

Learning Disabilities

Issues, Agencies, Resources & Programs

This document has been put together from various sources to guide school staff and youth workers towards the appropriate and useful resources which may assist them in helping local young people. The Banyule and Nillumbik Local Learning and Employment Network (BNLLEN) take no responsibility for any information accessed via this document

Updated July 2013



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The Overview

According to the Australian Learning Disability Association (ALDA) in a submission to the National Inquiry into the Teaching of Literacy, Learning Disabilities (LD) is very well understood and accommodated in the US, Canada and the UK. However, in Australia, there is a demonstrated lack of understanding of LD amongst policy makers and many practitioners.

ALDA chose to utilize the description of Learning Disabilities presented by the [Canadian, Learning Disabilities Association of Ontario's](#) which describes LD as "a variety of disorders that affect the acquisition, retention, understanding, organisation or use of verbal and/or non-verbal information. The report states

"These disorders result from impairments in one or more psychological processes related to learning (a), in combination with otherwise average abilities essential for thinking and reasoning. Learning disabilities are specific not global impairments and as such are distinct from intellectual disabilities.

Learning disabilities range in severity and invariably interfere with the acquisition and use of one or more of the following important skills:

- oral language (e.g., listening, speaking, understanding)
- reading (e.g., decoding, comprehension)
- written language (e.g., spelling, written expression)
- mathematics (e.g., computation, problem solving)

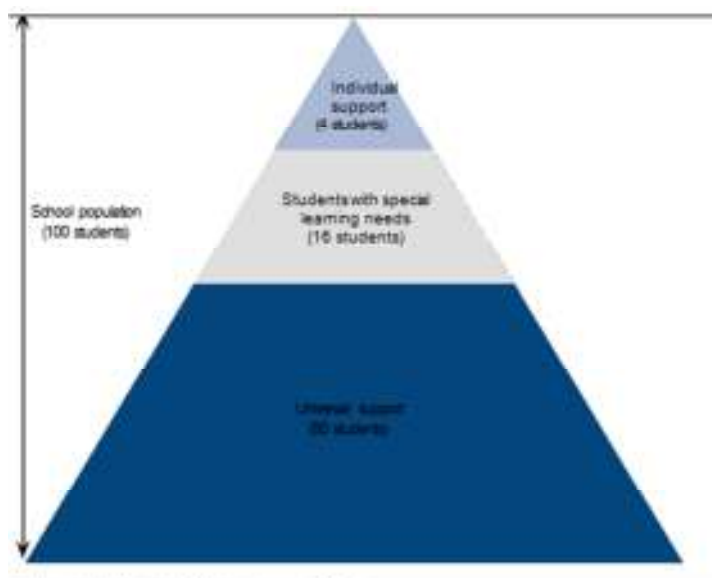
Learning disabilities may also cause difficulties with organisational skills, social perception and social interaction"

Students with special learning needs have disabilities, difficulties or additional needs that make it harder for them to learn than their peers. Although the exact number of students with special learning needs in Victoria is not known, it is commonly accepted that about 20 out of every 100 students have additional needs of some sort. These needs vary significantly.

Four out of every 100 students have a specific identified need and receive individual support through the Program for Students with Disabilities (PSD). However, the majority of students with special learning needs (16 out of every 100) have less significant needs that can be met by some form of adjustment or modification, targeted intervention or support.

The Department of Education and Early Childhood Development (DEECD) expects schools to support these students from within their school budget. Figure A shows an approximate breakdown of students in government schools"

Figure A
Distribution of needs in an average school of 100 students



Source: Victorian Auditor-General's Office.

Specific Symptoms of LD

According to information obtained from the *Opening all options* web site: www.adcet.edu.au , as well as the specific symptoms listed for each type of LD, there are also other features and disorders which are quite commonly associated with LDs. These include:

- delays in language development
- visual perception deficits
- memory problems
- attentional problems
- poor motivation
- disorganisation
- poor social skills
- behavioural disorders, such as conduct disorder or oppositional defiant disorder
- low self-esteem
- depression

Characteristics of a reading disability may include:

- inaccurate reading
- limited sight vocabulary (i.e., words which can be read automatically)
- slow reading
- difficulty remembering common sight words
- confusing visually or auditorily similar letters or words
- muddling the order of letters, sounds or syllables within words when reading
- difficulty decoding (reading) unfamiliar words
- guessing unknown words based on only some of the letters or syllables
- tiring quickly when reading
- poor reading comprehension (may guess, or base answers on general knowledge)
- in oral reading not attending to punctuation, reading very unevenly and/or reading without expression.

Characteristics of writing disorders include:

- problems generating text
- technical errors in punctuation, capitalisation, grammar, word usage, sentence structure, paragraph structure
- omits words in sentences
- uses limited vocabulary in writing (perhaps because of spelling problems)
- poorly organised written work
- less likely to edit work
- may avoid written work
- poor spelling.

Some of the observable difficulties of a Mathematics learning disability:

- counting
- writing and/or copying numbers or figures correctly (e.g. 47 instead of 74)
- learning maths facts
- recalling sequences of mathematical steps
- understanding or naming mathematical concepts, terms or operations
- understanding place value
- decoding written maths problems into mathematical symbols
- performing mental mathematical calculations
- reading or observing numerical symbols and or arithmetic signs
- performing computations
- keeping columns straight
- with concepts of direction and time.

Characteristics of nonverbal learning disorder/disability:

And a nonverbal learning disorder/disability may be expressed through difficulties in motor skills, visual-spatial skills and interpersonal skills. These may be seen as problems with:

- balance
- fine motor skills such as handwriting
- gross motor coordination
- clumsiness
- getting lost easily
- taking a long time to get used to new areas, such as the school or university layout
- adapting to new routines
- lining up work on the page
- visual learning
- recognising people
- reading nonverbal cues
- understanding appropriate behaviour
- abstract concepts
- use of nonliteral language such as humour, puns and satire
- generalising learning
- prioritising and organising
- emotional stability.

Characteristics of ADD/ADHD are:

- Inattention.
- Hyperactivity.
- Impulsiveness.

Views Expressed by the Canadian, Learning Disabilities Association of Ontario

The [Canadian, Learning Disabilities Association of Ontario](#) presents the view that “these impairments are generally life-long. However, their effects may be expressed differently over time, depending on the match between the demands of the environment and the individual’s characteristics. Some impairment may be noted during the pre-school years, while others may not become evident until much later. During the school years, learning disabilities are suggested by unexpectedly low academic achievement or achievement that is sustainable only by extremely high levels of effort and support.Frequently learning disabilities co-exist with other conditions, including attentional, behavioural and emotional disorders, sensory impairments or other medical conditions”.

The learning processes of students with learning disabilities may be affected in a number of ways:

- Deficiencies in short-term memory, and cognitive processing limitations are common. This means that students may have difficulty following sequences or complicated directions and with integrating material from a number of sources.
- Problems following or creating a sequence will interfere with many things in the learning environment: following and understanding the structure of a lecture; remembering facts presented chronologically; seeing the relationship between a main idea and subordinate ideas in a text.
- Students with a learning disability sometimes report information overload and confusion resulting from having more ideas (and having to hold on to them) than they can manage to translate into acceptable words or structures. They may have difficulty in moving from the role of writer to that of reader, and objectively viewing the ideas, organisation, and style of their written assignments, and achieving coherence in writing.
- Students may have difficulty with the ‘search and locate’ strategies required in library work and in independent learning generally.
- When reading rate and reading comprehension are slow, difficulties are compounded when large amounts of material must be dealt with in a short space of time, or when many new words or concepts must be learned and incorporated into understanding.
- Visual memory skills may be poor. By comparison, oral language and discussion skills are often exceptional, though students are likely to be extremely reluctant to read aloud.
- Manual dexterity or coordination problems may be evident, often as a result of difficulties in judging distance. Students may also have difficulty interpreting two- or three-dimensional models or diagrams and following maps or directions.
- Heightened anxiety levels are common in test or performance situations. Anxiety about performing in front of others may affect participation in tutorials. Students will deal with anxiety in any number of ways – from medication to meditation, or simply by avoidance.

- Being labelled 'learning disabled' has a considerable impact on emotions, confidence and self-esteem. Students will often have years of negative attitudes and dismissive feedback about their abilities behind them , and this will have an impact on learning.
- Students with a learning disability coming straight from the school system may have been used to a structured and controlled learning environment, and may be uncomfortable taking some of the learning risks associated with the relatively free and unstructured environment of university.

Systematic Issues Australian Learning Disability Association (ALDA)

A number of systematic issues were identified in March 2005, by the The Australian Learning Disability Association (ALDA) in it's a submission to the National Inquiry into the Teaching of Literacy. In this submission, ALDA expressed the view that:

- While approximately 10% of the population will have some degree of LD with the majority being ineligible for access to an individualized State or federally funded program.
- Persons with LD require specialized interventions in home, school, community and workplace settings, appropriate to their individual strengths and needs, including:
 - specific skill instruction;
 - the development of compensatory strategies;
 - the development of self-advocacy skills;
 - appropriate accommodations
- However, while Post school institutions (TAFE and Universities) recognise LD and subsequently provide accommodations for students, there appears to be a widespread reluctance to do so in the compulsory education sector.
- It is only possible for education sectors to appropriately and efficiently accommodate any disadvantages when both the cause and implications have been accurately identified. However, there is an inconsistent approach in the assessment of students with a possible LD. The cost of an assessment; and the availability of appropriate professionals to undertake the assessment; play a contributing factor in the poor recognition and understanding of LD.
- There is poor transition of documentation through the varying education sectors, relating to students' identified course accommodations, teaching and learning strategies, and, resources.
- There is currently a lack of information about LD in the education degree courses for pre-service teachers;

Agencies

LD Network

Useful for: ✓				
Staff	✓	Students	Parents	✓

Web: www.ldnetwork.net.au

“Learning Disabilities (LD), including dyslexia, cause major obstacles to learning.

Our community has a growing concern for the welfare of these students and are looking to ensure they are appropriately recognised and supported within the Victorian educational system.

The LD Network has specifically been created to assist the community and its leaders to address this issue.”

The group runs a number of activities aimed at supporting Parents and Teachers of students with a Learning Disability

SPELD Vic Inc (SPecific Learning Difficulties Association of Victoria)

Useful for: ✓				
Staff	✓	Students	Parents	✓

Web: www.speldvic.org.au

SPELD Victoria Inc provide information and services to children and adults with specific learning difficulties and those who care for, teach and work with them.

One of the major aims of SPELD is to increase community awareness of the nature, extent and consequences of the problems of those individuals who, despite their intellectual ability and adequate educational opportunity, fail to make satisfactory progress in one or more of the following areas: listening, speaking, reading, writing, spelling, calculating and spatial relations.

Some of the services offered by SPELD include:

1. [Parent Services](#)
2. [Information for Parents – Adolescents](#)
3. [Assessments](#)
4. [Tutoring at SLC](#)
5. [School Consultancy](#)
6. [Technology Services](#)

Support Services

How to locate an appropriate psychologist:

Useful for: ✓					
Staff	✓	Students		Parents	✓

Educational Psychologists help children or young people who are experiencing issues at school. This includes diagnosing for Learning Disabilities, providing strategies to address LD, as well as counselling. It is best if parents seek help from an Educational Psychologist as a first step. These Psychologists may also suggest you see other specialists, such as the ones below, for further diagnosis or interventions.

How to locate an appropriate psychologist:

The Australian Psychological Society (APS) has a search facility where by you can identify the psychologist with the appropriate expertise

Follow the link to access the search facility: www.psychology.org.au/FindaPsychologist/Default.aspx?ID=1204

Search options include many specialist areas such as:

Attention Deficit Hyperactivity Disorder (ADHD), Anxiety & phobias, Asperger's syndrome, Autism, Eating disorders, Panic Disorder, Sleeping disorders, Bullying, Self-harm, Anger management, Body image, Gay/lesbian issues, Grief & loss, Shyness & social skills deficits, Neuropsychological assessment, Academic performance, Learning difficulties, School issues, Addictions and many more options.

Searches can also be narrowed to geographical areas

Also useful is the information sheet (pdf) "Medicare rebates for mental health services provided by psychologists" www.psychology.org.au/Assets/Files/2012-Medicare-fact-sheet-mental-health-rebates.pdf

Australian College of Behavioural Optometrists

Useful for: ✓					
Staff	✓	Students		Parents	✓

Behavioural Optometrists help to diagnosis vision issues including vision information processing issues, such as Visual Processing Disorder. These specialists may also provide vision therapy that may help to address issues.

You can **undertake a search** on the Australian College of Behavioural Optometrists web site if need help finding a behavioural optometrist? Search at: www.acbo.org.au/component/sobi2/?sobi2Task=search

Audiology Society of Australia

Useful for: ✓					
Staff	✓	Students		Parents	✓

Educational Audiologists help to diagnosis issues such as Auditory Processing Disorder, as well as provide strategies to address issues.

Contacts: Audiology Society of Australia has a listing of Victorian based Audiologist; Refer to: www.audiology.asn.au/pdf/service/asa-vic.pdf

La Trobe University Psychology Clinic

Useful for: ✓					
Staff		Students	✓	Parents	

Specific Learning Disability assessments available at Bundoora campus. Costs \$250 if student has HCC or \$450 www.latrobe.edu.au/scitech/professional/psychology-clinic/services

Contact:

George Singer Building, Latrobe University,
Plenty Road, BUNDOORA, 3083

Ph: 9479-2150

Fax: 9479-1956

Web: www.latrobe.edu.au/psy/clinic

Monday - Friday, 9.30am-5.30pm.

Service: Sessions are run by supervised probationary psychologists.

Occupational Therapy Australia

Useful for: ✓				
Staff	✓	Students	Parents	✓

Occupational Therapists help to diagnosis issues such as Motor Dyspraxia, as well as provide interventions to address issues related to LD, such as coordination, handwriting, etc.

The Occupational Therapy Australia (www.otaus.com.au) has a search facility where by you can identify the Occupational Therapist who may have the appropriate expertise. E.g. expertise in Autism Spectrum Disorder and Handwriting and Fine Motor skills. Search at: www.otaus.com.au/find-an-occupational-therapist

Speech Pathology Australia

Useful for: ✓				
Staff	✓	Students	Parents	✓

Speech Pathologists help to diagnosis language disorders such as Expressive Language Disorder, Oral or Verbal Dyspraxia. They may also provide speech therapy to address language issues caused by LD.

Contacts:

Speech Pathology Australia - www.speechpathologyaustralia.org.au

Please note: look for specialists that focus on Dyspraxia, literacy, language & learning, and make sure they fully understand and can support Learning Disabilities)

You can narrow your search by utilising their "find a Speech Pathologist" facility at:

http://online.speechpathologyaustralia.org.au/spa/Find_a_Speech_Pathologist/spa/Find_a_Speech_Pathologist.aspx?hkey=865f411a-6fdb-4cd3-9a20-74b4e16d4813

Psychology Clinic at Victoria University

Useful for: ✓				
Staff	Students	✓	Parents	

The Clinic operates as part of the professional training course for Master of Clinical Psychology students at the university. Assessment and treatment is provided by provisional psychologists who are supervised by experienced Clinical Psychologists.

Counselling is also available Ph: 9919 2353 email: dianne.niemczyk@vu.edu.au

Location: - St Albans Campus Building 3-North, McKechnie Street, St Albans

Programs

Secret Agent Society

Useful for: ✓				
Staff		Students	✓	Parents

Source: www.amaze.org.au/events/secret-agent-society/

Secret Agent Society (SAS) is a breakthrough program for children aged between 8 and 12 who need to improve their social and emotional skills. SAS captivates children with its espionage-themed games and eye-catching resources, and parents and schools are an integral part of the program. Kids learn how to recognise and manage their own feelings, cope with change, detect other people's emotions, talk and play with others and deal with bullying. Crisalida will be hosting a program in Term 1-2 2013 in North Fitzroy on Monday evenings with specially trained OT Katrina Pyman and Speech Pathologist Julie Moss as facilitators. For dates and prices please download the attached flyer. See www.crisalida.com.au and <http://www.sst-institute.net>

Venue Name Crisalida

Event Organiser Crisalida Child, Adolescent and Family Therapy

Social Groups for Teens with Aspergers

Useful for: ✓				
Staff		Students	✓	Parents

The purpose of the group is to provide fun opportunities for satisfying peer interaction, friendship, belonging and social learning amongst adolescents and young people with Aspergers Syndrome. Young people joining the group will be asked to identify personal goals for their involvement in the group, for example: being able to begin and hold a conversation with another young person, being able to join in with others even if challenging to do so, etc. The facilitators will assist members to achieve their desired goals.

The group is for young people between the age of 13 and 20 years who have been diagnosed with Aspergers Syndrome who have been identified by their parents/carers as requiring opportunities for social interaction with age appropriate peers and/or social skills development and who are deemed to be appropriate for group membership. Many adolescents and young people struggle with the challenges of adolescence. These challenges can be even more difficult for those with Aspergers syndrome.

For more information, including cost, and rebate information or to register refer to: www.crisalida.com.au/other-group-programs.php

This program is delivered by:

Crisalida Child, Adolescent and Family Therapy
391A St Georges Road FITZROY NORTH VIC 3068

Contact :

Phone: 03 9481 1233

Fax: 03 9481 1322

Tutoring Referral Service.

Learning Difficulties Australia (LDA)

Useful for: ✓				
Staff		Students	✓	Parents

LDA web site: www.ldaustralia.org

LDA operates a **tutor referral service** in Victoria for students with learning difficulties.

The LDA Referral Service provides:

1. Specialist teachers, registered with LDA, who have relevant qualifications and experience focused on teaching children and adults with learning difficulties.
2. Diagnostic educational assessment.
3. Individual instruction, strategies and support at every level in literacy and numeracy.
4. Organisational and study skills.

Instruction is usually provide at the Consultant's premises.

For more Information go to: www.ldaustralia.org/24.html

Resources

4D

Useful for: ✓				
Staff	✓	Students	Parents	✓

Source: www.4d.org.nz

4d is a series of 4 New Zealand Web sites which focus on:

- Teaching Paradigm
- Schools
- Family
- Workplace

Although New Zealand base, these web site have many usefuls resources, information and insights which are relevant to the local context.

Abilities Based Learning and Education Support (ABLES).

Useful for: ✓				
Staff	✓	Students	Parents	✓

Source: www.education.vic.gov.au/school/teachers/teachingresources/diversity/pages/ables.aspx

Abilities Based Learning and Education Support (ABLES) will enhance the resources available to school leaders and teachers to support the teaching and learning of students with disabilities and additional needs.

ABLES helps teachers to develop effective learning programs for students who are working towards Level 1 of the Victorian Essential Learning Standards. These standards outline the critical skills students need to achieve from Prep to Year 10.

Bar None Kit for Schools

Useful for: ✓				
Staff	✓	Students	Parents	

The Bar None Community Awareness Kit for Schools provides information and curriculum support for teachers to:

- enhance their knowledge and understanding of disability
- create a welcoming, inclusive school community
- foster a culture of openness and discussion around disability.

The Kit is comprised of a number of components:

DVD
Teacher Information Booklet
Curriculum Units
Train the Trainer Module
Guest Speaker Database
Contact

There is also a brochure and poster that can help to raise the profile of the Kit:

Brochure
Poster

For more information refer to: www.dhs.vic.gov.au/about-the-department/documents-and-resources/reports-publications/bar-none-education-bar-none-community-awareness-kit-for-schools

dysTalk:

Useful for: ✓					
Staff	✓	Students		Parents	✓

Source: www.dystalk.com

dysTalk is a **UK based** web site, dysTalk is an information-sharing social enterprise devised by Will Orr-Ewing and Josh Pull. Our five-word mantra for the project is "helping your child learn better." It's **for parents of children who are looking for information on how to optimise their child's learning**. dysTalk provides information on specific learning difficulties that may be undermining a child's performance as well as learning strategies that can potentially be applied to all children of all abilities.

How will it do this?

dysTalk is separated into online and offline components. Offline, it is a [lecture series](#) starting in London, at which the top professionals in the learning difficulties world will speak to parents. This affords the crucial opportunity of interaction: both between the parents and the speakers; and between the parents themselves. We want parents to exchange information based on their experiences.

This ethos of sharing information is then reflected on [dysTalk.com](#). We have filmed each lecture so that [talks](#) can be watched online for free. These lectures are accompanied by lots of shorter, 5 - 15 min [talks](#) and [articles](#) by similar professionals - as well as some parents.

The site also contains a [resources](#) section including useful [books](#), [links](#), [professionals](#) and [schools](#). This section allows users of the site to upload and review any [resources](#) that they have found helpful.

These pieces form the focus for a [Forum](#), in which parents can discuss the ideas raised further - as well as anything else that takes their fancy.

Fact Sheets - The Department of Education, Training and Employment (QLD)

Useful for: ✓					
Staff	✓	Students		Parents	

The Department has various factsheets which may be of value on inclusive teaching and assessment practices for learners with a disability

The focus of the factsheets are on Inclusive teaching, learning and assessment practices and they cover The Definition, Impact on Training and Assessments, Presenting and Communicating Information, Support personnel and technology in delivery and other information. Some parts of the factsheets may require localization however, the major part of the content is quite generic.

Disability Type factsheets (2009) : <http://training.qld.gov.au/information/equity-diversity/resources-tools/disability.html>

Disability Type factsheets include:

- Attention Deficit Hyperactivity Disorder <http://training.qld.gov.au/resources/information/pdf/attention-deficit-hyperactivity-disorder.pdf>
- Autism Spectrum Disorders]: <http://training.qld.gov.au/resources/information/pdf/autism-spectrum-disorder.pdf>
- Deaf and hard of hearing - communication]: <http://training.qld.gov.au/resources/information/pdf/deaf-hard-of-hearing-communication.pdf>
- Dyslexia []: <http://training.qld.gov.au/resources/information/pdf/dyslexia.pdf>
- Learning Disability <http://training.qld.gov.au/resources/information/pdf/learning-disability.pdf>
- Speech and Language Impairment [PDF 90KB]: <http://training.qld.gov.au/resources/information/pdf/speech-language-impairment.pdf>

Factsheet: Inclusive Technologies Software Programs for Learners with a Learning Disability

Useful for: ✓					
Staff	✓	Students		Parents	✓

Sourced from Department of Education, Training and Employment (QLD) : <http://training.qld.gov.au/resources/information/pdf/learning-disability-specific-technologies.pdf>

The complete list of Factsheets may be sourced from: <http://training.qld.gov.au/information/equity-diversity/resources-tools/inclusive-technology.html>

Opening All Options II

Useful for: ✓				
Staff	✓	Students	Parents	

Source: www.adcet.edu.au/Oao/

This site provides information and resources about learning disabilities (LD). A learning disability can affect the way in which a person takes in, remembers, understands and expresses information. People with learning disability are intelligent and have abilities to learn despite difficulties in processing information.

Broadly covers:

- What is LD?
- Impact on Life & Study
- Identification & Testing
- Teaching Strategies
- Learning Strategies
- Assistive Technology
- Support Practices
- Training Resources
- Legislation / Support

Reasonable Adjustment in Teaching, Learning and Assessment for Learners with a Disability - A Guide for VET Practitioners

Useful for: ✓				
Staff	✓	Students	Parents	

This guide which is available from the Department of Education, Training and Employment (QLD) has been designed to assist VET teachers and trainers, disability practitioners, and educational managers to make 'reasonable adjustment' in teaching, learning and assessment.

It explains the concept and role of reasonable adjustment in VET to:

increase the participation of all learners (especially those with a disability)

reduce the impact of disability on achieving a vocational qualification leading to employment. The guide provides information and practical strategies for applying reasonable adjustment in teaching, learning and assessment.

To access the guide: <http://training.qld.gov.au/resources/information/pdf/reasonable-adjustment-for-web.pdf>

The National Center for Learning Disabilities (NCLD)

Useful for: ✓				
Staff	✓	Students	Parents	✓

Web Site: www.nclid.org

The National Center for Learning Disabilities is a **US based** organisation committed to ensuring that all students with learning disabilities graduate from high school with a standard diploma—prepared for college and the workplace;

The website (while not Australian) has some valuable information and resources:

Free, **downloadable publications and guides** will provide you with in-depth information on key topics that impact your child's education. www.nclid.org/learning-disability-resources/parent-advocacy-guides

Resources are available by age groups: e.g. Grades 9 to 12 (www.nclid.org/age-related-content/grade-9th-12th) or Grades 3 to 8 (<http://www.nclid.org/age-related-content/grade-3rd-8th>)

Note: Keep in kind this is a US based and focussed web site, So some aspects will not be relevant e.g. legislation, key contacts etc.

Vision Australia Information Library Service

Useful for: ✓				
Staff		Students	✓	Parents

Anyone that has been diagnosed with a print disability such as dyslexia is eligible to become a Vision Australia Library member.

The library offers a variety of services including providing information and reading materials in accessible formats.

For more information visit www.visionaustralia.org.au/info.aspx?page=514

Professional and Personal Learning

Videos

Dyslexia Assistive Technology (UK based 7min Video)

Useful for: ✓				
Staff	✓	Students	Parents	✓

Source: www.dystalk.com/talks/80-dyslexia-assistive-technology

About this talk: Dr Ian Smythe provides an insight how technology can help with the day-to-day problems that many dyslexics face. Many of these are easily accessible and are free to use.

About the speaker: [Dr Ian Smythe](#), a dyslexia consultant, works on specific learning difficulties in different language and cultural environments. His international work developed out of his PhD research into cognitive differences in dyslexics in different languages. He has worked with foreign governments including the Hong Kong Education Department and also non-governmental organisations - conducting workshops, lectures and seminars around the world (including lecturing in Brazil in Portuguese) with universities, dyslexia teaching organisations and local support groups. He is an expert on dyslexia and technology.

Visual Problems & Dyslexia (11 Min UK Produced Video)

Useful for: ✓				
Staff	✓	Students	Parents	✓

About this talk: Keith Holland outlines the ways that visual problems can effect learning.

About the speaker: [Keith Holland](#) qualified as an Optometrist in 1979, and spent the first part of his career working with Professor Charles Bedwell - one of the early pioneers of children's vision assessment. After being awarded Fellowship of The College of Optometrist in Vision Development in 1999, and was made the first ever life member of The British Association of Behavioural Optometrists in recognition of his contributions to eye care in 2001. Keith lectures internationally on eye care topics, and has published numerous articles in both the professional and popular press as well as appearing on both national and local TV and radio.

Check list for Visual Problems: www.dystalk.com/images/upload/talks-pdf_104_visual-problems-and-dyslexia-checklist.pdf

Source: www.dystalk.com/talks/104-visual-problems-amp-dyslexia

Ongoing Professional Development Opportunities

Autism Victoria - Events Calendar

Useful for: ✓				
Staff	✓	Students	Parents	✓

Autism Victoria trading as Amaze provides an Event Calendar to give families, individuals and professionals an opportunity to attend and find out more about topic-specific areas and interventions related to Autism Spectrum Disorder. Most events listed are paid advertisements and are independent of Autism Victoria trading as Amaze.

Source the Events Calendar at: www.amaze.org.au/events/

Gifted - No Way

www.kidslikeus.org.au/

Useful for: ✓				
Staff	✓	Students	Parents	

Why won't this bright, verbose student complete their writing for me? Why does he spell like that? Why won't she read out loud?

Duration 6 hours or 3 x 2 hours

- Looking for and identifying the unexpected discrepancies.
- Tests and what to do with the results.
- How to recognise dyslexia and thus reduce the damage.
- How it feels to be dyslexic - the devastating emotional effect of constantly 'failing', the likely behaviours, reactions, issues and problems.
- Emotional supports. Giving the student the courage to try.
- About phonics, the positives and negatives.
- Actions, behaviours and things that can be changed in class tomorrow.
- The range of strategies because there is no 'quick-fix'.
- Who, when and where to refer to.
- Computer technology, materials etc. that may help.

Contact: enquiries@kidslikeus.org.au

Agency: Kids Like Us

Twice Exceptional

Source: www.kidslikeus.org.au/

Useful for: ✓				
Staff	✓	Students	Parents	

It is possible to be dyslexic and yet be gifted!

Duration 6 hours or 3 x 2 hours

- What is it to be twice-exceptional?
- How to observe the manifestations.
- List and examples of types, varieties but all need different solutions.
- Tests and checklists.
- Motivating the gifted part to support the weaker learning strategies.
- Individualised learning plans – the range of strategies.
- Emotional supports – student courage.
- Plans, methods, ideas to engage their passions and abilities.
- Differentiated tasks and assessments.
- Individualised learning plans – the range of strategies.
- Emotional supports – student courage.
- Whole school policy and what this means
- Who, when and where to refer to.

Contact: enquiries@kidslikeus.org.au

Gifted and Dyslexic

Source: www.kidslikeus.org.au/

Useful for: √				
Staff	√	Students		Parents

Duration: 2.5 days (this course may be run in one block or spread over several weeks depending upon location)

How to engage a twice-exceptional student (the gifted student who does not achieve at an appropriate level).

Date: TBC

Venue: Black Rock Civic Centre, Black Rock, Vic 3191

Price: \$400 per person

This course can also be held in house at your school for up to 25 participants

Teachers will be exposed to up-to-date, relevant information about the important issues, requirements and teaching strategies. This course will enable individual teachers to positively accommodate gifted, dyslexic and twice exceptional students within their classroom and wider school environments.

Bookings: email enquiries@kidslikeus.org.au