Term 4 is a busy time in schools, with transition planning, school concerts, report writing, packing up classrooms and farewells.

2012 has also been a busy time for the staff in Special Education. The final edition of the SERUpdate this year describes the new model and team that has been recently implemented, led by the Director Julie Aschberger. Julie first provides information about the new Special Education Team in Flinders Street, and this is followed by an overview of the National Partnerships More Support for Students with Disabilities by Ingrid Alderton, Manager National Partnerships. The National Partnerships strategy leaders then describe the strategies.

SERU has taken this opportunity to select a list of the most recent SERU resources that are available for loan that could be used to support these projects, focusing on autism, dyslexia, curriculum differentiation, the DDA and assistive technologies. The Spotlight on Resources describes the Disability Awareness Packs available for loan.

Thank you for the positive comments we receive during the year about the SERUpdate and we look forward to bringing you our next edition next year.

Dymphna James
Assistant Manager

SERU staff would like to acknowledge the professional support Jeanette McMullen has provided to SERU over many years and wish her well in her retirement. Jeanette most recently had a key role in providing leadership in the implementation of the National Partnerships More Support for Students with Disabilities. Jeanette’s deep understanding and commitment to special education and contribution to SERU initiatives will be missed.
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*supporting the inclusion of students with disabilities and learning difficulties*
The Special Education Unit in State Office has recently undergone major changes, with a restructure, retirements and staff returning to regions. It seems that the only constant for us is change these days. Special Education has a strong focus on policy and how this translates for students with disabilities in our schools. The national agenda is having a major impact on how we define our work in the new world order.

There are moves to implement a nationally consistent data collection on all students who have a disability using the DDA and Disability Standards in Education as a framework. The first 5 yearly review of the Disability Standards in Education will develop into a significant amount of work for all who support students with disabilities. The upcoming trials of the National Disability Insurance Scheme will definitely have an impact and we look forward to working with Department for Communities and Social Inclusion (DCSI) to support them rolling out this major initiative in 2013.

Our teams have changed as well. We have a group of staff who will manage the critical verification process for students with disability and the professional support for regional and site based staff. We now have a Program Leader Autism (Ann Connell) who is supporting the implementation of the Autism Intervention Programs at Blackwood and The Heights schools. Our Program Leader Intervention (Margot Mignon) is responsible for supporting schools to provide effective services and programs for students with disabilities. Jeanette McMullan has retired and the role has been filled by Lynley Page from the Office for Schools who will support the nationally consistent data collection project and the review of the funding for students with disability.

The National Partnerships teams are managed by Ingrid Alderton, and this work is critical to changing how we work with students with a range of disabilities. Ingrid and her team will provide updates about their work in this and future copies of the SERUpdate.

Julie Aschberger
Director, Special Education
Special Education Aboriginal, Student & Family Services
Department for Education & Child Development
Ph: 8226 0546

Good schools, like good societies and good families, celebrate and cherish diversity. 

DEBORAH MEIER

NATIONAL PARTNERSHIPS: MORE SUPPORT FOR STUDENTS WITH DISABILITIES Initiative

The More Support for Students with Disabilities initiative is providing $200 million of additional Australian Government funding to government and non-government education authorities across Australia to support schools and teachers in their work with students with disability and/or learning difficulties.

A number of South Australia Government schools will be participating in this initiative for the period June 2012 to June 2014 to support them to better meet the learning needs of students with disabilities. The term ‘disability’ in this instance refers to the broader definition of disability as defined in the Disability Discrimination Act and the Education Standards 2005, thus including students with learning difficulties. The funds made available to schools through this initiative will be used in a variety of ways with the main priority being the capacity building of teachers, school services officers (SSOs) and school leaders.

Through extensive consultation, information from the Department’s Special Education Taskforce (2009–2010), the Department's 2012-2016 Strategic Plan and the South Australian’s 2011 Social Inclusion Board’s Disability Blue Print, Strong Voices the following eight individual strategies have been designed to improve teaching and learning for students with disabilities:

- Extend the capacity of the South Australian School for Vision Impairment (SASVI) to provide assistive technologies for students with vision impairment
- Extend both Adelaide West Special Education Centre (ADWEST) and the Special Education Resource Unit (SERU) as centres of expertise in supporting students with complex communication needs (CCN) using emerging assistive communication technologies

continued
Develop Gordon Education Centre as a school with expertise in literacy for students with intellectual disability or significant cognitive delays using Litcon special

Develop a “Team around the Child” (TAC) as a joint initiative with the Department for Community and Social Inclusion

Provide an integrated program of on-line training models for teachers and SSOs: Understanding Autism Spectrum Disorder and Understanding Dyslexia and Significant Reading Difficulties

Develop a Disability Discrimination Act (DDA) online training program with Canberra University and other jurisdictions to improve the understanding of all school staff of their obligations under the Disability Standards for Education 2005 and how to meet those obligations

Provide a professional learning program with the main lead being taken by Professor Barry Carpenter OBE focussing on family centred approaches; inclusive leaders and schools – inquiry based leadership; teachers of inclusive classrooms – practitioner inquiry model.

Provide schools with additional resources to differentiate the curriculum and learning experiences of students with learning difficulties and disabilities. Provide schools with additional resources and supports to develop effective practices for students with autism. There are 28 lead schools and cluster schools involved in this initiative.

A further opportunity will be available for additional schools to become buddy schools in 2013 to the Lead Schools in the project. An Expression of Interest calling for buddy schools will be advertised early term 4, 2012.

As with any initiative there are accountability requirements, therefore, all eight strategies have benchmarks that need to be achieved. The benchmarks range from the number and type of equipment purchased to support students with disabilities to demonstrated evidence of an increase in teachers’ skills in assessing, programming and effectively teaching students with disabilities.

A National Partnership Team, a unit within Special Education, is located in State Office. The role of this team is to support schools with practical support and advice in relation to administrative issues, differentiation, autism and assistive technology and OnLine Training and in supporting schools to meet their benchmarks. The team consists of Ingrid Alderton (Manager, National Partnerships MSSD), Libby Brown (Project Officer, Differentiation), David Horsell (Project Officer, Assistive Technology), Kerry Parsons (Project Officer, Online Training) and Carolyn Smith (Data and Finance Officer).

It is anticipated that the information and learning that comes from this initiative will inform both state and Commonwealth authorities about effective teaching practice, supportive resources and highlight future directions to more effectively support the participation and engagement of students with disabilities.

Further information about these projects can be found in articles within this current SERUupdate and on: [http://www.deewr.gov.au/Schooling/Programs/Pages/MoreSupportforSWD.aspx](http://www.deewr.gov.au/Schooling/Programs/Pages/MoreSupportforSWD.aspx)

Ingrid Alderton
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**Now Available From SERU**


This title has been developed to assist education staff implement the new Disability Standards. It could be used in a number of different ways: One or more sections could be selected, read, the material discussed and one or more of the learning activities completed; as a reference, both for ideas and strategies to support preschools and schools to become more inclusive. It also provides an explanation of the specific terms used in the Disability Discrimination Act and in the Standards for Education.

*Available for download from the DECD website or published copies available for purchase from SERU at $25.00 each*
ASSISTIVE TECHNOLOGIES FOR STUDENTS WITH VISION IMPAIRMENT—SASVI

The focus of this implementation plan is to provide assistive learning and communication technologies for students with vision impairment, and targeted training and support for teachers, school services officers (SSOs) and parents. This particular project for Students with Vision Impairment (VI) is supported by the South Australian School for Vision Impairment (SASVI). The objective is to extend the capacity of SASVI to provide assistive learning technologies for students with vision impairment to support their teaching and participation to access, participate and achieve in the school curriculum. The assistive technologies provided will be additional to current provisions and strive to support students with Vision Impairment in all DECD schools according to their needs.

The initiative addresses an identified gap in the provision of assistive technologies for students with Vision Impairment especially emerging technologies within the context of longer term reform and sustainability. Access to equipment and technology over the past few years has changed due to differing service arrangements, demands and priorities of government and non-government agencies. It is opportune to use the period of the two years of this agreement to examine processes and develop a more streamlined, coordinated approach.

SASVI is a service comprising a specialist school for students with severe vision impairment, two secondary vision resource programs (at Charles Campbell College and Seaview High School), and a Statewide advisory teacher service to support students with vision impairment attending mainstream pre-schools, schools and colleges throughout South Australia. The National Partnership initiative will look at the assistive technology needs of students with VI from the school, secondary programs and DECD mainstream schools. SASVI will be further developed as a centre of expertise, offering professional learning for leaders, teachers, support staff, students and families in the use of assistive technologies at schools. SASVI is committed to providing VI students with the teaching practices, specific teaching strategies and accommodations they require to succeed educationally and emotionally in inclusive settings.

A range of 70 - 80 students with Vision Impairment in DECD sites have been identified for the National Partnership, from 28 - 40 schools, who meet the following criteria:

- are totally blind
- are legally blind
- have 6/36 – 6/48 vision

Project Information

SASVI has appointed Simon Capp (Andy) as a National Partnership Coordinator to work in close collaboration with the SASVI Principal, National Partnership management team and Special Education Resource Unit (SERU). Ongoing research into current assistive technologies, and regular communication with specialist VI companies and mainstream technology consultants, is being undertaken to prioritise and resource the assistive technology. Simon Capp is working collaboratively with mainstream school staff to administer assistive technology assessments of targeted students, using the SETT framework, to ascertain whether the students would benefit from the provision of new assistive technology. Students then trial appropriate technology that would increase access to the school curriculum. The base line assessment data and associated recommendations are documented as part of the project. SASVI staff has developed an assistive technology skill continuum which can be used for monitoring and reporting student progress and learning outcomes. This will be further developed as part of this initiative.

continued

Fig 1. Two students learning Braille note Computer Skills on a SASVI Braille note Course June 2012.

Technology supports for students in secondary schools is extremely important as the need for independent access to the curriculum, in their preferred learning medium, and their ability to demonstrate achievement at this stage of their life is a high priority. Similarly young children with vision impairment require technical equipment to support their learning when they start school enabling them to become proficient in the use of a range of assistive technologies, thus to make informed choices and reach their full potential.

Anyone can give up, it's the easiest thing in the world to do. But to hold it together when everyone else would understand if you fell apart, that's true strength.

CHRISTOPHER REEVES
An assistive technology training lab has been set up at SASVI. Mainstream and SASVI students have the opportunity to trial different equipment. It also provides specific professional learning programs to students, their teachers and/or SSOs and parents, as part of the ongoing two day Assistive Technology Short Courses offered by the school.

This also extends SASVI staff’s expertise in the use of targeted technology required by the students. We recognise the importance of building the capacity of SASVI staff to support schools and teachers and to determine accurately equipment needs and use of new and emerging technologies for students with VI. Teachers and parents of mainstream students also visit SASVI to observe classroom practice, to look at resources and to participate in professional sessions that focus on curriculum access. Close partnership with parents and professional liaison with other agencies such as CanDo4Kids, Guide Dogs and RSB is an important part of the project.

At last week’s SASVI Short Course 20 students from country and metro schools attended, with their teacher/SSO; 10 parents were also able to participate.

Students trialled various CCTVs, near/far viewers (to view the whiteboard and for near distance magnification), document readers and portable viewers. Topics included use of Skype with iPads and laptops, Audacity, connectivity between interactive whiteboard and tablets, use of iPads with refreshable Braille and FLEKSY app and using Voice Over. Students learned the accessibility options on smart phones, again with Voice Over and Google Maps. They explored accessibility on a Mac Lab. A number of the high school students need to access Macs in their mainstream schools for subjects such as Media, Music or Design. Students used the Trekker Breeze, a talking GPS to navigate their way in the city. There were sessions specifically for parents and staff.

The project resourcing includes funding to country areas to ensure that the professional learning is also sustainable for schools in regional locations. Thus far the professional learning has occurred at individual sites where the SASVI Coordinator and the student’s Advisory Teacher have worked with the student, relevant members of the school staff and parents. Regional Assistive Technology Short Courses are also being planned in some country areas.

The Special Education Resource Unit (SERU) maintains cataloguing and provision of loan agreements for the specialised technologies for students with Vision Impairment and is working in close partnership with SASVI.

This Agreement will contribute to the achievement of the following outcomes:

(a) Schools are better able to meet the educational needs of students with VI, in collaboration with parents, carers, and students.

(b) Schools become more inclusive environments, in accordance with the Disability Standards for Education 2005, recognising the diversity students with disabilities bring to the school.

(c) Principals and school leaders are better able to support teachers and teachers are more capable of identifying and addressing the educational needs of students with VI.

(d) Teachers of students with VI have better access to expert support.

Fig 2. Two students look at mobile phone accessibility on a SASVI Assistive Technology Short Course September 2012.

Fig 3. A student and her mother look at connecting an iPad to a Braillenote Computer on a SASVI Assistive Technology Short Course September 2012.

Outcomes

This Agreement will contribute to the achievement of the following outcomes:

(a) Schools are better able to meet the educational needs of students with VI, in collaboration with parents, carers, and students.

(b) Schools become more inclusive environments, in accordance with the Disability Standards for Education 2005, recognising the diversity students with disabilities bring to the school.

(c) Principals and school leaders are better able to support teachers and teachers are more capable of identifying and addressing the educational needs of students with VI.

(d) Teachers of students with VI have better access to expert support.
(e) Educational policy makers are informed of effective practice under this initiative and long term policy development occurs in an environment well-informed about what works to improve the educational outcomes of students with disabilities.

(f) Parents, school leaders, school administrators, teachers and the wider community are better informed about effective practices and strategies that benefit the educational achievement of students with vision impairment.

Sheila Klinger
Acting Principal, SASVI
Simon Capp
Coordinator of the National Partnership Project
Ph: 8277 5255

Instruction begins when you, the teacher, learn from the learner; put yourself in his place so that you may understand… what he learns and the way he understands it.

Soren Kierkegaard

COMPLEX COMMUNICATION NEEDS AND EMERGING TECHNOLOGIES

Through the National Partnerships: More Support for Students with Disabilities, Adelaide West Special Education Centre (AdWest) in partnership with the Special Education Resource Unit (SERU) will extend their capacity as centres of expertise in supporting students with Complex Communication Needs using Emerging Technologies (CCNET). Regional speech pathologists will have greater capacity in supporting students with CCN.

Introducing the CCNET Team

Jennifer Young
Coordinator 1.0

Jodie Whitford
Coordinator 0.5

Leanne Shane
Project Support Officer 0.7

Esther Garner
Speech Pathologist 0.5

Initially the CCNET Team was established and once this had occurred, a Steering Committee and Reference Group were formed. The Steering Committee is chaired by Sylvia Flato, Principal of AdWest, and meets fortnightly to guide the Project team. The Reference Group is chaired by Barbara Lyndon, Department of Education and Child Development Senior Speech Pathologist and meets once a term. The role of the Reference Group is to monitor the Project’s achievement of key performance indicators, inform service provision across agencies and direct future service provision.

A range of Project specific documents have been developed by the CCNET Team to collect data to provide evidence of project outcomes, clarify roles, share information, refer and assess students.

The Project is utilising the Survey Monkey online feedback system to invite participants and their families to provide feedback.

The CCNET Team has delivered a number of CCNET Project related professional development sessions to staff at AdWest. These have included An Intro to iTunes and an Intro to iPad Productivity including - Calender, iBooks and the iPad Camera. More recently the team has presented at SERU, a workshop titled TapSpeak Choice for Beginners. This workshop was attended by school staff, parents and therapists.

The CCNET Team has attended professional development provided by the SERU Inclusive Technologies Service and “Talking the Talk: Let’s Get Interactive” presented by Caroline Ramsey Musselwhite via the AGOSCI National Tour. Future intentions include attending The Grid2 workshop and the AGOSCI Conference.

Project equipment orders have been placed including the purchase of Mac laptops, iPads and iPods, speakers, protective device covers and screen protectors. These will be allocated to the students participating in the project.

A Project Plan and a Provision of Emerging Technologies flow chart have been developed to help maintain a focussed approach toward achieving project goals. These documents form the foundation of our service provision model.

The CCNET Team has adopted best practise approaches which includes the following resources:

The SETT Framework
By Joy Zabala
http://www.joyzabala.com

continued
Social Networks: A Communication Inventory for Individuals with Complex Communication Needs and their Communication Partners
By Sarah Blackstone and Mary Hunt Berg
http://www.augcominc.com

Augmentative and Alternative Communication Profile: A Continuum of Learning

The Project has engaged the expertise of Jane Farrall. Jane is a Speech Pathologist who has a Masters Degree in Special Education; she has extensive practical experience in both Augmentative and Alternative Communication. Jane has been invited to be our critical friend throughout the duration of the project. In consultation with Jane a list of CCNET Project communication applications has been developed. These apps have been selected specifically for their language content, accessibility and inclusivity.
http://www.janefarrall.com

The CCNET Team has received queries from a variety of sources. This information has been collated resulting in a student moderation process to determine eligibility for the project. The next step is to contact all DECD managers of regional support services, regional speech pathologists and disability coordinators to inform them of the Project process and to nominate potential students.

There are several Anticipated Project outcomes:
- Students will develop functional communication skills using emerging technologies which will result in social inclusion across all environments
- AdWest and SERU are established as centres of expertise supporting students with CCN using emerging technologies
- SERU will extend its capacity to provide advice and training via their Inclusive Technologies Service for students with identified CCN needs
- Regional speech pathologists have increased knowledge and expertise about emerging technologies and avenues of support for students with CCN
- A range of Professional Development and support is available through AdWest and SERU for school staff, speech pathologists and families in relating to the use of emerging technologies for communication
- DECD has a register of students with CCN identified as requiring support in using emerging technologies
- Emerging technologies have been provided to students with CCN participating in the project
- DECD has advice and recommendations about a coordinated service provision for students with CCN inclusive of DECD speech pathology services and staff from other government and non-government agencies

We are working towards achieving the project outcomes and meeting benchmarks within agreed timeframes. The CCNET Team is currently at the exciting phase of the project where we are visiting schools to initiate the Negotiated Education Plan and Assessment of Need process.

Jodie Whitford
Coordinator, SERU
Jennifer Young
Coordinator
Ph 82489100

Now Available From SERU

Recreating the Circle of Wellbeing

This resource is designed to support educators to restore and renew a sense of wellbeing for children and young people with learning and emotional difficulties and differences.

Educators will find that the blend of information and activities for professional development and the classroom will help them to develop a deeper understanding of the needs of these learners, and how to go about creating more positive and inclusive environments.

Download the order form from our website: http://web.seru.sa.edu.au
Introduction

Literacy is a broad term that encompasses Reading, Writing, Listening and Speaking. As each student has varying capacities for learning, the LitCon Special has the ability to demonstrate progress across some or all of these domains, providing teachers with a comprehensive curriculum planning, assessment and reporting tool for students.

Who is it for?

Teachers, para-professionals and leaders of students with intellectual disability or significant cognitive delay.

What are the benefits?

- Learners can be placed within the zone of proximal development in each component of Literacy
- Professionals are able to access more detail about the pedagogy underpinning the LitCon Special targets, connecting relevant resources
- The LitCon Special is linked to the learner’s Negotiated Education Plan (NEP) and Reporting format
- Professionals are able to access Improvement Data, which is embedded within the LitCon Special to demonstrate progress in the areas of Literacy to staff, learners and families

In the September 2012 issue of the SERUpdate, a description of LitCon Special, developed by Gordon Education Centre (GEC), was published. Now under the National Partnerships More Support for Students with Disabilities, Gordon Education Centre is currently trialing LitCon across the Limestone Coast region. Following is an update of the project.

By the start of term 4 the LitCon Special has been demonstrated to all cluster group leaders (40 schools in total) in the Limestone Coast: Bordertown, Naracoorte, Millicent, Mount Gambier small schools and Mount Gambier City Schools. Following the introduction schools have nominated for intensive support.

Intensive training has been provided in 5 schools (Gordon Education Centre, Tenison Woods College, Bordertown Primary, Naracoorte Primary and Newbery Park Primary). We have worked with 15 teachers individually in the implementation of the program which has been embraced by all of these teachers. At this stage ALL teachers have been able to map their students against criteria in the LitCon Special. An increasing number of the trained teachers are now using an updated NEP (a component of the LitCon special) for their students.

Feedback from classroom teachers indicates that the Reading, Writing, Listening and Speaking domains of the LitCon Special make it easy to map students against their level and the embedded improvement charts are already showing teachers and families individual students improvement.

From a developmental aspect Gordon Education Centre working with ACARA personnel to ensure that the LitCon Special will be useful to all sites developing personalised programmes.

In term 4, intensive training in the use of the LitCon Special will continue to be provided to more schools and teachers.

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Project Coordinator  
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Rob Barton  
Project Manager  
Ph 0417820261  
Em litconspecial@gmail.com

Know the person, not the disability, in fact look past the disability and you will see a person, a person who has the same thoughts and feelings as anyone else.  
ANON
The strategy ‘Team around the Child’ (TAC) is a joint initiative with the Department for Communities and Social Inclusion. This strategy draws together the newly combined resources of education and child development and places the child firmly at the centre of our collective attention.

This project aims to deliver a more streamlined, effective and holistic approach to supporting students with disabilities and embed this practice across allied Government and Non-Government agencies. The project will focus on children and students with disabilities with complex needs, in particular those who are at risk of exemption from school, suspension and/or exclusion and/or non attendance.

Background

Early 2011 the Inter Departmental Committee was established to oversee the establishment of a clear coherent service pathway for children and young people with a disability. As part of this process it was recognised that improved coordination of services was essential to ensure positive outcomes for children with a disability. A strategy identified for achieving this is the use of a consistent multi-agency approach such as the Team around the Child. This approach was developed in the UK by Peter Limbrick to facilitate “effective, timely and seamless support for children and young people with complex needs and their families” (Limbrick, 2007).

The TAC provides a framework for transdisciplinary practice and multi-agency service coordination which involves the professionals who already work with the child, meeting together regularly with the family to develop and implement a straightforward and integrated service plan. An integral aspect of the TAC is family-centred practice, in which the family is empowered to participate as equal members of the child’s team.

Opportunities

The Team around the Child model will be established within nominated regional ‘launch’ sites and training provided to extend this way of working across all regional support services and Government agencies. This experience will enable South Australia to provide a systemically agreed agency and service approach that supports school leaders and teachers to provide an inclusive child-centred approach that supports learning.

Ingrid Alderton
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ONLINE TRAINING FOR SPECIAL EDUCATIONAL NEEDS

The OnLine Training courses have been developed by a United Kingdom company – OnLine Training. The company has re-written and adapted its UK courses to reflect the needs of teachers and others working with children and young people in Australia, to reflect the Australian context.

New South Wales was the first of the Australian States to offer the courses for their teachers. Within the National Partnership, in South Australia two courses will be offered:

- Understanding Autistic Spectrum Disorders, and
- Understanding Dyslexia and Significant Difficulties in Reading.

In South Australia a blended learning approach is being implemented, whereby there are three face to face sessions accompanying the online component of the courses.

Why train online?

Online training provides a much more flexible form of delivery than traditional courses, allowing participants to student all together in an ICT suite, or from home or elsewhere in their own time and at their own pace, or a mixture of the two.

The important thing is not so much that every child should be taught, as that every child should be given the wish to learn.

JOHN LUBBOCK

continued
The rich multimedia content is presented in a web-based format, appealing to a wide audience. There are animations, video clips, online forums, online quizzes and self-assessment opportunities throughout each of the courses.

**Who are the courses aimed at?**

The courses are aimed at class teachers and others working directly with children and young people with special educational needs from preschool through to secondary school.

![Image of children with autism spectrum disorder]

**Course requirements for Participants**

The courses are usually conducted over a period of 10 – 12 weeks. This includes the three face to face sessions, as well as the participant successfully completing the Participant Requirements for Completion.

- Attend the tutor sessions as arranged
- Work through the 4 sections of the online learning course – understanding, assessment for learning, intervention, case studies
- Complete at least two online quizzes or tests
- Write 3 SMART goals and the interventions to achieve those goals
- Participate in 10 online forums
- Complete requested feedback

**Course Structure**

Each course is divided into four main elements:

- Understanding
- Assessment for learning
- Interventions
- Case studies

The content is presented in a variety of different ways to create interest, engage the learner and accommodate different learning styles.

The website consists of the course area, the social area and the resources.

The course area is where the information is located; case studies are accessed and links to resources are found. The social area is where participants engage with the forums, while the resource area is where all course resources are accessed.

The forums provide participants with an opportunity to respond to posed statements within each section and to engage with other participants regarding individual topics.

The resources for each course are extensive and informative. Each is able to be printed and used or shared with others.

**Blended Learning**

The courses are facilitated by tutors who have been identified by either their manager or principal as being a leader within their setting. The face to face sessions are usually three in number and of three hours in duration. The structure within each session consists of a power-point presentation, discussion, sharing of ideas and time for accessing the course.

Participants engage with the course in a self-paced manner, whilst still meeting the timelines negotiated at the first session.

The online tutors are supported by a comprehensive learning management system which enables them to personalise the course forums, respond to discussion topics and track the progress of course members. They are also supported by the National Partnership, Online Training Project Officer in Central Office (Kerry.parsons@sa.gov.au).

**Why Participate?**

To increase your knowledge and understanding students with either an autism spectrum disorder or who have dyslexia and/or significant difficulties in reading.

The courses offer relevant information for teachers and others working with children and young people, including school leaders, school service officers, and regional office staff.

They provide multimodal examples, including case studies, of how Australian schools have incorporated their knowledge into programs and structures that support all students within their site, but particularly those with autism or dyslexia and significant difficulties in reading.

![Image of faces and fiction]

**continued**
Access to an extensive range of resources is ongoing long after course completion.

It is anticipated this will precipitate the development of individualised learning plans, classroom programs and whole of school structures that support the learning of students to achieve their personal best.

Who can participate?

All DECD employees who hold teacher registration or those employees who work closely with classroom teachers on a daily basis.

Cohorts of participants are determined in a number of ways. Schools can opt for a course to be conducted at their site for the staff, or schools can nominate personnel to attend a course derived from people from a number of settings.

The website [www.inclusiononline-aus.net](http://www.inclusiononline-aus.net) has sample pages for perusal. These are examples only and are not active. Click state of SA on the Australian map, sample pages, then either ASD or dyslexia.

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**FURTHER READING...AVAILABLE FROM SERU**

This resource provides a structured, multi-sensory programme for teaching literacy to learners with dyslexia and specific literacy difficulties and makes explicit links between theory, research and practice. It is designed to help learners aged from 5 to 18. The book discusses: the rationale for a structured multi-sensory approach; phonological, reading, writing and spelling skills; lesson structure and lesson planning; alphabet and dictionary skills; memory work and study skills; teaching the programme to groups; working with young children.

100 Ideas for Supporting Pupils with Dyslexia. Reid, G. & Green, S. 2011.18.0200.01
This book aims to provide classroom approaches and specific strategies that have been used successfully in UK schools with dyslexic students of all ages. The 100 ideas are grouped into ten sections: teaching strategies, reading and comprehension, spelling, creative writing, learning strategies, planning for leaning, memory, getting the teaching right, number work and mathematics and dyslexia across the curriculum. A rationale based on the characteristics of dyslexia is often provided by the authors before introducing the new idea.

Beat Dyslexia 1 Revised: A. C. E. R. 2008. 63.3210.02
The revised Beat Dyslexia series of books have been designed to assist learners experiencing difficulty regarding reading, writing or spelling. The program presented in this series is a structured multi-sensory approach with a controlled vocabulary. The accompanying CD provides the auditory input of the program with exercises on sound recognition in words, short-term memory training, dictation and listening comprehension. Books 1 to 3 introduce all the consonants, blends and digraphs and the short vowels. High-frequency words, the alphabet, basic punctuation and grammar (the verb, noun and adjective) are also covered. Book 4 deals with long-vowel and other spelling patterns.

See also: 63.3210.04 Book 4, 63.3210.03 Book 3, 63.3210.02 Book 2

Overcoming Dyslexia Resource Book 1. Broomfield, Hilary 2004. 63.3352.01
This book contains a photocopyable, teaching programme and activities suitable for learners of all ages. The approach is a multi-sensory one, and leads the learner from the development of early concepts about print, phonological awareness and the alphabet through to the confident use of letter sound links for reading, spelling words, and sentences. There are also sections on working with two-syllable words, simple suffixing and learning irregular words and common homophones.

continued

This reference book provides a background understanding of why difficulties may occur in regard to mathematics and dyslexia. It provides structured ideas for addressing the individual needs of the learner and outlines a detailed diagnostic protocol. Topics such as accessing basic facts, when unable to retrieve them from memory, are addressed mathematically. The four operations: addition, subtraction, multiplication and division are all dealt with using linked and mutually supporting methods.

| That is the difference between good teachers and great teachers: good teachers make the best of a pupil's means; great teachers foresee a pupil's ends. |
| MARIA CALLAS |

### THE DISABILITY STANDARDS FOR EDUCATION (DSE) 2005 - ONLINE TRAINING PROGRAM


**Background**

The Standards cover enrolment, participation, curriculum development, accreditation and delivery, students support services and harassment and victimisation. The Standards support consultation, negotiation and co-production between schools, families and services. Positive outcomes are achieved when there has been genuine partnership between the school team, the teacher and the family. Such processes need to maintain the dignity, respect, privacy and confidentiality of the student/parent and her/his associates. Compliance with the Standards requires that:

- professional expertise about the disability specific needs of a student is sought by education staff
- the parent/student and/or associate of the student is consulted and their views sought about what makes a ‘reasonable adjustment’. Adjustments that are least disruptive and intrusive should be negotiated.

**Opportunities**

An online professional learning program for school staff will be developed with selected schools working with Canberra University and other state and territory education jurisdictions to develop a training program for all school staff.

This training program will be coordinated nationally with education authorities working closely with Canberra University. South Australian leaders, teachers, schools services officers and teachers will have access to a nationally accredited training program on the DDA.

These materials will set out the obligations of education authorities to make reasonable adjustments for all students with disabilities.

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### FURTHER READING….AVAILABLE FROM SERU

Index For Inclusion: Developing Play, Learning and Participation in Early Years and Childcare. Booth, T. & Ainscow, M. 2011. 34.0374.01

The Index for Inclusion is comprised of a book and CD intended to guide schools through a process to develop an inclusive school community. It provides strategies to review school culture, policies and practices. The review process is designed to identify barriers to learning and participation, and to determine priorities for planning and implementation.

Index For Inclusion: Developing Learning and Participation in Schools. 2006. 34.0374.02

This revised and expanded 3rd edition, comprises a book and CD intended to guide schools through a process to develop an inclusive school community. It provides strategies to review school culture, policies and practices. The review process is designed to identify barriers to learning and participation, and to determine priorities for planning and implementation.
The concept of inclusion is more than supporting children and students to access, participate and successfully engage in mainstream schools. Partnership with families should also be seen by schools to be integral in the development of an inclusive approach, particularly when developing a Negotiated Education Plan (NEP) or Individual Learning Plan (ILP) for students with disabilities or learning difficulties.

Schools participating in the National Partnerships: More Support for Students with Disabilities have had the opportunity to work with Professor Barry Carpenter OBE and learn about ‘partnerships with families’. The theme of ‘partnerships with families’ aligns with the South Australian’s Social Inclusion Board’s Disability Blueprint and the Department for Education and Child Development’s (DECD) new organisational structure.

Professor Barry Carpenter is Academic Director (Special Education Needs) with The Schools Network. He is Honorary Professor at the University of Worcester and Limerick and a Fellow at the University of Oxford. He has recently been appointed as an Adjunct Academic at Flinders University.

Professor Carpenter has had a lengthy and varied career in the field of disability and is the author of over 100 articles on a variety of topics in special education needs. Recently, he directed the DfE-funded project on Children with Complex Learning Difficulties and Disabilities. Since completing that research, Barry has overseen the development of a national project developing on-line training materials for teachers of children with severe, profound and complex learning disabilities.

Professor Carpenter has visited South Australia in March and August 2012 to present information about family centred approaches, inclusive leaders and schools - inquiry based leadership, teachers of inclusive classrooms – practitioner inquiry model.

During his time in South Australia Professor Carpenter has had the opportunity to visit some of the schools involved in National Partnerships and to lead them through the process of developing a Family Charter and an inquiry question in relation to their project. Workshop presentations have also been held about twenty first century disabilities, family engagement and he has facilitated a conference about Foetal Alcohol Syndrome Disorder (FASD). This conference was attended by approximately 200 people from within and outside education with very positive feedback from participants about the increase of awareness of FASD, the impact on the way the brain develops and the subsequent implications for teaching and learning.

Professor Carpenter will be returning to South Australia for two weeks in March 2013 and again in September 2013. During these visits Professor Carpenter will be focussing on the areas of engaging students with Autism Spectrum Disorders (ASD) as learners and mental health and emotional wellbeing. Professor Carpenter will be accompanied by Ms Bev Cockbill in March 2013 and Associate Professor Barry Coughlan in September 2013.

Bev Cockbill will be presenting and working with school staff within classrooms about supporting students with ASD. It is anticipated that both Bev Cockbill and Professor Carpenter will be presenting in country locations – Whyalla and Port Lincoln in March 2013.

While in South Australia in September 2013, Associate Professor Barry Coughlan, University of Limerick, whose clinical and research focus includes mental health and emotional wellbeing in intellectual disability, complex Learning Difficulties and disabilities and aging and disability will be presenting information about mental health and wellbeing of students with disabilities.

Further information about the articles, conferences and workshop presentations provided by Professor Barry Carpenter can be found on the Special Education Moodle. The Moodle can be accessed from the DECD Homepage http://www.decd.sa.gov.au. Once on the Homepage click on Special Needs Programs in the Quick links list.

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Why differentiate?

Given the variety of learners in all classrooms teachers need to differentiate learning and schools need to ensure that they have the processes and practices in place to support teachers. Differentiation is essential to ensure student learning. When teachers effectively differentiate instruction, there is a continuous flow in the processes of teaching, learning and assessment. What teachers want to know is how to make differentiation more do-able given the limitations of time and resources. The aim of the National Partnership (NP) is to build the capacity of teachers to differentiate the curriculum.

What is differentiation?

Carol Tomlinson has a very practical definition of differentiation; a differentiated classroom offers a variety of learning options designed to tap into different readiness levels, interests, and learning profiles. Teachers can differentiate at least 5 aspects of the classroom elements- content, process, products, affect and learning environment.

Differentiation is based on the following beliefs

- Every child can learn
- Every teacher can teach
- Learning is a dynamic process which requires mutual responsiveness
- Progress will be expected, recognised and rewarded
- Every child is entitled to high quality education
- Environments and people can change.

You will notice the similarity to the key messages from the DECD: Teaching for effective learning (TfEL) resource.

The model below is a good summary of differentiation.

Differentiation is not new and is one of the few concepts that have come from gifted education into special education and now mainstream education. Differentiation is the basis of many DECD documents. At the heart of TfEL is differentiation of teaching and learning based on the teacher knowing, understanding and connecting with each learner and learning.

All teachers differentiate to a degree but many struggle on how to differentiate given the limitations of time and resources and how to develop greater independence and responsibility in students to make differentiation more easily managed.

The aim of this aspect of the NP project is to work with schools to move them toward better meeting the needs of all learners with disabilities and learning difficulties through differentiating the curriculum. If you get it right for this group of students you will be improving the learning outcomes for all.
How to support schools?

Clearly there is no one approach that will meet the needs of all schools and teachers. In some schools I have begun with a discussion of their school improvement plan; their support and intervention plan or an analysis of their student assessment data.

Other options have included presenting to staff meetings about *What is differentiation*, and getting schools to reflect on what they are already doing and identifying how to improve their ability to differentiation.

Other options that could be considered include:

- Working with identified groups of teachers to review their planning and practices.
- Working with professional learning communities.
- Providing advice, support and mentoring to school based leaders.
- Providing advice and support about Wave 1 interventions, assessment practices, understanding data; linking Wave 2 to Wave 1.
- Reviewing Wave 3 and supporting schools in goal setting.

An aspect critical to supporting schools is to show how this project links with other initiatives or projects that the school may be involved with. Just as we want a whole of school approach to improving the learning outcomes of all students we want a whole of DECD approach to learner improvement. The resources from TfEL Quality Improvement and Effectiveness Unit (QIE), the Literacy Secretariat, Response to Intervention and Inclusive Education are all vital resources when addressing differentiation. Other terms linked with differentiation include Universal Design for Learning (UDL) and Backward Design (Wiggins and McTighe 1998).

Finally working collaboratively with the other members of the National Partnership team will enable us the better meet the needs of schools no matter what their starting point.

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**FURTHER READING: AVAILABLE FROM SERU**

**Differentiation in Practice: A Resource Guide for Differentiating Curriculum Grades K-5. 2010. Tomlinson, C and Eidson, C. 34.0388.01**
In this book Tomlinson and Eidson continue to explore how practising teachers incorporate differentiation principles and strategies. It contains annotated lesson plans, samples of differentiated product assignments, learning contracts and rubrics. Each unit highlights underlying standards, delineates learning goals, and takes you step by step through the instructional process, learning contracts, and numerous other strategies including assessment. Although focused on years K-5 it is applicable to all year levels.

**Differentiation for Real classrooms: 2010. Kyrza, K. Making it Simple, Making it Work. 34.0936.01**
This resource is a third from these authors and follows on from Inspiring Middle and Secondary learners (2007) and Inspiring Elementary Learners (2008). In the former books they created the C U KAN and CCC (Chunk, Chew, and Check) frameworks as enablers of implementing effective, differentiated instruction. Building on this, the resource helps teachers to identify clear learning targets, know their students, and enable them to vary learning so that all learners can achieve their own learning targets.

**Differentiation through Learning Styles and Memory. 2010 Sprenger, M. 34.0387.01**
This resource gives a general overview of how the brain processes, stores and retains information and offers teachers ideas to help students’ access information by using their individual learning styles and strengths. It also shows teachers how to tailor lesson plans for visual, auditory and kinesthetic learners to differentiate curriculum.

**Making Differentiation a Habit. How To Ensure Success in Academically Diverse Classrooms. Heacox, D. 2010. 34.0386.01**
This book provides specific ideas, strategies, templates and formats that reflect authentic differentiation and help teachers to integrate differentiation into their daily practice.

Tomlinson and Eidson continue to explore how practicing teachers can incorporate differentiation principles and strategies. Although focused on years 5-9 it is applicable to all year levels. See also: 34.0388.01 Grades K-5.

**Differentiation In Teaching And Learning. 2001 O’Brien, T. & Guiney, D 34.0373.01**
The authors of this text stress the importance of teachers understanding the principles of differentiation so that it can be put into effective practice. Real-life examples from a range of classrooms are given.
As Project Officer for the National Partnership More Support for Students with Disabilities initiative, Autism, I provide focussed support to those schools in the National Partnership initiative who have identified Autism Spectrum Disorders (ASD) as a focus area.

What is Autism?

According to the DSM IV-R, autism is a neurological disorder that manifests qualitative impairments in social interaction and communication. Autism is also accompanied with ‘restricted repetitive and stereotyped patterns of behaviour, interests, and activities’. The Proposed DSM V (anticipated to be released in 2013) includes the following chart to denote the level of severity of autism:

<table>
<thead>
<tr>
<th>Level</th>
<th>Social Communication</th>
<th>Restricted Interests &amp; repetitive behaviors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 3</td>
<td>Severe deficits in verbal and nonverbal social communication skills cause severe impairments in functioning; very limited initiation of social interactions and minimal response to social overtures from others.</td>
<td>Pronouncements, fixed ritual and repetitive behaviors markedly interfere with functioning in all spheres. Marked distress when rituals or routines are interrupted; very difficult to redirect from fixed interest or returns to it quickly.</td>
</tr>
<tr>
<td>Level 2</td>
<td>Marked deficits in verbal and nonverbal social communication skills; social impairments apparent even with supports in place; limited initiation of social interactions and reduced or abnormal response to social overtures from others.</td>
<td>Restrictions and repetitive behaviors (RRBs) cause significant interference with functioning in one or more contexts. Results attempts by others to interrupt RRBs or to be redirected from fixed interest.</td>
</tr>
<tr>
<td>Level 1</td>
<td>Without supports in place, deficits in social communication cause noticeable impairments; has difficulty initiating social interactions and demonstrates clear examples of atypical or unacceptably slow response to social overtures of others. May appear to have decreased interest in social interactions.</td>
<td></td>
</tr>
</tbody>
</table>

‘Autistic Spectrum Disorder’ and ‘Triads of Impairments’, (taken from content in the OnLine Training Ltd –OLT)

Autistic Spectrum Disorder
The term “autism spectrum” is used to emphasise the range of abilities through which autistic spectrum disorders can be found. The term “Asperger’s Syndrome” is usually applied to individuals functioning at the higher end of the range.

Triad of Impairments
There are three characteristic areas of difficulty shared by this group of learners, generally referred to as the “triad of impairments”

Capacity Building
My role in National Partnerships is to extend educator’s knowledge of autism and support them to develop high quality programs to engage students in learning and support them to achieve their personal best’. Dedicated educators in these schools are committed to building their capacity to work with students with ASD. By collaborating with families and nurturing a positive and inclusive learning environment that reflects ‘best practise’ for students with ASD, they will become ‘autism friendly’ centres of excellence that model and share practice with buddy schools.

Educators will be supported through the process of using the tools Barry Carpenter has provided including the Family Charter, Inquiry Model and Diamond model. Personalised support will be provided by sharing resources and expertise, conducting workshops, sharing research on ‘hot topics’ in education with students with ASD and mentoring teachers to provide personalised programming for complex students.

Although the priority is to support schools who have indicated a need for support in ASD, I can also share my expertise with schools within the ‘differentiation’ sector of this project.

We are definitely experiencing exciting times in the 21st century era of education. The NP:MSSD initiative has the potential to make a significant impact on future education and I am very happy to have the opportunity to be a part of that!

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Further reading—Available from SERU

Intimate Relationships and Sexual Health. 2012. Davies, C. & Dubie, M. 2012. 66.1526.01
This book, including some reproducible pages, contains a curriculum for teaching about intimate relationships and sexual health. It is designed for adolescents with high-functioning Autism Spectrum Disorders and other social challenges. This comprehensive researched curriculum provides a resource on sexuality tailored to the unique characteristics of high-functioning adolescents on the spectrum. The curriculum comes with lessons, activities, handouts, resources, and more. The accompanying CD contains all the handouts for easy duplication and individualisation.

Practical Solutions for Stabilizing Students with Classic Autism To Be Ready To Learn: Getting To Go! 2011. Endow, J. 19.0134.01
The author details the premise that when students with Autism present with extreme behaviours adults typically respond in a reactive way. The strategies presented are designed to decrease and if possible prevent, the occurrence of these behaviours. These strategies are in two main categories: Internal organisation/regulation with sensory strategies and external organisation/regulation with a visual schedule.

High-functioning Autism/Asperger Syndrome In Schools. 2011. 19.0360.01
This book, grounded in evidence based practice, offers a wide variety of practical tools and strategies for improving the academic, behavioural and social outcomes of students with high functioning Autism or Asperger Syndrome. Intervention and assessment strategies are both explored. The resource is suitable for the Primary and Secondary Years of schooling.

Photo Conversation Cards for Children with Autism and Aspergers. Fishpond. 66.1514.01
This pack of 90 coloured Photograph cards, with accompanying Teaching Guide, are suitable for learners with Autism and Asperger's Syndrome. They are designed to assist learners to develop social and communication skills and learn how to understand the nuances of social interactions and improve their oral language skills.

Succeeding In The Inclusive Classroom. 2011. Metcalf, D. 17.0337.01
This book provides teachers with strategies they can use to apply the principles of Universal Design for Learning to their lesson planning. This planning considers potential barriers that could limit access to instruction for some learners and assists teachers to develop possible solutions before lessons begin. The text consists of lesson plans that address learners from ten major areas covered in standard introductory textbooks: intellectual disabilities; learning disabilities; attention deficit hyperactivity disorder; emotional or behavioural disorders; autism spectrum disorders, speech and language disorders; hearing impairments; visual impairments; physical disabilities.

Successful Inclusion For Students With Autism: Creating a Complete, Effective ASD Inclusion Program. 2010.19.0130.01
This book serves as a guide for special educators and administrators who wish to establish an effective and appropriate inclusion programme for ASD students at a district and/whole school level in the Early and Primary Years of schooling. However, it also provides special education teachers, mainstream teachers, and other adults working with ASD students with practical information, materials and strategies for including these students in the mainstream classroom.

Quality Literacy Instruction for Students with Autism Spectrum Disorders Pack. 2011. 19.0140.02
The contributors to this resource have endeavoured to link each aspect of literacy instruction to the unique cognitive, social and communication issues inherent in ASD. They successfully achieve this by connecting research with practice, and case studies that illustrate pedagogy, frameworks and hands-on activities that teachers can apply.

Diary of a Social Detective. Jessum, J. 2011. 19.0348.01
This book is written as a narrative with each chapter presenting a different case to solve. Each case however is based around a social problem and the reader must 'engage' with and help the hero Johnny Multony, to solve the case. The book is aimed at youth on the autism spectrum in an effort to teach them social cognition.

Unstuck and on Target Research Edition. 2011. Cannon, L. Et Al. 66.1495.01
This book and CD ROM contains an Executive Function curriculum designed for teachers to use to improve flexibility for learners with Autism Spectrum Disorders. The classroom based curriculum is directed at students aged 8 with average cognitive ability and language skills. It provides ready to use lessons that aim to promote cognitive and behavioural flexibility in everyday situations, from compromising with peers to handling schedule changes. This guide provides clear instructions, materials lists and modifications for each less, plus teacher intervention tips.

This book states that even with the best curricula and interventions, students with autism spectrum disorders will not learn unless the classroom environment is organised with their specific needs in mind. It shows through brief text and lots of coloured photographs how to determine what type of furniture and materials to choose for various types of classrooms. It details how to arrange them in ways that create an effective learning environment while reducing anxiety and preventing problem behaviours. Evidence-based practices of structure and visual supports to enhance the wellbeing and success of students are used.
**ASSISTIVE TECHNOLOGY**

The National Partnership: More Support for Students with Disabilities (NP:MSSD) Differentiation strategy has a major focus on building schools’ capacity to provide more support for students with disabilities using assistive technology. My project officer role in the NP:MSSD Differentiation strategy is about increasing what assistive technology is available in schools to support students with disabilities and learning difficulties and improving how they use it to enhance their access to learning. According to the United States Assistive Technology Act of 1998, assistive technology refers to any “product, device, or equipment, whether acquired commercially, modified or customized, that is used to maintain, increase, or improve the functional capabilities of individuals with disabilities.” The NP:MSSD Differentiation strategy uses a working definition of assistive technology that describes devices with systems that maintain or improve the performance of students with disabilities and learning difficulties in their learning tasks and activities. The assistive technology implementation processes promoted and supported through the NP:MSSD Differentiation strategy aim to be congruent with other frameworks and approaches used by schools including the DECD Improvement and Accountability framework (DIAf) Waves of Intervention.

At the first wave, intervention and support is available to all students through assistive technology implementation based on Universal Design for Learning (UDL) that supports differentiation. UDL provides a framework for inclusive curriculum development based on a set of principles that support flexible and customisable approaches to teaching and learning through multiple means of:
- Presenting information and content in different ways.
- Differentiating the ways that students can express what they know of learning product in the learning process.
- Stimulating interest and motivation for learning.

Information and communication technologies (ICT) with built-in supports and scaffolds can be applied using UDL principles to enable more effective personalisation and customisation of curriculum for all learners. This approach is about being prepared for diversity or to quote Monty Python, “always expect the unexpected”. This universal approach to the implementation of assistive technologies to intervention and support in the first wave also has application to the second wave where quality targeted teaching is provided to engage and support some learners in groups who need additional or alternative instruction and support to achieve agreed standards (DIAf).

In third wave the DIAf describes intervention and support as quality specialised teaching, using evidence based strategies and negotiated accommodations, supporting the small number of learners who need ongoing, intensive instruction and support. This is where the selection of assistive technology tools must be informed by all available evidence regarding student needs in the context of their learning environment. Supporting engagement in tasks required for successful learning achievement is the basis of the Joy Zabala’s SETT framework (acronym of Student + Environment + Tasks = Tools) that provides the foundation for the nationwide (USA) group that promotes and supports educators and services to use the Quality Indicators Assistive Technology (QIAT).

In my role within the NP:MSSD Differentiation strategy I have been assisting participating schools to improve their effectiveness in supporting students with disabilities and learning difficulties with assistive technology. As with any school improvement process questions that reflect on past, present and future practice need to be asked. Accordingly, as part of a school self-review, schools have been asked to reflect on:
- How have we used assistive technology to support the learning of students with disabilities and learning difficulties in the past?
- How do we use it currently?
- How do we want to use it in the future?

Data collected in the online survey of teacher capabilities and an assistive technology audit of devices and systems (software and apps) was used as the basis for building schools’ capacity. The QIAT has been adapted to the context of South Australian schools and reduced from the 50+ indicators to a manageable list of 8 that focus on:
- UDL and the use of assistive technologies for differentiation using customisable, multi-modal approaches to teaching and learning.
- considered use of assistive technology for all students with disabilities regardless of type or severity of disability.
- intervention and support strategies that utilise assistive technology based on a collaborative decision-making process and systematic consideration of each student’s needs and abilities.
- assistive technology decision making and the student’s NEP goals and objectives
- re-assessment of assistive technology provision in response to changes in student need and the effectiveness of assistive technology support.
- integration of assistive technology implementation across the curriculum.

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*continued*
opportunities for students to use a variety of strategies, including assistive technology, and to learn which strategies are most effective for particular circumstances and tasks.

- supported and scaffolded learning opportunities for the student, family and all staff are an integral part of implementation.

Schools have been asked to provide a current rating against these indicators using the DIAF scale of Undeveloped-Developing-Functioning-Strategic-Embedded. This provides a baseline and “next steps” for improvement planning in relation to assistive technology.

The most effective strategy for building school capacity in using assistive technology is by building teacher capabilities with increased opportunities for sharing best practice and sustained professional development. A major component of the NP:MSSD Differentiation strategy’s assistive technology project is to work with participating schools to develop their assistive technology resources and strategies that maximise their effectiveness for students with disabilities and learning difficulties. Assistive technology that is easy to use and provides enhanced flexibility through portability, connectivity and multi-modality is fundamental to this development. Effective assistive technology options include reading with text-to-speech, writing with predictive text/word banks and organisation with visual planning/online learning support tools. Participating schools will be supported to be lead schools and share their improved practice with other schools including selected buddy schools in the second phase of the project.

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All of us do not have equal talent, but all of us should have an equal opportunity to develop our talent.  

JOHN F. KENNEDY

Now Available From SERU

Children… come and talk

This resource provides a culturally inclusive communication assessment process for Aboriginal children and students. Information is gathered from a variety of sources and photographic material is included to support communication sampling. The assessment aims to identify Aboriginal children and students who may be at risk of not developing adequate language and literacy skills in standard Australian English, whilst acknowledging the diversity of culture and languages that these children bring to the education context.

To support the interpretation of data and accuracy of analysis, detailed information regarding Aboriginal English has been included in the resource, in addition to a speech and language observation checklist and record forms.

Download the order form from our website: http://web.seru.sa.edu.au

Effective Questioning

This practical resource includes information about the role of questioning in education and explains the Blank, Rose and Berlin* questioning framework and the crucial aspects of assessment, simplification of questions and curriculum applications.

The book includes lesson ideas set out in clear detail for a variety of specific topics and themes. Activities are designed so questions occur in a meaningful context to enhance learning.

Download the order form from our website: http://web.seru.sa.edu.au
This multimedia disability awareness pack contains a range of materials that can be used by teachers to work with students on disability awareness. The contents are:

**Five Story Books** – Andy and His Yellow Frisbee, I’m Special, We’ll Paint the Octopus Red, Discovery at Paradise Island, Building Wings; Just Like You Just Like Me; 3VI CDROM; Disability Awareness Activities Book; Flying High; Disabled People Set; Lifting the Lid on Kids; Our Rainbow; Disability Organisation Brochures Pack.

**Andy and His Yellow Frisbee** – This story views Autism through the eyes of children, and parallels the behaviours and feelings of children with Autism with their classmates and siblings.

**I’m Special** – Provides an introduction to the subject of disability to young children. It describes the feelings of disabled people in their everyday life and in their encounters with people around them.

**Discovery at Paradise Island** – This novel relays the story of a holiday on Paradise Island and how one of the girls is concerned that things will be boring because the other girl’s mother is in a wheelchair. How wrong she is!

**Disability Awareness Activities Book** – This book is a collation of activities from a range of publications. They include: We All Come In Different Packages, Exploring Feelings; Ear Gear; What It Looks Like Inside Your Ear.

**Just Like You Just Like Me** – This kit is designed to raise the awareness and positive attitudes of Primary and Lower Secondary students towards people with disabilities. It contains fact sheets, disability information, activities, where to get more information six posters and two Braille alphabet cards.

**We’ll Paint the Octopus Red** – Tells the story of Emma who has big dreams for her new baby brother. Then she learns that he has Down Syndrome and starts to wonder what will be different.

**Building Wings** – This biography tells the story of a boy with learning difficulties and his experiences at school and after.

**Flying High** – The aim of this game is to raise awareness about disability discrimination and the Disability Discrimination Act.

**3VI CDROM** – This CDROM provides information on how the eye works, vision loss, eye care, tools that assist people with vision impairment, videos to show different ways to assist people with vision impairments. It includes a range of classroom activities.

**Disabled People Set** – This set consists of four hard plastic models and they depict: a man in a wheelchair, a woman with walking sticks, a woman with a white cane, a man with calipers.
**LITERACY BITS**

**2012 NATIONAL YEAR OF READING**

**Teacher’s Pet Reads**
The Literacy Secretariat has created a website for teachers to submit their favourite books to other teachers as a way of promoting good reading habits. Teachers are invited to write a short review of a book to recommend to colleagues. The ‘ Teachers’ Pet Reads’ will be available for 2012 during the National Year of Reading.

Go to the Premier’s Reading Challenge website and find the link to Teacher’s Pet Reads and submit a review:  [http://www.premiersreadingchallenge.sa.edu.au/prc/](http://www.premiersreadingchallenge.sa.edu.au/prc/)

An example of a review:

**Title:** Don’t Let the Pigeon Drive the Bus  
**Author:** Mo Williams  
**Description:** This is a story about a little pigeon who wishes to drive a big bus. The bus driver on the other hand, asks the reader to not let the pigeon drive the bus. The little pigeon debates all the reasons why he should be allowed to drive the bus.  
**Review:** This is a great story for younger children. It works well as an example of exposition text and helps children understand one-sided arguments with humour.

**Teaching Grammar**

English, surprisingly, has a relatively simple grammar. Compared to other languages, English verb and noun changes do not follow complex rules and have few exceptions. Despite this, the teaching of grammar in our schools has been, in the past, neglected, often discounted as irrelevant. However more and more teachers are becoming aware of the need to help students develop the skills to express themselves meaningfully and efficiently, and to understand the texts they encounter throughout their world. Grammar is central to the composition of both oral and written language. Students need to learn the metalanguage to talk about the grammatical structures of sentences, so that they gain a deeper understanding and improved technique in oral and written language.

In the resource centre at SERU we have a number of resources available for teachers to use in the teaching of grammar, including:

- **Targeting Grammar Series.**  
  **Merrick, D.**

- **50 Quick Play Grammar Games.**  
  **Johnston, P.**

- **How to be a Wizard at Grammar.**  
  **Yates, I.**

- **Good Grammar Series.**  
  **Clutterbuck, P.**
The previous edition of SERUpdate featured a new innovative iPad app that provides an intuitive mechanism to control a computer. Panther Connect offers a wide array of trackpad configurations that can support more than just controlling a cursor and various mouse button actions. The app can be used to provide better and more efficient access to software programs, screen navigation, file management, website navigation and the playing of games.

The app has been developed by Panther Technology and it is the first of a suite of apps based upon the principles of Universal Design. Panther Technologies has a number of other apps dedicated to providing universal access tools for math and literacy.

Panther Math Paper

Math Paper is a sophisticated tool used to complete a range of mathematical tasks from basic computation to complex algebra. Its intuitive design and extensive accessibility features offers ease of use for students with motor or cognitive processing difficulties. The accessibility features includes:

- Hold Times to adjust the amount of time a button is pressed before it activates
- Predictive Cursor that automatically moves the cursor to the next point in the numerical task
- Keyboard Sounds to provide audio feedback

Math Paper offers 5 keyboards and each can be instantly accessed for basic or advanced functions, including fraction work.

Panther Technology has also produced other apps based on these same principles of Universal Design including Panther Calculator, Panther Reader and Panther Writer.

More information can be found at http://panthertechnology.com/
Tablet Technology for Learning

Tablet devices are now being used in many schools here in South Australia, particularly with students with special needs. I am regularly asked which tablet to purchase.

At present I believe that the Apple iPad has the greatest range of applications available for education, through the App Store. However I am aware that some android tablets are cheaper and more affordable.

Apple has just announced an iPad mini, which will be a cheaper alternative to the iPad. At the end of the month Microsoft will be releasing their tablet, the Surface. It will be interesting to see the impact this device has in Special Education. As you can see we have more choices than ever before!

Succeeding with Apps

Selecting quality apps can be a daunting and time consuming task. It is important to select apps with a student in mind as too many apps on a tablet can be overwhelming for everyone. Apps should be seen as motivating and valuable learning tools. Having a small number of good quality apps is all that is needed to succeed. Remember: Less is best!

Below is a list of considerations for selecting apps:

- What skills are you trying to develop/achieve?
- Apps should be selected with an individual in mind.
- Is the app ‘child friendly’ in design?
- Is it age and/or developmentally appropriate?
- Are there any reviews on the app? (you can read reviews in the App Store, on websites, books magazines and You Tube)
- Is there a lite version available for trial? (once trialled DELETE from your device)
- Is the app customisable? Can the settings be changed to suit individual needs?
- How much does it cost and are there any in-app purchases?
- What are the accessibility features of the app?
- Is the app worthy of the storage space that it will occupy?

Melissa Campbell
**SERU Assistive Technology**

SERU has restructured its processes for the short term provision of assistive learning and communication technologies. These technology items are now reclassified as general loan items and can be accessed by registered borrowers.

**77.0022.01 General loan laptops**
This resource comes pre-loaded with Reading Doctor, Clicker 6, Cloze Pro, Write Online, Read and Write Gold 10, WordQ 3, SpeakQ 3, Dragon Naturally Speaking 11.5.

**77.0064.01 Livescribe Digital pen**
The Livescribe platform consists of the Pulse pen, Livescribe Dot Paper and Livescribe Desktop software. The Pulse Smartpen is a digital pen that can simultaneously capture handwriting and record audio. After notes have been captured they can be transferred to a PC to be stored, organised and searched using the Livescribe software.

**77.0065.01 Alphasmart Neo**
A rugged dedicated portable note taker with full-size keyboard. Built-in LCD display can show two to six lines of text on screen. The enhanced word processor includes spell check, thesaurus, and word prediction powered by CoWriter. CoWriter is predictive software that assists with word choices to expand written vocabulary. Words that are predicted by CoWriter are based on spelling, grammar rules, context clues and vocabulary.

**77.0077.01 Digital Voice Recorder**
A compact and simple digital recording device for recording audio.

**77.0075.01 Penfriend – portable version**
This is a portable version of the popular word prediction software program. It supports students who have difficulties with spelling or speed of text entry. It also has the ability to read back text. This portable version does not require installation.

**77.0043.01 GoTalk 9+**
GoTalk9+ is a lightweight (650g) portable communication tool with a built-in handle. It has large buttons with built-in key guards to help users select the right message. It can record 45 possible messages -- 9 message keys for each of the five distinct levels. A total of 8.25 minutes of messages can be recorded.

**77.0021.01 Super Talker**
The SuperTalker Progressive Communicator is a voice output device which can be configured in one, two, four and eight grid formats. SuperTalker Progressive Communicator features 16 minutes of recording time with variable message length and a total of eight levels of messaging capability. The volume control has a lockout feature. The SuperTalker is equipped with a step-ahead jack for single switch sequential message access. It also has 8 input jacks for single switch access to any specific location and 2 toy/appliance output jacks.

**77.0003.01 BigKeys LX**
This is a standard size keyboard with 60 2.5cm (1") square keys, providing all essential key functions. The large key tops and high contrast black on white lettering makes the keys much easier to see and press. BigKeys LX is for users who need the full 97-character key set for advanced word processing, spreadsheet work and internet access - but who require large keys in order to locate and operate keys on a keyboard. It is also available with multi coloured keys and white key with black lettering.

**77.0001.01 Compact wireless keyboard**
A wireless keyboard with built-in optical trackball and scroll wheel. It has left and right click mouse buttons at the top corners for ease of use. *wireless range 10m from the receiver

**77.0070.01 Big Track**
A giant trackball mouse alternative for computer users enabling easy and accurate mouse movements

**77.0035.04 Kid-Trac USB Trackball**
The Kid Trac is a trackball that has three mouse buttons positioned on either side and above the ball. The buttons to the left or right of the ball can be used for click and double click functions. The top button is programmed to perform the drag / lock function.

**77.0031.01 EasySpeak Pro**
A digital voice recorder designed as a microphone that can record voices, sounds or music in MP3 file or WAV file format.
NEW RESOURCES

Bullying Ups & Downs. Therapy Tools. 2009 66.1505.01
This board game suitable for ages 11-16, is designed for players to learn about and discuss the many issues surrounding bullying. It encourages students to think about bullying, to reveal their different perceptions, and to share experiences and feelings about bullying.

My Book Full of Feelings. An interactive workbook for parents, professionals and children Jaffe, A. & Gardner, L. 2006. 66.1498.01
This interactive book is designed to support learners with Asperger’s Syndrome and Autism Spectrum Disorders to manage emotions. The resource can assist learners to identify their emotions, recognise their inappropriate responses and master more suitable approaches. Each section (emotion) features a two-page spread with emotional triggers listed on the left-hand page and corresponding responses on the right-hand page. Graduated colour cues represent the graduation of emotional expression, and are illustrated in a pyramid (little, medium and big). Simple cartoon faces help students recognise the various emotions.

Remote Racer Smart Car -Switch Adapted. Spectronics 81.1578.01
This battery operated Remote Racer Smart Car is switch adapted with the switch connecting into the remote control device. The car turns left and right when forward and backwards buttons on the remote control are depressed or the switch is activated. This resource is a restricted loan and only available for use with children/students with severe multiple disabilities.

Colorcards - Feelings. Therapy Tools. 2009. 66.1503.01
This box of 48 coloured photograph cards, illustrate a wide range of feelings in children and adults. They are designed to assist learners to understand their own feelings and emotions, and those of people around the, and to learn how to respond in different situations. The cards can be used in classrooms for a variety of purposes: for building relationships, improving behaviour and communication, increasing awareness of feelings.

Fired Up or Calming Down Primary Ed. Therapy Tools. 2009 66.1504.01
This board game, for up to six players in the Primary years, is designed to teach young people how to manage their anger and allows players to explore: their anger triggers; the physiological responses in their bodies; the way that getting angry often leads to negative behaviour. The game is played by players working their way through situations related to managing anger and this allows them to move up or down the board. Some squares require them to answer questions about themselves, their experiences and their perceptions.

See & Spell Puzzle. Melissa & Doug Inc. 67.0576.01
This puzzle set consists of 8 double sided wooden boards with pictures of various objects depicted on each side and corresponding inset spaces for 62 coloured wooden letters. These letters spell the three or four letter words which describe/name the depicted picture. Learners have the opportunity to manipulate letters and consolidate spelling through a concrete activity.

This ‘Responsible and Safe’ training program is one in the Step Ahead series. It was written for young people aged from 16 years with intellectual disabilities and/or communication disorders and aims to provide some of the information required to make safe, responsible and informed decisions. The first section focuses on the concepts that are inherent to being a responsible independent person and the second half focuses on safety and covers peer pressure, internet use and alcohol. The package consists of: aims and objectives; teaching plan; preparation prior to starting program; resource list; icebreakers/games; assessment checklist; workbook pages for participants; references; evaluation.

Give Me Five. Tip Toe Educational Products. 66.1493.01
Give Me Five is a visual record of a positive approach on the part of parents. It is a magnetic reward chart designed to assist children to develop in areas such as sleeping, eating, toileting, general behaviour and school goals. It has 25 visual rewards to choose from and they represent fun, family activities. There is a comprehensive sixteen page parent booklet to provide information on how to use it.
Color cards - Teen issues. Therapy Tools. 2011. 66.1502.01
This pack of 36 coloured photographs, and accompanying CD, have been designed to provide an opportunity to consider the variety of subjects, experiences and situations that a young person is likely to encounter. A range of optional topics that relate to each card are indicated on the reverse to facilitate discussion. The CD includes worksheet outlines for each colour card and they can be printed in either black and white or colour.

The Social Skills Game Ages 8 and up. Therapy Tools. 66.0563.02
The Social Skills Game, suitable for players 8 years and up and is designed to assist learners to develop specific attitudes and behaviours that enhance positive and rewarding interactions with their peers. The game addresses twenty specific behaviours, which fall into four social skill categories including: Making Friends; Responding Positively to Peers; Co-operating with Peers; Communication Needs. Utilising the principles of modeling, rehearsal, feedback, reinforcement and practice.

Enabling Access Effective Teaching and Learning Pupils with Learning Difficulties. Carpenter, B. 18.0230.01
This second edition is revised and updated in line with the Qualifications and Curriculum Authority guidelines (United Kingdom) on teaching children with severe and complex learning needs. The editors and contributors: show how access to each subject of the curriculum can be provided for pupils with moderate to profound learning difficulties; raise current debates and illustrate effective teaching ideas; discuss strategies for providing a high quality education for these pupils and a celebration of their achievements; and discuss the active involvement of parents and pupils in these processes.

Functional Vocabulary Kit for Non Verbal Children. Lingui systems Inc. 2008. 61.1098.01
This functional vocabulary kit is designed to establish a 400-word vocabulary in non-verbal children and to lay the foundation for communicating with pictures and signs. The vocabulary is divided into five themes: Home, Community, Food, School and Animals. Each theme consists of eight units and each unit teaches 10 functional vocabulary words (total of 80 vocabulary words in each theme). The activities progress in the hierarchy that most verbal children acquire language: learning labels and attaching me; developing vocabulary and concepts; expanding vocabulary knowledge through associations and experience.

Educating Children and Young People with Fetal Alcohol Spectrum Disorders. Blackburn, C. 2012. 09.0206. 01
This book is designed to raise awareness about Foetal Alcohol Spectrum Disorders (FASDs) and their associated difficulties across the education workforce. It provides a range of practical teaching and learning strategies from which educators may construct individualised learning plans. It also: explains the impact that FASDs can have on a child’s brain; discusses the overlapping and co-existing disorders, such as ADHD and Autism Spectrum Disorders; shows how to support and empower teachers; provides ready-to-use teaching resources and strategies that can be used directly in the classroom.

Barrier Game – Airport. Windmill Educational. 61.0877.05
Barrier Games rely on spoken language being used to communicate without any supporting cues such as gesture and pointing. These tools for developing various aspects of communication have players making up instructions for their partner to follow. This Airport Barrier Game consists of an airport scene board and various stickers related to the topic.

Teaching Children with Dyslexia a Practical Guide. Ott, P. 2007. 18.0232.01
Teaching Children with Dyslexia is directed at teachers, Special Education Co-ordinators or support staff. The book contains photo-copyable exercises, activities and recommendations for resources, tests, teaching methods, advice and suggestions for strategies and techniques that are transferable to the classroom environment. It includes: how to spot dyslexia; screening and assessment tests; why it does not have to be hell to learn to spell; strategies for success for reluctant writers; meeting the challenge of dyslexia in adolescence. It also provides an overview of the most recent research on the nature of dyslexia, as well as ways of dealing with it by using the latest techniques.

Step Ahead ‘About Work’ Training Program. Jones, S. 2006. 45.0138.01
This training program ‘About Work’ is one in the Step Ahead series. It was written for young people with intellectual disabilities and/or communication disorders and aims to provide an introductory understanding of the world of work and extend their knowledge about different types of work. About Work (45013801) provides concepts and skills that are built on in the At Work (45013802) training program. The package consist of: aims and objectives; teaching plan; preparation prior to starting program; resource list; icebreakers/games; assessment checklist; workbook pages for participants; references; evaluation.
Would you like to contribute an article?

The SERUpdate relies on the willingness of DECS personnel to contribute articles. Feedback from readers confirms that contributions from sites are a valuable way of keeping informed with what is happening at other schools.

The Term 1, 2013 edition of the SERUpdate will focus on ‘Play.’ In this edition we would like to explore how families and educators provide play experiences for children with disabilities, and the activities and approaches used.

Contributors for this edition may like to consider the following guiding questions when formulating an article:

- Describe why you use play with young children with disabilities. What specific needs do they have?
- Describe how you use play to develop language, social emotional skills, physical skills and problem solving.
- What play experiences do you provide?
- Provide current research information that describes the importance of play in child development.

A range of resources recently purchased for the SERU Developmental Learning Centre will be included.

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UPCOMING EVENTS

SAVE THE DATE FOR ……..

TechFest
January 2013

Tue 15th
Making Learning Accessible with the iPad
9:30 - 12:30pm

Introduction to Proloquo2go
1:00 - 4:00pm

Wed 16th
All About Apps!
9:30 - 12:00pm

eBook Creation: Which App?
9:30 - 12:00pm

*iCan Customise the iPad for Learners with Individual Needs and Abilities*
1:30 - 3:30pm

Making Learning Accessible with the iPad
1:00 - 3:30pm

Thur 17th
Clicker 6
9:30 - 12:30pm

Digital Pens
1:30 - 3:30pm

Fri 18th
Reading Comprehension and Assistive Technology
9:30am - 12:30pm

Creative Bookbuilder
1:30am - 3:30pm

Mon 21st
Boardmaker 6
9:30am - 11:30pm

Apps for Speech and Language
1:00am - 2:30pm

Descriptors and registration forms can be found at http://web.seru.sa.edu.au/Workshops.htm

ADVANCE NOTICE

2013 AASE National Conference
To be held at the Hilton Hotel, Victoria Square, Adelaide.

The staff at SERU would like to take this opportunity to thank you for your support for another successful year of the SERUpdate and wish everyone a safe and happy holiday season.

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