


Making it a Success: Teaching and Behaviour Support Strategies for students with an Autism Spectrum Disorder - Online Course

Armed with the tools of understanding and confidence much can be achieved.



Module 1

Sue Larkey
Autism Spectrum Author & Consultant
www.suelarkey.com



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What did you do to keep calm
and ready to learn?

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What if we moved to
Port Douglas?



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Questions

- What do they drink?
- What do they drink from?
- How do they access?

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What did you do to keep calm?

- Time = Anxiety Management
- Routines = Know what is happening
- Visuals = Refer back to
- Information = Calming, Planning
- Sensory: Music, Drink, Fiddle etc
- Social=Information, Help, Ride etc
- ** Need a Range of Strategies

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What would you say to Jack?

Remember not having a meltdown just doesn't know what to do.

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SCHEDULES AND TIMERS

Schedules are a vital tool for children with an autism spectrum disorder (ASD). Many children have difficulties accepting change and transition from one thing to another – a schedule helps them see and understand what is going to happen next. Schedules also help people to organise themselves and to plan ahead.

Timers tell the child HOW LONG and WHEN they are going to have to do an activity. Timers allow us to pre-warn the child. They help answer many of the questions these children have: What is happening? What order? What time? What is next? How long?

12 Top Tips for Using Schedules and Timers:

1. Break tasks down into small achievable tasks, with realistic timeframes. Use digital timer on Portable Schedule to count UP or DOWN. For example: Time for school = clean teeth, toilet, bag, hat.
2. Help move from one activity to the next. For example: Mat Time, Reading, Recess.
3. Finish. Letting a child know how long to go and what is next.
4. Independence. Allow students to self monitor and move from one task to another without prompts.
5. Toilet Timing! Put the visuals for toilet on the Portable Schedule: Toilet, Flush, Wash Hands, Dry Hands and re-set for 1 hour or more!

At Home

6. Set 10 minutes to get dressed – attach relevant clothing visuals to Schedule.
7. Morning Routine – Breakfast, TV, Get Dressed.
8. 5 minutes doing Lego and then Mum will be ready.

At School

9. 10 minutes work, 5 minute break, 10 minutes work etc.
10. How long will it take to write x sentences or how many words can you write in x time. You can use this idea for reading, maths, worksheets etc.
11. Set up for Recess/Lunch with a schedule of activities.
12. 20 Minutes for Assembly put visuals on strip for song, awards etc.

Secondary: Portable Schedules are perfect for secondary students as they are like a bookmark, they are nice and discreet for students to keep track of time of class, to complete tasks, prepare for class bells to ring etc.

Recommended Resources (available online at www.suelarkey.com):

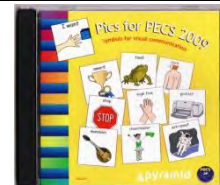
Time Timers
20cm Timer
7.6cm Timer
Timer CD for
computer



**Portable Schedule
with Digital Timer**
*Links visual
schedules with a time
frame.*




Pics for PECS
*CD contains over
2,000 icons.*



For more tip sheets, to sign up for a free newsletter or request a free catalogue visit:


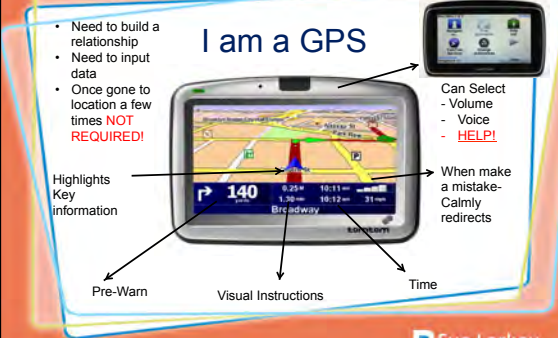
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How long do you think a child with ASD needs to Process?




I am a GPS

- Need to build a relationship
- Need to input data
- Once gone to location a few times **NOT REQUIRED!**



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OPPOSITIONAL DEFIANT DISORDER (ODD) **Red Flags**

(c)FB Autism storms & rainbows

Sarah Alderson

Often deliberately annoys people

Stubbornness

Is often touchy or easily annoyed by others

Is often spiteful or vindictive

Is often angry & resentful

Often loses temper

Often blames others for his or her mistakes or misbehavior

Often actively defies or refuses to comply with adults' requests or rules

moody

low self-esteem

Swearing or using obscene language


Often argues with adults or people in authority

Tests limits


A build up of these behaviours could be a sign of ODD

Sometimes it's difficult to recognize the difference between a strong-willed or emotional child and one with oppositional defiant disorder. It's normal to exhibit oppositional behavior at certain stages of a child's development. These behaviors can cause significant impairment with family, social activities, school and work.

1. How do you hang your washing on line?



2. How do you hang your toilet paper?



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3 Things You Found Helpful in this Module?

- 1.
- 2.
- 3.

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10 Key Strategies to Setting up Your Classroom

- **Position in Classroom** (seating, mat time, assembly, parades) – have a set position for the student which takes into account who they are next to, where in the room or group, how close they are to teacher, distractions (i.e. too close to favourite activities like books, computers, Lego etc.), sensory distractions (noises, smells, lighting, objects hanging too close). Some students prefer to be near a door so they can leave if anxiety is building (particularly in secondary).
- **Bags/Lockers/Tote Boxes** – ensure these are at the quiet end of the row. Students often don't like being touched or crowded or the noise that happens in the busy areas.
- **Writing** – 60% of students with ASD have dysgraphia. This means handwriting can be messy, slow or avoided, especially as they get older. You will need to consider allowing iPad, computer and other forms of technology as their mode of work. In the younger years pencil grips can support handwriting skills.
- **Organisation** – ASD students often find organisation of their school equipment very difficult throughout all years of schooling. Limit the number of books, equipment etc. Set up system like colour coding to help with organisation
- **Quiet Area** – ensure there is an area the student can retreat to if they are feeling overwhelmed. This can be a quiet table, reading corner, outside classroom in hallway, alcove, office, etc. Some students also need to be placed near a door in the classroom or assembly as they need a perceived escape route.
- **Teacher Assistant/Education Support Officers** – consider how best to use support time effectively in the first few weeks. You may need them to make additional support materials, schedules, visuals, social stories, organisation etc. See Cardinal Rules for Assistants in *Teacher Assistants Big Red Book of Ideas* page 12.
- **Schedules/Timetables/Timers** – these are VITAL no matter what age. This may be in a range of formats such as photos, visuals or words. Using a Timer supports the schedule and allows students to know HOW LONG activities will take.
- **Note Pad and Pen** – always carry a note book and pen for when things change we tend to talk too much. These children are visual and if you can write it down or draw a picture it can stop behaviour escalating.
- **Recess/Lunch** – make sure they know boundaries, days on equipment, where to go with a problem, safe places, when library is open, clubs they can join etc.
- **Toilet/Drink** – many students with ASD will not access these at the same time as other students. It is recommended you send them out during class time to the toilet and get a drink as this can impact on their learning. BE AWARE they may not ask you to go to the toilet. You will need to send them.
- **Sensory Tools** – many students require sensory tools to focus, process or calm. You will probably need to provide a range of sensory tools for the student. This may include a sensory mat to sit on, fidget tools, chewy necklaces, tubes or pencil top

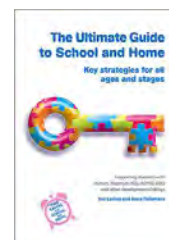
****Early Years**** – please note the above considerations are also important for your setting. You may need to also consider structure for nap times and often you will encounter more sensory issues because of the type of activities the children are engaged in, for example more play and craft activities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

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

The Ultimate Guide to School and Home

By Sue Larkey and Anna Tullemans

Key strategies for all ages and stages.
Over 500 practical strategies and time savers for school and home



Homework

Homework is such a stressful time for all involved: teachers and students and parents. It can be difficult to get a student to actively participate in a homework schedule. Keep in mind the stress and mental exhaustion that many ASD students feel at the end of the 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 fun. The ASD student needs downtime and that can usually happen at home where there is less pressure.

11 Key Strategies for Homework


1. Consider not giving homework at all.
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.
10. Negotiate with your school to use computer programmes to support learning i.e. "Mathletics" rather than written maths homework, "Kidspiration" for setting out assignments.
11. For Secondary consider getting the great new book *Helping Students with Autism Spectrum Disorder Express their Thoughts and Knowledge in Writing* (see page 5).

Teacher Preparation for Homework

- Use a coloured pen and highlight aspects of only what needs to be completed.
- Break the work down into more manageable tasks.
- Make adjustments such as: Cut assignments to be shorter, only give two good resources/websites etc.
- If given free choice in topic, narrow it down to two choices.
- Have a folder or plastic sleeve to be placed in school bag to ensure homework is returned.
- Ensure teacher has a system in place at school for return of homework/changing readers, i.e., same time, same place each day.

Consider including Social Skills activities as part of homework.

Module 2

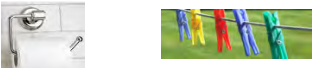


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Did you do your homework?
Why or Why Not?

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**What would it take for
YOU to change?**



*Would the same strategies work
for both situations?*

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Girls with Autism Spectrum Disorder (ASD)

Girls with ASD are often undiagnosed, because original diagnostic criteria have a boy bias. The criteria were created by actually examining mainly boys, and the girls can be very different. I think we all know 'neuro-typical' boys and girls are very different in their social, communication and behaviour. There are many characteristics that are very similar to boys with ASD but I thought I would list the main differences to girls with ASD.

Ten Ways Girls with ASD differ to Boys with ASD

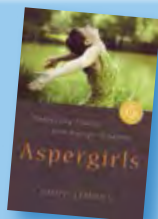
1. Their special interests are usually animals, music, art, literature.
2. They often have a very good imagination which includes imaginary friends, games, being animals or taking on persona of other girls.
3. They often see speech therapists for their speech and may be diagnosed with specific language disorders however there is something different about this girl no one can quite put their finger on.
4. They often play with older children or much younger children. This play is sometimes unusual for example 'Mums and Dads' but she will want to play the same role and game every time. She usually wants to be the pet or baby, whereas most girls want to be the Mum or Dad.
5. They often have hyperlexia – the ability to read but comprehension does not always match their reading skills. They are often the class book worm or write stories but they write the same story over and over changing a few characters. Many have a special interest in literature.
6. They have unusual sensory processing, like the boys, however bigger fluctuations often going from one extreme to the other.
7. They get anxious like boys, however their anxiety is rarely physical or disruptive. In fact many have great copying mechanisms at school however the family see a very different child at home where the anxiety can explode.
8. Often their difficulties with social skills are called 'shy', 'quiet', 'solitary'.
9. They often like to organize and arrange objects. I watched one little girl spend hours seemingly playing "My Little Ponies" however on closer examination she was just arranging and re-arranging the horses over and over.
10. The main difference is there are MANY more undiagnosed girls/women than boys/men. Currently we only diagnose 1 girl to 7 boys. In the future it is thought by many psychologists the ratio could be more like 5 to 7 as we become more aware of this group.



RECOMMENDED RESOURCES

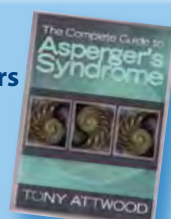
Aspergirls

By Rudy Simone



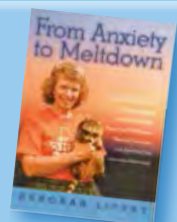
The Complete Guide to Aspergers Syndrome

By Tony Attwood



From Anxiety to Meltdown

By Deborah Lipsky

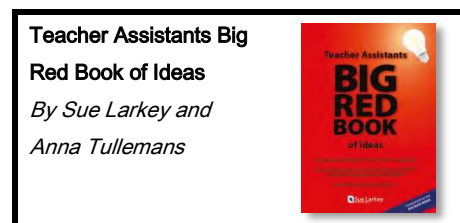
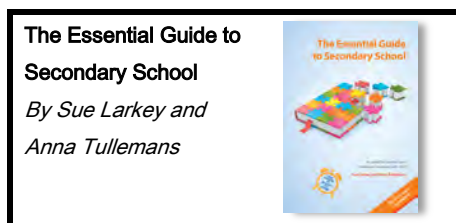
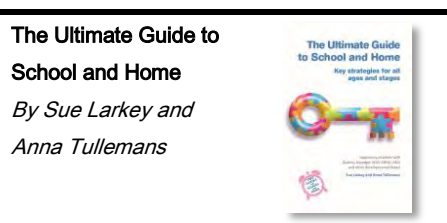




10 ESSENTIAL TIPS FOR UNDERSTANDING AUTISM SPECTRUM DISORDER (ASD)

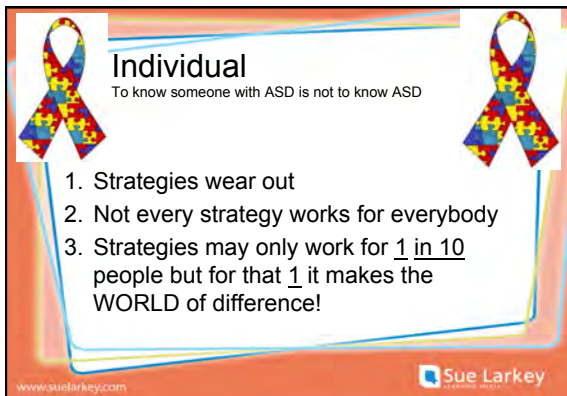
1. Students with an ASD don't have to look at you all the time.
 - ✓ Reason: They find looking and listening at the same time hard to do.
2. Give them time to answer any of your questions.
 - ✓ Reason: They have slower processing time. Sometimes it can take them up to a minute to formulate the answer in the correct sequence.
3. If they feel pressured they will answer with stock standard answers.
 - ✓ Reason: They know it will get them out of trouble quickly. This may include: "I don't know", "yes", "maybe" and often this isn't their true answer!
4. They often don't "generalise" information between people and places.
 - ✓ Reason: Homework for teacher 'x' is in the yellow basket but for teacher 'y' it's to be placed in the green basket.
5. They find organisation of their school equipment very difficult.
 - ✓ Reason: They are best with one folder with everything inside. Limit the number of pencils, pens etc.
6. Limit their choices and be very specific with choices.
 - ✓ Reason: They find choices overwhelming and are often concerned with making wrong choice due to their difficulty with problem solving.
7. Be as clear, concise and concrete as possible.
 - ✓ Reason: People with an ASD have difficulty with abstract thinking.
8. Avoid verbal overload.
 - ✓ Reason: They are visual learners and verbal information takes them longer to process and retain.
9. Avoid verbal arguments by redirecting them to what they should be doing. Eg "Start your work".
 - ✓ Reason: They often enjoy verbal arguments.
10. People with an ASD need positive feedback to know they are on the right track.
 - ✓ Reason: Because of their fear of failure and they want to be Mr Perfect.

Recommended Resources (available online at www.suelarkey.com):



For more tip sheets, to sign up for a free newsletter or request a free catalogue visit:

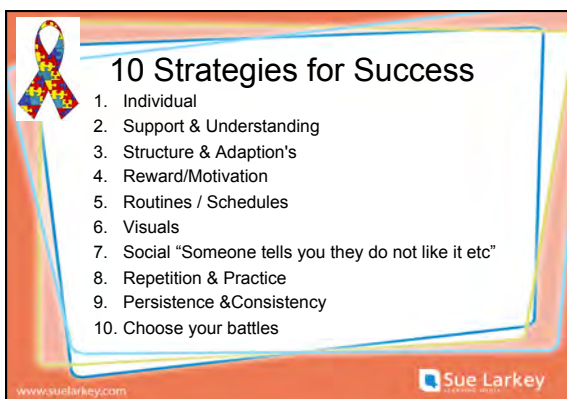
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Individual
To know someone with ASD is not to know ASD

1. Strategies wear out
2. Not every strategy works for everybody
3. Strategies may only work for 1 in 10 people but for that 1 it makes the **WORLD** of difference!

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10 Strategies for Success

1. Individual
2. Support & Understanding
3. Structure & Adaption's
4. Reward/Motivation
5. Routines / Schedules
6. Visuals
7. Social "Someone tells you they do not like it etc"
8. Repetition & Practice
9. Persistence & Consistency
10. Choose your battles

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New Health Dimensions Video

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7 Common Signs of Executive Function Difficulties

There are several key skills involved in executive function. Children may not struggle with all of them to the same degree. It is important to identify which areas the child needs supports. Often children with a diagnosis of ASD, ADHD or ADD have difficulties with executive functioning. (If the child has had assessments by Psychologist it is worth checking, if areas were identified in the testing to help guide you).

Executive function skills include difficulty with:

1. *Emotional Control* – i.e. struggle with emotional control, often have trouble accepting negative feedback. May overreact to little injustices. Often struggle to finish a task when something upsets them (i.e. mistakes).
2. *Impulse Control* – i.e. calling out, rushing through activities without checking, inconsistency with following rules.
3. *Planning and Prioritising* – i.e. difficulty deciding the steps needed to reach a goal order of importance. May not know how to start planning a project and become easily overwhelmed trying to break tasks into smaller chunks. Often may have trouble seeing the main idea and easily go off topic.
4. *Organising* – i.e. ability to keep track of information and things. Organisational issues are constantly losing or misplacing things. They can't find a way to get organised even when there are negative consequences to being disorganised.
5. *Task Initiation* – i.e. struggle with issues with planning and prioritising too. Without having a plan for a task, it's hard to know how to start. Can come across as lazy or as simply procrastinating. But often they're just so overwhelmed they freeze and do nothing.
6. *Flexibility* – i.e. inflexible thinking in very concrete ways and take things literally. They don't see other options or solutions. They find it difficult to change course.
7. *Working Memory* – i.e. inability to hold information in their mind and use it to complete a task. Struggle with multi-step tasks, remembering directions, taking notes or understanding something you've just explained to them.

What to do:

- Visuals (the more the better) – colour code, visual plans for assignments, mind maps, take photos to show them how their desk, locker should look.
- Picture sequences or write down steps and directions – get them to tick off as they do each one.
- Transition supports – pre-warn about change using a timer, use transition cues like a bell or announcement, use transition objects (something to carry to remind them where going can be a visual or object or sensory tool).
- Modelling or guiding the child what to do – show and use assistance to support the child to do the actions of what is required.
- Routines – packing bag, pencil cases, book marks in books, diary for homework.
- Systems – i.e. put notes in plastic sleeve in same part of bag every time.
- Minimise – reduce clutter by having containers, drawers, extra shelving. Ensure labelled so return to correct place.
- Stop, Check, Reflect. It is very important when using this strategy they know what to “check,” this is where visuals can be helpful.
- Time management (Time Timers, Digital Schedules).
- Scheduling with timer – break routines into steps or tasks to complete in certain times (see Time Timers Tip Sheets)
- Limit choices

What doesn't work:

Withholding favourite activities or punishment. These children have a genuine problem with executive functioning. It's not a choice. They need to be supported to accomplish the challenges they face. (Adapted from pages 70-75 of *Executive Function “Dysfunction”*). For example: I had a parent contact me who was frustrated as her daughter kept forgetting her homework, so she took away her daughters iPad if she forgot to bring her homework home. It made no difference, she still forgot her homework.

Fantastic Website: www.freeology.com
Free graphic organisers including visual templates for writing tasks.

Recommended Resources

Executive Function “Dysfunction”

By Rebecca Moyes

Containing a wealth of helpful information as well as tried-and-tested strategies, this is the perfect book for parents and educators of children with executive function difficulties. Using real examples, the author describes how difficulties in these areas may manifest, and offers practical hints, tips, and accommodations for supporting children both in and out of school.



We have a wide range of NEW books on ADHD:

The Elephant in the Room by Letitia Sweitzer

Step by Step Help for Children with ADHD

ADHD – Living Without Brakes by Martin L Kutscher Organise Your ADD/ADHD Child by Cheryl R Cater

ADHD Homework Challenges Transformed by Harriet Hope) Kids in the Syndrome Mix by Martin L Kutscher



What is Autism Spectrum Disorder?

Autism ← → Aspergers

Can Have Combined
OCD
ODD
ADHD
Epilepsy
Tourette's

PDDNOS (DSM 5 now ASD)
Girls

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The Autism Spectrum

Sue Larkey

Social : aloof passive active/odd

Communication: non verbal highly verbal

Motor skills: agile awkward

Behaviours: significant mild

Sensory: under-reacts over-reacts
hypersensitive hypersensitive

IQ: disability superior

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3 Things You Found Helpful in this Module?

- 1.
- 2.
- 3.

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Module 3

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Agenda

To Try on coats (ideas) → **Individual**

- Already have- Mastery
- Slight alteration
- Put with something new
- NEW
- Not for you

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USING TOKEN SYSTEMS TO TARGET BEHAVIOUR

Children with an autism spectrum disorder often do not have that natural desire to please like most children do. Nor do they see the point in doing something unless there is some form of motivation for THEM.

As teachers we need to be creative in motivating these children to work as they are unlikely to be motivated by the things that motivate other children. Rewards are KEY to any successful teaching programme. Rewards need to be highly motivating to the individual child – using a child's special interest is a fantastic reward. But remember... special interests change so too should your rewards! Rewards can wear out, so we need to change regularly and keep up the positives to keep up the motivation levels.

It is just as important to fade the frequency of rewards. A great tool to do this is a token economy system. They work much like a typical 'star chart' that many of you would use for other children. Tokens are highly VISUAL for a child with an ASD. They can see exactly what they have achieved and how much more they need to get to earn their reward.

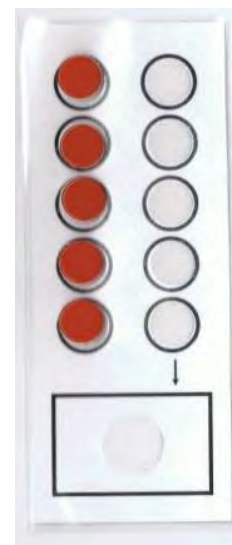
How to use a token system

Target ONE behaviour at a time. This could be no hitting, or no yelling out on the mat, or for good communication, etc.

An Example (taking from Practical Communication Programmes):

Let the child choose their reward and put it on the card in the bottom square (see below). Get some tokens (small 'tiddly winks' are great and you can purchase bags of these from \$2 shops or book shops). For every good model of communication (eg using PECS, pointing, attempting words, etc) praise the child and get him to move a token from the left side to the right side. For every bad model of communication (eg screaming, pinching, dropping to the ground) move a token back to the left side. When all of the tokens are on the right side let the child have their reward and start the system from the beginning again.

Make sure you have small achievables to begin with. Young children will have more motivation with 3-5 successes rather than 10! There are so many benefits of token systems – they are portable, easy to implement (children can pick up in half an hour with lots of quick successes!), and they are a great system for all ages – from the early years to secondary!



Recommended Resources (available online at www.suelarkey.com):

Token Cards

5 x Tokens

10 x Tokens



Practical Communication Programmes

By Jo Adkins and Sue Larkey



Teacher Assistants Big Red Book of Ideas



By Sue Larkey and Anna Tullemans



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VISUALS



What are Visuals?

- Objects
- Photographs
- Line Drawings
- Written Words
- Signs

How to use?

- ✓ Increase Understanding
- ✓ Schedules/Timetables
- ✓ Organisation
- ✓ Social Stories
- ✓ Motivate/Rewards
- ✓ Communication

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MOTIVATORS

Self motivation is very difficult for someone with ASD especially when they can't see the "payoff" at the end. Having a special goal to work towards has been the best motivator for our students.

The goal:

- Must be easy to reach.
- Very frequent.
- Have meaning to the ASD individual.
- The most useful motivator that is access to his/her special interest/obsession. It can be used in many ways.

Ideas to try:



Use a motivator as a:

- Reward for work completed.
- Goal for accomplishing work.
- Goal for accomplishing more work than expected.
- Down time/quiet time.
- Include their special interest as part of research assignment.

Examples how to use special interest

- Reading about favourite subject/special interest.
- Talking about favourite subject (this must be time limited).
- Access to computer.
- Access to favourite internet site.

Special Interest as Part of Assignment

Special Interest: String

English: research where string was first invented.

Maths: numbers, how long, areas, circumferences etc

Music: what instruments use string.

Why to NEVER use their special interest as a punishment for non cooperation:

- Their special interest keeps them calm.
- Their special interest allows them to release emotions.
- Their special interest is relaxing.
- Their special interest allows them to relax enough to face the new challenges.

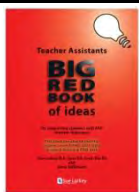
If you take away their special interest and use it as a punishment it rarely works as a behaviour modification method and could result in escalating behaviours.

Recommended Resources (available online at www.suelarkey.com):

Teacher Assistants Big

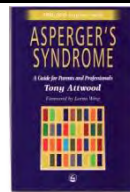
Red Book of Ideas

By Sue Larkey and
Anna Tullemans



Aspergers Syndrome: A Guide for Parents and Professionals

By Tony Attwood



The Complete Guide to Aspergers Syndrome

By Tony Attwood



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Reward & Motivate

- Clear Rules & Boundaries
- MUST be achievable
- Time, Task or Token = Reward



Now – Next - Later
WhenThen
1st 2nd



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Timers /Routines /Schedules

- Predictable
- Independence
- Confidence
- Reduce Stress
- Repetitive



Time Management =
Anxiety Management

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Routines /Schedules
= No Problem Solving

Important Routines

Start- Finish	<i>Developing consistent routines will make the day run smoothly for EVERYONE!!</i>
Spare Time	
Free Choice	
Transition	
Special Interests	
Toilet	
Drink & Food	

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TOILET TRAINING CHILDREN WITH AN AUTISM SPECTRUM DISORDER (ASD)

11 Top Toileting Tips:

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

KEY TO SUCCESS:

1. NO NAPPIES
2. ROUTINE
3. CONSISTENCY

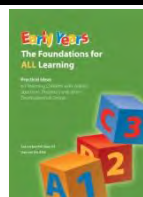
Remember: It only takes ONE person to put a nappy back on the child and all your hard work can be ruined.

Recommended Resources (available online at www.suelarkey.com):

Tips for Toileting
*By Jo Adkins and
Sue Larkey*



**The Early Years:
Foundations for All
Learning**
*By Sue Larkey and
Gay von Ess.*



**Portable Schedule with
Digital Timer**
*Links visual schedules
with a time frame.*



For more tip sheets, to sign up for a free newsletter or request a free catalogue visit:

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What test do 80% of parents
FIRST
take for their child before ASD?

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ABILITY to PROCESS

Sensory: hyposensitive hypersensitive

KEY STRATEGIES

1. Visuals
2. Sensory – Occupational Therapy

- Allowing extra time
- Shorter Tasks

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3 Things You Found
Helpful in this Module?

1.
2.
3.

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PROMOTE UNDERSTANDING IN THE CLASSROOM

Just as children today learn about racism, cultural differences, and allergies etc teaching understanding of ASD and ADHD is just another diversity topic and part of the educational landscape. If you are going to share the individual child's diagnosis you must get parent permission to do this, and also check if they want their child to be part of the discussion.

Ideas to try:

- Focus on the student's strengths.
- Focus on accepting that everyone is different and that we need to accept these differences.
- Explain why the child has difficulties in certain situations or act in certain ways; for example flapping hands, making noises, asking questions repetitively, fidgeting, calling out, etc.
- Allow the children to ask questions (often once they have had this chance to ask, the everyday questions, such as "why do they do that, get that?" will stop).
- If the student has support staff in the classroom, or is withdrawn from class, or has partial attendance, it is very important to let the children know why this happens, as they naturally wonder where the student is or why someone is working with them.

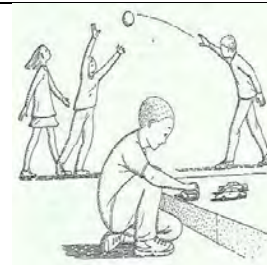
"Not being able to tune in naturally to other people can make it difficult for me to take turns, or to play cooperatively. If I feel confused about what people are doing, or what I am expected to do, I might be afraid to join in with games even if I do want to be friendly.....

I might only want to play if I decide on the game, and choose the rules.

This isn't me being bossy. It's because I feel safer and less confused if I make the rules.

You can help me by gently reminding me about taking turns, and taking a bit of extra time to explain the rules of the games you are playing."

Excerpt from 'Can I tell you about Asperger Syndrome?' pg 18



"I sometimes find it difficult to play games with other children."

Important Note:

If the child's behaviours interfere with other students learning outcomes then they need to be informed on successful strategies in dealing with the child with the diagnosis. This may include teaching to ignore, move away, tell an adult etc.

Over the page are some wonderful resources to explain ASD and ADHD. These can be used for children with an ASD, ADHD, other children and family. They are all great starting points for discussion with class or family.

Recommended Resources (available online at www.suelarkey.com):

The Ultimate Guide to School and Home

By Sue Larkey and Anna Tullemans



Teacher Assistants Big Blue Book of Ideas

By Sue Larkey and Anna Tullemans



Inside Aspergers Looking Out

By Kathy Hoopmann


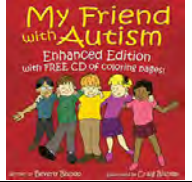


For more tip sheets, to sign up for a free newsletter or request a free catalogue visit:

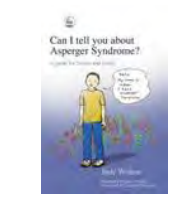

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More Recommended Resources (available online at www.suelarkey.com):


Early Years 0-6 years

	<p>Gus - The Asparagus <i>by Kaylene Hobson and Ann-Marie Finn</i> – Meet Gus! Gus might be the only asparagus in his family, but he is happy. However, when he goes to school he starts to realise that he doesn't always 'fit in'. Gus is here to help kids understand that it's okay to be different. He will soon become a favourite with anyone who has ever felt a little bit out of place, kids and adults alike.</p>
	<p>My Friend with Autism <i>by Beverly Bishop</i> - With vivid illustrations and a charming storyline this book will foster tolerance and understanding among peers. A peer narrator explains that his friend with autism is good at some things and not so good at others just like everyone else. In an informative, positive tone, he addresses issues such as sensory sensitivity, communication differences, unique ways of playing and insistence on routine.</p>



7 – 15 years

	<p>Can I Tell You About Asperger Syndrome: A Guide for Friends and Family <i>By Jude Welton</i> Meet Adam – a young boy with AS. Adam invites young readers to learn about AS from his perspective. He helps children understand the difficulties faced by a child with AS – he tells them what AS is, what it feels like to have AS and how they can help children with AS by understanding their differences and appreciating their many talents. This illustrated book is ideally suited for boys and girls and also serves as an excellent starting point for family and classroom discussions.</p>
	<p>Can I Tell You About Autism: A Guide for Friends, Family and Professionals <i>By Jude Welton</i> Meet Tom - a young boy with autism. Tom invites readers to learn about autism from his perspective, helping them to understand what it is and explaining the challenges he faces with issues such as social communication, sensory overload and changes in his routine. Tom tells readers about all the ways he can be helped and supported by those around him. This beautifully-illustrated book is ideally suited for readers age 7 and upwards, and will be an excellent way to increase understanding about autism, in the classroom or at home. It also includes clear, useful information for parents and professionals.</p>

Teenagers

	<p>Freaks, Geeks and Asperger Syndrome: A useful guide to adolescents <i>By Luke Jackson</i> Luke Jackson is 13 years old and has Asperger Syndrome. Drawing from his experiences and gaining information from his teenage brother and sisters, he wrote this enlightening, honest and witty book in attempt to address difficult topics such as bullying, friendships, when and how to tell others about AS, school problems, dating and relationships and more.</p>
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ALL Ages

	<p>All Dogs Have ADHD <i>By Kathy Hoopmann</i> Takes an inspiring and affectionate look at Attention Deficit Hyperactivity Disorder (ADHD), using images and ideas from the canine world.</p>
	<p>All Cats Have Asperger Syndrome <i>By Kathy Hoopmann</i> Takes a playful look at Asperger Syndrome (AS), drawing inspiration from the feline world in a way that will strike a chord with all those who are familiar with AS. This engaging book is an ideal, gentle introduction to the world of Asperger Syndrome</p>

For free Activity Sheets to accompany these books visit:

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Module 4



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Inclusion

- Teaching Strategies for ASD
- Adapting /Modifying Tasks for Success
- Strategies for Social Skills
- Understanding by EVERYONE
- Positive Behaviour Support

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Alexander Video

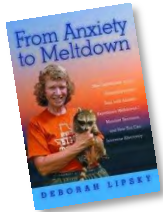
- Insights
- Medication
- Behaviour
- Social Skills
- Special Interests

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Top Books to Help Behaviour

All behaviour serves a purpose and can occur for many reasons – sensory, social, communication, anxiety, anger, tantrums, etc. You may need a range of resources to help students. I believe in 50/50 behaviour plans where 50% of the strategies used are for the adults to use to manage the child's behaviour, and 50% are strategies for the child to manage their own behaviour.

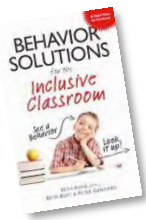
For those of you looking for support in understanding autism spectrum and the children you work with, as well as strategies for behaviour support, the top books I recommend are:



From Anxiety to Meltdown | by Deborah Lipsky

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

This is the BEST book I have ever read and I rate it a MUST HAVE.



Behavior Solutions for the Inclusive Classroom | by Aune, Burt & Gennaro

This book is a must-have for every special needs and inclusive classroom. The easy to use format allows teachers to quickly look up an in-the-moment solution and learn about what the child is communicating, and why. This book illuminates possible causes of those mysterious behaviours, and more importantly, provides solutions!

I call this SEE A BEHAVIOUR, LOOK IT UP. This is a great reference book to have on hand. ALL behaviours are replaced by another and this book gives you great ideas for replacements and skills to develop.

TOP BOOKS TO HELP CHILDREN UNDERSTAND THEIR EMOTIONS AND HOW TO MANAGE THEM

Exploring Feelings: CBT to Manage Anger
By Dr Tony Attwood



Exploring Feelings: CBT to Manage Anxiety
By Dr Tony Attwood



Exploring Feelings for Young Children
By Dr Tony Attwood



TOP BOOKS FOR HELPING ALL CHILDREN UNDERSTAND AND REGULATE THEIR EMOTIONS

The Red Beast
By K I Al-Ghani



Teaches about Anger

The Panicosaurus
By K I Al-Ghani



Teaches about Anxiety

The Disappointment Dragon
By K I Al-Ghani



Teaches about Disappointment

TOP BOOKS TO UNDERSTAND BEHAVIOUR AND THE MEANING BEHIND IT

Kids in the Syndrome Mix
By Martin L Kutscher



People with Autism Behaving Badly
By John Clements




Find out more about these resources, download free tip sheets, request a catalogue, and order teaching resources – all online at www.suelarkey.com

UNDERSTANDING

Understanding by

- Child
- Peers
- Staff- whole school
- Community
- & more



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People with ASD do not SUFFER from ASD.
They suffer from attitude of other people
and how they treat them!

Dr. Tony Attwood

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Anger

- What does it look like?
- What helps you calm?

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3 Reasons Why People Wear Glasses

- 1
- 2
- 3

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3 Reasons Why SHOULD NOT be allowed to Wear Glasses

- 1
- 2
- 3

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FAIR ISN'T
everybody getting the same thing.....

FAIR IS
everybody getting what they need
In order to be **SUCCESSFUL.**

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CREATING SUCCESSFUL PLAYGROUNDS

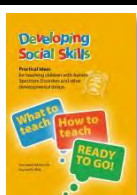
Playgrounds are unstructured, unpredictable places where children with Autism Spectrum Condition (ASC) struggle to follow and join in the numerous social interactions surrounding them. Children with Autism Spectrum Condition frequently return to class from the playground in a high state of anxiety. In addition, their self-esteem frequently takes a battering. Up to 70% of children experience bullying.

10 Top Tips to Support Children in Playground

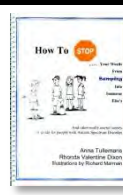
1. Observe and then teach current playground language to children with ASC. Remember to revisit this every term as games and language changes rapidly in playgrounds.
2. Ensure that children with ASC and their parents are aware of the current playground games and activities. Allocate a staff member to teach the rules to the child with ASC so that he/she only has to concentrate on the social aspects of the game as he/she already knows the rules.
3. Offer supervised activities on the playground; e.g. ball games with a few children, 'What's the Time Mr Wolf?', nature history group.
4. Give child with ASC a map of in-bounds and out-of-bounds areas. The child could then colour the appropriate areas green and red. If play equipment has set days make sure you write the days on the map.
5. Have games equipment available for loan at break times – the child with ASC can assist in giving this out.
6. Have a basket of books available on the playground for children to read while outside.
7. Create a quiet area (no games, no play, just an escape).
8. Use a portable schedule to create a routine of what activities they will do in the playground and for how long.
9. Create a Playtime Plan. The plan provides children with ASC the structure that they need to organise themselves before going out onto the playground. This can be adapted for weekends and holidays too!
10. Support social skills with Social Stories/Scripts, e.g. 'Can I Play Please', 'What to do if children say NO'. (Great range available in *How to Stop Your Words from Bumping*, and *Developing Social Skills*)
11. Provide the children with key rings of laminated visuals of activities they can do during recess and lunch-times. Having the visuals (climbing equipment, sand-pit, library, computer lab etc) will remind the children of their options.

Recommended Resources (available online at www.suelarkey.com):

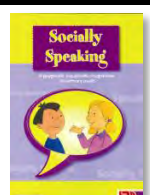
Developing Social Skills
By Sue Larkey and Gay
von Ess



**How To Stop Your
Words From Bumping
Into Someone Else's**
By Rhonda Dixon and
Anna Tullemans




**Socially Speaking Book
and Board Game**
By Alison Schroeder



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3 Things you would do if you went to a party and you knew no one.



Social

- Social Stories
- Teach Play
- Structure Play Partners
- Playground/ Clubs/ Areas
- Short Activities
- Home & School



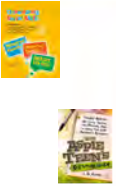
“Improvement in behaviour doesn’t come from the social script, it comes from improved understanding of events and situations”
Anna Tullemans



Social

Challenges

- Mind Blindness
- Literal
- Logical
- 2 Companies, 3s a Crowd
- Requires a HUGE amount of energy!



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3 Things You Found Helpful in this Module?

- 1.
- 2.
- 3.

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Module 5



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Prepare for Behaviour

1. Sensory Meltdowns
2. Behaviour Meltdowns
3. Tantrums
4. Use a range of Strategies



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Carly DVD

- Behaviour Serves a Purpose
- Range of Strategies
- Sensory & Behaviour
- "Tough Love"
- Change in Behaviour once communicating!

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SUMMARY PROFILE OF STUDENT

Student name:

Strengths:

a)

b)

Challenges:

a)

b)

Things that may trigger a meltdown:

a)

b)

Behaviours exhibited before meltdown:

a)

b)

Best way to approach student when meltdown occurs:

a)

b)

Important Sensory Notes (eg highly sensitive to light touch, noise etc):

a)

b)

Preferred management strategies:

a)

b)

Recommended Resources (available online at www.suelarkey.com):

**The Ultimate Guide to
School and Home**

*By Sue Larkey and
Anna Tullemans*



**The Essential Guide to
Secondary School**

*By Sue Larkey and
Anna Tullemans*



**Teacher Assistants Big
Red Book of Ideas**

*By Sue Larkey and
Anna Tullemans*



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www.suelarkey.com

What would you do to
STOP
the can exploding?

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Three Steps to Behaviour
Intervention


1. Evaluate problem situations- sensory vs anxiety vs anger vs tantrum
2. Organise and Structure – space, time, events
3. Teach new skill, Replacement



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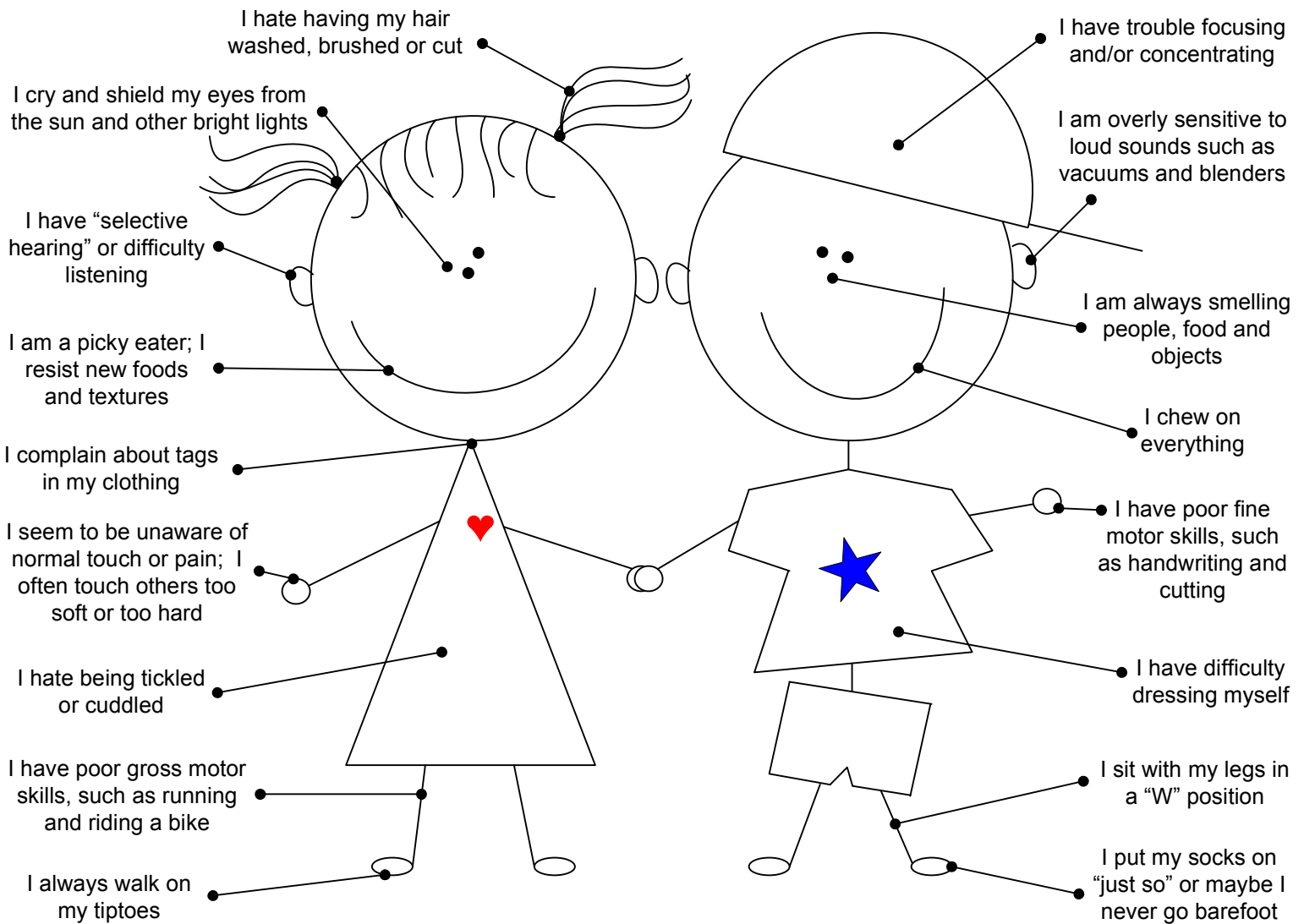
Why Sensory?

- ASD is characterised by inability to integrate sensory information
- People with ASD tell us have sensory processing difficulties
- Parents observe sensory issues from young age



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DO YOU KNOW ME?



I'm a Sensational Kid!

I mean, I have **Sensory Processing Disorder**. That just means that my brain can't process sensory information the right way. When my brain gets information through any of my senses — sight, smell, hearing, taste, touch, vestibular or proprioception — it doesn't always know what to do with that information and I become very disorganized and confused. Sometimes I overreact to this sensory input and sometimes I don't react enough. This makes it *really* hard for me to function at school, in public and even at home! I might have trouble learning or making friends. I might be really shy and withdraw from everyone, even my own mom! I might have trouble coping and have a lot of tantrums and meltdowns. I might be afraid of a lot of activities that kids usually enjoy. It's super tough.

So, *Do You Know Me?* Or maybe someone like me? Well, there are lots of things you can do to help me. Being patient and understanding is a great place to start! But then you need to talk to my doctor or an Occupational Therapist and they can help you to help me feel better, learn better, behave better and *get better!*

Oh, yeah! I really *am* sensational, by the way!

What are Sensory Issues?

- Individual
- Over / Under Reactions
 - Touch
 - Taste
 - Smell
 - Looking
 - Sound
 - Movement

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- What are you REALLY Scared of?
- What does your BODY do?
- Can you control the REACTION?
- Should you be punished?
- Would punishment CHANGE your behaviour?
- What would help?

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10 Common Causes of Sensory Meltdowns

1. School clothes
2. Shoes & socks
3. School bells, Fire alarms
4. Hand dryers
5. Whistles
6. Air conditioners, heaters
7. School canteens, lunch orders delivered into classroom
8. Yelling by staff or students
9. Fluorescent lights
10. Lining Up, particularly touching

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Example: Toilet

Over / Under Reactions

- Touch (cold seat, pants down, toilet paper)
- Taste (mmmm, some kids like it!)
- Smell (bowel motion, toilet sprays)
- Looking (actual room, scared)
- Sound (hand dryer, toilet flush)
- Movement (feet off ground, sitting)

- INDIVIDUAL

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Example: Lining Up

Over / Under Reactions

- Touch (holding hands, people, pushing)
- Taste
- Smell (all the children, different clothes)
- Looking (movement of people, seeing adult)
- Sound (noise, shhh, whispers – loud talking)
- Movement (holding hands and walking, imitation)

- INDIVIDUAL

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**3 Phases of Behaviour
Meltdown**

1. Build Up /Rumbling
2. Survival
3. MELTDOWN

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10 Common Causes of Behaviour Meltdowns

1. Change of teacher, Relief teacher
2. Making mistakes
3. Losing
4. Not being first
5. Change of schedules
6. Teasing & bullying
7. Removal of sensory tools
8. Sitting still for long periods
9. Playground/Assembly times
10. Being literal and misunderstanding the inferred meaning by people ie "Do you want to work?" They say "No" and get in trouble



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When a child comes through the door
"How do you know having a bad day?"

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What works?

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Strategies for Challenging Behaviour and Difficult Moments


Find best way to communicate

- ✓ Only give concise instructions (be VERY directive)
- ✓ Tell "WHAT to do", AVOID "No" use finish, later

Sensory Break & Preventative Breaks

- ✓ Redirect to a calming activity
- ✓ Physical Break
- ✓ Repetitive Activity
- ✓ Send him on an errand /be your helper

IGNORE



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Meltdown vs Tantrum

- Overwhelmed by social & sensory experiences
- Catastrophic reaction
- Involuntary Response

Seek

- ❖ Escape
- ❖ Solitude
- ❖ Reassurance

- ✓ Response to frustration
- ✓ Emotional Blackmail
- ✓ End Quickly
- ✓ Non-negotiable
- ✓ Assertive & Calm
- ✓ (look in eyes!)
- ✓ Looking for response/ reaction




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Tantrums
Anxiety to Meltdown pg 142




Established Tantrums are VERY difficult to control because they are directly proportionate to how successful they have been in the past

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Tantrums
Anxiety to Meltdown pg 142 


How to Handle: Strategies to Try

- **Logical consequences**- *Not GO to your room, "Go to your room for raising your voice at me!"*
- **Immediate**
- **Ignore as looking for reaction**
- **No bargaining. No discussion, no compromises!**

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3 Things You Found Helpful in this Module?

- 1.
- 2.
- 3.

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On Line Evaluation

I will send you an online evaluation to fill in.

I look forward to your feedback

Thank you so much for joining the course

Best Wishes
Sue Larkey

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NOTES

Armed with the tools
of understanding and
confidence much can
be achieved.



Recommended Resources by group

Early Years 0-5	Primary School Age	Secondary School Age	Parents & Families	Staff Library/PD
Practical Maths Programmes	The Ultimate Guide to School and Home	The Ultimate Guide to School and Home	The Ultimate Guide to School and Home	The Ultimate Guide to School and Home
Practical Communication Programmes	Teacher Assistants Big Red Book of Ideas	Teacher Assistants Big Red Book of Ideas	Tips for Toileting	Teacher Assistants Big Red Book of Ideas
Practical Sensory Programmes	Teacher Assistants Big Blue Book of Ideas	Teacher Assistants Big Blue Book of Ideas	From Anxiety to Meltdown	Teacher Assistants Big Blue Book of Ideas
Early Years Book: Foundations for ALL Learning	Making it a Success	The Essential Guide to Successful Secondary School	Aspergirls	Asperkids
Teach Me to Play CD	Developing Social Skills	Cookbooks	Ten Things Every Child with Autism Wishes You Knew	Aspergirls
Tips for Toileting	Practical Maths Programmes	Helping Kids and Teens with ADHD in School	Aspergers Syndrome: A Guide for Parents and Professionals	Ten Things Every Child with Autism Wishes You Knew
Cookbooks	Practical Communication Programmes	Asperkids	The Complete Guide to Aspergers Syndrome	Aspergers Syndrome: A Guide for Parents and Professionals
Pics for Pecs CD	Practical Sensory Programmes	Aspergirls	Making Sense of Sex	The Complete Guide to Aspergers Syndrome
Starting Sensory Therapy	Tips for Toileting	Ten Things Every Child with Autism Wishes You Knew	Can I Tell You About Asperger Syndrome?	Different Not Less
Songames for Sensory Processing	Cookbooks	Aspergers Syndrome: A Guide for Parents and Professionals	Can I Tell You About Autism?	The Way I See It
Talking to Children about ASD	Visual Maths Addition Set	The Complete Guide to Aspergers Syndrome	Apps for Autism	Temple Grandin DVD
The Red Beast	How Do I Teach This Kid to Read?	Exploring Feelings: Anxiety	Different Not Less	Kids in the Syndrome Mix
The Panicosaurus	Visual Learning	Exploring Feelings: Anger	The Way I See It	
The Disappointment Dragon	Helping Kids and Teens with ADHD in School	Making Sense of Sex	Thinking in Pictures	Behaviour
Inside Aspergers Syndrome Looking Out	Aspergirls	Exploring Friendships, Puberty and Relationships	Behavior Solutions for the Home and Community	From Anxiety to Meltdown
All Cats have Asperger Syndrome	Ten Things Every Child with Autism Wishes You Knew	The Aspie Teen's Survival Guide	Been There. Done That. Try This!	No More Meltdowns
All Dogs have ADHD	Aspergers Syndrome: A Guide for Parents and Professionals	The Asperkid's Secret Book of Social Rules	Parenting without Panic	Behavior Solutions for the Inclusive Classroom
Kevin Thinks	Socially Speaking	The Social Skills Picture Book: For High School and Beyond	Parenting a Teen or Young Adult with Asperger Syndrome	More Behavior Solutions In and Beyond the Classroom
Whoever You Are	Socially Speaking Game	Temple Grandin DVD	Pretending to be Normal - Updated Version	People with Autism Behaving Badly
It's OK	How to Stop your Words from Bumping	Freaks, Geeks and Asperger Syndrome		The Autism Spectrum and Depression
My Friend with Autism	Why Do I Have To?			Asperger Syndrome and Anxiety
Can I Tell You About Asperger Syndrome?	What Did You Say? What Do You Mean?			The Kids' Guide to Staying Awesome and In Control
Can I Tell You About Autism?	Apps for Autism			The Autism Discussion Page on Anxiety, Behavior, School, and Parenting Strategies
Jasper and the Magpie	Starving the Gremlin Series			The Autism Discussion Page on the Core Challenges of Autism
	The Conversation Train			
	ADHD Homework Challenges Transformed!			
	Autism and Reading Comprehension			
	Building Sensory Friendly Classrooms			