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 **Sue Larkey**
LEARNING MEDIA

Practical strategies
for home and school for
Autism Spectrum Disorders

29 WAYS FOR TEACHER ASSISTANTS TO SUPPORT STUDENTS IN 2019

Teacher assistants, school support officers, teacher aides etc. – **you are angels in disguise and we thank you for all your hard work with our ASD students.** You are usually the person that the student with ASD may develop a great mentoring relationship with, so it is important that you start off on the ‘right foot’.

10 TOP TIPS TO SUPPORT YOUR STUDENT TO STAY ON TASK

Often, as a teacher assistant your most challenging task is to maintain your students concentration. This can be particularly difficult when working with a student with ASD. The ideas below are some strategies I found extremely useful when I had a teacher assistant in the classroom.

1 Work towards the student becoming independent. Try to allow the student to do things for themselves at their own pace, even when they are falling behind a little.

- ✓ Only start to help them when they are **stressed and/or becoming overwhelmed** by sensory issues in the classroom.
- ✓ Doing things for the student **promotes dependant behaviour** and ever increasing reliance on you.
- ✓ This independence will help to **instil self-assurance and self-esteem** in the student as they learn new concepts and are able to put them into practice by themselves.

2 Teach the student coping strategies.

3 Help the student understand the hidden agenda rules by discussing situations with the student, explaining what other people may be thinking.

4 Understand the difference between the day a student is able to do work and keep them on task and the days they can't.

5 Encourage the student to be flexible, social and cooperative by explaining the ‘whys’ and the ‘how’s’ of each situation.

6 Catch opportunities where the special interest of the student can keep them motivated.

7 Fade direct support on occasions to allow the student to grow.

8 Teach the student how to learn.

9 Avoid being the one who rescues the student every time.

10 Avoid fostering helplessness (by doing everything for them).



12 KEY STRATEGIES FOR TEACHER ASSISTANTS

- 1** Take time to **observe** the student and environment to identify the barriers for completing tasks.
- 2** **Adapt** tasks before the activity.
- 3** **Encourage** responses (whether right or wrong, do not constantly correct).
- 4** Have examples to **show** them what is expected.
- 5** **Be organised.** For example: have pencil sharp and ready, page ruled up, book opened to correct page etc.
- 6** **Give** a preventative break during the task.
- 7** **Limit** choices e.g. rather than choose an animal, list three.
- 8** **Create** a quiet area for them to work (collaborative tables can have limitations).
- 9** **Highlight** the easy parts first, so they don't get stuck on "difficult parts" etc.
- 10** **Show** them how to handle making mistakes.
- 11** **Reduce** frustration by including breaks (e.g. toilet, snacks)
- 12** **Ensure** clear, concise and explicit instructions.



7 CONSIDERATIONS FOR SUPPORTING STUDENTS

- 1 Students with ASD are usually **visual learners**. You need to show them what to do rather than just tell them. Use visual instructions.
- 2 Students with ASD often can have **difficulty with communication**. Just because they can't talk doesn't mean they don't understand you. Be careful what you say in front of them.
- 3 Some students **can talk but don't understand**: they need visual strategies to support verbal information. You may need to minimise your speech so as not to overwhelm them.
- 4 There is always **a reason for behaviour**: social, sensory, anxiety, communication issues. Remember that behaviour is a second language.
- 5 Establishing **routines and consistency** from day to day are also a key component.
- 6 You will need to **develop a great relationship** with the teacher so you can work together.
- 7 You may want to **work with the other students** so the teacher has time to work with the student with ASD.

TEACHER ASSISTANT BOOKS - GREAT FOR TEACHERS TOO!!!

THE TEACHER ASSISTANTS BIG RED/BLUE BOOK OF IDEAS

By Sue Larkey and Anna Tullemans

Two fantastic companion guides with no repetition or overlap between the two books. Hundreds of ideas and practical strategies for teachers and teacher assistants to try.

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- BIG BLUE BOOK | CODE B 16 \$39.95 (plus P & H)

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SCHOOL CAMPS AND EXCURSIONS

Many children with ASD can find the anticipation of camp to be a source of great stress. **Letting the student know as much detail as possible** from the food to the different sensory feelings they might encounter, can often help to reduce anxiety and uncertainty. Talking about expectations and concerns can allow staff to tailor their support to the child's specific needs.

I asked for some tips on my Facebook page and one lovely teacher gave this great piece of advice! **Don't forget to follow Sue Larkey on Facebook for more great information.**



Simone Quimby Our school make social stories including pictures of all activities, sleep arrangements, bathroom, toilet, dining room, recreation hall and outdoor areas. Education Support staff also show the children website and talk about the food that will be served for all meals. The kids that were worried about food had their own standby supplied by the parents. If yes camp isn't too far away some parents have made arrangements to take their child to have a look around a few weeks before camp and take their own pictures. All activities are optional for all the kids so there is no pressure to do them if the kids don't feel able. We have education support staff who the children are familiar with to give the extra time necessary to our kids who come back feeling a great sense of achievement and pride.

Like Reply 6d

1t

SUCCESSFUL STRATEGIES



- ✓ Give the student at least **two weeks warning** of the upcoming camp or excursions.
- ✓ **Important Information:** Where they are going. When they are going. How they are going to get there.
- ✓ **Download pictures of the place** with maps of the area and look at the website so they can familiarise themselves and get excited.
- ✓ If possible **get the family to go on a visit to the place of excursion or camp** a week in advance to orientate the student. Video the camp area so they can re-watch when they get home.

- ✓ **Make up books with information** they can refer back to before and after camp.
- ✓ **Allow the child to choose** their sleeping arrangements to minimise anxiety.
- ✓ If possible **allow the child to supply their own meals.**

PROVIDE



- ✓ A **map of the camp or excursion venue** (e.g. Aquarium, Zoo map).
- ✓ **Mark important items on it such as:** sleeping areas, eating halls, out-of-bounds areas, play areas, where to go if they need quiet time.

TRAVEL



If they are to travel on the bus talk to them:

- ✓ About **expectations on the bus.**
- ✓ How they are going to **feel on the bus.**
- ✓ How the **other students will be on the bus.** (Excited and talkative and probably louder than normal).
- ✓ **Sit them at the front of the bus.** (Sit them near the front three rows and near the adults.)
- ✓ **Sit them under an air conditioning vent** or have the window open.



TALK ABOUT



DISCUSS



- ✓ **The planned day activities**, their lengths and desired outcomes. (Why do we have to do this?).
- ✓ **Which group** are they going to be in?
- ✓ **Which teacher/adult** will be in charge of that group?
- ✓ **What will they do if they get lost**, overwhelmed, anxious?
- ✓ **The activities** and what they can do instead of joining in. (Particularly they might need some 'down time' at night).
- ✓ **What they can do** if they can't sleep. (Talk to family about usual sleep routines).

- ✓ **The emotions they are going to feel**, remembering that they will pick up on the other students' excitement and they will not know what to do about this feeling.
- ✓ **How they are going to feel it?** Give it a physical description.
- ✓ **"What will you do if.....happens?**
- ✓ **Give them the signs** of how it will feel when the outing becomes overwhelming.
- ✓ **Give them written instructions** on what to do if the outing becomes overwhelming.

Modified from The Essential Guide to Successful Secondary School pg 28-32

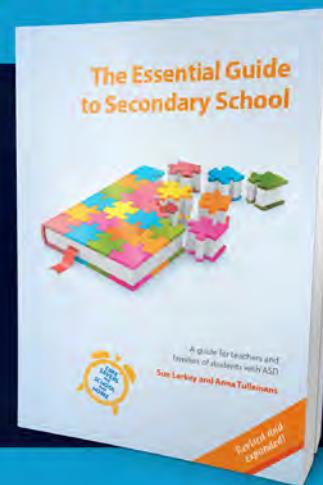


RECOMMENDED RESOURCE THE ESSENTIAL GUIDE TO SECONDARY SCHOOL

By Sue Larkey and Anna Tullemans

Practical guide to secondary school. Includes proformas to photocopy and save you time. Keeping on task, motivation, exams, assignments, sports days and more. Ideas from homework, excursions, curriculum ideas and hundreds of strategies to use! This book has over 100 pages of proven ideas and strategies.

- CODE B02 \$44.95 (plus P & H)



INDIVIDUAL EDUCATION PLANS (IEPS)

An Individual Education Plan (IEP) (also known by other names including Individual Learning Plan or ILP) may be developed for a student with **diverse learning needs or a disability**. An IEP is about access and equity to education. It should consider the “reasonable adjustments” that need to be made to provide students with access to teaching, learning and the schooling experience generally.

The IEP meeting is an opportunity for teachers, parents, school administrators, related services personnel, and students (when appropriate) to **work together to provide an appropriate educational program**.

PARENTS QUICK TIPS:

what to bring/prepare for these meetings

- ✓ Recent reports from specialists
- ✓ What is working at home / current reward programs
- ✓ Your child's strengths and areas of need
- ✓ Talk to your child about school and share insights at meeting
- ✓ Successes at school
- ✓ Be prepared to ask “What does that mean” if people use jargon, acronyms or programs you are unfamiliar with.
- ✓ Bring a friend/advocate to take notes and support you
- ✓ Recommend 2 meetings a year. Set next meeting time at the end of each meeting



STEP 1: UPDATE

Discuss student's current achievement in the areas of need as determined by an evaluation, as well as progress toward goals.

This should include

- ✓ Academic strategies and progress
- ✓ Communication strategies and progress
- ✓ Physical health and needs
- ✓ Independence skills, including building capacity to study and self-care independently
- ✓ Social skills and peer connections
- ✓ General emotional well being
- ✓ Self-regulation and behaviour skills.
- ✓ Time and frequency of support staff or services



STEP 2: GOALS

The most important part of any IEP is arguably the **list of goals the student is aiming to achieve**. This can be the hardest part for parents and teachers to craft effectively. As a general guide, IEP goals should be: **SMART** Goals



SPECIFIC

Make the goals small and achievable ie. sit for 2 minutes at mat time, then build up to 5, 10, 15 over the year.



MEASUREABLE

Progress towards the goal must be objectively measurable. Avoid phrases like "improved attitude" "often distracted" as these words can be misleading and confusing and can't be measured for progress. Use measurable terms that use time and specific behaviour "off task for 15 minutes, two or three times a day"



ATTAINABLE

Take into account the students ASD, learning style and disability.



REALISTIC

Teachers often have 30 students in a class. What is realistic? Let's do the maths. 30 students in one hour that is 2 minutes/student, then take away time for group instruction. If you are lucky you have one minute for the student. What will that minute look like? Another example: Many students with ASD find homework really difficult and families it really stressful to complete! Is this important? What is your goal?



TIME

The goal will be achieved by time/date (What can you do this term).



STEP 3: RESOURCES & STRATEGIES

What strategies and resources do we need to implement our SMART goals and best support this student?

- Apply for additional hours of support services, if applicable
- Any further reports/assessments required
- Curriculum Modifications – Adjustments, Supports etc

What are the skills & resources that we need?

- Obtain a range of books to Support Staff or Families/Carers
- Sensory Tools or Resources
- Professional Development for Staff or Families/Carers. See online courses or face to face workshops near you.



If you're not sure where to start www.suelarkey.com.au has a range of all these helpful resources such as Top 10 Books for professional development and online learning courses.



MANAGING SCREEN TIME

Screens are a wonderful tool to use with children, however they are becoming increasingly difficult to monitor and manage.

Here are a few great examples of questions you could ask yourself to see if the child's screen time under control?

- ✓ Do you have a plan to '**manage**' screen time? Is it being followed?
- ✓ Does screen use **interfere** with what your family/classroom wants to do?
- ✓ Does screen use **interfere with sleep?**
- ✓ Does the child **easily transition** between screen time and non-screen time? (ie will they get 'off' when directed?)

If after asking these questions you are wanting to put in place some strategies to manage screen time, below are some tips to get you started.

TIPS TO MANAGE SCREEN TIME

EXIT PLAN



Many kids with ASD get very engrossed with their screens making it very difficult for them to transition to nothing afterwards. **Planning their next activity before starting screen time** allows them to immediately move onto another activity.

A COLLABORATIVE MEDIA PLAN

Create a plan with the child which works for the adult and the child. Have agreed rules, routines, expectations (ie around swearing etc)

and consequences. I highly recommend writing down the agreement and putting it somewhere to refer back to.

SCREEN FREE TIMES**

Instilling allocated screen free times or activities such as meal-times or outings which everybody participates in.

TURN OFF WIFI



Many routers can now turn off the wifi after a certain time e.g. for bedtime.

LIMITING THE AMOUNT OF TIME

This could be done in a number of different ways

- ✓ A self-monitored visual timer
- ✓ Many apps can now be time limited
- ✓ Token systems (see page 13)

Be aware that with some children it is incredibly distressing to stop mid-game, so perhaps, **adjust limits accordingly**. Instead of a certain time period, allow them to play the game a set number of times.

EXCHANGE SYSTEMS



Allow screen time in exchange for other activities

- ✓ Screen time allocated following tidying-up/ school work etc.
- ✓ Amount of time allowed on screens is half the amount of time spent off the screens

**If the device is being used for communication the child needs access to it at all times.

1 HOUR BEFORE BED NO SCREEN TIME

Research has shown the blue light produced by screens disrupts the body's sleep hormone. It is recommended that children should not use a screen in the hour before bedtime. Here are some great activities that you can do in the hour before bed.

TIPS ON WHAT TO DO BEFORE BEDTIME

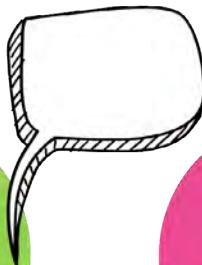
ART

Craft or colouring in



Read a book

Interact with family members



Play a game



Do a puzzle



Prepare for next day



Shower, bath, brush teeth



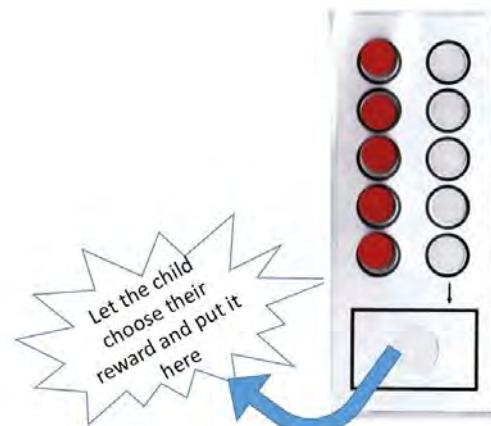
TOKEN REWARDS

Tokens are a fantastic technique for managing screen time and a range of other activities. Token systems are great as they are visual and can be used over and over for all ages and stages.

- ✓ It is important to set the child up for success by making the required activity/behaviour/goal easily achieved when you first start using. Over time you can extend the expectations.
- ✓ Tokens should only be used for positive behaviour support. Be careful removing tokens for incorrect behaviour as this can result in anger, anxiety or frustration. In my experience, it is better to use as a positive reinforcement or reminder. i.e. when you get off the computer at the end of this game you will get a token towards more computer time.
- ✓ I have had extremely positive outcomes using tokens rewards earned at school used for screen time at home, particularly with older students. For example, one for my secondary students if he got to class on time with the required equipment he got a token for time on his playstation when he got home.

Have clear rules such as:

- ✓ Who moves the tokens? The child or adult?
- ✓ What is the reward - decided amount of extra screen time or games
- ✓ Tokens can be awarded for a range of pre decided activities. chores eg: packing away, lining up, waiting quietly, tidying up getting to class on time, putting washing in basket etc
- ✓ Have set times they can use the reward time, as sometimes they want it immediately and that is not possible.



NEURODIVERSITY

Neurodiversity is the concept that **neurological differences between people** should be recognised and respected. Instead of using terms like 'dys - function' 'dis- abilities' & 'dis-orders' neurodiversity is an enabling term that takes into account neurological differences. Neurodiversity - is not one size fits all. We are all different and neurodiversity celebrates difference.



I personally love the term **neurodiversity**, as many children I meet don't have official "labels" yet, but their family, educators, etc. notice their different way of engaging in learning. **My passion is to ensure these children get the most out of their educational settings** by putting in place strategies and accommodations that support their specific learning style.

One way to do this is to put in place strategies to '**make learning fun**'.

Early Childhood: Online Anytime, Anywhere, Any Device

Teaching Strategies and Behaviour Support for Early Childhood Settings

with Sue Larkey

NEW (2019)

Free Webinar - 30 minutes

Strategies to Teach Children Who Learn and Engage Differently in Early Childhood

- ✓ How to adapt activities to meet ALL children's learning needs
- ✓ 5 Key Ways to make Learning Fun
- ✓ Strategies to help children with separation anxiety
- ✓ Embracing difference to make a difference
- ✓ Strategies to increase engagement and participating during mat time
- ✓ The ONE strategy I wish I knew years ago for helping children with fine motor skills

5 Hour Accredited Online Course Developing Early Childhood Approaches for Children with Additional Needs

In this five hour online course you will learn:

- | Teaching Strategies | Behaviour Support |
|--|---|
| ✓ Understanding Different Learning Styles | ✓ What is Sensory Processing Disorder or Sensory Issues |
| ✓ Talking to Families/Carers about Diagnosis | ✓ How to create an Individual Sensory Programme |
| ✓ Stages of Grief | ✓ What are Sensory Meltdowns |
| ✓ How to use Different Ways of Teaching | ✓ Behaviour Management Strategies |
| ✓ How to help children develop communication (verbal & non verbal) | ✓ Tantrums Verses Meltdown |
| ✓ Visual Strategies | ✓ Common Causes of Behaviour Meltdowns |
| ✓ Learn Basic Sign Language | ✓ 3 Steps to Positive Behaviour Support |
| ✓ Steps to Develop an Individual Programme | |
| ✓ How To Teach Foundation Skills | |
| ✓ 6 Stages of Play | |
| ✓ How to create an inclusive play program | |
| ✓ The Impact Executive Functioning | |

Certificate provide on completion of 5 hour Course Only

WHO SHOULD ATTEND?

Anyone Working, Supporting or Living with children under 6 years old.
Including Pre-Schools, Kindergartens, Kindies, Day Care, Nursery Schools, Long Day Care and Child Care Centers.

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



★★★★★
Course is rating 4.8 stars out of 5 on NESA site



Sue Larkey

is a highly qualified special educator who has taught in mainstream and special schools. She is currently working toward a Doctorate of Education focussing on inclusive schooling. She has authored several books and resource materials. Sue is unashamedly passionate about her mission – to inspire parents and educators and teach them how to *Make it a Success*. Armed with the tools of understanding and confidence much can be achieved.

Workshop Feedback

"I must say Sue's course was absolutely INCREDIBLE! I pride myself on knowing quite a bit about supporting students but I learnt so much in this course. The way Sue speaks is so engaging and the wealth of information she has to share is amazing. I cannot recommend this course highly enough." Lauren

Bonus: Once you have completed the 5 hour Online Course you will have access to a SPECIAL 2 hour training video on Key Strategies for Success. Separate Certificate provided for this additional 2 hours of Teacher Identified PD

REGISTER ONLINE

www.elearning.suelarkey.com.au

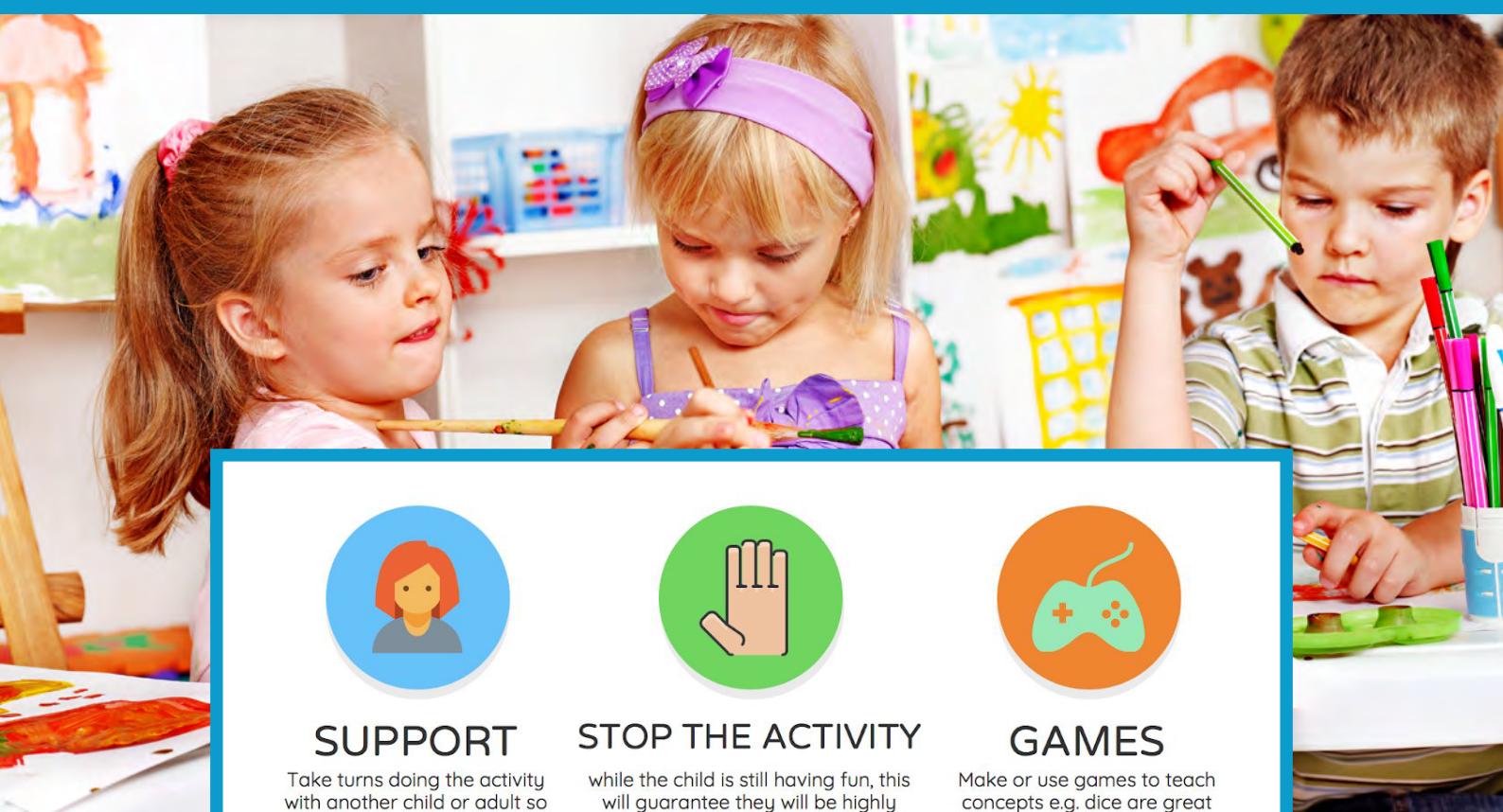
Early Childhood Settings and other Organisations

wishing to register groups of Staff or for use in Staff Meetings for Professional Development please email

support@suelarkey.com.au

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STRATEGIES FOR MAKING LEARNING FUN



SUPPORT

Take turns doing the activity with another child or adult so they do not have to do all the work



STOP THE ACTIVITY

while the child is still having fun, this will guarantee they will be highly motivated next time you do the task



GAMES

Make or use games to teach concepts e.g. dice are great for maths games



MISTAKES

Have strategies in place for when the student makes a mistake to minimise stress



TIMERS

Use these so they know HOW long they have to work



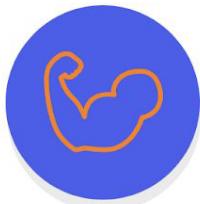
SCRIBE

for them if they find handwriting frustrating or let them record their ideas using voice recognition software



REWARDS

A great strategy is to use QUICK activities and quick rewards



USE THEIR STRENGTHS

If they learn by watching then use visuals, or if they learn by doing then do lots of hands on activities



MOVEMENT

Break up this time by moving. This could include: walking, throwing a ball or a sensory tool (chewing, squeezing etc)

13 KEY STRATEGIES TO SETTING UP YOUR CLASSROOM



1

POSITION IN CLASSROOM

(Seating, mat time, assembly, parades)- have a set position for the student which takes into account:

- ✓ Who they are next to
- ✓ Where in the room or group
- ✓ How close they are to teacher
- ✓ Distractions
 - Whether they are too close to favourite activities like books, computers, Lego etc.
 - Sensory distractions (noises, smells, lighting, objects hanging too close).
- ✓ Some students prefer to be near a door so they can leave if anxiety is building (particularly in secondary).

2

BAGS/LOCKERS/TOTE BOXES

Ensure these students are at the quiet end of the row. Students often don't like being touched, feeling crowded or the noise that happens in the busy areas.

3

WRITING



60% of students with ASD have dysgraphia. This means handwriting can be messy, slow or sometimes even avoided, especially as they get older. You may need to consider allowing iPads, computers and other forms of technology as their means of writing as the goal is that they do the work. In the younger years pencil grips can support handwriting skills. See page 29.

4

ORGANISATION



ASD students often find organisation of their school equipment very difficult. Limit the number of books, and equipment, perhaps set up system like colour coding to help with organisation.

5

QUIET AREA

Ensure there is an area where the student can retreat to if they are feeling overwhelmed. This can be a quiet table, reading corner, outside the classroom in hallway, alcove, office, etc. Some students also need to be placed near a door in the classroom or assembly as they need a perceived escape route.

6

TEACHER ASSISTANT/ EDUCATION SUPPORT OFFICERS



Consider how best to use support time effectively in the first few weeks. You may need them to make additional support materials, schedules, visuals, social stories, organisation etc. See Cardinal Rules for Assistants in *Teacher Assistants Big Red Book of Ideas* page 4.

7

SCHEDULES/TIMETABLES/TIMER

These are VITAL no matter what age. This may be in a range of formats such as photos, visuals or words. Using a Timer supports the schedule and allows students to know HOW LONG activities will take. See page 20.



8

NOTE PAD AND PEN



Always carry a note book and pen for when things change we tend to talk too much. These children are visual and if you can write it down or draw a picture it can stop behaviour escalating.

9

READING

Be aware many students have hyperlexia where they can decipher written words but do not comprehend what they are reading.

10

RECESS/LUNCH



Make sure they know boundaries, days they are allowed on equipment, where to go if there's a problem, safe places, when library is open, clubs they can join etc.

11

TOILET/DRINK



Many students with ASD will not access these at the same time as other students. **It is recommended you send them out during class time to the toilet and get a drink as this can impact on their learning.** BE AWARE they may not ask you to go to the toilet -you will need to send them. See pages 24 to 26.

12

SENSORY TOOLS

Many students require sensory tools to focus, process or calm. You will probably need to provide a range of sensory tools for the student. This may include a sensory mat to sit on, fidget tools, chewy necklaces, tubes or pencil toppers.

13

EATING



Because of their sensory processing difficulties some students find it hard to eat at appropriate times because the smells of other student's food or even the sound of them eating many be overwhelming. You may need to **allow them to eat separately from other students.**

****Early Years**:** please note the above considerations are also important for your setting. You may need to also consider structure for nap times and often you will encounter more sensory issues because of the type of activities the children are engaged in, for example more play and craft activities can mean more sensory activities.

Excerpt from The Ultimate Guide to School and Home by Sue Larkey and Anna Tullemans



THE ULTIMATE GUIDE TO SCHOOL AND HOME

By Sue Larkey and Anna Tullemans

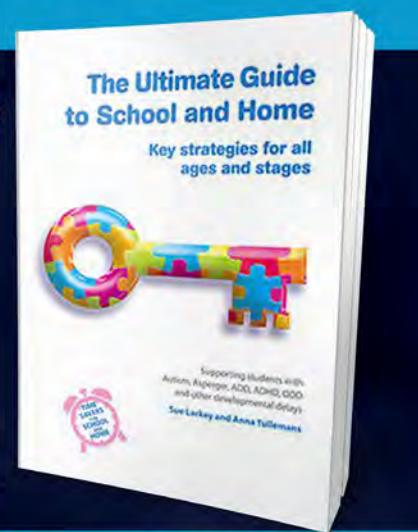
Over 150 pages of key strategies and ideas including:

- » Engaging Disengaged Students
- » Making learning fun
- » Teacher Assistants: Key strategies to support students
- » What to do if you don't have any help
- » Adapting tasks and making adjustments
- » The importance of downtime

Over 500 NEW strategies and ideas!

This is a resource that every school, early childhood centre and home should have!!

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18 WAYS TO SET UP A CLASSROOM

- 1 Position in the Classroom
- 2 Bags/Lockers/ Tote Boxes
- 3 Writing 
- 4 Organisation
- 5 Quiet Area
- 6 Teacher Assistant/Education Support Officers
- 7 Schedules/Timetables/Timers
- 8 Note pad and pen 
- 9 Reading
- 10 Recess/Lunch
- 11 Toilet/Drink
- 12 Sensory Tools
- 13 Eating 
- 14 Lining Up
(Have a set place or partner in the line)
- 15 Partners/Group Work/Teams
(Preselect groups, consider students who are supportive and good role models)
- 16 Changing Environments/Staff
(Having a timetable is vital as it pre-warms about upcoming changes)
- 17 Classroom Expectations 
(Make clear, concise and explicit rules)
- 18 Parent/Carers
(Let staff know any additional or successful strategies to further support your child)

****Early Years** :** please note these considerations are also important for your setting. You may need to also consider structure for nap times and often you will encounter more sensory issues because of the type of activities the children are engaged in, for example more play and craft activities can mean more sensory activities.

TOP TIPS FOR USING TIME TIMERS

For anyone who wants to measure and manage time more effectively, the **Time Timer** is an innovative visual timer designed to “show” the passage of time through the use of a red disk that disappears as time elapses. Unlike traditional timers that fail to make the abstract concept of time concrete, the Time Timer’s visual depiction of “time remaining” **provides stress-free time management at school and home.**

Timers tell the student HOW LONG and WHEN they are going to have to do an activity. Timers allow you to pre-warn the student about activities finishing or starting. They help answer many of the questions these students have: What is happening? What order? What time? What is next? How long?

REMEMBER

Many students with ADHD do their best work within the last 5-10 minutes of the lesson. If you don’t use a timer you will miss this last burst of work.



TIME TIMERS CAN SUPPORT STUDENTS TO:

- ✓ Ease stressful transitions by showing "how much longer" and "here's what '5 more minutes' really means."
- ✓ Show when challenging activities will end: "Let's go shopping for 30 minutes." "Handwriting for 30 minutes"
- ✓ Help everyone (especially new staff or visitors) stick to the routine.
- ✓ Reduce anxiety by creating predictability & consistency
- ✓ Help develop a reliable internal clock (especially for ADHD students)
- ✓ Help with organisation & time management so don't get 'caught up' in preferred activities
- ✓ See at a glance **how much time is left**
- ✓ Keep lessons/activities **focused and on track**
- ✓ Effectively **manage small groups** for differentiated instruction
- ✓ Provide focus for **individual work** (help self manage time)
- ✓ Tests / Exams (Fantastic for Time Management in Naplan)
- ✓ Know **how long to speak** in presentations (News, Debates, Class Presentations)
- ✓ Empower students to **manage their own time in ALL activities**
- ✓ Ensure **equal time** for taking turns
- ✓ **Break Times** (Help self regulate break times, know when they are going to occur and for how long so they return to work etc)
 - Use timer to have set Toilet /Drink and Snack Breaks (see page 24 for more info)
- ✓ Break larger challenges **into smaller tasks** or amounts of time
- ✓ Rotate learning stations
- ✓ **Manage Screen Time** or "Special Interests" (see page 11 for more info)
- ✓ Help students 'slow' down and not rush OR 'speed up'
- ✓ Many students lose track of time when they are doing something they love. Often they do not have an end point or they want to repeat the activity. **Timers create a finish point.**



Top Tip: Add Visuals to your time timers by using velcro Visual 'Pics for Pecs' sold separately see page 27.



MINIMISING STRESS AROUND TIMERS

Although timers can provide a timeframe for the student to work within, **helping them keep focused and on track**, for some students, timers can be a source of stress. Worries can include; finishing too soon, not finishing within the given time and the sound of the timer going off. In order to minimise this stressor, talking about time as much as possible can be very helpful.

- 1** Make sure the task can be done **within the given timeframe** so they don't get worried, then try explaining the desired expectations and outcomes of using the timer.
 - You could even try **modeling the timer on yourself** showing them how it can be used ("I have 10 minutes left, I need to work a bit faster" or "Oh dear I ran out of time, that is ok").
- 2** Write **social stories** on what to do if the timer finishes - remember that sometimes they can ask for 5 more minutes to finish, etc.
- 3** Use **visual schedules** to support the use of timers, so when the time is up the child knows what is next.
- 4** Explain **when/why time is important in everyday life** (Bus/Train timetables or length of TV episodes).
- 5** As many children are anxious about loud "buzzers" or sounds, the **Time Timer makes a sensory friendly beep sound** which can be turned off if necessary.
- 6** Giving **5 minute warnings before an activity needs to finish** can make a huge difference to smooth transitions.



TIMERS: KEY RESOURCE FOR SCHOOL & HOME

Time Timer displays the passage of time with a disappearing red disk. This is a powerful tool for visual thinkers of all ages and abilities.

Time Timer Small 7.6cm

Has a protective cover that flips over to serve as a desktop stand.

CODE TT2

\$45



Time Timer Large 20cm

Can stand alone or easily hang on the wall.

CODE TT1

\$60



Time Timer Plus - 14.5cm x 18cm

Durable case & clear lens to protect. Handle makes very portable.

CODE TT5

\$75



Time Timer Watches

Comes in two modes:
Time Timer or Clock

Youth | code: TT4

\$105

Adult | code: TT4



Time Timer Mod - 9.5cm x 9.5cm

Silicone cover that offers an extra layer of protection from the bumps and falls.

CODE TT6

\$55



Portable Digital Schedule

Can use as a clock or you can set the time to count up and down.

CODE 002

\$20



WHY YOU NEED TO KNOW ABOUT INTEROCEPTION AND THE IMPACT ON THE KIDS YOU KNOW

Did you know why you need routine drink, toilet & snack breaks for children with ASD, ADHD & SPD?

Interoception refers to the ability to perceive and understand your internal sensations and emotions. This occurs through receptors located throughout your body which communicate to your brain.

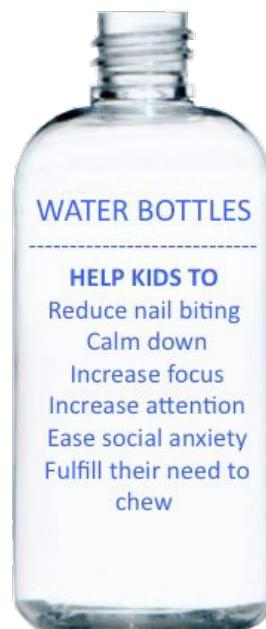
When the interoceptive system is working properly, you are motivated to take action to restore your balance and help you feel more comfortable. For example, if you get thirsty - you get a drink; if you feel cold - you get a sweater; if you feel anxious - you seek comfort. Simply, interoception is your urge to act.

For children with sensory processing issues, the brain can't understand the sensory information from their body if sending them meaning they are not able to identify their feelings. This often results in a sense of frustration, as they can't locate their feeling of discomfort, and can cause meltdowns.

To tackle this, I highly recommend you introduce routines. These will accommodate for a child who doesn't necessarily 'know' they are hungry, thirsty or need the toilet. It will also minimise discomfort and put them in a better mood. Think of yourself when you're hungry, thirsty or need the toilet; does it affect you emotionally? In my experience, often sending a child to have a drink, go to toilet or eat something can prevent a meltdown. Therefore, I encourage you to create set routines for drinks, snacks and the toilet, as, whilst they can be challenging and time consuming to set up they are incredibly rewarding for everyone.

People with ASD are often THIRSTY! Why?

- ✓ They may not recognise thirst signals
- ✓ They can't ask for a drink or are unsure when to ask for a drink (have to be reminded)
- ✓ Worried about using toilets outside of home
- ✓ Find school drinking fountains dirty/overwhelming or difficult to use
- ✓ Are stressed/anxious - anxiety increases thirst
- ✓ Are on medication which increases thirst
- ✓ Eat a VERY dry diet (biscuits, crackers, chips)



Some strategies:

- ✓ Schedule in set times for a drink (before/after play, every time go to toilet)
- ✓ Have a drink available on their desk at school or easy access in car/home
- ✓ Send for a drink when showing signs of anxiety (ie: humming, asking questions, talking about special interest, starting to shutdown)
- ✓ Monitor water intake. Maybe see how much other children drink and ensure having same amount or more
- ✓ Have drink before and after eating
- ✓ Ask parents how they drink at home, how often drink, if prompted or remember, and what they drink from (special cup, etc)



TOP 10 TIPS FOR TOILET TRAINING

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

TOP TIPS FOR TOILET TRAINING:

By Sue Larkey and Jo Adkins

A guide for parents and professionals toilet training children with autism spectrum disorder.

Contents include: When to start toilet training, getting started, the use of rewards, techniques, dealing with accidents, sensory issues, bowel motions, generalising, night time training, frequently asked questions, pages of visuals all ready for you to cut out and use! And lots more! 60 pages of helpful hints and ideas.

If you know children still in Nappies past 4 years of age, please consider this best selling resource.

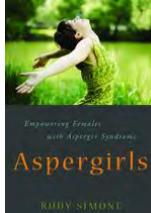
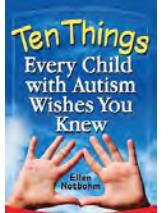
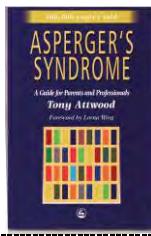
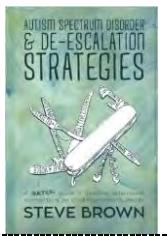
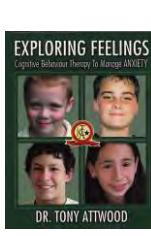
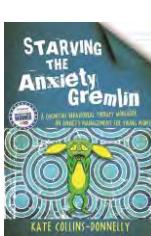
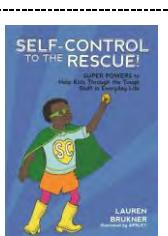
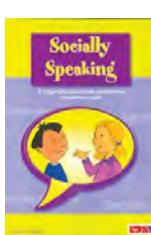
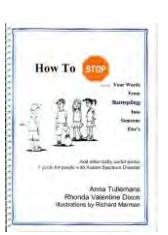
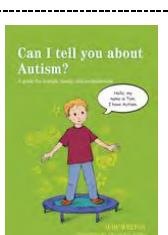
- CODE B17 \$29.95 (plus P & H)



RESOURCES: Recommended teaching resources

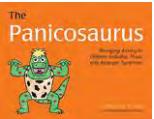
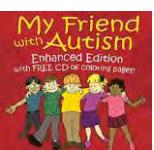
<p>The Ultimate Guide to School and Home By Sue Larkey & Anna Tullemans CODE B96 \$44.95</p>		<p>Teacher Assistants Big Red Book of Ideas By Sue Larkey & Anna Tullemans CODE B15 \$39.95</p>	<p>Teacher Assistants Big Blue Book of Ideas By Sue Larkey & Anna Tullemans CODE B16 \$39.95</p>	
<p>Developing Social Skills By Sue Larkey & Gay von Ess CODE B18 \$39.95</p>		<p>Making it a Success By Sue Larkey CODE B01 \$39.95</p>	<p>Together we Cook 'n' Learn Book 1 By Heather Durrant & Sue Larkey CODE B06 (1) \$44.95</p>	
<p>Practical Communication Programmes By Jo Adkins & Sue Larkey CODE B19 \$44.95</p>		<p>Practical Sensory Programmes By Sue Larkey CODE B05 \$44.95</p>	<p>Together we Cook 'n' Learn Book 2 By Heather Durrant & Sue Larkey CODE B06 (2) \$44.95</p>	
<p>The Essential Guide to Secondary School By Sue Larkey & Anna Tullemans REVISED & EXPANDED CODE B02 \$44.95</p>		<p>The Early Years By Sue Larkey & Gay von Ess CODE B04 \$39.95</p>	<p>Tips for Toileting By Jo Adkins & Sue Larkey CODE B17 \$29.95</p>	
<p>The Asperger Teen's Toolkit By Francis Musgrave CODE B167 \$29.95</p>		<p>Be Bully Free By Michael Pancridge & Catherine Thornton CODE B168 \$29.95</p>	<p>Pics for PECS CD CODE C02 \$59.95</p>	
<p>Autism and Reading Comprehension By Joseph Porter *INCLUDES CD* CODE B100 \$54.95</p>		<p>How Do I Teach This Kid to Read? By Kimberley Henry *INCLUDES CD* CODE B47 \$32.95</p>	<p>Autism and Everyday Executive Function By Paula Moraine CODE B169 \$37.95</p>	
<p>From Anxiety to Meltdown By Deborah Lipsky CODE B59 \$34.95 MUST HAVE BOOK!!!</p>		<p>No More Meltdowns By Dr Jed Baker CODE B26 \$24.95</p>	<p>Temple Grandin DVD By HBO Films CODE D09 \$26</p>	
<p>Behavior Solutions for the Home and Community By Aune, Burt & Gennaro CODE B102 \$24.95</p>		<p>Behavior Solutions for the Inclusive Classroom By Aune, Burt & Gennaro CODE B36 \$24.95</p>	<p>More Behavior Solutions In and Beyond the Inclusive Classroom By Aune, Burt & Gennaro CODE B37 \$24.95</p>	

RESOURCES: Recommended teaching resources

Aspergirls By Rudy Simone CODE B64 \$32.95	 <p>Kids in the Syndrome Mix By Martin L Kutscher MD CODE B91 \$35.95</p>	 <p>Ten Things Every Child with Autism Wishes You Knew By Ellen Notbohm CODE B43 \$32.95</p>
Asperger's Syndrome: A Guide for Parents and Professionals By Dr Tony Attwood CODE B12 \$37.95	 <p>The Complete Guide to Asperger's Syndrome By Dr Tony Attwood CODE B13 \$50.95</p>	 <p>Autism Spectrum Disorder and De-escalation Strategies By Steve Brown CODE B136 \$34.95</p>
Exploring Feelings By Dr Tony Attwood CBT to Manage Anxiety CODE B21 \$29.95	 <p>Starving the Gremlin Series For Ages 10+ By Kate Collins-Donnelly Anxiety B106 \$35.95 Anger B107 \$35.95 Stress B108 \$35.95 Exams B165 \$35.95</p>	 <p>Starving the Gremlin Series For Ages 5-9 By Kate Collins-Donnelly Anxiety B109 \$35.95 Anger B110 \$35.95</p>
The Kids' Guide to Staying Awesome and in Control By Lauren Brukner CODE B111 \$35.95	 <p>How to be a Superhero Called Self-Control By Lauren Brukner CODE B142 \$35.95</p>	 <p>Self-Control to the Rescue By Lauren Brukner CODE B163 \$35.95</p>
Socially Speaking By Alison Schroeder BOARD GAME CODE O05 \$84.95	 <p>The New Social Story Book By Carol Gray *INCLUDES CD* </p>	 <p>How to Stop Your Words from Bumping into Someone Else's By Anna Tullemans & Rhonda Dixon CODE B08 \$29.95</p>
The In-Sync Activity Card Book By Carol Kranowitz & Joye Newman CODE B161 \$34.95	 <p>The Motor Skill Flip Book Program By Sally McNamara CODE B137 \$54.95</p>	 <p>Songames for Sensory Processing By Aubrey Lande & Bob Wiz *INCLUDES CD* </p>
Gus the Asparagus By Kaylene Hobson & Ann-Marie Finn CODE B143 \$25.95	 <p>I am an Aspie Girl By Danuta Bulhak-Paterson CODE B144 \$25.95</p>	 <p>Can I Tell You About Autism? By Jude Welton CODE B31 \$22.95</p>

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

RESOURCES: Recommended teaching resources

The Panicosaurus By K I Al-Ghani CODE B39 \$33.95	 The Red Beast By K I Al-Ghani CODE B38 \$33.95	 Disappointment Dragon By K I Al-Ghani CODE B41 \$33.95		
The Panicosaurus By K I Al-Ghani CODE B39 \$33.95	 All Cats Have Asperger Syndrome By Kathy Hoopmann CODE B10 \$25.95	 All Dogs Have ADHD By Kathy Hoopmann CODE B14 \$25.95		
My Friend with Autism By Beverly Bishop CODE B55 \$25.95	 Inside Asperger's Looking Out By Kathy Hoopmann CODE B09 \$25.95	 All Birds Have Anxiety By Kathy Hoopmann CODE B164 \$25.95		
Time Timers 20 cm Time Timer CODE TT1 \$60 7.6 cm Time Timer CODE TT2 \$45 Time Timer Plus CODE TT5 \$75	 Token Reward Systems Small – 5 tokens CODE O01(S) \$5 Large – 10 tokens CODE O01(L) \$10	 Portable Schedule with Digital Timer CODE O02 \$20 <i>Visuals not included.</i>		
Sensory Mat CODE ST33 \$55	Emotichew Bangle CODE ST38 \$25	Hexichew CODE ST39 \$35	Chew Stixx CODE ST34 \$15	Chewy Tubes CODE ST11 \$15
				
Pencil Grips CODE O03(C) \$4 CODE O03(PG) \$4 CODE O03 \$4	 Chewigem Necklaces DISC/DROP ST28 \$25 DOG TAGS ST30 \$25	 Chewigem Bangles TEEN ST31 \$25 CHILD ST37 \$25	 \$15	 Chew Stixx Pencil Toppers (Pack of 2) PLAIN ST25 \$15 SHAPES ST26 \$15
Stretch Frogs CODE ST04 \$4	 Punki Wrist Bands CODE ST22 \$3	 Thinking Putty CODE ST03 \$4	 \$6	 Slinky Key Chain CODE ST07 \$4
 Liquid Timer CODE ST17 \$15	 Sensory Stixx CODE ST32 \$15	 Fidgipod CODE ST02 \$25	 \$15	
 Spinning Tops CODE ST05 \$1	 Wooden Massager CODE ST14 \$6	 Water Balls CODE ST10 \$4	 \$4	More Sensory Resources Available Online!

HOW TO ORDER 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
- by cheque
- on invoice by direct credit, cheque or credit card

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 Anywhere, Any Time, Any Device

<p>Course 1</p> <p>Dr Tony Attwood - Psychologist Autism Spectrum Disorder: A different way of thinking, learning and managing emotions.</p>	<p>Course 2</p> <p>Sue Larkey – Teacher Understanding Autism Spectrum Disorder: Teaching Strategies and Behaviour Support</p>
<p>✓ Both courses complement each other with very little overlap.</p> <p>✓ Recommendations:</p> <ul style="list-style-type: none"> • For full comprehensive understanding of ASD do both: Course 1 + Course 2 (10 hours) 	
<p>Dr Tony Attwood</p> <p>Free Webinar – What is ASD and How to Use this Knowledge to Succeed</p> <p>Available: 10 - 24 February 2019</p> <p>In this 40 minute online course you will learn:</p> <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. <p>Course 1</p> <p>Available: 25 Feb 2019 (6 weeks)</p> <p>Dr Tony Attwood – Autism Spectrum Disorder: A different way of thinking, learning and managing emotions.</p> <p>In this five hour online course you will learn:</p> <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. <p><i>Accreditation – 5 hours</i></p>	<p>Sue Larkey</p> <p>Free Webinar – Increasing Engagement and Participation</p> <p>Available: 10 - 24 February 2019</p> <p>In this 45 minute online course you will learn:</p> <ul style="list-style-type: none"> ✓ Key Strategies to Increase Engagement and Participation. ✓ Increased Understanding of How Children/Students with ASD Learn. <p>Course 2</p> <p>Available: 25 Feb 2019 (6 weeks)</p> <p>Sue Larkey – Understanding Autism Spectrum Disorder: Teaching Strategies and Behaviour Support</p> <p>In this five hour online course you will learn:</p> <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. <p><i>Accreditation – 5 hours</i></p>
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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

WORKSHOPS

Online Courses in 2019

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 2019

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.au

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 2019 Workshops

New South Wales

Albury	Fri 22 Feb
Sydney (Tony Attwood)	Fri 8 March
Wollongong (Tony Attwood)	Fri 29 March
Tamworth	Fri 17 May
Sydney/Sutherland	Fri 31 May
Tweed Heads	Fri 7 June

Queensland

Sunshine Coast	Thurs 21 March
Brisbane/Chermside	Fri 22 March
Gold Coast/Tweed Heads	Fri 7 June

Victoria

Albury/Wodonga	Fri 22 Feb
Bendigo	Thurs 28 Feb
Melbourne/St Kilda	Fri 1 March
Melbourne/Bulleen	Fri 24 May
Morwell	Thurs 20 June
Melbourne/Glen Waverley	Fri 21 June

South Australia

Adelaide	Fri 5 April
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Australian Capital Territory

Canberra	Fri 28 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