Children and students with disabilities, Aboriginal children/students and children/students under the Guardianship of the Minister are the three groups of learners most over represented in the Department of Education and Children’s Services (DECS) suspension and exclusion data.

In this copy of SERUpdate we focus on students with disabilities and challenging behaviours. We start with an article on planning for behavioural learning of students with challenging behaviours The NEP and Challenging Behaviours. We follow this with an overview of the Positive Approaches to Supporting Behavior Challenges project and The Learning Links Program. Both are currently being implemented in DECS to support school and preschool staff working with children and students with disabilities who have severe challenging behaviours.

**Ruth Motley—Manager**

For students with disabilities, appropriate behaviour management strategies need to be developed in the context of negotiated education plans.

**School Discipline Policy DECS 1996**

Students with challenging behaviours often experience significant disruption to their own learning program and may put at risk the rights of other students to learn and teachers to teach (DECS 1996). While the behaviour may not be frequent, the intensity of the behaviour can threaten the safety and wellbeing of peers and teachers.

There is never a simple answer to complex behaviour. However, proactive and collaborative planning can make a significant difference. Both curriculum learning programs and student centred behaviour plans are made more effective by bringing together the expertise and experience of the parents/carers, the student, specialist support from DECS and other agencies, and school staff. 'On-the-spot' reactions may not be as effective for all those involved as well planned responses and interventions, known about and prepared for in advance. Without thought and planning we are at risk of relying on aversive and short term solutions that may not be in the longer term best interests of our staff and students.
For children/students with disabilities, the process of developing a curriculum and learning plan through the Negotiated Education Plan (NEP) can help to ensure that the child/student is able to *participate in a valued curriculum*, is provided with *positive learning opportunities*, and can *experience success* (DECS 1996). Each of these are critical antecedents of positive behaviour and will strengthen the child/student’s disposition for learning and increased participation in the curriculum.

**PLANNING FOR BEHAVIOURAL LEARNING AND THE MANAGEMENT OF CHALLENGING INCIDENTS**

In planning for behavioural learning and the management of challenging incidents, key topics are: *the student, the context*, and *the reasons* for the problematic behaviours. Listed below are a number of questions to consider.

**The Student:**
- What are the individual strengths and aspirations of the student?
- What situations does the student enjoy or find stressful?
- How is it best to convey information / instructions to the student?
- What are “triggers” for inappropriate behaviour?
- What is the relationship between the student’s disability and the behaviour – *direct*, that is the behaviour is typical of that disability; or *indirect*, that is the disability makes some tasks or situations difficult, which then leads to angry or avoidant behaviours?

**The Context:**
- How can the environment (physical and social) be arranged to maximise/ reduce the triggers (sometimes referred to as *ecological manipulation*)?
- What adjustments and accommodations will enable greater participation and create a bias for success?
- What information or skills do their teachers, support staff, and classmates need to support positive behaviour and new learnings by the student?
- What will support safety for all of those involved – the student, other students, and staff?
- What support is available to help with planning and implementation? (There is a wide range of support from district and state services and it is important to identify what is available and how it could be used to assist.)

**The Reasons:**

*Remember that behaviour is a form of communication and therefore is functional.*
- What is the function of the student’s behaviour?
- How is it related to their disability and needs?
- What immediate and longer term needs does this behaviour meet for the student? (*Individuals choose their own behaviour to meet their needs, although some circumstances may limit the ability to exercise choice.*)
- Does the behaviour enable expression of feelings; perhaps frustration, boredom, or anger?
- Does the behaviour get attention?
- Is the behaviour a way of avoiding something?
- Is the behaviour inappropriate behaviour—a *skill-based deficit* (Osgood Smith 1995), where the student doesn’t know how to behave differently; or a *performance-based deficit* (Osgood Smith 1995), where the student has the skill to behave appropriately but not the motivation or the context discrimination.
This information can then be used to inform planning which should include:

- How the student’s learning and positive behaviours, will be acknowledged and built upon.
- Supports, strategies, adjustments, resources and routines that will enable the student to develop more successful behaviours for learning.
- Strategies to manage incidents of challenging behaviour, from minor to extreme.

Effective, detailed, collaborative planning and regular reviews can optimise the student’s behavioural development and minimise as much as possible the impact of challenging behaviours on others, and thus support the right of all students.

**REFERENCES**

DECS (1996) *School Discipline Behaviour Policy*

Osgood Smith (1995) *Behavior Management, Getting to the Bottom of Social Skills Deficits*

[http://www.ldonline.org/ld_indepth/social_skills/behavior_management.html](http://www.ldonline.org/ld_indepth/social_skills/behavior_management.html)

**CONTACT:** Anne Williams, Policy Advisor Student Engagement; ph: 8226 5556; email: williams.anne@saugov.sa.gov.au

---

**POSITIVE APPROACHES TO SUPPORTING BEHAVIOUR CHALLENGES**

This year Support and Intervention Services, in collaboration with the Special Schools Principal’s Association have sponsored the participation of a number of DECS teachers in two significant professional development activities:

- a project on *Non-aversive Approaches in Managing Behaviors* (NAMB) and
- attendance to a conference on *Positive Approaches to Solving Behavioral Challenges*.

Both these activities are based on the work of Gary LaVigna and Thomas Willis, co-founders of the Institute for Applied Behavior Analysis, California, USA.

**MULTI-ELEMENTAL MODEL FOR PERSON-CENTRED BEHAVIORAL SUPPORT**

LaVigna and Willis have developed a *Multi-Elemental Model for Person-Centred Behavioral Support* (2005) which is values-led. The ultimate objective is to achieve improvements in the person’s quality of life and to overcome barriers to community integration for people with disabilities and challenging behaviors. The model is a non-aversive approach to managing behaviors with three main elements:

- Comprehensive Assessment
- Support Plan
- Mediation.

The first element involves a *Comprehensive Assessment*. Information is collected on the person, their motivations and their environment in an effort to understand their life and experiences from their point of view. The assessment also includes a *functional analysis*, seeking to understand why, how and when particular behaviour happens and the purposes they serve. This process includes the participation of the person themselves as well other relevant people in their lives, such as family and support staff. The assessment process may include observations, interviews, checklists and rating scales. Detailed behavioural ratings are collected (eg frequency ratings of targeted behaviours).

The second element, the *Support Plan*, focuses predominantly on proactive
Strategies, although reactive strategies are a component, but only to the extent that they are needed to keep people safe in the here and now (Lavigna and Willis 2005:2). The Support Plan Framework consists of:

- **ecological changes** — appropriate modification of the environment such as eliminating particular noises that trigger inappropriate behavior or changing instructional methods to suit the person’s preferred styles/modes of learning.

- **positive programming** to develop people’s skills to support them to cope with their environment.

- **focused support strategies** to reduce as fast as possible, the need for reactive strategies. (Lavigna and Willis 2005:2). This generally involves the development and implementation of tailored reward schedules using all the research and experiential wisdom for best outcomes in achieving behavioural change.

- **reactive strategies** — immediate strategies for managing crises and unsafe behaviours.

The final element of the model is **Mediation**. To implement the model three groups of mediators are used: natural mediators, such as parents, mainstream teachers; professional staff, such as special education teachers; and specialist staff, such as those who are working with the person specifically because of their behavior. Overall, the model sits within a quality assurance process and stresses the importance of achieving consistency in the application of the strategies through informed teamwork and support and ongoing recording of behaviours. Therefore the teaching of necessary skills and competency based training is provided to the mediators.

Teachers who are participating in the two projects mentioned above are part of a community of most promising practice within DECS and are being supported by project officers from Support and Intervention Services and course presenters. The effectiveness of the application of this model is being evaluated by Support and Intervention Services. The initial evaluation of the NAMB project to date, demonstrates significant improvements in student behaviours and teacher skills.

**REFERENCES**


**CONTACT:**

- Sophie Takmaki, Early Childhood Officer, ph 8226 9853; email: takmaki.sophie@saugov.sa.gov.au
- Kathy Meredith, Project Officer, ph 8226 9906, email: meredith.kathy@saugov.sa.gov.au
- Maureen Bailey, Manager, Disability Policy and Resource Allocation ph: 8226 1762, email: bailey.maureen@saugov.sa.gov.au
- Catherine Davies, Disability Coordinator, ph 8416 7322, email: davies.catherine@saugov.sa.gov.au
Learning Links, an initiative of Support and Intervention Services, was established in 2004 to provide support for young children with significant challenging behaviors and/or communication impairments. The Learning Links Team is made up of psychologists, speech pathologists and early childhood workers and provides intensive short term targeted support for children, families and caregivers and staff teams in preschool and child parent centres.

The program aims to increase parent’s and centre staff’s knowledge, skills and understandings related to young children’s behavior and communication skills resulting in:

- A reduction in the significant challenging behavior
- Improvement in the child’s communication skills
- Increased access to and participation in the curriculum for the child
- A safer environment for children and staff.

Learning Links provides support through mentoring staff teams, training and development for staff, parents and District Support Services and both direct and indirect support for children. Referrals are through the District Support Services.

**CONTACT:**
Heather Ward, Manager Learning Links
ph: 8226 2514, email: ward.heather@saugov.sa.gov.au

**WEBSITES OF INTEREST**

**www.pbis.org**
Centre on Positive Behavioural Interventions and Supports (PBIS)
The Centre has been established by the Office of Special Education Programs, US Department of Education to give schools capacity-building information and technical assistance for identifying, adapting and sustaining effective school-wide disciplinary practices. The Centre has two foci:

- Broad dissemination to schools, families and communities about the technology of school-wide positive behavioural interventions and support.
- Demonstrations at the level of individual students, schools, districts and states where school-wide positive behavioural intervention and support are feasible and effective.

This website features an On-line Library Level 1 service which provides links to Research/Literature, PBIS Newsletter, Resource Links, Conference Presentations and provides extensive information and intervention strategies for the schooling sector and for families.

**www.aase.edu.au**
The Australian Association of Special Education (AASE)
AASE advocates on behalf of people with special education needs to ensure provision of and access to quality education services and provide a range of quality services to members and the wider community.

This website enables users to access papers from the National Conferences, Web-links to other sites interested in special education, information on the latest research and access to position papers on key issues relevant to its membership.
For registration and detail for both courses Log onto www.tsof.edu.au
Additional training and development can be negotiated through SERU for specific software eg Read and Write; Textease; Clicker 5; Jigworks; Boardmaker.
Contact: Jim Sprialis or Alister Davies—Ph: 8235 2871
jim.sprialis@seru.sa.edu.au or alister.davies@seru.sa.edu.au

For further information on these workshops and for registration details please contact:

Jeanne Hall
Telephone: 8235 2871—Fax: 8235 1907
Email: hallj@seru.sa.edu.au
**TechBits**

Jigworks is an amazingly flexible tool for creating and completing interlocking jigsaw puzzles. This easy to use program allows educators to create their own interactive resources that can support the classroom program or individual child/student’s educational needs. Jigworks can be used as a multi-sensory intervention tool, suitable for children/students in pre-school, junior primary settings, children/students who have English as a second language and those with special needs. With Jigworks educators have at their disposable a powerful and flexible tool to create jigsaws from any type of image file. For example using Jigworks for early shape-matching activities, cut out simple shapes from a plain background, or objects from a digital photograph. For early reading and writing exercises, add individual letters, phonemes or words as pieces. Make onset and rhyme activities, or puzzles where children piece together the letters of their name. Every piece can be supported by sound. Use a microphone to record sounds, words or phrases during the creation process. Create sets of related activities, so children can work independently through a whole set; or work as a group, using an interactive whiteboard.

A full description of the program can be viewed at the Crick website (makers of Clicker 5) [http://www.cricksoft.com/uk/products/jigworks/Default.asp](http://www.cricksoft.com/uk/products/jigworks/Default.asp)

For information on training sessions, see page 6.

**StudyDog** Free literacy software [http://www.studydog.com/](http://www.studydog.com/)

StudyDog Basic is a early reading computer-based program aimed at pre-school through to year 2. It has been widely implemented with children enrolled in Kindergarten through second-grade in seventeen public schools in the United States. Several studies of the reading performance of these children were undertaken to explore the effectiveness of the StudyDogs Reading Program and the report is accessible from the website.

The results show that StudyDog is a highly effective program for teaching young children the basic reading skills.

Some the most positive aspects of the program reported were:

- The positive feedback and encouragement the children received from using StudyDog.
- The program allowed children to work at their own speed.
- The program and animation is a different way of learning to read and it intrigues the children.
- The prizes are a strong encouragement for the children. They like to spend their “Lost Island coins.”

StudyDog can be used in the classroom and the lesson can be accessed from home. This program can be used for teaching, practicing or enriching reading skills. The StudyDog reading program comes in three levels. Level 1 features 21 lessons covering areas including the alphabet, consonant sounds, rhyming words and sight words. Level 2 features 21 lessons covering rhyming words, sight words, vowels, contractions and consonant blends. Level 3 features 25 lessons covering such areas as vowels, contractions, consonant blends, complex words, spelling, word families, and more. Suitable for Grades 1 thru 2.

The program is visually appealing thanks to the use of Flash movies. The program is downloadable in 3 parts but is over 100 megabytes in size. Schools may choose to download the program and provide it to parents via CD. There is also a more advanced version available for purchase via the web.
**SPORTS ABILITY**

The Australian Sports Commission recently launched an exciting new initiative called *Sports Ability*. The *Sports Ability* program aims to increase sports participation by people with disabilities and takes advantage of the increase of events for elite athletes with a disability competing in the Melbourne 2006 Commonwealth Games.

Sports Ability is an inclusive activities program which supports educators to include young people with disabilities in physical activity and sport, particularly those who have high support needs.

Sports Ability will be delivered to 150 education sites and 20 Indigenous communities over the next 3 years. The schools program will utilize a range of settings, including specialised units attached to mainstream schools and special schools.

**Sports Ability Polybat/Table Cricket. 84-0403-01.**

The *Sports Ability* kit is an inclusive activities program that adopts a social/environmental approach to inclusion. This approach concentrates on the ways in which teachers, coaches and sport leaders can adjust, adapt and modify the way in which an activity is delivered rather than focusing on individual disabilities. The program includes equipment for each activity, some of which has been specifically designed for the program. In many cases, however, there are alternatives that can be substituted. This kit contains instructions and equipment for Polybat and Table Cricket as well as a number of variations. Polybat is an alternative table-top bat and ball activity. Variations include Polyskittles, Polysquash, Octopoly, which develop skills that support Polybat and other bat and racquet activities. Table Cricket includes elements of cricket; batting, bowling and fielding, recreated on a table-top. Target Cricket and Clock Cricket are support activities that help to develop table cricket skills.

See also: *Sports Ability—Boccia—84-0401-01; Sports Ability—Goalball—84-0402-01.*

**RESOURCES RELATED TO CHALLENGING BEHAVIOURS**


This is a handbook with step-by-step guidelines for making clay work in the therapeutic process. It looks at *Clay As Expressive Therapy*, and how to use clay to work through grief, transform fear and transmute anger.


This book of text and activity blackline masters is designed to provide students with insights into the ways people communicate in social settings. Broad areas include: feelings and behaviours that support, impair or inhibit relationships (eg assertiveness, shyness, stress, anger, conflict) and communication skills (verbal, non-verbal, listening).

The PEACE Pack is an intervention program dealing with bullying in schools and presents school-based strategies that have been shown to reduce bullying. The PEACE Pack embraces the idea that bullying is a whole community issue and not simply a school ‘problem’. The acronym PEACE has been used to help organise the material presented in this package under the following headings: P—Preparation; E—Education; A—Action; C—Coping; E—Evaluation.


This 100 page text book is designed for teachers, counsellors and psychologists. It presents a set of strategies and techniques for working with students with behaviour problems.

Bully Busting, FIELD, E, 1999. 24-0098-01.

This book is a practical guide aimed at helping children overcome the damaging effects of teasing and bullying and to develop understanding and skills which can be used throughout their lives.


These three titles in the Power of Acceptance Dino-Might series have colourful and catching illustration. They use a prehistoric bully to help learners identify, cope with and prevent bullying. The stories outline bullying and look at how the characters deal with it. The last two pages of each book provide thought provoking questions as an extension activity.

Stop the Bullying Handbook and Resource Kit, RIGBY, Ken, 2001. 24-0120-01.

Reducing Bullying in Schools is a DECS publication which contains resources and workshop outlines to support staff to recognise bullying behaviour, explore many of the underlying factors to bullying and develop skills and strategies to combat bullying and its effects.

Video—Stop and Think Friendship (3 titles), PETERSON, L; LEMESSURIER, M, 2000. 66-0704-01.

This social skills program is for children aged 6-12 about making and keeping friends. The video is a humorous, educational presentation of real life scenarios with which children can identify. It demonstrates the best techniques for children to use to improve friendship skills, and also those to avoid. Accompanying the video are support exercises and activities contained on a computer disc and blackline masters book.


Stressed Out and Coping in Families is a multimedia package. The video is designed to promote discussion about family life. The 20 resource and activity cards draw on the video content providing over 100 ideas for helping families identify and manage stress. Stressed Out and Coping in Families considers stress in relation to the types of stress facing the growing child and the individual differences in responding to stress.


The Heart Masters series is designed to develop the key skills of resilience and emotional intelligence with particular emphasis on: the ability to read and take into consideration the feelings of others; an awareness of one’s feelings; the ability to regulate or calm one’s feelings; social competencies; belonging; coping with stress; goal setting.


This book aims to help teachers promote positive behaviour by approaching challenging behaviours as a learning difficulty. Practical, preventative and intervention strategies are provided, as well as advice on observing behaviour and a description of a system for teacher support.
RESOURCES RELATED TO CHALLENGING BEHAVIOURS

This book is a guide to the facts and issues surrounding the mental health and well-being of children and is intended to demonstrate how and where to start helping. It includes: training exercises to help identify and address mental health problems; advice on working with parents and find outside support; a list of further reading.

This booklet describes approaches to the behaviour management of students with Down Syndrome. It documents a range of physical, emotional and intellectual characteristics of Down Syndrome which may impact upon behaviour. A range of practical teaching strategies, behaviour management approaches and environmental adaptations are provided.

Stop the Bullying: A Handbook for Schools, RIGBY, K. 24-0100-01.
This handbook is designed to help educators find out what is really happening in their school; develop sound and well-supported anti-bullying policy; work effectively with children in classrooms to gain their support in stopping bullying; deal appropriately and constructively with children who bully others; support and help children who are victimized by peers at schools; and enable teachers and parents to work together to stop bullying.

This book explores the use of alternative, non-aversive intervention procedures in a practical format for staff who work directly with individuals with serious behaviour problems. It provides knowledge on how to bring about long-term behaviour change through a greater understanding of the individual, and the use of non-aversive technology.

The Framework provides an approach to safeguarding the physical and emotional wellbeing of students in a cohesive, nationally consistent manner. It includes an agreed set of guiding principles for promoting safe school environments and suggest strategies schools may utilise.

The author of this book poses the following questions: Are you in a relationship that is confusing, uncomfortable and unpredictable? Do certain people make your life hell? Is your self-esteem suffering at the expense of certain relationships? The author suggests that is you answer yes then you are probably a victim of manipulative behaviour. She identifies types of bullying and offers suggestion of how to deal with it.

In this book, the authors identify ten building blocks important to learning success. The book provides a Building Blocks Questionnaire to identify a student's strengths and limitations. Information is provided on relevant issues and how to cultivate the student's strengths, address weaker areas and develop appropriate accommodations and instructional interventions.

Student Behaviour offers a comprehensive overview of the major theories of behaviour management in primary and secondary schools. The theories include: Assertive Discipline, Applied Behaviour Analysis, the new Cognitive Behavioural approaches, Neo-Adlerian Theory, Humanism, Glasser's Choice Theory and Systems Theory.
RESOURCES RELATED TO CHALLENGING BEHAVIOURS

_**I Can Behave, MANNIX, DS, 1986. 660823-01.**_

The illustrated storybook contains 125 full-page drawings and 10 stories each focusing on a specific classroom situation, including My Turn, Your Turn—letting others talk; Marvin and His Mouth—using a quiet voice. Lessons include: Working Independently; Waiting for Help; Doing Careful Work; Handling Classroom Frustrations; Sitting Still. It is appropriate for regular or special education classes.

_**Video—In Ya Face, Department of Education Training and Employment, 1998. 24-0093-01.**_

In Ya Face is designed to provide the audience with an understanding of what to do in violent situations, school and teacher planning for managing violent behaviours and a range of strategies to establish good relations with students.


This book, containing photocopiable blackline masters, is for educators, counsellors, health professionals and those who want to explore the notion that children always do better when they are encouraged to stretch their self-awareness and independence. Using cognitive behavioural training (CBT), students are explicitly taught to acquire new skills and solve problems with organization, planning, remembering, perseverance, motivation, confidence and more.

_**Room 14: A Social Language Program, WILSON, Carolyn, 1993. 66-0506-01.**_

Room 14 is a practical resource for building social language. It is designed to teach students’ skills that reinforce social growth, personal happiness and academic success. The instructor’s manual contains a Social Skills Checklist; Social Skills Lesson; Appendix on relation techniques for self-control. It is designed for students in both special and mainstream sites.


The policy focuses on young children prior to their entry into reception at school and should be considered in conjunction with the School Discipline Policy (1996) which provides a positive and continuous approach to supporting and managing children’s behaviour throughout the compulsory years of schooling.


This book is for parents, teachers and carers of children with Autism Spectrum Disorders. It offers practical strategies for preventing or managing the sorts of challenging behaviour most likely to be encountered.

_**Video—Bullying—No Way! Dept of Education, Queensland, 1998. 24-0101-01.**_

Bullying—No Way! is a professional development resource for communities and takes a whole school approach for collaboratively examining the issues and identifying approaches to achieve positive change. It includes: written material, a facilitator’s guide; a videotape that re-enacts incidents of bullying and harassment among primary students and secondary students in order to stimulate discussion about the power issues at work in particular incidents.


This second edition provides practical programs for challenging behaviour and children with emotional behaviour disorders in mainstream schools. New features include: options and programs that teachers are using to address the challenge of students with emotional and behavioural disorders; Attention Deficit Disorder (ADD), particularly with older primary age children and those in lower secondary; issues relating to task avoidance, task-focus and organization within the behaviour recover model.
RESOURCES RELATED TO CHALLENGING BEHAVIOURS

This reference for educators provides easy to follow strategies and photocopiable worksheets that can be used with a range of students with special needs, including students with Autism/Asperger syndrome, ADHD. Contents include: over 500 strategies covering work tasks, communication/language, playground, using schedules, sensory activities, computers, mathematics; worksheets, teacher notes, explanations of the nature of Autism Spectrum Disorder.

Managing Challenging Children, GORDON, G. 24-0127-01.
This book, designed for educators and parents, provides basic ground rules and structures for improving the way people work with learners and helping them to achieve their potential.

The program is designed to develop competence in dealing with interpersonal conflicts, learning to use self control and contributing to a positive classroom atmosphere. The Skillstreaming approach utilises modeling, role playing, performance feedback and transfer. The program provides strategies, training notes and scenarios for teaching each of the 60 specific pro-social skills. Also available for loan at SERU are Skillstreaming The Adolescent 25-0110-01; Skillstreaming Early Childhood 25-0108-01.

The book aims to increase awareness of available choices and offers some useful and practical exercises for managing these choices in a responsible way. Included are simple stress management and relaxation techniques. The Book of Choices suggest that there are safe alternatives for coping with feelings of anger, other than through violence.

This book is part of a series of books Right to Know produced by the Down Syndrome Society of South Australia Inc. Right to Know attempts to identify the key issues that prevent young people with Down Syndrome from accessing generic programs. It looks at the learning styles of people with Down Syndrome, and provides a developmental approach to teaching young people about personal safety, human relationships, sexuality and friendships.

Mates Traits cards, are used by parents and teachers, provide a light-hearted picture of some of the possible components of friendship.

This pack is part of the Ready-To-Go Series. It consists of 48 page softback book with photocopiable pages and 24 large full-colour cards with teaching notes on the reverse. The book looks at prevention and states that when a positive and supportive classroom climate is developed, and students are taught specific social and personal skills which supplement this environment, students will feel safe and accepted.

This book is one of a series of five books: School; Community; Home; Getting Along; Behaviour which provide two types of lessons. The instructional lessons are intended to teacher learners what they need to do or say in social situations that can often be overwhelming to children with Autism. The behavioural lessons target specific social problems and some examples of lessons are: using timetables, finishing work, listening, recess.
RESOURCES RELATED TO CHALLENGING BEHAVIOURS

Conflict in the Classroom: The Education of At-Risk and Troubled Students, LONG, N; MORSE, C, 1996. 24-0110-01.
This fifth edition continues the psycho-educational fusion of relevant educational and mental health practices used by teachers to help troubled students. Contents include: Walking in the Footsteps of Troubled Students; Becoming Important and Useful in Troubled Students’ Lives; The Power of Group Forces in the Classroom; Strategies and Skills of Promoting Positive Group Behaviour; Promoting Responsible Student Behaviour; Strategies and Skills Helping Students Who Come With Personality and Chronic Behavioural Problems.

The purpose of The Social Skills Game, is for players to learn to use self-talk to reflect on their social experiences and how to think positively rather than negatively about the outcomes of social interactions.

The six titles—Introducing me; My New Friends; My Community, My Family; It’s Time for Preschool; On My Best Behaviour; Look What I Can Do Now are designed to assist, particularly parents/carers of children with disabilities, in planning transitions to preschool and other community settings. They provide guidance on every aspect of developing inclusive preschool strategies and techniques for enhancing learners’ early years.

The Personal Power series was developed to give teachers, counsellors, psychologists, foster parents and youth professionals the tools needed to teach youth how to succeed in school emotionally and socially. See also 66-0812-01 Becoming an Effective Student; 66-0810-01 Peer Interaction Skills; 66-0811-01 Developing Appropriate Classroom Skills.

SSEPTEMBER 2005
RESOURCES RELATED TO CHALLENGING BEHAVIOURS

PALS Social Skills Program has been designed by clinical psychologists and early childhood teachers for children from three to six years of age. It provides ideas on how to teach constructive ways to solve problems that arise in social situations through stories acted out by puppets, video scenarios, probe questions and role-play activities and songs. It consists of ten sessions, each focusing on a particular skill. The skills taught are: Greeting Others; Taking Turns; Talking and Listening; Taking Turns At Play; Sharing; Asking for Help; Identifying Feelings; Empathy; Overcoming Fear and Anxiety; Managing Frustration; Calming Down; Speaking Up.

This book is a practical guide to understanding students with Autism and including them fully in the classroom. The author combines relevant research with knowledge gained from her teaching experience to give teachers in primary and secondary schools specific ideas for planning challenging, multidimensional lessons that encourage the participation of students with autism and help them reach their individual goals and wide range of learning, communication and behaviour issues that arise when working with students with Autism.

NEW RESOURCES

This practical workbook, containing jokes, cartoons and brain teasers, shows learners aged 7-14 how to use Mind Maps, a system of note-taking and planning, to succeed in every subject and find new inspiration out of the classroom, be it planning a party or designing a dream bedroom. See also: 66-1099-01 Mind Maps—Max your Memory and Concentration; 66-1100-01-01 Mind Maps—Rev up for Revision.

This practical guide is for educators who have a student with Autism Spectrum Disorder and for families meeting the everyday requirements of their child. Students with autism spectrum disorder often have sensory processing difficulties and they may seek or avoid sensory stimulation. The book provides practical activities and ideas are detailed to help students with sensory issues.

Employment for Individuals with Asperger Syndrome or Non-Verbal Learning Disability, FAST, Y, 2004. 45-0115-01.
This book guides people with Non-Verbal Learning Disability (NLD) or Asperger Syndrome (AS) through the area of employment. It provides practical and technical advice on everything from job hunting to interview techniques, from 'fitting in' the workplace to whether or not to disclose a diagnosis.

This book, specifically designed to address the health and safety needs of students aged five and up with Autism Spectrum Disorders but can also be used with students with special needs. Through a combination of social stories and activities, this book is designed to reduce the fear and confusion surrounding issues of health, hygiene, puberty and safety.
This book, intended for professionals, parents and carers engaged in teaching learners communication and social skills, is suitable for children aged about 7 to 16. Contents include: Introduction; Children with Special Needs; Professional and Parental Help; Improving a Child’s Self-Esteem; Friends; Roles and Rules; Social situations; Social Safety; Communication Skills for Improving the Quality of the Child’s Relationships; The Art of Gifts and Compliments; Helping and Caring Skills; Summary.

This book contains research, ideas and practical suggestions related to students who are both gifted and learning disabled. Part 1 explores the unique characteristics of gifted learning disabled students; Part 2 focuses on ways to identify gifted learning disabled students and describes a variety of programs that are specially designed to attend to each students’ talent.

Fetal Alcohol Syndrome Information Pack, 2005. 09-0187-01.
This information pack contains materials related to fetal alcohol syndrome. The booklet Fetal Alcohol Syndrome/Effects provides information designed to help professionals in their work with people whose lives have been affected by fetal alcohol exposure. Fetal Alcohol—a Guide For Families and Communities include topics such as: diagnosis, teratology and brain damage, physical and behavioural manifestations, education. But Michael Makes Me Laugh is designed to assist educators and learners to understand more about Fetal Alcohol Syndrome and some of the unique strengths and challenges faced by those who are affected. The spiral-bound excerpts from A-Z of Syndromes and Inherited Disorders, 3rd Education and The Source of Syndromes detail further information.

This book introduces human biology for all the family, exploring whether it is our genes that shape who we are or the world we live in. The author details how our body, brain, and the way we think, act and behave are all related and that they contribute to making us different from everyone else.

The Number Devil a Mathematical Adventure, ENZENSBERGER, H, 11998. 37-0054-01.
The author has created this book for anyone—of any age—who as ever been mystified by maths. Twelve year old Robert hates his maths teacher. He sets his class boring problems and won’t let them use their calculators. Then in his dreams Robert meets the Number Devil, who brings the subject magically to life, illustrating with wit and charm a world in which numbers can fascinate and amaze, where maths is nothing like the dreary, difficult process that so many of us dread. The Number Devil knows how to make maths devilishly simple.

This book, one of the Raintree Freestyle series, explains how drugs are part of everyday life and how different drugs can affect people in different ways. Contents include: All Sorts of Drugs; Drugs Around Us; Drugs in Everyday Life; Illegal Drugs; Drugs and the Law; Drugs and Other People; Giving Up; Your Life; Your Choice; Find Out More.

Video Talking Hands 1, Royal SA Deaf Society. 16-0364-01.
This book provides professionals with step-by-step strategies for helping people with physical and developmental disabilities find meaningful employment. The authors also discuss issues such as transition from school to adult life, transportation, social relationships and community access.

Parachute Games, STRONG, T; LEFEVRE, D. 43-0081-01.
This book has 60 parachute games and 120 accompanying photographs and provides ideas for primary and middle school teachers. Contents include: how parachute games are adaptable for any level of fitness or ability; how to successfully lead play sessions—from selecting the playing field and teams to keeping things fun; how to purchase, repair, clean and store your parachute.

This workbook is based on the principle of developing a client-centred approach to job development. It emphasizes the central importance of self-determination—ensuring that the individual makes their own choices to determine their future career.

Reading Skills Problem Solver: Ready to Use Strategies and Activity Sheets for Correcting all Types of Reading Problems, MILLER, W, 2002. 36-0237-01.
This resource is designed for teachers to use to remediate all types of common reading problems encountered in Years 3 and up. Included are over 260 techniques and activity sheets relating to 35 specific problems in seven major reading skill areas: Sight Work Knowledge; Phonic Analysis; Structural Analysis; Contextual Analysis; Literal Comprehension; Interpretive Comprehension; Critical Thinking.

Making Cents Lower Primary Unit 1: Using Money, Department of Education, NSW, 2005. 64-1303-01.
Making Cents, a series of financial education units for primary school students covering Preschool to Year 6, is designed to ensure that children learn at an early age the fundamentals of financial management, the difference between needs and wants and the importance of saving and minimising debt.