



PREVIOUS LDC SEMINARS

Term 3: September 2023 - ONLINE

Supporting school-aged students with Developmental Language Disorder

Presenter: Shaun Ziegenfusz (Co-CEO / Co-Founder of The DLD Project and Lecturer at Griffith University – in childhood Speech, Language and Literacy)

Students with DLD will struggle across all areas of the curriculum (Ziegenfusz et al., 2022), as language is the default modality for teaching and learning. This presentation will explicitly address the educational needs of students with DLD (1 in 14 students), including literacy, language, numeracy, and social-emotional wellbeing, as well as outline the current research to provide high quality classroom-based support. We will explore how to ensure students with DLD can access and participate in education on the same basis as peers without DLD (Disability Standards for Education, 2005). Examples of practical strategies will be provided, including the need for collaboration between teachers, speech pathologists and families.

Term 2: June 2023 - ONLINE

The Emerging Challenges of Neurodiversity in the Classroom

Presenter: John Blythe (Principal Clinical Psychologist and Director – John Blythe Child Psychology Clinics. Adjunct Fellow – University of Western Sydney)

The concept of neurodiversity was first developed in the context of autistic people's lived experience (and a much-needed adjustment away from conceptualising living with ASD as a "disorder" that needs "fixing"). The concept focused on brain-based ASD traits that were not neurotypical, some of which were strengths, and some of which benefited from greater support, understanding and adaptation (particularly in the classroom). Subsequently, it has been applied to other neurodevelopmental and/or neuropsychiatric conditions such as attention deficit hyperactivity disorder (ADHD), speech and language disorders, specific learning disorders (e.g., dyslexia, dysgraphia, dyspraxia) and Motor Disorders (e.g., Tourette's Disorder). The benefits and challenges of utilising "neurodiversity" to describe students requiring additional support will be questioned and explored.

Term 1: April 2023 - ONLINE

Anxiety in students with learning difficulties

Presenter: Maria Ivanka Milic (Clinical Psychologist – Child, Adolescent and Family)

Anxiety is a normal emotion experienced by everyone. There are numerous triggers at school that may turn on one's anxiety including organising oneself, getting started on a task, sustaining one's focus and completing tasks, receiving

feedback and evaluation of work, and managing difficulties with learning, social interactions and friendships. There are also many outside triggers (home and community) that may have an impact on the school day.

For primary and secondary students, growing up involves the important skill of building awareness of feelings, learning skills to tolerate experiencing and speaking about the negative feelings, and learning skills to take care of one's negative feelings. As well, they need to build strategies to manage negative feelings in different contexts and in interactions with others who may also have their own way of expressing and managing their feelings.

This workshop will aim to increase teachers', parents' and other professionals' understanding of anxiety in students, and provide a repertoire of cognitive and behavioural strategies that can be used to support them in managing their anxiety at school and home

Term 4: November 2022 - ONLINE

Supporting executive functioning in students with learning difficulties

Presenters: Hayley Smith (Educational Consultant, Paediatric OT) and Katrina Sheraton-Yu (Psychologist, Educational Consultant, Teacher)

Executive functioning is a term used to describe the collection of cognitive skills needed to "execute" a goal or get a task done. While this sounds simple, executive functioning skills can be very challenging to teach in a practical way and observe increased efficiency. It is particularly important to have awareness and understanding when supporting students with learning difficulties as executive functioning skills often need to be taught explicitly. Having good executive functioning skills are essential for all students as they help them to stay focused, get organised, plan, attend to and remember instructions, and use their working memory. Katrina and Hayley have worked with these students and their families for over 15 years within a school and private clinic setting. This presentation will help you:

- identify red flags that may indicate executive function challenges
- provide practical strategies for intervention related to achieving executive functioning goals
- support executive functioning for primary and high school students at home and throughout the school day to ensure students can achieve success and thrive.

Term 3: September 2022 - ONLINE

Supporting our high school students to write – something, then more!

Presenter: Dr Samantha Hornery (Education Manager and Product Innovation, Learning Links)

Are your teenage students struggling to write a cohesive paragraph in class and exams, staring at a blank piece of paper? Does your class spend the period "writing" and end up with only a few lines, or way too many lines that have very little structure?

We measure our students' performance after 13 years of formal schooling with an array of written formal exams. This is a lot of writing!

To write an essay or extended response, your students need to write a collection of paragraphs (well sequenced) and those paragraphs need to include well-constructed sentences. For many high school, the challenges can be traced back to the single sentence level – but there are so many ways you can support them to experience success. When your students struggle to write extended responses or essays they are unable to show you what they have learnt in your class. There's got to be a better way for them.

In this seminar Sam will provide information and strategies to:

- identify the sub-skills needed for writing in the Simple and Not-So Simple Views of Writing for high school students
- pinpoint where your older students will likely experience difficulties
- include short writing tasks into the school day to build a writing habit
- develop writing scaffolds for all subjects to facilitate independent writing, and
- incorporate technological supports to facilitate writing where needed.

Term 3: August 2022 - ONLINE

Why is writing hard for our primary students and how can we help?

Presenter: Dr Samantha Horner (Education Manager and Product Innovation, Learning Links)

Do you have students in your class who struggle to write a complete sentence? Is writing stressful for some of your students, staring at the blank page, rubbing out every word (multiple times) or writing in huge letters to fill up the page?

Writing is one of the most challenging skills to develop as it relies on so many other skills – the ability to speak clearly, memory to recall what is to be written, fine motor skills to write or type it, knowledge of spelling and grammar so it can be understood by others – and that’s just for a single sentence! The writing process also takes time – time to plan, to draft, to edit and finally publish - and this can present a challenge for you with a crowded timetable. There are ways to embed short writing and writing preparation activities alongside the great teaching activities you’re already providing for your students in the primary classroom.

In this seminar Sam will provide information and strategies to:

- identify the sub-skills needed for writing in the Simple and Not-So Simple Views of Writing
- pinpoint where your students will likely experience difficulties
- include short writing tasks into the school day to build a writing habit
- use common classroom resources to expand writing skills, and
- incorporate technological supports to facilitate writing where needed.

Term 2: June 2022 - ONLINE

Including students with complex learning profiles in mainstream classrooms

Presenter: Loren Swancutt (Inclusive Education Specialist, National Convener of the School Inclusion Network for Educators - SINE)

Equitable access to age-equivalent, academic curriculum is a fundamental aspect of inclusive education. When students with complex learning profiles (eg. ADHD, Autism, etc) are included in the regular curriculum alongside peers, they achieve increased outcomes across a range of measures. Despite the benefits, curricular inclusion for students with complex learning profiles poses a challenge of practice for teachers. This presentation responds to that challenge by exploring the why, how and what of this important work, and includes an overview of the application of curriculum adjustments through a systematic process for including all students in age-equivalent, academic curriculum. Example lessons and implementation from both Primary and Secondary school contexts will be utilised.

Term 1: April 2022 - ONLINE

Behaviour Support for Students with Learning Difficulties: Using function based thinking

Presenter: Kristin Bayley (Speech Pathologist and Board Certified Behaviour Analyst BCBA)

Kristin is a strong advocate of a student-centred and function-based approach to positive behaviour support.

Effective, appropriate support for behaviours of concern can only occur once there is a clear understanding of what that behaviour achieves for the student. In this talk, you will learn about:

- The fundamentals of function based thinking when understanding and developing strategies for behaviours of concern for primary and secondary students with learning difficulties.*
- Some tools you can use to identify the 'why' of behaviours that occur across environments such as school and home.*
- Identifying preventative strategies and replacement skills: matching the 'Why do they do it?' with the 'What do we do about it?'.*
- Strategies for teaching replacement skills.*

Term 4: November 2021 - ONLINE

The science of language and reading is for everyone: Structured, explicit language and reading instruction across primary and secondary grades

Presenter: Professor Pamela Snow (Professor of Cognitive Psychology in the School of Education, LaTrobe University)

This presentation will cover the key elements of spoken and written language that teachers need to understand in order to provide structured and explicit instruction and support across primary and secondary grades. The relationship between spoken and written language will be described, drawing on findings from developmental psychology that oral language is biologically primary while reading, writing and spelling are biologically secondary. The implications of this distinction will be emphasised and important historical influences on the English writing system will be outlined. Key components of language will be discussed with reference to their importance for supporting primary and secondary students with language and literacy difficulties.

Term 3: September 2021 – Postponed due to Covid lockdown

Term 2: June 2021 - ONLINE

AD/HD: Adaptations and strategies to help success at school

Presenter: Dr Caroline Stevenson (Snr Clinical Psychologist and AD/HD Specialist)

Children with AD/HD can be some of the most charming, funny, sensitive and creative students. However, they also pose challenges for teachers as they do not enjoy sitting still, or listening and they have a strong dislike of under stimulation. The playground is a time for freedom and letting off steam but it can lead to impulsive and poorly regulated play. Furthermore, children with AD/HD have a strong sense of justice and they dislike being in trouble. This talk will explore strategies to help children with AD/HD succeed by use of

good classroom strategies, environmental modifications and supports to aid development of healthy peer relationships.

Term 1: March 2021 - ONLINE

Supporting Students with Working Memory Difficulties

Presenter: Amanda Hicks (Learning and Literacy Specialist)

This seminar will provide teachers, parents and health professionals with the latest research on Working Memory Theory and its impact on learning for children with deficits in their working memory. The seminar will not only provide theory but specific intervention strategies that can be utilised upon seminar completion. The seminar will continue to examine the impact deficits in working memory have on learning and reading and provide intervention strategies for utilisation in both the mainstream and learning support environment. The seminar will assist teachers in understanding cognitive load theory and working memory and its relationship to material design, teacher delivery and classroom design.

Term 4: November 2020 - ONLINE

Key Strategies for children and adolescents on the Autism Spectrum

Presenter: Anna Tullemans (Autism Consultant, Author and Presenter)

This online presentation will cover a variety of topics for teachers, parents and professionals that will help you understand what it means to have Autism Spectrum. It will contain information on why behaviours happen and how to work with and reduce these behaviours.

Included in the discussions will be the impact of co-morbid conditions and how these may impact the use of effective strategies. It will also incorporate information on girls who have an Autism Spectrum diagnosis, understanding how and why girls may present differently and how to support them through the ages.

This presentation will also encompass the anxiety experienced by children and adolescents on the Autism Spectrum from changes of routine that the Coronavirus has created, for example changes to schooling. We will look at strategies to help them cope in these difficult and stressful times.

Term 3: September 2020 – Postponed due to Covid lockdown

Term 2: June 2020 – Postponed due to Covid lockdown

Term 1: March 2020 – held in September due to Covid-19 - ONLINE

Language and Literacy in the Classroom: Supporting students with language-based learning difficulties. Primary or High School Session

Presenter: Dr Julia Starling (Speech-Language Pathologist, Adjunct Lecturer at the University of Sydney)

Did you know that at least 6 students in every primary and secondary classroom are facing significant

challenges to their learning, and therefore to their ability to access the curriculum, because of diagnosed or un-diagnosed language, literacy and/or attention disorders? Did you also know that there are many adaptations and accommodations that all teachers can readily employ, that can facilitate these students' ability to process and retain classroom information, and then express their knowledge and ideas effectively?

In this seminar you will be introduced to these students, the nature and impact of their learning difficulties, and, most importantly, to a wide range of strategies that can support their classroom learning. Specifically, we will be exploring the oral and written language of the classroom, and strategies for Direct Vocabulary Instruction across all grades and subjects.

Dr Julia Starling is a speech-language pathologist whose clinical and research interests focus in particular on primary and secondary students with language, literacy and attention difficulties. She regularly presents seminars across Australia and overseas, on collaborations between speech pathologists and teachers.

Term 4: November 2019

Helping Students with Specific Learning Difficulties (Dyslexia, Dyspraxia, Dysgraphia and Dyscalculia)

Presenters: Hayley Smith OT and SLD Assessor/Tutor) and Katrina Sheraton-Yu (Psychologist and Teacher)

It is estimated that 1 in 10 children have a Specific Learning Disorder in reading, writing and/or Mathematics. This means that in most classrooms, there are at least three to five students experiencing significant challenges in learning basic reading, spelling, writing and numeracy skills. Some may be diagnosed with a Specific Learning Difficulty such as Dyslexia, Dysgraphia or Dyscalculia or another diagnosis impacting on learning (such as DCD/Dyspraxia). Other students may not yet be diagnosed whilst still struggling within the classroom. Professionals and teachers all want to do their very best to help these students reach their potential and are seeking ways to best support them. Katrina and Hayley have worked with these students and their families for over 15 years within a school and private clinic setting. This presentation will help you know what red flags to look for and will provide practical strategies in planning and implementing intervention, as well as helping them at home and throughout the school day to ensure they can achieve success and thrive.

Term 3: September 2019

Learning Difficulties Symposium

1. Reading Disorders: Presentation and Treatment

Presenter 1: Saskia Kohonen (Clinical Director, Macquarie University Reading Clinic)

This presentation will provide a brief overview of the causes of reading difficulties. Several current definitions of reading difficulties will be critically evaluated. The main focus of this presentation will be a

theoretical framework which teachers and health-professionals can utilise to understand the various presentations of reading difficulties, provide evidence- based assessments and treatment recommendations for primary and high school students.

2. Supporting Vocabulary Across All Grades and Subjects

Presenter 2: Samantha Hornery (Education Manager, Learning Links)

Are you concerned about your students' understanding of what they have read? Do you want more strategies to help your students expand their vocabulary? Vocabulary is the one of the most important predictors of reading comprehension - to understand something you have read you need to know what the words mean. The demands of vocabulary also increase as the years of schooling increase, this impacts both reading comprehension and writing for our students. In this practical workshop you will learn how to select the words to teach and develop strategies and resources to introduce words and build a stronger vocabulary for students in both primary and high school grades, and across all subject areas. You'll leave with some great tips to empower your students to keep expanding their vocabulary.

3. Emotional Regulation and Anxiety for Students with ADHD & LD

Presenter 3: Andrew Greenfield (Child and Educational Psychologist)

In this seminar Andrew will discuss specific practical strategies to assist students with emotional regulation and anxiety difficulties. He will outline steps involved in modulating and changing one's primary emotional response and will include some research key findings in relation to emotional dysregulation/anxiety and ADHD. There will be a focus on practical strategies and specific tools to assist with these processes.

Term 2: June 2019

Autism: myths and facts

Presenter: Rebecca Sutherland (Senior Speech Pathologist, Child Development Unit, Children's Hospital at Westmead)

This presentation will provide information about autism in school aged children with an aim to share factual, evidence based information about a range of areas, including diagnostic markers, pathways to diagnosis and autism in girls. Myths regarding diagnosis, labelling, echolalia and strengths and talents will also be addressed. The presentation aims to address practical issues around identifying and supporting students in primary and secondary school, as well as strategies for classroom and home management. This presentation will be beneficial for teachers, families and health professionals.

Term 1: April 2019

Challenging Behaviours: practical strategies for students with ADHD, ASD & ODD

Presenter: John Blythe (Principal Clinical Psychologist & Director, Adjunct Fellow – University of Western Sydney)

John will provide an overview of the diagnostic challenges childhood disorders present. Although labels

have their place, they rarely tell us anything we didn't already know was happening. This seminar will go "underneath" the diagnoses to discuss the deeper real-life factors which often cause a child to present with symptoms which get a certain label. By identifying the real-life underlying causal factors - we can discuss the many strategies that can be applied both at school and at home, which target the things driving the challenging behaviours in a new way.

Term 4: October 2018

2E – Twice Exceptional Learners

Presenter: Dr Ruth Phillips, Educational Consultant

2E Learners are a unique group of learners who are often overlooked in the school system. This presentation will address the unique learning needs of these students and outline how schools and parents can support them, through current research findings and case studies. The seminar is appropriate for classroom and learning support teachers both primary and secondary, parents and professionals, and will address a range of interventions for 2E children with ADHD, ASD, Tourettes Syndrome, Dyslexia, processing issues and other difficulties. The seminar will provide opportunities to workshop and interact with others interested in this issue. Dr Ruth Phillips is a highly experienced consultant, trainer, educator and coach, with qualifications in psychology and over 20 years of teaching expertise. Her particular interest and expertise in meeting the needs of different learners has led to many national and international presentations.

Term 3: August 2018

NSW Education Standards Authority (NESA)

Presenter: Marina Laing (Senior Project Officer, Special Education, NESA) and Neal Crocker

This workshop will be presented by representatives from the NSW Education Standards Authority (NESA) who will provide an overview of the role of NESA, particularly in relation to the delivery of national and state testing, including NAPLAN and the new online literacy and numeracy tests for the HSC Minimum Standards. Participants will gain an understanding of the purpose of these tests, how they are administered in NSW, and processes for determining reasonable adjustments for students with disability.

Term 2: June 2018

Working Memory

Presenter: Amanda Tocci, Educational Consultant & Lecturer on Working Memory, Learning and Reading

This presentation will be suitable for parents, teachers and other professionals. Amanda will discuss the theory of working memory and its importance to learning across all key learning areas. Attendees will learn about the latest on working memory research in order to develop an understanding of how students learn, strategies required for differentiation and how to meet the learning needs of all students, both in the classroom and at home. Participants will not only gain specific knowledge but practical strategies that can be immediately utilised.

Term 1: April 2018 – Orange Regional Seminars

Language Friendly Classrooms

Presenter: Dr Julia Starling, Speech-Language Pathologist, Adjunct Lecturer, University of Sydney

Many students with language-based learning difficulties face challenges to their learning in language and literacy rich classrooms. Dr Julia Starling, a speech- language pathologist, will present a model of collaborative support where teachers, other professionals and parents can work together to support children and adolescents with learning difficulties. A wealth of practical strategies will be presented, based on Julia's extensive experience in this field.

Behaviour Management Strategies

Presenter: Andrew Greenfield, Child and Educational Psychologist

In this seminar Andrew will discuss specific, practical and common sense strategies to assist parents and teachers with behaviour management. These strategies will be useful for managing every day struggles for parents of children and adolescents with behavioural issues. Andrew will also present classroom strategies to assist teachers who have students with behaviour problems associated with learning and developmental issues such as intellectual disability, ASD and ADHD. Andrew enjoys answering questions from parents and teachers and will endeavour to make the seminar as interactive as possible.

Term 1: March 2018

Understanding Anxiety for Students with Learning Challenges

Presenter: Dr Maria Ivanka Milic, Clinical Psychologist

Anxiety is an emotion commonly experienced by everyone when faced with challenging situations. School life has daily challenges for students needing to be able to organise themselves, and demonstrate previous learning whilst acquiring new learning. These attempts are frequently observed by classmates and in many instances evaluated by teachers. Students with learning difficulties are likely to experience greater challenges relative to their peers. Research suggests a higher prevalence of anxiety in children with learning difficulties which is partially related to these extra life challenges they face.

This workshop aims to increase parents', teachers' and other professionals' understanding of anxiety in children and adolescents, and to provide a repertoire of cognitive and behavioural strategies that can be used to support them in managing their anxiety at home and in school.

Term 4: November 2017

Literacy and Learning Difficulties

Presenter: Dr Samantha Hornery, Therapy and Education Manager, Learning Links

*This practical workshop will provide participants with strategies to design and implement effective support for **PRIMARY** and **SECONDARY** students with both reading and language disorders. Together in this extended seminar we will explore: The spectrum and variety of reading difficulties, eg. Dyslexia, Resources to identify which students will benefit from which types of interventions, Evaluation of*

intervention programs for students with reading and language disorders, Approaches to develop vocabulary to support reading comprehension and Compensation strategies and technologies to support high school students.

Term 3: September 2017

Autism: key strategies for school and home

Presenter: Anna Tullemans, Autism Educational Consultant and Speaker

In this seminar Anna will present key strategies for behaviour and sensory issues in the classroom and at home for students with Autism Spectrum Disorder. Anna regularly presents in Australia and internationally on supporting children and adolescents with autism and her talk will be relevant and beneficial for parents, teachers and health professionals. Anna will cover areas such as: strategies for behaviour in the classroom and on the playground, school classwork refusal, strategies for tests and exams and how sensory tools can be incorporated. Anna will also discuss how students with ASD can use their special interests and obsessions in their learning, why they refuse to try anything new and how to counteract their need to be 'perfect'. Anna's talk will offer suggestions for using motivators and how they can work, plus strategies to help with transitions.

Term 2: June 2017

ADHD: The many perspectives

Presenter: Dr Sandra Johnson (Developmental Paediatrician, Clinical Association Professor, Syd Uni, and Author) and Andrew Greenfield (Child and Educational Psychologist)

Dr Johnson will discuss ADHD in general, with some emphasis on the myths of ADHD and school management of the condition. Interaction with the audience will be encouraged, with Dr Johnson keen to answer the many questions on this topic. Andrew's talk: Any parent or teacher knows that children with ADHD can have difficulty focusing on tasks at home and in the classroom. They often have a wandering eye and wandering mind which can be a serious impediment to their learning. This seminar will focus on practical strategies and techniques to assist parents, teachers and health professionals working with students who have difficulty paying attention. Research has demonstrated that ADHD doesn't impair the ability to pay attention, but rather the ability to control what one pays attention to. Medication, if used, should always be used in conjunction with strategies in order to provide the most effective and efficient improvement to a child's attention. Andrew will discuss these strategies in relation to ADHD as well as briefly other developmental disorders such as ODD and ASD.

Term 1: March 2017

Attention Please!

Presenter: Dr Kristy Goodwin, Speaker, Author, Researcher and Consultant

Dr Kristy Goodwin helps teachers, parents and health professionals understand how today's children and adolescents' attention spans are being hijacked by technology. In this practical seminar Dr Kristy explains why it's essential that children and adolescents learn how to manage their attention in the 21st Century.

This will prove extremely important for children with learning difficulties who already struggle with attention problems. She tailors workshops so participants understand the costs of multi-tasking and continuous partial attention on learning and wellbeing. Dr Kristy also arms participants with simple and effective strategies to maximise attention and minimise digital distractions.

Term 4: November 2016

Language-Friendly Classrooms: Supporting Primary and Secondary students with language and literacy difficulties

Presenter: Dr Julia Starling, Speech-Language Pathologist, Adjunct Lecturer, University of Sydney

Many students with language-based learning difficulties face challenges to their learning in language and literacy rich classrooms. Dr Julia Starling, a speech-language pathologist, will present a model of collaborative support where teachers, other professionals and parents can work together to support children and adolescents with learning difficulties. A wealth of practical strategies will be presented, based on Julia's extensive experience in this field.

Term 3: August 2016

FIVE from FIVE: Effective reading instruction in every classroom, every day

Presenter: Dr Jennifer Buckingham, Senior Research Fellow and Director of the FIVE from FIVE project

Hundreds of thousands of children are not reaching a level of achievement in reading that is considered to be the minimum international standard. Reading specialists argue that this is because many children are not receiving the most effective instruction as described by scientific research. The FIVE from FIVE project was developed to bridge the gap between research and practice in reading instruction by providing up-to-date evidence, information and resources for parents, teachers, principals, health and education professionals, and policymakers.

Term 2: June 2016

Maths and Learning Difficulties

Presenter: Dr Samantha Hornery, Therapy and Education Manager, Learning Links

Many children with learning difficulties find mathematics just as challenging as reading and other literacy skills. Number skills, particularly the four operations of addition, subtraction, multiplication and division, need to be mastered and stored in memory before new skills can be added from the curriculum. The language of mathematics is also unique, at times quite complex, and children often need help to decode this and truly understand what they are being asked to do. In this seminar you will collect new strategies and resources to support the development of number and problem solving skills for primary and high school students struggling in mathematics.

Term 1: April 2016

Behaviour and Learning

Presenter: Vivienne Branch, Principal – Positive Behaviour for Learning

Vivienne Branch is the leader of the Macquarie Park Educational Services Positive Behaviour for Learning (PBL) Team. In this seminar she will give an overview about PBL, an evidence-based whole school approach implemented in schools across NSW to improve learning outcomes for all students, including those with learning difficulties. Vivienne will then discuss a range of behaviour management strategies and positive behaviour supports, that can be adopted by parents and teachers from all school systems. As always there will be time allotted for questions and discussion.

Term 4: November 2015

Occupational Therapy: It's not just about pencil grip!

Presenter: Louise Yarham, Occupational Therapist

Louise has been a paediatric Occupational Therapist for over 20 years working in a private practice capacity, with students from Preschool – Year 12. She has worked in many schools with individual students and within the classroom. Since 2012 she has also been working with the Catholic Education Office to implement strategies within the classroom to up skill teachers to better support students with additional learning needs. She also provides Professional Development for teachers and Parent Education.

Louise has a passion for assisting students within the classroom environment using a collaborative approach with teachers and parents. Research demonstrates that Early Intervention for children who may be experiencing difficulties at school can enhance their potential and attitude to their educational experience.

The LDC seminar will be focused on evidence-based practice and practical ideas and strategies which a parent/ teacher/ professional will be able to use when interacting with their student/ child. The session will be interactive and there will be time for questions.

Term 3: September 2015

The Learning and Support Team Forum

Teresa Kovacs, Betty Kiekebosch, Catherine Dunn, Jenny Pride

The Learning and Support Team in each school assists classroom teachers to address the educational needs of students with a disability, learning difficulty or behaviour disorder. Parents or caregivers have a vital role to play in the work of the Learning and Support Team through discussing and planning for their child's needs. From DEC website <http://www.dec.nsw.gov.au/our-services/schools/disability-services> In all schools (state, catholic, independent) the Learning and Support Team is just one of the many situations where a group of people come together to make decisions that impact upon the success of our students. The Learning and Support Team policies and decisions impact upon other situations where decisions are made re the learning programs for individual students. Often the Team determines the

allocation of resources and school priorities.

Term 2: June 2015

Behaviour Management Strategies

Presenter: Andrew Greenfield, Child and Educational Psychologist

In this seminar Andrew will discuss specific, practical and common sense strategies to assist parents and teachers with behaviour management. These strategies will be useful for managing every day struggles for parents of children and teenagers with behavioural issues. Andrew will also present classroom strategies to assist teachers who have students with behaviour problems associated with learning and developmental issues such as intellectual disability, ASD and ADHD. Andrew enjoys answering questions from parents and teachers and will endeavour to make the seminar as interactive as possible.

Term 1: March 2015

Working Memory

Presenter: Mimma Mason, Cognitive Scientist, Cogmed Manager, Pearson

Humans have this amazing capacity which allows us to represent ideas in mind, hold information there and do something with it. It is the basis of our ability to plan, to carry out complex tasks, to learn. While this capacity is limited for all of us, low working memory capacity is associated with a wide range of developmental disorders of learning including ADHD, Dyslexia, Specific Language Impairment, and reading and mathematical difficulties.

In this presentation we will take a closer look at what working memory is and how working memory constraints specifically affect learning and behaviour.

The discussion will include practical strategies for managing poor working memory at home and at school. It will also include a review of the research on the plasticity of working memory which suggests that working memory capacity can be strengthened, providing sustained benefits to individuals with learning difficulties.

Term 4: November 2014

Gifted with LD

Presenter: Carol Barnes, National Coordinator of GLD Australia

Because the term 'learning disability' (LD) is sometimes erroneously used as a euphemism for 'low IQ' or 'intellectually impaired', some assume that gifted children do not have learning disabilities and that LD children could not possibly be gifted. This is not the case. In fact, children with LD, ADHD, ASD or other disabilities may also be academically gifted, sometimes exceptionally so. This interactive practical session will help parents and teachers identify some of the early warning signs that a child who has been identified with developmental differences is also a gifted child who is hiding in plain sight. We'll also consider how parents can most effectively advocate for such children, and how parents and teachers can work

collaboratively to provide classroom support and to apply for and implement disability adjustments for in-school activities and for tests and exams.

Term 3: September 2014

Technology and Learning Difficulties

Presenter: Tim Connell, Managing Director of Quantum: Reading, Learning, Vision. Director of the Centre for Disability Studies, University of Sydney

Today we are faced with a rapidly increasing range of assistive technology (AT) options that assist children and adolescents who have learning difficulties. Matching the right tools with each individual student is essential to ensuring the best opportunities and outcomes. However, the choice for parents and teachers can often be bewildering, and this is where a focus on the role of assessment is crucial. The assessment of technology needs must include the student, the tasks they need to achieve as well as the tools themselves, all within the context of their learning environment. This session will provide a broad outline of assessment strategies and look at some examples of AT options in detail.

Term 2: June 2014

Autism, Communication and Literacy

Presenter: Rebecca Sutherland, Senior Speech Pathologist, Child Development Unit, Children's Hospital at Westmead

This talk will provide parents, teachers and health professionals with a review of autism and information about the new diagnostic criteria for autism spectrum disorder and social communication disorder. There will be a particular focus on the communication characteristics of autism and how these impact on literacy, as well as an overview of practical home and classroom based strategies.

Term 1: April 2014

Anxiety and Learning Difficulties: Strategies and Support

Presenter: Maria Ivanka Milic, Clinical Psychologist

Anxiety Disorders are the most prevalent mental health disorder in children, with approximately 1 in 10 children experiencing a level of anxiety that compromises their ability to function at school, socially and with building independence. Research suggests a higher prevalence of anxiety in children with learning difficulties is in part related to the extra life challenges they face. This workshop aims to increase your understanding of anxiety disorders in children and adolescents and to provide you with a repertoire of cognitive and behavioural strategies you can use to support them in managing their anxiety at home and in school.

Term 4: November 2013

Sleep Deprivation in Children & Teenagers: How parents and teachers can

recognize it and what they can do to help

Presenter: Dr Chris Seton, Paediatric and Adolescent Sleep Physician

During this talk Chris will describe how our world has become sleep deprived and how this has affected young people. We now live in an electronic world where our needs are at our fingertips 24 hours per day. This causes sleep to be “de-prioritised” in our busy lives. Chris will explain the specific causes of this in young people, how parents and teachers can recognise it, & what can be done to improve it. He will also detail the cognitive, psychological and other effects of sleep deprivation in relation to learning difficulties and other conditions such as ADHD and the impact it can have at home and school.

Term 3: September 2013

Learning Difficulties: The Role of the Paediatrician

Presenter: Dr Patrick Concannon Consultant Developmental Paediatrician

Dr Concannon will be talking from his perspective as a Consultant Developmental Paediatrician. He will discuss his role in the assessment, diagnosis, treatment and management in the home and classroom of Specific Learning Difficulties and other developmental disorders, such as ADHD and Autism Spectrum Disorders.

Term 2: May 2013

Understanding IQ & Educational Assessments

Presenter: Andrew Greenfield, Child and Educational Psychologist

When it comes to IQ and educational assessments (often referred to as psychometric assessments) there is a lot of misunderstanding about how these tools can be used and what information can be obtained from them. In this seminar, Andrew will try to answer some commonly asked questions about these tests and discuss how these assessment tools can be useful for both parents and teachers when investigating issues such as ADHD, Giftedness, Learning Difficulties, Nonverbal Learning Difficulties and other conditions. Andrew will discuss in detail what is involved in a psychometric assessment, what information should be gathered from them and how they should be interpreted by parents, teachers, school counsellors and other allied health professionals. With the new DSM-5 coming out in May 2013, Andrew will discuss the possible implications in relation to different diagnoses.

Term 1: March 2013

School Support for Students with Learning Difficulties: An Interactive Forum

Presenters: Melissa Clements (DEC, Director of Disability Learning and Support), Geraldine Gray (CEC, State Coordinator for Catholic Education Commission NSW), Margaret McKay (Association of Independent Schools)

This forum will give system representatives a chance to explain how their systems are now providing for students who need educational adjustments due to learning difficulties.

The first half of this forum will provide parents and teachers the opportunity to hear how the Government, Catholic and Independent Education systems are changing their procedures.

In the second half, our forum will allow for questions about how these new procedures are applied, especially with reference to the 'Every Student, Every School' policy (newly adopted for 2013 statewide in government schools).

Term 4: October 2012

Learning Difficulties & ADHD: The overlaps and what we should do

Presenter: Dr Paul Hutchins, AM, Senior Staff Specialist, Child Development Unit, The Children's Hospital, Westmead.

Problems in efficiency of thinking, learning, performance and behavior are common. Collaborative supports at home and in the classroom must address the individual's relative language, motor and organizational abilities. Success is based on shared information, adjusting the load for achievement, evidence-based strategies, rational use of medication and avoiding misconceptions.

Term 3: September 2012

Autism Spectrum Disorder

The Latest in Medical Management of ASD

Presenter: Dr Natalie Silove, Head of Child Development Unit, The Children's Hospital, Westmead

Dr Natalie Silove's presentation will cover the current understanding of the causes of ASD and its impact on the developing brain. The role of the paediatrician as part of the multidisciplinary team will be discussed in regard to investigations and management. Challenges and implications of aspects of genetic testing and the role of medication in ASD will be discussed

The Role of Psychologists in Assessing and Diagnosing ASD and in Supporting Parents/Teachers

Presenter: Neil Nicoll, Psychologist

Neil Nicoll's presentation will cover the different kinds of psychologists' involvement in assessment and diagnosis of ASD; Clearing-House information about ASD; behavioural support for families and schools; counseling and therapeutic interventions for children with ASD; counseling and support for families of children with ASD; research into ASD and community education.

Term 2: June 2012

Building Resilience in Children & Adolescents with Learning Difficulties

Presenter: Dr Toni Noble, Adjunct Professor, Educational Leadership (ACU)

Life is a bumpy journey and everyone experiences setbacks and makes mistakes. Children with learning difficulties face many challenges, not only in learning but also in relationships; and some face more major challenges like bullying, family breakdowns or family loss. Everyone needs to learn the skills of resilience to 'bounce back'. This presentation draws on the new field of positive psychology to outline practical

strategies to enhance child confidence and resilience. The skills that can be taught to children include helpful and optimistic thinking, amplifying positive emotions and managing strong negative emotions, making and keeping friends, identifying and maximizing their strengths, and developing a sense of meaning and purpose.

Term 1: March 2012

Challenging Behaviours in Years 5 – 10: Strategies for School & Home

Presenter: Ian Luscombe, Principal Redbank School

This fun, entertaining, inspiring and above all practical seminar will provide teachers and parents with strategies for managing the myriad of difficult behaviours that are typically encountered in schools and at home.

Term 4: October 2011

The Middle Years: Developmental Challenges for young people, their parents and teachers

Presenter: Dr David Bennett, Head, NSW Centre for the Advancement of Adolescent Health

Adolescence is a distinct, significant and fascinating time in the life cycle. The profound and rapid changes occurring during the period referred to as “The Middle Years” (approximately 9 – 14 years) have the potential for huge impact on both current and future wellbeing. The presentation reviews a little of what we know about puberty and social & emotional development as well as how, informed by new insights from neuroscience about the evolving adolescent brain, we can better understand the many challenges involved, for young people, their parents and teachers.

Term 3: September 2011

Strategies to help students with ADHD/Learning Difficulties to remember their schoolwork

Presenter: Rowena Harding Smith, Educational Consultant

Children with Learning Difficulties have problems remembering; one day they know their spelling words and the next day they have forgotten them all. They study for exams and learn the work, but when they sit for the exam it is as if they have never studied – their mind goes blank. Students with ADHD have problems with organization; they frequently forget to do their homework and when they actually do an assignment they forget to take it to school. Yet these children can have an amazing memory for other things. Why does this happen? Come and learn how to teach our LD and ADHD students to remember their schoolwork.

Term 2: June 2011

Teaching & Parenting Skills to Stay Sane!

Presenter: Dr Sandra Heriot, Clinical Psychologist & Author

Teaching and Parenting both involve the process of promoting and supporting the physical, emotional, social and cognitive development of a child from infancy to adulthood. Teaching and raising children can be wonderful experiences, but they can also be filled with many ups and downs. It is critical to identify and look after the needs of teachers and parents and support them in their essential roles. This presentation will provide strategies to promote mental health in children and adolescents both at school and at home. It will also focus on skills that are useful for teachers and parents of children with learning disabilities.

Term 1: March 2011

Vocabulary is Vital

Presenters: Julia Starling, Speech-Language Pathologist & Annette Guterres, Special Education Teacher

Children and adolescents with language, learning and attention difficulties often have poorly developed vocabulary skills, which will be having an often significant impact on their academic, social and personal development. Annette Guterres is a highly experienced special education teacher, and former president of the Professional Association for Learning Support. Julia Starling is a similarly experienced speech-language pathologist with a special interest in language-based learning difficulties. In this seminar, for parents, teachers and other interested professionals, Annette and Julia will explore the current research on vocabulary instruction, and will present a range of highly practical and useful vocabulary-enriching strategies for use in the classroom and at home.

Term 4: November 2010

ADHD Assessment, differential diagnosis, co-morbidities and treatments

Presenter: Dr Daryl Efron, Developmental-Behavioural Paediatrician Royal Children's Hospital, Melbourne

The individual differences model is fundamental to understanding children who learn and behave differently. In this presentation, Dr Efron will discuss the current conceptualisation of ADHD and related disorders, and clinical evaluation procedures. Interventions will be discussed, emphasising the goal of supporting and promoting the child's positive developmental trajectory. The key principle of long-term collaboration between children, parents, schools and health professionals will be highlighted.

Term 3: September 2010

Reading Difficulties: Research & Treatment

Presenter: Dr Genevieve McArthur, Australian Research Fellow from the Macquarie Centre for Cognitive Science (Macquarie University)

In her presentation, she will discuss the definition of developmental dyslexia (i.e. reading difficulty) and how it can be diagnosed. She will discuss theories about what causes developmental dyslexia, outline

commercial treatments that have been triggered by these theories, and the scientific evidence behind these treatments. Additionally, she will provide a step-by-step guide that will help teachers, parents and educational professionals assess the existing evidence for new treatments for developmental dyslexia. This guide will help us to make more informed decisions about the best forms of treatment for children with developmental dyslexia.

Term 2: May 2010

Bullying

Presenter: Ian Wallace

Ian Wallace is a Consultant Psychologist, with a wealth of experience working with families, children and adolescents. In this seminar Ian will address the issue of bullying, and provide practical, “no-nonsense” ideas about how to bully proof and create resilience and responsibility in children and adolescents. The seminar will be of relevance to parents as well as all professionals working with young people. Ian conducts seminars around Australia for television, radio, universities, professionals, schools and support groups. He is the Director and Consultant Psychologist with Forestway Psychology Centre in Sydney.

Term 1: March 2010

Anxiety & Depression in Children & Adolescents with Learning Difficulties

Presenter: Dr Ann Wignall

Dr Ann Wignall is a Clinical Psychologist and Director for Child & Adolescent Mental Health for North Shore and Ryde. Dr Wignall founded the Child and Adolescent Anxiety Clinic at Royal North Shore Hospital and was also co-developer/author of the Cool Kids Anxiety treatment program with Ron Rapee, “Treating Anxious Children and Adolescents” (a therapists book) and “Helping your Anxious Child” (a parents guide). Dr Wignall’s presentation will discuss anxiety and depression in children and adolescents, especially those with learning difficulties. Why are LD children and adolescents at such risk of anxiety and depression and what can parents, teachers and professionals do?

Term 4: November 2009

Management of Oppositional Behaviours: in the classroom and at home

Presenter: Ian Luscombe, Principal Redbank School

Strategies for parents and teachers on the environmental factors that influence behaviour. “Why do they muck up” and what you can do to prevent this behaviour.

Term 3: September 2009

Learning and Attentional Disorders: implications of neuroplasticity

International Presenter: Professor Rosemary Tannock

Strategies to reduce the load on the working memory and assist students to learn efficiently and reduce problematic behaviours in the classroom.

Term 2: May 2009

An Approach to the Complementary and Alternative Interventions in ASD

Presenter: Dr Natalie Silove, Developmental Paediatrician & Head of the Child Development Unit at The Children's Hospital Westmead.

Term 1: February 2009

Practical Management Strategies for School Students with AD/HD

Presenter: Virginia Hastings, Special Education Teacher

This seminar provided both parents and teachers with an overview of AD/HD and strategies that can be adopted both in the home and at school.

Term 4: November 2008

Special Examination Provisions for HSC and School Certificate

Presenters: Board of Studies Staff

Discussion and information about who can apply for these provisions, what is required when making an application and the types of provisions that are provided to students.

Term 3: September 2008

Small Steps Anxiety Awareness

Presenter: Emma Pinn, Health Education Officer, Mental Health Association

What is and what causes anxiety? What strategies parents and teachers can use? What other options of treatment are available?

Term 1: March 2008

Going to the Heart of Autism: RDI (Relationship Development Intervention®)

Presenters: Elizabeth Ponce, Irena Woodward, Janice Marshall

A program to develop dynamic intelligence – opening the door to:

- reciprocal communication*
- genuine friendships*
- school and workplace success*
- confident, independent living*

Term 4: November 2007

“To Help Me, You Need to Understand Me”

Presenters: Cathy and Mick Madden

Jessica is 14 years of age and has autism. Her parents, Cathy and Mick Madden will talk about Jessica's journey.

Term 3: August 2007

The link between Inattention and Learning Disorders

International Presenter: Professor Rosemary Tannock

Her research investigates the causes and treatment of AD/HD with a specific focus on the cognitive and academic difficulties and overlap with learning difficulties. Professor Tannock and her colleagues have developed a multi-media set of resources on AD/HD for teachers for use in Professional Development.

Term 1: March 2007

“Support for Children with Learning and Attentional Problems”: An International Perspective

Presenter: Jude Foster, LDC President

For more information call LDC on 02 9806 9960