

*School Psychologists' Association
of Western Australia (Inc)*



15th Annual Conference 2004

For school psychologists, school
counsellors, student services managers,
and other individuals who work with
schools, children or young people

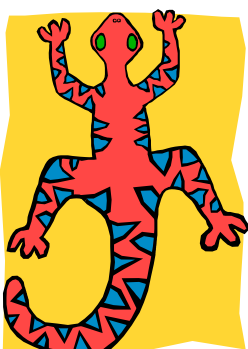
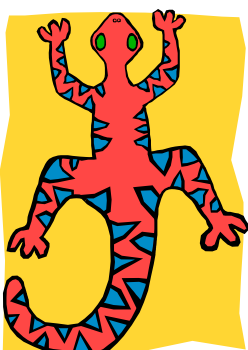
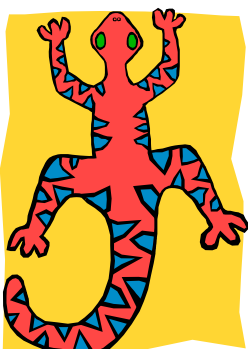
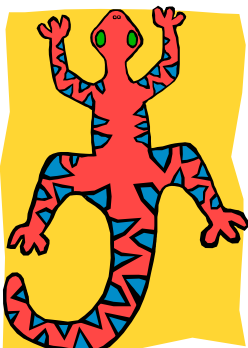
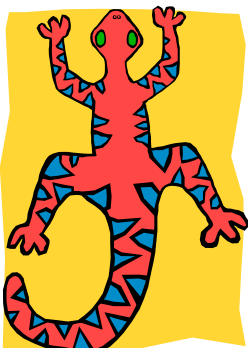
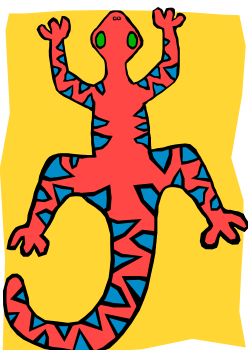
8—9 JULY 2004

Parmelia Hilton Hotel

Mill Street

Perth

Western Australia





Dear Colleagues

You are invited to attend the School Psychologists' Association's Annual Conference on 8 and 9 July 2004.

This, our 15th Annual Conference, builds on the inclusivity theme introduced at last year's conference. In particular, there is a strong emphasis on how school psychologists can initiate and/or support school change and use their psycho-educational expertise to improve outcomes for students who are at risk of poor social, emotional or educational outcomes.

The Conference offers a range of professional development opportunities including skill-based sessions, those with a research orientation and others that describe programs being implemented in schools and districts. In the latter category is *Dare to Lead*, a national initiative that is having a significant impact on schools across Australia, and the associated *What Works?* program. A number of other exciting programs will be presented including *PATHS*, *Happy Kids* and *Risky Business*.

We are fortunate this year in having Dr Adrian Ashman, University of Queensland, available to present his recent work on inclusion and homophobia, and Dr David Leach, Murdoch University, on ADHD.

We will also have a chance to hear about an innovative capacity building project taking place in the Kimberley, which is having a significant and positive impact on the individuals and communities involved. How this approach or similar programs might be implemented in other areas of WA is a discussion that may well be occurring in your district.

The plenary session on ethical and legal issues facing school psychologists will ensure you leave the Conference with current understandings of legislative and system requirements relative to your practice.

An up-date on the *MindMatters Plus* initiative, targeted to students with high support needs in the area of mental health, will introduce you to a highly relevant resource that will be available in the near future.

Our final keynote speaker, the Hon Fred Chaney, well-known for his community outreach and social advocacy, will provide a fitting and provocative conclusion to this year's Conference.

The Executive of the School Psychologists' Association hope you enjoy the 15th Annual Conference.

Louanne Baker

Herman Bootsma

Ken Glasgow

Coosje Griffiths

Diann Kerr

Grania McCudden

James McIntyre

Fiona Munro

Jim Phillips

Catherine Schelfhout

SPA would like to acknowledge the support of Edubank in the organisation of this conference.

Keynote Speakers

Professor Adrian Ashman

Professor Ashman received a BA (Hons) in Applied Psychology from the University of New South Wales (1973), a MEd (1976) and PhD (1978) from the University of Alberta, Canada. He also has a Masters degree in Creative Writing and is currently working on his second doctorate in that field.

His research and teaching interests have primarily focused on theory and practice in special education/inclusion and intellectual disability and he has published twelve books in the area including the widely acclaimed *Educating children with diverse abilities* (with John Elkins) with several being translated into languages other than English. He has also published over 150 journal articles and book chapters in special education, disability, and related areas.

Professor Ashman is known internationally for his work on inclusion and has given keynote addresses on this topic at a number of international and national conferences, over 160 conference and seminar presentations. He was the Director of the Fred and Eleanor Schonell Special Education Research Centre (1995–2000) and Director of Research for the Faculty of Social and Behavioural Sciences (1998–1999). He has undertaken consultancies for the Queensland Department of Family Services and Aboriginal and Islander Affairs, the federal Departments of Community Services and Health, and Employment, Vocational Education, Training and Industrial Relations, also the New South Wales Ministries of School Education and Health. He was a member of the Advisory Council on Special Educational Needs (Queensland Department of Education), a member and Acting Chairperson of the Intellectually Disabled Citizens Council of Queensland, and is currently a member of the Guardianship and Administration Tribunal (Queensland Department of Justice and Attorney General). He has also undertaken consultancies with Orana, Inc., South Australia, the Red Cross Society, and the Mercy Centre Holy Cross Centre, Brisbane.

Professor Ashman is Head of the School of Education at the University of Queensland and is currently working on a research project in the areas of homophobia, and also recreational reading.

Mr Alan Beard

Through his connection with the WA Primary Principals' Association and as Convenor of the State branch of the Australian Principals' Association Professional Development Council, Mr Beard has been involved with the *Dare to Lead* Program since its inception. He has been a primary school Principal in both country and metropolitan schools and is currently Principal at Calista Primary School, a Level 5 school in the Kwinana area of Perth. Calista was one of the first schools to join the *Dare to Lead* Coalition. Mr Beard's career has included working in Central Office of the Department of Education and Training, for the Australian Principals' Association Professional Development Council, the Australian Principals' Federation, WA Primary Principals' Association and in a variety of schools with a diversity in student clientele.

Mr Beard will provide an overview of the *Dare to Lead* Program and what it means to all schools, together with its links to the DEST *What Works?* program. He will discuss why the program was implemented, where it is now and where it aims to be in the future, in both the WA and national context. Links between the State Aboriginal Education Operational Plan and the National Indigenous Strategy will be discussed. A summary of resources available to schools and agencies supporting schools will be provided.

Ms Coosje Griffiths

Ms Griffiths is a teacher and school psychologist, and is currently employed by the Department of Education and Training as Manager Student Services in the Swan Education District. In 1994 she was awarded a Churchill Fellowship to study overseas approaches to managing and reducing bullying and harassment in schools. Her work in the area of countering bullying is well known in WA and elsewhere in Australia. It was this work that saw Ms Griffiths invited to contribute to the development of the *MindMatters* resource *A Whole School Approach to Dealing with Bullying and Harassment*. Subsequently, she has maintained close links with *MindMatters* through her participation on the national *MindMatters* Reference Group and her contribution to the development of the more recent *MindMatters Plus* initiative.

Ms Carol Garlett

Ms Garlett has been District Director, Kimberley, since the beginning of 2003 and has extensive experience in Aboriginal Education as a Consultant, Manager and Director. She has taught in schools across Western Australia, including in the wheat belt, Pilbara and metropolitan areas. Several years ago, Ms Garlett visited Canada where she was able to see first hand some programs for high-risk students that continue to influence her work in WA. Her appointment to the position of District Director, Kimberley, has provided her with the opportunity to introduce a capacity building initiative that is already seeing positive results. Ms Garlett is a Younger woman and comes from Brookton, a wheat belt town north east of Perth.

Ms Garlett's keynote will address the need to empower Aboriginal people in our schools and to develop their capacity to become leaders in their schools and communities. Aboriginal people are called upon to perform all sorts of roles in their communities and are given very little training and support. The capacity building aims to provide Aboriginal people with an understanding of themselves while identifying their areas of interest and developing their confidence. The keynote will also address the leadership shown by the Kimberley District Office in making this project a district initiative, and the support required to enable capacity building to happen. Strategies to address shame or, as it is called in the program, 'shame busting' will be elaborated on also. The capacity building initiative in the Kimberley is about believing you can do it!

The Hon. Fred Chaney AO

The Hon. Fred Chaney AO has been a member of the National Native Title Tribunal since 1995 and Deputy President since 2000. He has also been Chancellor of Murdoch University since 1995, and Co-Chair of Reconciliation Australia Ltd since 2000.

Mr Chaney has practised law in New Guinea and WA, including time with the Hancock-Wright prospecting partnership and in private practice with an emphasis on mining-related work. He was also involved in the Aboriginal Legal Service in a voluntary capacity in the early 1970s.

Entering the Senate in 1974, Mr Chaney was Leader of the Opposition in the Senate from 1983 until 1990 when he became the Member for Pearce in the House of Representatives, a position he held until 1993. His ministerial appointments included Aboriginal Affairs, Social Security, and Minister assisting the Minister for National Development and Energy.

Mr Chaney was appointed as Officer in the Order of Australia (AO) "for service to the Parliament of Australia and to the Aboriginal community through his contribution to the establishment of the Aboriginal Legal Service of Western Australia and mediating with the National Native Title Tribunal".

Mr Chaney is a law graduate of the University of WA, has also undertaken research into Aboriginal Affairs policy and administration as a Research Fellow with the Graduate School of Management at UWA.

(Adapted from www.nntt.gov.au/about/chaney.html)

Social Program

Conference Dinner ~ 7.30pm on Thursday 8 July at The Olive Tree Garden Restaurant, 20 Emerald Terrace, West Perth

For several years now we have held our Conference dinner at the conveniently located Olive Tree in West Perth. We are always well catered for there; the food is delicious, the wine excellent and the service great. So why change?

The Olive Tree will provide us with a wonderful three-course meal, with choices, and quality WA wines to accompany it, at a cost to you of only \$45.00 and \$55.00 for a partner. You'd find it very difficult to beat this value.

Sundowner ~ 4.30pm on Friday 9 July at the Parmelia Hilton Hotel

At the conclusion of the Conference you're invited to stay to unwind and celebrate, with drinks and finger food, what is sure to be a very successful Conference. The cost of this is \$15.00



DAY ONE PROGRAMME: THURSDAY 8 JULY

8.00am Registration and Coffee

8.15am **Welcome:** Grania McCudden

8.30am **Welcome to Country:** Ms Marie Taylor

8.45am **Conference Opening:** Ms Margaret Banks,
Deputy Director General, Department of Education and Training

9.00am **Keynote Address 1: Professor Adrian Ashman ~**
Including children with diverse abilities

10.00am **Morning Tea**

CONCURRENT SESSIONS

10.30am	Session 1: Damien Howard <i>Working with Aboriginal students</i>	Session 2: Stuart McKenzie & Alamaine Seale <i>A model of effective consultation for severe behaviour challenges</i>	Session 3: Kate Miller <i>The potential role of the Internet in suicide prevention</i>	Session 4: Adrian Ashman <i>Making inclusion work</i>
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12.00pm **Lunch and Networking**

1.30pm **Keynote Address 2: Mr Alan Beard ~ Dare to Lead**

CONCURRENT SESSIONS (contd)

2.00pm	Session 5: Damien Howard <i>Social Outcomes of CHL/CAPD</i>	Session 6: Kerry Wyatt <i>Improving outcomes for Indigenous students: The What Works? program</i>	Session 7: David Greeshaw and Gita Dastyar <i>Refugee students in WA schools: Issues and interventions</i>	Session 8: Adrian Ashman <i>Bullying and homophobia</i>
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3.30pm **Afternoon Tea and School Psychologists' Association AGM**

7.30pm **Conference Dinner ~ The Olive Tree Garden Restaurant**
20 Emerald Terrace West Perth



DAY TWO PROGRAMME: FRIDAY 9 JULY

8.00am	Registration and Coffee
8.30am	Plenary 1: <i>Ethical and legal issues for School Psychologists</i>
9.30am	Plenary 2: Coosje Griffiths ~ <i>MindMatters Plus</i>
10.00am	Morning Tea

CONCURRENT SESSIONS

10.30am	Session 9: Denise Nicholls <i>BB Calm</i>	Session 10: David Leach <i>Improving the assessment and diagnosis of ADHD in children: From subjectivity to objectivity</i>	Session 11: Sue Clay and Ros June <i>PATHS</i>	Session 12: Edie Wright and AIEO's from La Grange Remote Community School <i>Community capacity building in Kimberley schools</i>
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12.00pm **Lunch and Networking**

1.30pm **Keynote Address 3:**
Ms Carol Garlett ~
Ripples in the Pond: Building the capacity of Aboriginal staff in the Kimberley

CONCURRENT SESSIONS (contd)

2.15pm	Session 13: Helen Bosisto and Narell Black <i>Happy Kids</i>	Session 14: Jenny Morup and Coosje Griffiths <i>Ensuring equity in the TEE</i>	Session 15: Pat Johanssen <i>"I have a student with a disability in my class!"</i>	Session 16: Daniela Spadaccini <i>Risky Business</i>
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3.15pm **Keynote Address 4:** The Hon Fred Chaney AO

4.15pm **Closing:** Grania McCudden

4.30pm **Sundowner ~** Please stay and join us for drinks and finger food



Thursday morning ~ Concurrent Sessions

Session 1: Mr Damien Howard ~ Working with Aboriginal students

Damien has been a teacher, school psychologist and is now a psychologist in private practice. He has a particular interest in the social effects of conductive hearing loss and auditory processing problems, especially behaviour problems. He also has an interest in people living and working in remote communities.

Cultural differences shape Aboriginal students' expectations of teachers and non-Aboriginal teachers'

expectations of students. There is potential for misunderstandings to flourish and undermine classroom management and educational outcomes. This session will consider the role School Psychologists can play in moderating adverse effects of cross cultural misunderstandings.

Session 2: Mr Stuart McKenzie and Ms Alamaine Seale ~ A model of effective consultation for severe behaviour challenges

Stuart and Alamaine are Registered Psychologists who have worked in a wide variety of educational settings, and have extensive experience working with behaviourally disordered children and adolescents. Stuart has recently returned from London where he spent two years working in a residential adolescent psychiatric hospital and is now the Senior Consultant for Disabilities with the Department of Education and Training. Alamaine currently works as a School Psychologist in the Swan District.

School staff often report that the most challenging part of their job is responding to escalating student behaviour. Concern for one's own safety when dealing

with an angry student makes such situations a concern for even the best-trained people. However, school staff often know which students are prone to such outbursts and can build this knowledge into an individual behaviour plan. This session will explore a Behaviour Escalation Model (Colvin and Sugai, 1998) that provides a means for understanding, assessing and managing escalating behaviour. Based on the identification and mapping of individual behavioural idiosyncrasies, this model is a powerful consulting tool for School Psychologists to make a significant contribution to the effective management of severely behaviour disordered students.

Session 3: Ms Kate Miller ~ The potential role of the Internet in suicide prevention

Kate holds a Bachelor of Science and a Masters in Health Promotion. She began her career with the WA AIDS Council then joined the Telethon Institute for Child Health Research, and is currently with the Ministerial Council for Suicide Prevention.

Whilst the Internet offers a myriad of opportunities to improve delivery of mental health care, it also creates new problems. The Internet continues to be an uncontrolled environment and therefore the benefits of the Internet for suicide prevention rely on users' ability to evaluate websites and ascertain whether the information or service they are accessing is sound. As

advances in technology continue to outpace the development of standards and guidelines for Internet use, the need for consumer guidelines that will facilitate accessing safe information and mental health care on the Internet is paramount. In recognising this need, the Ministerial Council for Suicide Prevention has recently developed a guide to assist consumers and professionals in accessing suicide prevention information, counselling and chat rooms on the Internet. This presentation will introduce the guide in the context of current evidence around the potential role of the Internet in Suicide Prevention.

Session 4: Dr Adrian Ashman ~ Making inclusion work

This workshop will describe the principles of inclusive education and consider the ways in which teachers deal with children who have very diverse learning needs and interests. The emphasis will be on establishing a teaching environment that celebrates difference whilst emphasising an inclusive curriculum.

Integrated with this is a strong focus on individual needs and the importance of the individual education plan. An inclusive school and classroom provide appropriate opportunities for all children to learn regardless of their skills and abilities, gender, ethnic origin, disability or impairment



Thursday afternoon ~ Concurrent Sessions

Session 5: Mr Damien Howard ~ Social outcomes of Conductive Hearing Loss/Central

Auditory Processing Disorder

Many school behaviour problems are related to often-identified conductive hearing loss and/or auditory processing problems. This session will outline research I have carried out which has identified the processes

through which listening problems contribute to behaviour problems and what teachers can do to prevent and manage listening related behaviour problems.

Session 6: Ms Kerry Wyatt ~ Improving outcomes for Indigenous students: The *What Works* Program

Kerry has an extensive educational background that includes being a junior primary teacher, special education teacher, Consultant for Unicef, lecturer in the Sudan and supporting Indigenous students.

This workshop will explore the role of education in Reconciliation and provide an overview of the *What Works* brief, which is to close the educational outcomes

gap and promote student self-respect, cultural respect, best-practice teaching and student participation. In addition, there will be an opportunity to explore the *What Works* resource materials and consider the ways in which individuals and school communities can take action.

Session 7: Mr David Greeshaw and Ms Gita Dastyar ~ Refugee students in Western Australian schools: Issues and interventions

David is a School Psychologist at Cyril Jackson Senior Campus who works to integrate students with non-English speaking backgrounds into mainstream education. He provides support with ongoing issues specific to their discrete needs. Gita is a School Psychologist at Cyril Jackson too, where she works with the Intensive Language Centre students, most of whom

have experienced or witnessed trauma and torture in their countries of origin.

This session will discuss where these refugee students come from, and the difficulties and issues in cultural transition they experience. Additionally, awareness will be raised of the signs and symptoms of torture and trauma. Classroom intervention strategies and the school psychologist's role will be explored.

Session 8: Professor Adrian Ashman ~ Bullying and homophobia

Bullying in the form of homophobia is widespread in schools, notably secondary schools. Same-sex attracted youth are subject to verbal and physical harassment, verbal and physical abuse and attack on a regular basis and even students who only appear to have a same-sex

attraction are targets for victimisation. Anti-bullying campaigns are far from successful and a new approach to this serious problem is warranted. This workshop will explore how schools, and in particular psychologists, can begin to address this issue.



Friday morning ~ Plenary Sessions

Plenary 1: Professor Alison Garton, Mr Chris Gostelow and Mr Wilson MacNeil ~ Ethical and legal issues for School Psychologists

Alison is Professor of Psychology and Director of the Graduate School at Edith Cowan University, a member of the Psychologists' Board of WA and a member of the APS Ethics Committee, to mention just a few of her roles. Chris has worked as a School Psychologist, Senior School Psychologist and is currently Area Manager Student Services in Fremantle. Wilson has also been a

School Psychologist and is now Coordinator of the Non-Government School Psychology Service.

This session will take the format of a panel discussion regarding the legislation and professional standards that impact on School Psychologists working in the Government, non-Government or Catholic sectors. Please come prepared with some questions or issues you'd like to raise.

Plenary 2: Ms Coosje Griffiths ~ *MindMatters Plus*

MindMatters Plus is a national initiative that aims to enhance the capacity of secondary schools to support students who have high needs in the area of mental health and well-being. It builds on the existing *MindMatters* project, the national mental health promotion resource for secondary schools. *MindMatters Plus* is conducting action research in seventeen selected demonstration schools, which are provided with input on whole school development from a small team of project officers to enable them to action the capacity-

building possibilities already with the school. They are also offered a choice of health promotion and early intervention programs that are available around Australia. The Australian Guidance and Counselling Association (AGCA), with which SPA is affiliated, is one of the partners in this program and is administering a significant portion of the *MindMatters Plus* funding. The AGCA has recently employed two new project officers to continue working on the *MindMatters Plus* initiative.

(Adapted from <http://cms.curriculum.edu.au/mindmatters//plus/plus.htm>)



Friday morning ~ Concurrent Sessions

Session 9: Ms Denise Nicholls ~ *BB Calm*

Denise is well known to regular SPA Conference attendees and is highly regarded as a presenter and clinician. She is a Clinical Psychologist who also holds a Master of Education degree. Currently, Denise is the Senior Clinical Psychologist at the South West Metro Child and Adolescent Mental Health Service.

Additionally, she undertakes project work for the Area Director, Mental Health.

During this workshop, Denise will provide an outline of the development of aggressive behaviour and participants will have the opportunity to become familiar with the BB Calm Anger/Aggression Management Program

Session 10: Associate Professor David Leach ~ Improving the assessment and diagnosis of ADHD in children: From subjectivity to objectivity

David is a Registered Educational and Clinical Psychologist, and Associate Professor in the School of Psychology at Murdoch University. He is currently completing research on the Test of Attention, Impulsivity and Hyperactivity in Children (TAIH-C) and is writing a book on interventions at home and school with children with ASD.

During this session, David will critically review and analyse current practices relative to ADHD, including the use of DSM-IV and rating scales. The relationship of these practices to issues of public and professional

concern, such as under- or over-diagnosis, will be discussed. A brief outline of the new TAIH-C, developed by David and Doug Brewer, will be provided. This is a continuous performance test designed to assess ADHD-related behaviours in a standardised context with age norms. Recommendations, including the use of the test might, will argue for the re-establishment of psychologists as professionals who are central to the objective assessment and diagnosis of this cluster of most commonly referred childhood problems.

Session 11: Ms Sue Clay and Ms Ros June ~ *Promoting Alternative Thinking Strategies (PATHS)*

Sue has been a School Psychologist in Pinjarra, Tom Price, and the Perth South and Canning Districts. She was also the SPER Psychologist at Warriapendi SPERC for three years. Currently, Sue is the Coordinator of the Health and Well-being Program in the Canning District. Ros has a primary teaching background and has been a School Psychologist in the Bayswater, Armadale and Canning Districts. At present, she is the PATHS Coordinator for Canning District and has recently returned from presenting PATHS in the WA Context at the international PATHS Conference in Pennsylvania, USA.

PATHS is a comprehensive program for promoting emotional and social competencies and reducing

aggression and acting out behaviours. With support from a group of School Psychologists, this program is currently being taught by teachers in 20 schools in the Canning District. PATHS can be implemented from pre-primary to Year 7 and assists teachers to address 90% of the Core Shared Values within the Curriculum Framework. Concepts embedded in the program include the development of self-control, emotional awareness, and interpersonal problem solving skills. It is a universal preventative program that improves protective factors and reduces behavioural risk factors for all students whilst developing a caring, prosocial context that facilitates educational processes in the classroom.

Session 12: Ms Edie Wright, Mr Frankie Shovellor, Ms Maureen Yanawana and Ms Madeline Jadai ~ Capacity building in Kimberley schools

Edie began teaching with Catholic Education in 1983 where she completed a Diploma of Teaching externally. Subsequently she moved to Derby DHS where she worked in a range of teaching roles. In 1999 Edie became Principal at Wangkatjunga Remote Community School. In 2003 she moved to the Kimberley District Education Office as Manager Aboriginal Education. Mr Shovellor, Ms Yanawana and Ms Jadai are Aboriginal and Islander Education Officers from La Grange Remote Community School, where the

implementation of the community capacity building project is already producing some positive outcomes.

Capacity building in Aboriginal staff in Kimberley schools is a District priority. The project aims to build the capacity in Aboriginal people and communities to use a problem solving process to address issues that impact on outcomes for their children. This session is a team effort with AIEO's from La Grange Remote Community School showing the project they have been working on as part of the capacity building project.



Friday afternoon ~ Concurrent Sessions

Session 13: Ms Helen Bosisto and Ms Narell Black ~ *Happy Kids*

Helen has been a School Psychologist since 1980 and has worked in Government and non-Government schools in both metropolitan and country areas. She has also been a Research Assistant in the Psychology Department of the University of Queensland. Narell has been working with children in a variety of capacities since 1982, including coaching and teaching. She has taught in schools in the Pilbara, Bunbury and Perth, and lectured at Wollongong University in NSW. She has considerable experience working with at-risk children and adolescents, and is currently Program Consultant, Aboriginal Health and Education in the Department of Education and Training.

Happy Kids is a program that was developed at Mirrabooka Primary School in response to attendance

and participation issues, and serious concerns about student well-being. It is a preventative program targeted to upper primary school children who are at risk of poor health, social, emotional and/or cognitive outcomes. It aims to build children's capacity to cope with life's challenges, and hence promote resilience, through social and educational skill development, timely and appropriate health provision and community engagement. This program is now running over four primary school sites and its outcomes include improved attendance and participation, enhanced educational outcomes, successful transition to secondary school, improved leadership skills and positive health outcomes.

Session 14: Ms Jenny Morup and Ms Coosje Griffiths ~ Ensuring equity in the TEE

Jenny has a Masters in Business Administration, a Bachelor of Education and a Bachelor of Applied Science. She has experience as a teacher, Head of Department, deputy Principal and Education Officer. Currently, Jenny is Manager Certification and Examinations Branch of the Curriculum Council.

There are some students who may require special considerations for the Tertiary Entrance Examinations

(TEE). This session examines the provisions made by the curriculum council for these students and discusses the role schools have in the identification and case management of these students. The session will explore recent trends in identification and the issues faced by schools and the relevant Committees in making these considerations.

Session 15: Ms Patricia Johansen ~ "I have a student with a disability in my class!"

Pat has had many years working with students with disabilities as a teacher, Principal and in an advisory role. She is currently Team Leader-Disabilities at the Centre for Inclusive Schooling.

This session will provide messages, hints and strategies that will:

- Inform teachers about the rights of all students, including those with disabilities
- Enable teachers to promote inclusivity within their classrooms

- Develop teachers' confidence in providing appropriate educational programs for all students, including those with disabilities
- Reduce anxiety and stress
- Provide information on the range of supports and resources available for teachers and students

Session 16: Ms Daniela Spadaccini ~ *Risky Business*

Daniela has been working as a School Psychologist for the Department of Education and Training for four years. She is currently located in the Fremantle-Peel District.

Risky Business is a protective behaviours program designed by Fremantle-Peel Student Services Personnel. The Risky Business program was developed in response to schools identifying students who were becoming

increasingly involved in risk taking behaviours. The program is targeted specifically to adolescents. This session will outline the structure of the Risky business program and discuss how it was implemented in schools. The session aims to be interactive and participants will have an opportunity to explore specific activities that are used as part of the program.

Office use only

REGISTRATION FORM – SPA Conference 8 - 9 July 2004

Full name (Block letters please)	Title	First name	Surname
Address			
Contact numbers	Phone (w)	Phone (h)	Fax
E-mail			
Employer	District, if applicable		
SPA Member?	Yes No		

Concurrent Sessions: Please number two boxes in each block of sessions, 1 being the most preferred.

Thursday 3 July	10.30am	Session 1: Working with Aboriginal students	
		Session 2: Model of effective consultation for severe behaviour challenges	
		Session 3: Potential role of the Internet in suicide prevention	
		Session 4: Making inclusion work	
	2.00pm	Session 5: Social outcomes of CHL/CAPD	
		Session 6: Improving outcomes for Indigenous students	
		Session 7: Refugee students in WA schools:	
		Session 8: Bullying and homophobia	
Friday 4 July	10.30am	Session 9: <i>BB Calm</i>	
		Session 10: Improving assessment and diagnosis of ADHD	
		Session 11: PATHS	
		Session 12: Community capacity building in Kimberley schools	
	2.15pm	Session 13: <i>Happy Kids</i>	
		Session 14: Ensuring equity in the TEE	
		Session 15: "I have a student with a disability in my class!"	
		Session 16: <i>Risky Business</i>	

INVOICE SPA

ABN: 71 60 2189 314

Please note that SPA is not registered for the GST and therefore is not required to list GST as a separate item.

Conference	(Two day registration)	SPA Member	\$190.00	
		Non-Member	\$250.00	
		Student	\$ 90.00	
	(One day registration)	SPA Member	\$ 130.00	
		Non-Member	\$160.00	
		Closing Sundowner	\$15.00	
		Dinner (delegate)	\$45.00	
		Dinner (partner)	\$55.00	
Total due				
Amount enclosed				
Please make cheques payable to SPA				

**Closing date for registrations: Friday 25 June 2004. Forward registration and payment to
J O Phillips, Conference Convenor, 1/432 Canning Highway COMO WA 6152**



School Psychologists' Association of Western Australia (Inc.)

CALL FOR NOMINATION TO THE EXECUTIVE

All positions on the Executive Committee of the School Psychologists' Association become vacant at the Annual General Meeting to be held at 3.45pm on Thursday 8 July 2004. The following positions will need to be filled:

President	AGCA Representative
Vice President	Executive Member (Newsletter)
Secretary	Executive Member (Non-Government)
Treasurer	Executive Member (Conference)
Membership Secretary	Executive Member (Professional Development)

If you wish to nominate for a position please fill in the section below and return it to:

Jim Phillips 1/432 Canning Highway COMO WA 6152

NOMINATIONS MUST BE RECEIVED NO LATER THAN 4.30PM MONDAY 25 JUNE 2004

School Psychologists' Association of Western Australia (Inc.)

I, _____ wish to nominate for the position of _____
(Must be a SPA Member)

Nominated by: _____

(Must be a SPA Member)

Signature: _____ Date: _____

Seconded by: _____

Signature: _____ Date: _____

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Receiving Officer: _____ Date received: _____

Witness: _____ Date: _____