

Effectiveness of Individualised Programs

Supporting students to achieve more



Yarrabah School

- “ Location – Aspendale, Bayside, Melbourne
- “ Student Population:
 - 56 Early Education Program (EEP) – age 2.8 to 5 years
 - 171 School Age – age 5 to 18 years
- “ School Profile:
 - Specialist School which caters for students with intellectual, physical and/or multiple disabilities including global developmental delay, autism spectrum disorders, genetic and chromosomal conditions, cerebral palsy and much more.
- “ Our mission:
 - To provide a nurturing, educational environment that maximises each student's potential.

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Background

“ Lisa Walker

- 15 years' experience supporting students with intellectual disabilities, autism spectrum disorders and challenging behaviours.
- Leading Teacher responsible for school wide behaviour support.
- Passionate about supporting students whose behaviour poses a significant barrier to learning.



“ Lisa Wilson:

- 25 years experience across both the education and disability sectors.
- Manager in a post school setting for young adults with intellectual disabilities and now co-ordinates the Pathway program in Senior Section at Yarrabah.
- Passionate about inclusion, advocacy and supporting students with disabilities to achieve their potential.



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Research – where are we coming from?

- “ Effective Teachers (Ainscow 1991):
 - . Knowledgeable about their students
 - . adapting instruction to their needs
 - . Provide a variety of learning experiences
 - . Give pupils opportunities to choose
- “ Inclusion (Florian and Black-Hawkins 2011):
 - . key challenge facing teachers who wish to become more inclusive in their practice is how to respect, as well as respond to, human differences in ways that include learners in, rather than exclude them from, what is ordinarily available in the daily life of the classroom.
- “ Personalisation and Individualisation (Sebba 2011 and DiFinizio 2011):
 - . Personalisation can be a lever for increasing participation and thereby inclusion, while attempting to make learning more meaningful for more pupils most of the time
 - . If we are to personalise learning for all students, then, surely, we should be addressing every aspect of a child's development. The more autonomy and freedom a student has in the learning process, the more chance he/she has to grow and fly at their own pace independently.
- “ Person Centred Planning (Sanderson 2000):
 - . a process of continual listening, and learning; focussed on what is important to someone now, and for the future; and acting upon this in alliance with their family and friends. It is not simply a collection of new techniques for planning to replace Individual Programme Planning. It is based on a completely different way of seeing and working with people with disabilities, which is fundamentally about sharing power and community inclusion.

Individualised Behaviour Support

“ Changing the purpose of behaviours

- Student A – range of inappropriate sensory seeking behaviours, socially unacceptable behaviours
- Limits, choices
- Behaviour change – opportunities for sensory input through appropriate alternatives; celebrating success; building on interests; honouring communication

“ Allowing choices within structure

- Student B – disengaged from learning, absconding from classroom, inappropriate interactions with others
- Individual timetable based on class timetable
- Same basic structure, differentiated content
- Choices of activities linked to the content
- Building on interests – using research activities, making links

Individualised Behaviour Support

Student A

Student B

Term 1 Timetable –

	9:00-9:30	9:30-10:00	10:00-10:30	10:30-11:00	11:00-11:30	11:30-12:00	12:00-12:30	12:30-1:05	1:05-1:30	1:30-2:00	2:00-2:30	2:30-3:00
Monday	Table Work / Morning Circle Relaxation Massage	English Cluster Work bag Garden Recycling	Maths Cluster Work bag Recycling Sandpit	Morning Tea / Play Relaxation iPad	Art 5 mins Drawing ColourMat Laundry	Music 1 song Sandpit	Lunch	Swimming 1:1 in water . Intensive Interaction		Work Skills Wipe tables		iPad Chairs up
Tuesday	Table Work / Morning Circle Relaxation Massage	Morning Circle Brain Gym Garden Laundry	Motor Skills TacPac	Morning Tea / Play Relaxation iPad	English Cluster Work bag Garden Recycling	Maths Cluster Work bag Recycling Sandpit	Social Skills Sandpit Turn taking/ sharing	Play Relaxation iPad	Lunch	Science Engage in experiment Sensory play Sandpit		iPad Laptop Massage Chairs up
Wednesday	Table Work / Morning Circle Relaxation Massage	Library 1 activity Recycling Laundry Garden	PE Alternate PE and sandpit activities	Morning Tea / Play Relaxation iPad	English Cluster Work bag Garden Recycling Litter pick	Maths Cluster Work bag Recycling Sandpit	Social Safety Activity Sandpit Garden	Play Relaxation iPad	Lunch	Life Skills Spreading Grooming Bedroom		iPad Chairs up
Thursday	Table Work / Morning Circle Relaxation Massage	Technology Chooselt Maker . Laptop or iPad Sandpit Sweeping		Morning Tea / Play Relaxation iPad	English Cluster Work bag Garden Recycling	Maths Cluster Work bag Recycling Sandpit	SWPBS Activity Sandpit Litter pick Garden	Travel Education 1:1, walk to train station, train to Frankston, lunch in foodcourt, return.				iPad Chairs up
Friday	Table Work / Morning Circle Relaxation Massage	Morning Circle Brain Gym Garden Laundry	Linkit / Theme Work Garden Laundry Sweeping	Morning Tea / Play Relaxation iPad	English Home Group Work bag Garden Recycling	Maths Home Group Work bag Recycling Sandpit	Theme Work Sandpit Recycling Garden	Play Relaxation iPad	Lunch	Electives - Nature Walk 1:1, walk along Mordialloc Creek		iPad Laptop Massage Sandpit Chairs up

Student's Timetable

Thursday



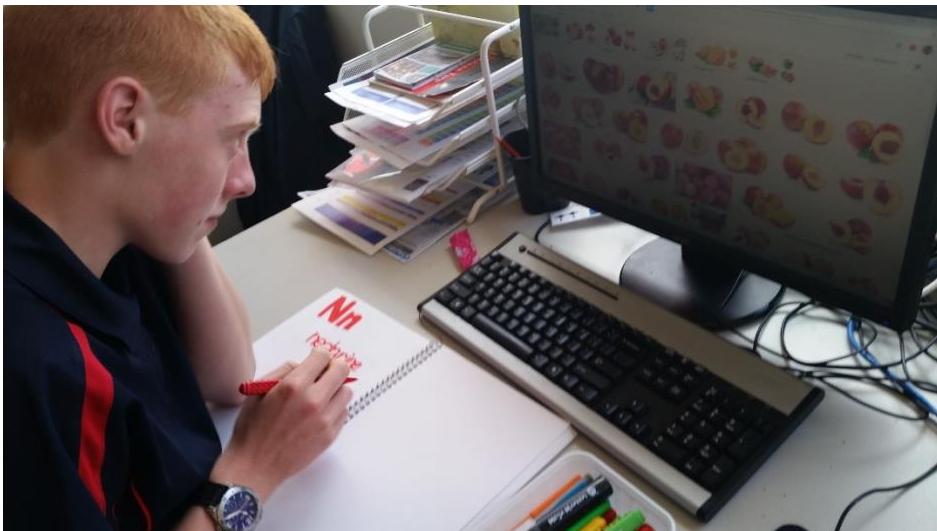
Time	Activities
9:00	Morning Diary The date is... The season is... Yesterday was... Today is... Tomorrow will be... Today the weather is... Last night I...
9:30	Morning Circle Find out 5 things about...
10:00	Technology Complete at least 2 ribbons/medals on Keyboarding Without Tears. Work on Digital Portfolio
10:30	Morning Play Computer in Office Senior Playground Middle Playground
10:45	Morning Tea
11:00	English Write 5 words beginning with _____. Write 5 words ending with _____. Make a sentence that includes a noun, an adjective and a verb. Spelling test.
11:30	Maths Look at the scores from yesterday's measuring. Put it into a table. Circle the greatest and smallest numbers. Finish 1 worksheet.
12:00	SWPBS What are the 4 school rules? Think of 1 thing that you can do for each rule.
12:30	Lunch
1:05	Lunch Play Computer in Office Senior Playground Middle Playground
1:40	Life Skills Choose 1 item to cook/prepare from the Life Skills board OR write instructions for somebody else to follow
2:30	Reward Time



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Individualised Behaviour Support

- “ Outcomes for both
 - Increased engagement
 - Increased work output
 - Improved communication
 - Improved behaviour at home



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Individualised Programs for Preparing for Post School Pathway (Senior Section)

- “ The senior section curriculum caters for the real life academic, social, communication, future pathway, physical and sensory learning needs of students in the upper secondary section of the school.
- “ Their timetable requires a more individualised focus to assist each person to plan for their own post school pathway.
- “ Needs to be an individualised process as each student differs in strengths, interests, support needs and goals for their future.
- “ At Yarrabah, in the senior section, each timetable will differ. (No two timetables are the same.)

Individualised Programs for Preparing for Post School Pathway (Senior Section)

- “ To do this we use person centred planning principles to support each student to create their own individualised pathway plan.
- “ At Yarrabah, this is called “My Pathway Plan.”
- “ Draws on the knowledge and advice of the important people in the student's life. This team includes family, care support staff, teaching, therapy and education support staff, external services and any other significant person in the student's life.
- “ At Student Support Group meetings in term 4 – the important people in the students life come together to help the student determine and set goals and subject preferences for the next year. The student's individual timetable will be developed using these subject preferences.

Individualised Programs for Preparing for Post School Pathway (Senior Section)

“ Planning documents include:

- Individual Learning Plans
- Parent and student consultation (e.g. - SSG meetings)
- Student profile
- Managed Individualised Planning System (MIPS) which at Yarrabah we have adopted the name “My Pathway Plan.”

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My Pathway Plan



My Individual Pathway Plan Senior Years



Name: _____

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This plan will

- ~ Help me to think about who I am
- ~ Show me what I am good at and where I need to improve
- ~ Help me work out my work experience placements and my job interests
- ~ Help me with my goals for success in the future
- ~ Give me opportunities to change my goals if the need arises
- ~ Allow me to plan my transition from school and find out supports
- ~ Ensure that my privacy is protected in this document

Acknowledgements

This workbook has been adapted by Lisa Wilson for use at Yarrabah School with permission of Katina Heaslip, DEECD, from the document completed by Sheffield City Council, Sheffield Care Trust, NHS and Helen Sanderson Associates UK.

















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Student A

- “ 16 years of age, lives with her mum, dad and sister.
- “ Becoming disengaged at school. Refused to participate in class activities and was stating that she didn't want to be at school because it was boring. Student A was showing signs of increasing anxiety at home and school, as well as low self-esteem.
- “ Behaviours also included absconding from class, refusal to engage with peers and staff, inappropriate attention seeking, and socially unacceptable behaviour.

Student A

	Name – B Class Teacher – Lisa Room 2017				
	Monday	Tuesday	Wednesday	Thursday	Friday
9.00 – 9.30 	Home Group Diaries / Communication	Home Group Diaries / Communication	Home Group Diaries / Communication	Home Group Diaries / Communication	Home Group Diaries / Communication
9.30 – 10.30 	Voluntary Work Meals on Wheels Lisa	Week 1 Travel Education Anita	Week 2 Bike Education Brendan	Exploring Pathways Lisa	Shopping for Canteen Lisa
				English Anita Maths Lisa	
Morning Tea					
11.00 – 12.30 	Music Siobhan Phys Ed Brendan	Week 1 Travel Education Anita	Week 2 School Based Work Skills Anita	Exploring Pathways Lisa	Life Skills Lisa & Amy
Lunch					
1.40 – 2.40 	Work Experience Early Education Program Alison Room 2	English Anita	Stephanie Alexander Clair	Information Technology Lisa / Anita	Individual Goals/Projects Lisa
2.40 – 3.00 	Home Group Diaries	Home Group Diaries	Home Group Diaries	Home Group Diaries	ASSEMBLY Diaries

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Individualised Programs for Students Preparing for Post School Pathways

Outcomes for Student A

- . Increased engagement and positive attitude
- . Increased pathway opportunities

“Since participating in an individualised timetable that focuses on her interests and strengths, Student A’s demeanour has changed significantly. She attends school daily and is punctual. She appears positive, punctual, willing to learn, attending all timetabled programs, displays kindness to others and shows responsibility.

“Student A has just been offered a work experience placement at a local council kindergarten. She has also been elected on the Student Voice committee advocating for her school peers.

“Student A is considering a future pathway in hospitality or child care.

Student B

- “ Student B is a 16 year old boy with cerebral palsy who lives at home with his mum and his brother.
- “ Over the past few years he has continued to put on weight and is now morbidly obese. Student B is now fully reliant on a wheelchair for mobility.
- “ Two years ago Student B was able to walk with the aid of a walking frame. Student B expresses with frustration that he “just wants to be able to walk again.”
- “ His behaviour at home was significantly challenging for his mother, displaying aggression and verbal abuse. Parent had articulated that she wasn't coping.

Student B

A's Timetable



Monday

9:00	Breakfast 	Elisa 
9:30	Elisa 	Elisa 
10:00	Stephanie Alexander 	Clair 
10:30	Morning Tea 	
10:45	Play 	
11:00	Stephanie Alexander 	Claire/Helen 
11:30	Stephanie Alexander 	Claire/Helen 
12:00	Hands on/PE 	Mark/Brendan 
12:30	Play 	
1:05	Lunch 	
1:40	Hands On/Library 	Mark/David 
2:10	Hands On/Art 	Mark/Jennifer 
2:30	Rolls 	
3:00	Home Time 	

Thursday

9:00	Breakfast 	Lisa 
9:15	English 	Anita 
9:30	Maths 	Lisa 
10:30	Morning Tea 	
10:45	Play 	
11:00	Social Safety 	Anita 
11:30	Life Skills 	Lisa 
12:30	Play 	
1:05	Lunch 	
1:40	Reward Time 	Anita 
2:00	Info Tech 	Lisa 
2:15	Rolls 	
3:00	Home Time 	

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Individualised Programs for Students Preparing for Post School Pathways

Outcomes For Student B

- Increased motivation both at school and home
- Increased participation in exercise programs
- Increased awareness of healthy food choices
- Decreased aggression and verbal abuse at home

Student B has recently been elected to a leadership role as a Student Voice committee member. A part of his role is making end of day announcements over the P.A



Next Steps...

- “ Expanding Individualised Pathways to the school’s Intermediate Section.
 - Creating the “Discovering Pathways” planning document as preparation for the “My Pathway Plan” process.
 - Ensuring flexibility within timetables in all sections to develop student strengths and interests.
 - Drawing on our Specialist Teachers to provide increased opportunities for students to engage in and experience learning activities outside of the academic subjects.
- “ Creating smaller groups of disengaged students with adaptive timetables
 - Flexible timetabling that allows spontaneous lessons when student interest and engagement is at a peak
 - Alternative ways of exploring curriculum – practical activities, learning without realising, using topics of interest

Something to take from today...

- “ Individualised planning can take place on small or large scale
- “ Can be built into any classroom or learning environment
- “ Be flexible and adaptable
- “ The power of choice
- “ Involve the student and important adults
- “ Work on the students individual strengths and interests

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Questions, comments or feedback...

References:

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