



# Porty's Power of Positive Thinking

An informative communication between home and the school community

PRINCIPAL: Mrs Julianne Emmert

Edition #15 1st December 2016

Core Priorities: Writing Attendance Wellbeing

VALUE: Every child matters every day!

Port Curtis Road State School acknowledges the traditional Dharumbal people on whose land it stands.



### Our School Rules and Acceptable Behaviour

- Be Safe
- Be Responsible
- Be Respectful
- Respect for Ourselves
- Respect for Others
- Respect for Learning
- Be a Learner



### Acknowledgements

#### \*Learning Place

Teacher Aides Supporting Students with Disabilities.

#### \*Sue Larkey: International Author, Autism Spectrum Specialist, Teacher

Sue Larkey is unashamedly passionate about her mission - to inspire parents and educators and teach them how to Make it a Success.

#### \*The Umbrella Network "families supporting families" LOVE our kids

EMPOWER ourselves  
INSPIRE our community

#### \*Amanda Hartmann, Inclusive Learning Consultant Speech Pathologist), Spectronics

\*Mr John Fleming Principal advocates a dramatic shift in the way primary school children are taught using the John Fleming Explicit Teaching Model

WELCOME to Porty's Power of Positive Thinking, Edition #15

## Keep it SIMPLE!

Everyone benefits from what we say when it is kept clear and simple.

We should always think carefully about how we say things and make sure our speech is easy to understand. This is particularly important when talking to students with an intellectual or learning disability who often have difficulties understanding and using speech.

- Do not use 'slang' (e.g. 'hop out of bed'). Our students are literal learners, so avoid ambiguous language.
- Use short, simple and concise sentences. This allows for easy comprehension.
- Give one piece of information at a time. Giving too much information at once can be confusing for students to
- Use facial expression and actions along with speech.
- Keep information in the 'here and now'. This helps give context to new information.
- Repeat information; say it again in the same way. It may be confusing for students if you repeat the same information in a different way.
- Emphasise important words and put them at the end of the sentence. They will be more likely to remember these words then.
- Give time for information to be processed. Wait a few seconds before saying the next thing or expecting a response.
- Show the person what you want from them at the same time as you ask them. This means using visual supports, such as symbols.

Developed by Bridget Harvey | SLP DET | Metropolitan Region  
Speech-Language Therapy Services in Special Education

SPEAK (Speaking Promotes Education And Knowledge) provides lots of fun, free activities, ideas and information for parents, carers and educators to support and nurture language development in children from 0-6 years of age. There are multiple activities within each age group to help boost your child's speaking and listening ability.

The information and activities were developed by the Department with the help of speech pathologists, educators and health professionals.

SPEAK is for everyone who wants the best start in life for their child and provides a fun, convenient way to make chatter matter!

#### SPEAK APP -Page Content

The ability to communicate effectively through speaking and listening is essential for a child and builds a strong foundation for successful learning.

Download the SPEAK app for: [iPhone/iPad](#) or [Android](#)  
<https://det.qld.gov.au/about-us/det-apps/speak>



Take Care  
Julianne Emmert  
Principal



Did you know?  
All staff undertake a vast amount of Professional Development each year .  
For example  
Teacher Aides Supporting Students with Disability - seven course learning program

- TASSWD - Intellectual disability
- TASSWD - Autism Spectrum Disorder
- TASSWD - Physical impairment
- TASSWD - Vision impairment (to be released later in 2014)
- TASSWD - Speech-language impairment
- TASSWD - Hearing impairment

<https://learningplace.eq.edu.au/>



### Transition Strategies 2017

Transition includes change in teacher, change in room, change in students in the class not just starting pre-school, school, high school and beyond. The nature of ASD is such that transition can be extremely stressful, no matter what age or how BIG or SMALL the change maybe.

We need to consider all the changes and pre-warn the child. Many children with an ASD have a script in their minds for everything that happens in their day so it is very important with any change we offer a script to explain any changes in advance. This may include:

1. Sensory/Environment: New sounds, movements, uniforms etc. For example with secondary students it is important they get to experience a busy locker area as part of transition. Too many people take them on a tour when no one is in the school.
2. People: Who will be their teacher, assistant, which students will they know, who to go to for help, getting to know office staff, etc.
3. Visuals: Map of the school with toilets, classroom, bags, office, library, etc.
4. Video /Film on Ipad: Video of the new school, environment, and teachers is wonderful as they can play over and over. Make sure you show the environment HOW it actually looks; for example video of busy locker area, playground full of students rather than empty.
5. Social Scripts/Photo Books: Create social scripts or photo books that show the child information. Many Asperger's children need "reasons": Why do I have to change teacher?, Why do we have to move classrooms? Why can't I stay with my friends? You can create social scripts that explain this and they can refer back to.
6. Photos: Class teacher, important staff, toilets, bubblers, etc.
7. Playground: Routines and activities, equipment, games in playground.
8. Do they want friends? Who do they know already? Clubs they can join.
9. Lunch routine: Practice using lunch box, container, drink bottle, etc.
10. Calendar: Use a calendar to show when their visits will be and they will start in the new class.
11. Getting to school: Bus, walk, car. Practice the routine, discuss what to do if late or raining. (Some students are best dropped off right on bell others love morning activities in playground).
12. Calming Strategies: Ensure the child knows where in the new environment they can go to calm or access their sensory tools [www.suelarkey.com.au](http://www.suelarkey.com.au)



**The Ultimate Guide to School and Home:** By Sue Larkey and Anna Tulleman  
This book provides key strategies for all ages and stages. It offers over 500 practical strategies and time savers for school and home. Everything from setting up a classroom, developing friendships, engaging disengaged students; to moving house, choosing a school and

- Resources
- Sue Larkey**  
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[www.theumbrellanetwork.org](http://www.theumbrellanetwork.org)
- Amanda Hartmann, Speech Pathologist, Spectronics.**  
[www.spectronics.com.au](http://www.spectronics.com.au)
- Department of Education and Training  
<http://education.qld.gov.au>
- Sue-Ellen Kusher-Mindworks Consultant**  
[www.mindworksteam.com.au/sue-ellen-kusher](http://www.mindworksteam.com.au/sue-ellen-kusher)
- Bullying No Way!**  
<http://bullyingnoway.gov.au/national-day/index.html>
- National Centre Against Bullying  
[www.bullying.org](http://www.bullying.org)
- KidsMatter  
[www.kidsmatter.edu.au/](http://www.kidsmatter.edu.au/)
- Mindmatters  
[www.mindmatters.edu.au/](http://www.mindmatters.edu.au/)
- E-Safety  
[www.esafety.gov.au/esafety-information/esafety-issues](http://www.esafety.gov.au/esafety-information/esafety-issues)
- eSmart Schools/The Alannah and Madeline Foundation  
[esmart@amf.org.au](mailto:esmart@amf.org.au)
- CentacareCQ Rockhampton  
10 Bolsover Street  
Rockhampton Q 4700  
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<http://www.centacare.net>

### Impairment and disability (Teacher Aide Support Students with Disabilities PD-Learning Place)

It is important to understand the relationship between impairment and disability.  
In the World Health Organisation's International Classification of Functioning, Disability and Health (ICF, 2001) and International Classification of Functioning, Disability and Health for Children and Youth (ICF-CY, 2007), disability is an overall term encompassing:

- impairment of the body structure and functions (medical condition or other impairment at the level of the body), and,
- activity limitations and participation restrictions for an individual (impact on an individual's ability to access and/or participate in an activity)

Activities refer to core tasks, including: access to the learning environment, participating in a class lesson, dressing, eating and drinking, walking, communicating, etc.  
A student may have one or multiple impairments at the level of the body, but it is the impact of the education context that determines the student's ability to function and the severity of the 'disability'.

It is important to note that one student may experience:		
Impairment/s (varying levels)	Educational impact/s (varying levels)	Disability (varying levels)
<b>One impairment, e.g.</b>		
<b>physical impairment</b>	high levels of fatigue from negotiating uneven school surfaces using walking aids	concentration difficulties impacting academic achievement in all classes
<b>Multiple impairments, e.g.</b>		
<b>physical impairment</b>	high levels of fatigue from negotiating uneven school surfaces using walking aids	concentration difficulties impacting academic achievement in all classes
<b>vision impairment</b>	reduced access to the full range of available print based school resources	inability to complete literacy based assessment tasks to the standard required
<b>depression</b>	significant social difficulties resulting from peer bullying	frequent withdrawal from classroom instruction due to anxiety