

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)



LEARN MORE AT
suelarkey.com.au
elearning.suelarkey.com.au

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



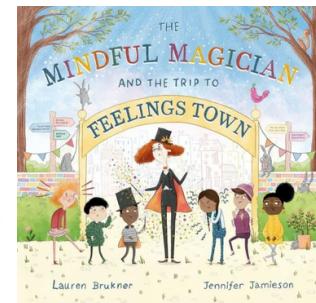
BEHAVIOUR BOOKS



The Red Beast Anger Workbook



The Red Beast



The Mindful Magician

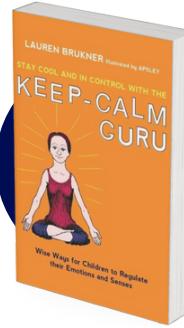
Helping Children Recognise and Regulate Their Emotions



The Kids Guide to Staying Awesome



How to be a Superhero Called Self Control

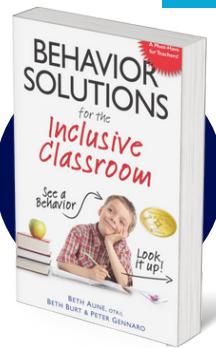


How to Stay Cool and In Control With the Keep Calm Guru

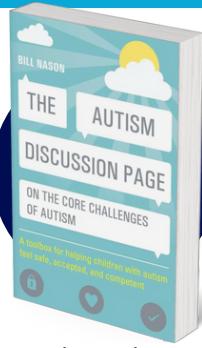


Self Control to The Rescue

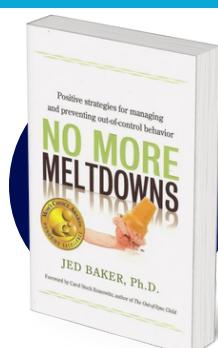
Must Have books to Understand Behaviour



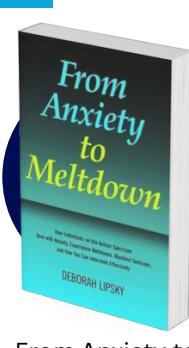
Behaviour Solutions for the inclusive classroom



The Autism Discussion Page

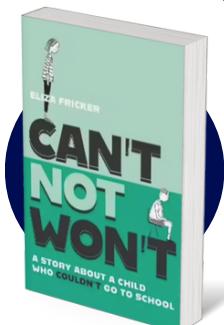


No More Meltdowns

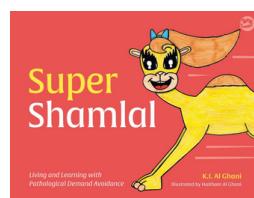


From Anxiety to Meltdown

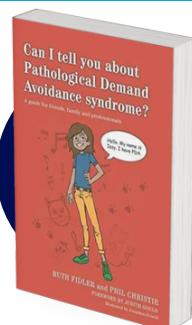
Pathological Demand Avoidance (PDA)



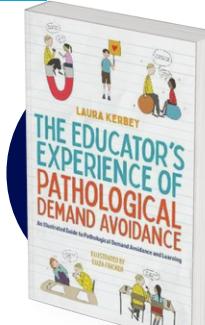
Can't Not Won't



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
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