

2017 Inclusive Education Expo – *inclusive practice*

Monday July 10 - Education Development Centre

Opening Address 9:30am – 11:00am (no cost)

1. Inclusive Education in DECD- current context and future aspiration

Ian May

This interactive session will provide information about current DECD policies and practices, new initiatives and plans, provide opportunities to discuss what is working, issues and concerns, and what the way forward is. The session will also explore what Inclusion is, what the research tells and what it means for our schools and families.

Concurrent Sessions 11:30pm – 1:00pm

2. Accessibility features of the iPad: Tips and Tricks

Ross Sims

This session will focus on the accessibility features of the iPad, using the iPad as a publishing tool with various media, apps to create and modify content, input and output via refreshable braille displays, audiobooks, iBooks, iTunes U and many of the other exciting features of the iPad.

Accessibility – how students with various disabilities can utilise an iPad to access the Australian Curriculum.

Creating multimedia content – using various apps to create and engage with learning.

primary/secondary

3. Strategies for NIT teachers when transitioning and delivering lessons to Special Classes

David Brown and Elyse Duncan

Through the use of the Highly Structured Teaching approach, routines, technology and differentiation we will highlight key strategies to help ensure improved positive outcomes for NIT teaches when teaching Special Classes and Students with Disabilities. We will also look at how to transition from group work to 1:1 work by using technology with an academic focus.

primary/secondary

4. Coding For Beginners - Use coding games, apps and programs to teach problem solving, logic, resilience and risk taking.

Cherie Reed

Since introducing coding with students in my class it has improved students attitudes when making mistakes, reduced melt downs and increased engagement. Students work well in teams and persist with tasks for the full time of lessons. They have gone from just playing to creating and challenging themselves. Enhances well-being, builds confidence, growth mindset and students feel empowered with technology. Students' problem solving increases and they become reflective of where they went wrong developing skills needed for critical thinking. *No programming experience required.*

primary/secondary



5. Playing Detective

Clare Crew

Children have an inner wisdom about what is needed for their developmental progression and wellbeing. When we watch children at play, the clues are all there. As Educators, we must play detective, matching what we see with an understanding of why the child is engaging in that particular behaviour. Accommodating individual needs then becomes less about guesswork, and more about successfully solving the mystery.

early years

6. Voice Recognition in the classroom: What educators need to know

Jim Sprialis

Voice recognition technology is increasingly being utilised to support students experiencing written language difficulties. The technology has made immense improvements in recent times yet it is still very quickly being abandoned as a viable enabling writing tool. This presentation will explore the benefits of voice recognition technology, the types of writing tasks and learning contexts it best supports, the importance of explicit writing instruction and setting up for success. Key considerations to monitoring its implementation and assessing its effectiveness will also be highlighted.

primary/secondary

7. Understanding Hearing Loss and the HH Child in the classroom

Greg Pedder and Ros Senior

This session will focus on how to support Deaf and hard of Hearing students in the classroom and will cover topics:

- Understanding hearing loss
- Classroom acoustics
- Implications for learning
- Classroom strategies and/adjustments suitable for JP, Primary and secondary classrooms.

primary/secondary

8. The use of PODD Compass app: Programing, distribution and classroom practice

Sarah McKenzie

This session will support schools to understand the processes involved within the distribution of the PODD application, alongside demonstrating its use enabling teachers to develop confidence with this system. Within this session classroom examples will be demonstrated linked to Australian Curriculum outcomes suitable for the students of Kilparrin.

special class

9. Nurture Groups – an Attachment theory model of practice in schools

Alina Page

Attendees will gain an understanding of what the 'Nurture groups in schools' model of practice entails and how it helps create and support a truly inclusive whole school approach. By the end of the session attendees will have an overview of attachment theory, the structure and functioning of nurture groups.

A panel of teachers and leaders from the South Australian schools currently trialling the nurture group setup will be sharing their journeys and answering questions regarding the opportunities (and some of the challenges) they have identified in doing so.

primary/secondary

10. Responding to cultural sensitivities around disability

Bala Bhattarai, Jian Ali & Andre Ntibesha

Participants will have a greater understanding of the cultural issues that must be considered when working with CALD families who have a child with a disability.

early years/primary/secondary

11. The Child Well Being Program – Helping Schools to help students and their families

David Wild

The Child Wellbeing Program is a school-based early intervention program designed to assist schools respond to the needs of vulnerable students and their families. This presentation will give an outline of the Child Wellbeing Program and offer some practical ideas in relation to working with families where there are concerns for a student's wellbeing.

primary/secondary

Concurrent Sessions 2:00 – 3:30 pm

12. Challenging behaviour vs survival

Emma Goodall

How can we tell the difference between challenging behaviour that is deliberate and survival behaviour that is instinctive and uncontrollable? Looking at the use of assessment and observations and technology to determine what is happening. Once we gain an understanding of the fight/flight freeze imperative for children and young people, we can structure our skill teaching and responses to individual incidents. This session will give people the skills to evaluate behaviour and respond proactively and reactively in ways that de-escalate the situation.

primary/secondary

13. Integrating AAC into Mainstream Classrooms

Matthew Jessett, Pete Thompson and Max Price

By working as a cohesive team, Pete and Matt have been able to approach learning with an open minded perspective to ensure learning happens for all. Through this session they talk about how they modified lessons to be inclusive for all students. This includes Max Price, a student in the class who is non-verbal and uses ACC. The huge success they have had as a team comes down to open communications, teamwork and creative approach to teaching and learning.

primary

14. Note taking Challenges for struggling learners

Jim Sprialis

The development of notetaking and study skills is one of the most cognitively challenging processes in learning. Recent studies confirm that struggling learners identify notetaking as their biggest challenge over all other aspects of their learning. This presentation will explore the broader concept of Knowledge Management and note taking tools and strategies which can be applied to different learning contexts. Issues and approaches related to the note taking of multimedia and flipped content will also be explored.

upper primary/secondary

15. Solution focused ideas for the classroom

Susan Furga and Annette Balestrine

This session will offer educators:

- Basic understanding of the core principles of SFBT
- SFBT encompasses strength based approaches that supports students to retain a positive view of themselves as learners, enabling positive social & learning experiences and improved engagement in learning
- Research driven practice that enhances self-esteem and positive outcomes by embracing Positive Psych approaches
- Challenges educators to consider the power of language and the focus they apply when 'managing' behaviours
- Inclusive practice is possible as the approaches and strategies within SFBT can be used for all students, irrespective of learning strengths or limitations. Additionally, it can be used as a universal level of intervention (whole class)
- Student wellbeing is preserved throughout the process of behaviour change
- Draws on visual strengths, as images of the student behaving in more positive ways are presented and represented visually for the student
- Examples of how SFBT has been applied in a specialised Autism focussed intervention and results of outcomes

primary/secondary

16. Exploring Yumi Deadly Maths for diverse learners using multi-tiered system of support

Sarah Trevena and Jacqui Forjan

This session will explore YuMi Deadly Maths for diverse learners.

primary/secondary

17. Health support planning in education

Nicole Kyrkou

Health Support Planning is an essential part of preparation for a child or young person with health support needs to access education. Health comprises both physical and mental health and can often include the presentation of behaviours.

This interactive session will provide an overview about the health support planning process, training and resources available for you. There will be opportunity to ask any questions about the health support planning process, types of health support needs and how to problem solve the more complex health related support needs.

early years/primary/secondary

18. Working with Traumatized Children in the School Environment

Srdjan Vagdic

The session will provide a means of information sharing regarding how highly traumatised children may experience the school environment. There will be a specific focus on reflecting how a trauma history is likely to affect a child's capacity to learn within a school environment. *early years/primary/secondary*

19. Dyscalculia: What is it and how to support students who have difficulty learning maths

Libby Brown

This session will explore: Why some students struggle to learn number and have difficulty with maths; What the signs of a learning difficulty are; how to support the student to become numerate; and what programs schools can use.

primary/secondary

20. Explicit teaching of literacy in the early years

Francis Scobie

Some primary struggling with literacy lack a good understanding of phonics. Automatic decoding and spelling skills support access to learning across the curriculum. This hands-on workshop demonstrates a series of teaching strategies designed to develop automaticity of decoding and spelling through a variety of practical and engaging activities.

early years/primary

21. Teaching children with behavioural, emotional and social difficulties

Alina Page

The session will provide the attendees with practical tools to structure behaviour management processes and support students using an engagement – focused, restorative approach that builds learning dispositions and assists students in overcoming barriers to learning.

primary/secondary

Tuesday 11th July 2017
Keynote Session 9:00 – 11:00am

Education Development Centre

22. Making meaning of students behaviour

Dr Jon Jureidini

Enhance staff capacity to make sense of and respond empathically to children's problematic behaviour in a way that enhances student well-being and facilitates emotional growth.

Primary/secondary

Concurrent Sessions 11:30 – 1:00pm

23. Intervention for all – a look at high quality classroom practice in Literacy and Numeracy and evidence based programs

Leanne Prior

This session considers how effective high quality Literacy and Numeracy teaching impacts on each learner achieving high levels of learning and growth.

primary

24. Role of DECD occupational therapist in education sites, self-regulation, impact on development, learning and behaviour

Helen Pikramenos and Kathleen White

This session will provide insight in the scope and role of a DECD occupational therapist in education sites based on the current DECD OT project outcomes(March 2016-July 2017). A summary of the project and the implementation strategies. The session will include an introduction of occupational therapy based

approaches with a focus on self-regulation and the impact it has on a student's development, learning and behaviours. What influences arousal levels (environment, person, activity), development of empathy and understanding of what it feels like for students who are disregulated. Ideas and examples of strategies will be provided for up the optimal learning environments and approaches and adaptations to enable students to engage in learning.

primary/secondary

25. Discover the Teaching Pyramid: Importance of Supporting the Social and Emotional Development for all Kindergarteners **Mary McLennan**

As a collaborative team we will explore the significance of our AEDC data especially the social competence and emotional wellbeing domains. We will introduce the Teaching Pyramid and it's role in supporting the social emotional development of all kindergarteners.

early years

26. Theory of Mind: Why don't they just get it? **Helen Kowalenko**

Theory of mind underlies many of the difficulties encountered by individuals with autism, sensory dysfunction and language processing difficulties. This workshop will explore the implications of Theory of Mind and illustrate specific skills and understandings that can be taught to develop functional theory of mind. It will provide educators with a curriculum that can be implemented and incorporated into their practice and assist them to understand where the learner is coming from and how best to support them.

early years/primary

27. Introduction to Proloquo2Go and AAC in the classroom **Leanne Shane**

Participants will gain skills and knowledge to support the implementation of Augmentative and Alternative Communication in the classroom. They will be provided with a hands on overview and introduction to Proloquo2Go and how to model it in the classroom.

special class

28. Understanding Restrictive Practices in your classroom **Nicole Kyrkou**

This session will look at restrictive practices from a disability and educational context. We will consider the continuum of restrictive practices, current strategies that are being used in your classrooms and how to reshape your toolkit to be least restrictive and support students to self-regulate.

primary/secondary

29. Mindfulness and its ability to enhance learning **Jane McKie**

The session will explain how teachers can use Mindfulness with students to improve focus, concentration and attention span, and to enhance wellbeing. Mindfulness activities will be demonstrated and resources offered. Personal Mindfulness practice will be explored with reference to personal and professional wellbeing.

primary/secondary

30. Positive partnerships: Working together to support school aged students on the autism spectrum

Vanessa Alexander

'Positive Partnerships' is a national program funded by the Australian Government Department of Education and Training that started in 2008 and primarily runs workshops for parents/carers and school staff. This session will highlight a range of tools that can assist school staff and parents/carers to work together to support school aged students on the autism spectrum. This includes resources to specifically support Aboriginal and Torres Strait Islander communities as well as culturally and linguistically diverse communities.

primary/secondary

31. Relationships and Sexuality in Action (Shine SA)

Jill Spurling

This workshop advocates for the rights of children and young people living with a disability to have access to explicit relationships and sexuality education. It focuses on building the confidence and capacity of educators to facilitate and develop lessons, methodologies, resources and actions plans to implement meaningful and relevant curriculum.

primary/secondary

32. The importance of teaching phonemic awareness with reading and spelling

Sandy Russo

This session focuses on teaching what phonemic awareness is and strategies that can help students gain the phonemic awareness skills needed in reading and writing throughout the curriculum. Strategies and resources explored will be useful to offer differentiated learning to support students who are experiencing difficulties, but the strategies are equally effective with mainstream students.

early years/primary

Concurrent Sessions 2:00 – 3:30pm

33. Developing social cognition in students on the autism spectrum in the classroom setting

Niki Welz

This session outlines how people on the autism spectrum find it difficult to see others perspectives (Theory of Mind) and how this can heavily influence their time in the mainstream school setting. Though social cognition is a challenging concept to develop, research clearly shows that by utilizing specific teaching techniques, teachers and support staff can improve social cognition and reduce the likelihood of associated disorders such as depression and anxiety.

early years/primary/secondary

34. A special needs teacher's journey

Bronnie Whitelaw

A Special Needs Teachers Journey – from the first day we meet; programming and planning for my students; student and parent voice in the NEP process; reporting to parents, an ongoing journey; implementing differentiated curriculum, the positives and negatives; setting and implementing data targets and SMARTAR goals; feedback, student/parent, student/student, teacher/student, student/teacher; assessment and recording; reflective practice.

This session is designed to walk through the challenges faced, by educators of complex classes with various abilities and challenges to learning.

It will offer suggestions to problem solve difficult situations, and support educators to explore innovative ways to enhance student learning, using a range of technologies, programs and resources. This includes looking at the physical, environmental and human resources available.

It will explore a variety of teaching strategies and discuss the importance of developing strong and respectful relationships with students, families and outside service providers. Addressing the importance of implementing family and student voice in learning goals, at all times considering their hopes, wants and needs.

Specifically looking at how to plan for the incremental steps required for learning to continually move forward, in line with ACARA curriculum and General Capabilities. This involves considering innovative ways to utilise valuable support staff and implement student centred learning activities that encourage engagement.

Reflecting on and sourcing the most appropriate ways to program based on student needs, ensuring all students are catered for to achieve their best, and considering ways to include all student voices, both verbal and non-verbal. Special attention will be given to assessment and achievement of learning goals. Acknowledging the many ways to capture learning and allow for continued growth. Knowing when to press forward and not hold back by being flexible with utilizing receptive and expressive capabilities of students.

Evidence of student to parent, peer to peer, teacher to student and student to teacher feedback, which are accessed through technologies such as Class DoJo, will be discussed. These communication strategies encourage deeper connections with families, by sharing learning activities, as well as motivating us all to do our best and successfully achieve prescribed learning goals.

special class

35. Interoception - Practical teaching of body awareness

Michelle McCauley

Overview of Interoception (detecting internal body signals) and an opportunity to practice using the Interoception tools and activities. Discussion and examples of how the interoception program and activities can be adapted to suit children/students of all abilities.

primary/secondary

36. Booked based learning using Auslan: Meet the very Hungry Caterpillar

Mandy Conner and July Daly

The session will look at delivering a popular children's book through the use of Auslan signs. The use of Auslan benefits all children's language learning - it's fun, inclusive and motivating for a wide range of children. The session will be practical and provide lots of resources that can be used in a preschool or early years classroom.

early years/primary

37. The resilience and wellbeing toolbox: A whole school and clinical setting approach to happier and more resilient children

Madhavi Nawana Parker

This session will provide practical tips on which promote wellbeing and resilience in young people. When these factors are nourished students learn better, perform better academically and get along more positively with others.
primary/secondary

38. Working Memory: What is it and how to support students

Libby Brown

This session will explore: What working memory is and why it is so important for student learning; How to recognize and diagnose; what to do to support students who have poor working memory; and what programs can schools use?

primary/secondary

39. Tune your Brain: The Best Learning Happens when Thinking (Cognition) and Emotions (affect) work together

Donna Nitschke

Thinking and emotions are both important fundamental aspects of being a human. More often than not, thoughts and feelings are poorly partnered and conspire to make learning harder than is necessary. This session will examine the development of cognition and affect through the lens of executive functioning. It will then provide strategies and activities to help thinking and emotions work together.

early years/primary/secondary

40. Goal Setting with the Australian Curriculum

Jillian Denys and Ingrid Alderton

This session will include the rationale for writing goals, a self-check survey, preparing for goal setting and the process for writing goals using the SMARTAR goals formula. There will be an emphasis on identifying a student's entry level in the Australian Curriculum when writing goals. Participants will have a greater understanding of how to generate SMARTAR goals using the Australian Curriculum in order to more effectively include students in the classroom program. To inform planning and assessment based on the student's current level of performance/knowledge/skills.

primary/secondary

41. Video Self Modelling

Anne Martin

Video Self Modelling works from the principles of best practice where the student watches themselves performing a task or engaging in a behaviour consistently and correctly. Through clever editing of video footage, and with the task chosen to be the 'next step' in their learning, it has had successful results at Suneden in areas relating to behaviour, skill mastery, curriculum access and student self-efficacy. It both promotes and complements positive behaviour support programmes within the school.

early years/primary/secondary

42. What's New: Technology, strategies and tips for dyslexic learners

Sandy Russo

This session will explore free and not so free assistive technology for students how, when and where to use it. Technologies explored will be useful to offer differentiated learning to support students who are experiencing difficulties, but the strategies are equally effective with mainstream students. *We will also explore the new C-Pen reading pens that can be used in exams conditions through normal special accommodation conditions. There will be a chance to try one out.* SSOs, teachers and parents attending this session will leave with knowledge of available assistive technologies strategies that help students with specific learning difficulties work independently.
primary/secondary

Wednesday 12th July 2017 Special Education Resource Unit (SERU)

Online Training Sessions 1 and 2

(1) 9:00 am – 12:00pm

(2) 1:00pm - 4:00pm

43. (a) & (b) Understanding Dyslexia and Significant Difficulties in Reading - Online training course

Libby Brown

This course will comprise a whole day broken into two sessions covering the first two sections of the course: Understanding and Assessment of Dyslexia and Difficulties in Reading.

SSOs can attend the course if accompanied by a teacher.

early years/primary/secondary

9:30am – 11:30am

43. Removing the Cloak of Language Disorder Together

Christine Darcy

Recent research provides compelling evidence that students with Language Disorder (LD) are at great risk of disengaging from school and then engaging with the Youth Justice system. This presentation shares an example of how schools can be supported to understand, identify and reduce the impact of Language Disorder (LD) on student learning, behaviour, engagement, mental health and rates of offending in order to improve life outcomes for affected students and their communities.

Teacher and student interviews and examples of differentiated lesson and assessment tasks, will be used to support participants to gain an understanding of:

- how the language demands of the curriculum increase over time
- how language disorder impacts on vocabulary, reading, literacy & numeracy
- the strong link between LD and challenging behaviour; mental health problems; youth offending and the importance of ruling out language disorder
- how schools can promote the early identification of LD using a reliable and cost effective screening tool
- how schools can modify their spoken and written instructional language to make the learning more accessible to all students including those with LD
- how schools can target vocabulary instruction each term to improve learning outcomes (some encouraging data to share)

primary/secondary

12:30pm – 2:00pm

45. “ARACY’s Common Approach and Student Support Services in DECD – Learning our way into more collaborative partnerships with families, sites, and each other”

Steven Mosely & Cheryl Malone



The Common Approach is a way of working. It's origins are in the field of child protection and build on the fact that child protection is now everybody's business. At the heart of The Common Approach are four practices, each of which will be familiar to us all. The four practices are: strengths-based practice, keeping the child at the centre, using a holistic lens, and being in partnership with parents & others. Although, at first, these read as being somewhat basic, these four practices are often abstract and elusive in the day-to-day busyness of our often rigid professional lives; the practices are simultaneously very simple and yet very difficult to live out. Often the difficulty is one of coming together – it's easier to work within one's own field of professional expertise. Enter The Common Approach. It provides a structure for mutuality and shared participation in conversations, information gathering, and for decision-making about what to do next. It is about going on a group hunt for protective opportunities, and these are easily found within the child, within the family, and in the local community. The Common Approach provides a common language for all of us to use in our quest, and it pursues strong student and family voice along the way. It is organic and flexible. It is about love, learning, identity and action. It describes a shared, well-being-focussed, professional terrain that belongs to all of us. The Common Approach affords us a fresh, holistic, view. It helps us to more easily see a healthy, safe and meaningful future for all the children we already work with.

early years/primary/secondary

Thursday 13th July 2017

Special Education Resource Unit (SERU)

Online Training Sessions 1 and 2

(1) 9:00 am – 12:00pm

(2) 1:00pm - 4:00pm

46 (a) & (b) Understanding Hearing Loss – On Line Training Course

Greg Pedder

This course will comprise a whole day broken into two sessions covering the first two sections of the course: Understanding Hearing Loss and Assessment for Learning. A Third session – Intervention - will be offered later in term 3 at a time to be negotiated.

SSOs can attend the course if accompanied by a teacher

early years/primary/secondary

9:30 am – 12:00pm

47. Boardmaker Basics: Creating Print Resources

Candice Fiegert

This hands on session will guide participants through the basics of using the Boardmaker software program to develop visual tools (printable) for use in the school setting. Participants will learn to make resources (eg. visual schedule) using templates and from scratch. Links will be made between visual texts and the Australian Curriculum. This workshop is suitable for those who work in education and are new to Boardmaker 6 or wanting to refresh their 'basic' skills.

early years/primary/secondary