

SERUpdate

VOLUME 18—NUMBER 1

MARCH 2008

DECS Disability Publications

Welcome to our first SERUpdate in 2008. SERUpdate is now managed by a committee of staff from SERU. The SERUpdate committee will be organising the topic and inviting educators and health professional to contribute to the termly newsletter.

Two people left SERU at the end of 2007. Myrle Jackson, Project Officer Early Intervention Service – Hearing Impaired has worked to support babies and children who are Deaf or have a hearing impairment and their families. Angela Roodhouse initially came to SERU as a teacher librarian working in our Resource Centre and for the last 9 years has worked as our Project Officer, Transport Assistance. Thank you to Myrle and Angela for their significant contribution to SERU and children with

disabilities across the state and we wish them well.

Welcome Mandy Conner, Project Officer Early Intervention Service – Hearing Impaired and Gillian Gordon as Project Officer, Transport Assistance.

This term's SERUpdate focuses on recently published documents developed by the department and the Ministerial Advisory Committee – Students with Disabilities for educators working with children and students with disabilities or learning difficulties.

Ruth Motley—Manager

AUTISM SPECTRUM DISORDER (ASD) - A STARTING PACKAGE FOR TEACHERS

The Department of Education and Children's Services (DECS) introduced new Eligibility Criteria in 2007 for students to access additional support through the Disability Support Program in schools. The criteria for eligibility included for the first time, a separate disability category of *Autistic Disorder and Asperger Disorder*.

Disability and Statewide Programs in partnership with support services and Autism SA identified the need to build the capacity of teachers of newly identified students with autism and increase their understanding and knowledge about autism spectrum disorders.

To support this, a resource package has been developed by the Statewide Verification and Professional Support (SVPS) for teachers of new students identified on the autism spectrum and be ready for distribution in 2008.

The package will be provided to all special class teachers and to all special schools in South Australia.

Teachers play an important role in early intervention and increasing the understanding of autism is critical to enhancing the successful outcomes of teaching and learning programs for these students.



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Monday, Wednesday, Thursday, Friday

8.45 am—5.00 pm

Opening Times →

Tuesday

8.45 am—3.00 pm



Government of South Australia
Department of Education and
Children's Services

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AUTISM SPECTRUM DISORDER (ASD) - A STARTING PACKAGE FOR TEACHERS

This resource is intended to provide the support and links to resources to increase the capacity of teachers to develop effective support plans for early intervention and provide quality programs for students with autism.

It also emphasises the value of developing early positive partnerships with families, DECS support services and other agencies such as Autism SA and Disability SA to support the learning journey together.

It is timely that DECS provides support for teachers of students with autism spectrum disorders as autism support for schools and families is currently a national agenda item with the announcement of the recent federal government funding \$190 million initiatives through the *Helping Children with Autism* package.

The DECS package includes:

1. Autism Spectrum Disorder (ASD) Booklet and DVD

- The ASD booklet as a starting guide for teachers. This booklet has basic information, where to go for help, suggested resources (books, articles and reports), recommended website(s) and links to services.

It includes a recommended ASD support plan which can be used to gather useful information for planning as part of the negotiated education planning process (NEP).

The DVD will include the following:

- The booklet – on line (links in document should work to directly link to websites and PDF documents)
- The recommended ASD support plan
- Two Power Points presentations: one of the basic information from the booklet, and the second suggested examples of visual strategies and scheduling from schools.

- An 8 minute video *Resources Teachers Recommend*.

2. The folder package will also include:

- Autism SA booklet, *An introduction to Autism Spectrum Disorders* and resource list
- Information about the Special Education Resource Unit and how to access their online databases
- *Boardmaker* CD and examples of schedules
- *Asperger Syndrome* DVD from Autism SA
- A sensory toy
- Book extract: *Educating Children with Autism* (Lord, McGee Ed 2001)
- Other resource information.

Some of the recommended resources include Tony Attwood's *The Complete Guide to Asperger's Syndrome* (2006) and *My Social Stories Book* (2002) by Carol Gray, both available for loan from SERU.

Links to websites are also provided, for example to Sue Larkey's site at www.suelarkey.com/ and to the Ministerial Advisory Committee's (MAC) current reports at www.macswd.sa.gov.au/.

Copies will be available through district offices and on loan from SERU later in 2008. The resource will also be part of an Autism resource website link through the SVPS at <http://www.decs.sa.gov.au/svpst>

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RECREATING A CIRCLE OF WELLBEING—A PROFESSIONAL DEVELOPMENT RESOURCE TO SUPPORT LEARNERS WITH LEARNING AND EMOTIONAL DIFFICULTIES

Recreating the Circle of Wellbeing is a resource book written for educators from pre-school to secondary who wish to deepen their work and support for learners who experience emotional difficulties around their learning. The difficulties may have arisen as a result of having a learning disability or due to past experiences at home or school.

Learners with learning and emotional difficulties often lack self confidence and a sense of self efficacy. Often their expression of aggression, disruptive behaviour and social difficulties masks emotional problems.

This resource has a strengths and solution focused orientation, focusing on supporting educators to build on existing strengths within the learner and themselves. In this way a positive future can be imagined, rather than focusing on labels and deficits that can overwhelm both the learner and the educator.

The experiences and stories in this resource book have emerged through the work of a member of the Learning Difficulties Team within Disability and Statewide Programs in response to requests for support from parents, educators and district and central office staff. All the activities have been trialled in pre-school, primary and secondary sites and a number of in-depth case studies are included. The case study stories describe how educators have been able to work with the social and emotional areas of wellbeing, to assist in accessing and engaging in academic learning. A key philosophy underpinning this resource is that as educators we need to deal with both the educational and emotional aspects of learners with learning difficulties.

To support educators in this work, information and activities for both educators and learners are provided in an accessible manner. Readers are encouraged to engage with the information and suggested activities in a flexible way and to explore their creative possibilities to assist in

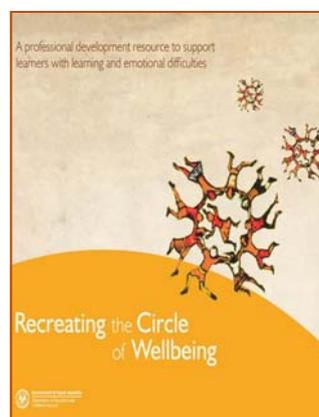
the creation of positive learning environments.

Recreating the Circle of Wellbeing will be launched in March/April 2008. Copies will be distributed to all sites soon afterwards. It is anticipated that the document will be available on the web.

As the Recreating the Circle of Wellbeing resource book goes out to schools, it is also being formally evaluated as part of the federally funded Australian Research Council - Linkage grant awarded to Flinders University and DECS to investigate how schools can build wellbeing in their school communities. The research focuses on four southern schools. Interventive research in one of the schools is underpinned by the information, strategies and activities outlined in Recreating the Circle of Wellbeing. This research exploring how the wellbeing of a number of learners with Asperger Syndrome and other co-existing conditions can be enhanced through a strength and solution-focused orientation to problem solving at individual, classroom and whole school levels.

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THE EARLY YEARS PROFESSIONAL DEVELOPMENT PROGRAM (DRAFT)

The Early Years Professional Development Program (draft) is one of a number of early years initiatives under the Early Years Additional Needs program being coordinated by Heather Ward, Manager Preschool Support Programs.

The program is designed to provide professional development and learning for whole of site staff teams in the early years. In preschools this includes directors, teachers, early childhood workers, Aboriginal education workers and bi-lingual workers. In junior primary settings this includes class teachers, school services officers, special education coordinators/teachers and school leaders.

The Program builds on the prior knowledge, experience, training and expertise of the participants to support them to implement the best possible teaching practice for all children/students in their particular context, especially children with learning difficulties and additional needs.

The draft materials contain four modules:

- Supporting Play and Social Skills Development in Early Years Settings
- Using Visual Strategies and Information Communication Technologies in Early Years Settings
- Supporting Articulation and Phonological Awareness Development in Early Years Settings

- Supporting Oral Language Development in Early Years settings.

The modules are designed with a number of components. Each module contains a workshop session with a PowerPoint presentation, handouts and group tasks. Each participant receives a summary of the workshop and additional information to guide further learning.

An integral part of each module is the opportunity for site teams to set manageable goals for change and ongoing improvement at their site. The workshop presenter will also contact the site at a later date to inquire if further support is needed.

The modules that make up the program are designed to be completed either as individual modules or as a whole set. Staff teams may decide to complete the whole program over a period of time given the strong focus on reflective practice, goal setting and change/goal implementation.

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ON THE SAME BASIS: IMPLEMENTING THE DISABILITY DISCRIMINATION ACT STANDARDS FOR EDUCATION

This resource, written to help schools and preschools work with changes to legislation for supporting children with special needs was distributed to all DECS schools and preschools, offices, childcare centres and libraries in November 2007.

On the same basis: Implementing the Disability Discrimination Act Standards for Education, explains the legislation, provides tips, classroom strategies and give practical examples for teachers, support workers,

parents and carers of preschoolers and students with special needs. While the focus of the new resource is the Disability Standards for Education (2005), its general purpose is to help provide a more inclusive education for learners with disabilities.

The Disability Standards for Education (2005) emphasise the need to consider people with disabilities 'on the same basis' as all other people – hence the name of this new resource.

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ON THE SAME BASIS: IMPLEMENTING THE *DISABILITY DISCRIMINATION ACT* STANDARDS FOR EDUCATION

It is available on the DECS website www.decs.sa.gov.au and copies can be ordered from the Special Education Resource Unit: <http://web.seru.sa.edu.au>

How to use this resource

The resource is divided into three main sections:

- Disability legislation
- How the legislation applies to education
- Related topics such as planning for inclusion, personalised education planning and support services and community partnerships.

Four appendices are also included. The first two are copies of the Disability Standards for Education (2005) and Guidance Notes as printed when this legislation came into effect. The third and fourth appendices were developed to provide clarity about two topics related to the education of students with disabilities within the South Australian public education context.

These appendices address responsibilities in relation to the attendance of students with disabilities and having non-DECS support personnel work with students with disabilities during instruction time on DECS' sites.

On the same basis: Implementing the Disability Discrimination Act Standards for Education can be used in a number of different ways. Groups of people can select one or more sections, read and discuss the material and complete one or more of the learning activities provided.

Individuals will find the resource a useful reference, both for ideas and strategies to support preschools and schools to become more inclusive, as well as for an explanation of the specific terms used in the *Disability Discrimination Act 1992* and the Standards for Education (2005). There is a list of key terms

with page number references to their explanation, at the beginning of the resource.

Implications for preschools and schools

All staff have responsibilities to ensure that children and students and their associates do not experience disability discrimination. It is not sufficient to be just familiar with the legislation. It is important to understand it and ensure that processes and practices enable children and students with disabilities to participate in the full range of educational programs or services, on the same basis and to the same extent as children and students without disabilities.

This means focusing on effective education that benefits all students, providing a vision of non-discriminatory practice to school communities, responding to the expectations of parents/carers in a way which is fair and reasonable, being open to constructive criticism from advocates, participating in professional development activities that increase knowledge, skills and understanding of disability awareness and the legislation, and avoiding unlawful discrimination on the basis of disability.

The increasing number of students with disabilities in all education sectors and the increased awareness within the disability sector of their entitlement in relation to education both support the need for nationally consistent standards to exist.

It is of fundamental importance that staff involved in the education of students with disabilities understand their legal and professional obligations in relation to the *Disability Discrimination Act 1992* and the *Disability Standards for Education* (2005) legislation. Staff must develop the knowledge, skills and understanding necessary to enable students with disabilities to participate equally with others.

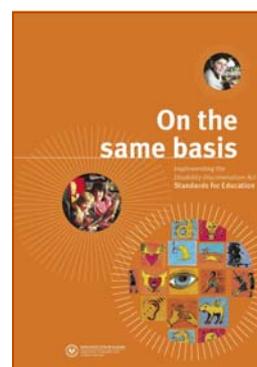
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ON THE SAME BASIS: IMPLEMENTING THE DISABILITY DISCRIMINATION ACT STANDARDS FOR EDUCATION

Professional development resources such as *On the same basis: Implementing the Disability Discrimination Act Education Standards* is one strategy that will support this requirement.

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DRUG EDUCATION RESOURCES

Introduction

Drug education is important for all students and especially those with disabilities and learning difficulties. Special Education educators agree that because these young people are often prescribed medication, they can be more prone to harmful effects and need to learn harm minimisation strategies around using medication safely. For many, medication has been a routine part of their lives over some years; it may be that its administration has been supervised by an adult. Thought needs to be given to the growing need for the young person to increase their knowledge of, and control over, the drugs they need to use.

As students move into the adolescent years and want to socialise with more independence, knowledge of substances such as tobacco, alcohol and cannabis and other illicit drugs would seem essential. Just as important, however, is for the young person to develop skills for resilience such as decision making and problem solving skills, and the confidence and assertiveness to express themselves to others in social situations. As a component of a school's broader approach to learner wellbeing, drug education aims to provide opportunities to explicitly teach developmentally appropriate drug information, and help young people to acquire the intrapersonal and interpersonal skills that build resiliency and promote personal safety and the

safety of others in a drug using world.

The National School Drug Education Strategy and the DECS Drug Strategy support schools and centres to implement best practice drug education.

Educators are guided by the Australian Government's *Principles for School Drug Education* (DEST 2004) which provide a broad conceptual tool to inform the planning, implementation and review of school drug education programs, policies and practices. To view, or download the *Principles of School Drug Education*, go to:

www.drugstrategy.sa.edu.au

Resources for Drug Education for students with special needs

***Drug Education R–12 Teacher Support Package for students with disabilities and learning difficulties*, DECS, 2005.**



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DRUG EDUCATION RESOURCES

This teacher support package has been developed by special educators and a cross-sector drug strategy team in response to a need for drug education curriculum materials for students with disabilities and learning difficulties. It adds to the suite of existing teacher support packages for the early, primary, middle and senior years; to view these resources go to: www.drugstrategy.sa.edu.au

Drug Education R–12 Teacher Support Package for students with disabilities and learning difficulties is intended for delivery from reception to year 12. Because of the broad scope of the activities and demonstrations of

learning, teachers should not feel they should restrict delivery of this book only to students with disabilities and learning difficulties: teachers can use it either alone or in conjunction with other resources when teaching in their classrooms.

Each unit contains 11-14 activities, with the following content and design for (flexible) implementation. They are designed to build resiliency through the development of a range of skills, as well as knowledge and understandings around the selected drug topic. It is therefore recommended that teachers deliver the activities sequentially.

The content encompasses:

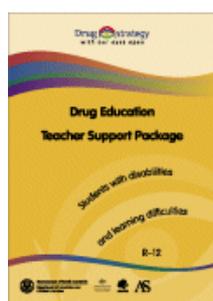
Topic	Unit title	Delivery from
Medicine	Tom feels sick!	Early Years
Tobacco	Dazza at the skate park	Primary Years
Alcohol	Stella at the party	Middle Years
Illicits	Ben's choice	Senior Years

Materials can be adapted both for students requiring additional support and for those requiring extension R-12.

Features of the resource which teachers report are of value include:

- background notes which give context to drug education and information on drugs and drug use, other resources, agency contacts
- use of a storyboard at the beginning of each unit, with activities relating to the frames. Getting to know characters and their lives fosters student engagement and protects confidentiality.
- suggested visual strategies: *Boardmaker*, *FlashPro2*, sight words
- ease of use: common structure to activities, clear graphics which photocopy well
- take home messages and activities throughout the resource. (This has added a

challenging and rewarding dimension to educators' work.)



Drug Education R–12 Teacher Support Package for students with disabilities and learning difficulties was distributed to all schools and sites in 2005. Copies can be downloaded from the Drug Strategy website www.drugstrategy.sa.edu.au

This resource was published by the Drug Strategy and the Department of Education, Employment and Workplace Relations (DEEWR), formerly DEST.

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HERE I AM DVD—

DEVELOPING STUDENT VOICE WITH STUDENTS WITH AN INTELLECTUAL DISABILITY

As a teacher in a Special Unit, I participated in the 2006 School Drug Education Forums Development project. Students who attend the unit have moderate intellectual disabilities and other disabilities such as cerebral palsy or autism. The students had limited speech, and tended to speak only in response to adults questioning them. Something needed to change!!! The DVD was first made to show the experiences of the students and later the DVD and booklet was produced.

The drug forum gave me an opportunity to reflect on my practice in fostering authentic student participation. It quickly became evident that the students needed the opportunity to develop new skills and greater confidence if they were to take on leadership roles in a forum.

Identity and autonomy are critical precursors to the development of self confidence. Students with severe disabilities are usually given ongoing assistance to look after themselves and take part in activities...They have fewer opportunities to take risks, succeed at tasks independently and so develop a belief in themselves and their own identity.(DECS 2007:1)

The DVD and pamphlet show the experiences of students and their teacher, Lib Bratholomeusz at Kadina Memorial High School's Special Unit in a Special Unit when they planned and ran a student forum about drugs. Students who attend the unit have moderate intellectual disabilities and other disabilities such as cerebral palsy or autism. The students had limited speech, and tended to speak only in response to adults questioning them. Something needed to change!!!

It quickly became evident that the students needed the opportunity to develop new skills and greater confidence if they were to take on leadership roles in a forum.

Through the DVD and booklet, Lib shares her strategies and resources and her students'

journey to develop:

- self confidence
 - self expression
 - awareness of others
- and to provide a forum which encompassed
- awareness of drug issues
 - planning and decision making
 - student participation and evaluation.

Teachers may find the resource useful when exploring student voice, self concept and identity.

The following references were used extensively to assist with the planning and teaching of this unit of work :

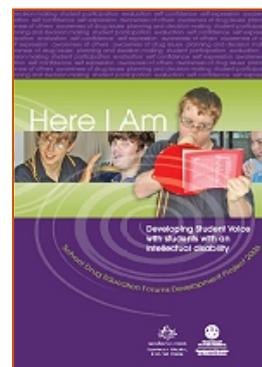
DECS, (2005) *Drug Education R–12 Teacher Support Package for students with disabilities and learning difficulties*, DECS, Adelaide

DECS (2005) *SACSA Framework publications including The Required Elements*, DECS, Adelaide

Rees, D. and Rivalland, J. (1994) *Oral language development curriculum* Longman Cheshire, Melbourne

Rees, D. and Rivalland, J. (1994) *Oral language resources book* Longman Cheshire, Melbourne

Regency Park School (2003) *A developmental skills-based curriculum for students with physical and associated disabilities*, DECS, Adelaide.



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HERE I AM DVD—

DEVELOPING STUDENT VOICE WITH STUDENTS WITH AN INTELLECTUAL DISABILITY

This resource, developed by Lib and Monica Baldock (DVD) was published by the Drug Strategy and the Department of Education, Employment and Workplace Relations (DEEWR), formerly DEST. It was shared with special school and disability units, district offices and relevant support staff.

The *Here I Am* booklet can be downloaded from the Drug Strategy website www.drugstrategy.sa.edu.au. This website is recommended to you as providing a comprehensive resource on drug education. It also contains information on school drug

education forums grants.

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For copies of the DVD:

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SCREENING AND ASSESSMENT GUIDE—EARLY YEARS TO SENIOR YEARS

The Department of Education and Children's Services (DECS) *Screening and Assessment Resource Guide* was developed and written in 2005 as a result of work undertaken by the Learning Difficulties Support Team and Staff at the Special Education Resource Unit (SERU).

Centres and schools cater for a diverse range of learners some of whom may be experiencing learning difficulties. The purpose of this resource is to provide information about screening and assessment tools that centres and school personnel may use as a means of adding to the information that has been gathered about the learner. It includes information about a range of screening and assessment tools that have been developed as a guide for educators when considering the range of screening and assessments available, it is not to be considered definitive. It includes a brief description of each tool, an indication of whether the tool is for an individual or a group, the level of schooling, author and date of publication.

This resource was developed in response to educator's requests for:

- an overview of available screening and assessment tools
- easy access to information about the range

of assessments

- screening and assessment tools that provide more in depth information about learners who are experiencing learning difficulties
- screening and assessment tools that provide evidence and data to inform planning and programming.

When constructing this resource the following was considered:

- the range of learners early years to senior years/post school
- alignment with the SACSA Framework
- linking with the DECS publication *Making Changes: Stories about improving literacy and numeracy outcomes for learners*.
- the provision of a succinct and easy way to identify learning needs to inform intervention and teaching strategies of specific learners
- availability and accessibility of screening and assessment tools
- meeting the needs of educators to identify the most appropriate screening and planning resources taking into account:
 - time/personnel available
 - individual learner and/or group results
 - information to be gained
 - purpose of the screening or assessment

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SCREENING AND ASSESSMENT GUIDE—EARLY YEARS TO SENIOR YEARS

The screening and diagnostic assessment tools annotated in this resource are available for viewing or loan from SERU.

The information in *The Screening and Assessment Resource Guide* is currently being revised with the aim of having an updated version of the resource available to centres and schools by the end of the 2008 school year.

Copies of the resource should be located in all centres and schools, and university libraries.

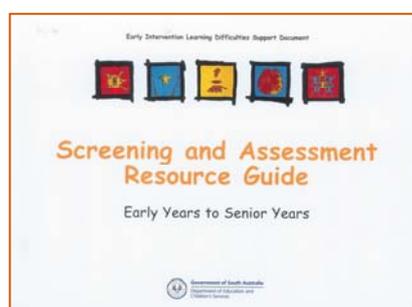
Inquiries about a copy of the resource can be directed to Ingrid Alderton, Manager Learning Difficulties Policy and Service. Email: alderton.ingrid@saugov.sa.gov.au

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EARLY INTERVENTION LEARNING DIFFICULTIES

WORKING COLLABORATIVELY: IMPROVING OUTCOMES FOR LEARNERS

The Department of Education and Children's Services (DECS) *Early Intervention Learning Difficulties Working Collaboratively: improving outcomes for learners* is a professional learning resource that was developed in 2004, as a key strategy in the government's initiative to support children/students with learning difficulties. This resource was developed as a part of the DECS Early Intervention learning Difficulties Project, Disability and Statewide Programs and fits the overall strategy of supporting literacy development particularly in the early years and the vital role that district personnel and centre/school communities play in that development.

This resource aims to increase a teacher's repertoire through the provision of explicit and effective teaching strategies to be used in the classroom and to support in the designing of short term intervention programs.

The partnership between teachers and learning support personnel as they work collaboratively to maximise achievement of learners with learning difficulties is crucial. This resource was developed with teachers and by teachers

and learning support personnel to complement and enhance those partnerships.

The resource has three main sections:

Section One – Working in DECS. The information in this section looks at the legislation, regulations, policies and guidelines that govern the work of personnel within DECS as well as highlighting roles and responsibilities.

Section Two – Working Together. This section provides information about ways people learn, collaborative planning, communication and problem solving.

Section Three – Working with Learners. The third section has a focus on understanding the learner with learning difficulties, inclusive curriculum, effective teaching strategies and models of support.

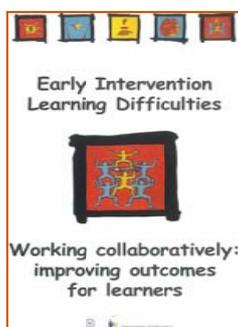
National research such as Mapping the Territory (Louden et al 2000) underpins this resource. International work undertaken in the United Kingdom and the United States involving personalised education planning and South Australian action research projects such

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EARLY INTERVENTION LEARNING DIFFICULTIES WORKING COLLABORATIVELY: IMPROVING OUTCOMES FOR LEARNERS

as *Nothing About Me Without Me* (a focus on strengths based and student negotiated curriculum) and *Catching the Third Wave* – Department of Education, Science and Technology (DEST) – an action research focus on students with learning disabilities in the middle years of schooling as well as national research such as *Mapping the Territory* (Louden et al 2000) underpins this resource.

The information contained in this resource can be used by an individual teacher or learning support person for personal professional development, or for groups of teachers or a centre/school staff to enhance their knowledge about learning difficulties and the



support structures and strategies thus assisting them in their work with students with learning difficulties.

Information about useful resources that are available from the Special Education Resource Unit and website addresses are located at the end of each strategy in Section Three of the resource folder.

Copies of the resource should be located in all centres and schools, and university libraries.

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SUPPORTING AND MANAGING CHILDREN'S BEHAVIOUR: AN EARLY CHILDHOOD RESOURCE

In 2004 a new behaviour support policy and supporting resource document for early childhood services was developed.

The *Behaviour Support Policy for Early Childhood Services* applies to departmental preschools, child parent centres, play-centres, rural care programs, occasional care services and Family Day Care Coordination Units. The policy describes the roles and responsibilities of departmental personnel, identifies relevant legislation and describes the department's approach to supporting and managing children's behaviour.

The supporting resource document, *Supporting and managing children's behaviour: An early childhood resource* provides a range of practical information to support the policy.

The resource document incorporates:

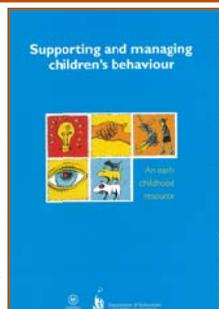
- The Policy and rationale
- Guidelines for reviewing site behaviour codes

- Information to assist the development of a whole site approach to behaviour management that has a preventative focus and supports effective timely intervention for challenging behaviour.
- A description of the contextual factors that influence children's behaviour and how to support children's development : resilience, behavioural style or temperament, social competence and social skills, protective behaviours and self regulation. This section also provides information on how culture and gender can influence the behaviour.
- Guidelines on how to gather information and record observations of children's behaviour. Included is a social skills checklist, a proforma to document *Locus of control signals in young children—individual observation scale* and a *Situational analysis: ABC recording* proforma.

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SUPPORTING AND MANAGING CHILDREN'S BEHAVIOUR: AN EARLY CHILDHOOD RESOURCE

- Details of specialized services, both department and other agencies
- Information on how to plan for a smooth transition using a planning flow chart and preschool to school transition checklist
- Information about professional development activities and resources, including T&D and self



evaluation checklists

- Resources & Bibliography.

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SUPPORT FOR CHILDREN AND STUDENTS WITH A DISABILITY IN SOUTH AUSTRALIA: INFORMATION FOR FAMILIES, EDUCATORS AND CARE PROVIDERS

Information

This resource is a revised and updated version of the document *Support for children and Students with Disabilities: Information for Preschool Directors and School Principals*, published by the Ministerial Advisory Committee: Students with Disabilities in 2002.

Intended audience

The resource folder is intended to provide families and those involved in the provision of care and education with an overview of services and programs in South Australia for children and students with a disability and their families. A copy of the folder was sent to DECS district offices, and care services, preschools and schools across the three education sectors.

Information/overview/contents

The information contained in the resource was drawn from a range of documents and through consultation with various education, health and disability personnel. The resource is not intended to be exhaustive, but to serve as a guide for accessing further and more detailed information from other sources. It is presented

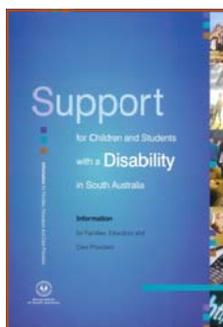
in eight sections:

- Partnerships— Roles, Rights and Responsibilities
- Care Services
- Early Childhood and Preschool Services
- School Services
- Planning for Life after School

- External Services
- Additional Information for Care Providers, Directors and Principals
- Appendices
 - *Useful Resources*—Bibliography and list of websites
 - *Support Services and Agencies*—contact details and description of services provided
 - *Aids and Equipment*—information on agencies and their provision of equipment.

Copies of the resource are available for downloading from the Ministerial Advisory Committee: Students with Disabilities' website on

<http://www.macswd.sa.gov.au/pages/default/publications>.



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SERUpdate

QUALITY EDUCATIONAL PRACTICES FOR STUDENTS WITH ASPERGER SYNDROME (2006)

In December 2004, the Minister for Education and Children's Services approved a research project to be undertaken by the Ministerial Advisory Committee: Students with Disabilities, to seek out quality educational practices for children and students with Asperger Syndrome in South Australian schools and to record these practices.

Previous investigations had revealed that students with Asperger Syndrome presented significant support and service challenges, and the number of suspensions and exclusions of these students was higher than other students in schools. However, there had also been evidence that some students with Asperger Syndrome had adjusted to school life successfully, were receiving support in areas of need and were achieving in their educational pursuits. A project group was formed to oversee this project's investigations. The group was co-chaired by Mr Jon Martin, Chief Executive Officer, Autism SA and Ms Georgina Cattley, lecturer in Special Education at Flinders University and the Minister's nominee on the Ministerial Advisory Committee.

A number of schools were nominated by their respective education sectors to participate in the project. They were recognised for their quality educational practices for students with Asperger Syndrome. From this group a total of nine schools were selected, taking into consideration year levels, location and number of students with Asperger Syndrome. The schools' year levels ranged from early childhood to year 12 and they were located in metropolitan and country regions. Focus groups were held with staff, parents and students, and a group of young adults with Asperger Syndrome participated separately—reflecting on their past school experiences. Participants were interviewed using structured questions.

The report of this project, *Quality Educational Practices for Students with Asperger Syndrome* was written for the Minister; for teachers of children and students with

Asperger Syndrome; their families and any other people interested in understanding and responding more effectively to the needs of these children and students. The report serves the dual purpose of providing information on Asperger Syndrome, as well as a guide to quality educational practices for this cohort.

The report begins with a *Preface to the Minister*, which provides background information on the prevalence of Asperger Syndrome in South Australia at the time of the project, and an overview of the service needs of children and students with Asperger Syndrome and their families. The main body of the report contains a brief description of Asperger Syndrome and what teachers should know about students with Asperger Syndrome—aspects of their cognitive functioning, language skills, social interactions, mental health and sensory needs. The report then describes, in more detail, what teachers can do to best support students with Asperger Syndrome in their class, based on the experiences of the teachers, students and parents from the nine participating schools. The role of the whole school community is also discussed, as well as where to get help from the education and the disability sectors.

In summary, the topics discussed include

- Equipping yourself with knowledge
- Classroom management
- Teaching students with Asperger Syndrome
- Working with families of students with Asperger Syndrome
- Managing challenging behaviour
- Managing Transition
- Whole school support for students with Asperger Syndrome and their families
- Referral and assessment
- Professional development and training.

The appendices include profiles of the study schools with some case study examples of effective practices for specific students, as well as a bibliography, sources of further information and website addresses.

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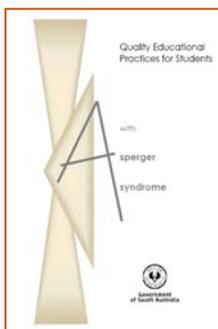
QUALITY EDUCATIONAL PRACTICES FOR STUDENTS WITH ASPERGER SYNDROME (2006)

In addition to the written report, participating schools were invited to present aspects of their quality practices at a seminar during Autism Awareness Week, on 18 May 2006. This seminar was jointly hosted by Autism SA and the committee. A total of 142 people attended, of which 79 per cent were educational professionals and 21 per cent were families or staff. Electronic copies of a selection of these seminar presentations are available by contacting Alison Burdan, Coordinator, Spectrum Advisory Services at Autism SA—

Email: aburdan@autismsa.org.au.

Phone: (08) 8379 6976

An electronic copy of the full report,



Quality Educational Practices for Students with Asperger Syndrome, in PDF format is available at the Ministerial Advisory Committee: Student with Disabilities website:

[<http://www.macswd.sa.gov.au/pages/default/site/>] then click on the *Publications* menu item—or the direct link is

[<http://www.decs.sa.gov.au/docs/documents/1/MinisterSReportQualityEdu.pdf>]

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BRAIN DEVELOPMENT—WHAT DOES IT MEAN FOR TEACHING AND LEARNING

In 2006 the Manager, Disability Policy and Resource Allocation, brought together a small group of service providers from a number of district offices in the metro area met. Their purpose/task was to assess and evaluate the educational implications of current research in the field of neuro-science. In particular the group examined the ideas and research presented by Dr Fraser Mustard from Canada, Baroness Greenfield United Kingdom (Thinkers in Residence), Dr Jack Shonkoff the National Research Council Institute of Medicine United States and Sarah Jane Blakemore University College London.

Initially the focus was on brain development in children from 0 – 5 years:

- How brain development in the early years creates a foundation for learning and behaviour that follows
- The biological and economic efficacy of using the optimum developmental periods in early childhood
- The importance of relationships
- The positive and negative effects of stress.

The research led the group to studies that had implications for children entering and

continuing in the school sector. In particular the group was keen to identify links between this data and teaching and learning practices in our schools, including students/children with conditions such as Attention Deficit Hyperactivity Disorder and Autism Spectrum Disorder.

It became quite clear from the collective research that rather than brain development being limited to the early years it continues up to and beyond 30 years of age, allowing new learning to shape the brain throughout adulthood. The clear implication is that, although the early years are important the underlying principles need to be applied throughout the child's educational journey.

The information, in the form of a PowerPoint slide show will be presented from this collection of articles and books and will be a starting point for teachers to evaluate their own classroom practice, so that developing theories on brain development are used to inform planning, programming and teaching methodologies. Many traditional practices and beliefs about teaching and learning will be challenged by the information presented. This collection is dynamic in that it will constantly change as new research comes to light.

SERUupdate

BRAIN DEVELOPMENT—WHAT DOES IT MEAN FOR TEACHING AND LEARNING

Currently the Coordinators who were involved in reviewing the research data are linking various aspects of the research to Training and Development within their fields of expertise. They will also be informing other service providers about the information, encouraging them to incorporate the learning into their work with sites.

Resources

Blackmore, Sarah-Jayne & Frith, Uta (2007), *The Learning Brain*, Oxford, Blackwell Publishing

Cecil, J. (Executive Producer) and Hill, D., Gibbon, J. and Murphy, N. (Directors) (2007), *The Human Mind: The Complete Series* [DVD], London, BBC Productions

Flexor, C., Professor of Audiology, *Professional Development Seminar*, Adelaide, 2007

Jones, Clare B (2002), *The Source Book for Brain Based Learning*, East Moline, Lingui Systems

Mustard, F. J. (2006), *Canada – Early Child Development and Parenting Centres*, Presentation to DECS Corporate Executive team and District Directors, Adelaide South Australia

National Research Council, USA; National

Institute of Medicine: USA; Committee on Integrating the Science of Early Childhood Development, *From Neurons to Neighbourhoods: The Science of Early Childhood Development*, National Academies Press, 2000

National Scientific Council on the Developing Child (Shonkoff, J.P., et al), *The Science of Early Childhood Development, Closing the Gap Between What We Know and What We Do*, Colloquium Presentation at Harvard University, Cambridge, MA, 2005

Sullivan, B. (2006), *Adolescent brain Development*, Utah Addiction Centre, Utah University

Teaching and Learning Research Programme and Economic & Social Research Council, (2007), *Neuroscience and Education: issues and Opportunities*, London: Author

Contact:

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TECH BITS

The *Techbits* for this SERU update focuses on special education technology publications, subscriptions and information sources.

Education Queensland's Online Newsletter

The Disability Services Support Unit of Education Queensland produces an Online Newsletter which focuses on technology and special needs. It is a very practical publication with regular reviews of software, updated information of emerging technologies and extensive tips on how to configure popular software to better support students. The publication is produced quarterly and emailed

out as a pdf file.

You can receive your own copy of the OnLine Newsletter by subscribing to the OnLine listserv. <http://education.qld.gov.au/listserv/subscribe.html> and select OnLine Newsletter from the drop down menu.

After you fill in your name and email details, press the button labeled *Subscribe to the list*. You should receive a response from the OnLine team within a day. If you have any problems subscribing, or have any questions about the OnLine Newsletter contact: DisabilityServicesSupportUnit@qed.qld.gov.au.

SERUpdate

TECH BITS

SENIT (Special Education Needs and Information Technology) Discussion Group

Becta is the United Kingdom's Government's lead agency for Information and Communications Technology (ICT) in education. Becta conducts a SENIT list for teachers, advisers, and others working within education to share practical advice about how ICT can be used to support pupils with learning difficulties or disabilities. There are currently about 400 members.

SENIT is an open discussion group. This means that anyone with an interest in this area is welcome to participate in the discussions. All discussions are publicly available and when you post a message, your email address will be visible to registered users. To subscribe go to <http://lists.becta.org.uk/mailman/listinfo/senit>

Special Education Technology Practice 90 Days of Summer

This feature article in the May/June 2007 issue of Special Education Technology Practice online journal, focuses on professional development. *90 Days of Summer* offers a daily dose of special education professional development. Productivity strategies, accessing research reports, skill building, and new product exploration are among the themes that are explored via the web links.

<http://www.setp.net/summer/90days.html>

The list was compiled by Dave Edyburn. He is a researcher and editor of two publications - *Remedial and Special Education* and *Special Education Technology Practice*. Subscription links to these journals and downloads of selected papers can be found on his home page. <http://www.uwm.edu/~edyburn/index.html>

Technology in Special Education Blog

Teaching Learners with Multiple Needs is a blog by Kate Ahern. Kate is a highly respected and experienced practitioner in the field who shares her classroom events, resources, ideas and extensive knowledge around assistive technology and Augmentative and Alternative Communication (AAC) with educators and

parents around the world. She posts almost daily and many of them are now archived as older posts. Her site also has hundreds of links around all topics to do with special education.

<http://teachinglearnerswithmultipleneeds.blogspot.com/>

Web 2.0: New Tools for the 21st Century Classroom

This web site is a collaboration of Special Education and Assistive Technology Coordinators in the United States. It contains extensive information on Web 2.0 tools and how they can be used for differentiated instruction and to meet the access and participation needs of students.

<http://inclusive-webtools.wikispaces.com/>

Free Resources from the Net for Special Education Blog

This blog is managed by Paul Hamilton. He is an Assistive Technology Education Consultant for SET-BC (Special Education Technology – British Columbia) in Canada.

<http://paulhami.edublogs.org/>

Clickerpedia

This wiki had been initially established to support South Australian educators with the use of Clicker 5. It contains extensive tutorials, ready made resources, tips and links to free add ons. It also contains all the course notes and activities for participants who have attended a Clicker 5 course offered by the Special Education Resource Unit.

A wikispace was selected to allow local educators to become members and have the capacity to upload and share resources and ideas. The space also has interstate members wishing to contribute to this collaborative space.

<http://clickerpedia.wikispaces.com/>

(Please note: Blogs and wikis are automatically blocked by EduConnect filters. Your school System Administrator can add these specific addresses to your site's exception list to gain access)

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TECH BITS

Interactive White Board News

With the wide range of Interactive White Board suppliers available to schools, issues have arisen over the ability to make sure some files can be read on all systems. Currently most content files developed for any one type of interactive whiteboard cannot be opened by the software of others. To tackle this problem Becta (the United Kingdom's Government's lead agency for Information and Communications Technology (ICT) in education has appointed RM Company to develop a common industry-wide standard that will bring huge benefits to schools, allowing the exchange of resources within and between schools. The project should be completed in June 2009. More details about the project can be found at <http://industry.becta.org.uk/display.cfm?resID=35000>

Assistive Technology and Individuals with Dyslexia

Multisensory Teaching of Basic Language Skills, Second Edition, Edited by Judith R.

Birsh, Ed.D. is a book published by Brooke Publishing. Two chapters of the book are available free online. One is titled 'Chapter 21: Assistive Technology and Individuals with Dyslexia'

<http://textbooks.brookespublishing.com/birsh/21/fulltext.htm>

Technology and Teaching Children to Read

This report provides background information that will help reading specialists, education technology specialists, classroom teachers, and special education teachers work together to understand, evaluate, and implement effective uses of technology within K-6 reading programs. It brings together the research-based guidelines for teaching children to read from the National Reading Panel Report (NRP, 2000) with information about the potential uses of multimedia digital technology to enhance reading instruction.

http://www.neirtec.org/reading_report/report.htm

NEW RESOURCES

Dinosaur Magnetic Pack. 65-0324-01.

This magnetic dinosaur pack has colourful wooden magnetized dinosaur pieces depicting different types of dinosaurs. The accompanying picture books have full page coloured illustrations and simple, informative and factual text related to the dinosaur represented.

Felt Faces, Modern Teaching Aids.

86-0186-01.

This pack contains a male and a female face board covered in felt. Various facial features are depicted on separate Velcro backed felt pieces and these can be attached to the appropriate places on the blank face boards.

Classification Into Materials, Judius.

85-0645-01.

This game, suitable for one to four players aged 3 and up, is designed to: familiarize learners with the concept of raw materials; teach which materials the products are made of; identify various materials and classify them into groups.

Kick and Push-Up Pinball, Fisher Price.

80-0333-01.

This battery operated colourful pinball toy is activated when the cloth pad at the base is touched. When activated music plays, lights flash and the coloured ball moves backwards and forwards.

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NEW RESOURCES

Boundary Training, Down Syndrome Society, SA, 2004. 09-0196-01.

This booklet, produced by the Down Syndrome Society of South Australia, details a boundary training program for students experiencing difficulties understanding the concept of staying within boundaries during recess and lunch breaks.

Our Five Senses, Educational Aids. 85-0651-01.

This collection of three association games for early learners are designed to assist in the development of the ability to learn the functions and interactions of the five senses.

Try to Explain, Academic Communication Associates, 1996. 61-0845-01.

This pack, for learners aged between 4 and 14 years of age, includes activities to assist in the development of expressive language and verbal reasoning skills.

See also: *61-0847-01 Descriptive Language Activity Kit; 61-0844-01 Language Adventure Games.*

It's So Much Work To Be Your Friend: Helping The Child With Learning Disabilities Find Social Success, Lavoie, Richard, 2005. 66-1351-01.

This book provides techniques and practical strategies to assist learners, aged six to seventeen, who have a learning disability to: *overcome shyness and low self esteem; use appropriate body language to convey emotions; focus attention and avoid disruptive behaviour; enjoy play and making friends; employ strategies for counteracting bullying and harassment.*

Short-Term Memory Difficulties in Children, Rudland, Joanne. 61-0882-01.

The program and activities in this book are aimed at seven to eleven year olds with short-term memory difficulties which impact on language comprehension and learning. Contents include: *Introduction to the Theory of Memory; Practical Ideas for Planning Therapy; Advice Sheets for Parents / Teachers; Baseline Test; Practical Exercises for Therapy and Homework; Recording Forms and Progress Charts.*

The Special Education Teacher's Intervention Resource, Mattes, LJ. 34-0345-01.

This reference book is a collection of lists, forms and informational resources designed for use in developing instructional programs for learners with special needs. The book includes descriptions of common disorders.

Reading Getting Started, Down Syndrome Society—SA, 2000. 63-3174-01.

This reading program, developed by the Down Syndrome Society of South Australia, can be used to support the learner with Down Syndrome to overcome the specific learning difficulties and build on visual skills. It incorporates specific teaching of the following components: *linguistic structures; gaining meaning from shared texts; whole word reading approach.*

Teaching A Young Child To Read, Smethurst, W, 1998, 36-0252-01.

This book presents a program designed to teach young learners to read for comprehension. The author provides detailed guidelines starting with an awareness of letters and letter sounds, to developing phonics and the other skills and vocabulary to comprehend text.

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NEW RESOURCES

Art Inspirations—Visual Arts Activities for K-6, Duncan, B, 2003. 68-0051-01.

This book is suitable for learners from preschool to Year 6. It aims to broaden awareness of important artworks and art periods and artists.

Basic Skills Puzzles—Irregular Plural Nouns, MTA. 67-0422-01.

These 30 puzzles, suitable for ages 3 and up, are self-correcting and designed to support the development of reading and language skills. The *Basic Skills Reading Puzzles* for irregular plural nouns supports a multi sensory approach by reinforcing visual, auditory and tactile modes of learning.

Winning Connection—Sequence Cards Basic, Winning Connection, 2006. 61-0875-01.

These cards are designed to teach sequential logic and encourage story telling. They include photographs that depict sequences of daily skills such as brushing teeth and washing hands.

Dyslexia Action Plans for Successful Learning, Hannell, Glynis. 18-0169-01.

This reference book based on recent research, contains an overview of dyslexia and provides a range of information and strategies.

Show Me How To Learn: Practical Guidelines For Creating a Learning Community, English, R; Dean, S. 25-0175-01.

This book details practical guidelines for creating a learning community. It provides strategies and techniques to create an environment in which students are encouraged to take responsibility for their own learning.

Leap Auditory processing Games, Academic Communication Associates, 1998. 61-0866-01.

The activities in these games are designed to stimulate both language and listening skills as learners process auditory information in a variety of ways. The kit includes four game activities that can be used to strengthen auditory processing and language skills in learners between 5 and 10 years of age.

In the Deep End, Ilott, G, 2005. 19-0205-01.

This book is subtitled *Survival Strategies for Beginning Teachers of Students with Autistic Spectrum Disorder* and was designed to assist educators and parents new to the experience of working with learners with Autistic Spectrum Disorder. It contains practical strategies and information that have been used in classrooms.

Silly Sports and Goofy Games, Kagan, Dr S, 2006. 66-0135-01.

The author of this book, which contains a wide variety of sports and games, states that through play we enhance our ability throughout life to act intelligently, creatively and morally.

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NEW RESOURCES

Sensory Integration Answers for Teachers, Geppert Coleman, G et al. 18-0167-01.

This guide provides information on: *What sensory integration is and how it supports learning and behaviour; What sensory integration dysfunction is and how it affects a learners ability to learn and pay attention; How sensory integration problems are assessed in a school setting; What can be done to help learners with sensory integration concerns; What teachers can do to help a learner with needs in sensory integrations.*

Simple Strategies That Work!, Smith, Myles B et al, 2006. 19-0202-01.

This book contains strategies and suggestions for educators of learners from preschool through high school with Asperger Syndrome, high functioning Autism, and related disabilities. Contents include: *Operate on Asperger Time; Manage the Environment; Create a Balanced Agenda That Conserves Energy; Share the Agenda; Simplify Language; Set a Calm, Positive tone; Live Out Loud; Be Generous With Praise; List To The Words; Provide Reassurance.*

The Hidden Curriculum, Myles, BM et al, 2004. 19-0203-01.

This book contains practical strategies and solutions for understanding unstated rules in social situations. It is designed to be used to assist individuals with social-cognitive difficulties to make sense of the unspoken rules and expectations that govern everyday interactions with others.

Engaging Autism, Greenspan, SI, 2006. 19-0201-01.

This book covers Autism Spectrum Disorder, including Asperger's Syndrome, from the earliest signs in infancy through the school years. The book promotes the *Floortime Approach*, to assist learners to relate, communicate and think.

An Introduction to Sensory Integration, Arkwright, N, 1998. 18-0166-01.

This manual provides guidance to help children synthesise, organize, and process the information from the senses and environment to produce useful, goal-directed responses via the tactile, vestibular, and proprioceptive systems.

Versa Tiles Literacy Program Level 1 Set A, Era Publications, 2000. 63-3175-01.

In this literacy program the two strands integrated into Level 1 are *Phonics, Word Attack, and Vocabulary and Reading Comprehension*. The self correcting answer provide learners with the opportunity to learn, practice and review concepts at their own pace by matching patterns. The two books in Set A cover Alphabet Sounds and Letters.

Doing it Right: making Smart, Safe and Satisfying Choices About Sex, Pardes, B, 2007. 66-1209-01.

This book provides clear, factual and easy to read information regarding smart and safe choices about sex. Contents include: *What Is Sex? Reproductive Anatomy; Puberty; Am I Ready? Birth Control; Some Definitions; Where Can I Go For More Information?*

Catching On To Comprehension Book E, Recht, E, 2007. 63-3169-05.

Book E, containing blackline masters, in the *Catching On To Comprehension* series is suitable for learners in Year 5. It targets key skills in comprehension such as sequencing, identifying important details or recognizing the author's voice.

See also: 63-3160.01 *Catching On To Comprehension Book A* (suitable for Year 1).

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NEW RESOURCES

Art Through IT, Worrell, P; Matheieson, K, 2003. 48-0099-01.

This book presents sixteen themes for initiating work in information and communication technology. The different areas of ICT are addressed through a variety of tools, software and processes. Learners aged 5-11 are provided with opportunities to develop, record and present key ICT skills and techniques through imaginative and colourful artwork.

Graphic Organisers Years K-3, Null-Peterson, 2005. 66-1349-01.

A blackline masters book of graphic organizers for learners K-3. The graphic organisers are designed to assist learners to brainstorm ideas, outline facts, recognize patterns, access prior knowledge and sequence events.

Maths Rescue Series Book 3. 64-1395-03.

This is *Book 3 Number: Number: Applications* in the series *Maths Rescue* designed for upper primary level students with learning difficulties. The books in the series focus on reinforcing the basics in maths and developing understanding of mathematics concepts.

See also: *Book 1 Number: Written Calculations.*

Monkey Multiplier, Windmill. 64-1393-01.

This multiplication board has a manipulable 'monkey' attached. By moving the 'monkey's' toes to the two numbers that are to be multiplied, which are on the base of the board, the answer automatically appears at the top of the board in the ring between the 'monkey's' hands.

Preschool Art, Kohl, M. 41-0036-01.

This book offers process-oriented art experiences for learners aged 3-6. Using materials commonly found in the home, childcare or preschool program, learners can explore, discover and create open-ended art experiences.

Tell A Time, Creative Educational Aids, 1998. 64-1371-01.

A time game suitable for 2 to 4 players aged 6 to 10 years with a focus on to reading analog and digital clocks.

Word Play, Fulton, David, 2006. 61-0880-01.

This book provides a range of activities, word games, story and drama exercises that can be used to introduce and develop language skills to learners in the Early Years.

Fun with Sums—Multiplication, Educational Aids. 64-1394-01.

This multiplication game, suitable for ages 7 and up, consists of two piece puzzles each forming a complete sum with the upper piece posing the problem and the lower depicting a sum and the answer. This game can be used to develop: observation skills; elementary maths skills; building up two piece puzzles; counting and adding; multiplying one number by another and matching the product with the corresponding picture; recognizing part/whole relationships.

SERUpdate

NEW RESOURCES

I Spy Memory Game, Windmill.
61-0884-01.

This memory and riddle game is suitable for 1 to 6 players aged 5 to adult. It can be used by players to develop skills of memory, matching, critical thinking, reading and oral language, as well as skills of taking turns, following rules and sharing.

The Communication Skills of Children with Autism Spectrum Disorders, King, Kate, 1997. 19-0206-01.

This book is a communication programming guide and consists of three parts. *Part 1:* an overview of autism spectrum disorders, definition of communication and brief overview of the associated neurological difficulties; *Part 2:* describes development of pre-linguistic communication and symbolic language and how communication differs with learners with autism spectrum disorders; *Part 3:* programming ideas and how to use augmentative communication.

Dyslexia Action Plans for Successful Learning, Hannell, Glynis. 16-0169-01.

This reference book, based on recent research, contains an overview of dyslexia and provides a range of information and strategies. Contents include: *What is Dyslexia? Reading, Dyslexia and School Work; Reading Comprehension; Remembers How To Spell Words; Multiplication Tables.*

Storyboards, Durham, Felicity, 2006.
61-0881-01.

This resource is designed to assist learners with language and communication difficulties to develop story telling skills. Using game boards and picture cards, *Storyboards* assists learners to visualize and practice telling a story through identifying the essential elements, how these should be sequenced and providing a basic vocabulary.

Listening Lotto, Educational Aids.
82-0582-01.

This listening lotto game, which can be played in a variety of ways, provides practice in the following areas: *Sound Discrimination; Auditory Discrimination; Association; Vocabulary Development.*

Symbols, Literacy and Social Justice, Abbott, C et al, 2006. 48-0101-01.

This book looks at the role of symbols in supporting access to literacy, learning and information.

Writing and Spelling Strategies—Assisting Students Who Have Additional Learning Support Needs, Dept of Education and Training, NSW. 40-0067-01.

This book, produced by the NSW Department of Education and Training, details teaching strategies to meet the needs of a range of learners experiencing difficulties with spelling and writing.

Word Play, Wolfendale, s; Bryans, T, 2006.
61-0880-01.

This book provides a range of activities, word games, story and drama exercises that can be used to introduce and develop language skills to learners in the Early Years.

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NEW RESOURCES

Farm Theme Pack 3, Windmill. **61-0862-03.**

This *Farm Theme Pack 3*, has been collated for learners in the Early Years. It could be used to develop skills in play, classification, sorting, visual discrimination, matching, basic concepts, counting, creativity, fine motor, and expressive/receptive language development.

Short-Term Memory Difficulties in Children, Rudland, Joanne. 61-0882-01.

The program and activities in this book are aimed at seven to eleven year olds with short-term memory difficulties which impact on language comprehension and learning. Contents, some of which are photocopiable, include: *Introduction to the Theory of Memory; Practical Ideas for Planning Therapy; Advice Sheets for Parents/Teachers; Baseline Test; Practical Exercises for Therapy and Homework; Recording Forms and Progress Charts.*

Special boys' Business, Anderson, H et al. **66-1352-01.**

This book has been written for boys with special needs including intellectual disability, physical disability, communication disorder and Autism. The book details the changes experienced in puberty with clear, colourful drawings providing visual cues to support the uncomplicated, short factual text.

DVD—Here I Am: Developing Student Voice with Students with an Intellectual Disability, DECS, 2007. 39-0019-01.

The 23 minute DVD, produced by the School Drug Education Forums Development Project 2006, features an educator and learners from Kadina Memorial High School's Special Unit.

Nursery Rhyme Pack 2. 61-0-782-02.

Nursery Rhyme Pack 2 can be used for language development, perceptual development, vocabulary, story telling, sociodramatic play and drama activities. The materials in the pack provide a variety of ways to explore the theme either as a group or individually.

See also: 61-0878-01 *Nursery Rhyme Pack 1.*

Tommy Twister Spinning Top, Windmill. **83-01584-01.**

This colourful, visually appealing three-in-one activity spinning top is suitable for learners from age 9 months and up. When the button on the spinning top is pressed three separate activity bubbles are activated providing visual stimulation.

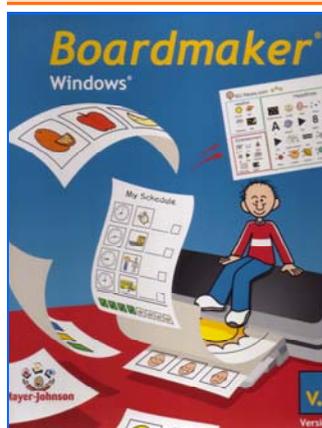
Picture Based Phonological Awareness Resource, Academic Communication Associates, 2003. 63-3122-01.

The phonological awareness activities in this book were designed for learners from 5 to 10 years of age who have difficulty processing auditory information in a classroom learning environment.

Ending Sounds Match Ups, Modern Teaching Aids. 63-3147-01.

These colourful two piece interlocking, self-correcting puzzles are designed to assist learners in identifying a variety of ending sounds.

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Boardmaker 6 with Super Symbol Bundle is a graphics database that holds a collection of Picture Communication Symbols (PCS). The program allows you to create communication boards, device overlays, worksheets, schedules, calendars *etc.* The symbols can be made in any size, used in colour or black and white and displayed with text in any language. Over 250 blank template boards are provided to help you quickly build customised boards.

SERU buy Boardmaker in bulk from Spectronics at a discounted price and sell it for cost plus handling - \$395.00

Addendum Bundle for Boardmaker Program is available to DECS sites who have previously bought the standard version of Boardmaker 5 or 6 from SERU. Addendum libraries (an additional 4,500 symbols) for \$95.00.

Download order forms from the SERU website:

<http://web.seru.sa.edu.au>

Go to: *Publications*

For information on Boardmaker 6 workshops at SERU:

<http://web.seru.sa.edu.au>

Go to: *Workshops*



Making a Difference

5th Annual Special Education Expo—7-9 July 2008 Education Development Centre—Hindmarsh

The Special Education Expo is a major initiative of the Department of Education and Children's Services (DECS). It provides workshop presentations and displays to support the education of children and students with learning difficulties and disabilities.

The workshops will:

- Show case good practice in supporting diversity
- Present new initiatives or inquiry research findings
- Highlight programs and projects to *make a difference* in promoting successful learning outcomes for all.

The 2008 Expo will focus on:

- Inclusive Technologies (IT)
- Communication (C)
- Behaviour (B)
- Well Being (W)
- Disability (D)
- Pathways / Transition (PT)

Educators, parents, education support staff and/or support professionals from government and non government organization will be attending and/or providing workshops and presentations.

Enquiries: DECS—Learning Difficulties Support Team—Telephone: 08 8226 1769

Registration: <http://www.decs.sa.gov.au/speced>

APOLOGY

In the November 2007 *SERUpdate* the Kilparrin Teaching and Assessment School and Services was incorrectly referred to as Kilparrin Teaching and Assessment Unit. The editors of the *SERUpdate* apologise for this error.