



# VPA IN ACTION

Dance Communication Collaboration:  
A unique approach to Teaching and Learning



"Genie in a bottle"

Cathy Rendall and Georgie Labb

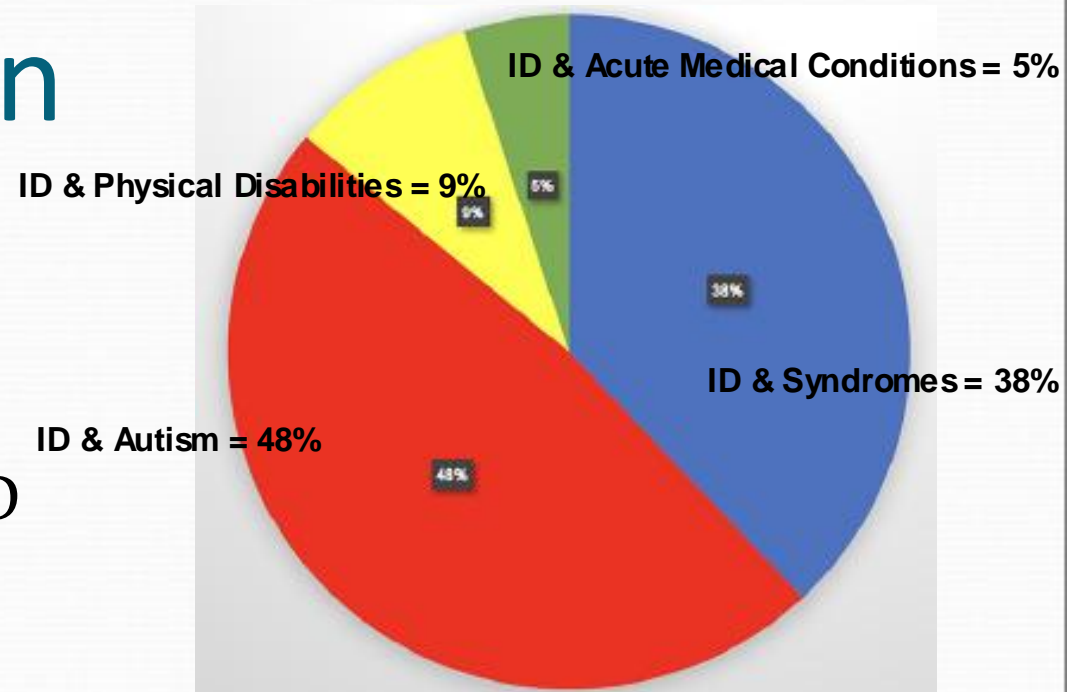


# Port Phillip Specialist School

- Port Phillip Specialist School, Port Melbourne
- Dual enrolment – Special and SDS
- Students with Intellectual Disabilities (IQ score below 70).

# Our population

- Nearly 50% - ID and ASD
- Range of syndromes
- High medical needs
- Speech and language impairments or non-verbal
- Fine and gross motor difficulties
- Sensory needs
- Limited attention
- Planning difficulties
- Behavioural challenges



How we



???

- 2017 Victorian Curriculum
- Visual and Performing Arts



# Learning through the Arts

## The Arts:

Considerable research support for Arts having positive effects on student learning (see reference list)



Cognitive development and brain activities



Cognitive pathways



Attention- motivation- engagement



# What it looks like at PPSS

## COLLABORATION = PD

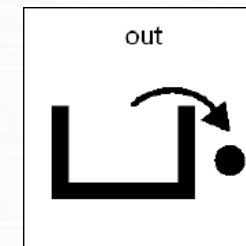
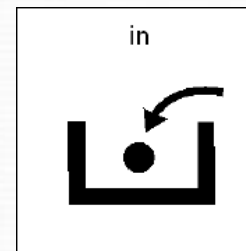
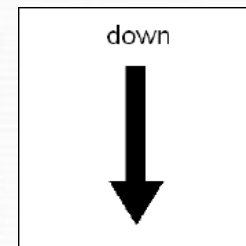
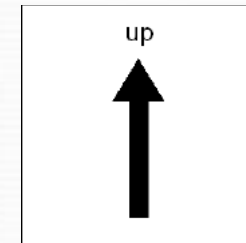
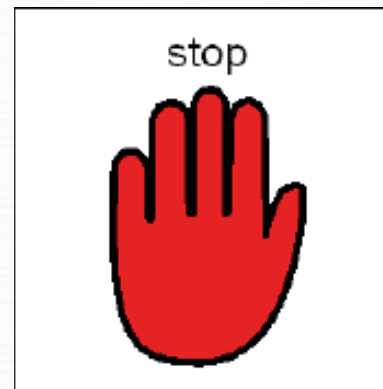
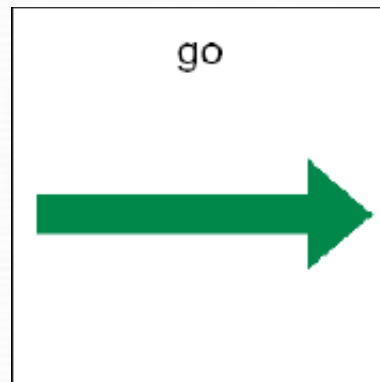


Staff learn from staff

# Learning through doing

## PRACTICAL ACTIVITY

- Octaband
- Visual supports



# Genie in a Bottle

- Collaboration with ....





## Process – evolution of “Genie in a bottle”

- Educational objectives, ILPs and SMART goals
- Generated ‘theme’
- Story – literacy and speech and language skills
- Music selection
- Dance routines and gestures practised
- x 2 sessions per week (1 hour per session)
- Recording student lines using verbal skills or voice output device
- Audio Technician worked on backing video.
- Performance at VCASS

# Story, Music, Dance

## What we worked on with students:

- *Greetings* (hello, goodbye)
- *Social Communication Skills* – learning to wait, learning to listen, turn taking, attending to task, responding to questions, working with others
- *Following instructions*
- *Developing language skills through movement* (“doing”)
- *Speech* (articulation and phonology skills)
- *Literacy skills*
- *Breaking complex steps into smaller steps* (& building back up)
- *Sequences of steps*
- *Body awareness and movement*
- *Numeracy*
- *Dressing and undressing* (costumes)
- *Transitions*

# Student Outcomes

- Enthusiastic students
- Increasing steps
- Majority socialising (some tolerating) VCASS
- Parent response – feedback that students singing and practising steps at home.
- Final performance

# How was evidence collected?

- Photos and videos
- Review of educational objectives and SMART goals - mid & end of year
- Pre and post video
- Feedback to parents through newsletter, mid & end of year reporting process
- Performance piece

# QUESTIONS

- Cathy Rendall, Dance Specialist  
[rendall.catherine.c@edumail.vic.gov.au](mailto:rendall.catherine.c@edumail.vic.gov.au)
- Georgie Labb, Speech Pathologist  
[labb.georgie.k@edumail.vic.gov.au](mailto:labb.georgie.k@edumail.vic.gov.au)



Presentation slides are available from the AASE website