

LEARNING DIVERSITY

DIOCESE
OF
BALLARAT
CATHOLIC
EDUCATION
LIMITED



CATHOLIC EDUCATION BALLARAT

CEB LEARNING DIVERSITY LEADERS NEWSLETTER
TERM 4 2021

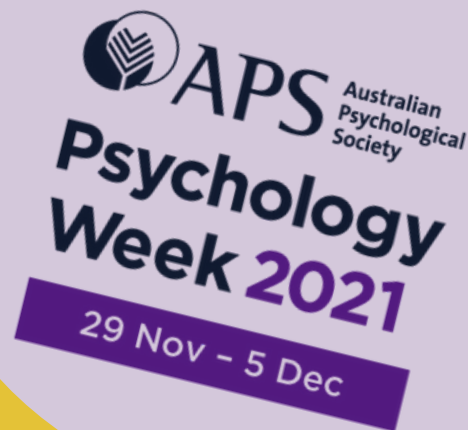
Psychology Week 2021

29 Nov – 5 Dec

WORKING
MINDS

 **APS** Australian
Psychological
Society





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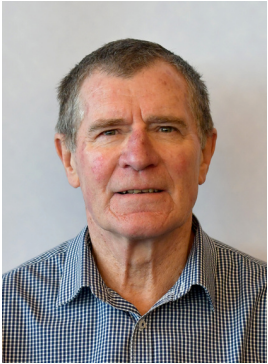
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MEET THE CEB PSYCHOLOGY TEAM



ALLAN HUTCHISON

Senior Psychologist



DANIELLE BUZAGLO

Southern Zone based
Psychologist



TEGAN BELL

Central Zone based
Psychologist



JANETTE TRENTO

Central Zone based
Psychologist

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PATRICE RICKARD

Northern Zone based
Psychologist

The Role of the Psychologist in the Ballarat Diocese



The primary focus of a psychologist in an educational setting is on assessing behaviour and educational competence and the conditions that enable and support it. They make decisions based on valid data and the use of effective data collection techniques to inform, monitor, and modify intervention activities. Functional analysis is a key part of this role and interventions are not determined solely on the description and categorisation of pathology.

Assessment of children and adolescents has been and will continue to be a mainstay activity of psychologists working in schools. However, the types of assessment methods and the process of assessment have evolved over time. Assessment activities do more than simply

describe or diagnose problems. Rather, the most useful assessment strategies are those that provide a foundation for implementing and monitoring effective interventions.

In addition, our psychologists focus increasingly on context and systems, and not just individuals. Their efforts are directed toward helping all students, not just those who have major barriers to their learning.

There will always be a need for psychologists in schools to support the small percentage of students who have different learning, behavioural, and social-emotional needs. However, longitudinal research points to the chronic nature of such problems and the critical need for prevention and early intervention strategies to improve long-term outcomes.

Consequently, prevention and intervention activities need to occur at various levels, with individuals, small groups, and classrooms and within entire schools. Psychologists engage in prevention and intervention activities at each of these levels, so that a larger number of individuals may be positively influenced.

Within CEB these roles include, but are not limited to, the following (depending on the need of a particular school and the individual psychologist's workload).

Primary Intervention (Tier 1) Role is to:

- collaborate with school staff and other professionals, enhance processes that facilitate a whole-school approach to educational programs, student wellbeing and behaviour management.
- empower teachers to implement sound classroom management, learning and inclusive practices.
- consult with all staff on matters that relate to the educational, social and psychological development of students.
- provide staff development in the areas of cognitive, educational, emotional, behavioural and social development.
- empower teachers to identify students 'at risk'.
- contribute to the development of appropriate policies and processes.
- advocate for students with unique needs

Early Intervention (Tier 2):

- Facilitate targeted classroom and group programmes to minimise the impact of identified risk factors for relevant students, e.g., social skills training, anger management, etc.
- consult with teachers and parents regarding early intervention activities in the classroom and at home and, where appropriate, provide and / or recommend relevant programmes.
- be a resource for teachers dealing with students who have been identified as 'at risk' of developing learning, social, behavioural and emotional difficulties.
- provide secondary consultation regarding therapy and programs for individuals and

groups for a range of mental health, emotional and family issues.

- provide professional learning and [information](#) to build capacity of schools and families to improve students' learning and developmental outcomes.

Intervention Role (Tier 3):

- respond to and assist schools in response to Critical Incidents and Emergencies
- undertake educational and psychological assessment and diagnosis in relevant areas of child and adolescent development.
- observe students in the instructional environment in order to identify barriers preventing learning.
- identify appropriate intervention strategies and to evaluate the efficacy of the interventions.
- diagnosis requiring analysis in accordance with the diagnostic criteria as set out in DSM-V.
- write reports and professional letters.
- consult with and provide feedback to staff, parents, and students.
- collect, collate, and maintain student information and records to meet legislative and system requirements.

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WORKING MINDS

NCCD SURVEY REMINDER

The NCCD Survey link

<https://www.nccd.edu.au/tools/school-reflection-survey-tool>

Sign in to your NCCD dashboard
- make sure you **create a group PRIOR to doing the survey** –

Name your group and add the teachers that you would like to complete the survey and there is a minimum of six
– you can do groups or whole staff for comparisons (eg. staff group, LSO group etc.)

Then if you could **send the results through to your EO:LD** prior to the *November LDL network days*.

Collaborate Compare team results


Assess NCCD school reflections as a team. Understand how the group views aspects of the school's approach to wellbeing.

Create a group

Intervention Report Template available

Inclusion is not
bringing people into
what already exists;
it is making a new
space, a better
space for everyone.

George Dei

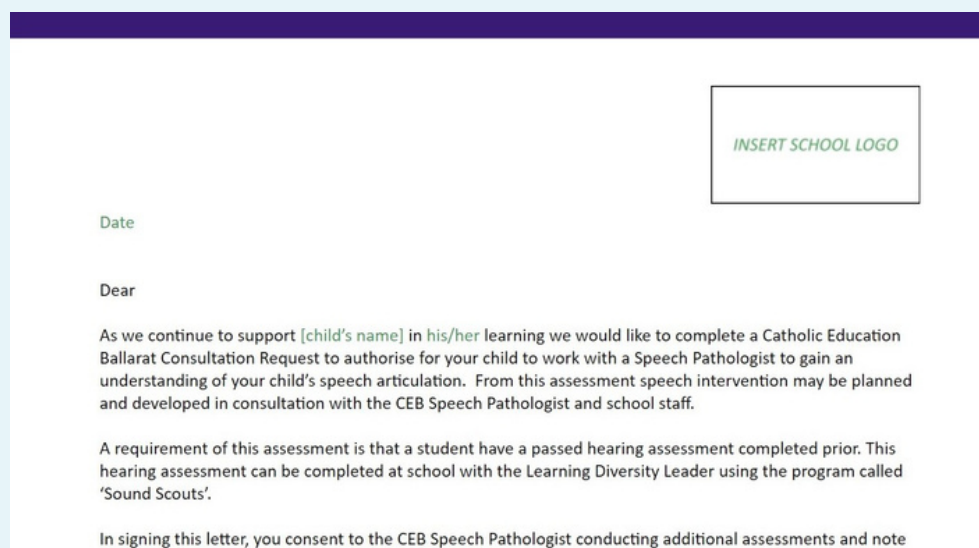


The image shows a template for an 'INTERVENTION REPORT'. At the top right is the logo for 'DIOCESE OF BALLARAT CATHOLIC EDUCATION LIMITED' with a colorful cross icon. The title 'INTERVENTION REPORT' is in large blue letters. Below it, the 'Purpose' is stated: 'This form is intended to provide a summary of the intervention.' Then, it asks 'Who should complete this form?' and states: 'Interventions may be provided by a number of educators working in schools who have been trained in the delivery of the intervention.' At the bottom, there are two input fields labeled 'First name:' and 'Surname:'.

[Intervention Report Template link](#)



Articulation Sample Consent Form Template Available



The image shows a template for an 'Articulation Sample Consent Form'. At the top right is a box labeled 'INSERT SCHOOL LOGO'. Below this, the word 'Date' is followed by a line for the date. Then, the word 'Dear' is followed by a line for the name. The main body of the form contains two paragraphs of text. The first paragraph states: 'As we continue to support [child's name] in his/her learning we would like to complete a Catholic Education Ballarat Consultation Request to authorise for your child to work with a Speech Pathologist to gain an understanding of your child's speech articulation. From this assessment speech intervention may be planned and developed in consultation with the CEB Speech Pathologist and school staff.' The second paragraph states: 'A requirement of this assessment is that a student have a passed hearing assessment completed prior. This hearing assessment can be completed at school with the Learning Diversity Leader using the program called 'Sound Scouts'.' At the bottom, it says: 'In signing this letter, you consent to the CEB Speech Pathologist conducting additional assessments and note'.

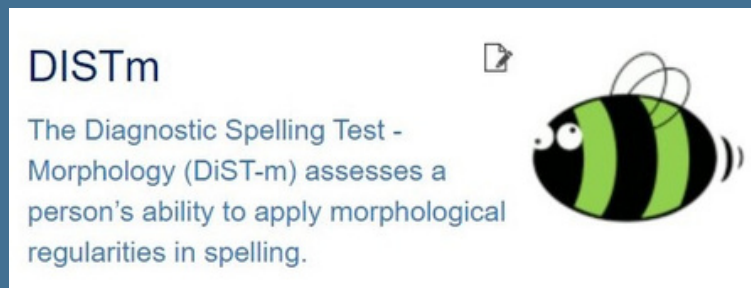
[Articulation Consent Template Link](#)

New Assessment Available in the Motif Suite

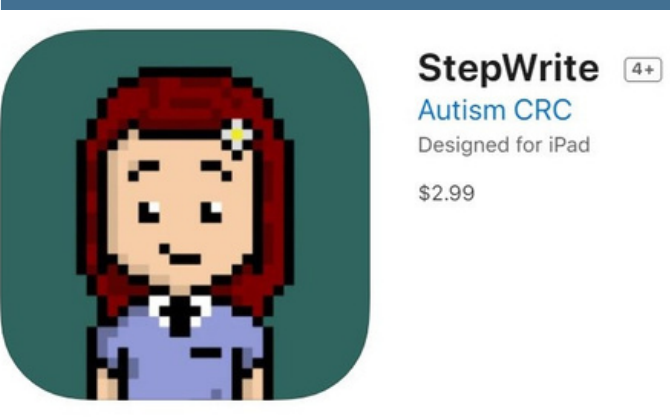


DISTm

The Diagnostic Spelling Test - Morphology (DiST-m) assesses a person's ability to apply morphological regularities in spelling.



<https://www.motif.org.au/home/tests>



New StepWrite Writing App

Many children on the autism spectrum have difficulty with the fine motor demands of handwriting, and the conceptual and language demands of composing written texts. The app was developed through the Cooperative Research Centre for Living with Autism (Autism CRC)'s Overcoming difficulties with written expression project.

Designed for children aged 8-12

<https://apps.apple.com/au/app/stepwrite/id1542297076>

USER B ACCREDITATION

Level B Training Cohort 3 - 23-24th March 2022

If you are not registered for Level B training for 2022 please keep an eye out for an LDL email outlining Eventbrite Registration Information & Links – [see details here](#)



Any questions can be directed to srampling@ceob.edu.au

Reminder:
cost of \$880 - 2 day training



VISION CHECKLIST..

On identification of a student requiring interventions or specialised supports, **best practice is a vision examination by an optometrist.**

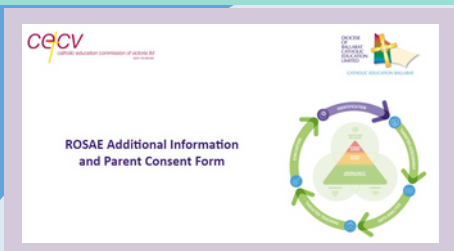
Failing this, the checklist below is to be completed by the classroom teacher (Primary) or nominated teacher (Secondary) in consultation with student and their parent(s)/ guardian(s).



If a Consultation Request to CEB is subsequently required, this form can be uploaded as the vision screener in ROSAE.

<https://docs.google.com/document/d/1DneYUccjjnFSv5G-pAQlh-XpaCfdm-V/copy>

CEB PARENT CONSENT / CONSULTATION REQUEST FORM



A reminder that we have a new CEB Parent Consent / Consultation Request form available on the below link.

[HTTPS://DOCS.GOOGLE.COM/DOCUMENT/D/1SQ04PFR_PWTMUKVHWTs0SB5F66WJYFHNKGKLPV-3CM/COPY](https://docs.google.com/document/d/1SQ04PFR_PWTMUKVHWTs0SB5F66WJYFHNKGKLPV-3CM/COPY)

Please use the following links if requiring a language other than English or download directly from ROSAE 'documents': Arabic, Simplified Chinese, Tagalog, Vietnamese, Samoan, Tongan

REFERRALS



Final 2021 referrals to be uploaded to ROSAE by the **5th NOVEMBER** please.

Referrals after this date will be actioned in 2022.

We are so grateful for your patience as we deal with the assessment backlog due to COVID. Referrals are being sorted and prioritised.

Please speak directly to your EO:LD around URGENT cases.

All other cases we aim to get through this term and as early as possible next term.

Thank you for your understanding.



2022

TERM 1

Dyslexia:

Presenters - Mandy Veal & Kate Sadler

ADD/ADHD:

Presenters - Monique Ryan & Lisa Templar

TERM 2

Hard of Hearing:

Presenters - Leonie Walsh & Kelly Pails

TERM 4

ASD:

Presenters: Kate Sadler & Monique Ryan

Behaviour:

Presenters: Jacqui Righetti & Lisa Templar

TERM TBA

Attachment and Trauma:

Presenters - Danielle Buzaglo & Susan Rampling

THINGS THAT MAY INTEREST...



Selective (situational) Mutism Resource

<https://www.selectivemutism.org/>

Just a reminder
that Loren
Swancutt's UDL
webinar series
are still available
on 'the Hive.



Loren Swancutt: Universal Design for Learning —

This series of 3 one-hour webinars presented by Loren Swancutt was designed as a springboard into implementing Universal Design for Learning, when planning to teach...

ceob.edu.au / Sep 13, 2020

<https://hive.ceob.edu.au/blog/loren-swancutt-universal-design-for-learning?rq=Loren%20Swancutt>

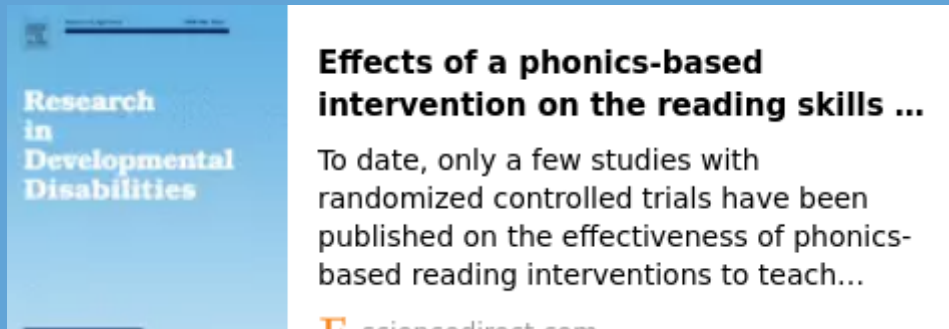
Looking for some quality resources?



https://www.highnoonbooks.com/index-hnb.tpl?fbclid=IwAR1nioUTuC5BU07H5Mj5HBh86hrgVtND2wtdDSBRWy7SFJy4Z_Rhjkfivr4



Article on Phonics Based intervention on reading for students with Intellectual Disability that may be of interest...



https://www.sciencedirect.com/science/article/pii/S0891422221000329?fbclid=IwAR0sp-jRdFk7tH0VR4VS6qV9wtPUMRVKxo4yDhd93cixwpnMO_xpe45edmk



The AWETISM 2021 virtual expo is a free event targeted at Autistic and neurodivergent students both primary and secondary, who are aware of their Autism diagnosis.

FRIDAY NOVEMBER 12TH, 2021
9:00AM- 8:00PM AEDT

<https://awetism.vfairs.com/>

FREE WEBINARS COMING SOON IN NOVEMBER...

Be part of an interactive hour where you will have the opportunity to listen, share and learn with parents/carers, teachers and others who support individuals on the autism spectrum.

<https://www.positivepartnerships.com.au/>

PART 1 - UNDERSTANDING SENSORY PROCESSING

- THURSDAY 4TH NOVEMBER 2021 – 12.00 PM TO 1:00 PM AEDT
- TUESDAY 9TH NOVEMBER 2021 – 7:00 PM TO 8:00 PM AEDT

PART 2 - UNDERSTANDING SENSORY PROCESSING

- MONDAY 15TH NOVEMBER 2021 – 12.00 PM TO 1:00 PM AEDT
- WEDNESDAY 24TH NOVEMBER 2021 – 7:00 PM TO 8:00 PM AEDT



Part 1 - Understanding
Sensory Processing



Part 2 - Understanding
Sensory Processing

**DON'T FORGET
TO REGISTER FOR
OUR UPCOMING
NETWORKS!**

Please find **LDL network day links** below:
(Secondary & Primary welcome to attend any day)

Nov 22:

<https://www.eventbrite.com.au/e/193200867997>

Nov 23:

<https://www.eventbrite.com.au/e/193202593157>

Nov 25:

<https://www.eventbrite.com.au/e/193203515917>

STAY WELL
Stay Sage

**FROM THE LEARNING
DIVERSITY TEAM**

Catholic Education Ballarat