

# Sue Larkey and Anna Tulleman's

## STRATEGIES FOR TEACHER ASSISTANTS

# Behaviour

- 1 Perfectionism stops participation.
- 2 Behaviour is a second language.
- 3 Literal thinkers need specific instructions like "Sit on the blue chair".
- 4 "No" can trigger behaviour as Neurodiverse children are literal and hear "never again".
- 5 Big Tasks overwhelm executive functioning systems; small steps build success.
- 6 75% of neurodiverse children experience high anxiety, but it often looks like challenging behaviour.
- 7 Good days and bad days are neurological, not behavioural.
- 8 Hovering around a student may create behaviour.
- 9 Two Choices = Success, Ten Choices = Meltdown
- 10 Consequences rarely change behaviour.



Red & Blue Books for Teacher Assistants **Best Seller by Sue Larkey**

Listen to Podcast Episode 304:  
Decoding Classroom Behaviour: An Educators Guide to Supporting Neurodiverse Students (ODD, PDA, ADHD, AS)

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

**What to Teach, How to Teach, When to Teach:**

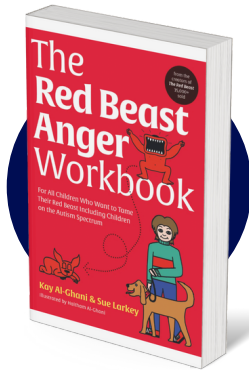
- ✓ Online On-Demand
- ✓ 2 Hours, 9 Lessons
- ✓ 6 weeks to complete
- ✓ Certificate
- ✓ Templates and Time Savers
- ✓ IT Support



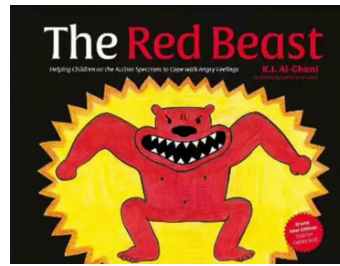
LEARN MORE AT  
[suelarkey.com.au](http://suelarkey.com.au)  
[elearning.suelarkey.com.au](http://elearning.suelarkey.com.au)



# BEHAVIOUR BOOKS



The Red Beast Anger Workbook



The Red Beast

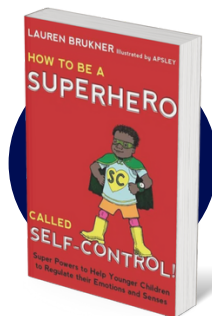


The Mindful Magician

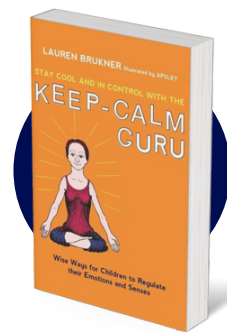
## Helping Children Recognise and Regulate Their Emotions



The Kids Guide to Staying Awesome



How to be a Superhero Called Self Control



How to Stay Cool and In Control With the Keep Calm Guru



Self Control to The Rescue

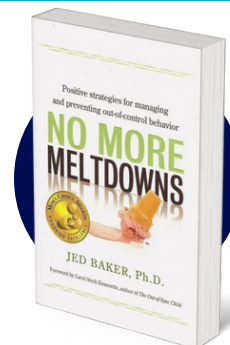
## Must Have books to Understand Behaviour



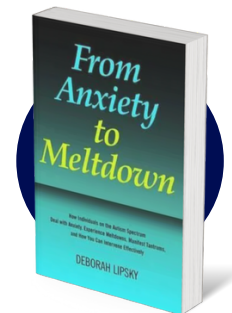
Behaviour Solutions for the inclusive classroom



The Autism Discussion Page

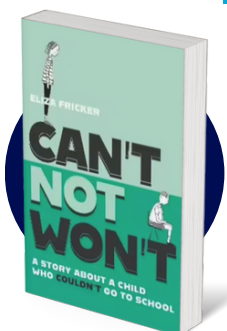


No More Meltdowns

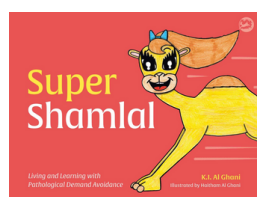


From Anxiety to Meltdown

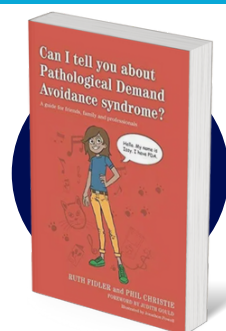
## Pathological Demand Avoidance (PDA)



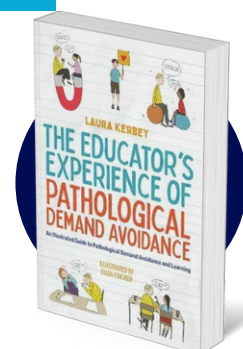
Can't Not Won't



Super Shamlal



Can I tell you about PDA



The Educators Experience of PDA



# BEHAVIOUR STRATEGIES FOR TEACHER ASSISTANTS to Support Neurodiverse Students



## ONLINE ON-DEMAND COURSE

In this course Anna & Sue share tips and strategies to understand why you often get behaviour and what to do. This course will help you know what to do when you see a behaviour and why. Providing proven strategies and tips. Everything from:

- Why you see good and bad days in Neurodiverse Students
- Understanding Anxiety
- Why your current strategies mightn't be working as well as Common Questions on Behaviour and What to Do
- Includes template to create a Behaviour Plan & Case Study

### Who should attend?

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

### What's included?

- ✓ Online On-Demand
- ✓ 2 Hours
- ✓ 6 weeks to complete
- ✓ Certificate
- ✓ Handout includes Additional Templates Tips
- ✓ IT Support

## HOW TO REGISTER

Schools and other Organisations wishing to register groups of Staff or for use in Staff Meetings for Professional Development please email [support@suelarkey.com.au](mailto:support@suelarkey.com.au)  
Group Discounts available



**Sue Larkey**

Teacher



**Anna Tullemans**

Teacher Assistant, Parent  
& Consultant



# BEHAVIOUR - WHY & WHAT TO DO

## MODULE OUTLINE

### LESSON 1 Understanding Autism Spectrum & Insights into Behaviour

- Overview of Autism Spectrum
- What is Neurodiversity?
- Understanding each student as an individual with unique needs
- Hypersensitivity or hyposensitivity to sound, sight and smell

### LESSON 2 Understanding that Behaviour is a form of Communication

- Behaviour is used to communicate wants, needs, or reactions
- Students use behaviour when they lack other ways to express themselves
- Strategies must be tailored to the individual
- Using observations, data and communication to decode the meaning behind behaviours

### LESSON 3 Generalisation, Adaptability and Choice Making

- Skills taught in one setting may not transfer to new environments
- Be explicit in showing how skills apply across different contexts
- Provide visual supports and practice to aid generalisation
- Simplify choices to 2-3 clear options to avoid overwhelming the student
- Model making mistakes and how to fix up

### LESSON 4 The impact of Executive Functioning (EF) on Behaviour

- Executive Function skills include organisation, working memory and emotional control
- Provide visual supports to support EF difficulties ie: schedules, timers, checklists
- Teach students to recognise and verbalise their emotional states
- Introduce tools like the “spoons” metaphor and “low and slow” days
- Don't take behaviours personally - usually not aimed at you



## LESSON 5 Behaviour & Anxiety

- Anxiety is often a major cause of behaviour
- Recognise signs of anxiety
- Regulating Anxious States
- Divert, withdraw, or offer solitude if a child seems very anxious
- Adjusting Expectations

## LESSON 6 Behaviour Strategies

- Don't try to tackle every behaviour at once - choose your top priorities
- Build skills sequentially rather than trying to extinguish behaviours
- Be consistent in your reactions day-to-day as much as possible
- Review preventative strategies if behaviour plans aren't working

## LESSON 7 Creating a Behaviour Plan

- Developing a Plan using the Template Provided
- Identify underlying issues driving the behaviour through observation & data
- Use visual supports, social stories, peer modelling, and practice
- Plans should be collaborative and involve the child where possible
- Case Study of how to use behaviour plan

## LESSON 8 Applying Lessons to Common Behaviours

1. Swearing & Bad Language
2. Hiding & Running Away
3. Not Leaving Activity They Like Doing
4. Calling Out
5. Doesn't Want to Do Their Work
6. Fear of Making Mistakes

## LESSON 9 Conclusion

- Seeing Behaviour as Communication
- Teaching Replacement Skills
- Taking a Collaborative Approach
- Adjusting Expectations
- Tailoring Strategies to Individuals
- Patience, Consistency and Relationships