Sue Larkey
TOP TIPS

Key Tips for the Early Years:

- Diagnosis
- Different Ways of Teaching
- Why and How to Use Visuals
- Being a Supportive Communication Partner
- Creating Communication Enriched Environments
- Use Rewards and Special Interests to Motivate and Engage in Learning
- Teaching Maths Concepts to Children with ASD
- 11 Common Signs of Sensory Processing Disorder or Difficulties
- Using Sensory Toys to Improve Learning and Behaviour
- Tips for Toileting

Strategies for school and home for children with autism spectrum disorder, ADD, ADHD, ODD and other developmental delays.

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Diagnosis

Diagnosis can be a slow and difficult process. There is no blood test or quick way to detect ASD, it is through observations and assessments. Diagnosis should help a child get support, funding and understanding. I like what Dr Tony Attwood says "Without a diagnosis children are judged, with a diagnosis they can be supported."

Diagnosis and assessment is provided by a range of agencies, including specialised assessment services, state based autism associations and paediatricians and psychologists working in the private sector.

It is recommended families seek a professional opinion from a Paediatrician, Psychologist or other authorised autism specialists. If you are concerned about a child, I recommend you seek a professional opinion even if it is to "rule out" ASD, ADHD, ADD, ODD, etc.

Everyone on the autism spectrum is very different. If you look at the child you know on the spectrum and look at the range of challenges below, all of us would have a different opinion as to where the child sits on different criteria. This is why it is often so difficult to diagnose ASD.

The Autism Spectrum table below shows the complex nature of ASD, and why each person on the spectrum is so different.

Characteristics of Autism Spectrum Disorder

These descriptions give a guide to many of the behaviours observed in children with autism spectrum disorder. As an educator I do not diagnosis children, but it is important to make observations and the list below hopefully will guide you in your observations.

It is important to remember that everyone is different and very few children or adults will show all of these characteristics. These are just a starting point for you to consider to see if further diagnosis and assistance is required.

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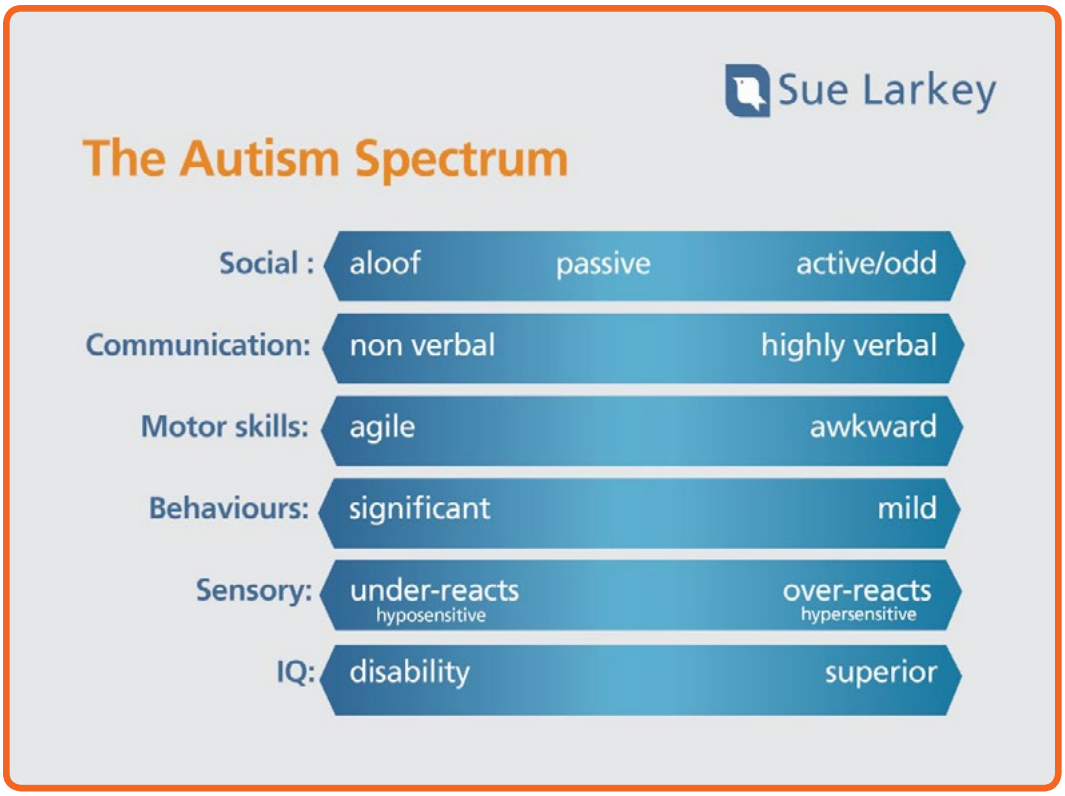


Early Years

- Unusual responses to other people. A child may show no desire to be cuddled, have a strong preference for familiar people and may appear to treat people as objects rather than a source of comfort.
- The child tends not to look directly at other people in a social way. For example: use eye contact to get someone's attention – for example, doesn't look at a parent then at a snack to show he/she wants it. This is sometimes referred to as a lack of eye contact.
- Doesn't point to or hold up objects to show people things, share an experience or show that he/she wants something – for example, he/she doesn't point to a dog and look back at you to make sure you've seen it too, or he/she drops a toy in your lap and walks away instead of holding it up and looking at you.
- Doesn't understand simple one-step instructions – for example, 'Give the block to me' or 'Show me the dog'.
- The child often has marked repetitive movements, such as hand-shaking or flapping, prolonged rocking or spinning of objects.
- The child is easily upset by change and needs to follow routines – for example, needs to sleep, eat or leave the house in the same way every time.
- Many children develop an obsessive interest in certain toys or objects whilst ignoring other things. Has an intense interest in certain objects and gets 'stuck' on particular toys or objects – for example, he'll flick the light switch off and on repeatedly, or will play only with cars, or watch the same DVD over and over.
- Food problems. The child can be resistant to solid foods or may not accept a variety of foods in their diet.
- The child may appear to avoid social situations, preferring to be alone.
- There is limited development of play activities, particularly imaginative play.
- There may be an absence of speech, or unusual speech patterns such as repeating words and phrases (echolalia), failure to use 'I', 'me', and 'you', or reversal of these pronouns.
- There are often difficulties with toilet training.
- The child generally does not point to or share observations or experiences with others.
- The child may be extremely distressed by certain noises and/or busy public places such as shopping centres.
- Hyperactivity and a poor attention span are often observed, usually because the child has trouble understanding instructions.
- The child's difficulty in understanding other people and interpreting what is going on around them leads to significant levels of anxiety.
- These children have difficulty transferring skills learned in one setting to another setting, e.g. preschool/day care/school to home.

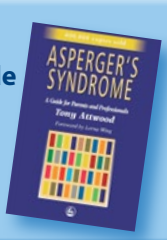
Adapted from "Autism – Perceptions & Reality" Presentation Kit, The Autism Foundation 1998 (out of print)

In children under two it can be hard to see the above characteristics/behaviour. Sometimes it is important to consider if they have reached certain milestones. For example, by 18 – 24 months of age are they:

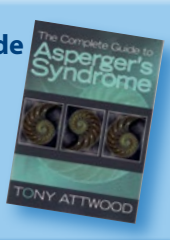
- showing interest in his/ her siblings or peers.
- bringing you items to show you.
- following your gaze to locate an object when you point.
- engaging in 'pretend play' (e.g. feeding a doll or making a toy dog bark).
- using many spontaneous single words and some two-word phrases.

RECOMMENDED RESOURCES

Asperger's Syndrome – A guide for Parents and Professionals
By Tony Attwood



The Complete Guide to Asperger's Syndrome
By Tony Attwood



Kids in the Syndrome Mix
By Martin
L Kutscher, MD

Different Ways of Teaching

Sue Larkey TOP TIPS

There is a variety of ways that an adult can implement to teach a child during the day. Using a combination of all these different forms of teaching each day will provide the child with a multitude of learning opportunities.

Direct Teaching:

This is a highly structured approach that initially takes place at a table in an environment where distractions have been minimised; e.g. T.V. is off. As the child's attention to task and concentration span develop move to other environments. Individual programmes for a child could be addressed through Direct Teaching.

Engineered Situations:

These are situations that you deliberately set-up, e.g. having the door locked when you are going out, waiting for the child to look and vocalise (you model 'open') before you open the door. Place things out of the child's reach to encourage pointing and vocalisation.

Incidental Teaching:

Follow the child's lead; respond as situations occur during the day; e.g. name household objects as you use them e.g. "brush", verbalise activities "Mummy's sweeping the floor"; and general observations like when hanging the washing comment on items of clothing and to whom they belong.

Activity Based Instruction:

Let the child help you make a sandwich; rake the leaves, etc.

Make Learning Fun:

Select activities that you know the child really enjoys. The easiest way to do this is watch what they are already engaging in and then be creative how you can incorporate into specific learning eg Literacy, Maths etc can be taught at lunchtime, bath time, playground, etc.

Adapt Activities for Success:

It is very important to adapt the tasks to the individual child's learning style and strengths. Always think about the AIM of the activity. It is best to avoid situations that will distract them from engaging and participating in the core aim and those that cause anxiety and stress. For example, if they like colouring in and don't like cutting – your aim is counting do lots of colouring activities and avoid cutting.

Select the Right Time and Place to Teach:

Finding the right moment to teach is just like taking a photo. If you are one second late it can be an awful photo – eyes shut, funny face. Select the correct moment and it is perfect! When teaching look for those perfect moments to teach. This will ensure great outcomes and everyone has fun, which will also mean the child will want to repeat!!

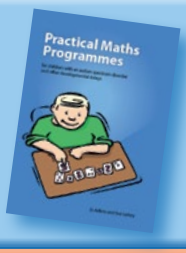
The "click" of the camera button captures the perfect action shot...

... so find the perfect moment to teach! Observe the child, get to notice the signs for that perfect moment!

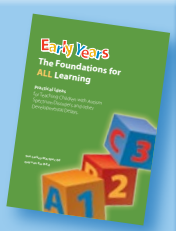
RECOMMENDED RESOURCES

Practical Communication Programmes
By Jo Adkins and Sue Larkey

Practical Maths Programmes
By Jo Adkins and Sue Larkey



The Early Years: Foundations for All Learning
By Sue Larkey and Gay von Ess



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Why and How to Use Visuals

Sue Larkey TOP TIPS

Why:

- Most children with autism spectrum disorder (ASD) have strengths in visual areas compared to other areas.
- Up to 80% of families have their child's (with ASD) hearing test first because of delays in language development. Children with ASD can hear but they can't process verbal language.
- A symbol or picture remains constant long after the word or sign has been completed.
- People with ASD tell us language is confusing. Temple Grandin, a well-known American with ASD reports "I think in pictures."
- Sensory processing difficulties are part of ASD so it makes sense to support one sensory input system (i.e. hearing) with another – sight.

How:

- Visuals include: real objects, parts of objects or remnants (e.g. empty packet of sultanas); photographs of the actual object, photographs of similar objects, drawings, computer generated symbols, (e.g. Boardmaker, Pics for PECS symbols) and words. Even the McDonalds' golden arches are a visual, and one that every child seems to know!
- Your child's age and ability will be the determining factor when deciding what type of visual support to use. Generally very young children and those who have additional difficulties need visuals that most closely resemble the actual object. These children may respond best when you show them the car keys rather than a Boardmaker symbol of a car. It is easier to use photos or symbols than carry round bags of objects. However, if they don't have meaning for your child at this point remnants or objects are fine.
- Always couple visuals with speech. They are an aid to help you understand spoken language, not a substitute.
- Be eclectic. You do not need to only use one type of visual. You can still use objects even if your child recognises symbols.
- Always print the name of the visual at the top. This will ensure that everyone calls the object the same thing (is it a mug or a cup?) and as words are only another visual code your child might crack this code as well!
- To be valuable visuals must be accessible. Keep them near where you are likely to use them – on the fridge or somewhere else handy in the kitchen; in the toilet; near the front door etc. Put a few key symbols on your key ring (finish, toilet, car, home, etc.).
- Wait! Like all communication you need to allow the child time to process and point.
- Persevere. Your child may need many trials before he makes the connection between the visual and the real object.
- Speak to your speech pathologist about introducing your child to PECS (Picture Exchange Communication System).

Remember:

- Visuals need to be paired with looking at the other person to be useful communication.
- All visuals should be accompanied by speech.
- Keep visuals in place even after your child has learnt to talk.

RECOMMENDED RESOURCES

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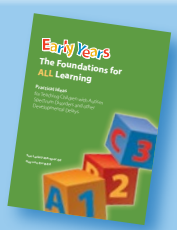

Practical Communication Programmes
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Pics for PECS
CD contains over 2000 icons

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Being a Supportive Communication Partner

Sue Larkey TOP TIPS

Communicating with young children who have autism spectrum disorder (ASD):

- Use the child's name first. Then pause before saying the rest of what you want to say. This will allow the child time to focus his attention on what you are saying.
- Use clear, precise language. Say exactly what you mean. Children with autism spectrum disorder do not infer meaning.
- Use positive language that tells the child what he can do.
- Allow the child time to process (think) and respond. Allow the child plenty of time to process your instruction. If he doesn't respond (you may need to wait a minute or more), repeat but do not rephrase the instruction.
- Be dramatic so that the child's attention is more likely to be drawn to you. He/she is also more likely to be able to interpret your body language if you exaggerate.
- Use one word more than the child is using.
- Sing and/or chant – as well as tapping different neural pathways to speech singing and chanting calms the child as well as helping him self-regulate his behaviour.
- Lower your voice or use a monotone – children with autism spectrum disorder may have auditory sensitivities particularly high frequency sounds.
- Do not insist that the child looks at you. Adults with autism spectrum disorder report that it actually hurts to have to make eye contact; that they can't look and listen at the same time.
- Use visual communication strategies as well as speech. The visual symbol is a constant whereas speech is transitory.
- Use visual sequences for daily routine; child's work schedule; any change that is going to happen.
- Use specific praise, e.g. "Good putting" rather than "Good work" or "Good boy." The latter comments do not tell the child what it is that he is doing that you like.
- Avoid sarcasm. Children with autism spectrum disorder are literal – they may start hopping if you tell them to hop along to the bath!
- Choose the time of day when your child is most happy and relaxed to focus on language activities.

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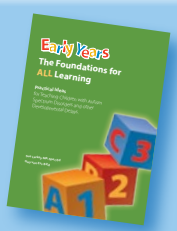

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Creating Communication Enriched Environments

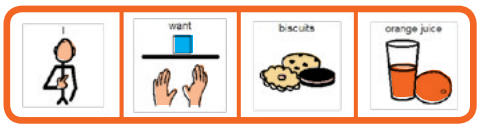
Sue Larkey TOP TIPS

Many children do not need to communicate as everyone in their environment thinks for them, gives them what they want or even anticipates their needs. When you create a communication enriched environment it is VITAL you create as many opportunities as possible for the child to communicate.

- ✓ Engineer situations to teach common phrases – Go, Up, More, Again, Help, Yes, No.
- ✓ Have the child wear key picture symbols/words on a lanyard around his neck for easy access.
- ✓ Put items from lunchbox on top of the lunchbox – make the child request, or tell you want he wants to eat next.
- ✓ Put photos on the fridge or pantry door of favourite food or drink so they have to request it.
- ✓ Pack away all their favourite DVDs and only have pictures of the covers for them to request the actual DVD.

Creating as many opportunities to communicate as possible is an important part of a communication programme. In many ways it is immersing the child in a communication abundant environment. This will mean creating as many visuals, schedules, activities and routines as possible to promote communication. The easiest way to do this is look around the environment at home and school, and think of all the times in the day when you could model, promote, encourage or support communication.

How to create a communication enriched environment at home:



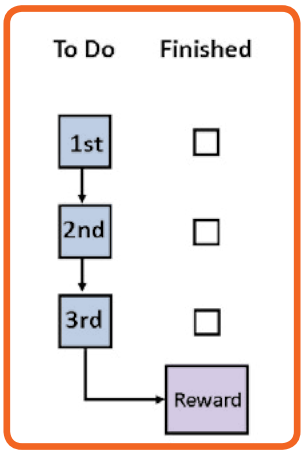
Breakfast: Select from visuals e.g. cereal, toast, juice.

Daily Visual Schedule: Breakfast, Get Dressed, School, Home, etc.

Getting Dressed: Visual Schedule (take off pyjamas, put on undies, t-shirt).

Afternoon Tea: Choice board with food/drink options.

Carpet board with visuals: Quick, easy access to regularly requested items.



How to create a communication enriched environment at school:

Morning Routine: Photo/name of child on hook to put their bag, lunch in box (use visuals to support), say "HELLO" to teacher.

Daily Schedule: Use a visual schedule of the day, including favourite activities to engage and motivate.

Morning Tea/Lunch: Have visuals on the child's lunch box so they have to request items.

Outside Play: Visual schedule, photo to go back inside.

Work Tasks: Visual schedule, visual tasks, include the finished visual.

Toilet: Visual toilet routine.

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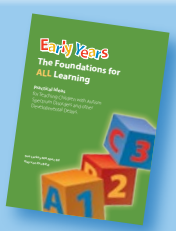

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Sue Larkey TOP TIPS

Use Rewards and Special Interests to Motivate and Engage in Learning

Rewards are an important element of all teaching programmes. Children with autism spectrum disorder (ASD) need to understand the functionality of learning and have a motivator to learn. Self motivation is very difficult for someone with ASD especially when they can't see the 'payoff' at the end. Having a special goal to work towards is often the best motivator.

The goal:

- Must be easy to reach.
- Should be small achievable steps rather than one huge step.
- Needs to have meaning to the ASD individual.
- Should be very clear what is expected, remember these children are literal so need specific clear expectations. i.e. Avoid goals like "do work" instead say "1 page of work; 10 questions; 100 words; read 10 pages".

Ideas to try:

Use a motivator as a:

- Reward for work completed.
- Reward for time on task.
- Down time/quiet time.

The most useful motivator is usually access to their special interest/obsession. For some children their special interests can change daily, others can have the same interest for years.

Special interests can be used in many ways. Here are some examples on how to use special interests:

- Reading about favourite subject/special interest.
- Talking about favourite subject (this must be time limited).
- Access to favourite internet site/YouTube/iPad.

Children with ASD often cannot be bothered with skills they do not see the functionality to do and can take the attitude 'why bother'. By using their interests for learning or rewarding with their interests you will increase engagement and participation.

Word of warning: NEVER use a child's special interest as a punishment

If you take away their special interest and use it as a punishment it rarely works as a behaviour modification method and could result in escalating behaviours. It is better to use as a reward, e.g. when you have achieved x, you can have y.

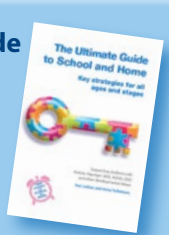
My Name is .....

Now	Next	Later
.....	.....	.....

RECOMMENDED RESOURCES

Practical Maths Programmes
By Jo Adkins and Sue Larkey

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



Teacher Assistants Big Red Book of Ideas
By Sue Larkey and Anna Tullemans

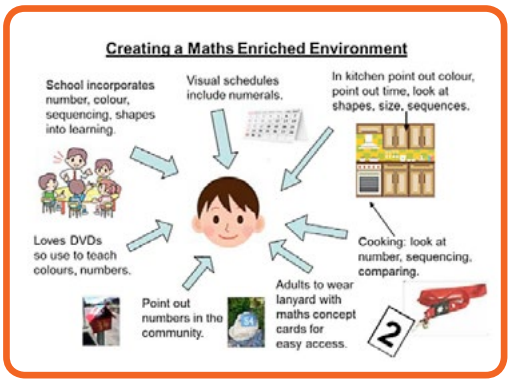
Teaching Maths Concepts to Children with ASD

Sue Larkey TOP TIPS

Maths is more than numbers and we should aim to start teaching maths concepts to children in their early childhood. Teaching children about colours, shapes and categories are the first basic maths steps and is a great starting point. We typically begin with simple matching and labelling, and using a child's special interest is the key to understanding basic maths concepts as young children with ASD learn best when it has meaning for them. When you move on to teaching maths we start with teaching number concepts not counting as you would with a typical developing child. Because many skills cannot be taught until pre-requisite skills are achieved it is important to develop a maths programme in early childhood.

11 Top Tips for Teaching Maths Concepts

1. Ensure the child has maths enriched environments.

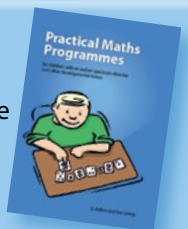


2. Focus on teaching maths concepts not rote counting. When teaching maths we start with teaching number concepts not counting as you would with a typical developing child.
3. Use the child's special interest. This is the key to making children understanding basic maths concepts.
4. Make maths functional (food, cooking, shopping).
5. Make maths fun and enjoyable (songs, concrete activities – counters, etc.)
6. Be eclectic; try lots of different ideas and strategies – remember not every strategy works for everyone.
7. Use computer games, and iPad to reinforce and teach concepts i.e. Matheletics, Times Tables Apps, Telling Time Apps etc.
8. Incidental teaching is where you follow your child's lead, responding as situations occur during the day, e.g. count food as you give to the child – "one, two, three shape biscuits"; verbalise activities – "Mummy wants three biscuits"; and general observations e.g. when pushing a floor button in lift say "I want floor number five".
9. There are lots of situations during your everyday activities when you can count 'how many', 'how long to wait', 'match shapes/colours' or point out 'what is different'. These are all very important maths concepts and the more you incorporate in everyday situations the quicker the child will learn and generalise.
10. Use rewards and motivators.
11. Be persistent and REPEAT, REPEAT, REPEAT.

Practical Maths Programmes by Jo Adkins and Sue Larkey provides a sequential order of learning in most activities because many skills cannot be taught until pre-requisite skills are taught and achieved. Children with ASD learn best through repetition and this book provides lots of fun activities the children will want to do 'over and over again!'

RECOMMENDED RESOURCES

Practical Maths Programmes
By Jo Adkins & Sue Larkey



Visual Maths Addition Set
by Jo Adkins & Sue Larkey

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11 Common Signs of Sensory Processing Disorder or Difficulties

Sometimes you need to be a detective to recognise sensory difficulties as the underlying cause of a problem. If possible see an Occupational Therapist as they are great at assessing the child's sensory processing.

Here is a list that may help you identify children's underlying sensory difficulties:

1. Extra sensitive to touch – they don't like to be touched or can't be touched enough.
2. Sensitivity to sounds – they may cover their ears when the same noises don't bother others.
3. Picky eaters – they will only eat a limited range of foods and those they are familiar with.
4. Movement – unusual body posture, seek constant movement or have difficulty with movement.
5. Hyperactivity – they can't sit still during the day or get to sleep at night, or calm themselves down.
6. Fear of crowds – crowded areas bothers them to the point of frequent public meltdowns.
7. Poor fine or gross motor skills – they have difficulty with handwriting or kicking a ball.
8. Excessive risk taking – they may be unaware of touch or pain or heights or danger.
9. Avoidance of sensory stimulation – they won't put their hands in anything messy such as glue, clay or mud. They only wear certain clothes.
10. Trouble with balance – they may be accident-prone or fall more often than others and have a preference for sedentary activities.
11. Easily distracted – particularly by noise, movement, and touch.

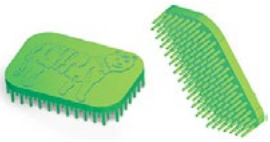
By using a range of sensory activities children learn to feel "just right." Every child needs to work out their own preferences. Here are some ideas to try:

10 Calming Activities

1. Massage.
2. Sitting on Bean Chair.
3. Slow rocking.
4. Soft, slow music.
5. Joint compressions.
6. Stretching.
7. Chewing.
8. Sucking.
9. Fidget toys.
10. Squeezing ball.

10 Top Alerting Activities

1. Brisk rubbing.
2. Chewy food / Chewy Tubes.
3. Any push/pull, run, skip, jump, heavy lifting.
4. Fast, irregular movement (swing, trampoline, therapy ball).
5. Kick, bounce, and throw a ball.
6. Strong tastes / odours.
7. Loud, fast music.
8. Fidget toys.
9. Sitting on sensory mat.
10. Physical exercise.



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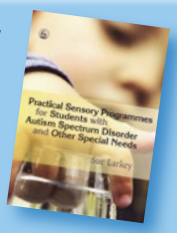
Practical Sensory Programmes
By Sue Larkey



Songames for Sensory Processing
By Audrey Lande and Bob Wiz

Full range of Sensory Toys
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Using Sensory Toys to Improve Learning and Behaviour

Sue Larkey TOP TIPS

Children with autism spectrum disorder (ASD) often seek out sensory activities, e.g. chewing, twirling, and fidgeting. They find specific sensory experiences calming, e.g. rocking, flicking, visual patterns, flapping. Holding an object in their hands can often enhance learning. For example, if given a sensory toy to hold at mat time a child can sit for longer, concentrate better, be less disruptive to peers, is calmer and has reduced anxiety levels. Sensory toys can also replace inappropriate behaviours.

Is there one MAGIC WAND to improve learning and behaviour?

So many teachers and parents of children with ASD ask me this question. The simple answer is no, because a combination of strategies is required, but if there was ONE idea that makes a big difference and is so easy to use it would be using what is called a fidget toy. The irony is that it is the strategy that is most resisted by educators.

A small 'fidget toy' in the hand of a majority of children with ASD will dramatically improve their learning and behaviour.

I acknowledge that the idea that playing with a 'toy' improving concentration is the opposite experience for teachers and parents with non-ASD children.

For children with ASD this strategy can be a MAGIC WAND. It calms them, reduces stress, and reduces distractions, therefore increasing learning readiness and promoting good behaviour. Many children with ASD seek movement to calm and process, by allowing the child to actually move their fingers using a "fidget toy" it actually increases learning.

A good indicator of whether a child needs fidget toys is "WHAT HAPPENS IF YOU REMOVE THEM?"

If you remove the toy and you see other behaviours emerge this indicates the child actually "seeks" this and "needs" it. For example, the behaviours you will see could include:

- Will they pick their fingers?
- Will they chew their collar or hat string?
- Will they start moving their legs, body?
- Will they be easily distracted by other children?

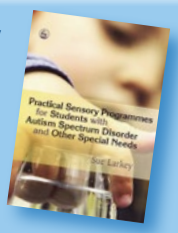
Many students with ASD actually listen and concentrate BEST with a sensory toy!

Reminder: Have rules around sensory toys. Have set times they put in their pocket, on desk, in their hands etc.

RECOMMENDED RESOURCES

Practical Sensory Programmes

By Sue Larkey



The Kids' Guide to Staying Awesome and In Control

By Lauren Brukner

Behaviour Solutions

By Beth Aune, Beth Burt and Peter Gennaro

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Sue Larkey LEARNING MEDIA

Tips for Toileting

Sue Larkey TOP TIPS

Toilet training your child is a big task even for neuro-typical children. Parents often procrastinate over when to start and we keep delaying it for whatever reason we can think of! Toileting is not something that the child will grow into or get better with age. We all need to action ASAP – and this includes schools. If a child is attending pre-school or school when the parents are toilet training then we all need to get behind the toileting programme and provide consistency all day every day until the child has mastered it.

When to Start Toilet Training

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

Think Toilet TIMING not Toilet TRAINING

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

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

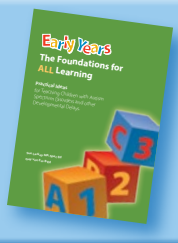
10 Top Tips for Toileting

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

RECOMMENDED RESOURCES

Tips for Toileting
By Jo Adkins and Sue Larkey.

The Early Years
By Sue Larkey & Gay von Ess



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Sue Larkey LEARNING MEDIA

Top 10 Books to Help Make a Difference

Sue Larkey TOP TIPS

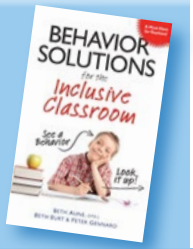
There are so many resources now available to help teach children on the autism spectrum and it can be difficult to know which ones will be the most helpful – and this is a question I am most often asked. So here is my TOP 10 RECOMMENDED BOOKS and WHY!

For those of you looking for support in understanding autism spectrum and the children you work with, as well as strategies for behaviour support, the top two books I recommend are:

From Anxiety to Meltdown By Deborah Lipsky

Anxiety is the root cause of many of the difficulties experienced by people on the autism spectrum, and is often caused by things such as a change in routine, or sensory overload. Deborah Lipsky takes a practical look at what happens when things spiral out of control, exploring what leads to meltdowns and tantrums, and what can be done to help.

This is the BEST book I have ever read and I rate it a MUST HAVE.



Behavior Solutions for the Inclusive Classroom By Aune, Burt & Gennaro

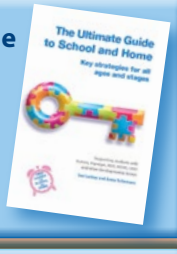
This book is a must-have for every special needs and inclusive classroom. The easy to use format allows teachers to quickly look up an in-the-moment solution and learn about what the child is communicating, and why. This book illuminates possible causes of those mysterious behaviours, and more importantly, provides solutions!

I call this SEE A BEHAVIOUR, LOOK IT UP. This is a great reference book to have on hand. ALL behaviours are replaced by another and this book gives you great ideas for replacements and skills to develop.

TOP BOOKS TO SUPPORT LEARNING

The Ultimate Guide to School and Home

By Sue Larkey & Anna Tullemans

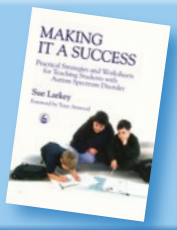


Teacher Assistants Big Red Book of Ideas

By Sue Larkey & Anna Tullemans

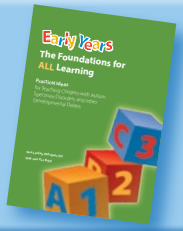
Making it a Success

By Sue Larkey



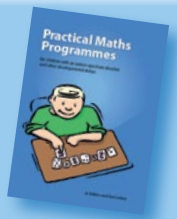
The Early Years

By Sue Larkey & Gay von Ess



Practical Maths Programmes

By Sue Larkey & Jo Adkins



TOP BOOK FOR SOCIAL SKILLS

Developing Social Skills

By Sue Larkey & Gay von Ess

TOP BOOKS FOR HELPING CHILDREN

The Red Beast

By K I Al-Ghani

The Kids' Guide to Staying Awesome and In Control

By Lauren Brukner

Find out more about these resources, download free tip sheets, request a catalogue, and order teaching resources – all online at www.suelarkey.com

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