



SPA WA
School Psychologists Association of Western Australia Inc.

Igniting Curiosity Creating Connections

**School Psychologists' Association of WA
30th Annual Conference**

20 and 21 September 2018



**University Club
The University of Western Australia**

Expressing our Gratitude

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SPA WA
School Psychologists Association of Western Australia Inc.

2018 President's Address

Dear Valued Colleagues

Welcome to the 30th annual School Psychologists' Association of WA conference. Another huge milestone for the Association. From humble roots in 1989, to over 350 members, hosting international presenters, hundreds of PDs and newsletters later and now 30 conferences. What an achievement, which could not have been made possible without the support of our fabulous members and the tireless work of the SPA committee.

It is hard to believe that I have now been the President of the School Psychologists' Association of WA for almost two years! It is such a huge privilege to be able to work with such an amazing, talented and dedicated committee and it is an even bigger privilege to represent you, my esteemed colleagues. I am so proud to be a School Psychologist and to work alongside such brilliant professionals and friends. Given the ever-increasing work load of school psychologists in our changing society it is even more difficult to find time for volunteer organisations. It is also hard for school psychologists to make or take time out of their busy days to reflect or attend professional developments. One of my goals for the next year, is to bring you more flexible PD opportunities to assist with managing an increasingly challenging work schedule. We have achieved much over the past years as an organisation, and I have many more big ideas and exciting prospects for our members to come!

As advocates of mental health, we know and understand the importance of friends, relationships and connections. We continue to build and strengthen our connections with other key bodies and organisations such as West Australian Primary Principals Association (WAPPA), Mindful Meditation Australia (MMA), Telethon Kids Institute (TKI) and Australian Psychologists and Counsellors in Schools (APACS). In 2019 we look forward to building even more relationships with relevant organisations to best support you our valued members.

We are incredibly proud of the conference program this year. While we can often face many difficulties in our roles, so can our young people, families, schools and communities. However, SPA believes that it is always important to be proactive and preventative as well as understanding the complex and sometimes challenging issues that we face, and on top of this, it is always important to have hope for a better future and for flourishing schools and communities. The conference program was designed to be diverse, highly relevant and engaging for all members and attendees. We hope that all our members and attendees are inspired and informed. We are very fortunate to be able to host so many brilliant speakers and we thank them all for their contributions to our conference.

I also take this time to thank you our members and supporters. Without you the Annual SPA Conference would not happen, and certainly would not happen for 30 consecutive years! Please enjoy the School Psychologists' Association of WA 30th Annual Conference.

Shannon Steven
President

Thursday 20 September 2018					
8.00am	Registration and Welcome. Coffee & Tea Provided				
8.30am	Kaya! Welcome to Country: Marie Taylor Welcome and Official Opening: Shannon Steven, SPA President				
8.50am	Keynote Address: Dr James Fitzpatrick & Associate Professor Carmella Pestell <i>Fetal Alcohol Spectrum Disorder (FASD) in Australia: The Unseen Epidemic</i>				
9.50am	Keynote Address: Professor Steven Houghton <i>Mass School Shootings: Is it just a matter of time?</i>				Workshop 5: 9:50- 4:30pm Dr Stacey Waters <i>Mindfulness in Education</i>
10.50am	Morning Tea				
11.20am	Workshop 1: Shona Rowan <i>Public Speaking with Confidence and Credibility</i>	Workshop 2: Goldfields School Psychology Team <i>Conceptualising and Applying the Interpersonal Theory of Suicide within School Settings</i>	Workshop 3: Katie K Martin & Dr Lisa Unwin <i>Evidence Based Treatment for Conduct Disorder, Multisystemic Therapy, Specialised CAMHS</i>	Workshop 4: Laura Allison <i>Wellbeing Approaches in Education: From Programs to Practices</i>	Workshop 5: continued Dr Stacey Waters <i>Mindfulness in Education</i>
1.00pm	Lunch				
2.00pm	Workshop 6: Shona Rowan <i>Psychological Resilience: Develop and Sustain your Personal Resilience at Work</i>	Workshop 7: Associate Professor Lynn Priddis <i>Introduction to use of the Diagnostic Classificatory System for 0-5 year olds (DCO-5) in School Settings</i>	Workshop 8: Kim Bloor DSF <i>Dyscalculia – Defining Features & Effective Strategies</i>	Workshop 9: Professor Dawn Bessarab <i>Clinical Yarning</i>	Workshop 5: continued
4.00pm	Afternoon Tea & SPA Annual General Meeting All are welcome to attend. 				Workshop 5: continued Finishing at 4:30pm

Friday 21 September 2018					
8.00am	Registration and Welcome Coffee & Tea Provided				
8.45am	Keynote Address: Penelope Strauss Telethon Kids Institute (TKI) <i>How Can We Better Support Trans Young People to Prevent Mental Health Difficulties? Implications for School Settings</i>			Workshop 10: 8.30-4.30pm	Workshop 11: 8:30- 4:30
9.45am	Award Presentations: Early Career School Psychologist of the Year <i>Kindly sponsored by Psychological Assessment Australia (PAA)</i>  School Psychologist of the Year Award <i>Kindly sponsored by Teachers Mutual Bank</i>  Arthur Skinner Award			Lidia Genovese <i>Changing Tracks – An integrative Cognitive Behaviour Therapy (CBT) approach for Young Minds</i>	Dr Stephanie Hill & Louise Pannekoek CCI <i>Working with Clinical Perfectionism</i>
10.30am	Morning Tea				
11.00am	Workshop 12: Fiona Smith <i>Psychologists & Gifted Clients: When 'unusual' is typical and 'atypical' is usual</i>	Workshop 13: Liz Kent, Sarah Heppell & Sarah Harrower <i>Enabling and Promoting School Staff Wellbeing in Kimberley Schools</i>	Workshop 14: Phil Watts <i>Surviving the Witness Box: Avoiding and Surviving the courtroom</i>	Workshop 10: continued Lidia Genovese <i>Changing Tracks</i>	Workshop 11: continued Dr S Hill & L Pannekoek <i>Working with Clinical Perfectionism</i>
12.30pm	Lunch				
1.30pm	Workshop 15: Paul Russell <i>Systemic Applications in School Psychology (or Why School Psychologists Shouldn't See Kids)</i>	Workshop 16: Associate Professor Penelope Hasking <i>Addressing and Responding to Non-Suicidal Self- Injury (NSSI) in School Settings</i>	Workshop 17: Kim Bloor (DSF) <i>Assessment of Specific Learning Disorders in students learning English as an additional language or dialect (EAL/D).</i>	Workshop 10 continued Finishing at 4:30pm	Workshop 11 continued Finishing at 4:30pm
3.15pm	Stories from the Field: 1. Matthew Brennan- Jones: <i>Data informed Service Planning and Reflective Practice</i> 2. Tonia Fahey, Lauren Twomey & Ailsa Early: <i>Child and Parent Centres in WA: What is the School Psychologist's Role?</i>				
4.10pm	Grand Prize Draw <i>Please note: to win major prizes you must be present in the main auditorium at the time of the draw.</i>				
4.20pm	Closing and Sundowner Please join us on the verandah, for complimentary canapés and drinks.				

DAY 1 PROGRAM DETAILS

Thursday 20 September

Keynote Address 1

Fetal Alcohol Spectrum Disorder (FASD) in Australia: The Unseen Epidemic

Dr James Fitzpatrick & Associate Professor Carmella Pestell

Keynote Presentation Outline

Fetal Alcohol Spectrum Disorder is the leading preventable cause of intellectual impairment in children in Australia. As many as 50 per cent of pregnant women consume alcohol, despite experts believing there to be no safe limit. Yet the serious problems that can result from prenatal exposure to alcohol are under diagnosed and too often left untreated – to the detriment of sufferers, their families, schools and communities.

Research shows that FASD disabilities are life-long and may not be seen at birth. They include intellectual impairment and serious problems with emotions, behaviour and learning, which all too often are misdiagnosed as conditions such as ADHD, or not diagnosed at all.

Join clinical neuropsychologist Associate Professor Carmela Pestell and Paediatrician Dr James Fitzpatrick as they shed a light on the hidden epidemic of FASD, why an accurate diagnosis of this complex condition is vital and how sufferers – both children and adults can be helped to have a better future.

Presenter Information



Dr James Fitzpatrick Picture by: Iain Gillespie
The West Australian 2 June 2017

James Fitzpatrick is a clinical researcher and Head of the Telethon Kids Institute's Alcohol and Pregnancy and FASD research team. He won the 2017 Western Australian of the Year Professions Award for his longstanding commitment to rural, remote and Aboriginal health.

A consultant paediatrician, researcher and health service innovator, he established PATCHES Paediatrics & Therapy Services to harness the creativity of social enterprise and the precision of science to address seemingly intractable health problems in Aboriginal communities. James was awarded Young Australian of the Year in 2001 for his work in Aboriginal health, rural health workforce improvement and youth

suicide prevention. Having completed his PhD through the University of Sydney, and as a former Infantry soldier, James combines a scientific approach with a reputation for getting things done.

He recently led a federally funded project aimed at improving the lives of children living in remote Indigenous communities in the Kimberley, in partnership with local community organisation and

national research institutes. The work involved estimating for the first time in Australia the prevalence of fetal alcohol spectrum disorder (FASD) in the 40 remote communities of the Fitzroy Valley. Having documented the prevalence of FASD, James is now working with health and education partners to develop a child health clinic run in schools to help young people to reach their educational potential.

In partnership with Aboriginal leaders in the Fitzroy Valley, he leads a community-based FASD prevention strategy. This strategy has seen rates of drinking in pregnancy reduce from 60% in 2010 to 20% in 2015. The bold goal of this strategy is to 'Make FASD History' and reduce rates of drinking in pregnancy to below 10% by 2018.

James is the founder of True Blue Dreaming, an Outback Youth Mentoring Program working with communities in the WA Wheat-belt and Kimberley regions, with a vision to expand the program throughout Western Australia and then nationally. He currently sits on the Australian National Advisory Council on Alcohol and Drugs.

Associate Professor Carmela Pestell has been the Director of Neuropsychology services at PATCHES Paediatrics since March 2017. She is a registered Clinical Psychologist and Neuropsychologist and a Fellow of the College of Clinical Neuropsychologists (Australian Psychological Society). As well as a doctorate in Clinical Psychology, Dr Pestell has a Master of Clinical Neuropsychology and an additional Master of Clinical Neuropsychology.

She has been in part-time private practice as a child and adult neuropsychologist since 2003 working within clinical, medico-legal and forensic contexts. This has included providing consultancy services for 'PATCHES Paediatrics' participating in multi-disciplinary FASD assessment clinics in North West locations in WA and NT, as well as metropolitan and remote justice system and child protection services clinics. She has also been the Director of the Robin Winkler Clinic at the University of WA (School of Psychological Science) since 2013. Dr Pestell's clinical expertise in relation to FASD is increasingly being recognised, and she contributed to the Australian FASD Diagnostic Guidelines and is an invited Ambassador for NoFASD Australia.

She is an Honorary Research Associate with the Telethon Kids Institute as well as Curtin University. She is a member of the Australian National Clinical FASD Network. Her current role at UWA includes coordinating a successful neuropsychology and clinical psychology community clinic which offer assessments and a range of therapy programmes. In addition to post-graduate teaching and clinical supervision, she is actively involved in research related to FASD, ADHD, brain injury and concussion; and is currently overseeing a new Graduate Certificate in FASD Diagnosis at UWA.



Keynote Address 2

Mass school shootings: Is it just a matter of time?

Professor Steve Houghton

Keynote Presentation Outline

Mass school shootings perpetrated by adolescents against their peers continue to occur in multiple countries, including Germany, the Netherlands, Canada, Argentina, Finland and the USA – to name but a few.

Could a mass school shooting perpetrated by an adolescent happen in Western Australia? Research to date has identified between 37 and 47 descriptors that adolescent shooters have in common. Some of these descriptors, such as adverse mental health, lack of empathy, poor anger management, poor self-esteem, victimisation, marginality and the need for status are common referrals that school psychologists assess and manage on a daily basis, thereby suggesting they (i.e., school psychologists) have a major role to play in the prevention of school shootings.



This presentation will attempt to integrate the evidence emanating from a number of adolescent perpetrated high-profile mass school shootings with findings from an extensive and diverse child and adolescent research program in Western Australia. In doing so it will identify key characteristics of young people and the underlying mechanisms that motivate individuals to perpetrate mass school shootings. “I guess it was just a matter of time” was the response of a 16-year-old female student to an “on the ground” TV reporter following a recent school shooting. Is it just a matter of time for Western Australia?

Presenter Information

Professor Stephen Houghton is the Director of the Centre for Child and Adolescent Related Disorders at the University of Western Australia and a Visiting Professor at the University of Strathclyde, School of Psychological and Health Sciences, Glasgow, Scotland. He leads a strong and productive research team, which has a focus on child and adolescent developmental psychopathology and mental health promotion.

He is a registered psychologist with an international reputation in the leadership of multi-site large scale research projects in child and adolescent psychopathology. These have included 3 and 5 year duration studies of developmental psychopathology in young people. More recently he has also led several programs examining the trajectories of psychopathology in young people, including the early onset life course persistent antisocial behaviours prevention program and the self-regulatory processes paths of influence to understanding adolescent behaviour.

He is currently leading teams utilizing accelerated longitudinal designs to develop models of childhood and adolescent loneliness and to establish structural relations in mental health. Professor Houghton has published over 195 peer reviewed research articles, 28 book chapters and 3 books. He is the 2016 recipient of a UWA Vice Chancellor’s Senior Research Award for ‘sustained excellence.’

Concurrent Sessions

Day 1 Thursday 20 September

Workshop 1

Shona Rowan

Public Speaking with Confidence and Credibility

Session Outline

Although the benefits of being an engaging and confident speaker are endless, research indicates that public speaking is something most people fear more than death! During this highly interactive workshop you will learn a range of tools and techniques to maximise your personal impact, eliminate nerves, increase your confidence and improve your overall success in meetings, training workshops and formal presentations.



Session Outcomes

By the end of this workshop participants will:

- have increased confidence and credibility when speaking in public
- be able to alleviate nerves and stage fright
- learn how to structure and deliver your presentations so they are easy to follow and remember
- maximise buy-in for your topic or idea
- strengthen body language and personal impact
- learn what 'not to do' as a speaker
- receive summary notes to embed and cement the learning

Presenter Information

Shona Rowan is a Peak Performance Consultant, Inspirational Speaker and Trained School Psychologist. She has spent the last 15 years working with organisations and individuals across a range of sectors to maximise performance and accelerate success. Via inspirational events and her signature peak performance workshops, Shona helps organisations develop their talent, retain their clients and empower their female staff. Drawing on her extensive training in Psychology, Hypnotherapy and NLP and wealth of international experience as a trainer, speaker and coach, Shona equips her clients with powerful tools and techniques to maximise their success in highly competitive environments.

Shona was based in London for over a decade and started her own training and development business www.shonarowan.com in 2008. She relocated back to Perth Western Australia in 2016 and works both locally and internationally. Her clients include DLA Piper, Hawaiian, Shell, Gold Fields, UWA, Ashurst, Curtin University, ECU, The Royal Bank of Scotland and Citi Bank. She is also a popular guest speaker on gender balance and empowering women for Lockton Women in Leadership, Women in Technology WA, DLA Piper's Women's network, Shell Balance Network and Women in Subsea Engineering.

Qualifications/training:

- Trained School Psychologist
- Certified Practitioner of NLP and Hypnotherapy
- Certificate 4 in Workplace Assessment and Training
- Certificate in Personal Peak Performance Coaching

Career Highlights

Some of Shona's career highlights include; Working internationally in Paris, Dubai, Switzerland, London, Budapest, America, Singapore and Germany as a speaker and consultant. Providing training and support for charities and corporate organisations that empower women and supporting gender balance. Shona is passionate about helping women increase their confidence, personal impact, visibility, networking and communication skills. Designing and delivering training programmes to help companies like Citi Bank, Shell, DLA Piper, Gold Fields and Hawaiian develop their people and raise organisational performance.

Shona loves the variety she now has in her work, from working with senior lawyers, students, and charities, through to working at remote mining sites in WA, or helping launch a Women's Leadership network in Abu Dhabi.

In a previous life, Shona was ranked 6th in the world as a competitive Ballroom and Latin American 10-dancer.

Workshop 2

Sarah-Ann Lee, Kadi Turner, & Kathryn Kirchner

Goldfields School Psychology Services

Conceptualising and Applying the Interpersonal Theory of Suicide within School Settings

Session Outline

This session will provide an overview of recent research and theories about suicide, with a particular focus on the Interpersonal Theory of Suicide (ITS). Participants will have an opportunity to explore how thwarted belongingness, perceived burdensomeness and capability for suicide interact with each other, with implications for prevention, assessment, and intervention in schools.



Session Outcomes

By the end of this session participants will:

- have an understanding of recent research and theories about suicide,
- have an increased knowledge and understanding of the Interpersonal Theory of Suicide (ITS)
- further understand its application in completing suicide risk assessments and planning interventions in schools

Presenter Information

Sarah-Ann, Kadi and Kathryn are school psychologists working in the Goldfields Region of WA with a range of different experiences.

Sarah-Ann facilitates Gatekeeper Suicide Prevention and Triple P training.

Kadi has worked as the SSEN:BE Consultant School Psychologist for the Goldfields Region and facilitates Team Teach and Triple P training.

Kathryn is a provisionally registered psychologist in a high school setting. She facilitates Teen Mental Health First Aid with students.

Workshop 3

Katie K Martin & Dr Lisa Unwin

Evidence based Treatment for Conduct Disorder, Multisystemic Therapy, Specialised CAMHS

Session Outline

The lecture will provide School Psychologists with a basic understanding of conduct disorder and or oppositional defiant disorder and outline the relevant diagnostic criteria. The presenters will also explore and explain the main features of the Multisystemic Therapy (MST) Model and present relevant recent research in this area. Also covered during this session will be the discussion of several case examples of MST clients inclusive of the referral process, typical behaviours treated, assessment and treatment processes and outcomes for the young person.

Session Outcomes.

By the end of this session participants will:

- gain an understanding of evidence-based MST treatment for conduct disorder in youth aged 12- 16
- have a greater understanding of the MST model, inclusive of the referral process
- be able to review outcome data of clients from MST north and south teams

Presenter Information



Katie K Martin

Katie was a secondary school teacher in Arizona, USA prior moving to Australia. She then taught English as a Second language (ESL) to adolescents and adults for approximately four years here in Perth (Australian College of English, Lexis English, Navitas English and Curtin University.) She went back to study at university in 2012 and completed her Clinical Psychology practical placements at the Curtin University Child/ Adolescent Psychology Clinic, YouthLink and Royal Perth Hospital, Trauma Unit. As a Clinical Psychologist, she initially worked in private practice and has been at MST (Specialised CAMHS) for over two years.

Qualifications: Master of Clinical Psychology/ Bachelor of Psychology (First Class Honours)- Curtin University, WA; Bachelor of Arts, Psychology/ Education (First Class Honours)- Arizona State University, USA; Certificate IV: CELTA (English Language Teaching to Adults) – Phoenix Academy, WA.

Dr Lisa Unwin

Dr Unwin completed a combined Masters of Clinical Psychology and PhD with the University of Western Australia and the Telethon Kids Institute (TKI.) Lisa's research involved identifying early risk factors for Autism Spectrum Disorder among infant siblings of Children with Autism. This longitudinal study afforded Lisa the opportunity to travel internationally and present findings in Shanghai and USA. Lisa has completed several clinical psychology practical placements in clinics such as the Robin Wrinkler Clinic (UWA), the Centre for Clinical Interventions and Pathways, Specialised CAMHS. Since qualifying as a clinical psychologist Lisa has been employed by the Department of Health as an MST Clinician.

Both clinicians have been formally recognised by the MST Vice President for demonstrating outstanding and meritorious service within the MST community.



Qualifications: Doctor of Philosophy (Psychology)- University of Western Australia; Master of Clinical Psychology; B.A. (Hons)

Workshop 4

Laura Allison

Wellbeing Approaches in Education: From Programs to Practices

Session Outline

Traditionally a programmatic approach has been adopted in schools that teach students skills to prevent mental illness and promote wellbeing however there are limitations to this approach. To advance the field and be even more effective moving forward greater attention should be given to practicing these skills. Laura's workshop for the SPA WA Conference will take a deeper look at her research and provide participants with both a framework for wellbeing and a toolbox of these practices that can be adopted within schools.

Session Outcomes

By the end of this session participants will:

- have an understanding of some of the different approaches to promoting mental health in schools
- have insights into some of Laura's own research and practice in the area
- understand a practical framework of wellbeing to utilise in schools
- have access to a 'toolbox' of practices that can be used in schools



Presenter Information

Laura Allison BSc, BPsych, MPsych, ProfCertEd (PosEd) is a registered psychologist currently employed as the Coordinator of the Psychology Team for Catholic Education WA. Laura has worked across the Government, Catholic and Independent sectors and has been the Director of Wellbeing in two schools most recently at PLC Perth where she implemented a whole school approach to wellbeing and lead the project for the Lighthouse Wellbeing Centre.

Career Highlights

Laura has particular expertise relating to mental illness prevention and wellbeing promotion in education and was honoured to be the recipient of the 2015 WA School Psychologist of the Year Award. Laura is also the chair of the PESA WA Chapter Committee, sits on a number of steering and advisory committees and is a facilitator for Visible Wellbeing.

Workshop 5 ** (please note: this is a **whole day workshop**)

Dr Stacey Waters

Mindfulness Meditation Australia (MMA)

Mindfulness in Education

Session Outline

This workshop explores the important links between mindfulness and child/adolescent brain development, different mindfulness techniques, and you will be given simple tools for bringing mindfulness into daily routines.

Course content includes:

- defining mindfulness and meditation
- an introduction to the science of mindfulness and meditation
- tools for you and your students
- partake in different mindfulness and meditation activities
- how to implement mindfulness into the classroom
- explore MMA's curriculum
- What is a Whole School Approach to mindfulness?

Mindful Meditation Australia's training addresses the below components of the professional learning standards:

- 1.1 Physical, social and intellectual development and characteristics of students
- 4.1 Support student participation
- 4.2 Manage classroom activities
- 6.4 Apply professional learning and improve student learning

Session Outcomes

By the end of this session participants will:

- understand what mindfulness and meditation is
- understand the science behind why these practices work
- experience some simple practices
- learn how to lead simple meditations with a young people and
- receive MMA's curriculum

All notes, writing and session material will be provided on the day.

Presenter Information

Dr Stacey Waters is an experienced health promotion practitioner and researcher with extensive intervention research expertise. Stacey has led Edith Cowan University's Child Health Promotion Research Centre (CHPRC) for three years and has a strong track record in health promotion intervention research focusing on bullying prevention, mental health promotion, road safety, injury control and social skill development in children and adolescents.

Stacey's PhD research investigated the active components of a school's environment or ecology, which influence the extent to which young people feel connected to their school and the role this plays in promoting



mental health. She has won over \$5 million in competitive research funding and has published her research widely in the scientific literature. She has also provided extensive expert consultation for Government and non-Government organisations preparing formative intervention designs and program evaluations and is the immediate Past President of the Injury Control Council of WA, Deputy Chair of the Constable Care Child Safety Foundation and inaugural chair of the Mount Pleasant Primary School Board.

Testimonial about this workshop: *“Your presentation was wonderfully done, with facts and information interwoven with the meditation and mindfulness exercises! I am so impressed with your curriculum books. They are so simple, clear and well organised and most importantly, really doable.” – Andrea, Deputy Principal*

Workshop 6

Shona Rowan

Psychological Resilience: Develop and Sustain Your Personal Resilience at Work

Session Outline

This highly interactive workshop is designed to boost your psychological resilience and decrease your stress levels in 2018. You will learn practical ways to strengthen your resilience, bounce back from setbacks and deal effectively with change. We will also look at common risk factors that inhibit resilience and discuss practical steps you can take to protect yourself against stressors at work. The workshop concludes with delegates creating their own action plan to develop and sustain their psychological resilience both inside and outside the workplace.



Session Outcomes

By the end of this workshop participants will:

- understand exactly what resilience is and why it is so important to your overall wellbeing and success
- have discovered the research into key factors that promote psychological resilience and those that inhibit resilience inside and outside the workplace
- have uncovered the specific mind-sets and behaviours which resilient people possess
- have learnt ten practical strategies for strengthening personal resilience and bouncing back from setbacks
- have created their own personal action plan to boost psychological resilience

Presenter Information

Shona Rowan is a Peak Performance Consultant, Inspirational Speaker and Trained School Psychologist. She has spent the last 15 years working with organisations and individuals across a range of sectors to maximise performance and accelerate success. Via inspirational events and her signature peak performance workshops, Shona helps organisations develop their talent, retain their clients and empower their female staff. Drawing on her extensive training in Psychology, Hypnotherapy and NLP and wealth of international experience as a trainer, speaker and coach, Shona equips her clients with powerful tools and techniques to maximise their success in highly competitive environments.

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and internationally. Her clients include DLA Piper, Hawaiian, Shell, Gold Fields, UWA, Ashurst, Curtin University, ECU, The Royal Bank of Scotland and Citi Bank. She is also a popular guest speaker on gender balance and empowering women for Lockton Women in Leadership, Women in Technology WA, DLA Piper's Women's network, Shell Balance Network and Women in Subsea Engineering.

Qualifications/training: trained School Psychologist; Certified Practitioner of NLP and Hypnotherapy; Certificate 4 in Workplace Assessment and Training; Certificate in Personal Peak Performance Coaching.

Career Highlights

Some of Shona's career highlights include; Working internationally in Paris, Dubai, Switzerland, London, Budapest, America, Singapore and Germany as a speaker and consultant. Providing training and support for charities and corporate organisations that empower women and supporting gender balance. Shona is passionate about helping women increase their confidence, personal impact, visibility, networking and communication skills. Designing and delivering training programmes to help companies like Citi Bank, Shell, DLA Piper, Gold Fields and Hawaiian develop their people and raise organisational performance.

Shona loves the variety she now has in her work, from working with senior lawyers, students, and charities, through to working at remote mining sites in WA, or helping launch a Women's Leadership network in Abu Dhabi. In a previous life, Shona was ranked 6th in the world as a competitive Ballroom and Latin American 10-dancer.

Workshop 7

Associate Professor Lynn Priddis

Introduction to the use of the Diagnostic Classification System for 0-5 year olds (DCO-5) in School Settings

Session Outline

The DCO-5 is the acronym for "The Diagnostic Classification of Mental Health and Developmental Disorders of Infancy and Early Childhood" an international system that is now in its third iteration and is published by the US based Zero to Three organisation. It is a systematic developmentally based approach to the classification of social emotional and developmental difficulties in the first 5 five years of life and



complements and crosswalks to other systems such as the DSMV and ICD10. With five axes to consider this system provides a framework for clinicians to assess, diagnose and formulate presenting issues and to communicate with professionals from across the range of disciplines who work with young families. The system draws attention to both risk and protective factors for the child in terms of intrinsic biological and psychological factors and his /her relationships, psychosocial stressors, caregiving context and caregiving environments. Throughout the framework cultural considerations are incorporated systematically into each axis. Lynn will draw upon her clinical psychology experiences in international consultancy, private practice, schools and the WA Health Department as well as in the ECU Pregnancy to Parenthood clinic to think with participants about the use of this system in school settings.

Session Outcomes

By the end of this session participants will:

- have had an overview of the DCO-5 framework
- understand via an example of how this might be used in schools
- be curious to learn and think more about the DCO-5
- be informed of a two-day training on DCO-5 to be held in Perth in October

Presenter Information

Lynn is currently an Associate Professor of Psychology and the course coordinator for the Clinical Psychology Program in the School of Arts and Humanities at Edith Cowan University. Lynn's teaching background is in child, family and group psychology and psychotherapy in particular that of parent-infant relationships and the application of evidence based practice to couples and young families in distress. Lynn has 12 years recent experience in academia at Curtin University, an ongoing private clinical and counselling psychology practice, 10 years' experience as a school psychologist including four years specialist experience in charge of a centre for troubled children and four years' experience as a clinical psychologist in the WA Health Department. Lynn also has an ongoing research and reflective supervision arrangement with Ngala.

Career Highlights

- 2018 won the World Association for Infant Mental Health (WAIMH) Award for contributions to IMH
- 2017 accepted by Zero To three Organisation as expert faculty on the DC0-5

Workshop 8

Kim Bloor

Dyslexia SPELD Foundation (DSF)

Dyscalculia – Defining Features & Effective Strategies

Session Outline

Dyscalculia (a Specific Learning Disability in Mathematics) is characterised by an innate difficulty in learning or comprehending mathematics. This includes difficulties in understanding numbers, learning how to manipulate numbers and learning basic maths facts. These difficulties are unexpected in relation to a child's age, level of schooling and other abilities.



This workshop will provide participants with an understanding of the defining features of specific maths disorders and will focus on the functional impact of dyscalculia, as well as effective strategies for use both in and out of the classroom.

Session Outcomes

By the end of this session participants will:

- understand the defining features, causes and prevalence of Dyscalculia
- understand how to support student who find mathematical learning challenging
- have some knowledge of effective intervention strategies and classroom accommodations for students with maths learning difficulties
- be aware of appropriate screening and assessment tools to identify and diagnose Dyscalculia

Presenter Information

Kim is an Educational and Developmental Psychologist at DSF Literacy and Clinical Services where she assesses children, teenagers and adults with learning difficulties and disabilities. Kim also consults with families, teachers and school leadership teams on appropriate evidence-based classroom and individual strategies to improve literacy and numeracy, and regularly runs professional development workshops on effective literacy and numeracy instruction, recommended programs and specific learning disorders. Qualifications: BA (Hons), MPsych (Ed. & Dev.), Dip. Ed, (Spec. Ed.)

Workshop 9

Professor Dawn Bessarab

Clinical Yarning

Session Outline

Yarning is an Indigenous cultural form of conversation. This workshop will explore yarning as a clinical tool to establish a relationship with Indigenous clients and enhance communication prior to hearing their stories through storytelling, also known as narrative.

Clinical yarning can be broken down into three interrelated areas: the social yarn, diagnostic yarn and management yarn. In clinical practice, these overlap considerably and are interdependent.

In this workshop participants will reflect on their own cross-cultural communication skills in order to improve their effectiveness in working with Aboriginal clients.



Session Outcomes

By the end of this session participants will:

- understand why improving communication in Aboriginal health care is critically important
- understand their personal communication perspective/position and its origins
- understand the relationship between clinical yarning and cultural awareness/safety/security and core patient-centred communication skills
- be able to describe common communication barriers for Aboriginal people in health care encounters
- have a list resources to support cultural security and communication learning
- recognise the diversity of communication and uniqueness of each clinical interaction (such as cultural, individual, and geographical)

Presenter Information

Professor Dawn Bessarab is a Bard/Yjindjabandi woman from Broome in the West Kimberley. She is a senior social worker with extensive experience in Aboriginal child protection, community and family violence and drug and alcohol who graduated with her PhD in 2007, which looked at contemporary understandings of gender in the Aboriginal communities of Perth and Broome. Upon completion of her PhD, Dawn moved to doing Indigenous health research and worked at Curtin University for 5 years. Areas of health research has involved working collaboratively with teams of researchers in the field of chronic disease, cardio vascular, cancer and ageing. Dawn has also been engaged in developing a family assessment tool for an Aboriginal drug and alcohol organisation in Broome and has contributed to the development of Aboriginal parenting programs where she assisted in training and facilitation of Aboriginal people to deliver the program.

In late 2013 Dr Bessarab moved across to the University of Western Australia where she is currently the Director of the Centre for Aboriginal Medical and Dental Health. Professor Bessarab has extensive experience in lecturing in Aboriginal Studies and in developing curriculum material. She was a team investigator on a recently completed Office of Teaching and Learning grant; 'The Getting It Right' project which developed a framework for embedding Indigenous content into social work curriculum across Australia. Dawn is a chief investigator on a number of NHMRC grants and her expertise in Aboriginal research is highly regarded.

DAY 2 PROGRAM DETAILS

Friday 21 September

Keynote Address

How Can We Better Support Trans young People to Prevent Mental Health Difficulties? Implications for School Settings

Penelope Strauss

Telethon Kids Institute, Trans Pathways

Keynote Presentation Outline

It is known that young people who are LGBTIQ (lesbian, gay, bisexual, trans, intersex or queer) experience higher rates of mental health difficulties than their heterosexual and cisgender peers, little information has been documented on the experiences of trans and gender diverse young people in Australia. The Trans Pathways study is the first national survey of the mental health of trans and gender diverse young people in Australia and their experiences in accessing medical and mental health services. We obtained indices of current anxiety and depressive symptoms, as well as self-reported psychiatric diagnoses. Additional topics included self-harm and suicidality, potential drivers of poor mental health, and protective factors for mental wellbeing.



The Trans Pathways findings are alarming – four in five participants have self-harmed and one in two have attempted suicide. Mental health findings of the study will be discussed in comparison to the general Australian population, as well as exploring associations between negative life events and mental health outcomes. For example, participants with a prior suicide attempt were 3.9 times more likely to have been exposed to issues within educational settings compared to those who have never attempted suicide. Both unstable accommodation and issues within educational environments (school, university and TAFE) were largely related to self-harming and suicide attempts. These are two areas that can be improved through interventions with families and educational environments to ensure they are supportive of trans and gender diverse young people.

The findings from *Trans Pathways* paint a challenging picture of what growing up in Australia is like for trans young people, where every day experiences may contribute to mental health difficulties, and simultaneously these young people struggle to find adequate support from their families and the healthcare system. This presentation will discuss ways in which we can all improve the lives of trans and gender diverse young people.

Session Outcomes

By the end of this session participants will:

- have a deeper understanding of the mental health difficulties experienced by trans and gender diverse young people
- have improved knowledge on how they can better support trans young people with whom they have contact
- be able to become champions for trans young people and help educate their peers on why awareness in this area is imperative

Speaker Information

Penelope Strauss holds a Master of Public Health from the University of Western Australia. She is a current PhD Candidate at Telethon Kids Institute and UWA. Her research is focussed on the mental health of trans and gender diverse young people and their experiences of accessing medical and mental health care services. Penelope aims to improve the wellbeing of trans young people through improving service provision to better support trans young people. She currently sits on committees for both the Australian and New Zealand Professional Association for Transgender Health and the World Professional Association for Transgender Health.

Career Highlights

Penelope recently led the *Trans Pathways* project which is the largest study of its kind in Australia. This research has highlighted the difficulties that trans young people are facing growing up in Australia. These findings have spurred and informed further research and have also engaged policy makers in trans health. The *Trans Pathways* report was covered extensively by media, including ABC News (national TV broadcasts), Channel 10 News (TV), ABC Radio and ABC News (national radio broadcasts), Triple J, and Radio National. A Meltwater report (which does not include all coverage) suggested that *Trans Pathways* media reached approximately 8.4 million people.

Concurrent Sessions

Day 2 Friday 21 September

Workshop 10 ** (please note: this is a whole day workshop)

Lidia Genovese

Changing Tracks – An integrative Cognitive Behaviour Therapy (CBT) approach for Young Minds

Session Outline

The Changing Tracks programs consist of intervention strategies applicable to children from 9 years of age to adults. The programs are based on Cognition, Affect, Behaviours, Consequence and Adaptive Affect (CABCCA), a cognitive behavioral model based in social learning theory and self-efficacy. The overall aim of the Changing Tracks programs is to give health professionals and educators the tools to help children change dysfunctional thoughts and behaviours and assist them to develop life skills to maintain good mental health.



The Changing Tracks programs focus on assisting children to:

- develop more rational and positive thinking styles
- learn self-reflection and thought monitoring
- develop resilience
- develop a more internal locus of control
- gain personal power and self-responsibility
- learn self-regulation of emotions
- develop a motivation to change and
- learn and enhance social skills.

Session Outcomes

By the end of this workshop participants will:

- have the knowledge and skills to implement an intervention strategy to facilitate, emotional regulation
- be able provide a change in thinking/attitudes and change in behaviour in children and adolescents

Presenter Information

Lidia is an endorsed Counselling Educational/ Developmental and clinical psychologist. She began her professional career as a primary school teacher, which she did for 7 years before moving into school psychology. Teaching Special Needs children was her motivation to study psychology and consequently she began her career as a school psychologist in 1976. Lidia was a Senior school psychologist for over 15 years.

In 1986 she returned to university to complete a Masters of Psychology in Counselling Psychology. Lidia chose Counselling Psychology as because of its humanistic philosophy. She strongly believes in working together. Upon completion of her masters she went into private practice, where she has now been working for over 35 years.

Lidia has served as Chair of the Counselling College of Western Australia, Chair of the Perth Branch and State Chair. She has been an Australian Psychological Society committee member for most of her professional life. Over the years she has built bridges with the medical profession through teaching mental health skills and above all by modelling the importance of healthy interpersonal skills. Lidia has run a thriving practice for the last 35 years and has supervised and mentored many psychologists.

Currently she is taking “Changing Tracks” overseas and is presenting workshops in the United States.

Career Highlights

Some of Lidia’s extensive career highlights include:

- writing group programs for children and adolescents
 - *Changing Tracks* for 9 to 12
 - tracking success for adolescents
 - *Changing Tracks* through Life Theatre for young people at risk
- being Psychology advisor Dept. of Veteran Affairs
- being the author and provider of accredited training programs for the Royal Australian College of General Practitioners
- having *Changing Tracks* programs included in KidsMatter (now also in Beyond Blue) initiative
- implementing *Changing Tracks* programs in the USA
- taking leadership roles within our profession. Counselling College (WA) Chair, APS Perth Branch Chair, APS WA State Branch Chair
- being awarded Fellow status in the APS
- being presented with inaugural Award of Distinction by the APS Counselling College in 2005

Workshop 11 ** (please note: this is a **whole day workshop**)

Dr Stephanie Hill & Louise Pannekoek

Centre for Clinical Interventions, (CCI)

Working with Clinical Perfectionism



Session Outline

Although having high standards is often thought of as a positive attribute, having a self-worth dependent on a relentless pursuit of unrealistically high standards can leave clients vulnerable to a range of psychological difficulties. As such, clinical perfectionism is a trans-diagnostic problem relevant to a diverse range of client presentations.

Session Outcomes

By the end of this session participants will:

- have a clear understanding of what is helpful and unhelpful about being a perfectionist
- have a clear formulation and treatment planning model that illustrates the self-reinforcing cycle of perfectionism
- have observed and practiced treatment strategies for helping clients to reduce their perfectionism

Presenter Information

Dr Stephanie Hill

Stephanie completed her Doctor of Psychology (Clinical) at the UWA. She has been a part of the eating disorders team at CCI since 2012. Stephanie has previous experience working with young people and adults with eating disorders and other mental health issues, in both inpatient and outpatient settings.

Career Highlights

Some of Stephanie's career highlights include; presenting at various conferences and workshops to help increase awareness and understanding of eating disorders and other debilitating mental health issues in order to help those suffering access appropriate and effective evidence supported treatment. Also, the day to day clinical work seeing clients hard work and dedication to recovery allowing them to make meaningful and lasting improvements to their functioning.



Louise Pannekoek

Louise completed her Masters of Clinical Psychology at UWA, and is in the process of completing her PhD. She has been part of the Mood and Anxiety team at CCI since 2016. Her clinical experience includes working with young people and adults in individual and group therapy, addressing a range of issues including depression, anxiety, substance use and eating disorders. She has also facilitated body image, self-esteem and media literacy interventions with adolescents in athletic and school settings.

Career Highlights

Besides the privilege of helping people make lasting changes to their mental health, Louise has presented her research at a number of national and international research conferences. She was awarded a Butterfly Foundation research scholarship, as well the Australian and New Zealand Academy for Eating Disorders (ANZAED) Peter Beaumont Young Investigator Award.

Workshop 12

Fiona Smith

Director, Gifted Minds

Psychologists & Gifted Clients: when 'unusual' is typical and 'atypical' is usual



Session Outline

Fiona Smith will present a session that aims to get participants thinking and talking about what it means to be a gifted student. Research in this area has focused largely on possible and appropriate educational interventions for the intellectually gifted, usually high-achieving, student. Fiona's session will look at definitions of giftedness and how IQ tests reflect and change perceptions of what it means to be a gifted student. She will talk about the quirks of the gifted and how these can impact on testing and assessment and will outline some characteristic profiles. Fiona will also talk about over-diagnosis, misdiagnoses and dual diagnosis, introducing the work of Dr James Webb and the SENG Initiative. Finally, she will give a brief overview of current school practices and interventions for gifted students that have been implemented both locally and globally. Fiona is interested in the opinions and experience of her participants and welcomes some healthy debate over topics such as acceleration, under-achievement, diagnoses and twice exceptionality

Session Outcomes

By the end of this session participants will:

- have a working knowledge of why gifted clients may present differently during assessments and during counselling
- understand what the term gifted actually means and how it is defined
- have insights into why gifted students need interventions at school
- know the interventions with the best research to support their effectiveness

Presenter Information

Fiona Smith is the Director of the Gifted Minds practice. She has a Bachelor of Arts degree with Honours in Psychology and a Master of Education degree, majoring in Gifted Education. She also has full registration with the Psychology Board of Australia and Full Membership of the Australian Psychological Society. Fiona's qualifications make her unique in the field, as she combines degrees in Psychology and Education, while specialising in gifted education.

Fiona has worked with gifted individuals for the last eighteen years beginning at GERRIC (Gifted Education Research, Resource and Information Centre) UNSW in 1998 and commencing her private practise in 2004. She has had extensive experience using the Stanford Binet (Fifth Edition, Fourth Edition and SB-LM) and Wechsler tests (WISC-V, WISC-IV and WISC-III).

Fiona is frequently invited around Australia to assess gifted children and adolescents, visiting Perth, Albany, the Gold Coast, Canberra, the Sunshine Coast, the Southern Highlands, Dubbo and other venues in rural NSW. Fiona was invited to assess in Beijing in March 2007 and travelled to Hong Kong with Minh in 2011 to assess over twenty children. Fiona often talks to parent groups and teachers. She has also worked with the Sydney Catholic Education Office to help identify children for their SWAS (School Within A School) Program.

Fiona has a special interest in working with gifted adolescent girls and women who are having difficulties with their intensities and sensitivities. Her other areas of interest include literature for gifted kids, using humour in counselling and parenting, and identifying creative-divergent (invisible) gifted children.

Career Highlights

Some of Fiona’s career highlights include;

- Six years working at GERRIC, UNSW, setting up the Assessment Services
- 14 years in private practice, assessing and counselling gifted clients and the parents of gifted children
- Extensive travelling interstate for assessments and overseas to talk at Conferences
- Above all – the joy of working with amazing, curious, quirky and creative children

Workshop 13

Elizabeth (Liz) Kent, Sarah Harrower & Sarah Heppell

Kimberly School Psychology Service

Enabling and Promoting School Staff Wellbeing in Kimberley Schools



Session Outline

This session will explore what is known about enabling and promoting school staff wellbeing, with a particular focus on the Australian rural and remote school context.

Practical implications of theory and research in designing interventions to enable and promote school staff wellbeing in Australian rural and remote schools will be discussed and the application of wellbeing interventions in school settings outside of rural and remote areas will be explored.

Session Outcomes

On completion of this session participants will:

- have an increased understanding of how staff wellbeing can be positively influenced to better the educational outcomes of students

Presenter Information

Sarah Harrower is a registered psychologist who has grown into the role while working in the East Kimberley Region.

Sarah Heppell is a provisionally registered psychologist in her third year working within the West-Kimberley region.

Liz Kent is a registered psychologist who has lived and worked across the Kimberley region for over a decade.

Workshop 14

Dr Phil Watts

Surviving the Witness Box: Avoiding and Surviving the courtroom

Session Outline

Going to court is highly stressful for most school psychologists. Frequently it is one of the most professionally stressful events of your career. However, there are two critical components to surviving the witness box. These are the facts that courtroom performance is a skill, and preparation is critical to good evidence.

The skill component can be learnt. Having a basic understanding of the legal system, understanding the “game” of court, and knowing how to answer basic ploys are essential to good performance. This workshop is an introduction to these critical components.

Preparation before court is not simply reading the file, but determined by the notes you took, the report you wrote, and even how you set up your relationship with the child and parents. Become aware of the various pitfalls rather than finding out in the courtroom!



Session Outcomes

By the end of this session participants will:

- understand the basic workings of the court system
- know how to practice in an ethical manner which minimises problems in court
- be able to anticipate what style of questioning will happen in the witness box
- have some skills to deal with cross-examining barristers

Presenter Information

Dr Phil Watts is one of Australia’s leading forensic psychologist with nearly 30 years’ experience. He is in full-time private practice in South Perth, an associate professor at Canberra University, and teaches on an occasional basis at Murdoch university. He is author of 6 books on a variety of topics from giving evidence, to shared care, internet pornography and breast cancer.

Career Highlights

Dr Phil has been court expert in over 1200 family court matters and frequently gives evidence in various courts. He is a national presenter on many different topics related to ethics and legal matters. He frequently presents at international conferences including the USA, South Africa and the UK.

Workshop 15

Paul Russell

Systemic Applications in School Psychology (or Why School Psychologists Shouldn't See Kids)



Session Outline

In a world where the only constant is change, schools are faced with the need to adapt creatively to changing societal demands, parental expectations and children with increasingly diverse needs. This presentation will argue that lasting and effective change can only occur with systemic and organisational change, and that school-based psychologists are an invaluable, but sometimes overlooked, resource in driving and supporting effective, evidence-supported, organisational change in schools.

While not providing a model structure for school organisational reform, the presentation will briefly examine the necessity for organisational change and draw on Mintzberg's five-, and later seven-, faceted model of organisations to consider both organisational structure and organisational change, as well as providing an understanding of the generic structures of organisations which can be insightful in examining the pressures for organisations like schools to embrace or to resist change.

It will then look at the nature of the field of school psychology, and the challenges that a tension between direct and indirect service models brings, as well as the opportunities. It will suggest that a failure by school psychologists to act systemically and towards system and organisational reform is a failure of the profession. Organisational and systemic reform is necessary in schools, and this presentation will suggest that this can occur best when school-based psychologists are able to move away from direct service models that treat individual children to systemic model that support whole-school change.

Session Outcomes.

By the end of this session participants will:

- have had an opportunity to consider systems-based models
- recognise the need for systemic change (in both schools and in the practice of school psychology)
- understand the need for and importance of working in indirect service provision as a school psychologist

Presenter Information

Paul is an endorsed educational and developmental psychologist, with school-based as well as clinical experience. He is currently the Lead Psychologist and Coordinator of the AISWA Schools Psychology Service.

Career Highlights

Travelling to Canada as part of the 2017 ANIKA Foundation Grant to meet and work with staff there on mental health literacy initiatives.

Workshop 16

Associate Professor Penelope Hasking

Addressing and Responding to Non-Suicidal Self- Injury (NSSI) in School Settings

Session Outline

In this session Associate Professor Hasking will present the latest evidence regarding the nature and extent of NSSI, the relationship between NSSI and suicidal behaviour, the impact of NSSI on parents and families, and strategies for talking about and responding to NSSI. This will be followed by a Q & A Session, in which Associate professor Hasking will answer your questions about NSSI.

Session Outcomes.

By the end of this session participants will:

- have a greater understanding of NSSI in school contexts
- feel more confident in working with parents and family members
- be able to implement standard protocols and policies about addressing and responding to NSSI in schools



Presenter Information

Penelope Hasking is an Associate Professor of Psychology at Curtin University. Her primary research interest is in Non-Suicidal Self Injury (NSSI), an area she has been researching for over 15 years. Much of this work has focused on socio-cognitive factors that initiate and maintain NSSI in youth, the needs of school staff who address NSSI in the school setting and the views of parents of young people who self-injure. As the chair of the International Consortium on Self-Injury in Educational Contexts she has led an international approach to responding to NSSI on university campuses.

Workshop 17

Kim Bloor

DSF

Assessment of Specific Learning Disorders in students learning English as an additional language or dialect (EAL/D)

Session Outline

Parents and educators alike are concerned when EAL/D students experience difficulty learning to read. While we have strong evidence to guide our understanding of how children learn to read and which interventions are most effective, there are several factors that make the process of clearly identifying whether the difficulty is due to a learning disorder or simply the result of learning to read in an additional language more challenging. Identifying appropriate assessment processes and tools is an important first step to ensuring suitable instruction and support.



This workshop will aim to give an overview of the issues in assessment and identification of specific learning disorders in EAL/D students, as well as effective processes and tools to use in differentiating specific learning disorders from other issues that may be obstacles to their learning and development.

Session Outcomes

By the end of this session participants will:

- understand the issues in assessment and diagnosis of learning disorders in EAL/D students
- gain knowledge of effective tools and processes to assist in identifying the reason for the academic difficulties experienced by EAL/D learners

Presenter Information

Kim is an Educational and Developmental Psychologist at DSF Literacy and Clinical Services where she assesses children, teenagers, and adults with learning difficulties and disabilities. Kim also consults with families, teachers and school leadership teams on appropriate evidence-based classroom and individual strategies to improve literacy and numeracy, as well as regularly runs professional development workshops on effective literacy and numeracy instruction, recommended programs, and specific learning disorders. Qualifications: BA (Hons), MPsych (Ed. & Dev.), Dip. Ed, (Spec. Ed.)

Stories from the Field

Story One

Matt Brennan- Jones

Data Informed Service Planning and Reflective Practice

Session Outline

Sharing of experience regarding use of data to inform service planning, analysing and reflecting on practice, influence of data on negotiations with schools and future service planning and delivery. Upon completion of this session participants will be able to consider the role of data and reflective practice within their own work.



Presenter Information

Matt is a passionate and dedicated school psychologist who has been working for the Department of Education for a number of years. He has a keen interest in mental health promotion and in the effective use of technology in our work. Matt is a member of the SPA Committee and has recently been in an Acting Lead School Psychologist Role.

Story Two

Tonia Fahey, Lauren Twomey & Ailsa Early

Child and Parent Centres in Western Australia: What is the School Psychologist's Role?

Session Outline

There are 21 Child and Parent Centres across Western Australia. They offer a range of services to their communities. The Child and Parent Centres (CPCs) are a joint government initiative managed and coordinated by NGOs. Tonia, Lauren and Ailsa are the three school psychologists servicing the 21 Centres. They offer workshops, seminars and sessions primarily to parents, and selected stakeholders.



Tonia Fahey and Matt Sanders

Session Outcomes

By the end of this session participants will:

- understand the services offered by the CPCs
- appreciate the role and capacity of the CPC school psychologists
- have the knowledge to access the services of the CPCs

Presenter Information

Tonia is a Senior School Psychologist who has been employed by the Department of Education for over 10 years. She has worked in various regions across Western Australia including the Pilbara and Kimberley. Tonia has worked in some of the States most remote areas with some of the most vulnerable populations both as a school psych and a Triple P facilitator. Tonia won the Triple P Practice Excellence Award for 2018 which was presented at the Helping Families Change Conference, held in Santa Rosa California in March this year.

Lauren is a passionate school psychologist and has worked with communities and agencies across several locations across the State to empower parents and educators to enhance the skills that have been highlighted as important to them.

Ailsa has a passion for parent education and has been a school psychologist in the DoE for over 7 years. She has delivered Triple P over several years and has been the Triple K Key Contact for Department of Education South-Metro West region for three years and currently delivers parent workshops through CPCs.



SPA WA
School Psychologists Association of Western Australia Inc.

Did you know that we are on Facebook? Give our page a like for information, updates and the occasional amusing post! It's a great way to stay connected!

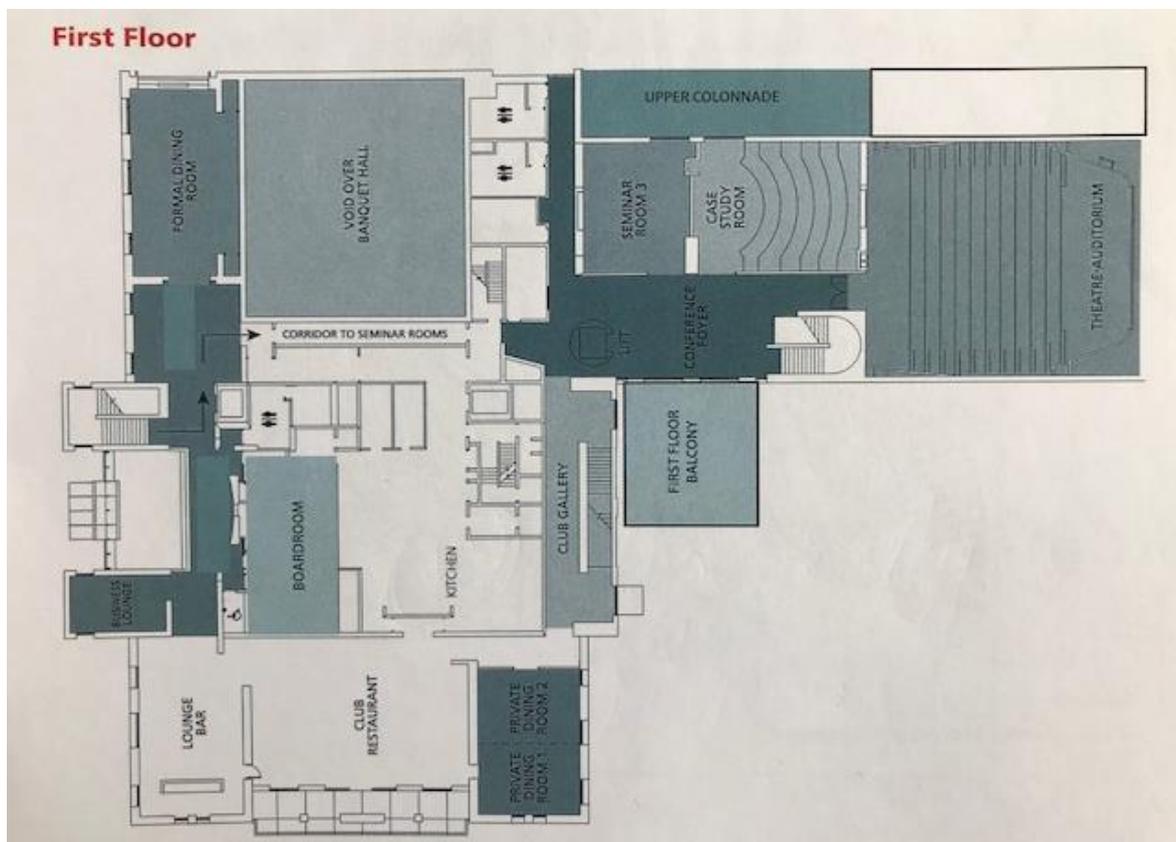
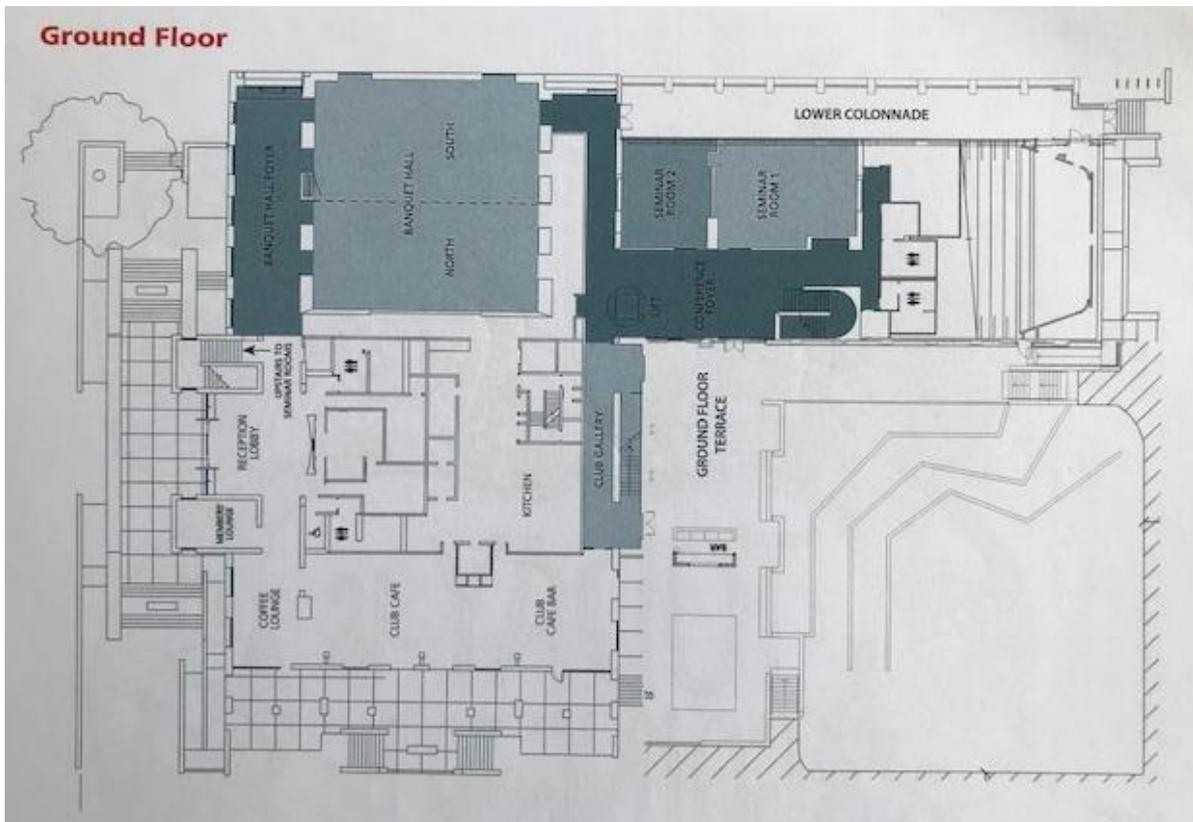


@schoolpsychassociationofWA

Venue Details

The University Club of Western Australia

Venue Map



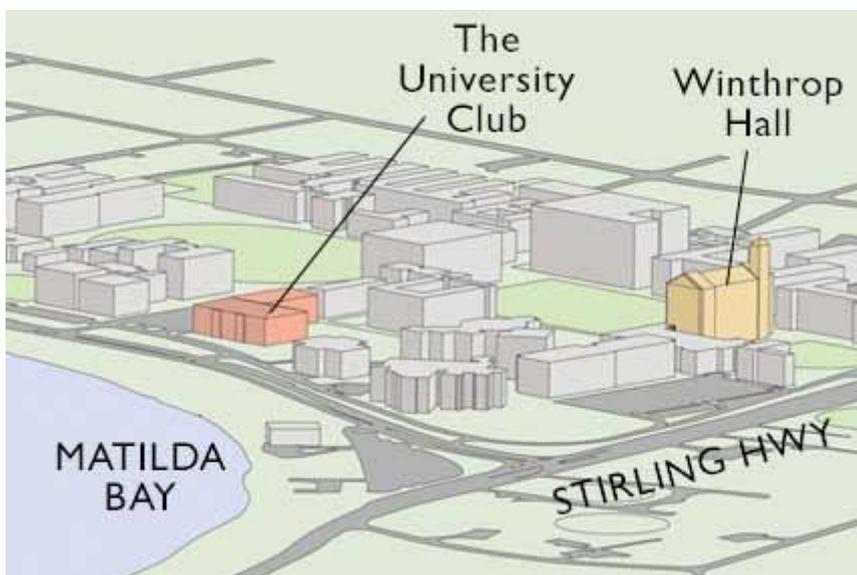
Getting to the University Club of Western Australia

Public Transport

To access The University of Western Australia via public transport please check with Transperth for current information 13 62 13 or visit www.transperth.wa.gov.au Bus Routes to UWA Campus: 23, 24, 78, 97, 98, 99, 102, 103, 107.

Parking

There is paid parking adjacent to the club or street parking on the University side of Hackett Drive – Meter parking, with an inexpensive day rate. Or, alternatively car park 23 on the corner of Hackett Drive and Mounts Bay road, is also ticket parking with a day rate. Please be advised that parking on the UWA campus can be challenging. Arriving early is advised if possible.



Physical address:

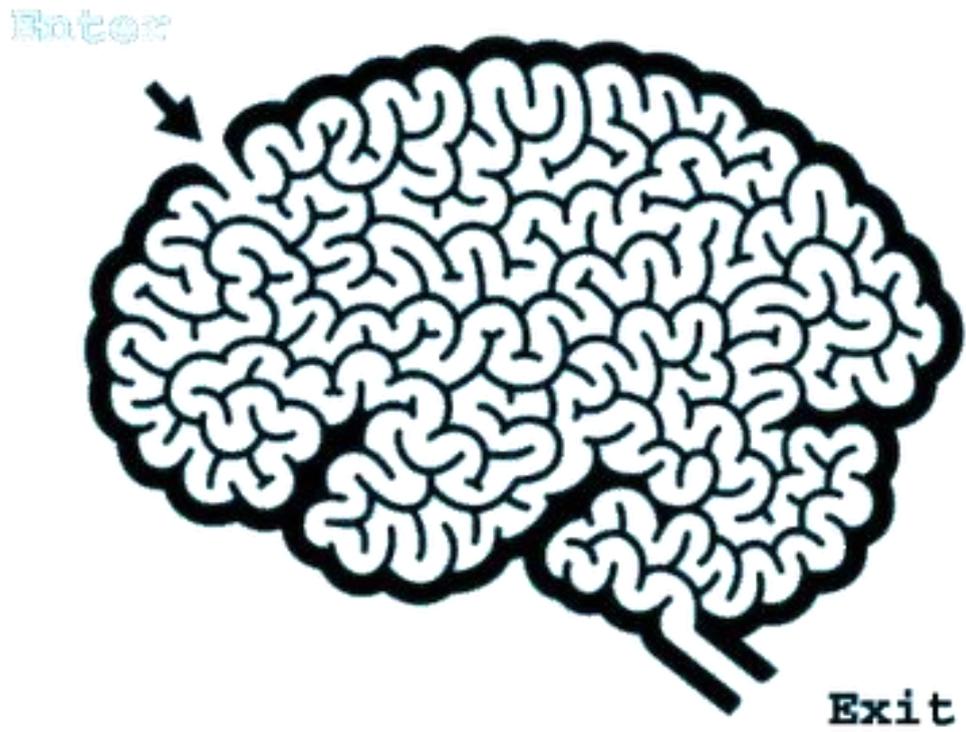
Hackett Drive
Entrance #1
Carpark #3

Club Reception contact details:

Telephone number: (08) 6488 8770
Facsimile number: (08) 6488 4832
Email: info@universityclub.uwa.edu.au

Fun Stuff

Brain Maze



Sudoku

5	3			7				
6			1	9	5			
	9	8					6	
8				6				3
4			8		3			1
7				2				6
	6					2	8	
			4	1	9			5
				8			7	9