

Supporting Voice and Agency for School Leavers

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Yandelora School - Narellan

Acknowledgement of Country



Yandelora School

Our Story

- Established in 2019 with 8 classes. By semester one 2022 we commenced with 16 classes of 101 students in total
- Located in Narellan within a wide range of socio-economic areas in Macarthur, Camden and Campbelltown areas
- Foundation school with access to targeted funding for our establishment
- In 2020 we had over 32 kindergarten students start in over six individual classes.



School Plan – Yandelora School

Strategic Direction 2 – Student Communication

'The purpose at Yandelora School is to ensure that all students are confident communicators with a means of expressing their needs, engaging in curricular content and having agency in their learning pathways. We have an expectation that every one of our students has a communication model that supports and enhances their learning.'

'Each student's learning is assessed regularly and tracked in progression frameworks to plan for enriching lessons where students can confidently communicate in accessible educational environments.'



Non-Negotiables with communication

Every student is expected to be offered opportunities to communicate within their learning

Every students to have focused support on their communication regardless of their capabilities

Meeting high expectations of student communication with professional development, training and ongoing support.

Yandelora School
Year 2021-2022
Communication Profile

2021- 2022 Communication Profile

Student	DOB: 01/02/2009	Age: 12	Grade: Y	Exit Year: 2024
Date: 19/12/2021	Review: 19/12/2022			
Completed by: [Redacted]	Non-English-speaking background: Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>			

How you can support my understanding

PROCOMM FM	0-2 seconds	4-10 seconds	More than 10 seconds
Please give me time to choose what you are asking. I need... (Please See)	0		

UNDERSTANDING OF VISUALS	Visual icons	Eye icon, sign language	Visual icons	My AAC system	Text to speech
I understand best when you use... (Tick all that apply)	0	0	0	0	0

UNDERSTANDING OF LEARNING EXPECTATIONS, CHALLENGES AND TASKS	Fieldwork	Visual schedule	Visual map	Social story	Steps modeling	Verbal explanation
This information comes from the teacher and is confidential to...						

[Redacted] -PLSP Data (2)

16 Responses 00:54 Average time to complete Active Status

1. By the end of 2022, [Redacted] will attempt to use both yes and no, in response to simple questions, three times weekly through the use of visuals, vocalisation or switches.

- pressed yes or no switch 0
- attempted to vocalise ye... 0
- definitely reached for ye... 0
- definitely reached for ye... 0
- did not respond to ye a... 11



2. By the end of 2022, [Redacted] will be able to identify the weekly word visual from a choice of 2 visuals shown on a choice board or switches, 3 out of 5 days.

- looked towards visuals 0
- looked towards correct v... 0
- reached for correct visual 0
- reached for a visual 4
- did not look or reach for... 7



Non-Negotiables with communication

Reporting standards that highlighted the importance of communication to our parents and families

The identification of communication as a support for student learning and not something to be added to a KLA or supplement

Requirement of all Personalised Learning Support Plans (PLSPs) to have a communication goal

Communication

Yanderra School's strong focus on enabling all students to find their voice has been at the centre of all school activities. Students have utilised a range of Augmentative and Alternative Communication (AAC) systems to enable them to make requests, comment, describe, ask questions, and express their feelings. They have used their individual communication systems in addition to being exposed to a range of systems offered within the classroom, including Proloquo2Go, Picture Communication Symbols (PCS), switches and Pragmatic Organisation Dynamic Display (PODD) books. Students have engaged in a range of communication-based activities, such as exploring core vocabulary through literacy activities, games, and communication exchanges. There has been a strong focus on embedding opportunities to communicate throughout all Key Learning Areas (KLAs), with students exposed to consistent modelling from educators to use both verbal language and AAC in a range of contexts.

Outcomes: ENE-GLC-01

Student Goal: By the end of 2023, Michelle will use eye gaze and switches to answer yes and no questions and communicate her needs and wants, 4 out of 5 times with verbal prompting and if needed physical support from the educator.

Comment: Michelle

- is developing her ability to consistently use LAMP words for life, to communicate throughout the day. Educators model using the device to Michelle, using the consistent language 'I've got something to say' before activating the switch. Michelle is encouraged to respond to the auditory cues by pressing her switch.
- is encouraged to use BIGmack switches in daily activities, making comment, conveying personal opinions or answering questions asked by educators. She is supported to use yes/no switches by educators placing the BIGmack switches on her tray, then modelling which switch is yes or no. Educators pose questions or statements to Michelle, allowing her processing time to respond. Michelle appears to enjoy making comment on conversations in the class as she giggles in response. Her sense of humour is evident in her responses through switches and her facial expressions.
- uses low-tech resources to support with communication and choices throughout the day. She is encouraged to engage with eye-gate frames that have images placed on either side or in each corner. Michelle appears to be particularly motivated to engage with low-tech eye-gate to communicate free choice activities. Educators encourage Michelle to make choices in transition time in relation to music. Images of her favourite singers are placed on the frame while educators give verbal prompts assisting Michelle to indicate her choice.





Michelle - May 2023

Personalised Priority Goal 1

By the end of 2023, Christian will use the Colourful Semantics approach to build sentences on his Word Power communication device, building of least three Subject-verb-object sentences each day when given a non-specific verbal prompt such as 'what can you see here Christian?'

Syllabus Outcome

EN1S 2A: communicates for a variety of purposes, audiences, and contexts.

Current Level of Achievement (Baseline)	Learning Experiences Teaching Strategies
Christian uses his Word Power communication device with skill when requesting items. He will copy modelled sentences, and complete modelled sentence starters. He can build some sentences, which do not follow typically arranged sentence structure and grammar.	<p>Christian will follow the Colourful semantics order of teaching, which includes:</p> <ol style="list-style-type: none"> 1. People and action phrases (level 2 activities) 2. Increasing the variety of people and action phrases to diversity and generalise his skills; 3. Increase his sentences to include actions, items, and places (level 3 activities) 4. To reduce prompting and reliance on modelling. <ul style="list-style-type: none"> • Data collection: data will be kept on the sentences that Christian forms and the level of prompting given, and this will be collected in weeks 5 and 9 of each term.

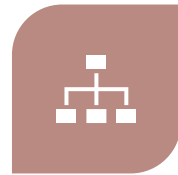
Measuring Growth in Communication



IDENTIFICATION
THAT EVERY
STUDENT CAN
COMMUNICATE AND
HOW WE PRESENT
THIS TO OUR
SCHOOL
COMMUNITY



COMMUNICATION IS
SOMETHING THAT IS
THE RESPONSIBILITY
OF EVERY TEACHER.
OUR GOAL IS TO
CREATE
INDEPENDENT
COMMUNICATORS
BY THEIR FINAL YEAR
AT YANDELORA
SCHOOL



PERFORMANCE PILLARS
COMMENCED IN 2022
WITH GUIDANCE FROM
OUR NETWORK DIRECTOR



PROGRESSION TOOL
ESTABLISHED IN 2021 TO
ALLOW US TO TRACK
DATA ACROSS ALL
STUDENTS WITHIN THE
SCHOOL ON
COMMUNICATION
REGARDLESS OF THEIR
ACCESS METHOD



Measuring Growth in Communication

Yandelora School

AAC Assessment - Switches

[Insert Image Here]



Student Communication Goal:

Student Name: _____ Year: _____

AAC Assessment - Switches

Student:	DOB:	Age:	Grade:	Exit Year:
Date:	Review:			
Completed by:	Non-English-speaking background: Yes No			

Current Communication Systems			
Name of communication system: <small>(Please include name of individual switch devices e.g. Rock Block Switch, Step-by-Step Levels, Click AC Adapter)</small>	Used at home?	Used at school?	Provide details:
	Yes/No	Yes/No	
	Yes/No	Yes/No	
	Yes/No	Yes/No	

SPEECH PATHOLOGIST INVOLVED	Yes	No
I have a Speech Pathologist helping me (Please list):		
Details: Name of therapist and the organization they are from:	Name:	Organization:

Student Name: _____ Year: _____

Direct Access Assessment

Mode of Communication: Direct Access													
	Tracking												
	School Year												
	K	1	2	3	4	5	6	7	8	9	10	11	12
Skill Level													
IP Goal													
Used at home													

Legend	
E	Emergent
D	Developing
A	Achieved
EX	Exceeding

- Important things to remember:**
- Model language on the device when working with the student at the time regardless of skill level
 - Make the device available and encourage the student to have the device accessible

Student Specific Information	
Devices/Software being used:	
Methods to encourage device use:	

Student Name: _____ Year: _____

Motivating Direct Access activities:					
Environments and Contexts:					
Other:					
Level of Functioning		Currently functioning at	Current Skill Level		
		E	D	A	EX
Pre-requisite Student is able to learn how to interact with the device and the appropriate behavioral throughout the trial as requested to receive core vocabulary.	1. Student is physically stable when using the device and it is easily accessible (See rounding values)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	2. Student unintentionally use their hands or body part to interact with the AAC device (device pointing is not necessary of this stage)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Experimental Learning Student demonstrates the effect of the device being used by a teacher to operate automatically.	3. Shows an interest in what is being displayed on the device (or takes an interest in what people using the device)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	4. Reach out to touch the screen of the device (does not matter where)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

AT YANDELORA
SCHOOL

WE CONNECT WE CREATE

WE ARE COURAGEOUS

WE CELEBRATE SUCCESS

WE ARE A COMMUNITY

**Yandelora
School - 5Cs**

Use of AAC in year 12 programs

Communication happens in all environments across a lifetime.

- Classroom
- Community access
- Canteen
- Assembly
- Home

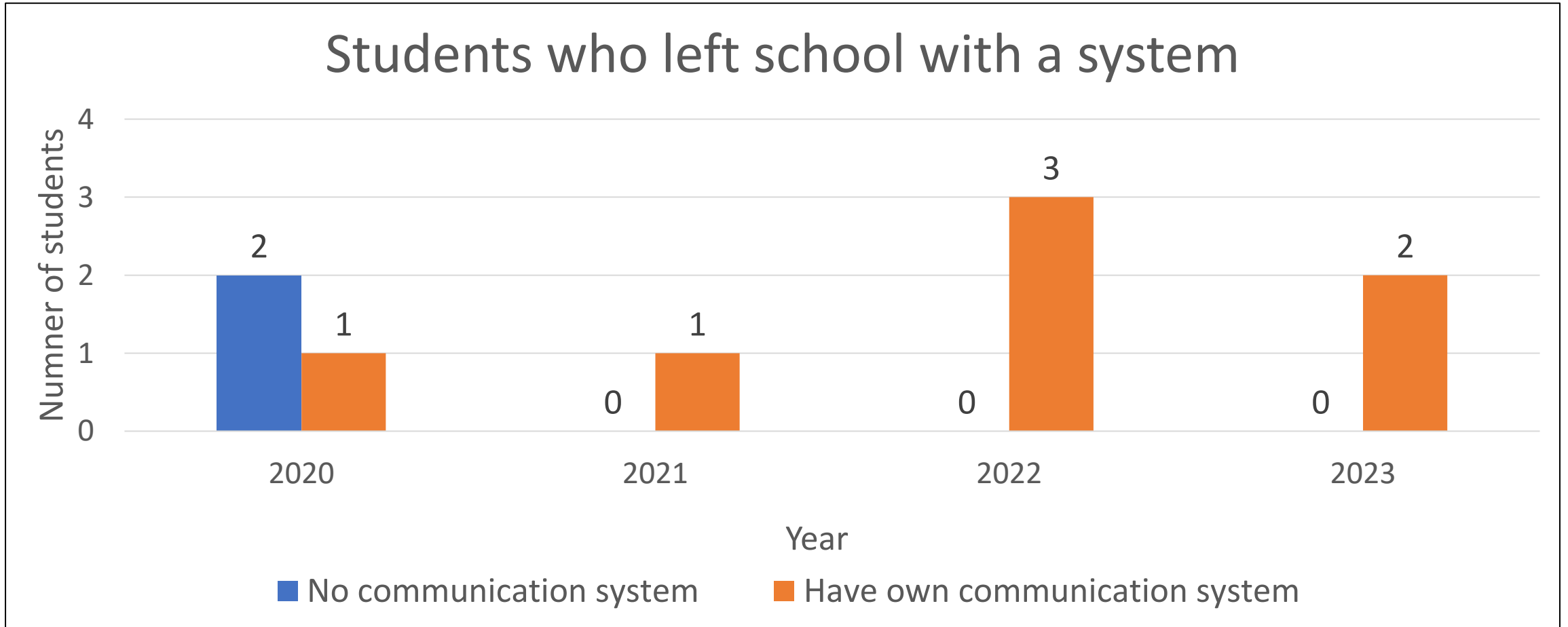


Communication for school leavers



- AIM: Everyone to leave with something in place
 - Personal communication system
 - Linked in with a Speech Pathologist
 - Report documenting current skills and recommendations
- Identify school leavers who have no system of their own

Current progress:



Student voice regarding school experience

- Gives the students a chance to reflect on their schooling experience
- Provides an opportunity for them to provide feedback
- Supported using Talking Mats



About Talking Mats

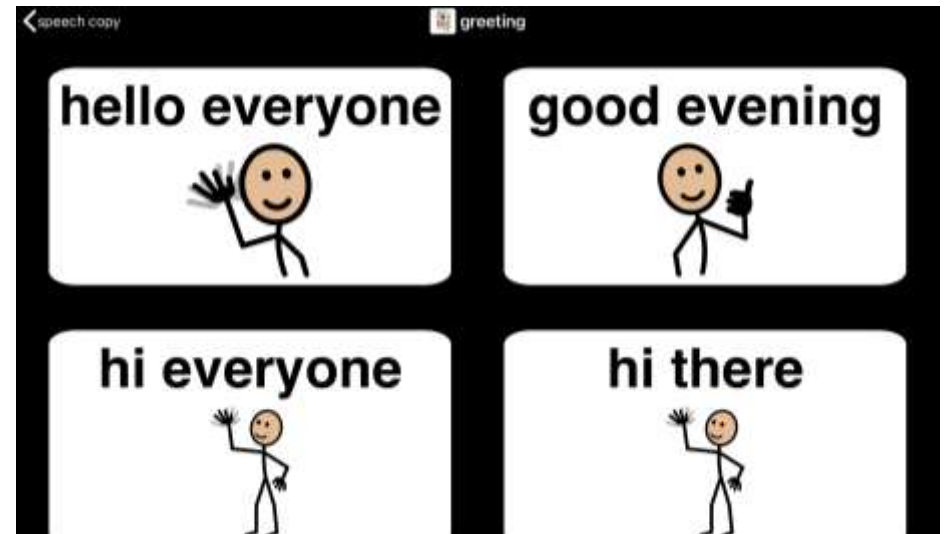


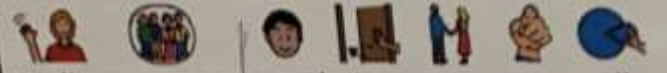
- An evidenced based tool
- Can be adapted for different access methods
- Helps students to express an opinion even if they are not fluent in the use of their own communication systems



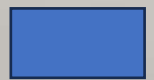
Sharing the students' thoughts at year 12 formal

- Support them to write speeches
- Program into devices if needed
- Rehearse
- Record
- Present or show video on the night

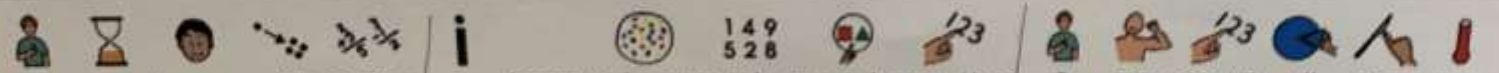




Hello everyone, good to see you all .



I'd like to share about my time at Yandelora school.

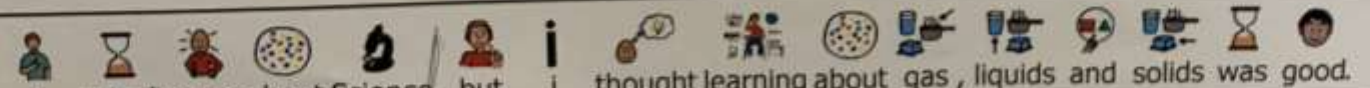


I was happy with Maths. i learnt about numbers and counting. I can count all the way

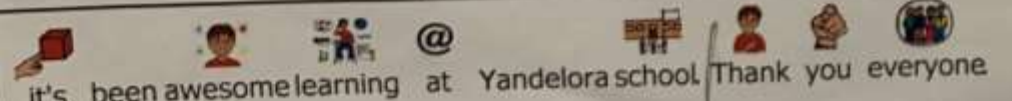
to 100.
to 100.



I really loved Art. Especially using clay and stickers. I made a bowl all by myself.



I wasn't sure about Science, but i thought learning about gas, liquids and solids was good.



it's been awesome learning at Yandelora school. Thank you everyone



Using Talking Mats and AAC to write speeches





SPEECH



SPEECH



Why is it important to support students to have a system and do speeches?



School perspective

- What are the expectations in a mainstream transition from school?
- Why are we not meeting those same expectations?
- We cannot be lured into a false sense that we can decide whether students have something to say or not.

Communication Specialist Perspective

- Showcase of student's achievement
- Another opportunity to show that a student's voice goes with them wherever they go not just the classroom
- Allows students to interact more when people come up to chat at the formal



Where to now?

- Parent feedback on the year 12 focus on communication
- More targeted PL feedback regarding opportunities for staff
- Including students in their transition from school plans and meetings
- A wider range of communication opportunities for all students in all contexts within the school

A commitment to ongoing professional practice

- Identifying professional learning that is impactful to a large proportion of the school community
- Has 'buy in' from the teaching community
- The School or classroom does not specify a device or system
- Is sustainable and committed to by the middle leadership
- Aligned to school values and school strategic directions



Questions to reflect on

- Do the year 12's at my school have access to their own communication systems?
 - If they are using school communication supports, are we making it available in multiple school environments and in the school community?
 - What communication supports will they leave school with?
- 