**Opening all Options Power point presentation**

(Jo and Julie will elaborate on each slide – about 2.5 minutes per slide)

**Slide One Jo and Julie** Photo of Jo and Julie

**Slide Two Opening All Options Contents**

* About Specific Learning Disability
* A Personalised Learning Framework
* The importance of the practitioner / student relationship
* Building Student awareness / skills and self advocacy
* Screening and referral processes
* What is involved in Assessment for SLD
* Collaborating with academics
* Understanding the range of profiles of SLD
* Aligning Reasonable Adjustment with an individual profile of SLD
* Teaching Strategies
* Universal design strategies
* Aligning Assistive Technology to the SLD profile (SETT)
* Embedding Academic Skills in support
* Tips for new practitioners

**Slide Three What we know about Specific Learning Disability**

* The fifth edition of the Diagnostic and Statistical Manual of Mental Disorders (DSM-V) identifies specific learning disabilities (disorders) as a disruption to the normal pattern of learning academic skills that is neurodevelopmental and biological in origin.

**Slide Four What we know about Specific Learning Disability continued**

* Up to 10% of the worlds’ population are estimated to have an SLD
* 80% – 85% of people with an SLD will have dyslexia.
* Students with SLDs have average to above average intelligence
* Students with SLDs can learn and lead productive lives
* Students with an SLD have ability / strengths in some areas and barriers / difficulties in other areas
* Each student’s SLD / learning profile will be unique to that student
* Students with SLDs often need targeted instruction to develop areas of weakness
* Students with an SLD are often first identified as verbally bright, with poor academic performance

**Slide Five Specific Learning Disability and the Australian Education Context**

* Not widely understood in primary and secondary sector
* Information is generally not included in teacher pre-service training
* Not supported in disability programs in primary and secondary (regardless of federal legislation and Education Standards)
* Children and Young people with SLD often become casualties of an ill equipped education system

**Slide Six SLD in Tertiary Education**

* SLD reported as one of the most prevalent issues presenting to disability or academic support services- TAFE and University
* Majority of students presenting do not have a diagnosis
* Those with a diagnosis are often not adequately informed about their capacity and difficulties
* Most do not present with learning strategies
* Most share stories of horrendous formative school years – and fears of continued failure in tertiary ed.

**Slide Seven Disability Practitioners in Tertiary Education**

* More than twenty years of collective Practice Wisdom across the sector
* Cohesive and collaborative professional networks - COPs
* Sophisticated Practice
* Pioneers for practice in education in Australia

**Slide Eight A Framework for Practice – Personalised Learning**

**Slide Nine Learner Centred Practice**

Relational pedagogy

Exploring for Strengths

Solution and Future Focussed

Building Self- Awareness and Advocacy

Screening

**Slide Ten Screening Process**

Building awareness of SLD – discrepancy between capability and unexplainable difficulties

Eliminating other factors (gaps in education)

Facilitating self-reporting of difficulties

Using strength and solution focussed talk:

Exception questions

Coping questions

**Slide Eleven Formal Assessment**

Knowing when and how to seek diagnosis or revisit a prior diagnosis?

Profiling an Individuals areas of strength and difficulty.

Validating requests for reasonable adjustments in line with the DDA (1992)

Enabling the Disability Program to be proactive across the institution

Providing personalised interventions – matched to strengths and areas of difficulty

**Slide Twelve What we need from an Assessment**

Evidence that SLD exists

Evidence of the persistent nature

*Discrepancy between ability and IQ\**

A summary of the diagnostic interview

A list of tests undertaken

A synthesis of the test results

A well written and easy to follow interpretation of the findings

Highlighted strengths and areas of difficulty

Recommendations for accommodations including AT

**Slide Thirteen Reasonable Adjustments**

**All Adjustments must:**

Be reasonable

Maintain academic integrity

Be designed through collaboration and consultation with academics, the students and disability service

Must not detract from inherent requirements of the curriculum

**Slide Fourteen Assistive Technology (SETT Framework)**

**Assistive Technology must:**

Meet the specific learning difficulty experienced by individual students

Be introduced to complement academic skills development

Reinforce literacy skills and knowledge

Not be viewed as a replacement for good teaching

Be introduced systematically with targeted guidance and support

**Slide Fifteen Academic and Study Skills**

Reading

Writing

Building Comprehension

Enhancing Organisation

Academic work

**Slide Sixteen** **Teaching and Universal Design Strategies**

Explicit teaching

Resources in multiple formats

Practical examples

Handouts provided online prior to class

Assessment Tasks explicitly detailed and broken down to parts

Options for method of assessment

Audio recorded lecture notes uploaded to LMS

Assistive Technology in learning centres.

**Slide Seventeen Communities of Practice**

State wide Networks

Collaborative teams

Peak Bodies

Mentors

Experience

Support

Sharing