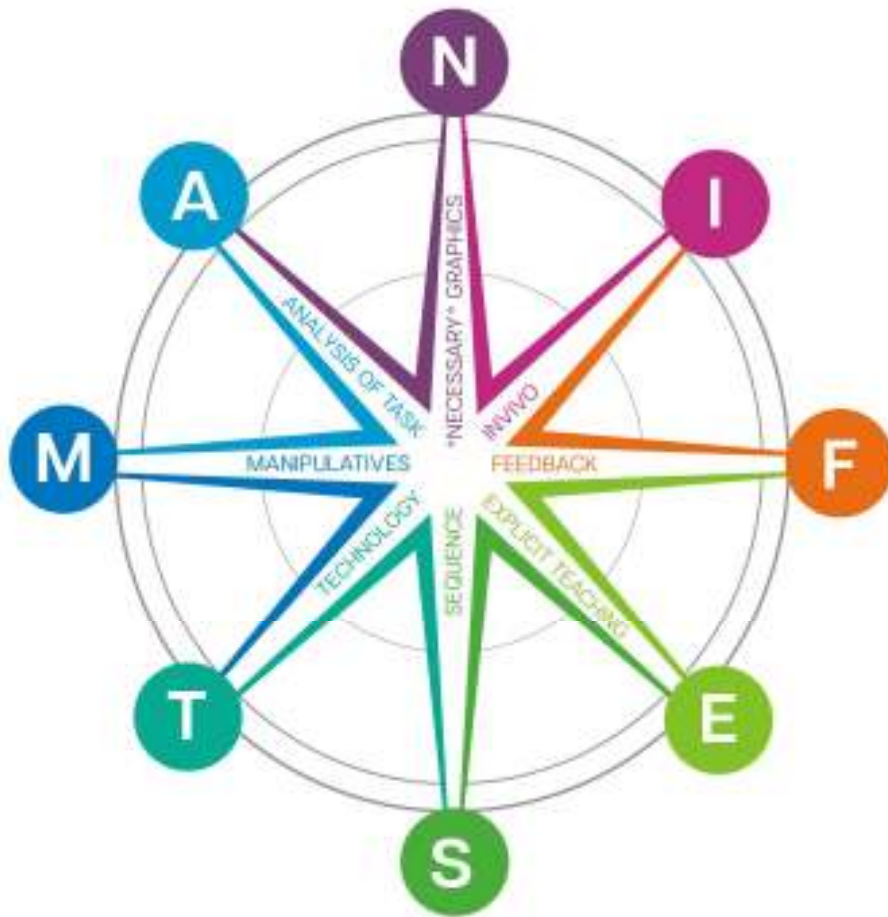
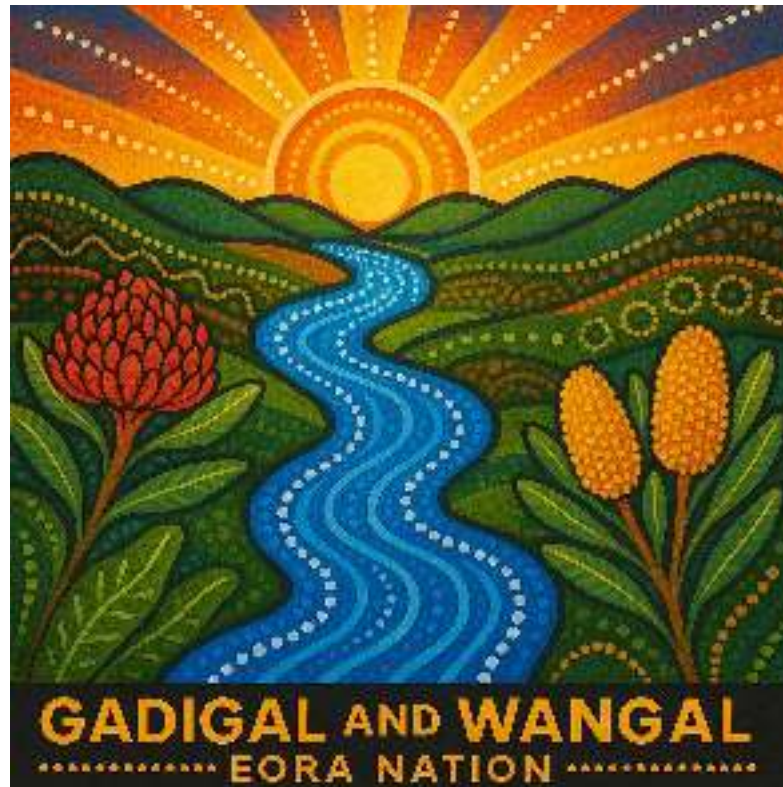


The MANIFEST Framework

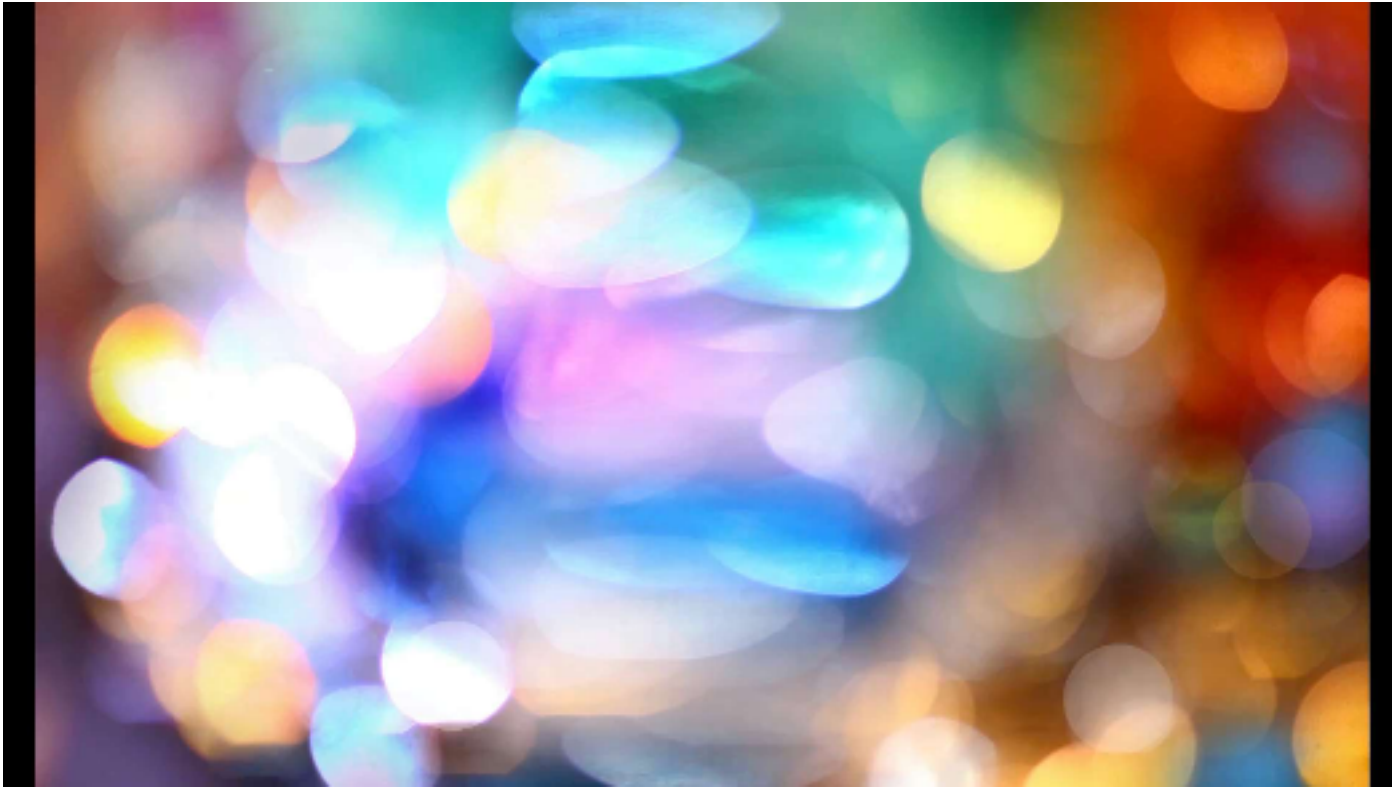
Providing
Students with
Intellectual Disability
Access to Learning



Acknowledgement of Country



The Research





Introducing the MANIFEST Framework

- Developed in post-graduate study
- Product of a Literature Review
- Difficulty determining consensus
- Identified through umbrella review (Strnadová et al., 2023)

Accessibility



These slides follow
Easy Read Principles



Aim

*acknowledge the genius

1. Validate
2. Inspire
3. Motivate an action

Legislation



United Nations Convention on the Rights of Persons with Disabilities (2006)

Disability Discrimination Act (1992)

Disability Standards for Education (2005)

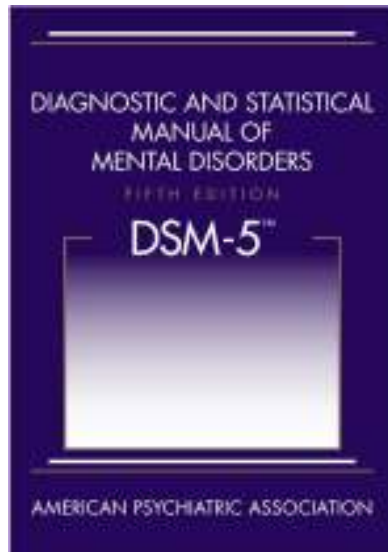


National Consistent Collection of Data on School Students with a Disability



An Australian Government Initiative

Intellectual Disability



- From a medical perspective: DSM-5 definition
- Social Model: Focus on providing access
- Robert Strike AM (2022): "Intellectual disability is not an inability to think"

Situation



- Right to access education
- Additional time
- Careful provision of the right resources
- Evidence-based practice

Solution



Teachers need research-informed, practical supports to

- validate and guide Tier 1 teaching
- inform the provision of reasonable adjustments.

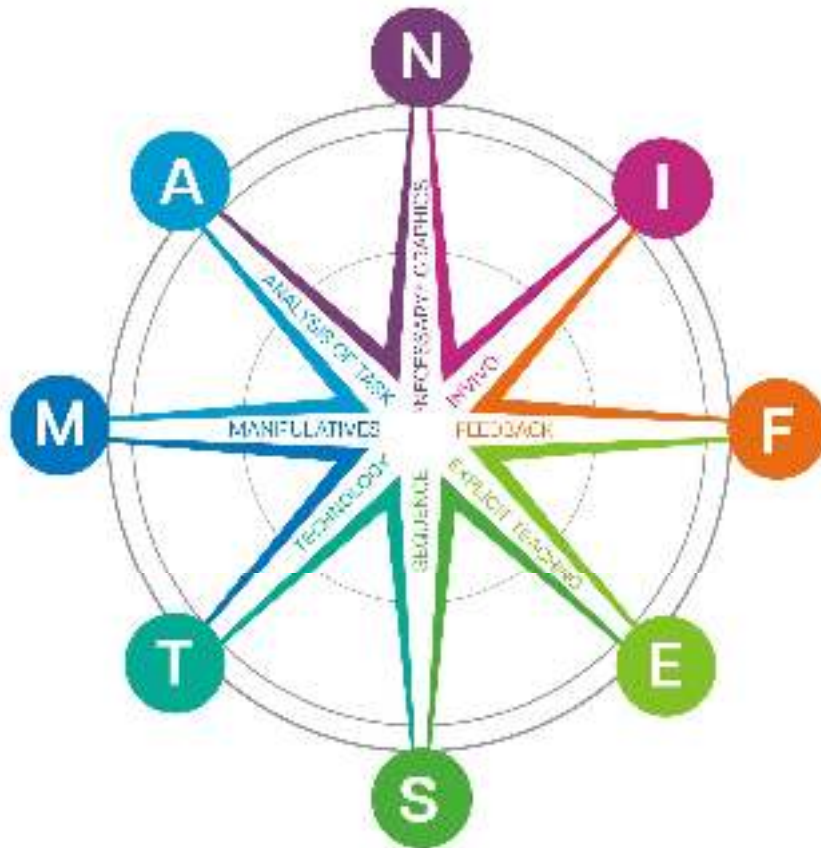
The MANIFEST Framework is grounded in evidence-based and promising practices

Promising Practices



- Teachers implement innovative ideas.
- Research often follows.
- Practices may be ratified as “promising” before evidence-based
- iPad scenario.

The MANIFEST Framework



- Compass rose behind to guide the way
- 8-pointed star to illuminate options for reasonable adjustments



Manipulatives (PP)



- Things you can engage with
- Can be used in instruction, activity & assessment
- Consider age-appropriateness
- 3D concrete materials MOST helpful (Campisi, 2024)
- Models, games, toys as tools, physical representations
- Play-based learning, storytelling and role play



Manipulatives (PP)





Analysis of Tasks (EBP)



- Break open learning
- Backward map / forwards chain
 - Look for prerequisite knowledge & skills
 - Assess, design, teach, assess, report, celebrate!
 - Find the first step
 - Snowball of success
- Break tasks into achievable steps
- Tier 1 and reasonable adjustment
- Purposeful teaching, growth data, meaningful reporting



Analysis of Tasks (EBP)





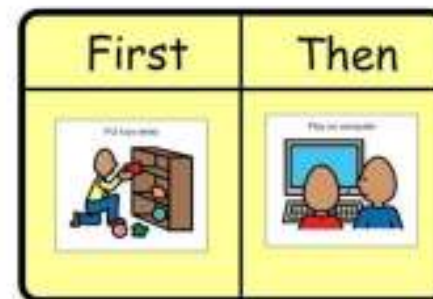
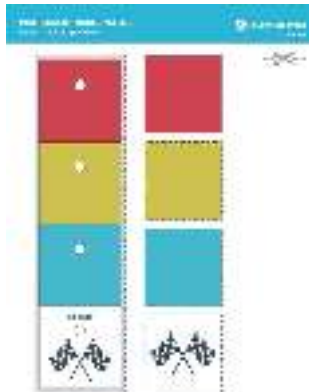
Necessary Graphic Organisers (PP)



- Visuals we can use to show what we mean.
- Supports learners – lasts longer than words
- Improved comprehension
- Manages cognitive load
- Builds independent access
- Work Task Scaffolds, checklists, first __, then __ charts
- 2D visuals: maps, timetables whiteboards, calendars
- Key Word Sign - gestures



Necessary Graphic Organisers (PP)





In Vivo Instruction (EBP)



- Ultimate goal – generalisation
- Where should this be learned?
- Start as you mean to continue!
- Teach & practice in the place of application
- Make it real, fun, relevant
- Put learning in its “natural” environment.
- Built in movement break!



In Vivo Instruction (EBP)





In Vivo Instruction (EBP)

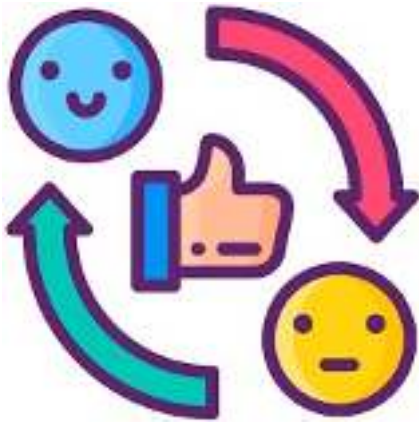




In Vivo Instruction (EBP) - Video



Feedback (EBP & PP)



- Direct feedback from teachers, aides, peers
- Rehearsal, role play, video reflections, video coaching
- Gather student voice
- Gradual Release of Responsibility
- Visual – Key Word Sign, Smiley faces, thumbs up.
- Teacher → student + student - > teacher



Feedback (EBP & PP)





Explicit Instruction (PP)



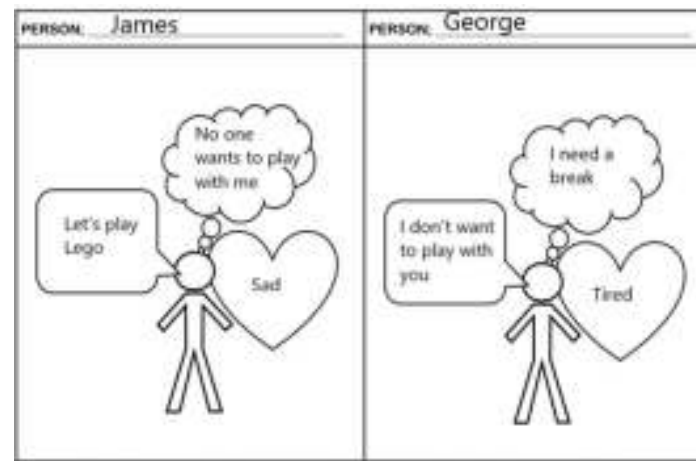
- Visual supports – symbols, Key Word Sign, gesture. Prompt hierarchy.
- Supports Analysis of Task
- Clear, correct language (even when it is uncomfortable!)
- Social stories
- Specialised programs
- AAC tools (e.g. Proloquo2Go)
- Comic Strip Cartoons



Explicit Instruction (PP)

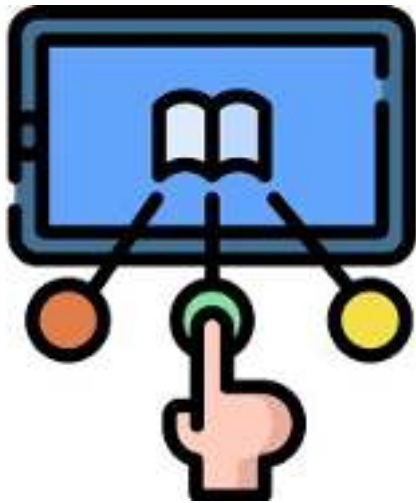


SoSAFE!
PROMOTING SOCIAL SAFETY





Sequence of Instruction (EBP)



- Concrete to abstract
- May begin with **virtual**: e.g., digital tools, virtual learning models.
 - Virtual Reality
 - Gaming
- Move to **representational**: photos, drawings, M.A.B
- Finish with **abstract**: symbols, algorithms.



Sequence of Instruction (EBP)



Image: kstudio on Freepic.com





Technology & Multimedia (PP)

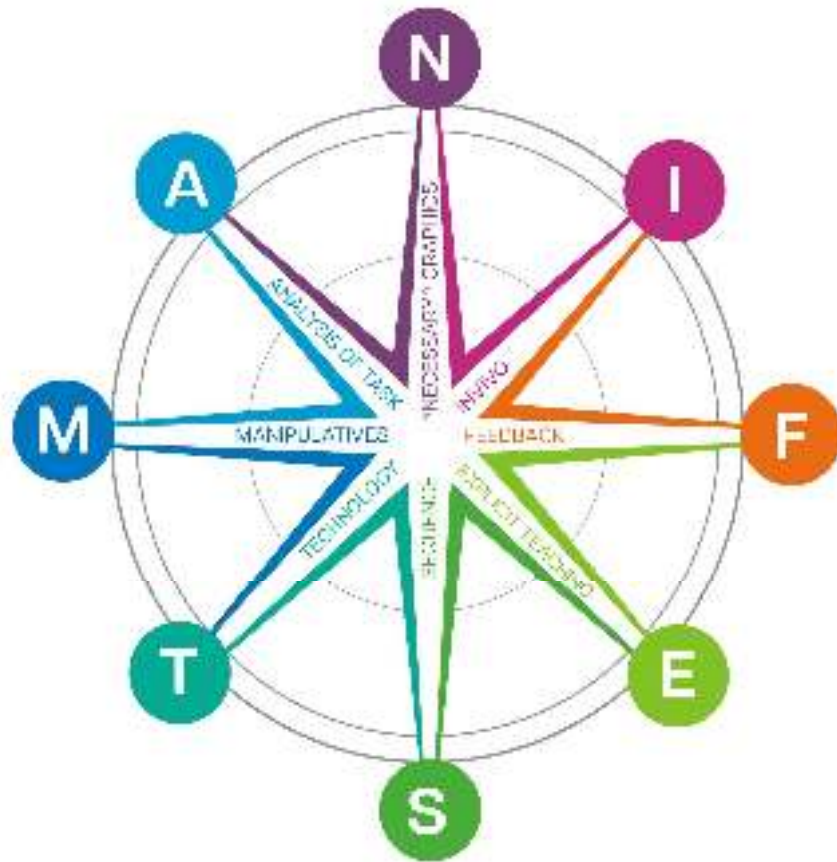


- Digital Devices support learning
- 2nd most helpful resource (Campisi, 2024)
- Engaging – preferred learning style
- Student strengths
- Independence at providing own adjustments
- Shared resource home-school
- Use assistive technology
- Socially acceptable scaffolds
- Age-appropriate
- Portable



Technology & Multimedia (PP)





Conclusion

- The MANIFEST Framework supports the right to learn on the same basis as peers
- Evidence-based and promising practices to magnify teacher efforts



Thank you



References



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- Research Video: Created by Sam Smith. Contact details: 0401 999 352
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- Strike, R. (2022) Council for Intellectual Disability. *About Us*. Available at: <https://cid.org.au/about-us/>
- Strnadová, I., Danker, J., Dowse, L., & Tso, M. (2023). Supporting students with disability to improve academic, social and emotional, and self-determination and life-skills outcomes: umbrella review of evidence-based practices. *International Journal of Inclusive Education*, 1–17.
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