



Queensland Seminars 2012

The Seminars contribute to the 10 Queensland College of Teachers continuing Professional Development Requirements.

**Queen Alexandra Home, 347 Old Cleveland Road,
Coorparoo Qld 4151**

All seminars (unless otherwise specified) are held on Wednesdays at 9.00 am - 11.00 am.

Registration starts at 8.45 am

Alexandra Room (Level 2). Parking available at nearby Halstead St.

Costs are: \$ 40.00 Non Members and \$25.00 Members (unless specified)

A telephone booking on 3394 2566 or 1800 671 114 (if outside the Metropolitan area) is essential.

Date	Topic	Presenter
TERM ONE		
February 29	Working Memory – Brisbane	Dr. Jason McGowan
March 7	Dyslexia – What is it & How we can Help? – Brisbane	Frances Corkery-Connor
March 8 & 9 Thursday	Teaching Students with Dyslexia – Prep to Year 8 – Townsville	Frances Corkery-Connor
March 14	Free Parent Workshop – Gold Coast	Speld Education Advisors
March 20 Tuesday	Standardised Assessments of Reading – YARC (York Assessment of Reading for Comprehension) and WJ3	Walter Howe
March 15 Thursday	Teaching Students with Dyslexia in the classroom – Prep to Year 8. Brisbane (Day 1) (Abstract p.17)	Frances Corkery-Connor
March 21	Emotional Resilience – Brisbane	Dr. Michael McDowell
March 22 Thursday	Teaching students with Dyslexia in the classroom – Prep to Year 8. Brisbane (Day 2)	Frances Corkery-Connor
March 28	Free Parent Workshop – Brisbane	Speld Education Advisors
TERM TWO		
April 18	Maths Strategies – Brisbane	Jan Cavanagh
April 19, 26 & May 3, 10 Thursdays	Literacy Inservice for Education Support Workers – a 4 day workshop – Brisbane (Abstract p. 22)	Frances Corkery-Connor
May 9	Sounds Write & Dandelion Readers – Brisbane	Mary Gladstone
May 16	Free Parent Workshop – Longreach	Speld Education Advisors
May 18 Friday	SLD & Assistive Technology Townsville	Frances Corkery-Connor
May 28, 29 & 30	Planning and Programming for students with Dyslexia, ADHD and Aspergers Syndrome in mainstream classrooms – Brisbane	Neil Mackay
June 20	Free Parent Workshop – Gladstone	Speld Education Advisors
June 20, 21 & 22	Level one Dyslexia Workshop – Brisbane (Abstract p. 20)	Alison Playford & Annette Brock
TERM THREE		
July 18	Visualising and Verbalising – Brisbane	Jen Broere, Lindamood Bell
July 25	Free Parent Workshop – Townsville	Speld Education Advisors
1 August	Dyscalculia – Brisbane	Euarda Van Klinken
August 22	Free Parent Workshop – Rockhampton	Speld Education Advisors
September 19, 20, 21	Dyslexia Level 2 Workshop - Brisbane (Abstract p.20)	Alison Playford
TERM FOUR		
October 17	Auditory Processing – Brisbane	Frances Corkery-Connor
November 7	Assistive Technology – Brisbane	Julie Tasker

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Abstracts

Free Parent Workshops 2012. (See page 18 for dates and venues.)

These practical workshops are put together with parents in mind, but teachers and other educators are welcome to attend. The purpose of the workshops is to:

- Provide a definition for a learning disability as opposed to a learning difficulty
- Identify the different types and characteristics of the six learning disabilities
- Provide a checklist to tell if a child has dyslexia
- List successful strategies to use for spelling and comprehension
- Give ideas to parents on how to choose the right school for their child
- Take parents through assistive technology programs and apps that will help and
- Display a list of websites, many of which are free, that will assist parents to help their children who have a SLD in learning how to learn.

A booklet entitled Unpacking Specific Learning Disabilities and Discovering Assistive Technology To Help is available at the workshops for \$12.

Poor Working Memory Strategies to Use with Reading and Spelling by Dr Jason McGowan (29 February 2012)

Most of us take working memory ability for granted. We use this important memory function throughout the day when speaking and listening but particularly when reading and processing written language. So what then is working memory? Why is it important when reading and spelling? This short seminar will answer these questions as well as provide some practical strategies (i.e. what to actually do with a student) for developing working memory in a way that will directly impact on reading and spelling skills.

Dyslexia – What is it and How can we help? By Frances Corkery-Connor. (7 March 2012)

“If you can teach a dyslexic child well, you can teach all children better.”

Moving from the theoretical to the classroom, the aim is to provide dyslexia friendly schools where the whole community shares the experience of good teaching practice in literacy. Frances Corkery-Connor draws on the work of Neil Mackay, “Removing Dyslexia as a Barrier to Achievement”, in a Seminar presentation aimed to inform on dyslexia, how it can be supported in the home and the classroom and how to raise public awareness.

Standardised Assessments of Reading – YARC (York Assessment of Reading for Comprehension and WJ3) by Walter Howe (20 March 2012)

Walter Howe is a Sydney based Educational and Development Psychologist. He has managed Australian standardisation studies for the WISC 111, The Woodcock Johnson 111 Tests of Cognitive Abilities and Tests of Achievement (WJ111) and the York Assessment of Reading for Comprehension (YARC). The content of the workshop will be as follows:

1. Why do some students struggle to learn to read?
 - Dyslexia
 - Other reading difficulties
 - Which cognitive factors are important in reading difficulties?
2. YARC overview: administration; scoring ; reporting.
 - Early Reading: letter sound knowledge; sound deletion; sound isolation; early word recognition
 - Passage Comprehension: word recognition; oral reading accuracy; oral comprehension; oral reading rate.
 - Passage Comprehension-Secondary: word recognition; silent reading comprehension; silent reading rate and oral reading fluency; testing weaker readers.
3. WJ 3 Achievement Tests: overview; administration; scoring; reporting.
 - Reading tests: word reading; comprehension; fluency.
 - Tests of written expression: spelling; fluency; sentence writing.
 - Additional diagnostic tests: non word reading and spelling; phonemic awareness; reading vocabulary; oral language.
4. Case studies.

Building Resilience in Children with Learning Disabilities By Dr Michael McDowell (21 March 2012)

Although a great deal can be done to improve knowledge and skills for children with learning disability (LD), it is usually not possible to fully correct, or ‘fix’ these problems. As a result, children continue to struggle throughout the school journey.

Resilience refers to the quality that allows children not only to survive, but emerge from the struggle of school education with robust, strong mental health and development. Just as targeted intervention is able to improve knowledge and skills for children with LD, it is possible also to target and build childhood resilience. Optimal management of children includes both strategic approaches. The session will explore how this can be done.

Maths Strategies By Jan Cavanagh (18 April 2012)

Which Mathematical Skills are essential for everyday purposes?

We all need some skills to handle everyday tasks, but we don’t all need to be mathematicians.

Looking at some of the critical skills and how to support students in gaining confidence in them may help them to become more numerate:

- Beginning mathematical processes
- Efficient use of a calculator (as a tool)
- Place value
- Using ‘open questions’
- ‘Acting out’ problem solving
- Estimation

Jan is a Mathematics Consultant who works in her business ‘Making Sense of Maths’, and also at QUT with the YuMi Deadly Centre ‘Closing the Gap’ projects.

Sounds-Write and Dandelion Readers By Mary Gladstone (9 May 2012)

Sounds-is a training program that sets out provide teachers with a coherent approach which can be consistently applied in the classroom or in small groups.

It is a **linguistic phonics program** that starts from what children already know, the sounds of their own language, and teaches in careful steps, how each of the 44 phonemes (sounds) can be represented in written English.

It is based on teaching **the knowledge, conceptual and factual**, on which the English alphabet code is based, and the **three skills**, blending, segmenting and phoneme manipulation, needed to enable learners to use our code effectively.

Dandelion Readers follow the structure of the Sounds-Write program.

They are decodable texts, enabling the reader to decode independently using the phonic knowledge, skills and concepts they have been taught. The texts focus on print and encourage the children to blend words.

The aim of the Dandelion books is to offer clear structure and scaffolding for beginning and catch up readers.

Understanding how our alphabetic principle works is the crucial prerequisite in the early stages of reading. This fact underpins the Sounds-Write program and the Dandelion readers provide the children with the practice to become self reliant readers.

Assistive Technology for Dyslexia and Dysgraphia By Frances Corkery-Connor (18 May 2012)

Frances Corkery-Connor, our Assistive Technology advisor, will demonstrate software and hardware that can be used to support students with dyslexia and dysgraphia –speech to text, text to speech, audio and e-books, Kindles, iPads, spelling and memory software. This in-service is suitable for parents and teachers.