

Making it a success!

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*Using Communication
Temptations to Promote
Communication*

*Emotional Regulation
Diagnosis - What to do
next?*

*Common Playground
Behaviours*

*Mental Health
and ASD*

PLUS MORE!

NEW

Early Childhood
Course now
available





EMOTIONAL REGULATION

The emotional world for people on the spectrum can be very scary! Emotions often come without warning and are difficult to label and connect to a cause, which leaves the person unable to control them. **“You cannot control what you cannot see, label, and understand.”** (Excerpt from The Autism Discussion Page, pg 285), therefore it is very important we give the child skills and strategies to understand and regulate their emotions.

Dean Beadle, an adult with ASD, discusses how he was given behaviour cards for bad behaviour. Every term he would receive more and more cards as he didn't know what he was meant to do. Teaching children about emotions and strategies to regulate emotions **makes a huge difference to behaviour**. Dean Beadle explains how when he saw himself as part of the solution rather than the problem, that he then knew what he was meant to do. Teaching children to identify their emotions empowers them to identify why the problem is occurring and what strategies they can put in place to address the problem.

• Identify Emotion + Select Appropriate Activity = Behaviour Regulation

Use my **'Ideas to Help Children Self-Regulate their Emotions and Senses'** to find the right resources for your child. I highly recommend that schools and home use the same strategies, for support and reinforcement (see page 22).

Are you looking for more ideas to support children learn to regulate Emotions?

Lauren Brukner has written a great series of books to help children regulate their emotions and senses. Children will learn how to label difficult feelings, choose the perfect strategies and tools to tackle them and use these correctly whether at home or at school. The strategies are accompanied by cartoon-style illustrations, and the author includes useful tips for parents and teachers plus handy visual charts and checklists to track learning and progress. (See p9 of The Kids' Guide to Staying Awesome and In Control for some great practical strategies.)

“ The Kid's Guide to Staying Awesome and In Control is crucial in helping children pinpoint how they feel so they can implement which methods work best for them to maximize their learning potential and provide everyday comfort. **”**

– Autism Parenting Magazine

In Lauren Brukner's series children can create their own Self-Regulation Menu – with a selection of body breaks or tools to use (pg 96-100 of The Kids' Guide to Staying Awesome and In Control). For some students these would be ideal as Dean Beadle said “so you feel part of the solution not the problem!” Teaching emotional regulation allows kids to be proactive not reactive!

IDEAS TO HELP CHILDREN SELF-REGULATE THEIR EMOTIONS AND SENSES

ITEMS THAT PROVIDE PROPRIOCEPTIVE SUPPORT



- ✓ Weighted lap cushion or weighted
- ✓ Stuffed animal
- ✓ **Mini bean chair**
- ✓ Stretchy resistance bands
- ✓ **Mini massager**
- ✓ Body Sock
- ✓ Small Blanket
- ✓ **Sensory mat**

ITEMS TO SQUEEZE & KEEP HANDS BUSY



- ✓ Fidgets like **Punki wrist bands**
- ✓ Rubik's Cube
- ✓ Play dough or **silly putty**
- ✓ **Sensory stixx**
- ✓ **Stress balls/Smiley Face ball**
- ✓ Bubble Wrap
- ✓ **Figipod**
- ✓ Bag of tissue paper to rip
- ✓ Scarves or fabric scraps
- ✓ **Spinning top**

ITEMS TO SUPPORT BREATHING & RELAXATION



- ✓ Bottle of bubbles
- ✓ Pinwheels
- ✓ Water bottles for a drink break

ITEMS FOR OLFACTORY SENSORY SUPPORT



- ✓ Calming essential oil spray
- ✓ Smelling bottles
- ✓ Scratch and sniff stickers

ITEMS TO GET KIDS MOVING

- ✓ Book of yoga poses or activity cards
- ✓ Skipping rope



ITEMS FOR AUDITORY SENSORY SUPPORT



- ✓ Noise cancelling headphones
- ✓ Music
- ✓ Audiobooks
- ✓ **Timers**

ITEMS FOR ORAL MOTOR SENSORY SUPPORT



- ✓ **Chewable jewellery**
- ✓ Chewing gum or lollipops
- ✓ Snacks with a variety of textures
- ✓ **Emotichew**
- ✓ Whistle, harmonica, party blowers, or similar
- ✓ **Chewy Tubes**

ITEMS THAT GIVE KIDS A BRAIN BREAK



- ✓ Puzzle
- ✓ Books to read
- ✓ Blank notebook and writing utensils
- ✓ Colouring books
- ✓ Scratch art doodle pad
- ✓ Activity Books
- ✓ Toilet or Drink Break

ITEMS TO VISUALLY CALM



- ✓ Light up toys
- ✓ Flashlight
- ✓ Plastic snow globe
- ✓ **Liquid Timers**
- ✓ Kaleidoscope
- ✓ **Spinning tops**
- ✓ Eye mask

NOTE

The balled items are available at

www.suelarkey.com.au

1

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)**

2

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)**

**3**

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 the se correctly whether at home or at school.

CODE B111 **\$35.95 (plus P & H)**

4

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.

CODE B157 **\$35.95 (plus P & H)**



Does your school use Restorative Justice? Do you know children who were not attending school full time? Many children in the spectrum have difficulty regulating emotions and don't know how to "fix" or "reflect on behavior" when they occur. Teaching Emotional Regulation is the key to success and participation.

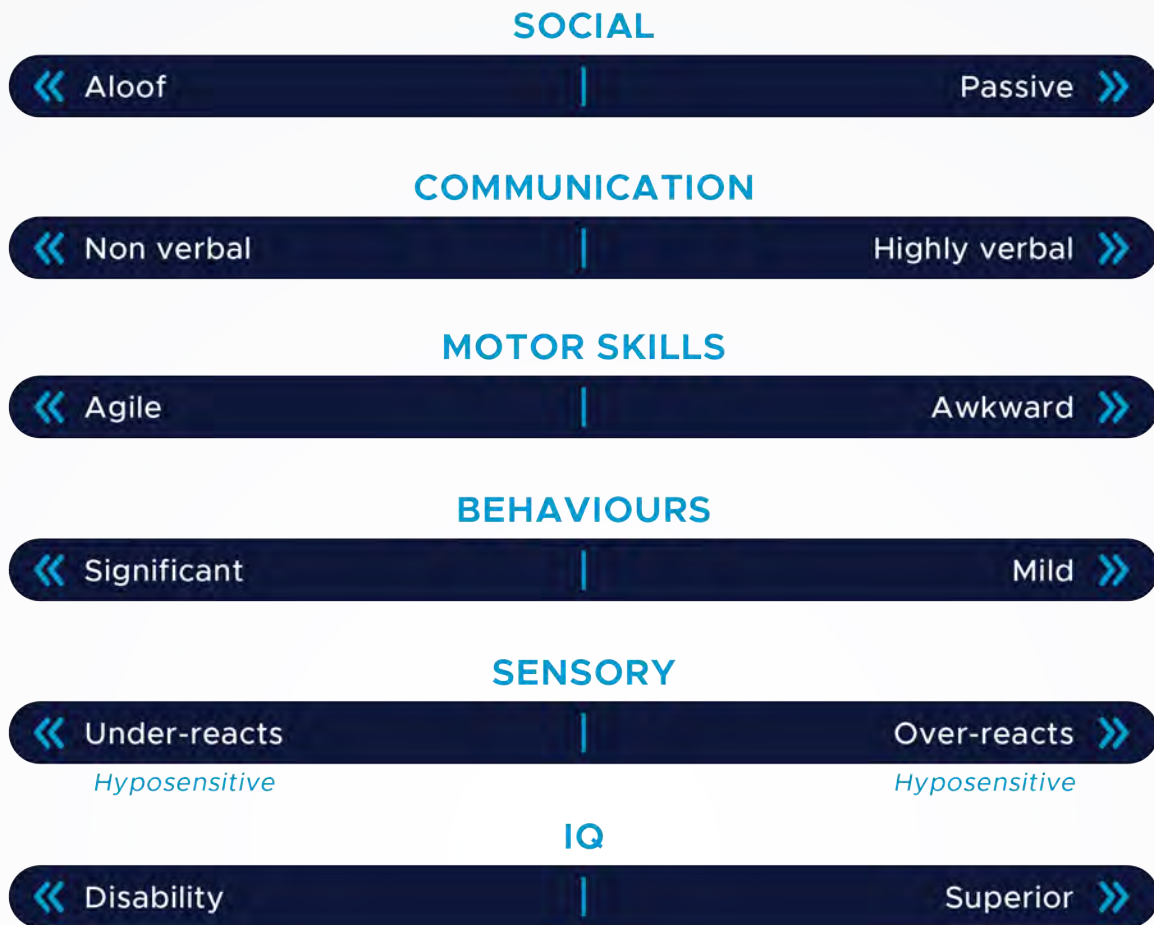


DIAGNOSIS - WHAT TO DO? WHERE TO GO? WHAT NEXT?

Autism and other related/similar conditions cannot be diagnosed using medical tests. Instead, diagnosis relies on **observation of behavioural features**. The criteria is constantly being re-evaluated to reflect the growing understanding of the Autism Spectrum. As our knowledge of autism grows so does the need for re-evaluation of the autism criteria, for example only recently sensitivity to sensory stimuli has been included as part of the criteria.

Everyone on the spectrum is very different. Often, at my workshops, I ask people to circle where they think the child they know sits on the criteria on the following page. Usually, the circles end up all over the page or people will say **"It depends on where the child is or who the child is with"** and I couldn't agree more, the Autism Spectrum is very complex and individual. It is because of this individuality that getting a diagnosis can be a very slow and arduous process.

THE AUTISM SPECTRUM



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

What to do if you notice a child engages differently?

Once families, carers, teachers, educators notice the child engages differently it can be hard to know what to do next. When an educator notices this, I always think it is best to suggest to families/carers that they seek help from a paediatrician or psychologist. I strongly believe you should never say you think there is something “wrong” with the child, rather say, **“I notice they learn and engage differently.”**

I love what Dr Tony Attwood says, **“Without a diagnosis, children are judged, with a diagnosis they can be supported.”**

It is recommended families seek a professional opinion from a paediatrician, psychologist or other authorised autism specialist.

What to do following a Diagnosis

I recently asked on my facebook page what people recommended for families/carers to do following a new diagnosis. Here is a great response from Marie:



Marie Petz Your son is still your son, label or not.

Sue Larkey and Tony Attwood provide a range of books and professional development for parents and teachers of kids on the spectrum.

Seeing an OT, speech pathologist and/or educational psychologist are great starting points for developing strategies for your child.

Having daily plan charts and explaining the 'what' is happening and why are helpful for kids on the spectrum.

Clear rules, expectations and instructions are crucial for kids with an ASD.

Speak to your son's school and your GP for recommendations on local professionals who can help.

Like Reply 4d ...



FUNDING OPTIONS TO INVESTIGATE

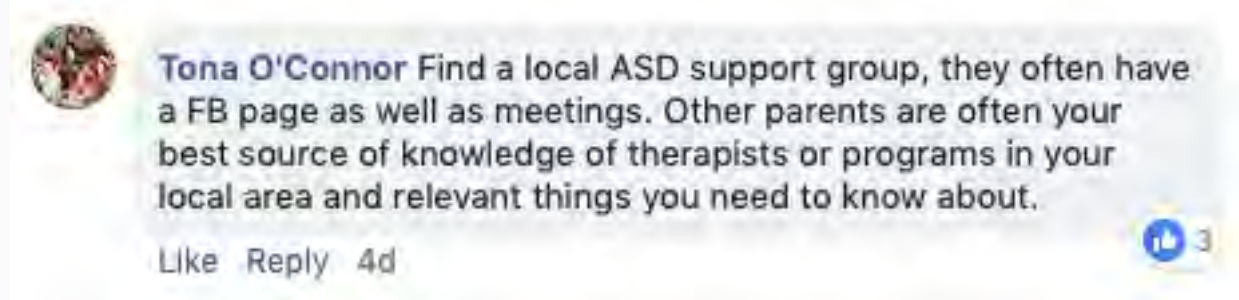
Often getting funding can be difficult and it can be hard to know where to start. Below I have listed a couple of suggestions. Keep in mind the process can arduous and takes time however **the returns can be worthwhile**.

- ✔ **Carers Allowance** through Centrelink to help pay for sensory toys or paediatricians appointments.
- ✔ **National Disability Insurance Scheme (NDIS)** to get a key worker to help with your child.
- ✔ **Mental Health Care Plan**, through your GP, which allows for up to 10 therapy visits per year to an Occupational Therapist or psychologist subsidised under Medicare. This can be extended for another 5 in some cases.
- ✔ **Complex Care Needs Plan** allows for 5 speech therapy appointments subsidised by Medicare per year.
- ✔ **Helping Children with Autism** funding has now been replaced with NDIS in most regions.
- ✔ Notify your school or preschool ASAP. I recommend speaking to staff about how to **access extra learning support for your child** or any other services the school provides.

WEBSITES TO HELP YOU ALONG THE WAY

- ✓ <https://raisingchildren.net.au/autism>
- ✓ <https://amaze.org.au>
- ✓ <http://www.positivepartnerships.com.au>
- ✓ <https://www.autismspectrum.org.au>

SUPPORT GROUP



You can often find a local support group for parents/carers with children on the Autism Spectrum and there are a number of online ones as well!

These support groups will be able to offer you lots of helpful tips, resources, local services as well as provide you with the opportunity to talk to others going through a similar situation as you.

MOST OF ALL LOOK AFTER YOURSELF.

Consider finding a psychologist for yourself or other family members.

NEW FACEBOOK GROUP FOR PARENTS/CARERS

I have started my own private Facebook support group for any Parents/Carers who would like a private community to share the journey together.

Find on Facebook : Sue Larkey Parent/Carer Support Group



WHAT TO DO IF FAMILIES/CARERS DON'T WANT A DIAGNOSIS?

Part of the grief process is "denial" and occasionally families/carers resist diagnosis as part of that process. It is important to support and guide them where possible and be an advocate for the child to get the support and understanding they require.

STAGES OF GRIEF



In Module 2 of my Accredited ["Early Childhood Course"](#) I explain the stages of grief. If you want to learn more join my 5 Hour Online Course

EARLY CHILDHOOD COURSE



WHAT YOU WILL LEARN:

- > Understanding Different Learning Styles
- > Talking to Families/Carers about Diagnosis
- > How to use Different Ways of Teaching
- > How to help children develop - communication (verbal & non verbal)
- > Stages of Play How to create an inclusive play program
- > Meltdowns & Tantrums
- > 3 Steps to Positive Behaviour Support

ENROLL NOW

ONLINE COURSE LESSONS

Sue Larkey: Making Strategies: Teaching Strategies & Behaviour Support
Continuing Professional Development - Anywhere, Anytime, On Any Device



- ✔ What is Autism Spectrum Disorder
- ✔ Autism Learning style
- ✔ Using Schedules & Timers
- ✔ Key teaching strategies from Preschool to Secondary and beyond
- ✔ What is ODD?
- ✔ 10 Key Strategies to Setting up Your Classroom



- ✔ Understanding ASD – Let's dive in deeper to Understanding ASD
- ✔ Girls with ASD
- ✔ 10 Essential Strategies for Understanding ASD
- ✔ "Why kids with ASD do what they do?"
- ✔ 10 Key Strategies for Success
- ✔ Executive Functioning : 7 Common Signs & What to do
- ✔ ASD, ADHD, Epilepsy, Tourette's, OCD



- ✔ Classroom strategies
- ✔ Using Tokens for success
- ✔ What are Visuals and How to Use
- ✔ Motivators: How to use
- ✔ How to Motivate and use Special Interests
- ✔ Timers/ Routine/ Schedules
- ✔ Tips for Toilet Training – an example of using Timers, Routine & Schedules for Success
- ✔ Understanding Processing and impact on Learning & Engagement



- ✔ Promoting understanding in peers
- ✔ How to talk to whole class, family about ASD
- ✔ Social skills
- ✔ Using Social Scripts
- ✔ Teaching play
- ✔ Strategies for playgrounds



- ✔ What are ASD behaviours
- ✔ Using a Summary Profile to Increase Awareness with ALL staff
- ✔ Sensory Processing Disorder – What is it?
- ✔ How to look for?
- ✔ 10 Common Causes of Sensory Meltdowns
- ✔ What to do when child / student has Sensory Meltdown
- ✔ 10 Common Causes of Behaviour Meltdowns
- ✔ What to do when child / student has a Behaviour Meltdown
- ✔ Meltdown versus Tantrums
- ✔ What to do when a child / student has a tantrum

AUTISM SPECTRUM EARNING

Register - autismspectrumlearning.com



YOUR WORDS MATTER

Many children with ASD have **“Mind Blindness,”** meaning they are often literal and don't know the inferred intent of language. This often leads to difficulty understanding another person's perspective.

This can mean certain words are often very confusing, for example, children with ASD typically struggle with the words **STOP** and **NO**. If an adult says “STOP” what does that mean? Do they mean stop breathing? Stop looking? Stop moving? STOP does not tell a child what they can do – it only tells them what they shouldn't do. When you have to use STOP make sure you add a little bit more information so that the child knows what they should do, i.e. **“STOP working, pencil down, it's time to listen.”**

“NO” will also often escalate inappropriate behaviours rather than reduce them. Some children are very literal so when an adult says “No juice,” some children would interpret this as they will NEVER be able to have juice again, when what the adult really meant was the juice was **“all gone”** or the child could have it **‘later.’**

Another instance where confusion may occur due to this literalness is in the use of the words **‘could,’ ‘would’** and **‘can’** as they often sound like a choice rather than a direction. For example when asked, “Could you start your work?” children may just answer ‘yes’ or ‘no’ rather than taking action! It is therefore better to simply say **“Start work,”** to avoid this confusion.

Although these instructions may sound over-directed they clearly convey the intended message to the child. It is important children know what your words mean, so they can respond appropriately for their own safety and learning.

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

In the table on the following page I have a few ideas to get you started with thinking about how **“your words matter”** and can be replaced so you **“Say what YOU mean”**

Your Words

Matter!

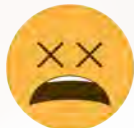
INSTEAD OF...

TRY



No yelling. Be quiet.

Use a softer voice



What a mess!

It looks like you had fun!
How can we clean it up?



What are you doing?

I'm here if you need help.



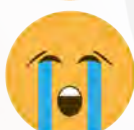
No!

Wait, Now, Next, Later.



Do you have any questions?

What questions do you have?



Stop crying.

It's ok to cry. Take a deep breath.
Tell me what's wrong.



Calm down.

What can I do/get to help
you calm down?



That's wrong.

Mistakes are good opportunity
to learn. What else can we try?



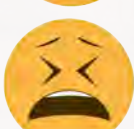
It's not that hard.

You can do hard things.
Have a go. Try another way.



Don't swear.

Can you say that differently?
That is not appropriate language.



Stop!

Eyes this way. It's time to listen.
Pack away.



No running!

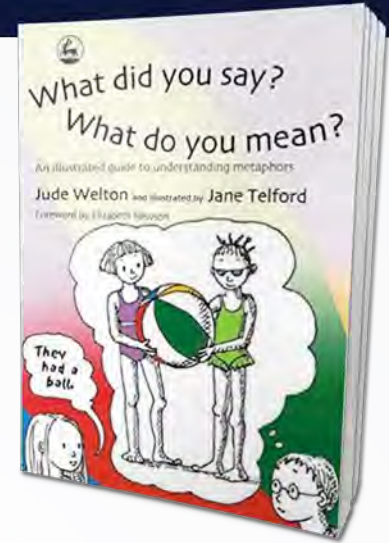
Can you please walk.

WHAT DID YOU SAY? WHAT DO YOU MEAN?

By Jude Welton

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

- \$28.95 | CODE B45



IT'S RAINING CATS AND DOGS

By Michael Barton



An autism spectrum guide to the confusing world of idioms, metaphors and everyday expressions. The quirky drawings will entertain and inspire those on the spectrum, providing memorable reference points for figures of speech, and will help their friends, families, teachers and colleagues to better understand the ASD way of thinking.

- \$25.95 | CODE B99





USING COMMUNICATION TEMPTATIONS TO MOTIVATE COMMUNICATION

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

The key to promote communication is to **immerse the child in a communication enriched environment.** The easiest way to do this is to look around the environment at home and school, and think of all the times in the day when you could model, promote, encourage or support communication. Creating as many visuals, schedules, activities and routines as possible are a great way to promote communication.

Start with activities that are particularly desirable or intriguing for your child are more likely to 'tempt' them or provide them with sufficient motivation to communicate with another person. Encourage verbal children to use their words or extend their word i.e. **"Drink"** to **"I want drink"** and non-verbal children to use visuals/signs/gesture to communicate.

12 IDEAS TO PROVIDE OPPORTUNITIES TO COMMUNICATE

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

*Remember if the child is nonverbal they will need a visual to ask for help. You need to make sure their communication method is always available. **Make sure you make spare visuals**, so if get lost always have a back up available.

Rewards are an important element of communication for children with ASD. So always remember to make activities fun, fast and rewarding.



10 KEY RULES TO A SUCCESSFUL COMMUNICATION PROGRAMME

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

Every strategy, no matter how bizarre, **is worth a try and if at first you don't succeed then try and try again**. No one child with ASD is the same so not all strategies will work with every child – so think carefully of how to adapt a strategy to suit the particular individual.



TOP COMMUNICATION RESOURCES FOR SUPPORTING CHILDREN

PRACTICAL COMMUNICATION PROGRAMMES

By Jo Adkins and Sue Larkey

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

- CODE B19 | \$44.95 (PLUS P & H)

“I purchased your book and I have to say, it is one of the best things I ever did. “Thank You” for writing something in plain language that can be clearly understood. ”

- Marilyn, Parent



MOTIVATE TO COMMUNICATE

By Simone Griffin and Dianne Sandler



This accessible and practical photocopiable resource is brimming with ideas and guidance for motivating children with autism spectrum disorder or other communication difficulties. Can be utilized to develop all levels of communication, from reaching to using pictures to communicate, to increasing the length of the child's verbal communication. "Motivate to Communicate!" is perfect for supporting professionals, parents and caregivers to motivate and maintain motivation.

- \$35.95 | CODE B73

TACKLING SELECTIVE MUTISM

Bringing together the latest research and understanding on selective mutism. Experts in the fields of speech therapy, psychology, music therapy and education and communication specialists offer a wide range of professional perspectives on the condition, while case studies from people with selective mutism, past sufferers and parents reveal the personal impact. The book also clarifies what support a person with selective mutism is likely to need at home, school and in social situations.

- CODE B19 | \$44.95 (PLUS P & H)



SOLUTIONS AND STRATEGIES FOR COMMON PLAYGROUND BEHAVIOURS

The playground is often an extremely confusing environment for children on the spectrum. Playgrounds can be overwhelming in many ways; socially, sensorially and behaviourally. Children with ASD, ADHD, ODD often desperately **want friends and to play with other children** but don't have the skills required. This can result in them getting in trouble for behaviour, becoming socially isolated, bullied or unable to maintain friendships. To overcome this, **it is important schools implement proactive strategies to support students to engage appropriately in the playground.**

These can include:

- ✔ Using social scripts ([download how to write and use social scripts here](#))
- ✔ Setting up playground clubs and activities
- ✔ Having support staff teach students how to interact and engage appropriately with their peers
- ✔ Teaching students how to manage their emotions ([see emotional regulation page 10](#))
- ✔ Setting up a passive playground or quiet area in your playground ([Range of ideas in my Developing Social Skills book](#))



Below are a number of common playground behaviours and suggested strategies to make a difference for the kids you know. Many of these strategies are from my Developing Social Skills book which is a great time saver with ready made social scripts and activities for the individual student or whole class. See page references in the table for where to find in the book.

| BEHAVIOUR | REASON WHY THEY MIGHT DO THIS | SUGGESTED STRATEGIES |
|------------------------------------|---|---|
| Too aggressive with other students | Often children with ASD don't realise how forceful they are being and are unknowingly hurting other students. | Set ground rules for physical aggression, so the child knows consequences ahead of time. Encourage the use of words to communicate feelings. Practice different types of touch e.g. In a game of Tag - how to tag another child with a soft touch rather than hitting |
| Difficulty winning or losing | Many children with ASD have trouble regulating their emotions, they may feel extreme happiness after winning or get very upset after a loss | Remind the child that playground games are just games and it's okay to feel good about winning, but it is okay to lose too. Try to teach phrases which encourage good sportsmanship! <i>See pg 66-68 for activities on being a good sport</i> |
| Not taking turns | Understanding social cues and processing information can be hard for children with learning and processing difficulties this can lead to children struggling with 'turntaking.' | Model taking turns and sharing. Practice language such as "my turn" and "your turn". <i>See pg 44-45 'Waiting for my turn'</i> |

| BEHAVIOUR | REASON WHY THEY MIGHT DO THIS | SUGGESTED STRATEGIES |
|--|--|--|
| <p>Wanting to play with other students but unsure how to join in</p> | <p>Playground time involves social skills which can be a source of stress for children with ASD.</p> | <p>Practice social scripts for what to say to other kids e.g. "Hi, My name is ... What's yours? Or "Do you want to play on the swings with me?". See pg 59-63 'Can I play please?'</p> |
| <p>Taking risks on playground equipment</p> | <p>Children with sensory processing issues do not feel pain as strongly as others. This can result in risky behaviour.</p> | <p>Visit the playground without other children and run through appropriate use of equipment. Take photos or videos of them using equipment and make into social scripts</p> |
| <p>Stalking other students</p> | <p>This is usually because they want to be friends but do not know how to connect socially</p> | <p>Consider introducing lunch clubs so they have somewhere to go and something to do. Be cautious if you stop them following one student as they normally replace with another student</p> |

DEVELOPING SOCIAL SKILLS

By Sue Larkey and Gay von Ess

A starting point for teaching and encouraging social interactions and skills for children with an autism spectrum disorder and other developmental delays. It is a useful concrete and visual resource which when coupled with videoing, role playing and modeling will help young primary school age children with an autism spectrum disorder to better understand the social world around them. This book includes hundreds of ideas, social stories and worksheets. It is a great resource full of time savers for home and school.

- \$39.95 | CODE B18



AUTISM SPECTRUM DISORDER

A different way of thinking, learning & managing emotions.

DR TONY ATTWOOD

ONLINE LEARNING:
ANYTIME, ANYWHERE,
ANY DEVICE

START
IMMEDIATELY
10 WEEKS TO
COMPLETE

PRESENTATION CONTENT

Dr Tony Attwood: Autism Spectrum Disorder –
A different way of thinking, learning and managing emotions.

- 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 behaviour
- The Emotional Tool Box, what it is and how to use
- Strategies to Improve Social Understanding and Friendship Skills
- Special Interests: Origins and constructive strategies
- Girls with Asperger's Syndrome
- Sensory Sensitivity

WHO SHOULD ATTEND?

Teachers, Teacher Assistants, Early Childhood Educators, Parents, family members, care staff, educators, clinicians—anyone wanting to understand more about Autism Spectrum Disorder and how to support children and adults with an ASD.

Particularly if cannot make it to a Tony Live Workshops.

FEE \$204 PER PERSON

Schools and other Organisations wishing to register groups of Staff or for use in Staff Meetings for Professional Development please email support@suelarkey.com.au

Register at elearning.suelarkey.com.au

Tony Attwood is well known for sharing his extensive knowledge of Asperger Syndrome. He has a private practice in Brisbane and is an adjunct Professor at Griffith University in Queensland. Tony has written many papers and two best selling books on Asperger Syndrome. He also spends a large amount of time traveling nationally and internationally to present workshops and papers. His presentations are informative and empowering.

"Could you please pass on my thanks to Sue for amazing course. As an EA and mum to a child with autism I took so much away with this course, not only for myself, my child and the students I work with but to share with family and teachers. It is the first course I have done that really gets people to reflect on themselves first and then use it as a reflection tool when exploring the complexities of ASD."

- Early Learning Childhood Educator

"Myself and 10 Special Needs Education Assistants (SNEAs), engaged in the PL together. I personally got goosebumps with some of the information provided. We are a mainstream school with a high number of Students with Additional Needs (SWANs).

- Primary School Teacher



Sue Larkey
LEARNING MEDIA

NSW
EDUCATION
STANDARDS
AUTHORITY

victorian institute
of
teaching

TQI
2015
ACCREDITED PROVIDER

Course is rating 4.8
stars out of 5 on
NESA site

BEHAVIOUR SOLUTIONS FOR THE CLASSROOM AND HOME

The truth is - who has time to research every problem behaviour? Fortunately, there is one easy source, a book series called Behaviour Solutions. Once you see a particular behaviour, you can quickly look up an in-the-moment solution and read more about what could be causing that behaviour and more importantly - how to overcome it. **These books will tell you how to fix behaviours fast.** The books are specifically for children with ASD, ADHD and Sensory Processing Disorders.

Teachers, Educators & Assistants it is possible to accommodate learning difficulties and sustain a positive learning environment for ALL students. These books explain behaviours and give easy solutions to try.

There are 3 MUST-HAVE books in the series which all complement one another beautifully. I highly recommend these books for teachers, parents, carers and for libraries too!

These are just some of the many behaviours that are listed in the series, complete with a solution.

Each books contents can be viewed on my website www.suelarkey.com.au



Behaviour Solutions Series

Behaviour Solutions for the Inclusive Classroom is a must have for every special needs and inclusive classroom. The easy to use format allows teachers to quickly access solutions to mysterious and tricky behaviours.

Includes everything from:

- ✔ Taking off their shoes?
- ✔ Hugging or pushing people?
- ✔ Avoiding activities?
- ✔ Interrupting?
- ✔ Humming or making noises?
- ✔ Having trouble with the toilet?
- ✔ Difficult in the car/bus?
- ✔ Saying inappropriate things?
- ✔ Poor handwriting?
- ✔ Not attending to task?
- ✔ Struggling to sit still?
- & *Many others!*

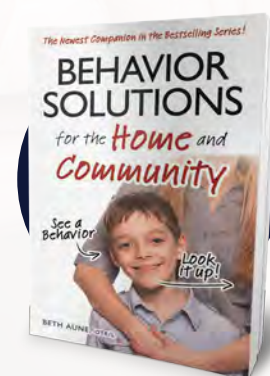
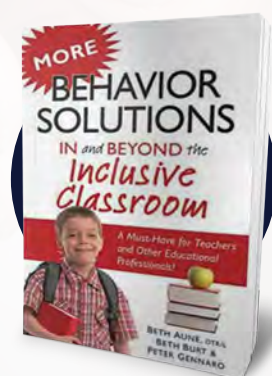
Behaviour Solutions In and Beyond the Inclusive Classroom, Is divided into 6 sections

- 1 Inside the Classroom (e.g. leaving without permission, out of seat behaviours)
- 2 Outside the Classroom (e.g. art, library, music, computer)
- 3 PE and Play (e.g. being a poor sport, aggressive behaviour in the playground or at PE)
- 4 In between Classes (e.g. getting in line, staying with the group)
- 5 Lunchtime and Snack (e.g. avoiding the group, messy eater, toilet issues)
- 6 Communicating Solutions for Behaviour Problems.

Behaviour Solutions for the Home is intended to provide general, practical solutions for busy parents/carers who can benefit from a handy reference guide to help them address common behaviours at home and in the community.

Includes everything from

- ✔ Getting Dressed & grooming
- ✔ Using the Toilet
- ✔ Restricted Diet & Picky Eating
- ✔ Swallowing Medication
- ✔ Bedtime & Sleeping
- ✔ Outings
- ✔ Dentist & Dr Appointments
- ✔ Family Gathering
- ✔ Sibling Relationships
- ✔ Playdates & Socialising



Understanding Mental Health and ASD

Recognising and exploring the relationship between ASD and mental health difficulties is vital, **so each can be addressed successfully.**

As Tony Attwood said *“people with Asperger’s Syndrome appear especially vulnerable to feeling depressed, with about one in three adolescents and two out of three adults with Asperger’s Syndrome having experienced at least one episode of severe depression in their life”.*

(Page 10 of Exploring Depression, and Beating the Blues by Tony Attwood and Michelle Garnett).

I now stock a wide range of fantastic books which are invaluable sources to help **with both** understanding and recognition – as well as guide you to strategies to support both at school and at home.



Yenn Purkis has kindly shared some tips on Mental Health for Individuals with ASD. These tips are invaluable to read for people with ASD and those supporting them with Mental Health. (I have edited for the purpose of this newsletter but highly recommend Yenn’s (aka Jeanette) books for more information)

Mental health and Autism Tips for individuals on the Autism Spectrum

by Yenn Purkis (previously known as Jeanette Purkis)

UNDERSTANDING ALEXITHYMIA

Many people on the Autism Spectrum have ‘Alexithymia’. Also known as emotion blindness. Essentially this means that **they find it hard to understand what emotion they are experiencing.** They might know that they feel ‘bad’ or ‘scared’ but not be able to elaborate further than that. If you know anyone who experiences alexithymia, it can help for them to write down what they are feeling in their body, in other words what they feel like doing (such as ‘I feel like running away’ or ‘I want to get in bed and hide under the covers’) and relay these to their mental health worker.

GETTING A DIAGNOSIS

Although, mental illness and Autism are two separate entities they tend to impact dynamically on one another. People on the Autism Spectrum can experience all the same mental health conditions. However, **mental illnesses can present differently in those on the Autism Spectrum** which often can result in harmful misdiagnoses and inappropriate treatments.

STRATEGIES FOR MENTAL HEALTH CRISES

Mental health crises** can be intense and overwhelming, sometimes resulting in self-injurious behaviour or extreme emotions. It is important to learn some strategies for managing a crisis when it happens. For example:

- 1 DISTRACTION** is a very helpful technique for managing mental health symptoms and crises. Distraction involves focusing on an activity they enjoy in order to distract their mind from mental health distress. This is not a permanent fix and you may need to distract several times over the course of a day. Perhaps make a list of distractions that you have been found to be helpful and refer to this list when required.
- 2 MINDFULNESS** and other related techniques can be very helpful. In essence, mindfulness involves viewing emotions and mental health distress as things which are fleeting. Mindfulness practice focuses on being aware of the present moment - not dwelling on the past or worrying about the future. There are some great apps too that can be very helpful to support mindfulness.

You can now complete a **“Mental Health First Aid Course” which provides specialised training for helping people in distress with mental health issues. MHFA can help you to recognise signs and symptoms quickly, respond to crisis situations, communicate better with distressed people, and find the right professional help.



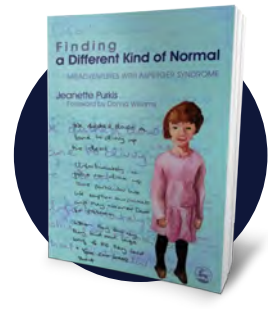
FINDING A PSYCHOLOGIST

The **most important thing you can do is find a psychiatrist, psychologist or other mental health worker**. This is a long term solution where this person will provide a number of solutions and strategies to dealing with tough times.

FINALLY REMEMBER

Many people have a mental health condition as well as Autism. While more needs to be done, understanding around Autism and mental illness is growing. You can find some more useful strategies for managing and supporting people with mental health issues in these great books.

- ✔ **The Guide to Good Mental Health on the Autism Spectrum** (Jeanette Purkis (aka Yenn), Dr Emma Goodall & Dr Jane Nugent), RRP \$39.95
- ✔ **The Parents' Practical Guide to Resilience for Preteens and Teens on the Autism Spectrum** (with Dr Emma Goodall) \$32.95.
- ✔ **The Practical Guide to Resilience for Parents of Autistic Children aged 2-10 years**, Jeanette Purkis (aka Yenn) & Dr. Emma Goodall \$32.95.
- ✔ **Finding a Different Kind of Normal: Misadventures with Asperger's Syndrome**, Jeanette Purkis (aka Yenn) \$39.95.



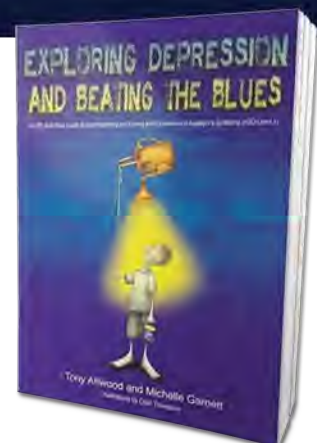
EXPLORING DEPRESSION AND BEATING THE BLUES

By Tony Attwood and Michelle Garnett

This book is designed as a self-help manual with a range of activities for the creation of a positive and resilient self-identity. It is a great resource for teachers and parents to implement in the school and home.

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

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



UNDERSTANDING SENSORY NEEDS

Many children with ASD will be over or under reactive to sensory stimuli including touch, taste, smell, sound, sight and/or movement. By regulating the amount and intensity of stimulation **it helps to keep the nervous system calm, organised and focused**. Children can be under-aroused and sluggish one moment, and overwhelmed and anxious the next. Meeting sensory needs can include using sensory tools to regulate behaviour or adapting activities to reduce sensory stimulation. For example some children can sit for longer periods with a sensory tool/fidget tool. While other children may need clothing adaptations, e.g. socks with no overlocking for them to wear shoes and socks.

Temple Grandin (an adult with ASD) advocates for awareness of different children having different sensory needs, she encapsulates this difference stating **“One kid’s got sound sensitivity; another one can’t tolerate fluorescent lights. I can’t stand scratchy clothes.”**

I would recommend seeing an **Occupational Therapist** for more information on what will work specifically for your child. Occupational Therapists are great at guiding you for your child’s individual needs, implementing specialised programmes to regulate their senses.

In my experience many children need sensory adaptations in the classroom. Simple changes in the environment can make a big difference to a child’s engagement and learning outcomes. You could spend all day asking a child to **“sit still”** on the mat OR you could give them a **“sensory mat”** to sit on that helps them sit still. On the next page are some great sensory tools which can be used to support each child’s different sensory needs.



Sensory Tools/Supports

Fidgipod

This pod is appropriate for all ages who seek sensory input for calming. By running their palm or foot over it for instant sensory stimulation.



\$25 CODE ST02

Liquid Timers

Just like the lava lamp that we had as kids, the liquid motion offers a calming visual stimulant as well as teaching action/reaction. Simply turn it over and you're ready to go. They go for approx 3 minutes.



\$15 CODE ST17

Chewable Jewellery

Great for children who chew their collars or chew to self regulate. Non-toxic and safe to chew. Also serves as a great fidget toy.



\$25 CODE ST28

Sensory Mat

Offers instant calming for people who have a hard time staying in one place for long periods of time. Use to sit on mat or chairs, or rub feet over for stimulation.



\$55 CODE ST33

Chew Stixx

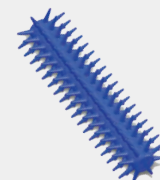
Wonderful for children who bite their clothes, bodies or seek objects to chew.



\$15 CODE ST34

Sensory Stixx

Pocket sized fidget offers instant sensory input, instantly calming. Great as a small tactile roll, or as a sensory brush.



\$15 CODE ST32

Putty

Great for children who like squeezing to relax. Also used to help build muscles and strength in the child's hand.



\$4 CODE ST03

Smiley Face Stress Ball

Great for stress release, squeezing and great for children who like to pinch.

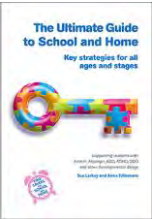



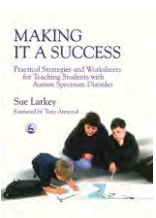
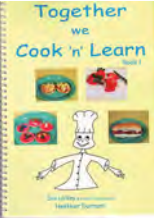

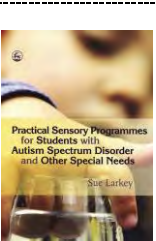
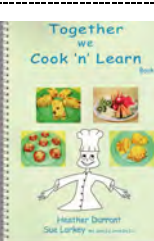
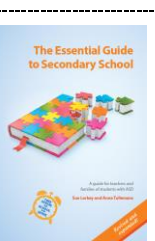
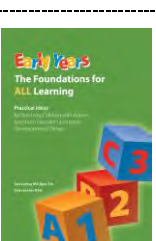

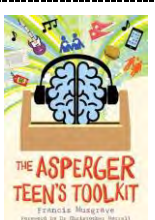





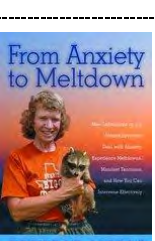
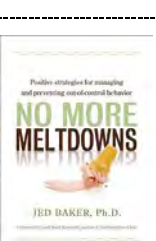


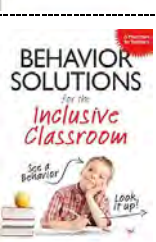



\$3 CODE ST23

More great tools /Supports available

www.suelarkey.com.au

RESOURCES: Recommended teaching resources

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

RESOURCES: Recommended teaching resources

| | | |
|---|--|--|
| <p>Aspergirls By Rudy Simone</p> <p>CODE B64 \$32.95</p>  | <p>Kids in the Syndrome Mix By Martin L Kutscher MD</p> <p>CODE B91 \$35.95</p>  | <p>Ten Things Every Child with Autism Wishes You Knew By Ellen Notbohm</p> <p>CODE B43 \$35.95</p>  |
| <p>Asperger's Syndrome: A Guide for Parents and Professionals By Dr Tony Attwood</p> <p>CODE B12 \$37.95</p>  | <p>The Complete Guide to Asperger's Syndrome By Dr Tony Attwood</p> <p>CODE B13 \$50.95</p>  | <p>Autism Spectrum Disorder and De-escalation Strategies By Steve Brown</p> <p>CODE B136 \$34.95</p>  |
| <p>Exploring Feelings By Dr Tony Attwood</p> <p>CBT to Manage Anxiety CODE B21 \$29.95</p> <p>CBT to Manage Anger CODE B22 \$29.95</p>  | <p>Starving the Gremlin Series For Ages 10+ By Kate Collins-Donnelly</p> <p>Anxiety B106 \$35.95 Anger B107 \$35.95 Stress B108 \$35.95 Exams B165 \$35.95</p>  | <p>Starving the Gremlin Series For Ages 5-9 By Kate Collins-Donnelly</p> <p>Anxiety B109 \$35.95 Anger B110 \$35.95</p>  |
| <p>The Kids' Guide to Staying Awesome and in Control By Lauren Brukner</p> <p>CODE B111 \$35.95</p>  | <p>How to be a Superhero Called Self-Control By Lauren Brukner</p> <p>CODE B142 \$35.95</p>  | <p>Self-Control to the Rescue By Lauren Brukner</p> <p>CODE B163 \$35.95</p>  |
| <p>Socially Speaking By Alison Schroeder</p> <p>BOARD GAME CODE O05 \$84.95</p> <p>BOOK CODE B27 \$72.95</p>  | <p>The New Social Story Book By Carol Gray</p> <p>*INCLUDES CD*</p> <p>CODE B61 \$ 9.95</p>  | <p>How to Stop Your Words from Bumping into Someone Else's By Anna Tullemans & Rhonda Dixon</p> <p>CODE B08 \$29.95</p>  |
| <p>The In-Sync Activity Card Book By Carol Kranowitz & Joye Newman</p> <p>CODE B161 \$34.95</p>  | <p>The Motor Skill Flip Book Program By Sally McNamara</p> <p>CODE B137 \$54.95</p>  | <p>Songames for Sensory Processing By Aubrey Lande & Bob Wiz</p> <p>*INCLUDES CD*</p> <p>CODE B76 \$39.95</p>  |
| <p>Gus the Asparagus By Kaylene Hobson & Ann-Marie Finn</p> <p>CODE B143 \$25.95</p>  | <p>I am an Aspie Girl By Danuta Bulhak-Paterson</p> <p>CODE B144 \$25.95</p>  | <p>Can I Tell You About Autism? By Jude Welton</p> <p>CODE B31 \$22.95</p>  |

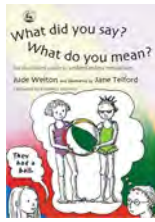
For more information, to request a free catalogue or order online go to www.suelarkey.com.au

RESOURCES: Recommended teaching resources

**What did you say?
What did you mean?**

By Jude Welton

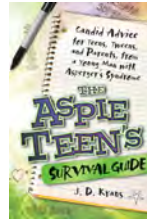
CODE B45 \$28.95



The Aspie Teen's Survival Guide

By J.D. Kraus

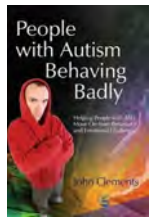
CODE B82 \$29.95



People with Autism Behaving Badly

By John Clements

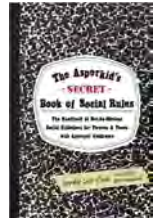
CODE AGBB60 \$32.95



The Asperkids Secret Book of Social Rules

By Jennifer Cook O'Toole

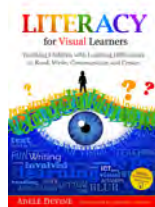
CODE B83 \$34.95



Literacy for Visual Learners

By Adele Devine

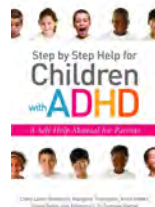
CODE AFXB138 \$63.95



Step by Step Help for Children with ADHD

By Cathy Laver-Bradbury et al.

CODE B125 \$32.95



I'm Going to School

By Anna Tullemans

CODE B63 \$30.00



Stay Cool and In Control with the Keep-Calm Guru

By Lauren Brukner

CODE B157 \$35.95



The Parent's Guide to OT for Autism and Other Special Needs

By Cara Koscinski

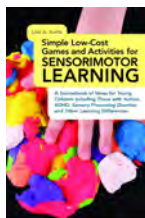
CODE B158 \$29.95



Simple Low-Cost Games and Activities for Sensorimotor Learning

By Lisa A Kurtz

CODE B123 \$37.95



Secret Girls' Business

By Heather Anderson et al

CODE B86 \$14.95



The Conversation Train

By Joel Shaul

CODE B112 \$34.95



Helping Kids and Teens with ADHD in School

By Joanne Steer & Kate Horstmann

CODE B23 \$49.95



The Loving Push

By Dr Temple Grandin

CODE AFXB153 \$38.95



Organize Your ADD/ADHD Child

By Cheryl R Cater

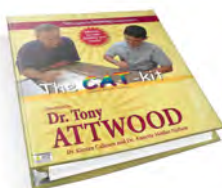
CODE B127 \$25.95



The CAT-Kit

By Dr Tony Attwood

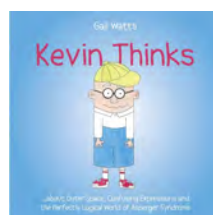
CODE AGBO06 \$249.95



Kevin Thinks

By Gail Watts

CODE B70 \$25.95



The Social Skills Picture Book

By Dr Jed Baker

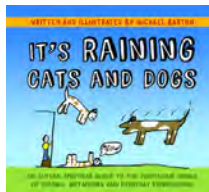
CODE B24 \$63.95



It's Raining Cats and Dogs

By Michael Barton

CODE B99 \$25.95



Apps for Autism

By Lois Jean Brady

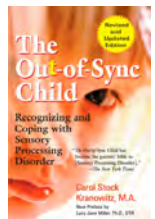
CODE B48 \$63.95



The Out-Of-Sync Child

By Carol Stock Kranowitz

CODE B42 \$40.00



Winston Wallaby Can't Stop Bouncing

By K.I.Ghani

CODE B166 \$33.95



Exploring Depression, and Beating the Blues

By Tony Attwood & Michelle Garnett

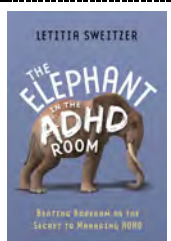
CODE B154 \$34.95



The Elephant in the room

By Letitia Sweitzer

CODE B124 \$44.95



RESOURCES: Recommended teaching resources

| | | | | |
|---|--|--|--|--|
| <p>The Panicosaurus By K I Al-Ghani</p> <p>CODE B39 \$33.95</p>  | <p>The Red Beast By K I Al-Ghani</p> <p>CODE B38 \$33.95</p>  | <p>Disappointment Dragon By K I Al-Ghani</p> <p>CODE B41 \$33.95</p>  | | |
| <p>The Green-Eyed Goblin By K I Al-Ghani</p> <p>CODE B39 \$33.95</p>  | <p>All Cats Have Asperger Syndrome By Kathy Hoopmann</p> <p>CODE B10 \$25.95</p>  | <p>All Dogs Have ADHD By Kathy Hoopmann</p> <p>CODE B14 \$25.95</p>  | | |
| <p>My Friend with Autism By Beverly Bishop</p> <p>CODE B55 \$25.95</p>  | <p>Inside Asperger's Looking Out By Kathy Hoopmann</p> <p>CODE B09 \$25.95</p>  | <p>All Birds Have Anxiety By Kathy Hoopmann</p> <p>CODE B164 \$25.95</p>  | | |
| <p>Time Timers</p> <p>20 cm Time Timer CODE TT1 \$60</p> <p>7.6 cm Time Timer CODE TT2 \$45</p> <p>Time Timer Plus CODE TT5 \$75</p>  | <p>Token Reward Systems</p> <p>Small – 5 tokens CODE O01(S) \$5</p> <p>Large – 10 tokens CODE O01(L) \$10</p>  | <p>Portable Schedule with Digital Timer</p> <p>CODE O02 \$20</p> <p><i>Visuals not included.</i></p>  | | |
| <p>Sensory Mat CODE ST33 \$55</p>  | <p>Emotichew Bangle CODE ST38 \$25</p>  | <p>Hexichew CODE ST39 \$35</p>  | <p>Chew Stixx CODE ST34 \$15</p>  | <p>Chewy Tubes CODE ST11 \$13</p>  |
| <p>Pencil Grips CODE O03(C) \$4 CODE O03(PG) \$4 CODE O03 \$4</p>  | <p>Chewigem Necklaces DISC/DROP ST28 \$25 DOG TAGS ST30 \$25</p>  | <p>Chewigem Bangles TEEN ST31 \$25 CHILD ST37 \$25</p>  | <p>Senso Brush \$15</p>  | <p>Chew Stixx Pencil Toppers (Pack of 2) PLAIN ST25 \$15 SHAPES ST26 \$15</p>  |
| <p>Stretch Frogs CODE ST04 \$4</p>  | <p>Punki Wrist Bands CODE ST22 \$3</p>  | <p>Thinking Putty CODE ST03 \$4</p>  | <p>Improbable Construct CODE ST01 \$6</p>  | <p>Slinky Key Chain CODE ST07 \$4</p>  |
| <p>Liquid Timer CODE ST17 \$15</p>  | <p>Sensory Stixx CODE ST32 \$15</p>  | <p>Fidgipod CODE ST02 \$25</p>  | <p>Tactile Tiger Brush CODE ST35 \$15</p>  | <p>More Sensory Resources Available Online!</p> |
| <p>Spinning Tops CODE ST05 \$1</p>  | <p>Wooden Massager CODE ST14 \$6</p>  | <p>Water Balls CODE ST10 \$4</p>  | <p>Smiley Face Stress Ball CODE ST23 \$4</p>  | |

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

Sue Larkey books are available in digital copies and enrollment in online courses at www.suelarkey.com.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> |
|---|--|

- ✓ 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: 6 - 12 May 2019 |
| In this 40 minute online course you will learn: <ul style="list-style-type: none"> ✓ The seven parts of the Criteria for diagnosis of ASD and what this means for teachers, parents and professionals. ✓ Profile and characteristics of Girls with an ASD. |
| Course 1 |
| Available: 13 May 2019 (10 weeks) |
| Dr Tony Attwood – Autism Spectrum Disorder: A different way of thinking, learning and managing emotions. |
| In this five hour online course you will learn: <ul style="list-style-type: none"> ✓ Cognitive Abilities: A different way of thinking and learning. ✓ Managing Challenging Behaviour. ✓ Managing Feelings: Cognitive Behaviour Therapy and its role in providing greater strategies to manage emotions and behavior. ✓ The Emotional Tool Box, What it is and how to use. ✓ Special Interests: Origins and constructive strategies. ✓ Strategies to Improve Social Understanding and Friendship. |
| <i>Accreditation – 5 hours</i> |

No Overlap

No Overlap

| Sue Larkey |
|---|
| Free Webinar – Increasing Engagement and Participation |
| Available: 6 - 12 May 2019 |
| In this 45 minute online course you will learn: <ul style="list-style-type: none"> ✓ Key Strategies to Increase Engagement and Participation. ✓ Increased Understanding of How Children/Students with ASD Learn. |
| Course 2 |
| Available: 13 May 2019 (10 weeks) |
| Sue Larkey – Understanding Autism Spectrum Disorder: Teaching Strategies and Behaviour Support |
| In this five hour online course you will learn: <ul style="list-style-type: none"> ✓ Key Strategies from Pre-school to Secondary. ✓ Teaching Strategies for School and Home. ✓ What is ASD, ADHD, ODD, SPD. ✓ Promoting Understanding with Peers. ✓ Strategies for Social Skills and Playgrounds. ✓ How to Increase Engagement and Learning Outcomes. ✓ Behaviour Support Strategies: Anxiety, Sensory and Tantrums. |
| <i>Accreditation – 5 hours</i> |

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 NES (NSW) and TQI (ACT) (For more information refer to flyers on website).

Social Media



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

E-Newsletter

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

Term 2 and 3 2019 Workshops

New South Wales

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|-------------------|-----------------|
| Tamworth | Fri 17 May |
| Sydney/Sutherland | Fri 31 May |
| Tweed Heads | Fri 7 June |
| Newcastle | Fri 9 August |
| Port Macquarie | Thurs 15 August |
| Sydney (Ryde) | Fri 16 August |
| Orange | Fri 13 Sept |

Queensland

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|-------------------------|--------------|
| Gold Coast/Tweed Heads | Fri 7 June |
| Rockhampton | Thurs 5 Sept |
| Brisbane (Tony Attwood) | Fri 6 Sept |

Victoria

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| Melbourne/Bulleen | Fri 24 May |
| Morwell | Thurs 20 June |
| Melbourne/Glen Waverley | Fri 21 June |
| Geelong (Tony Attwood) | Fri 2 August |

South Australia

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|-------------------------|---------------|
| Adelaide (Tony Attwood) | Fri 30 August |
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Australian Capital Territory

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|----------|-------------|
| 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



www.autismspectrumlearning.com

www.suelarkey.com.au