

## 2018 Inclusive Education Expo – Inclusive Practices: How to Include All Learners

Monday July 9 - Education Development Centre

Keynote 9:30am – 11:00am

**1. Inclusive: A Parent Perspective**

**Ian May**

In this session you will hear from parents and students about their experiences of schooling. The discussion will then focus on what Inclusion means for the Department practices and policies and what is the way forward.

**Concurrent Sessions 11:30pm – 1:00pm**

**2. Building Vocabulary**

**Michelle Harvey and Bronnie Whitelaw**

The focus of the session will include the importance of explicitly teaching vocabulary, for those students who don't speak English as their first language, and practical ideas for developing children's vocabulary in pre-school and school.

*early years/primary*

**3. Engagement in Secondary School**

**Kymerly Louise**

This session combines psychological science and creativity to provide participants with an understanding of the secondary student as a learner. Participants will be exposed to strategies that increase engagement in this complex group of learners, and will have a bit of fun along the way.

*secondary*

**4. Four Blocks Literacy**

**Michelle Grocke and Beejay Sauerwald**

The session will begin with a brief overview of the 4 Blocks and progress to unpacking Guided reading/Shared Reading, Self-Selected Reading and Writing and Working with Words. Examples of emergent, transitional and conventional learner's participation will be shared. Assessment tools, and SMARTAR goals to track student progress and inform practice will be discussed. Examples of 4 Blocks programming will be shared. Resources will be shown, including planning templates, student resources, and low tech assistive writing tools.

*special setting*

**5. Supporting Students with Rare Disorders**

**Jane McKie**

This session will describe the syndromes and explain how they impact on learning. Strategies to address the learning needs will be recommended and any other student issues relating to the syndromes will also be discussed.

*primary*

**6. Resilience and Wellbeing Toolbox**

**Madhavi Nawana Parker**

This session will look at practical ways to build resilience and wellbeing in young people. It will show you how easily The Resilience and Wellbeing Toolbox can be implemented as a whole school approach without taking up excessive time and preparation

*early years/primary*

**7. Road To Inclusion: Keeping Kids at School**

**Michelle Lennox, Kylie Richards, Fiona Lymberopoulos**

This session will describe the inclusion journey taken so far at Lake Windemere B-7 School. Participants will hear about the collaboration between Support Services staff and leadership staff at the school to implement a change process: use of data, PD sessions that were undertaken, staff reflections on practice and the changes they have made. Participants will have the opportunity to work through some of the same exercises that staff undertook to help them enhance their practice.

*Early years/primary*

## 8. Introduction to STEM

**Neil Tregenza**

This practical workshop will showcase a range of emerging technologies that supports the implementation of STEM. Participants will become familiar with and evaluate resources available from SERU. Practical classroom ideas will be explored in the areas of Virtual Reality, coding without robots and the foundations of robotics.

*early years/primary/special settings*

## 9. Creative and Body Based Learning

**Gemma Vowles and Nancy Barclay**

The presenters will share results of their research project undertaken with UniSA after undertaking extensive training in Creative Body Based Learning. The workshop will also be hands on, and participants will have a chance to explore a number of strategies that can be used with this approach to learning and activating classroom curriculum.

*primary/special settings*

## 10. Making Inclusion Happen in an Early Childhood Program

**Kate Walker**

Inclusion begins with our program philosophies- ALL MEANS ALL. This session will focus on what high quality inclusive practices look like; how we meet each child's specific needs and abilities and how we use intentional teaching to achieve equity and excellence for all children

*early years*

## 11. Increasing Motivation

**Niki Welz**

Individuals on the autism spectrum often have specific areas of passion. Areas that fall outside of this specific area of interest are often have little meaning for individuals and they can lack motivation to start and complete tasks. Reward systems and careful scheduling can support engagement but new research is showing a unique way to create meaningful learning experiences for students on the autism spectrum leading to greater learning outcomes.

*early years / primary / secondary*

## 12. Support Students with Mental Health

**Andrea Fairlie**

There is an increasing prevalence of mental health conditions in children. This session teaches participants about a range of mental health conditions in children, and allow discussion about their own experiences when working with these children. The participants will then learn some simple whole class anxiety reducing strategies. Finally, the session will explore some approaches to ensure that these children are still able to participate and reach their learning potential. This session contains feathers and bubbles!

*early years/primary*

## 13. Relationships Between SA Parents of Children with Disabilities and School: A Model for Partnership

**Leanne Longfellow**

This is a presentation of Leanne's doctoral research on the perspectives of seven South Australian parents of children with disabilities regarding their relationship with their child's school. Participants will gain an understanding of the importance of relationships and how these support strong outcomes for students with disability. A model for partnership based on a social justice perspective will be explored.

*early years/primary/secondary*

## 14. Coding Without Stuff

**Neil Tregenza**

It seems there is a hype in our educational community often driven by IT businesses that suggests schools "need" robots and software to teach coding. Educators need to understand that the basics of Computational Thinking and coding can be taught/acquired without the need to spend any money! This session is designed to elicit discussion and clarification of the requirements to teach "coding" in the Australian Curriculum. Whilst some mention of popular "stuff" will be made we will mostly explore the simple activities and free online resources.

*early years/primary*

**15. Working Memory**

**Liz Bowden**

This session will provide participants with an understanding of what working memory is, how poor working memory presents in the classroom, and how important it is for learning. The session will also provide accommodations and strategies that can be implemented at the individual and class level to support learners.

*primary/secondary*

**16. 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.

*early years/primary/secondary/special settings*

**17. ABLES**

**Gillian Evans & Rachel Scheuboeck**

Abilities Based Learning and Educational Support – ABLES has been developed in Victoria and is now used in a number of states and territories throughout Australia. It provides a suite of curriculum, pedagogy, assessment and reporting resources that assist teachers to recognize and respond to students with significant Intellectual disabilities. Participants will have the opportunity to learn about this resource and familiarize themselves with the assessment tool.

*primary/secondary/special settings*

**18. Literacy and Numeracy: Interventions for All**

**Leanne Prior**

This session looks at high quality classroom practice in Literacy and Numeracy and evidenced based programs and how these impact on each student achieving high levels of learning and growth.

*primary*

**Celebration Event at 3:30 pm**

**19. 15<sup>th</sup> Expo Celebration**

A Celebration of 15 years of the Expo with an address by Minister for Education John Gardner and performance from Dance Down.

**Tuesday July 10 - Education Development Centre**

**Concurrent Sessions 9:30pm – 11:00pm**

**20. Read It Again**

**Dio Kalaritis and Daniel Lawrence**

The session will outline a whole-class, book-based emergent literacy and language intervention entitled Read it Again: Foundation Q! The presenters will detail what the program is and how it can be incorporated into existing early years teaching practice in schools to enrich the curriculum and explicitly target vocabulary, phonological awareness, print concepts, and narrative skills. The presenters will discuss their experiences using the program and talk about how elements of it can be incorporated into everyday practice in schools. The presenters will also discuss the links between language and literacy development more broadly, and provide specific, functional strategies to explicitly support emergent literacy development for all learners (including students with learning difficulties and/or language disorders).

*early years/primary*

- 21. Inferencing: Making Connections for Understanding Talking and Reading** **Sue McCandlish**  
Oral language comprehension is an important link to reading comprehension, into that all important domain of “meaning making”. Comprehension requires that the listeners and readers draw upon their knowledge of the topic, their vocabulary and their ability to inference to make sense of language. Making inferences can be difficult for children with language differences, language impairment, cognitive delays and ASD. This session explores different types of inferences that are necessary for comprehension. Participants will analyse or step out what they do when making an inference and trial the use of different strategies and activities that can be used to “unpack an inference” – help children understand intended meanings. Theory of Mind (ToM) or understanding what another is thinking or feeling will also be discussed in relation to inference making. *early years/primary*
- 22. Sensory Processing (part 1)** **Sarah Enthoven, Belinda Janowiak and Anna Forgan**  
Sensory processing is our ability to interpret incoming sensory information from our bodies and our environment. All individuals will do this differently and this can impact our arousal, attention, learning and behavior. A sound understanding of sensory processing and the implications for the educational environment enables us to implement strategies and make environmental adjustments to support engagement and learning for all students. **It is recommended that participants attend the presentation: ‘Sensory Strategies’ for a more comprehensive look at strategies.** (session 30) *early years/primary*
- 23. Teaching Measurement the YuMi Deadly Way For All Learners** **Jane Cavanagh**  
From Special and Primary through to Junior Secondary, length and mass progress from simple language to development of symbolic formulae, e.g., circumference of a circle. YuMi Deadly Maths pedagogy will be demonstrated for measurement and participants encouraged to take part in developing the concepts. Since personal involvement aids creation and retention of visual memory, this approach enables a wider than usual range of students to relate to development of formulae that have universal application in STEM. *primary/secondary*
- 24. Phonemic Awareness** **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. *primary/secondary*
- 25. Introduction to Differentiating the Curriculum and Instruction** **Carol Le Lant**  
This session will highlight the importance of backward planning, the need to have clear learning objectives and on-going assessment to create teaching and learning opportunities to meet the needs of diverse learners. *early years/primary/secondary*
- 26. Technology and Assisting with Reading** **Jim Sprialis**  
The development of reading comprehension relies in several components and skills. Reading difficulties occur when there is an underuse or an over reliance of certain skills. The use of inclusive technologies can support students with reading difficulties to read and comprehend more effectively. This workshop will guide participants through a series of strategy instruction activities which can be used as the before, during and after reading stage. A range of differentiated technology options and work flows for these instructional activities will be demonstrated. *primary/secondary*

## 27. What It Means To Be Autistic

**Meg Eusope**

Come on a learning journey to discover what it means to be autistic from lived experience of autism, and how this can inform the understanding we bring to each interaction with autistic learners. This session will explore some of the myths, misunderstandings and shared human experience of autism, and ideas to bring to learning environments to encourage greater inclusion and understanding.

*primary / secondary*

## 28. Understanding and Strategies for Learning Difficulties **Anne Creighton Arnold and Rachel Scheuboeck**

This session will broadly outline what a learning difficulty is and detail some strategies that can be applied to support inclusive practice and improved student learning outcomes. It will also detail current literacy resources/trends and how they can be utilised to provide and instructional adjustment leading to improved student learning outcomes.

*early years/primary/secondary*

### Concurrent Sessions 11:30 – 1:00pm

## 29. Teaching Phonics Through a Foundation in Phonological Awareness

**Sue McCandlish and Jane Sherringham**

Phonological Awareness has an important role in the development of reading and spelling as it facilitates the learning of phonics. This session will explore what are the key phonological awareness skills to prepare students for early phonics work. There will be a focus on assessment using the PASM tool (Phonological Awareness Skill Mapping) and how to analyse class data to inform teaching for whole class and grouping children to plan for differentiated learning. The workshop will also cover explicit teaching of early phonics skills – how to do this in an explicit and sequenced way to include both reading and early spelling of decodable words. There is an emphasis on getting classroom instruction right to save on later intervention.

*early years/primary*

## 30. What's New? Technology Tips and Strategies for Dyslexic Learners

**Sandy Russo**

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*

## 31. Sensory Strategies (part 2)

**Sarah Enthoven, Belinda Janowiak and Anna Forgan**

It is highly recommended that participants attend "An introduction to sensory processing and the classroom"(session 21) **prior to attending** this session. The way children process sensory information impacts on their participation and readiness to learn. This workshop will give participants a range of practical sensory based classroom strategies to support student engagement.

*early years/primary*

## 32. Interoception: What It Is and How Can It Be Taught

**Gillian Evans and Puneet Gill**

Following a brief review of the senses and their role in learning, concentration and attention, the session will focus on Interoception – what it is, how it can be taught to individuals and whole classes and what impact on behaviour and wellbeing teachers can expect to see. Practical activities will be explored and resources shared.

*primary / secondary*

**33. Executive Functioning**

**Helen Kowalenko**

Are you constantly saying get organized, pay attention manage, your emotions?

If you are, then you need to consider how executive functioning plays an important role in how children/students manage their school/or preschool days to achieve the learning goals that you have set for them. Executive functioning is a term psychologists use to describe the many tasks our brains perform that are necessary to think, act, and solve problems Many children have difficulty in planning and organising their day, recalling information and managing their emotions which directly relates to how they learn. When children have opportunities to develop executive function and self-regulation skills it makes it possible for them to live, work and learn with an appropriate level of independence and competence.

*early years/primary*

**34. One Child One Plan**

**Sylvia Fisher**

The One Child One Plan is an online module system that will support teachers in preschools and schools to personalize the learning for children and students utilising entry point into either the Early Years Learning Framework (EYLF) or the Australian Curriculum (AC). The presenter will provide information about the functionality of the online module and the type of content that can be included in the One Child One Plan screens.

*early years/primary/secondary*

**35. Mathematics Anxiety**

**Simon Fuller**

Participants will learn about the condition of Mathematics Anxiety and learn and utilize some contemporary and innovative strategies that can lessen the impact of Mathematics Anxiety and improve the output of students. Participants will also be exposed to a highly individualized and alternative model of professional learning. Participants will learn how 'outside' professionals can become a valuable resource in the development of teachers' professional learning.

*primary / secondary*

**Concurrent Sessions 2:00 – 3:30pm**

**36. Explicit Teaching Strategies for Reading**

**Frances Scobie**

Some students need extra explicit instruction in how to use phonics to read. Take part in a hands-on session that models and practises a sequence of teaching strategies and techniques designed to develop automatic decoding skills and improve reading fluency.

*primary*

**37. What Makes a Difference? Including Children With an Intellectual Disability**

**Nicole McKenna**

This session combines information about how children with an intellectual disability learn with practical strategies that those working with them can use which can make an enormous difference. The workshop will be interactive with participants having the opportunity to discuss scenarios and identify changes that they can make to their own daily practice.

*early years/primary*

**38. Handwriting Development**

**Sarah Enthoven, Belinda Jankowiak and Anna Forgan**

Handwriting continues to be the main form of written communication in today's classroom despite the increase of technology. The latest research will be presented about the links with literacy development and handwriting. We will be discussing how we can support skill development in this area through biomechanical, multi-sensory, motor learning and cognitive approaches. Practical whole class ideas to address common handwriting difficulties will be provided.

*primary*

**39. Two Hour SMART Training**

**Cassie Humphrey and Cassie Burton**

2 hour SMART training (2 hour taster of the full day session with the Childhood Foundation - focus on developmental trauma and strategies for classroom settings)

*primary/secondary*

#### 40. Challenging Behaviour

Scott Olver

During this session we will breakdown the Positive Behaviour Support Framework into 4 key elements: understanding the student and their behaviour, supporting the student; developing the student and responding to their behaviour. Throughout the session there will be opportunity to interact collaboratively to apply these elements to case studies or your own students.

*primary/secondary*

#### 41. Using Six Box Writing in Planning

Sandy Russo

Writing involves many processes and by the time pen touches paper and the challenge of working out how to spell the first word or even which word to use is reached by a struggling writer, the rest of their ideas have disappeared from their memory. This session focuses on how a six box structure can be used when planning any writing task in a paper based form and in PowerPoint. The six box structure is also easily used in a PowerPoint platform which helps students with working memory issues. You will leave the session with the knowledge of how to use a six box and the different strategies and programs that Sandy finds useful with the students she works with.

*primary/secondary*

#### 42. Dyslexia

Libby Brown

The session will focus on what is dyslexia and other reading difficulties and how these can impact on the learner. How and what to assess to be better able to meet the specific reading difficulties of a student or group of students. General classroom strategies to use to teach students with reading difficulties. What do we mean by evidence based interventions? What are the strategies that are involve in the Literacy Guarantee? What will this mean for what my school is already doing?

*primary/secondary*

#### 43. Inclusive Technologies and Written Language

Jim Sprialis

The development of written communication skills relies on a complex range of skills and knowledge. Students can have difficulties developing these skills for a wide range of reasons including inadequate language skills, prior knowledge, ineffective strategies, and poor spelling skills. This session explores inclusive technologies that can assist students who struggle to express ideas as meaningful text and to support them at various stages of the writing process. Inclusive technologies across a range of devices and operating platforms will be demonstrated and implementation discussed.

*primary/secondary*

### Wednesday 11<sup>th</sup> July 2017 - Special Education Resource Unit (SERU)

#### 44. Understanding Dyslexia and Significant Difficulties in Reading - Online training course

(1) 9:00 am – 12:00pm (2) 1:00pm - 4:00pm

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.

*primary/secondary*

**9:30am – 11:30am**

#### 45. Chess: Using Computers to Discover the Magic of the Game

Alan Goldsmith

How computers can be used to quickly help students with autism discover the magic of the game and give the students an amusement for life. Open to families and teachers.

*primary/secondary*

**9:00am – 3:30pm**

#### 46. Tours of the Resource Centre Throughout the Day

Anne Creighton Arnold

An opportunity for educators and families to see the collection and discover the broad range of resources that can be borrowed as well as advice on how to utilise the resources as instructional adjustments.

*early years/primary/secondary*