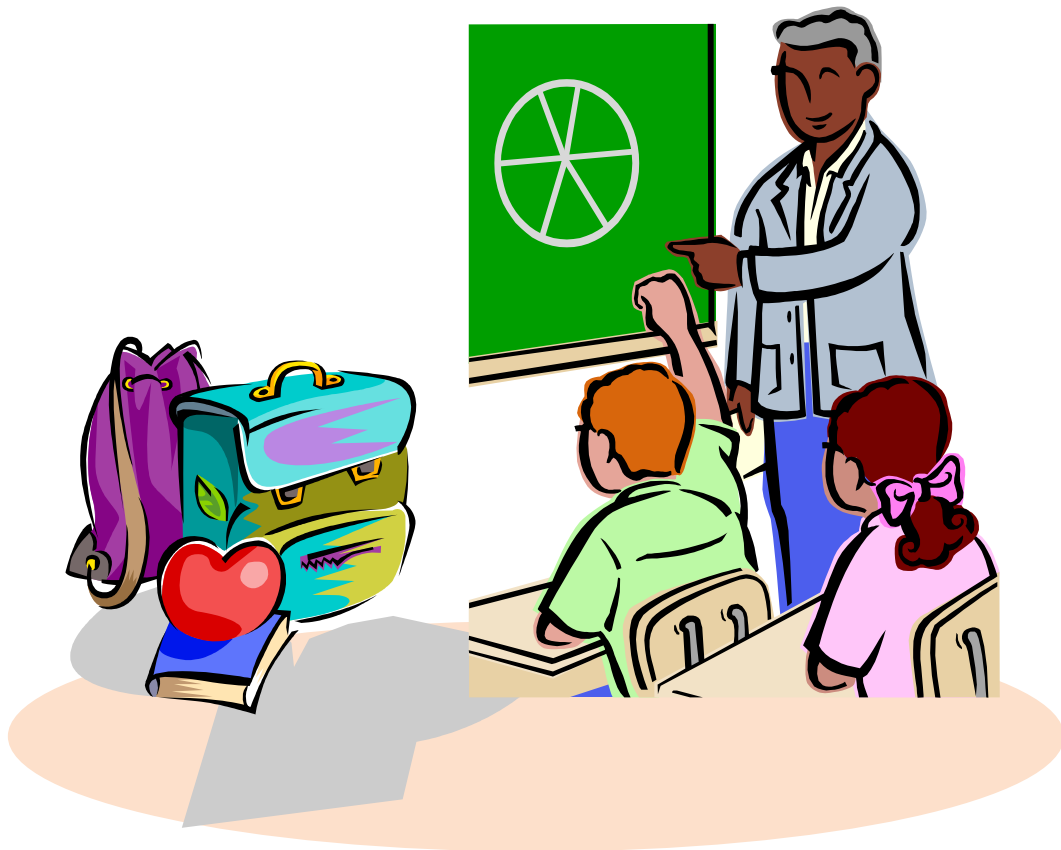


SPECIAL NEEDS A POLICY DOCUMENT (SNAP)

for Christian Schools



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A Special Needs Policy Document for Christian Schools

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SPECIAL NEEDS – A POLICY DOCUMENT (SNAP)

The purpose of this document is to provide a sound educational and biblical framework for teachers of special needs students in Christian Schools.

The Special Needs Policy Document has been compiled from statements written by teachers at the Christian Community Schools Special Education Conferences in 1992 and 1993. Special thanks go to Tina Whiting and Sue Davies for their help in editing the original statements and also in writing the rationale, aims and objectives for this document.

CONTENTS

SECTION ONE: GENERAL STATEMENTS	2
1.1 A Biblical Perspective on Special Needs.....	2
1.2 Rationale.....	2
1.3 General Aims.....	3
1.4 Broad Objectives	4
1.5 Educational Implications	4
SECTION TWO: AMPLIFICATION OF SPECIAL NEEDS.....	6
2.1 Developmental Delays and Intellectual Disabilities in Students	6
2.2 Communication Disorder.....	7
2.3 Learning Disabilities.....	8
2.4 Physical Disabilities.....	9
2.5 Emotional and Behavioural Difficulties	10
2.6 Giftedness	11
SECTION THREE: ROLES OF TEACHING PERSONNEL.....	13
3.1 The Role of the Support Co-ordinator or Support Teacher:	13
3.2 The Role of the Support Staff and Aides.....	14
3.3 The Role of the Regular School Staff.....	14
SECTION FOUR: RESOURCES	15
4.1 Organisations (<i>The organisations listed are Sydney based</i>).....	15
4.2 Books.....	16
4.3 Video Tapes.....	19
4.4 Journals.....	19
4.5 Computer Software.....	20

SECTION ONE: GENERAL STATEMENTS

1.1 A Biblical Perspective on Special Needs

Jesus, as the Great Physician and the Great Teacher, our role model and communicator always met the specific needs of His audience because He was perceptive of where the individual's needs were at, eg physical, emotional.

We use this role model in being aware that a child with a physical need; eg hearing-impaired, may also have an emotional or spiritual need which must be met.

We rely on God's wisdom to guide us as we collaborate with training and other professionals in meeting these needs.

1. God's ministry is to the **whole** person – God works miracles of **healing** in people to make them **whole** (Psalm 103:1-5).
2. Mephibosheth – a cripple. David showed kindness (Samuel 9:7).
3. God looks on the heart not on the outward appearance (1 Samuel 16:7).
4. God formed each one of us (Psalm 139:13-16).
5. Precept upon precept, line upon line – development step by step (Isaiah 28:10).
6. Blindness and the physical disabilities are not a direct result of a person's sin (John 9:1-12).
7. Every person is given a different measure of talents (Matthew 25:14-30).
8. Everyone has the responsibility to use and develop their talents (Matthew 25:14-30).
9. Whatever your hand finds to do, do it with all your might (Ecclesiastes 9:10).

1.2 Rationale

Christian schools have an obligation to provide a Christian education for all students, because of the great love that God the Father has for all of us. It is through God's grace and love that we have been saved and because of Christ's love for us which is undeserved, we have a great desire to love and serve our Saviour and each other.

The principle of support is expressed in 1 Corinthians 12 in the description of the unity and function of the varying members in the body of Christ. Every member must have recognition and encouragement.

'For the body is not one member, but many ... there should be no schism in the body; but that the members should have the same care one for another...Christ, from whom the whole body jointed and held together by every supporting ligament, grows and builds itself up in love, as each part does its work' (1 Corinthians 12:14,25; Ephesians 4:16).

Support is not the responsibility of one person or a small group of people, but involves the whole school. One of the main benefits of a Christian school is the love, care and support of Christian staff.

Social and academic skills will be emphasised to meet the individual needs of each student. Parents are to be made aware that whilst every effort will be made to develop academic skills, this cannot necessarily be achieved to the same degree as in specialist schools for students who have disabilities.

From the New South Wales Department of School Education, Special Education Policy of 1993 we affirm that

1. People with disabilities have the same fundamental rights, freedoms and responsibilities as other people of the same age who do not have a disability; and
2. All children and students have the right to the most appropriate educational programs available to meet their individual needs.

The principles and objectives set down in that policy are based on sound research (Durn, 1968; Wolfsenberger, 1972; Pieterse and Centre, 1984; and Gow, 1989).

1.3 General Aims

- To help students to know God's love and recognise their worth in Christ and come to a saving knowledge of the Lord Jesus Christ and an on-going relationship with Him.
- To enable students to come to a place of accepting their disabilities and see themselves from God's perspective.
- To equip each student to fulfil a useful role in society in general.
- To teach all the children knowledge, skills and attitudes, that will enable them to be integrated into the school and local community.
- To equip regular teachers with the necessary special education technology to assist their students in program development and implementation.
- To encourage parents to be partners in the education of their children.

1.4 Broad Objectives

Spiritual

1. To help each child to **know** that he/she is unique and of worth in God's eyes, loved unconditionally and accepted for who he/she is.
2. To encourage the development and growth of each child's God-given gifts and abilities.
3. To encourage students to see themselves as whole, and complete individuals made in the image of God.
4. To enable students to realise their gifts/abilities are God-given and for God's glory.

Academic

To reach their full potential, learning at a suitable pace in an encouraging atmosphere, spending minimum time away from their own class.

Social

1. To emphasise the practice of appropriate social skills in different settings; ie classroom, school environment, home and community.
2. To encourage outside community participation involving social interaction; eg team sports, clubs, Scouts, Guide, youth groups.
3. To encourage staff to involve students in social interaction; eg answering questions, discussion groups, debating teams, co-operative teaching.

Physical

1. To extend the students to their full physical potential participating as much as possible with their peers.

1.5 Educational Implications

1. Specialist involvement often necessary.
2. Facilities at schools need to cater for students with disabilities; eg ramps, toilet etc.
3. Well trained support staff; eg for toilet and feeding etc.
4. Special equipment and resources often necessary.
5. Individual work programs often needed.
6. Education of other students in their acceptance of students who have disabilities and how to befriend and help them.
7. Knowledge of medication needed and any reactions to it.
8. Awareness of pain and discomfort.
9. Development of their strengths.
10. Realistic attitude/expectations of staff.

11. Consultation with parents to determine their goals/expectations aspirations for the child, and of their expectations of the school.
12. Inservice training for staff.
13. Continual review of program for effectiveness and appropriateness.
14. Flexible timetable to allow for consultation/collaboration.
15. Informing child's class on what they can and can't do with regard to particular child.
16. Creation of a 'safe' playground environment so that 'bullies' are held accountable – others have a means of reporting the situation and allowing teacher to take control.
17. Social Skills needed to balance academic thrust; eg freedom to play, explore and daydream as all children do.
18. Extension/Lateral Individual Plan is needed to maintain interest/motivation and creative thinking.
19. Assessments should be on-going, closely monitored and comprehensive.
20. Sensitivity to child's self-esteem by staff, and students.
21. Teacher support through consultation.
22. Realisation that diversity and flexibility are essential for these children to reach their full potential.
23. An academic program which may be:
 - modified
 - simplified
 - totally individualised(These programs should allow the child to succeed at his/her level of ability.)
24. Level of Integration may mean:
 - total classroom support; eg with an integration aide.
 - a level of regular classroom involvement and specialised one-to-one teaching.
 - individualised teacher alongside.
 - class-teacher support with group withdrawal.
 - class-teacher support; ie team teaching or consultation/collaboration model.

SECTION TWO: AMPLIFICATION OF SPECIAL NEEDS

2.1 Developmental Delays and Intellectual Disabilities in Students

Definition:

Students with developmental delays and intellectual disabilities are those who have a slower than normal progression through developmental milestones. Intellectual disabilities are defined in IQ testing.

Characteristics

A child with an Intellectual Disability may also have other disabilities including:

- a. Developmental delays physically – visual, hearing etc.
- b. Sensory/Motor delays.
- c. Language/Communication disorders.
- d. Memory dysfunctions/disabilities.
- e. Visual and Auditory Perceptual disabilities.
- f. Emotional and Social dysfunctions/disabilities.

Educational Implications

1. **An Academic Program which may be:**

- a. modified
- b. simplified
- c. totally individualised

(These programs should allow the child to succeed at his/her level of ability.)

2. **Level of Integration may mean:**

- a. total classroom support; eg with an integration aide.
- b. a level of regular classroom involvement and specialised 1:1 teaching.
- c. individualised teacher alongside.
- d. small group teaching.
- e. teacher-support; team teaching; or consultation/collaboration.

3. **Other Possible Program Areas**

An individualised program **may** also include other areas perceived as needs to be addressed; eg Social, Motor, Living Skills etc, as well as academic learning.

4. **Education of Wider School Community**

Parents, staff and all students should be:

- a. made aware of the specific needs of the child in their class or school.

- b. educated as to how they can assist in the development of that child/children; ie their responsibility.
 - c. allowed/encouraged to be part of the child's program, where appropriate.
5. **Regular Education Assessment** should be made of the child's progress and of their program; ie on-going evaluation of the program.
6. **Since developmental delays** may be positively influenced by early stimulation, intervention at the earliest possible stage is vital.
7. **Planned 'integration'** for children with severe/multiple delays is preferable; ie at least one term prior to commencement. This may include:
 - preparation of receiving class.
 - familiarisation with school environment to assist transition.
 - in-servicing of staff.
 - consultation with family and other professionals involved in child's development.
 - determining the resources required to meet the child's needs within the school.
 - realistic attitude/expectations of staff and of the student.
 - consultation with parents to determine their goals/expectations/aspirations for the child, and of their expectations of the school.

2.2 Communication Disorders

Definition

A communication disorder is an impairment of the ability to receive, organise or use language.

Disabilities may include:

Brain damage, hearing impairment, stuttering, cerebral palsy, aphasia, autism.

Educational Implications

1. Different students have different communicative disorders and have different needs.
2. The main areas to be targeted are:
 - a. expressive and receptive language skills.
 - b. social behavioural and emotional skills.
3. Sometimes there are external resources required; eg prosthetics, teletext, television, typing, telephone, medication, helmet for brain-injured students, speech therapy, itinerant teachers, hearing aids, computer programs, audiograms.
4. Scribe and interpreter may be needed during exams or class.

5. Modified language exam in the New South Wales HSC and School Certificate are available.

Reference 'Language and Communication Disorders in Children' – Bernstein & Tiegerman, publishers Bell & Howell 1985, Merrill publications.

2.3 Learning Disabilities

Definition

A child who has problems learning.

The National Joint Committee on Learning Disabilities Definition

Learning disabilities is a general term that refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities. These disorders are intrinsic to the individual, presumed to be due to central nervous system dysfunction, and may occur across the life span. Problems in self-regulatory behaviours, social perception, and social interaction may exist with learning disabilities but do not by themselves constitute a learning disability. Although learning disabilities may occur concomitantly with other handicapping conditions (for example, sensory impairment, mental retardation, serious emotional disturbance) or with extrinsic influences (such as cultural differences, insufficient or inappropriate instruction, they are not the result of those conditions or influences. (NJCLD, 1988, p.1)

Donald Hammil (1990, Feb, p.77 Journal of Learning Disabilities, V.23, No.2)

Characteristics

Characteristics of Adolescents With Learning And Behaviour Problems

1. Expectations of parents and teachers for adolescents with learning and behaviour problems in the secondary school are different than those held with the same students were in the primary school.
2. A large number of students with learning disabilities drop out of school before graduating from high school.
3. The achievement levels of students with learning disabilities tend to reach a plateau at about fourth or fifth grade levels when they are in the tenth grade. Little progress is made after this point in time.
4. Adults with learning disabilities are less satisfied with their lives than their non-handicapped peer, and a large number continue to live with their parents after secondary school.

The need for adolescents with disabilities to gain social and vocational competencies is also apparent. Students with learning disabilities are generally:

1. Less effective in verbal communication.

2. Less able to perceive non-verbal cues in social interactions and therefore apt to respond inappropriately to others.
3. Less competent in interactions related to job seeking and maintenance of employment; and
4. Less attentive and potentially appearing uninterested and unmotivated by their teachers, rarely (if ever) asking questions of the teacher, and poorly groomed compared to their peers.

2.4 Physical Disabilities

Educationalists need to know whether learning difficulty is caused by physical disability as severe levels of physical impairment often have no impact on intellectual ability. Thus, assumptions about ability to learn cannot be made on the basis of apparent physical impairment.

Physical Disability

Any disability which interferes with participation in socially expected activities and which result from disease, injury, genetic components, metabolic imbalance or a medical problem. This might not have an impact on intellectual ability, but may affect participation, neurology, muscular planning (apraxia) and social/emotional development. (PL 94-142 divides this category into orthopaedically impaired and other health-impaired).

Physical disabilities may include:

- cerebral palsy
- spina bifida
- motor vehicle accidents
- deafness
- quadraplegics
- epilepsy
- arthritis
- amputees
- muscular dystrophy
- asthma
- blindness
- paraplegics

Educational Implications

- A. Physical disability does not mean intellectual impairment necessarily.
- B. Because they often miss schooling due to physiotherapy etc, sort out priorities and independent living skills.
- C. Students may need a specialised motor program and leisure and recreation skills and vocational training and daily living skills that are taught at school and maintained at home.
- D. Specialised equipment and funding is vital!

Reference – ‘The exception student in the Regular Classroom’ Bill R Gearheart, Mel W Weisham, Pub. Merrill Publishing Company, 1986

2.5 Emotional and Behavioural Difficulties

Definition

Behavioural/emotional disorder: characterised by those students who ‘display continuing behavioural and adjustment difficulty such that they fail to respond to the usual range of management strategies employed by regular classroom teachers and who, in the principal’s opinion, require the support of specially trained personnel; (Schonell, 1979)

Characteristics

- aggressive behaviour
- inconsistent behaviour
- continually crying
- stuttering
- unusual/abnormal behaviour; eg lying, anti-social, socially unacceptable, defiant
- withdrawn/passive behaviour
- dreaming – signal emotional need
- sullenness
- tiredness

Reference: ‘The Exceptional Student in the Regular Classroom’

Educational Implications

- (a) consistent, regular counselling – making ourselves available.
- (b) Teamwork between parents, teachers, staff, outside professionals.
- (c) Collaborate together to determine goals. Make child part of decision making.
- (d) Discuss appropriate rewards/punishment – putting responsibility back on them, helping to take on responsibility for their own actions.
- (e) Positive reward for good behaviour.
- (f) Meeting individual needs of children; eg watching for emotional needs e.g. hugging, stroking, sitting close to.
- (g) Adjust/modify program to more effectively cater for child’s needs.
- (h) Be prepared to make home visits.
- (i) Prepare home programs.
- (j) Creative positive/successful learning environment where they can experience success.
- (k) Keeping accurate records of behaviour pattern.
- (l) Recognise when to call on qualified staff outside of school – specialists.

Disruptive, emotionally disturbed, mentally ill, socially maladjusted, incorrigible, behaviour problem, aggressive, withdrawn, hyperactive, juvenile delinquent, autistic, behaviour disorder – what do all these labels have in common? All have been, or are being, currently used to describe those children who ‘create discomfort in the people around them’ (McDowell, 1982, p.2) and who, it might be added, suffer discomfort themselves.

The federal rules and regulations governing the implementation of PL 94-142 define the term *seriously emotionally disturbed* as follows:

The term means a condition exhibiting one or more of the following characteristics over a long period of time and to a marked extent, which adversely affects educational performance:

- an ability to learn which cannot be explained by intellectual, sensory, or health factors;
- an ability to build or maintain satisfactory relationships with peers and teachers;
- inappropriate types of behaviour or feelings under normal circumstances;
- a general pervasive mood of unhappiness or depression; or
- a tendency to develop physical symptoms or fears associated with personal or school problems.

The term includes children who have schizophrenia or autism. The term does not include children who are socially maladjusted unless it is determined that they are seriously emotionally disturbed.*

From the Federal Register, 1977, p.42478.

The US Department of Education later decided that autistic children are to be included in the category of ‘Other Health Impaired’.

2.6 Giftedness

Definition:

Gifted and talented children are now referred to as, ‘Children who give evidence of high performance capability in areas such as intellectual, creative, artistic, leadership capacity, or specific academic fields, and who require services or activities not ordinarily provided by the school in order to fully develop such capabilities’ (PL.97-35)

Characteristics

Gifted children are characterised by *an exceptional high performance* on one or more of the following:

- General intellectual ability
- Specific academic aptitude
- Creative or productive thinking
- Leadership ability

- Visual or performing arts
- Psychomotor abilities ‘Marden Congressional Report’

The following behavioural/personality traits may be apparent:

- Early language proficiency
- Early development of reading ability
- Curiosity
- An observant nature
- Longer than usual attention span
- The ability to retain and apply information
- Early discovery of cause and effect relationships
- Creativity
- An interest in many things
- Special talent

To achieve identification several independent sources must concur in their assessment; ie teachers, community leaders, parents, peers.

Underachievers may not exhibit these traits, except through physiological assessment.

Educational Implications

- Social Skills needed to balance academic thrust; eg freedom to play, explore and daydream, as all children do.
- Extension/Lateral Individual Plan is needed to maintain interest/motivation and creative thinking.
- Extra resources needed to extend – human and non-human; ie Mentors’ Program.
- Access to Competitions, External Community-based programs; eg Mitchell, Barker, Talented.
- Provision of pooled school resources (readers and equipment and school time) to provide four weekly time slots to meet specific interest of the Gifted and Talented.
- We recommend that students are not accelerated more than one year above their peer level in their specific gifted area in order that other areas in which they are not gifted may be given due emphasis.
- Assessments should be on-going, closely monitored and comprehensive.
- Sensitivity to child’s self-esteem by staff and students.
- Teacher support through consultation.
- Child should be encouraged to find out how to use their gifts through Godly wisdom.
- Realisation that diversity and flexibility are essential for these children to reach their full potential.

SECTION THREE: ROLES OF TEACHING PERSONNEL

3.1 The Role of the Support Co-ordinator or Support Teacher:

- Advises the Principal of students with special needs to be considered for admission into the school.
- Assesses the academic and social needs of the child with disabilities prior to admission into the school.
- Attends relevant inservice courses to gain education as well as association with others involved in special education.
- Communicates with other school staff with regard to any special needs the child has in the playground or in other situations involving shared responsibility.
- Ensures interactive team work:
- Includes the integration students in the activities of the school; eg excursions, sporting events.
- Facilitates co-operation/discussion between the parents of the students with special needs.
- Informs the Principal of relevant student information
- Informs the staff of any specific disability, and its educational or management implications, prior to a student being enrolled in the school.
- Is available for disciplinary or supportive action for the students with disabilities.
- Liaises with agencies and/or professionals who are or have been working with the student.
- Makes resources available for use in the classroom, or in programming.
- Makes staff aware of inservice courses available that may provide additional training in the area of disabilities and special education.
- Observes and encourages the great ideas and gifts of other teachers.
- Plans and implements, or supervises the implementation of, program for the students with disabilities.
- Provides specific data to assist the classroom teacher to understand the academic requirements of the students; eg diagnostic test results, medical problems, medication.
- Provides advice and assistance in the formulation of suitable examinations.
- Develops a personalised timetable indicating each student's withdrawal from, or inclusion in, the class.
- Provides information on all the students for all the staff prior to the commencement of each school year.
- Develops specific inservice courses to meet the needs of the school staff.
- Provides support and is available for giving, or being given, advice as an on-going process.
- Regularly reviews the student's program to ensure that the best possible program is always in place.
- Recruits voluntary workers who may be able to assist with the disabled students.

3.2 The Role of the Support Staff and Aides

- Attend relevant inservice courses.
- Direct teachers to resources available for use in the classroom.
- Ensure the students are involved in all school activities.
- Liaise:
 - * with the **Co-ordinator** with regard to the implementation of the program and its evaluation and regarding students being considered for admission into the school.
 - * with the **teacher** with whom they share responsibility for the student with special needs.
 - * with **parents** when direct contact is needed.
 - * with **individuals** or **organisations** that may provide additional information to assist the students.
- Provide a timetable including the students' withdrawal and class times.
- Report to the classroom teachers regarding social or academic progress of a student.

3.3 The Role of the Regular School Staff

- Attend special education inservice courses.
- Be aware of resources available for use in classroom instruction of students with special needs.
- Be informed regarding the educational and social needs of the student in their class.
- Encourage the other students in the class to include the student with special needs in their activities.
- Encourage the parents of students in their children's relationships with the students with disabilities.
- Ensure the student is involved in the activities within the classroom.
- Ensure the student with disabilities has a dependable peer tutor or 'buddy' who can provide encouragement and assistance, including marking of work, copying homework, or achieving a task or in experiments.
- Ensure the student is present in the classroom in the allocated times.
- Help develop, implement, monitor and evaluate the individual programs.
- Help develop positive attitudes towards the students with special needs.
- In co-operation with the integration team to meet the needs of the student with disabilities in their class; eg programming, discipline.
- Provide feedback for the support team regarding the student's progress and any particular difficulties the student, or teacher, may be facing.
- Provide advice or suggestions that will improve the integration process.

SECTION FOUR: RESOURCES

4.1 Organisations *(The organisations listed are Sydney based)*

- Association of Independent School (AIS) Tel: (02) 9299 2845
- Artistic Association of NSW Tel: (02) 9452 5088
- Christian Community Schools Ltd Tel: (02) 9674 7811
- Computer Assessment – Northcott Association Tel: (02) 9890 0100
- Commonwealth Rehabilitation Service (CRS) Parramatta Tel: (02) 9633 1100
- Development Disability Service (DDS), Hornsby Tel: (02) 9487 3833
- Erudition (Dept. Publications Office) Tel: (02) 9318 4592
- Hornsby TAFE Tel: (02) 9476 7222
- Hand in Hand (Recreation for Disability) Mercy Family Centre Tel: (02) 9487 3022
- Independent Living Centre, Ryde Tel: (02) 9808 2233
- Mt Druitt Blacktown Learning Difficulties Support Group Tel: (02) 9831 5687
- Itinerant Services to the Deaf Tel: (02) 9872 0288
- McGraw Hill (SRA) Tel: (02) 9417 4288
- Macquarie University – Special Ed. Centre Tel: (02) 9850 8691
- Northcott – Physical Disability Tel: (02) 9890 0100
- North-West Disability Tel: (02) 9686 4155
- NSW Council for Intellectual Disability Tel: (02) 9211 1611
- Ed. Dept. Special Education Operations Tel: (02) 9266 8520
- Spastic Centre Tel: (02) 9451 9022
- Special Education Directorate Special Education Operations Tel: (02) 9266 8520
- SPELD Tel: (02) 9906 2977
- Wheel Chair Sports Association Tel: (02) 9809 5260
- Better Hearing Australia, Parramatta Tel: (02) 9633 5004
- Aust Communication Exchange Tel: (02) 9204 2970
- The Royal New South Wales Institute for Deaf and
Blind Children now Royal Blind Society Tel: (02) 9334 3333
- Self Help for Hard-of Hearing People (SHHH)
Australia Inc, Turramurra Tel: (02) 9144 7586
- Telstra, services for people with Special Needs Tel: 1800 068 424
- Macquarie University Special Education Courses for Teachers Tel: (02) 9850 8691
- Audiological Assessment Centres at Macquarie Uni and
in Chatswood (see Macquarie Uni above)
- Children’s Hospital (The New) Westmead Paediatrics
– Head Paediatrician, Sydney Tel: (02) 9845 000

4.2 Books

Clark, B *Growing Up Gifted: Developing the Potential of Children at Home and at School 4*

Merrill, MacMillan, New York 1992

Howell, K. Fox, S.L. Morehead, K. (1993) *Curriculum-based Evaluation: Teaching and Decision Making 2*

Brooks, Cole Pacific Grove California

Alberto and Troutman, *Applied Behaviour Analysis for Teachers (2nd Ed)* Merrill: O.H.

4.2.1 Books on Mathematics

Bowden, L. *AMP booklets* Met West Support services (available from North Richmond Public School, NSW)

Sequenced activities from early number concepts 1-20 to 4 operations with gradual sequencing, inbuilt revision and placement tests as well as “vertical or horizontal sequencing” (ie smaller or larger steps for progression)

Bracey, S & Dunn, D *Easy Times* Macquarie University Special Education Centre
Worksheets for basic multiplication concepts with inbuilt revision, placement tests and charts.

Ellis, B & Mervin, P *Quick Number Fun: a Special Education Resource Book 1 and 2* (St Michael’s School, Blacktown South

For Senior Primary Children with special needs; practices moving from one type of skill to another, includes exercises in addition, subtraction, multiplication, division, fractions, measurement, time and money.

Freeman, L and Outhred, L *Computational Skills* Macquarie University Special Education Centre

Well structured sequence and placement tests with four operations. Chart included.

Dunn, D *Number Concepts*

Worksheets and cumulative revision as well as class and individual progress sheets on number concepts 1-10

4.2.2 Books on Literacy

Bracey, S *BEMP* Macquarie University Special Education Centre Single sounds and blends for infants children

Fitzroy, D *Fitzroy readers* Victoria

A comprehensive, phonemically sequenced set of books with worksheets. Can be used with a phonemically-based spelling program.

Groves, P *Bangers and Mash* Longman Cheshire
 Harvey, H (1994) *Intensive Reading Programs*
 (Worksheets and games for primary and secondary students phonics-based)
 Intensive Reading programs, Bateau Bay NSW
 A comprehensive, phonemically sequenced set of books with
 accompanying worksheets. Enjoyed by readers in the upper primary with
 very poor reading skills.

Engelmann, S and *Decoding Skills* SRA, Sydney

Englemann, S and *Comprehension Skills* SRA, Sydney

4.2.3 Books on Hearing Impairment

Johnson, T **AUSLAN Dictionary**

Ross, M Brackett, D Maxon, AB (1991) *Assessment and Management of
 Mainstreamed Hearing-impaired Children* Pro-ed Inc texas
 A comprehensive book with many good ideas and relevant teaching notes
 as well as detail on preparation of IEP. Not easy-reading but worth the
 effort.

4.2.4 Books on Severely Handicapped Students

Snell, M.E. (1983) *Systematic Instruction of the Moderately and Severely
 Handicapped*
 Merrill, Bell and Howell, Columbus Ohio
 A comprehensive teaching handbook covering every imaginable curriculum
 area, parent interaction, medications and terminology, task analysis,
 sequencing, testing and preparation of IEP

Passfield Park Public School South Australia Profile – comprehensive task analysis
 and objectives in all imaginable curriculum area.

4.2.5 Books on Students with Language Disabilities

Bernstein, D.K. and Tiegerman, E (1985) *Language and Communication
 Disorders in Children*
 Merrill, Bell and Howell, Columbus
 Very helpful for classroom teachers understanding integrated children in
 their class and what the teacher can do to help. Includes language
 development and notes on teaching students with mental retardation, autism,
 hearing-impairment and learning disabilities.

4.2.6 General Texts

- M Van der Kley, *Children with Disruptive Behaviours* Puse Willis and Aiken, Christchurch, NZ
- M Van der Kley, *Children with Special Needs* Puse Willis and Aiken, Christchurch, NZ
- M Van der Kley, *The Positive Playground* Puse Willis and Aiken, Christchurch, NZ
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- Mercer, C (1991) *Students with learning Disabilities (4th Ed)* Merrill, Macmillan: New York
- Farmer, D (1993) *Gifted Children Need Help* NSW Association for Gifted Children (Sydney)

4.3 Video Tapes

Van der Kley:

- Positive Playground
 - Special Needs Children
 - Classroom Management
 - Co-operative Learning
- (Available from Dominic or AIS or Loan)

Farmer:

Meeting the Needs of Gifted Students in the Regular Classroom
 Gifted Association (Tel: (02)9746 3407)

Macquarie University

Reading Tutor Program

Solomons, B.

Phoemic Awareness Training Video
 (Macquarie University) Special Ed. Centre

Effective Teaching

Teaching Techniques for Students with Special Needs in the Regular Classroom
 (Available from AIS – Tel: (02)9299 2845)

M. Pieterse & Treloar

Small Steps (Early Intervention)
 (Available from Macquarie University)

Bochner, S. Prise, P. & Solomon, L.

Learning to Talk
 (Available from Macquarie University)

4.4 Journals

- Australian Association of Special Education (AASE) Newsletter
- Gifted
- Exceptional Child
- Remedial journals
- Australian Teacher of the Deaf
- Special Education Journal
 - Newsletter of Australian and New Zealand Association of the Visually Handicapped
 - VOLTA review (re hearing-impaired students)
 - Society Update – newsletter of supporters of the Northcott Society (re students with spina bifida)

4.5 Computer Software

Maths (Apple II E)

I can Count (*Troll*)

I can Carry and Borrow (*Troll*)

I Can Multiply and Divide (*Troll*)

Advanced Addition and Subtraction (*Troll*)

Advanced Multiplication and Division (*Troll*)

Word Problems (*Troll*)

Telling the Time (*Troll*)

Maths Rabbit (*The Learning Co*)

Teddy Bear's Picnic (*Shearston Software*)

Learning to Add and Subtract (*Learning Technologies*)

Number Munchers (*MECC*)

Maths Invaders (*G & M Simon*)

Numbers in Boxes (*Computer Education Centre*)

Count the Dots (*Computer Education Centre*)

Lemonade Stand (*Computer Education Centre*)

Pizza Delivery (*Computer Education Centre*)

Perimeter and Area (*Computer Education Centre*)

Apple Darts (*Computer Education Centre*)

(MacIntosh)

Natalia's Dots (*Computer Education Centre*)

Heli Maths (*Computer Education Centre*)

Match the Shape (*Computer Education Centre*)

Super Diceit (Yahtzee) (*Computer Education Centre*)

Battleships (*Computer Education Centre*)

Treasure Mathstorm (*The Learning Company*)

Reading (Apple II E)

Success with Reading (*Ashton Scholastic*)

Magic Spells (*The Learning Co.*)

Word Magic (*Learning Well*)

Reader Rabbit (*The Learning Co*)

Beginning Consonants (*Troll*)

Word Ladders (*Hartley*)

Sticky Bear Comprehension (*Optimum Resource*)

Children's Writing and Publishing House (*The Learning Co*)

Bank Street *Writer* (*Ashton Scholastic*)

Sticky Bear Spell Grabber (*Optimus Resource*)

(MacIntosh)

Wacky Wheel (Wheel of Fortune) (*Computer Education Centre*)

Phrase Craze (Wheel of Fortune) (*Computer Education Centre*)

Hangman (*Computer Education Centre*)

Word Muhchers (*MECC*)

Resource Preparation

Downunder Graphics (*Mac*)

MacWordsearch (*Mac*) (*Microsoft*)

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