At the end of 2001, the following people were successful in winning project officer positions at SERU—Angela Roodhouse (Transport Assistance), Alister Davies (Information Technology), Kathy Bignall (SACSA, Levels of Schooling) and Peta-Anne Field (SACSA—Training and Development). Congratulations and welcome. We welcome also Bronwyn Bowley and Nicole Pickles to the Early Intervention Service—Hearing Impaired Team. Special thanks to Stephanie Hoerr who has successfully taken on the librarian role in Term 1. We look forward to another busy and exciting year at SERU.

This SERUUpdate provides updated information on our statewide services.

Chris Underwood, Manager

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**SERU Services**

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**SERU News**

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**Opening Times**

SERU is open from 8:45 am—5:00 pm Monday, Wednesday, Thursday, Friday and from 8:45 am—3:30 pm on Tuesdays.

During the school holidays SERU will be open from 9:00 am—5:00 pm Monday 22nd April to Friday 26th April (closed Anzac Day 25th April) for borrowing and assistance to teachers.

The SERU Services holiday workshop will be held on Friday 26th April from 9:15 am—1:00 pm. The focus will be *IT Access for Students with Disabilities and Learning Difficulties*. Contact Jeanne Hall for further information and registration details.
SERU provides a diverse range of equipment to support students with disabilities in DETE preschools/schools. This equipment facilitates student access to the site and curriculum and allows staff and visiting carers to work efficiently under safe conditions. Equipment available for loan from SERU is portable and usually temporary.

- **Access to facilities/mobility:** SERU has provided portable ramps and stair climbers where a student is unable to physically access areas within the school. These are usually temporary solutions and alternative solutions may need to be explored eg permanent ramps, lifts, relocating rooms/equipment. Requests for permanent fixtures or accommodations should be made to Site Property Services.

- **Personal care and handling:** SERU provides portable commodes and toilet frames, steps, transfer disks and platforms to assist transfer procedures, hoists and slings for lifting students and change-tables to provide suitable working heights for staff and other carers for safe practices and to avoid injuries related to lifting and handling.

- **Classroom:** Sloping desktops (both low-angle for writing posture and high-angle for low-vision needs) and specialised seating can be provided through SERU. Requests are often received for unusual specialised or modified equipment requiring research and development, either at SERU or in consultation with therapists and manufacturers eg control platform and extension arm to enable a student to operate a sewing machine with the feet; toilet frames with adjustable footrest, platforms and steps.

**Accessing the Service**

When a need for specialised equipment is identified within a school eg a modified chair for classroom use, SERU can be contacted for advice, followed by a written request from the preschool/school principal/director with supporting information from a health professional eg an occupational therapist, physiotherapist, to the manager, SERU. For further information contact Gary Schaffer/Nick Cousins.

All equipment is loaned for use within the preschool/school only. Equipment remains the property of SERU, is on long term loan in the site name and is reviewed annually until no longer required by the student.
To facilitate curriculum access, SERU provides a range of assistive and adaptive technologies.

- **Computers:** SERU provides a range of computers including word processors, laptops and desktops to meet the specific needs of individual students.

- **Assistive technology devices:** A range of devices such as Intellikeys, overlay keyboards, on-screen scanning keyboards, pointing devices, large monitors and small devices are available to enable curriculum access via computers.

- **Software:** SERU maintains a collection of assistive and curriculum software. Assistive software includes screen magnifiers, text-to-speech * speech-to-text software, predictive word processors and symbol-based processors. There is a wide range of curriculum software available on two week loans for trial and evaluation.

- **Switch devices:** SERU has specialised resources particularly for students with severe multiple disabilities and/or physical delay designed to appeal to their sensory modes of learning. SERU maintains a collection of switches—on/off, continuous pressure, foot, head, touch etc which need to be selected to meet individual needs.

- **Power boxes:** Power boxes are available to facilitate the use of cassette players, cooking equipment, radios, fans and other equipment.

There is a limit of specialised items for loan (4 per group, 2 for individual children) which are restricted to children/students with severe multiple and/or physical disabilities. A detailed catalogue of these resources is available for loan. For further information contact Alister Davies, Project Officer, Information Technology—email: daviesa@seru.sa.edu.au

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**Specialised Resources**

**Specialised Resources:** SERU has specialised resources particularly for students with severe multiple disabilities and/or physical delay. The range is developmental and can be linked to other technological resources such as computers and education software. Assessments held at SERU can assist in determining levels of ability. The resources are designed to appeal to the sensory modes of learning eg sight—‘eye contact box’ with alternating coloured lights; linked lights which flash on and off in sequence for visual tracing; *touch* - vibrating cushions; massagers; vibrating tubes; *hearing*—musical inset puzzles; noise boxes; boxes with light and sound. Many of these materials are activated by switches.

SERU holds a range of switches—on/off, continuous pressure, foot, head, touch etc which need to be individually selected for the student. SERU has a number of power boxes which can facilitate the activation of cassette players, cooking equipment, radios, fans etc appropriate for use by older students. There is a limit of specialised items for loan (4 per group, 2 for individual children). These resources are restricted to children/students with severe multiple and/or physical disabilities. Annotations are available for all specialised resources and include a visual image of the resource using the digital camera. A catalogue of these resources is available for loan. New materials have been purchased which are age appropriate for older students.
Resources available from SERU can be utilised on a trial and evaluation basis to enable schools to determine relevance for their student needs. Resources are also available to assist teachers with inclusive teaching and learning practices and to assist with adaptive, or to complement current, programs. The focus for resources selected and purchased by SERU provides for increased variety in presentation, maximum opportunity for practice and ‘over-learning’, motivation and individualised programming. SERU welcomes suggestions from people in the field for possible additions/inclusions to our collection.

Teachers at SERU assist teachers, support staff and parents to select specialised/curriculum resources for a range of developmental and skill levels; they also advise on additional uses for equipment and link resources with the SACSA framework and/or assessment materials.

- **Toy and Leisure Library:** SERU holds an extensive collection of early developmental toys, games and leisure materials including sensory—tactile materials and early play toys; sensory motor—cause and effect resources; perceptual—matching and sorting games and toys; perceptual motor—toys which require eye/hand coordination, construction, threading, insets and puzzles; motor—toys with a gross motor component; sociodramatic play—toys and activities to encourage ‘make believe’ play and social skills; musical instruments; cognitive/concept development—games with rules, early concept development materials; large equipment—cause and effect, eye contact, sensory motor integration. Some resources are suitable for older students eg electronic hand held games, musical instruments and relaxation cassette tapes. Assessments and developmental scales available for loan from SERU can assist with determining levels of functioning.

- **Curriculum Resources:** SERU has an extensive range of resources to assist parents/caregivers and educators with programming support and provision for curriculum differentiation which include literacy, numeracy, language development, daily living, science, behaviour management, concepts, social development and cognitive/thinking skills. These can be developed through a range of formats: blackline masters, supplementary reading/developmental materials, games, videos, audio cassettes and multimedia materials, which can be linked to SACSA outcomes for structured, motivational, inclusive classroom practice, additional skill reinforcement and consolidation for specialised educational purposes.
• High Interest Low Vocabulary Literacy Resources: To support older emergent/reluctant readers who are still at the early stages of literacy development, SERU has a specific ‘blue dot’ collection signifying resources that have been selected for their high interest/low vocabulary content. Many of these items include sets of books and blackline masters that provide additional practice of vocabulary and comprehension activities related to the text.

• Software: Computer software packages are available from SERU for 2 week loan periods for trial and evaluation purposes. The collection caters for children and students with a disability and/or learning difficulty from the Early-Senior years. Software packages available reflect the learning areas of SACSA to support and further develop skills in numeracy, literacy, problem solving, cause and effect, health and personal development, thinking etc. On site presentations can be arranged directly with the ICT resource teachers. Software listing is currently being developed and will be made available to SERU borrowers on request. Systems software eg Hyperstudio, Click-It, Simply Speaking are specialised resources for curriculum access. Information regarding their use can be made directly with Alister Davies/Nick Cousins/Rita Aloi-Doody.

• Assessment: Tools for ‘Assessment and Reporting’ on learner achievement is regularly reviewed to reflect current teaching and learning methodologies. Assessments are available for a 2 week loan period for trial and evaluation purposes. The range of assessment materials held at SERU for screening, assessment and diagnostic purposes includes auditory, perceptual motor, non-verbal, social/self esteem/behaviour, language, literacy, numeracy and functional skills development. Materials include attainment and criterion-referenced tests, as well as informal checklists and inventories. A list of SERU general assessments as well as a specific literacy assessment listing is available on request.

• Reference/Professional Texts: The collection is currently being reviewed to reflect contemporary local, national and international trends in teaching and learning to support SACSA for children and students with disabilities and learning difficulties. Reference material includes programming support material, disability awareness information and research papers reflecting issues in education and disability.

• Videos: SERU has recently purchased a number of new videos relating to disability awareness and/or education trends to update its collection. An annotation of each video reviewing content, intended audience etc is included with each video.

• Publications: SERU staff have written curriculum materials (distributed and sold nationally and overseas) in response to requests for materials that are not readily available commercially to match specific student requirements in difficulty and/or age appropriateness.

• My Skills Series: Designed for older students who require support material to complement their learning experiences and skill development, these provide everyday practical activities which can be selected to focus and give students a greater sense of independence. The series includes: My Home skills—3 books (forms, food, measurement, time calendar, following instructions, safety, telephone, newspapers); My Community Skills—3 books (goods and services, accommodation, travel, time, direction, map reading); My Financial Skills—1 book (money, money handling, money management). The books present reproducible blackline masters for individual/group use. Activities include the introduction of concepts, reinforcement of concepts and extension through community based participation. Other publications include topics eg money, fine motor skills, pre maths, phonic/spelling workbooks, signed English stories and rhymes.

A list of SERU publications is available on request.
**Information**

- **Journals**: SERU subscribes to an extensive range of local, national, international and specialist journals and newsletters covering curricula and special education topics. These journals are available to clients to peruse at SERU.

- **Current Awareness**: SERU produces a quarterly current awareness publication which is distributed as part of the SERU Update. Up to thirty articles are listed and annotated; a maximum of 4 are provided to clients on request, free of charge. Extra articles are available at $4.40 per article.

- **Inter-Library Loan**: Books and articles are available on loan to other specialist libraries in South Australia and interstate. Searches on topics relating to special education can be undertaken on behalf of registered clients through SERU’s database. Websites are included as part of the focus topic in each SERU Update. Any enquiries regarding journals and current awareness can be directed to the librarian.

- **Extract Files**: SERU provides a range of articles on disability and special education topics. The extracts are collated within subject headings (cross-referenced) and retrieved through the extract catalogues. Although not for loan, files can be read and photocopied at SERU at a nominal cost.

- **SACSA/SACE and Students with Disabilities and Learning Difficulties**: SERU holds examples of assessment plan pro formas for students working towards SACE (Stage 1 ESF) eg Work Education, Integrated Studies, Community Studies (eg food; health and recreation; technology). Teachers will also be encouraged to provide samples of SACSA programs to add to this statewide repository of ideas and sharing of good practice. Contact: Kathy Bignall.

- **Information Packs**: A series of topic folders with a focus on students with disabilities and learning difficulties have been compiled by resource teachers. These folders contain current information, research, critiques with teaching and learning implications. Topics include eg Autism Spectrum Disorder; Assessment; Auslan; Down Syndrome. SERU staff have also compiled information about a range of syndromes to assist teaching and support staff as well as parents with specific syndrome information and learning implications.

**New Resources**


This book is designed to encourage children to develop social behaviours such as sharing, helping and comforting. A compassionate approach involving expressing their feelings clearly, taking the perspective of others, identifying others emotional states, communicating in a caring manner becomes the normal pattern of behaviour. Each section is followed by Empathy Play—a series of practice games that parents and teachers can play with children to reinforce empathetic behaviour. A four week, step-by-step empathy skills training program is included.


This book offers parents/caregivers a conceptual framework—the psychodynamic approach for working together to understand and facilitate child and family development. The psychodynamic approach combines theoretical understanding and practical observation to create a new way of understanding human behaviour. Key concepts in this approach include: all behaviour has meaning; behaviour is dynamic and changes all the time; our inner world of dreams, fantasy and play is important in the construction of self; the need to understand the child as an individual and with the context of the family; the need for an infant to give voice.
New Resources

This book contains blackline masters designed for use with a wide age-range of students about the accumulated skills from the home through school and work experience towards job-seeking. Short texts followed by activities are provided throughout, looking at simple aspects of work and workplaces, defining specific skills areas (personal, transferable and job-related), discussing a student profile (mini-resume), advertisements, job applications (forms, letters) and basic interview skills.

This is an assessment designed to gather information about the current level of knowledge, understanding and awareness a person has in the area of human relations and sexuality and covers such areas as body awareness; public and private; puberty; menstruation; masturbation; feelings; relationships; sexuality; reproduction and contraception; protective strategies.

Vehicle Sound Blocks. Small World Toys. 81-1262-01.
Their picture matching vehicle sound blocks produce the noise of the vehicle portrayed when the correctly matched block sides are joined. They develop matching skills, eye-hand coordination and auditory attention. They are suitable for children aged 2 to 7 years.

This text provides information to assist teachers with identification and programming for students with varied special education needs, practical ideas for classroom management and inclusive practices across primary and secondary settings.

Digging Deep is a program to help young people, particularly boys aged 8-16, who struggle with their feelings and words. It is designed to assist teachers in helping students talk about their emotions. The teacher’s manual provides curriculum and program ideas and incorporates discussion starter cards with suggestions for classroom activities.

This sociodramatic play resource consists of a tea set with a musical teapot which plays a tune when poured, sugar bowl, milk jug, cups and saucers, spoons and tray. It can be used for counting, matching, colour understanding; motivates expressive language and vocabulary acquisition; to promote appropriate social/daily living behaviours; eye-hand coordination. It is suitable for children 2-8 years to play with independently or in a small group.

Talking Friends—Ducks. CA Toys. 81-1263-01.
This duckling which quacks when squeezed provides tactile/auditory play experiences for the infant/young child. The hand squeezing movement required to make the duckling noise (cause and effect) develops finger and hand agility. It is suitable for infants/young children aged 1 to 4.

This teacher reference describes and defines dyslexia, assessment and diagnosis, intervention and teaching strategies for reading, handwriting, spelling, writing and mathematics skill development. Additional sections cover ADD and ADHD, behaviour/social skills, self-esteem, transition issues, support for parents and the adult with dyslexia. It is a comprehensive handbook with many suggested follow-up activities for classroom and home support.
New Resources

First Aid in Reading. Curriculum Corporation. 63-2794-01.
This resource contains two books: First Aid in Reading Program Book; First Aid in Reading Activity Book, and has been designed to help those children/students beginning to read, those struggling with reading and those learning English for the first time. The pretest establishes the student’s starting level and the Program Book provides systematic lessons working through all major English phoneme groups and sight vocabulary words. The course teaches the 2,500 most common words in English, including the Dolch list and the 400 most frequently used words in standard reading programs. The Activities Book provides revision sheets, stories and games to accompany the reading course. Both are highly illustrated, easy to work through, contain photocopiable blackline masters and are suitable for teachers or parents.

School Entry Assessment consists of three assessment tasks: Concepts About Print; assessing emergent literacy; Checkout; a shopping game to assess numeracy; Tell Me; A story retelling activity assessing oral use of language. It is intended to be administered between four and eight weeks after the child starts school. The tasks are performance based enabling teachers to form accurate, reliable views about a child’s understandings when they begin school and to plan programs accordingly. The assessment tasks have been developed by New Zealand educationalists, including Dame Marie Clay and have been adapted for the Australian environment by Curriculum Corporation.

First Aid in Reading Program Book; First Aid in Reading Activity Book

This teacher resource book contains assessment, programming and teaching strategies to assist primary and secondary teachers to develop successful inclusive classroom practice.

This teacher book contains a range of reproducible classroom programming activities to assist in the integration of children with special needs in the primary years through an inclusive curriculum across all learning areas, as well as special skills.

Behaviour Assessment Guide. LABA, 1993. 52-0018-01.
The Behaviour Assessment Guide enables the user to perform a comprehensive behavioural assessment and functional analysis in the following domains: communication; cognitive/academic, self-care; community skills; leisure/recreation; motor activity; emotional; social skills to assist in designing effective intervention programs for severe and challenging behaviours.

This book is for teachers who wish to use the student self-assessment strategy in their classrooms for years 3-6, but they can be adapted and extended to suit other year levels. It includes teacher support notes and a comprehensive range of worksheets to help students self-assess their own learning.
**Max’s Sandbox**

Max’s Sandbox is a series of programs that are embedded into Microsoft Office 97, 2000 and XP. It greatly simplifies the interface to enable young children and children with learning disabilities to access Word, PowerPoint and Excel and find the experience enjoyable and rewarding. The program was developed in South Australia and is available free to all DETE school and preschool sites.

There are 3 sections to Max’s Sandbox:

**MaxWrite**

Children can create their own storyboards using MaxWrite’s easy to use icons and tools like Doodle Pad and Insert Picture. They can choose fun templates for invitations, flyers, letters and birthday cards to send to friends and family.

**MaxShow**

MaxShow lets children create adventures and high-quality presentations. Peedy the Talking Bird reads out the words so even non-reading children can join in! Children can add their own scanned images or record their own songs, sound effects and voiceovers.

**MaxCount**

Loads of games and activities, colourful charts and graphs make it easy and fun for children to count, sort, group and match their favourite things.

Parents can also purchase the program. For further information refer to the following contact details.

**Telephone** +61 8 8272 2555  
**Facsimile** +61 8 8272 2511  
**Freecall** 1800 00 33 66  
**Web** www.maxssandbox.com  
**Email** info@eword.com.au

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**Matti Mole’s Summer Holiday (Win/Mac). Sherston, 2000. 63-2361-01.**

Matti Mole’s Summer Holiday provides interactive language activities linked to the talking story and games. Each with three levels of difficulty, the language activities practice and develop skills in alphabetical order, capital letters and full-stops, composite words, nouns and adjectives, definitions and joining words, opposites, plurals, questions, rhyming words, speech marks, tenses and verbs.

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**Mental Maths Olympics 4 (Win/Mac). Sherston, 2000. 64-113801.**

This software package contains fun Olympic style events in which learners compete against themselves to practice their mental maths skills (plus, minus, multiplication and division). Each event has its own personal coach who presents animated explanations of the most appropriate strategies for each type of calculation.

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This software package is an animated interactive story containing high-quality animations, narrations, sound effects, music and support materials for 5-7 year olds. The simple adventures take learners to a magical land where they have to complete literacy based tasks and puzzles in order to complete each adventure. Activities include speaking and listening, reading, developing strategies for problem solving, thinking skills such as identifying initial sounds, visual discrimination, sequencing pictures and simple cloze etc.

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**Bodywise. Sherston, 2001. 66-0769-01.**

Bodywise is an interactive database of the human body that allows learners to actively explore its wonders in a stimulating way. Accurate illustrations, clear animations and informative texts provide an understanding of the human body. The activities include educational games to practice and consolidate information they have learnt.
Focus Education Australia presents:  
Teaching with the Brain in Mind  
A two day conference with Eric Jenson.  
For: classroom teachers; special education teachers; administrators; counsellors; adult educators.  
Time: Friday 16th Saturday 17th Sunday 18th, Monday 19th August 2002.  
Venue: West Lakes Hotel.  
Cost: $175.00  
For further information: Focus Education Australia, 8358 6993.  

Northern Beaches Care Centre presents:  
The 2nd International Mind of a Child Conference.  
Time: April 5th, 6th, 7th 2002  
Venue: Manly Pacific Parkroyal, Manly. NSW.  
Cost: $770.00  
For further information: Robyn Cosford, (02) 9979 9444.  

The youth ensemble of Restless Dance Company are performing a new work called in the blood as part of High Beam Festival of Art and Disability.  
Time: from Wednesday 8th April to Saturday 11th 2002, 9.30 am to 5.00 pm.  
Venue: Queens Theatre.  
Cost: $16.00 ($11.00 concession). Groups: people with a disability / students $5.00. (Support workers and teachers free.)  
Tickets bookings and further information from Restless Dance Company, 8212 8495.  

Strategy Work presents:  
Workshop Series (February—June 2002).  
Inclusivity Promotes Creativity.  
Thursday April 11, 2002  
1.30 pm—5.00 pm  
Learning Culture—How To Develop It Within An Organisation.  
Thursday May 16, 2002  
Leadership—What Does It Take?  
Thursday June 13th, 2002.  
For further information: Mallika Prasad-Chowta 8379 8753.  

Teaching Students with Dyslexia, 2002.  
An Introductory Training Course for Teachers.  
When: 22, 23, 24, 25 (rest day) 26 April.  
Time: 9.00 am—3.30 pm  
Venue: The Fullarton Park Centre.  
Cost: $275.00 (students $220.00).  
For further information: Annette (08) 364 65360.  

2002 Adelaide Zoo Accessible Family Days.  
Sponsered by DIRC, United Water and Paraplegic/Quadriplegic Association of South Australia Inc (PQA).  
Time: Saturday 6th April to Tuesday 9th April 8, 9.30 am to 5.00 pm.  
Special entry prices, concessions, displays and events available to celebrate.  
Contact DIRC 8223 7522 or Michael Vickers PQA 8235 3500.  

SERU Links Term 2.  
Date: Friday (week 8) 21st June 2002.  
Time: 9 am to 1 pm.  
Venue: Education Development Centre.  
Focus Topic: legal issues and implications: children and students with disabilities and learning difficulties.  
Cost: $11.00  
Contact: Peta-Anne Field, SERU 8235 2871.  

SERU Services Holiday Workshop.  
Date: Friday 26th April, 2002  
Time: 9.15 am to 1.00 pm.  
Venue: SERU, 72A Marlborough Street, Henley Beach 5022  
Focus Topic: IT access for children and students with disabilities and learning difficulties.  
Contact: Jeanne Hall, SERU 8235 2871.
Borrowing Resources

• Borrowers may only borrow resources in their own name. Resources cannot be borrowed using another person’s name. If a borrower is collecting resources for other people, we require written authorisation before resources can be processed.
• Up to 12 resources may be borrowed to support a class.
• Resources may be borrowed for up to 4 weeks by metropolitan borrowers.
• Country borrowers may borrow for up to 10 weeks (1 term).
• Assessments, videos and some reference books are available on a two-week loan basis.
• Software is also available for two week loan; one CD or two disc packages can be borrowed.
• Two adapted (switch-operated) resources per individual student and up to four for a class group may be borrowed. These resources are restricted for use by students with severe multiple disabilities.
• SERU has a Not for Loan collection consisting of journals, reference material and extracts. These items are available for use on the premises. Photocopying is available.
• If more time is required to consolidate a skill or concept being taught, resources on loan can be extended for one month providing the items are not required by another borrower. If the items are considered to be of particular use for a student or group, the school may need to consider purchase to ensure continuity of use or to enable the resource(s) to be utilised by a wider group of students.
• If requested resources are currently on loan, items can be reserved. When the reserved items become available borrowers will be informed. If their loan limit will be exceeded, some resources will need to be returned prior to the reserved items being forwarded.

Resources are expensive and considerable time is required in their processing and maintenance, therefore we ask all borrowers to:

• Please check that all resources are in their allocated plastic bag before returning.
• SERU will pack resources requested by country borrowers and post/courier them. Borrowers are responsible for cost of returning the resources. For safe handling, returns should be boxed, wrapped and securely tied.

Loss/Damage of Resources

Borrowers are responsible for:

• care of resources
• checking that all items are included when returning
• adequate arrangements being made for their return eg via courier/postal/bus services
• complying with copyright restrictions.

Borrowers are liable for any items in their name until point of return, including cost of repair/replacement if damaged or lost.