



# The 7th National Dyspraxia Conference

Rydgcs Latimer Christchurch  
6-7 October 2017



**Dyspraxia Support Group of New Zealand Inc**  
Recognising Developmental Co-ordination Disorder

## Invitation:

The Board of the Dyspraxia Support Group of New Zealand (Inc) invite you to attend the 7th National Dyspraxia Conference in Christchurch, with a theme of 'Moving Forward: Living Positively with Developmental Dyspraxia/DCD'.

The aim of the conference is that you leave with increased knowledge and helpful strategies to empower those living with Developmental Dyspraxia/DCD. Each person, regardless of age, with Developmental Dyspraxia/DCD is truly unique – one size definitely doesn't fit all. We hope that by attending this conference you will develop an understanding of how people impacted by Developmental Dyspraxia/DCD can transition positively through life.

We intend to share stories of the challenges and celebrate the successes of people who are impacted with Developmental Dyspraxia/DCD. It is our hope that you will have the opportunity to establish useful networks and gather the information required to provide the care and educational opportunities people need. People with Developmental Dyspraxia/DCD often face extra challenges but with the right approach can have successful outcomes achieving in all areas of life.

We are delighted and proud to have the following internationally recognised keynote speakers: Professor David Sugden, Professor Amanda Kirby, Professor Cheryl Missiuna, Dr Susan Foster-Cohen, Dr Matt Eggleston and Emma Ratcliff.

We expect you to find our 2017 conference both rewarding and educational. There will be ample time to have questions answered and to share ideas and network, both within the conference programme and at the conference dinner.

We look forward to receiving your registration and having you with us at conference.

**Frank Sharpe**  
Chairperson

### Disclaimer

The conference programme was accurate at the time of print however the Conference Organising Committee reserves the right to amend any component as necessary. Every effort will be made to communicate any significant changes. In the event of any disruption or event leading to losses or added expenses being incurred by delegates, there shall be no liability attached to the Dyspraxia Support Group of New Zealand (Inc), the Organising Committee or the Rydges Latimer. Registration will indicate an acceptance of these conditions by each delegate.

## General Information:

**Insurance** All insurance is the responsibility of the delegates. Dyspraxia Support Group of New Zealand (Inc.), the Conference Organising Committee and the Rydges Latimer accept no liability for death, illness or injury/accident to/or financial loss by any person attending the conference, whatever the cause.

**Car parking** Car parking is available at the Rydges Latimer.

**Conference Proceedings** If a copy of speaker notes will be available – they will be published on the Dyspraxia website after conference.

**Airport Transfers** These are your own responsibility. Taxis to the conference venue are approx \$80. Alternatively lower-priced shuttle services operate frequently and there are buses to the central city every 20 minutes.

## Accommodation:

If you wish to stay at the conference venue, Rydges Latimer, please use the following link to book.

<https://www.rydges.com/private-page/dyspraxia-support-group/>

## Cancellation and Refund Policy

All cancellations must be made in writing to the conference organiser. If, following your registration, you are unable to attend please notify the Organiser as soon as possible to arrange a transfer of registration or a partial refund. Cancellations received prior to 07 September 2017 will incur a \$75 cancellation fee. Cancellations after 7th Sept will be refunded at the discretion of the organising committee and if approved will be refunded after the conference.

## Registration

- (a) We strongly advise registering early, registration is completed on receipt of payment and a registration form.
- (b) All registrations will be acknowledged with confirmation according to the registration form. If you have any queries about registration or your payment, please contact the Conference Organisers.



# Conference Programme:

## FRIDAY 6 OCTOBER

- 8.00 am Registration. Tea and Coffee available  
 8.45 am Welcome and Official Opening  
 9.05 am **Understanding recent research on DCD: From data to practice.** *Professor Peter Wilson.*  
 10:15am **Intervention in Children with Developmental Coordination Disorder: Working with Professionals and Parents.** *Professor David Sugden*– Pre Recorded  
 10.45 am **Morning tea**  
 11.15 am **Understanding the impact of dyspraxia on communication skills: parent and professional perspectives.** *Dr Susan Foster-Cohen.*  
 12.15 pm **Planning for the Future – What is known from research about the challenges for adults with DCD?** *Professor Amanda Kirby*– Pre Recorded  
 12.45 pm **Lunch and networking**  
 1.40 pm **WORKSHOP SESSION ONE**  
 1A The Positive Power of Musical Play; Making sense of each day through musical play. *Julie Wylie* Followed by a joint presentation from *Julie Wylie* and *Alex Gosteva*: The Positive Power of Musical Play and Play Therapy.  
 1B Keep calm and use your brain. *Justine Aldous* and *Alison Schroeder*  
 1C Transitioning. *Stephen Macartney*  
 1D Feuerstein. *Lara Taylor*  
 3.10 pm **Afternoon tea and networking**  
 3.40 pm **WORKSHOP SESSION TWO**  
 2A The art of science and therapeutic play. *Julie Frew*  
 2B Back to Basics. *Jacqui Scott* and *Greta Spearing*  
 2C The Use of Augmentative Alternative Communication (AAC) in Early Intervention, within a multi-disciplinary setting, to support children and families to find their “voice” and live positively with Developmental Dyspraxia/DCD. *Sonja Carpenter.*  
 2D The treatment of anxiety disorders within a Transactional Analysis framework. *Wonita Woolhouse*  
 5.00 pm **Close for the day**  
 7.00 pm **Optional Dinner – Bloody Mary’s – Rydges Latimer**

## SATURDAY 7 OCTOBER

- 8.30 am Tea and Coffee available  
 9.05 am **The development of healthy self-esteem is of particular importance to parents of children and adolescents with dyspraxia/DCD.** *Dr Matt Eggleston*  
 10.05 am **Looking back – moving forward: Reflection on Occupational Therapy practice as the kids grow up!** *Emma Ratcliff*  
 10.50 am **Morning tea**  
**SWIFT TOPICS**  
 11.20 am Limitless...engaging movers and shakers. *Al Neale*  
 11.40 am ‘Sensory approach to behaviour = moving forward with a good understanding of the relationship between sensory needs and developmental dyspraxia.’ *Emma Ratcliff*  
 12.00 Visual function – A factor in Dyspraxia?- a Clinical Synopsis. *Jeremy Fox*  
 12.20 pm Introducing the concept of Social Thinking and expected/unexpected social behaviours *Alison Schroeder*  
 12.50 pm **Lunch and networking**  
 1.50 pm Panel – Keynote Speakers  
 2.50 pm **Partnering for Change - A Canadian perspective on best practices in integrated rehabilitation service delivery.** *Professor Cheryl Missiuna* – Pre Recorded  
 3.45 Close

## Social Programme:

### FRIDAY 6 OCTOBER

- Where:** Bloody Mary’s - Rydges Latimer  
**Time:** 7.00pm – 10.30pm  
**Cost:** \$65.00 Dinner Buffet



# Keynote Presenters:

## PROFESSOR PETER H. WILSON

### Understanding recent research on DCD: From data to practice

As research on DCD has continued to accelerate, many scientists and lay people alike are left wondering how to best make sense of the various findings. This presentation will attempt to do that, summarising the results of a recent review of the literature and explaining how these findings can be understood within a new model of motor development, one with clear implications for practice. The review will summarise work published between June 2011 and August 2016 covering areas as diverse as manual control, gait, posture, motor prediction and so on. The results show a range of performance issues across motor control, motor learning and cognitive tasks, and altered neural activations, but also suggest that these issues vary with the demands of the task at hand. As well, we see evidence that children with DCD can use compensatory strategies when negotiating challenging tasks. I will attempt to embed these findings within a model of DCD that may assist both scientists and practitioners to better understand DCD and will explain links from this basic research to practice. In particular, I will discuss the use of virtual-reality and other technologies in promoting skill development.



*Professor Wilson is Co-Director of the Centre for Disability and Development Research (CeDDR) and Professor of Developmental Psychology at the Australian Catholic University (ACU), and International Fellow of Radboud University in Nijmegen, The Netherlands. He leads an internationally-recognised research program in child development, disability and rehabilitation which now spans 21 years and over 100 publications. His research involves two overlapping streams: The first looks at the development of movement skill in children, the link between action and cognition, and mechanisms that might explain motor coordination difficulties (esp. DCD and Cerebral Palsy). The second stream concerns neurorehabilitation of movement across the lifespan using new technologies, particularly virtual reality (VR). His collaboration with scientists and artists has developed innovative VR-based solutions for rehabilitation of upper-limb function in children and adults, with the Elements system receiving an Australian Design Award in 2016.*

## PROFESSOR DAVID SUGDEN

### Intervention in Children with Developmental Coordination Disorder: Working with Professionals and Parents

This talk examines the evidence from research and professional practice surrounding support and intervention in children with Developmental Coordination Disorder. Its main theme is that support and intervention is multifaceted, with various individuals involved all engaging in overlapping but differing roles. These individuals include parents and families, educationalists, health professionals and facilities in the community. Two overriding themes are described and analysed. First, in order for any child to improve their movement skills, **participation** is essential. To achieve this, the environmental social context needs to accommodate differences in children. This involves a nested set of concepts of the environment moving from the wider social environmental and policy context to the narrower child-person interaction. The ecology of the child's participation and how it can be enhanced is the first part of the talk. The second and major part examines **learning** of movement skills once this participation is achieved. Learning involves a set of concepts ranging from accurate assessment through the teaching of specific skills to the crucially important generalization of these skills. Types of skills, methods of presentation, child choices, principles of learning and development and the personnel involved are all analysed and discussed. All of this is discussed within the twin concepts of ecological intervention and the aggregation of marginal gains.



*David Sugden is Professor of Special Needs in Education, University of Leeds. His specialist research interests include motor development, motor impairment, motor learning and children with developmental disorders. His work has centred on the characteristics of typically and atypically developing children, how they can be effectively assessed and how appropriate intervention can be organised. He has authored books and journal articles on these topics and has received grants from agencies such as the Economic Science Research Council, Action Medical Research, SCOPE, Local Education Authorities and the National Health Service. He is co-author of the Movement ABC along with Sheila Henderson and Anna Barnett and is a firm advocate of an ecological approach to intervention with children showing movement difficulties. His current work is examining the assessment, classification, nature and intervention of children with developmental coordination disorder and his research is published in educational, psychological and paediatric journals. At the University of Leeds he teaches the postgraduate course in Developmental Disorders and he has held offices of Head of Department, Dean of the Faculty, Pro Vice Chancellor and Acting Vice Chancellor. He has now given up administration allowing him more time for research and teaching, and his leisure activities of tennis, skiing, cycling and running.*



# Keynote Presenters:

## PROFESSOR AMANDA KIRBY

In the past few years, there has been increasing understanding about some of the challenges and experiences that adolescents and adults with DCD have in their daily lives. The presentation will discuss our understanding of the research to date and implications for both research and everyday practice. The talk will also provide some practical guidance relating to home and work settings.



*Professor Amanda Kirby (via pre recording) is from Wales, UK. She is a leading expert in Developmental Co-ordination Disorder/ Dyspraxia and the overlap with other specific learning difficulties and developmental disorders. Professor Kirby has worked as a General Practitioner and has worked in community paediatrics and psychiatry before setting up the Discovery Centre in Cardiff 20 years ago. She is an internationally renowned speaker who has written several books, as well as academic texts, about DCD/ Dyspraxia.*

## PROFESSOR CHERYL MISSIUNA

**Partnering for Change - A Canadian perspective on best practices in integrated rehabilitation service delivery.**

A focus on how parents and health professionals can collaborate with educators and also to advocate to help them truly understand children with Developmental Dyspraxia/DCD - advocacy and use of evidence-based resources to educate others. We have a tiered model of intervention that is being used by therapists in schools to help create classrooms that are more welcoming for all children with motor challenges, and that build the capacity of teachers to know how to teach motor skills to all children in a way that is helpful to all children.



*Cheryl Missiuna, Ph.D., OTReg (Ont) (via pre recording) is a Professor in the School of Rehabilitation Science and a Scientist with CanChild, Centre for Childhood Disability Research and the Infant and Child Health Lab. She also holds the John & Margaret Lillie Chair in Childhood Disability Research. Cheryl's teaching and research interests focus on children and youth with special needs. Cheryl researches models of health service delivery that encourage health promotion, early identification, the creation of supportive environments and prevention of secondary physical and mental health consequences for children with developmental coordination disorder. Cheryl's interest in knowledge translation has led to the development of educational materials that facilitate knowledge transfer and uptake by different audiences including children and youth, families, teachers, primary care physicians, health professionals, policy and decision-makers.*

## DR SUSAN FOSTER-COHEN

**"Understanding the impact of Dyspraxia on communication skills: parent and professional perspectives."**



Communication is at the heart of all relationships; and how we communicate reflects the relationships we enter. Understanding the communication abilities of young children is always context and person-dependent. It is therefore important to access the observations of all those who know the child with Dyspraxia if we are to understand the skills they have as well as the challenges they face. This presentation will report on research being carried out at the Champion Centre which asks both parents and early intervention professionals to describe children's communication skills through completing a range of questionnaires over time. It will argue that parents have privileged knowledge of their children's communication abilities that needs to be understood by professionals. At the same time parents need to be aware of how their children present to teachers, therapists and others outside the family if they are to be able to support their child's communication development in preschool and school.

*Dr. Susan Foster-Cohen is the Director of the Champion Centre and adjunct Associate Professor at the University of Canterbury. Susan's area of expertise is children's language development, particularly the pragmatics of communication. She has published widely on children growing up with and without language difficulties. She has worked with children in a range of monolingual and bilingual settings in the UK, USA and France before settling permanently in New Zealand.*



# Keynote Presenters:

## DR MATT EGGLESTON

The development of healthy self-esteem is of particular importance to parents of children and adolescents with Dyspraxia/DCD.

Seventy five children and adolescents with dyspraxia/DCD, and their parents, were asked about the factors that had most positively and negatively affected their self-esteem. Children and adolescents with dyspraxia/DCD and their parents agreed about some factors, but some important differences were also found. The results provide important information for children and adolescents with dyspraxia/DCD, their parents and professionals about strategies that may be most helpful in promoting healthy self-esteem.

*Dr Matt Eggleston is a consultant child and adolescent psychiatrist who has a particular interest in neurodevelopmental aspects of psychiatry including ADHD, autism spectrum disorders, dyspraxia and learning disorders. He works in an outpatient child and adolescent mental health service. He was on the writing team for the 2008 Autism Spectrum Guidelines, was a member of the Implementation Advisory Group and he is currently chairperson of the NZ ASD Living Guideline Group.*



## EMMA RATCLIFF

Looking back – moving forward: Reflection on Occupational Therapy practice as the kids grow up!

In today's fast paced world, we can easily get caught up in the perpetual forward motion that surrounds us. This is also true with child (and parent) development; we can be so focused on what is right in front of us, and our expectations and anxieties of the future, that we forget to take stock of where we started, what helped us to get to where we are today, and just how far we have come, and in doing so, we can miss the threads that carry through our lives - those that create the picture of living positively with Developmental Dyspraxia / DCD. Although our understanding of Developmental Dyspraxia / DCD is ever evolving, everyone is at a different stage of their individual and Whanau experience of understanding and living with Developmental Dyspraxia / DCD.

With over 14 years of experience working primarily with people who have Developmental Dyspraxia/ DCD, Emma will draw on the collective experience of her work to vision what moving forward may look like, while providing some lights along the path for those just beginning their journey.

Through a reflective story approach, Emma will bring both her professional voice, and the voices of clients and parents, to present the story of her work. Through shared story telling with clients, who are now in high school and moving forward into further study and / or the workforce, we will track the development of her Occupational Therapy approach, changes in the demands on children and families, and provide a platform for the voices of clients, to help identify some of those ever important threads that weave into our lives and support positive living with Developmental Dyspraxia / DCD.

*Emma Ratcliff is an Occupational Therapist working in Auckland. She works primarily with children and adults who have Developmental Dyspraxia and Sensory Processing Disorder (SPD). Emma believes in the importance of a team approach and the essential aspects of educating teachers, parents and individuals about "how they work", so that the child or adult has the opportunity to achieve their best within their school, work and social contacts.*



# Concurrent Workshops:

## WORKSHOP SESSION ONE – FRIDAY 1.40PM

### 1A The Positive Power of Musical Play;

#### Making sense of each day through musical play. Practical music workshop Julie Wylie

Musical play is a natural means of supporting engaged, sustained relationship based play. This workshop will demonstrate how musical play can be used in a calming and regulating way, thus allowing the child to become engaged, able to listen, anticipate, interact, communicate and follow a predictable sequence of actions supported with sung instructions in daily routines. Participants will learn music strategies to enable them to follow the child, match their energy levels, copy their sounds, movements, actions and incorporate these into simple, predictable, playful songs, echo activities and musical games.

#### Then a joint presentation by Julie Wylie and Alex Gosteva

Participants will gain understanding about using the elements of musical play and play therapy and how these elements can be used effectively with children for arousal or calming, regulation, participation and learning. Video vignettes will illustrate how children listen, anticipate and follow a sequence of actions through music and play. Music and Play helps children to develop their own ideas, to plan, concentrate and complete tasks, to communicate and enjoy the sense of success through joyful playful music interaction. Participants will be involved in a brief, interactive role-play involving musical play and play therapy.

### 1B Keep calm and use your brain.

This workshop focuses on self-regulation – the ability to control cognitive and emotional impulses which relates to social and academic success. This is a practical and fun workshop run by Justine Aldous (Occupational Therapist) and Alison Schroeder (Speech & Language Therapist). Topics covered include sensory processing, emotional regulation and social understanding.

*Alison Schroeder is a New Zealand registered Speech & Language Therapist and Primary School Teacher who founded Socially Speaking in 2003. She has over 25 years' experience as a speech & language therapist and also teaching students with special needs (New Zealand, UK and Hong Kong). Alison's comprehensive experience includes screening, evaluating and working with individuals with a wide range of social and communication challenges. She runs Social Clubs alongside her staff and also regularly consults with other professionals and schools working with children with social challenges.*

*Justine Aldous is a New Zealand registered Occupational Therapist. She has over 24 years' experience working in mental health, vocational rehabilitation and paediatrics. Justine certified in Sensory Integration with Anita Bundy in 1994. She has worked in New Zealand and Australia with young adults and teenagers experiencing difficulties with managing feelings of stress and anxiety.*

### 1C Transitioning

This workshop is for students, parents and teachers about to enter or who are in the secondary and tertiary sectors. The move into college or onto polytechnic or university for a young person with dyspraxia can be very challenging. Stephen will use his experience across the education sector as well as his own personal experience of Dyspraxia and ADHD to provide useful advice and offer resources that will support those who are planning or transitioning either into or on from college.

*Stephen Macartney has worked in the education sector for over 30 years. He has held a variety of roles including classroom teacher, SENCO, deputy principal, RTLB and most recently worked as an educational psychologist. He has worked in schools, as well for the Ministry of Education and NZ Teachers Council.*

*Stephen worked with learners with diverse needs in many settings and is passionate about supporting both children and their teachers, to become more included and more inclusive. Stephen's own experience of Dyspraxia as a child, adult and as an educator provides him with a unique insight into this work within the education system.*

### 1D Feuerstein

Feuerstein is the most researched cognitive development programme in the globe with 3,000+ peer reviewed and published articles, detailing compelling evidence of transformational change in the brain's ability to regenerate neurons and increase IQ. For our Learning Supported children, delivery of this method is evidencing pivotal changes in their learning, with 800+ schools now teaching Feuerstein and National Research publishing May 2017.

*Lara Taylor is Acting Deputy Principal and Special Needs Co-ordinator at Lincoln Primary School, with strong interest in student cognition, a trained Feuerstein practitioner, facilitating FIE over five year levels.*



# Concurrent Workshops:

## WORKSHOP SESSION TWO – FRIDAY 3.40 PM

### 2A The Art and Science of Therapeutic Play

**Julie Frew**

“Play is the highest form of research” – Albert Einstein

This workshop will begin with a tour of the developing nervous system: Our Foundational Senses of Balance, Movement and Touch and the gradual process of learning to regulate, respond and reason. As we learn to integrate information from within our own bodies and the world around us, we begin to learn about ourselves and how we can interact with our environment. This includes interacting with both social environments – as relationships are key to our survival and fulfilment as humans – as well as physical environments where we learn first through movement and play.

We will look at different sensory profiles and how this may impact upon a person’s engagement with the world around them, the development of a ‘sense of self’ and the ability to relate to others.

We will then explore the concept of play, especially the incorporation of imaginative stories and song, as a therapeutic medium. Having considered what science tells us about the developing nervous system and the variations that an individual’s sensory processing might have on his/her interactions with the social and physical environments, how do we make sure moving and learning remain fun and engaging?

### 2B Back to Basics

**Jacqui Scott and Greta Spearing**

This informal presentation will include information on what Developmental Dyspraxia/Developmental Co-ordination Disorder is and the challenges individuals with DD/DCD may face. Strategies and ideas of how you can support a person with DD/DCD in daily life will also be discussed.

### 2C The use of Augmentative Alternative Communication (AAC) in Early Intervention, within a multi-disciplinary setting, to support children and families to find their ‘voice’ and live positively with Developmental Dyspraxia/DCD.

**Sonja Carpenter**

In New Zealand, children who experience Developmental Dyspraxia/DCD, to varying degrees, could be as high as 10% (The Dyspraxia Support Group of New Zealand website, 2017). A small portion of those children will also experience significant communication difficulties as a result; Developmental Verbal Dyspraxia –DVD (The Royal College of Speech and Language Therapists, 2011). Research has shown that incorporating the use of Augmentative Alternative Communication (AAC) as part of intervention can increase communication effectiveness and allow children access to different communication strategies to better support and enhance their natural speech attempts (Cumley, 2011). This presentation, supported by video clips, will portray the journeys of a number of children (with DVD as part of their

communication challenges) and their families, and how AAC has assisted them to move forward and live positively with Developmental Dyspraxia/DCD. Intervention takes place within the context of The Champion Centre in Christchurch. The Champion Centre provides multi-disciplinary early intervention services to pre-schoolers with significant disabilities and their families. It is a centre-based, multi-disciplinary model of service in partnership with parents/ caregivers as first teachers.

### 2D The treatment of anxiety disorders within a Transactional Analysis framework

**Wonita Woolhouse, CTA; BHSc(OT); PGDipMENH(Dist.); MITAA; MANZTAA**  
*Certified Transactional Analysis Psychotherapist;*  
*New Zealand Registered Occupational Therapist*

Since the earthquakes in Christchurch, there has been a lot of interest in the impact this will have long term for some of the children and anxiety is often residual after such a disaster. Anxiety can also be present due to a number of other existential factors in the child’s home and family environment and part of their character. Anxiety is an emotion just like any other that can be valuable and positive and sometimes it can be negative and hindering. When anxiety is excessive and consuming of our thoughts and feelings it can start to sabotage our full potential and potency as a child. Anxiety in childhood increases the likelihood of academic and social skills difficulties as well as substance abuse. It is often enduring if untreated and can lead to depression, social and other mental health problems in adulthood. Schools hold a potentially powerful position in meeting their needs and influencing how a child manages their anxiety in the short and long term. Cognitive Behavioural Therapy has long been recognised as a popular approach to adopt and adapt for the treatment of children with anxiety. Other research has revealed that that one in four children with anxiety does not benefit from CBT and as such, it is important that other interventions are developed to address this shortcoming.

Transactional Analysis represents and reflects more humanistic perspectives on personality and child development rather than analytic, behavioural or cognitive alone. This is the framework for which ‘Attending 2 Anxiety’ is delivered to a group of primary aged children which encourages awareness, provides information, promotes self-regulation and internal dialogue for evaluation of reality to correct distorted thinking and self-management. And all can be generalised into the classroom and home environments encouraging a common language around how anxiety is acknowledged and managed. Comments from the children so far have included –*“this is so helpful”, “I tried that breathing thing the other night and it worked”.*

## SWIFT TOPICS

1. Limitless...engaging movers and shakers. **Al Neale**  
Al Neale is a specialist educator in Christchurch NZ. He has 20 years of comprehensive experience in Vision, Hearing, and Learning and Behaviour educational fields. Al is also a highly recognised Group Fitness Leader throughout New Zealand.
2. ‘Sensory approach to behaviour = moving forward with a good understanding of the relationship between sensory needs and developmental dyspraxia’. **Emma Ratcliff**
3. Visual function – A factor in Dyspraxia? - a Clinical Synopsis. **Jeremy Fox** ( Optometrist) –Schoolvision & Sportvision Practitioner - BSc,FOA(SA),MCOptom(UK),DipASvP(UK),NZAOMember
4. Introducing the concept of Social Thinking and expected/unexpected social behaviours. **Alison Schroeder**





# The 7th National Dyspraxia Conference

## PLEASE COMPLETE ALL SECTIONS AND RETURN:

First Name (for Badge) \_\_\_\_\_ Family Name \_\_\_\_\_  
Organisation \_\_\_\_\_  
Postal Address \_\_\_\_\_  
Business Phone \_\_\_\_\_ Fax \_\_\_\_\_ Mobile or A/H \_\_\_\_\_  
Email Address \_\_\_\_\_  
Special dietary or disability needs \_\_\_\_\_

The Privacy Act 1993 requires that, before your name and organisation details can be published in the list of delegates either for distribution to fellow delegates or any other party, you must give your consent. If you DO NOT wish your name and details to be included in the list of delegates please tick.

## REGISTRATION TYPE

|            |                              |       |          |
|------------|------------------------------|-------|----------|
| Member     | Earlybird (prior 21 June)    | \$295 | \$ _____ |
|            | Standard (22 June – 04 Sept) | \$325 | \$ _____ |
|            | Late (after 05 Sep)          | \$355 | \$ _____ |
| Non Member | Standard (up to 04 Sept)     | \$355 | \$ _____ |
|            | Late (after 05 Sep)          | \$385 | \$ _____ |

**CONFERENCE DINNER:** Friday, dinner tickets @ \$65 \$ \_\_\_\_\_

## CONCURRENT WORKSHOPS

Refer to the Programme and write your first and second preference # alongside – e.g. 1C, 2A etc

Workshop One First Preference \_\_\_\_\_ Second Preference \_\_\_\_\_

Workshop Two First Preference \_\_\_\_\_ Second Preference \_\_\_\_\_

## PAYMENT SUMMARY

(all prices include GST)

**GST 66 537 907** Total NZ\$: \_\_\_\_\_

Form of payment: Cheque payable to Dyspraxia Support Group of NZ Inc

Direct Credit to – Dyspraxia Support Group of NZ Inc - Conference Account

### ACCOUNT DETAILS:

Dyspraxia Support Group Of NZ Inc

Bank: Westpac

Branch: Merivale

Account: 03 1707 0097752 00

Please email remittance details to [conference@dyspraxia.org.nz](mailto:conference@dyspraxia.org.nz)

### DYSPRAXIA 2017 CONFERENCE

Dyspraxia Support Group of NZ Inc, PO BOX 20292, CHRISTCHURCH 8543.

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