



Concurrent Presentation Abstracts, Thursday, 25th May at 2.45 pm

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 is a repeat of the 1.45 pm session*

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.

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 is a repeat of the 1.45 pm session*

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

Beyond Bayside: Guiding Futures

Mardi Schon and Lynelle McDonald, Brisbane Bayside State College

What drives change, in special education delivery in a high school setting, to provide the best opportunities for students beyond school life? The catalyst is a dose of reality. Our journey started with the realisation that what we were delivering was not enough for all of our students. Our program offered great work experience, social skilling and community access training, but outcomes reflected that many students who graduated BBSC's Special Education Program were not employed or linked to a Disability Employment Service and spent their time, "sitting on the couch".

This prompted our faculty to start analysing the effectiveness of the senior phase and how changes could meet the challenging needs of students with disability, their families, and potential employers. We soon identified the chief aim was to get senior students ready for life after school, linked with agencies who would continue their journey to become engaged citizens. An aim that meets the Strategic Plan 2015-19 to *support students to develop the knowledge, skills and qualities they need for the future*. Our submission in Community Engagement highlights our commitment to ensuring sustainable realistic pathways to future employment for Students with Disability.

In 2016 Showcase Awards, BBSC gained a Regional Commendation in the Community Engagement category.

Location: Westminster Room

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

Robyn Whiting, Queensland Curriculum Assessment Authority

**Please note: this presentation is a repeat of the 1.45 pm session*

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

Zoning In On Self-Regulation

Elizabeth Noske, Caravonica Cluster SEP

**Please note: this presentation will be repeated at 4.00 pm*

"Children will do well if they can", Ross Green declares in his book, "The Explosive Child". Despite their best intentions, many students, especially those with ASD, struggle to learn the basics of self-regulation that enable them to 'do well'. *The Zones of Regulation®* program, written by Leah Kuypers, with lessons by Michelle Garcia Winner, is an increasingly popular and highly successful approach to teaching self-regulation to students. The stratagem is particularly pertinent to students on the spectrum, most of whom are well able to master the concepts of self-regulation cognitively, but require focused, intensive and repetitive practice and consolidation in order to understand their own, and others' emotional states and to use the tool-box of strategies and skills to maintain or return to a state of self-regulation. Lacking an age-appropriate Theory of Mind headset is a considerable hurdle they cannot easily and independently learn to overcome. The *Zones* program is comprehensive, well supported with lesson plans, reproducible visuals and learning activities, set out through a lesson-by-lesson sequence of skills development for students in the younger and middle years.

The program is suitable for one-on-one or small group instruction or whole class participation. While some students quickly master the concepts and skills, other require a slower, more circular pace and longer exposure to each segment of the program. Many other social learning programs and resources, including the plethora of YouTube social stories and vignettes, will complement and enrich the standard program and provide variety and engagement for students requiring additional practice.

Although suitable as a stand-alone program for individual students, a whole school approach to the use of the conceptual framework and the terminology of the Zone's program will do much to consolidate the children's understanding and use of their own self-regulation toolbox. It is particularly powerful when the teacher, encountering a student in their Red Zone, in the playground can use the four zone's vocabulary to assist the student to identify how they feel, how this will drive their behaviour and how they can use the strategies they have learnt to return to the calm, self-regulated Green Zone. When each and every class and specialist teacher, administrator, teacher aide and support person naturally and automatically uses the Zone's framework to do a daily check-in, respond to an upset student, manage conflicts or repair damaged relationships, the success of the program can be life-changing for vulnerable students.