

Teaching & Supporting Students with Diverse Needs

**Rethinking, Redefining, Redesigning
Strategies to Include, Teach and
Support Students with Diverse Needs.**

**Thursday 4th &
Friday 5th June 2020**

**Victoria Park Function Centre
309 Herston Road, Herston
Brisbane, Queensland**

**10th
National
Conference**

Target Audience: Primary & Secondary Teachers, LSOs, Education Support Staff.
Anyone Interested in the Education and Welfare of Children with Diverse Needs. 12PD Hours

Day 1 - Thursday 4th June, 2020

8.30am – 9.00am	Registration
9.00am – 9.10am	Welcome
9.10am – 10.20am	Keynote Presenter – Dr Rich Allen <i>The memory miracle: How to ensure every student can remember what you said</i>
Keynote Address Dr Rich Allen	
10.20am – 10.30am	Debrief of Key-Note Address
10.30am – 11.00am	Morning Tea
11.00am - 12.30pm	Workshops A- D <i>Physically understanding anxiety in the classroom. Viva Lost Vagus!</i> <i>Alive and Awake: Making learning vibrate with life!</i> <i>Improving the educational outcomes of girls “who benefit least from schooling”</i> <i>Differentiation for Diverse Learners</i>
Workshop A – Greg Mitchell	
Workshop B – Dr Rich Allen	
Workshop C – Dr Loretta Giorcelli	
Workshop D – Carly Lassig	
12.30pm – 1.15pm	Lunch
1.15pm – 3.00pm	Workshops E – H <i>“Preventing Contagious Helplessness” Teaching Coping Strategies for Special needs students in Inclusive classrooms</i> <i>Not another new practice! The subtle art of making change positive</i> <i>Gifted education: An inclusive approach</i> <i>Understanding and Educating Boys</i>
Workshop E – Greg Mitchell	
Workshop F - Dr Rich Allen	
Workshop G – Carly Lassig	
Workshop H - Tarun Stevenson	

Day 2 - Friday 5th June, 2020

9.00am – 9.10am	Welcome
9.10am – 10.30am	Keynote Address – Dr Loretta Giorcelli <i>Leave your differences at the gate....and other mythologies of non-inclusive schools</i>
Keynote Address Dr Loretta Giorcelli	
10.30am – 11.00am	Morning Tea
11.00am – 12.30pm	Workshops I-L <i>Autism and mainstream schools</i> <i>Co-Teaching models for 21st Century Learning</i> <i>Strategies for Supporting Students with Dysgraphia</i> <i>Using Technology to Assist Students with Reading Comprehension and Responding to Reading with Writing Fluency</i>
Workshop I – Greg Mitchell	
Workshop J – Dr Loretta Giorcelli	
Workshop K - Shirley Houston	
Workshop L – Jim Sprialis	
12.30pm – 1.15pm	Lunch
1.15pm – 2.40pm	Workshops M – P <i>Every Student is different so every teacher needs to think differently</i> <i>Strategies for Supporting Students with Low Working Memory</i> <i>Showcasing Enhanced Educational Materials to Assist Students with Processing and Comprehension</i> <i>Teaching Children with ADHD</i>
Workshop M – Greg Mitchell	
Workshop N – Shirley Houston	
Workshop O – Jim Sprialis	
Workshop P – Tarun Stevenson	
2.40pm – 3.00pm	Final Address – Loretta Giorcelli.
3.00pm	Conference Close

Focus of the Conference

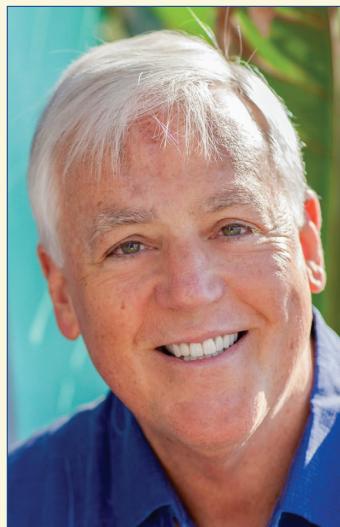
1. Showcase the attributes of Diverse Needs Children through the Key-Note /Workshop Presentations.
2. Understand more fully the nuances of Students with Diverse Needs in order to develop new units/programs that can better support and progress these students through their schooling experience.
3. Brilliant 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 Diverse Needs.
5. Allow the opportunity for participants to network through the Sessions/Morning Teas/ Lunches.

9.10am – 10.20am

Keynote address Day 1

Dr Rich Allen

The memory miracle: How to ensure every student can remember what you said



Students who struggle with recall often start believing a damaging myth: they assume they can't remember because they are 'stupid' and there's no point in trying. But what if every student in your classroom found it easy to remember complex information? How would that affect their attitude to learning? What would it do to your test results? We now know that anyone can remember anything – if they're given a strategy that aligns with their natural learning style. In this startling demonstration of how memory strategies work, discover the miraculous workings of the human memory, the power of your own mind, and how to deliberately weave highly memorable moments into every lesson.

9.10am – 10.30am

Key-note address Day 2

Dr Loretta Giorcelli

Leave your differences at the gate....and other mythologies of non-inclusive schools



Since the first Hearings of the Royal Commission into Violence, Abuse, Neglect and Exploitation of People with Disability in Sept 2019, instances of neglect, lack of support services and inappropriate management of services in Australian schools have begun to emerge. To counter the possibility that unintentional discrimination is occurring in our schools, this presentation will present some benchmarks for measuring the "Inclusion health" of any school, highlight some mythologies that have developed in the presence of non-inclusive leaders and discriminatory practices. It will also vigorously balance the ledger with examples of fair and consistent practices that favour the personal development of each learner observable in many proactive and generative schools. The role of leaders, teachers and teaching assistants in creating inclusive settings for a diverse range of modern learners will be central to this exploration.

Day 1

Thursday 4th June, 2020

10.30 am - 11.00 am - Morning Tea.

11.00 am - 12.30pm - Workshops. (A - D)

Workshop A - Greg Mitchell



Physically understanding anxiety in the classroom. Viva Lost Vagus!

We seem to be constantly in a battle between our image and our real self which means we are usually battling different levels of fear and anxiety.

What we fail to notice is that our body experiences anxiety long before you are aware of it! "Neuroception" is big fancy word created by Dr Stephen Porges which refers to our inborn unconscious awareness through our nervous system that influences in our body, in our environment, and in our interactions between people.

In other words, we detect dangers before we have time to think about it.

This nervous system, called the VAGUS, tells us about the subtle sense of safety or danger that potentially influences any interaction in the world and in many students shuts them down or makes them anxious without any knowledge on their part!

Many students with diverse needs have no explanation for why or even what they are anxious of but when you see shut down students who are "frozen" in a state of non-responsiveness, you are seeing "poor vagal tone" at work. This is involuntary. This is the body being set up through the nervous system to react to danger when there is no danger.

This is a critical understanding to how we help students to understand their body's response, being aware of physical stress and teaching them how to help them out of Deep Defensive Mode.

This workshop explores

1. How the Vagus system works
2. The three operational states of the nervous system
3. How we can create more chances for positive Neuroception
4. How to develop better Vagal tone
5. Strategies that we can use in the classroom to help reset students when they are in Deep Defensive Mode
6. Ways to monitor our own anxiety and better respond to stress

You will find this workshop informative, engaging and extremely useful no matter whom or what you teach.

Target Audience: Primary & Secondary Teachers, LSO'S.

Workshop B - Dr Rich Allen



Alive and Awake: Making learning vibrate with life!

In a diverse classroom, effective instruction means finding ways to keep all students physically, mentally, and emotionally engaged in the learning process. This fast-paced, innovative and dynamic session explains why it should happen, while simultaneously demonstrating how to put these ideas in practice.

Walk away with a grab bag full of ideas that will fill your classroom with lively enthusiasm for learning.

Target Audience: Primary & Secondary Teachers.

Workshop C - Dr Loretta Giorcelli



Improving the educational outcomes of girls "who benefit least from schooling"

We have come a long way since the promulgation of the National Action Plan for the Education of Girls in 1994 and the admonition it drew from the first Disability Discrimination Commissioner, Elizabeth Hastings (1993-1997). In that Plan the only reference to girls with special needs was to them as one of the groups in our schools who benefit least from schooling.

In this workshop we will canvass some of the gender-specific knowledge that should guide our considerations when planning and delivering the curriculum for girls with a range of special needs. The current scientific challenges to notions of boys being more impacted by learning disabilities and conditions such as ADD/ADHD will also be presented mostly garnered from the studies of girls with learning and attention difficulties from Gottenburg, Sweden.

Workshop participants are encouraged to share their observations, concerns and strategies for addressing the academic, social or executive (organisational) needs of girls with special needs in our 21st century classrooms.

Target Audience: Most appropriate for school leaders, teachers, teaching aides/ school officers, psychologists and therapists.

Workshop D - Carly Lassig



Differentiation for Diverse Learners

Differentiation is a key philosophical and pedagogical framework that can assist educators to provide an inclusive education for diverse learners in their class; however, it is widely misunderstood and misrepresented.

In this workshop, participants will learn the definition and scope of differentiation, including what it IS and

what it is NOT. In addition, we will explore the pedagogical approach of differentiation of content, process, product, and environment/affect according to readiness, interest, and learning profile, with practical examples to illustrate.

Target Audience: Primary and Secondary teachers, curriculum leaders, inclusion teachers, learning support teachers, enrichment teachers, and gifted and talented coordinators.

12.30pm - 1.15pm - Lunch.

1.15 pm -3.00pm -Workshops (E - H)

Workshop E - Greg Mitchell



Preventing Contagious Helplessness

Teaching Coping Strategies for Special needs students in Inclusive classrooms

Having good coping skills is a scientifically proven predictor of a student's ability to learn and interact in a positively helpful way. Some students seem to naturally have these skills, but others need to be taught them regularly.

All students should be taught coping skills and they should regularly be modelled for all students but

when you have students frequently having meltdowns, falling apart, crying, experiencing anxiety, having issues with friends and you are having to frequently stop to console, encourage, or settle kids down then it is really time to act.

This workshop will help you

- Improve kids' self-confidence
- Increase instruction time
- Improve students' independence
- Help students to be more assertive
- Decreases the time it takes to deal with students' crises, issues, meltdowns, etc.
- Provide students a good life-long skill
- Help to empower students
- Improve Behaviour
- Improve student problem solving
- Help student empowerment

In this workshop we will look at three levels of teaching social skills

1. Whole class approaches that establish a culture of coping and help protect us from "Contagious Helplessness".
2. Group and individual strategies to help avoid negative groups and
3. Specific strategies for individuals.

You will leave this workshop with a great collection of strategies and resources that will help you cope with keeping students positive.

Target Audience: Primary & Secondary Teachers, LSO'S.

Workshop F - Dr Rich Allen



Not another new practice! The subtle art of making change positive

Change is a teacher's constant companion. Every year, schools have to adapt to new technologies, policies, testing standards and teaching practices.

For Principals and Faculty Heads, one of the biggest hurdles to effecting fast, lasting change is natural resistance. Human beings are creatures of habit – hard wired to do the same thing over and over. But to create effective, learning environments we need teachers to get excited about doing something different – every day. In this eye-opening session, Dr Rich Allen shares subtle but powerful tactics for school leaders to get faculties to see change in a different light – and teachers to motivate students to try something new. Based on brain science and educational psychology, Rich's strategies convert the stubborn and frightened from combative nay-sayers to curious explorers.

Target Audience: Primary & Secondary Teachers.

Workshop G - Carly Lassig



Gifted education: An inclusive approach

Gifted students' needs are often not met by the 'regular' curriculum. However, gifted education is commonly criticised as having an elitist and inequitable agenda. How can we reconcile these two issues? There are equitable and productive

approaches to developing learner potential that schools can implement. This workshop will introduce varied profiles of giftedness, with activities to reflect on your own conceptions. We will also explore different approaches to gifted education and what this looks like in a school setting. You will have an opportunity to review existing gifted programs or provisions at your school and consider options for an inclusive approach to developing learner potential.

Target Audience: gifted and talented coordinators, enrichment teachers, inclusion teachers, learning support teachers, administrators, primary and secondary teachers

Workshop H - Tarun Stevenson



Understanding and Educating Boys

Learn the unique ways in which boys develop, learn and engage neurologically and relationally to better understand and help them achieve in and outside the classroom.

Topics include:

- Boys in trouble
- How their brains work
- Masculinity and relationships
- Engaging boys in the classroom

Target Audience: Primary & Secondary Teachers.

Day 2

Friday 5th June, 2020

10.30am -11.00am- Morning Tea

11.00am -12.30pm - Workshops (I - L)

Workshop I - Greg Mitchell



Autism and mainstream schools

Making school a positive experience for the autistic a student, their teachers, their parents and the school itself.

"It takes a village to raise a child. It takes a child with autism to raise the consciousness of the village."

Coach Elaine Hall

The number of students with a diagnosis of being on the autistic spectrum has increased in recent times with more and more students being included in mainstream settings with autistic traits.

This provides schools with a challenge that requires them to think closely about how they include, educate and inspire all students.

Most successful educational programs for students with autism have a lot in common.

- They start early and are intensive,
- They encourage high family involvement,
- They provide specialized professional training,
- They continuously assess student progress and
- They consistently apply the curriculum through planned teaching.

Research constantly shows us that if we want to include learners with autism in mainstream schools that it works better when

- They work in smaller class sizes.
- When school's management and organizational styles are highly structured
- When there are regular, complementary breaks during mainstream class-time
- Special functional training for autistic children is woven into the timetable
- When classmates are taught strategies to understand and support learning and relationships with autistic students

This workshop explores how schools can better cater for the needs of Autistic students by

1. Understanding Autism.
2. Welcoming parents and engaging them in planning how their child will work in the school.
3. Proactively equipping teachers with training and support.
4. Educating all students to understand autism.
5. Being focused in managing the assessment of student progress and

6. Recognising that educating autistic students is an ongoing task.

As the father of two autistic grandsons who both attend mainstream schools, Greg Mitchell has had plenty of close at hand experience of the good, the bad and the ugly school/autism interactions. He is an educator who totally believes that schools cannot just accommodate autistic students in the mainstream but must create a School where every child is valued and every child is special and included in all activities.

Target Audience: Primary & Secondary Teachers, LSO'S.

Workshop J - Dr Loretta Giorcelli



Co-Teaching models for 21st Century Learning

Over 30 years of research into collaboration and co-teaching is now able to the practice of teachers working together to improve learner outcomes, especially in those flexible learning spaces now available in the majority of Australian schools.

An examination of the 7 models of co-teaching will be carried out with participants and the fundamentals of co-teaching conduct "The 10 Effective Habits of Co-Teaching Partners" will be established based on years of classroom practice.

Workshop participants are encouraged to share their observations, concerns and successful strategies for operating successful co-taught classrooms.

Target Audience: Most appropriate for school leaders, teachers and teaching aides/ school officers.

Workshop K - Shirley Houston



Strategies for Supporting Students with Dysgraphia

Dysgraphia is a specific learning disability that impairs written expression. The signs of dysgraphia are often evident from the time that the student first learns to write, with significant difficulty experienced in writing letters and/or words accurately, neatly and fluently.

Later, difficulty writing sentences using correct grammar and punctuation is also common. Organising and expressing ideas on paper is often very challenging for the student with dysgraphia. Dysgraphia may be language-based or non-language based.

This workshop will describe the characteristics of the subtypes of dysgraphia and suggest modifications that will need to be made to tasks and expectations for each. Participants will identify accommodations they can provide to remove barriers to success in expression of ideas and learn about some remediation activities and programs targeting handwriting and written expression skills.

Target Audience: Primary and Lower Secondary Teachers and Aides.

Workshop L - Jim Sprialis



Using Technology to Assist Students with Reading Comprehension and Responding to Reading with Writing Fluency

The development of reading comprehension relies on several components and skills. Reading difficulties occur when there is an underuse or an over reliance of certain skills. A range of differentiated technology options and work flows around the Big 6 Ideas of Literacy. This workshop will focus on the use of inclusive technologies that can support students with reading difficulties to read and comprehend more effectively. Digital note taking is a critical skill to develop and participants will be guided through a series of comprehension strategy instruction activities which can be used at the before, during and after reading stage. The latter part of the workshop will also explore technologies that assist students who struggle with writing fluency when expressing ideas or responding to reading with text.

Target Audience: Primary Teachers & Middle Secondary School teachers, LSO's.

12.30pm - 1.15 pm - Lunch.

1.15 pm -2.40 pm -Workshops - (M -P)

Workshop M - Greg Mitchell



Every Student is different so every teacher needs to think differently.

Great, scary, funny truths that all teachers need to know.

Teaching is one of the supreme acts of optimism. It requires teachers to believe that every day they work with a bunch of students that somewhere or somehow an idea might connect to somebody and it will make someone's life better.

This insightful workshop is designed to review the simple truths that all teachers often think of but rarely share. Teaching has never been an easy job and if it is an easy job then you probably are not teaching.

Greg Mitchell has been a teacher for forty years and still loves doing the job. Along the journey he has had many great successes and many great failures but knows things like... Success is warm and fuzzy, but failure is cold and prickly, and you remember it much longer!

This collection of heart-warming, insightful and downright hilarious insights will help you on your hard days in the classroom.

"If kids come to us from strong, healthy functioning families, it makes our job easier.

If they do not come to us from strong, healthy, functioning families, it makes our job more important."

Barbara Coloroso.

Target Audience: Primary & Secondary Teachers, LSO'S.

Workshop N - 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. Cognitive Load Theory provides guidelines for presentation of information in a way that enhances performance. This practical workshop will help teachers to identify students with working memory deficits, to become aware of strategies that reduce the load on working memory and to make appropriate classroom accommodations.

Target Audience: Primary Teachers/ Secondary Teachers

Workshop O - Jim Sprialis



Showcasing Enhanced Educational Materials to Assist Students with Processing and Comprehension

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. 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.

Target Audience: Primary & Secondary Teachers.

Workshop P - Tarun Stevenson



Teaching Children with ADHD

Learn practical strategies to help children with attention deficit hyperactivity disorder (ADHD) succeed in school.

Topics include:

- Understanding ADHD
- How it impacts learning
- Managing Behaviour
- Strategies for engaging students

Target Audience: Primary & Secondary Teachers.

2.40pm - 3.00pm - Final Address - Loretta Giorcelli.

Teaching & Supporting Students with Diverse Needs - 10th National Conference

Title: _____ First Name: _____

Surname: _____

Position: _____

School/Employer: _____

School Postal Address: _____

Suburb/Town: _____

State: _____ Postcode: _____ Country: _____

School Telephone: _____

Mobile No: _____

Email: _____

Dietary Requirements: _____

Select your workshops for each session in order of preference from 1 to 4.

Please ensure each box is filled. EXAMPLE

3	2	1	4
A	C	D	B

Day 1 AM (Workshops)

A	B	C	D
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Day 2 AM (Workshops)

I	J	K	L
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Day 1 PM (Workshops)

E	F	G	H
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Day 2 PM (Workshops)

M	N	O	P
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Payment details, please select -

- Day 1 Only - 4th June = \$449.00 GST INC
 Day 2 Only - 5th June = \$449.00 GST INC Both Days = \$649.00 GST INC.

Total \$ _____

Option 1 INVOICE

Purchase Order No (Compulsory if school is to be invoiced): _____

Name of Contact for Invoice: _____

Accounts Payable Contact Email: _____

OR Option 2 Credit Card Payment Visa Mastercard

Credit Card Number:

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Expiry Date: /

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Book early to guarantee your Workshop preferences. Critical Agendas will allocate workshops if not filled. Registration Fee includes all conference materials, morning tea and lunch*
Preference will be given to two day bookings.

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

Critical Agendas
 "Teaching & Supporting Students with Diverse Needs"

PO Box 1427
 Geelong Vic 3220
 T: 1800 638 012
 F: 1800 638 021
 E: admin@criticalagendas.com.au

Booking Conditions

No application for this program will be accepted after all vacancies have been filled. Unsuccessful applicants will have any monies paid refunded in full. Cancellations prior to the Thursday 21st May, 2020 will incur a 25% service charge per applicant. This program will be payable in full for cancellations made on or after the Thursday 21st May, 2020 or for failure to attend the program. All cancellations must be made in writing and emailed to us.

In the event of insufficient applications this program will not proceed and registration monies paid will be fully refunded. Critical Agendas will not be accepting liability for the payment of any other associated costs.

Critical Agendas reserves the right to vary the advertised program prior to commencement.

*Some dietary requests may not be able to be met by the catering department.