

INCLUSIVE ED ONLINE EXPO

2020
Presentation
Descriptors
with video links



Government of South Australia
Department for Education

Inclusive Education Online Expo

Presentation Descriptors (with video links)

The Inclusive Education Expo showcases high quality practice in inclusive education that aims to build the capacity of preschool and school educators. The 2020 program is delivered as an online event with 2 keynotes and 24 presentations. The diverse range of presenters includes teachers, leaders, support service staff, university lecturers, and allied health professionals. Schools are encouraged to access the sessions as part of their professional learning program.

Keynote Speaker Presentations

[Inclusion: 2020 Vision](#)

preschool – yr12

Ian May – Director, DPP

This presentation will facilitate a discussion about inclusion. What is happening internationally, nationally and in South Australia.

#inclusion

#futuredirections

#studentvoice

[Understanding the Issue of Violence in our Schools: Some Lessons Learnt – Some Lessons Gained](#)

Professor Phillip Slee - Professor in Human Development, Flinders University

f – yr12

This presentation will cover the following key areas to help participants better understand violence in schools:

1. Violence- its nature and effects
2. The developmental features of violence – from childcare to secondary school
3. Social media and violence
4. The neuroscience of violence
5. Violence in schools – students – teachers and Principals
6. Bullying – one form of violence
7. Counteracting violence – the evidence base for effective school-based programs
8. Postscript – Kindness – an antidote to violence!

#wellbeing

#mentalhealth

#violence

#bullying

Recorded Presentations

[Executive Functioning in Children](#)

f – yr 12

Andrea Fairlie – Senior Psychologist

Executive functioning is the use of the organisation centre of the brain. In this session, participants will learn about the different skills involved in executive functioning, and how children develop these skills, including differences for children with disabilities. Participants will also learn strategies to help children to learn executive functioning skills, and how they can help children who are having difficulty developing these skills.

#executivefunctioning

#learningdifficulties

#curriculum

#differentiation

#wellbeing

Positive Behaviour Support- Supporting Positive Behaviour

preschool – yr12

Erin Clarke – Behaviour Support Coach

This session aims to provide an overview of what challenging behaviour is and the principles of positive behaviour support and how to use this as an effective methodology within the classroom. It includes details about how to conduct a functional behaviour analysis and how to use data collection.

The session gives some helpful tips on responding to behaviour at different stages of the escalation cycle. It can be a useful refresher, or a useful foundation for those starting out.

#behaviour #PBS #challengingbehaviour #functionalbehaviour

Chapter 8: 'Mis'behaviour and humane ideas to influence positive changes

yr3 – yr12

Mark Le Messurier – Counsellor / Teacher / Therapist

From Teaching Values of Being Human: A curriculum that links education, the mind and the heart (2020)

This chapter/workshop presents a humanitarian approach to interpreting and working with the trickier emotions and behaviours expressed by the young people in our care. To do this, we use our 'soft eyes' and 'warm hearts' to humanely reframe what their behaviour is communicating. We learn how to identify a young person's innermost script so we can begin to hypothesise what is driving their behaviour and what interventions and supports might help.

Let's briefly review the work of Adler and Dreikurs (1960's). They showed us how to identify behaviour, how to classify behaviour and how to work with it more effectively. They developed a framework called the 'ladder of discouragement'. It's the pathway that all human beings take to find social recognition, or to feel as though they belong or have value. Each rung on the ladder is a deeper level of despair and is reflected by a deeper level of difficult behaviour.

With the benefit of hindsight and science, we now know that many of our traditional disciplinary-styled responses to manage tricky behaviours in children were seriously flawed. Sadly, our interventions often strengthened patterns of toxic stress and caused increased emotional and behavioural challenges. We have learnt that wellbeing, emotion, behaviour and learning cannot be separated because emotion rules reasoning. Today, there is an emerging focus that young people do not always choose their behaviour. More to the point, it is an innate response to stay safe, feel in control, feel worthy or self-protect. Then, it dawned us! Why not use these well-developed understandings to work with strength and kindness with all young people, not just those who present with turbulent and traumatized behaviours.

This presentation also offers a personal guide, primed for an immediate start, to do just this.

#wellbeing #mentalhealth #curriculum #differentiation #communication

Children and young people with disability and additional needs. Bullying: the child within the social context

f – yr12

Jacqui Williams & Lisa Henderson – Policy Officers, Engagement and Wellbeing directorate

Children and young people with disability and additional needs are involved in bullying at higher rates than their non-disabled peers. This session aims to increase your understanding of the bullying dynamic and the roles within this dynamic in both face-to-face and online environments. Also discussed are the risk factors which may increase the likelihood of bullying occurring for children with disability and additional needs, as seen through the lens of individual characteristics and school characteristics. Lastly, interventions are discussed, with a focus on inclusive practices which benefit the whole of school population.

#disability #wellbeing #mentalhealth #bullying #cyberbullying #inclusion

[Anxiety - Classroom based strategies that can support children and young people](#)

f– yr7

Angela Falkenberg – President, SA Primary Principals Association

Fearful and anxious behaviour are common in childhood and can take many forms. Anxiety can impact sleep, thinking, relationships and physical health. In this session we explore a range of classroom friendly strategies to build resilience and reduce the negative impact of anxiety.

#learningdifficulties #disability #autism

[Creating Clever Classrooms](#)

f – yr7

Carla Koay – Occupational Therapist

Classroom environments influence how students participate and learn by significantly impacting attention and behaviour. Environmental adjustments are a proactive approach with potential benefits for all students. Participants will learn to tailor the classroom environment to support student engagement & participation, utilising physical, sensory and organisational strategies. All attendees will receive a copy of the newly developed reflective resource: “A trauma-informed guide to setting up the classroom environment”.

#curriculum #differentiation #classroomenvironment #environmentaladjustments

[Nurturing Emotional Awareness, Intelligence and Resilience](#)

yr3 – yr12

Mark Le Messurier – Counsellor / Teacher / Therapist

From Teaching Values of Being Human: A curriculum that links education, the mind and the heart (2020)

How times have changed. Not long ago practices to strengthen the emotional intelligence and resilience of young people barely existed. Today, there is a growing expectation on every educator to build the best emotional health, early on, for every child in their care.

Yet, there are greater numbers of children with more complex social, emotional and behavioural needs at younger ages than we have ever seen before. We never imagined that it would fall to us, teachers in classrooms, to continuously case manage and provide astute emotional input because only 1 in 4 young people in Australia access professional help. More often, just being there for them, so that they can talk and we can listen, makes a world of difference.

This chapter presents an array of practical conversations and activities that enable young people to build emotional intelligence and resilient thinking. It showcases our greatest human assets; our emotions, and how to use relationship, empathy and self-regulation to raise the well-being of ourselves, and others. The challenge, however, is much more than presenting a few activities, tips or tricks to students. The development of these emotional assets is best promoted when we purposely maintain a social and emotional ‘sweet spot’ where these potentials are continuously encouraged to shine!

#wellbeing #mentalhealth #curriculum #differentiation #communication

[Understanding the Functions of Behaviour: Early Years](#)

preschool – yr2

Jessica Ward – Psychologist

This session will unpack the functions behind challenging behaviours observed and experienced in early years settings. It will provide a foundational understanding of the ‘why’ behind behaviour. This session will also provide a toolkit of evidence informed strategies which can be used to help reduce and redirect specific challenging behaviours.

#behaviour #communication #evidenceinformed

Where Does Learning Go Wrong for Students with Additional Learning Needs?

f – yr12

KyMBERLY Louise – Manager, Learning4all

This presentation introduces participants to understandings from psychology, neuroscience, disability, and education research to support their knowledge of the difficulties in learning experienced by students with additional learning needs. There are a range of developmental difficulties commonly experienced by students with Autism, ADD/HD, Dyslexia, Sensory Processing Disorder including Auditory Processing Disorder, and those from trauma backgrounds that directly affect learning and behaviour, but can be supported through specific strategies.

#disability **#learningdifficulty** **#behaviour** **#learning**

Know your Learner!

preschool – yr12

Helen Kowalenko – Senior Educator

Helen Panos – Senior Educator

This workshop will support educators to further understand the needs of their learners by being able to identify the barriers that can impact on their learning and their functional needs.

The workshop will support educators to determine the level of adjustments based on the learners needs and support them in their planning around appropriate interventions and strategies in their classroom settings.

#curriculum **#differentiation** **#personalisedlearning** **#adjustments** **#interventions**

Accessibility features of the iPad – tips and tricks

f – yr7

Ross Sims - Assistive Technology Advisory & ICT Teacher, SASVI

This session will focus on the accessibility features of the iPad, using the iPad as a publishing tool with various media, apps to create and modify content, input and output via refreshable braille displays, audiobooks, Books, iTunes U and many of the other exciting features of the iPad.

Accessibility – how students with various disabilities can utilise an iPad to access the Australian Curriculum. Creating multimedia content – using various apps to create and engage with learning.

#inclusivetechnology **#communication** **#disability**

Introduction to ABLES

f – yr12

Rachel Scheuboeck – Project Officer, Learning Difficulties

This training is to support educators in their understanding of Abilities Based Learning and Education Support (ABLES). ABLES provides a suite of curriculum, teaching, assessment and reporting resources that guide educators to accurately identify students' individual learning goals and track their progress over time. It is recommended that students who are not yet working in Foundation in English and Mathematics have an ABLES assessment.

To gain access to ABLES please watch this training and then contact Rachel at the Special Education Resource Unit via email on: seru.admin@schools.sa.edu.au to access your site log in.

#inclusivetechnology **#communication** **#disability**

[The Presumption of Competence: Implications for Educators](#)

preschool – yr12

Dr Leanne Longfellow – Director, Inclusive Education Planning

Presuming competence means that every student should be provided with the chance to learn, without requiring proof they can learn. When we presume capabilities within our students, we provide the environment for students to learn, grow and develop. The 'presume competence' philosophy is foundational to the disability rights movement and also plays an essential role in the education of students with disability. Participants will be able to download an e-book via a QR code on 'The Presumption of Competence: Implications for Educators' to actively participate and follow the discussion of the following topics:

- The origin of the term 'presume competence'.
- How belief in the capabilities of our students and high expectations can positively impact our approach to education.
- The danger of presuming incompetence.
- Dweck's growth mindset and Vygotsky's Zone of Proximal Development and where they fit with 'presume competence'.
- The limitations of 'presuming competence'.
- How 'presume competence' has been misused to defend pseudoscientific and unvalidated interventions like facilitated communication and rapid prompting method

#disability

#presumedcompetence

#implicationsforeducators

[Year 7 to High School – Progress Update](#)

preschool – yr12

Pamela Kent – Director School Implementation, Year 7 to High School

Anna Baulderstone - Program Manager, Year 7 to High School

Year 7 to High School Specialised Education Options for students with disability. A project update for teachers of students in specialised education options.

#curriculum

#transition

#yeareseven

#disability

#specialisededucationoptions

[Dysgraphia: What it is and How to Support Students](#)

f – yr12

Libby Brown – Manager, SERU

Dysgraphia is a specific learning disability with impairment in written expression. This workshop will explore the two types of dysgraphia and how to intervene for students who cannot get their ideas down on paper. The session will discuss the importance of teaching handwriting skills and strategies to support written language. Participants will have an opportunity to look at different interventions suitable for the different levels of schooling.

#learningdisability

#literacy

#curriculum

#differentiation

[Supporting vulnerable Aboriginal students focusing on Language through an EALD Lens](#)

Vanessa Dempsey - Aboriginal Community Education Team Leader

preschool – yr12

This presentation will connect the Aboriginal Education Strategy and EAL/D hub, training and resources. The need for all educators to undertake the on-line training will be highlighted, by providing a snapshot of Aboriginal traditional languages and Aboriginal English and successful steps to achieve learning outcomes for Aboriginal EAL/D learners.

#engagement

#communication

#EALD

#aboriginalstudents

[Autism Spectrum Disorder and How you can Help](#)

preschool – yr2

Rachel Robinson – Special Educator

An investigation of how a child is diagnosed and how to work out a child's 'Barriers to Learning' based on the DSM-V criterion and how they present in the kindergarten/school environment. Participants will focus on children in their class/centre who have an ASD diagnosis and work out each child's barrier to learning using the criterion as a guide.

#learningdifficulties #disability #autism

[What is attachment and how does it impact students in the classroom?](#)

preschool – yr2

Scott Olver – Senior Psychologist

Attachment theory proposes that early relational experiences between infants and their caregivers form a prototype for future social relationships, and describes a number of different styles of relational attachment.

This presentation will briefly overview attachment theory and the different styles of relational attachment, with a focus on the implications for student engagement and how educators can best support their needs.

#mentalhealth #wellbeing #attachment #attachmenttheory

[Supporting Individuals on the Autism Spectrum who use Augmentative and Alternative Communication \(AAC\) to Expand on their use of Different Communication Functions](#)

preschool – yr12

Anna Kopsaftis – Senior Speech Pathologist Rebecca Hudson – Speech Pathologist

This presentation is focused on increasing the participant's knowledge about the power of communication functions. We will specifically focus on how to support individuals on the autism spectrum who use AAC, to develop their skills to communicate for a range of purposes – there is so much more to communication than just requesting!

[Aligning Aims and Goals \(SMARTAR\) within the construct of the One Plan Presentations](#)

[Aligning Aims and Goals \(SMARTAR\) within the construct of the One Plan for– Preschool years](#)

Swati Phatak

This workshop will support Early Years educators to build on their current understanding of the One Plan personalised learning process for the children in their care. They will be able to develop personalised aims and SMARTAR goals aligned with the Early Years Learning Framework and Preschool Indicators for Literacy and Numeracy for the children.

#curriculum #differentiation #oneplan #personalisedlearning

[Aligning Aims and Goals \(SMARTAR\) within the construct of the One Plan for Primary Years – Australian Curriculum](#)

Louise Barker

The session includes how to use the One Plan module to document and support the key elements of a personalised learning approach. The session will demonstrate how to develop aims and goals (SMARTAR) aligned to the Australian Curriculum that support student inclusion, progress and achievement in primary settings.

#curriculum #differentiation #oneplan #personalisedlearning

[Aligning Aims and Goals \(SMARTAR\) within the construct of the One Plan for Secondary \(Years 8-10\) – Australian Curriculum](#)

Jenni Thompson

The presentation includes how to use the One Plan module to document and support the key elements of a personalised learning approach. The session will demonstrate how to develop aims and goals (SMARTAR) aligned to the Australian Curriculum that support student inclusion, progress and achievement in secondary settings.

#curriculum ***#differentiation*** ***#personalisedlearning*** ***#oneplan***

[Aligning Aims and Goals to within the construct of the One Plan for Secondary - SACE](#) Hermione Farmer

The presentation includes how to use the One Plan module to document and support the key elements of a personalised learning approach.

The session will demonstrate how to develop aims and goals linked to the SACE curriculum that supports senior secondary students achieve learning linked to aspirational post- school outcomes.

#curriculum ***#differentiation*** ***#oneplan*** ***#personalisedlearning***