

“Teaching & Supporting Students with Special Needs”

8th National Conference

RETHINKING REDEFINING REDESIGNING

Thursday 30th August & Friday 31st August, 2018

Melbourne Cricket Ground, (M.C.G)
Brunton Avenue, Richmond
Melbourne, Victoria
Australia

**30 WORKSHOPS TO CHOOSE FROM OVER 2 DAYS.
THE BEST SPECIAL NEEDS CONFERENCE in 2018.**

TARGET AUDIENCE

All Teachers.

Education Support Staff.

Anyone Interested in the Education and Welfare of Children with Special/Diverse Needs.

Teaching and Supporting Students with Special Needs

DAY ONE – Thursday 30th August, 2018

8.30am onwards	Registration		
9.00am – 9.10am	House-Keeping details for the Conference		
9.10am – 10.20am	Keynote address by	Andrew Fuller	“Neurodevelopmental Differentiation (NDD) -Identifying Learning Strengths”
10.20am – 10.30am	Debrief of key-note address		
10.30am – 11.00am	Morning Tea		
11.00am – 12.30pm	Workshops (A – E)		
	Workshop A	Ron Thomas	“Catering to the Gifted Student”
	Workshop B	Dr Carl Parsons	“Dealing with Students with Intellectual Disabilities”
	Workshop C	Sally Learey	“Building Positive Relationships with Special Needs Students (ASD /Anxiety) Through Understanding Their Behaviour and Needs”
	Workshop D	Rachel Colla	“Hope Matters: Unlocking Potential for our Youth to Thrive”
	Workshop E	Greg Mitchell	“The Parent Puzzle”
12.30pm – 1.15pm	Lunch		
1.15pm – 2.40pm	Workshops (F – J)		
	Workshop F	Shirley Houston	“Dyscalculia: Diagnosis and Intervention”
	Workshop G	Ron Thomas	“Catering to the Gifted Student” - Deep Thinking – practical philosophy and ethics for students
	Workshop H	Dr Carl Parsons	“Strategies & Techniques for Students with Autism”
	Workshop I	Sally Learey	“Stress and Anxiety Management for both Practitioners and Students”
	Workshop J	Rachel Colla	“Authentic Purpose: Assisting Students with the Challenges of School and Beyond”
2.45pm – 4.15pm	Workshops (K- O)		
	Workshop K	Greg Mitchell	“How to make your Team Work”
	Workshop L	Dr Carl Parsons	“Effectively Planning & Implementing I.L.P’s”
	Workshop M	Charlinda Parsons	“Teaching Strategies for Students with Sensory Processing Difficulties”
	Workshop N	Jules Haddock	“Strategies to Support Students with Anxiety”
	Workshop O	Shirley Houston	“Strategies for Supporting Students with Low Working Memory”

Day TWO – Friday 31st August, 2018

9.00am – 10.00am	Keynote address by	Greg Mitchell	“The Elemental Truths of Teaching Special Needs”
10.15am – 10.45am	Morning Tea		
10.50am – 12.00pm	Workshops (P - T)		
	Workshop P	Emma McCarthy	“Universal Design – Practical Strategies to Assist Students with Diverse Needs”
	Workshop Q	Greg Mitchell	“Autism in Mainstream Classrooms”
	Workshop R	Jo Prestia	“Practical Strategies to Support Students with Special Needs”
	Workshop S	Karen Starkiss	“Creating an Inclusive Learning Environment for Students with Dyslexia and other Learning Difficulties”
	Workshop T	Jim Sprialis	“Using Assistive Technologies to Support Students with Reading Difficulties”
12.00pm – 12.45pm	Lunch		
12.50pm – 2.00pm	Workshops (U - Y)		
	Workshop U	Emma McCarthy	“Functional Behaviour Support”
	Workshop V	Kate Johnson	“Embracing Pre-Teen Students on the Autism Spectrum”
	Workshop W	Jo Prestia	“Teachers and LSOs Working Hand in Hand”
	Workshop X	Karen Starkiss	“The Big Five Essential Skills for Reading for all Students particularly those with Learning Difficulties”
	Workshop Y	Jim Sprialis	“Using Assistive Technologies to Support Students with Written Language Difficulties”
2.05pm – 3.15pm	Workshops (Z - DD)		
	Workshop Z	Kate Johnson	“Building Collaborative Communication Practices with Parents”
	Workshop AA	Emma McCarthy	“Preparing for Learning by Learning to Play”
	Workshop BB	Greg Mitchell	“Can you teach in Special Needs and remain human?”
	Workshop CC	Karen Starkiss	“Using games to Develop Language & Vocabulary”
	Workshop DD	Jim Sprialis	“Showcasing Enhanced Educational Materials to Assist Students with Additional Needs”
3.15pm – 3.45pm	Closing Address - Greg Mitchell		

Focus of the Conference

1. Showcase the attributes of Special Needs Children through the Key-Note /Workshop Presentations.
2. Understand more fully the nuances of Students with Special Needs in order to develop new units/programs that can better support and progress these students through their schooling experience.
3. Brilliant ideas and strategies to understand, inform and support our young people.
4. Embrace through the two day immersion experiences, the new ideas/strategies that can be implemented into the classroom to better support students with Special Needs.
5. Allow the opportunity for participants to network through the Sessions/Morning Teas/ Lunches.

Keynote Speakers



Andrew Fuller - Day One.

Key Note Address

“Neurodevelopmental Differentiation (NDD) -Identifying Learning Strengths”

Neurodevelopmental differentiation (NDD) involves parents and teachers helping students to increase the effectiveness of each of their brain system areas and finding ways to have students succeed by compensating for areas that are taking longer to develop. This may require teachers making small but significant changes to their teaching practice. For example, using flexible groupings or giving visual prompts to students who struggle to follow verbal instructions. It also involves teaching students about their brains and how they learn so they can use their strengths to overcome obstacles to learning. Catering for these differences is what we call Neurodevelopmental Differentiation.



Greg Mitchell - Day Two.

Key Note Address

“The Elemental Truths of Teaching Special Needs”

If you've done any research on teaching special needs students and how to be happy when you do it, you probably know that both happiness and special needs teaching involves certain habits.

We all have a “set point”... with some of us being more naturally confident than others, but this set point only accounts for 50% of our performance levels. The rest is pretty much in our control.

We all have the ability to profoundly impact our own happiness and teaching performance through our own thoughts, behaviours and habits.

Through his research and teaching career, Greg Mitchell has developed some fundamental principles around special needs teaching.

He calls these The Fifteen Elemental Truths of Special Needs Teaching.

They are...

1. You wouldn't need patience if the world was perfect.
2. There is never too much information about a special needs student.
3. Technology can transform you...
4. It's ALL about Social Skills.
5. Routine is routine.
6. Always take a break before you need one!
7. A reward system is not a reward system if it changes with your mood!
8. You need to look at the view when you are climbing the mountain.
9. Choice alchemy can make magic.
10. Parents are your friends no matter how much they loathe you!
11. Helpful people get help when they need it.
12. Now is now when the schedule says “then”.
13. There is no such thing as an average kid.
14. Smile, it's infectious...
15. Be optimistic, enjoy the insane possibility that you will succeed.

DAY ONE

11.00am – 12.30pm



“Catering to the Gifted Student”

Think Tank Race – putting thinking to the test.

How to run a truly brain testing – and enjoyable - challenge. How to use Force Field, 5 Whys, Ishikawa Diagrams and Mind Mapping to develop objective thinking skills. How to ensure divergent and convergent approaches. How to develop and use scenarios ripe for teasing the mental lobes. How to develop effective Action Plans to solve real world problems. Think Tank Race tests fast thinking, teamwork, lateral thinking and comprehension and expression skills – highly motivating..

WORKSHOP A
Ron Thomas

Ron Thomas runs nation-wide teacher professional development in Extending Gifted Pupils Across the Curriculum. ‘What a PD! Ron kept us engaged throughout and the resources he provided were excellent’. Gavin, Perth. Ron also presents many programs for G.A.T.E.WAYS (Gifted and Talented Student Extension Programs for Primaries) in Melbourne, Canberra, Brisbane and Bangkok). He was Gifted and Talented Coordinator in his last school. He is a trained Presenter for the Mindshop Excellence Program that places secondary students in industry to solve real problems for management using objective thinking tools. A truck manufacturer changed its assembly line as a result!

Target Audience: Upper Primary Teachers / Secondary Teachers.



“Dealing with Students with Intellectual Disabilities”

Increasing numbers of students with intellectual disabilities are attending mainstream schools. Almost every classroom will have about 3 children with a below average IQ. These students often struggle to “keep up” with many aspects of the Victorian Curriculum.

The topic of Intellectual Disabilities is not trendy. Few university programs offer any details about how to deal with students with intellectual disabilities.

This workshop will provide relevant background to understanding the major types of intellectual disabilities and how to help students with disabilities succeed in the classroom. An emphasis on understanding major components of how people with intellectual disabilities learn.

Participants who undertake this workshop will have a fuller understanding of Intellectual Disabilities and understand how to adjust the curriculum and teaching strategies to help students with intellectual disabilities learn.

Target Audience: Upper Primary Teachers / Secondary Teachers.

WORKSHOP B
Dr Carl Parsons



“Building Positive Relationships with Special Needs Students (ASD /Anxiety) Through Understanding Their Behaviour and Needs”

The focus of this workshop is for participants to develop their capacity to understand the behaviours and needs of students with an ASD in order to build relationships and support their learning.

Core topics

- Understanding Autism Spectrum Disorders
- Understanding the ASD Brain
- Characteristics of Students with an ASD
- Creating an Autism – Friendly Classroom

Target Audience: Upper Primary Teachers / Secondary Teachers.

WORKSHOP C
Sally Learey

DAY ONE

1.15pm – 2.40pm



“Dyscalculia: Diagnosis and Intervention”

While weakness in Maths are not uncommon, educators and parents are not aware that between 3 and 7% of students have a specific learning disability in Maths. It is most evident in particular difficulty with the basics of Maths – inability to represent sets and numerosities with accuracy and fluency. Target interventions and accommodations should be provided for these students, just as they are for those with specific learning disabilities.

This presentation will:

- Familiarize participants with the characteristics of dyscalculia
- Identify tools and procedures for diagnosis
- Describe strategies for effective intervention and
- Provide opportunity to view programs and resources designed specifically for use with students with dyscalculia

Throughout the session, participants will be involved in multisensory learning activities that could be used in their classroom to address the strengths and weaknesses of students with dyscalculia

Target Audience: Primary Teachers/Integrations Aides.

WORKSHOP F
Shirley Houston

Workshops A – E



“Hope Matters: Unlocking Potential for our Youth to Thrive”

We spend significant time in education preparing our young people for ‘what’ they want to do and ‘how’ they will get there; but how much time is dedicated to discerning ‘who’ they want to be? Discovering what matters to students allows them to develop a strong sense of identity and purpose, which can spark them to take hopeful action (Lopez, 2013). Unfortunately, less than half (48%) of students surveyed in Australia’s (2016) Gallup Poll could be classified as ‘hopeful’ – meaning they lacked abundant ideas and energy for the future. While we’ve developed many strategies to improve students’ self-control and will power to succeed, have we missed a key opportunity to unlock the motivating energy of hope? Hope works because it broadens thinking and fuels persistence (Synder, 2002).

WORKSHOP D
Rachel Colla

This workshop will outline a range of evidence-based strategies that teachers can implement to facilitate students’ development of purpose and self-efficacy to contribute to their community. This is particularly relevant for our students with special needs, as these strategies can create a unique opportunity for positive identity development and connection to community. Imagine the opportunity to tap into a reservoir of energy and creativity that enables students’ commitment and efforts to soar and build a brighter future for them and for our communities.

Target Audience: Upper Primary/ Secondary Teachers/ Integration Aides.



“The Parent Puzzle”

Helping parents of special needs children to align with your classroom expectations.

Being a parent of a child with special needs is a tough job. Despite having to learn about what your child’s disability is, what to expect and how to handle everyone else in the family. There are a whole stack of issues to deal with including guilt, grief and inadequacy.

This means that special needs parents sometimes have special needs of their own.

This means teachers often need to do a lot of counselling with parents to get them to align with the goals and aims of your classroom program.

This workshop explores the key messages teachers need to work on with parents, how to build empathy and how to wrap key messages with positivity so as to derail negativity before it sucks the smile from your heart!

Greg Mitchell, with 40 plus years of parenting experience over ten years as the grandparent of a child with a disability and nearly 40 years of teaching has a wealth of experience, empathy, honest and strategy that can give you insights and strategies that will help you assist even the toughest of parents.

Here are some of the strategies you can actively teach your parents to use in their parenting plans...

1. Keep a dual journal.
2. How to set up and use a “Break Card” card to ease the tension.
3. How to practice “Antiseptic Bouncing”
4. How to teach calm assertiveness.
5. When to pump down the volume
6. “A good night’s sleep!” what sleep hygiene is and how to use it.
7. Find a Friendships and positive networking
8. Teach the difference between co-dependency, independence, and interdependence and when to use the right one.
9. Monitor Medications
10. The joy of removing all distractions
11. How early intervention sets us up for success
12. The need to take care of yourself.

Target Audience: Primary Teachers/ Integration Aides.

WORKSHOP E
Greg Mitchell

Workshops F – J



“Catering to the Gifted Student” Deep Thinking – practical philosophy and ethics for students

Engage your students’ minds with the issues of all time – the ten greatest philosophical notions – what do they believe – and why?

Confront them with devilish ethical dilemmas – what are their hidden biases? Assumptions? Isms?

Turn them into Socrates and Plato sorting out the world in a structured debate.

Great Philosophical resources.

WORKSHOP G
Ron Thomas

Ron runs many programs for G.A.T.E.WAYS (Gifted and Talented Student Extension Programs for Primaries). He presents at The Challenge, Festivals, Journeys and Leadership Conferences in Melbourne, Canberra, Brisbane and Bangkok.

He was Gifted and Talented Students Coordinator in his last school.

As a trained Presenter for the Mindshop Excellence Program he has experience in utilising many philosophical concepts to extend thinking

Ron Thomas runs nation-wide teacher training in Extending Gifted Pupils Across the Curriculum: “Lots of practical strategies to use on a day to day basis to extend students.” Rachel, Casey Grammar

Target Audience: Upper Primary Teachers/Secondary Teachers.

DAY ONE

1.15pm – 2.40pm

Workshops F – J cont.



WORKSHOP H
Dr Carl Parsons

“Strategies & Techniques for Students with Autism”

Over the past 20 years there has been a significant increase in students with autism. Almost every classroom in Victoria has at least one student who has HFASD who could benefit from treatments provided by teachers and teacher assistants.

This workshop will cover a range of evidenced-based strategies including: use of visuals & graphic organizers, use of visual and performing arts (e.g. art, dance, drama, exercise, music, sports, etc.), use of technology and technology aided instruction (computers, game consoles, ipads, iphones, interactive programs, & video modelling), use of special interests and talents, social games, use of peers, social stories, direct instruction, and strategy instruction to name a few.

A range of program, strategies and techniques will be presented to help teachers understand the range of tools available to help students with autism.

Participants who attend this program will leave with a range of evidenced-based ideas that they can take back to their school to use with their students with ASD.

Target Audience: Secondary Teachers, Teacher Aides, School Counsellors.



WORKSHOP I
Sally Learey

“Stress and Anxiety Management for both Practitioners and Students”

Stress and anxiety can be real issues for both teachers and students.

This workshop looks at tools and techniques to manage and minimise stressors and stress and actively engage in mindfulness and wellbeing practices.

Core topics

- Self -Management Tools
- The Power of Focus
- The Physiology of Stress
- Minimising Stressors
- Stress Management Techniques

Target Audience: Classroom Assistants and Integration Aides.



WORKSHOP J
Rachel Colla

“Authentic Purpose: Assisting Students with the Challenges of School and Beyond”

One of the key challenges of education today is how we best prepare our young people to successfully transition from secondary school to the next phase of adulthood. Unfortunately, many students experience elevated psychological stress and uncertainty during this transition. This challenge calls us to be more innovative in helping our youth to navigate. This workshop will explore how we can help develop two key protective factors for this transition – Hope and Authentic Purpose.

However, this is not all about ‘sunshine and lollipops’, discounting challenges or negative experiences. Rather we are challenged to teach our students with very diverse needs to pay attention wisely to these experiences, as there is growth to be achieved, particularly as we help these students develop a sense of authentic purpose. There is power in helping our special needs students to fulfill their own purpose and meaning, not those of others. By developing a sense of authentic purpose, our students will not only have a sense of direction, but they can see how they’re giving something of value to society. They’re making the world a better place. They’re mattering.

Target Audience: Secondary Teachers / Wellbeing Co-ordinators/ Pastoral Carers.

DAY ONE

2.45pm – 4.15pm Workshops K – O



WORKSHOP K
Greg Mitchell

“How to make your Team Work”

The simple dimensions of creating Psychological Safety and Cooperative Practice

Have you ever been in a meeting that was dominated by one person while the rest of you practised facial contortions, vague sighing, complete disinterest and complete mental shut down!

This is because of a complete lack of psychological safety.

Google have done the hard yards and identified what the two simple dimensions of great teams are.

- Equality of contribution
- and
- Ostentatious Listening.

This interactive workshop demonstrates for you these two elements and shows you how to combine these with the five key areas of cooperative practice so that you will never run one of those terrible meetings ever again.

The Dimensions are

- Physically set up the face to face interaction.
- Explicitly state and explore the social skills you need
- Building Positive Interdependence
- Ensuring Group Processing
- Holding individuals accountable.

Be warned that this workshop can change your life!

Target Audience: Primary/Secondary Teachers, Teacher Aides..



WORKSHOP L
Dr Carl Parsons

“Effectively Planning & Implementing I.L.P’s”

Teachers are required to write appropriate Individualized Learning Programs for students with disabilities. However, in 2012 the Auditor General of Victoria reported on ILPs as part of the review of “Programs for Students with Special Learning Needs”. The Auditor General’s report was highly critical of ILPs and after this report the Victorian Institute of Teaching mandated that all teachers had to complete professional development of students with disabilities and ILPs. This workshop highlights the components of an ILP and how they should be written to meet ethical and legal standards. This workshop will ensure that participants leave with a better understanding of the requirements for writing and implementing ILPs.

Target Audience: Upper Primary Teachers/ Secondary Teachers.



WORKSHOP M
Charlinda Parsons

“Teaching Strategies for Students with Sensory Processing Difficulties”

This interactive workshop provides teachers with an understanding of how sensory processing difficulties might impact on a student’s ability to learn and concentrate in the classroom. It provides practical strategies for teachers to help students identify their sensory processing preferences and how to use these to assist with learning in the classroom.

Target Audience: Upper Primary Teachers/ Secondary Teachers and Aides.



WORKSHOP N
Jules Haddock

“Strategies to Support Students with Anxiety”

Supporting students with special needs requires us to understand the impact of anxiety disorders and the step from daily stress too often, crippling mental illness. This requires our need to understand the signs, symptoms and prevalence of anxiety disorders. This platform then allows us to engage in a conversation of support with children in their journey of recovery, and assist children to face their own mind fears, in managing their educational pathways.

This workshop will:

- . Identify stress and the impact of anxiety disorders upon the learner.
- . Explore the supportive conversation approaches, once anxiety is identified.
- . Methods to teach children about anxiety and the need to fight the flight response.
- . Practical support strategies to assist a child in managing their anxiety without hindering their learning pathways will be explored.

Target Audience: Primary Teachers/ Secondary Teachers.



WORKSHOP O
Shirley Houston

“Strategies for Supporting Students with Low Working Memory”

Research suggests that working memory is a better predictor of academic achievement than IQ. It is used in storing, processing and organizing information and in maintaining attention, so low working memory negatively impacts performance in a variety of cognitively demanding tasks, including reading and problem solving. This practical workshops will help teachers to identify students with working memory deficits, to make appropriate classroom accommodations and to teach strategies that support efficient use of memory.

Target Audience: Primary Teachers/ Secondary Teachers.

DAY TWO

10.50am – 12.00pm

Workshops P – T



“Universal Design – Practical Strategies to Assist Students with Diverse Needs”

Universal design for learning (UDL) is a framework to improve and enhance teaching and learning for all students based on scientific insights into how humans learn. This workshop will explore the principles of universal design and how they can be used to adapt and plan curriculum that differentiates for students by exploring multiple means of representation, expression and engagement. The workshop will offer activities that asks the participants to apply the UDL principles to their practice and provide examples of common adaptations that can be made to meet the needs of all learners in the classroom.

Target Audience: Upper Primary Teachers/Secondary Teachers.

WORKSHOP P

Emma McCarthy



“Practical Strategies to Support Students with Special Needs”

In essence not all special needs students require special education and modified programs. Accommodations can be applied to help them access the curriculum. This workshop will focus on non-funded special needs students and offer some practical ideas that can be implemented in the classroom to assist with the de-construction of the curriculum to better meet their needs.

Target Audience: Senior Primary and Secondary School Teachers.

WORKSHOP R

Jo Prestia



“Autism in Mainstream Classrooms”

The confusing need to differentiate for a nonstandard learner.

Internationally, around 1 in 68 children are now diagnosed with an autism spectrum disorder (ASD) meaning that a significant amount of mainstream students will have social, communication and behavioural challenges.

A recent study found that approximately 77% had children on the spectrum attending mainstream schools. There are a number of barriers to providing better and appropriate support to meet the educational needs of students with autism.

These include: funding, lack of knowledge and training, lack of specialist support staff and time, lack of appropriate resourcing and class sizes. This is not to mention several students who present with Autism despite having no diagnosis.

This highly practical workshop explores how understanding the operational style of learners with AS can enable you to recognize and engage students that have been previously withdrawn. This insightful work shop helps you analyse your teaching strategies so that they have

- Structure,
- Positivity
- Empathy,
- Low arousal, and
- Links to other behaviours.

We will also explore how we can plan to use these students highly transactional learning style to our advantage

Target Audience: Senior Primary and Secondary School Teachers.

WORKSHOP Q

Greg Mitchell



Creating an Inclusive Learning Environment for Students with Dyslexia and other Learning Difficulties.”

Dyslexia is the most common and prevalent of all Learning Difficulties. By creating a ‘dyslexia –friendly class environment, you can raise the potential for all students. There are approximately 10% of students in Australia who are dyslexic; learn how to identify these students, their strengths and weaknesses.

Be confident in creating an inclusive learning environment with strategies and approaches that are particularly successful for students with dyslexia and other LDs. Learn about accommodations, tools and technologies which will support students, allow them to learn and demonstrate what they know and understand. Participants will be provided with numerous resources to support teachers and students.

Target Audience: Primary / Secondary Teachers.

WORKSHOP S

Karen Starkiss



“Using Assistive Technologies to Support Students with Reading Difficulties”

The development of reading comprehension relies on a number of components and skills. Reading difficulties occur when there is an underuse or an over reliance of certain skills. The use of technology can support students with reading difficulties to read and comprehend more effectively.

This workshop will guide participants through a series of strategy instruction activities which can be used at the before, during and after reading stage. A range of differentiated technology options and work flows for these instructional activities will be demonstrated.

Target Audience: Upper Primary/ Lower Secondary Teachers.

WORKSHOP T

Jim Sprialis

DAY TWO

12.50pm – 2.00pm

Workshops U – Y



“Functional Behaviour Support”

All behaviour has a function. Behaviour is often communicating an unexpressed need. This workshop offers some theory on functional behavioural assessment (FBA) and activities that identify the function of student behaviours of concern, in order for more positive replacement behaviours to be taught. This approach is combined with the development of a planned approach to support the child with behavioural change using a team to provide monitoring and support for change. This workshop offers exposure to some key concepts and some FBA activities that can be applied to the classroom.

Target Audience : Upper Primary Teachers/Secondary Teachers.

WORKSHOP U

Emma McCarthy



“Teachers and LSOs Working Hand in Hand”

This workshop is an opportunity for teachers and Learning Support Officers (LSOs), Teacher Aides (TAs), or Integration Officers to explore the possibilities of working more collaboratively. There are few training programs or research data to identify skills and knowledge required to successfully establish and maintain a healthy relationship between teacher and LSO that leads to optimal learning opportunities for students with disabilities. In this workshop we will explore ideas and offer participants strategies to assist in building and sustaining these relationships in schools.

Target Audience: Teachers, Learning Support Officers (LSO's), Teacher Aides (TA's), and Integration Officers working in Secondary School settings.

WORKSHOP W

Jo Prestia



“Embracing Pre-Teen Students on the Autism Spectrum”

This workshop will provide strategy based teaching on equipping and supporting pre-teens on the Autism Spectrum. You will understand the social dynamics and challenges that can arise at this age level, personal development issues that may arise and how puberty can impact on a pre-teen who doesn't cope with change. You will hear stories where proactive modelling and policy development have had a tangible impact on all students. This workshop will also equip you with practical strategies to embrace Autism, to create a culture of worth, encouragement and to develop a strengths based approach in the classroom including communication practices and sensory needs.

Target Audience: Grade 4-6 Teachers, Chaplains and ESO's

WORKSHOP V

Kate Johnson



DAY TWO



WORKSHOP X
Karen Starkiss

“The Big Five Essential Skills for Reading for all Students particularly those with Learning Difficulties”

An extensive body of research has provided us with a clearer understanding of the skills that lead to success with reading and writing and how children learn to read. There are 5 essential skills we must teach and this workshop will provide an overview of the five areas including; Phonemic Awareness, the ability to identify and manipulate the distinct individual sounds in spoken words, Phonics; the ability to decode words using knowledge of letter-sound relationships, Fluency; reading with speed and accuracy, Vocabulary; Knowing the meaning of a wide variety of words and the structure of written language and Comprehension; understanding the meaning and intent of the text.

Target Audience: Primary Teachers/ Secondary Teachers.



WORKSHOP Y
Jim Sprialis

“Using Assistive Technologies to Support Students with Written Language Difficulties”

To be considered a successful writer, students need to know the criteria their work will be judged against. Teachers need to communicate these criteria and provide opportunities for students to develop written communication skills.

The use of technology can support students with writing difficulties to effectively and confidently communicate. This workshop will provide opportunities to explore skill building and compensatory technology options as alternate means of written communication. Technologies across a range of devices and operating platforms will be compared.

Target Audience: Upper Primary / Lower Secondary Teachers

DAY TWO

2.05pm – 3.15pm

Workshops Z - DD



WORKSHOP Z
Kate Johnson

“Building Collaborative Communication Practices with Parents”

Communication with parents is fundamental and yet can be so hard to manage when expectations are different and you have many people to communicate with. There can also be other factors that can leave both education staff and parents feeling like they are on different pages. This workshop will look at challenges that you may face building collaborative communication practices and strategies you can implement to build a culture of team work, effective communication and mutual respect, from school leadership, all the way through to the classroom. You will also be equipped with strategies on supporting high needs families who may require additional support.

Target Audience: Teachers, Disability Co-ordinators, Assistant Principals and ESO's.



WORKSHOP CC
Karen Starkiss

“Using games to Develop Language & Vocabulary”

Research indicates that students with larger vocabularies have higher school achievement in general and higher reading achievement in particular.

The workshops will examine why vocabulary development is crucial to success in reading and provide effective ways to track vocabulary acquisition. Participants will be examining why games are important and playing a number of the games to see how they can be used in groups, as a class and how they can be adapted for different abilities. At the end of the session, participants will leave with a list of games to implement immediately along with other resources to support teaching.

Students do not have a larger vocabulary because they are smarter – they are smarter because they have a larger vocabulary.

Target Audience: Primary Teachers/ Integration Aides.



WORKSHOP AA
Emma McCarthy

“Preparing for Learning by Learning to Play”

This is an introductory workshop designed for teachers of children in lower primary school and specialist settings and offers an overview of LTP. This is not accredited LTP training, the session offers practical strategies for those teachers interesting in trialing some of the LTP ideas in their classroom.

Play can be emblematic of the cognitive and emotional processes of the child and a specific intervention designed to improve a child's level of play can enable them to develop their linguistic, interpersonal, cognitive and self-regulation skills. Karen Stagnitti, occupational therapist and creator of LTP program offers an intervention to enhance pretend play to prepare children for learning. This session will focus on some of the key concepts of LTP, ideas for the development of play sessions within the context of a classroom and provide information on the assessment of play as part of a program to support students struggling with their social and emotional development.

Target Audience: Lower Primary Teachers/Teacher Aides.



WORKSHOP DD
Jim Sprialis

“Showcasing Enhanced Educational Materials to Assist Students with Additional Needs”

Learning breakdown and lack of engagement occurs when students face barriers to learning and feel marginalized by the learning experience offered. One critical component to overcoming this barrier is the provision of multimodal educational materials. But just because it's digital, it doesn't mean it's accessible. This workshop will explore content accessibility considerations and how text, audio and video can be enhanced for student access and cognitive processing. Practical ways of producing enhanced materials to be highlighted include: accessible Word and PDF documents, ePub content design, screencast creation, visualisation and transcription of audio content, Paper Replays of mathematical and scientific concepts, and captioning options for video and screencasts. Inclusive technologies across a range of devices and operating platforms will be demonstrated. Implementation considerations will also be discussed.

Target Audience: Primary Teachers/ Secondary Teachers.



WORKSHOP BB
Greg Mitchell

“Can you teach in Special Needs and remain human?”

The eight splendid truths that help you maintain your sanity.

In a recent US survey on teacher mental health it was found that...

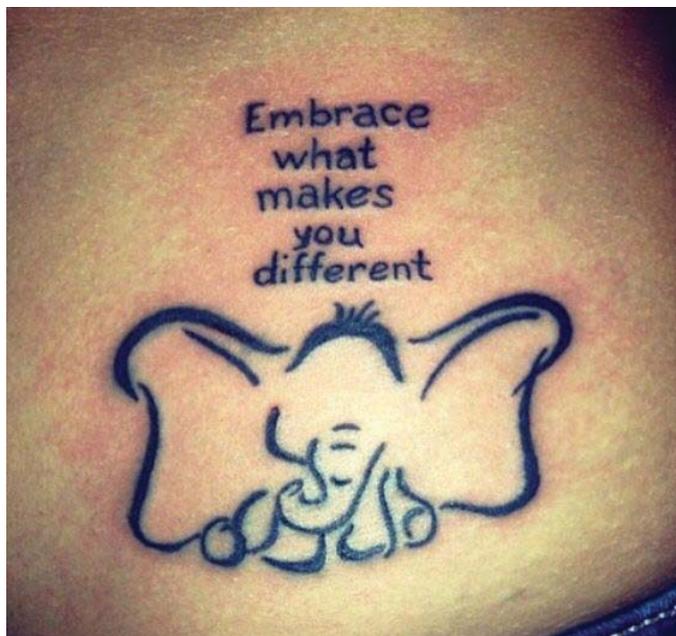
- 77 per cent of teachers reported that poor teacher mental health was having a detrimental effect on pupils' progress.
- 94 per cent of those questioned said that they felt their classroom energy levels drop when suffering from poor mental health.
- 89 per cent said that they were less creative in the classroom during these times.
- 85 per cent thought that poor mental health could adversely affect the quality of their lesson planning.
- 73 per cent believed that poor mental health affected how well they explained things during lessons and
- 72 per cent thought that their questioning skills during lessons suffered as a result of mental ill-health

Stress is the gap between who you are and who you are expected to be and stress can be crippling for many teachers.

With an upswing in expectation from parents and governments, problems with funding, job security issues and the demands of running a family; special needs teaching can be dangerous to your mental health.

Greg Mitchell starts helping you deal with these terribly worrying issues by firstly making you laugh and then takes you through the eighth splendid truths about happiness and how you can build these into your workplace.

Target Audience: Primary Teachers/ Secondary Teachers.



8th National Conference

Book early to guarantee your Workshop preferences! Critical Agendas will allocate workshops if not filled. Registration fee includes all conference materials, morning teas and lunches.

Preferences will be given to two-day bookings.

Register online

www.criticalagendas.com.au

or

Complete this registration form and return it together with your payment to:

Critical Agendas 'Teaching and Supporting Students with Special Needs'
PO Box 1427
Geelong Vic Australia 3220

T 1800 638 012

F 1800 638 021

International

T +61 3 5245 7261

F +61 3 5245 7934

E admin@criticalagendas.com.au

Booking Conditions

No applications for this program will be accepted after all vacancies have been filled. Unsuccessful applicants will have their monies refunded in full. Cancellations prior to August 9th, 2018 will incur a 25% service charge per applicant. This program will be payable in full for cancellations made on or after August 9th, 2018 or for failure to attend the program. All cancellations must be in writing and emailed to us. In the event of insufficient applications this program will not proceed and registration monies be fully refunded. In the event of this program being cancelled for whatever reason registration monies only will be refunded as Critical Agendas will not accept liability for the payment of any other associated costs. Critical Agendas reserves the right to vary the advertised programs prior to commencement.

REGISTRATION FORM

Title _____ Name _____

Position _____

School/Employer _____

Address _____

Suburb / Town _____

State _____ Postcode

Country _____

Telephone _____

Mobile No. _____

Email _____

Dietary Requirements _____

Select your workshops for each session in order of preference from 1 to 5. Please ensure each box is filled.

EXAMPLE

Day 1 AM				
<input type="text"/> 3	<input type="text"/> 5	<input type="text"/> 2	<input type="text"/> 1	<input type="text"/> 4
A	B	C	D	E

Day 1 AM (Workshops)
 A B C D E

Day 1 PM (Workshops)
 F G H I J

Day 1 PM (Workshops)
 K L M N O

Day 2 AM (Workshops)
 P Q R S T

Day 2 AM (Workshops)
 U V W X Y

Day 2 PM (Workshops)
 Z AA BB CC DD

Complete payment details below. Registration fees include GST.

Purchase Order No. (If you wish to be invoiced) _____

Name of Contact for Invoice _____

Contact Email _____

One Day	Two Days	Total
\$AU 449.00	\$AU 699.00	\$ _____
(No Split bookings)		

Please find my payment enclosed.

Cheque or money order payable to Critical Agendas

OR Visa Mastercard

Credit Card Number

Expiry Date /

Cardholder's Name _____

Cardholders Signature _____