DARLING POINT SPECIAL SCHOOL

PEDAGOGICAL FRAMEWORK

GENERAL MULTI-ELEMENT PLAN

EVIDENCE-BASED PEDAGOGIES

INDIVIDUAL GOALS

FUNCTIONAL CURRICULUM

CONSISTENT TRACKING OF LEARNING DATA

AUSTRALIAN CURRICULUM

STUDENT

STUDENT PROFILES

HOPES AND ASPIRATIONS

INTERESTS AND STRENGTHS

SUPPORT NEEDS

OUTSOURCED PROVIDERS

TRANSITION TO POST-SCHOOL

EMPLOYMENT PROJECT

FLEXIBLE STAFFING AND SCHOOL DAY

PUBLIC PRIVATE PARTNERSHIPS

QUALITY PRACTICE INDICATORS

HIGH STAFF QUALIFICATIONS IN SPECIAL EDUCATION

SOCIAL EDUCATOR PROJECT

CURRICULUM DEVELOPMENT PROJECTS

POSITIVE NICHE CONSTRUCTION

QUALITY PRACTICE INDICATORS

HIGH STAFF QUALIFICATIONS IN SPECIAL EDUCATION

SOCIAL EDUCATOR PROJECT

CURRICULUM DEVELOPMENT PROJECTS

POSITIVE NICHE CONSTRUCTION
OUR FOCUS FOR CURRICULUM AND PEDAGOGY AT DARLING POINT SPECIAL SCHOOL

Know the Student
- Aspirations and dreams
- Strengths, interests, weaknesses
- Needs and preferences
- Options available
- What is important?

Value the Student
- Uniqueness
- Strengths and interests
- Rights and responsibilities
- Community member
  - Potential
  - Care

Plan
Plan within collaboration, individualisation, authenticity, flexibility, active engagement, initiative and independence, with a life quality and educational outcomes focus

Long term focus = a 'whole child' emphasis
Short term goals = a 'work in progress'

Australian Curriculum and Queensland Essential Learnings
See DET P-12 Curriculum Assessment and Reporting Framework and Curriculum into the Classrooms (C2C)

Darling Point Functional Curriculum

VET Curriculum

Values
- Integrity
- Mutual respect
- Affirmation
- Relationship
- Leadership and accountability

Beliefs
- Education.
- Dedicated professionals.
- All learners bring unique potential.
- The right to dignity, respect and compassion.
- Relational leadership.
- Partnerships.
- Workforce capacity, confidence and support.
- Ongoing learning experiences.
- Creative thought, risk-taking and time for.
- Mutual unconditional positive regard.
- Teams.

Actions
- Evidence-based teaching
- Generic plan for positive behaviours
- Multi-element programming for complex behaviour challenges
- Needs- and strengths-based resourcing
- Transdisciplinary teams
- Wrap-around planning
- Collaboration and Innovation
- Positive niche construction
- Reporting

Outcomes
Assessed, measured and recorded using
- Individualised assessment tools
- Oxford, PM, and other literacy benchmarks
- Work samples, video
- Curriculum and other checklists
- Goal attainment scales
- Portfolios in early phase

Adjustments / Differentiation / Universal Design for Learning
<table>
<thead>
<tr>
<th>VALUES</th>
<th>BELIEFS</th>
<th>STRATEGIC PRIORITIES</th>
<th>PROFESSIONAL LEARNING AND INSTRUCTIONAL LEADERSHIP</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Integrity</td>
<td>• Improved student outcomes</td>
<td>• Improved student outcomes</td>
<td>Professional learning is:</td>
</tr>
<tr>
<td>• Mutual respect</td>
<td>• Curriculum alignment</td>
<td>• Curriculum alignment</td>
<td>• focused on student outcomes (not just individual teacher needs)</td>
</tr>
<tr>
<td>• Affirmation</td>
<td>• Curriculum relevance and authenticity</td>
<td>• Curriculum relevance and authenticity</td>
<td>• focused on and embedded in teacher practice (not disconnected from the school)</td>
</tr>
<tr>
<td>• Relationship</td>
<td>• Teaching efficacy especially in literacy and numeracy</td>
<td>• Teaching efficacy especially in literacy and numeracy</td>
<td>• informed by the best available research on effective learning and teaching (not just limited to what they currently know)</td>
</tr>
<tr>
<td>• Leadership and accountability</td>
<td>• Evidence- and data -based decision making</td>
<td>• Evidence- and data -based decision making</td>
<td>• collaborative, involving reflection and feedback (not just individual inquiry)</td>
</tr>
<tr>
<td></td>
<td>• Generic Plan and data sheet as a mechanism for next generation Positive Behaviour Support</td>
<td>• Generic Plan and data sheet as a mechanism for next generation Positive Behaviour Support</td>
<td>• evidence based and data driven (not anecdotal) to guide improvement and to measure impact</td>
</tr>
<tr>
<td></td>
<td>• Workforce planning and deployment</td>
<td>• Workforce planning and deployment</td>
<td>• ongoing, supported and fully integrated into the culture and operations of the system – schools, networks, regions and the centre (not episodic and fragmented)</td>
</tr>
<tr>
<td></td>
<td>• Staff performance and development</td>
<td>• Staff performance and development</td>
<td>• an individual and collective responsibility at all levels of the system (not just the school level) and it is not optional</td>
</tr>
<tr>
<td></td>
<td>• Values-based systems and practices</td>
<td>• Values-based systems and practices</td>
<td>Leading professional practice through</td>
</tr>
<tr>
<td></td>
<td>• Safety and dignity</td>
<td>• Safety and dignity</td>
<td>• Building a vision</td>
</tr>
<tr>
<td></td>
<td>• Resourcing that supports learning</td>
<td>• Resourcing that supports learning</td>
<td>• Distributed leadership e.g. duck cabinet</td>
</tr>
<tr>
<td></td>
<td>• Distributed leadership – duck cabinet</td>
<td>• Distributed leadership – duck cabinet</td>
<td>• Leading a learning community e.g. action research, study groups, reading circles, case discussions, peer observation, lesson study</td>
</tr>
<tr>
<td></td>
<td>• High order business practices aligned to learning as the key priority</td>
<td>• High order business practices aligned to learning as the key priority</td>
<td>• Gathering evidence and data e.g. observing students and examining their work, collaborating with functional behaviour assessments, considering assessment results – teachers, therapists, guidance officer, approving EAP profiles and submitting disability verification documentation</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Monitoring curriculum and instruction e.g. walk throughs, lesson observation, periodic service review process, video collaboration, parent/advocate meetings, feedback from employers and post-school providers</td>
</tr>
<tr>
<td>• Education is the heart of personal and community development.</td>
<td>• Education is the heart of personal and community development.</td>
<td>• Education is the heart of personal and community development.</td>
<td>• Reflection e.g. 5Rs</td>
</tr>
<tr>
<td>• Dedicated professionals engaged in meaningful relationships with students and families enable all students to maximize their learning potential and achieve individual excellence.</td>
<td>• DEDICATED PROFESSIONALS ENGAGED IN MEANINGFUL RELATIONSHIPS WITH STUDENTS AND FAMILIES ENABLE ALL STUDENTS TO MAXIMIZE THEIR LEARNING POTENTIAL AND ACHIEVE INDIVIDUAL EXCELLENCE.</td>
<td>• DEDICATED PROFESSIONALS ENGAGED IN MEANINGFUL RELATIONSHIPS WITH STUDENTS AND FAMILIES ENABLE ALL STUDENTS TO MAXIMIZE THEIR LEARNING POTENTIAL AND ACHIEVE INDIVIDUAL EXCELLENCE.</td>
<td>• DEDICATED PROFESSIONALS ENGAGED IN MEANINGFUL RELATIONSHIPS WITH STUDENTS AND FAMILIES ENABLE ALL STUDENTS TO MAXIMIZE THEIR LEARNING POTENTIAL AND ACHIEVE INDIVIDUAL EXCELLENCE.</td>
</tr>
<tr>
<td>• All learners bring unique potential to our school community.</td>
<td>• All learners bring unique potential to our school community.</td>
<td>• All learners bring unique potential to our school community.</td>
<td>• DEDICATED PROFESSIONALS ENGAGED IN MEANINGFUL RELATIONSHIPS WITH STUDENTS AND FAMILIES ENABLE ALL STUDENTS TO MAXIMIZE THEIR LEARNING POTENTIAL AND ACHIEVE INDIVIDUAL EXCELLENCE.</td>
</tr>
<tr>
<td>• Every member of our school community has the right to be treated with dignity, respect and compassion.</td>
<td>• Every member of our school community has the right to be treated with dignity, respect and compassion.</td>
<td>• Every member of our school community has the right to be treated with dignity, respect and compassion.</td>
<td>• DEDICATED PROFESSIONALS ENGAGED IN MEANINGFUL RELATIONSHIPS WITH STUDENTS AND FAMILIES ENABLE ALL STUDENTS TO MAXIMIZE THEIR LEARNING POTENTIAL AND ACHIEVE INDIVIDUAL EXCELLENCE.</td>
</tr>
<tr>
<td>• A relational leadership focus is essential for school success and transformational growth.</td>
<td>• A relational leadership focus is essential for school success and transformational growth.</td>
<td>• A relational leadership focus is essential for school success and transformational growth.</td>
<td>• DEDICATED PROFESSIONALS ENGAGED IN MEANINGFUL RELATIONSHIPS WITH STUDENTS AND FAMILIES ENABLE ALL STUDENTS TO MAXIMIZE THEIR LEARNING POTENTIAL AND ACHIEVE INDIVIDUAL EXCELLENCE.</td>
</tr>
<tr>
<td>• Partnerships amongst school personnel, families, other agencies and the wider community promote successful outcomes for the school, our students and workforce.</td>
<td>• Partnerships amongst school personnel, families, other agencies and the wider community promote successful outcomes for the school, our students and workforce.</td>
<td>• Partnerships amongst school personnel, families, other agencies and the wider community promote successful outcomes for the school, our students and workforce.</td>
<td>• DEDICATED PROFESSIONALS ENGAGED IN MEANINGFUL RELATIONSHIPS WITH STUDENTS AND FAMILIES ENABLE ALL STUDENTS TO MAXIMIZE THEIR LEARNING POTENTIAL AND ACHIEVE INDIVIDUAL EXCELLENCE.</td>
</tr>
<tr>
<td>• Workforce capacity, confidence and support are intrinsic to successful outcomes.</td>
<td>• Workforce capacity, confidence and support are intrinsic to successful outcomes.</td>
<td>• Workforce capacity, confidence and support are intrinsic to successful outcomes.</td>
<td>• DEDICATED PROFESSIONALS ENGAGED IN MEANINGFUL RELATIONSHIPS WITH STUDENTS AND FAMILIES ENABLE ALL STUDENTS TO MAXIMIZE THEIR LEARNING POTENTIAL AND ACHIEVE INDIVIDUAL EXCELLENCE.</td>
</tr>
<tr>
<td>• Ongoing learning experiences through systematic investigations, application of research findings, mentoring, coaching and support add value to our practices and ensure world-class teaching and learning.</td>
<td>• Ongoing learning experiences through systematic investigations, application of research findings, mentoring, coaching and support add value to our practices and ensure world-class teaching and learning.</td>
<td>• Ongoing learning experiences through systematic investigations, application of research findings, mentoring, coaching and support add value to our practices and ensure world-class teaching and learning.</td>
<td>• DEDICATED PROFESSIONALS ENGAGED IN MEANINGFUL RELATIONSHIPS WITH STUDENTS AND FAMILIES ENABLE ALL STUDENTS TO MAXIMIZE THEIR LEARNING POTENTIAL AND ACHIEVE INDIVIDUAL EXCELLENCE.</td>
</tr>
<tr>
<td>• Creative and insightful thought, risk-taking and time for reflection bring new ideas to our practice.</td>
<td>• Creative and insightful thought, risk-taking and time for reflection bring new ideas to our practice.</td>
<td>• Creative and insightful thought, risk-taking and time for reflection bring new ideas to our practice.</td>
<td>• DEDICATED PROFESSIONALS ENGAGED IN MEANINGFUL RELATIONSHIPS WITH STUDENTS AND FAMILIES ENABLE ALL STUDENTS TO MAXIMIZE THEIR LEARNING POTENTIAL AND ACHIEVE INDIVIDUAL EXCELLENCE.</td>
</tr>
<tr>
<td>• Mutual unconditional positive regard is essential for trusting, supportive relationships and positive, educational outcomes.</td>
<td>• Mutual unconditional positive regard is essential for trusting, supportive relationships and positive, educational outcomes.</td>
<td>• Mutual unconditional positive regard is essential for trusting, supportive relationships and positive, educational outcomes.</td>
<td>• DEDICATED PROFESSIONALS ENGAGED IN MEANINGFUL RELATIONSHIPS WITH STUDENTS AND FAMILIES ENABLE ALL STUDENTS TO MAXIMIZE THEIR LEARNING POTENTIAL AND ACHIEVE INDIVIDUAL EXCELLENCE.</td>
</tr>
<tr>
<td>• Each member of our team accepts their own responsibilities and expects the same from all others in the team.</td>
<td>• Each member of our team accepts their own responsibilities and expects the same from all others in the team.</td>
<td>• Each member of our team accepts their own responsibilities and expects the same from all others in the team.</td>
<td>• DEDICATED PROFESSIONALS ENGAGED IN MEANINGFUL RELATIONSHIPS WITH STUDENTS AND FAMILIES ENABLE ALL STUDENTS TO MAXIMIZE THEIR LEARNING POTENTIAL AND ACHIEVE INDIVIDUAL EXCELLENCE.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Person-centred planning</strong></th>
<th><strong>High expectations</strong></th>
<th><strong>Evidence-and data-based decision making</strong></th>
<th><strong>Alignment of curriculum, pedagogy and assessment</strong></th>
<th><strong>Targeted and scaffolded instruction</strong></th>
<th><strong>Safe, supportive, connected and inclusive learning environments</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Authenticity</td>
<td>Authenticity</td>
<td>Individualisation</td>
<td>Socio-cultural interactivity</td>
<td>Safe, supportive, connected and inclusive learning environments</td>
<td></td>
</tr>
<tr>
<td>Flexibility</td>
<td>Flexibility</td>
<td>Flexibility</td>
<td>Collaboration</td>
<td>Social networking, immediate or delayed – real time or not; modality used</td>
<td></td>
</tr>
<tr>
<td>The learner, the setting, the context such as anniversary responses and other impacts etc.</td>
<td>The learner, the setting, the context such as anniversary responses and other impacts etc.</td>
<td>The learner, the setting, the context such as anniversary responses and other impacts etc.</td>
<td>The learner, the setting, the context such as anniversary responses and other impacts etc.</td>
<td>The learner, the setting, the context such as anniversary responses and other impacts etc.</td>
<td></td>
</tr>
<tr>
<td>Conceptualisation, simulation</td>
<td>Conceptualisation, simulation</td>
<td>Conceptualisation, simulation</td>
<td>Conceptualisation, simulation</td>
<td>Conceptualisation, simulation</td>
<td></td>
</tr>
<tr>
<td>Real world relevance and personal meaning, participation</td>
<td>Real world relevance and personal meaning, participation</td>
<td>Real world relevance and personal meaning, participation</td>
<td>Real world relevance and personal meaning, participation</td>
<td>Real world relevance and personal meaning, participation</td>
<td></td>
</tr>
<tr>
<td>Customisation</td>
<td>Customisation</td>
<td>Customisation</td>
<td>Customisation</td>
<td>Customisation</td>
<td></td>
</tr>
<tr>
<td>Formally scheduled or unscheduled – just in time, on the fly schedule – incidental or spontaneous learning</td>
<td>Formally scheduled or unscheduled – just in time, on the fly schedule – incidental or spontaneous learning</td>
<td>Formally scheduled or unscheduled – just in time, on the fly schedule – incidental or spontaneous learning</td>
<td>Formally scheduled or unscheduled – just in time, on the fly schedule – incidental or spontaneous learning</td>
<td>Formally scheduled or unscheduled – just in time, on the fly schedule – incidental or spontaneous learning</td>
<td></td>
</tr>
<tr>
<td>Fit with context, task / process authenticity, supported by context-aware functionalities</td>
<td>Fit with context, task / process authenticity, supported by context-aware functionalities</td>
<td>Fit with context, task / process authenticity, supported by context-aware functionalities</td>
<td>Fit with context, task / process authenticity, supported by context-aware functionalities</td>
<td>Fit with context, task / process authenticity, supported by context-aware functionalities</td>
<td></td>
</tr>
<tr>
<td>Goal setting, task medication, control over task pace. Access, Produce, Exchange</td>
<td>Goal setting, task medication, control over task pace. Access, Produce, Exchange</td>
<td>Goal setting, task medication, control over task pace. Access, Produce, Exchange</td>
<td>Goal setting, task medication, control over task pace. Access, Produce, Exchange</td>
<td>Goal setting, task medication, control over task pace. Access, Produce, Exchange</td>
<td></td>
</tr>
<tr>
<td>Social networking, immediate or delayed – real time or not; modality used</td>
<td>Social networking, immediate or delayed – real time or not; modality used</td>
<td>Social networking, immediate or delayed – real time or not; modality used</td>
<td>Social networking, immediate or delayed – real time or not; modality used</td>
<td>Social networking, immediate or delayed – real time or not; modality used</td>
<td></td>
</tr>
</tbody>
</table>
## Curriculum Intent

**What do our students need to learn?**

- **Knowledge, functional skills and processes aligned to positive futures taking account of individual student strengths, interests and needs**
- **Generalisation and maintenance strategies to maximise success across contexts**
- **Developmental knowledge and skills to enhance self-confidence, self-esteem, independence, social interactions and inclusion in the community.**
- **Content aligned with the Australian, Early years curriculum guidelines, General capabilities, differentiated, functional curriculum - School Curriculum, vocational education and training curricula**
- **Social, coping and vocational knowledge and skills**

### Strategies we use

- School Curriculum Plan working group
- Family and advocate input through strategic and operational planning activities
- Research of quality curriculum for students with disabilities worldwide
- Professional networks and partnerships
- Collaborative Planning
- Scope and Sequencing activities
- Unit Planning and Lesson Planning for very early career teachers and otherwise as needed
- Student support notes
- Generic plan for positive behaviour support
- Multi-element programming for complex behaviour support issues
- Developing Performance Plans
- Whole School Data Collection System
- Professional Conversations
- Learning Expectations
- Community based learning
- STEP UP to EMPLOYMENT project
- Collaboration and Innovation project
- Annotated unit plans and lesson plans where applicable
- Individual Student Support Notes, plans
- Individual Curriculum Plans on OneSchool

### Evidence we see

- Semester, term, weekly and daily planning
- Focused staff meetings with minutes published
- Assessment criteria and exemplars
- Annotated unit plans and lesson plans where applicable
- Individual Student Support Notes, plans
- Individual Curriculum Plans on OneSchool
## Assessment

What have our students learnt and how well have they learnt it?

<table>
<thead>
<tr>
<th>Align curriculum intent with individual targets and goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Differentiated assessment</td>
</tr>
<tr>
<td>Assessment is used</td>
</tr>
<tr>
<td>* for learning</td>
</tr>
<tr>
<td>- to use student progress to inform teaching</td>
</tr>
<tr>
<td>* as learning</td>
</tr>
<tr>
<td>- to inform students’ future learning goals</td>
</tr>
<tr>
<td>* of learning</td>
</tr>
<tr>
<td>- to assess student achievement against goals and standards</td>
</tr>
</tbody>
</table>

### ‘Design, test, analyse, refine’ cycle for assessment
- Individual diagnostic assessments and data analysis
- Inter-rater reliability checks for observation data
- Learning matrices
- Achievement checklists

### Evidence we see
- Assessment tasks
- Range and balance of assessment
- Exemplars
- Individual, cohort, and school data
- Student assessment pieces in various forms matched to student strengths and learning priorities
- Reporting cycle including two written reports and verbal reporting per annum.

### Whole School Assessment Plan
- Scaffolding (Trudge, 1990) for different learning styles, interests, strengths, support needs: e.g. social interpretation; visual schedules; cues; prompts;
- Diagnostic assessment aligned to student needs, interests and strengths and with benchmarks
Sequencing Teaching and Learning

The relationship between what is taught and how it is taught in order to maximise student learning

- **Front-end assessment**
- **Understand learning styles**
- **Differentiated instruction to**
- **meet individual student strengths, interests and needs**
- **Link to school values, mission and priorities**
- **Explicit lesson structures**
- **Individual Education Plans**
- **Individual Curriculum Plans, Generic Support Plans, Multi-element Plans, Medical Support Plans**
- **Informed by the Professional Standards for Teachers**
- **Design, test, analyse, refine cycle for teaching**

**Strategies we use**

- **Evidence-based teaching strategies** – see detail below
- **Classroom Observations**
- **‘I do, We do, You do’ approach to teaching**
- **Whole School Programs - Reading, Spelling, Writing, Problem Solving, Mathematics, Science, Swimming, Visual arts, Science, Vocational Education**
- **Whole School approach to supportive school environment through positive behaviour support and multi-element programming**
- **Community based instruction**
- **Mobile learning**
- **Embedded ICT using a wide range of options suited to individual strengths and needs**
- **Gradual Release of Responsibility**
- **Whole school Reading Assessment System**

**Consideration of Place** – where does the learning take place?
**Connection** – with whom does the learning take place, taking account of communication, social interactions, social networking?
**Immediacy** – when does the learning take place – convenience and authenticity linked to ‘teachable moments’, spontaneity and activity – how and where is the curriculum content used and integrated?

**Evidence we see**

- **Feedback from classroom observations through video recording, time sampling, teacher reflection – SR’s model**
- **Professional conversations**
- **Learning intent visible for students, parents/carers, school learning team (teacher, teacher aides, therapists, social worker, guidance officer, curriculum specialist teachers, school leaders)**
- **Student work displayed**

**Evidence-based pedagogy - Students with Autistic Spectrum Disorder**

- Peer-mediated instruction and intervention [http://afirm.fpg.unc.edu/node/2](http://afirm.fpg.unc.edu/node/2)
- Exercise
- Modelling
- Scripting
- Visual supports [http://afirm.fpg.unc.edu/visual-supports](http://afirm.fpg.unc.edu/visual-supports)
Evidence-based pedagogies - Students with Intellectual Disability

- Intentional communication - Intensive interaction
- Academic - Systematic instruction, Spooner, Knight, Browder, Smith, 2012;
- Science - Systematic instruction, Spooner, Knight, Browder, Jiminez, DiBiase, 2011;
- Mathematics - Systematic instruction, Browder, Ahlgrim-Dalzell, Spooner, Mims, Baker, 2009;
- Reading - Systematic instruction, vocabulary, picture identification
- Mathematics - Opportunity to respond - Browder, Ahlgrim-Dalzell, Spooner, Mims, Baker, 2009;
- Mathematics - In Vivo instruction - Browder, Ahlgrim-Dalzell, Spooner, Mims, Baker, 2009;
- Mathematics - Systematic prompting - Browder, Wakeman, Spooner, Ahlgrim-Dalzell, Algozine, 2006;
- Mathematics - Time delay - Browder, Wakeman, Spooner, Ahlgrim-Dalzell, Algozine, 2006;
- Reading - vocabulary - Massed trial training - Browder, Wakeman, Spooner, Ahlgrim-Dalzell, Algozine, 2006;
- Reading - Systematic prompting - Browder, Wakeman, Spooner, Ahlgrim-Dalzell, Algozine, 2006;
- Reading vocabulary - Massed trial training - Browder, Wakeman, Spooner, Ahlgrim-Dalzell, Algozine, 2006;
- Reading comprehension - Massed trial training - Browder, Wakeman, Spooner, Ahlgrim-Dalzell, Algozine, 2006;
- Reading comprehension - Systematic prompting - Browder, Wakeman, Spooner, Ahlgrim-Dalzell, Algozine, 2006;
- Reading comprehension - Use of pictures
- Reading comprehension - Functional use

- Functional life skills - Backward chaining
- Grocery shopping, communication skills - Community based instruction
- Leisure skills - Constant time delay
- Communication skills - Least-to-most prompting
- Communication - Speech Language Pathology designed interventions
- Functional life skills - Least-to-most prompting
- Specific job skills - Least-to-most prompting
- Functional life skills - Most-to-least prompting
- Money counting and purchasing skills - One-more-than strategy
- Purchasing skills - Progressive time delay
- Grocery shopping - Response prompting
- Laundry skills - Response prompting
- Leisure skills - Response prompting
- Purchasing skills - Response prompting
- Social skills - Response prompting
- Employment skills - Response prompting
- Goal attainment - Self determined learning model
- Student individual plan participation - Self-directed planning
- Social skills - Self-management instruction
- Job specific skills - Self-management instruction
- Functional life skills - Self monitoring
- Purchasing skills - Simulations
- Functional skills - Simultaneous prompting
- Food preparation - Video modelling
- Home maintenance - Video modelling
- Self-determination and transition planning - Whose Future is it anyway?

Evidence-based pedagogies - Students with Physical Disability

- Physiotherapy
- Occupational therapy
- Positive niche construction
- Speech language pathology
- Universal Design for Learning.
<table>
<thead>
<tr>
<th>Ecological adjustments</th>
<th>Positive programming</th>
<th>Direct treatments</th>
<th>Reactive, emergency strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Visual schedules</td>
<td>General skills</td>
<td>Daily schedule criteria</td>
<td>Active listening</td>
</tr>
<tr>
<td>Precursor management</td>
<td>Developmental skills</td>
<td>Density of preferred events</td>
<td>Stimulus</td>
</tr>
<tr>
<td>Interactional style</td>
<td>Functional skills</td>
<td>Alternative sequences</td>
<td>Re-direction</td>
</tr>
<tr>
<td>Transition supports</td>
<td>Coping skills</td>
<td></td>
<td>Strategic capitulation</td>
</tr>
<tr>
<td>Environment matching</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Positive niche construction</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Universal Design for Learning</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Ecological adjustments**

Definition: changes in the physical, programmatic and interpersonal environment to better fit the person's characteristics and needs.

Physical factors
- setting
- light
- noise
- crowding
- implications

Interpersonal factors
- peer respect
- communication / culture
- social interactions
- expectations
- implications

Programmatic factors
- choice, predictability, control
- motivational system
- curriculum
- goals and objectives
- tasks and materials
- task difficulty
- instructional methods

**Positive programming**

Definition
Longitudinal instruction designed to teach skills and competencies to facilitate behavioural changes of the purpose of social and community integration.

General instructive program
- Functional curriculum
- Developmental curriculum - chronologically age-appropriate, zero inference
- Developing independence
- Functionally equivalent skills e.g. ringing a bell vs crying, word care vs hitting, communicating confusion, saying "no"
- Functionally related skills
  - discrimination
  - choice
  - predictability and control
  - rules
  - stimulus control
- Coping skills
  - desensitisation
  - shaping
  - relaxation training

**Direct treatments**

Definition
Strategies and processes to assist the person to achieve life quality and have their needs and wants met through socially acceptable behaviours

Stimulus control
In the presence of certain stimuli, the behaviour is more likely to occur, therefore provide the environment that fosters to desired learning and/or behaviours.

Reinforcement
Reinforce according to a data-driven schedule.

Incentive Schemes (Schedules of Reinforcement)
1. DRO – for not exhibiting a problem behaviour
2. DRL – for demonstrating reduction in Problem behaviour

Stimulus satiation
If it’s what he wants, give it to him and don’t make him work for it! Then design a program to teach the person sharing and delaying gratification.
## Making Judgments

Teachers and students using standards to make evidence-based judgments in order to monitor and inform the next steps for learning

- Use individual student data, standards, evidence and teacher agreement to achieve consistency of judgment
- Alignment with achievement standards of ACARA and C2C
- Know relevant curriculum documents
- Use functional behaviour assessment data to inform planning via generic plan or individual multi-element plan see attached for format.

### Strategies we use

- Develop clear, specific criteria relevant to the task
- Provide clear expectations about quality performance
- Be clear and explicit with students and parents/carers about how assessment will occur and provide exemplars
- Whole School Assessment Overview
- Understanding the Achievement Standards
- Data analysis against individual targets, goals and benchmarks to inform planning

### Evidence we see

- Goal setting
- Data files
- Verbal and written feedback discussions with parents, students and other teachers as applicable
- Report cards

### Feedback

Information and advice provided by a teacher, peer, parent or self about performance aimed at improving learning

<table>
<thead>
<tr>
<th>Strategies we use</th>
<th>Evidence we see</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self and peer feedback</td>
<td>Conversations between teachers and students and parents/carers and school leaders</td>
</tr>
<tr>
<td>Goal setting</td>
<td>Students know their level of achievement</td>
</tr>
<tr>
<td>Individual student data</td>
<td>Classroom Observation Reflection</td>
</tr>
<tr>
<td>Classroom Observation Reflection</td>
<td>Whole school reflection on Explicit Instruction</td>
</tr>
<tr>
<td></td>
<td>Whole school reflection on evidence-based teacher for students with intellectual disability, autism, physical disability, hearing impairment, vision impairment, medical needs</td>
</tr>
<tr>
<td></td>
<td>School Reporting with explicit and personal feedback for students</td>
</tr>
<tr>
<td></td>
<td>Growth coaching</td>
</tr>
<tr>
<td></td>
<td>Mentoring</td>
</tr>
<tr>
<td></td>
<td>Critical friendships</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Strategies we use</th>
<th>Evidence we see</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide quality feedback for individual students - SMART goals (where possible, given constraints resulting from Australian Curriculum)</td>
<td>Professional conversations</td>
</tr>
<tr>
<td>Seek quality feedback on teaching</td>
<td>Periodic Service Review data and charts linked to coaching</td>
</tr>
<tr>
<td>Create, maintain and update individual student work folios</td>
<td></td>
</tr>
<tr>
<td>Give timely corrective and affirming feedback</td>
<td></td>
</tr>
</tbody>
</table>