

Årets föreläsare

Christina Salmivalli

måndag 28 oktober, kl 09:00 - 16:00

Professor of psychology
University of Turku, Finland

Christina Salmivalli, PhD, is a Professor of psychology at the University of Turku, Finland. She has done school-based research on bullying and its prevention for almost three decades. Salmivalli's team developed the KiVa antibullying program, which is widely used in Finland and beyond. Her work has been awarded both nationally and internationally. Salmivalli has published research articles, book chapters, and books on the topics of children's peer relations and school bullying. She has been in charge for numerous large-scale projects funded by the Academy of Finland and other funding organizations in Finland and at the European level. She has trained and supported thousands of teachers in their antibullying work.



Jacqueline Roberts

tisdag 29 oktober, kl 09:00 - 16:00

Professor
Inaugural Chair of Autism
Autism Centre of Excellence
Griffith University, Australia

Jacqui was appointed inaugural chair of Autism in the Autism Centre of Excellence (ACE) at Griffith University in 2011. Jacqui's background in autism stretches back over 30 years. She has worked in schools for children with autism as a teacher, speech pathologist, principal and senior administrator. Prior to her appointment at Griffith, Jacqui worked as a consultant and held several part time research appointments at different universities teaching autism studies and leading/managing research projects and professional development.

Jacqui is a director of the Australian Advisory Board on Autism Spectrum Disorders providing input to the board on a national autism research agenda. She received the Asia Pacific Autism Conference (APAC) award for outstanding service to the autism community.

In her current position as the director of the Autism Centre of Excellence (ACE) Jacqui is responsible for developing the research agenda focusing on research that will enhance outcomes for individuals with autism. The ACE also offers an extensive multidisciplinary postgraduate study program in Autism comprising a graduate certificate, masters and doctoral program in autism studies and engages in consultancy with industry and government.

In 2018 second edition of Understanding Autism. The Essential Guide for Parents was published. Jacqui co-authored the book with Professor Katrina Williams. Jacqui is currently editing the upcoming Autism and Education Handbook to be published by Sage mid 2019.



Måndag 28 oktober
09:00-16:00

Christina Salmivalli



Evidence-based prevention of bullying

The workshop provides an overview of the mechanisms and consequences of bullying in schools, focusing on the peer group dynamics that enable such behaviors and contribute to their persistence as well as to their negative effects. After that, the workshop focuses on evidence-based prevention and intervention of bullying, discussing effective universal and indicated practices. Finally, we will discuss challenges faced by school personnel in their anti-bullying efforts and how they could be mitigated. Many examples provided are based on experiences with the KiVa anti-bullying program (www.kivaprogram.net), developed by prof. Salmivalli's team and now widely used in Finland and in numerous other countries.

As a teacher you will get knowledge about...

- why students bully and what is the role of the peer group in bullying
- the most effective universal and indicated actions to combat bullying
- the challenges faced, and solutions found in antibullying work

As a principal you will get knowledge about...

- why students bully and what is the role of the peer group in bullying
- the most effective universal and indicated actions to combat bullying
- the challenges faced, and solutions found in antibullying work
- the role of whole-school commitment and ideas for whole-school actions to combat bullying

As student health staff you will get knowledge about...

- consequences of bullying and how they could be alleviated

Tisdag 29 oktober
09:00-16:00

Jacqueline Roberts

*Autism and education: Current practice,
issues and emerging trends*



Education for all in the mainstream is seen internationally as a basic human right and in some countries this is enshrined in legislation. As a result all over the world increasing numbers of young people with autism are being enrolled in mainstream schools. In Australia for example nearly 3% of children in schools in the state of Queensland have a diagnosis of autism which means that most teachers can expect to have at least one child with autism in their class each year. However, when it comes to school, young people with autism have described themselves as 'square pegs in round holes', referring to the fact that mainstream school can be hugely challenging for students with autism. The mismatch between schools and students with autism has resulted in a disproportionately high number students with autism failing in our schools. Educational outcomes for young autistic people in terms of employment, transition to tertiary education, and quality of life continue to be poor relative to their potential and in comparison to both the typical population and other disability groups. The personal cost for the autism community (parents, professionals and people with autism) is high, as is the societal cost with the consequent long-term need for resource-intensive care. Most importantly society fails to benefit from the considerable skills and talents of the autistic population.

In this presentation we will examine the perceptions of stakeholders (parents, professionals and autistic people) in relation to the inclusion students with autism in education and in particular the perceived facilitators and barriers. We will consider the issue of co-morbid mental health issues and autism, with a focus on stress, anxiety and anxiety disorders, and discuss prevention and management. The focus of the final part of this presentation is discussion of a strengths based capacity building model designed to make schools more autism friendly and improve outcomes for autistic students. The model incorporates what we know about good practice in autism education and focuses on a leadership driven approach designed to implement change at a whole school level which develops and capitalises on student strengths and benefits the whole school. The School-wide Autism Competency model (SAC) model was tested in Queensland schools. The key objective was to improve outcomes for both school communities and for students with autism with twin goals of increasing teacher sense of competence and increasing engagement of students with autism. Target focus areas nominated by schools involved in the project included (in order of priority): Professional development; conditions for learning; shared leadership; curriculum and teaching; parent and community support. The results of this applied research project will be presented and discussed focusing on what can be done in practice in mainstream schools to improve awareness and understanding of autism, assessing your school for 'autism friendliness', developing and implementing strategies at a whole school level, classroom level and individual student level to improve outcomes for everyone including students with autism.

Fortsättning på nästa sida

Tisdag 29 oktober
09:00-16:00

Jacqueline Roberts

*Autism and education: Current practice,
issues and emerging trends*



Fortsättning från föregående sida

As a teacher you will get knowledge about;

- understanding students with autism
- what makes school work for students with autism
- strategies to improve learning outcomes for students with autism at an individual student level, a class/group level and a whole school level
- facilitators and barriers to adapting teaching practices (Process - how we teach) and curriculum (Content – what we teach)
- a person centred approach to working collaboratively with families, autistic students and other professionals

As a principal you will get knowledge about;

- what makes school work for students with autism
- understanding students with autism
- strategies to improve learning outcomes for students with autism at an individual student level, a class/group level **and a whole school level**
- facilitators and barriers to adapting teaching practices (Process - how we teach) and curriculum (Content – what we teach) **with a focus on the role of leadership**
- a person centred approach to working collaboratively with families, autistic students and other professionals

As a health (student) professional you will get knowledge about;

- **students with autism**
- **what makes school work for students with autism**
- strategies to improve learning outcomes for students with autism at an individual student level, a class/group level and a whole school level
- **facilitators and barriers** to adapting teaching practices in a **holistic approach** focusing on co-morbid challenges, mental health and anxiety in particular
- **a person centred approach to working collaboratively with families, autistic students and other professionals**