SERU News

SERU staff would like to congratulate Chris Underwood on winning the leadership position as Manager at SERU. Chris has already lead SERU through many changes and initiatives during the past 12 months and we look forward to continuing positive outcomes for SERU and those who use our services.

Term 3, 2001 has seen SERU staff providing a range of training and development for educators and parents. In the July school holidays there was a workshop to familiarise educators with SERU processes, resources and in particular literacy resources.

There will be a similar workshop in the October holidays which will focus on numeracy software and assessment in addition to SERU familiarisation. During the term, three successful workshops on IT/Numeracy software have been conducted in conjunction with the West Group of Districts.

Through the Communication Exchange Systems Working Party, SERU staff have also been involved in the organisation of PECS information sessions for educators and parents. A PECS parent information workshop will be held on Saturday 20 October from 9am to 12.30pm at Hindmarsh Education Centre. For further information contact either Nick Cousins or Anne Arnold at SERU.

Introduction

The topic for this Term 3 SERU Update is literacy. We appreciate the interest shown and time provided by our guest contributors. Jo Proctor, Elizabeth North Primary School has contributed an article about their Focused Literacy Teaching Program. Denise Lane, District Coordinator/Schools, Southern Vales has provided an overview of the Southern Vales Early Literacy Project. Both of these successful programs involved whole school commitment to uninterrupted skill focused explicit literacy teaching. Information about the Learning Difficulties Support Team, Vacation Literacy Courses and a program for literacy support, Multilit, particularly suitable for older low progress readers (available for loan from SERU), has been provided by Student and Professional Services team members.

The Early Intervention Service—Hearing Impaired have provided an overview of early literacy development, which has been supplemented and extended by information about programs, intervention strategies and student resources. Linking SERU resources to SACSA with particular emphasis on ICT has resulted in many new and exciting SERU literacy initiatives, including software purchases.
Language is the key to literacy. In the past, a child with hearing impairment was usually brought up in a hearing family with little or no access to the language of the home. This was an impediment to learning language as, even with hearing aids, the hearing impaired child often could not access the language being spoken around him/her. Exponential improvements in technology have improved the auditory outcomes for many of these children who are now able to access spoken English through listening with their high-tech hearing aids or with the assistance of cochlear implants. Fortunately, (despite often being shunned for their views) there have always been people who have encouraged people with hearing impairment to communicate using sign language. The Deaf community have been extremely proactive in promoting Auslan (the sign language of the Australian Deaf community) as a vibrant and exciting language in its own right. This renaissance has enabled a large number of people (hearing and hearing impaired), to become fluent users of Auslan and thus increase the critical mass of Auslan users.

It has been noted that the Deaf children, with Auslan as their first language, achieve literacy levels within the norms for their age, regardless of fluency of speech.

Early Intervention Service—Hearing Impaired teachers based at SERU work with children with hearing impairment from the age of diagnosis until they begin school. This service can commence as soon as a hearing impairment has been diagnosed. Babies known to be at risk of having a hearing impairment are tested as soon after birth as possible. The focus of the work is to enable these children to achieve optimum ability with their auditory skills, expressive and receptive language (whether orally or using signs) and speech.

To obtain the goals in audition, speech, expressive and receptive language, a variety of activities are employed. Children and their families are encouraged to interact using language in a variety of situations including playing with toys, cooking, gardening, doing puzzles, sharing games, household chores, songs and reading books. Children learn to associate animate objects with words and phrases. From that they progress to associating inanimate objects with pictures and relevant language and this leads to an association between language, pictures and text. From the earliest age, babies and children supported by our service are introduced to books. Pre-reading CDs and audiotapes with read-a-long books are also incorporated to further extend language-learning and literacy.

Elizabeth North Primary School began its highly successful Focused Literacy Teaching Program in 1999. The motivation behind commencing Focused Teaching included the belief that maximizing the literacy achievements of students, especially those ‘at risk’, would require a committed whole school approach to change, and that explicit teaching methodologies and small instruction groups were successful with a majority of our students.

During our uninterrupted two hour literacy block (reception to Year 7, Monday to Friday 9-11am), smaller instructional groups are established. The early years are critical to student development, therefore each of our six junior primary classes receives school services officer (and often parent or volunteer) support during Focused Literacy Time. There is also a special education literacy class, consisting of ten junior primary students on Negotiated Curriculum Plans, conducted by a teacher and a school services officer.
There is an early assistance class of 12 Year 2 students, identified through assessment as requiring additional assistance in the area of literacy. Other students are grouped by classroom teachers, for the purpose of literacy activities and guided reading.

Literacy groups are formed on the basis of reading and other assessments, including running records and teacher observations and judgments; thus, the teaching styles and teaching methodologies connect to the learning needs of students. The literacy programs in the special education and early assistance groups have an emphasis on hands-on tasks and promoting independence. In the middle and upper primary, collaborative learning and small group work help to cater for individual needs and abilities. **Focused Literacy Teaching Time** at Elizabeth North Primary School comprises a peer reading time (buddies and reading circles), a whole class reading focus (big book), 45 minutes of literacy activities, writing time, and sharing time, which gives students the opportunity to share what they have learned with others.

The **Focused Literacy Program** has proven to be highly effective in facilitating student literacy skills. At Elizabeth North Primary School, **Basic Literacy Skills Test** results demonstrate that outstanding improvements were made from Year 3 to Year 5 in 1999, with all students outscoring the State average improvement. In 2000, approximately 90% of students improved higher than the State average 6.5 points. Our reading running record data (Reading Recovery levels) clearly demonstrated an improvement from Term 1 to Term 4 2000. The greatest improvements in literacy levels have been in Reception, Year 1 and Year 2. However all year levels have shown improvements, including students on **School Card** and students with Aboriginal and English as a second language backgrounds.

Staff at Elizabeth North Primary School are committed to ongoing professional development in the area of literacy, and the continual review and adjustment of methods and strategies so that effective teaching and learning take place. The school is committed to explicit teaching and inclusive practices to create a learning environment that encourages and promotes maximum participation and individual achievement. Training and development is offered on **Focused Literacy Teaching** at Elizabeth North Primary School. This includes looking at the development of the program, classroom observations and viewing our Literacy Room with its resources. Further information can be obtained from Dick D’Aloia or Janet Mawhinney,
Phone: 8255 2327.

**Southern Vales Early Literacy Project**

In 1998, approximately ninety teachers and leaders from sixteen primary schools volunteered to work together on a three year, district generated project to explore how high expectations (with standards and targets), engaged learning time, focused teaching, and accelerative interventions impact on learning in the early years of schooling.

The project required teachers to deliver 100 minutes of uninterrupted literacy time each day with a particular focus on getting all children underway with reading in the first twelve months of schooling. In the early stages of implementing the project, a number of issues emerged such as the need to look at differences in student achievement levels between classes; the difficult task of restructuring timetables to enable 100 minutes of uninterrupted literacy time; the need to develop shared understandings of what certain concepts mean in practice *eg* **uninterrupted**
learning, on task behaviour, and explicit teaching to student learning needs; the level of resources needed to enable schools to implement reading levels; the debate about assessing children so early in their school life; and the fit between the project and the School Entry Assessment data.

As well as encouraging teachers to discuss and resource these issues in their school-based learning teams, professional development opportunities were created for teachers and leaders to share concerns, to develop solutions and to increase their pedagogical expertise across the network of the schools.

In 1998, the Planning Group, in conjunction with Guidance Services, developed intervention protocols to enable expert assistance to be utilised in the early stages of detecting students with literacy difficulties.

For the second year of the project, much of the professional development focused on intervention with children who were having difficulties, induction of new staff and leaders and sharing the project’s learning with other schools and preschools.

The project set targets that 80% of students would achieve level 1, i.e. be underway with their reading by the end of their first twelve months of school and a second target of 98% students achieving 15, i.e. be competent readers after their second year.

Achievements of the project are that

• for target 1—86.7% of students who entered reception in 1998, 96.9% of students who entered reception in 1999 and 97% of students who entered reception in 2000 had achieved Level 1
• For target 2—80% of students who entered reception in 1999 had achieved Level 15 which is higher than the first cohort of students who achieved with 71% at this level.

Through participation in the project, leaders and teachers have affirmed that high expectations, focused teaching and engaged learning make a difference to all student learning outcomes and this has been clearly demonstrated through this data. Other learnings have been the importance of accelerated early intervention programs once students are identified as not making progress, tracking specific students through data analysis, and the changes in school structures necessary to enable an uninterrupted focus on literacy teaching.

A highlight for the project has been the production of the Southern Vales Early Literacy Project Video by staff at Hackham East Schools, directed by Ms Carolyn Mildrum, Deputy Principal. The video is a 30-minute induction video, which aims to support classroom teachers and leaders with the development of the project within their schools.

Although the project officially finished at the end of 2000, all schools in the project have made a commitment to continue and consolidate early literacy practices within all R-3 classes, to implement it further into the middle primary and middle schooling years, and to explore the methodology and practices in relation to numeracy. The Southern Hills cluster have appointed a literacy coordinator to manage the project across the six schools. Leaders have also established networks across schools to work together to provide T&D for new teachers.

For further information contact: Denise Lane, District Coordinator, Schools, Southern Vales. Telephone: 8207 3756
The Learning Difficulties Support Team, a unit within Student and Professional Services, was established in 1996 to provide training, development and advice to groups of parents, LAP volunteers, school services officers, individual and groups of teachers.

The project officers provide a responsive service, preschool to Year 12, in country and metropolitan locations. Presentations are negotiated to suit individual sites. Topics focus on areas such as the difference between learning difficulties and learning disabilities, inclusive methodology, catering for students experiencing difficulties in spelling, reading, written language, mathematics and numeracy. A comprehensive list of topics is available.

Teachers are welcome to contact members of the team if they have concerns and issues relating to the learning needs of individual students experiencing learning difficulties. A team member can discuss concerns by telephone or arrange to meet.

The team members, Ingrid Alderton, Anne Bayetto and Leigh Burrows, can be contacted on telephone: 8226 1769.

Vacation Literacy Courses

The Vacation Literacy Course is a literacy initiative targeting middle year students experiencing learning difficulties and at risk of not successfully making the transition from primary to secondary school.

Courses are conducted over five days, three times per year, generally in the July, October and January school vacation in country and metropolitan locations.

Participants are students who would benefit from individual instruction, small group tutoring, explicit teaching, social skill development and collaborative learning. Within the program there has been a prescribed literacy core, which is integrated with other learning areas.

The Vacation Literacy Course is in an exciting phase of development with the program broadening from literacy to encompass numeracy.

Personnel involved in the program participate in a training and development day prior to the course.

A popular aspect of the course, with students and personnel, are visits by celebrities such as Port Power players; Marnie Lock, netballer; Annie Noonan, artist; David and Christine Harris, authors.

A range of volunteers such as pre-service educators, teachers and SSOs support the program. Volunteers who work with students are always welcome to participate.

The Vacation Literacy Course will again offer programs during the October 2001 school vacation. People interested in the program are invited to contact Ingrid Alderton, Manager, Vacation Literacy and Related Programs or Leigh Burrows, Project Officer, Learning Difficulties Team on telephone: 8226 1769.
MULTILIT (MAKING UP FOR LOST TIME IN LITERACY)

Teachers of learners experiencing difficulty in reading have many different diagnostic tests and assessments to choose from. However, ‘diagnosis of the apparent reasons for poor progress in learning to read has a very poor track record in terms of informing educational practice’. (Wheldall, 1998).

We all know how many files are filled with various assessment results and reports—some children have had a battery of tests—psychological, medical, educational and yet are not always receiving support which is targeted for their literacy needs.

Research has not demonstrated that learners who are low-progress readers need different forms of instruction depending on whether they have an intellectual disability, learning disability (such as dyslexia) or learning difficulty due to missed schooling or other factors. The developers of MULTILIT, led by Kevin Wheldall at Macquarie University Special Education Centre, believe that all learners in Year 2 and above (including secondary school) experiencing difficulties in reading may be helped by such a method if a supportive adult is available to implement the program. This adult could be a classroom teacher, support teacher, SSO, community volunteer, competent peer tutor or parent.

MULTILIT developers believe that the key is ‘simply effective instruction’. Recent research (Louden et al Mapping the Territory 2000 DETYA, Snow et al Preventing Reading Difficulties in Children) suggests that

- learners who are progressing in literacy need a structured and systematic intervention program
- teachers need professional development in such interventions so that they will be able to incorporate them in part into classroom practices or in withdrawal settings under their supervision.

MULTILIT fulfills both—it is an extremely useful literacy program which facilitates much learning—not only for the student! Included in the kit is an excellent video which teaches a method of listening to a child read called Pause, Prompt and Praise which is suitable for teachers, parents or anyone working with a learner to facilitate improvement in reading.

(SERU has a copy of Multilit available for loan—63-2791-01).

READING RECOVERY

Reading Recovery is an accelerated, individual, structured, developmental program which aims to develop the student from their current level of performance to their year level competency. SERU resources which outline how to implement this program and evaluate a student’s literacy level, strengths and weaknesses include

55-0028-01 Early Detection of Reading Difficulties
55-0073-01 Reading Recovery. A Guide Book for Teachers
55-0072-01 An Observation Survey of Early Literacy
55-0093-01 PM Benchmark Kit
36-0181-01 Reading Recovery (Victoria) Text Levels. A Guide for Teachers (Not for Loan)

Matching Children to Text. How to Carry Out A Running Record. (Not for Loan)

SERU has a selection of Reading Recovery recommended reading books at various levels.
SERU has many resources (activities/games/reference books) that encourage children to pay attention to letter detail, letter order, sound sequences and the links between messages in oral/printed language as advocated by the Reading Recovery Program.

Two programs available at SERU which support the fundamental principles of Reading Recovery are First Steps and Reading Freedom. First Steps provides a framework for linking assessment with teaching and learning. It covers the four areas of oral language, reading, writing and spelling. For each area a developmental continuum has been prepared to identify the phases in a child’s development from pre-literacy to independence. Each pack includes the Developmental Continuum and the Resource Book. The Developmental Continuum make links between assessment and teaching strategies, and provides checklists and record sheets for reports to parents, teacher records and student self-assessment. The Resource Books expand on the teaching suggestions in the Developmental Continuum. They offer more practical teaching ideas with guidelines for assessment and show how strategies can be incorporated in the daily routine of the classroom. First Steps resources at SERU are:

- 55-0067-01 First Steps: Writing - Developmental Continuum/Resource Book
- 54-0018-01 First Steps: Oral Language - Developmental Continuum/Resource Book
- 55-0066-01 First Steps: Reading - Developmental Continuum/Resource Book
- 55-0068-01 First Steps: Spelling - Developmental Continuum/Resource Book

Reading Freedom provides diagnostic assessments to identify the students’ level of literacy skills. The student progresses from learning new words to blending these sounds into words, to spelling the words, to reading sentences made up of these words, to adding word endings, to combining the words with those learnt in previous units and to reading comprehension passages, based on the skills acquired at each unit and at each level. Reading Freedom resources at SERU include:

- 63-1626-01/05 Reading Freedom Developmental: (series Intro-Book )
- 63-2106-2108 Reading Freedom (Series Books 1-3)
- 63-2741-01 Reading Freedom 2000: Phonics First

Some reading series available at SERU included in the Reading Recovery text list are:

- 63-2205—2209-01 Go Books (gold level)
- 63-2018—2022-01 Go Books (green level)
- 63-2114—2116-01 Wild Daisies (series)
- 63-2237—2238-01 Wild Daisies (series)
- 63-2556—2557-01 Wild Daisies (series)
- 63-2117-01 Sound Foundations Kit

Various samples of series (but not complete sets) eg Little Red Readers, PM, Jellybeans, Literacy Links and Informazing are also available for loan to support Reading Recovery programs in schools.
This is a reading methodology which has proven successful at all levels of literacy learning and is recommended as part of a number of reading schemes. Skills are taught explicitly in context and guided reading provides opportunities for specific demonstration.

In general a guided session has three stages

- prior knowledge is established
- the text is introduced
- students discuss concepts in the text or new vocabulary etc

The subject, characters and basic plot features are discussed. The text is related to the student’s experiences and interests. New words, language and concepts are talked about. As well, the teacher points out basic textual features such as title, author and illustrations.

During independent reading of the text by the student, the teacher can assist by talking about what’s been read and asking what the student thinks might come next in the story. The teacher might read a little as well. However these are brief detours as the main task is for the student to read.

After reading the teacher checks the student’s understanding and encourages him or her to think beyond the text. Discussion aims to be stimulating to foster enjoyment in reading. The reading can also provide meaningful contexts for observation and discussion of how language works. Grammar, punctuation, and other aspects of language can be talked about in terms of the purpose and effect on the extended audience.

Some reading resources held by SERU that would lend themselves to the guided reading methodology are

63-1727-01 New Trend Fiction (sets 1-4)
63-1743-01 Spooked
63-2241-01 Surf to Success
63-1744-01 Footy Kids
63-1386-01 City Kids
63-2243-01 Danger Zone
63-1472-01 High Stakes Adventures
63-1603-01 Horror Pack
63-2052-01 Zippers
63-2323-01 Crackers

Teachers’ references that relate to guided reading methodology include

36-0155-01 Moving On with Big Books
36-0129-01 Real Books for the (Less) Successful Reader
36-0182-01 High Interest Low Vocabulary Student Material and Teacher References
36-0152-01 Language Workshop Series Vol 1—Big Books as model for writing
36-0152-02 Vol 2—Using big books to focus on grammar and other specific language knowledge
THRASS (Teaching Handwriting Reading and Spelling Skills) is a strategy for enhancing literacy acquisition by teaching students about how sounds are represented in written language. A prerequisite for THRASS is phonemic awareness: hearing/discriminating/segmenting/blending/rhyming sounds and understanding that a word is made up of sounds, a sentence is made up of words and then transferring that knowledge into reading and writing. Some SERU resources which support this are:

- 63-1681-01 Phonemic Training Program (Series books 1-5)
- 63-2059-01 Metalinguistic Awareness Program
- 63-1757-01 Sounds Abound
- 63-2741-01 Reading Freedom 2000 Phonics First
- 63-2236-01 Sound Practice-Phonological Awareness in the Classroom
- 63-1800-01 Video Phonemic Awareness Training
- 63-2101-01 THRASS

The following assessments could also assist in determining phonological development program requirements:

- 55-0065-01 TOPA Test of Phonological Awareness
- 55-0080-01 Assessing and Teaching Phonological Knowledge

SERU has books, games and activities which require children to practice decoding/encoding skills. To adapt these resources to include THRASS, teacher/students write all the other phonemes which make the same sound; identify words that contain the added phonemes and complete tasks using all the words. Some SERU phonological spelling series include:

- 63-1625-01/05 Reading Freedom Developmental
- 63-2106—2108 Reading Freedom
- 67-0346-01/03 Spelling Success
- 63-0891-01 Working With Words (also available for purchase from SERU)
- 63-2061—2064 Literacy Lifters

Some reading series at SERU which focus on developing decoding skills are:

- 63-1715—1720 Fitzroy Readers—Levels 1—5 (cassette included with each level)
- 63-2112-01/02 Software—Fitzroy Talking Readers: levels 1, 2 (Win also available in Macintosh)
- 63-0532—0534 PM Instant Readers
- 63-2050—2051 Giggle and Grin Readers
- Various New Way Readers

SERU handwriting resources which complement THRASS by teaching/reinforcing correct letter formation and develop automaticity and fluency include:

- 67-0127-01 Handwriting Practice Book (SA Modern Cursive)
- 40-0047-01 Developing Handwriting Skills
- 67-0250-01 Helping with Adult Handwriting

An assessment for handwriting can be used to determine specific handwriting difficulties:

- 55-0084-01 The Handwriting Speed Test

There is also a THRASS software program available at SERU:

- 63-2608-01 Software—THRASS II (Win)
Motivate students, enhance their organisational skills and solve vision/visual tracking problems without spending a dollar? Start with what you’ve already got …

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These settings allow selection of icon size, colours and contrast to suit vision requirements, and mouse click style to suit motor skills.

**Cursor Trails** | Enhanced visual tracking
**Smart Move** | Auto jump to default buttons in dialogue boxes

**Access Options**

- **Sound**: Visual warnings
- **Display**: High contrast colours and fonts
- **Mouse**: Mouse navigation keys

**Desktop** Right click on desktop » **New**

**Shortcut** Place shortcuts
- On Desktop
- In Start Menu
- On Taskbar

**Start Menu** Right click on Taskbar » Properties

**Taskbar** Click and drag shortcuts to the Taskbar

**Icons** Right click on existing icon » Properties

**Display properties**

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- Auto jump to default buttons in dialogue boxes

**Access Options**

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- **Mouse**: Mouse navigation keys
The following websites can be referred to for literacy projects, teaching methodologies and resources.

www.closingthegap.com/lib/Liblit.html
Two articles titled Spelling and Assistive Technology and Engaging the Reluctant Reader: Supporting Reading and Writing Online.

http://edweb/suso.edu/SPED/ProjectLit/LITT
Literacy Instruction Through Technology is a research project focusing on the use of technology to improve the reading skills of students with learning disabilities.

http://www.greenwood.org/
The Greenwood Institute focuses on dyslexia and literacy.

http://www.ldonline.org/
The LDONline site, includes a literacy/learning disabilities focus.

DETE bibliography on Literacy Intervention.

A DETYA report entitled Mapping the Territory: Primary Students with Learning Difficulties: Literacy and Numeracy is available from this website (along with other reports that may be of interest).


ADHD Seminars (at Balyana Conference Centre, Clapham)
Stop Think Do: Teaching Social Skills
Presented by Lindy Petersen
5 October 2001, 9.00am—4.30pm
Managing Challenging Behaviour
Presented by Marie Davis & Martin Muse
11 October 2001, 9.00am—4.30pm
Dyslexia: Success in the Regular Classroom
Presented by Annette Brock & Alison Playford
11 October 2001, 9.00am—4.30pm
Contact: Ph 8339 2123 Fax: 8339 1427
$90.00 each ($95.00 if paid by credit card)
Email: tayneu@iaccess.com.au

Unity and Diversity within Special Education.
Australian Association of Special Education Inc.
For professionals working in mainstream and specialist schools, academics, researcher, counsellors and all those involved in the promotion of education of students and young adults with a disability, a learning difficulty or a behaviour disorder.

William Angliss Institute of TAFE, 555 La Trobe Street, Melbourne.
$315.00 (AASE member) $385.00 (non-member) $412.00 (non-member joining).
Ph: 03 9439 3855
Register online: www.aase.edu.au
For further information phone: 8288 7522
Conferences

Emergence of New Technologies—Literacy Learning in a Nonlinear Process
There are two courses being offered over 5 days (4 days face-to-face and 1 day equivalent online) in 4th term. There are a total of 30 places in the 2 courses. These will be for two teachers (years 3-7) from the same school who are recognised leaders in literacy in disadvantaged schools.
Explore the implications for the teaching, learning and assessment of reading and writing and make the necessary links to SACSA.
Course 1
23/10/01, 24/10/01 9.00am—3.30pm
31/10/01, 7/11/01 4.00pm—7.00pm
17/11/01 9.00am—3.30pm
Course 2
26/10/01, 27/10/01 9.00am—3.30pm
9/11/01,10/11/01 9.00am—3.30pm
Technology School of the Future—Hindmarsh...
Contact: Lee Sansom, Technology School of the Future Ph: 8463 5999
Fax: 8463 5900

An Introduction to the Picture Exchange Communication System (PECS) for Parents and Caregivers.
Speakers: Amanda Waschl, Julie Bain-Cross, Denise Murison, Katrina Holmes.
Saturday 20 October 2001, 9.00am-12.30pm
Education Centre, Hindmarsh
$10.00 Including morning tea
To Register: Rebecca Timms, Training and Development Unit—8463 5801
Contact: Anne Arnold on 8235 2871

THRASS 1: Teaching Handwriting, Reading and Spelling Skills
To introduce the THRASS program and principles as a resource which teachers and other support staff can use to better meet the literacy learning needs of students experiencing difficulty in decoding and encoding English print materials
Saturday 6 October 2001, 9.00am-4.00pm
Tuesday 9 October 2001, 9.00am-4.00pm
Wednesday 28 October 2001, 9.00am-4.00pm
Education Centre, Hindmarsh
$45.00 plus $4.50 GST
To Register: Complete the Training & Development Registration Form/Tax Invoice
Contact: Ph 8463 5801
Fax: 8463 5810
Internet: http://www.tandd.sa.edu.au

THRASS—Phase 2—Putting it into Practice
To establish a network of teachers to share ideas/good practice in the implementation of THRASS in schools
Thursday 11 October 2001
9.00am—4.00 pm
Education Centre, Hindmarsh
$45.00 plus $4.50 GST
To Register: Complete the Training & Development Registration Form/Tax Invoice
Contact: Ph 8463 5801
Fax: 8463 5810
Internet: http://www.tandd.sa.edu.au
New Resources

This pack contains a book of photocopiable worksheets and a picture pack containing 16 cards of coloured photographs on one side and discussion points and focus questions on the other side. Each unit features: ideas about society and environment which underpin the unit; understandings students might develop; perspectives which are incorporated in the unit; focus questions; teaching/learning experiences; blackline masters for planning and teaching, as well as for assessing and recording student achievement. See also 66-0709-01 (middle primary); 66-0709-01 (lower primary).

This pack which is part of the Ready-To-Go series contains a book with photocopiable worksheets, and a set of picture cards containing coloured stimulus photographs depicting various celebrations. Celebrations provides students with the opportunity to look at the way people around the world celebrate and remember particular events. Some celebrations will be familiar, while other events will introduce new concepts or traditions. The activities are based on the Society and Its Environment Learning Area, and can be used either individually or in sequence as celebrations occur throughout the year. See also 66-0710-01 (lower primary) 66-0710-03 (upper primary).

Spelling Approaches to Teaching and Assessment. ACER, 1999. 55-0092-01.
This book examines how students acquire skills and the individual differences that can be observed between spellers. Teaching strategies and ideas that are based on an understanding of the learning process are then provided. The South Australian Spelling Test, along with current norms on over 10 000 students covering 6 to 15.5 year of age, are also included.

On Track Reading (set 4) Of Primary Importance Pty Ltd, 1998. 63-2782-01.
This pack contains a book of blackline masters and 16 readers. The book of blackline masters contains cloze exercises, drawing and sentence sequencing/construction cut and paste activities. The readers have full page colourful illustrations that provide support to the text. The text consists of predictive sentences, one per page. See also 63-2779-01 (set 1); 63-2880-01 (set 2); 63-2781-01 (set 3).

This book of reproducible worksheets provides word lists for planning lessons, designing classroom activities, extension, reinforcement and enrichment work. The word lists are grouped in four sections: Sounds—including vowel sounds, digraphs and blends; Spelling—including homophones, compound words, plurals and frequently mis-spelt words; Grammar—including common nouns, pronouns, verbs, adjectives and adverbs; Vocabulary—including synonyms, antonyms and thematic word lists. See also 67-0413-01 (lower); 67-0413-03 (upper).

This book contains photocopiable blackline masters and covers: Numbers to 9999; Estimation and Place Value; Calculators; Fractions; Decimals; Money. Each topic is covered by two complete units of work. Each unit is complete in itself and begins with a list of outcome indicators, resources needed, mathematical language used and a description of each blackline master. See also 64-1122-01 (Operations and Number Patterns); 64-1125-01 (Measurement); 64-1124-04 (Space).
New Resources

This pack contains blackline masters and 11 books. The blackline master book provides the following reinforcing activities for each book: words; comprehension; cloze/word study; find a word; crossword. The books have small black and white drawings breaking up the text, providing some visual stimulus and cues to the text. The text is clear and consists of simply constructed predictive sentences.

67-0414-01.
This book contains photocopiable worksheets. It provides a series of activities which focus on phonics, spelling, word recognition and vocabulary and is designed to develop student’s understanding of sound-spelling relationships. See also 67-0414-02 (Book B); 67-0414-03 (Book C); 67-0414-04 (Book D).

Emotional Release for Children.
This book looks at how children can be supported in talking openly about their problems and releasing their emotional stress and contains clear, step-by-step games and exercises for encouraging children’s growth in self-awareness and self-esteem.

The concept Pack: Level 2A is one of four packs developed by SERU to support concept development. It contains: a list of concept resources and annotations; Flip Book (Set A Concepts); an Opposites game and a Preposition game.


66-0713-01
This book contains photocopiable blackline masters and is a compilation of ideas and activities designed to assist teachers to be more effective in building a positive classroom. Some of the topics include: Activities for a positive start to the day; Clever day to attract and keep students’ attention; Thoughts for the week, etc.