Welcome to our last SERUpdate for 2006. This term sees the launch of our new website to coincide with the United Nations 2006 International Day of People with Disability with the theme - E-Accessibility.

Deb McGuiggen and Dayna Bolton, who you will have met on reception/circulation will be leaving us at Christmas. Both Deb and Dayna have done a great job and we wish them well in their new endeavours.

Ruth Motley—Manager

SERU’s WEBSITE

The Special Education Resource Unit (SERU) now has a new website: http://web.seru.sa.edu.au. Our website has been designed to be easily accessed by people who use assistive technology or who find reading text difficult.

We have used plain English wherever possible. Where jargon has been used, the word is linked to a glossary with a plain English description. We’ve tried to provide all the key information in the first screenshot of each page.

Consistent navigation has been used throughout and it only takes three clicks to get to any page. For ease of use by screen readers we have used a linear site map, presented most of our information in a single column and avoided the use of images wherever possible. In our catalogues where images are used, we’ve used alternative word tags.

All external links are opened in a new window. Downloadable documents are in PDF format created using accessibility options.

Our website has three live data tables. Our extensive curriculum and professional resource collection with approximately 26,000 items, can be searched online with annotations to provide more detail. If you are a registered borrower, you can book the items online and they will be waiting for you at SERU. DECS staff who are registered borrowers can book items online and ask for the resources to be couriered out to their site. Letters have been sent out to all our clients who have borrowed from us in the last three years providing user names and pin numbers for online borrowing. For this database there is no PDF equivalent because it is so large, however a phone call to SERU will connect you with staff who will do the searching for you and with many years of teaching experience, make professional recommendations.
SERU’s Website

You can also search our Current Awareness online. Current Awareness is a compilation of the latest articles selected from the range of journals held at SERU. Four articles are available at no cost per person per issue. Additional articles may be requested at a cost of $4.40 per article. Just complete and sign the Document Supply Order Form and return to SERU. This data base is available in a PDF equivalent.

Our third live database is a set of annotated websites related to supporting children and students with disabilities and learning difficulties. This is also available in a PDF equivalent.

In the very near future SERU’s website will also be Browse Aloud enabled. This means that after downloading a Browse Aloud plug-in, you simply move your cursor over the text and your computer will read out the text.

Developing this website has been a steep learning curve for us. Many thanks go to Andrew Styles, Administration Officer, Kumangka Para District Office who developed the shell. While all SERU staff have contributed to it, Jeanne Hall SERU’s Office Manager, is our webmaster and has undertaken the bulk of both the new learning and the work. Fantastic job thank you Jeanne!

Our website is still evolving as we refine it and add other accessibility features.

If you come across any accessibility issues or have suggestions for improvement, please contact SERU.

*Note that linked from this website are:
  - The Negotiated Education Plan and Pathways which do not conform to accessibility guidelines
  - The Learning Centre which is an experimental site and does not conform to accessibility guidelines.

Assistive Technology Provision for Students with Disabilities

Assistive technologies can enable and/or enhance children and students’ access, participation and achievement in their learning. Successful use of assistive technologies involves careful planning, selection, training and monitoring.

Cognisant of this, the Special Education Resource Unit (SERU) has developed new guidelines for the provision of assistive technologies for students with disabilities who attend a Department site.

Assistive technologies are provided on a short term loan, for trial prior to school purchase or long term loan for approved students.

Long Term Loans

For long term loans the need for assistive technologies to support the child/student’s curriculum access and participation should be identified in the child/student’s Negotiated Education Plan.

To apply for assistive technologies as a long term loan, the site will be required to forward the following documentation:
  - SERU’s ICT Request Form - Long Term Loan (including identification of the training needs for staff)
  - An assessment report and recommendation from a health professional such as a physiotherapist, occupational therapist or speech therapist.
  - A successful trial and evaluation (this may be included in the original assessment report)
  - The child/student’s Negotiated Education Plan.

To match the most appropriate technologies to the child/student’s strengths and needs a comprehensive assessment must be undertaken.
Assessment for Assistive Technology
Assessments are usually undertaken by a health professional in consultation with education staff. Assessments should be undertaken by a team that can include:

- the child/student, the parent/carer
- the classroom, special education or district support teacher
- the school services officer
- and a health professional such as a physiotherapist, occupational therapist or speech therapist.

The assessment should include the following considerations:

- Physical
- Sensory
- Cognitive
- Environmental
- Available technology
- Recommendations.

To ensure successful implementation, the classroom, special education or district support teacher should also identify the training needs for staff and child/student and plan the implementation of the assistive technology in the classroom.

Trial and Evaluation
The technology must be trialled and evaluated in the context in which it will be used. This can be achieved by direct observation of the student using the technology to undertake a specific task. Points to note include:

- The student’s interest in and ease of using the technology
- The student’s ability to learn to use the technology
- The student’s ability to use the technology independently
- The social appropriateness (the use of assistive technologies for some students in particular settings may have negative social ramifications for the student)
- The degree to which the technology ‘taps’ into the student’s strengths
- The effectiveness of the technology in compensating for specific difficulties as compared to alternative strategies (SchwabLearning 2006).

Implementation should be monitored and re-assessment undertaken as needed.

Short Term Loans
Some assistive technology is available for short term loan for the purpose of trial and evaluation, prior to school purchases. Short term loans are for 5 weeks only.

Available Technology
SERU provides the following assistive technology for children and students with disabilities that attend DECS mainstream schools and pre-schools.

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<tr>
<th>Long Term Loan</th>
<th>Short Term Loan for Trial and Evaluation</th>
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<tr>
<td>Word processors such as Quickpads, Alpha Smarts</td>
<td>Word processors such as Quickpads, Alpha Smarts</td>
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<td>* Laptop computers</td>
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<td>* Desktop computers</td>
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<td>Alternative keyboards, eg Big Keys, IntelliKeys</td>
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<td>Alternative pointing devices, mice, trackballs, joysticks</td>
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ASSISTIVE TECHNOLOGY PROVISION FOR STUDENTS WITH DISABILITIES

*SERU provides laptops and desktop computers for pre-school and primary aged students who have severe physical disabilities or severe vision impairment only.

**Close Circuit Televisions will be provided for trial by mainstream students only after an assessment which concludes that there are no alternative portable low vision aids that are appropriate. Long term loan can be negotiated only after a successful trial.

References


Novita (2004) Developing Coordinated and Effective Processes in Education Settings for Students with Complex Communication Needs (CCN) to support:
- Improved curriculum access
- Improved participation
- Provision of a supportive environment
- Development of optimal pathways for health, and to address OHS&W/ risk management issues.


Seymour, W., ( 2005) ICTs and Disability, Exploring the Human Dimension of Technological Engagement. In Technology and Disability 17 pg 195-204.


TEXTHELP READ AND WRITE—IN PRACTICE

TextHELP Read and Write is a powerful set of assistive tools that can support a wide range of students. A number of schools which have begun to utilise this software program have observed some very positive benefits for their students. The story that follows is about one school’s initial experience with the technology and how it will impact on future directions.

Background
David is a Year 7 student with an Acquired Brain Injury and ADHD who is placed in a mainstream class at Merryville Primary. He experiences difficulties in:
following and acting upon a series of instructions
• asking for help when needed; beginning any task without 1:1 assistance
• remaining on task and completing written work in a specified time frame.

During the past few years he has had a significant number of School Support Officer (SSO) hours but is extremely conscious of being treated differently. He is aware that his work output is likely to be different to his peers and this often impacts on his willingness to try new tasks. However, once familiar with the task, he has an excellent work ethic, and rarely displays negative behaviours.

Socially, he is appropriately placed in a mainstream class with his peers.

At the commencement of 2006 he was placed in a Year 6/7 class with a male teacher who provided a positive role model.

David’s case is managed by a multi-disciplinary team which includes Novita, a neuro-psychologist, Disability Coordinators and school based teachers and SSOs. This team meets each term to review progress and agree on future directions. Funding has been available from legal and insurance sources as well as the Department.

In considering future directions for his education, the staff who work with him were keen to ensure he became increasingly independent and would have a smooth and successful transition to secondary school.

Implementation process
To this end, an information and communication technology package was purchased including a laptop and scanner and the software program TextHELP Read and Write. A detailed Negotiated Education Plan was collaboratively developed. Jim Sprialis from SERU provided training for the class teacher, special education teacher and 3 SSOs in using the assistive technology.

David was not a keen computer user and did not want to be singled out as the only student to have a laptop. As a result there has been some resistance to utilising the technology to the fullest within the mainstream classroom.

During the year David developed general computing skills such as touch typing. One of the benefits of using TextHELP Read and Write is that it has the capacity to convert worksheets into operational documents, for example, spelling worksheets. This has provided immediate delivery of work tasks for David, therefore reducing the waiting time for assistance which is often a period when he will lose his train of thought and forget the task. Also of great benefit has been the text prediction, which has increased the speed, accuracy and quantity of written work David has been able to produce.

Future Directions
The staff who work with David believe that the most effective use of TextHELP Read and Write will be in the secondary setting. However it is crucial that David be familiar with the technology and its many applications throughout the day, to enable him to cope with the many changes he will experience before he gets to secondary school. Funding has also allowed staff from the secondary school to be released to visit this site and participate in the appropriate training.

Through review meetings and transition planning with the secondary school, a home page on David’s computer is being developed to include a series of prompters to help him to begin lessons and tasks independently.
Review
The success of the program has been largely due to the ongoing planning and reviewing, funding and support available from a range of agencies, the willingness and enthusiasm of staff to try new methodologies and David’s positive work ethic.

Merryville Primary plans to network with TextHELP Read and Write to enable other students, particularly those with dyslexia, language and Specific Learning Difficulties to access the curriculum and experience more successful outcomes.

Linda Olifent—Deputy Principal

MICROSOFT WORD TIPS AND TRICKS

It is worth remembering that the Microsoft Office Suite was designed predominantly for use by adults in the business and professional sectors. The school and disability sectors were a much lower priority. However over time Microsoft has added a wide range of tools and modifications that make the program more user friendly and accessible.

Wizards
When selecting a File-New document from the File menu there are template options which will set the document formatting to meet the users requirements. Examples include: calendars, letters, memos, newsletters, resumes and even web pages.

Visual Changes

| Viewing: Make sure that you are using the whole screen to view your document. Select Page Width or the zoom option. The zoom does not affect the font size of the document. For best viewing also be sure to select View-Print Layout.
| Format - Font: This menu item allows the user to personalise how they present their work. Times New Roman is the default font and some students find it unfriendly. Students may find Arial or Comic Sans more friendly. At the same time a different font colour and size can be chosen. Word will remember these choices every time it opens if the Default button is clicked. Font colour may also be used to highlight key words or parts of speech, nouns in one colour, adjectives in another.
| Format - Background: Page colour coupled with font colour can improve readability for some students. Background is found under the Format menu.
| Highlight Tool: This tool enables the user to highlight text in various colours and can be used to assist students and teachers when editing drafts. It is located on the Format toolbar next to the font colour. Click on the icon to turn it on or off. Select a highlight colour and drag over the text you want to highlight. |
Microsoft Word Tips and Tricks

Formatting Text: Many students benefit from not having too much text on the page as this assists with visual tracking. It can also encourage reluctant writers to feel more successful. This is achieved by adjusting the Line Spacing in the Format–Paragraph menu item. Another option is adjusting the page margins to reduce line width in File–Page Setup.

Find and Replace
Find and Replace is a flexible tool that serves a range of purposes. In its simplest form it can be used to replace words not found in the Spellcheck to replacing the names in a standard letter. Its greatest strength is in replacing phrases and reformatting documents. For example, key words can be formatted in a different colour and font and be made bold and placed in italics if required. To create larger spaces between words have Word find all occurrences of a single space and in replace have Word insert two or three spaces. The most effective way of knowing its strengths is to experiment with all sections and options of it.

Spelling and Grammar
Automatic spelling and grammar checking is optional and for some students having errors underlined in red can be discouraging. Choose Tools–Options, and select the spelling and grammar tab to modify how it works. When selected a right mouse click on an incorrectly spelled word will bring up a list of possible word choices. A left or right mouse click on a correctly spelled word to see a choice for synonyms.

Readability
Statistics can be turned on in the spelling and grammar preferences. This can be an effective tool to document a student’s progress over time. Use the Print Scrn keyboard key to copy the screen and paste it into a new document to document student’s progress. It provides counts and averages on words, characters, sentences, and paragraphs as well as a standardised grade level.

AutoCorrect
AutoCorrect is found in the Tools menu. Commonly misspelt and mistyped words can be replaced with the correct one when typed. However, more words and phrases can be added while others can be deleted. Words that always pose difficulties when spelling such as names of people and places and common dyslexic spelling mistakes can be added. It can also be used for abbreviation expansion or changing letter case. For example, the full name of your school can be entered when its abbreviation is typed. This can significantly reduce number of keystrokes in a document.
Split window

Two sections of any Word document can be viewed and edited simultaneously by selecting *Window-Split*. This can be very handy when assisting writers who may have a plan or a list of key words in a table at the beginning of the document. It can be helpful if working in a table and the titles of each column can be referred to at all times.

Shortcut keys

Using shortcut keys can significantly improve work output. The most common shortcuts are achieved by depressing the *CTRL* key and selecting an alphabet key then releasing both keys on completion. The *ALT* key is often used for navigating through menus.

Examples

- **CTRL+a** Select All
- **CTRL+x** Cut
- **CTRL+c** Copy
- **CTRL+v** Paste
- **CTRL+z** Undo
- **CTRL+s** Save
- **CTRL+h** Replace
- **CTRL+1** Single-spaced paragraph
- **CTRL+5** 1 ½-line paragraph spacing
- **CTRL+2** Double-spaced paragraph

**ALT+f+n** New File

**ALT+f+o** Open File

**ALT+F+x** Exit

SOFTWARE

**Clicker 5 Update**

The second free update of Clicker 5 is now available for download. This will update Clicker to version 5.2. The update gives Clicker 5 the following capabilities:

- Speech enhancements – even better speech, with the facility to change pronunciations
- Sorting – automatic alphabetic sorting of pop-up word banks, and an optional sorting tool for all grids
- Pop-up word banks – your word bank will automatically open at the correct letter if you have started typing a word
- Printing – now you can print your pop-ups!
- Prediction – built-in support for *Penfriend* word prediction
- Clicker Writer – addition of Undo button and more formatting tools
- Internet Explorer 7 support – if you upgrade to Internet Explorer 7, you must upgrade to Clicker version 5.2.

Please note: The speech enhancements are available for the new voices for Clicker 5. These new voices are available as free downloads from the Crick web site.


**SpeakQ**

Speech recognition technology has the potential to support the writing process of many students who have learning difficulties or disabilities. However, in many cases, the present-day speech recognition products do not meet many students' needs due to reading demands, operational complexity, and the lack of integration with other assistive technologies such as word prediction and text-to-speech.

This has led to the development of *SpeakQ*, an innovative new software program that combines the power of speech recognition with concurrent access to other technologies. *SpeakQ* is used in combination with *WordQ 2*, a writing tool with advanced word prediction and text-to-speech capabilities.
Together, these tools provide an integrated and flexible approach to writing, and assist students with their spelling, proofreading, and editing activities. Students now have the option to dictate text, type on their keyboard, choose word predictions from a list, or alternate between these methods, each of which has been optimised to enhance the effectiveness of the other.

SpeakQ is unlike any other speech recognition program. It has purposely been designed with a simplified interface and focuses on the core purpose of dictating the student’s written communication. It does not give the user the ability to use voice commands. SpeakQ, therefore, is not appropriate for students requiring support of this nature.

Further information and a trial version of WordQ and/or SpeakQ can be obtained from: http://www.wordq.com/ (Please note: WordQ is a 33 Mb download. SpeakQ is a 90Mb download).

The screenshot below shows a listing of predicted words that can be generated by typing or speaking. The listing (including a definition for homophone support) can be read aloud to assist with word selection.

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**Word Talk**

*Word Talk* is a free plug-in which can help students with reading difficulties use *Microsoft Word* more effectively. It will speak the text of the document as each word is highlighted. Dual highlighting is also possible. This feature is especially beneficial for students wishing to block highlight a sentence or paragraph of a busy looking page. *Word Talk* contains a talking dictionary to help students select a word from the suggested spelling list. It sits neatly in the toolbar and is highly configurable. Students can adjust the highlight colours, the voice and the speed of the speech. Besides proof reading their own writing attempts, students can use this assistive reading feature to better access text information pasted in to *Microsoft Word* from another source (with appropriate acknowledgement).

The larger 52 Mb file (containing three different speech engines) is recommended if you are unsure of the presence of existing speech engines on your computer. There is also a set up file to configure *Word Talk* to automatically start up in *Microsoft Word*. A very detailed help file outlining the installation process is also available.
The various files can be downloaded from http://www.wordtalk.org.uk/.

There are two versions of the installation file available.

My Learning Toolkit
Assist-IT has developed the My Learning Toolbar to support struggling learners. The toolbar integrates with Word and provides a range of frequently used tools all in one toolbar, for example, frequent homophones (confusables), increasing text size and space, colour background and the research tool for accessing synonyms and encyclopedias on line. One of its really valuable features is the Voice Comment option. This allows students to orally record their information in to an embedded sound file straight in to their Microsoft Word document. The toolbar can be downloaded from: http://www.assist-it.org.uk/assets/content/downloads_links.htm.

Werdz
Werdz is a phonetic spell checker that uses the sounds of clusters of letters to determine how a word should be correctly spelled. It correctly spells words like sossidge, lettis and menny utha werdz. The program also has a text to speech function which will read out all the suggested words in the list.

Trials of the program produced very accurate results. A number of phonetic entries were attempted and the program was completely accurate with its suggestions. Some examples which were trialed include nolij (knowledge), fizix (physics), sor (saw), thr (there), grin (green) and that (thought). Microsoft Word did not correctly suggest any of these words in its spellchecker.
The application is a stand alone program and students would therefore have to re-type or paste the spelling attempts from their document into the program to check them.

The creator of this spellchecker also provides a free web version. A link to the free web version and/or the 30 day trial version can be found at: http://www.gandljarlence.co.uk/Werdz/Werdz.htm

**Power Talk**

*PowerTalk* is a free program that automatically speaks any presentation or slide show running in *Microsoft PowerPoint* for *Windows*. Its advantage over other generic Text-To-Speech programs is that *PowerTalk* is able to speak text as it appears and can also speak hidden text attached to images. Speech is provided by the standard synthesised computer voices that are provided with *Windows*.

It can be downloaded from: [http://fullmeasure.co.uk/PowerTalk/](http://fullmeasure.co.uk/PowerTalk/)

Please note:

More detailed information, including help files and video tutorials, will be available to download from the SERU web site at the beginning of 2007.

**Free Software Catalogue**

Open Source Victoria (OSV) is an Industry Cluster consisting of over 80 Victorian firms and developers which provide services and technology related to Free and Open Source Software. OSV has prepared a downloadable catalogue of free and open source software applications for the primary and secondary education sector. Provided is a synopsis on a range of software that they believe will benefit educators and students. This is particularly advantageous for students who cannot afford the software they use at school as they can use similar software at home which is free.


**WordWeb**

Version 4.5 of *WordWeb* has just been released. It is a free comprehensive English thesaurus and dictionary, and can be used to look up words, their meanings, related words, synonyms and antonyms and pronunciation from within most Windows based programs. It enables students to check word meanings and replace words easily. An excellent new feature is the *sounds like* feature which hyperlinks to definitions of similar sounding words.

Website [http://wordweb.info/free/](http://wordweb.info/free/)
**SOFTWARE**

**Dasher**

*Dasher* is a free program that is the most unusual word processing software one is ever likely to encounter as it does not require a keyboard for text input. It works by natural continuous pointing gestures. It is suitable when using a computer one-handed, by joystick, touch screen, trackball, or when using a mouse or when operating a computer with a head-mouse or by eye tracker. The developers claim that experienced users can write at 39 words per minute.

*Dasher* is highly appropriate for computer users who are unable to use a two-handed keyboard. It is also challenging and fun to use and can be used in the classroom as a game to see who can type the most words in a given period of time.

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**Tell A Story In 5 Frames**

*(Visual Story Telling)*

*Flickr* is a popular online photo management and sharing website. *Flickr* is used by many people to share their photos with friends as well as in public forums. It is possible to securely restrict who gets to see the photos. It is a good example of what is known as Web 2.0 technology where internet users share and contribute as well taking information, in this case digital photography. The site can be used for creating challenging and exciting projects for the classroom. If the school community is willing they can be posted on *Flickr* [http://www.flickr.com/](http://www.flickr.com/)

*Flickr* has many topic areas where similar photos are displayed. One such is the visual storytelling page: [http://www.flickr.com/groups/visualstory/](http://www.flickr.com/groups/visualstory/)

Using the ideas based on this page could be replicated on the school’s website.

**Tell a Story in 5 Frames** has two components. The first is creating and telling a story using only a title to help guide the interpretation. The second is the response of viewers to the visual story. Responses can take many forms such as, a poetic or prose rendering of the visualisation, a critique on the structure of the story, comments on the photograph, or other constructive forms of response.
Creating a story in five frames is not easy as it seems, but can be a great challenge for reluctant writers and visual learners.

The key rules of the game are:
1. Submit a sequence of up to five photographs that create a story.
2. Choose any subject, but the entire sequence should visually tell a story.
3. A title is the only words that can be used. Rely on the photographs to bring the story to life.
4. Group/class members respond by relating in their own words the story that they see, or critique the story and/or photographs. If there is a class competition, the story that generates the most response it the winner.

Flickr provides basic guidelines for telling a narrative story. A good story has characters in action with a beginning, middle, and an ending.

1st photo: establish characters and location
2nd photo: create a situation with possibilities of what might happen
3rd photo: involve the characters in the situation
4th photo: build to probable outcomes
5th photo: have a logical, but surprising, end.

Flickr provides basic guidelines for telling a narrative story.

SwitchIt Maker
SwitchIt Maker is an excellent example of cause and effect creation software that even the novice can master very quickly. It is an easy to learn program that can use text, images, movies and sounds to make simple on-screen activities. These activities can then be accessed by using switches, a mouse, keyboard, whiteboard, or touch screen. The program is easy enough for children to create their own resources.

The program has a wizard approach in that there are step-by-step instructions and prompts with simple options to choose from. Once an activity has been completed it can be viewed or a new activity can be created. A great advantage of this program over PowerPoint is that the delay can be modified for switch users. This is important for students who happily bang away on their switch expecting something to happen. The program can insist on the user depressing the switch for up to 2 seconds.

Activities will continually loop until exited. Any number of activities can be joined to play after each other. Existing activities can be easily edited. Names and images are able to be changed so that a range of templates can be created.

Schools need only to purchase a single copy of the program to start with as SwitchIt Maker comes with a free player version which can be loaded onto any computer at home or school. The activities can be transferred easily from school to home via a CD or USB memory stick. This player version allows the user to make changes to font and background colours as well as the switch delay and options relating to page turning and sounds.
SOFTWARE

A range of activities can be made including talking books made by students, or a slide show of a recent excursion.

Digital cameras can be put to good use. School and class activities can be documented.

It can be a useful tool to inform curious or even doubting parents about their child’s success at school.

Still and video images can be imported.

The program also includes a selection of PCS Symbols from Mayer-Johnson and Rebus Symbols from Widgit, clip-art pictures, sample videos and music.

Further information
Cost $169 Gst Inc. Available from Spectronics and Novita.
Inclusive Technology
http://www.inclusive.co.uk/index.shtml
SwitchIt Maker Website
http://www.switchitmaker2.com/

PLEASE NOTE

Quality Educational Practices for Students with Asperger Syndrome

A new report about Asperger syndrome with useful information for families and educators is now available.

Asperger syndrome is a developmental disability on the autism spectrum. It is characterised mainly by difficulties with social interaction, communication and some cognitive processing difficulties, which include executive function, sensory perception and the ability to comprehend the perspective of others.

The report written by the Ministerial Advisory Committee: Students with Disabilities (MAC:SWD) describes quality educational practices for students with Asperger syndrome, as observed in South Australian schools.

Included is information about Asperger syndrome, its prevalence, the emotional and intellectual characteristics of students with Asperger syndrome, examples of quality educational practices, as well as profiles of the nine schools that were involved in this project.


For further information please contact Christel Butcher on 8226 3632, or via email on butcher.christel@saugov.sa.gov.au.
NEW RESOURCES

This lotto game, suitable for 1-4 players aged 6 plus, is designed to assist learners to learn how to read a variety of scales relating to measures of length, mass and capacity.

This book is designed to assist schools in conducting forums by providing: practical, hands-on ideas for implementing student participation in drug education; suggestions for using interactive and experiential learning approaches; guiding principles; planning points; sample agendas and outlines of activities for schools to use.

This picture book is designed to develop understanding and empathy in children about dyslexia. The book provides: information on dyslexia; the symptoms; different ways of dealing with it; what it feels like to be dyslexic; how to help a friend with it.

This book, suitable for primary and secondary schools, looks at different ways of teaching maths in order to stimulate learners with different learning styles. It includes: ideas for lesson activities; suggestions for visual ways to teach basic concepts; practical advice and guidance.

Contemporary Cloze—Ages 5-7 covers a range of contemporary topics. These include up-to-date information about popular interests or themes, recent inventions or developments and discussion about contemporary issues. A variety of learning areas is covered including science, society and environment, technology, the arts, health and physical education.
See also: 63-3078-02 Contemporary Cloze Ages 8-10; 63-3078-01 Contemporary Cloze Ages 11+.

Patterns in Mathematics—Investigating Patterns In Number Relationships, Ric Publications, 2002. 64-1329-01.
The activities in this book, containing blackline masters, enable learners to participate in pattern work that introduces and develops the relationships in tables and becomes progressively more challenging throughout the book.
See also: 64-1328-01 Patterns in Mathematics—Upper.

Wayfinding Symposium. 15-0042-01.
This DVD set features footage from educational symposiums last year held around Australia which aimed to demystify blindness and encourage enabling design for people who are blind or vision impaired. Topics covered include: Blindness and Vision Impairment; Orientation and Mobility Training; Tactile Wayfinding; Luminance Contrast; Tactile Ground Surface Indicators; Raised Tactile and Braille Signage; Raised Tactile and Braille Mapping and Relief Maps; Wayfinding Design.

The Optimistic Classroom Creative Ways to Give Children Hope, Hewitt, D; Heidemann, S. 66-1162-01.
In this book the authors draw from research on resiliency and highlight ten strengths that allow children to cope with stress: Self Esteem and Competence; Cultural Competence; Identification and Expression of Feelings; Empathy; Perserverance; Responsibility; Cause and Effect; Reframing; Problem Solving; Optimism and Hope. Over 70 practical activities emphasise these strengths and assist in teaching learners hope.
**NEW RESOURCES**

**4 in 1 Sports Centre, Avon Products. 84-0427-01.**  
A four-in-one activity station with a fabric goal that can be used as a folder for storage. It can be used to play football, soccer, baseball, basketball or for goal shooting/throwing practice.

**My First Puzzle, Infantino. 83-1553-01.**  
These six brightly coloured puzzles, designed to introduce young children to problem solving activities, include 2 two-piece puzzles, 2 four-piece puzzles, 2 six-piece puzzles and two number rhymes.

**From What To Why—Developing Children’s Thinking. 61-0781-01.**  
This book provides general information about learners’ ability to understand and answer questions and explains how learners’ skills in responding to questions develop. The accompanying CD contains specific activity ideas for answering questions at four different levels of complexity.

**Multiple Intelligences - A Thematic Approach Ages 11+, Ric Publications, 2004 66-1115-03-01.**  
This book, containing blackline masters, aims to provide teaching and learning opportunities, using the eight multiple intelligences through a thematic approach in the classroom. See also: 66-1115-01 Ages 8-10; 66-1115-02 Ages 5-7.

**Understand and Care, Meiners, C, 2003. 66-1178-01-01.**  
This book, designed to read aloud, includes a section for adults, with discussion questions to share, ideas to explore, and empathy games to play. It is designed to build empathy in learners. Easy to understand text and supporting illustrations assist learners’ understanding that others can have similar and also different feelings to theirs.

**High Impact Readers (reading age 6.3 to 7 years), Heinemann. 63-3102-01.**  
This set of high interest/low vocabulary books has story lines, a clear layout and controlled language level which is designed to motivate and help learners to develop fluency in reading. See also: 63-3101-01 High Impact Plays 1; 63.3101.03 High Impact Plays 3; 63-3101-02 High Impact Plays.

**Activity Puzzle, Gecko. 83-1552-01.**  
This puzzle depicts 10 children each involved in a different activity with the name for the activity shown on the puzzle. The activities are: climb; walk; skip; jump; swing; run; kick; hop; catch; throw.

**Time! Time! Time! Calendars, Bignall, K; Graham, H; Hall, J. 1996. 64-1342-01.**  
This book of blackline masters introduces the calendar, days of the week, months of the year and phases of the moon.

**More Than Counting Whole Math Activities for Preschool and Kindergarten, Moomaw 2; Hieronymus, B. 64-1324-01.**  
This book, with over 100 activities adaptable to multiple levels of preschool and kindergarten learners, is designed to assist educators in providing a mathematics curriculum rooted in thinking and problem solving. The seven chapters discuss math manipulatives, collections, grid games, path games, graphing, math and gross-motor play and the ‘math suitcase’.

**Understand and Care, Meiners, C, 2003. 66-1178-01-01.**  
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These colourful cards with complex graphics provide a tool to enable young people to explore feelings and thoughts by themselves or in conversations with others. The graphics add meaning to the concepts that identify a range of feelings and self-talk thinking.
Widening the Circle Including Children with Disabilities in Preschool, Odom, S. 34-0326-01.
In this book a group of early childhood special educators and researchers explore the barriers to and influences on inclusive education settings for young children.

This series of photocopy masters has been created with a range of abilities taken into consideration, particularly students with specific learning difficulties. The focus is on reinforcements of the basics in maths, as well as activities aimed at developing understanding of classroom activities in mathematics. See also: 64-1339-01 Book 1—Written Calculations; 64-1339-03 Book 3 Measurement, Chance and Data.

In this book, the authors, two scientists, discuss what is now known about how and when the brain learns, and consider its implications for educational policy and practice.

The Fun and Creative Maths Classroom for 4-5 Year Olds, Baxter, N. 2002. 64-1340-01.
This book, containing blackline masters, provides a variety of activities designed to introduce mathematics to four and five year olds. See also: 64-1340-02 The Fun and Creative Maths Classroom for 6 Year Olds.

This book, suitable for primary and secondary schools, looks at different ways of teaching maths in order to stimulate learners with different learning styles. It includes: ideas for lesson activities; suggestions for visual ways to teach basic concepts; practical advice and guidance.

This book describes methods of support and intervention educators can use to create social inclusion in preschool and primary school. It includes: classroom observations to illustrate recommended teaching strategies; a variety of strategies ranging from environmental arrangement, on-the-spot teaching to individually targeted interventions; common needs and interventions for learners experiencing particular challenges and disabilities.

This book, containing simple clear pictures and limited text, has been written for girls with special needs, including: intellectual disability, physical disability, communication disorder, autism. The book takes a girl and her parents/caregivers step-by-step through the process of managing periods.

This manual, related to learners with developmental disabilities, is divided into seven sections that address: basic concepts; transition into treatment; early learning concepts; expressive language; strategies for visual learners; programmatic considerations; organisational and legal issues.

Rainbow Weekly Planner, Tiptoe Educational Products. 61-0771-01.
This interactive magnetic activity pack for learners aged 3 years and up is designed to assist in developing: reading and numeracy skills; recognition of days, colours and time; organisational skills. It can be used for early reading; names of the days of the week and sequence; number of days in the week; concept of time; the cyclical nature of time; counting for meaning; estimating time; being prepared/planning ahead.
This book, the result of a four-year collaboration of middle and high school teachers and their students, is based on literacy histories, placement inventories, visual memory tests, and analyses of student writing. The book: looks at literacy journeys of challenged spellers through work, vignettes and interviews; describes four categories of challenged spellers; identifies pitfalls of some practices; expands basic spelling knowledge; includes tools, resources and other materials.

This pack of two DVDs focuses on Autism Spectrum Disorders. The first DVD features George Negus, Dr Normal Swan and Tony Attwood, Professor Bruce Tonge and Dr Michael McDowell. The second DVD is a professional development package and includes a PowerPoint presentation for staff and a range of tip sheets for educators and support staff.

Prepositions: Vocabulary Cards, Living and Learning. 61-0772-01.
These 35 colour photographs of children are clear and unambiguous and can be used in a variety of ways to encourage language development. The following prepositions are illustrated with several different verbs: under, over, up, down, into, out of, along, in, on, behind, in front, next to, through, around, between.

These colourful cupcake replicates have a hidden shape inside. When the cupcakes are pulled apart the shape tops are matched to the bottoms, then the complete cupcake is matched to the correct shape in the sorting tray. This resource can be used to develop and reinforce: shape recognition; fine motor skills; hand-eye coordination.

Including Children With Disabilities and/or Developmental Delay in Preschools, DECS, 1999. 34-0323-01.
This folder of guidelines produced by the South Australian Department of Education and Children’s Services based on the principle of inclusion includes: the effective participation of all children in their local education and community settings. The guidelines identify strategies and resources to assist preschool teams to further their inclusive practices for children with disabilities and/or developmental delay.

Tara Bay Classroom Pack, Ogilvie, Daniel and Sally, 1994. 63-3094-01.
This pack, including a CDROM of the story, is suitable for learners requiring high interest low reading age material. The blackline masters book provides a variety of activities relating to the novel, including crosswords, cloze passages, maze and comprehension exercises plus writing tasks.

Occupational Health Safety and Welfare Kit, Workcover Corporation. 45-0129-01.
This manual was compiled to provide trainers with information related to occupational health and safety in the workplace. The material in the trainer notes are designed to act as a support resource to the booklet distributed to job seekers or workers with a disability as provided in this training package. Contents include: Introduction; My Job; Safety at Work; General Employment Issues; How Could People Get Hurt? manual Handling; Emergencies; Bullying and Harassment; I Can't Talk to Anyone at Work! Trainer's Notes.
NEW RESOURCES

Personal Relationships, Illustrated Colour Cards, 2002. 66-1166-01. These coloured pictures depict 44 different situations that help learners to focus on personal relationships and how to define and understand them. The cards illustrate how relationships develop and the different kinds and levels of relationships.

Every Child is Important: A Talking Book for Parents, Australian Childhood Foundation, 2005. 26-0151-01. This talking book explores a number of topics about being a parent. It provides an opportunity for listeners to think about children, parenting and how to provide children with the experiences parents want for them as they grow up.

Nono The Little Seal, Petterson, S; Feldman, J, 2004. 66-1175-01. This story book is a story about sexual abuse told in a gentle, positive way. It is designed to encourage open communication within families. Although the subject is sensitive, appealing coloured illustrations and songs on the accompanying CD provide messages of self-belief and inner strength.

Sequences 6 and 8 Steps for Children, Speechmark Publishing, 2005. 63-3098-01. This pack has 48 large format photocards arranged into four six-step sequences and three eight-step sequences. They feature stories that are based inside the home or in familiar locations. These cards can be used with individuals or groups for: Sequencing; Expressive Language; Vocabulary; Logical Thought; Understanding the Elements of a Story; Communication Skills.

Mystery Garden: I See Something You Don’t See, Ravensburger, 2000. 82-0554-01. Mystery Garden is a question and memory guessing game for 2-6 players about the various objects related to a garden. It is suitable for ages 4 and up.

Skills and Resilience Training: The Smart Manual, Rinehart, N, 2004. 66-1172-01. The SMART program (Skills, Mentoring and Resilience Training) is designed to increase the resilience of 10-17 year olds. The objectives of the program are to: increase resilience in young people to mediate the impact of drug and alcohol use and associated problems; increase young people’s personal skills to encourage greater resilience; facilitate a relationship with an adult mentor. The workshop topics include: Anger Management and Assertiveness Training; Self Esteem; Problem-Solving Skills; Leadership; Coping Skills; Stress Management.

Feeling Good About Yourself: A Guide for People Working with People Who Have Disabilities or Low Self Esteem, Blum, G & B, 2004. 66-1184-01. The first half of this book relates to the understanding and development of skills in the area of self-esteem, socialization awareness and interpersonal relationships. The second focuses on specific areas of human sexuality and sex education. Contents include: Teaching people who are slow learners; To whom can you go for help? Relationships and Dating; Feeling, recognising and dealing with emotions; Sexual Activity; Sexual independence.
Seasons Greetings

To Our Readers

PLEASE NOTE:

SERU will be open throughout the year excluding the Christmas period from 18 December 2006 to 15 January 2007. We will reopen on 18 January 2007.