

WHAT MAKES A DIFFERENCE? Including Children with an Intellectual Disability Inservice Professional Learning



**Kymberly
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**Behavioural
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Learning 4 All

ALL SCHOOL STAFF IN MAINSTREAM EDUCATION

Early Years and Primary School

1.5hrs – 2hrs Inservice Professional Learning

As education moves more toward an inclusive model, this presentation can provide staff with an overview of the strategies that maximise inclusion and minimise the risk of future difficulties for students with an Intellectual disability. Participants will also have the opportunity to reflect on their current practice and examine potential tactics for immediate implementation. Learning outcomes include:

- Awareness of the common presentations of a child with an Intellectual Disability
- Understanding of how these presentations can effect participation in the social and learning environment of the classroom
- Exposure to Best Practice in emotional and physical inclusion in mainstream sites
- Strategies for the tools and practices to facilitate learning for students with an Intellectual Disability

Certificates can be provided *upon request* that include reference to the Teacher Standards that apply to this workshop:

- ✓ Standard 1.6: Design and implement teaching activities that support the participation and learning of students with disability and address relevant policy and legislative requirements.
- ✓ Standard 1.5: Develop teaching activities that incorporate differentiated strategies to meet the specific learning needs of students across the full range of abilities.
- ✓ Standard 4.1: Model effective practice and support colleagues to implement inclusive strategies that engage and support all students.

ABOUT THE PRESENTER

Kymberly is a Behavioural Scientist with a background in special education and student wellbeing, in addition to a degree in psychology. She currently works as a professional learning consultant for educators with students across South Australia.

In the past Kymberly has worked in metropolitan and remote locations to develop programs for families and educators whose students face barriers to education. Her professional goal is to use her knowledge of psychology with her experience working in special education and wellbeing within the education sector to work with educators in their quest to improve educational engagement and success for students and members of the school community.

