

SEPLA-CON18



Increasing Student's with Disabilities Access to the HSIE Curriculum

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From deepening our understanding of the brain-behaviour relationship, teachers and professionals are better able to select appropriate treatment and interventions for students with Autism Spectrum Disorder and/or Intellectual Disabilities. Neurological research using MRI, as well as observation and qualitative data, demonstrate that the brains of people with ASD are different, and are the source of behaviours and learner preferences that need to be considered (Ogletree, 2015). The general consensus is that the brains of individuals with ASD process static visual images more effectively than auditory information. The research and evidence base that supports the commonplace practice of PECS also suggests this (Quill, 1997).

The purpose of this presentation is to share a classroom based intervention designed to harness learner needs and preferences. The intervention was designed to circumvent student communication deficits and comply with NESA requirements by providing access to the HSIE curriculum at an appropriate age-related level through the use of quality picture texts.

Utilising quality picture texts and visual narratives (rather than auditory or word-based learning) increased student's associative learning, their memory of key concepts and ideas, as well as demonstrating improved learning outcomes from the appropriate curriculum stage and enhancing student engagement.

As part of the presentation, the intervention model will be described, along with the supporting research base. Current NESA requirements for teaching students with additional needs will be discussed and there will be an opportunity to share resources, examine a range of quality picture texts, and distribute programs of study integrating the relevant NESA standards with the intervention model.