



## Concurrent Presentation Abstracts, Thursday, 25<sup>th</sup> May at 1.45 pm

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### Location: Kennedy Room

#### Video self-modelling as an intervention strategy to reduce aggressive behaviour in adolescents with high functioning autism (HFA)

Sandra Kinsella, Beaudesert State High School

*\*Please note: this presentation will be repeated at 2.45 pm*

A number of studies suggest that aggression and the self-regulation of anger are problematic issues amongst individuals with HFA. Yet the majority of the research into aggression and ASD has been limited to the frequency and characteristics of such behaviours in young children with low functioning autism. ASD is a spectrum of disorders and by nature impacts on each individual differently thus a range of personalised and needs-driven supports, services and intervention strategies are required.

Primarily this study investigated the use of Video Self Modelling (VSM) as a behaviour intervention strategy to reduce the occurrence of aggressive behaviours in three adolescents with High Functioning Autism (HFA) within a school environment. A single-subject non-concurrent multiple baseline design was employed in the form of a baseline-intervention-withdrawal (A-B-C) across three participants. The intervention engaged each participant with a personalised iPad-presented movie allowing them to observe self-modelled, positive behaviour choices across situations where aggression had previously been the response. Findings yielded positive outcomes for all participants indicating that VSM is an effective strategy for reducing aggressive behaviours in adolescents. This small-scale study builds on the existing research into VSM and contributes to the limited number of studies currently available for behaviour intervention with adolescents with high functioning autism.

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### Location: Roosevelt Room

#### Building High Performance Teaching Teams: PLC Strategy and the Inquiry Cycle

Dr Pete Stebbins and Alistair Kerr, High Performance Schools

*\*Please note: this presentation will be repeated at 2.45 pm*

Implementing a PLC Strategy which combines the High Performance Teams Framework with the Inquiry Cycle is a great way to fast-track the support and development of teachers in Queensland Schools. However, developing your PLC Strategy will vary depending on a number of key factors such as PLC grouping strategy, PLC meeting cycles and timeframes and PLC accountability cycles and dashboard design. In this workshop we will show case several different PLC strategies used in Queensland Schools and deep dive into critical success factors which can you can apply in your school situation.



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**Location: Lincoln Room**

### **Leading Equity, Leading Innovation**

Trent Devere, Brett Martell and Gayle Barbeler, Aldridge State High School

#### **Scope**

Aldridge SHS "Learning and Enhancement Centre" is a Band 7 Special Education Unit of 126 verified students with a further 25 students assisted through programs provided by staff at the Unit. The SWD population represents 11% of total student numbers. Aldridge has several feeder schools, a large majority are small rural schools that have at best two teachers and nominal teacher aide support for the entire school cohort from Prep to Year 6. This results in a vast majority of SWD enrolling at Aldridge (25-30 in year 7 each year) who have very little exposure to a structured learning environment.

#### **Leading**

We lead supported education through our transition program using NAPLAN data and other diagnostic data from the primary schools. We split this group into two cohorts based on academic abilities and social and emotional needs and run a suite of classes that have a modified curriculum based on the ACARA Scope and Sequence for each curriculum area.

#### **Linking**

Our classes are developed for the year 1 to 3 level while the other modified class are developed at the 3 to 5 level based on NAPLAN data. Our findings have been if students feel as though they are not being singled out as being different or identify as being different after a while they become very comfortable being in a classroom environment.

#### **Learning**

Data tells us that compensatory learning occurs at a rapid rate from the middle of year 8 until the end of year 9 for 95% of our students. In year 10 we offer very few modified classes except for our QCIA stream. This is due to student's having developed the confidence, skills and knowledge to integrate into general classes due to the intensive support of the modified classes, case managers and LEC. In 2015, 2016 the unit achieved 100 QCE attainment with our Year 12 students as well as a number of students transitioned into school supported traineeships. Year 13 data shows that 60% of students secure employment within 12 months of completing education with the Aldridge LEC. Our presentation will address the following:

- Case Management of Students and the importance of this role
- Development of ICP's
- Active involvement in whole school timetabling
- Teacher involvement in curriculum development at a Faculty Level
- Curriculum HOD collaboration with HOSES
- The role of Work Placement and traineeship
- Flexibility of students moving from Modified to Mainstream Classes
- Resource management/Classroom allocation



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**Location: Westminster Room**

### Developing Assessment Aligned to the P-10 Australian Curriculum Achievement Standards

Robyn Whiting, Queensland Curriculum Assessment Authority

*\*Please note: this presentation will be repeated at 2.45 pm*

All students are entitled to a relevant, rigorous and engaging learning program that is drawn from the P-10 Australian Curriculum. For students whose focus for learning is drawn from the learning area content of the P-10 Australian Curriculum, schools are required to assess students' progress in learning in relation to the achievement standards. In this workshop, participants will have opportunities to explore how the QCAA's standards elaborations can be used to make consistent, defensible and comparable judgments about student work on a five-point scale.

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**Location: Washington Room**

### The Nurtured Heart Approach – 'Transforming the Intense Child' Introductory Workshop

Sam Bosse, Nurtured Heart Approach

Nurtured Heart Approach Australia is dedicated to changing the way we look at challenging behaviours and committed to providing effective tools to parents, and carers, and educators with intense children and young people. Furthermore by utilising the Approach we can assist you in enhancing all your relationships, be it with your children, your partner, your work colleagues or yourself. At Nurtured Heart Approach Australia we understand we do the best we can with the tools we have. Sometimes, the tools we have do not seem to match the intensity of the important people in our lives.

Join us for a one hour "Transforming the Intense Child" workshop designed to introduce you to the fundamentals of the Nurtured Heart Approach (NHA) and open up a world of possibilities for the challenging children in your life.

During these workshops, you will get an introduction to the tools to not only change how intense children and young people view themselves but also the world around them, so they can embrace themselves and life.

This workshop is for parents, teachers, psychologists or anyone dealing with intense children in their line of work.

We will spend time introducing the approach, the 3 stands and what it means to embrace greatness.