

# Regional Support Services E News



Limestone Coast

Issue 2, May 2009

## Welcome to New Staff

Positions in our team are gradually beginning to fill as the year progresses and it is with pleasure that we welcome our latest members.

### Disability Coordinator 1.0

Lyn Mackenzie comes to us from MacDonald Park Primary School with a wealth of experience working with children with disabilities and learning difficulties. Lyn is replacing Wendy Pocock, who is on long service leave for this term.

### Speech Pathology Professional Support 0.4

Jane Burns has been appointed to support our speech pathology team and is joining us from the Eastern Region, where she works as a Speech Pathologist and Project Officer.

### Speech Pathology Assistant 0.8

Judy Blachut has once again taken up the reins of this role and supports the work of the speech pathologists, by working individually with children identified by them and preparing resources required.

### Hearing Services

Paul Edgeworth is being employed on a temporary basis to assist with acoustic measurements and developing learning pathways, in selected sites, with students with hearing impairments.

### Social Work 0.7

Liz Harris is returning to DECS from her time at Child and Adolescent Mental Health Services and will fill the much needed social worker role.

### VACANCIES

#### Student Attendance 0.6

This position has been advertised and hopefully will be filled shortly.

#### Educational Psychologists (3.0) and Speech Pathologists (1.7)

These vacant positions have been advertised state wide.

### FAREWELL

It is with regret that we say goodbye to Lucy Waugh who has left to take up a Speech Pathology position with Community Health in Mt Gambier. We will miss her dedication to the role and her bubbly personality. She was greatly respected for her work in sites, but hopefully we can still stay in touch through our contacts with Health.

### Inside this issue:

Professional Development Opportunities	2
District Events	2
Planning & Implementing a Differentiated Curriculum	3
Resources and Websites	4
Literacy Programs	5
Training Programs of Interest	6
Bright Ideas Curriculum Modifications	7



Jane Burns



Paul Edgeworth



Judy Blachut



Lyn Mackenzie



Liz Harris

# Professional Development Opportunities & Events

## Tucker Signing

With Sally Sudweeks.

Where: In Mount Gambier TBA

When: 12<sup>th</sup> June 2009

Time: 9.00am - 3.00pm

Cost: \$110

This includes a Tucker Signing Manual for each participant

Registration to Melaleuca Park

Contact

[rachel.passauer@melaleuca7.sa.edu.au](mailto:rachel.passauer@melaleuca7.sa.edu.au)

## Makaton Keyword Signing

Services

When: June 10<sup>th</sup>  
9.30am - 3.30pm

Where: Commodore, Mt Gambier. Cost:

\$88.00 per person. Register with the Gowrie Training Centre (PSC)

online [www.pscsa.org.au](http://www.pscsa.org.au) and en-

quire [info@pscsa.org.au](mailto:info@pscsa.org.au) or call 08 8531 1111



## The Picture Exchange Communication System (PECS) Basic Training Workshop

Facilitated by Sophie Kerr - Pyramid Educational Consultants Australia

Where: EDC, Milner Street, Hindmarsh When: 14-15 July 8.30am - 5.00pm Cost: \$352.00

Contact: Annie Jarvis (08) 8462 0656 Registration and payment needed by 13th May.

## Social Stories

Presented by Carol Gray, the creator of Social Stories

Comic Strip Conversations.

When: 28-29 May. Where: Adelaide Festival Centre. Visit

[www.autismsa.org.au](http://www.autismsa.org.au) email [conference@autismsa.org.au](mailto:conference@autismsa.org.au) or call

8379 6976.



## Health Support Planning

[www.chess.sa.edu.au](http://www.chess.sa.edu.au)

Where: EDC, Milner Street, Hindmarsh

When: Thurs 2 July & Fri 3 July

Introduction to Health Support Planning 2/7 9.00am - 12.00pm

Medication Management in Education 3/7 12.30pm - 3.30pm

Oral Eating and Drinking Support 3/7 8.45am - 12.30pm

Transfers and Positioning Support 3/7 1.00pm - 4.00pm

Registration: SSOs & ECWs be funded by DECS, a registration

fee of \$60.00 per module is required for all other participants.



## Making Sense of the Senses Workshop

Gillian Griffiths OT

Gain a comprehensive understanding of sensory processing; how it impacts on attachment, self-regulation and Functional activities, Adelaide 16-18th June UniSA, City West Campus.

Cost: Day One only \$185.00

Contact Shannon Downey on [shannon@zelus.com.au](mailto:shannon@zelus.com.au)

or 0439 077 854



## SPECIAL EDUCATION EXPO 2009 (ADVANCE NOTICE)

More information will be released on this at a later date, but currently they are calling for presenters.

When: 6<sup>th</sup> July - 8<sup>th</sup> July plus Pre-Expo workshops on 4<sup>th</sup> July

Where: EDC, Milner St, Hindmarsh Expo web site:

[www.decs.sa.gov.au/speced](http://www.decs.sa.gov.au/speced)

## TextHELP Read and Write Gold

Free Read and Write Gold workshops.

When: May 28 & 29 Adelaide

These workshops are designed to assist participants in achieving their credentialing as a certified trainer in Read and Write Gold.

Further details and registration details can be found at <http://www.spectronicsinoz.com/register/workshop/texthelp-australian-tour-may-09>



## Penola Coonawarra Arts Festival 2009 Little Kids, Big Kids Art Zone

Sat & Sun 16<sup>th</sup> 17<sup>th</sup> May

Í 5 f h · Z c .f Kathy

Mabon & Roz Minion

Sat 16 May 1.00pm - 3.00pm

**Herbs : Garden to Plate!**

Ian Perry and Callum Haygarth

Sat 16 May 11.00am - 1.00pm

**Puppets on the Go!** Sharon Callen

Sat 16 May 1.30pm - 2.30pm

**Flying High - Kite Making** Ted

Mellor, Moonbird Kites, Port Fairy

Sat 16 May & Sun, 17 May 3.00pm

- 5.00pm (Sat), 10.30am -

12.30pm (Sun)

**Belly Dancing Workshop and**

**Performance** Kath Suclan

Sun 17 May 12.30pm - 1.30pm

**The BMX Trickster from Oz** Circus

performance and Workshop, Scott

Hone

Sun 17 May 1.30pm - 3.00pm

**Ticklish Allsorts A World of Music**

and Dance Splash Theatre

Company

Sun 17 May 3.00pm - 4.00pm

**Bookings:** Penola Coonawarra

Visitor Information Centre

08 8737 2855



## MOUNT GAMBIER DEVELOPMENTAL PLAYGROUP

For: Children with additional needs in one or more developmental areas.

There is NO COST

Fridays 10am-11.30am - 8 May, 22

May, 5 June, 19 June

Acacia Kindergarten

Wimmera St, Mt Gambier

Contact : Inclusive Directions

8725 0211



# Planning and Implementing a Differentiated Curriculum

As educators we need to ensure that we are appropriately implementing *Standard 3 of the Disability Standards for Education* concerning curriculum design, accreditation and delivery. (DECS On the Same Basis 2007)

## What does this mean in practice?

Curriculum is *planned* to meet the needs of all learners.

Curriculum is *delivered* in a variety of ways to meet the needs of all learners.

A range of *assessment* options is planned and made available.

Appropriate *accreditation* can be obtained.

## What is a differentiated classroom?

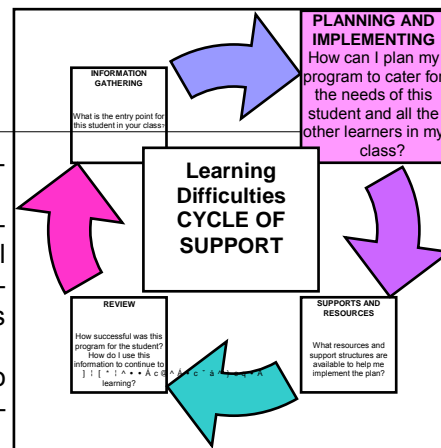
Differentiated Curriculum refers to teaching that is adapted to take into account the individual differences and needs of students in any one classroom. We can ap-

proach this in two ways by using

1. Universal Design for Learning (UDL) principles that will impact on the different accommodations, teaching strategies and resources used
2. Appropriate planning tools to develop program and assessment tasks.

## What is Universal Design?

UD originated in the field of architecture with such items as wider or automatic doors, lever taps or Yæ | \ ð Ö [ } q c Á Yæ | \ sounds. In UD it is essential that access features are planned for and built in, not added as an after thought. Similarly the design of instructional materials and activities should allow the learning goals to be achievable by all children despite their broad differences in abilities; by means of flexible curricular material, and not added afterwards but planned



prior to the commencement of any learning activity.

**Principles of UDL** are multiple means of

Engagement (increased motivation)

Representation (acquiring knowledge)

Expression (showing what is known)

Learning goals for the whole class may be the same but through UDL everyone can access and participate through multiple means.

## Partial Participation

The principle of partial participation acknowledges that all students with disabilities can acquire many skills that will allow them to function, at least in part, in a wide variety of activities. The key is meaningful participation, ie how can a student participate with help or adaptations in a way that maximizes his or her skills throughout the length of the activity.

the student participate in this activity

< Just like the typical student or with some minor changes?

< Or with adapted materials or expectations?

< Can the student be with the group but be working on an activity that fulfills a different purpose?

< Can the student be working in another part of the room on a task related to his or her educational priorities?

< Can the student do an out of class activity that is relevant to educational priorities and to classroom expectations?

## Curriculum Planning

When planning a unit of work some teachers find it helpful to ask:

< Do I need to make any adjustments at all?

< Would technology help some/all students?

< Do some students need material presented differently?

< Should some students present their work differently?

< Will all students be assessed in the same way?

< Will some students need additional or different goals? (Giorcelli et al 2006)

## All Most Some Planning Tool

This planning tool (Schumm Vaughn & Leavell 1994) is a great basis to use for planning your program taking into consideration:

What ALL will learn/do (Including students with learning difficulties or disabilities)

What MOST will learn/do (Average Students)

What SOME will learn/do (High Achievers)

Many teachers program for the middle section as this is where MOST students fall. Teachers feel that if they cater to their needs the majority of the class is covered. However this then excludes those at the bottom and top end of the learning spectrum and means they get a very watered down and compromised curriculum. So always plan in advance for everyone to be able to participate and achieve.

Useful planning proformas to assist in recognizing and overcoming current curriculum barriers plus *All Most Some Planning* are available. If you are interested in learning more perhaps your site would like to participate in a staff training on *Differentiating Your Curriculum*. For more information on these proformas, the training package or the references used for this article please contact Gwen Waters. [waters.gwen@sau.gov.sa.gov.au](mailto:waters.gwen@sau.gov.sa.gov.au)



# Resources and Websites



**Anaphylaxis Australia  
The Allergy in Prac-  
tise Information Kit**

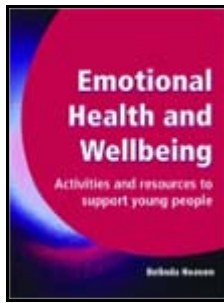
[www.allergyfacts.org.au/](http://www.allergyfacts.org.au/)

This pack contains Severe Allergy Trainer, A3 Action Plan poster and EpiPen® FAQ booklet. Cost \$40 Available from the website.



**AdaptedLearning.com**  
[www.adaptedlearning.com/](http://www.adaptedlearning.com/)

Have you seen the new online collection of over 14,000 Boardmaker boards now available at AdaptedLearning.com? Most are available for download for free! If you are a regular Boardmaker user, it is well worth a visit.



**Emotional Health and Wellbeing**

by Belinda Heaven provides activities and resources to promote a whole-school approach to

emotional wellbeing. This exciting resource helps teachers engage young people in stimulating discussion and activities. Successfully trialed, its focus is on social skills, empathy, motivation, managing feelings and self-awareness. Suitable for Secondary ages: 11-18. Pack also includes CD Rom and PowerPoint presentation. Cost \$140 Available from The Brinary <http://thebrinary.com/>

**Windmill Educational Pty Ltd**  
[www.windmill.net.au](http://www.windmill.net.au)

seat wedges and disco balls that are great for helping those children who require sensory feedback to sit in one spot - either on a chair or on the floor. Also sensory balls are available.



Seat Wedge \$55 .  
Seat Wedge Junior \$47.50



Disco Sit \$59.95  
Disco Sit Junior \$49.95



Sensory Balls  
10cm \$5.95  
21cm \$8.95



**Time Timer CD Version**  
[www.suelarkey.com](http://www.suelarkey.com)

The CDS are amazing as the student can be using the computer and visually see on the computer how much time they have left. You can actually select the sound, even has a train sound! (OH and you can LOCK the CD on more than one computer. Cost \$35



**Autism ì Online training**

The *Positive Partnerships: supporting school aged students on the autism spectrum* online learning platform is now live and can be accessed via the website [www.autismtraining.com.au](http://www.autismtraining.com.au). The first on line module *An introduction to Autism* is now available. This is a self paced interactive learning module freely available to all school staff, parents and other professionals. To access the online platform follow the link at the top of the home page, register , complete the User Details and then go to *My Learning* to access the online module. Once you are registered you will be notified when additional resources and materials are added to this site. Please contact [aaaetc@autismspectrum.org.au](mailto:aaaetc@autismspectrum.org.au) for additional information.

**Practical Communication Programs**

Sue Larkey  
[www.suelarkey.com](http://www.suelarkey.com)

Communication is the biggest area of skill deficit in most children with an autism spectrum disorder - whether it is little to no verbalisation, social skills or simply understanding spoken language. This book provides a seven step program, over 200 communication strategies and tools to improve communication and behaviour in children with an ASD and other developmental disabilities. It is an essential resource for teachers, teacher assistants and families wanting to develop communication skills in children with an autism spectrum disorder. Includes worksheets, step by step guides to developing communication programmes and numerous Boardmaker symbols and communication boards. Cost \$45



## Inclusive Technology

<http://www.inclusive.co.uk/index.shtml>

The very best educational software, switches and computer access devices, communication aids and assistive technology for learners with special educational needs.

Look for *Makaton Symbols* on CD that can be placed on the page, resized or printed out. They can be used with Clicker, Word and Publisher.



# Reading Programs



## Reading Doctor

[www.readingdoctor.com.au](http://www.readingdoctor.com.au)

Bartek Rajkowski is a Speech-Language pathologist specialising in the assessment, diagnosis and remediation of reading and writing difficulties. He is currently completing a PhD investigating the underlying cause of literacy difficulties at the Flinders University. His primary interest is in the relationship between speech, language, auditory processing and literacy skills. His PhD is an investigation of the underlying phonological processing skills in children with Dyslexia and Auditory Processing Disorder (APD).

Bartek began to develop *ReadingDoctor® Software* - software designed to strengthen the skills known through research to be crucial in literacy acquisition. ReadingDoctor® Software uses a

unique teaching platform which includes a graded, self-adjusting multisensory mnemonic system. The system automatically identifies student strengths and weaknesses and provides learning support for difficult or not yet developed skills while eliminating tasks in which the student already excels. The first ReadingDoctor® Software title, *Reading-Ü [ ~ } â • ï Á F Á Ú, i* was released in April 2008 and enables parents, teachers and clinicians to easily and effectively teach crucial foundation reading skills such as letter-sound knowledge, phonemic awareness, blending, segmentation and sight word knowledge to beginning and struggling readers.

The software is quickly being recognised as a major achievement in the field of literacy instruction

and is being described by educators as a breakthrough in teaching children how to read. Bartek regularly presents training and development workshops on literacy development, literacy difficulties and ReadingDoctor® Software to schools in Australia. He and the LearningScience® Pty Ltd team are currently working on a number of new ReadingDoctor® Software programs.

Pro is available from the website [www.readingdoctor.com.au](http://www.readingdoctor.com.au). For more information, please contact: LearningScience® Pty Ltd Phone: 1300 66 99 40 Fax: 08 8331 9884 Email: [enquiry@readingdoctor.com.au](mailto:enquiry@readingdoctor.com.au)

## MULTILIT

<http://www.multilit.com/>

*Learning to read is one of the most important skills a child can learn. It is the key to all future academic success. But some children find learning to read especially difficult and they need effective assistance based on sound scientific principles and research.* Children who have failed to learn to read in the first few years of schooling need intensive, systematic reading instruction if they are not to fall further behind, or even become complete non-readers. Evidence shows clearly that students with reading problems, taught by these methods, can and do make extraordinary gains in literacy skills over short periods of time - hence, they make up lost time in literacy.

MULTILIT, a research-based initiative of the Macquarie University Special Education Centre (MUSEC), in Sydney, Australia, is led by Professor Kevin Wheldall, Director of MUSEC and Director

of the MULTILIT Research Unit. Through continuing research and development, he and his team of Australian academic researchers and special educators published the first edition of the *MULTILIT Reading Tutor Program* in 1998. The MULTILIT Program incorporates the three key features research shows that effective tuition programs for low-progress readers need to include:

- © ± ] @ [ } ã & • q Á [ ; Á
- © sight words recognition;
- © and supported book reading in a one to one context.

The *MULTILIT Reading Tutor Program (Revised)* is specifically designed for teaching students in Year 2 and above (about 7 years of age upwards) who are reading at a level considerably below what might be expected for their age. However, this intensive, one-to-one program of instruction in basic reading skills is effective regardless of age.

MULTILIT continually trials and refines the reading programs in a variety of settings including schools and the Sydney-based



reading clinic. Our community projects help ensure that MULTILIT is also effective and making a difference when undertaken with socially disadvantaged inner-city students and Indigenous students in far north Queensland. Since 1998, over 2000 teachers and other educational professionals throughout Australia and overseas have successfully implemented the MULTILIT Program to teach thousands of low-progress readers. The *MULTILIT Reading Tutor Program (Revised)* and professional training are available to teachers, parents and other professionals.

We are considering running a training sessions in *MultLit* and *Reading Doctor* in our district in the future but can only do so if we have the numbers for this. If you feel you or your site are interested please email Graham Slarks [slarks.graham@saugov.sa.gov.au](mailto:slarks.graham@saugov.sa.gov.au)

Reading Programs

# Training Programs of Interest



## Tucker Signing Strategies for Reading

<http://www.tuckersigns.com/>

This strategy provides a powerful mental model that students need in order to decode words easily, accurately and fast! Using a system of 44 hand signs that prompt associations between letter sounds, readers see the letter(s), make a sign, and say the sound at the same time. This multi-sensory approach works wonders with students who struggle with regular reading programs. The strategy of signing phonetic sounds has been field-tested with children and adults from a variety of backgrounds in various settings, including one-on-one and large-group instruction in public and private schools - and among home-schooled children and private tutorials. With certain modifications determined by the needs of the child,

the program is effective with all populations and in any environment. Research shows that the signing strategy has been successful in meeting the original goal of the program - to build a bridge between the printed symbols and the speech sounds they represent quickly. Children move almost *immediately* from *learning* the signs to *using* them to decode unfamiliar words. Children who have been taught this strategy frequently are observed using their hands to decode words when reading for pleasure and when reading from Science and Social Studies texts during silent reading and oral recitations. Notably, many children discontinue using the signs once they have mastered the decoding process.

### Direct Benefits for Educators:

Most children of year one age or older learn all 44 signs in two to three 30-minute sessions. Perfect for active, fidgeting students be-

cause the signing inherent in the strategy interjects movement into the reading process.

Benefits to boys and ADHD students are immediate and dramatic. These groups of students have demonstrated the most immediate positive reaction to and appear to have derived the greatest benefits from the hand signs.

It shifts responsibility from teacher to student and when confronted with an unfamiliar word, beginning readers sometimes stare at an object or look intently at their teachers, waiting for help. By reminding the child to sign the word the teacher is saying, "You have the power to read this word by yourself."

Many students view the signs as a special sign language or "secret code." The behaviors involved in the signing process provide the teacher with insight into what mental processes are taking place in the child's mind.



## Positive Behavioural Interventions for People Using Challenging Behaviour

(Excerpts from the training presented by Tan Curtis - Clinical Behaviour Manager & Counsellor) [www.fabic.com.au](http://www.fabic.com.au)

This small part of the training is looking at the *Sequence of Behaviour* and is a useful way for us to begin to analyze the reasons behind challenging behaviours.

We first need to understand behaviour and remember that:

- < difficult behaviour serves a purpose (function/s)
  - < is preceded by low-level behaviours (early indicators)
  - < the prime goal of intervention must be education
  - < and effective intervention involves changes in each person
- There are often antecedents to

challenging situations involving where and what is happening, who is there and the current physical and mental state of those involved and their ability to manage the particular situation. What may be challenging for one person may not be for another so we need to consider various perspectives.

Changes in behaviour are a person are in a challenging situation and they do not have the required skills to manage effectively.

Problem behaviours often work for an individual to make the challenging situation less challenging when all other attempts have failed.

By analyzing the functions of behaviour we are well on the way to be able to move forwards in teaching more appropriate ways of dealing with challenging situations. For more information check out the website of FABIC.

We need to find out how this difficult behaviour resulted in the person becoming less anxious about

the situation they found challenging? Did it result in avoidance, escape or attention?

Did it change the sensory stimulation for the person?

Or give him or her greater control over a situation therefore decreasing anxiety?

Or has it resulted in another person changing their reaction from one they didn't like to one they preferred?

Has it resulted in the person being able to complete an activity they prefer rather than that what was expected?

Has it resulted in them having an item or object they previously did not have access to?

Or changed their internal state?

By analyzing the functions of behaviour we are well on the way to be able to move forwards in teaching more appropriate ways of dealing with challenging situations. For more information check out the website of FABIC.

... serves a purpose ... another form of ...

### General Curriculum Modifications

Preparation is the key to having a broadly inclusive classroom. As a teacher, planning should be done according to the principles of universal design, that is, realising that a number of students with different strengths and weaknesses will require access to each particular lesson. Points to focus on when planning include using easily adaptable materials, thinking about what skills are needed to complete the activity, using flexible learning strategies, and ensuring support is available if required (Renzaglia et al., 2003). Other important considerations with regard to curriculum and instruction include making sure the student(s) concerned does not have to leave the classroom at a crucial learning time and planning time to teach learning strategies. All students will benefit from a variety of group activities, such as with buddies or small groups, as well as individual instruction. Instruction should be provided in a step-by-step manner and students should be allowed extra time to complete work where necessary. Using a computer for instruction and learning activities can also be a useful tool (Vaughn et al., 2007).

### Students with Learning (Cognitive) disabilities

Students with cognitive disabilities (Mateer, 2001, p. 451). Information should be repeated and/or summarised when needed, often more than once. Vital information should be specified. When speaking, the teacher should do so in a slow and clear manner and be facing the student. Oral instructions can also be accompanied with written or pictorial instructions. When responding to the teacher, students with cognitive disabilities are supported in using nonverbal gestures (Sohlberg & Mateer, 2001).

Small group work is beneficial as it minimises distractions caused by other class members, and students work best when asked to concentrate on one thing at a time. Small breaks between lessons help students to transition from one activity to the next (Sohlberg & Mateer, 2001).

Students with cognitive disabilities often have problems with memory and therefore with learning. Teachers should practice checking for understanding with any learned information before proceeding to teach new information. Re-teaching information and the student repeating information are strategies that have proved useful. Lessons need to be highly scaffolded, but instructions should be given one at a time or provided in written form.

It is imperative that teachers discover the best way to help each student to remember information, whether it is by mental pictures or by linking new information with previously learnt information (Sohlberg & Mateer, 2001).

Assistance will often be required with problem-solving and work may need to be simplified when the student is struggling (Sohlberg & Mateer, 2001).

### Attention Deficit Hyperactivity Disorder (ADHD)

Computers can be utilised in spelling and reading and in formal computing and keyboarding lessons. Teaching students with ADHD to use word processing programmes, especially those that use predictive word software, *Text to Voice* software and *Voice Activated Software*, can enhance learning and increase levels of concentration (Davies & Le Messurier, 2002).

These students will benefit from reading, writing and spelling lessons that are sequential and consistent and that provide strategies for learning. Strategies to help students with ADHD to succeed at school include giving the student(s) some time of individual instruction each day, allowing more time in tests and exams, lowering the overall volume of work and helping students to structure the task so that they can see the big picture (Davies & Le Messurier, 2002).

As reading and writing often proves difficult for these students, alternatives should be offered wherever practicable. For example, providing scribes, audio/video recorders and reading buddies. All assignments and homework should be given to the student in written form before they are given to the rest of the class (Davies & Le Messurier, 2002). When students with ADHD are being marked on their work, oral presentations should often be allowed and marks for structure and spelling can be separated from the marks for content so that the student understands that their ideas and knowledge are appreciated (Davies & Le Messurier, 2002).

[www.decs.sa.gov.au/limestonecoast/](http://www.decs.sa.gov.au/limestonecoast/)



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

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