The Bulletin
Statewide Vision Resource Centre

Number 9   **7ᵗʰ July 2006**

This issue was edited by Deb Lewis, Co-ordinator, Statewide Vision Resource Centre.

PD 2006

The SVRC PD program for the rest of 2006 below. For the complete list of activities for 2006 and where available downloadable programs, go to: http://www.visiontech.svrc.vic.edu.au/pd2006.htm

All activities offered by the SVRC are open to class and subject teachers, integration teachers and aides, careers teachers, therapists, parents VTs, students etc. Please register: tel (03) 9841 0242, fax (03) 9841 0878 or email svrc@svrc.vic.edu.au.

Term	Event	Date
3	**JAWS Workshop** – BYO Laptop Trevor Boyd, Quantum Technology – 2.00-3.30pm	Monday 17 July
3	**ZoomText Workshop** – BYO Laptop Trevor Boyd, Quantum Technology – 2.00-3.30pm	Thursday 27 July
3	**O&M Morning - Experiencing Vision Loss in the Community** Phone Alicia Madden (03) 9854 4493	Tuesday 1 August
3	**Term 3 Visiting Teacher Professional Development Day**	Tuesday 8 August
3	**Magic Workshop** – BYO Laptop Trevor Boyd, Quantum Technology – 2.00-3.30pm	Wednesday 16 August
3	**Mountbatten for Users Workshop** – BYO Mountbatten Trevor Boyd, Quantum Technology – 2.00-3.30pm	Monday 21 August
3	**Scanning Options Workshop** – BYO Laptop Trevor Boyd, Quantum Technology – 2.00-3.30pm	Monday 4 September
4	**O&M Morning - Experiencing Vision Loss in the Community** Phone Alicia Madden (03) 9854 4493	Thursday 26 October
4	**Educational EXPO – Assistive Technology Options** ALL WELCOME!!!	Friday 24 November

Inside this issue you'll find copies of all the fliers for the events listed above!

Latest "Cheat Sheet" – BrailleNote Shortcuts

Ramona Mandy kindly sent a new set of short cuts to add to our growing collection! It's "BrailleNote Shortcuts" written by Roselle Ambubuyog and Ramona Mandy. Download the Word file from: http://www.visiontech.svrc.vic.edu.au/CSScannaR.doc.
For the complete list of "cheat sheets" go to: http://www.visiontech.svrc.vic.edu.au/cheatsheets.htm

Inside This Issue

Meredith Visits the UK!!!

As a post script to "Visitors from the UK" (issue 8, The Bulletin 2006), Meredith Walsh's recent trip to the UK included time with several of our visitors from earlier this year.

Meredith was able to spend some time in UK schools and will compare and contrast support to students with vision impairments at the next SVRC PD day!

Here she is (centre) with Ann-Marie and Anne in the fields of Northhamptonshire!

Upcoming PD in NSW

TRANSITIONS FROM SCHOOL TO (ADULT) POST SCHOOL LIFE FOR STUDENTS WITH VISION IMPAIRMENTS

Monday 11 – Wednesday 13 September (3 day seminar)

Presented by Dr Karen Wolffe, M.Ed. (Special Ed.), Ph.D. Director of Professional Development, Career Education and the CareerConnect program for the American Foundation for the Blind.

Fee $350

BUILDING A TOTAL APPROACH TO CHALLENGING BEHAVIOUR

Thursday 28 September

Presented by Professor Tim Hartshorne

Fee $150

TRANSDISCIPLINARY APPROACHES TO CURRICULUM IMPLEMENTATION FOR CHILDREN WITH SENSORY AND MULTIPLE DISABILITIES

Monday 9 – Friday 13 October (5 day conference)

Presented by Professor Deborah Chen, Department of Special Education, California State University, Northridge.

Fee $550

For more information go to: http://www.ridbc.org.au/renwick/courses/

To enrol contact Sharon Lachmund or Tina Tasioulas: tel (02) 9872 0207, fax (02) 9873 1614 or email Sharon.Lachmund@ridbc.org.au / Tina.Tasioulas@ridbc.org.au

Computer Tips and Tricks: Increasing Spaces between Lines and Words

Adapted from: OnLine, June 2006

Increasing spaces between lines

Some students find it easier to read a document when the words are spaced further apart. Increasing the spacing between lines in MS Word is easy by changing the line spacing in the Paragraph configuration (go to: Format – Paragraph).

Increasing spaces between lines and words

It's not as easy to increase the spacing between each adjacent word. You could do this manually by typing additional spaces between each word but this would take a lot of time if you had a lot of text.

So use the Search and Replace tool!

1. Highlight the text you wish to alter (or the whole document – CTRL + A)
2. Go to Edit – Replace (or CTRL + H)
3. To replace single spaces with three spaces, type a single space in the Find What box and three spaces in the Replace With box
4. Click the Replace All button (or Tab then A)

Turn this text:

The quick brown fox...

Into this:

The   quick   brown   fox...

Poetry Competitions

National Poetry Competition

Source: email from Joanna Harrison, Communication Advisor, LIFEGift – Victorian Organ Donation Service. Australian Red Cross Blood Service

The Australian Government invites all secondary school students in Years 7-12 to enter a national poetry competition to raise awareness about the importance of organ and tissue donation in Australia.

Students are encouraged to write a poem - 300 words or less - about organ and tissue donation and transplantation in Australia. The poem will be used as part of ongoing promotion of organ donation across Australia and displayed nationally and the National winner will take home $2,500 for their school!

For further details, contact Joanna Harrison from LIFEGift - the Victorian Organ Donation Service - on (03) 9349 4193 or jharrison@arcbs.redcross.org.au or go to:

http://www.health.gov.au/internet/wcms/publishing.nsf/Content/health-organ-comp.htm

Poetry Institute of Australia Student Poetry Competition

The 'Poetry Institute of Australia' are holding their second poetry competition open to unpublished poets in two sections – 12 years and under / 13 to 18 years.

Any subject or style is acceptable and there is no entry fee.

Closing date is 30th September 2006

For further information to to: http://www.poetryinstitute.com

Post entries to: Poetry Institute of Australia, PO Box 1545 Cleveland Qld 4163 or email poetry@dodo.com.au

Student Review: Clearnote

My ISA lent me this thing called a Clearnote to try for a few weeks to see if it helped me see things better in my classes at school. She said I had to write a report on it. This is it.

As the blurb says, 'ClearNote is a lightweight, flexible solution designed for those who use a laptop or are simply in need of a magnification device'. It's really a video camera on a stick and you can attach it to your laptop to look at stuff and make it bigger. It looks a bit like the beer tap my Dad has in the shed. He keeps it covered so Mum can't see it. It (the Clearnote, not the beer tap) comes in a flash case with lots of storage compartments for notepaper, pens and the odd sandwich or Mars Bar. Now I have two cases (one for the laptop, as well). I thought it might be nice to combine the two into one. After shoving and squeezing (and squashing my lunch) I discovered that if I am to carry both from class to class I will need a bigger case or a shopping trolley (just the thing for this nerdy year 9 student with thick glasses to feel at one with his peers). Meanwhile I will get the ISA to carry one of the cases for me. I'll check out the surf shop and see if they have a back-pack that fits all my stuff.

Having arrived at the class looking like I'm going on a week-long holiday I set the electronic wizardry up on my desk, and the desks either side as well. I seem to take up a bit more room these days. It's battery operated so I don't have to plug it into a power point. The batteries usually last the day but just in case I plug it into a power point during lunch. There's lots of ways of setting it up. I'm left handed so I like the camera to my left and hanging out away from the laptop. I can see the control buttons easily and they are well marked and lumpy so I can operate them easily. If they were bright colours it would be better still. The camera plugs easily into the base but I have to make sure the laptop is on the base first otherwise the whole thing tips over. That happened the first time I set it up and the teacher had a stroke. Camera's don't bounce all that well. I then have to plug the USB connection into the laptop and then into the base of the Clearnote. The laptop end is easy but the Clearnote end is a bugger. It's a bit like putting a ferret up a rabbit burrow while hanging onto the tail. I've glued mine in with an old piece of chewy. Not the ferret, the end of the connector to the camera base. It doesn't have to come out and it's one less thing for me to do or lose.

Now that I'm connected I'm eager to learn. Yeah. Right. It only takes a few minutes to get ready once you get the hang of it and I haven't held up the class too much. Besides, the teacher is still figuring out who's here and shouting at Kenny Jones 'cause he's chucked a wobbly. I turn the laptop on and start the software. A little picture comes up on the top left hand corner of the screen that I can enlarge to full screen when I'm ready. I can open my notes and have that on the background and type into it at the same time. One thing; if someone pulls the camera out of its socket (which is easy to do and when you have mates like mine, highly probable) the program shuts down and you have to start it up again. I reckon there should be a clip on it to lock the camera in place so dickheads like Kenny can't tamper with it.

It's about now that I feel like everyone is watching me. I just pretend that I'm the pilot of a space ship and I'm taking the class to Andomeda Galaxy. I like to use the keyboard controls instead of the mouse. It impresses my mates and it's faster for someone who doesn't see all that well. I have noticed that the image is upside down. That scared me at first but pressing 'M' will flip the image for me. Sic, eh! I put the teacher up side down sometimes and she looks real dorky. The class laughs but the teacher doesn't know why. That's cool.

So far I have used it to see what the teacher writes on the whiteboard (but it doesn't improve her handwriting), taking snapshots of the board and selling them to my mates, looking at the charts and maps on the wall, getting a close look at the paintings in art (especially the naughty bits), and perving on Judy Smith who's really good looking. I can zoom in and out to get things closer and there are a few things I can do to make the picture better. I like the real colour for most stuff but occasionally I use the black on white or white on black for writing. It's good for close-up stuff as well. I can enlarge pages from my textbook (although I have most of them on CD now), read maps, write on worksheets, look at bugs and gooey stuff in science and even see the muck under my nails.

Kenny put his head under it yesterday and I could see his ear wax. Gruesome. There's a light on the camera and I tried to see his brains. The teacher says he doesn't have any. I think she's right. You don't have to focus or anything: it does that automatically. (My English teacher says I should find a place to use a colon and semi-colon; so there).

I've been using the Clearnote for 2 weeks now and I'm getting used to it. It helps with the whiteboard and worksheets most but the other stuff is useful as well. I'm still looking for an easy way to carry all my stuff. The ISA is a hundred and ten and won't last the week so I had better get on with it.

I wrote this because I had to but I enjoyed trying out the Clearnote. If there is anything else you want me to try, like a 20" reflector telescope or something, just sent it to me.

Nigel Kumski

Grade 9

Free Ebooks and Documents

Source: Australian BrailleNote Update, June 2006

Two e-book websites will offer free access to a third of a million volumes next month. Electronic book devotees may want to set aside some extra reading time, as two nonprofits are preparing to provide free access to 300,000 texts online. Project Gutenberg and World eBook Library plan to make a third of a million e-books available free for a month at the first World eBook Fair. Downloads will be available at the fair's Web site from July 4, the 35th anniversary of Project Gutenberg's founding, to August 4.

The majority of the books will be contributed by the World eBook Library. It otherwise charges USD$8.95 a year for access to its database of more than 250,000 e-books, documents and articles.

But the book fair will not be the last chance for e-bookworms to devour works ranging from "Alice's Adventures in Wonderland" to "Old Indian Legends", not to mention dictionaries and thesauruses, without paying for them.

The partners are on track with plans to make 1 million books available for the annual fair's one-month run in 2009, with more appearing in subsequent years.

About 100,000 will be permanently available at the handful of Project Gutenberg sites on the Internet.

The Gutenberg books, typed and scanned into computers by thousands of volunteers, mostly are those that are no longer protected by copyright. They include fiction, non-fiction and reference books and will soon be available for worldwide readers in about 100 languages.

The sites for downloading are:

http://gutenberg.org

http://worldebookfair.com

Blind Inventor Makes Web Accessible

Article by Geoff Adams-Spink, BBC News website, 6 June 2006

A new device that will make internet content available to blind people without the need for computer skills is to be launched in a few months' time. The SpeakOn gadget has been developed by Chris Mairs, a blind entrepreneur who has founded an assistive technology charity called A-Technic. The device will be able to access MP3 music files, radio stations, podcasts and website content normally available only as text, like online newspapers.

The device is being specifically designed for visually impaired people who are, in Mr Mairs' words, "technologically frail". The SpeakOn will have a simple keypad with about 12 keys, each of which will be easily distinguishable. These would be used to navigate up, down and through lists.

Resources for Audio- and E-readers

Source: Online Newsletter, December 2005 by Tom Macmahon

SoundsGood.com is a new source for audio books, newspapers and broadcasts. Buyers can purchase individual items or an annual subscription for $19.95 which allows two downloads per month plus two free books, and some free titles are available.

Title categories include: Biography, Business & Money, Children, Classic Radio, Entertainment, Fiction, Humor, Mystery & Crime, Nonfiction, Parenting & Family, Religion, Science Fiction & Fantasy, Self-Improvement and Travel.

http://www.soundsgood.com/

You may also enjoy a visit to the Online Books Page which lists over 25,000 free books on the Web and which, among many other digital books, contains some which are only available for download in Australia.

http://digital.library.upenn.edu/books/

For those into the world of MP3 and podcasting, Librivox is a site where volunteers read public-domain books aloud with the resulting audio books being available for free download:

http://librivox.org/

For the computer and online gamers

Goalball One on One is a new game from the Audio Network which costs $25 US, 21.55 Euros or 14.99 pounds. An audio demonstration is available at http://www.yrguk.com/disk/welcome.htm

RealPlayer must be installed so that information and the demo can be heard. It sounds like a lot of fun, especially for those who may have played the real game of goalball. For more information write to Bill at: bill@yrguk.com

VIPgameszone.com Games for the blind and visually impaired is a '… site … owned by Igor Khmelevtsov, who is blind and Alina Khmelevtsov. From our site you can download free games and demo versions of programs for blinds and visually impaired people. You can play our games without special software and hardware.' Currently available are:

• three free learning games for children - Typer, ABC and Numbers stuff;

• five other free games- Dog and Cat, Keyboard crazy, Mortal maze (3d sound game), Sound puzzle (to train your brain!) and Crazy tennis;

• four more involved games for which demos can be downloaded - Super football version 1.1, Galaxy ranger ver. 1.1, Super tennis ver. 1.1 and X hour page; and

• the vipgameszone talk mailing list for anyone wanting to discuss the games, find out more, make suggestions etc.

http://www.vipgameszone.com/

Blindgamers is a page devoted to card-type games specifically designed for vision-impaired and blind players. Offerings include their latest, BG Hearts, BG Cribbage, Free Cell Solitaire, Klondike Solitaire, Scorpion Solitaire and Penguin Solitaire, with other games under development.

http://www.omninet.net.au/~irhumph/blindgamers.htm#LIST

Talking versions of Yahtzee, Blackjack, Solitaire and Connect 4 are also available from a UK developer either on separate CDs (£20/US$35), as a package of four (£60/US$105) or all on one CD (£50/US$90). They run from CD, not requiring installation, and are self-voiced, so require no screen reader or speech engine.

http://www.azabat.co.uk/

Disability Support Pension for the Blind (DSP Blind): Questions and Answers (Q&A)

Excerpt from: BCA News, June 2006

This Q&A is only a guide (last updated May 2006). BCA recommends that you contact Centrelink on the numbers contained in this Q&A document to ensure that the information has not changed.

1. What does the DSP Blind entitle a person who is blind or vision impaired to?

Assets and Means tested free pension i.e. A persons income or assets will not affect the pension amount. Pension amounts.

Maximum Rate Per Fortnight of Disability Support Pension (under 21, no children)
Single, under 18, at home = $277.90
Single, under 18, independent = $429.40
Single, 18-20 years, at home = $315.00
Single, 18-20 years, not at home = $429.40
Member of a Couple, under 18 years = $408.20
Member of a Couple, 18-20 years = $408.20
Maximum Rate Per Fortnight of Disability Support Pension (over 21, or under 21 with children)
Single = $488.90*
Couple = $408.20* (each)
For the latest rates call Centrelink: 13 2717

2. What are the eligibility criteria?

Federal Department of Family and Community Affairs: Guide to Social Security Law

"1.P.210 Permanent blindness (DSP, Age)

Definition
When determining permanent blindness for the purposes of DSP or Age, the following guidelines are applied: visual acuity (1.1.V.50) on the Snellen Scale after correction by suitable lenses must be less than 6/60 in both eyes, or constriction to within 10 degrees of fixation in the better eye irrespective of corrected visual acuity, or a combination of visual defects resulting in the same degree of visual impairment as that occurring in the above points."

3. Are there any mandatory search for work obligations for DSP Blind recipients under the Welfare to Work legislation introduced by the Howard Government?

Brief description of answer: NO. The DSP Blind, unlike other Disability pensions, was not affected by the Welfare to Work changes which have attached mandatory work participation tests to non-blind standard DSP.

The 2005-2006 federal budget [Delivered 11 May 2005] introduced considerable change to the welfare system. These welfare to work changes included imposing participation criteria and new eligibility rules for current and future recipients of the Disability Support Pension (DSP). These rules include persons able to work part time (15 hours or more) will no longer be able to get the Disability Support Pension but instead will be moved onto Newstart Allowance.

Fortunately, these rules of eligibility and criteria were not applicable to the DSP (Blind) for both current recipients and new applicants to the DSP (Blind) after 1 July 2006. The status of DSP (Blind) including its means and asset test free status did not change under the budget reforms.

Further welfare to work changes were made by the Federal Government under the Employment and Workplace Relations Legislation Amendment (Welfare to Work and other Measures) Act 2005, which was passed in early December last year. Because the work criteria measures that were placed on the DSP in the first instance under the budget welfare to work reforms were not applicable to the DSP (Blind), these modifications introduced under Amendment (Welfare to Work and other Measures) Act 2005 will not affect current or future recipients of the DSP (Blind).

Audio Described Movie Event

Vision Australia Presents "Movie Magic" – a day at the movies for all
What: "Mrs Caldicott's Cabbage War" accompanied by full audio
Where: Kooyong
When: Wednesday 23rd August 11am till 2pm
Cost: $10 which includes morning tea plus BBQ Lunch
For further information and to book seats contact Di Hayward tel (03) 8872 7000 or email
Diana.Hayward@visionaustralia.org.au

SVRC News

- Marg Rice – VT in Southern Region will be in Europe till the end of July – lucky her!!!
- Deb Lewis will be out of action for a few weeks – any assistance you can offer to the staff of the SVRC will be gratefully received!

Sharing the Joys & Humour of Being a VT!!

From Marion Blazé, Education Officer, Statewide Vision Resource Centre

Sharing some rare social time with some VTs recently, I was struck by the amount of joy and humour people find in doing our work. We shed tears of laughter at some of the true stories and thought we should share them with you:

- A female VT who took her teenage male student to do some work in a small room. When the student asked if he should close the door, the VT said no. When the student twigged to the reason for this, he pretended to be violently ill at the very thought! (This was a visual gag – hope it works for you in print!)
- The same VT did her student a great favour by printing off some information from the internet. When the student realised she had done this 'just for him', he said 'Miss, I could really hug you, but you're too old'.
- One VT had a special school student who kept telling her the 'Peach Fairy' was coming. She eventually discovered this was actually the Speech Therapist.
- Our ophthalmologist at the clinic once asked a student if he could have a look at his eye. The student took it out and handed it to him (it was prosthetic!).

!!!!!!!!!!!!!STOP PRESS!!!!!!!!!

Included with this edition of The Bulletin is the invitation and call for papers for the upcoming SPEVI Conference to be held in Fremantle in January 2007.

Finally

Thanks to Tom Dinning, Frances Gentle, Lyn Robinson and Renee Williamson for contributing to this edition of The Bulletin. Thanks also to my fabulous proof-readers, stuffers and mailers.

If you have something you would like included in 'The Bulletin', please contact:

Deb Lewis (who can be emailed at deblewis@svrc.vic.edu.au).

<u>Visiting Teachers' Conference – June 2nd 2006</u>

<u>The following responses were given by Visiting Teachers as ways that they demonstrate each of the Principles of Learning and Teaching (PoLT)</u>

<u>PoLT Principle 1: the learning environment is supportive and productive</u>

- Find out what current issues / tasks / skills are needing to be taught with students and follow through with teaching until student has the concept
- Share disability knowledge with teaching staff
- Through planning, IEPs, scaffolding, 1:1, persistence of teaching until goal is achieved
- Building rapport- find out about the student, his / her interests
- Identify learning styles & needs, and try to make learning FUN
- Using encouraging language
- Developing close relationship with student / family / teacher
- Inservice staff on implications of hearing loss, class environment & needs
- PSGs
- Class talks to promote understanding & acceptance amongst peers
- Make adjustments to environment including access via alternate routes eg passage way rather than steps, Leave early to attend next class, Major works – toilets & ramps.
- One-to-one situation allows the students to have two-way interaction
- Working one-on-one with students in line with individual needs
- Making set time for work and time for talk
- Listen to students' concerns and provide advice – provide assistance that aligns & is appropriate with needs
- Encourage / give positive feedback
- Modify curriculum, build on 'known' and 'strengths'
- Motivate and enable success and confidence
- Find out students' likes, fears, educational needs, share some personal experiences, ensure students feel safe & comfortable
- Actively communicate with teachers / aides re student needs and progress
- Create private haven where student feels secure and valued
- Work at student's level, not too easy or too hard
- Encourage ' have a go'
- Scaffold & model
- Break down tasks, 'chunking'
- Special equipment & physical setting of classroom adapted as required

<u>PoLT Principle 2: the learning environment promotes independence, interdependence and self motivation</u>

- Encourage students to be responsible for their own belongings & participate in organisation
- Develop needed skills to work independently eg. Use library, timetables etc
- Have the work of the day often student selected
- Teaching skills that can be used across various subjects back in class
- Have students involved in decision making
- Encourage student to self manage & self reflect on work

- Encourage students to 'have a go', ask for clarification, develop listening skills, skills to support other students
- Organise work placements
- Vary activities to foster independence- involve students in discussion which allows decision making, interdependence and self motivation
- Encourage independence and celebrate each small achievement
- Use equipment that encourages independence – 'Braillnote'
- Problem solving activities
- Inservice classroom teachers & provide strategies
- Get aides to 'pull back'
- Teach & encourage organisational skills
- Encourage students to bring own equipment to class
- Let child use play ground equipment & teachers use it
- Combined placement with deaf school and mainstream
- Encourage students to take a risk, try something different
- Have students take responsibility for achieving small goals
- Show strategies for problem solving and support practice of same
- Targeted resources, adaptive technology, empower students with understanding of self / needs
- Promote interests for motivation, link interests with like-minded students
- Teach life skills
- Teach independence through maintaining hearing aids, usage, maintenance etc
- Encourage students to tell staff when hearing is compromised
- Curriculum modification to promote independence

PoLT Principle 3: sudents' needs, backgrounds, perspectives and interests are reflected in the program

- Get to know the child – base program on interests & known skills
- Let students tell of any problems or difficulties (social or academic)
- Discuss needs with class teacher , parents and other agencies
- Links to other specific disability groups
- ILPs, PSGs, targeted resources, long & short term goals which are realistic, challenging and age appropriate
- Liaise with families – knowledge of family history
- Conduct teacher PD re implications of disabilities
- Acknowledgement of learning styles and interests in programs
- Whole school made aware of students' needs
- Work closely with parents
- 1:1 allows development of close rapport & this allows info. To be passed on & utilised
- Student's needs often ignored in some subject areas eg. Drama PE & sport – no need to be excluded
- Individual teaching which relates to 'known' and interests and experiences
- Understanding of student needs evident in planning of IEP
- Use knowledge of student ie. Horses, motorbikes, sport or fishing to motivate
- Start from where they're at
- Specific programs to develop language & communication skills as necessary
- Encourage students to extend their interests and share that knowledge
- Encourage interests and passions – tie these to learning – make it relevant to them
- Cater program to mode of delivery eg Auslan

PoLT Principle 4: students are challenged and supported to develop deep levels of thinking and application

- Reflect on 'how' & 'why' questions & encourage discussion
- Thinking skills encouraged – self resolution of problems
- Individual feedback in 1:1 teaching situation
- Reflection / proformas / self evaluations
- Pre-teaching to promote success and further understanding
- Encourage active participation and decision making
- Ensure activities include literal, inferential and applied comprehension
- Wide range of teaching and learning strategies and skills
- Use of technology and practical applications
- Ensure that tasks set go beyond literal or basic knowledge and require students to use higher level thinking skills
- Encourage different learning styles – mind maps, note taking skills, trees to encourage thinking and planning
- Step back and ask thought provoking questions so that students will develop own opinions – don't judge ideas
- Transfer knowledge and skills to different learning situations
- Use metacognition to give choice – Blooms, Multiple intelligences
- Questioning techniques
- Provide cues and prompts to encourage deeper levels of thinking
- Teach computer / equipment trouble shooting skills for when Vis. Teach. is not present
- Present different ways of researching – web vs text, personal interview vs encyclopaedia
- Teacher keeping up to date with current texts and publications
- Co-operative learning opportunities

PoLT Principle 5: assessment practices are an integral part of teaching and learning

- Goal setting through PSG process
- Checklists
- Observations
- Formal reports
- System allows for students who do not match the usual reporting
- IEPs for each student
- Assessments designed for each student, modified & relevant for the student
- Specific assessment updated for H.I. eg. Probe, auditory assessment etc
- Lots of informal assessment in the 1:1 situation & results passed on to class teacher
- Maintain records which help to plan program – always assessing how effective teaching is
- Frequent contact with parents and class teachers
- Consistently note how a student copes and performs so that program can be adjusted appropriately
- Assessing student's levels & plan for ongoing program – provide feedback to school / class teacher
- Assist school with understanding of modifications / support/ needs specific to individual student
- Keep work samples
- Encourage self reflecting & assessment of work / effort / presentation
- Assess speech / language / listening skills and create meaningful programs

- Adjust formal and informal assessments to particular disability to empower student learning
- Assessments compliment the class teacher's – relevant, regular reporting to parents
- Negotiate with class teachers – where the student is and where they need to go
- Assess before teaching (Auslan) linguistic development through video taping student interacting in different genres
- Use POLT surveys
- Discuss 'why' and 'what' will be assessed with student
- Ongoing assessment and L.I.Ps to reflect the child's needs and to support at PSG

PoLT Principle 6: learning connects strongly with communities and practice beyond the classroom
- Students with similar needs spending time together ie. Camps, bowling
- Life skills, deaf camp
- Community information displays designed by students
- Primary students visit secondary college to be involved in Auslan performance
- Whole community attends signing classes
- Strong communication with classroom teachers – encourage the student to participate in the community
- Connecting with outside expertise / mentors
- Encourage social activities of students – networking with other schools & with other students
- Demonstrate how learning can be applied within community; access to work experience, TAFE etc
- Create opportunities to link in with local deaf community
- Social awareness, life skills, assistance with placement, ongoing education etc done at an individual level
- Link / experience local community before branching out to the more global community
- Numeracy – encourage parents to use supermarket shopping times to practice
- Excursions, work experience, community involvement programs
- Liaising with parents – giving information to parents / teachers
- Connect with outside services
- Role models
- Post school options and support programs
- Parent network
- V.T. camps to connect with other like young people
- Discuss problems that students may encounter in community, and possible ideas, management skills – life skills training and promote a sense of fun