

# Making it a success!

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*Puberty: Preparing for  
Success at Home and  
School*

*Sensory Processing  
Disorder*

*Learning Through  
Play*

*Using Special Interests  
to Motivate and  
Engage Students*

*Slow Processing Speed*

**PLUS MORE!**

**NEW**

Early Childhood  
Course now  
available





# LEARNING THROUGH PLAY

It is through play that young children learn about and make sense of the world. They experiment with being a Mum or Dad as they act out what they have observed in daily life, e.g. feeding the baby and going to the shops. **As children play they develop their cognitive and motor skills, increase their communication and social ability and above all have fun.**

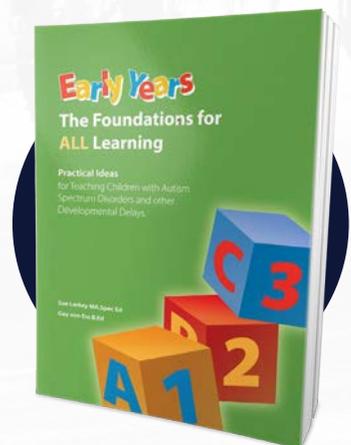
Play for young children with autism is frequently centered on repetitive actions, e.g. spinning car wheels rather than pushing the car, lining blocks up rather than building towers. They don't seem to know how to do what comes instinctively to other children. **A young child with autism needs to be taught how to play step by step.** Be dramatic as you play with your child in order to attract and maintain their attention. **Add to the richness of the play by making noises**, e.g. ball going down (wheee) doll crying (waa), car horn (beep, beep).

Play alongside your child with the same or similar materials. It is important that you are flexible – if your child does not copy you, copy them. Remember that initially you are endeavouring to form a connection with your child the actual substance of the play is not important.



Start with simple **cause and effect toys** that give lots of feedback for little effort on the child's part. Ball races and musical toys are excellent starting points. Some children also respond to pop-up toys, though other children are frightened by these due to their unpredictable nature – just when is the toy going to pop up?

**Take turns** with your child as you play. In addition to being important socially turn taking is critical for the development of appropriate communication. Turn taking can be promoted initially with toys like ball races where turns are short and the child has something to watch even when it is not their turn. Pushing the toy towards your child when it is their turn, and pulling it over to yourself when it is your turn, helps to make it clearer to the child whose turn it is.



Early Years: The Foundations for All Learning by Sue Larkey and Gay von Ess

# FOR SUCCESSFUL PLAY SKILLS TO DEVELOP THE ADULT NEEDS TO:



## DEMONSTRATE

Model little play sequences for the child. Some children need to have each part of a play sequence taught individually; e.g. doll in bath, wash doll, dry doll one day; feed doll and put in bed on another day. Then the two parts can be combined to make a longer play sequence.

Once a child has two or three parts of a play sequence you should model combining them in different orders so that your child does not become too rigid and inflexible in his/her play; e.g. bath, dinner, bed or dinner, bath, bed with a doll.



## JOIN THE CHILD AT PLAY

Your child is more likely to attend and respond to you if you are doing something he is interested in rather than playing with something totally different. Once you have your child's interest you can make small changes in the play and hopefully your child will imitate you.



## COMMENT

Describe what is happening as you and your child play. Initially your comments should be short and help your child focus on his play. Model appropriate language for your child as you play together.

## VISUAL SUPPORTS FOR PLAY

To help children who are unable to play instinctively make photographic play sequence books; e.g. bus, doll on bus, drive bus. Most children love to 'read' books that feature their own toys and a book provides the child with a permanent record of the play activity.

Discard your inhibitions when you play with your child and have fun!



The Teach Me to Play CD contains over 40 photo play schedules which allows a visual schedule of play for children to follow.

## WAYS TO USE PLAY SCHEDULES

- ✓ Make little books the children can refer to over and over.
- ✓ Take photos of them doing the activity to share with family and friends.
- ✓ We often find all children love these schedules and it encourages inclusion with siblings and creates new friends.

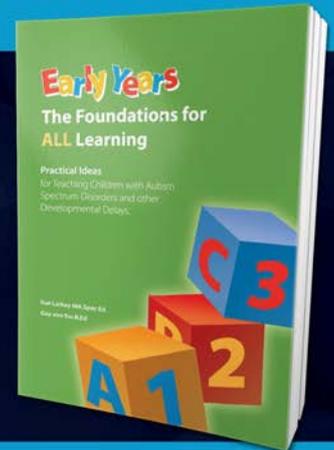
# WONDERFUL RESOURCES FOR TEACHING PLAY

## THE EARLY YEARS: THE FOUNDATIONS FOR ALL LEARNING

By Sue Larkey and Gay von Ess

This book is full of practical ideas to give children with ASD and other developmental delays the KEYS to learning. Teaching to play, write, draw, imitate etc. Toilet training, community access, etc. To sit, ask for help, wait, play, attention to task, sing songs, etc. Great easy to photocopy programmes.

- CODE B04 \$39.95 (PLUS P & H)



## TEACH ME TO PLAY CD

By Sue Larkey and Heather Durrant



Over 40 play schedules to use immediately. Load into your computer, choose, print, play! Encourages children with ASD to play! Over 300 pictures let you create your own play schedules and variations!

- CODE C04 \$25.00 (PLUS P & H)

## 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**

# 11 COMMON SIGNS OF SENSORY PROCESSING DISORDER OR DIFFICULTIES

Sometimes you need to be a detective to recognise sensory difficulties as the underlying cause of a problem. If possible see an Occupational Therapist as they are great at assessing the child's sensory processing.

Here is a list that may help you identify children's underlying sensory difficulties:

- 1 Extra sensitive to touch** – they don't like to be touched or can't be touched enough. 
- 2 Sensitivity to sounds** – they may cover their ears when the same noises don't bother others.
- 3 Picky eaters** – they will only eat a limited range of foods and those they are familiar with.
- 4 Movement** – unusual body posture, seek constant movement or have difficulty with movement.
- 5 Hyperactivity** – they can't sit still during the day or get to sleep at night, or calm themselves down.
- 6 Fear of crowds** – crowded areas bothers them to the point of frequent public meltdowns.
- 7 Poor fine or gross motor skills** – they have difficulty with handwriting or kicking a ball. 
- 8 Excessive risk taking** – they may be unaware of touch or pain or heights or danger.
- 9 Avoidance of sensory stimulation** – they won't put their hands in anything messy such as glue, clay or mud. They only wear certain clothes.
- 10 Trouble with balance** – they may be accident-prone or fall more often than others and have a preference for sedentary activities.
- 11 Easily distracted** – particularly by noise, movement, and touch. 



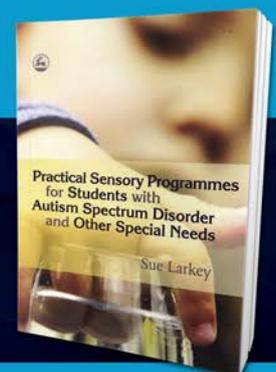
For more information on sensory processing difficulties and checklists to complete to understand children's sensory profile see *Practical Sensory Programmes by Sue Larkey* (pg 21-31).

## PRACTICAL SENSORY PROGRAMMES

By Sue Larkey

Shows how to identify sensory problems and develop programmes. Over 100 activities including all five senses and movement.

- CODE B05 \$50



In the wonderful book *The Kids' Guide to Staying Awesome and In Control* by Lauren Brukner children can learn to identify when they feel "slow and tired", "fast and emotional", "fast and wiggly." By using a range sensory activities children learn to feel "just right." Every child needs to work out their own preferences. Here are some ideas to try:

## TOP 10 CALMING ACTIVITIES

- 1 Massage (see wooden hand massager pg 21).
- 2 Sitting on Bean Chair (see Mini Bean Chair below).
- 3 Slow rocking.
- 4 Soft, slow music.
- 5 Joint compressions.
- 6 Stretching.
- 7 Chewing (see chewy tubes pg 21).
- 8 Sucking.
- 9 Fidget toys (see a wide range available pg 20).
- 10 Squeezing Ball (see stress ball pg 20).



## TOP 10 ALERTING ACTIVITIES

- 1 Brisk rubbing (see Tiger brush pg 21).
- 2 Chewy food / Chewy Stixx (see pg 20).
- 3 Any push/pull, run, skip, jump, heavy lifting.
- 4 Fast, irregular movement (swing, trampoline, therapy ball).
- 5 Kick, bounce, and throw a ball.
- 6 Strong tastes / odours (flavoured chew stixx pg 21).
- 7 Loud, fast music.
- 8 Fidget toys – Fidgetpod, Slinky key ring (see pgs 21).
- 9 Sitting on cushion.
- 10 Physical exercise.



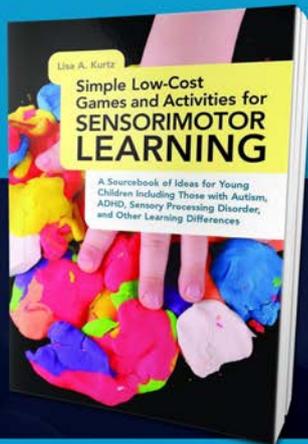
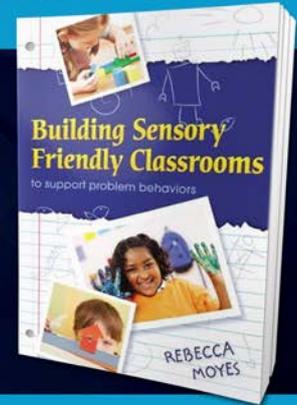
# SENSORY BOOKS AND RESOURCES

## BUILDING SENSORY FRIENDLY CLASSROOMS

By Rebecca Moyes

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

- CODE B132 \$35 (INCL P & H)



## SIMPLE LOW-COST GAMES AND ACTIVITIES FOR SENSORIMOTOR LEARNING

By Lisa A Kurtz

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

- CODE B132 \$35 (INCL P & H)

## MINI BEAN CHAIR

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

- For ages 6-12 | CODE ST15 \$60 (plus P & H) | Takes approx. 220 litres of beans not included.
- For ages 1-6 | CODE ST16 \$55 (plus P & H) | Takes approx. 80 litres of beans not included.



FOR A FULL RANGE OF SENSORY TOOLS SEE PAGE 20 AND VISIT

[www.suelarkey.com.au](http://www.suelarkey.com.au)

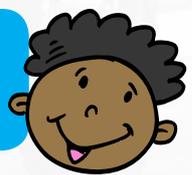


# USING SPECIAL INTERESTS TO MOTIVATE AND ENGAGE STUDENTS

Special interests, fixations and self-stimulation are often a very important part of life for someone with autism. They are usually their only form of relaxation and down time. Special interests and fixations often give the child something they can control and is predictable to them, bringing order to their world. Special interests can include drawing, Lego, Minecraft, Music, YouTube and so much more. Self-stimulation can be more sensory based like rocking, hand flapping, twirling, vocal stimming and more. If you are unsure what their special interest or self-stimulation is, watch what the child is doing when they are left alone. These can often be quite bizarre – over the years I have seen collecting bottle tops, filtering tan bark, fans, lights, light bulbs and vacuum cleaners.

It is very important that we have in place the rules and routines around special interests, as they find it hard to finish and self-regulate. Special interests should also be used to motivate and engage students. By using a child's special interest we can teach them just about anything!

*"Teachers often see special interests as a barrier to learning, but they should be seeing it as a route to learning."* - Dean Beadle



**Kerri Rowe** Literally use it to engage my students with everything we do!!

If it's something they already love then we are halfway there to positive learning goals. One girl I used to work with was obsessed with horses. We counted horse legs to learn our 4 times tables 🐾👍

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# MOTIVATING AND KEEPING THE STUDENT ON TASK

A student with autism's needs are very complex as they don't respond to the social rewards that teachers often employ with other students. Things such as a smile or praise for good work can sometimes go unnoticed. Sometimes a teacher will use **that** look to refocus students or to keep them on task or to warn them. However this is usually ineffective for autistic students as they find body language and gestures difficult to interpret and often don't look at the teacher's face.



## PRAISE

The student doesn't always know how to respond to praise. Keep in mind how and when you give praise. **Explain to the student why you are giving praise and how great it feels to receive praise.** This is one of those warm fuzzy feelings that they are not sure how to respond to.

*Excerpts from The Essential Guide to Successful Secondary School by Sue Larkey and Anna Tullemans*

## ESSENTIAL TIPS TO MOTIVATE STUDENTS

- ✔ Use their special interest no matter how bizarre
- ✔ Use their **special** interest no matter how bizarre
- ✔ Use their special **interest** no matter how bizarre
- ✔ Use their special interest no matter **how bizarre**



## WHAT IF THEY DON'T HAVE A SPECIAL INTEREST?

This is rare and usually only happens when their anxiety and confusion levels are overwhelming. **Talk to the parents about a previous special interest and try to renew this interest.**



## HOW TO USE THIS SPECIAL INTEREST



**Michele Witchell** Loves dinosaurs so we made a large 3D Dino. Then we wrote about it and made it into a book. He illustrated the book. Child was focused, motivated and engaged ALL while learning how to read write and spell.

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Allow the student to visit specific websites about the special interest. Allow access to:

- ✓ Catalogues
- ✓ Their own special photo book
- ✓ Videos
- ✓ Stickers
- ✓ Games
- ✓ Special interest magazines
- ✓ Figurine collections
- ✓ Drawing their special interest
- ✓ Books on their special interest
- ✓ Collectors cards
- ✓ Music, iPod etc



Give an assignment around the special interest or a particular aspect of this interest.



**Spectrum Music Studio Melbourne** I teach piano and singing, solely to students with Autism/Autistic students 😊 and I discuss interests when we meet, and then I find pieces that might interest. When i can't find them, I write them - which they love, and I really enjoy doing too! 🎹 🎤

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## CONTROLLING ACCESS TO SPECIAL INTEREST

There needs to be guidelines around the access to this special interest. These guidelines and parameters need to be very specific.



- ✔ Have rules on when the special interest can occur.
- ✔ Make sure there are clear guidelines when using this as a reward. For example “When you have completed this science experiment then you can read your ‘Star Wars’ book for five minutes”.
- ✔ Always let the student know when the next access will be. “When the five minutes is finished you can have the ‘Star Wars’ book again when you have finished Maths”.
- ✔ Never tell them straight out “NO” for the ‘Star Wars’ book as they will become very anxious and think they may not be allowed access to it again. Instead tell the student when they can have it again and be specific with either time or at the end of an activity. This quote below is a great example of how to use it as a positive reward and control access at the same time.



**Sue Green** I work with a little man who knows and loves everything about aircraft. So everyday when he completes a task he is then able to “teach” me something about his absolute favourite thing in the whole world. Love seeing his face light up as he imparts his knowledge 🤗

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## USING THE SPECIAL INTEREST TO TEACH CURRICULUM OUTCOMES

Select work which uses their special interest. For example in Maths use their special interest as the focus of their activity, measure, weight, circumference etc. **For more ideas see pg 61 of *The Essential Guide to Successful Secondary School*.**

# THE ESSENTIAL GUIDE TO SUCCESSFUL SECONDARY SCHOOL: REVISED AND EXPANDED VERSION

By Sue Larkey and Anna Tullemans

Full of timesavers, tips and easy to use proformas. Includes tests, exams, assignments, homework, curriculum adaptations, organisational skills, camps, excursions and more. This is a great guide for transition to secondary and includes great tips for transition. This is a must have from Year 5 onwards to prepare the child for secondary school.

- CODE B02 \$44.95



# SLOW PROCESSING SPEED

Have you noticed any of these signs in a child you know?

- ✓ Unorganised, often loses or forgets homework
- ✓ Rarely completes tests on time and leaves multiple questions unanswered on timed exams
- ✓ Can't perform simple maths problems, sequences or calculations
- ✓ Turns in incomplete homework because they don't understand the instructions
- ✓ Need a quiet area to study and is often distracted by background noise
- ✓ Lacks focus with reading and taking notes
- ✓ Tries to avoid multi-step problems
- ✓ Needs extra time to make decisions



This child might have slow processing speed. **This means they may have difficulty remembering instructions in the classroom or retaining important details for an assignment or exam.** These children are often labelled “dumb” or “lazy” when they are often very intelligent, but don't process information as quickly as their classmates. This can lead to anxiety as it impacts on their ability to engage in learning. So it is important to put in place accommodations so they don't feel like they are struggling. Understanding the link between anxiety and slow processing speed helps you to best support the child and for the child to know why they may take longer than their peers.

If processing is weak this can affect how fast a student can complete a task, and how they use the information. Just because they can't complete an assignment or a read a passage as fast as other children, doesn't mean they can't complete the same tasks. This is a common issue and is often overlooked, but can affect the child, family and education circle, in multiple ways. So what can we do to help our kids overcome processing struggles and improve their processing speed? The first thing to remember is children with weak or deficient processing speeds usually take longer to comprehend verbal instructions. The phrase “actions speak louder than words” can be particularly relevant here.



**Processing speed is like a muscle and becomes stronger with repetition.** Memory experiments can be a fun and enjoyable way to increase processing speed!



## PUBERTY: PREPARING FOR SUCCESS AT HOME AND SCHOOL

Puberty is part of natural development for all children. Puberty usually starts in girls around 10-11 and boys 11-12. Menstruation for girls typically occurs between 12 and 13, while voice changes for boys is often around 15. **We ALL need to have on-going discussions with the child** and this is where having both home and school helping the child's understanding is vital. Boys and girls need to know about their changes and changes in the opposite sex too (particularly, if they have opposite sex siblings or are at co-ed schools). It is important to start sharing this information with them before the changes occur otherwise the children may worry that something is wrong with them. I know some parents who talk about the changes before they happen and then as they happen their children tell them and they celebrate!

**Open, honest and on-going information is most effective, and not too much information all at once!** That being said some children want to know everything and that is where books can be wonderful.



**Remember:** children often don't know what to ask. Allowing the child access to information in books means they can read about it in their own time, and re-read if they are uncomfortable discussing things with you. For all children if at this age, you ask children "Do you have any questions?" they tend to say "No" but books can answer their questions and even explain concepts they might not even know about it yet, so prepare them in advance.

As part of puberty it is vital to talk about Public, Private and Protective Behaviour. You will also need to discuss home and school behaviour and social skills. Some students will unknowingly exhibit embarrassing behaviours or share information or ask questions that are inappropriate – like asking a girl if she has her period, or a boy if he has pubic hair. I think all of us have seen those embarrassing moments and the key is to let them know when, where, who, etc – but also if they make a social mistake how to fit it up!

Make sure you let people with autism know the boundaries between illegal and legal websites. A number of people with autism have got in trouble with the Police for looking at inappropriate websites so **it is VITAL we educate and let them know what is appropriate.** This is where the books are so much better as you can control access to information and read together!

## FANTASTIC BOOKS FOR HOME AND SCHOOL



Fantastic resources for home and school to help children with puberty and beyond – **Secret Boys Business and Secret Girls Business Series.** This FANTASTIC series of books has been put together by a Teacher, a Psychologist and a Youth Health Nurse.

The books are designed to prepare girls and boys for the changes to their bodies (aimed at eight year olds). They use age appropriate language and simple instructions. They have six wonderful books each designed to meet specific information needs. All the books have succinct information, delivered with fun and in bite sized chunks. They use great pictures which are factual and interesting! I highly recommend for both home and school.

Other Great Information!

CONTACT YOUR  
LOCAL FAMILY  
PLANNING.

They have courses and great resources  
for kids with additional needs.

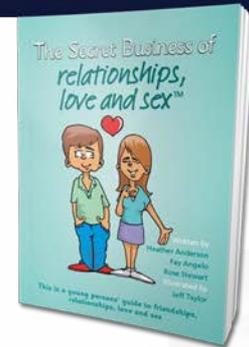


# GREAT RESOURCES FOR PUBERTY EDUCATION

## THE SECRET BUSINESS OF RELATIONSHIPS, LOVE AND SEX

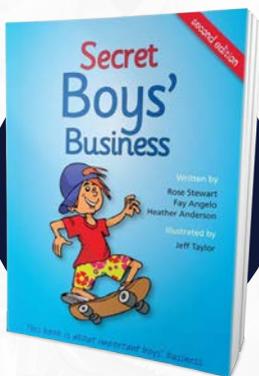
Sex education is an important aspect of a child's development. This book is easy to understand, provides practical information and has attractive illustrations to help girls and boys manage this stage of their life with confidence. Schools will find this puberty education book a valuable resource.

- CODE B148 | \$19.95 (PLUS P & H)

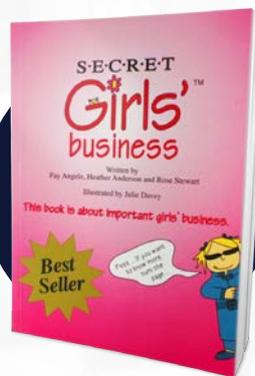


## SECRET BOYS' BUSINESS AND SECRET GIRLS' BUSINESS SERIES

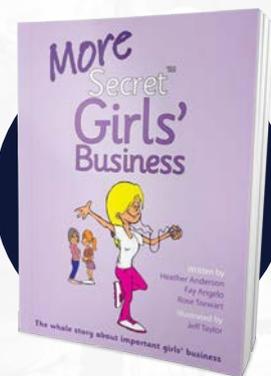
As sex education is an important aspect of a child's development, the authors have written and published a series of puberty books to prepare and support boys and girls for puberty. For children with special needs, including intellectual disability, physical disability, communication disorder and autism, there is a series of disability puberty books. The books are easy to understand, provide practical information and have attractive illustrations to help girls and boys manage this stage of their life with confidence. Schools will find all of these puberty education books a valuable resource.



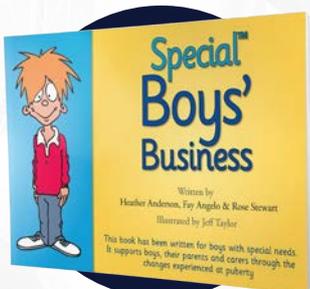
**Secret Boys' Business**  
CODE B85 \$16.95  
(plus P & H) For Boys



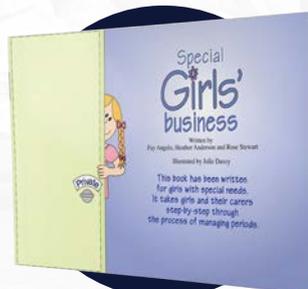
**Secret Girls' Business**  
CODE B86 \$14.95  
(plus P & H) For Young Girls



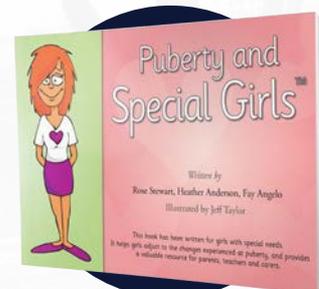
**More Girls' Business**  
CODE B87 \$14.95  
(plus P & H) For Older Girls



**Special Boys' Business**  
CODE B88 \$39.95 (plus P & H)  
For Boys with Special Needs

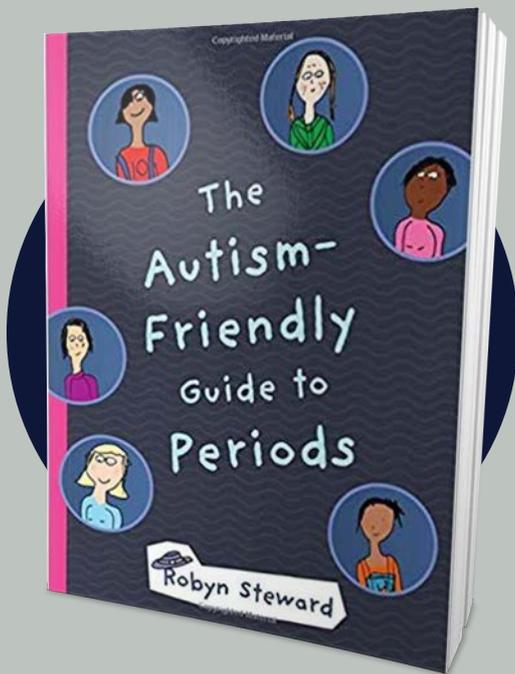


**Special Girls' Business**  
CODE B89 \$39.95 (plus P & H)  
For Girls with Special Needs



**Puberty and Special Girls**  
CODE B90 \$39.95 (plus P & H)  
For Girls with Special Needs

# THIS BOOK IS A MUST HAVE FOR EVERY SCHOOL AND HOME



Written by autistic author Robyn Steward, this is a detailed guide for young people aged 9 to 16 on the basics of menstruation. Created in consultation with young people, an online survey and a group of medical professionals. This is a book that teaches all people about periods, which can be a scary and overwhelming issue. It is a much needed guide designed for girls with ASD (but could be used for any girl). The book has step by step photo guides and in depth instructions such as how to dispose of a pad.

Promoting the fact that everyone either has periods or knows someone who does, the book reduces the anxiety girls face in asking for help. It offers direct advice on what periods look and feel like and how to manage hygiene and pain. It also breaks up information using flaps and step-by-step photos of how to change pads and tampons, it discusses alternatives to tampons and pads, and gives information about possible sensory issues for people with autism.

This is the first book about periods specifically for people with autism and it provides an alternative to talking about the issue, as many adults would feel uncomfortable discussing this topic in the level of detail many autistic young people will need



# CLASSROOM MODIFICATIONS TO HELP STUDENTS WITH SLOW PROCESSING SPEED

## TEACHING IDEAS



- ✓ Regularly check-in with the student to ensure they understand the instructions given.
- ✓ Reduce the number of assignments or problems the student has to do.
- ✓ Write down instructions for tasks.
- ✓ Email parents or students class notes.
- ✓ Provide a safe area (email or phone) for student to ask follow-up questions on assignments or class work.
- ✓ Show your student an example of 'good notes' to help learn to identify the key aspects of note taking.

## VISUAL SCHEDULE



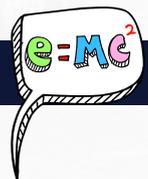
- ✓ Try incorporating visual instructions into daily routine.
- ✓ Hang up schedule everywhere that would be useful. Include all steps and tasks required.
- ✓ Try using actions instead of verbal instructions.
- ✓ A Timer is a great visual tool which can increase the student's awareness of time. This can be very helpful for practicing the executive function of time management.
- ✓ Use pictures, graphs and charts to explain what is being taught in class.

## CLASSROOM TIPS



- ✓ Allow the student additional time for exams, homework and assignments.
- ✓ Encourage the student to answer questions in class and give them extra time to respond.
- ✓ Allow another student to take notes if your student has trouble listening and taking notes at the same time.
- ✓ Speak slowly when giving instructions and repeat directions when necessary.

## SHORT AND SIMPLE DIRECTIONS



- ✓ Although it is best to use visuals, you will have to give verbal tasks to your student.
- ✓ Make sure you keep the instructions as short, simple steps. If this is successful, over time, gradually increase complexity.
- ✓ Modify your list of steps to allow the student time to process, and plan what to do next.
- ✓ Let your student watch as you organise for the next day and let them do the same.

## ORGANISATION



- ✔ Give the student examples of what other students have done in the past as a guide.
- ✔ Colour code assignments, homework and projects to help the student know how to prioritise.
- ✔ Break up assignments and homework into smaller, more manageable tasks.
- ✔ Extend deadlines for student to complete homework.
- ✔ Stick to a daily routine, provide visual charts for student to complete, so they stay on task for the whole day.

## ASSIGNMENT AND TEST TAKING



- ✔ Allow the student to take verbal exams and explain their answers to you.
- ✔ Provide a quiet space for the student to take exams. This will be a less distracting environment and allow them greater time to process questions.
- ✔ Shorten length of tests and assignments.
- ✔ Accept unfinished tests and assignments and allow the student time to finish problems they missed or didn't have time to do.
- ✔ Give the student opportunities to discuss their knowledge of the subject instead of formal exams.

## DEVELOPING PROCESSING SKILLS AT HOME

A student's ability to perform well in school relies on developing processing skills at home and in the classroom. This is a skill which requires time and patience.

### HERE ARE SOME STRATEGIES TO TRY AT HOME:

- ✔ Use visuals when teaching or helping your child understand a new concept.
- ✔ Refer to the clock constantly. Keep increasing your child's awareness of time.
- ✔ Use a picture schedule for their daily schedule. Post it several places around the house and use it!
- ✔ Be the example and show your child what you do to organize and time manage your day.
- ✔ Break up large tasks with multiple steps. Have the child do the first step and come back to you so you can give them the next step. Build upon each step so they can eventually do two steps at a time.
- ✔ Try to keep activities, meals and tasks at the same time every day. Consistency helps kids who are trying to keep up with processing the vast amounts of information coming into their brains.

# TIMERS

## TIME TIMER WATCH PLUS



Comes with two modes – Time Timer or clock. Time Timer mode depicts time with a patented red disk that disappears as time elapses, making time clear and tangible. Remarkably easy to use. Features: Two modes (Time Timer or clock), clock display is both analogue and digital on a large LCD screen, repeatable time segments (great for intervals!), vibrating and audible alerts, 12 or 24 hour clock, alarm, backlight, soft, replaceable silicon watch band (Youth size 4.75" - 7"), water resistant to 30 metres.

▶ **Youth | code: TT4 | \$105**

Available in Charcoal, Blue, Berry and Green

▶ **Adult | code: TT4 | \$105**

Available in Charcoal

## TIME TIMER PLUS



The Time Timer PLUS is a unique visual timer and the ideal solution for anyone who struggles with time. For over 20 years, children, adults and groups have used the Time Timer to stay focused, productive and relaxed throughout the day. As time elapses, the signature red disk disappears, creating a clear and simple picture of the time remaining. Portable and quiet with a protective cover, the Time Timer PLUS is a great way to promote efficient time management at work, school and home. The Time Timer PLUS is approximately 12 cm and suits the more 'destructible' child.

▶ **code: TT 5 | \$75**

## TIME TIMER MOD



Portable and quiet with a protective cover, the Time Timer MOD is a great way to promote efficient time management at work, school and home. The Time Timer MOD is approximately 9 cm and suits the more 'destructible' child.

▶ **code: TT 6 | \$55**

# 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](http://www.suelarkey.com.au)

### Twist Puzzle Key Chain

Hours of **FUN.**

CODE ST21 **\$4**



### Wooden Massager

Amazing **for meeting sensory needs.**

CODE ST14 **\$6**



### Punki Wrist Band

Pop on wrist or just use for **fidget tool.**

CODE ST22 **\$3**



### Improbable Construct

Excellent **for meeting sensory needs.**

CODE ST01 **\$6**



### Spinning Tops

CODE ST05 **\$1**

**3 for \$3**



### Water Balls

Great **for stress release.**

CODE ST19 **\$3**



### Stretch Toys

Great fidget toys **for children who love Blue-tac.**

CODE ST04 **\$3**



### Slinky Key Chain

Excellent **for children who process best when fidgeting.**

CODE ST07 **\$4**



### Chewy Tubes with Handles

Comes in **different colours/sizes** and with or without a handle.

CODE ST11 **\$13**



### 15 Sec Water Wheel

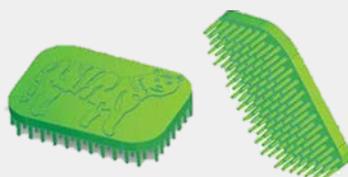
CODE: ST06 **\$4**



### Tactile Tiger Brush

Amazing **for meeting sensory needs.**

CODE ST35 **\$15**



### Pencil Grips

CODE 003 **\$4**



# DR TONY ATTWOOD 12 TIPS TO CREATE AN ASD FRIENDLY CLASSROOM

Dr Tony Attwood, world renowned psychologist on Asperger's Syndrome / High-Functioning Autism, has written a number of best selling books. His book **Asperger's Syndrome: A Guide for Parents and Professionals** and **The Complete Guide to Asperger's Syndrome** are in over 22 languages and are world best selling books for ASD. I always find Tony's workshops and resources practical, informative and engaging.

Here are his top 12 tips to create an ASD friendly classroom which he shares at his workshops.

- ✔ **Quiet**, well-structured classroom.
- ✔ **Avoid** sensory overload.
- ✔ **Minimal changes** in routines and staff.
- ✔ **Visible daily schedule** of activities and preparation for transitions.
- ✔ **Benevolent peers** as guides.
- ✔ **A work station** or 'office'.
- ✔ A **'to do' list**.
- ✔ **Extra time** to complete an activity or assignment.
- ✔ **Access to a special education** support teacher or learning support unit.
- ✔ Teachers who show an **empathic understanding** of the child.
- ✔ Teachers who are **flexible in their teaching strategies**, assessments and expectations.
- ✔ **Staff who like and admire the child**, respect his or her abilities and know the child's motivators and learning profile.

## TONY'S LATEST BOOK

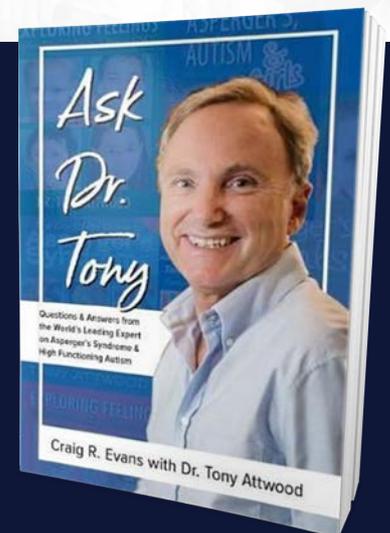
### Ask Dr Tony:

Highly recommend for all schools and home.

Tony and Craig have chosen the chapters of the book by ranking the issues which cause the most stress to someone with autism. I found it interesting just to see the topics to think about how I am addressing them as a teacher, and how I can better support students to reduce this stress for them.

**These chapters serve as a GREAT reminder to put in systems and supports to reduce anxiety for people with ASD you know.** I found it helpful to take a closer look at the stressors and to ask myself if I am addressing them for the kids I know. For instance, I was fascinated that 95% struggle with self-esteem and self-identity issues. Interestingly within this topic, Tony and Craig discuss homeschooling or public education - which is best?

**This book plays out in a conversational style between Craig and Tony over all these different stressful situations.** Craig brings personal anecdotes from his family life, asking questions and seeking solutions to common problems. It contains easy references for anyone who lives, works or supports someone with Asperger's.





## RANKING OF ISSUES CAUSED BY STRESS



#1 Anxiety ..... 98%	#10 Emotional availability ..... 85%
#2 Self-esteem/self-identity ..... 95%	#11 Faking it ..... 84%
#3 Aversion to change ..... 87%	#12 Getting and keeping a job ..... 83%
#4 Meltdowns ..... 87%	#13 Disclosing a diagnosis ..... 79%
#5 Depression ..... 87%	#14 Bullying ..... 77%
#6 Sensory Issues ..... 86%	#15 Choosing a career ..... 76%
#7 Making and keeping friends ..... 86%	#16 Empathetic attunement ..... 75%
#8 Personal Management issues ..... 85%	#17 Being diagnosed ..... 67%
#9 Intimacy. dating, sex and marriage ..... 85%	

## JOIN TONY ATTWOOD IN UPCOMING WORKSHOPS IN ADELAIDE, BRISBANE AND GEELONG.

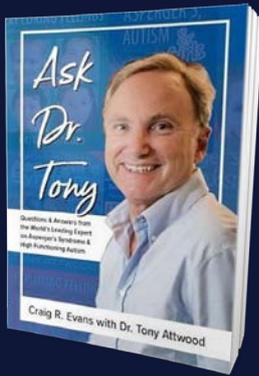


Or watch his online courses anywhere,  
anytime for the same content on demand.

### WHAT YOU'LL LEARN IN THIS COURSE:

- > 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 Enroll Now
- > Sensory Sensitivity

**ENROLL NOW**



## Ask Dr Tony

Dr. Tony Attwood and Craig Evans are pleased to introduce “Ask Dr. Tony,” their second book together. The book is a compilation of fifty episodes of the Autism Hangout question-and-answer program video series in which Dr. Tony Attwood directly addresses the most pressing questions of those touched by autism. It also includes bonus sections of questions and answers from specific groups such as parents, teachers, public servants, social workers, and more. This book is an invaluable resource to keep helpful information present and available to the public. Craig and Dr. Tony’s mutual goal? Thriving with autism!

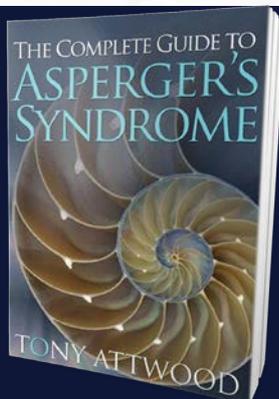
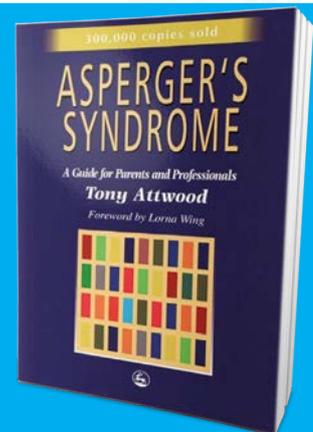
**\$38.95**

## Asperger’s syndrome: a guide for parents and professionals

Easy to read, excellent explanations of Asperger’s. I recommend for newly diagnosed and children under 7.

This guide will assist parents and professionals with the identification, treatment and care of both children and adults with Asperger’s Syndrome. It provides a description and analysis of the unusual characteristics of the syndrome and practical strategies to reduce the most conspicuous or debilitating.

**CODE B12 \$37.95**



## The complete guide to Asperger’s Syndrome

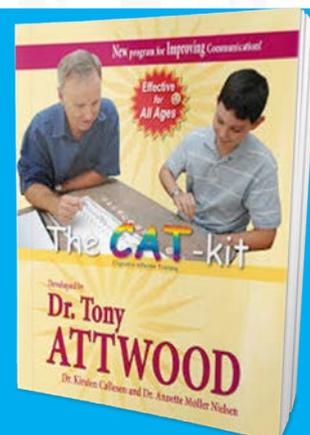
The definitive handbook for anyone affected by Asperger’s Syndrome. Essential reading for families and individuals as well as teachers, professionals and employers coming in contact with people with AS. This book is a must for anyone who needs to know about this condition.

**CODE B13 \$50.95**

## The CAT-kit

The Cognitive Affective Training (CAT) kit is a programme that consists of visual, interactive, and customisable communication elements for children and young adults. It is designed to help students become aware of how their thoughts, feelings and actions all interact and, in the process of using the various visual components, they share their insights with others. It is an easy and effective way to work with neuro-typical children and young adults as well as with people with developmental disabilities.

**CODE O06 \$249.95**





# NIGHTTIME TOILETING/BEDWETTING

Nocturnal enuresis is involuntary urination while asleep. This can be very challenging for kids with autism, and their families and carers. Most kids aren't able to stay dry through the night until they're 5 or older because their bladders are too small, they lack muscle control, or they sleep too soundly to sense when their bladders are full. **The best thing for you and your family to do would be to try to tackle nighttime toileting.** However, I am aware that some of you have tried everything available and had no luck. I have put some bedding strategies below to try and make it slightly more manageable.

Over the years I have found that nighttime toileting and sleep issues are often interconnected, so I have put some strategies for sleep below. **PLEASE remember that a combination of strategies is often the best way forward!**



**Bedwetting Tips:** Here are some great suggestions and solutions if you have children over 5 who are still wetting the bed.

I recently received this question from a mother: *"I have an ASD and intellectual disabled child who is 11 and is still in nappies at night he won't wake up and is wetting the sheets what is the best way to tackle toileting at night time please. He is a big boy a size of 15yr old even though he is 11 and weighs about 65 kilos"* and received some excellent responses from my facebook community.



**Julie Stewart** Speak to your school nurse or GP or Paediatrician. They can get the referrals to access support from specialist Continence Nurse and OT. Lots of really useful ideas from people about what has worked for them. Each situation is unique and it may take a while to find the right combination for your son, but there is potentially a solution out there with the right support. Hope you manage to get some improvement and much needed sleep. Hugs. Jxx

Like Reply Message 2d ...



- ✔ **Set an alarm for once or twice during the night.** When the alarm goes off take your child to the toilet. Although this might take a few months, eventually your child will be able to take themselves to the toilet.



**Julie Tait** I got an alarm. Persist with it. It might take months. Best thing ever.. but it's not an overnight cure.

Like Reply Message 2d



**Lianne Ford** I set the alarm for twice a night to take my ASD daughter to the toilet when we had to tackle this issue. Took awhile but eventually she formed the habit herself

Like Reply Message 2d ...



- ✔ **Stop drinking 2 hours before bedtime** and go to the toilet RIGHT before bed time.
- ✔ **Bowel movements can impact on night continence**, as a full bowel can put pressure on the bladder. If possible, try and get your child to empty their bowel before sleeping.
- ✔ **Use a pull up** with a booster tab inside for more absorbency.



## PROFESSIONAL SUPPORT

- ✔ Occupational Therapists can provide more suggestions and personalised strategies for sensory issues.
- ✔ Incontinence nurses. Before visiting it is beneficial if you track each night/day of your child's toileting schedule. An app called 'My Dryness Tracker' can be very helpful.
- ✔ NDIS funding can sometimes be useful for an assessment on incontinence.



## MEDICATION

- ✔ **Minirin melts on the tongue** can reduce overactive bladder.
- ✔ **Minirin spray.**
- ✔ **Desmopressin Spray.**



## BEDDING STRATEGIES

- ✔ **Brolly sheets can be put over sheets.** They have a comfortable cotton top but are waterproof underneath so do not soak the mattress. Although these will not reduce the amount of wet beds they are faster to clean up.
- ✔ **Waterproof doona covers**
- ✔ **Mattress protectors**
- ✔ **Continence pads**

If you are having problems with daytime toileting please listen to my podcast here:



TIPS FOR TOILETING



# SLEEPING

For all children, a good night's sleep is necessary in order to learn effectively the next day. Research has found that two thirds of children with autism have sleep problems, fragmented sleep, and early awakenings. I recently did a poll on my Facebook page where most parents identified the issue for them was going to sleep. I have put together some strategies to help with bedtime routines.



**Sue Larkey** created a poll.

Sleep question. Does the kids with ASD, ADHD, ODD, PDA, SPA have difficulty



**27%** Staying asleep



**73%** Going to Sleep

This poll has ended.

1.5K Votes

## 16 KEY STRATEGIES FOR SLEEP



- 1 Set up** a good bedtime routine. Use timers/clocks/sensory tools.
- 2 Melatonin** (Medication).
- 3 Teach to stay in bed** even if not sleeping.
- 4 Epsom Salts**, Bath or Lavender.
- 5 Turn off all "blue screens"** (iPads, TVs etc.) at least one hour before sleep.
- 6 Keep bedroom door open.**
- 7 Earn reward points** for staying in the bedroom.
- 8 Accept lack of sleep** can be related to anxiety levels so they may need time to pace.
- 9 Check for food allergies** particularly gluten intolerance.
- 10 TV in room with a timer** on it so it turns off.
- 11 Sleep on the floor next to their bed** (rather than them coming into your bed).
- 12 Exercise** like maniacs.
- 13 Wind them down early** and have a calm routine.
- 14 Stories in softly lit room and cuddling.**
- 15 Social script** that explains why people and family need sleep.
- 16 Try wrapping the child in his sheets or blankets.** He may need the restriction around his body to feel comfortable.



# A podcast from me to you!

I have started my very own podcast **'The Sue Larkey Podcast'**. I have over 32 episodes and **we have had 80,000 downloads!** You can listen to my podcast on Spotify, iTunes, Stitcher and any podcast app you use! It is also available in Auslan.

 **LISTEN TO THE PODCAST!**

I create a podcast each week, on a different topic ranging from toileting tips to strategies for camps and excursions. The podcast episodes are ½ hour long filled with strategies, resources and personal stories. I personally think they are a fantastic way to learn, you can put them on during your commute into work, whilst you are cleaning or go for a walk and listen.

My aim is to enlighten and entertain with valuable insights into Autism Spectrum Disorder, ADHD, ODD and PDA. Covering strategies from the Early Years to Teens Years and Beyond.

I am unashamedly passionate about my mission – **to inspire parents and educators and teach them how to Make it a Success**, and I hope my podcast can be an accessible way to spread the message.

## MY MOST POPULAR EPISODES:

 **SUCCESS FOR CAMPS AND EXCURSIONS**



QueenJenine TheFirst Hi Sue, thanks to the support from you and your page my ASD son had a fantastic experience at camp. We pretty much did everything we heard about on your podcast and it really helped us to set up for success. Thank you again for your support.

Like · Reply · Message · 3w

 **TIPS FOR TOILETING**

 **WHY I LOVE THE TERM 'NEURODIVERSITY'**



**PLEASE** take a moment to rate the podcast. Here are some of our previous reviews:



Lily Carpanzano We listened in the car on Thursday. Love that I can play the podcasts to my husband. I read everything and get frustrated he's not learning what I am. These are perfect. Thank you.

Like · Reply · Message · 1d





McCabey Diva, 27/06/2019

### **Help for all!**

Sue Larkey's podcasts are bite sized, easy to digest and process information nuggets that will make life so much easier for parents, educators and all children/students. While aimed at ASD, these strategies are invaluable and will definitely make life easier for those dealing with children with ASD but would ultimately benefit any interaction with any child, neurotypical or not.

Her podcasts make so much sense, are so practical and are handy to refer back to again and again! Do yourself a favour and have a listen and then recommend to your friends!



Ileyray, 08/04/2019

### **Genius work, practical advice**

Years of experience packed into nice tidy podcasts. The advice in the podcasts has helped me practically every day with the neurotypical kids in class. Thank you. Online course is brilliant too.

## **I HAVE ALSO STARTED A FB PODCAST COMMUNITY:**

### **SUE LARKEY PODCAST COMMUNITY**

The aim of this group is to provide an online community to discuss the weekly podcast topics once you have listened. Here we can share more thoughts, strategies and resources with each other!

# **SUE LARKEY**

the podcast community for learning  
about Autism, ADHD, ODD and PDA

## **CLICK HERE TO JOIN NOW**



# 50/50 LEARNING AND BEHAVIOUR PROGRAMS

It is very important when developing a behaviour program that you put in place two types of strategies:

- ✔ Strategies for the **ADULTS** to use to manage the students behaviour.
- ✔ Strategies for the **CHILD** to manage **THEIR OWN** behaviour.



**\*NOTE:** Behaviour can be both 'active' and 'passive'. Some students actually 'shut down', while others 'meltdown' and others hold it together at the time and meltdown later. All of these students need to identify their personal triggers and what actions to put in place.

**You will need to use a combination of strategies** and while at first it may feel like YOU are doing all the work as the student learns to work with what you provide, you will do less and less and eventually move to a 50/50 approach. **This is where 50% of the strategies are by the adult and 50% by the student.** Children on the spectrum need to be 'taught' to use a combination of strategies. I have seen many examples over the years where people put in place a strategy and just expect the child to understand how to use it or what it means.

**One of the key elements of a 50/50 program is teaching children to manage their own emotions.** A pro-active approach to helping children with ASD, ADHD, ODD identify their 'personal triggers' is essential. Once you know these, it is easier to develop the 'Strategies' and 'Actions' to put in place for the individual at home and school.

## 50% STRATEGIES FOR THE ADULTS TO USE TO MANAGE THE STUDENTS BEHAVIOUR

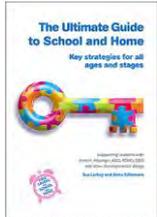
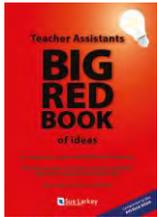
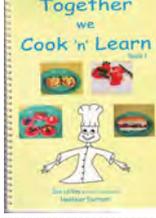
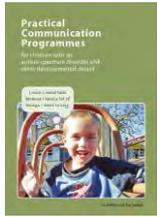
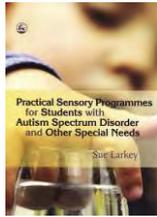
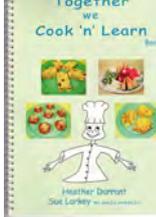
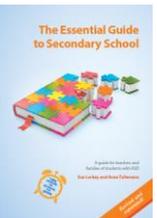
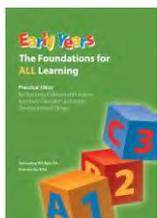
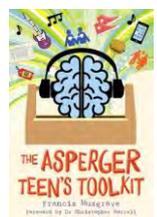
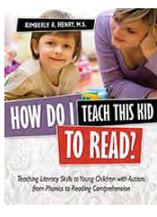
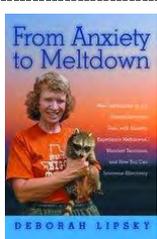
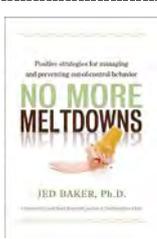
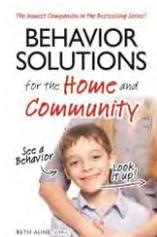
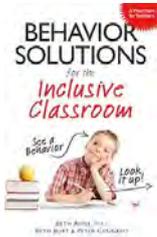
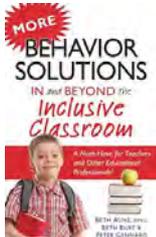


## 50% STRATEGIES FOR THE CHILD TO USE TO MANAGE THEIR OWN BEHAVIOUR

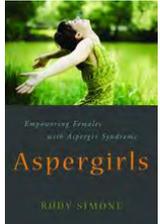
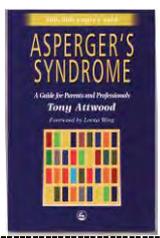
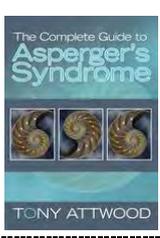
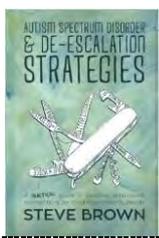
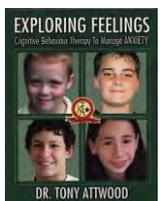
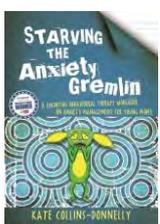
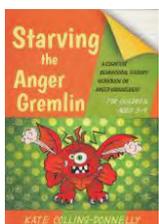
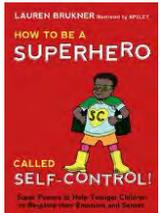
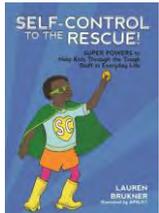
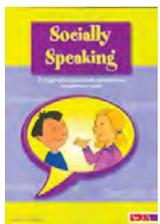
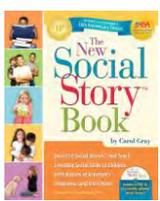
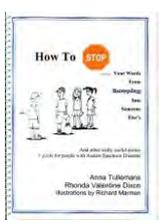
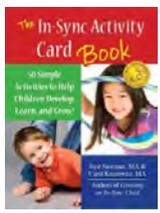
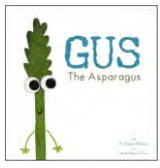
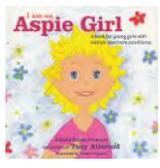
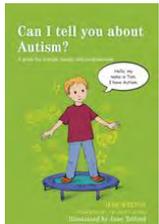


STRATEGY+	ACTION =	INDEPENDENCE & SUCCESS
<ul style="list-style-type: none"> <li>Use a range of <b>visuals to support</b> understanding.</li> <li>Use <b>visual schedules</b> to help students know what is happening.</li> <li><b>This reduces anxiety</b> and increases independence</li> </ul>	<b>Model</b>	<ul style="list-style-type: none"> <li>Follow a visual schedule.</li> <li>Understand changes in schedules and regulate own anxiety if these occur.</li> <li>Refer to visuals to increase understanding</li> </ul>
Use Timers to: <ul style="list-style-type: none"> <li><b>Pre-warn</b></li> <li><b>Indicate HOW long</b> they need to do a task</li> </ul>	<b>Practice</b>	<ul style="list-style-type: none"> <li>Understand time limits through use of timers and clocks.</li> <li>Start/finish agreed task once timer has finished, particularly useful for transitioning.</li> <li>Refer to timer for time management</li> </ul>
Allow the child <b>time to process</b>	<b>Persistence</b>	Ask for help, let adults know when they need time to think etc. Use Social Stories to support, to ask for help or extra time.
<b>Pre-warn and allow completion of tasks</b> before moving on to next activity	<b>Small Steps</b>	Accept they need to 'finish' for now and can complete the activity later (regulate own anxiety)
Use Preventative Breaks <ul style="list-style-type: none"> <li><b>Notice signs of anxiety</b> (change in facial expression, body language etc).</li> <li><b>Put in place strategies</b> like a sensory area. drink/toilet break</li> </ul>	<b>Consistency</b>	<ul style="list-style-type: none"> <li>Request a break before behaviour escalates.</li> <li>Rejoin the group after calming themself.</li> </ul>
<b>Teach signs of anxiety</b> and what to do	<b>Repetition</b>	Notice their anxiety and putting in place strategies to reduce it.
Use <b>social stories</b>	<b>Range of Strategies</b>	Refer to Social Stories and put in place their strategies.
<b>Be aware of your own tone of voice</b> and motions as this can cause behavioural difficulties	<b>Rewards Using Utrategies Independently</b>	Understand other people's emotions and regulate their own.
Use Organisational Supports <ul style="list-style-type: none"> <li><b>Colour</b> coding books</li> <li><b>Clear</b> Timetables</li> <li><b>Homework:</b> having equipment ready, drink and food</li> </ul>	<b>Social Stories</b>	Independently use the organisational supports.
<b>Create consistent routines.</b> When the child knows what is happening and when it reduces anxiety	<b>Timers</b>	Independently follow the routines.
<b>Use of sensory tools allows children "sensory breaks"</b> and encourages processing during listening activities.	<b>Visuals</b>	<ul style="list-style-type: none"> <li>Independently access sensory tools to self-regulate anxiety.</li> <li>Understand sensory needs and use sensory tools to self regulate.</li> </ul>

**RESOURCES:** *Recommended teaching resources*

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

## RESOURCES: Recommended teaching resources

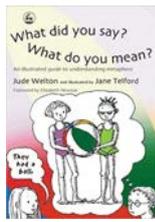
<p><b>Aspergirls</b> By Rudy Simone</p> <p>CODE B64     <b>\$32.95</b></p> 	<p><b>Kids in the Syndrome Mix</b> By Martin L Kutscher MD</p> <p>CODE B91     <b>\$35.95</b></p> 	<p><b>Ten Things Every Child with Autism Wishes You Knew</b> By Ellen Notbohm</p> <p>CODE B43     <b>\$35.95</b></p> 
<p><b>Asperger's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

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**RESOURCES:** *Recommended teaching resources*

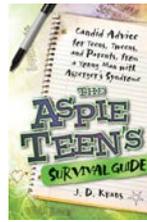
**What did you say?  
What did you mean?**  
By Jude Welton

CODE B45     **\$28.95**



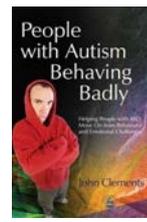
**The Aspie Teen's Survival Guide**  
By J.D. Kraus

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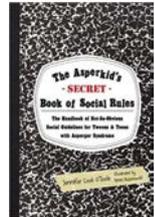
**People with Autism Behaving Badly**  
By John Clements

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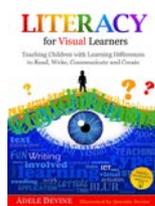
**The Asperkids Secret Book of Social Rules**  
By Jennifer Cook O'Toole

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**Literacy for Visual Learners**  
By Adele Devine

CODE AFXB138     **\$63.95**



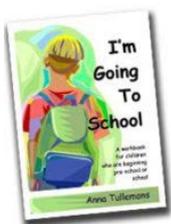
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By Cathy Laver-Bradbury et al.

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**I'm Going to School**  
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**Stay Cool and In Control with the Keep-Calm Guru**  
By Lauren Brukner

CODE B157     **\$35.95**



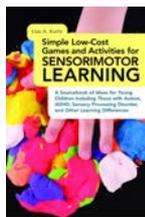
**The Parent's Guide to OT for Autism and Other Special Needs**  
By Cara Koscinski

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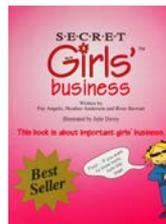
**Simple Low-Cost Games and Activities for Sensorimotor Learning**  
By Lisa A Kurtz

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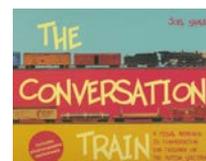
**Secret Girls' Business**  
By Heather Anderson et al

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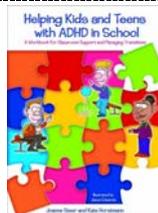
**The Conversation Train**  
By Joel Shaul

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**Helping Kids and Teens with ADHD in School**  
By Joanne Steer & Kate Horstmann

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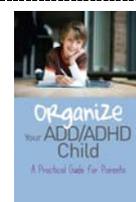
**The Loving Push**  
By Dr Temple Grandin

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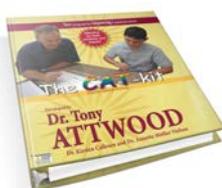
**Organize Your ADD/ADHD Child**  
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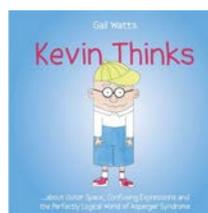
**The CAT-Kit**  
By Dr Tony Attwood

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**Kevin Thinks**  
By Gail Watts

CODE B70     **\$25.95**



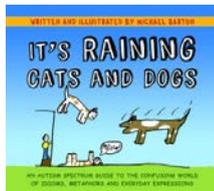
**The Social Skills Picture Book**  
By Dr Jed Baker

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**It's Raining Cats and Dogs**  
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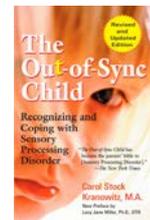
**Apps for Autism**  
By Lois Jean Brady

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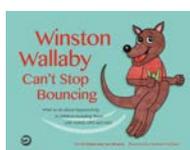
**The Out-Of-Sync Child**  
By Carol Stock Kranowitz

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**Winston Wallaby Can't Stop Bouncing**  
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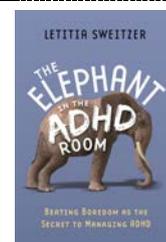
**Exploring Depression, and Beating the Blues**  
By Tony Attwood & Michelle Garnett

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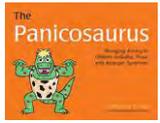
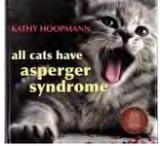
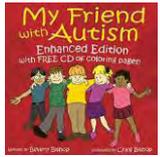
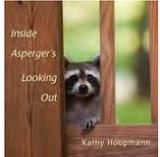
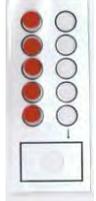


**The Elephant in the room**  
By Letitia Sweitzer

CODE B124     **\$44.95**



## RESOURCES: Recommended teaching resources

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

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Education Events PTY Ltd

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Artarmon, NSW 1570



OR fax your order to:

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### MAKING PAYMENTS:

- credit card
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### NEW ZEALAND ORDERS

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

Dr Tony Attwood	
<p><b>Free Webinar – What is ASD and How to Use this Knowledge to Succeed</b></p> <p>Available: 28 - 11th August 2019</p> <p>In this 40 minute online course you will learn:</p> <ul style="list-style-type: none"> <li>✓ The seven parts of the Criteria for diagnosis of ASD and what this means for teachers, parents and professionals.</li> <li>✓ Profile and characteristics of Girls with an ASD.</li> </ul>	
<b>Course 1</b>	
<p><b>Available: 12 August 2019 (6 weeks)</b></p> <p><b>Dr Tony Attwood – Autism Spectrum Disorder: A different way of thinking, learning and managing emotions.</b></p> <p>In this five hour online course you will learn:</p> <ul style="list-style-type: none"> <li>✓ Cognitive Abilities: A different way of thinking and learning.</li> <li>✓ Managing Challenging Behaviour.</li> <li>✓ Managing Feelings: Cognitive Behaviour Therapy and its role in providing greater strategies to manage emotions and behavior.</li> <li>✓ The Emotional Tool Box, What it is and how to use.</li> <li>✓ Special Interests: Origins and constructive strategies.</li> <li>✓ Strategies to Improve Social Understanding and Friendship.</li> </ul> <p style="text-align: center;"><i>Accreditation – 5 hours</i></p>	

No Overlap

No Overlap

Sue Larkey	
<p><b>Free Webinar – Increasing Engagement and Participation</b></p> <p>Available: 28 - 11th August 2019</p> <p>In this 45 minute online course you will learn:</p> <ul style="list-style-type: none"> <li>✓ Key Strategies to Increase Engagement and Participation.</li> <li>✓ Increased Understanding of How Children/Students with ASD Learn.</li> </ul>	
<b>Course 2</b>	
<p><b>Available: 12 August 2019 (6 weeks)</b></p> <p><b>Sue Larkey – Understanding Autism Spectrum Disorder: Teaching Strategies and Behaviour Support</b></p> <p>In this five hour online course you will learn:</p> <ul style="list-style-type: none"> <li>✓ Key Strategies from Pre-school to Secondary.</li> <li>✓ Teaching Strategies for School and Home.</li> <li>✓ What is ASD, ADHD, ODD, SPD.</li> <li>✓ Promoting Understanding with Peers.</li> <li>✓ Strategies for Social Skills and Playgrounds.</li> <li>✓ How to Increase Engagement and Learning Outcomes.</li> <li>✓ Behaviour Support Strategies: Anxiety, Sensory and Tantrums.</li> </ul> <p style="text-align: center;"><i>Accreditation – 5 hours</i></p>	

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](http://www.suelarkey.co.nz)*

## WORKSHOPS

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### 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 X 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](mailto:dearne@suelarkey.com), or go to [www.suelarkey.com.au](http://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](mailto: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).

### 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](http://www.suelarkey.com.au) to be added to our online database. We'll then email you a link to download the Newsletter when it is released. You will also receive regular e-zines full of practical strategies and top tips.

### Term 3 and 4 2019 Workshops

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#### New South Wales

Newcastle	Fri 9 August
Port Macquarie	Thurs 15 August
Sydney (Ryde)	Fri 16 August
Orange	Fri 13 Sept

#### Queensland

Rockhampton	Thurs 5 Sept
Brisbane (Chermside)	Friday 6 Sept

#### Victoria

Geelong	Friday 2 August
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#### South Australia

Adelaide (Morphettville)	Fri 30 August
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#### Western Australia, Tasmania, Northern Territory, Australian Capital Territory

Online Course. Watch anywhere, anytime.

### 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](mailto:dearne@suelarkey.com.au) or go to [www.suelarkey.com.au](http://www.suelarkey.com.au)  
For more workshop dates and locations visit [www.suelarkey.com.au](http://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

			
<b>FREE Webinar</b>	<b>Increasing Engagement and Participation</b>	<b>What is ASD and how to use this knowledge to succeed.</b>	<b>Strategies to teach children who learn and engage differently in Early Childhood.</b>
In this 40min online course you will learn:	<ul style="list-style-type: none"> <li>✓ Key Strategies to increase Engagement and Participation.</li> <li>✓ Increased Understanding of how Children/Students with ASD Learn.</li> </ul>	<ul style="list-style-type: none"> <li>✓ The seven parts of the Criteria for Diagnosis of ASD and what this means for Teachers, Parents &amp; Professionals.</li> <li>✓ Profile and Characteristics of Girls with ASD.</li> </ul>	<ul style="list-style-type: none"> <li>✓ The Different Learning Styles.</li> <li>✓ How to Adapt Your Program.</li> <li>✓ 5 Key Ways to make Learning Fun.</li> <li>✓ Strategies to increase Engagement and Participation.</li> </ul>
Available online <a href="#">here</a>	✓	✓	✓
<b>Online Course</b>	<b>Understanding Autism Spectrum Disorder: Teaching Strategies and Behaviour Support.</b>	<b>Autism Spectrum Disorder: a different way of thinking, learning and managing emotions.</b>	<b>Developing Early Childhood Approaches for Children with Additional Needs</b>
In this five-hour course you will learn:	<ul style="list-style-type: none"> <li>✓ Key strategies from Pre-school to Secondary.</li> <li>✓ Teaching Strategies for School and Home.</li> <li>✓ What is ASD, ADHD, ODD and SPD.</li> <li>✓ Promoting Understanding with Peers.</li> <li>✓ Strategies for Social Skills and Playgrounds.</li> <li>✓ How to increase Engagement and Learning Outcomes.</li> <li>✓ Behaviour Support Strategies: anxiety, sensory and tantrums</li> </ul>	<ul style="list-style-type: none"> <li>✓ Cognitive Abilities: a different way of thinking and learning</li> <li>✓ Managing Challenging Behaviour</li> <li>✓ Managing Feelings: cognitive behaviour therapy and its role in managing emotions and behaviour</li> <li>✓ The Emotional Tool Box; what is it and how to use</li> <li>✓ Special Interests: origins and constructive strategies</li> <li>✓ Strategies to improve Social Understanding and Friendship</li> </ul>	<ul style="list-style-type: none"> <li>✓ How to use Different Ways of Teaching</li> <li>✓ Teaching Strategies for School and Home</li> <li>✓ How to help children develop communication (verbal &amp; non-verbal)</li> <li>✓ Steps to Develop and Individual Program</li> <li>✓ Behaviour Management Strategies &amp; Positive Support</li> <li>✓ How to create an Individual Sensory Program</li> <li>✓ Tantrums v Meltdowns</li> </ul>
5 Hour Accreditation	✓	✓	✓
Available online <a href="#">here</a>	✓	✓	✓
10 Weeks to complete	✓	✓	✓
For All Ages and Stages	✓	✓	
For Children < 6 years			✓

\*\* All courses are available online at [www.elearning.suelarkey.com.au](http://www.elearning.suelarkey.com.au)

To register, or for more information go online to [www.elearning.suelarkey.com.au](http://www.elearning.suelarkey.com.au) or email Eliza: [support@suelarkey.com.au](mailto:support@suelarkey.com.au)



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