### ACCESS Baseline Raw Data

This is the starting point; used to define students’ prior knowledge and skills. Recording data on a student’s ability to demonstrate a skill/knowledge that can be referred to in future assessment to determine any progression/regression. Baseline data informs what teachers will explicitly teach each student. Throughout the units of work teachers consistently gather data to student achievement.

- Data collected prior to teaching
- Where to go from
- Used to identify specific teaching strategies and learning experiences
- Identify what level of assistance is required to develop more independence
- Gather information through a range of formative and summative assessment (checklists, observations, task analysis)

### Community Based Instruction

Involves actively participating in the community whilst providing appropriate prompting and modelling to demonstrate and reinforce the skills required. Also providing students the opportunity to transfer their skills and knowledge across multiple environments.

- Community sight word practice
- Find the library, toilet
- Identify male/female toilet
- Stop at stop signs
- Safety – O, H and S, people safe, being lost
- Community workers
- Linked with independent living skills, shopping, road safety, banking and recreational.
- Public transport
- Where do I go if I need help?
- Travel training

### Real Life Experiences

The involvement of students in activities which reflect a clear vision of skills and knowledge required for lifelong learning. By providing real life experiences, MSSS allows

- Cooking
- Shopping
| Communication | Students’ ability to express their needs and wants, to protest, comment or interact socially. Successful communication is a result of cognitive, social and motor skills; utilising technology if required. Communicative behaviours are expressed in different ways for students living with disability; involving skill development and assessment, augmentative communication systems, instructional strategies and generalisation procedures. MSSS use The Communication Matrix to track and analyse student’s communication skills and knowledge. Making sure teachers explicitly teach students across the four areas e.g. obtain, refuse, social and information. | • Social skills training  
• Community Access  
• Personal Development; protective behaviours, grooming  
• Reciprocal conversations  
• PECs  
• Spoken Word  
• Visuals/symbols  
• Sign Language  
• Facial expression, gestures, spoken  
• Communication Matrix as assessment tool  
• Technology: iPad (Proloquo2Go), Voice Output Devices, Switches, eye gaze technology  
• Movement from pre-conventional to conventional strategies by facilitating opportunities for practice  
• Assessing across varied settings |
| Generalisations and Maintenance | Generalisation considers the demonstration of skills among different people using different materials or objects, in different settings and at different times. Specific instructional strategies, scaffolding and prompting assist with generalisations and their maintenance. | • On and off campus access  
• Follow routines, schedules, timetables  
• Opportunities across wider communities outside of the classroom  
• Facilitating opportunities for practice and may need scaffolding and prompting |
| ENGAGE | Differentiated learning experiences | • Individualising learning experiences  
• Having a thorough understanding of your students need |
profiles. Student abilities and learning styles drive content; consequently teachers should differentiate experiences provided to students. By adjusting the content, encouraging critical thinking, and providing a variety of opportunities for students to demonstrate what they have learned, students with disabilities will have more of a chance to achieve success.

- Open communication between home and school environment to differentiate appropriately
- ‘Wait time’ (processing time)
- Natural cues, backward chaining
- Pedagogy
- All at different levels, different help required

| Direct Teaching/ Explicit Teaching | Direct/ Explicit teaching is teacher centered process that’s focused on helping students learn the basic skills and information required. With direct instruction, teachers follow a sequence of events, generally stating the objective, reviewing skills necessary for new information, present new information, question students and provide explicit practice which will be assessed. | - Breaking down a task into small steps
- Administer prompts
- Provide feedback
- Provide PECs, diagrams, visuals etc.
- Allow independent practice and individually paced instruction
- Teacher modelling a skill
- Providing individual instruction
- Any knowledge and skills that has been identified while gathering Baseline data. |

| Repetition | Repetition aligns with rote learning, which is commonly used in the foundation stages of learning. The idea is that a student will be able to recall the knowledge and skills required if they repeat the process. Active learning processes can be taught by repeating the same task over and over again. | - M.O.V.E program
- Alphabet
- Numbers
- Nursery Rhymes
- Switch Programs
- Music
- Active Learning
- Foundational Skills |

| Sabotage | Manipulating the environment to achieve a desired outcome. Omitting an object or skill so the students need to problem solve the way they can complete the activity. | - Remove objects
- Un doing things
- Hiding items
- Replacing items in different places out of reach
- Out of sight
- Do the sequence wrong
- Get the wrong item
- Mis match puzzles and pictures
- Things upside down |
<table>
<thead>
<tr>
<th>Modeling/Peer/Teacher</th>
<th>Demonstrate an activity, action, behaviour to the onlooking student so they can engage in the target behaviour (task/activity).</th>
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</thead>
</table>
|                       | • Peer tutoring – building blocks  
• Enacting an example  
• Shaping and chaining an activity  
• Actions and words  
• Rehearsal  
• Acquisition of skill through imitation  
• Facilitate a peer to peer interaction with appropriate scaffolding and prompting  
• Positive role model |
| Time Delay            | Involves a procedure reflecting the measurement of the time difference between two events. Providing a constant time delay procedure can assist with teaching students living with disability and behaviour disorders by allowing for extra time to process and express information. |
|                       | • Thinking time  
• Wait time  
• Processing time  
• Expectation that you will wait for a response  
• Scheduling – 5 minutes left then time to change  
• Explicit instruction or expectations  
• Counting to ……  
• Spare time learning activities  
• Distraction – music, songs switch |
| Wait Time             | Involves pausing between three and seven seconds after asking higher-level questions, for students to respond with more thoughtful answers. The wait time required for individual students depends on factors such as student ability, individual expectations and the cognitive level of the questions asked. |
|                       | • Pausing between 3-7 seconds  
• Mini schedules  
• Digital timer  
• Count down using number  
• Pictorial cues  
• Gestural cues  
• Verbal cues  
• iPad count down timers  
• Music  
• Stop watch |
| Peer Instruction      | Peer Instruction is a cooperative learning technique that promotes critical thinking, problem solving, and decision-making skills, utilising a pre-determined peer or peers. The aim is to enhance meaningful and purposeful learning through modelling and social skilling. |
|                       | • Small group – sharing activities  
• Increased responsibility for a particular students – given class role to perform – they can be seen as a peer model  
• Assisting another student to share knowledge  
• Modeling by another student or teacher  
• Make an example of the student who is doing the right thing |
| Natural Cues | A natural cue is one that does not require explicit prompting i.e. Oh! Your hands are wet (natural cue), dry them (response)  
A natural cue opposed to an isolated prompt which has no relevance to the natural sequence. |
|---|---|
| **NATURAL CUE** | Being able to identify the need to go to the bathroom  
**RESPONSE** | Take students through personal hygiene routine |
| **NATURAL CUE** | Student goes to the fridge to indicate hunger  
**RESPONSE** | Prompt with mealtime routine i.e. wash hands, find your lunch box |

<table>
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<tr>
<th>Stimuli</th>
<th>Activities designed to engage, motivate or prepare students to participate in class programs using a range of stimuli.</th>
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| **Types of Stimuli** | Engaging  
Incidental  
Planned |
| **We use stimuli strategies in our school setting to engage our students in the curriculum with differentiated learning abilities. Strategies include:** |  
- Individual curriculum planning related to students needs  
- Environmental stimuli to access the curriculum i.e. foot rest, ipad, tactile board  
- Differentiated stimuli according to sensori processing i.e. squishy balls |

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<tr>
<th>Prompting</th>
<th>Support strategies such as physical, verbal, pictorial and gestural prompts that are designed to develop a particular skill; with an ultimate goal to slowly fade resilience on them</th>
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<tbody>
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<td><strong>Use prompts while teaching everything i.e. curriculum, life skills, curriculum, social skills, communication</strong></td>
<td></td>
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</table>
- Independent in unfamiliar environment  
- Independent in familiar environment  
- Gestural Cues  
- Gestural Prompts |
| Participate | Task Analysis | Task Analysis involves the analysis of the essential component skills or activities and their prerequisites that make up a complex task or set of behaviours. To design a Task Analysis it involves isolating, sequencing and describing the subcomponents so they can be explicitly taught to the student as a sequence of discrete tasks. | Meal time management skills  
Toileting routine  
Morning routine – unpack bag  
Applied Behaviour Analysis – backward and forward chaining  
Routines (consistent strategies)  
Personal Hygiene Programs  
Mealtime Management Programs  
Majority of the activities students engage in can be broken down into a Task Analysis |
|---|---|---|
| Reinforcement | Positive and Negative reinforcement is used to promote student participation and engagement. At MSSS we focus on Positive reinforcement which aligns with our SWPBS plans. | Revisit lessons and learning opportunities  
Successful participation in every learning experience  
Physical rewards – stickers  
Verbal rewards – praise  
Accumulative rewards – star chart  
Reinforce positive behaviours to shape desired outcomes |
| Explicit Teaching | A systematic and instructional approach that includes a set of delivery and design procedures derived from effective teaching practices. These should be related to student behaviour, curriculum, assessment and unit planning. | Explicit teaching to a plan  
Mediated Scaffolding  
Strategic Integration  
Structured activities with a purpose |
| Incidental Teaching | A tool of applied behavioural analysis where a desired behaviour is taught using behavioural techniques in the course of day-to-day experience and interaction. | Using meal times to reinforce manners and appropriate interaction  
Road safety training while community access  
Morning talk referred back to current events  
When the moment strikes – unpredictable |
| Backward/Reverse Chaining | Identify the end goal and then outline the strategies/steps to reach this goal i.e scaffolding the | Task Analysis tasks like personal hygiene, unpacking, shopping and meal preparation  
One example is Meal preparation; |
| Activity Based Instruction | Activity Based Instruction (ABI) is also known as Activity Based Learning (ABL). In this model, students learn by doing rather than watching and hearing. In a special setting, educators are moving away from extended lessons where children are sitting and listening to actively engaging them in sensory and stimulating hands-on activity choices. | • Sensory Room  
• Personal Development  
• Interactive Whiteboard activities  
• Manipulative activities for math  
• Singing, Rhymes for English  
• Learning Stations  
• Experiments in Science |
|------------------------|-------------------------------------------------------------------------------------------------|---|
| Functional Skill Instruction | In a special education setting, functional skills matter more than academic ones for many students. MSSS focuses on instructing our students in the functional skills of daily living, interpersonal skills, and other occupational skills. | • Teaching toileting and hygiene routine  
• Meal time management skills  
• Link to real life context  
• Incidental learning  
• Shopping – how to pay and locate items  
• how to budget and perform banking tasks  
• Social skills – Play skills  
  - Join a group  
  - Maintain an interaction / game  
  - Exit successfully  
  - Share / co operate |
| Partial Participation | A strategy based on the notion that all students can learn through adjusting curriculum to facilitate the educational inclusion of students with disabilities. Partial participation is sometimes referred to as multi-level instruction, ultimately allowing students with a disability to participate in projects and instructional activities with specific modifications for the student's specific abilities and needs. | • Varying levels of involvement  
• Hand over hand opportunities  
• Hand under hand  
• A verbal student would have different participation (partial) than a peer who is verbal and mobile  
• Modification of the curriculum to meet individual needs.  
• Multi-level instruction |
| Advocate | Recreational Skill Instruction | Instructing students in sports and other recreational activities to develop physical fitness and skills, self-esteem and interpersonal skills. For our students, physical therapy, occupational therapy, counseling services and assistive technology services are used at times to enhance our instruction and to foster recreational skill development. | • Turn taking skills  
• Fair play  
• Rules (of the game)  
• Social Language  
• Instruction  
• Choice making  
• Self-motivation |
| --- | --- | --- | --- |
| Life Skills | Practical skills which assist our students with their independence. There are three main categories for life skills;  
- cognitive skills for analysing and using information,  
- personal skills for developing personal agency and managing oneself, and  
- inter-personal skills for communicating and interacting effectively with others. | | • Money management  
• Personal development/ self-care  
• Values/Ethics  
• Cooking  
• Cleaning  
• Communication  
• Interaction/Relationships |
| Social Skill Training | A form of behaviour therapy used by teachers to help students who have difficulties interacting and relating to other people. A major goal of social skills training is teaching students about the verbal as well as nonverbal behaviours involved in social interactions. | | • Maintaining appropriate eye contact  
• Self-calming strategies  
• Body space  
• Empathy for others  
• Teenage Chat-time; sharing interests  
• Reading facial expressions and body language  
• Age-appropriate discussions |
| Table manners | Understanding rules for community activities, | Travel Training |