

PUBLIC VS PRIVATE BEHAVIOUR

Using the Right to Know framework for students with Intellectual Disability and Impaired Social Awareness

Inservice Professional Learning



**Kymberly
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**Behavioural
Scientist**



Learning 4 All

**STAFF IN MAINSTREAM SCHOOLS, AND SPECIAL EDUCATION
AND COMMUNITY SETTINGS INCLUDING COUNSELLORS,
CLASSROOM TEACHERS, AND SUPPORT STAFF**

1.5hrs – 2hrs Inservice Professional Learning

This workshop is intended for all staff working with children and young people who need extra support and explicit instruction in learning the difference between appropriate public vs private behaviour. The workshop will provide information for staff to effectively teach behaviours to children and young people who may not inherently understand the risks due to intellectual disability, lack of social awareness, or trauma related difficulties.

Learning outcomes for this workshop include:

- How to use the Right to Know framework to effectively plan student instruction
- Awareness of the prerequisite concepts a student will need to be taught to support comprehension of the public vs private concept
- Specific instruction around concepts such as: public and private spaces; public and private behaviour; and public and private touching.

Certificates will be provided that include reference to the Teacher Standards that apply to this workshop:

- ✓ **Standard 1.1** Physical, social and intellectual development and characteristics of students: Select from a flexible and effective repertoire of teaching strategies to suit the physical, social and intellectual development and characteristics of students
- ✓ **Standard 1.6** Strategies to support full participation of students with disability: Design and implement teaching activities that support the participation and learning of students with disability and address relevant policy and legislative requirements.

ABOUT THE PRESENTERS

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 with special learning needs.

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.

