

Making it a success!

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ODD and PDA

Social Skills

**Anxiety and the Power
of Preventative Breaks**

**How to Support Motor
Skills**

ADHD

Homework

PLUS MORE!

NEW

**Emotional
Regulation
Masterclass
Available**





SOCIAL SKILLS

Everyday social interactions are complex and multi-layered. Everyone makes some social mistakes but on the whole we are quick to recognise our errors and act to repair them. However, people with autism spectrum disorder (ASD) are seriously disadvantaged socially as they have great difficulty understanding non-verbal communication, such as facial expression, body language and/or tone of voice. Their literal interpretation of language means that they frequently misunderstand the actual words.

We know, almost instinctively so it seems, how to act in different situations even when the differences are quite subtle; e.g. where to stand in a lift when it is full or empty, where to stand when there are only two people in the lift such as yourself and a stranger or yourself and a friend. For people with ASD these differences are not obvious so they tend to apply the rule they learnt the first time they were in that particular setting whether it was appropriate or not. In addition they are unable to 'read' the other person's reactions and so make no attempt to repair the situation if this could be proven necessary.



Social skills are not easy to teach as they are complex and so much depends on 'reading' an individual, and adjusting to the individual situation as it evolves. We often do not realise exactly what is involved in a social skill but **we immediately recognise when it is absent**. When teaching social behaviours and skills to students with ASD many of us fall into the trap of assuming knowledge on the person with ASD's part, e.g. we fail to realise that the young child will not know that one greets friends in a different way to the school principal or even that the child will understand what the word 'greet' means. It is commonly known that children with ASD are socially naive and have the social awareness, without necessarily the quality, of a child two or three years younger than they are.

10 TIPS TO REMEMBER WHEN TEACHING SOCIAL SKILLS

Excerpt from *Developing Social Skills* by Sue Larkey and Gay von Ess

- 1 Adapt activities to REAL people and places the child knows. Imagine you are talking to teacher, friend, name a specific student — include real names of people they know.
- 2 Remember that social expectations frequently become more complex as people get older — repetition and elaboration is essential.
- 3 Tell what to do, not what NOT to do. Instead of “NO JAMES” say “James wait, Sarah first.”
- 4 Catch students doing ‘the right thing!’ and reward.
- 5 Do not assume they will generalise, they need to practice in different environments.
- 6 Engage peers as they can be great role models and encourage students in a range of situations.
- 7 Be a role model. Being slightly over-dramatic will help the child identify points you are illustrating; e.g. body language, tone of voice, coping with mistakes.
- 8 Use visuals — a picture is worth a thousand words or more!
- 9 Make teaching quick and fun!
- 10 PRACTICE, PRACTICE, PRACTICE.

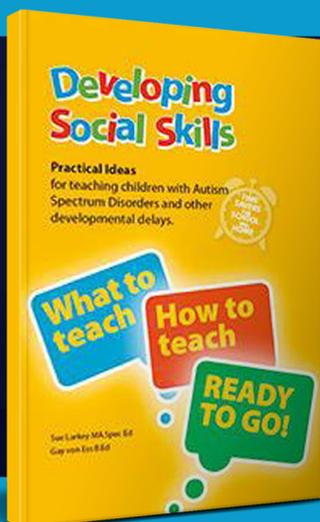


More great ideas and timesavers
available in my book “*Developing Social Skills*”.

DEVELOPING SOCIAL SKILLS

PRACTICAL IDEAS FOR TEACHING CHILDREN WITH ASD

by Sue Larkey and Gay von Ess

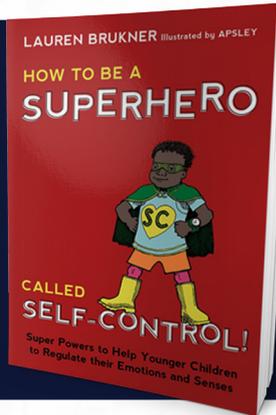


A starting point for teaching and encouraging social interactions and skills for children with autism spectrum disorders and other developmental delays. It is a useful concrete and visual resource which when coupled with videoing, role playing and modeling will help young primary school age children with an autism spectrum disorder to better understand the social world around them. This book includes 100s of ideas, social stories and worksheets. It is a great resource full of time savers for home and school.

- Code: B31
- \$45

Book available here!

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.



How to be a Superhero Called Self-Control

By Lauren Brukner

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

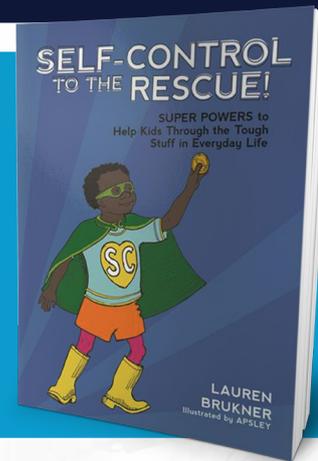
CODE B142 **\$35.95 (plus P & H)**

Self-Control to the Rescue

By Lauren Brukner

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

CODE B163 **\$35.95 (plus P & H)**



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.

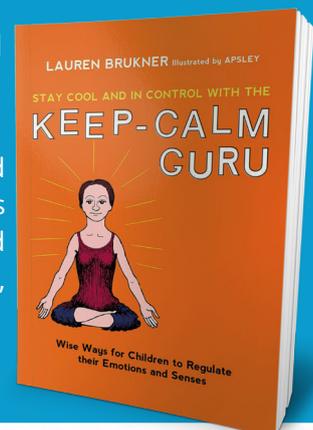
CODE B111 **\$35.95 (plus P & H)**

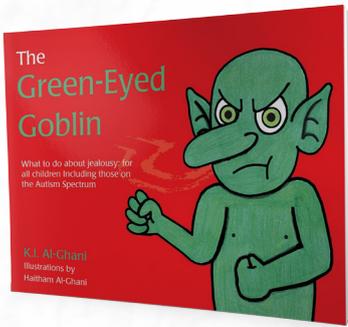
Stay Cool and In Control with the Keep-Calm Guru

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)**





The Green-Eyed Goblin. By K.I. Al-Ghani

Green Eyed Goblin = JEALOUSY

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

CODE B156 **\$33.95 (plus P & H)**

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

The Red Beast= ANGER

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

CODE B38 **\$33.95 (plus P & H)**

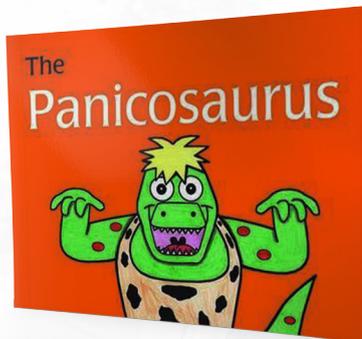


The Panicosaurus: By K.I. Al-Ghani

Panicosaurus = ANXIETY

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

CODE B39 **\$33.95 (plus P & H)**



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

DISAPPOINTMENT

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

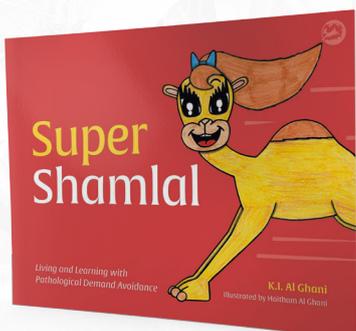
CODE B41 **\$33.95 (plus P & H)**



Super Shamlal: By K.I. Al-Ghani

Shamlal the Camel finds it almost impossible to do all the normal, everyday things that the other camels do. Her first word was 'NO!' and this is still the word she repeats the most through every day. Luckily, Shamlal's parents take her to a psychologist who explains that she has PDA, and gives her tips for how to live and learn with the syndrome.

\$33.95 (plus P & H)



HOW AND WHY TO USE VISUALS

Visuals include real objects, parts of objects or remnants (e.g. empty packet of sultanas), photographs of the actual object, photographs of similar objects, drawings, computer generated symbols (e.g. Boardmaker, Pics for PECS) and written words.

Why Use Visuals?

Up to 80% of families have their child's (with autism spectrum disorder) hearing test first because of delays in language development and not responding to verbal cues. The hearing test normally shows no problems, the issue is actually difficulty processing or understanding language.

This is why visuals are very important to use in a child's daily life to support verbal language.

9 REASONS *to Use Visuals*



Can be referred back to



Remains constant long after the word has been said



Allows for slow processing



Prepare for transition



Support all students learning



Visual Schedules promote independence as they know what to do next



Transferable between home and school



Show clearly what is expected



Reduce Anxiety

HOW TO USE VISUALS

- 1 **Always couple visuals with speech.** They are an aid to help you understand spoken language, not a substitute.
- 2 **Be eclectic.** You do not need to only use one type of visual.
- 3 **Always print the name of the visual,** to ensure consistent language (is it a mug or a cup?) and to aid in long term literacy.
- 4 **To be valuable visuals must be accessible.** Keep them near where you are likely to use them – e.g. sticking the finish symbol on the door frame in every room means one is always available.
- 5 **Wait!** Like all communication you need to **allow the child time to process and point.**
- 6 **Persevere.** Your child may need many trials before they make the connection between the visual and the real object.
- 7 **Speak to your speech therapist/pathologist about introducing your child to PECS** (Picture Exchange Communication System).
- 8 **Visuals will continue to be of value to your child** even after they have learnt to talk – they will be able to check back to them whenever unsure.
- 9 **Remember most people use visuals** – shopping lists, diaries, etc., are all visuals!

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



Remember

A picture is worth 1000 words!

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

ENROL NOW



ODD AND PDA

Have you heard of ODD (Oppositional Defiance Disorder) & PDA (Pathological Demand Avoidance)? I am seeing more and more children with a dual diagnosis of ASD and ODD & PDA. It is generally agreed PDA is part of the Autism Spectrum Conditions whereas ODD can occur on its own.

Phil Christie, a child psychologist, said *"It is inevitably the case that when conditions are defined by lists of behavioural features there will be interconnections and overlaps. This results in certain aspects of ODD and PDA presenting in a similar ways"*

What is ODD?

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

What is PDA?

PDA is characterised by an **extreme avoidance of everyday demands and an anxiety-driven need to be in control**. People often describe children with PDA as unpredictable or 'Jekyll and Hyde' as they can be charming at one moment and angry or distraught at another. Children will often appear charming and more socially able than a child with typical autism, but will struggle to understand the subtleties of social interaction on a deeper level. PDA obsessions tends to be more social in nature, often about a particular person. They often have a "best friend" who they won't let play or work with other children in the class.

What you might see with either ODD or PDA

- Refuses to do what is asked
- Always answers with “No”
- Talks back
- Deliberately ignores instructions
- Won't participate in activities
- Makes own rules
- Angers very easily
- Stuck in negative thought patterns
- Has strong likes and dislikes but often can't tell you why
- Withdrawing into fantasy world
- Giving excuses like 'I'm tired' or complaining of physical impairment 'my hand hurts'



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

11 Quick Tips For Supporting Students with ODD/PDA

- 1 **Choose your battles.** As soon as you find yourself in conflict ask “Is conflict going to resolve or escalate the situation?”
- 2 **Try distracting the child** to something else in a very calm voice.
- 3 **Try to catch the child doing LOTS of great things.** Even if they sit still for one second, tell them “great sitting” as soon as they do the right thing!
- 4 **Let them be your special helper** or give special jobs
- 5 **NEVER take what they say personally** (yes we know that sometimes what they say is awful – killing, hurting, etc., but what they want the most is a reaction so don't react!)
- 6 **Remember that strategies will wear out very quickly,** and when they do, move on to another strategy.
- 7 Children with ODD have a strong resistance to change. Any changes can cause a lot of anxiety, so **look at strategies to help them manage their anxiety.**
- 8 **Offer clear choices** with set boundaries
- 9 Break tasks and activities into **small achievable steps**
- 10 **Find small ways to connect and build a relationship with them.** Start with talking about things they love or are interested in
- 11 **Use physical prompts rather than directly asking them to do something.** E.g. point to what work they need to do, rather than telling them to do it. (refer to pg 6 on why visuals are so important)

SUPER SHAMLAL

LIVING AND LEARNING WITH PATHOLOGICAL DEMAND AVOIDANCE

by Kay Al-Ghani and Haitham Al-Ghani



Shamlal the Camel finds it almost impossible to do all the normal, everyday things that the other camels do. Her first word was 'NO!' and this is still the word she repeats the most through every day. Luckily, Shamlal's parents take her to a psychologist who explains that she has PDA, and gives her tips for how to live and learn with the syndrome.

This simple, illustrated storybook will help children aged 7-11 with PDA to recognise its features, and develop tools to support them. A helpful introduction for parents and carers explains how it feels to live with the panic attacks and general anxiety that are caused by living with PDA, and the appendices at the back provide useful strategies to be adopted at school and at home.

► Price \$33.95

COLLABORATIVE APPROACHES TO LEARNING FOR PUPILS WITH PDA

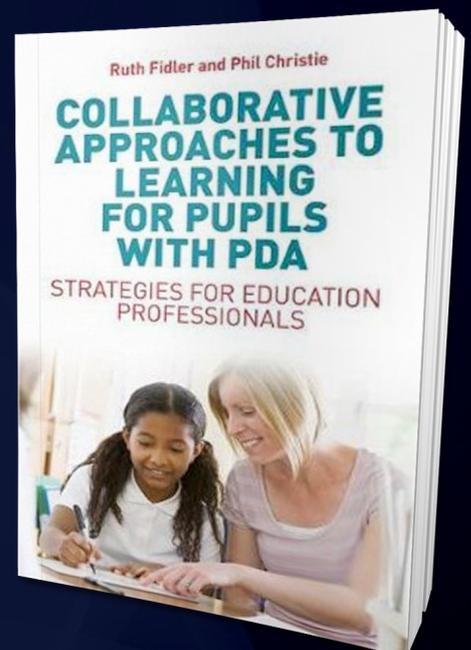
STRATEGIES FOR EDUCATION PROFESSIONALS

By: Ruth Fidler, Phil Christie

Educational environments can present challenges for children with Pathological Demand Avoidance (PDA), who require different strategies than children with a more straightforward presentation of autism, and schools frequently find themselves struggling to meet their complex needs. In this guide PDA experts Ruth Fidler and Phil Christie outline effective strategies for supporting pupils with PDA in education settings.

Including a useful overview of PDA, this book outlines the impact of this diagnostic profile on learning, and explains why Collaborative Approaches to Learning is such a successful method for supporting pupils with PDA. It shows how teaching professionals can get started with this approach, with advice for implementing key strategies to overcome common challenges.

► Price \$32.95



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
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 Victorian Institute
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Your Learning. Your Teaching.

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Course is rating 4.8
stars out of 5 on
NESA site



ANXIETY, ASD AND THE POWER OF PREVENTATIVE BREAKS

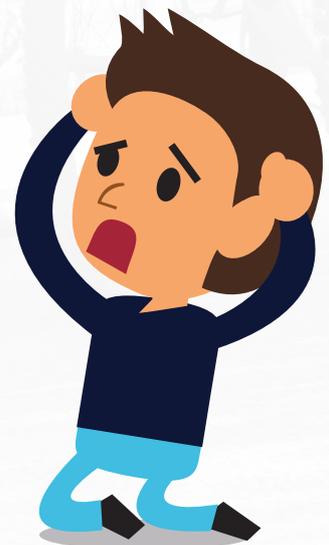
Research has shown that more than **75% of all children with ASD experience INTENSE anxious feelings**. Today education is full of choices, open ended tasks and constant changes. For most students this makes learning interesting **BUT** for students with ASD, ADHD, ODD, etc. this creates many challenges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

ANXIETY CAN LOOK LIKE

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

THE POWER OF PREVENTATIVE BREAKS

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

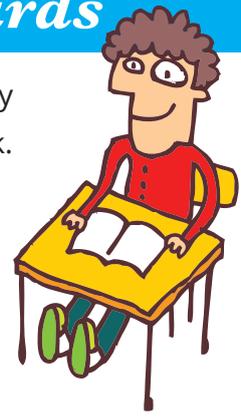


Why you should use Break Cards

Remember sometimes anxious children with ASD can have difficulty communicating effectively, so this is why we use visual cards to request a break.

You can use these in two ways:

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



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

How to use Break Cards

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

BREAK CARD

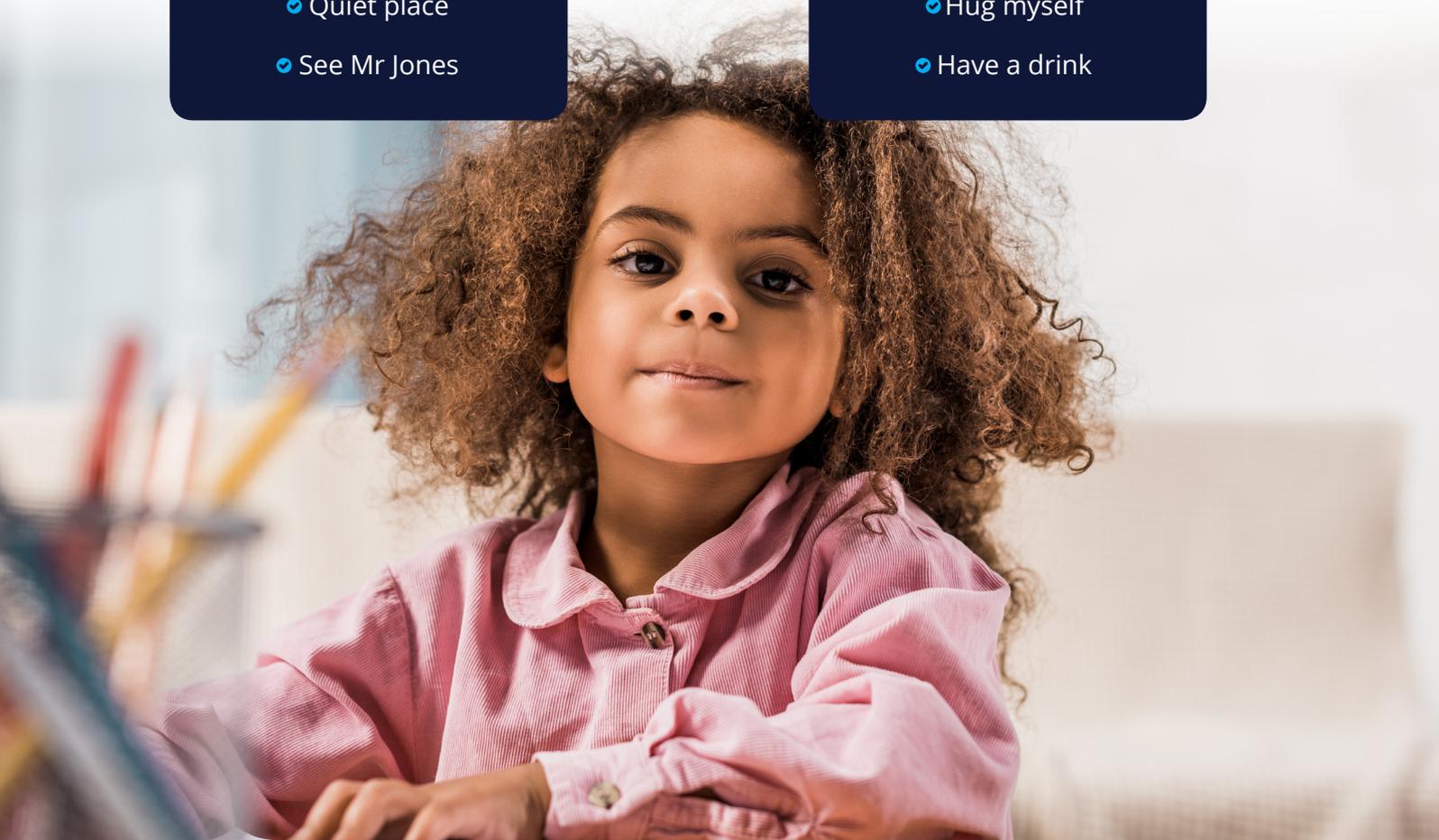
I can ask for

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

BREAK CARD

I can

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



PHYSICAL BREAKS

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



RELAXATION BREAKS

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



NON-THREATENING WITHDRAWAL

Diversion before Meltdown

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

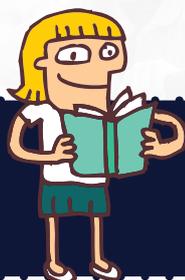
OTHER STRATEGIES

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



SOLITUDE SUGGESTIONS

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



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

NEW EMOTIONAL REGULATION MASTER CLASS

Online 3 Hour Course



For people who have attended or completed online Sue Larkey's or Dr Tony Attwood's courses. Feedback from courses participants said, they wanted more strategies & ideas to teach emotions BEFORE Meltdowns start.

- Recognise emotions in themselves & others
- Strategies to regulate emotions/behaviours
- Activities to do with whole class, small groups & individuals
- Timesavers- Ready Made Worksheets & Activities

MORE INFORMATION



HOW TO SUPPORT MOTOR SKILLS

A Whole Body Approach

By Sally McNamara (OT)

As an occupational therapist I am often asked for ideas on how to support or 'fix' one aspect of motor development. For example, a child might hold their pencil incorrectly, have difficulty riding a bike or be unable to dress independently.

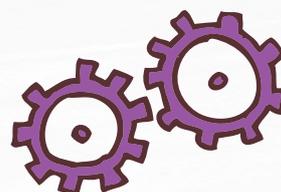
While most people hope there is a quick solution to the problem the truth is that **each motor skill involves a series of complex connections between many different parts of the brain and body.** As a consequence the development of each motor skill requires consideration of the whole body and how it works together.

So while fine motor activities are still important for children who have fine motor delays, only focusing on exposing the child to more fine motor activities will mean that the child is unlikely to make as much progress as one who has been encouraged to participate in activities that support the development of the body as a whole.

Understanding motor skills development (and why is this important?)

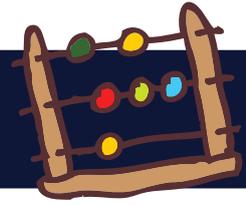
As humans we develop our motor skills in a certain pattern; from the head-down and the inside-out. In other words we gain control of our upper body before our lower body, and we develop control and strength in our trunk (core) before our limbs.

This understanding of how the body develops is very important as it means that if we want to improve fine motor skills (e.g. for activities like hand-writing, cutting, using utensils etc.) then we have to start by working backwards. This involves looking closely at important areas of motor development such as gross motor coordination, the stability of the shoulder and the body's core strength.



A child cannot have distal control without proximal stability. What this means is that if a child's core muscles are weak, if their shoulder joint is unstable and/or if they have difficulty with larger (gross) movements then they will inevitably struggle with their fine motor control.

It is important to always remember that considering motor skills as part a system – rather than in isolation – is critical.



Example of Whole Body Approach

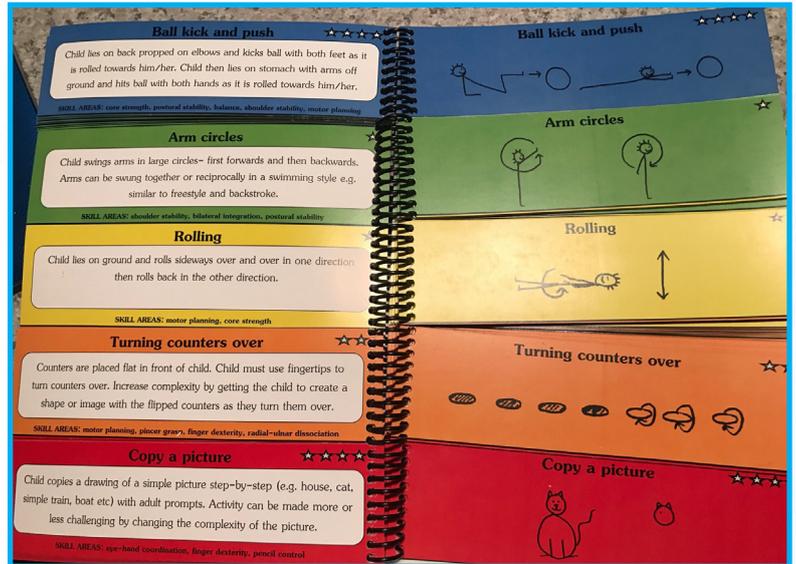
If you know a child who finds certain motor activities challenging then it is important to look at all aspects of their motor development and **determine how other factors might be influencing the body as a whole**. While most issues with pencil control and fine motor coordination are typically easy to identify, gross motor coordination difficulties, reduced shoulder stability and poor core strength can be harder to pick up. The whole approach considers:

- 1** **Signs of reduced gross motor coordination can include** difficulty crossing the midline of the body (e.g. touching the elbow to the opposite knee), poor balance, slower reaction times, clumsiness, and/or difficulty performing alternating movements or movement sequences.
- 2** **Signs of reduce shoulder stability can include** a tendency to tense or tuck the shoulder during fine motor tasks, difficulty supporting body weight through the arms or trouble keeping arms up in the air, and/or a tendency to use large arm movements instead of smaller hands and finger movements (e.g. whole arm movements when writing).
- 3** **Signs of reduced core strength can include** slumped or frequently changing posture, difficulty lifting head and limbs off the ground when lying on stomach or back, a tendency to prop on hands or arms when sitting, and/or back or neck pain.

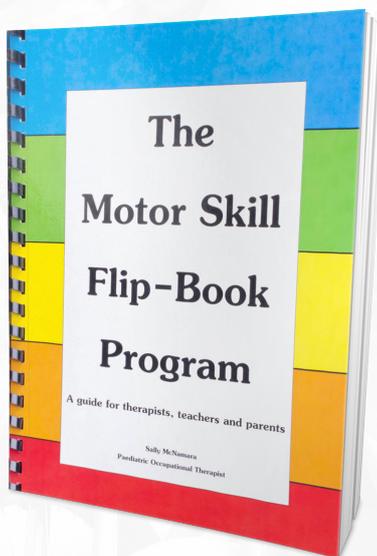


Sue Larkey's Comment

This programme is fantastic as it solves motor issues with quick fun activities. You can give this book to parents/carers or support staff to follow. It has GREAT time-savers that use a whole body approach to motor skills. I love the way it is divided into the whole body activities and covers five key motor skill areas – 'core strength', 'shoulder stability', 'gross motor coordination', 'fine motor coordination' and 'pencil control'. I also love that each of the 100 activities can be mixed and matched quickly and easily for the child to follow during each session.



Great Resource



The Motor Skill Flip-Book Program

By Sally McNamara

Developed by a paediatric occupational therapist in response to demand for quick and easy motor skill programmes for children. Five colour-coded areas of motor development incorporating the whole body; including core strength, shoulder stability, gross motor co-ordination, fine motor co-ordination, and pencil control skills. 100 mix and match activities of varying degrees of difficulty. Beneficial for children who experience handwriting difficulties as well as general coordination and motor development issues.

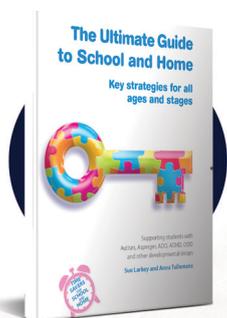


Making it a success with Sue Larkey!

suelarkey.com.au

SUE LARKEY

MAKING IT A SUCCESS: TEACHING STRATEGIES & BEHAVIOUR SUPPORT



THE ULTIMATE GUIDE TO SCHOOL AND HOME

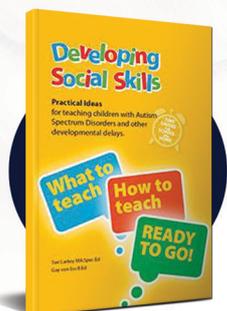
BY SUE LARKEY AND ANNA TULLEMANS Code: B96 | Price: \$44.95

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

TEACHER ASSISTANTS BIG RED BOOK OF IDEAS

BY SUE LARKEY AND ANNA TULLEMANS Code: B15 | Price: \$39.95

Hundreds of ideas you can try. Setting up the classroom, the role of the teacher assistant, behaviour in the classroom and playground, stages of anxiety, transition, sensory toys and activities. Includes frequently asked questions and MORE!



DEVELOPING SOCIAL SKILLS

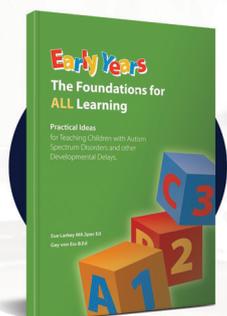
BY SUE LARKEY & GAY VON ESS Code: B18 | Price: \$39.95

A starting point for teaching and encouraging social interactions and skills for children with autism spectrum disorder and other developmental delays. It is a useful concrete and visual resource which when coupled with videoing, role playing and modelling will help young primary school age children with 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.

TEACHER ASSISTANTS BIG BLUE BOOK OF IDEAS

BY SUE LARKEY AND ANNA TULLEMANS Code: B16 | Price: \$39.95

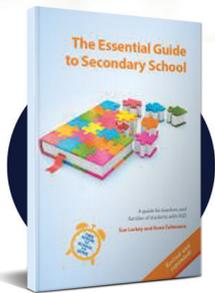
Companion to the Teacher Assistants Big Red Book of Ideas. Hundreds of new strategies to try. Social skills: playgrounds, friendships, building self esteem, bullying. In the classroom: getting on task, adapting tasks and exams, building independence. Managing anxiety and behaviour.



THE EARLY YEARS: THE FOUNDATIONS FOR ALL LEARNING

BY SUE LARKEY & GAY VON ESS Code: B04 | Price: \$39.95

A starting point for teaching and encouraging social interactions and skills for children with autism spectrum disorder and other developmental delays. It is a useful concrete and visual resource which when coupled with videoing, role playing and modelling will help young primary school age children with 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.



THE ESSENTIAL GUIDE TO SECONDARY SCHOOL

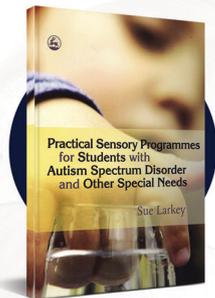
BY SUE LARKEY & ANNA TULLEMANS Code: B02 | Price: \$44.95

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

TIPS FOR TOILETING

BY JO ADKINS & SUE LARKEY Code: B17 | Price: \$29.95

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



PRACTICAL SENSORY PROGRAMMES

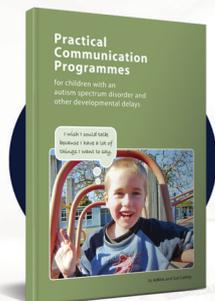
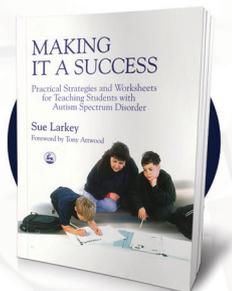
BY SUE LARKEY Code: B05 | Price: \$44.95

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

MAKING IT A SUCCESS

BY SUE LARKEY Code: B01 | Price: \$39.95

This is the ideal reference for schools to successfully integrate students into the classroom. It provides easy to follow, proven strategies and worksheets to use immediately. Dr. Tony Attwood writes in the foreword: "Sue has a remarkable ability to identify and briefly explain the difficulties experienced by a child with autism in a regular classroom and to suggest realistic and practical strategies to improve abilities and behaviour. Her advice is succinct and wise."



PRACTICAL COMMUNICATION PROGRAMMES

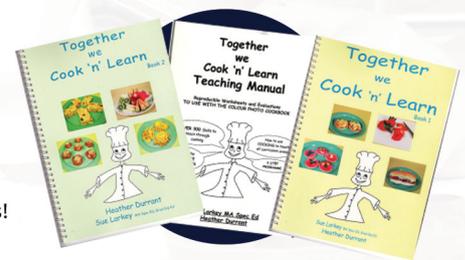
BY JO ADKINS & SUE LARKEY Code: B19 | Price: \$44.95

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.

BOTH COOK BOOKS AND TEACHING MANUAL

BY HEATHER DURRANT & SUE LARKEY Code: B06MA3 | Price: \$104.95

These books are an ideal teaching programme for everyone. Cooking is a marvelous tool to teach everything from maths to social skills. Because cooking is a favourite with all children it's a wonderful teaching and learning activity appropriate for all ages and stages!



RED AND BLUE BOOK BUNDLE

BY JO ADKINS & SUE LARKEY Price: \$75.00

BOTH BOOKS. Two fantastic companion guides with no repetition or overlap between the two book. Hundreds of ideas and practical strategies for teachers and teacher assistants to try. GREAT FOR TEACHERS TOO!

ADHD

Joanne Steers and Kate Horstmann have put together a fantastic book full of hundreds of ideas to help students with ADHD in school. I believe these strategies are great for a range of children, including those with ASD. **The book is full of ideas for every day school situations, and provides easy strategies to implement.** Kate has kindly put together some quick tips for helping kids keep cool and calm, which will hopefully help you prevent a child's anxiety!

Quick Tips for Helping Kids Keep Cool and Calm

- 1 Get Organised.** Rushing is nearly always stressful, and so is forgetting things. Having clear systems for everyday tasks is vital, and so is scheduling regular 'chill out' times in between activities.
- 2 Get Active!** Regular exercise is great for releasing tension and creates a natural 'happy buzz'. Getting active might be playing a sport, walking the dog, dancing to an MP3 or doing some push-ups.
- 3 Have a laugh.** It is almost impossible to feel stressed while you are having a laugh or sharing a joke, so make sure that the young person has plenty of time to have fun each day!
- 4 Break the mood.** You can also use humour and a playful approach when you want to quickly change a mood and create some 'breathing space'. This gives the young person an opportunity to regain control and move away from feelings of blame or shame.
- 5 Check the basics.** Getting enough sleep, eating a healthy diet and drinking enough water are all vital ingredients in ensuring that the brain and body get the sustenance it needs to function effectively.
- 6 Timing is everything.** Remember that specific strategies to help a young person deal with stress should only be used in the early 'rumbling' stages. Once the young person is 'exploding' no strategy will be effective and they could actually create additional problems. Prevention is the key!
- 7 Don't add demands.** Learn to identify the early warning signs of stress that are unique to the young person and make sure you don't add demands or 'remind' them of what they should/need to be doing when they are in this stressed state. Focus on avoiding escalation by instead giving them a short break or by actually reducing demands.
- 8 Lead by example.** Show the young person how to cope with stress in a positive way by doing it yourself, even if you have to practice 'faking it' at times! Staying calm yourself when dealing with difficult situations is an invaluable skill for both you and them (and it can take lots of practice!).
- 9 Get it out in the Open.** Talk about stress on a regular basis – make it an important topic for everyone, discuss examples from TV, talk through your own stressors and swap ideas and strategies.

WHEN YOU SEE THIS BEHAVIOUR

Easily distracted by movement and other students in the classroom

- Unable to complete work within the given time
- Difficulty with homework



- Loses books
- Can't keep track of books/paper
- Doesn't have the right equipment i.e. pens, scissors, calculator



- Complains lessons are boring
- Fails to see the point of the task or why they need to learn it



- Needs to move around

- Does well at the beginning of an assignment / assessment task but quality of work decreases towards the end
- Doesn't hand in work even if partially completed



TRY THIS SOLUTION

- Seat student at the front and away from known distractions
- Give them movement breaks

- Use Time Timers
- Give time warnings before task ends (e.g. 10 minutes, 5 minutes)
- Kids with ADHD often do their best work in the last 5 minutes
- Practice estimating time to complete task
- Make checklists and prioritise

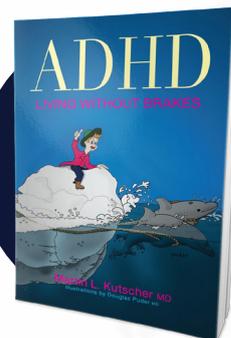
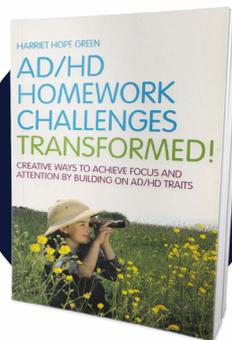
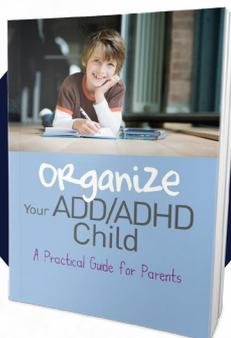
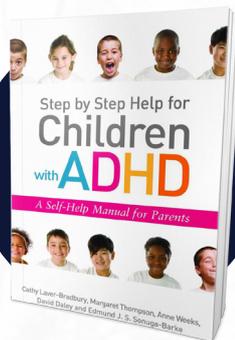
- Use binders and folders to help organise
- Help them sort their tote box / locker / storage spaces
- Show them how to organise their belongings (e.g. colour coding books, take a photo of how it should look to refer back to)
- Minimise amount of equipment so less things to get distracted by (e.g. 2 pencils not 10)

- Ensure to involve the student in presentations, helping you set up IT
- Give them a special task (e.g. putting on the music)
- Get them to hand out paper / collect things from students
- Write social scripts to explain why we have to learn things we don't enjoy
- Explain we all have different interests and maybe you will enjoy the next thing, sometimes school is boring and we do things that we have done before, but might be new to someone else

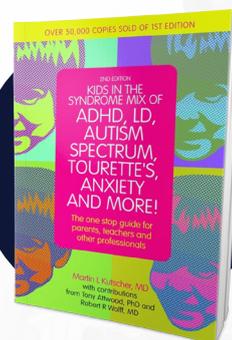
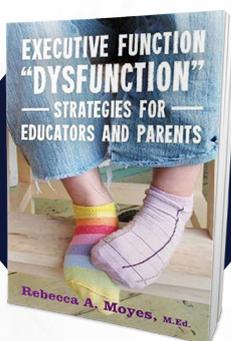
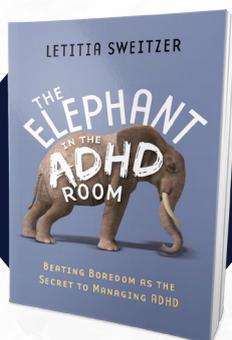
- Do task then use movement as a reward
- **See pg 11 Power of Preventative Breaks**

- Break long assignments / assessment tasks into smaller parts. Have students hand in small parts as completed, then put together at the end.
- Tell them hand in what they have done regardless if completed
- Show them examples of other students work (at a similar level) to see what is required and expected. This will allow them to see the task is manageable

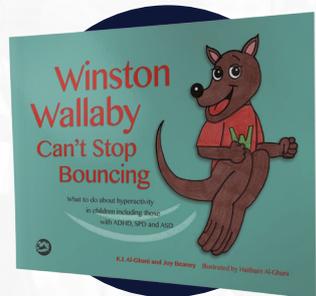
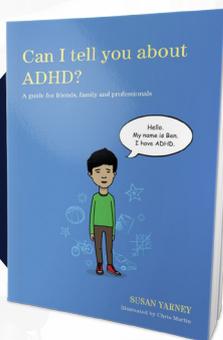
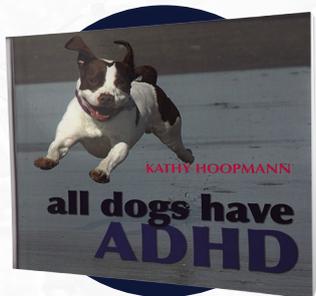
BOOKS FOR HOME (PARENTS/CARERS)



BOTH HOME AND SCHOOL

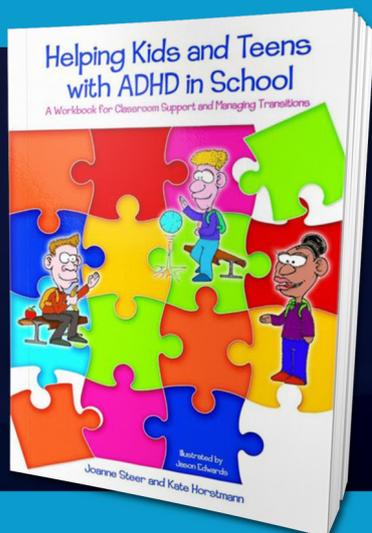


TALKING TO CHILDREN ABOUT ADHD



HELPING KIDS AND TEENS WITH ADHD IN SCHOOL

by Joanne Steer & Kate Horstmann



This fun and interactive workbook is aimed at actively engaging young people with ADHD and supporting them. Using tried-and-tested strategies and top tips, this fully-photocopiable workbook will help adults to work collaboratively with young people to learn, test strategies, set goals and develop comprehensive support plans around individual needs.

➤ Code: B23

➤ \$49.95

Book available here!



HOMEWORK

Keep in mind the very real stress and mental exhaustion that many of these students have at the end of the school day. The social aspect of school leaves them with an **absence of breaks during the school day** and for these students, school is for learning and home is for relaxation and time out. The ASD student needs downtime and that can usually happen at home where there is less pressure to constantly conform.

Be aware that often homework is completed but not handed in. This can be due to anxiety that it isn't good enough or the teacher didn't specifically request it and the student didn't automatically hand it in. This is where home and school communication is vital. We recommend that as soon as a student doesn't hand in homework contact the parents that day so it can be actioned immediately.

9 Essential Strategies for Homework

- 1 **Arrange Learning Enrichment** / Tutor / Teacher Assistant to help formulate a homework plan.
- 2 Only **give two good resources** from which to gather information.
- 3 **Use a tutor** (not parents) to help with the homework.
- 4 **Choose which subjects require homework responsibilities**, i.e. if he is good at maths he may not need to revise maths lessons with homework.
- 5 **Find the right time and place** (not straight after school. Give them time to relax, eat and drink e.g. do reader in the morning rather than the afternoon).
- 6 **Keep homework short**, with specific start and stop times.
- 7 **Think quality not quantity**. Choose a few selected questions that cover the most important content or main ideas to support the lesson.
- 8 **Stay involved**. Avoid doing the work for them. Give small rewards after doing a small amount of work or, reading and re-emphasising questions can sometimes help to get the right answer.
- 9 **Parents**: sometimes if you sit at the same table and do your own work it can encourage the child to do theirs.

Ideas to Help Students with Homework

INTERVENTIONS FOR STUDENTS WHO STRUGGLE WITH TIME MANAGEMENT



Make checklists and prioritise tasks



Keep a schedule including breaks for food, drink, movement



Use a visual timer



Have a set space to work (make sure clean and clear of distractions)



Teach skills for staying organised and tidy



Practice strategies for moving on when stuck or make mistakes



Remove phone and other devices - remind can have in break or once finished



Teach time management by getting them to guess how long they think a task will take



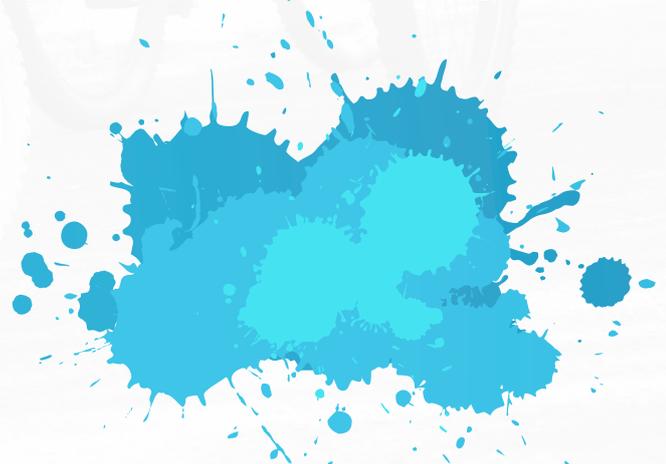
QUICK RESULTS IN SECONDARY SCHOOL

6 Key Strategies

In my experience one of the biggest challenges for staff and students is **the number of staff involved with the student compared to primary school**. Staff should endeavour to share what works and problem solve with the whole team. Reinforcement across all settings will build competence faster and will result in more success for staff and students.

- 1 Think of each student as an individual.** Support the age appropriate interests* and raise expectations towards independence and peer level behaviour as much as possible. (See book pages 5 and 6).
- 2 Help the student build skills and independence.** Nominate the behaviours/skills working on each week. Building competencies requires patience, setting priorities and establishing small goals to reach the desired outcome. (See book pages 14 and 16).

- 3 Understand where the student is at and problem solve what is impeding his progress.** Then develop the teachable, scaffolding steps that will help him move forward. (See book pages 26, 39, 40 and 68)
- 4 Motivate to Success.** Know what motivates a particular student. Knowing that this may be different to other typically developing students. Use this interest to focus attention on less interesting or non-preferred activities. (See book page 73)



5 Effort Expected = Reward Offered. Ensure that the reward is substantial enough for the student to want to extend their effort. As a student becomes more familiar and more competent with new skills, his confidence, interest and motivation will increase and the need for rewards will decrease. Unfortunately for many of these students we need to use substantial rewards to engage them, as unlike their peers, intrinsic rewards are often irrelevant. (See book page 73)

6 Small Steps of Success = Big Steps Forward. Shape behaviour by making small changes at a time and utilise reinforcement strategies, social (praise) as well as concrete (favourite activity). The reinforcement needs to have more value than the behaviour..(See book page 95)

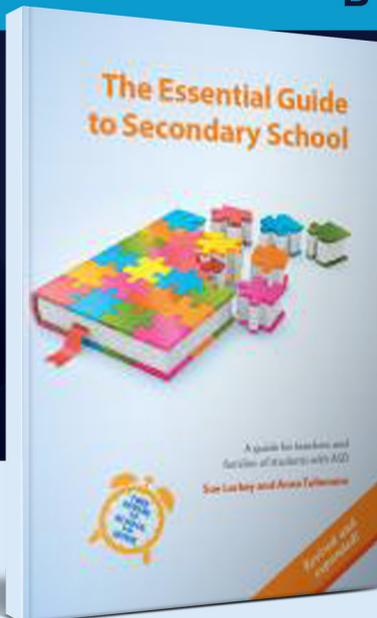


***Age Appropriate Interests:** Sometimes you need to replace earlier interests with new interests which can help build relationships with peers. Moving from Lego, to Minecraft, to computer games. Students need to be able to talk about the same topics as their peers. This is especially important in a mainstream classroom. The broadening of interests will encourage greater participation with others.



All New Revised and Expanded Version

THE ESSENTIAL GUIDE TO SECONDARY SCHOOL: BY SUE LARKEY AND ANNA TULLEMANS



Revised and expanded in 2016. **A practical guide to secondary school. Ideas for all staff!**

- Curriculum engagement
- Accommodations
- Group work
- Homework
- Using technology
- Behaviour support
- Organisational skills
- Building independence

Includes proformas to photocopy and save you time. **This book has over 100 pages of proven ideas and strategies.**

E-Book available at suelarkey.com.au

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.

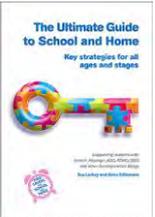
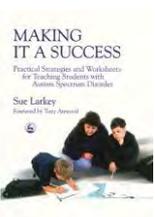
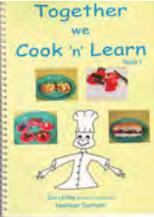
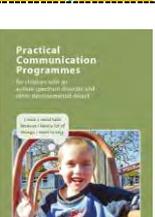
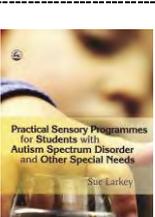
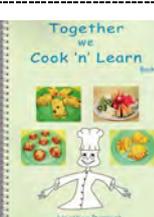
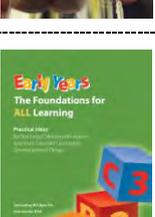
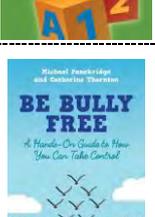
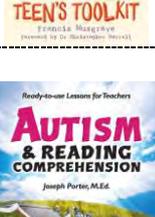
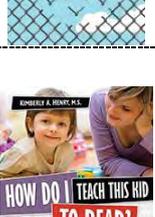
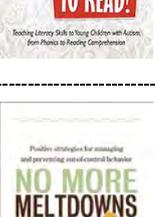
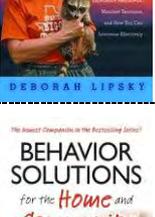
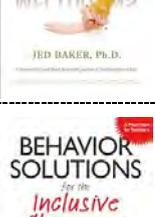


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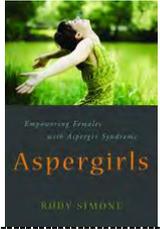
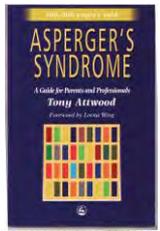
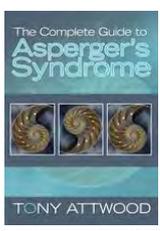
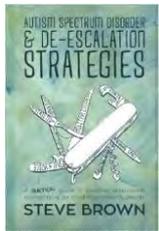
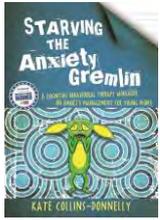
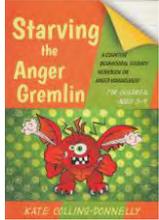
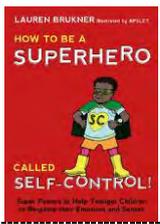
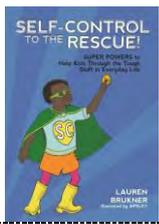
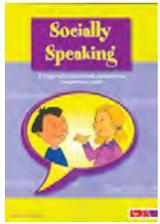
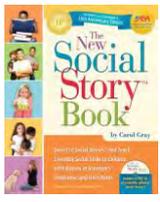
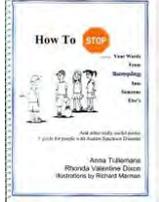
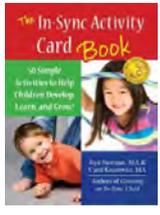
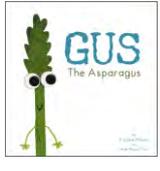
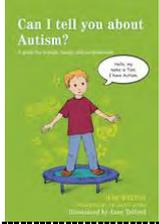
More great tools /Supports available

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> 

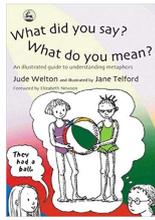
For more information, to request a free catalogue or order online go to www.suelarkey.com.au

RESOURCES: Recommended teaching resources

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

By Jude Welton

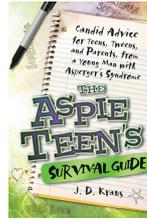
CODE B45 **\$28.95**



The Aspie Teen's Survival Guide

By J.D. Kraus

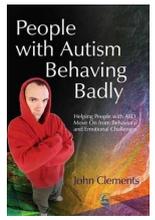
CODE B82 **\$29.95**



People with Autism Behaving Badly

By John Clements

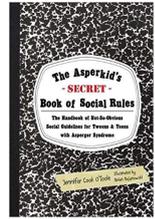
CODE AGBB60 **\$32.95**



The Asperkids Secret Book of Social Rules

By Jennifer Cook O'Toole

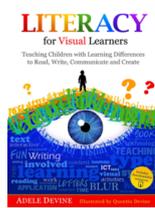
CODE B83 **\$34.95**



Literacy for Visual Learners

By Adele Devine

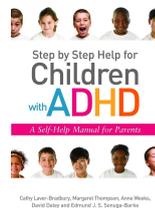
CODE AFXB138 **\$63.95**



Step by Step Help for Children with ADHD

By Cathy Laver-Bradbury et al.

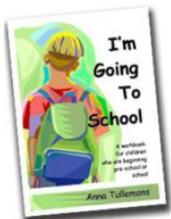
CODE B125 **\$32.95**



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

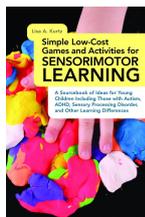
CODE B158 **\$29.95**



Simple Low-Cost Games and Activities for Sensorimotor Learning

By Lisa A Kurtz

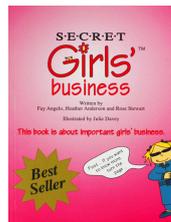
CODE B123 **\$37.95**



Secret Girls' Business

By Heather Anderson et al

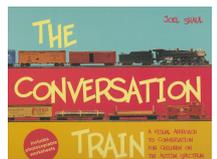
CODE B86 **\$14.95**



The Conversation Train

By Joel Shaul

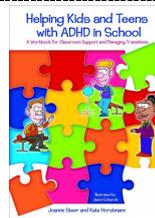
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Helping Kids and Teens with ADHD in School

By Joanne Steer & Kate Horstmann

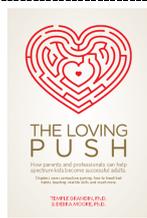
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The Loving Push

By Dr Temple Grandin

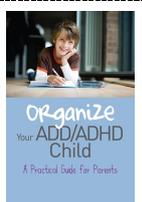
CODE AFXB153 **\$38.95**



Organize Your ADD/ADHD Child

By Cheryl R Cater

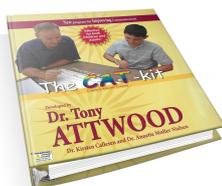
CODE B127 **\$25.95**



The CAT-Kit

By Dr Tony Attwood

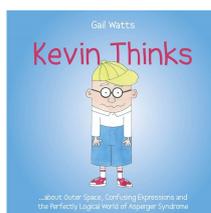
CODE AGBO06 **\$249.95**



Kevin Thinks

By Gail Watts

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The Social Skills Picture Book

By Dr Jed Baker

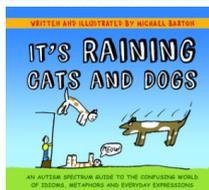
CODE B24 **\$63.95**



It's Raining Cats and Dogs

By Michael Barton

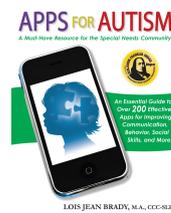
CODE B99 **\$25.95**



Apps for Autism

By Lois Jean Brady

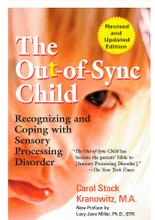
CODE B48 **\$63.95**



The Out-Of-Sync Child

By Carol Stock Kranowitz

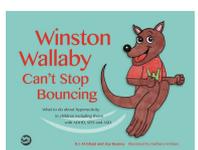
CODE B42 **\$40.00**



Winston Wallaby Can't Stop Bouncing

By K.I.Ghani

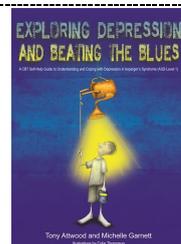
CODE B166 **\$33.95**



Exploring Depression, and Beating the Blues

By Tony Attwood & Michelle Garnett

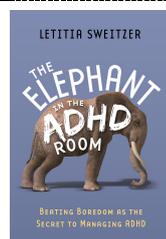
CODE B154 **\$34.95**



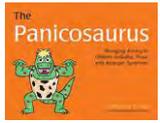
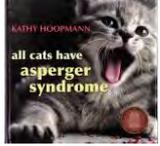
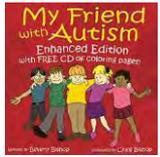
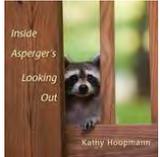
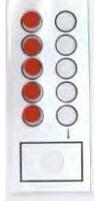
The Elephant in the room

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



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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>
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- ✓ Both courses complement each other with very little overlap.
- ✓ **Recommendations:**
 - For full comprehensive understanding of ASD do both: Course 1 + Course 2 (10 hours)

Dr Tony Attwood
Free Webinar – What is ASD and How to Use this Knowledge to Succeed
Available: 17 - 1 March 2020
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: 2 March 2020 (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

Sue Larkey
Free Webinar – Increasing Engagement and Participation
Available: 17 - 1 March 2020
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: 2 March 2020 (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>

No Overlap

To register or for more information go online to <http://elearning.suelarkey.com.au>

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

All prices in this Newsletter are in Australian Dollars and include GST. Postage and packing is additional. Please refer to our order form and website for postage rates. Prices are valid at the time of publishing but subject to change without notice. For New Zealand prices go to www.suelarkey.co.nz

2020 Accredited Autism/Aspergers Workshops

Presented by Sue Larkey

www.suelarkey.com.au

New South Wales

Wagga Wagga	Friday 28 February	Sue Larkey
Sydney (Rooty Hill)	Friday 6 March	Sue Larkey
Gosford	Friday 27 March	Sue Larkey
Coffs Harbour	Friday 15 May	Sue Larkey
Sydney (Sutherland)	Friday 29 May	Sue Larkey
Wollongong Sydney (Hornsby)	Thursday 18 June	Sue Larkey
	Friday 19 June	Sue Larkey

Queensland

Toowoomba	Thursday 12 March	Sue Larkey
Brisbane (Chermside)	Friday 13 March	Sue Larkey
Cairns	Thursday 4 June	Sue Larkey
Townsville	Friday 5 June	Sue Larkey

Victoria

Ballarat	Thursday 20 February	Sue Larkey
Melbourne (St Kilda)	Friday 21 February	Sue Larkey
Melbourne (Bullen)	Friday 8 May	Sue Larkey

South Australia

Mt Gambier	Thursday 2 April	Sue Larkey
Adelaide	Friday 3 April	Sue Larkey

Australian Capital Territory

Canberra	Friday 26 June	Sue Larkey
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Tasmania

Launceston	Thursday 21 May	Sue Larkey
Hobart	Friday 22 May	Sue Larkey

Western Australia

Mandurah	Thursday 20 Aug	Sue Larkey
Perth	Friday 21 Aug	Sue Larkey

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45 min Free Webinar	17-28 Feb	- Sue Larkey - Increasing Engagement and Participation
35 min Free Webinar	17-28 Feb	- Tony Attwood - What is ASD & Understanding the DSM-5
35 min Free Webinar	17-28 Feb	- Sue Larkey - Strategies to Teach Children Who Learn Differently (Early Childhood)
5 x 1-hour Modules	Now Available	- Sue Larkey - Teaching and Behaviour Support Strategies
5 x 1-hour Modules	Now Available	- Tony Attwood - ASD: A Different Way of Thinking & Learning
7 x 40min Modules	Now Available	- Sue Larkey - Developing Early Childhood Approaches for Children with Additional Needs

To register go online to elearning.suelarkey.com.au

Groups/Staff Bookings/Invoice School - email support@suelarkey.com.au

Endorsement providers for **Face to Face and Online Workshops**:

Accredited for ALL States: VIC (VIT Maintenance),

NSW (NESA), ACT (TQI), QLD (CPD), WA, SA, TAS and NT.



For more information or to download registration forms
go to our website www.suelarkey.com.au/workshops/

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

** All courses are available online at www.elearning.suelarkey.com.au

To register, or for more information go online to www.elearning.suelarkey.com.au or email Eliza: support@suelarkey.com.au



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