

Making it a success with Sue Larkey



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

Term 2 Great Tips and Ideas to Help Everyone Make it a Success

Last year when I asked people what they wanted help with in 2017 I got a huge response with a wide variety of requests. In this Newsletter I am addressing a few areas where a large number of people were wanting some additional support and strategies:

- **Teen years and beyond** – adults with ASD are often the best resource for strategies, support and insights. In this newsletter Chris Bonnello has kindly offered to share his tips (pg 10).
- **How to Share Diagnosis** – Anna Tullemans, a parent, shares her top tips (pg 12)
- **Motor Skills** – handwriting, fine motor skills. Sally McNamara an Occupational Therapy has given some VERY important information to consider with motor skills with a whole body approach (pg 4).
- **How to Adjust Curriculum** – we take a look at curriculum engagement and provide some strategies for classroom adjustments (pg 13).
- **Online learning from the comfort of their home – FREE Webinars** – available 1-14 May 2017 (pg 9).
PLUS so much more!!

Autism and Mental Health

“People with Asperger’s Syndrome appear especially vulnerable to feeling depressed, with about one in three adolescents and two out of three adults with Asperger’s Syndrome having experienced at least one episode of severe depression in their life”. (Page 10 of *Exploring Depression, and Beating the Blues* by Tony Attwood and Michelle Garnett).

Recognising and exploring the relationship between ASD and mental health difficulties is vital so that each condition can be addressed successfully. We now stock a wide range of fantastic books which are invaluable sources to help understanding and recognition – and guide you to strategies to support both at school and at home.

Tony Attwood and Michelle Garnett’s new book is designed as a self-help manual with a range of activities for the creation of a positive and resilient self-identity. It is a great resource for teachers and parents to implement in the school and home.

The reasons people with Asperger’s Syndrome become depressed are:

- Feeling rejected and not respected or valued by peers.
- Finding socialising mentally exhausting.
- Internalising and believing peer criticisms and torments.
- Focusing on errors and what could go wrong.
- Believing that change is aversive and unattainable.
- Not being able to cope with specific sensory experiences.



Issue 44, May 2017

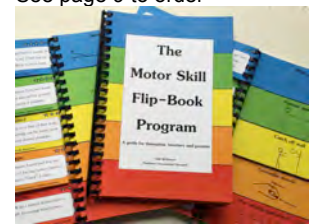
INSIDE THIS ISSUE

Photo Cookbooks and Life Skills	2
Curriculum Guidelines	
Outcomes from Cooking	3
How to Support Motor Skills	
A Whole Body Approach	4
Using the Word Stop	5
Avoid Saying ‘NO’	5
NEW Online Learning	9
Growing Up Autistic	10
To Tell or Not to Tell, and What to Tell	12
Curriculum Engagement	13
Upcoming Workshops	14

Resources	6-8
Ordering Information	9

New Resources

See page 9 to order



My Newsletter is emailed out at the beginning of each term. To have it delivered direct to your inbox sign up at www.suelarkey.com.au

Sue Larkey

Autism Consultant



 Sue Larkey
LEARNING MEDIA

Photo Cookbooks and Life Skills

Cooking! Using Cooking to Teach Everything! Life Skills, Social Skills, Maths, Science, English and more!

Cooking is a daily activity for everyone. It is a wonderful activity to teach ALL ages and stages. Cooking is an activity families, schools, community groups – indeed anyone can do it – and it provides long term recreation and independent living skills.

Through cooking you can teach all curriculum areas (see page 3). By providing a structured programme with goals/learning outcomes you can develop a cooking programme that addresses the learning style and needs of the individual student. One child may use the programme to learn to read while another may use it to communicate, using visuals.

10 Ways to Use Cooking to Teach

Here are some examples of how cooking can be used to teach a wide range of skills at both school and home:

1. Sequencing: Cut up recipes and get the child to put in the correct order.
2. Writing: Write out recipe, record observations, etc.
3. Reading: Read recipes, comprehension of instructions, etc.
4. Social Skills: Turn taking, waiting for a turn, requesting help, request a taste, etc.
5. Maths: Counting, fractions, volume.
6. Motor Skills: Cutting, opening containers, stirring, etc.
7. Sensory: Tasting, smelling, texture of ingredients.
8. Conversation Skills: Talking about foods, likes and dislikes.
9. Categories: Where items go in kitchen – fridge, pantry, etc.
10. Hygiene: Hand washing, cleaning dishes, etc.

Cooking is a great way to develop communication for children who have limited verbal skills.

Here are some examples how to provide opportunities to communicate:

- Give container with lid on too tight. Student needs to ask for help.
- Place hands in sticky ingredients and say “Yuck”.
- Count when stirring i.e. 1,2,3.
- When turning tap on/off, say ON/OFF. Wait for them to indicate they want it turned on – request, point, etc.
- Count wherever possible... pikelets in pan, honey joys, etc.
- Look through photo recipe book with student. Discuss things they like and don't like.
- Sing songs when cooking (“Everybody mixing” etc.)
- Give bowl to mix without spoon. Student needs to ask for spoon.

- Give fry-pan with no cord. Student needs to ask for HELP.
- Wherever possible don't anticipate their communication. Wait for them to communicate first rather than guessing their needs (e.g. Hands dirty, want to wash, wait for them to look at you, and indicate want of help, etc.)

For more ideas on how to develop communication skills see *Practical Communication Programmes* by Jo Adkins and Sue Larkey.

Download a FREE recipe in the tip sheet section on www.suelarkey.com.au

What is in it for me?

COOKBOOK

- 340 photos of the key stages of each recipe (ingredients, utensils, equipment and recipe).
- PROVEN recipes that kids love.
- 50 full colour pages – full colour, step by step recipes.
- Easy activities to incorporate into school day/home.
- DURABLE: Spiral bind, gloss art paper.

TEACHING MANUAL

- Over 300 skills to teach - from communication, maths, science, social skills and more (ALL Curriculum Areas).
- Outlines learning outcomes from cooking.
- 6 step programme from evaluations to implementation.
- Worksheets for follow up activities.
- Heaps of time-savers and ideas.

	Corn Flakes	2
	Toast and Marmite	5
	Choc Smoothie	9
	Sandwich	13
	Toasted Sandwich	17
	Hot Dog	21
	Sausage Rolls	25
	Pizza Muffins	30
	Pikelets	35
	Funny Face Biscuits	40
	Honey Joys	44
	Popcorn	49

\$10 OFF Photo Cookbooks until 30 June 2017!!

Photo Cook Books: By Sue Larkey and Heather Durrant

These books are an ideal teaching programme for everyone. Cooking is a marvelous tool to teach everything from maths to social skills. Because cooking is a favourite with all children it's a wonderful teaching and learning activity appropriate for all ages and stages! The manual has ready-made programmes linking curriculum and educational outcomes.



Cookbook 1 or 2	CODE B06(1 or 2)	\$34.95 (SAVE \$10 – NORMALLY \$44.95)
One Cookbook & Manual	CODE B06(1,M)	\$54.95 (SAVE \$10 – NORMALLY \$64.95)
Both Cookbooks & Manual	CODE B06(1,2,M)	\$94.95 (SAVE \$10 – NORMALLY \$104.95)
Teaching Manual	CODE B06(M)	\$23.95

From the Cookbook Manual:

**CURRICULUM GUIDELINES
OUTCOMES FROM COOKING PROGRAMME**

Step 2

Together We Cook 'n' Learn ↓

ENGLISH	MATHEMATICS	SCIENCE
READING	NUMBER	PROBLEM SOLVING
WRITING	MEASUREMENT	COOKING
LISTENING	PROBLEM SOLVING	SAFETY AWARENESS
AUGMENTATIVE COMMUNICATION	MATCHING	TECHNOLOGY
COMMUNICATION: EXPRESSIVE (Speaking) RECEPTIVE (Listening)	SEQUENCING	DOMESTIC APPLIANCES
	CATEGORISING CLASSIFICATION	BODY AWARENESS
	MONEY	
STUDIES OF SOCIETY & ENVIRONMENT	HEALTH & PHYSICAL EDUCATION	THE ARTS
SOCIAL SKILLS	MOTOR SKILLS	PLAY DEVELOPMENT
GROUP LEARNING	SELF HELP	ART/CRAFT
WORK TASKS	INDEPENDENT LIVING	MUSIC
COMMUNITY ACCESS	PEOPLE & FOOD	TECHNOLOGY
SHOPPING	HYGIENE	DOMESTIC APPLIANCES
	RECREATIONAL ACTIVITIES	VISUALS & Augmentative Communication Systems
	SAFETY	DIGITAL CAMERA
	SENSORY INTEGRATION	

How to Support Motor Skills: A Whole Body Approach

By Sally McNamara (OT)

As an occupational therapist I am often asked for ideas on how to support or 'fix' one aspect of motor development. For example, a child might hold their pencil incorrectly, have difficulty riding a bike or be unable to dress independently.

While most people hope there is a quick solution to the problem the truth is that each motor skill involves a series of complex connections between many different parts of the brain and body. As a consequence the development of each motor skill requires consideration of the whole body and how it works together.

So while fine motor activities are still important for children who have fine motor delays, only focusing on exposing the child to more fine motor activities will mean that the child is unlikely to make as much progress as one who has been encouraged to participate in activities that support the development of the body as a whole.

Understanding motor skills development (and why is this important?)

As humans we develop our motor skills in a certain pattern; from the head-down and the inside-out. In other words we gain control of our upper body before our lower body, and we develop control and strength in our trunk (core) before our limbs. This understanding of how the body develops is very important as it means that if we want to improve fine motor skills (e.g. for activities like hand-writing, cutting, using utensils etc.) then we have to start by working backwards. This involves looking closely at important areas of motor development such as gross motor coordination, the stability of the shoulder and the body's core strength.

A child cannot have distal control without proximal stability. What this means is that if a child's core muscles are weak, if their shoulder joint is unstable and/or if they have difficulty with larger (gross) movements then they will inevitably struggle with their fine motor control. ***It is important to always remember that considering motor skills as part a system – rather than in isolation – is critical.***

Example of Whole Body Approach

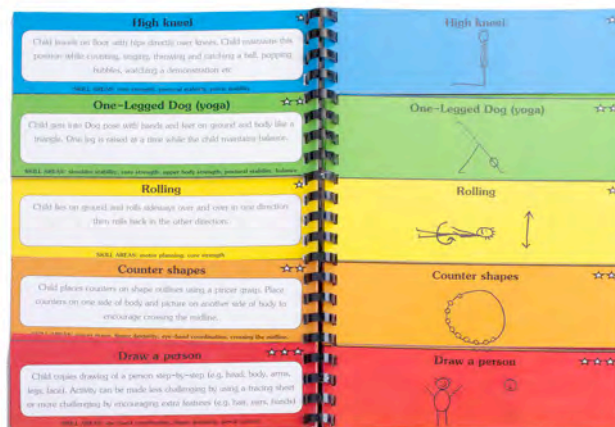
If you know a child who finds certain motor activities challenging then it is important to look at all aspects of their motor development and determine how other factors might be influencing the body as a whole.

While most issues with pencil control and fine motor coordination are typically easy to identify, gross motor coordination difficulties, reduced shoulder stability and poor core strength can be harder to pick up. The whole approach considers:

1. ***Signs of reduced gross motor coordination can include*** difficulty crossing the midline of the body (e.g. touching the elbow to the opposite knee), poor balance, slower reaction times, clumsiness, and/or difficulty performing alternating movements or movement sequences.
2. ***Signs of reduce shoulder stability can include*** a tendency to tense or tuck the shoulder during fine motor tasks, difficulty supporting body weight through the arms or trouble keeping arms up in the air, and/or a tendency to use large arm movements instead of smaller hands and finger movements (e.g. whole arm movements when writing).
3. ***Signs of reduced core strength can include*** slumped or frequently changing posture, difficulty lifting head and limbs off the ground when lying on stomach or back, a tendency to prop on hands or arms when sitting, and/or back or neck pain.

Sue Larkey's Comment

This programme is fantastic as it solves motor issues with quick fun activities. You can give this book to parents/carers or support staff to follow. It has GREAT time-savers that use a whole body approach to motor skills. I love the way it is divided into the whole body activities and covers five key motor skill areas – 'core strength', 'shoulder stability', 'gross motor coordination', 'fine motor coordination' and 'pencil control'. I also love that each of the 100 activities can be mixed and matched quickly and easily for the child to follow during each session.



Great New Resource

The Motor Skill Flip-Book Program

By Sally McNamara

Developed by a paediatric occupational therapist in response to demand for quick and easy motor skill programmes for children. Five colour-coded areas of motor development incorporating the whole body; including core strength, shoulder stability, gross motor co-ordination, fine motor co-ordination, and pencil control skills. 100 mix and match activities of varying degrees of difficulty. Beneficial for children who experience handwriting difficulties as well as general coordination and motor development issues.



CODE B137 \$54.95 (plus P & H)

Using the Word STOP



What does STOP really mean?

What does STOP really mean? Being told to STOP can be very confusing for people with ASD.

Many children with ASD, ODD have "Mind Blindness." It means they often are literal, don't know the inferred intent of language and have difficulty taking another's perspective. This means the word STOP can be very confusing. For example if an adult says "STOP" do they mean stop breathing, stop looking, stop moving, etc.

STOP does not tell a child what they can do – it only tells them what they shouldn't do. When you have to use STOP make sure you add a little more information so that the child knows what they should do, e.g. "STOP! Hands down" if he is about to reach for something on the stove or "STOP. Feet still" when he is about to run onto the road or "STOP, pencil down time to listen." Although these instructions sound a little overdirected they clearly convey the intended message to the child.

It is important children know what the STOP word means and to respond appropriately for their own safety. Here are some fun ways to teach STOP in the early years:

- Teach STOP by playing STOP / GO games ideally with a ball race or some other toy that your child enjoys and is easy to stop. Put your hand on the toy to stop it operating at the same time as you say stop while simultaneously holding your other hand up in a stop gesture. Make sure you use a firm, definite tone as you say "STOP!"
- For the younger child you can also teach STOP / GO when you play "Row, row, row your boat" or other predictable physical activities
- When teaching safety you can also teach the song "walk, walk and walk and STOP!" "run, run, run and STOP!"

Excerpt from The Early Years: The Foundations for ALL Learning by Sue Larkey and Gay von Ess, page 39.

Dean Beadle, who has ASD, explained why STOP didn't work for him as a child. He believes you need to be socially motivated to respond. By that he means that the other person's opinion is more valuable than yours. You need to believe that person has authority over you and be motivated to be where the person tells you to be. In his opinion STOP is a wasted word, better to say "If you come here we can do x" or tell children what action you want them to do.

Avoid Saying "NO"

Using the word "No" does not help the young child with ASD learn what he can do. "No" is a very confusing word. It can mean "Stop", "Wrong", "That is not the choice", "There isn't any left", "Later", "Time to stop or finish", or "You don't want it."

The word "No" will often escalate inappropriate behaviours rather than reduce them. Some children are very literal so when an adult says "No juice", a very literal child will think there will NEVER AGAIN be juice, when what the adult really meant was the juice was "all gone" or the child could have it later.

Depending on the circumstances other words that can be used instead of "No" are: Wait, All gone, I don't want it, Can't go in, Try again, Finish, Later, Help, Walk (rather than NO running), Hand up (rather than NO calling out), Stop.

Focus on telling the child what you want him to do rather than focusing on what he is not to do; e.g. if he rushed into the bathroom and started playing with the taps, rather than saying "No!" say "First toilet, then wash hands." The latter is far more supportive and directive for the child.

Rather than saying "No" a child can't do an activity use a visual schedule to explain when they can do it.

Using "First, Then..." or "When, Then..." or "Now, Next, Later" are great to encourage children to try new activities. Always put their favourite activity last as a built-in reward for trying new activities.

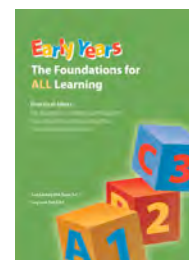
My Name is:		
Now	Next	Later
□	□	□
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Excerpt from The Early Years: The Foundations for ALL Learning by Sue Larkey and Gay von Ess, page 12.




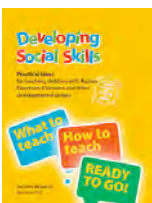

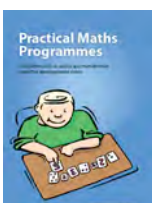


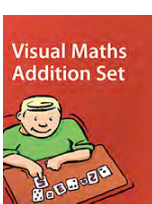



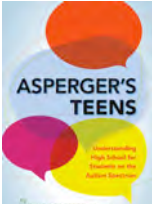




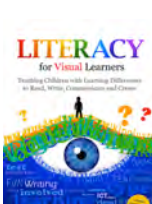
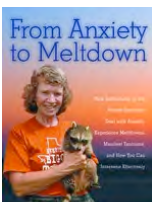
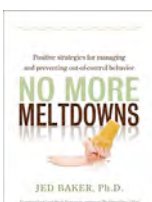


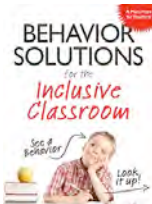
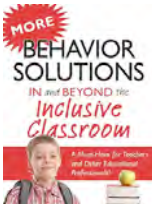
Most Popular Resource for Teaching in the Early Years

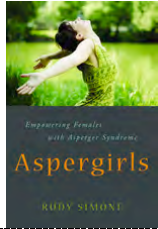
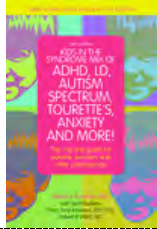

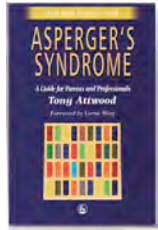



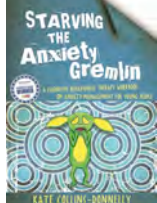
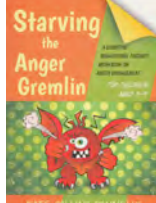

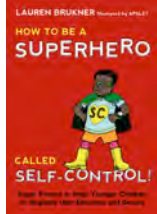
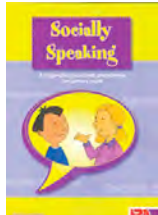
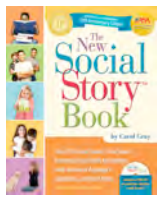
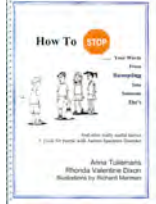
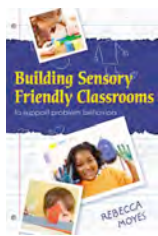


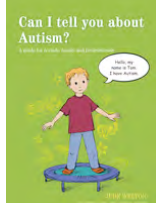
The Early Years: The Foundations for ALL Learning: By Sue Larkey & Gay von Ess

The Early Years has been designed as a 'how to' book that parents, teachers and carers can refer to for help in managing behaviour, promoting communication, establishing basic attending skills and of course for introducing new activities to young children with autism spectrum disorder or developmental delays. Full of practical ideas to give children with ASD and other developmental delays the KEYS to learning. Teaching to play, write, draw, imitate etc. Toileting training, community access, etc. To sit, ask for help, wait, play, attention to task, sign songs, etc. Great easy to photocopy programmes.



CODE B04 \$39.95 (plus P & H)

<p>The Ultimate Guide to School and Home By Sue Larkey & Anna Tullemans</p> <p>CODE B96 \$44.95</p> 	<p>Teacher Assistants Big Red Book of Ideas By Sue Larkey & Anna Tullemans</p> <p>CODE B15 \$39.95</p> 	<p>Teacher Assistants Big Blue Book of Ideas By Sue Larkey & Anna Tullemans</p> <p>CODE B16 \$39.95</p> 
<p>Developing Social Skills By Sue Larkey & Gay von Ess</p> <p>CODE B18 \$39.95</p> 	<p>Making it a Success By Sue Larkey</p> <p>CODE B01 \$39.95</p> 	<p>Practical Maths Programmes By Jo Adkins & Sue Larkey</p> <p>CODE B07 \$44.95</p> 
<p>Practical Communication Programmes By Jo Adkins & Sue Larkey</p> <p>CODE B19 \$39.95</p> 	<p>Practical Sensory Programmes By Sue Larkey</p> <p>CODE B05 \$44.95</p> 	<p>Visual Maths Addition Set By Jo Adkins & Sue Larkey</p> <p>Magnetic Maths Cards</p> <p>CODE O07 \$49.95</p> 
<p>The Essential Guide to Secondary School By Sue Larkey & Anna Tullemans REVISED & EXPANDED</p> <p>CODE B02 \$44.95</p> 	<p>The Early Years By Sue Larkey & Gay von Ess</p> <p>CODE B04 \$39.95</p> 	<p>Tips for Toileting By Jo Adkins & Sue Larkey</p> <p>CODE B17 \$29.95</p> 
<p>Asperger's Teens: Understanding High School By Blythe Grossberg</p> <p>CODE B149 \$39.95</p> 	<p>Apps for Autism By Lois Jean Brady REVISED & EXPANDED</p> <p>CODE B48 \$59.95</p> 	<p>Pics for PECS CD</p> <p>CODE C02 \$59.95</p> 
<p>Autism and Reading Comprehension By Joseph Porter</p> <p>*INCLUDES CD*</p> <p>CODE B100 \$54.95</p> 	<p>How Do I Teach This Kid to Read? By Kimberley Henry</p> <p>*INCLUDES CD*</p> <p>CODE B47 \$28.95</p> 	<p>Literacy for Visual Learners By Adele Devine</p> <p>CODE B138 \$63.95</p> 
<p>From Anxiety to Meltdown By Deborah Lipsky</p> <p>CODE B59 \$39.95</p> <p>MUST HAVE BOOK!!!</p> 	<p>No More Meltdowns By Dr Jed Baker</p> <p>CODE B26 \$24.95</p> 	<p>Temple Grandin DVD By HBO Films</p> <p>CODE D09 \$26</p> 
<p>Behavior Solutions for the Home and Community By Aune, Burt & Gennaro</p> <p>CODE B102 \$24.95</p> 	<p>Behavior Solutions for the Inclusive Classroom By Aune, Burt & Gennaro</p> <p>CODE B36 \$24.95</p> 	<p>More Behavior Solutions In and Beyond the Inclusive Classroom By Aune, Burt & Gennaro</p> <p>CODE B37 \$24.95</p> 

<p>Aspergirls By Rudy Simone</p> <p>CODE B64 \$37.95</p> 	<p>Kids in the Syndrome Mix By Martin L Kutscher MD</p> <p>CODE B91 \$43.95</p> 	<p>Ten Things Every Child with Autism Wishes You Knew By Ellen Notbohm</p> <p>CODE B43 \$28.95</p> 
<p>Asperger's Syndrome: A Guide for Parents and Professionals By Dr Tony Attwood</p> <p>CODE B12 \$37.95</p> 	<p>The Complete Guide to Asperger's Syndrome By Dr Tony Attwood</p> <p>CODE B13 \$50.95</p> 	<p>Autism Spectrum Disorder and De-escalation Strategies By Steve Brown</p> <p>CODE B136 \$38.95</p> 
<p>Exploring Feelings By Dr Tony Attwood</p> <p>CBT to Manage Anxiety CODE B21 \$29.95</p> <p>CBT to Manage Anger CODE B22 \$29.95</p> 	<p>Starving the Gremlin Series For Ages 10+ By Kate Collins-Donnelly</p> <p>Anxiety B106 \$35.95 Anger B107 \$35.95 Stress B108 \$35.95</p> 	<p>Starving the Gremlin Series For Ages 5-9 By Kate Collins-Donnelly</p> <p>Anxiety B109 \$35.95 Anger B110 \$35.95</p> 
<p>The Kids' Guide to Staying Awesome and in Control By Lauren Brukner</p> <p>CODE B111 \$35.95</p> 	<p>How to be a Superhero Called Self-Control By Lauren Brukner</p> <p>CODE B142 \$35.95</p> 	<p>Why Do I Have To? By Laurie Leventhal-Belfer</p> <p>CODE B46 \$22.95</p> 
<p>Socially Speaking By Alison Schroeder</p> <p>BOOK CODE B27 \$72.95</p> <p>BOARD GAME CODE O05 \$84.95</p> 	<p>The New Social Story Book By Carol Gray</p> <p>*INCLUDES CD*</p> <p>CODE B61 \$49.95</p> 	<p>How to Stop Your Words from Bumping into Someone Else's By Anna Tullemans & Rhonda Dixon</p> <p>CODE B08 \$29.95</p> 
<p>Building Sensory Friendly Classrooms By Rebecca Moyes</p> <p>CODE B132 \$28.95</p> 	<p>Building Bridges Through Sensory Integration By Paula Aquilla, Shirley Sutton & Ellen Yack</p> <p>CODE B152 \$59.95</p> 	<p>Songames for Sensory Processing By Aubrey Lande & Bob Wiz</p> <p>*INCLUDES CD*</p> <p>CODE B76 \$39.95</p> 
<p>Gus the Asparagus By Kaylene Hobson & Ann-Marie Finn</p> <p>CODE B143 \$25.95</p> 	<p>I am an Aspie Girl By Danuta Bulhak-Paterson</p> <p>CODE B144 \$25.95</p> 	<p>Can I Tell You About Autism? By Jude Welton</p> <p>CODE B31 \$25.95</p> 

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OR fax your order to:
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For NZ pricing and ordering go to www.suelarkey.co.nz

BOOKS ON APPROVAL:

Schools may order books on approval for 14 days.

Two Online Accredited Courses Offered in 2017

NEW – Course 1 Dr Tony Attwood - Psychologist Autism Spectrum Disorder: A different way of thinking, learning and managing emotions.	Course 2 Sue Larkey – Teacher Understanding Autism Spectrum Disorder: Teaching Strategies and Behaviour Support (Note: same as Online Course 2016)
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- ✓ Both courses complement each other with very little overlap.
- ✓ **Recommendations:**
 - For full comprehensive understanding of ASD do both: Course 1 + Course 2 (10 hours)

Dr Tony Attwood
Free Webinar – What is ASD and How to Use this Knowledge to Succeed
Available: 1 st -14 th May 2017
In this 40 minute online course you will learn: <ul style="list-style-type: none"> ✓ The seven parts of the Criteria for diagnosis of ASD and what this means for teachers, parents and professionals ✓ Profile and characteristics of Girls with an ASD.
Course 1 (NEW in 2017)
Available: 15 May 2017 (6 weeks)
Dr Tony Attwood – Autism Spectrum Disorder: A different way of thinking, learning and managing emotions.
In this five hour online course you will learn: <ul style="list-style-type: none"> ✓ Cognitive Abilities: A different way of thinking and learning. ✓ Managing Challenging Behaviour. ✓ Managing Feelings: Cognitive Behaviour Therapy and its role in providing greater strategies to manage emotions and behavior. ✓ The Emotional Tool Box, What it is and how to use. ✓ Special Interests: Origins and constructive strategies. ✓ Strategies to Improve Social Understanding and Friendship.
<i>Accreditation – 5 hours</i>

No Overlap

Sue Larkey
Free Webinar – Increasing Engagement and Participation
Available: 1 st -14 th May 2017
In this 45 minute online course you will learn: <ul style="list-style-type: none"> ✓ Key Strategies to Increase Engagement and Participation. ✓ Increased Understanding of How Children/Students with ASD Learn.
Course 2 (same as 2016)
Available: 15 May 2017 (6 weeks)
Sue Larkey – Understanding Autism Spectrum Disorder: Teaching Strategies and Behaviour Support
In this five hour online course you will learn: <ul style="list-style-type: none"> ✓ 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.
<i>Accreditation – 5 hours</i>

No Overlap

To register or for more information go online to <http://elearning.suelarkey.com.au>

5 hours of NESA Registered Professional Development for the maintenance of accreditation at Proficient Teacher/Professional Competence, ACT (TQI), VIC (VIT Maintenance) & QLD, SA, WA, TAS, NT to Australian Teachers Standards. Certificate issued at successful conclusion of the course.

All prices in this Newsletter are in Australian Dollars and include GST. Postage and packing is additional. Please refer to our order form and website for postage rates. Prices are valid at the time of publishing but subject to change without notice. For New Zealand prices go to www.suelarkey.co.nz.

Growing Up Autistic

By Chris Bonnello (edited and adapted)

10 Tips for Teenagers with Asperger Syndrome or High Functioning Autism

Teenagers and young adults, this one's for you.

Teachers and parents, this is a great article to share with your teenage students or young adult children.

Growing up on the autism spectrum can be difficult. If you're growing up on the spectrum, this article was written for you. I grew up with mild autism myself: I struggled with isolation, I struggled with understanding other people, and I struggled with other people not understanding me.

So, from one autistic to another, here is my honest advice to you.

Top Ten Tips for Growing Up on the Autism Spectrum

1. You are not alone

Yes, it feels like we're alone at times – a lot of the time – but we're not. I was an adult before I met someone with a brain like mine. Given that 1% of us are on the spectrum, I'm amazed it took so long.

In fact, you'll find loads of them online. There are more autism/Asperger's online communities than ever these days.

2. Don't let other people decide who you are

Everyone should know who they are. It's an important part of being at peace with yourself. But if your self-image is negative, that can be quite damaging *and* totally false.

So, if you're not happy with who you are, my advice is to ask yourself this question – *Am I actually unhappy with who I am, or am I only unhappy because of what others are telling me?* I realised this for myself when I remembered how happy my childhood was... until people started telling me I was different. So, when I think about it, I became unhappy when other people told me I needed to be.

3. Use your own methods, and go at your own pace

I've known for a while that I work differently to others. And that's fine – I tend to succeed anyway if I try hard enough. *Unless* I'm following other people's methods, or going at someone else's pace.

If you need to do things differently to others, then do it. (But be diplomatic. People often think you're rude if you don't listen to their advice.) Where possible, surround yourself with people who understand *why* you need to do things differently. If you need to go faster than other people, do it. If you need to go slower than other people, do it. And it is *definitely* not your fault if you try doing it someone else's way and it doesn't work. Because let's face it, they wouldn't succeed doing it your way.

4. Secondary school means less than you think

Sounds difficult to believe, but trust me. Back when I was at secondary school, it was the biggest part of my world. I was there five days a week, with people I liked *and* people I hated. Bullies don't need much ammunition, and I gave them loads. And when you're at school, each year can feel like a long time.

Then I left secondary school. I never met the bullies ever again. And I never worried about how crap I was at subjects I didn't care about. And, best of all, ***nobody in the real world cared whether I was cool in Year 11.***

I know that if you don't get on well with school, it can feel horrible. But it does not last forever. And once it's gone, it's gone for good.

5. Whatever you do in life, find a place where you can play to your strengths

People with autism have more in common with others than we think. One major thing is this: *if we get the chance to play to our strengths, **boy** can we play to our strengths.*

People can throw phrases like 'special needs' or 'learning difficulties' around as much as they want, but autistic people can be bloody good at stuff. (Heck, even I became a teacher. Nobody on Earth saw that coming when I was thirteen.)

6. Not everything is 'your fault'

It's important to take responsibility for your actions. It is also important not to shoulder the blame for other people's mistakes. Make sure you get the balance right!

Important extra point: it's often the case that people *think* they're being blamed for something, when nobody else has even noticed. This is especially the case when people are anxious about something. A lot of the time, other people aren't even paying attention!

7. Don't be afraid to ask for help

And by 'ask for help', I don't just mean in lessons. I mean with the really serious stuff too.

Mental health is quite a focal point right now, and professionals are treating it more seriously than they've ever done before, especially with teenagers and young adults. If you need guidance or counselling, ask for it.

8. Other people find stuff hard too

This is an extension to 'you are not alone'. Finding things difficult isn't just an autism thing. It often **looks** like other people aren't struggling with anything, but a lot of those people are acting. Many, many people are so good at wearing a brave face that it's difficult to tell what's actually going through their head.

9. If you have the choice between being normal and being happy, choose to be happy!

The most depressing years of my life were my early adulthood years – just before I discovered I was autistic. Up until then, I went to so much effort trying to look 'normal'. And I lost such a huge part of myself. There were even people in my family telling me they didn't recognise me anymore. It was horrible.

'Be yourself' is common advice, and it's common for a reason.

10. In all you do, remember how much you're loved

This is another bit of advice I'd give to anyone going through hard times. If all else fails, remember the people who value you. Because their love for you is *so, so, so important.*

(If any readers are parents or teachers of youngsters on the spectrum, take note of this. *There is a huge and important difference between being loved, and knowing that you're loved. If you care about people going through a hard time, actually let them know!*)

And one final important point

You may have noticed a few of these tips are about doing things your way and not everybody else's. But it's important to remember that you should still **listen to advice from other people**. Take people's advice or leave it, depending on what's right for you – but at the very least, **listen to advice and take it seriously**.

So, the points in general:

1. Whatever you're going through, you are not alone.
2. The only person who can decide who you are is *you*.
3. Sometimes your pace and methods will be different, and that's totally fine.
4. Once your school days are over, they're over forever.
5. Find the places where you can play to your strengths.
6. Don't blame yourself for things that aren't your fault.
7. If you need help, ask for it.
8. Everyone else finds things difficult too.
9. I'd rather be happy than normal.
10. Remember how much you're loved.
11. Finally, listen to other people's advice.

I wish you all the very best in your journey growing up on the spectrum.

Chris Bonnello (Autistic Not Weird)

Site: <http://autisticnotweird.com>

Facebook: <https://www.facebook.com/autisticnotweird>

Twitter: @AutisticNW

This is a shortened version of the original.

To read the full article go to Sue's blog at

www.suelarkey.com.au

Great Resources for Teenagers

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

This book helps you use your strengths and unique personal style to feel more comfortable in high school.

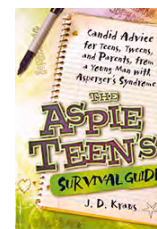
CODE B149 **\$33.95 (plus P & H)**



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.

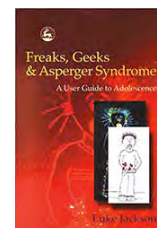
CODE B82 **\$29.95 (plus P & H)**



Freaks, Geeks and Asperger Syndrome: By Luke Jackson

Luke Jackson is 13 years old and has Asperger Syndrome. Drawing from his experiences and gaining information from his teenage brother and sisters, he wrote this enlightening, honest and witty book in attempt to address difficult topics such as bullying, friendships, when and how to tell others about AS, school problems, dating and relationships, and more.

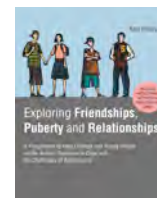
CODE B35 **\$36.95 (plus P & H)**



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 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)**



To Tell or NOT to Tell, and WHAT to Tell?

I regularly get asked whether students should be told they have Autism, Asperger's, ADHD, etc. I believe telling children about their ASD helps them understand and actually increases their participation and engagement.

"Until recently, much of the literature has focused on sharing the diagnosis with parents and carers. Relatively little attention has been given to explaining the diagnosis to the child. Accounts from adults with autism and Asperger Syndrome have suggested that being told their diagnosis is largely positive and beneficial. They report that this helps to make sense of themselves to understand the behaviour of others and enables them to develop strategies to manage situations they find problematic. Sharing the diagnosis also allows individuals to access relevant literature and to make contact with others with autism or Asperger Syndrome. Those who feel confident and positive about their diagnosis are likely to fare better than those who know little or who have a negative view of autism." Dr Glenys Jones, Autism Centre for Education and Research, University of Birmingham.

Disclosing the Diagnosis

By Anna Tullemans

Parents may fear that by giving children information about the diagnosis that their child may not understand or that their child may become angry or depressed because they have a disability. They may even think that the child may use this diagnosis as an excuse every time they cannot do something. Some of these problems may happen. However they can all be dealt with when needed. Some of these issues may surface whether or not the child knows of the diagnosis anyway.

As a parent you need to decide what to say and how to say it. You can begin by talking about strengths and difficulties that the child may experience. Inform the child that the name for these qualities is Autism / Autism Spectrum Disorder / Asperger Syndrome.

8 Steps to Discussing the Diagnosis with a Child

1. Assess what the child already knows and is ready to hear.
2. Express the news at the right level, i.e. explain ASD in terms your child can understand (See page 76-78 of *Disclosing the Diagnosis* for ideas).
3. Be positive. Choose a time when you are both feeling good and talk about strengths and challenges.
4. Tailor your explanation to your own child's specific strengths and challenges.
5. Begin with positive aspects of ASD
 - a. What is your child really good at?
 - b. Do they have a special topic?
 - c. "You canand I love that about you".
6. Move on to the negative.
 - a. What does he struggle with?
7. Stress that you will be there to answer any questions.
8. Tell the child there are others who also have the same diagnosis.

For those parents who think their child may reject the diagnosis, a less direct approach may be required. You can

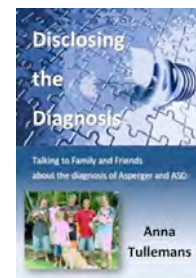
use children's books and novels, where characters have ASD. You can help children identify the characteristics they have in common with the character. This is a great way to start a conversation in a non-threatening way.

There is a lot of information on disclosing the diagnosis to siblings, grandparents, aunts, uncles, other family members and friends in *Disclosing the Diagnosis* by Anna Tullemans.

Disclosing the Diagnosis

By Anna Tullemans

Here is a book that most families are going to devour from cover to cover. It gives really great tips and ideas on how to discuss the issue of diagnosis with your family, friends and your extended families.



CODE B145

\$29.95

When I asked on my Facebook page (Sue Larkey) "How have you shared diagnosis with school, other children, siblings, families etc.?" there was a large range of responses and I thought they might be helpful for schools and families. Here are a few interesting ones:

"Everyone!!! It creates a better understanding for everyone involved. It's NOT something to be embarrassed or ashamed about. Be proud!!!" Rachael

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

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

"We tell people on a 'needs basis.' But my Asperger son wanted to tell everyone!! After 8 years of confusion and thinking he was mad – and bad – he was very relieved (as we all were). We answer any question he might have about his Asperger's and how it affects him and he has taken it very well. We do tell people if he needs to be with them or in a situation he may not handle very well. I'm very proud of my son and his 'quirks' and I'd much rather people understand his little 'ways.' He loves that we aren't ashamed of Asperger's – in fact we are quite loud and proud!" Nicole

Go to my website www.suelarkey.com.au to view the many books available for talking to children about autism spectrum disorders and being 'different'.

Curriculum Engagement

Students with ASD often require additional support or considerations to support curriculum engagement.

If a student is behind in their work look at what is stopping them from achieving at their level. It could be a problem with their learning style. Most ASD students have difficulty with problem solving skills. We need to build in problem solving strategies by supplying the right information and the correct amount of information without overloading the student.

- Perhaps they are finding it hard to know how to start.
- They may not be aware of how much information they need and therefore has not completed the work.
- Processing time – give them time to process your questions (verbal and written response). It can take students up to a minute to formulate the answer in the correct sequence. If you rush them they often stop engaging.
- Knowing how much is required – they may not be aware of how much information they need and therefore may not






complete the work. Tell them the expectations up front (e.g. 1 page of writing, 100 words, two pictures, etc.).

- Build in breaks – within their work schedule allow small breaks (e.g. allow them to go for a walk or do a job for you) after they have completed “x” amount of work or a set time of work. Many students need to move to refocus.

Successful Strategies to Encourage Participation in the Curriculum

- Aim to start to create small **successful** segments for the student.
 - Give a specific time frame for each segment or section.
- Use student’s visual strengths.
- Provide guidelines and rules on the use of equipment.
- Give cues to show and remind student how to do an activity.
- Give visual clues to start and stop activities.
- Develop and teach routines in the classroom.
- Use reinforcers and rewards that work best for the student.

Example: Classroom Adjustments for Students with ASD

<p>For Classroom Learning</p> 	<ul style="list-style-type: none"> • Have student sit close to teacher away from windows and doors • Increase space between desks • Have teacher stand next to student when teaching 	<ul style="list-style-type: none"> • Provide footrests, seat cushions or resistance bands on chair legs to help student satisfy their need to move and to improve focus
<p>For Organisation</p> 	<ul style="list-style-type: none"> • Use a weekly planner • Provide an extra set of books to keep at home • Provide a Tudor folder 	<ul style="list-style-type: none"> • Colour code materials for each subject • Provide a daily planner • Have systems in place in lockers to keep organised
<p>For Classwork and Taking Tests</p> 	<ul style="list-style-type: none"> • Provide worksheets with fewer questions and problems • Give frequent short quizzes, rather than one long test for each unit of work • Give extra time and quieter space for work and tests • Allow student to answer questions out loud or fill in the blanks 	<ul style="list-style-type: none"> • Allow word processing on computer • Break long assignments into smaller chunks • Don't grade for neatness
<p>For In-Class Learning</p> 	<ul style="list-style-type: none"> • Give directions in writing • Use pictures and graphs • Have a buddy take notes for the student • Give the student the lesson outline 	<ul style="list-style-type: none"> • Check to make sure the student understands the lesson • Keep instructions simple and clear • Create a 'signal' to get the students attention, e.g. Sticky note or hand on the desk
<p>For Behaviour</p> 	<ul style="list-style-type: none"> • Use a behaviour plan with a reward system • Ignore behaviour as long as not disruptive • Have a mentor 	<ul style="list-style-type: none"> • Talk through behaviour problems one-on-one • Check in with student re anxiety levels • Include sensory tools in behaviour plan

NEW Online Courses in 2017

If you can't make it to one of my live workshops you can now experience the same course online. Broken into five modules to watch at a time and place that is convenient to you. For more information see page 9 and to register go to <http://elearning.suelarkey.com.au>.

Dr Tony Attwood 2017

Tony is an outstanding communicator and brings the quality of compassion and technical background as a clinical psychologist. He is the author of bestselling books on ASD.



Book your place NOW and pay closer to the workshop.

Email Dearne at dearne@suelarkey.com, or go to www.suelarkey.com.au

In-House Professional Development/Staff Training Days

Sue Larkey is available for in-house professional development and training days. For more information or for Sue to come to your school email Dearne at: dearne@suelarkey.com

Endorsement Provider



Accreditation Australian Professional Standards for Teachers Endorsed Provider of NES (NSW) and TQI (ACT) (For more information refer to flyers on website).

Facebook



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

E-Newsletter

Sue Larkey's postal newsletter has now moved to an online version only. Not receiving this Newsletter via email? Then simply complete the newsletter form online at www.suelarkey.com.au to be added to our online database. We'll then email you a link to download the Newsletter when it is released. You will also receive regular e-zines full of practical strategies and top tips.

Term 2 & 3 2017 Workshops

New South Wales

Orange	Fri 19 May
Newcastle	Thurs 25 May
Sydney (Ryde)	Fri 26 May
Lismore	Thurs 8 June
Campbelltown (Tony Attwood)	Fri 23 June
Griffith	Fri 28 July
Wollongong	Fri 18 August
Albury (Tony Attwood)	Fri 1 September

Victoria

Morwell	Fri 5 May
Moonee Valley (Tony Attwood)	Fri 2 June
Bendigo (Tony Attwood)	Fri 11 August
Geelong	Thurs 24 August
Melbourne (Mt Waverley)	Fri 25 August
Albury (Tony Attwood)	Fri 1 September

Queensland

Gold Coast	Fri 9 June
Rockhampton	Thurs 3 August
Brisbane/Chermside (Tony Attwood)	Fri 4 August

South Australia

Adelaide (Tony Attwood)	Fri 15 September
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Australian Capital Territory

Canberra	Fri 16 June
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Limited places available please register ASAP

To reserve your place or have a registration form sent to you email Dearne at dearne@suelarkey.com.au 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.

