



**Specialists in:**

- ★ **Down syndrome**  
and similar chromosomal disorders
- ★ **Global Developmental Delay**
- ★ **Intellectual disability**

**Training and  
Development  
2010**



The following training and development modules represent our core business.

We have an extensive range of topics that we can offer by negotiation.

Presented by:

Down Syndrome Society  
of South Australia Inc.



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# Introduction



To ensure the student with Intellectual Disability/Global Developmental Delay accesses and participates in all aspects of schooling, the following areas of curriculum will need to be negotiated for all students with Intellectual Disability/Global Developmental Delay:

## Literacy

It is well recognised in research and practice that the student with Intellectual Disability/Global Developmental Delay has specific learning difficulties in the acquisition of literacy skills. It is essential that this be recognised by teachers and specific intervention programs established. These programs must accommodate the specific learning styles of the student and use methodologies that are specific to students with Intellectual Disability/Global Developmental Delay. The student with Intellectual Disability/Global Developmental Delay will need an individualised program.

## Speech and Language

All students with Intellectual Disability/Global Developmental Delay have complex problems that hinder the acquisition of speech, oral and written language. Research strongly suggests that the development of speech and language skills has very little correlation with cognitive ability. A number of students will need to use some sign language to assist them to communicate effectively in the school environment. Other students will use a combination of signing, reading, pictures, gestures and symbols to facilitate communication.

## Numeracy

This is probably the greatest area of difficulty for the student with Intellectual Disability/Global Developmental Delay. All students will need some modifications to the regular curriculum to assist them to develop functional life skill based mathematical understandings.

## Money Skills

This is an area of specific difficulty for the student with Intellectual Disability/Global Developmental Delay. **The 'Clarke Road Money Program' (NSW), has proven to be very** successful for the student with Intellectual Disability/Global Developmental Delay. The success of the program is largely due to its unique methodology that meets the specific learning style of the student with Intellectual Disability/Global Developmental Delay.

## Human Relationships and Sexuality

The social/sexual behaviour of the student with Intellectual disability/global developmental delay is often significantly delayed. This means the student will be demonstrating social/sexual behaviour of a much younger student. Some of the following behaviours are common to the student with Intellectual Disability/Global Developmental Delay:

- Inappropriate touching
- Hugging other students/adults
- **Using 'sex talk'**
- **Socially inappropriate 'toilet talk'**
- Obsessions with other students/teachers/adults

# Introduction



It is often believed that these behaviours are inherent in people with Intellectual Disability/Global Developmental Delay. Current classroom programs and teaching methodology will not meet the specific learning styles of the student with Intellectual disability/global developmental delay. Specific teaching programs will need to be implemented to assist the student to develop age-appropriate social/sexual behaviour.

## Social Skills/Friendships

Many students will have limited communication skills and delayed social cognition that will often interfere with the development of appropriate social skills. This means the student may be nine years old, but have the social/emotional development of a three year old. Through specific individualised teaching programs, the student can learn socially appropriate behaviour and the skills necessary to develop friendships.

**The “Right to Know” program will be presented. It has been developed by Intellectual Disability/Global Developmental Delay Society to teach these essential skills throughout the student’s schooling.**

## Behaviour Support

The following behaviours are common to a student with Intellectual Disability/Global Developmental Delay:

- Absconding
- Not returning to class
- Constant non-compliance
- Aggression
- Swearing

To assist the student with Intellectual Disability/Global Developmental Delay to develop appropriate behaviour it is essential that intervention occurs as soon as these behaviours manifest themselves. Many school-based **behaviour plans are ineffective, as they don’t address the** specific characteristics of the disability. With either modification of current practices and/or a different approach to behaviour management, the student can gain increasing self control and age appropriate behaviour.

## Training and Development

It is well researched and documented that most, if not all children/students with Intellectual Disability/Global Developmental Delay have specific learning difficulties in the above areas of study. Specific programs and/or curriculum modifications will need to be implemented to ensure the child/student achieves identified learning outcomes identified in the NEP (or sector equivalent).

The Society offers the following training opportunities to assist school communities to provide appropriate programs and achieve identified learning objectives.

## Toward A Better Understanding of the Student with Intellectual Disability & Global Developmental Delay

TIME  
3 HOURS

This provides an introduction to the specific needs of the student with Intellectual Disability/Global Developmental Delay including:

- What is Intellectual Disability/Global Developmental Delay?
- Medical and Physical Characteristics
- Sensory impairments
- Speech/Language
- Intellectual Ability
- Cognition
- Memory
- Social/Emotional Development
- Behaviour
- Gross and Fine Motor Skills
- Sexuality

### Training Aims

- ⇒ To provide updated research and information relevant to the education of the student with Intellectual Disability/Global Developmental Delay

### Relevant for:

- ⇒ Teachers, SSOs and other relevant school personnel

### Learning Outcomes

Participants will:

- ⇒ have increased understanding of the needs of the student with Intellectual Disability/Global Developmental Delay
- ⇒ develop strategies to accommodate the specific learning styles of the student with Intellectual Disability/Global Developmental Delay
- ⇒ be able to modify the classroom environment to ensure appropriate access and participation in the class program and curriculum

# Toward a Better Understanding of the Student with Intellectual Disability & Global Developmental Delay **Junior Primary / Primary**



Date	Time	Venue
Monday 15th February 2010 Presenter: Jill Phillips	3.30 - 6.30 pm	DSS SA Hampstead Primary School Campus Muller Road, Greenacres
Thursday 18th February 2010 Presenter: Lorna Linn	3.30 - 6.30 pm	Stella Maris Par- ish School 1 Mulga Street Seacombe Gardens
Thursday 18th February 2010 Presenter: Anne Squire	3.30 - 6.30 pm	Elizabeth Special School 24 Durrington Road Elizabeth

## **Adolescents**

Monday 15th February 2010 Presenter: Anne Squire	3.30 - 6.30 pm	DSS SA Hampstead Primary School Campus Muller Road, Greenacres
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**COST:** \$40.00 (inclusive of GST) School Members  
 \$50.00 (inclusive of GST) Non-Members

## Preschool /Junior Primary Workshop

TIME	This provides an introduction to the specific needs of the Student with Intellectual Disability/Global Developmental Delay including:			
9.00-11.00	<ul style="list-style-type: none"> <li>• What is Intellectual Disability/ Global Developmental Delay?</li> <li>• Medical and Physical Characteristics</li> <li>• Sensory impairments</li> <li>• Speech/Language</li> <li>• Gross and Fine Motor Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Intellectual Ability</li> <li>• Cognition</li> <li>• Memory</li> <li>• Social/Emotional Development</li> <li>• Behaviour</li> </ul>		
11.00-11.30	Morning Tea - Provided			
11.30-1.00	<p><u>PREWRITING/DRAWING</u></p> <ul style="list-style-type: none"> <li>• Developmental stages of pre-writing/drawing skills</li> <li>• Specific difficulties of the child with Intellectual Disability/Global Developmental Delay</li> <li>• Practical strategies for developing pre-writing/drawing skills</li> <li>• Resources</li> </ul> <p><u>PREREADING</u></p> <ul style="list-style-type: none"> <li>• Examination of the acquisition of pre-reading skills and the child with Intellectual Disability/Global Developmental Delay</li> <li>• Facilitating language development through the development of early reading skills</li> <li>• A structured approach to teaching pre-reading skills</li> <li>• Practical ideas, strategies and games</li> </ul>			
1.00-2.00	Lunch - Not Provided			
2.00-3.30	<p><u>PREREADING</u></p> <ul style="list-style-type: none"> <li>• Examination of the acquisition of pre-reading skills and the child with Intellectual Disability/Global Developmental Delay</li> <li>• Facilitating language development through the development of early reading skills</li> <li>• A structured approach to teaching pre-reading skills</li> <li>• Practical ideas, strategies and games</li> </ul> <p><u>Scissor Cutting</u> Pre Requisite Skills:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> <li>• hand and finger strength and control</li> <li>• eye/hand co-ordination</li> <li>• the ability to attend</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> <li>• A structured approach to teaching scissor cutting skills</li> <li>• Practical ideas/strategies</li> <li>• Resources</li> </ul> </td> </tr> </table>		<ul style="list-style-type: none"> <li>• hand and finger strength and control</li> <li>• eye/hand co-ordination</li> <li>• the ability to attend</li> </ul>	<ul style="list-style-type: none"> <li>• A structured approach to teaching scissor cutting skills</li> <li>• Practical ideas/strategies</li> <li>• Resources</li> </ul>
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### Training Aims

⇒ To provide preschool personnel with information about the acquisition of prewriting/drawing/ prereading and scissor cutting skills and the student with intellectual disability/global developmental delay. To provide a range of strategies and programs that will enhance learning outcomes.

### Relevant for:

⇒ Teachers, SSOs and other relevant preschool personnel

### Learning Outcomes

Participants will be able to:

- ⇒ plan and implement appropriate programs for the child with Intellectual disability/global developmental delay
- ⇒ access appropriate resources
- ⇒ understand the specific learning difficulties and styles of the student with intellectual disability/global developmental delay

# Toward a Better Understanding of the Student with Intellectual Disability & Global Developmental Delay



## Preschool / Junior Primary

DATE: Friday 19th February 2010

TIME: 9.00am – 3.30pm

COST: \$80.00 (inclusive GST) School Members  
\$90.00 (inclusive GST) Non-Members

Presenters:  
Lorna Linn

Venue:  
DSS SA  
Hampstead Primary School  
Campus  
Muller Road,  
Greenacres



## Behaviour Support and the student with intellectual disability/ Global Developmental Delay

### Prerequisite Training

It is highly recommended that participants have previously attended Toward a Better Understanding of the Student with Intellectual Disability/Global Developmental Delay.

9.00-10.00	<u>Introduction to Behaviour Support</u> Implications of characteristics of the student with Intellectual Disability/Global Developmental Delay on class and yard behaviour: <ul style="list-style-type: none"> <li>● Physical</li> <li>● Medical</li> <li>● Intellectual impairment</li> <li>● Memory</li> <li>● Sensory impairment</li> <li>● Cognition</li> <li>● Visual/auditory processing</li> </ul>	
10.00-10.30	Morning Tea - Provided	
10.30-12.00	<ul style="list-style-type: none"> <li>● Learning Styles</li> <li>● Stress/Anxiety</li> <li>● Social and Emotional Development</li> <li>● Human Relationships and Sexuality</li> <li>● Sexual Abuse</li> <li>● Understanding Time</li> <li>● ADD/ADHD</li> <li>● Autism</li> <li>● Specific Learning Difficulties</li> </ul>	
12.00-1.00	Lunch - Not Provided	
1.00-2.30	<u>CONCURRENT SESSIONS</u> <u>Junior Primary/Primary</u> <u>Years</u> <ul style="list-style-type: none"> <li>● School Management</li> <li>● School Environment</li> <li>● Boundary Training</li> <li>● Toileting</li> <li>● Eating/Drinking</li> <li>● Specific Strategies</li> <li>● Time Out</li> </ul>	<u>CONCURRENT SESSIONS</u> <u>Secondary Years</u> <ul style="list-style-type: none"> <li>● Behaviour and Academic Expectations</li> <li>● Duty of Care</li> <li>● Personal Hygiene</li> <li>● Orientation</li> <li>● Camps</li> <li>● Resourcing</li> <li>● Harassment</li> <li>● Sexuality</li> </ul>
2.30-2.45	Afternoon Tea - Provided	
2.45-3.30	<u>Social Skills and the Student with Intellectual Disability/ Global Developmental Delay</u>	

### Training Aims

- ⇒ To assist school personnel in their understanding of the behaviour of the student with Intellectual Disability/Global Developmental Delay
- ⇒ To provide strategies for managing behaviour

### Relevant for:

- ⇒ Class teachers, Special Education Teachers, School Support Officers and other relevant school personnel

### Learning Outcomes

Participants will be able to:

- ⇒ identify causes of behaviour difficulties
- ⇒ use a range of strategies to support appropriate management of behaviour
- ⇒ examine their own interaction with the student with Intellectual Disability/Global Developmental Delay and modify their own behaviour to accommodate the needs of the student with Intellectual Disability/Global Developmental Delay

# Behaviour Support



DATE: Saturday 13th March 2010

TIME: 9.00am – 3.30pm

COST: \$80.00 (inclusive of GST) School Members  
\$90.00 (inclusive of GST) Non-Members

Presenters:  
Lorna Linn  
Jill Phillips

Venue:  
DSS SA  
Hampstead Primary School  
Campus  
Muller Road,  
Greenacres





# Literacy



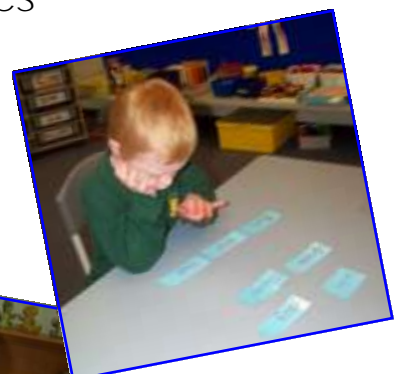
DATE: Friday 12th March 2010

TIME: 9.00am – 3.30pm

COST: \$80.00 (inclusive of GST) School Members  
\$90.00 (inclusive of GST) Non-Members

Presenters:  
Anne Squire  
Jill Phillips

DSS SA  
Hampstead Primary School  
Campus  
Muller Road,  
Greenacres



TIME  
3 hours

## Introduction to Key Word Signing for the student with Intellectual Disability/Global Delay



This provides an introduction to key word signing that can be used to support the student with Intellectual Disability/Global Developmental Delay in the preschool/school environment.

Key words will include:

- Alphabet
- Numbers
- Songs
- Greetings
- Social graces
- Colours
- Size
- Functions
- Size
- Nouns
- Animals

### Training Aims

To provide an introduction to:

- ⇒ the rationale for using Key Word Signing
- ⇒ basic Key Signs that will support the student in the school environment

### Relevant for:

- ⇒ Teachers, SSOs and other relevant school personnel

### Learning Outcomes

Participants will:

- ⇒ have increased understanding of the communication needs of the student with Intellectual Disability/Global Developmental Delay
- ⇒ be able to use basic key signs that can be used immediately in the school environment
- ⇒ be provided with reference material for further development of key word signing skills

# Introduction to Key Word Signing



DATE: Friday 19th March 2010

TIME: 9.00am – 12.30pm

COST: \$60.00 (inclusive of GST) School Members  
\$70.00 (inclusive of GST) Non-Members

Presenter:  
Anne Squire

Venue:  
DSS SA  
Hampstead Primary School  
Campus  
Muller Road,  
Greenacres



## Right to Know

...about Friendships, Personal Safety and Sexuality

9.00-11.00	<p><b>GROWING UP – CHILDREN AND ADOLESCENTS AT RISK</b></p> <p>This session explores the complexities and risks of young people with Intellectual Disability/Global Developmental Delay growing up alongside their peers. This provides a rationale for developing and implementing <b>RIGHT TO KNOW</b>. This program gives children and adolescents information and skills that they will need to <b>become healthy, 'street wise', social/sexual human beings.</b></p> <p><u>Introduction to RIGHT TO KNOW</u></p> <p><b>About ...Personal Safety, Human Relationships/Sexuality, Friendships</b></p> <p>Personal and Social Development is the most critical aspect of curriculum for the student with Intellectual Disability/Global Developmental Delay. Providing appropriate Personal and Social Development programs respects the right of these young people to access and participate safely and with dignity in their community.</p> <p><b>RIGHT TO KNOW</b> identifies the key issues that put children and adolescents at risk, addresses the specificity of the learning styles of children and adolescents with Intellectual Disability/Global Developmental Delay. The program provides a developmental approach to teaching children and adolescents about personal safety, human relationships, sexuality and friendships throughout the schooling years.</p>	
11.00-11.30	Morning Tea - Provided	
11.30-1.00	<p><b>PERSONAL SAFETY</b></p> <p>This session will include the following:</p> <ul style="list-style-type: none"> <li>● Teaching Body Parts</li> <li>● Public Private</li> <li>● Circles</li> <li>● Assertiveness Training</li> <li>● Safety in the Community</li> <li>● Abuse</li> </ul>	<p><b>PUBERTY FOR GIRLS/BOYS</b></p> <p>This session includes:</p> <ul style="list-style-type: none"> <li>● Body Parts/functions</li> <li>● Menstruation</li> <li>● Masturbation</li> <li>● Wet Dreams</li> <li>● Hygiene</li> <li>● Understanding moods/feeling</li> </ul>
1.00-2.00	Lunch - Not Provided	
2.00-3.00	<p><b>FRIENDSHIPS/RELATIONSHIPS</b></p> <p>This session presents a framework, strategies and resources for teaching children and adolescents the skills they need to understand and develop friendships/relationships. This <b>MODULE</b> of the <b>RIGHT TO KNOW</b> program addresses the specific issues that often interfere with children/adolescents establishing friendships.</p>	
3.00-3.15	Afternoon Tea - Provided	
3.15-3.30	QUESTION AND ANSWER	

### Training Aims

To present the **RIGHT TO KNOW... program, which gives children and adolescents information and skills that they will need to become healthy 'street wise' social / sexual beings.**

### Relevant for:

Class teachers, Special Education Teachers, School Counsellors, School Support Officers who are involved with students with Intellectual Disability/Global Developmental Delay and/or other intellectual disability.

### Learning Outcomes

**Right to Know... has three modules:** Personal Safety, Friendships, Sexuality

The program identifies key issues that put these students at risk and provides an extensive range of Units of Work and resource materials.

⇒ Participants will be able to access specific programs to address the above issues within a Curriculum Framework.

# RIGHT TO KNOW

*...about Friendships, Personal Safety  
and Sexuality*



DATE: Saturday 27th March 2010

TIME: 9.00am – 3.30pm

COST: \$80.00 (inclusive of GST) School Members  
\$90.00 (inclusive of GST) Non Members

Presenters:  
Jill Phillips  
Anne Squire

Venue:  
DSS SA  
Hampstead Primary School  
Campus  
Muller Road,  
Greenacres



## Maths and Money for the Student with Intellectual Disability/ Global Developmental Delay



TIME  
9.00-3.30

This provides an introduction to the specific needs of the Student with Intellectual Disability/Global Developmental Delay including:

- Characteristics that impact on the acquisition of numeracy skills
- Designing a Program
- Modifying the Class Program
- Teaching new skills
- Strategies to Support Skill Development in:
  - ⇒ Space
  - ⇒ Number
  - ⇒ Time
  - ⇒ Money
  - ⇒ Measurement

Morning Tea - Provided  
Lunch - Not Provided

### Training Aims

- ⇒ To provide updated information and strategies that support the acquisition of numeracy and money skills

### Relevant for:

- ⇒ Primary and secondary staff.
- ⇒ Teachers, SSOs and other relevant school personnel

### Learning Outcomes

Participants will:

- ⇒ have increased understanding of the needs of the student with Intellectual Disability/Global Developmental Delay
- ⇒ develop strategies to accommodate the specific learning styles of the student with Intellectual Disability/Global Developmental Delay
- ⇒ be able to modify the classroom environment to ensure appropriate access and participation in the class program and curriculum

# Maths and Money



DATE: Friday 26th March 2010

TIME: 9.00am – 3.30pm

COST: \$80.00 (inclusive of GST) School Members  
\$90.00 (inclusive of GST) Non-Members

Presenters:  
Jill Phillips  
Lorna Linn

DSS SA  
Hampstead Primary School  
Campus  
Muller Road,  
Greenacres



# Pathways to Successful Work from Year 9



TIME  
3 HOURS

This workshop raises some of the challenges for the student with Intellectual Disability accessing work experience/ work programs:

- ☉ Learning styles
- ☉ When to start
- ☉ Structured teaching- work ethics, hidden rules
- ☉ Challenges - health, stamina, personality, concentration span
- ☉ Social skills - appropriate interactions, setting limits
- ☉ Role of the support worker
- ☉ Relationships

## Training Aims

Parents, teachers and support personnel will be provided with a greater understanding and relevant strategies to support students/adults in learning the concept of work.

## Relevant for:

- ⇒ School personnel (relevant for students year 9 onwards)
- ⇒ Support personnel from employment agencies
- ⇒ Parents

## Learning Outcomes

Participants will:

- ⇒ Have an understanding of the learning styles which impact on the students ability to work.
- ⇒ Have an appreciation for the role of using visual materials in supporting new skills and rules.

# Pathways to successful Work from Year 9



DATE: Friday 30th April 2010

TIME: 1.00pm – 3.30pm

COST: \$40.00 (inclusive GST) School Members  
\$50.00 (inclusive GST) Non-Members

Presenters:  
Jill Phillips  
Anne Squire

Venue:  
DSS SA  
Hampstead Primary School  
Campus  
Muller Road,  
Greenacres



## Preschool /Junior Primary Workshop

TIME	This provides an introduction to the specific needs of the Student with Intellectual Disability/Global Developmental Delay including:			
9.00-11.00	<ul style="list-style-type: none"> <li>• What is Intellectual Disability/ Global Developmental Delay?</li> <li>• Medical and Physical Characteristics</li> <li>• Sensory impairments</li> <li>• Speech/Language</li> <li>• Gross and Fine Motor Skills</li> </ul>	<ul style="list-style-type: none"> <li>• Intellectual Ability</li> <li>• Cognition</li> <li>• Memory</li> <li>• Social/Emotional Development</li> <li>• Behaviour</li> </ul>		
11.00-11.30	Morning Tea - Provided			
11.30-1.00	<p><u>PREWRITING/DRAWING</u></p> <ul style="list-style-type: none"> <li>• Developmental stages of pre-writing/drawing skills</li> <li>• Specific difficulties of the child with Intellectual Disability/Global Developmental Delay</li> <li>• Practical strategies for developing pre-writing/drawing skills</li> <li>• Resources</li> </ul> <p><u>PREREADING</u></p> <ul style="list-style-type: none"> <li>• Examination of the acquisition of pre-reading skills and the child with Intellectual Disability/Global Developmental Delay</li> <li>• Facilitating language development through the development of early reading skills</li> <li>• A structured approach to teaching pre-reading skills</li> <li>• Practical ideas, strategies and games</li> </ul>			
1.00-2.00	Lunch - Not Provided			
2.00-3.30	<p><u>PREREADING</u></p> <ul style="list-style-type: none"> <li>• Examination of the acquisition of pre-reading skills and the child with Intellectual Disability/Global Developmental Delay</li> <li>• Facilitating language development through the development of early reading skills</li> <li>• A structured approach to teaching pre-reading skills</li> <li>• Practical ideas, strategies and games</li> </ul> <p><u>SCISSOR CUTTING, DRAWING &amp; COLOURING</u></p> <p>Pre Requisite Skills:</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> <li>• hand and finger strength and control</li> <li>• eye/hand co-ordination</li> <li>• the ability to attend</li> </ul> </td> <td style="width: 50%; vertical-align: top;"> <ul style="list-style-type: none"> <li>• A structured approach to teaching scissor cutting skills, drawing &amp; colouring</li> <li>• Practical ideas/strategies</li> <li>• Resources</li> </ul> </td> </tr> </table>		<ul style="list-style-type: none"> <li>• hand and finger strength and control</li> <li>• eye/hand co-ordination</li> <li>• the ability to attend</li> </ul>	<ul style="list-style-type: none"> <li>• A structured approach to teaching scissor cutting skills, drawing &amp; colouring</li> <li>• Practical ideas/strategies</li> <li>• Resources</li> </ul>
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### Training Aims

⇒ To provide preschool personnel with information about the acquisition of prewriting/drawing/ prereading and scissor cutting skills and the student with intellectual disability/global developmental delay. To provide a range of strategies and programs that will enhance learning outcomes.

### Relevant for:

⇒ Teachers, SSOs and other relevant preschool personnel

### Learning Outcomes

Participants will be able to:

- ⇒ plan and implement appropriate programs for the child with Intellectual disability/global developmental delay
- ⇒ access appropriate resources
- ⇒ understand the specific learning difficulties and styles of the student with intellectual disability/global developmental delay

# Toward a Better Understanding of the Student with Intellectual Disability & Global Developmental Delay



## Preschool / Junior Primary

DATE: Friday 30th July 2010

TIME: 9.00am – 3.30pm

COST: \$80.00 (inclusive GST) School Members  
\$90.00 (inclusive GST) Non-Members

Presenters:  
Lorna Linn  
Alix Boardman

Venue:  
DSS SA  
Hampstead Primary School  
Campus  
Muller Road,  
Greenacres





# Literacy



DATE: Saturday 7th August 2010

TIME: 9.00am – 3.30pm

COST: \$80.00 (inclusive of GST) School Members  
\$90.00 (inclusive of GST) Non-Members

Presenters:  
Anne Squire  
Jill Phillips



Venue:  
DSS SA  
Hampstead Primary School  
Campus  
Muller Road,  
Greenacres



## Behaviour Support and the student with intellectual disability/ Global Developmental Delay

### Prerequisite Training

It is highly recommended that participants have previously attended Toward a Better Understanding of the Student with Intellectual Disability/Global Developmental Delay.

9.00-10.00	<u>Introduction to Behaviour Support</u> Implications of characteristics of the student with Intellectual Disability/Global Developmental Delay on class and yard behaviour: <ul style="list-style-type: none"> <li>● Physical</li> <li>● Medical</li> <li>● Intellectual impairment</li> <li>● Memory</li> <li>● Sensory impairment</li> <li>● Cognition</li> <li>● Visual/auditory processing</li> </ul>	
10.00-10.30	Morning Tea - Provided	
10.30-12.00	<ul style="list-style-type: none"> <li>● Learning Styles</li> <li>● Stress/Anxiety</li> <li>● Social and Emotional Development</li> <li>● Human Relationships and Sexuality</li> <li>● Sexual Abuse</li> </ul>	<ul style="list-style-type: none"> <li>● Understanding Time</li> <li>● ADD/ADHD</li> <li>● Autism</li> <li>● Specific Learning Difficulties</li> </ul>
12.00-1.00	Lunch - Not Provided	
1.00-2.30	<p style="text-align: center;"><b>CONCURRENT SESSIONS</b> Junior Primary/Primary Years</p> <ul style="list-style-type: none"> <li>● School Management</li> <li>● School Environment</li> <li>● Boundary Training</li> <li>● Toileting</li> <li>● Eating/Drinking</li> <li>● Specific Strategies</li> <li>● Time Out</li> </ul>	<p style="text-align: center;"><b>CONCURRENT SESSIONS</b> Secondary Years</p> <ul style="list-style-type: none"> <li>● Behaviour and Academic Expectations</li> <li>● Duty of Care</li> <li>● Personal Hygiene</li> <li>● Orientation</li> <li>● Camps</li> <li>● Resourcing</li> <li>● Harassment</li> <li>● Sexuality</li> </ul>
2.30-2.45	Afternoon Tea - Provided	
2.45-3.30	<p style="text-align: center;"><b>Social Skills and the Student with Intellectual Disability/ Global Developmental Delay</b></p>	

### Training Aims

- ⇒ To assist school personnel in their understanding of the behaviour of the student with Intellectual Disability/Global Developmental Delay
- ⇒ To provide strategies for managing behaviour

### Relevant for:

- ⇒ Class teachers, Special Education Teachers, School Support Officers and other relevant school personnel

### Learning Outcomes

Participants will be able to:

- ⇒ identify causes of behaviour difficulties
- ⇒ use a range of strategies to support appropriate management of behaviour
- ⇒ examine their own interaction with the student with Intellectual Disability/Global Developmental Delay and modify their own behaviour to accommodate the needs of the student with Intellectual Disability/Global Developmental Delay

# Behaviour Support



DATE: Friday 6th August 2010

TIME: 9.00am – 3.30pm



COST: \$80.00 (inclusive of GST) School Members  
\$90.00 (inclusive of GST) Non-Members

Presenters:  
Lorna Linn  
Anne Squire

Venue:  
DSS SA  
Hampstead Primary School  
Campus  
Muller Road,  
Greenacres



## Maths and Money for the Student with Intellectual Disability/ Global Developmental Delay



TIME  
9.00-3.30

This provides an introduction to the specific needs of the Student with Intellectual Disability/Global Developmental Delay including:

- Characteristics that impact on the acquisition of numeracy skills
- Designing a Program
- Modifying the Class Program
- Teaching new skills
- Strategies to Support Skill Development in:
  - ⇒ Space
  - ⇒ Number
  - ⇒ Time
  - ⇒ Money
  - ⇒ Measurement

### Training Aims

- ⇒ To provide updated information and strategies that support the acquisition of numeracy and money skills

### Relevant for:

- ⇒ Primary and secondary staff.
- ⇒ Teachers, SSOs and other relevant school personnel

### Learning Outcomes

Participants will:

- ⇒ have increased understanding of the needs of the student with Intellectual Disability/Global Developmental Delay
- ⇒ develop strategies to accommodate the specific learning styles of the student with Intellectual Disability/Global Developmental Delay
- ⇒ be able to modify the classroom environment to ensure appropriate access and participation in the class program and curriculum

# Maths and Money



DATE: Friday 13th August 2010

TIME: 9.00am – 3.30pm

COST: \$80.00 (inclusive of GST) School Members  
\$90.00 (inclusive of GST) Non-Members

Presenters:  
Jill Phillips  
Lorna Linn

Venue:  
DSS SA  
Hampstead Primary School  
Campus  
Muller Road,  
Greenacres





# TO ENSURE YOUR PLACE PLEASE RETURN

Return to: **KIDS**  
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Address: .....

Ph:..... Fax:.....

A/H Contact No: .....

Name of session attending: .....

**Date of Session:**..... **Venue:** .....

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# KIDS

# School/Agency

# MEMBERSHIP



## SCHOOL/AGENCY MEMBERSHIP ENTITLEMENTS

**Eligibility:** Schools/Agencies who have a child/student/client with Intellectual Disability/Global Developmental Delay.

### ☺ Discounts

Discounts on all publications.  
Discounts on all Training and Development workshops.



### ☺ Resource Centre

Access to our Resource Centre with an extensive range of computer **software**, **professional/children's** books and videos, specialised toys and equipment.



### ☺ Quarterly Magazine

This magazine will keep you up to date on the latest news and views about Intellectual Disability/Global Developmental Delay.  
**This is a 'must have'!**



### ☺ Disability Awareness Sessions

The Society has developed disability awareness sessions about Intellectual Disability/Global Developmental Delay for Primary and Secondary School students.



☺ These sessions are a user pay service. This service will be provided to schools who are members of the Society.

### Terms and Conditions

Membership includes all school personnel.  
A renewal reminder will be issued

Please complete the details below and return with payment to:

**KIDS**  
PO Box 436 GREENACRES SA 5086  
Ph: 8369 1122 Fax: 8261 7660  
Email: downssa@chariot.net.au  
Web: www.downssa.asn.au

AGENCY/BUSINESS/  
SCHOOL NAME: .....

CONTACT NAME: .....

ADDRESS: .....

SUBURB: ..... P/C: .....

PHONE: ..... FAX: .....

E-MAIL: .....

SCHOOL/AGENCY MEMBERSHIP FEE \$50.00 PA  
Note: Includes GST

### METHOD OF PAYMENT

**Cheque/Money Order/Cash enclosed for: \$.....**

Credit Card:  VISA  BANKCARD

MASTERCARD

Card Number: .....

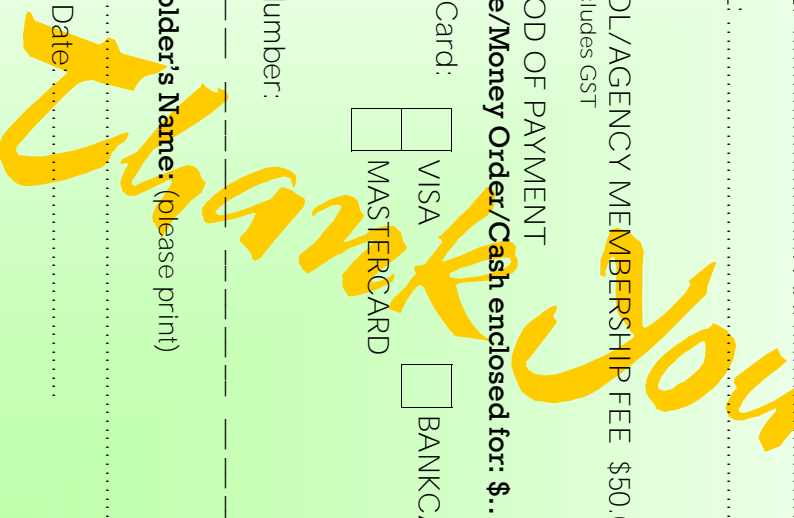
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Expiry Date: .....

Signature: .....

Membership is for one year from date of renewal.

ABN 36 070 268 723



For further information contact:

**KIDS**  
**Down Syndrome Society**  
**of South Australia Inc**

Ph: 08 8369 1122

Fax: 08 8261 7660

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Muller Road GREENACRES SA 5086

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