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Mental Health Promotion, Prevention and Early Intervention for children with ID:

How Does your Engine run? The Alert Program® for Self-Regulation
The Alert Program (AP) is for children 8-12 years of age with sensory processing and/or learning impairments. The Alert Program assists children who have learning disabilities and attention problems (as well as typical children) to understand the basic theory of sensory integration related to arousal states. Through the program, children learn a repertoire of strategies that enhance their abilities to learn, interact with others, and work or play. Children not only learn to monitor their level of alertness, but improve in self-esteem and self confidence. If children are intellectually challenged or developmentally younger than the age of eight, the program's concepts can be utilized by parents or staff to facilitate optimal functioning.

7 -8 August, Brisbane QLD –

10 - 11 August, Melbourne VIC –

14 - 15 August, Sydney NSW –

To register go to this website www.sensorytools.net

Stop Think Do

The aim of this program is that children can use the Stop Think Do social problem solving method for resolving conflicts. Adults can also use Stop Think Do to manage children's behaviour, in this case directly sharing the responsibility for problem solving with the child. Specific applications for this program include anxiety, ADHD and Asperger Syndrome.

Applications for Classroom Teachers and Health Professionals, 2nd September, Peakhurst 6.00-9.00pm

Applications for Parents, 24th June, Peakhurst, 6.00pm-9.00pm

Hosted by Learning Links www.learninglinks.org.au

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Please forward this newsletter to other professionals interested in Mental Health and Intellectual Disability

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Education Training:

Literacy Goes Digital: Digital resources can be used to enhance effective literacy instruction. This course will explore a range of digital resources readily available to primary classrooms and how to utilise the potential of resources including learning objects, online tools, visual simulations and interactive whiteboards. Teachers will be involved in hands-on learning activities that can be transferred directly to classroom practice. Course *Date:* Monday 2nd, 2010 *Target Group:* Teachers of special education and aides K-12. Details online at www.aisnsw.edu.au.

The Training and Behaviour Intervention Support Service offers several practical workshops for professionals, carers and parents. *Writing Social Stories* (24th June, 9.30-2.30, Free, Parents only). www.interactiondisability.com/TABISS.pdf

Reference List: Clarifying concepts of disturbance, disorder and mental illness in children and adolescents with intellectual disability by David Dossetor from page 16

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Emerson, E. (2004). Poverty and children with intellectual disabilities in the world's richer countries. *Journal of Intellectual and Developmental Disability*, 29(4), 319-387.

Lee P, Moss S, Friedlander R, Donnelly T, Honer W. (2003). Early-onset schizophrenia in children with mental retardation: diagnostic reliability and stability of clinical features. *Journal of American Academy of Child and Adolescent Psychiatry* 42:2, 162-169.

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