



Concurrent Presentation Abstracts, Friday, 26th May at 2.45 pm

Location: Roosevelt Room

Supporting Learners with Complex Communication Needs through Intensive Interaction – let's have a chat about this

Janee Williamson, Queensland Intensive Interaction Professional Learning Community

So now you've heard from keynote Dr Dave Hewett - do you want to know more?

This interactive workshop will offer delegates an open-ended forum for conversation and information sharing about Intensive Interaction. Intensive Interaction is an approach to developing pre-speech Fundamentals of Communication for learners with complex communication needs. This process-central, learner-led approach is widely offered across Queensland special schools. This workshop forum will be hosted by members from the Queensland Intensive Interaction professional learning community. This PLC involves 12 special schools actively working together to build sustainable practice within and across our schools. We are committed to best practice within our schools and supporting the implementation in new and interested settings. We will share our experiences, celebrate our successes, show video footage of Intensive Interaction from across our settings with a range of learners, answer frequently asked questions, offer ideas for getting started and connected with others. Come and chat with uschatting, sharing and building social connections and relationships and engaging in meaningful dialogue with others - that's Intensive Interaction - and that is what we do.

Location: Lincoln Room

Personalised Learning: One School's Journey

Karen Collishaw and Cheryl Gibson, Edens Landing State School

Personalised learning is not a program or an inquiry model sitting discreetly or separately from curriculum areas. It is a holistic approach to education on a much broader scaler than 'traditional' special education and learning support models allow. It showcases teaching and learning which combines the need for children and their families to be active participants in learning as well as social and emotional development.

We began our journey in response to the introduction of the NCCD data collection. The data didn't tell us anything we didn't already know. In a school of approximately 750 students, almost 100 were provided with reasonable adjustments to address a disability under the DDA and DSE. Only 38 students were verified with a disability. The majority of these adjustments were identified in the first two criteria, differentiated teaching practice and supplementary, and the predominant DDA disability was identified as cognitive. At this time, teachers were referring students to a SNAC committee but after conversations with class teachers we found that many of the students identified through the NCCD data were not being followed up through SNAC and therefore timely intervention to support classroom differentiation was not happening to the extent we thought would be reasonable whole school practice.



In 2016 we began our personalised learning journey by reviewing our current whole school approach in identifying diverse learning needs and developing a culture of ongoing improvement through consistent practice. Our whole school approach is based on the Three-Tier Response to intervention with three stages of increasing intensity of instruction and support for all students. Student-centered learning and wellbeing is our primary focus to enable all students to have a positive growth mindset.

Our commitment to this change has led to the development of a personalised centre of support that through the analysis of data is able to respond directly to the diverse needs of individual students. Our presentation will focus on how this journey has evolved, the goals we have set and the outcomes both present and future. We are leading the way through equity, a whole school approach to inclusive learning to enable all students to contribute and participate on the same basis; innovation, developing personalised learning to encompass the learning and mental growth of the whole child; and engagement, engaging in clear decision-making processes that are inclusive and understood by the Edens Landing family.

Location: Westminster Room

Age Appropriate Teaching Resources for Queensland Special School Students

Milissa Evans, Calamvale Special School, Aaron Evans and Brett Briggs, Community Access and Transition Service Inc

Students are entitled to knowledge, understanding and skills that provide a foundation for successful and lifelong learning and participation in the community. By providing students with the opportunity to participate in community access programs, ensures that they have access to a rich and dynamic social and cultural life which is essential; it is also a very useful resource for giving students the opportunity to generalise the skill they have learnt in real life situations.

Students are provided with relevant and engaging learning programs drawn from the curriculum and addresses each students individual learning needs. This learning helps students with essential mathematical skills and knowledge which creates opportunities for, and enriches their lives. Our students participate in curriculum programs at school that develops numeracy and literacy capabilities. A useful teaching tool is music and videos, used when teaching abstract concepts to our students. We found that using music, assist students to engage their "rote memory" (short term) but does develop to conscious thought and long-term memory as songs that have meaning are sung repeatedly by individuals. While exposing the students to an age appropriate curriculum, one becomes aware that the resources are not generally effective as they do not fit the student's individual needs or targeted age.

Community access is an extremely motivating and meaningful environment where students are able to generalise the skills they have learned in a real life situation. Throughout the weekly community access program, students are provided with opportunities to incorporate and generalise skills they have learned; which will later assist them to achieve their ICP goals.

During participation in the community access program we have noticed, an increased



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confidence and independence amongst the students where they are interacting socially with their peers and general community by accessing the Augmentative and Alternative Communication (AAC) systems, their number, money handling/swipe card skills have improved, the identification of local facilities and leisure options for them to access within their community and their ICP goals have been reached with an abundance of saturation in opportunities that they are able to incorporate these skills.