \$49.95 (plus P & H)

All Dogs Have ADHD: By Kathy Hoopmann

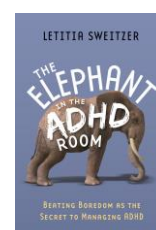
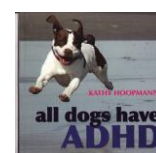
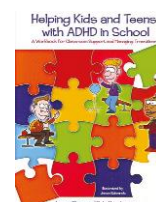
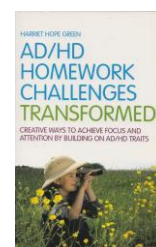
All Dogs Have ADHD takes an inspiring and affectionate look at Attention Deficit Hyperactivity Disorder (ADHD), using images and ideas from the canine world to explore a variety of traits that will be instantly recognisable to those who are familiar with ADHD. Excellent book for explaining ADHD to classmates.

CODE B14 \$25.95 (plus P & H)

The Elephant in the Room: By Letitia Sweitzer

This practical resource will provide professionals who diagnose, treat, coach, and teach those with ADHD or those who suffer from frequent or pervasive boredom, with the tools to alleviate boredom in order to improve both concentration and mood. Approaches specifically designed for toddlers, children, teenagers and adults are included, which can then be incorporated into schoolwork, jobs, relationships and everyday life.

CODE B124 \$44.95 (plus P & H)



Eye Contact and Tracking

Eye Contact

Teaching eye contact is very difficult, as it is actually eye gaze rather than 'staring into eyes'.

Nevertheless it is an important skill, as in our culture people who do not give eye contact are considered unusual.

For many children we teach to look in the DIRECTION of people rather than looking in eyes.

As part of communication and socialisation eye contact demonstrates an awareness of and interest in the other person. In many cases people will think the child is not paying attention if they do not give eye contact. However, we must be cautious as many children find looking at people very uncomfortable and even report listening best with their eyes closed.

Recommended Strategies to Encourage Eye Contact

- ✓ Model appropriate eye contact with your child; always turn to look at your child when you talk to them.
- ✓ Bring object/toy up to your eye level to encourage your child to look. Initially they may only look at the toy but gradually some eye contact will emerge.
- ✓ If your child is co-operative and understands what you mean you could say "Look at me".
- ✓ Sometimes gently touching your child's chin can be a reminder to look **BUT DO NOT DRAG YOUR CHILD'S FACE ROUND** to make them look.
- ✓ Stand in front of your child when they are on the swing/rocking horse etc. Occasionally stop the swing and say "Ready, set" – wait a few moments in the hope that they may look at you and then immediately say "Go". As they turn to look at you more readily you can encourage a vocalisation for "Go".
- ✓ Blowing bubbles, and then waiting, is often a successful way of eliciting eye contact.
- ✓ Use a variety of ways to gain your child's eye contact. Do not constantly nag him with "Look at me, look at me".
- ✓ Some children feel more comfortable when engaged in a gross motor activity, e.g. on the swing, having a tickle. The child may give spontaneous eye contact during these activities.
- ✓ Praise all spontaneous eye contact i.e. say "Good looking".

IMPORTANT NOTE: Many children with autism spectrum disorder can only process information from one sensory system at a time. Therefore in order to process what you are saying the child may not be able to attend visually at the same time.

Tracking Skills

Some children need to be taught to 'track' or follow an object with their eyes. This is an important skill when you are using visuals or schedules. It is also an important component of eye contact.

Recommended Strategies to Teach Tracking/Scanning

- ✓ Blow bubbles, feathers in the air, balloons.
- ✓ Sparklers: move around and get child to follow.
- ✓ Torch activities: follow the light along the wall. Cover torch with different colours to make interesting.
- ✓ Toys that move on their own, remote, pull back and let go so eyes follow object.
- ✓ Roll a ball, extend range and length of rolling.
- ✓ Throw at target activities.
- ✓ Books: If the child likes books looking at the pictures can be great. Pop up books can be used if not as interested in books as these are often more interesting.
- ✓ Puzzles: Start with their special interest and quick puzzles where they just need to look quickly to complete puzzle then build up.
- ✓ DVDs/TV shows can teach looking and scanning.

Excerpt from Practical Communication Programmes by Jo Adkins and Sue Larkey (Pg 45 and 46).

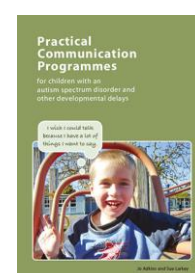


Practical Resource for Teaching Communication Skills

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.

CODE B19 **\$39.95 (plus P & H)**



Theory of Mind

Many people on the autism spectrum have difficulty with social skills as they are not logical – rules change, people are your friend one day and not the next, games change and children use language and phrases that are confusing. In addition not being able to predict what people mean and understanding the social context can make social situations very frustrating. This is called 'Theory of Mind'. Most children can pass a Theory of Mind test by age three, whereas most people with ASD have an impaired Theory of Mind.

"Theory of Mind is the ability to recognise and understand thoughts, beliefs, desires and intentions of other people in order to make sense of their behaviour and predict what they are going to do next." (Pg 112 'The Complete Guide to Asperger's Syndrome' by Dr Tony Attwood)

Effect of Impaired Theory of Mind

- Difficulty reading social/emotional messages through eyes.
- Making literal interpretation.
- Being considered disrespectful and rude.
- Sense of paranoia.
- Difficulty managing conflict.
- Anxiety.
- Exhaustion (in social situations).

There are two fantastic books that can support students at home and school to help improve Theory of Mind abilities.

What Did You Say? What Did You Mean? is a book full of over 100 metaphors and can be used with the whole family or class.

Language that does not mean what it says can add to the stress experienced by children with ASD. Many of you would have heard stories where children took comments literally like: "to put their skates on", "pull their socks up", or "hop on the bus." But there are some metaphors that can cause distress like "school is breaking up at the end of the day", "At the end of the day, we're all going to die", "Ms Green is going to bite your head off" – these can actually make students frightened. (Try re-reading them and imagine you are literal – you would believe the school is falling apart at end of day, etc!)

Great Resources for Improving Theory of Mind

What Did You Say? What Do You Mean?: By Jude Welton

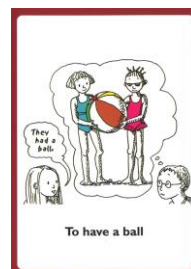
Jude Welton looks at a hundred of the most common figures of speech in the visual workbook designed as a springboard for family and classroom discussions. Each figure of speech is accompanied by an illustration showing its literal meaning, which will help ASD children recognise and learn to enjoy metaphors and figurative language.

CODE B45 \$32.95 (plus P & H)

Why Do I Have To?: By Laurie Leventhal-Belfer

Why Do I Have To? looks at a set of everyday situations that provide challenges for children at home, with their friends, and at school. Empathises with children's wish to do things their way, explains clearly why their way does not work, and provides a list of practical suggestions for how to cope with these challenges and avoid feelings of frustration.

CODE B46 \$22.95 (plus P & H)



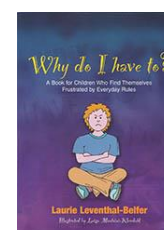
Taking language literally is much more than misunderstanding metaphors, it extends to taking words at face value and not understanding the inferred meaning behind questions. With questions like "Can you count to ten?", "Can you sit down" children with ASD will often just answer "Yes" or "No" rather than realising they are meant to demonstrate or follow the instruction. Another is when a child picks up something they are not meant to have – you say "You can't have that" but they HAVE got it, so they will often then argue with you as "they have it" and so you are wrong! At my workshops last term a Mum had a huge "ahh haa" moment when I was discussing this and why kids with ASD will call you a LIER. It was an absolute light bulb moment that her son was not being rude he was being HONEST! I know a girl who answered the question "Can you see the pattern" in a maths test and with "yes, yes, no" etc when she was meant to continue the sequence!

Why Do I Have To? is a book designed for children to understand why rules exist and how they make things work better. It has lovely illustrations and fantastic explanations. Establishing rules can be very frustrating for adults and children, and this book helps children understand why they have to! The book is under three main areas home, school and friends. It is a great book for children who have difficulty coping with the expectation of daily living, as well as for their parents and the professionals who work with them.

Here are a few great examples found in the book:

- Why do I have to listen to the teacher talking about something I already know?
- Why do I have to rest when I am not tired?
- Why do I have to stop talking about things that I like?

When we use words like 'could', 'would' and 'can' many children with ASD think that is a choice i.e. "Can you start work?" When they say "no" people often think the child is being difficult. In fact the child saw it as a choice, it was the child's literalness that made them misunderstand, not them being difficult.



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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.



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2016 Workshops

New South Wales

Sydney/Hornsby (Tony Attwood)	Fri 5 August
Newcastle (Tony Attwood)	Fri 12 August
Dubbo	Mon 22 August
Rooty Hill (Dean Beadle)	Mon 5 September

Victoria

Geelong (Tony Attwood)	Fri 29 July
Mt Waverley (Dean Beadle)	Fri 2 September

Queensland

Toowoomba (Dean Beadle)	Thur 8 September
Brisbane (Dean Beadle)	Fri 9 September

South Australia

Adelaide (Dean Beadle)	Tues 13 September
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New Zealand

Wellington (Dean Beadle)	Mon 29 August
Palmerston North (Dean Beadle)	Tues 30 August
Auckland (Dean Beadle)	Wed 31 August

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
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