

Making it a success with Sue Larkey



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

The Best Support Comes from Understanding

Many of you would have heard me say 'It takes a community to raise a child with ASD'. It is the support from home, school and the wider community that can truly make a difference – and make it a success. I strongly believe that UNDERSTANDING is a key element of this. In this Newsletter I have included a range of tips, information and resources to help you support the children you know with autism spectrum disorder:

- Using fidget tools and how to introduce to whole class, family, etc.
- Increasing and supporting communication.
- How and why to use visuals.
- 17 tips to develop a good relationship between home and school.
- Using social scripts to help understanding of social rules and situations.

Insights from Dr Tony Attwood

Many of you have had the pleasure of hearing Dr Tony Attwood speak or read his best-selling books on ASD. Every time I hear Tony speak I gain insights and information that increases my understanding and knowledge of ASD. In the upcoming workshops (see back page) Tony is going to be sharing a huge amount of information including:

- Cognitive abilities: a different way of thinking.
- Managing feelings: cognitive behaviour therapy and its role in providing greater strategies to manage emotions and behaviour.
- Special interests; origins and constructive strategies.
- Sensory sensitivities.
- Managing challenging behaviour.
- Meltdowns, tantrums and more.
- Anxiety.

My favourite Dr Tony Attwood quotes:

"Autism spectrum is a different way of learning NOT dysfunctional way of learning."

"Without a diagnosis children and parents are judged, with a diagnosis they can be supported."

"Every HOUR of socialisation needs an HOUR of downtime."

"People with autism spectrum do not suffer from AS, they suffer from the attitudes of other people."

I have a number of upcoming workshops with Tony – see the back page for more information. (NSW, VIC, QLD, SA)

**FREE Tony Attwood Webinar: Watch Anytime, Anywhere
Between : 24 July – 6 August 2017**

To watch go to <https://elearning.suelarkey.com.au>

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Time Management = Anxiety Management

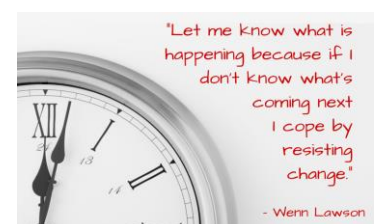
See page 9 to order



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

Understanding Sensory: 'The Magic Wand' to Improving Concentration and Reducing Anxiety

Fidget Spinners – To Use or NOT To Use

There has been a huge amount of debate around the use of fidget spinners. I suspect they are a fad that will pass. The great news is these have raised awareness of some students needing sensory tools to engage, participate in learning, regulate emotions and reduce anxiety. It has also highlighted the need to make careful selection of sensory tools.

Here are my tips for using, introducing and managing sensory tools in your classroom, preschool or home.

Instead of calling the sensory resources 'fidgets' or 'toys' consider calling them 'tools'. I often call them a 'magic wand' as they can make a huge difference much like glasses are a tool to help me see better, focus, stay on task, be more independent there are different tools different students need to help them too i.e. sensory tools.

Many people ask me is there one fidget tool that is best? The simple answer is 'no', because a combination of strategies is required and each child has different sensory needs. Here are some good guidelines to help select and introduce tools in your classroom/home:

What is the Goal of a Fidget Tool?

- ✓ Reduce anxiety.
- ✓ Increase focus.
- ✓ Increase concentration.
- ✓ Calmer to start off or engage in activities.
- ✓ Less disruptive to peers.
- ✓ Wait for longer, sit for longer.
- ✓ Keep fingers busy, body active.
- ✓ Motion can increase productivity.
- ✓ Replace current behavior (i.e. chewing).

How to Select a Fidget Tool?

- ✓ Small enough to fit in your hand or pocket.
- ✓ Doesn't make noise.
- ✓ Not distracting to others (which I suspect is the key issue with fidget spinners as they attract other students).
- ✓ Doesn't bounce.
- ✓ Has movement or texture or something that will engage the hand of the individual.

My preference rather than the fidget spinner is the wooden hand massager. It gives the same sensory feedback and fits ALL my selection criteria.



This is MAGIC! It fits in the palm of your hand and the little ball rotates. Solid and beautifully made! (See page 9 to purchase).

Quick Tips to Using Sensory Tools:

- Use tool as a waiting object (i.e. hold the tool until it is your turn for the game).
- Use sensory tool for emotional regulation.
- Have a box of sensory tools (calming objects) so the children can select the one that they require. (See below.)
- Some sensory tools are used in class, other children need physical activities or movements to help them focus.
- Set rules around their use e.g. return tools to box at end of mat times OR you must request to go outside for BIG movement breaks.
- Use a range of tools as they do wear out and sensory needs can change.

Top Tips to Introduce Sensory Tools in Your Classroom (or Daycare Centre)

The goal is to make the children realise we all have different sensory needs and preferences. These activities help children realise 'why' some children need different tools in order to self-regulate, focus, learn and engage.

It is important the activities help children understand that different children need different tools for different reasons, and therefore at different times, places and situations. For example some need at mat time (e.g. sensory mat), some during work tasks (e.g. chew stixx pencil topper), some for relaxation/calming or rest time (e.g. fidget tool), etc.

- Introduce the five senses (touch, taste, smell, sight, sound).
- Introduce movement as part of sensory too. (Yes, it is a sixth sense).
- Make lists of likes and dislikes under all six senses. For movement discuss heights, swinging, jumping, falling, rolling, etc. This is usually fun – comparing likes and dislikes (especially taste).
- As part of the discussion, ask children what sensory experiences might help them stay calm, alert, and attentive in school. (For a great resource see *The Kids Guide to Staying Awesome and In Control*).
- Once you've helped all the children identify their preferences and what works for them, make a list of the items and strategies you'll include in your classroom 'Calming Box' (see picture) or 'Take a Break Table/Area'. Include items that will address the preferences and needs you've identified in the group of children.
- Have each student create a 'menu' of sensory tools to use for different purposes. There are some great examples in *The Kids Guide to Staying Awesome and In Control*.

Create a Calming Box



See our sensory resources on page 4 and 8 for possible items to include in your kit.

Using Breaks as a Tool

Sensory tools are great to be used during other activities, but sometimes students/children actually need a 'break' away from the group as an effective tool.

Break Cards (see examples below)

Remember sometimes when feeling anxious, children with ASD have difficulty communicating effectively, so this is why we use visual cards to request a break. You can use in two ways:

1. The student requests the break.
2. You give the student the card as you see anxiety/emotions/disengagement rising.

There are a range of strategies you can use for breaks and here are some to get you started:

Sensory Breaks

- Chewing (allowing to chew gum, chewy tube, etc)
- Quiet area
- Listening to music
- Watching liquid timer
- Humming, rocking
- Sit under a table with blanket over it
- Carry heavy books, box
- Lying under a gym mat, weighted vest, etc

Physical Breaks

- Mini trampoline
- Rolling on large exercise ball
- Star jumps, jumping
- Push up against wall
- Walk, run

Relaxation Breaks

- Counting
- Breathing
- Music
- Imaginary world (some students escape into an imaginary world, this is particularly common for girls on the spectrum).

Some children need specific help to learn to regulate their emotions. Here are five key tips to help them learn to understand and regulate their emotions. This is particularly helpful for students who have meltdowns, shutdowns, anxiety and have often not responded to other strategies.

Five Key Steps to Developing Self-Calming Strategies

1. When children are calm and focused, talk with them about how they know when they are feeling or getting upset. Help them to identify internal cues for these feelings (what does it feel like in your head or tummy?) Write these down or draw them in pictures or colours. This will help them to identify the feelings.
2. Talk with them about things that may soothe and calm them. Talk about the things that you use to soothe and calm yourself to give them some context. Help them to practice some of the calming strategies on their list. The list can include things like:
 - Taking a walk, drawing, listening to favourite music, jumping on a trampoline.
 - Watching TV, reading, playing a favourite game.
 - Holding a favourite toy, squeeze balls, stress balls, stuffed animals, etc.
3. Create a plan for both home and school and which strategies are more useful and appropriate in each situation.
4. Decide on specific people with whom they can discuss these strategies when they are calm.
5. Have the child imagine the feelings and sensations of rising anger and rehearse the calming strategy. When he is beginning to get angry the child will have difficulty remembering what to do. With the practice sessions we are endeavouring to make these actions automatic. Teachers can practice calming strategies each morning in the class before the day begins, a good strategy that all children can practice.

<p style="text-align: center;">BREAK CARD</p> <p>I can ask for</p> <ul style="list-style-type: none"> Movement break Wall push ups Quiet place See Mr Jones 	<p style="text-align: center;">BREAK CARD</p> <p>I can</p> <ul style="list-style-type: none"> Take 10 deep breaths Count to 20 Hug myself Have a drink
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Animals/Pets

Many families and teachers have reported that animals can be another way of helping children to calm themselves.

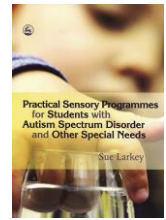
Many schools are introducing animals (dogs, guinea pigs, fish, etc) as a strategy for reducing anxiety.

Great Resources for Sensory

Practical Sensory Programmes: By Sue Larkey

Designed for families and schools to incorporate sensory activities into the home and school in order to address the significant difficulties students with ASD often encounter. It shows how to identify sensory problems and develop programmes. Over 100 activities including all five senses and movement.

CODE B05 **\$44.95 (plus P & H)**



The Kids' Guide to Staying Awesome and In Control: By Lauren Brukner

From breathing exercise, pressure holds and finger pulls, to fidgets, noise-reducing headphones and gum, this book is brimming with fun stuff to help kids feel cool, calm and collected. They will learn how to label difficult feelings, choose the perfect strategies and tools to tackle them, and use these correctly whether at home or at school. The strategies and tools are accompanied by cartoon-style illustrations, and the author includes useful tips for parents and teachers as well as handy visual charts and checklists to track learning and progress.

CODE B142 **\$35.95 (plus P & H)**

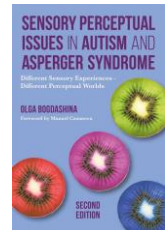


Sensory Perceptual Issues in Autism and Asperger Syndrome (Updated)

By Olga Bogdashina

The fully revised edition of this bestselling book brings the understanding of sensory perceptual issues in autism up to date with current research. It describes sensory perceptual experiences and sensitivities and explains the cognitive differences caused by them. The final chapters are devoted to assessment and different methods of intervention.

CODE B74 **\$39.95 (plus P & H)**

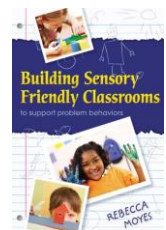


Building Sensory Friendly Classrooms

By Rebecca Moyes

This book helps walk any regular education or special education teacher through the process of setting up a sensory friendly classroom. It discusses the importance of data-driven strategies, and helps implementation.

CODE B132 **\$28.95 (plus P & H)**

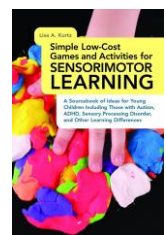


Simple Low-Cost Games and Activities for Sensorimotor Learning

By Lisa A Kurtz

Using cheap readily-available materials, these games and activities are appropriate for all children. Includes clear descriptions of how to carry out each activity, helpful illustrations, and ways to adapt activities according to the child's individual needs.

CODE B123 **\$39.95 (plus P & H)**



Mini Bean Chair

Better than standard bean bags because the bag is already set in the position to sit comfortably in, as opposed to normal bean bags which you have to wriggle around to get comfy. The sides give children more of an encased feeling. Comes with an inner liner so can be removed for cleaning.

For ages 6-12 | CODE ST15 **\$60 (plus P & H)** | Takes approx. 220 litres of beans (not included).

For ages 1-6 | CODE ST16 **\$55 (plus P & H)** | Takes approx. 80 litres of beans (not included).



We have a wide range of sensory resources available. For more information see page 7 and visit my website www.suelarkey.com.au



Using Communication Temptations to Motivate Communication

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.

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.

Rewards are an important element of communication. Children with autism spectrum disorder need to understand the functionality of communication and have a motivator to communicate. In the early stages of developing communication the activity should always be rewarding. So always remember to make activities fun, fast and rewarding.

Activities that are particularly desirable or intriguing for your child are more likely to 'tempt' him, or provide him with sufficient motivation, to communicate with another person. Encourage verbal children to speak, and non-verbal children to use visuals/symbols/words to communicate.

Some ideas to tempt your child:

- Bubbles.
- Balloons.
- Thomas, Bob the Builder, The Wiggles or whatever your child loves.
- Put desirable items out of your child's reach so that they are encouraged to ask for them.
- Swinging, 'Ready, set, go!' and 'One, two, three, go!' games.
- Put toys into clear plastic containers that your child is unable to open and needs to request.
- SLOW down, wait at the door before you open it, allow your child an opportunity to say "Open" or "Open door."
- Favourite DVDs, videos.

12 Ideas to Provide Opportunities to Communicate

1. Give container with lid on too tight so the child needs to ask for "HELP".
2. When turning tap on/off, say "ON/OFF". Wait for them to say.
3. Count wherever possible, e.g. toys when packing away, children, etc.
4. Sing songs when doing activities ("Everybody finish", etc).
5. Give activity with a part missing so they need to ask for "HELP".
6. Remove plug from power for computer or DVD player, then they need to ask for "HELP".
7. Eat food (they like) in front of child and don't give to them any until they request a taste.
8. Wherever possible don't anticipate their communication. Wait for them to communicate first, rather than pre guessing their needs (e.g. hands dirty, want to wash, wait for them to look at you, and indicate want of help, etc).
9. Put favourite toy into a container. Have the child request "OPEN".
10. Have the child on your knee, drop them back and have them request "UP".
11. Give the child tickles, bubbles, etc and have them request "MORE".
12. Sing the child's favourite song and have them request "AGAIN".

10 Key Rules to a Successful Communication Programme

1. Ensure consistency between environments.
2. Be eclectic; try lots of different ideas and strategies.
3. Remember not every strategy works for everyone.
4. Never assume incompetence.
5. Always model good communication practices.
6. Make communication functional.
7. Make communication fun and enjoyable.
8. Use rewards and motivators.
9. Ensure the child has communication enriched environments.
10. Be persistent and REPEAT, REPEAT, REPEAT.

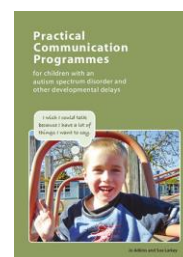
Every strategy, no matter how bizarre, is worth a try and if at first you don't succeed then try and try again. No one child with autism spectrum disorder is the same so not all strategies will work with every child – so think carefully of how to adapt a strategy to suit the individual. There is no one way to teach communication so be eclectic and try different ideas.

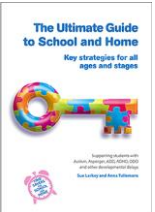


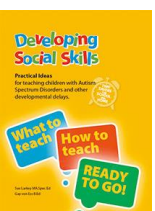
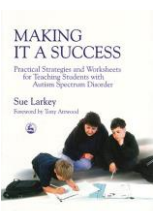
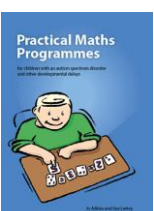
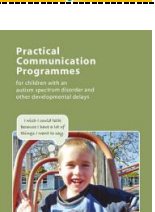

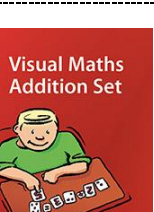
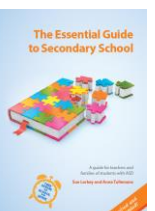
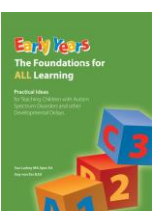

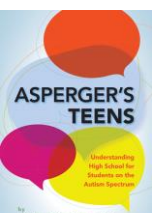


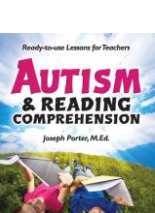
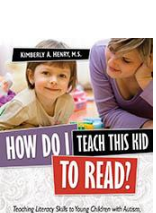
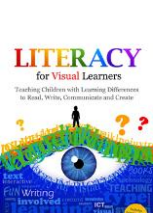
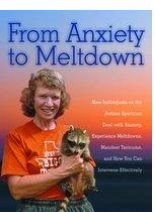
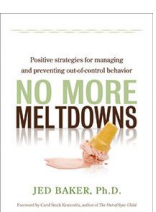
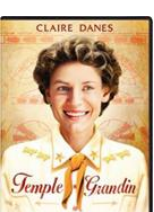

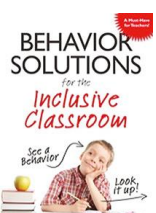
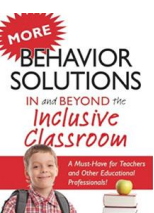
Top Communication Resource

Practical Communication Programmes: By Jo Adkins and Sue Larkey

Communication is the biggest area of skill deficits in nearly all children on the autism spectrum – whether it is little to no verbalisation, social skills or simply understanding spoken language. This book offers hundreds of ideas and strategies to improve communication skills – including picture exchange, teaching literacy skills, and emotions. It includes activities and resources you can photocopy.

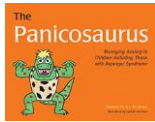



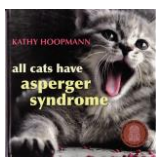
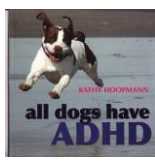
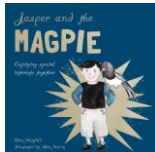
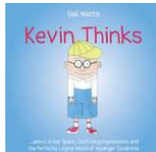
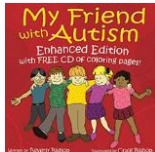



CODE B19 **\$39.95 (plus P & H)**



<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> 
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<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> 
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For more information, to request a free catalogue or order online go to www.suelarkey.com.au

<p>The Panicosaurus By K I Al-Ghani</p> <p>CODE B39 \$33.95</p> 	<p>The Red Beast By K I Al-Ghani</p> <p>CODE B38 \$33.95</p> 	<p>Disappointment Dragon By K I Al-Ghani</p> <p>CODE B41 \$33.95</p> 
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<p>Stretch Frogs CODE ST04 \$3</p> 	<p>Punki Wrist Bands CODE ST22 \$3</p> 	<p>Thinking Putty CODE ST03 \$4</p> 	<p>Improbable Construct CODE ST01 \$6</p> 	<p>Slinky Key Chain CODE ST07 \$4</p> 
<p>Liquid Timer CODE ST17 \$10</p> 	<p>Sensory Stixx CODE ST32 \$13</p> 	<p>Fidgipod CODE ST02 \$18</p> 	<p>Tactile Tiger Brush CODE ST35 \$13</p> 	<p>Senso Brush CODE ST12 \$13</p> 
<p>Spinning Tops CODE ST05 \$1</p> 	<p>Twist Puzzle Key Chain CODE ST21 \$4</p> 	<p>Wooden Massager CODE ST14 \$4</p> 	<p>Water Balls CODE ST10 \$3</p> 	<p>Smiley Face Stress Ball CODE ST23 \$3</p> 

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RESOURCES:



Order online or download an order form at www.suelarkey.com.au



Complete the order form and post it to:
Education Events PTY Ltd

PO Box 20
Artarmon, NSW 1570



OR fax your order to:
1300 656 408

MAKING PAYMENTS:

- credit card
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NEW ZEALAND ORDERS

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: 24 July-6 Aug 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: 7 Aug 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: 24 July-6 Aug 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: 7 Aug 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.

How and Why to Use Visuals

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) and written words.

Your child's age and ability will be the determining factor when deciding what type of visual support to use.

Why Use Visuals?

- ✓ Most children with autism spectrum disorder have strengths in visual areas compared to other areas.
- ✓ Up to 80% of families have their child's (with autism spectrum disorder) 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 autism tell us language is confusing. Temple Grandin, a well-known American with autism reports "I think in pictures." She has also written a book by the same name.
- ✓ Sensory processing difficulties are part of autism spectrum disorder so it makes sense to support one sensory input system (i.e. hearing) with another – sight.

How to Use Visuals

- ✓ 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.
- ✓ Always print the name of the visual, to ensure consistent language (is it a mug or a cup?) and to aid in long term literacy.
- ✓ To be valuable visuals must be accessible. Keep them near where you are likely to use them –sticking the finish symbol on the door frame in every room means one is always available.
- ✓ Wait! Like all communication you need to allow 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 therapist/pathologist about introducing your child to PECS (Picture Exchange Communication System).
- ✓ Visuals will continue to be of value to your child even after they have learnt to talk – they will be able to check back to them whenever uncertain.
- ✓ Remember most people use visuals – shopping lists, diaries, etc are all visuals!

Excerpt from "The Early Years", page 19, 20.

A picture is worth 1000 words!

How many horses do you see in the picture below?



There are at least six! Roll up a piece of paper and try looking at the picture through the tube. This is how people with ASD observe their environment as they have what we call 'Weak Central Coherence' – remarkably good at attending to detail but appear to have considerable difficulty perceiving and understanding the overall picture or gist.

Remember if there is a busy background the child is likely to focus inappropriately on some small detail. When you make visuals make sure the child sees what you see! This is why I would recommend using commercial products that have been tested rather than downloading off the internet images that maybe busy or confusing.

Always include the written word with all visuals as we are aiming for literacy long term.

Great Visual Resources

Pics for PECS

Contains over 2000 icons, organised by broad categories. Images are jpg (jpeg) format. Compatible with Windows and Mac.

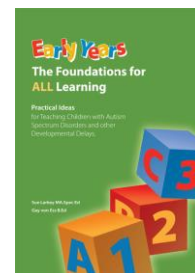


CODE C02 **\$59.95 (plus P & H)**

The Early Years

By Sue Larkey & Gay von Ess

Full of practical ideas to give children with an ASD and other developmental delays the KEYS to learning.

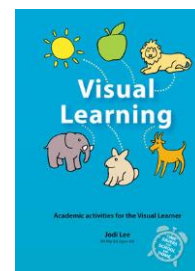


CODE B04 **\$39.95 (plus P & H)**

Visual Learning

By Jodi Lee

Over 100 pages of activities made with Boardmaker. Encourages independent work. Under all curriculum areas. Saves you hours of preparation.



CODE B03 **\$39.95 (plus P & H)**

Developing a Good Relationship between Home and School

In my experience successful education for a child on the autism spectrum starts with a positive working relationship between home and school. One of the biggest challenges for parents/carers and teachers is to develop an effective relationship. It is in the interest of everyone involved child, staff and families that we create a positive partnership. This is created by:

Team Work

1. Team work is the key to achieving desired outcomes. We are all on the same side. We all have the best interest of the child at heart. When we have the attitude that we are all on the same team, the child's team we view everything differently.
2. Share information, brainstorm ideas and learn together.
3. Ask questions. You should never be ashamed to ask questions – we are all there to help the child through life.
4. Brain storm ideas. Remember not every strategy works for every child so it is good to have a few ideas to try.
5. Keep it real. Be brave and honest about the child and their requirements
6. Remember the child may act differently at home and at school.
7. Respect each other! Be appreciative of each other's efforts.
8. Ensure the child and family develop a good relationship with the Principal. An informed Principal can support staff, student and families. They can be a good mediator when issues arise at school and find resolutions whether it is funding, behaviour or breakdown in communication. Principals tend to be constant in schools, whereas teachers can change each year. When the Principal is on side everything else will flow. Remember, usually on a bad day the child gets sent up to the Principal who needs to understand the child for this to be an effective strategy

Meetings

9. Start meetings with the positives. It is always nice to discuss which strategies are working and then look at the challenges.
10. Ensure you have regular meetings so you don't end up having meetings only when there is an issue.
11. Ensure ALL key people are at meetings – teacher, teacher assistants, specialists, parents, caregivers.

Goals

12. Work towards common goals: write them down so everyone remembers.
13. Limit the number of goals. Especially in the Early Years (0-6), often it is best to focus on two goals at a time.
14. Make sure the goals are clear and everyone knows the strategies to be used.

Communication

15. Communicate, have a clear system in place whether it is communication book, email, text, phone calls.

16. Be honest, open, non-judgmental, make no assumptions. Where possible, ensure all communication is concise and to the point.
17. Ensure other professionals (Occupational Therapist, Psychologist, Speech Therapists) who are involved with the child communicate with the school (email, phone call, copies of reports). Asking therapists to visit your school can be invaluable for everyone involved.
18. Create information on the child; folder, letter, etc. This can include likes, dislikes, what they enjoy, what they find hard, strategies that help through the day. Focus on strengths and challenges. (See www.suelarkey.com.au for examples of Student Profiles and letters by parents).

Communication Books

These can be an invaluable tool of communication between home and school. However, they can be extremely time consuming in busy classrooms and families. Parents and schools need to discuss exactly what needs to go in these books. I prefer the student actually completes a daily schedule/diary and they can share with family. Families can also use this about their weekends, holidays, etc and take back to school.

I like to get the child to communicate about their day. In Visual Learning (page 39) is a Diary the student can complete each day and the Boardmaker Pictographs (page 40 & 41). I recommend laminating the Diary page and using Velcro to attach the pictographs

Diary: Visual Learning Book pg 39

You can use this as a daily “English” activity. It can be cut/paste, writing, typing on computer, etc.

Make little cards by laminating the visuals. Put Velcro on the back and use pictures over and over.

Using Social Scripts

Social scripts or stories are a key tool for children on the autism spectrum. They help children with ASD understand us, our rules, what we mean and how to interact. Social stories describe a social situation, skill or concept. The goal of a social story is to share accurate information, meaningfully, promoting true social understanding. Improvement in behaviour doesn't come from the social story, it comes from improved understanding of events and situations. There are a number of different types of social stories and scripts; below are three types to try.

1. Social scripts that explain other people's thoughts, expectations, rules

These social stories normally explain the reason why we have rules, social expectations, etc. They are particularly useful for children who are rigid, oppositional, demanding and coming up with endless questions. My favourite are in a book called *Why Do I Have To?* by Laurie Leventhal-Belfer. These include:

- "Why do I have to go to school on time?"
- "Why do I have to share toys when I am using them?"
- "Why do I have to listen to the teacher talking about something I already know?"
- "Why do I have to ask my teacher if it is OK to leave the room?"

These are particularly helpful for children who constantly ask "why." If you want to write your own it is important you start with empathising with the child, then have an explanation why the rule exists and provide suggestions or ways of coping in the situation. They always finish with a positive affirming statement about the benefit of the rules.

2. Social scripts that explain what to do in social situations

These social scripts explain the how, and what to do in social situations. I would encourage these to be in your reading corner, coffee table and used as bed time stories. Constantly reread these to explain what to expect, particularly in school situations. For example; what to do if you lose, how to ignore other children. These are important skills students with ASD need throughout their education and work life. Below is an example from *How to Stop Your Words from Bumping into Someone Else's* by Rhonda Dixon and Anna Tullemans.

Asking for Help

Put your hand up to attract the teacher's attention.
 Look towards the teacher.
 Call out in a medium voice: "Excuse me, miss" or "Excuse me, sir".
 Wait for teacher to say your name.
 When the teacher has answered your question, say thank you.

3. Social scripts that explain what people mean

Most students with ASD are very literal, and our language can confuse them. For example children can confuse MEANING "Throw your dishes in the sink", "We had a ball on the weekend" or they may misunderstand what we are saying means e.g. "Look how nicely Jack is sitting" can often mean "sit like Jack". A great book full of metaphors and meanings is *What Did You Say? What Do You Mean?* By Jude Welton.

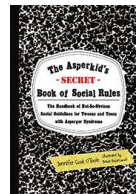
If you would like to read more about how to write social stories see pg 56-58 of *The Teacher Assistants Big Blue Book of Ideas* by Sue Larkey and Anna Tullemans.

Great books on Social Skills for Children and Teens

The Asperkids Secret Book of Social Rules: By Jennifer Cook O'Toole

Offers witty and wise insights into baffling social codes such as making and keeping friends, blending in versus standing out from the crowd, and common conversation pitfalls. Chock full of illustrations, logical explanations, and comic strip practice sessions, this is the handbook that every adult Aspie wishes they'd had growing up. Ideal for all 10–17 year olds.

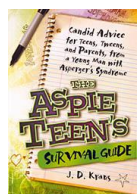
CODE B83 \$34.95 (plus P & H)



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.

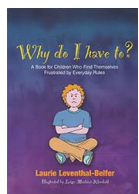
CODE B82 \$29.95 (plus P & H)



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

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

CODE B46 \$22.95 (plus P & H)



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

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

CODE B45 \$32.95 (plus P & H)



NEW Online Courses in 2017

If you can't make it to one of my live workshops or Tony Attwood 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.au, or go to www.suelarkey.com.au

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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 3 2017 Workshops

New South Wales

Griffith	Fri 28 July
Wollongong	Fri 18 August
Albury (Tony Attwood)	Fri 1 September

Victoria

Bendigo (Tony Attwood)	Fri 11 August
Geelong	Thurs 24 August
Melbourne (Mt Waverley)	Fri 25 August
Albury (Tony Attwood)	Fri 1 September

Queensland

Rockhampton	Thurs 3 August
Brisbane/Chermside (Tony Attwood)	Fri 4 August

South Australia

Adelaide (Tony Attwood)	Fri 15 September
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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.

