


Presenter Name and Job Title	Biography	Workshop Title and Description
 <p>Penny Sue Jacobsen (left) and Mary E. Robson (right)</p> <p>Founders of Compassionate therapies, HANDLE, Australia</p>	<p>Mary and Penny formed Compassionate Therapy and Training Centre which is a social enterprise formed in 2009. Their mission to share knowledge of neuroplasticity with others in the aim to enhance and enrich the lives of differently abled children and adults. Mary and Penny have worked with people in Australia and Asia for many years creating personalised programs and offering training for families and educational providers.</p>	<p>Introduction course to HANDLE Training</p> <p>HANDLE® (Holistic Approach to NeuroDevelopment and Learning Efficiency) is an effective, non-drug, respectful, movement-based therapy. The HANDLE approach incorporates research and techniques from medicine, rehabilitation, psychology, education and nutrition. HANDLE is for people of all ages who experience obstacles to functioning in life and learning. Read more here:</p> <p>HANDLE combines an understanding of neuroplasticity and the interplay among mind, body and environment to help the brain gently change itself. It's designed to enhance neurological systems that are causing learning or life difficulties, without force or judgment. HANDLE gets to the root of what some might consider problematic behaviors by listening and observing, not pushing or judging. It can assist children and adults labeled with, but not limited to:</p> <p>ADD, ADHD, Dyslexia, Autism, Traumatic Brain Injury, Tourette's Syndrome, Anxiety, Depression, Seizure Disorders, ODC, ODD, PDD-NOS, Issues of Aging, Cerebral Palsy, Down Syndrome, Genetic Disorders, and more.</p> <p>http://compassionate-therapy.net.au/what-is-handle/ or visit www.handle.org</p>



Swee Lan

Gamuda Enabling Academy

Swee Lan served as the Lead Coordinator of United Voice, the first Self-Advocacy Society in Malaysia, 2002-2011 before Japan International Cooperation Agency (JICA Malaysia) appointed her to be the Project Consultant to Implement the Job Coaching Programme in Malaysia, a national project led by Malaysia Department of Social Welfare and JICA Malaysia, 2011-2015.

Since 2016, she was appointed as Project Manager for Gamuda Project Differently-Abled and Enabling Academy – an Employment Transition Programme to promote sustainable employment in collaboration with other partner companies.

Enabling differently Abled Adults in Malaysia to access a Vocational Pathway

Swee Lan will share on the concept of Supported Employment, the impact of Employment Transition Program and the Enabling Academy Employment Transition Programme in promoting sustainable employment.



Tam Wilson

Head of the Alternative Pathway and Secondary Inclusion Team, Nexus

Tam, originally a specialist special needs teacher working with LD, PD and PMLD students in the UK founded the Alternative Pathway at Nexus International School.

The Alternative Pathway curriculum provision has grown extensively since 2014 now providing qualifications and vocational work based learning opportunities with local businesses supported by job coaches and structured work systems.

Inclusive models in Secondary Mainstream School.

Tam will share the trials and tribulations in providing an integrated provision in a secondary school which allows differently abled learners to access a personalised learning pathways centered on their abilities.



Dorthe Allen

Secondary Inclusion Teacher, Nexus

Dorthe trained in Australia and has 20 years' combined experience in teaching EAL, Intercultural Communication and Theatre studies. She has worked in a variety of international settings with students in primary, secondary and tertiary institutions.

Dorthe has developed and trained teachers in identifying and supporting EAL students with SEN at her previous schools, and she joins Nexus this year in the Inclusion department as a Learning Support teacher.

Identifying EAL SEN students.

A practical workshop to help you identify SEN students in the EAL context. Information presented is based on real-life examples and case studies from Dorthe's teaching past to help you recognise the often hidden signs of SEN in EAL learners.



Leilah Zahedi

Deputy Head, Pastoral and Counsellor, Nexus

Leilah Zahedi joined Nexus in 2012, originally from the UK with past experience in inclusion and management.

Leilah has established a strong pastoral structure at Nexus which has created a nurturing environment whilst also being effective self advocates

Using Restorative Practices as a tool with differently abled learners.

Leilah has trained others whilst also using restorative practises in the Nexus community and will share the practical guidance and structure of the approach. Together with the inclusion team she will share the reasonable adjustments that have allowed differently abled learners to build up skills in empathy whilst making positive changes in social skills with peers



Joanne Goh

School Psychologist, Oasis Place

Joanne is a Wisconsin Certified School Psychologist. She has been working in Oasis Place for the last three years. Prior to this, she worked in elementary school setting (K-5th grade) in Wisconsin before returning to Malaysia.

Her experience includes psycho-educational assessment, screening and progress monitoring, managing special education evaluation, individual counselling, running social groups, social thinking, emotional regulation, functional behavioural assessment (FBA), Behaviour Intervention Plan (BIP), and others.

Usefulness of psychoeducational assessment for intervention planning and exam taking

In this session, participants will be able to have better understanding of the reasons for undergoing psychological assessment, use of the psychological assessment report, and special arrangements available to students during examination.



Mohd Adli Yahya

Autism Cafe, Malaysia

Mohd Adli Yahya, 54, who used to be an executive director of Standard Chartered Foundation and ended his corporate journey by opening a café to teach youths to be independent and earn an income because he always had one thing at the back of his mind: his son, Luqman.

While others just hire individuals with special needs, Adli openly encourages interested persons to visit the café and work with the autistic individuals. This year he was given a recognition award for his contribution in autism awareness by Bank Rakyat.

Adli will share his experiences with Luqman as the catalyst, the Autism Café Project was founded as a social enterprise.

Located at the iM4u Sentral in Puchong, the Autism Cafe Project provides hope to those aged over 17 years with autism or special needs. Adli's vision for the Autism Café Project is that it will act as a safe space for individuals with autism to work in and to welcome the public who wants to understand the condition.



Graeme Lazell

Head of ICT, Nexus

Graeme, is an established ICT integrator, Google Educator and Apple Distinguished Educator.

He has integrated technology to enhance the learning experience in schools for twenty years, developing the learners ability to use technology intuitively as a tool for effective learning

Using Seesaw as a reflective tool for learners and parents to share the learning.

Seesaw has been used at Nexus to share the learning journey whilst promoting pupil voice and the transference of skills to the home environment. Differently abled learners at Nexus who are lower verbal have used this as a great tool to show parents their current learning, promoting further learning conversations at home.

Graeme will share a practical guide to setting up a SeeSaw classroom as well as the ever expanding features that can be used to promote learner independence in communication through its use.



Samantha Foy

Specialist Speech and Language Therapist, Nexus

Samantha trained in the UK and worked in a variety of settings to develop her specialism in SEN. Samantha has recently joined the Nexus Alternative Pathway and Inclusion team. As a Specialist Speech and Language Therapist she is working to build a structure for speech and language support that is integrated into the classroom learning experiences.

Working closely with personal learning assistants, teachers and parents, Samantha's fantastic wealth of knowledge along with her practical methodologies are ensuring the transference of skills in the classroom and into the home.

A practical guide to using speech sound knowledge as a tool in an inclusive classroom.

Samantha will share information about speech sound development and how the phonetic inventory differs in local languages. Participants will then be guided to consider the impact of this on learners they are working with. The session will also cover speech sound disorders and give practical tips and strategies on how to support learners with speech sound difficulties.



Patrick Frain

Specialist Special Needs
Teacher, Nexus

Patrick is a specialist SEN teacher originally from the UK having worked in specialist SEN schools for many years. Having a Masters in special education Patrick, joined Nexus and became an integral part of further developing the Ilfe skills curriculum in the Alternative Pathway.

After being approached by the Reverend Jane Frazer, Patrick was asked to collaborate in producing a curriculum guide for the UK Government which provide sex and relationship education in the UK. This has since been published and is also embedded into the Nexus Alternative Pathway curriculum

Sex and Relationship Education - Using Daisy and Desmond to build a practical curriculum

Patrick will share how he uses the resources in his S&R curriculum but also how the resources can facilities many other social learning opportunities that learners who are differently abled may benefit from



Lee Yu Ying

Intervention Programme
Coordinator,
Shining Star Learning Hub

Yu Ying started her work and learning with children in an Applied Behavioural Analysis environment in 2007. She trained under the supervision of Brenda Boehm, her Supervisor in their work to support children living with Autism and similar challenges. In 2011, Yu Ying undertook and was successfully trained as a Supervisor.

In 2013, Yu Ying and Jessica Ganeshia started Shining Star Learning Hub, with the mission to provide more for the long term betterment of families and children living with learning difference.

Yu Ying and her team believes and strives for working together in a multidisciplinary setting. They are passionate in helping children to build skills, in supporting parents and siblings in their journey, and in supporting inclusion in schools that the children attend.

Collaborative practices between intervention centres and mainstream schools.

Yu Ying and her team will share the story of two children's journey in their schooling experience from two different schools.

We are then going to look into the inclusion support module that the team used, working dynamics with SENCos, Teachers, Occupational Therapists, Speech Therapists and Parents, the pros and cons, and also the lessons we have learned from the journey so far.



Karine Kratz

Karine has been Head of Primary Inclusion at Nexus for the past three years. Prior to this she worked as a Learning Support and EAL teacher in Malaysia, USA and Uzbekistan. She was first introduced to SEN when she worked for Early Head Start project in the US while completing her Master's Degree in Management.

Inclusive models in Primary International School.

In this session the participants will be able to learn about the Nexus model of Inclusion in Primary. Karine will share the journey of establishing systems, procedures and formats to support learners with various needs in an international setting. We will explore the importance of collaboration among school management, parents, teachers, and external providers.

Head of Primary Inclusion,
Nexus

These diverse learning and working experiences assisted Karine in leading a what proved to be a successful inclusion model at Primary School in Nexus.