



Porty's Power of Positive Thinking

A fortnightly communication between home and the school community

PRINCIPAL: Mrs Julianne Emmert

Edition #2 - 21st October 2014

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



WELCOME to Porty's Power of Positive Thinking, Edition #2

Inclusion

Port Curtis Road State School is proud to be an inclusive school. Being an inclusive school means we:

- Provide **All** students with a high quality education
- Respond to the needs of educationally disadvantaged/marginalised students
- View difference as a resource to support learning
- Are safe and free from discrimination, bias and harassment
- Develop relationships with the community and other agencies to respond to the needs of students and families

What does this mean for students with a disability?

At Port Curtis Road State School students with a disability access the curriculum on the same basis as students without a disability. They are entitled to rigorous, relevant and engaging learning opportunities drawn from age equivalent Australian Curriculum content on the same basis as students without a disability.

Inclusion means students with disability have the right to be educated with their peers without disability in the same age groupings. It also means students participate in shared learning experiences.

What are the benefits of inclusive education?

- Parents want their children to be accepted by their peers, have friends and lead "regular" lives. Inclusive settings can make this vision a reality for many children with disabilities.
- Respect and understanding grow when children of differing abilities, cultures and backgrounds play and learn together.
- Schools are important places for children to develop friendships and learn social skills. Children with and without disability learn with and from each other in inclusive classes.
- In inclusive classrooms, all students are expected to learn. With high expectations and good instruction children with disabilities learn academic skills.
- Because our philosophy of inclusive education is aimed at helping all students learn, everyone in the class benefits.
- Children's individual needs are met and they learn within a nurturing environment.

What is Autism Spectrum Disorder (ASD)?

Definition: Autism Spectrum Disorder (ASD) refers to complex developmental disorders characterised by the following: <https://learningplace.eq.edu.au>

- difficulties with social interactions (e.g. difficulties interacting with other people following the usual social customs)
- difficulties developing communication skills
- stereotyped and repetitive behaviour (e.g. hand flapping, spinning, finger flicking, lining up objects, etc.) or interests (e.g. unusually intense or focused preoccupation with a pattern of behaviour or interest such as mazes, cyclones, trains, a sports team, etc.)

It should be noted that these areas may cross over and impact each other.

The word 'spectrum' indicates that the range and severity of difficulties people with ASD experience varies widely.

ASD is described in many different ways. Although not always used accurately, students, parents, teachers and other medical specialists may refer to a range of terms to describe the nature and severity of ASD.

Students with ASD may be referred to as having:

- mild, moderate or severe autism
- low or high functioning autism
- Autism Disorder or classic autism
- Asperger's Disorder or Syndrome
- Pervasive Developmental Disorder or Pervasive Developmental Disorder Not Otherwise Specified.

A student with ASD may also experience sensory processing differently to others. For example, a student may be over (hyper) sensitive to some sounds or types of touch and another student may be under (hypo) sensitive.

When a student is hypersensitive some sensory experiences may lead to distinct behavioural responses such as flapping, spinning, pressing the eyes, hitting the ears or humming. When a student is hypo-sensitive they may move fingers in front of their eyes, rock, lick objects, spin and run around.

www.learningplace.com.au

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.
Sue Larkey is uniquely positioned within the education system having taught both as a primary school teacher and a special education teacher. She is a highly qualified educator who has taught students with autism spectrum disorder in the mainstream and special schools.

The Umbrella Network
"families supporting families"
LOVE our kids
EMPOWER ourselves
INSPIRE our community

Amanda Hartmann, Inclusive Learning Consultant
Speech Pathologist, Spectronics

Did you know? Regardless of the diagnosis of impairments, recognising the individual's strengths and barriers are the key to understanding and working productively with each child. <http://education.qld.gov.au>

Autism Spectrum Disorder statistics—Research shows that about 1 in 100 people, almost 230 000 Australians, have ASD and that it is more prevalent in boys than girls. <http://education.qld.gov.au>

10 Top Ideas to Help Calm:

Each child will like different ones

1. Give the child something they love to do (for a child who loves Thomas a picture of Thomas).
2. Use sensory tools, create a 'Calming Box' and include these sensory tools in it.
3. Go to a quiet table.
4. Exercise: go for a walk, run, jump on trampoline.
5. Listen to your favourite Music.
6. Read a book, story etc.
7. Look at a Liquid Timer.
8. Counting to 10, 50, 100.
9. Repetitive actions (sorting counters, colouring in etc).
10. Watch 3 minute Liquid Timer.

www.suelarkey.com

Resources

Sue Larkey
Education Events PTY Limited
ABN: 70 124 402 277
PO Box 20
Artarmon NSW 1570
Telephone: 0433 660 379
Fax: 1300 656 408
Email: dearne@suelarkey.com

Raelene Ensby
Parent Connect Facilitator - Central Qld
Umbrella Network Coordinator
254 Eldon Street,
Rockhampton, QLD 4701
Phone: 07 49286 550
Website: www.theumbrellanetwork.org

Department of Education and Training
<http://education.qld.gov.au>

The Learning Place
<http://www.learningplace.com.au>

11 Common Signs of Sensory Processing Disorder or Difficulties www.suelarkey.com

Sample of Sensory Toys

1. Extra sensitive to touch – they don't like to be touched or can't be touched enough.
2. Sensitivity to sounds – they may cover their ears when the same noises don't bother others.
3. Picky eaters – they will only eat a limited range of foods and those they are familiar with.
4. Movement – unusual body posture, seek constant movement or have difficulty with movement.
5. Hyperactivity – they can't sit still during the day or get to sleep at night, or calm themselves down.
6. Fear of crowds – crowded areas bother them to the point of frequent public meltdowns.
7. Poor fine or gross motor skills – they have difficulty with handwriting or kicking a ball.
8. Excessive risk taking – they may be unaware of touch or pain or heights or danger.
9. Avoidance of sensory stimulation – they won't put their hands in anything messy such as glue, clay or mud. They only wear certain clothes.
10. Trouble with balance – they may be accident-prone or fall more often than others and have a preference for sedentary activities.
11. Easily distracted – particularly by noise, movement, and



APPS FOR PHONICS *Written by Amanda Hartmann, Inclusive Learning Consultant (Speech Pathologist), Spectronics*

I love working with children to develop their early literacy skills. Now that we have the iPad, there is nothing easier than reinforcing a new skills taught with a phonics game on the iPad. From first sound identification to rhyming and word families; sight words to spelling tests, there sure is lots of choice when it comes to Apps that can help develop phonics skills for reading and spelling.

<http://www.spectronics.com.au/blog/apps-and-mobile-learning/apps-for-speech-and-language-development/>

Toontastic Junior [📱] – Has a simpler beginning, middle and ending story structure

Collins Big Cat books [📱] – There 8 FREE books in this range and they are marvelous for interactive reading, but the ability to make your own scenes and record your own voice telling the story makes them GREAT for working on story telling

Don't let the pigeon run this app [📱] – Based on the Pigeon books by Mo Willems, this app is fun, fun, fun! Select the 'CREATE your own story' as a 'BIG PIGEON' and you get to record your voice answering particular questions and then the app puts it all together into your own Pigeon story!

Story Maker [📱] – A fantastic app, that allows you create a story using a wide range of vocabulary pictures or your own photos. Add multiple pages and then record your voice telling your story. My favourite Story telling app of the year, for sure!

Story Dice [📱] – Roll the dice and start an idea... help students to think of a story using the two items they rolled!

Monsters vs. Superheroes Comic Book Maker [📱] – Create a scene of monsters and Superheroes and then record your story as the characters move around the screen. While this is fantastic fun, it is also a great way to work together to plan your story and your characters, before you start telling and recording your story!

Publication available on the website www.portcurtss.eq.edu.au—Support and Resources—Parent Resources