

Making it a success with Sue Larkey



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

Setting Up for Success in 2018

Changing Teacher is like.... Moving to a Foreign Country

For the child with Autism Spectrum Disorder (ASD) moving to a new teacher, classroom or campus is like moving to a foreign country. There is a different language (e.g. one teacher says 'pack away', new teacher says 'clean up' (Note: not the same thing!). Teachers and other students have different facial expressions and body language to interpret, new rules, new schedules, new smells, different pencils – just to mention a few. This new 'foreign country' causes the child to feel enormous anxiety and stress, which in turn can lead to a range of behaviours. (See Understanding Emotions on pg 9)

This Newsletter aims to give you ideas, strategies and solutions to manage anxiety and be ready to make 2018 a success!

Managing Anxiety ➡➡ Increased Participation & Engagement ➡➡ Less Behaviour

My promise to you is if you reduce anxiety in the children you know with ASD, 2018 will be the best year ever!!

Anxiety is different for each student this can include: social anxiety, separation anxiety and general anxiety. Examples of anxiety can be answering questions in class, making mistakes or asking for help or spending a long time on homework.

Managing anxiety for a child with ASD is most successful when approached in two parts.

Part One: Child Strategies. Educating them about their emotions, for example a feeling of sadness can often come out as anger. See pages 9 and 10 for ideas and resources on teaching emotions. In addition help them to regulate their emotions (see pg 10)

Helping students understand their sensory needs and reactions (see pg x)

Part Two: Adult/Staff Strategies. Understanding and supporting the child's reactions.

Knowing signs of the two different types of meltdowns sensory or behaviour meltdowns and having a range of strategies in place (see pg 4)

Understanding the Amygdala and impact on anxiety, behaviour and sensory (see pg 2).

Using Preventative Breaks to reduce anxiety and increase participation (see pg 3).

GREAT NEW BOOK



All Birds Have Anxiety
\$25.95 (PLUS P&P)

Issue 46, February 2018

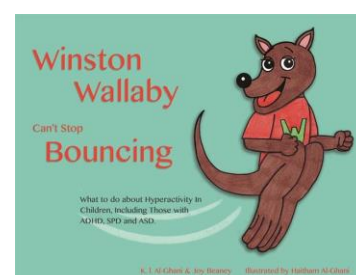
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NEW Books

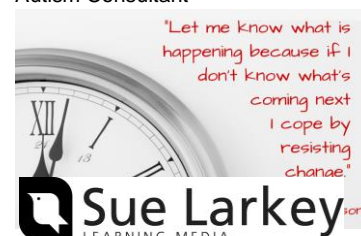
See page 8 to order



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



The Amygdala and ASD

Have you heard of the 'Amygdala'? Did you know it is thought that an enlarged amygdala could be causing anxiety, sensory processing differences and more.

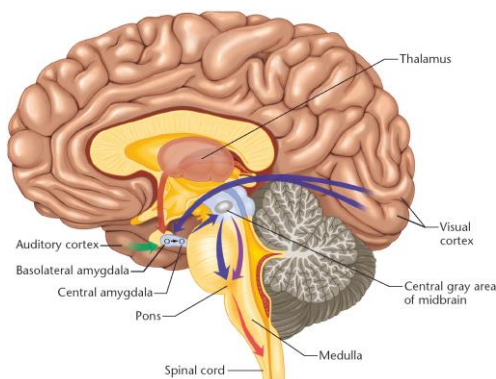
The amygdala is thought to be a part of the limbic system within the brain, which is responsible for emotions, survival instincts, and memory.

In his workshops Dr Tony Attwood discusses the studies that have found that the amygdala is enlarged in children with autism spectrum disorder (ASD). He believes this is why we see children not being able to regulate behaviour, unusual reactions to pain and more.

He also discusses how the amygdala is responsible for detection of threats and mobilising an appropriate behavioural response, part of which is fear. Therefore, it is probable it contributes to their abnormal fears and increased anxiety.

I think this helps us understand why people with ASD do what they do (anxiety, sensory sensitivities, behavioural meltdowns, etc.) and also why we need to use specific strategies like: Routines, Visuals, Cognitive Behaviour Therapy and Occupational Therapy. In my experience these strategies all help support students to engage and participate in situations they find stressful and overwhelming. I guess you could call it 're-training the brain'. By undertaking these strategies we are helping the child process and cope in otherwise stressful situations.

Amygdala – limbic structure involved in many brain functions, including emotion, learning and memory. It is part of a system that processes 'reflexive' emotions like fear and anxiety.



What is known about the amygdala is that it has a dual sensory input system. The amygdala is specialised for reacting to stimuli and triggering a physiological response, a process that would be described as the 'emotion' of fear. Once an emotion has been turned on, it is difficult for the cortex to turn it off.

Imagine you are in a heightened state of fear. Would you want routines, pre-warnings about change? Would you over react to noises, light, touch? Would you want to control your environment and need time on your own to calm from the increased anxiety?

Many children with ASD can become sensory overloaded or have another diagnosis of SPD (Sensory Processing Disorder).

Sensory overload can look like:

- Refusing activities
- Racing heartbeat
- Hysterical crying
- Covering ears
- Hiding or running away
- Extreme sensitivity to sound, light, etc.
- Stomach distress – nausea, vomiting, cramps (or insisting on sitting on toilet)
- Sweating
- Agitation or anger
- Repeating actions or words
- Change in complexion – skin flushes/goes pale
- Loss of balance.

Occupational Therapists often introduce a sensory diet which aims to enhance the child's efferent and appropriate response to sensory stimulation. In my experience, home and school/preschool also need to encourage and support the child to engage in a range of sensory activities. When children play outside, climb on equipment, do puzzles, paintings etc. they are developing essential sensory, perceptual and visual skills. Many children with ASD and SPD need to be encouraged to try a range of these activities as we know they are a vital part of a child's physical, emotional and academic success. There is a great new book full of wonderful activities to help children develop, learn and grow called *The In-Sync Activity Card Book*.

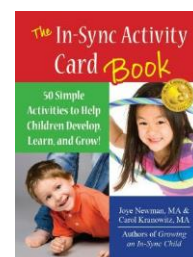
New book full of wonderful activities

The In-Sync Activity Card Book

By Carol Kranowitz & Joye Newman

Divided into beginner, intermediate, and advanced activities, each card tells you why and how the activity works, what you need for it, and ways to make it more challenging. It also tells you what to look for, to make sure the child is getting the most out of the activity. Spiral bound in a book which includes 57 handy activity cards to help kids grow, learn, and develop to the best of their abilities!

CODE B161 \$24.95 (plus P & H)



Anxiety, ASD and the Power of Preventative Breaks

Research has shown that more than 75% of all children with ASD experience INTENSE anxious feelings. Today education is full of choices, open ended tasks and constant changes. For most students this makes learning interesting BUT for students with ASD, ADHD, ODD, etc. this creates many challenges and one of these is anxiety.

Anxiety can look like:

- Avoidance of new situations
- Preference for sameness
- Rigidity
- Insisting on same rules/routines
- Social withdrawal
- Anger
- Meltdowns
- Repetitive noise, movement or sentence

The Power of Preventative Breaks

- Students self-regulating their anxiety is a VERY important part of their behaviour management programme.
- A student being able to request a break before a meltdown is a fantastic strategy.
- You will need to teach them a range of strategies to calm themselves. When you are teaching them, you will begin to notice which ones are more effective at calming. You can then write social scripts and use visual cards to help them remember what to do when they feel anxious.

Break Cards

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

1. The student requests the break.
2. You give the student the card as you see anxiety 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.

BREAK CARD

I can ask for

- ☺ Movement break
- ☺ Wall push ups
- ☺ Quiet place
- ☺ See Mr Jones

BREAK CARD

I can

- ☺ Take 10 deep breaths
- ☺ Count to 20
- ☺ Hug myself
- ☺ Have a drink

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)

Non-Threatening Withdrawal: Diversion before Meltdown

- Send on an errand
- Get them to do a job for you

Solitude Suggestions

- Safe haven
- Special interest time
- Book to read
- Sit away from group. For example: If you are on mat let them sit at a table away from group or if you are doing group work and the room is noisy send their group outside.
- If you are lucky enough to have a small room off your classroom create a space for them to work there.

"Matthew often needed time in his 'little room'. One day when I was in the classroom I observed him actually calling out answers from his room. He was still working just needed his own space."

Other Strategies

- Toilet, drink and/or food
- Talking to mentor

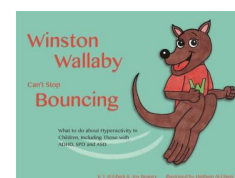
Remember: All of these strategies need to be taught to the child and practiced.

Great New Book to explain Movement Breaks to EVERYONE

Winston Wallaby Can't Stop Bouncing: By K.I. Al-Ghani & Joy Beaney

For ages 5-10 years. This illustrated storybook explains hyperactivity through the story of Winston Wallaby and his uncontrollable bouncing at school. It allows children with ADHD, SPD and ASD to recognise and support their additional sensory needs. A helpful introduction for parents/carers and appendices with strategies to be used at home and in school are included.

CODE B166 \$33.95 (plus P & H)



Managing Meltdowns

Managing meltdowns is very important. I believe the key is getting in early and putting in place strategies before the behaviour escalates. You will need a range of strategies to prevent the meltdown escalating. For some students, strategies that may help include: ignoring, distracting, redirecting, sending on an errand, and more.

Three Stages of a Meltdown

1. Build Up

It may look like:

- Walking in a different pattern.
- Body posture (head down, head on desk, tense).
- Become much more literal.
- Change in voice tone.
- Increase in wringing of hands/hypersensitivity to touch/picking at skin.
- Become slower to respond or increase in vagueness.
- Other students may become highly distractible.
- Become more controlling, asking more questions and more rigid.
- More stock standard answers (I don't know, I forgot, I'm tired).

2. Survival Mode

In survival mode they will use skills to try and keep a meltdown from beginning. Their coping mechanism is coming into play. It may look like:

- More controlling of their environment.
- Seeking sensory input: repetitive actions, flip back on chairs, pacing, jumping on trampoline.
- Sleepy, staying completely still and becoming rigid.
- Unaware of others.
- Running away, climbing, escaping, hiding (under table, outside, etc.).

3. Meltdown/Shutdown

In a meltdown the student is in panic mode and has no control or cognitive function. The student may not be able to respond and will use stock standard actions to make people move away and leave them alone (swearing, pushing, and hitting).

A behaviour management programme will usually be ineffective as the student has reached meltdown. The student will need to work through the meltdown before adults can take any action.

Excerpt from Teacher Assistant Big Red Book of Ideas.

Ideas to try when in 'Build Up' and 'Survival Mode'

- Limit instructions.
- Send student on an errand.
- Walk don't talk (take the student for a walk but don't ask questions or comment on behaviour).
- Redirect to quiet time: petition desk, reading corner, sit at teachers desk, headphones.
- Give them a sensory toy to hold.
- Repetitive physical activity: jump on a trampoline, run around the quadrangle/oval, gym circuit.
- May need a toilet break or drink break.

Remember once the student is in meltdown or shutdown it is too late to use most strategies. You are best to check if it is safe, remove other students and give space.

For more information about meltdowns, your best read for 2018 is *From Anxiety to Meltdown or No More Meltdowns*.

Veneer of Coping: Shutdown

A shutdown is a particular sequence of behaviour involving the senses, language skills, motor skills and memory which we observe in children diagnosed as high-functioning within the autism spectrum. In academic settings, when pressured by an adult to perform tasks that were difficult, these children may become unresponsive, sleepy, immobile, limp to the touch for several minutes and then fall asleep in a chair for as briefly as 10 minutes or as long as two hours.

Great Books to Help you understand Anxiety, Meltdowns and Behaviour

From Anxiety to Meltdown: By Deborah Lipsky

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

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No More Meltdowns: By Dr Jed Baker

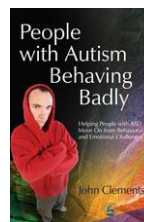
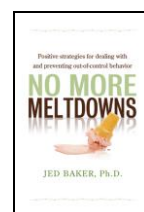
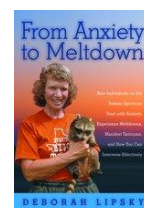
With 150 pages of wonderful information and strategies for home and school this book is divided into three areas: The Problem, The Solution and Plans. It is interwoven with stories of how the strategies have been used with different children. Chapters include: Meltdowns: When rewards and punishments are not enough!, What are Meltdowns made of? Creating a prevention plan.

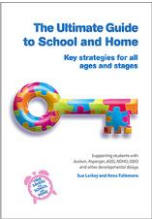


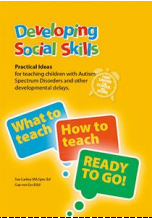
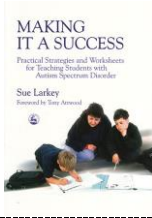


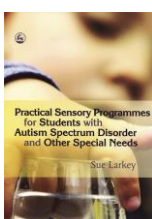
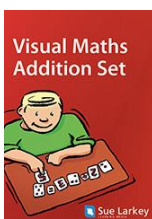
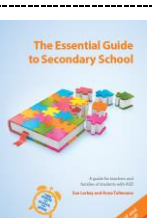
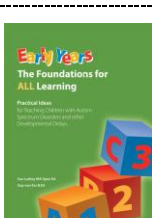

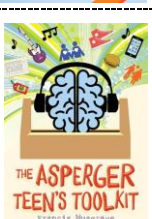
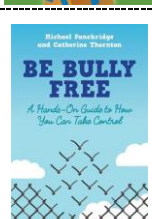

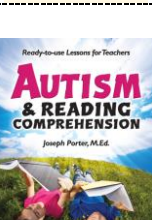
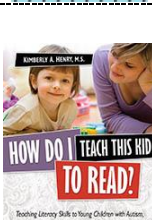

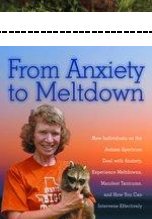
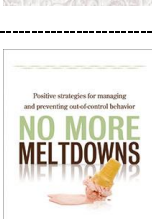

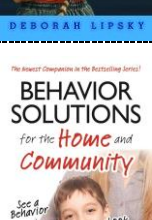


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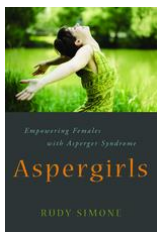
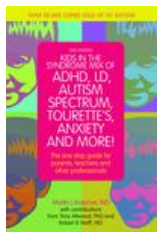
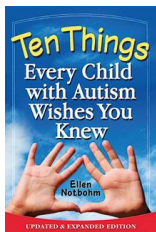
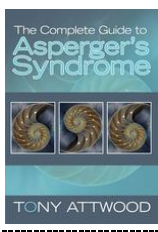
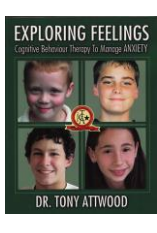
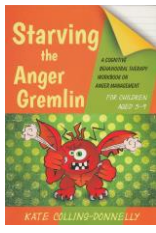

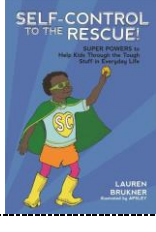
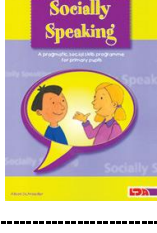
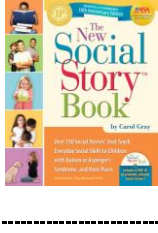

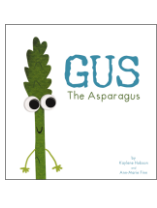
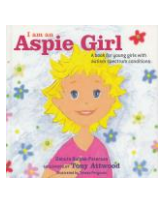
People with Autism Behaving Badly: By John Clements

Offers effective, long-term strategies to help resolve common problem behaviours such as physical aggression, self-injury, verbal abuse, rudeness and property damage. Organised around the common messages conveyed by behaviours and some of the underlying issues that drive these messages.

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Liquid Timer CODE ST17 \$10 	Sensory Stixx CODE ST32 \$13 	Fidgipod CODE ST02 \$18 	Tactile Tiger Brush CODE ST35 \$13 	Senso Brush CODE ST12 \$13 
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Education Events PTY Ltd

PO Box 20

Artarmon, NSW 1570



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Schools may order books on
approval for 14 days.

Two Online Accredited Courses Offered in 2018

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

- ✓ 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: 12-25 February 2018

In this 40 minute online course you
will learn:

- ✓ 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 (same as 2017)

Available: 26 Feb 2018 (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:

- ✓ 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.

Accreditation – 5 hours

No Overlap

Sue Larkey

**Free Webinar –
Increasing Engagement and
Participation**

Available: 12-25 February 2018

In this 45 minute online course you
will learn:

- ✓ Key Strategies to Increase
Engagement and Participation.
- ✓ Increased Understanding of
How Children/Students with
ASD Learn.

Course 2 (same as 2017)

Available: 26 Feb 2018 (6 weeks)

**Sue Larkey – Understanding
Autism Spectrum Disorder:
Teaching Strategies and
Behaviour Support**

In this five hour online course you
will learn:

- ✓ 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.

Accreditation – 5 hours

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.

Understanding Emotions

Dr Tony Attwood's work on Cognitive Behaviour Therapy (CBT) is very important for children with autism spectrum. According to Tony people with autism spectrum disorder (ASD) need to work on feelings and emotions AT LEAST ONE HOUR EVERY WEEK from early childhood right through to adulthood. The issue is not that children with ASD DON'T have feelings or emotions – it's that they don't always understand their feelings or emotions, and often don't have strategies to deal with them.

Interestingly, Tony talks about how feelings of sadness or anxiety can often come out as anger. They need a way to vent their feelings and as some just don't know how to cry – they hit out instead. Teaching them to understand how they are feeling is a very useful tool in helping them to manage their own behaviour. Feelings of frustration or anxiety can very quickly escalate into major meltdowns, but with an emotional toolbox children can learn to manage these feelings before they reach boiling point.

Those of you who saw the wonderful 'Australian Story' on Tony in late 2017, the books they discussed as clinically proven are *Exploring Feeling: CBT to Manage Anxiety and Anger* (see below).

Managing Emotions

A key for students to fully participate in education is teaching them to manage their emotions, in particular any anger and/or anxiety. Tony Attwood's Cognitive Behaviour Therapy books are a great tool to use as a return to school or class plan. In my experience withdrawing students and excluding students doesn't actually resolve the underlying reason why they are not participating in school. Teaching students to understand their emotions and how to manage them has much better outcomes for everyone.

At his workshops and in his books Tony discusses using an Emotional Tool Box to help repair emotions.

1. Physical Tools
2. Relaxation Tools
3. Social Tools
4. Thinking Tools
5. Special Interest Tools
6. Sensory Tools

When helping children understand their emotions, sometimes we need to support them to understand what makes them anxious versus what makes them angry. Here are 10 causes of anger and anxiety according to my Facebook friends. I hope they help you identify triggers for kids you know.

10 Common Reasons for Anxiety

1. Being teased.
2. Getting a new teacher.
3. Not getting to sleep.
4. Someone hurting them on purpose.
5. Having to make choices.
6. Doing homework.
7. Being around lots of people.
8. Thunderstorms.
9. Being alone.
10. Sensory – haircuts, brushing hair, etc.

10 Common Reasons for Anger

1. Getting work wrong.
2. When others won't play with them.
3. Perceived to be treated unfairly.
4. Someone shouts at them.
5. When people interfere with their games or belongings.
6. When they lose a game.
7. Change in routine with no warning.
8. Not being listened to or getting a turn when have hand up first.
9. Being told "no".
10. Being told they are wrong.

Of course, what makes some children anxious makes others angry, and this is why it is great to do a programme like CBT to help you establish an individual child's emotional reactions.

For 2018 workshops with Dr Tony Attwood go to www.suelarkey.com.au

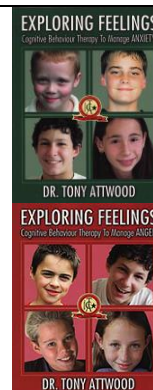
Managing Meltdowns by Managing Emotions

Exploring Feelings: Cognitive Behaviour Therapy to Manage Anxiety/Anger

By Dr Tony Attwood

Guides for caregivers and teachers, each with a workbook section allowing children to identify situations that make them anxious or angry, learn how to perceive the situation differently, and learn appropriate responses. Learning about emotions helps children recognise connections between thinking and feeling, and helps them identify the physiological effects of anxiety and anger on the body.

ANXIETY | CODE B21 **\$29.95 (plus P & H)**
 ANGER | CODE B22 **\$29.95 (plus P & H)**



Beautiful Books for Teaching About Emotions

The Green-Eyed Goblin: By K.I. Al-Ghani = JEALOUSY

This illustrated storybook explains jealousy through the story of Theo and his Green-Eyed Goblin. It will encourage children to talk about their feelings and learn how to subdue their own Green-Eyed Goblin for good. A section of tried and tested techniques for using with children, and a helpful introduction for parents and carers is included.

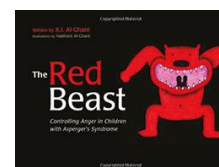
CODE B156 \$33.95 (plus P & H)



The Red Beast: By K.I. Al-Ghani = ANGER

This vibrant, fully illustrated children's storybook is written for children aged 5+, and is an accessible, fun way to talk about anger, with useful tips about how to 'tame the red beast' and guidance for parents on how anger affects children with Asperger's Syndrome.

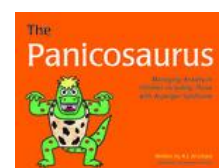
CODE B38 \$33.95 (plus P & H)



The Panicosaurus: By K.I. Al-Ghani = ANXIETY

This fun, easy-to-read and fully illustrated storybook will inspire children who experience anxiety, and encourage them to banish their own Panicosauruses with help from Mabel's strategies. Parents and carers will like the helpful introduction, explaining anxiety in children, and the list of techniques for lessening anxiety at the end of the book.

CODE B39 \$33.95 (plus P & H)



The Disappointment Dragon: By K.I. Al-Ghani = DISAPPOINTMENT

The Disappointment Dragon sometimes comes to see us all and, if we let him, he can make us feel sad or angry. The fun characters in this charming, fully illustrated storybook will help children to cope with, and discuss openly, their feelings of disappointment. There are many creative suggestions on how to banish the Disappointment Dragon and an introduction for adults explaining disappointment in children and how they can help.

CODE B41 \$33.95 (plus P & H)

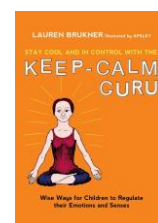


Beautiful Books to Help Regulate Emotions

Stay Cool and In Control with the Keep-Calm Guru: By Lauren Brukner

Meet the Keep-Calm Guru, our expert guide to the art of staying cool, calm, and in control in the face of overpowering feelings! This illustrated book introduces wise ways for children to recognise and cope with anxiety, anger, frustration, and other difficult emotions. Using everything from yoga poses and pressure holds, to deep breathing and relaxing colouring activities, the Keep-Calm Guru shows kids how to take back control and feel cool, calm, and just right. Suitable for children with sensory and emotional regulation difficulties aged approximately 7-14 years.

CODE B157 \$35.95 (plus P & H)



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

From breathing exercises, 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 them 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. For ages 7-14 years.

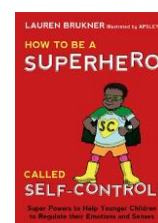
CODE B111 \$35.95 (plus P & H)



How to be a Superhero Called Self-Control: By Lauren Brukner

Narrated by a superhero called Self-Control, this illustrated book provides a variety of super power strategies to help children with emotional and sensory regulation difficulties, aged approximately 4 to 7 years to master self-control.

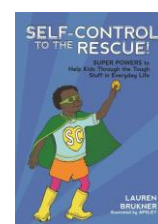
CODE B142 \$35.95 (plus P & H)



Self-Control to the Rescue: By Lauren Brukner

Narrated by a superhero called Self-Control, this illustrated book provides a variety of super power strategies to help children with emotional and sensory regulation difficulties, aged approximately 4 to 7 years to master self-control.

CODE B163 \$35.95 (plus P & H)



Building a Strong Relationship with the Student

The whole team including the teacher, teacher assistants, administration staff and leadership team should work towards building a strong relationship with the student. In my experience often the student only develops a strong relationship with the teacher. This is limiting as the student needs to be able to respond to other staff in the playground, and often leadership teams are involved in behaviour management.

A strong relationship with the student means that the student will be more receptive to teaching opportunities and more likely to retain more information learnt from the teacher.

9 Key Ways to Build Rapport

1. Get to know the student and his or her interests.
2. Develop a summary profile of the student so everyone is aware of the student's triggers.
3. Know the students' name (students on the spectrum often don't realise you are speaking to them if you don't include their name).
4. Give students responsibilities or jobs particularly around their special interest.
5. Reward positive behaviour.
6. Reward the right behaviour.
7. Talk to the student at start of duty or lesson. Don't wait until something goes wrong.
8. Get down to their level. Bend down to their height or sit next to them. Some children in the younger years like to lie on the ground; you may need to lie down with them to engage them.

Excerpt from: The Ultimate Guide to School and Home

Try the 2x10 strategy. Spend two minutes per day for 10 days in a row talking with an at-risk student about anything she or he wants to talk about. The strategy researched by Raymond Wlodkowski, is designed to build rapport and relationship between teacher and student, and lets the child see that you genuinely care about him or her as a person.

The amazing part is how it turns that abstract, overwhelming, where-do-I-start concept of relationship building into something easily manageable with an immediate payoff for everyone involved.

Raymond Wlodkowski did extensive observations of student behaviour and found an 85-percent improvement in student's behaviour. In addition, he found that the behavior of all the other students in the class improved.

Remember when students act out, they are letting us know that they are seeking a positive connection with an adult figure and that they need that connection first, before they can focus on learning content.

5 Key Strategies for Maintaining Positive Relationships with Students and Children at School and Home

1. Help children to build their competence
 - When children feel competent they are more motivated.
 - Develop and nurture their natural talents and strengths.
 - Avoid demands beyond their capabilities. Don't place them in embarrassing positions.
 - Praise their effort, not just their ability.
2. Avoid learned helplessness
 - Too many experiences of failure can induce a sense of helplessness.
 - Explain failure as a 'way of learning' instead of a result of a 'lack of ability.'
 - Start with work they can achieve, then add work which is more difficult. Use the 80/20 rule: 80% achievable/20% difficult.
3. Avoid power struggles
 - Power struggles create stress for everyone and slowly erodes relationships between adult and child.
 - Validate the child's feelings.
 - Teach the child coping strategies for particular situations.
4. Choose your battles
 - When there are high levels of frustration on both sides, it's best to 'let go' for now and approach the subject at a later date.
5. Control your own frustration
 - We should expect challenging behaviours from our students/children as part of their normal development.
 - Don't see your child's/student's actions as a threat to your own competence. It's more a reflection of their inability to cope with frustration. When we take their behaviour personally, our feelings with ourselves increases our anger towards them.
 - Understand that challenging behaviours are temporary until we can help children find a better way to manage and prevent the situations.

to the world, you
might just be one
person. but to one
person- you could
be the world. ♥

OCD, ODD and PDA

Children with ASD can have a co-morbid diagnosis of other conditions such as Oppositional Defiant Disorder, Obsessive Compulsive Disorder, Pathological Demand Avoidance, Tourettes and more. (See Tony Attwood's *'The Complete Guide to Aspergers'* pg 119, 138, 190-191). For many children these tend to start or be more prevalent around puberty. No matter why or when they start it is very important to know this is what you are dealing with, not just ASD.

What is OCD?

Obsessive Compulsive Disorder (OCD), is defined as repetitive behaviours or mental acts that the person feels driven to perform in response to an obsession, or according to rules that must be applied rigidly. The behaviours or mental acts are aimed at preventing or reducing distress or preventing some dreaded event or situation. However, these behaviours or mental acts either are not connected in a realistic way with what they are designed to neutralize or prevent, or are clearly excessive. Dean Beadles says "We all have checked the door, but when you go back 20 times and worry something BAD is going to happen if you don't, that is OCD".

In addition to these criteria, at some point during the course of the disorder, the sufferer must realize that his/her obsessions or compulsions are unreasonable or excessive. Moreover, the obsessions or compulsions must be time consuming (taking up more than one hour per day), cause distress, or cause impairment in social, occupational, or school functioning. OCD often causes feelings similar to that of depression.

Recent studies also indicate a substantial relationship between Autism Spectrum, OCD, PDA and ADHD.

Ways to Manage OCD

There are different ways to manage OCD, and the best and easiest way to do it is to work with a psychiatrist or psychologist. By working with a professional, you're most likely to find the approach, or combination of tactics, that's going to work for you.

Often a combination of strategies is required. In most cases you will not see massive or immediate changes with intervention, but they will happen over time.

Recommended strategies include:

- Medication
- Exercise
- Keeping a Journal
- Relaxation Techniques

What is ODD?

Oppositional Defiant Disorder (ODD) is described by the Diagnostic and Statistical Manual of Mental Disorders (DSM) as an ongoing pattern of disobedient, hostile and defiant behaviour toward authority figures which goes beyond the bounds of normal childhood behaviour. People who have it may appear very stubborn. Temper tantrums, stealing, bullying, and vandalism are some of the key symptoms of oppositional defiant disorder. ODD children may present as negative, defiant, unable to take "no" for an answer, deliberately annoying others, easily annoyed themselves, or blaming others for all that goes wrong. The child's behaviour often disrupts the child's normal daily activities, including activities within the family and at school.

No one knows what causes ODD. It is often identified with other diagnoses such as Autism Spectrum, ADHD, OCD, or Tourette's syndrome.

Although there is some debate over whether ODD and PDA are different disorders or the same, I do find similar strategies seem to be effective for both.

Seven Quick Tips for Supporting Students with ODD/PDA

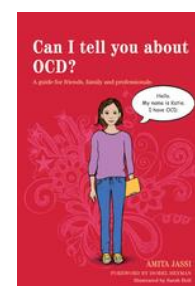
1. Choose your battles. As soon as you find yourself in conflict ask "Is conflict going to resolve or escalate the situation?"
2. Try distracting the child to something else in a very calm voice.
3. Try to catch the child doing LOTS of great things. Even if they sit still for one second, tell them "great sitting" as soon as they do the right thing!
4. Let them be your special helper.
5. NEVER take what they say personally (yes we know that sometimes what they say is awful – killing, hurting, etc., but what they want the most is a reaction so don't react!)
6. Remember that strategies will wear out very quickly, and when they do, move on to another strategy.
7. Children with ODD have a strong resistance to change. Any changes can cause a lot of anxiety, so look at strategies to help them manage their anxiety.

Great Resource to explain Obsessive Compulsive Disorders

Can I Tell You About OCD?: By Amita Jassi

A guide for friends, family and professionals. Meet Katie – a teenager with Obsessive Compulsive Disorder (OCD). Katie invites readers to learn about OCD from her perspective, helping them to understand what it is, how her obsessions and compulsions affect her daily life, and how people around her can help. With illustrations throughout, this will be an ideal introduction to OCD for both young people and older readers. It shows family, friends and teachers how they can support someone with the condition and will be an excellent way to start a conversation about OCD, in the classroom or at home.

CODE B84 \$22.95 (plus P & H)



Creating a Calm Area

Children on the Autism Spectrum often need to a place retreat to. This is a calm area where they can gather their thoughts with minimal sensory input or distraction. It is very important that at home and school that they are not sent to this area for misbehaviour e.g. In early childhood centres a quiet spot is NOT a naughty spot, at home the bedroom is not a naughty area, as then they will not want to use this as a retreat area or for sleep. This also can confuse the child into thinking that they are in trouble for being anxious and will create more anxiety in the child. Often they will not go to the area as they don't think they've done anything wrong.

6 Key Strategies for Creating a Calming Area at School and Home

1. Create a specific area e.g. a partitioned area in a larger room, a tent, small room, egg chairs, etc.
2. Give the area a special name.
3. Use a visual cue to help them go there.
4. Equip with items that promote relaxation (sensory tools, books, comfortable bean bag or cushion, music, headphones etc.).
5. Reward them for going there independently.
6. Have a timer so they know how long they have been there and know when to come back.

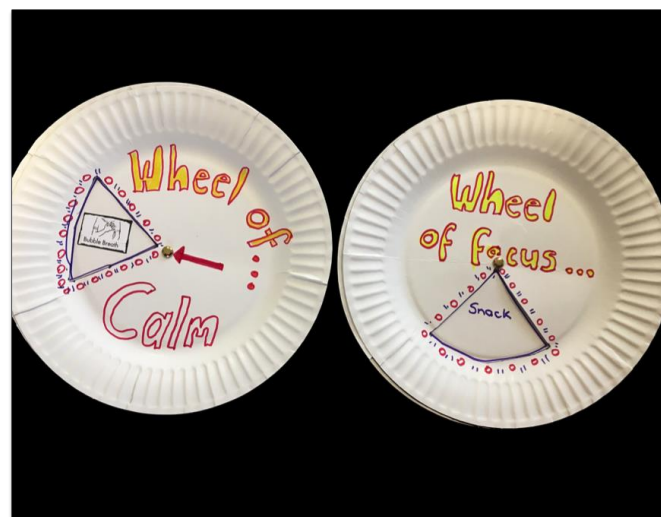
Please note: Giving students computer time only keeps them in a holding pattern and it doesn't calm them. You will find that they will have a meltdown when you try to get them to finish or they lose a game or the computer doesn't work in the way they want it to. This shows that the computer has not reduced their anxiety.

Create a Wheel of Activities to do to Help Self-Regulate

You can call this wheel whatever name the student understands i.e. "Focus, Fidget, Calm, Coping, Listening, Sitting, Staying Awesome".

Practice the activities in the wheel and make sure they have the desired outcome. Explain to the student sometimes you need to do a few of the activities to be ready to come back to learn, engage, listen, etc.

I like to use the book *The Kid's Guide to Staying Awesome and in Control* for students to create their own menu of success. The book offers lots of great activities to help students regulate their emotions. You can cut out the pictures and put in your wheel or write in the activities.



Wheel of Calm / Wheel of Focus

This is a wonderful way to reinforce the strategies you teach students through Cognitive Behaviour Therapy (see pg 9) or self-regulation activities.

Allowing students to 'cool down', 'take a break' or 'reflect on behaviour' is an important part of most classrooms. Many students with ASD, ADHD, ODD need to be taught how to manage their emotions. Just sitting them out or removing them doesn't reduce the behaviour, in fact it can escalate the behaviour.

Sensory Tools

The nature of ASD is such that children will:

- Seek out sensory activities such as chewing, twirling, fidgeting.
- Find specific sensory experiences calming (rocking, flicking, visual patterns, flapping).
- Seek out and find sensory activity equivalents if you don't provide them.

Key Benefits for Using Sensory Tools

- Holding an object in their hands can often enhance learning e.g. At mat time, if given a fidget toy, the student
 - Can sit for longer
 - Is less disruptive to peers
 - Is calmer to start activities
 - Has reduced anxiety levels.
- Children find sensory activities extremely rewarding (unlike stars or verbal rewards).
- Sensory tools may replace inappropriate behaviours e.g.
 - Replace biting a hand with chewy tube.
 - Replace difficulty waiting with using a water ball or stretch toy.

How to use a sensory tool:













- Use tool as a waiting object (i.e.: hold the ball until it is your turn for the game).
- Use the tool as a transition visual (e.g. Twist Puzzle with visual attached to line up, sit on mat etc.).
- Set rules around their use, e.g. return tools to box at end of mat time, or on desk when working.
- Use visual schedules/photos to remind student of rules around use of sensory tools.
- Use a range of sensory tools and change regularly.

What about everyone else?

- Use classroom peer training to help other students in the class understand that people with ASD **don't choose to** use these tools. They really need them to concentrate. They are just like reading glasses: increase concentration, focus, and independence
- Have a sensory box that all students can use.

Great Sensory Tools

Sensory strategies can wear off for our children and students, much like we can become bored with things. Also not ALL strategies and ALL sensory aids/tools work for all children. It pays to have a variety of different sensory tools and to change them when they stop working.

Sensory Stixx CODE ST32 \$13.00 	Fidgipod Amazing for meeting sensory needs. CODE ST02 \$18.00 	Sinking Putty CODE ST03 \$4.00 
Twist Puzzle Key Chain Hours of FUN. CODE ST21 \$4.00 	Wooden Massager Amazing for meeting sensory needs. CODE ST14 \$4.00 	Punki Wrist Band Pop on wrist or just use for fidget tool. CODE ST22 \$3.00 
Improbable Construct Excellent for meeting sensory needs. CODE ST01 \$6.00 	Smiley Face Stress Ball Great for stress release. CODE ST23 \$3.00 	Water Balls Great for stress release. CODE ST19 \$3.00 
Stretch Toys Great fidget toys for children who love Blue-tac. CODE ST04 \$3.00 	Slinky Key Chain Excellent for children who process best when fidgeting. CODE ST07 \$4.00 	Chewy Tubes with Handles Comes in different colours/sizes and with or without a handle. CODE ST11 \$13.00 

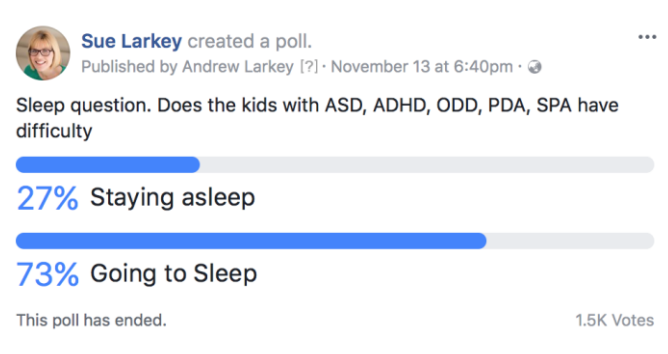
Make Sleep and Exercise a GOAL in 2018

Research has found that both exercise and sleep can improve attention, mood, executive function, and self-regulation.

"Sleep disturbance impacts cognition, it impacts mood, and it impacts behavior." Stanford University Psychologist Ruth O'Hara

Research has found that two thirds of children with ASD have sleep problems, fragmented sleep, and early awakenings. So be aware that many of our students can be fatigued by early afternoon and may benefit from easier, more repetitive learning tasks in the afternoon.

On my Facebook page I recently did a Poll which 1,540 people voted.



Remember different strategies work for different children, and if one strategy doesn't work, try another.

16 Key Strategies for Sleep

1. Set up a good bedtime routine. Use timers/clocks/sensory tools.
2. Melatonin (Medication).
3. Teach to stay in bed even if not sleeping.
4. Epsom Salts, Bath or Lavender.
5. Turn off all "blue screens" (iPads, TVs etc.) at least one hour before sleep.

6. Keep bedroom door open.
7. Accept lack of sleep can be related to anxiety levels so they may need time to pace.
8. Check for food allergies particularly gluten intolerance.
9. TV in room with a timer on it so it turns off.
10. Sleep on floor next to their bed (rather than them coming into your bed).
11. Exercise like maniacs.
12. Wind them down early and have a calm routine.
13. Stories in softly lit room and cuddling.
14. Social script that explains why people and family need sleep.
15. Try wrapping the child in his sheets or blankets. He may need the restriction around his body to feel comfortable.
16. Earn reward points for staying in the bedroom.

Exercise

The benefits of exercise and overall fitness are well known for improving general health, mood, and stress management. Fitness is associated with better working memory, response inhibition, and learning in students.

For many families, daily exercise for children is a challenge, depending on climate, weather, cost, and neighborhood. Here are some solutions that families found:

- Playgrounds: Monkey Bars, Swings, Obstacle Courses.
- Trampoline.
- Swimming.
- Bike Riding, Scooter.
- Running, Walking.
- Personal Trainer (many families find this very helpful once a week).
- Gym Equipment: Treadmill, Rowing Machine, Punching Bag, etc.
- Walk the Dog.
- Yoga.
- Martial Arts.
- Dancing.

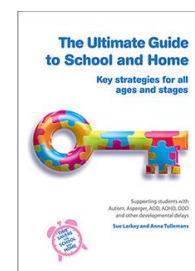
Excerpt page 126 The Ultimate Guide to School and Home

Top Selling Resource for School and Home

The Ultimate Guide to School and Home: By Sue Larkey and Anna Tulleman

This book provides key strategies for all ages and stages. It offers over 500 practical strategies and time savers for school and home. Everything from setting up a classroom, developing friendships, engaging disengaged students, to moving house, choosing a school and applying for a job. It is the ultimate guide for teachers, parents and all professionals supporting children with autism spectrum disorder, including Aspergers, ADD, ADHD, ODD and other developmental delays.

CODE B96 **\$44.95 (plus P & H)**



Online Courses in 2018

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 2018

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 NESA (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 1 and 2 2018 Workshops

New South Wales

Sydney/Rooty Hill (Tony Attwood)	Fri 9 March
Wagga	Fri 16 March
Dubbo	Thurs 24 May
Sydney/Sutherland	Fri 25 May
Coffs Harbour	Thurs 28 June
Sydney/Ryde	Fri 29 June

Victoria

Melbourne/St Kilda	Fri 2 March
Melbourne/Bulleen	Fri 11 May

Queensland

Toowoomba	Thurs 22 February
Brisbane/Chermside	Fri 23 February
Cairns	Thurs 31 May
Townsville	Fri 1 June

South Australia

Adelaide	Fri 23 March
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Australian Capital Territory

Canberra (Tony Attwood)	Fri 22 June
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Tasmania

Hobart	Thurs 1 March
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Western Australia

Perth	Fri 15 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.



Sue Larkey
LEARNING MEDIA