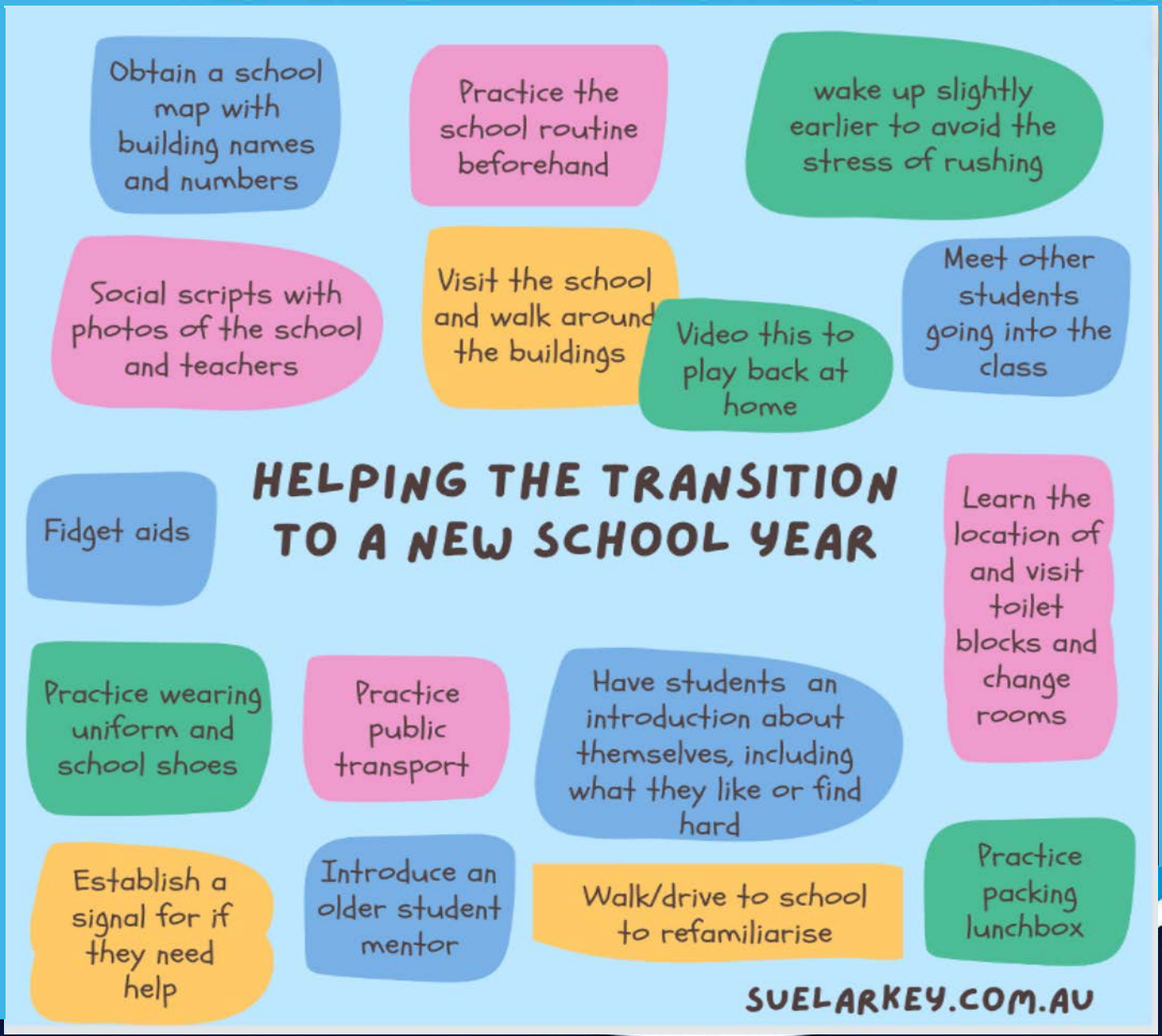
TIPS FOR NAVIGATING NEW SCHOOL YEARS

Strategies, Tips & Resources For School & Home



ACRONYMS / ABBREVIATIONS

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- **ABA** APPLIED BEHAVIOUR ANALYSIS
- **AAC** AUGMENTATIVE ALTERNATIVE COMMUNICATION
- **AuDHD** COMORBIDITY OF AUTISM & ADHD
- **ADHD** ATTENTION-DEFICIT HYPERACTIVITY DISORDER
- **AS** AUTISM SPECTRUM
- **APD** AUDITORY PROCESSING DISORDER
- **ARFID** AVOIDANT RESTRICTIVE FOOD INTAKE DISORDER
- **BIP** BEHAVIOUR INTERVENTION PLAN
- **CARS** CHILDHOOD AUTISM RATING SCALE
- **CD** CONDUCT DISORDER
- **DCD** DEVELOPMENTAL COORDINATION DISORDER
- **DD** DEVELOPMENTAL DISABILITY
- **Dx** DIAGNOSIS
- **ELD** EXPRESSIVE LANGUAGE DISORDER
- **EHCP** EDUCATION, HEALTH AND CARE PLAN
- **FBA** FUNCTIONAL BEHAVIOUR ASSESSMENT
- **GAD** GENERALISED ANXIETY DISORDER
- **GDD** GLOBAL DEVELOPMENT DELAY
- **RLD** RECEPTIVE LANGUAGE DISORDER
- **RSD** REJECTION SENSITIVITY DYSPHORIA
- **IEP** INDIVIDUALISED EDUCATION PLAN
- **IED** INTERMITTENT EXPLOSIVE DISORDER
- **LD** LEARNING DISABILITY
- **LRE** LEAST RESTRICTIVE ENVIRONMENT
- **ND** NEURODIVERGENT
- **NT** NEUROTYPICAL
- **OCD** OBSESSIVE COMPULSIVE DISORDER
- **ODD** OPPOSITIONAL DEFIANCE DISORDER
- **OT** OCCUPATIONAL THERAPY
- **PDA** PATHOLOGICAL DEMAND AVOIDANCE
- **PDD** PERVASIVE DEVELOPMENTAL DISORDER
- **PECS** PICTURE EXCHANGE COMMUNICATION SYSTEM
- **PT** PHYSICAL THERAPY
- **SIB** SERIOUS INJURIOUS BEHAVIOUR
- **SLB** SPECIFIC LEARNING DISORDER
- **SLP** SPEECH LANGUAGE PATHOLOGIST
- **SPED** SPECIAL EDUCATION
- **TS** TOURETTE SYNDROME



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Notes to Remember!

1. Diagnostic terms change or become outdated, but this depends on the year a person received a formal diagnosis and the specific terms used.
2. Know identity is NOT a one size fits all, so ask and use each individual person's identity language.



TIPS FOR NAVIGATING NEW SCHOOL YEARS

Transition includes change in teacher, change in room, change in students in the class not just when starting preschool, but, primary school, high school and beyond. The nature of autism is such that transitions can be extremely stressful, no matter what age or how BIG or SMALL the change may be.

CHANGING TEACHER IS LIKE.... MOVING TO A FOREIGN COUNTRY

For the child with Autism moving to a new teacher, classroom or campus is like moving to foreign country. There is a different language (e.g. one teacher says 'pack away', new teacher says 'clean up'). Teachers and other students have different facial expressions and body language to interpret, new rules, new schedules, new smells, different pencils just to mention a few changes. This new 'foreign country' causes the child to feel enormous anxiety and stress, which in turn can lead to behaviour. This anxiety and behaviour can be managed by effective planning and transition strategies. `



This article aims to give you ideas, strategies and solutions to managing transition and have in place strategies ready to make next year a success!

The key issue in transition is managing anxiety, put simply: *Managing Change = Managing Anxiety.*

There is so much information to pass on for the Transition to be successful, I have listed some checklists and ideas to make this easier:

- List the Top 10 things you know that you wish you knew at the start of the year.
- Complete the Student Summary Proforma available from my website.



TRANSITION STRATEGIES

We need to consider all the changes and pre-warn the child. Many children with an ASD have a script in their minds for everything that happens in their day so it is very important with any change we offer a script to explain any changes in advance.

CHECKLIST FOR SUCCESS

- **Sensory/Environment:** New sounds, movements, uniforms etc. For example with secondary students it is important they get to experience a busy locker area as part of transition. Too many people take them on a tour when no one is in the school.
- People: Who will be their teacher, assistant, which students will they know, who to go to for help, getting to know office staff, etc.
- Visuals: Map of the school with toilets, classroom, bags, office, library, etc.
- Video / Film on Ipad: Video of the new school, environment, and teachers is wonderful as they can play over and over. Make sure you show the environment HOW it actually looks; for example video of busy locker area, playground full of students rather than empty.
- Social Scripts / Photo Books: Create social scripts or photo books that show the child information. Many Asperger's children need "reasons": Why do I have to change teacher?, Why do we have to move classrooms? Why can't I stay with my friends? You can create social scripts that explain this and they can refer back to.
- Photos: Class teacher, important staff, toilets, bubblers, etc.
- Playground: Routines and activities, equipment, games in playground.
- Do they want friends? Who do they know already? Clubs they can join.
- Lunch routine: Practice using lunch box, container, drink bottle, etc.
- Calendar: Use a calendar to show when their visits will be and they will start in the new class.
- Getting to school: Bus, walk, car. Practice the routine, discuss what to do if late or raining. (Some students are best dropped off right on bell others love morning activities in playground).
- Calming Strategies: Ensure the child knows where in the new environment they can go to calm or access their sensory tools.



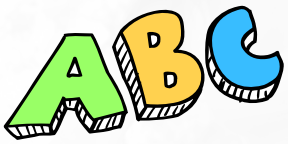


TOP TIPS FOR CHILDREN STARTING SCHOOL

Please ensure they can:

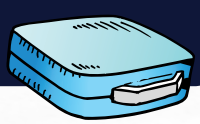


1. Manage their **lunch box.**
2. Screw and unscrew **drink bottle top.**
3. Cope with **glad wrap.**
4. **Open food packets/containers.** (Avoid sending yoghurts, tinned fruits they can't open.)
5. **Zip and unzip school bag –** a larger bag is generally easier for your child to get things in and out of.
6. **Wear a hat.** (Most schools require a sun hat.)
7. **Put on shoes and socks.** (Use pull-ons or those with velcro fastening.)
8. Put on and take off **jumper and coat.**
9. **Practice wearing the uniform** and identify any sensory issues.
10. **Teach school routines and rules** (i.e. How to put your hand up) Great resource: How to stop your words from bumping by Anna Tullemans and Rhonda Dixon.



IDEAS TO CREATE A SUCCESSFUL ORIENTATION /TRANSITION

- Visits: One visit a week over a few weeks is often best.
- Visits for secondary students: Get another student to show the ASD student around, that way the older student can let them know about "other rules", for example "that is where the smokers go!" There are so many HIDDEN rules in schools and the other students are the best to point these out.
- Reverse transition: Staff go and visit the student in their current environment. This gives staff valuable insights into the child's current interests, how they play, interact and communicate and strategies used with the child.
- Top Tip! Invite in before school starts: Most teachers set up their classrooms before the first day. It is worth inviting the student with ASD to visit to see "where to put their bag, their belongings, their seat, line up, class rules, where to ask for help, class list - discuss who they know already", any structures that will make day one calmer for everyone!



SCHOOL TO WORK TRANSITIONS FOR YOUNG PEOPLE WITH AUTISM SPECTRUM DISORDER

It is very important we start preparing student for post school options. A great starting point is getting teenagers involved in volunteer work. The school holidays are a great time to volunteer, checkout the volunteer websites as they have many options available. Jeanette Purkis has written a fantastic book The Wonderful World of Work and has kindly written a tip sheet for this Newsletter.

- **Start the conversation** around employment with the young person early. Ideally, this should happen when they are 13 to 15 years old. That way, the transition from education to work will be less scary and unpredictable.
- **Ascertain the young person's anxieties** around working and address them. Once again, the earlier this happens, the better.
- **Focus on the young person's potential and strengths** rather than their problems and deficits.
- **Work on building** the young person's sense of self-esteem and self-worth.
- **Education is very important in terms of success in the workplace.** Try not to view education as a trajectory from school to university to professional job. Instead, see it as a journey, encourage the young person throughout their education journey, whatever they decide to study.
- **Help the young person find a mentor.** A good candidate might be an employed person with ASD that the young person admires and/or enjoys spending time with.
- **Encourage a positive view of employment.** Give some examples of employed and influential autistic people such as Temple Grandin or Anita Lesko.
- **Have a 'career day'** where the young person can talk to different people about their jobs. People could be drawn from your own friends and relatives.
- **Think about what kinds of jobs your child or student might be good at** and enjoy. You can approach businesses and create a job for them based on their strengths rather than having them apply for advertised jobs which may be inappropriate.
- **Talk about workplace communication.** Practice using role plays if you like.
- **Do some research** about disability employment service providers in your local area. Be proactive and encourage the employment service to engage with your child/student.
- **You can work through The Wonderful World of Work:** A Workbook for Asperteens with the young person.

Check out Jeanette's Tip Sheet: Success in Employment – Tips for Asperteens – **download free** on suelarkey.com.au

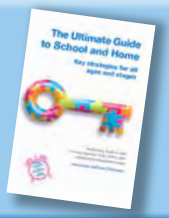


Top 10 Tools
Every School & Home Needs

Sue Larkey TOP TIPS



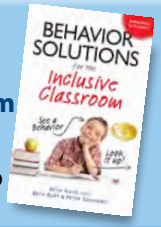
There are so many resources now available to help teach children on the autism spectrum and it can be difficult to know which ones will be the most helpful – and this is a question I am most often asked. So here are my TOP 10 recommended tools!



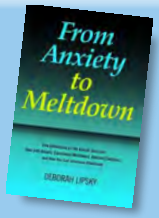
The Ultimate Guide to School and Home By Sue Larkey and Anna Tullemans
This book provides key strategies for all ages and stages. It offers over 500 practical strategies and timer savers for school and home from engaging disengaged students, what to do if you don't have a teacher assistant to considerations for setting up a classroom for teachers; and from developing friends, to moving house and choosing a school for families. It is the ultimate guide for teachers, parents and all professionals supporting neurodiverse children.

The Tools that Every School and Home Needs

Behaviour Solutions for the Inclusive Classroom
By Beth Aune, Beth Burt & Peter Gennaro



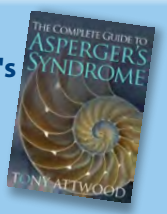
From Anxiety to Meltdown
By Deborah Lipsky



Time Timer
20cm Medium



The Complete Guide to Asperger's Syndrome
By Dr Tony Attwood



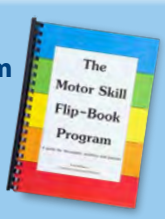
Kids in the Syndrome Mix
By Martin L. Kutscher MD



The Red Beast
By K.I. Al-Ghani



The Motor Skill Flip-Book Program
By Sally McNamara



Developing Social Skills
By Sue Larkey & Gay von Ess



I am an Aspie Girl
By Danuta Bulhak-Paterson



Sue Larkey LEARNING MEDIA

13 SEPARATION ANXIETY TIPS FOR *Children With Special Needs*

Separation anxiety from people, friends, objects and pets is really common for children with special needs.

I came up with these 13 tips just for you, as well as reaching out to my online Facebook community for more examples!

1. Transition starts **day before.** I talk about this a lot – you may recognise it from my Live Virtual Events Don't forget I'm running these Live Virtual Events again this term!

2. Use **transitional objects.** These can be from home or waiting at school.



3. Have a **routine.** Stop problems before they happen!

4. Use Time + Schedules or use a portable timer with a schedule.

5. Exercise!

6. Use the stepladder approach. Step by step help children become more used to situations where they might feel separation anxiety. Check out **THIS PODCAST** which is a great example of a step by step approach.

7. Allow for checking, stimming and scripting. This is often important part of a child's routine to reduce anxiety – **don't rush them!**



8 Use **social scripts** to equip the child. **CLICK HERE** for more information.



Rachel Ratkowski
A social story that was read at school at home works the best. It reminds her that she can look at the schedule at school when she feels anxious and at the end of the schedule she'll be picked up by mom or dad. We tried a locket with my photo which helped a little but it has become a bit of an obsession. We also look at the calendar every night and morning so she knows when the next "no school" day will be. Even with all this, It's still a struggle most days.

Like · Reply · Message · 19h



Jenny Asha
It sounds strange but I would kiss my son on the back of his hand while wearing lipstick, leaving an imprint. I told him 'This is my love staying with you all day even when I'm not with you.' He adored that and would come home saying 'Your love stayed all day', even though he'd washed off the lipstick. Now he's older and not anxious he still asks for a hand kiss sometimes.

Like · Reply · Message · 21h 2

9 Create a **Separation Plan.** Make sure everyone is aware of it.

10 Teach **emotional regualtion.** Check out my **Emotional Regulation Masterclass HERE!**

11 Have a **communication plan.**

12 Use a **combination** of strategies! You know what I say: to know someone with autism is not to know autism. Not every strategy will work for every child!

13 **GO with your GUT!!**



Don't just listen to what I have to say!

Here is more advice and comments from other parents, carers and teachers. **To see more join my facebook community HERE**

Sandy Hodges
Two of my students went through a period of this at different times last year. I gave them a job to do on arrival and it was the same task ea h day. One of them would walk to the print room and collect the photocopying with me and the other one had the job of setting up literacy stations. Often he would set one activity up and then off he would go out to play but other days he would stay in all morning but he knew it was part of his morning routine. It needed to be the same each day for it to be successful.

Like · Reply · Message · 20h





Rebecca Bright
I found taking our son to my work helped as he knew where I was during the day

Like · Reply · Message · 22h · 1

Elise Tegan
The main thing that made a huge difference for us was simply not allowing the school to handle a child with anxiety the way they normally would. It DOES NOT help a child with anxiety to be forcibly held or prevented from accessing the person who provides safety and comfort in the morning. The school laughed at us originally for suggesting that it needed to be a very flexible and no stress process, but we (parents and asd advocate) showed them how effective it can be. A simple plan was all that was needed- the anxiety struck in the morning for us, so he would go to the library for a period of time and play lego before being reintroduced to the classroom by the teacher. Worked amazingly. His confidence grew and his perspective of school began to change. It was no longer this big scary place, it was much more relaxed. His social skills really took off once his confidence grew too. He is now looking forward to grade 1 this year

Active Contacts (0)



Alicia Livingston
Yes just a nervous time getting ready to head back to school
Visits to classroom in the holidays.
Reassurance of where I am during the day.
I try to say that his danger checker is tricking him.
On the drive to school we take turns saying 2 great things to happen that day.
Still breaks my heart seeing his pain tho. I will be a mess even after I've prepped him!

TRANSITION TO Secondary School



Tips by Joan Shanahan who has over 20 years of experience in developing transition plans for students moving from primary to secondary school.

(Important to consider transition to place as the most important, as staff and students may change)

MUST DO

- Visit the school and walk around the buildings (video this to play back at home, completed by the student or parent)
- Locate the office where you go for assistance (important to use positive language e.g. when unsure someone will be able to assist)
- Speak with the year Co-ordinator for Year 7 about the daily routine and timetable cycle
- Obtain a map of the school layout with building names and numbers
- Obtain examples of Term One timetable for Year 7
- Location of the toilet blocks and change rooms, visit these (can be sensory overload with smells)
- Student writes an introduction of themselves, what they like and enjoy, also include things that work for them and what they find hard, what gives them anxiety e.g. being asked to read in class, making speeches
- Answer/s for what the student wants to know about secondary school
- Any fidget aid needs to be age appropriate e.g. “happy sack”





IDEAL

- Start transition the year before
- Allocation of locker to be on the edge of the set
- Colour code subjects for books and folders
- Visit off-site locations e.g. Ag block
- Review dates build into the plan e.g. monthly to check what is working and if there are any problems to be addressed (don't leave until the end of the term as a concern may develop into a larger problem)
- Uniform consideration and the change for sport lessons (visit the clothing pool to see and feel uniforms)
- Year 6 Class starts transition the term before with their class timetable and books needed for each lesson while still in Year 6. Year 6 changing their way of operating in Term 4 to follow secondary format e.g. desks are not yours, sit in different places each day, follow a timetable and bring materials and books needed. Some lessons located away from the classroom
- Transition Plan, this may involve partial attendance, building to a full day
- Bus transport needs a transition plan too

EXTRAS FOR THE GREATEST SUCCESS

- School visits to different subject classes and sit in
- School visits to read timetable and locate classrooms, practise runs over several days throughout the year
- A collection of graphic organisers that could be used by subject teachers as a starter or when stuck
- A mentor introduced, an older student who checks in the following year, especially when on the playground
- Meet students going into the year level, student attend orientation days
- Establish signal or sign that the student can use that indicates they are unsure or unable to start e.g. a specific marker on the desk or ruler turned over (This avoids teachers constantly asking if they are all right)
- Home link for parents to check assignments due date or activities planned
- Other options in Year 7 for recess and lunch breaks e.g. library or clubs
- Video from Year 7 students explaining what they do and what they have done, from their perspective



LISTEN TO PODCAST EPISODE 168:

How to Transition from Primary to Secondary: Interview with Expert Joan Shanahan

elearning.suelarkey.com.au

INFORMATION ABOUT THE STUDENT

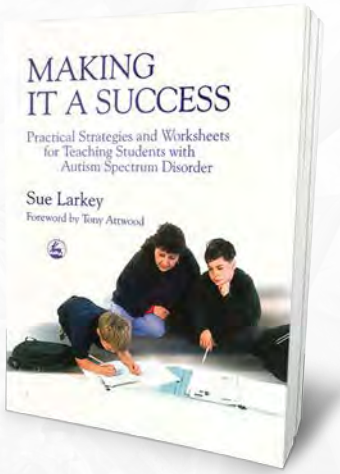
Download the "Student Profile" and other helpful Tip Sheets from:

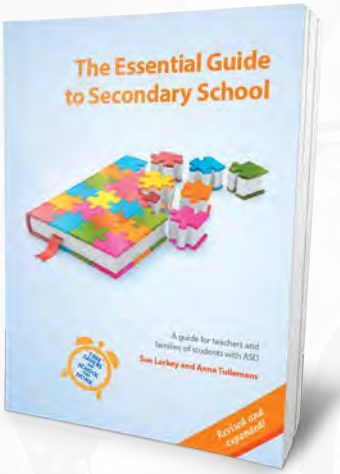
suelarkey.com.au/tip-sheet/

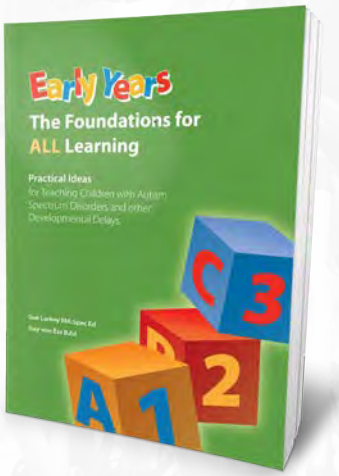
Suggested Reading to Support Transition

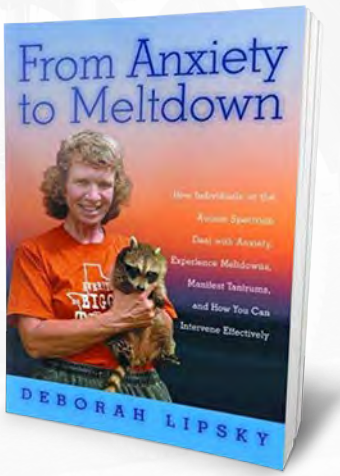
I know many of you who get this e-newsletter have my books which have lots more ideas and resources on Transition. For more information I suggest you refer to these books:

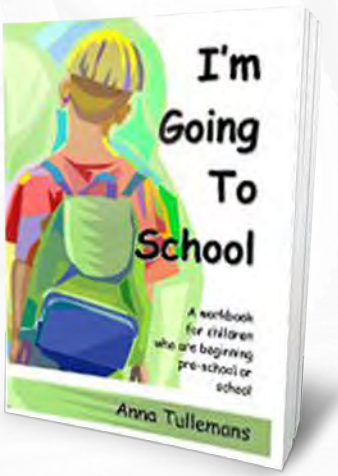
- ***Making it a Success*** by Sue Larkey (page 115-116)
- ***The Essential Guide to Secondary School*** by Sue Larkey and Anna Tullemans (page 79)
- ***The Early Years*** by Sue Larkey and Gay von Ess (page 82)
- ***From Anxiety to Meltdown*** by Deborah Lipsky (page 172)
- ***I'm Going to School*** by Anna Tullemans
- ***How to stop your words from bumping*** by Anna Tullemans and Rhonda Dixon

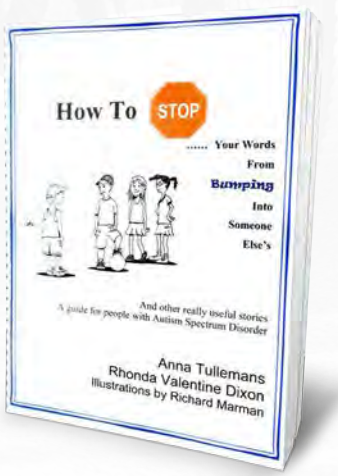












On-Demand Courses to Help you Support & Teach Neurodiverse Children (ASD, ADHD, ODD, PDA, AuDHD etc)

ONLINE COURSE	Making it a Success: Teaching Strategies & Behaviour Support.	Early Childhood Teaching Strategies & Behaviour Support.
		
PRESENTER	Sue Larkey (Teacher)	Sue Larkey (Teacher)
EARLY YEARS	✓	✓
PRIMARY	✓	
SECONDARY	✓	
POST-SCHOOL		
IN THIS COURSE YOU WILL LEARN	✓ Key strategies from Pre-School to Secondary. ✓ Teaching Strategies for School & Home. ✓ What is ASD, ADHD, ODD & SPD . Promoting Understanding with Peers. ✓ Strategies for Social Skills & Playgrounds. ✓ How to increase Engagement & Learning Outcomes. ✓ Behaviour Support Strategies: anxiety, sensory & tantrums	✓ 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
AUSTRALIAN PROFESSIONAL STANDARDS (ALL STATES)	✓	✓
TQI ACCREDITATION	✓	✓
COURSE DURATION	5 HOURS	5 HOURS
COURSE COMPLETION (CAN EXTEND AT ANY TIME)	6 WEEKS	6 WEEKS

CERTIFICATE ON COMPLETION FOR ALL COURSES

ELEARNING.SUELARKEY.COM.AU

ONLINE COURSE	Emotional Regulation in Students with Autism Spectrum Disorder and/or Other Neurodiverse Disorders	Developing Social Skills for Children with Neurodiversity	Strategies & Insights to inform your teaching Practice
			
PRESENTER	Sue Larkey (Teacher)	Sue Larkey (Teacher)	Dr, Temple Grandin (Autistic Adult) & Sue Larkey (Teacher)
EARLY YEARS	✓	✓	✓
PRIMARY	✓	✓	✓
SECONDARY	✓	✓	✓
POST-SCHOOL	✓	✓	✓
IN THIS COURSE YOU WILL LEARN	✓ Introduction to understanding diverse learners, key supports and strategies. ✓ How to help children identify and label emotions in themselves and others. Helping children connect emotions to events. ✓ A range of strategies to regulate emotions and behaviours. ✓ Activities to do with the whole class, small groups & individuals. ✓ What, How & When to teach emotional regulation	✓ What, How, & When to teach Social Skills Myths & Misunderstanding. ✓ How to make and keep friends ✓ Impact of Executive Functioning ✓ 4 Steps to Create Social Skills Program. ✓ Lived Experience of Social Learning ✓ Creating Inclusive Playgrounds and Classrooms	✓ Sensory Issues as a Barrier to Engagement & Participation ✓ Key Steps to Teaching to Work and Achieving Independence ✓ Teaching Flexible Thinking ✓ Friendship and Bullying ✓ Increase Learning Outcomes by Reducing Anxiety & Understanding Behaviour ✓ Teaching Life Skills ✓ Impact of Working Memory on Learning ✓ BONUS IEP / Workbook
AUSTRALIAN PROFESSIONAL STANDARDS (ALL STATES)	✓	✓	✓
COURSE DURATION	3 HOURS	3 HOURS	5 HOURS
COURSE COMPLETION (CAN EXTEND AT ANY TIME)	6 WEEKS	6 WEEKS	6 WEEKS

Register at elearning.suelarkey.com.au

Group discounts available contact: support@suelarkey.com.au

CERTIFICATE ON COMPLETION FOR ALL COURSES

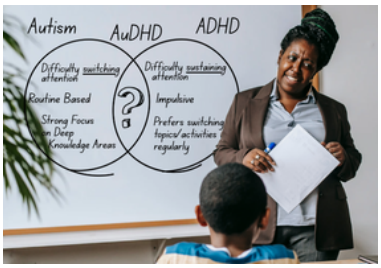
EDUCATION SUPPORT STAFF
(TA, ESOs, SSO, LSO, SLSO etc)

ONLINE COURSE	How Teacher Assistants can Help Support Students who Learn & Engage Differently	Understanding & Meeting the Needs of Neurodiverse Students	Behaviour Strategies for Teacher Assistants to Support Neurodiverse Students
			
PRESENTER	Sue Larkey (Teacher)	Dean Beadle (Autistic Adult & Education Consultant)	Anna Tullemans (Parent & Teacher Assistant) & Sue Larkey (Teacher)
EARLY YEARS			
PRIMARY	✓	✓	✓
SECONDARY	✓	✓	✓
POST-SCHOOL			
IN THIS COURSE YOU WILL LEARN	✓ 10 Top Tips for Keeping on Task. ✓ How to Build a Great Relationship. ✓ Using Routines & Consistency. ✓ How to write and use Social Scripts. ✓ Supporting Students to change their Mindset. ✓ Using Rewards to Motivate E-book (79 pages) & More ✓ BONUSES Members Only "Angels" Facebook Group Transcripts of Lessons	✓ Busting 4 Common Myths about Autism. ✓ Executive Functioning: Link to Anxiety & Exhaustion ✓ Difference Social Skills & Social Knowledge. ✓ Supports & Accommodations to put in place as a TA. ✓ Transformational Impact TAs can Make. ✓ BONUSES, including Sue Larkey & Dean Beadle discuss questions from Teacher Assistants E-Book with 98+ Tips and Strategies.	✓ Understanding Autism Spectrum & Insights into Behaviour. ✓ Behaviour as a Form of Communication. ✓ Generalisation, Adaptability and Choice Making ✓ The Impact of Executive Functioning on Behaviour. ✓ Behaviour & Anxiety. ✓ Behaviour Strategies. ✓ Creating a Behaviour Plan. ✓ Applying Lessons to Common
AUSTRALIAN PROFESSIONAL STANDARDS (ALL STATES)	✓	✓	✓
COURSE DURATION	2 HOURS	2 HOURS	2 HOURS
COURSE COMPLETION (CAN EXTEND AT ANY TIME)	6 WEEKS	6 WEEKS	6 WEEKS

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CERTIFICATE ON COMPLETION FOR ALL COURSES

ONLINE COURSE	Understanding AuDHD: Teaching & Supporting Students with Autism and ADHD Co-occurrence	Pathological Demand Avoidance (PDA) in the Classroom: Understanding Strategies for Educators	Educators Guide to Executive Functioning
			
PRESENTER	Laura Kerby (Teacher & Grad Dip Psychology)	Laura Kerby (Teacher & Grad Dip Psychology)	Sue Larkey (Teacher) & Dean Beadle (Autistic Adult & Education Consultant)
EARLY YEARS	✓	✓	✓
PRIMARY	✓	✓	✓
SECONDARY	✓	✓	✓
POST-SCHOOL		✓	✓
IN THIS COURSE YOU WILL LEARN	✓ Understanding what AuDHD is and how Autism and ADHD overlap ✓ How co-occurrence impacts learning, behaviour, and daily functioning ✓ Understanding monotropic focus and why task-switching is difficult ✓ How executive functioning differences affect organisation and attention ✓ Strategies for supporting motivation, novelty seeking, and hyperfocus ✓ Understanding sensory needs and how they fluctuate day to day	✓ Understanding of Pathological Demand Avoidance (PDA) ✓ What are Demands and How to Avoid PDA & Anxiety: Key Strategies ✓ Difference between PDD, ODD, and ASD ✓ Practical Approaches and Strategies to Support Learning ✓ Supporting and Understanding Behaviour PDA and Education: How to Make it Work	✓ What is Executive Functioning and Autistic Inertia ✓ Myths and Misconceptions about Executive Functioning, ADHD & Autistic Inertia Time Management in the Classroom: Why it's so difficult and how to make it easier. ✓ Key Strategies for Supporting Executive Functioning at School & Home ✓ Classroom Strategies for Building Executive Functioning Skills ✓ Understanding Autistic Inertia and ADHD Paralysis Emotional Regulation and the Importance of Safe Spaces
AUSTRALIAN PROFESSIONAL STANDARDS (ALL STATES)	✓	✓	✓
COURSE DURATION	2 HOURS	2 HOURS	2 HOURS
COURSE COMPLETION (CAN EXTEND AT ANY TIME)	6 WEEKS	6 WEEKS	6 WEEKS

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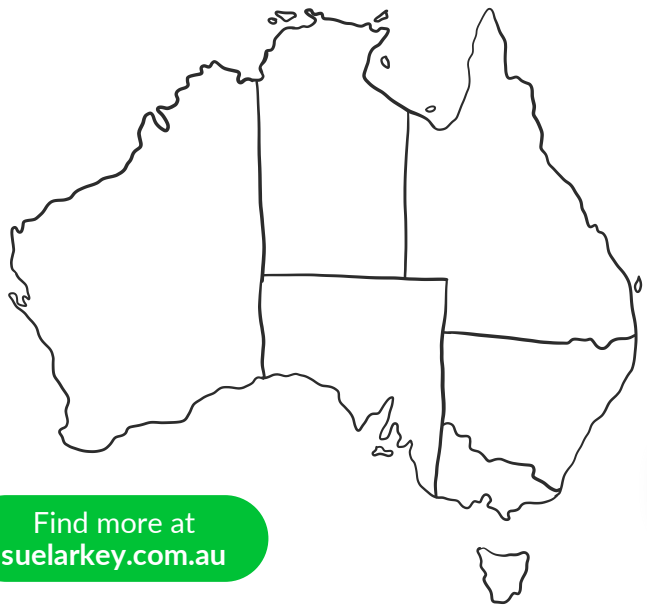
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