



## WAATA 2018 CONFERENCE NEWSLETTER



### HON. SABINA WINTON MLA MEMBER FOR WANNEROO AND COCOS ISLAND DELEGATES

*by Kerrie Wann*

#### EXTRACT FROM EMAIL

" I was a school teacher for 27 years prior to entering Parliament in March 2017. I spent 3 years at Fitzroy Crossing DHS and 2 years on Cocos (Keeling) Island.

My first experience with working with EA's were in these remote locations and quite frankly don't know how I could have done the job without the wonderful relationships I developed with these precious people.

Cocos is a special, yet challenging school to teach in with the majority of students being Cocos/Malay and English is their 2nd choice. I taught on Home Island sharing a year 6/7 class with Mak Laisa (2nd from right). She was my colleague and partner. It was very much a team teaching approach and she was so capable, supportive and incredibly patient with me in making sure that we developed class programs that incorporated the special needs of these students for who english was only spoken whilst at school.

Mak Laisa welcomed me into her home and I learnt so much about the Cocos Malay culture from her and her family. I lost touch after leaving Cocos but often wondered.. so imagine my surprise when I spotted her at the Conference Dinner..24 years later. I am so satisfied and grateful that she has continued supporting and teaching teachers who lob onto Cocos to ensure her community gets the best possible educational outcomes.

Education Assistants are truly remarkable people"

Sabina asked me to find out Mak Laisa's name. When I approached Mak Laisa and mentioned "Sabina Fern" the screech and excitement on her face was truly inspiring. I was so proud to be a part of their reunion.

**WAATA**  
**Executive**  
**Committee**

**CHAIRPERSON &**  
Nadia Reynolds  
**VICE CHAIRPERSON**  
Maria Cox  
**SECRETARY**  
Sue Collins

**TREASURER**  
Lyn Worth  
**ACTNG TREASURER**  
Lawana Williams  
**NEWSLETTER EDITOR**  
Kerrie Wann

**CONFERENCE SECRETARY**  
Angie Williams  
Karen Peters  
**CONFERENCE COORDINATORS**  
Nicole Radcliffe  
Marsha Hulland

**COMMITTEE:** Jan McCagh; Louise Rhodes; Julie Corich; Karen Pearce;  
Sue Greenhaigh; Bev Dainton

# CHAIRPERSON REPORT 2018

Nadia Reynolds



I am so grateful for the commitment of the 2017/1018 committee to stage a fantastic 2018 Conference for all our fabulous Education Assistants. Thank you to all delegates who took the time to personally thank committee members for their time and energy volunteering. I would like to thank Acting Treasurer Lawana Williams, who has done a tremendous job dealing with the transition to the new Tidy HQ system. Without you the Conference would not have gone ahead. Sue Collins, our Secretary, has set up many new systems, managed the website and updated our Constitution. Your energy and enthusiasm has been such an asset to team WAATA. Our amazing Conference Secretaries, Angie Williams and Karen Peters, thank you for your passion and time, especially the awesome table decorations on the dinner tables. Louise Rhodes, a long term WAATA member, who also helped with table decorations. Sue Greenhalgh for the colourful conference scarves for the committee members. I am sad to lose you all from the WAATA Committee but we will continue on with you in mind. I am so pleased that Nicole Radcliffe is your new Chairperson, as she will bring a new, young and vibrant energy to WAATA. Along with Marsha Hulland, as Conference Coordinators, they provided informative and educational sessions. I would like to welcome our new Secretary Sionna Macaulay and Treasurer Sandy Wood plus new committee members Lidie Attwood and Theresa Edmonds. New committee members bring new ideas and enthusiasm so thanks for stepping up to the job. Change is always challenging and sometimes difficult but we hope you can all appreciate that the WAATA Committee Volunteers work hard to create a modern, efficient and vibrant association that will continue to provide fantastic learning opportunities and networking for members now and into the future. I have enjoyed my 2 years as Chairperson, 1 year as Conference Coordinator. I feel fortunate to have had the opportunity to do so. Thank you all for your support as I learnt on the job. I am looking forward to continuing as a committee member, ensuring that WAATA continues to thrive.



*A wonderful demonstration of all the ladies who have contributed to growing and supporting WAATA over the years. Past and Present Committee members posed for a memorable photo at the Conference Dinner.*



# CONFERENCE COORDINATORS REPORT

Nicole Radcliffe & Marsha Hulland



The annual WAATA Conference is done and dusted for yet another year and what a fantastic conference it was...great committee, informative presentations, delicious food and drink. To all the 177 delegates who attended (in particular the virgins) it was such a pleasure to see you enjoying yourselves. The smiles on your faces, hearing about how much you enjoyed the presentations you were in and all the positive feedback we received make our voluntary job as Conference Coordinators totally worthwhile.

We have so many people to thank for making this event the success that it was. Rendezvous Hotel Scarborough - The hotel staff including, but not limited, to the Conference Coordinator, Food and Beverage and Audio-Visual staff for allowing the weekend to go off without a hitch. (If only we could have controlled the weather and stopped the rain and wind causing that pesky banging on Saturday morning in Preston A).

Angela Williams and Karen Peters, our Conference Secretary Extraordinaires, you ladies are beyond amazing and we appreciate everything you did in the lead up to and at conference.

Lawana Williams, Acting Treasurer – Thank you for all your hard work. Without you stepping up, we couldn't have made conference possible.

Sue Collins, Secretary – you are just a superstar for helping out while you were supposed to be on Long Service Leave. Thank you!

Nadia Reynolds, WAATA Chairperson – Thanks for attending meetings with us, being our sounding board and all in all just being there when we needed you. We are sad to see you step down as Chairperson but so honoured you have continued on the committee, 2019 is going to be bigger and better.

Decorations committee – the room looked wonderful, it was everything we had dreamed of and more. We are sure the delegates who attended would agree, a table piece you can get creative with is always a hit!

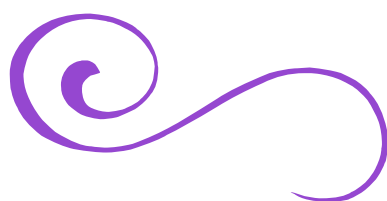
Kerrie Wann, Newsletter Editor – You are worth your weight in gold! We can't thank you enough for your hard work behind the scenes with the posters, the new conference program layout and your mail chimp emails which enable delegates to get their information digitally.

2018 WAATA committee - you are amazing! A big thank you for helping pack conference bags, networking and offering ideas and suggestions. Thank you to Maria Cox and Julie Corich for an awesome quiz competition at the Conference Dinner, Sue Greenhalgh for making the gorgeous bright coloured scarves worn by committee and to Jan McGagh for auctioning off the table centrepieces and 25 year conference bags, the proceeds will be donated to a charity.

Thank you to our Gold & Silver sponsors for attending, we hope to see you again next year.

Our wonderful presenters, Keynote, Plenary and VIP's who were so happy to be part of such a successful conference. They have offered to come back next year. Receiving so much positive feedback has really shown us that WAATA and our annual conference is of great value to Education Assistants with 4 professional development sessions over the weekend, so our plan this year is to get out to more schools and make sure they know all about WAATA. Now that conference has finished WAATA will be going digital, we will be rolling out TidyHQ and everything you receive from us will be emailed, so make sure you get your email addresses updated to [waata.newsletter@waata.asn.au](mailto:waata.newsletter@waata.asn.au).

A big warm welcome to our new committee members – Sionna, Sandy, Theresa and Lidie who 2 out of the 4 have taken on executive positions, we look forward to working with you as we are hoping to continue as Conference Co-Ordinators





## SIP AND CHAT

Friday evening was a night of renewing friendships, meeting new members and socialising with Education Assistants from all over our beautiful state.

The Committee mingled and encouraged delegates to "come on board" with our motto "WAATA BOUT YOU". Catering was amazing and drinks flowed. Laughter was heard from all over the room as we all relaxed after our busy 4 weeks of Term 3. Many previous committee members attended and reminiscence about previous conferences. "Virgins" were inspired by the atmosphere in the room and the camaraderie shown by all new and old delegates





# • NUMERO JULIE RICHARDS

*by Kerrie Wann*

Julie's father, Rev. Frank Drysdale (1932-2011) is the creator of Numero®. He was forced into early retirement in 1989 when he was diagnosed with Alzheimer's disease. One of Frank's own remedies to this situation was to keep himself mentally fit by playing mind games, many of which involved cards. He enlisted the help of his young grandchildren to help him pass the time playing different card games.

Alzheimer's WA (AWA) is the owner of Numero® and use the royalties to assist in their invaluable work for sufferers of this debilitating disease. Julie Richards is the proud publisher and distributor operating under IETPL (Independent Education & Training Pty Ltd)

Julie demonstrated how to play, instilling the basic rules of the game and then had the delegates pair up to challenge each other for approximately 15 minutes with just adding and pairing. Julie then brought us all back together to introduce subtraction, multiplication and throwing in the wild cards to tempt us all. We then challenged our partners again with Julie answering queries and assisting as much as she could.

Julie oversees the Interschool Numero® Challenge each year. Allendale Primary School, from Geraldton, are the current champions, though delegates from Riverton Primary School sent a verbal challenge for Champion rights.



## EXPLORING OUR SENSES SUE CHARLIK & LEANNE SHARP

*by Maria Cox*

Leanne Sharp and Sue Charlick presented this amazing session. What a fantastic way to begin the 2018 Conference. This session was designed to allow us to assist students to problem solve, create, reason and to simply enjoy the opportunity to play. With our busy Curriculum sometimes play is overlooked.

The use of play encourages children to communicate, use their imagination, use co-ordination and balancing skills and to socially interact with one another. The back tables in the room were set up to encourage us to play and get ideas and allow us to photograph ideas. These ideas allowed us to visualise, adapting them to our own students. These could be used in Maths, Science, English or any other subject.

Using all five of our senses allows us to discover different textures and sensations. We were allowed to experience touch by rubbing hard and soft balls up and down each other's back. Smell was experienced by herbs being put into play dough. These ideas sent many of our brains ticking into overtime teaching us that a variety of everyday items can be used to create a fun learning experience. By putting something in front of a student, it encourages them to express their feelings and thoughts and create their own individual outcome.

Thank you ladies for a fantastic fun learning experience that was enjoyed by everyone who attended.



# SYNTHETIC PHONICS SHIRLEY HOUSTON

by Susan Greenhalgh

Recently at the WAATA Conference at Rendezvous Hotel I attended the Synthetic Phonics session which I found to be very well received by all who attended the session. We were given a very broad overview of how Synthetic Phonics works in the classroom and many ways to assist with children's learning journey with some key facts, games and resources to assist.



## SYSTEMATIC PHONICS and INSTRUCTION

The human brain is hard wired for listening and speaking, NOT reading and writing. Skills for reading and writing must therefore be taught explicitly and systematically. Synthetic phonics is a method of teaching where words are broken up into the smallest units of sound (phonemes). Children learn to make connections between the letters of written texts (graphemes, or letter symbols) and the sounds of spoken language. Synthetic phonics also teaches children how to identify all the phonemes in a word and match them to a letter in order to be able to spell correctly.

Children are taught how to break up words, or decode them, into individual sounds, and then blend all the way through the word. New sounds are not introduced in alphabetical order but they are introduced rapidly. It is explicit in that sound letter relationships are directly taught, and systematic in that it follows a scope and sequence that allows children to form and read words early on. As soon as students know a few letter sounds, they are taught to use this sound knowledge to decode and encode words. The process of reading involves 'decoding' words into separate phonemes, so that words can be read. The process of writing or spelling involves 'encoding,' or listening for each phoneme in a word and representing it with a letter (s).

Shirley Houston introduced us to a range of multisensory activities to teach a specific skill and required engagement with people, objects and representations.

Some of these games included; CATERPILLAR JUMPS; WATER BALLS and TWISTER.

An interesting and inspiring session that provided participants with a thorough understanding of the process for effectively teaching phonics for reading and writing.





# CHALLENGING BEHAVIOUR DOLLY BHARGAVA

by Nadia Reynolds



Dolly gave an insightful presentation on challenging behaviour using case studies to demonstrate the types of behaviour and the reasons behind them.

Behaviour can be defined by Functional; it does something for the person, Effective; it works for them, Learnt; it was the outcome of previous experiences and maybe the only behaviour the individual has to react to the situation and Communicative; it is their way of telling us something.

Behaviour can be categorised into two different types; Externalised or Internalised.

Externalised behaviours can be seen as aggressive behaviour, upsetting, antisocial and risky behaviour. The behaviour can be damaging and self-injurious. These behaviours can be repetitive, ritualistic and self-stimulatory. Internalised behaviours include; withdrawn, isolated, lacking response, avoidance, inattentive and non-compliance.

If an individual is overwhelmed by the demands of a situation because they feel they don't have the abilities to complete the task using Sensory; cognitive - communication - social skills, self-regulation, discrimination skills and motivation then they may exhibit challenging behaviours in response.

Behaviour can have more than one function

- 1) Escape boring activities
- 2) Power, status control
- 3) Sensory needs are met

To assist students to remain engaged it's important to schedule in a day (how often and for how long) sensory breaks and use novelty eg. not Playdoh every time.

Adults maximum attention is 20 mins so breaks benefits all.

Break ideas:

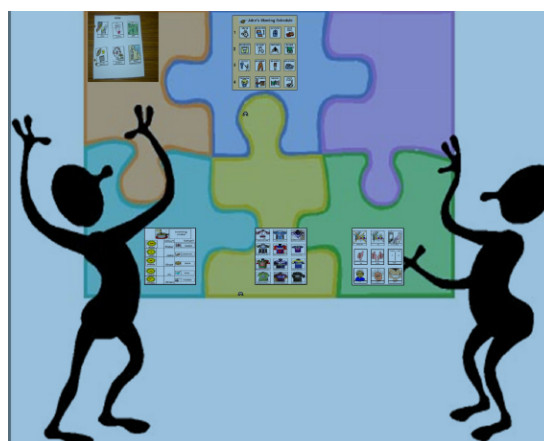
- 1) Drink break - dehydration can cause irritability
- 2) Laughter
- 3) Singing or listening to music
- 4) Physical exercise
- 5) Relaxation
- 6) Minimal challenge task (easy task first)

If a student doesn't want to appear different then consider seating, provide scaffolding and a template as an example.

Look at a student's challenging behaviour from the child's perspective and not with 'adult eyes'.

Their behaviour will keep 'amping up,' until we get it!

For further information visit Dolly's website: [www.behaviourzen.com](http://www.behaviourzen.com)



# SCHOOL AND LEARNING THROUGH THE EYES OF WA STUDENTS: COMMISSIONER COLIN PETTIT

by Angie Williams

The Commissioner for Children and Young People, engaged us all with his opening statement, "We listen to Kids... but do we HEAR them?" This session was informative and thought provoking. Did you know that within 50 years there will be 93% increase in children under 18 in WA? This means that the current 1152 schools will be grossly inadequate (this bodes well for our job prospects!)



The Commissioner led us through statistics gleaned from interviewing children from all demographics over several years. Some of the following points were about attendance and what influenced students to attend and enjoy school:

- Friendly and engaged staff
- Having their views taken seriously
- Information about expectations and clear rules about behaviour.
- Do what you promise to do

Great to know that kids really DO like rules and consequences! Mr. Pettit touched briefly on the growth of Mental Health Disorders and the need for early intervention. He also entertained the delegates with relevant video clips on gender equality, which is being recognised by the youth of today

Relevant sites for internet safety  
[www.esafety.gov.au](http://www.esafety.gov.au)  
<https://www.ccyp.wa.gov.au>

APPS:  
GOALZIE  
ReachOut Breathe  
Music eScape

## Feedback from reflection sheets

- A great weekend to foster relationships, network and grow professionally
- I have walked away with some valuable information that I will implement at work
- Great sessions, very informative
- Will definitely recommend to my co-workers
- As this is my 1st year I am very impressed with how the conference was run
- The range of topics was great
- Yoga - fabulous last session to wind down on after a busy weekend
- Thanks to the committee for their extreme hard work, especially the little touches to make the conference special
- Great conference, every aspect was well thought out
- As always a great weekend.
- Loved loved the hands on LEGO



# SENSORY PROCESSING FOCUS AND BEHAVIOUR IN THE CLASSROOM HAYLEY WILLIS

*by Maria Cox*

From the moment Hayley Willis began speaking you could tell she was passionate about helping children and regulate their behaviours. We began the session by being asked about the different behaviours we have seen in our classrooms and how we currently help our students manage these behaviours. We learnt that the brain must locate, sort and order sensations in a well organised manner in order to produce meaningful and functional outputs. The four steps which provide this are sensory registration, sensory processing, sensory regulation and sensory output, and for all students this may be a different process.



Some may be Sensory Seekers -always on the go, can't sit still and who often distract others. For some it can be their behaviour goes unnoticed-sleepy, does not register information, and does not cause disruptions. These students are referred to as Sensory Bystanders. The Sensory Avoider relies on routine and structure, avoids new experiences, avoids touch, messy play and movement activities and is non compliant. In Sensory Sensitive children you see behaviours such as: likes to try and please, complains, big emotional responses, melt downs and will let you know if they don't like something. We discussed our own sensory preferences and the difficulties faced by some students causing a "rage in the brain" situation. If a student has reached this point there is no point talking logic because the brain isn't going to process it. When our brain processes information this plans our thoughts, actions and behaviours. We need to make them aware of the impact of their emotions, so they can use calming techniques, sensory support and thinking strategies to understand what they are doing. Different activities have different affects so some students may require a sensory break. We need to change our expectations of time, quantity, quality and behaviour because this is real and needs to be addressed. It is like an itch needing to be scratched. It is important that if a student does have a meltdown we need to allow them calm time, give them what they need, allow them space, limit talking as there is no logic, stay calm and acknowledge their feelings. This session was interesting, informative and very beneficial to our students wellbeing and to all the Education Assistants who attended. Thanks Hayley!.

## WAATA 2018 CERTIFICATES AND BADGES

*15 Year*

*Darrell Jolly*

*10 Year*

*Sharon Diver*

*Kerry Forrester*

*Julie Corich*

*Maria Cox*

*Sue Hall*

*5 Year*

*Catherine Shoesmith*

*Lauren Watts*

*Kym Waters*

*Deborah Fewster*

*Myshelle Bowman*

*Rachel Swift*

*Julie Cockman*

*Robyn Dunnage*

# TEACHING KIDS AFFECTED BY TRAUMA: DOLLY BHARGAVA

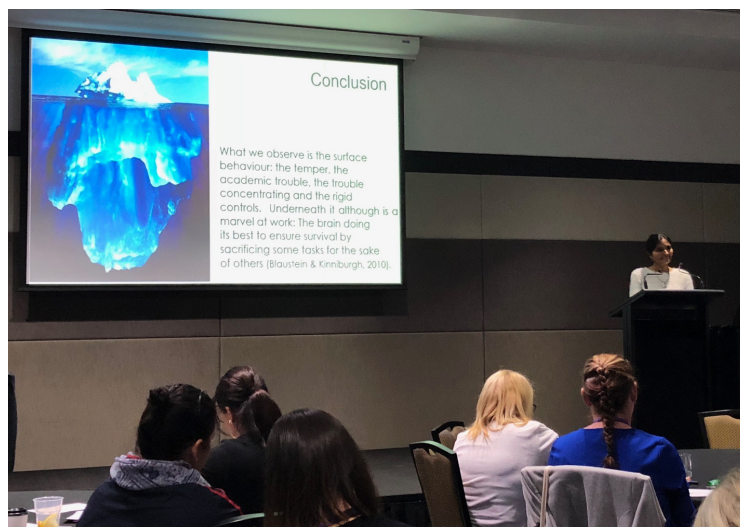
*by Marsha Hulland*

Dolly Bhargava is a speech pathologist specialising in consultancy, workshops and individually tailored resource development assistance involving a number of issues relating to communication, behaviour management, emotional literacy, vocation, culture and disability. Dolly is also the creator of Behaviour Zen, an innovative resource made up of a web-based app and book series on the evidence based approach of Positive Behaviour Support.

Dolly began her session titled 'Teaching Students Affected By Trauma' by defining trauma and discussing the different types of trauma - Simple Trauma which is usually a single event like a car accident, bush fire or dog bite, something in which you will eventually recover from over time and Complex Trauma which is often multiple events over an extended period of time and is not something a person will easily recover from such as abuse, family disharmony/divorce, bullying.

Dolly went on to explain the biological impact of trauma and the effect it has on brain functioning followed by the psychological impact, which is how the student views and feels about themselves for example unloved, unworthy, let down etc. She then spoke about the social effects like being unable to interact with peers due to feeling vulnerable or frightened, trouble developing a rapport with teachers as they may be cautious about intimacy or positive attention. The session concluded with Dolly providing some useful strategies to use with students affected by trauma like; communicate effectively and create a safe, secure learning environment. Manage behaviours positively and nurture positivity. Also adapt the curriculum and offer opportunities for choice and control.

If you would like any further information please visit Dolly's webs [www.dollybhargava.com](http://www.dollybhargava.com) or [www.behaviourzen.com](http://www.behaviourzen.com)





# SELECTIVE MUTISM & QUIET QUIRKS: ROCHELLE CASTINE

By Nicole Radcliffe

Rochelle Castine has worked, studied and researched in psychology for over 30 years.

25 years ago while being a locum Rochelle took on the case load of 36 children from PMH who had been referred through the Child Development Service.

These children, who all presented the same, were misunderstood and sent back and forwards for referral.

Rochelle accepted the case load and started working with them. The more they grew to trust her the more they spoke AND these kids were LOUD!

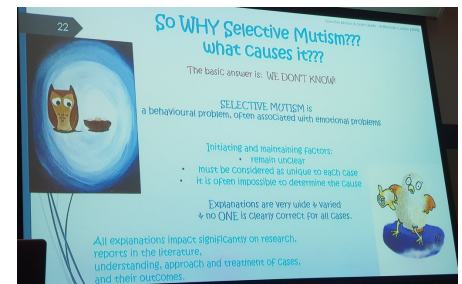
It is a disorder which describes a person who chooses not to speak within at least 1 social setting. (<https://childdevelopment.com.au/areas-of-concern/diagnoses/selective-mutism>). A child can be mute for weeks to months but it can also last for years.

## COMMON CHARACTERISTICS

Anxiety; Marked ability to communicate non verbally eg. body language, gesturing, use of grunts or monotone utterances; excessive shyness; school refusal; fear of social embarrassment; social isolation and or withdrawal; often subject to bullying.

## EA STRATEGIES

- Model appropriate language
- Don't be a velcro Aide be a class helper
- Give the child space and time to communicate
- Avoid commenting on the child's selective mutism
- Avoid pressuring the child to talk on demand
- Develop/encourage alternative forms of communicating (PECS; signing)
- Bribes or punishments DO NOT WORK



# STEM LEGO & MINDSTORMS: RACHEL KOO & CHRISTOPHER MEOW

*by Louise Rhodes*

When we think of Lego we think of toys for kids to keep them busy and entertained. Our presenters introduced delegates to this amazing world of engineering, robotics and programming skills. Education Assistants constantly aspire to broaden students learning through imagination. Imagine working with kids at this fun activity and be amazed with the plethora of languages and vocabulary through sheer joy and excitement. Learning will be so much fun and invigorating, stimulating imagination. Imagination introduces inventions that inspires the search for knowledge.

Presenters Rachel Koo and Christopher Meow bring that imagination to reality. They presented the lego world in a scientific and engineering dimension. Rachel, an engineer and Christopher, passionate about Robotics and programming, combined and opened a whole new world with LEGO. Rachel gave an interesting brief on planets and satellites in space. She challenged us with a "Today I built a satellite" theme, including written and pictorial instructions. The package comprised: a compartmentalised box of tiny lego, instruction booklet, laptop and an unmanned rover. Breaking into small teams we became engrossed in the world of science, technology, engineering and mathematics. Teams became immersed in cooperative learning through team work, social interaction and reading instructions. Fine motor skills and problem solving were at the forefront of every construction. After close observation of the mapping, mastering and handling the LEGO gears, axle pins, and "tooth", a sense of achievement and pride echoed around the room with a wave of "Hi Fives" and beaming smiles after seeing their satellite spin on its axis. Christopher took us into the world of computer programming with a robotic rover. We learnt to write simple programs on how sensors operate to control our rover models. Test runs results were a bit dismal but we "extraordinary assistants" persisted with different computation concepts. We all felt like mini scientists by the end of the session.





# PERSONAL AND SOCIAL CAPABILITY SKILLS

## KIM CHUTE

by Kerrie Wann

The development of personal and social capability is a foundation for learning and for citizenship. Social and emotional learning is the process of developing and practising important social and emotional understandings and skills. These skills can be grouped into five key areas.

- Self-awareness: recognise and understand our feelings and value our strengths and abilities
- Self-management: enable us to handle and direct our emotions in appropriate ways
- Social awareness: be aware and respectful of others feelings and perspectives
- Relationship skills: aid us in dealing positively with relationship problems and other social conflicts
- Social decision making skills: consider the consequences of our actions for ourselves and others and make thoughtful, effective decisions.

Students with well developed social and emotional skills find it easier to manage themselves, relate to others, develop resilience and have a sense of self-worth, resolve conflict, engage in teamwork and feel positive about themselves and the world around them.

Students with these abilities can improve their academic success, have better school attendance and display heightened trust and respect for teachers

Kim was an amazing presenter. Thank you!



## PROTECTIVE BEHAVIOURS: HOLLY-ANN MARTIN

by Nicole Radcliffe

Holly-Ann Martin is the Founder and Managing Director of Safe4Kids. Her experience spans 25 years with the WA Dept of Education and Training, in a variety of school settings, including Ed Support, Specialist, Mainstream and high indigenous population schools. The Safe4Kids program aims to empower and educate children to ensure their safety, teaching children the language and principals of protective education, in a

holistic and integrated way, acquire invaluable skills and strategies to identify unsafe situations and to help them protect themselves from potential harm. For an Educator, provide them with tools and skills they require to help keep children in their care safe.

Up to 305 children yearly experience some form of sexual abuse. Children with a disability are up to 7 times more likely to be sexually abused!

### WHY SHOULD WE TEACH PROTECTIVE BEHAVIOUR EDUCATION TO STUDENTS?

- An awareness and ownership of feelings
- Communication and Problem solving skills
- Persistence
- Assertiveness
- Security
- Self esteem
- Teach students to name their feelings and talk about emotions; yes and no feelings, safe and unsafe feelings



Delegates learnt sign language for " We all have the right to feel safe all of the time"

# SUPPORTING DYSLEXIA STUDENTS IN LITERACY

## REBECCA OZANNE

*by Lawana Williams*

Rebekah Ozanne presented a very interesting and informative presentation on how children with Dyslexia cope in the classroom. Over 2 million Australians are Dyslexic and only 100 000 know it. 1 in 5 students in every class has Dyslexia ranging from mild to profound. Children with Dyslexia can show signs through their behaviour:

- Anxiety
- Tears of frustration
- Blank looks
- Frozen looks of despair
- Hiding under desks
- Anger/ aggression
- Lack of interest or avoidance of reading and writing tasks.

Dyslexia makes it hard to identify sounds and join them together. Reading uses different parts of the brain and these parts of the brain do not work as well in people with Dyslexia. They will find it difficult

### **Lower Primary**

Difficulty with  
rhyming, syllabilification  
blending and segmenting  
sounds  
Delayed speech and  
language development  
Inability to read  
nonsense words  
Poor working memory to  
follow instructions or  
remember sequential  
information

### **Upper Primary**

Poor reading  
comprehension  
Slow to complete  
literacy related  
tasks  
Trouble decoding  
unfamiliar words  
Numerous spelling  
errors (phonetic  
or non-phonetic)

### **Secondary School**

Poor reading fluency  
Disinterest/avoidance of  
reading/writing tasks  
Disorganisation or  
difficulties with  
planning  
Working memory  
difficulties is more  
pronounced as demand  
of schooling increases

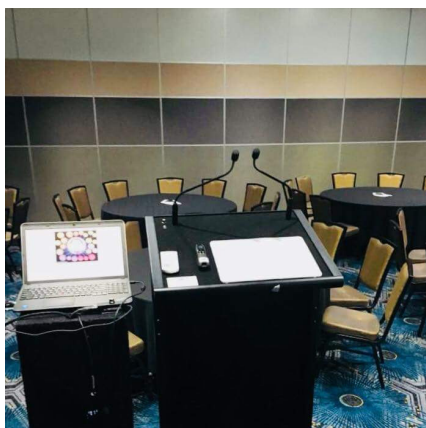
Effective intervention for kids with Dyslexia is to teach the relationship between sounds and letters in a very explicit and structured way before getting them to read or write sentences. Help struggling readers recognise words they have seen before and explicitly teach students how to sound out words to decode and read. Continual repetition is required.

Our brains are very changeable and with effective reading interventions they can change the brains of children and adults with Dyslexia to become better readers.

There is no quick fix for Dyslexia and it is expensive to diagnose.

Resources for more information on Dyslexia are:

- [Understood .org](http://Understood.org)
- [dsf .net.au](http://dsf.net.au)



# SUPPORTING EMOTIONAL REGULATION IN THE CLASSROOM: OLIVIA FIRTH

by Maria Cox

Olivia Firth, presented this session. Her aim was to teach us how to get our students to self regulate and own their behaviour so they can realise the impact it has on themselves and others around them. Three neurological processes need to be working together- sensory processing, executive functioning and emotional regulation. If one of these area is not functioning properly the ability to self regulate is compromised.

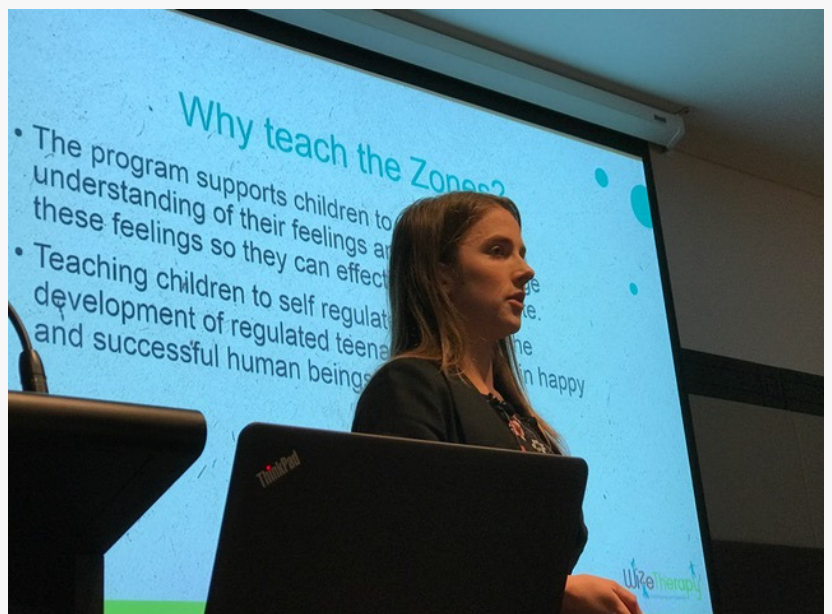
She teaches the Zones programme to help students develop an understanding of their feelings and how to manage these feelings effectively. We were given a worksheet "How does my body feel when I am \_\_\_\_\_" that student can draw, express and write their feelings and emotions. We were shown picture charts to make using their favourite thing or character showing them at a calm state and ranging through to different character representing how they look in the red zone. By showing them these visual it helps them to understand their behaviours.

Finding tools is the key to self regulation. Making sensory profiles helps us sensory support, arrange activities and provide equipment to assist that particular individual student. We were shown pressure hugs, pushing up against a chair and a worksheet outlining different jobs in the classroom and around the school. Calming music was listened to and everyone really had a lot of fun making the breathing sounds.

Another tool we learnt was thinking strategies. Is this a big or little problem? Does the size of your reaction match the size of the problem? Students could use a scoring sheet and guide to help them with this. Olivia talked about the Inner Coach versus Inner Critic and on the impact self talk can have on how we perform activities.

We problem solved case studies, and were given more tools to use in our classrooms.

These were simple but effective things such as going for walks, taking breaks, visual supports, having a drink, social stories and simply squeezing objects. Thank you Olivia for a hands on, informative and helpful session that was thoroughly enjoyed by all who attended. We learnt so much and this will really assist our students.

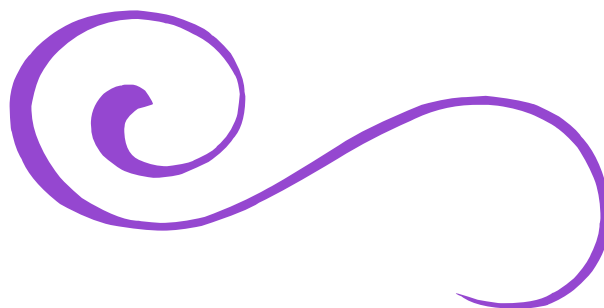




# KEYNOTE SPEAKER: PROF. ANDREW WHITEHOUSE AUTISM RESEARCH

by Jan McCagh

The diagnosis of autism is 1% of the population & the rate is increasing. It is more than those diagnosed with cerebral palsy, deafness, blindness, leukaemia and diabetes combined. Autism usually has a 'wait & see' approach with diagnosis between the ages of 3yrs to 5yrs of age. The team at TKI are currently running trials to identify potential 'brains at risk' of autism in the areas of genetics, neurocognition, physical & biochemistry with the aim to reduce the disability associated with autism. Trialling 3D facial scanning research results show autistic girls have more masculine features: possible testosterone spikes during pregnancy? They are also trialling intervention when children display delays in social and communication interaction skills, which can be identified from approximately 9 - 14 months of age. Why wait for the child to grow older & for the brain to learn bad behaviours? Why not intervene earlier when the problems with communication, social skills and behaviour can be influenced & give both the child and the child's family the skills and support required for a positive outcome. Behaviour remains the best predictor to autism - Response to Name, Eye contact, Imitation, Pointing, Proto-declarative and Joint attention. The Australian Infant Communication & Engagement Study (AICES) of early intervention and parent mediated therapy advantages are - the time exposed to therapy; cost efficiency; effect on parents that training skills and support give. At present, those identified as high risk, receive 10 sessions over 5 months and have a daily practice plan with 3 follow up assessments from approximately 14 months until 36 months of age. Presently, they are working on setting a national diagnostic guideline; implementing intervention trials and have clinical service for those at risk, with CliniKids commencing in 2018.  
CliniKids: [Gemma.Upson@telethonkids.org.au](mailto:Gemma.Upson@telethonkids.org.au)  
Facebook: [www.facebook.com/TelethonKidsAutismTeam](http://www.facebook.com/TelethonKidsAutismTeam)





# DINNER SPEAKER: KAREN WARREN- EA OF THE YEAR 2017

by Kerrie Wann

Karen is a strong advocate of students with additional learning needs. She works tirelessly to implement strategies and programs to help students succeed. Karen, as an EA Team Leader and Learning Support Coordinator, is never far from a classroom. She works closely with teachers and students to deliver individual learning programs, mentors her peers and provides professional learning to staff. A very passionate EA as are we all!!!





# EDUCATION ON TYPE 1 DIABETES

## BEC JOHNSON

by Karen Pearce



The Type 1 Diabetes Family Centre was established by Founding Sponsors Telethon, Lotterywest and the Western Australian State Government in response to the mounting need for better support for children with type 1 diabetes and their families. Since opening its doors in

2015, it has built a thriving community of children and parents in Western Australia, supporting them to face the challenges of type 1 diabetes with confidence.

The Telethon Type 1 Diabetes Family Centre has developed education for educators, helping teachers, Education Assistants, and other school staff to support children with type 1 diabetes in the school setting. This talk discussed type 1 diabetes in school and showcased the elements of the Family Centre's programs. This helped WAATA members feel supported and informed when encountering type 1 diabetic children in their classrooms. I have worked with a diabetic child and this session was very informative about what we need to do with diabetic students. The highlight was that the Diabetes Centre has support and training for Education Assistants, the students and their families. Children with diabetes need to be monitored numerous times a day for their insulin levels. It is important what they eat and the stress they undergo and even exercise they do affects diabetic people. It is a constant juggle in their lives to have the insulin levels checked then to administer the right medication and the wait time! We are lucky the Diabetes Family Centre have training for all school staff and families.

## SNEA/TEACHER ODD/ADHD

## NADIA REYNOLDS & CELESTE SPENCE

by Karen Pearce

The purpose of this class was to demonstrate the effectiveness of early intervention in managing children with ODD and ADHD. Focusing on one case study, this session was about a student's journey towards gaining acceptance and understanding in a mainstream setting.

The elements of early intervention are detailed below:

- Making sure educators have an understanding of the Shield of Shame and the five behaviours that result from this: AVOID, WITHDRAWAL, SELF ATTACK (i.e. calling themselves names and punishing themselves) and ATTACK (on another person).
- Reminding educators and school staff not to scold or make the child feel inferior.

For Students with this disorder it is very important to break work down to one thing at a time and to keep it simple for understanding. The posters that the Teacher and the Education Assistant put up were brilliant! These posters had positive things for the child and were good reminders for educators.

Other topics covered include:

- Circle of Security Approach
- Learning Opportunities
- Transitions
- Specialist Classes
- Playground Duty
- The 4 R's: RESPECT, RESPONSIBILITY, REPAIR and REINTEGRATION

References: Disiree Silva and Michelle Toner, LADSWA LEARNING AND ATTENTION DISORDERS SOCIETY OF WA

<http://www.adhdwa.org>

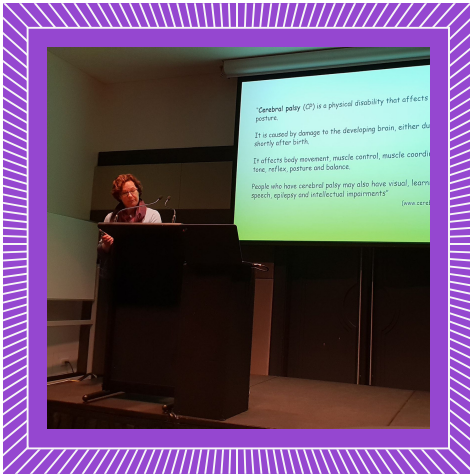
In process of changing name from LADSWA to ADHDWA

ADHD GO TO GUIDE, FACTS AND STRATEGIES FOR PARENTS AND TEACHERS



# CEREBRAL PALSY- A PARENTS PROSPECTIVE: WENDY LANGFORD

by Nicole Radcliffe



Wendy was an Occupational Therapist before having children. She discussed at this session her perspective as a Parent of a child with Cerebral Palsy, an intellectual disability and uncontrollable epilepsy.

Cerebral Palsy (CP) is a physical disability that affects movement and posture. It is caused by damage to the developing brain, either during pregnancy or shortly after birth.. It affects body movement, muscle control, coordination and tone, reflex, posture and balance.

## TYPES of CEREBRAL PALSY

Cerebral Palsy can affect different parts of the body and impact movement in different ways, depending on which parts of the brain are involved.

- **Hemiplegia:** affects mostly one side of the body ( one arm and one leg)
- **Diplegia:** affects mostly both legs
- **Quadriplegia:** affects both arms and legs and can also affect the muscles of the trunk and face.

Wendy went through her daughter Beth's journey from Kindergarten to Year 12, with the operations she had and the splints that the EA would have to strap on at different times throughout the day to ensure the best support and growth for Beth.

Wendy also discussed the impact Education Assistants had on Beth's educational journey both in mainstream and Education Support. She touched on the context of a family living with a special needs child and the attempts to navigate all the ups and downs which that brings at home, school and in the wider community



# WHAT IS XYY SYNDROME:AMBER GILKES

by Nicole Radcliffe

This session was given by parent, Amber Gilkes, who is the Founder and Chairperson of XYY Syndrome Assos. of Aust.Inc.

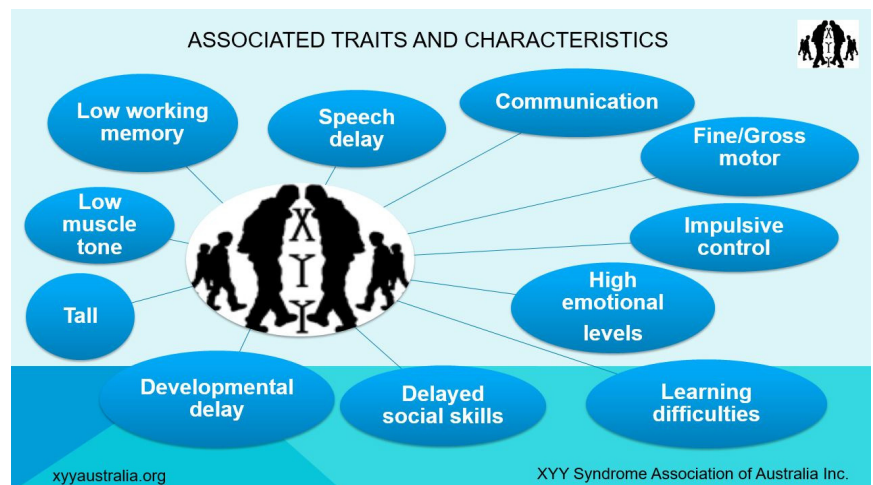
As there is little known about XYY Syndrome in Australia, when her son was diagnosed with this rare chromosome syndrome at the age of 4, she turned her focus to researching and devoting herself to sharing knowledge and creating a better understanding. He is now 8. Amber is sharing her experience and strategies that have worked at home and in school environment, within both mainstream and Education Support.

## XYY Syndrome and how a diagnosis is made:

- Only males are born with XYY Syndrome
- In males their genetic make-up consists of one X and one Y chromosome (XY)
- XYY Syndrome is a genetic condition caused by a random split in the cells which creates an extra copy of the Y chromosome (XYY)
- Males with XYY have 47 chromosomes because of the extra Y, where the average male has only 46
- Diagnosis can only be confirmed by a genetic blood test

## EDUCATOR STRATEGIES

- Pick your battles
- 1:1 support
- Set clear rules and boundaries
- Scaffold tasks
- Timers for specific tasks
- Social Stories
- Model appropriate behaviour
- Allow processing time- less words is best
- Build a relationship
- Be aware of cues/triggers
- Flexible learning plans
- Visual aids, charts, movement to goal
- Allow independence with direction to stay on task
- Rewards of child's interest or positive reinforcement
- Guidance needed for social interactions



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## WAATA MEMBERSHIPS

Forms can be downloaded at  
[www.waata.asn.au/memberships](http://www.waata.asn.au/memberships)

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# BASIC BIO-MECHANICS TO CREATING A HEALTHIER SPINE: CHLOE POTTER

by Sue Collins

What a fabulous way to finish the conference sessions! Those of us who joined Chloe's yoga session on Sunday morning, not only enjoyed the beautiful calming ocean views (which were bathed in sunlight just for the delegates) , but also Chloe's quiet and calm voice teaching us how to use different techniques to develop strength, balance and mobility through yoga. One of the exercises began by simply lying on our backs on mats and relaxing for a minute or so. Then Chloe began slowly counting to four as we breathed in one long breath.. held for the count of four.. then exhaled to the count of four. Deep breathing activities such as this exercise brings more oxygen into our lungs and entire body. All body cells need oxygen to remain healthy. Deep breathing techniques also help to stretch out the torso, which is often overly constricted in shallow breathers, leading to diminished health and vitality. We did several gentle stretching moves a few complex moves, some relaxing and finally meditational poses. While there were some delegates who clearly knew and practiced yoga and found the session easy, there were also a large number who were able to participate fully and enjoy the overall experience. Chloe's yoga session was dynamic and yet easy to follow. Her sessions are clearly designed to help with physical fitness and maintain overall general health, Chloe's message " Make space in your busy life for self-care and maintenance of your amazing body.

*WAATA members have been offered a discount code (5MOON) to attend Chloe's September yoga event*





# PLENARY: DR. PAUL SWAN

## DISPOSITION AND DIFFERENTIATION IN MATHEMATICS

by Sue Greenhalgh

Dr Paul Swan was a very engaging and interesting speaker. He began by sharing some very interesting stories about his experiences with Mathematics and Literacy and how they work well together to achieve a greater understanding of the concepts. His practical, "hands-on" approach focused on the development of Mathematical Literacies. In order to be able to effectively problem solve, students are required to learn the language of mathematics. He reinforced the importance of explicit direct instruction to ensure all learners are successful. Dr Paul Swan provided a range of engaging activities to develop skills in Problem Solving, Statistics and Probability, Number and Geometry. These games allow you to differentiate the learning to cater for students at various levels.

Maths games are a fun and motivating way to reinforce and broaden math concepts and skills and improve fluency and understanding of these concepts through engaging in a games based approach to learning, once the skills have previously been explicitly taught.

Some of these games included;

- Number Stomp
- Elastics to understand Triangles and more.

Some of the books he has recommended include;

- The Greedy Triangle, Marilyn Burns
- One Hundred Hungry Ants, Elinor J Pinczes
- If the World Were a Village, David J Smith

For information on Dr Paul Swan and the resources that he has developed based on the Australian Curriculum, Class Planning Ideas and Videos, please visit his comprehensive website [www.drpaulswan.com.au](http://www.drpaulswan.com.au)

