

BOARD OF STUDIES
NEW SOUTH WALES

Personal Development, Health and Physical Education K-6

**Support Document
for Students with
Special Education Needs**

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Introduction

Rationale

This support document in the Personal Development, Health and Physical Education key learning area (KLA) aims to provide a means to include all students within a common curriculum framework, regardless of their educational setting.

This will allow students with special needs to access curriculum content across the breadth of the KLA in a way that is meaningful, relevant and appropriate to their individual needs.

Three guiding principles that underpin this support document are:

- all students can learn and succeed;
- individual needs of each student inform the curriculum content;
- schools and teachers have a responsibility to ensure that all students experience the breadth of the total curriculum.

Based on the above assumptions, programming for students with special needs will:

- result in an improved approach for developing and reporting on student outcomes;
- ensure that the individual learning needs of each student are met.

The inclusion of all students within KLAs is a challenging concept as the needs of students are extremely varied. These needs range from students with sensory impairments, intellectual disabilities, physical disabilities or learning difficulties to students who have multiple disabilities. Some students will also have associated health or medical needs as well as emotional or behavioural difficulties.

This support document will assist in tackling these various needs. Teachers are encouraged to explore the means by which their students can become actively involved in a broad range of learning experiences within all the KLAs.

The PDHPE Key Learning Area

Students with special education needs should experience a broad and balanced curriculum. Access to the PDHPE KLA for these students can be provided through the development of individualised educational programs.

The PDHPE curriculum can meet the needs of the individual student by ensuring that the:

- outcomes are meaningful and relevant;
- content of the program is appropriate.

The development of a teaching program in PDHPE for students with special needs is based on an assessment of the individual student's needs in relation to:

- present and future home, school and community environments;
- life skills (basic living skills) across the leisure/recreation, vocational and academic curriculum areas.

Many skills and activities that are given high priority for students with special needs could be addressed within the PDHPE KLA. For some teachers, these skills and activities have traditionally come under the special education curriculum areas of:

- independent living skills, activities of daily living, basic living skills;
- leisure and recreation;
- community mobility;
- social and interpersonal skills;
- vocational skills.

The aim of the PDHPE K-6 Syllabus is 'to develop in each student the knowledge and understanding, skills, and values and attitudes needed to lead healthy, active and fulfilling lives. In doing so, the syllabus will form the basis for students to adopt a responsible and productive role in society'.

The syllabus aim is relevant to the education of all students, regardless of their support needs. This support document provides additional advice achieving this aim for students with special education needs.

The objectives detailed in the syllabus under Knowledge Objectives, Skills Objectives and Values and Attitudes Objectives are highly relevant to students with a range of support needs.

The objectives of the syllabus are:

To develop students':

- appreciation of and a commitment to healthy and socially just ways of living.

To develop students' competence in:

- making, communicating and acting upon health decisions;
- moving with competence and confidence; and
- forming and maintaining positive relationships.

To develop students' knowledge and understanding about:

- ways to enhance personal and community health and wellbeing; and
- the composition, performance and appraisal of movement.

Suggested content

Suggested content is organised into the following eight content strands:

Active Lifestyle

Active Lifestyle is concerned with students adopting activity patterns that promote their wellbeing. In this strand students will examine the components of a balanced lifestyle, explore options for recreation and develop the skills and attitudes necessary for an active lifestyle.

Dance

Dance is concerned with developing the ability of students to communicate and express themselves through movement. Through dance, students develop awareness of the ways in which their bodies move, the space in which they move, the time and quality of their movements and their relationship to each other and objects. Students participate in composing, moving and appreciating a range of dance styles.

Games and Sports

This strand is concerned with developing each student's competence and confidence in a broad range of games, sports and physical activities. Students develop fundamental movement skills (FMS), progressing to more games- and sports-specific skills in non-competitive and competitive environments that foster positive feelings of success and enjoyment.

Growth and Development

Growth and Development involves developing each student's understanding of their own physical, social, cognitive and emotional development in the context of increasing awareness of changes that occur throughout the cycle of people's lives. Students participate in activities that increase their confidence and competence to manage change.

Gymnastics

The focus of this strand is on initial movement exploration leading to the acquisition of some preliminary gymnastics skills. Students investigate and succeed in a wide variety of movement experiences and challenges, developing skill, demonstrating control and exploring the ways in which the body can move. The gymnastics experiences recommended in this syllabus are appropriate for all students. They do not involve Olympic or competitive gymnastics disciplines.

Interpersonal Relationships

Interpersonal Relationships is concerned with developing an understanding of the nature of relationships. Students develop skills for building positive responsible relationships, and practise their application so that they can use them effectively in their lives.

Personal Health Choices

Personal Health Choices examines the process of making lifestyle decisions and putting them into practice. This strand considers the personal health decisions that students make about their lives in relation to nutrition, hygiene, consumerism, drug use, the environment and disease prevention.

Safe Living

Safe Living is concerned with the protection of individuals through the promotion of safe environments and practices. This strand focuses on developing in students a commitment and an ability to act in ways that will keep themselves and others from harm.

Skills

There are five essential skills that students should develop from PDHPE.

Communicating

This involves a variety of skills for communicating; being able to express needs, wants, feelings, ideas and opinions; being able to listen attentively and respond appropriately; being able to use negotiation, conflict resolution, refusal and assertiveness skills appropriately.

Decision Making

This applies in the context of making healthy personal and lifestyle choices and involves: making informed decisions; selecting and adopting safe practices; distinguishing between fact and opinion in health matters; accepting responsibility for decisions and consequences; being able to use information gained to inform future decision making; making collective decisions for the common good.

Interacting

This involves relating positively to others and the environment; working cooperatively as a group member; generating and abiding by rules for common benefit; developing and maintaining friendships; offering assistance and encouragement to others; and accepting support and assistance.

Moving

This involves moving effectively in response to a variety of stimuli; participating regularly in a range of games and sports; demonstrating mastery of fundamental movement skills such as throwing, catching, kicking, jumping and running; creating and performing sequences of movement with variation in movement quality

Problem Solving

This involves gathering relevant information by observing, questioning and researching; generating alternative ways of resolving problems; using a range of problem-solving strategies; selecting the most appropriate solution; identifying people who can assist; carrying out the plan and reflecting on the results.

Examples of content relevant to these strands include:

- abilities and disabilities
- similarities and differences
- caring for the body
- communicating with friends
- cooperation and sharing
- expression of feelings
- preparing food
- responding to unsafe situations
- water confidence.

Access to the PDHPE K-6 Syllabus can be achieved by selecting broad content areas appropriate to the needs of the individual student and programming them in achievable parts.

An example of how the content should be broken down is outlined below.

In the content strand of Safe Living, the topic of Road Safety was programmed to meet the needs of a student with attention to the following:

- passenger safety
 - uses seatbelt
 - sits in seat
 - understands appropriate noise level in a vehicle
 - develops appropriate behaviour in a vehicle
 - waits in an appropriate manner for a taxi, bus or train
- pedestrian safety
 - understands functions of footpath, keeps to the left
 - looks, listens, walks carefully
 - responds to road signs, road markings
 - recognises danger spots
 - uses traffic lights
 - uses pedestrian crossing
 - identifies and uses Safety House
- bicycle safety
 - wears bright clothing
 - identifies/understands bicycle safety equipment
 - wears approved helmet
 - identifies safe riding areas
 - develops safe riding practices
 - identifies/understands road signs
 - understands/executes bicycle road rules.

The Nature of the Learner and the Learning Environment

This support document focuses on students with special education needs. Planning for students with special needs should concentrate on assessing the support that is required for the student to participate in a range of learning activities across various environments, rather than the specific nature or category of the disability. Some students will require higher levels of support than others to access a meaningful and relevant curriculum in PDHPE.

Students may need a range of support including:

- teaching other students to use and interpret signing for a student with a hearing impairment;
- adaptations that will enable participation and meaningful access using modified equipment or adapted procedures or rules; and
- adaptations to the building and playing fields such as ramps to enable physical participation.

The learning environment is the critical variable when programming for students with special education needs. An appropriate learning environment provides the context for teaching and learning in which:

- priorities are established directly related to the individual needs of students; and
- meaningful opportunities occur to develop specific outcomes.

(For further advice refer to *PDHPE K-6 Modules*, Board of Studies, 1999.)

Key Programming Principles

Listed below are key principles to programming for students with special education needs based upon current research. These principles should form a framework to guide teachers for programming.

- Educational programs should optimise the amount of time that the student is meaningfully involved and participating in their environment. Programs should reflect the opportunities available to participate in a range of recreation and leisure activities, either independently or with assistance.
- Educational programs should have individualised learning outcomes, objectives and instructional strategies. The instruction should be appropriate to the learner's needs and be systematic and well planned across all KLAs.
- Individual student progress should be monitored by the class teacher, with instructional decisions based upon student achievement. When monitoring a student's progress, for example, in safely crossing roads using traffic lights, the steps involved should be broken down (task analysed) and then closely monitored. This will provide information about the student's progress on each step and towards the achievement of the outcome in this particular skill area.
- Opportunities need to be provided for students to interact frequently with peers in a variety of situations (eg social, recreational and specific task-related interactions) for the development of meaningful relationships. These opportunities will occur often throughout the school day but for many students will need to be programmed. The importance of developing meaningful relationships is reflected specifically in the Interpersonal Relationships content strand.
- Opportunities need to be provided for students to participate purposefully in a range of activities. Some students may not be able to participate independently. There are ways for them to be involved either through adaptations or by focusing on particular skills within the activity. For example, learning to initiate an interaction, learning to sit with less support, learning to finish an activity or using an adapted piece of equipment during a PE lesson.

- Specific skills such as motor, social and communication skills should be embedded into activities and everyday routines so that they become meaningful for the student. Skills need to be taught in context so that they relate to the everyday needs of the student. For example, a student with a high level of support needs may need to develop greater head control. This skill can be taught or embedded in a range of meaningful activities, such as eating lunch, playing a game, taking turns with friends or tracking or catching a ball during a physical education learning experience.
- Sufficient practice of skills needs to be given to encourage the maintenance of learning and the transfer of skills to other situations. When students have the opportunity to use skills in a range of situations and with a range of different people, they become functional or purposeful. Programs for students with special needs should reflect the opportunity to use skills in many different situations such as in the playground, during a reading activity, during lunch or at home. For example, a student may need to learn to express their frustration in a more appropriate way by using a communication board to indicate when they have finished a task in each of these situations.
- In all appropriate contexts students need to make choices and to exercise control over routines and events in their lives. This principle should be reflected across all curriculum areas. Reinforce the exercise of control, for example, by learning to say 'No' in unsafe situations and giving students a choice about: who they will play with; what music they would like to listen to; or what game they would like to play.
- Students may require support from other professionals, such as therapy staff, itinerant support teachers and school counsellors. A range of expertise is required to ensure that the most appropriate programs are developed and implemented and to ensure the student's total educational needs are addressed. No one or two individuals can meet all the needs that many children with special needs have. There is value in teams operating by using a trans-disciplinary model. The role of families is highly valued in this model.
- In this model, skills can be shared across disciplines to assist in program implementation and facilitate an integrated programming approach. For example, a student who has a high level of physical support needs may require input from an occupational therapist or physiotherapist to develop greater independence in the use of their wheelchair. This can be achieved by providing appropriate support for the student, which will result in greater access and participation in a dance or movement lesson.

Dimensions of Programming

Lifelong Aims

The emphasis on lifelong aims for students with special needs supports the PDHPE K–6 Syllabus aim. This emphasis will enable students to achieve a higher quality of life, which they will value. However, what constitutes ‘quality of life’ is difficult to define and may need to go far beyond the actual teaching of basic daily living skills. Programming in PDHPE should have a lifelong focus for students with special needs. Achievement of the long-term aim of a meaningful, active and independent life requires detailed and structured planning, beginning in K–6 at school to assist in a successful transition to the community environment.

The following lifelong aims for students with special education needs expand upon the *PDHPE K–6 Syllabus* aim:

- having access to a supportive home environment;
- having the opportunity to access a variety of places and to participate in a range of meaningful activities;
- having a network of personally meaningful relationships;
- having a level of personal choice and control, relative to chronological age;
- being safe and healthy.

Having access to a supportive home environment

For some students this aim will reflect the need to develop skills that will enable them to be in alternative housing in the future, such as a group home. Specific outcomes for that student will need to focus on developing skills in managing their own hygiene needs, managing their own meals or being able to safely use electrical appliances. Some students’ aims will reflect their need to continue living in their current environment with specific outcomes to manage their behaviour in a more appropriate way. The aim for other students with special needs will be to reside in an institution such as a nursing home and learn specific skills that will enable them to have a stable and enriching environment, such as being able to occupy their leisure time in a purposeful way, or interacting with others in their environment.

Working towards this lifelong aim will be enhanced by participation in PDHPE programs, which draw upon and may include, for example:

Content Strand

Safe Living

Specific Content

Home and Rural Safety

Specific Skills

- Using electrical appliances
- Responding to a smoke alarm
- Keeping the house safe by using locks etc

Content Strand

Personal Health Choices

Specific Content

Preventive Measures

Specific Skills

- Showering
- Cleaning teeth
- Menstrual hygiene

Having the opportunity to access a variety of places and to participate in a range of meaningful activities

This aim relates to a range of meaningful activities that are valued by the individual and also by society as a whole. Some activities will have a higher preference when programming. Students need to have the opportunity to access a range of places within the community and develop skills that will allow them to participate in a purposeful way in those selected activities.

Working towards this lifelong aim will be enhanced by participation in PDHPE programs, which draw upon and may include, for example:

Content Strand

Games and Sports

Specific Content

Games

Specific Skills

- Playing simple ball games
- Playing imaginative games

Content Strand

Active Lifestyle

Specific Content

Components of an Active Lifestyle

Specific Skills

- Choosing physical activities
- Using leisure time

Having a network of personally meaningful relationships

This aim relies on having the opportunity and the necessary skills to develop personally satisfying relationships with other people. Providing meaningful situations whereby students with special needs can enhance their interpersonal interactions with others should be a key consideration for all teachers. Teachers need to provide opportunities for socially meaningful interactions among peers.

Working towards this lifelong aim will be enhanced by participation in PDHPE programs, which draw upon and may include, for example:

Content Strand

Interpersonal Relationships

Specific Content

Peers

Specific Skills

- Communicating with friends
 - greeting
 - initiating interactions
 - making requests

Content Strand

Games and Sports

Specific Content

Playing the Game

Specific Skills

- Taking turns in a game
- Following the rules of a game

Having a level of personal choice and control, relative to chronological age

This aim is essential for students with special needs if they have not had the opportunity to exercise personal control in their life and find it difficult to participate. This means that 'things happen to them' passively rather than actively. Students need to be provided with situations in which they can exercise choice. For example, choosing between a range of physical fitness activities in which they can participate meaningfully at school or by giving students the opportunity to choose between food items.

It is important to:

- recognise and respond to behaviours that are communicative;
- provide choice and control as a key feature in programming;
- provide a range of opportunities for students to make choices and exercise control.

Working towards this lifelong aim will be enhanced by participation in PDHPE programs, which draw upon and may include, for example:

Content Strand

Active Lifestyle

Specific Content

Components of an Active Lifestyle

Specific Skills

- Choose preferred leisure activity at meal times

Content Strand

Personal Health Choices

Specific Content

Making Decisions

Specific Skills

- Choose preferred food item

Being safe and healthy

This aim takes into account the critical health and safety needs of many students with special needs. Some students will present with a range of medical and health difficulties such as the inability to receive food orally and may need a gastrostomy to maintain health and wellbeing. A specific outcome for such a student may be to increase the amount of food or liquid taken orally. Students with a degenerative physical condition such as muscular dystrophy will need opportunities to develop and maintain muscular strength. A specific outcome for such students may be to bear weight across a range of activities. This skill should be developed and practised in activities that involve dance and physical fitness or by participating in music activities while positioned in a standing frame.

The specific outcomes for this aim for students with less support needs could be learning to play within the confines of a school playground; learning to cross roads independently; developing a sense of wellbeing by choosing what a nutritious meal would be from the five food groups.

Working towards this lifelong aim will be enhanced by participation in PDHPE programs which draw upon and may include, for example:

Content Strand

Personal Health Choices

Specific Content

Nutrition

Specific Skills

- Eat meal using a spoon
- Drink from a cup in a safe manner

Content Strand

Safe Living

Specific Content

School and Play Safety

Specific Skills

- Remain in playground area
- Use playground equipment

Relevant and Meaningful Learning Activities

This refers to the individual program developed at the school, which will effect change in a student's life in a meaningful and relevant way. The priorities developed for students with special education needs can fall within the syllabus aim of leading 'healthy and fulfilling lives'.

Participation in a range of activities has always been an important consideration in the development of programs for students with disabilities. The emphasis on participation in the physical requirements of an activity, that focuses on the acquisition of essential skills can be lessened. In practical programming terms, this means moving away from the need to teach students all the skills needed to achieve mastery of a whole activity, especially those that are physically demanding and are unlikely to be acquired.

The emphasis of programming for students with special education needs is to:

- increase the meaningful participation in the activities in which they are involved, for example:
 - initiate an activity, such as learning to take turns;
 - monitor the way an activity is being done, for example by indicating to a person who is brushing their hair that they prefer it done another way;
 - end the activity by indicating that they do not want it to continue, such as finishing the game;
- generalise skills across a range of activities, settings and people, for example:
 - learning to participate in a range of group situations such as in the classroom, playground, family and community contexts;
 - interact appropriately with a range of people in a range of situations such as home, school and community;
 - develop fine motor skills to participate in a range of activities such as drawing, writing, eating, using a computer.

Student-centred Programming

Educational programming for students with special education needs should:

- centre on the individual student
- focus on the support that is required for that student to maximise specific outcomes.

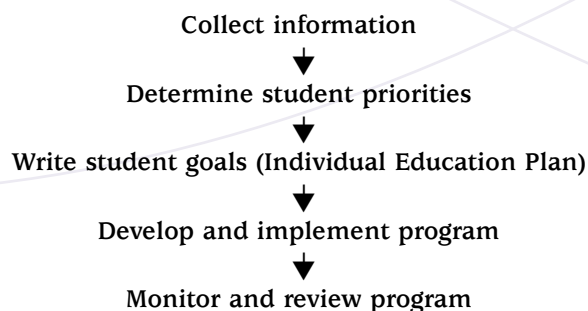
The content of an educational program should:

- reflect the student's specific educational needs, interests and abilities;
- be relevant to the student's present environments, eg current school setting; and potential future environments, eg next educational setting, vocational setting; and
- reflect a broad curriculum experience.

Student-centred programming assumes that the needs of the individual student guide the selection of curriculum content within the context of the PDHPE K-6 Syllabus.

The following framework:

- is a suggested guide to develop educational programs for individual students with a range of special education needs;
- is adopted in each of the Case Studies on page 19.



Collect information

An assessment of each student is a fundamental prerequisite to programming. Before student priorities can be established and specific outcomes selected, information and data is to be collected on the student's needs, interests and abilities.

Teachers need a thorough understanding of the student's skill level to enable valid decisions to be made about curriculum content. To ascertain the student's skill level, it is essential to determine exactly what the student is able to do. For example, when teaching ball skills assess the gross and fine motor skills that the student has as the basis for programming. This is a curriculum-based approach to assessment and should be ongoing.

It may be necessary to involve other personnel in this process. For example, family members, other teachers, itinerant support teachers, school counsellors and therapy staff.

The student's environments are the main source from which to collect information. This information determines the student's program, including the relevant activities and skills necessary to fully participate in PDHPE.

Determine student priorities

These priorities need to be established for each student. Decisions about priorities are based upon the information gained in the 'Collect information' stage. These priorities are dependent upon student needs and may include priorities that are KLA-specific or cross-curriculum ie are relevant across some or all of the KLAs. For example, an important priority for a student that can be achieved across KLAs may be to participate in group activities. Other student priorities may be KLA-specific, such as improving ball-catching skills.

The lifelong aims 'Dimensions of Programming' on page 12 can also form the basis in selecting relevant and meaningful priorities for the student.

In arriving at these decisions the team may have been guided by criteria such as: the student's current and anticipated future home, school and community environments and the activities occurring within them; the likelihood of maximum and meaningful participation; the student's chronological age; the time available; the student's and the parents' preferences; and the availability of resources.

When selecting priorities, some will be more critical than others and will receive a higher focus when developing student programs. However, a balanced curriculum is essential for all students with special education needs. This is exemplified further in the 'Case Studies' on page 19.

Write student goals

These goals should be derived from student priorities and should form the basis of an Individual Education Plan.

Student goals should be expressed:

- as statements of what the student should aim to achieve;
- in clear, easy to understand statements, using concise language;
- in measurable terms.

One student priority may be the focus of one or more student goals and may be either KLA-specific or relevant across a range of KLAs.

STUDENT GOALS – PDHPE SPECIFIC

Student will be able to look after their own hygiene needs at school

Student will be able to travel safely to and from school

PDHPE KLA SYLLABUS OUTCOMES**SKILLS**

DMES1.2: Identifies some options available when making simple decisions.

DMS1.2: Recalls past experiences in making decisions.

KNOWLEDGE AND UNDERSTANDING

PHES1.12: Displays basic positive health practices.

PHS1.12: Recognises that positive health choices can promote wellbeing.

VALUES AND ATTITUDES

Increasingly accepts responsibility for personal and community health.

SKILLS

DMES1.2: Identifies some options available when making simple decisions.

DMS1.2: Recalls past experiences in making decisions.

DMS2.2: Makes decisions as an individual and as a group member.

KNOWLEDGE AND UNDERSTANDING

SLES1.13: Demonstrates an emerging awareness of the concepts of safe and unsafe living.

SLS1.13: Recognises that their safety depends on the environment and the behaviour of themselves and others.

SLS2.13: Discusses how safe practices promote personal wellbeing.

VALUES AND ATTITUDES

Increasingly accepts responsibility for personal and community health.

STUDENT GOALS – ACROSS KLAS

Student will participate in group activities with at least two other peers (PDHPE/Science and Technology/Creative and Practical Arts/English)

Student will initiate social interaction with others. (PDHPE/HSIE/English)

PDHPE KLA SYLLABUS OUTCOMES**SKILLS**

INES1.3: Relates well to others in work and play situations.

INS1.3: Develops positive relationships with peers and other people.

KNOWLEDGE AND UNDERSTANDING

IRES1.11: Identifies how individuals care for each other.

IRS1.11: Identifies the ways in which they communicate, cooperate and care for others.

IRS2.11: Describes how relationships with a range of people enhance wellbeing.

IRS3.11: Describes roles and responsibilities in developing and maintaining positive relationships.

VALUES AND ATTITUDES

Enjoys a sense of belonging.

SKILLS

Early Stage 1: Expresses feelings, needs and wants in appropriate ways.

COS1.1: Communicates appropriately in a variety of ways.

COS2.1: Uses a variety of ways to communicate with and within groups.

Develop and implement program

An individual educational program for a student with special education needs should include relevant and meaningful:

- learning experiences;
- indicators of student achievement;
- teaching strategies; and
- assessment strategies.

Some students will need more individualised learning programs where specific outcomes will need to be broken down into smaller teaching steps. These can be expressed as indicators that measure progress toward the desired student goal and syllabus outcome. These indicators should be expressed as observable behaviours that reflect the student's progress.

Some students will require more systematic and explicit teaching using strategies that:

- review previously learned work;
- demonstrate and model new information;
- encourage independent performance through opportunities for guided and independent practice;
- provide appropriate cues and prompts;
- use appropriate reinforcement;
- encourage generalisation and maintenance of skills; and
- monitor progress and give student feedback.

It may also be necessary to use adapted equipment and rules to make it easier for some students to participate in class activities.

Examples of programming formats that include relevant programming information are detailed in the Case Studies on page 19.

Monitor and review program

The ongoing monitoring of student progress and delivery of feedback to students is a critical component of effective instruction. The use of a range of both informal and formal strategies is encouraged.

Examples of such strategies include:

- questioning/feedback from student;
- observation of student's performance;
- written records;
- skills checklist;
- work samples; and
- incidence records.

Examples of assessment and monitoring strategies are included in 'General Principles for Planning, Programming, Assessing, Reporting and Evaluating' in the *PDHPE K-6 Syllabus*. Specific suggestions for monitoring student progress are also included in the Case Studies (page 19 of this support document).

It is also important that the student's whole educational program be subject to ongoing review. This can be done informally, eg regular contact with parents, feedback comments to relevant team members, or by more formal structures (Learning Support team meetings, annual Review Meetings).

Ongoing review provides an opportunity to:

- report on progress towards student goals;
- re-evaluate priorities;
- keep relevant personnel, especially families, informed of the student's progress; and
- enable any difficulties or concerns about any aspect of a student program to be effectively managed.

Case Studies

The following case studies illustrate the relevance of the PDHPE K-6 syllabus to a wide range of students with special education needs. They illustrate the breadth of educational experiences and activities that can and should be provided for all students.

A discussion of key principles and dimensions of programming for students with special education needs in the context of the PDHPE curriculum was outlined in sections 1 and 2. The case studies have been designed to illustrate the application of these principles and dimensions in a practical way and to show different ways that people may choose to use the *PDHPE K-6 Syllabus* and the *Modules* support document.

The case studies that follow:

- expand on the model of student-centred programming;
- show the breadth of curriculum experience appropriate for students with special education needs;
- explore a range of health issues relevant to the individual student; and
- integrate therapy with the learning program.

Case Study 1 — Peter

1. Collect information

Peter is a seven-year-old boy who is in a support unit for students with moderate support needs. His classroom teacher is concerned about his unwillingness to interact with his peers in the classroom and playground. Peter will often stand and wait for others to approach him. He also finds it difficult to follow directions and to play in a cooperative manner with his peers. He will often become quite agitated when waiting for his turn. Peter uses speech to communicate his needs and is beginning to read simple sentences. Peter can also recognise numerals to 20, write his first name and copy simple words. This information on Peter's academic skills was gained by conducting some curriculum-based assessments to ascertain starting points.

Peter is extremely active in the playground and some of the other teachers in the school have expressed safety concerns when he uses the playground equipment. His family is concerned about his unwillingness to initiate interactions and he is quite often aggressive towards his younger brother when they play together. His family is keen to see Peter spend as much time as possible with his peers, and to continue progress in areas of reading, numeracy and writing. Peter participates each afternoon in group activities with all Year 2 classes such as music and physical education games.

2. Determine student priorities

Based upon this information, the following student priorities across the KLAS have been selected for Peter for the year by his teacher and family.

Priorities for Peter are to:

- increase social interactions with his peers
- play safely and cooperatively with others
- improve literacy skills in reading and writing
- improve numeracy skills in early number.

In addition, it was emphasised that Peter should have access to a broad curriculum. As a result his priorities should be embedded into a range of learning experiences across the KLAS.

3. Set student goals

Peter's priorities should be expressed as student goals.

Peter will:

- play cooperatively in group situations;
- initiate and maintain social interaction with peers;
- use playground equipment in a safe manner;
- increase his participation with other students;
- complete one digit plus one digit addition sums;
- copy simple sentences from the chalkboard;
- recognise simple sight words and read simple sentences;
- recognise and say sounds to all single letters.

The student goals of 'play cooperatively in group situations' and 'initiate and maintain social interaction with peers' can be programmed across a range of KLAs. Other goals are KLA-specific eg:

- 'use playground equipment in a safe manner' — PDHPE
- 'complete one digit plus one digit addition sums' — Mathematics
- 'copy simple sentences from the chalkboard' and 'recognise simple sight words and read simple sentences' — English.

4. Develop and implement program

For the student goal — 'play cooperatively in group situations' — the teacher decided to look at the range of opportunities across several KLAs where this goal was appropriate. In the PDHPE area the following syllabus outcomes relate to this student goal:

INES1.3: Relates well to others in work and play situations.

INS1.3: Develops positive relationships with peers and other people.

The following indicators are examples of specific skills that Peter could demonstrate that would indicate achievement towards the goal and relevant syllabus outcomes. These could be focused across a range of activities and KLAs.

Examples of indicators:

- initiates involvement in the group;
- waits turn;
- completes turn;
- initiates conversation within group activity.

The teacher may choose to focus on one particular skill and analyse the activity, breaking it down into smaller achievable skills as part of the programming process for Peter.

An example of breaking down the activity of playing a group game to meet the student goal of 'play cooperatively in group situations' is:

- 1 Asks peers to play game.
- 2 Chooses game to play.
- 3 Sets up game.
- 4 Decides who goes first.
- 5 Has turn.
- 6 Waits turn.
- 7 Continues game (repeat 5 and 6).
- 8 Initiates conversation with peers.
- 9 Packs up when finished.

Teaching considerations

When programming for the student goal to be achieved, teaching considerations include:

- use of some adapted equipment or rules to maximise participation;
- types of assistance given — what prompts are you going to use?;
- methods of monitoring the achievement of the objectives;
- frequency of monitoring progress;
- increase in the number of students who will participate in the game or group activity;
- providing opportunities across activities and KLAs for Peter to generalise target skills and outcomes.

5. Monitor and review the program

There are several ways that the teacher could choose to monitor Peter’s progress.

- a) Focus on one specific skill/indicator and activity, eg waiting turn, and monitor through specific observation whether Peter is able to do this.
- b) Focus on selected skills/indicators and monitor across a range of activities/KLAs.

The use of a specific behavioural observation checklist could be a useful strategy.

Once students have achieved specific skills or outcomes, it is important to ensure that these skills are maintained by monitoring them on a decreasingly regular basis.

Progress towards the specific outcome will be discussed with Peter’s family during a review meeting of his progress at the end of second term.

PLANNING OVERVIEW

Name: Peter

Age: 7

Class: Yr 2

Planning team: Teacher, parents

Date: 4 March

Date for review: End of Term 2

CURRICULUM AREAS

English	PDHPE	Maths	Sc & Tech	CreatArts	HSIE	Student priorities	Student goals	Other curriculum considerations
•	•	•	•	•	•	Increase social interactions with his peers	Peter will: <ul style="list-style-type: none"> • play cooperatively in group situations • initiate and maintain social interaction with peers 	Behaviour Further information needed on Peter’s behaviour in playground before a behaviour management program can be developed. Increase time in other classes: <ul style="list-style-type: none"> • monitor time in other classes, activities participated in, involvement etc. Continue to liaise with other Grade 2 teachers.
•	•	•	•	•	•	Play safely and cooperatively with others	<ul style="list-style-type: none"> • use playground equipment in a safe manner • increase this participation with other students 	
•						Improve literacy skills in reading and writing	<ul style="list-style-type: none"> • recognise simple sight words and read simple sentences • copy simple sentences from the chalkboard • recognise and say sounds to all single letters 	
		•				Improve numeracy skills in early number	<ul style="list-style-type: none"> • complete one digit plus one digit addition sums 	
	•					Decrease aggressive behaviour at home		

Programming Format: Peter**Key Learning Area/s:** PDHPE/English — Communication

Student goals	Syllabus outcomes	Examples of indicators	Learning experiences, eg of content:
<p>1. Peter will:</p> <ul style="list-style-type: none"> participate cooperatively in group situations 	<p>Skills</p> <p><i>INES1.3:</i> Relates well to others in work and play situations.</p> <p><i>INS1.3:</i> Develops positive relationships with peers and other people.</p>	<ul style="list-style-type: none"> initiates involvement in the group waits turn completes turn initiates conversation with in the group sets up/packs up game waits turn follows instructions 	<p>Games and Sports — Stage 1</p> <p>a) Playing the game – <i>playing a board game</i></p> <p>b) Modified games – <i>playing a group ball game</i></p> <p>Interpersonal Skills — Stage 1</p> <p>a) Groups/working with others</p> <p>Suggested strategies</p> <p>Use a game that has simplified rules. In initial teaching you may need to use verbal prompts, eg ‘It’s your turn Peter’ or ‘It’s Mary’s turn, you need to wait.’ Fading of these prompts should occur to allow Peter to respond to the natural flow of the game.</p> <p>Give specific reinforcement when he is waiting or taking turn appropriately. Increase the length of time that Peter has to wait by including more students and the variety of games/situations when this occurs.</p> <p>In initial stages you may need to give Peter some specific prompts to encourage him to initiate this interaction, eg ‘Peter, ask Mario to play’.</p> <p>It is important to then fade these prompts so that Peter can initiate without prompting.</p> <p>Give reinforcement when this occurs.</p> <p>Encourage other peers to respond to Peter’s initiations.</p> <p>Monitoring/assessment — observation checklist</p>
<p>2. Peter will:</p> <ul style="list-style-type: none"> initiate and maintain social interaction with peers 	<p>Skills</p> <p><i>INES1.3:</i> Relates well to others in work and play situations.</p> <p><i>INS1.3:</i> Develops positive relationships with peers and other people.</p> <p><i>English — Communication</i></p> <ul style="list-style-type: none"> initiates social interaction maintains social interaction waits turn 	<ul style="list-style-type: none"> moves close to peer makes/maintains eye contact initiates interaction, eg says ‘Hi’ waits turn initiates conversation maintains conversation follows instructions 	<p>Use a game that has simplified rules. In initial teaching you may need to use verbal prompts, eg ‘It’s your turn Peter’ or ‘It’s Mary’s turn, you need to wait.’ Fading of these prompts should occur to allow Peter to respond to the natural flow of the game.</p> <p>Give specific reinforcement when he is waiting or taking turn appropriately. Increase the length of time that Peter has to wait by including more students and the variety of games/situations when this occurs.</p> <p>In initial stages you may need to give Peter some specific prompts to encourage him to initiate this interaction, eg ‘Peter, ask Mario to play’.</p> <p>It is important to then fade these prompts so that Peter can initiate without prompting.</p> <p>Give reinforcement when this occurs.</p> <p>Encourage other peers to respond to Peter’s initiations.</p> <p>Monitoring/assessment — observation checklist</p>

Monitoring and review comments

Refer to section 5, ‘Monitor and review the program’, on page 21.

Programming Format: Peter**Key Learning Area/s:** PDHPE/English — Communication

Student goals	Syllabus outcomes	Examples of indicators	Learning experiences
<p>3. Peter will:</p> <ul style="list-style-type: none"> use playground equipment in safe manner 	<p>Skills</p> <p><i>DMES1.2:</i> Identifies some options available when making simple decisions.</p> <p><i>DMS1.2:</i> Recalls past experiences in making decisions.</p> <p>Knowledge and Understanding</p> <p><i>GSES1.8:</i> Demonstrates fundamental movement skills while playing with and sharing equipment.</p> <p><i>GSS1.8:</i> Performs fundamental movement skills with equipment in minor games.</p> <p><i>GSS2.8:</i> Participates and uses equipment in a variety of games and modified sports.</p>	<ul style="list-style-type: none"> plays on swing for 5 minutes holds bat and attempts to strike at ball after it has been thrown throws ball back to peer follows 1 step instruction follows 2–3 step instructions 	<p>Content strands — Safe Living and Games and Sports</p> <p>Gradually increase the time that Peter is expected to play on the swing.</p> <p>Record number of times that Peter jumps off. Give him positive reinforcement when Peter is playing on swing in appropriate manner.</p> <p>Keep activities short, up to 15 minutes, to maintain interest.</p> <p>Utilise a variety of activities throughout the program.</p>
<p>4. Peter will:</p> <ul style="list-style-type: none"> increase his participation with other students 	<p>Skills</p> <p><i>COES1.1:</i> Expresses feelings, needs and wants in appropriate ways.</p> <p><i>COS1.1:</i> Communicates appropriately in a variety of ways.</p> <p><i>COS2.1:</i> Uses a variety of ways to communicate with and within groups.</p>		<p>Examples of content areas</p> <p>Minor games</p> <ul style="list-style-type: none"> playing simple games, eg duck, duck, goose <p><i>Dance — folk dance</i></p> <p>Use a variety of simple 2 step instructions. Give time to respond.</p> <p>Gradually increase complexity of instructions. If Peter has difficulty you could ask him to repeat instructions. Give reinforcement for following instructions. Provide teaching opportunities to develop basic skills in variety of games — hitting, kicking, throwing, catching.</p>

Monitoring and review comments

Refer to section 5, 'Monitor and review the program', on page 21.

Case Study 2 — William

1. Collect information

William is an 11 year old boy who has cerebral palsy and attends his local school. He follows the class curriculum and uses the computer to generate written work. William uses his left arm to use the keyboard on a computer. He is beginning to learn to use an electric wheelchair around the classroom and the school. William uses some speech to communicate but also has a voice output device to assist and augment his communication. Using a more complex communication device has also been suggested as a future consideration for William.

William receives therapy input from a physiotherapist, who has suggested that William needs to learn to bear weight with less assistance. The physiotherapist is also concerned about some muscle contracture in his right arm.

His parents are keen to see William participate and be involved as much as possible with his classmates, and to continue to follow the same curriculum as his peers. They are also a little concerned about the amount of time that William is withdrawn for physiotherapy as they feel that it makes it difficult for him to be a part of the class. Even so they would like him to be able to bear weight with less assistance, as it will make it easier for them to manage him at home. Using his electric wheelchair to move around independently is also a priority for his family.

2. Determine student priorities

Priorities for William include:

- using his electric wheelchair;
- bearing weight with less assistance;
- increasing use of his right arm;
- using a voice output device;
- using a computer.

These priorities may be programmed across KLAs or be KLA-specific, depending on the specific outcomes.

3. Set student goals

As William is already accessing the regular school curriculum across all the KLAs, the teacher wants to be able to build these priorities into existing units of work. This is to ensure that William continues to feel a part of the class and that these skills are developed and practised in meaningful situations.

Student goals were developed from these student priorities.

For example, William will:

- move around his classroom and school environs by independently operating his electric wheelchair;
- use his right arm with increasing strength and flexibility when participating in a range of classroom activities;
- use his voice output device using increasingly more complex communication structures when participating in class discussion or interacting with his peers;
- use a computer with increasing accuracy and fluency to generate written work;
- stand with decreasing support while participating in a range of classroom activities.

4. Develop and implement the program

William's teacher used existing units of work and added more specific outcomes to enable William to be as involved as possible in the class activities. This individualised approach can also be applied to existing units of work, where specific outcomes and specific skills and content can be included in an existing proforma.

In the suggested content ‘Ways to be Active’ in the Active Lifestyle strand (PDHPE K–6 Syllabus) goals for William that could be embedded in this whole-class module of work include:

- use his right arm with increasing strength and flexibility in a range of classroom activities;
- stand with decreasing support while participating in a range of classroom activities;
- move around his classroom and school environs by independently operating his electric wheelchair.

Specific indicators to focus on during this unit of work to achieve progress towards his goals and the syllabus outcome could include:

- uses his electric wheelchair to participate in warm-up, work-out and cool-down activities;
- holds relay objects in his right hand;
- stretches his arms during warm-up, warm-down;
- uses his standing frame (mobile stander) while participating in warm-up, work-out and cool-down activities;
- moves from seated to standing positions with decreasing assistance.

It may be necessary to seek input from the physiotherapist to provide ideas and management strategies that will facilitate William’s participation in these activities.

5. Monitor and review the program

For the review it will be necessary to have input from the physiotherapist to monitor the progress in William’s physical and motor priorities. Ongoing assessment information will be gained by monitoring William’s progress towards his goals within the context of a whole-class unit of work. Assessment strategies would be similar to those detailed in the ‘General Principles for Planning, Programming, Assessing, Reporting and Evaluating’ section of the *PDHPE K–6 Syllabus*.

PLANNING OVERVIEW

Name: William

Age: 11

Class: 5T

Planning team: Class teacher, parents, and physiotherapist

Date: 23 March 96

Date for review: End of Term 2

CURRICULUM AREAS

English	PDHPE	Maths	Sc & Tech	CreatArts	HSIE	Student priorities	Student goals	Other curriculum considerations
•	•	•	•	•	•	Use his electric wheelchair	William will: • move around the classroom and school environs by independently operating his electric wheelchair	Behaviour Increase involvement/participation with his peers. Utilise the teaching and learning experiences across the KLAS to develop and practise specific therapy needs, rather than withdrawing for specific therapy.
•	•	•	•	•	•	Increase use of right hand/arm	• use his right arm with increasing strength and flexibility when participating in a range of classroom activities	
•	•	•	•	•	•	Use voice output device	• use his voice output device, using increasingly more complex communication structures when participating in class discussion or interacting with his peers	
•	•	•	•	•	•	Use computer	• use a computer with increasing accuracy and fluency to generate written work	
•	•	•	•	•	•	Bear weight with less assistance	• stand with decreasing support while participating in a range of classroom activities	

Programming Format: William

Key Learning Area/s: PDHPE

Student goals	Syllabus outcomes	Examples of indicators	Learning experiences
<p>William will:</p> <ul style="list-style-type: none"> stand with decreasing support while participating in range of classroom activities (eg dance, playing minor games) 	<p>Knowledge and Understanding</p> <p><i>Stage 3:</i> Shows how to maintain and improve the quality of an active lifestyle.</p>	<ul style="list-style-type: none"> pulls self up from sitting position using support bar stands holding onto support bar (with or without leg wraps) stands with support from a peer or adult (with or without leg wraps) 	<p>Examples of content:</p> <p>Active Lifestyle</p> <p>Warm-up activities:</p> <ul style="list-style-type: none"> <i>stretching muscle groups</i> <p>Games and Sports</p> <p>Manipulative Skills</p> <ul style="list-style-type: none"> <i>throwing and catching</i> <i>playing simple ball games while standing in standing frame.</i> <p>Gymnastics</p> <p>Dance</p> <ul style="list-style-type: none"> <i>sequencing and combining non-locomotor and locomotor movements</i> <p>Need for input from physiotherapist re equipment use of leg wraps etc.</p> <p>Gradually decrease amount of assistance required, eg moving from standing frame to support bar with/without leg wraps.</p> <p>Ensure that William is meaningfully engaged in the activity, even though he is predominantly working on a therapy-based priority or outcome.</p>

Monitoring and review comments

Refer to section 5, 'Monitor and review the program', on page 25.

Case Study 3 — Susan

1. Collect information

Susan is ten years old and has a high level of support needs. She has a degenerative disorder that is slowly affecting her speech, motor functioning and her cognitive abilities. She attends a primary school that is relatively close to her home where she is in a support class with other students who have a severe intellectual disability.

Her speech has deteriorated to the extent that it needs to be aided by the use of symbols and other graphic forms and the use of simple voice output devices are also being explored.

She is slowly becoming more dependent on others, such as her mother and the teacher's aide, to assist her with toileting and other personal hygiene activities, eating, drinking and mobility. Susan now relies much more on a wheelchair to get from one place to another as her ability to bear weight independently has declined and she can no longer use a walking frame.

The support teacher has convened a meeting of the teacher of the Year 5 class that Susan joins at lunchtime every afternoon. Susan's parents, the school counsellor and a physiotherapist who provides support to the class on a consultancy basis are present. The meeting has been called because the teacher feels Susan's learning priorities need reviewing in light of her deteriorating condition.

The **support teacher** made the following points:

- Susan's skills were diminishing but this should not be taken as a signal to 'give up' on her education. It is important to ensure that her program continues to address 'valued life outcomes'.
- Susan's ability to perform tasks has been reduced so she should be taught skills that will maintain her control over her environment and the people with whom she interacts. She should also be taught the components of tasks that will maximise her chances of participating as meaningfully as possible.
- Susan enjoys the time she spends with her peers without disabilities in their classroom and she should continue to be included in this.
- Susan's learning priorities should be articulated within the KLAs used in the school because they provide a means for the support teacher to account for Susan's program.
- It is very important to have a program developed for Susan's specific needs because they are very different from the needs of the other students in the class.

The **regular classroom teacher** made these points:

- She was committed to the six primary KLAs and felt it was important that if Susan were to be included in her Year 5 class that she should take part in lessons similar to the rest of the class.
- She did not have the time to develop a separate curriculum for Susan.
- She did not mind targeting aspects of the curriculum for Susan that were particularly relevant to her needs.
- She thought Susan's inclusion in the class was valuable because it broke down barriers between disabled and non-disabled people, it taught tolerance and understanding and it demystified disability.

The **parents** made these points. They wanted:

- Susan to continue to enjoy coming to school;
- a program that would maintain Susan's current skills as much as possible;
- a continuation of opportunities for Susan to be physically active because they felt it kept her healthy.

The parents appreciated the opportunity to have input into decisions made about Susan's education.

The **therapist** made these points:

- Susan's physical management goals needed to come more sharply into focus because of the intensification of her physical disability.
- More standing in a special standing frame might be helpful.
- A special insert for Susan's wheelchair would help to prevent her spine from becoming deformed (scoliosis).
- Susan would benefit from special exercises in a swimming pool.
- Susan would benefit if she used a special fork as it would make eating less difficult.

2. Determine student priorities

For Susan the PDHPE K-6 Syllabus and other K-6 syllabuses will be used essentially as a framework into which decisions about Susan's priorities will be placed.

Priorities for Susan include:

- indicating a choice or choices;
- participating in small group activities;
- initiating and maintaining social interactions;
- attending to own hygiene and dressing needs;
- eating lunch;
- increasing opportunities for standing and bearing own weight.

3. Set student goals

Student goals were developed from these student priorities.

For example, Susan will:

- use her communication board, and simple voice output devices, eg Big Mac switch, to make choices, requests, to comment, and to initiate and maintain social interactions during a range of activities;
- indicate her need to use the toilet and require less assistance to use it;
- participate in small groups by waiting her turn and interacting with others, and completing as much of the activity by herself;
- dress herself with less assistance by indicating her selection of clothes;
- eat lunch and morning tea with less assistance.

It is important to note that many of these goals can be embedded in learning experiences across the KLAs.

4. Develop and implement the program

In developing and implementing a program for Susan, the teacher selected some relevant syllabus outcomes in PDHPE as well as targeting specific indicators for each goal. For example:

Student Goal: indicate her need to use the toilet and require less assistance to use it.

PDHPE Syllabus Outcomes

COES1.1: Expresses feelings, needs and wants in appropriate ways.
Displays basic positive health practices.

COS1.1: Communicates appropriately in a variety of ways.
Recognises that positive health choices can promote wellbeing.

English/Communication Outcome: makes request to satisfy needs and wants.

A task analysis could be conducted and then specific skills selected as indicators.

Examples of indicators

- uses communication board to request need to go to toilet
- stands and supports herself using bar
- indicates when she has finished by using Big Mac switch
- stands and supports herself using bar

Student Goal: eat lunch and morning tea with less assistance.

PDHPE Syllabus Outcomes

Early Stage 1: Expresses feelings, needs and wants in appropriate ways.

Stage 1: Communicates appropriately in a variety of ways.

English/Communication Outcome: makes request to satisfy needs and wants (Interim Support Document — Communication).

Examples of indicators:

- requests lunch using communication board/communication device
- removes food from lunch box
- unwraps biscuits/sandwich
- holds biscuit and eats with assistance given at the wrist

Other considerations include:

Student groupings

The ways in which Susan is to receive instruction will vary according to her needs and the particular goals targeted for instruction, the demands of the activity, the teaching techniques required and the availability of personnel.

Physical considerations

Because Susan is becoming more disabled as a result of her degenerative condition, thought needs to be given to her physical management. Specifically, decisions need to be made regarding her handling and positioning, requirements for specialised equipment as well as modifications and adaptations to the environments in which she is operating and perhaps to the activities in which she is expected to participate.

Classroom organisation

Careful planning of the teaching/learning environment will lead to an efficient and smooth running program for Susan, which will result in maximisation of engaged learning time.

In addition to the above, other considerations need to be made about the instructional procedures that will be used. These will include:

- Actions expected of the student.
- Number of times each behaviour/action is to be performed.
- Place and time of performance of the skill.
- Instructions to be given to the student.
- Person to give instructions.
- Materials required.
- Time allowed for student to respond.
- Consequences of student's actions.
- Assistance required by student.
- Methods of monitoring performance.

5. Monitor and review the program

Susan's programs are very specific to her needs and many activities that have been identified as priorities for her have been task analysed so that smaller steps enhance Susan's efforts towards achievement of them. To avoid becoming too narrow and losing sight of the broad program, it is important to undertake more general assessments covering a review of the entire individualised educational program.

Examples of how Susan's progress could be monitored include:

- a) Focusing on one specific indicator, eg 'unwrapping lunch'.

Focusing on a cluster of skills/indicators eg:

- unwraps lunch;
- holds biscuit;
- takes to mouth with assistance at wrist.

There needs to be a check to ensure that Susan's needs are still being met and to ensure a close match between her learning priorities and the programs that have been developed for her.

Decisions have to be made about:

- frequency of reviewing Susan's program;
- person to organise the review;
- methods of collection and collation of information.

Monitoring the progress towards the achievement of the outcome will need to occur in a very systematic way given the very specific nature of Susan's program.

PLANNING OVERVIEW

Name: Susan

Age: 10

Class: IS

Planning team: Support teacher, class teacher, parents and therapist

Date: 2 March 95

Date for review: June 1996

CURRICULUM AREAS

English	PDHPE	Maths	Sc & Tech	CreatArts	HSIE	Student priorities	Student goals	Other curriculum considerations
•	•	•	•	•	•	Indicate a choice or choices	Susan will: <ul style="list-style-type: none"> use her communication board to make choices and requests during activities across the day use her communication board to indicate when she has finished, or her disapproval during activities across the day 	Increase mobility using wheelchair: Susan should be encouraged to use her wheelchair to move between activities in the playground etc as much as possible.
•	•	•	•	•	•	Initiate and maintain social interactions	<ul style="list-style-type: none"> initiate social interactions and use her communication board to maintain them 	Increase time spent in regular class. Increase opportunities to bear weight across the day.
	•					Attend to own hygiene and dressing needs	<ul style="list-style-type: none"> indicate need to go the toilet and require less assistance to use it dress herself with less assistance 	Teach other students to respond and use Susan's communication system.
•	•	•	•	•	•	Participate in small group activities	<ul style="list-style-type: none"> participate in small groups by waiting her turn and by interacting with others participate in a range of leisure activities with peers 	
	•					Eat lunch	<ul style="list-style-type: none"> eat her lunch and morning tea with less assistance 	

Programming Format: Susan

Key Learning Area/s: PDHPE/English

Student goals	Syllabus outcomes	Examples of Indicators	Learning experiences
<p>1. Susan will:</p> <ul style="list-style-type: none"> eat her lunch and morning tea with less assistance. <p>2. Susan will:</p> <ul style="list-style-type: none"> use her communication board to make choices and requests during activities across the day. 	<p>Skills</p> <p><i>COES1.1:</i> Expresses feelings, needs and wants in appropriate ways.</p> <p><i>COS1.1:</i> Communicates appropriately in a variety of ways.</p> <p><i>English — Communication:</i> Makes requests to satisfy needs and wants</p>	<ul style="list-style-type: none"> unwraps morning tea/lunch removes food from lunch box pours a drink peels a banana uses a fork uses a spoon brings food to mouth chews swallows closes lips over spoon/fork chooses food item requests 'more' indicates 'finished' requests food items selects preferred clothes selects leisure items selects friends to sit with etc requests need to use the toilet 	<p>Ensure Susan is seated in her posture chair with pelvic and chest straps to provide the support she requires.</p> <p>Ensure the table is at the correct height to allow her to reach for the food placed on it.</p> <p>A cut-out may be required for additional support.</p> <p>Advise Susan's mum to use 'greaseproof paper' rather than 'cling wrap' for ease of use.</p> <p>Try to consider grouping students for morning tea and lunch as eating should be a social occasion.</p> <p>May have to use a verbal prompt to encourage Susan to point to preferred item. Keep communication board on desk to encourage continued use. Gradually increase number of pictures on board. Include vocabulary that will encourage her to indicate when finished or to make some comments. Susan may have a range of boards for different situations.</p> <p>This will occur across a range of teaching/learning activities within all KLAs.</p>

Monitoring and review comments

Refer to section 5, 'Monitor and review the program', on page 30.

Case Study 4 — Vincent

1. Collect information

Vincent is six years old, has a moderate level of support needs and has epilepsy. Vincent is independently mobile and enjoys playing with other children. Vincent spent the first three years of his school in an early childhood program within a special school. His family decided to move to the country where he has been included in a regular class. A teacher aide (special) supports Vincent in this class for three mornings a week. The teacher of the class has had no previous special education training or experience but receives some programming support and advice from the support teacher (Learning Difficulties) who is based at the school and the Learning Support team within the school.

Vincent's speech is clear, but his language has only developed to a point comparable to that of a three-year-old. He can recognise his name, although not reliably, and cannot write his name. He can copy simple shapes and is beginning to trace lines. He can rote count to 5 and is learning to count to 10. He has only just begun to reliably recognise numerals 1, 3 and 4.

Vincent's teacher recognises the benefits to Vincent and to the other students of having him in the class and his inclusion is viewed positively by the principal and other members of staff. Vincent's teacher is supported by the principal in her view that Vincent should be included fully within the school and the class and that he should benefit from accessing the curriculum that other students in the school follow. She also accepts the advice from the support teacher that programs developed for Vincent should meet his individual needs. The support teacher suggested to the class teacher that she contact the special education consultant working in the district for some programming advice.

The special education consultant suggested that an Individual Education Plan be developed for Vincent. This would include:

- setting up a section of the Individual Education Plan or a separate file in which all relevant information can be stored as it is collected;
- establishing a profile on the student, eg likes, dislikes, medical problems, abilities, deficits, previous programs, assessments, reports;
- using this information as a starting point for program development;
- talking to Vincent's parents to get their ideas and opinions about his needs and abilities and their expectations.

2. Determine student priorities

Vincent will have many needs but unfortunately all of them cannot be met simultaneously. The consultant suggested that syllabuses in the KLAs should be used to help decide what Vincent should be learning. The consultant also pointed out that the PDHPE syllabus was a very useful document for students like Vincent because it includes content very relevant to the needs of many students with special education needs.

Vincent's mother would like him to be given the opportunity to learn to read and write, and the special education consultant supported this view. In addition to literacy and numeracy skills, the consultant suggested to the teacher and to Vincent's mother that he will need to learn some of the functional skills listed in the PDHPE syllabus and that it is important for him to experience the breadth of curriculum. It was pointed out that while the PDHPE syllabus provided a menu of appropriate skills and activities, other criteria would also be used to establish priorities for Vincent.

These criteria included:

- Vincent's current and anticipated future environments.
- Vincent's maximum participation in the activities or priorities selected.
- Appropriateness to Vincent's age of what is selected from the syllabus.
- Sufficient time to teach what is selected.
- Vincent's and his mother's preferences.

Vincent's priorities included:

- developing appropriate social skills;
- learning how to protect himself from the sun;
- learning how to ride a bike;
- playing a team sport;
- developing literacy skills;
- developing numeracy skills.

The teacher felt that she was able to meet several of these priorities within the suggested content of the PDHPE syllabus.

3. Set student goals

After having decided on the things that are important for Vincent to learn, his teacher was advised that more effective programs would be developed if some student goals were set for him. To enable her to do this, she needed to conduct further assessments, to establish realistic starting points. These assessments included curriculum-based assessments in literacy/numeracy and more specific observations of Vincent in play and social situations.

Examples of student goals for Vincent included:

- initiate social interaction with peers and adults;
- participate in small group activities;
- play soccer in a controlled class group;
- apply sun protection cream and wear a hat before going outdoors;
- ride a bicycle with a safety helmet;
- recognise simple sight words (10–12 words);
- rote count to 10;
- recognise numerals to 10;
- trace simple words;
- copy name.

4. Develop and implement the program

In developing a program that would cater for Vincent's needs and also include him meaningfully in whole-class activities, the teacher was able to use existing whole-class modules in PDHPE. To cater for Vincent's needs, the teacher was required to adapt some of the existing outcomes and write more specific outcomes and indicators.

Student goals

Vincent will:

- apply sun protection cream and wear a hat before going outdoors

PDHPE examples of syllabus outcomes

SLES1.13: Demonstrates an emerging awareness of the concepts of safe and unsafe living.

SLS1.13: Recognises that their safety depends on the environment and the behaviour of themselves and others.

Content strand/whole-class teaching modules

Safe Living

Examples of specific skills/indicators

- applies cream independently
- locates hat
- places hat on before going outside
- keeps hat on for duration of morning tea/lunch

Vincent will:

- ride a bicycle with a safety helmet

DMES1.2: Identifies some options available when making simple decisions.

DMS1.2: Recalls past experiences in making decisions.

PSES1.5: Seeks help as needed when faced with simple problems.

PSS1.5: Draws on past experiences to solve familiar problems.

Decision Making

Problem Solving

- participates in Bike Skills Day
- keeps helmet on
- completes modified bike course
- identifies bike parts

Vincent will:

- play simple minor games
- participate in small group activities

ALES1.6: Develops a repertoire of physical activity in which they can participate.

ALS1.6: Participates in physical activity, recognising that it is enjoyable and important for health.

INES1.3: Relates well to others in work and play situations.

INS1.3: Develops positive relationships with peers and other people.

Active Lifestyle

- waits turn
- follows rules
- shares equipment

Vincent may not be able to participate in all of the teaching/learning activities within the suggested content. To assist in targeting specific teaching steps for Vincent, some of these activities may need to be broken down into smaller teaching steps.

5. Monitor and review the program

It will be necessary to review Vincent’s progress as part of the school’s Individual Education Plan review process as well as using ongoing monitoring strategies. Specific assessment and monitoring strategies may need to be included for Vincent within the teaching modules, eg using a behavioural checklist of skills and recording whether he is able to complete skills independently or whether he needs assistance.

PLANNING OVERVIEW

Name: Vincent

Age: 6

Class: Year 1

Planning team: Class teacher, special education consultant, mother

Date: 23 April 96

Date for review: October 1996

CURRICULUM AREAS

English	PDHPE	Maths	Sc & Tech	CreatArts	HSIE	Student priorities	Student goals	Other curriculum considerations
•	•	•	•	•	•	• Develop literacy skills	Vincent will: • recognise simple sight words	Treat the development of 'cooperation' (which is a social skill) as a cross-curriculum concern, ie provide opportunities for teaching and learning of these skills in many activities throughout the day.
•	•	•	•	•	• Develop numeracy skills	• rote count to 10 • recognise numerals to 10		
•	•	•	•	•	• Develop appropriate social skills	• initiate social interaction with peers and adults • participate in small group activities		
•	•	•	•	•	•	• Learn how to protect himself from the sun	• apply sun cream protection before going outdoors	Capitalise on opportunities to teach literacy and numeracy skills across the entire curriculum.
•	•	•	•	•	•	• Learn how to ride a bike	• ride a bicycle with a safety helmet	Expose the student to a variety of whole group games and activities on a regular basis.
•	•	•	•	•	•	• Play a team sport	• play soccer in a controlled class group	

Programming Format: Vincent**Key Learning Area/s:** PDHPE

Student goals	Syllabus outcomes	Examples of indicators	Learning experiences
<p>1. Vincent will:</p> <ul style="list-style-type: none"> • apply sun cream and wear a hat before going outdoors. 	<p>Skills</p> <p><i>Early Stage 1:</i> Identifies some options available when making simple decisions.</p> <p>Seeks help as needed when faced with simple problems.</p> <p><i>Stage 1:</i> Recalls past experiences in making decisions.</p> <p>Draws on past experiences to solve familiar problems.</p> <p>Knowledge and Understanding</p> <p><i>Early Stage 1:</i> Demonstrates an emerging awareness of the concepts of safe and unsafe living.</p> <p><i>Stage 1:</i> Recognises that their safety depends on the environment and the behaviour of themselves and others.</p> <p>Values and Attitudes</p> <p>Accepts responsibility for personal and community health.</p>	<ul style="list-style-type: none"> • Applies sun cream without being reminded • Wears appropriate clothes • Wears a hat without being reminded • Keeps hat on for duration of play • Plays in the shade • Wears appropriate clothing when outdoors • Wears a hat when outdoors without being reminded • Plays in the shade when possible. 	<p>Content strand: Safe Living</p> <p><i>Modules – Play It Safe, Watch Your Step</i></p> <p>Consider how you teach Vincent to generalise this skill, ie he must be taught to apply sun cream when at home and on holidays and in other environments, especially at the beach and at the pool.</p> <p>It would be worthwhile to tie the sun protection theme into other KLAs.</p> <p>Limit outdoor activities during the middle of the day.</p> <p>To encourage Vincent to become independent in these skills, a self-monitoring chart could be developed where he can indicate whether he kept his hat on and remembered to apply sun cream. This could also be linked to a reward chart, particularly in early stages of teaching.</p>

Monitoring and review comments

Refer to section 5, 'Monitor and review the program', on page 35.

Case Study 5 — Dimitri

1. Collect information

Dimitri is a nine-year-old boy with severe multiple disabilities who attends a special school. He has epilepsy, and has a gastrostomy tube. Dimitri also has cortical visual impairment, but is able to see objects when they are presented to his upper left. Dimitri has significant medical difficulties and is very frail. Dimitri is a ward of the state and lives in an institution where medical treatment is always available.

Teachers, teachers' aides and therapists who are all very experienced in the field of special education staff the school Dimitri attends. Dimitri has been attending the same school since he was three years old and has learnt to do many things.

In preparation for the planning meeting that is to take place in two weeks, Dimitri's new teacher has been talking to his previous teachers and looking through previous programs in his planning folder. She can see that he has acquired many skills and can now participate in a range of activities.

Dimitri is able to:

- choose leisure activities by looking at preferred object;
- bear his own weight when being transferred from his wheelchair to the toilet;
- press the large switch attached to the cassette player to start and stop it when listening to music;
- close his lips over the rim of a cup, taking the liquid into his mouth and swallowing it (most of his nutrition is gained through tube feeding).

In preparation for the priority planning meeting, the teacher has also been in contact with Dimitri's parents, who have completed an information inventory, and has asked for some specific information from a physiotherapist and speech pathologist. Consultation with such professionals should result in educational programs into which communication and physical management goals are integrated, and not treated as separate isolated goals.

The teacher also observed Dimitri in a range of classroom activities. The teacher collected this information and collated it into a summary to guide decision making in the priority planning meeting.

2. Determine student priorities

In the priority planning meeting an agreed set of priorities for Dimitri was established.

Priorities for Dimitri include:

- developing communication skills
 - choice making
 - requesting attention
 - requesting continuance
- developing physical skills
 - maintaining grasp on range of objects
 - increasing opportunities to bear weight
 - sitting with less support
- increasing amount of fluid intake
- going for a swim
- using switch
- using a computer.

3. Set student goals

The student goals that have been developed from the established priorities for Dimitri may take a year or even longer to master and achieve. To assist in developing outcomes for English — Communication, the teacher used the *Interrim Support Document: Communication (English Key Learning Area)*.

Examples of possible student goals for Dimitri include:

- sip a drink from a cup for lunch and morning tea, increasing fluid intake;
- float on his back when swimming with assistance;
- choose between two activities by touching the object symbol of the preferred activity;
- use a BIG MAC switch to call for attention;
- use a single switch to operate a computer program;
- use a switch to operate a range of toys, appliances;
- maintain grasp on a range of objects eg paintbrush, puzzle piece.

Other general curriculum support considerations that were decided include:

- many opportunities for Dimitri to bear his own weight, while being assisted to move from seated to standing positions;
- change positions on a regular basis — at least every 20–30 minutes.

These general curriculum support considerations are not student goals, but need to be included in his Individual Education Plan.

4. Develop and implement program

The student goals that have been written may need to be broken down into smaller achievable steps so that Dimitri can achieve them. Given the difficulties that Dimitri has, it is important to set realistic and achievable goals and related indicators.

For example:

Priority: Going for a swim

Student Goal: Floats on his back when swimming with assistance.

PDHPE Syllabus Outcomes

MOES1.4: Demonstrates maturing performance of basic movement and compositional skills in a variety of predictable situations.

Examples of indicators that show progress towards the achievement of goals and syllabus outcomes include:

- tolerates being in the water without crying (supported by teacher);
- tolerates being submerged up to his neck without crying;
- tolerates floating/moving in water being supported by teacher;
- floats using flotation devices for five minutes.

5. Monitor and review the program

Dimitri's progress can be monitored using observation of his behaviour while in the pool using a checklist of specific skills. Dimitri goes swimming twice a week and progress will be monitored at least once per week. The team agreed the program would be reviewed in five weeks from the first day of implementation.

PLANNING OVERVIEW

Name: Dimitri

Age: 9

Class: Primary

Planning team: Class teacher, parents, physiotherapist, occupational therapist, speech pathologist, teacher's aide

Date: 5 May 96

Date for Review: June 1996

CURRICULUM AREAS

English	PDHPE	Maths	Sc & Tech	CreatArts	HSIE	Student priorities	Student goals	Other curriculum considerations
•	•	•	•	•	•	Develop communication skills.	Dimitri will: <ul style="list-style-type: none"> choose between two activities by touching object symbol of preferred activity 	Communication and physical management to be dealt with as cross-curriculum concerns.
•	•	•	•	•	•	Develop physical skills	<ul style="list-style-type: none"> use a BIG MAC switch to call for attention maintain grasp on a range of objects while participating in relevant teaching activities 	Create numerous opportunities for weight bearing and sit-to-stand transfers.
•	•	•	•	•	•	Increase fluid intake	<ul style="list-style-type: none"> sip a drink from a cup, increasing fluid intake 	Change positions on a regular basis at least every 20-30 mins.
•	•	•	•	•	•	Improve drinking skills	<ul style="list-style-type: none"> float/move with assistance 	
•	•	•	•	•	•	Go for a swim		
•	•	•	•	•	•	Use a computer	<ul style="list-style-type: none"> use single switch to operate programs 	
•	•	•	•	•	•	Use a switch	<ul style="list-style-type: none"> activate a switch to operate a range of toys/appliances 	

Programming Format: Dimitri

Key Learning Area/s: PDHPE

Student goals	Syllabus outcomes	Examples of indicators	Learning experiences
Dimitri will: <ul style="list-style-type: none"> float/move with assistance when swimming 	Skills <i>MOES1.4:</i> Demonstrates a general awareness of how basic movement skills apply in play and other introductory movement experiences. <i>MOS1.4:</i> Demonstrates maturing performance of basic movement and compositional skills in a variety of predictable situations.	<ul style="list-style-type: none"> tolerates being in water – 10 mins. floats using flotation devices – 2 mins. breathes kicks enters and exits 	Example of content areas: Games and Sports <i>Aquatics-Water skills:</i> Swimming skills are not taught in stages as all the stages develop together, eg the student may learn to float at the same time as learning to kick. Program for fun activities/games while in the pool to develop confidence and enjoyment of the activity. Monitor progress each swimming session.

Monitoring and review comments

Refer to section 5, 'Monitor and review the program', on page 39.

Case Study 6 — Hai

1. Collect information

Hai attends a school situated in an urban and multicultural setting. The ethnic groups blend together in a cooperative manner. The school has at least two streams in each grade, a gifted and talented class, an accelerated primary class, and a support unit consisting of three classes for students with a range of intellectual disabilities. The support unit has a full-time teacher's aide.

Hai is a seven-year-old boy with a visual impairment. He is enrolled in a regular Year 2 class. Hai has been in a mainstream setting since Kindergarten and has access to an itinerant teacher and a teacher's aide for support for his severe sight loss.

His classroom teacher and support staff are working on all areas of the curriculum to develop his academic, social and motor skills. The main focus areas for his program are communication, social interaction and physical mobility. Hai's lack of social interaction and inability to mix with peers are a major concern. Hai can be fairly passive in social situations and often does not respond to social initiatives by others. Recently some negative responses have occurred. Hai also has some difficulties following simple verbal instructions. The itinerant support teacher: Vision is in the process of organising a more current visual assessment and trialling a range of magnifying options.

2. Determine student priorities

In consultation with Hai's classroom teacher, the itinerant support teacher and teacher's aide, the following priorities across the KLAs have been selected in addition to more specific KLA outcomes on a whole-class basis.

Priorities for Hai include:

- developing more appropriate social skills;
- increasing mobility;
- developing a range of living and leisure skills;
- developing and maintaining more appropriate classroom behaviour.

3. Set student goals

The following student goals were developed for Hai from these priorities:

- initiate and maintain social interactions with his peers;
- participate in turn-taking activities;
- follow simple instructions;
- improve his gait by using heel-toe walking;
- orientate himself around the school and home;
- participate in a range of leisure activities;
- complete a range of living skill tasks independently such as:
 - brushing his teeth
 - setting the table
 - using cutlery appropriately
 - preparing food (simple meals).

4. Develop and implement program

There are some important curriculum and other considerations that will need to be addressed in Hai's program, such as:

- reducing the reliance on prompts to encourage greater independence;
- reducing inappropriate behaviour such as 'blindisms' (fingers in eyes, hand flapping, rocking etc).

Some of Hai's goals may need to be broken into smaller achievable steps and written as indicators.

Student Goal: Hai participates in a range of leisure skills.

PDHPE Syllabus Outcomes

Skills

INES1.3: Relates well to others in work and play situations.

INS1.3: Develops positive relationships with peers and other people.

Knowledge and Understanding:

GSES1.8: Demonstrates fundamental movement skills while playing with and sharing equipment.

GSS1.8: Performs fundamental movement skills with equipment in minor games.

Examples of indicators that show progress towards the achievement of goals and syllabus outcomes include:

- waits his turn;
- requests to play;
- requests others to play;
- takes his turn without being prompted.

This goal and corresponding indicators can be embedded into a range of learning experiences across several KLAS.

5. Monitor and review program

It will be necessary to monitor progress towards goals on a regular basis using a range of both informal and formal methods. The teacher developed some specific checklists, which highlighted targeted skills, and used these to monitor progress on a regular basis.

PLANNING OVERVIEW

Name: Hai

Age: 7

Class: Year 2

Planning team: Class teacher, itinerant support teacher, teacher's aide

Date: March 96

Date for review: Ongoing

CURRICULUM AREAS

English	PDHPE	Maths	Sc & Tech	CreatArts	HSIE	Student priorities	Student goals	Other curriculum considerations
						<ul style="list-style-type: none"> Develop more appropriate social skills 	<p>Hai will:</p> <ul style="list-style-type: none"> initiate and maintain social interactions with his peers 	<ul style="list-style-type: none"> reduce Hai's reliance on prompts to encourage greater independence
						<ul style="list-style-type: none"> Develop and maintain more appropriate classroom behaviour 	<ul style="list-style-type: none"> participate in turn-taking activities follow simple instructions participate in a range of leisure activities 	<ul style="list-style-type: none"> reduce inappropriate behaviours — blindisms (fingers in eyes, hand flapping, rocking etc)
						<ul style="list-style-type: none"> Develop a range of living and leisure skills and activities 	<ul style="list-style-type: none"> complete a range of living skill tasks independently (such as brushing teeth, setting table, using cutlery, preparing food) 	
						<ul style="list-style-type: none"> Increase mobility 	<ul style="list-style-type: none"> improve his gait by using heel-toe walking orientate himself around the school and home 	

Programming Format: Hai**Key Learning Area/s:** PDHPE/English**Student goals**

Hai will

1. participate in a range of leisure skills
2. initiate and maintain social interactions with his peers
3. follow simple instructions
4. participate in turn-taking activities

Syllabus outcomes**Skills**

INES1.3: Relates well to others in work and play situations.

INS1.3: Develops positive relationships with peers and other people.

Knowledge and Understanding

GSES1.8: Demonstrates fundamental movement skills while playing with and sharing equipment.

GSS1.8: Performs fundamental movement skills with equipment in minor games.

English — Communication

- takes turns
- initiates/maintains interaction
- initiates an interaction

Examples of indicators

- waits for a response
- continues conversation
- responds appropriately to others' interactions/requests
- waits turn
- requests to play a game
- takes turns without being prompted

Learning experiences

Content: use a range of teaching/learning experiences across all KLAs

It will be important to model the necessary response so that Hai knows what is expected.

In initial teaching of such skills it will be necessary to keep requests, interactions simple and easy to understand.

Give Hai consistent positive feedback when he is responding appropriately.

Monitoring and review comments

Refer to section 5, 'Monitor and review the program', on page 42.

Case Study 7 — Nathan

1. Collect information

Nathan is a 12-year-old who arrived at the local Catholic primary school in the third week of the school year. He was placed into one of three parallel Year 6 classes with 30 other children. Nathan has a multicultural background. His mother is of Irish descent and his father is Lebanese. Within a fortnight of Nathan's arrival at the school it was revealed that he had been enrolled in four previous schools. At the last school he was placed into a support class for students with mild intellectual disabilities because his class teachers felt ill equipped to deal with his difficulties. The nature of these difficulties became evident within the first day at his new school.

Nathan displayed poor self-esteem and significant behavioural difficulties. His reading age has been assessed at a five-year-old level, his motor skills are poor and his interpersonal and social skills are also underdeveloped. He often becomes aggressive, with the most minor matters such as asking him to put on his hat, resulting in behaviours such as swearing, throwing his hat, and pushing other children.

The class teacher, with support from the school executive, conducted specific observations of behaviour and completed an observational behaviour checklist to provide further information.

Relevant information gained from this assessment included:

- difficult behaviour seemed to be more evident when he was confronted with new or 'threatening' situations, eg whole-school assemblies, any academic work, the playground, new situations without support, inexperienced teachers;
- he responded positively to older peers;
- he enjoyed physical games, sport etc, but found it difficult to follow a lot of the rules.

In summary, it was found that the reason behind his difficult behaviour was his need to avoid difficult and new situations.

2. Determine student priorities

The staff felt that the period of observation was invaluable in learning what Nathan's specific priorities should be. The initial decisions about Nathan's needs were made informally. As situations arose decisions were made about what he needed in terms of programming.

Nathan's parents were asked to attend a planning meeting to develop some specific goals for him, and prior to this meeting provided some relevant information to assist in the planning process.

The main areas of need that were initially identified were Nathan's self-esteem, fine and gross motor skills, social skills and aggressive behaviour. It was also decided that Nathan's academic skills needed further assessment, so that a program could be developed at his current level to avoid the frustration of coping with work that was too difficult.

The teacher used PDHPE teaching modules that were programmed for the whole class in order to embed these learning priorities for Nathan and developed some specific outcomes for Nathan's needs.

The Content Strands selected were Interpersonal Relationships and Games and Sports.

Nathan's priorities include:

- developing a more positive self-esteem;
- improving his social skills;
- developing his gross and fine motor skills;
- modifying his aggressive behaviour.

3. Set student goals

Examples of student goals for Nathan include:

- relate to peers in small group and whole-class situations by waiting turn;
- play in cooperative manner;
- respond to simple questions and instructions;
- give information, provide comments during class discussion;
- play safely in the playground;
- propel, catch and throw balls while participating in group games.

4. Develop and implement programs

The teacher developed teaching units for her class covering relevant content suggested in the PDHPE syllabus. To cater for Nathan's particular needs and to enable him to achieve success towards the achievement of his specific goals, the teacher needed to modify the unit and include some specific indicators and teaching strategies.

Student Goal: Propel, catch and throw balls while participating in group games.

PDHPE Syllabus Outcomes

Skills

MOES1.4: Demonstrates a general awareness of how basic movement skills apply in play and other introductory movement experiences.

MOS1.4: Demonstrates maturing performance of basic movement and compositional skills in a variety of predictable situations.

Knowledge and Understanding

GSES1.8: Demonstrates fundamental movement skills while playing with and sharing equipment.

GSS1.8: Performs fundamental movement skills with equipment in minor games.

5. Monitor and Review the Program.

As well as using the same monitoring and assessment strategies that were used for the whole class, Nathan's teacher developed some specific monitoring strategies related to Nathan's outcomes.

PLANNING OVERVIEW

Name: Nathan

Age: 12

Class: 6

Planning team: Class teacher

Date: March 96

Date for review: May

CURRICULUM AREAS

English	PDHPE	Maths	Sc & Tech	CreatArts	HSIE	Student priorities	Student goals	Other curriculum considerations
•	•	•	•	•	•	• Develop a more positive self-esteem • Modify his aggressive behaviour	Nathan will: <ul style="list-style-type: none"> • relate to peers in small group and whole-class situations by waiting turn and playing in cooperative manner 	
•	•	•	•	•	•	• Improve his social skills	<ul style="list-style-type: none"> • respond to simple questions and instructions 	
•	•	•	•	•	•	• Develop his gross and fine motor skills	<ul style="list-style-type: none"> • give information, provide comments during class discussion 	
•	•	•	•	•	•		<ul style="list-style-type: none"> • play safely in the playground 	
•	•	•	•	•	•		<ul style="list-style-type: none"> • propel, catch and throw balls while participating in group games. 	

Programming Format: *Nathan*

Key Learning Area/s: PDHPE/English

Student goals	Syllabus outcomes	Examples of indicators	Learning experiences
<p>Nathan will:</p> <ul style="list-style-type: none"> propel, catch and throw balls while participating in group games 	<p>Skills</p> <p><i>MOES1.4:</i> Demonstrates a general awareness of how basic movement skills apply in play and other introductory movement experiences.</p> <p><i>MOS1.4:</i> Demonstrates maturing performance of basic movement and compositional skills in a variety of predictable situations.</p> <p>Knowledge and Understanding</p> <p><i>ALES1.6:</i> Develops a repertoire of physical activities in which they can participate.</p> <p><i>ALS1.6:</i> Participates in physical activity recognising that it is enjoyable and important for health.</p> <p><i>ALS2.6:</i> Discusses the relationship between regular physical activity and health.</p>	<p>Manipulative Skills</p> <ul style="list-style-type: none"> throws bowls catches with two hands strikes kicks follows rules of game plays in a small group 	<p>Example of content</p> <p>Games and Sports</p> <p>Module reference: <i>Playing the Game</i></p> <p>Playing Major Games (Basketball).</p> <p>Give opportunities to interact across a range of activities.</p> <p>Ensure reinforcement is given consistently.</p> <p>Suggest to parents that Nathan should be given opportunities to practise skills taught at school in home and community environments.</p>

Monitoring and review comments

Refer to section 5, 'Monitor and review the program', on page 46.

Case Study 8 — Jane

1. Collect information

Jane is an 11-year-old student with a moderate vision loss. She attends her local primary school where she has an itinerant teacher for the visually impaired for one hour per week.

Jane is able to access most of the KLAs with the assistance of a magnifier, a mini telescope, enlarged print materials and modified teaching methods. At times Jane does not use her low vision aids, which results in her falling behind academically.

Jane has a very low self-esteem and has been unable to form close friendships in her class. For example, during PE lessons Jane will choose to place herself as far away as possible from any physical activity for fear of actually having to participate. As a result she has employed a range of tactics to avoid involvement in physical activities in order to make herself as inconspicuous as possible. Her parents are fully aware of the degree of reluctance to participate in physical activity lessons and view this as a significant priority to focus on.

Jane's level of vision loss makes it very difficult for her to participate in most traditional sporting activities. She also has difficulty participating in playtime activities as most of the games are too fast and require greater visual motor skills than Jane has. She chooses to retreat to the library by herself at recess and lunch times. This results in her having little or no social interaction with her peers during these times. At the moment she is performing well below her capability.

2. Determine student priorities

The priorities for Jane in the PDHPE KLA have been selected in response to her needs as outlined above. They include:

- engaging in a range of physical activities in order to experience success;
- improving her self-esteem in regards to participation in physical activities;
- engaging with her peers in a range of physical activities and social interactions across a range of situations;
- accepting her need for low vision aids and using them as required.

For the last two priorities the opportunities should be spread across KLAs wherever there is interaction with peers and a need to use her low vision aids.

3. Set student goals

These student goals relate closely to the priorities and should be programmed for in PDHPE and, where appropriate, across KLAs.

Jane will:

- participate actively in PE lessons to develop physical activity skills;
- choose to participate in desired physical activities;
- increase her movement and participation in game activities;
- join in with other children in playground activities at recess and lunch;
- use her low vision aids during all classes as required;
- regularly inform her teacher of the limitations she experiences during activities across all lessons;
- participate in problem-solving discussions to find resolutions to situations in which she experiences limitations.

It was also deemed essential that her peers were part of the support, and therefore they needed to be given information and assistance in how to include Jane in the life of the school in a meaningful way.

4. Develop and implement the program

After writing these goals, specific indicators of achievement were documented, as well as some teaching strategies to assist in the achievement of these indicators. These are documented in the programming format.

Some possible teaching strategies may include:

- select appropriate warm-up activities that allow Jane to have maximum participation in physical activities;
- provide additional help to Jane to improve her perceptual motor skills;
- determine Jane's preferred and safest team position for each sport activity in consultation with all personnel, including the students;
- determine which physical activities are appropriate for full involvement and those which are inappropriate or unrealistic to attempt;
- develop an additional fitness program to meet Jane's individual physical activity needs, which may also be advantageous to the rest of the class;
- use a social skills program as part of Personal Development to improve the level and quality of social interaction in the playground; this could include role-play, use of video etc;
- develop a buddy system with other children to assist Jane during a range of activities;
- establish a rapport with Jane so that she is comfortable in her relationship with her teacher and feels she can trust in her/him;
- use simulation glasses, blindfolds and low vision aids to experiment in various activities with other students in the class;
- use a specialist to teach the whole class about vision impairment.

5. Monitor and review the program

The team agreed the program would be reviewed at the end of the term with reference to Jane's level of participation in physical activities, her self-esteem and the acceptance of the rest of the class of her individual needs.

PLANNING OVERVIEW

Name: Jane

Age: 11

Class: Year 5

Planning team: Class teacher, itinerant teacher (Vision)

Date: February

Date for review: June

CURRICULUM AREAS

English	PDHPE	Maths	Sc & Tech	CreatArts	HSIE	Student priorities	Student goals	Other curriculum considerations
	•					Engage in a range of physical activities in order to experience success	Jane will: <ul style="list-style-type: none"> • participate actively in PE lessons to develop physical activity skills • choose to participate in desired physical activities 	Ensure the recommendations made by the itinerant teacher are integrated across the day.
•	•					Improve self-esteem in regards to participation in physical activities	<ul style="list-style-type: none"> • increase her movement and participation in game activities 	Communicate the recommendations to parents and other staff.
	•					Engage with peers in a range of physical activities and social interactions across a range of situations	<ul style="list-style-type: none"> • join in with other children in playground activities at recess and lunch 	Target development of social skills across the day.
•	•	•	•	•		Accept need for low vision aids and use them as required	<ul style="list-style-type: none"> • use her low vision aids during all classes as required • regularly inform her teacher of the limitations she experiences during activities across all lessons 	Praise Jane whenever she is observed engaging in any form of social interaction.
•	•	•	•	•	•			Identify opportunities for social interaction outside school time.

Programming Format: Jane

Key Learning Area/s: PDHPE/English

Student goals	Syllabus outcomes	Examples of indicators	Learning experiences
<p>Jane will:</p> <ul style="list-style-type: none"> increase her movement and participation in game activities choose to participate in desired physical activities 	<p>Skills</p> <p><i>MOS2.4:</i> Displays a focus on quality of movement in applying movement skills to a variety of familiar and new situations.</p> <p><i>MOS3.4:</i> Refines and applies movement skills creatively to a variety of challenging situations.</p> <p>Knowledge and Understanding</p> <p><i>ALS2.6:</i> Discusses the relationship between regular physical activity and health.</p> <p><i>ALS3.6:</i> Shows how to maintain and improve the quality of an active lifestyle.</p>	<ul style="list-style-type: none"> catches ball catches/throws ball pat bounces dribbles selects and plans own fitness activities completes fitness activities explain/describes benefits of keeping fit and healthy 	<p>Examples of content areas</p> <p>Games and Sports Skills Minor Games, Major games</p> <p>Fitness and lifestyle Planning fitness activities:</p> <ul style="list-style-type: none"> select appropriate warm-up activities that allow Jane to have maximum participation in physical activities provide additional help to Jane to improve her perceptual motor skills determine Jane’s preferred and safest team position for each sport activity in consultation with all personnel, including the students determine which physical activities are appropriate for full involvement and those which are inappropriate or unrealistic to attempt develop an additional fitness program to meet Jane’s individual physical activity needs, which may also be advantageous to the rest of the class use a social skills program as part of PD to improve the level and quality of social interaction in the playground; this could include role-play develop a buddy system with other children to assist in a range of activities establish a rapport with Jane so that she is comfortable in her relationship with her teacher and feels she can trust in her/him.

Monitoring and review comments

Refer to section 5, ‘Monitor and review the program’, on page 50.

Case Study 9 — Sarah

1. Collect information

Sarah is a ten-year-old girl who is blind. She is of average intellectual ability; however, because of the complexities of learning Braille she often struggles in keeping up with the volume of work and maintaining quality. Sarah has spent the last two years in her local primary school but prior to that she was enrolled in a special school.

Sarah is a very active girl who would like to be able to participate in all physical activities. However, during PE lessons she is often asked to keep the score or sit alone on the sideline. In response to this situation, her itinerant teacher for vision has been taking her and a few other students for small group activities.

Sarah displays stereotypic behaviours such as jumping up and down on the spot and flapping her hands as a way of using unspent energy. This is socially unacceptable and inhibits both her social interaction with peers and a well-rounded motor development.

Sarah is socially naive and this tends to limit her acceptance by others in group situations and discussions. She tends to want to dominate conversations, regularly speaks too loudly or too softly and is unaware of observing appropriate personal space. At lunchtime, Sarah does not play with her peers and is often seen sitting by herself.

2. Determine student priorities

In order to determine what Sarah needs to learn, the teacher felt that it was important to get information from a range of people so she arranged a meeting at school and invited Sarah's parents, the itinerant teacher for vision and the teacher's aide working with her in the class. Priorities for Sarah established at this meeting were drawn up and agreed upon by all present.

Using recognised special education criteria, along with content recommendations in the PDHPE syllabus, the following priorities were identified:

- to develop an individual physical activity program that can be integrated into the whole-class lessons;
- to reduce stereotypic behaviours and replace them with more socially appropriate behaviours;
- to develop a social skills program to teach the conventions of conversation in order to assist in peer interaction in the playground;
- to develop a social and play skills program to raise the level of participation in physical activities.

3. Set student goals

Specific goals should reflect Sarah's identified individual needs and will be embedded in whole-class PDHPE modules.

Examples of goals for Sarah:

- plan and participate in regular fitness activities;
- participate in games that have been adapted to suit her and some others in the group;
- reduce 'inappropriate' behaviour (jumping and flapping) and learn to self-monitor her movements;
- be involved in an aerobic activity for 10 minutes each morning to develop appropriate physical movements;
- stand at an acceptable distance from others during conversation;
- ask questions and show interest in prolonging conversations with peers;
- speak with appropriate voice volume;
- play with others at recess and lunchtime.

4. Develop and implement the program

Keeping these goals for Sarah in mind, the teacher planned whole-class units of work using Stage 2 content across the following content strands.

Content Strands

Interpersonal Relationships
Active Lifestyle
Gymnastics
Games and Sports

Suggested Content

Relationships
Components of an Active Lifestyle
Non-locomotor Skills, Locomotor Skills
Manipulative Skills, Games, Athletics,
Aquatics, Playing the Game

After consultation with the itinerant teacher of vision and the PE teacher, the class teacher considered the following issues in adapting class PDHPE programs to meet Sarah's needs:

- group sizes
- group streaming
- modified activities
- modified equipment
- modified rules
- smaller defined boundaries
- emphasis on play and sharing, and turn taking
- facilitating opportunities for Sarah to converse with peers.

5. Monitor and review the program

The following aspects will be important in this process:

- monitor regularly the behaviour program for the elimination of stereotypic behaviours (hourly, daily, weekly);
- keep observational and anecdotal records of playtime interactions;
- keep observational records of other social interaction skills;
- meet with the teachers on a regular basis to evaluate the success of the individual physical activities program (weekly, monthly).

PLANNING OVERVIEW

Name: Sarah

Age: 10

Class: 4

Planning team: Class teacher, Itinerant teacher (vision), parents

Date: July

Date for review: December

CURRICULUM AREAS

English	PDHPE	Maths	Sc & Tech	CreatArts	HSIE	Student priorities	Student goals	Other curriculum considerations
	•					Increase the level of participation in physical activities.	Sarah will: <ul style="list-style-type: none"> plan and participate in regular fitness activities participate in games adapted to suit her and some others in the group reduce 'inappropriate' behaviour (jumping and flapping) and learn to self-monitor her movements participate in an aerobic activity for 10 minutes each morning to develop appropriate physical movements stand at an acceptable distance from others during conversation ask questions and show interest in prolonging conversations with peers speak with appropriate voice volume play with others at recess and lunch time 	<ul style="list-style-type: none"> Seek specialist advice on reduction of inappropriate behaviour and ensure her behaviour is managed across all KLAS. Investigate the use of Braille for Sarah. Establish a 'buddy system' for Sarah to develop confidence in social situations.
	•				Reduce the stereotypic behaviours and replace with more socially appropriate behaviours.			
	•				Improve peer interactions.			
•	•	•	•	•	•			
•	•	•	•	•	•			
•	•	•	•	•	•			
•	•	•	•	•	•			

Programming Format: Sarah

Key Learning Area/s: PDHPE/English

Student goals	Syllabus outcomes	Examples of indicators	Learning experiences
Sarah will: <ol style="list-style-type: none"> develop socially acceptable interaction skills participate in a range of adapted games to suit her and some others in the group 	Refer to: Content Strands: Interpersonal Relationships <i>Module – Building My Network</i> Games and Sports <i>Module – Enjoying the Game.</i>	<ul style="list-style-type: none"> asks questions prolongs conversations stands at acceptable distance from others speaks with appropriate voice volume initiates participation participates in sport activities for increasing length of time 	Ensure the sizes of the groups Sarah works in are appropriate. Modify activities to maximise her participation. Modify rules and equipment to allow participation. Ensure the classroom is organised to allow ease of movement for Sarah. Ensure she is positioned where she can hear.

Monitoring and review comments

Refer to section 5, 'Monitor and review the program', on page 54.

Case Study 10 — Malcolm

1. Collect information

Malcolm is a 12-year-old boy who is in a Year 6 class. Malcolm has a mild intellectual disability and is currently on medication, Ritalin, for Attention Deficit Hyperactivity Disorder. Malcolm is being supported in his class by the Support Teacher (Learning Difficulties), as part of the school's Learning Support Team.

Malcolm is able to stay on task for the majority of class time and works well when activities are structured, instructions are not complicated and work is at his level. However, other students in the class, who tend to disrupt him in order to see him lose control, easily distract him. Malcolm experiences difficulty with his social interactions, and usually resorts to behaviours such as hitting out and kicking to resolve conflict situations. Malcolm has had two short suspensions from school for his physical abuse of students and at re-entry his parents have expressed their awareness of his violent outbursts and are keen to be involved with the school in planning strategies that will enable Malcolm to develop more appropriate social skills.

2. Determine student priorities

Given the fact that Malcolm is in his final year of primary school, the following KLAs were seen as having a priority focus: PDHPE, English and Maths.

Student priorities were negotiated at an Individual Education Plan meeting attended by the student, parents and class teacher.

Priorities for Malcolm include:

- to manage conflict situations using appropriate strategies;
- to develop skills associated with daily and weekly money management, banking and budgeting;
- to improve literacy skills;
- to travel independently to and from home ;
- to develop positive attitudes and skills in personal hygiene, grooming and showering;
- to participate in team and group sports activities.

Further assessment information was required before student goals were set. Support was provided by the Support Teacher (Learning Difficulties) to assess Malcolm's literacy skills and also to develop a curriculum-based assessment in the area of money management.

3. Set specific outcomes

Examples of goals for Malcolm:

- work cooperatively as part of a group;
- play appropriately and initiate games with other students;
- manage conflict situations using appropriate strategies;
- manage own money and complete banking procedures;
- use timetables (bus, ferry and train) to organise community access activities.

4. Develop and implement program

In developing programs to enable Malcolm to achieve progress towards the achievement of these outcomes, it will be necessary to specify the indicators of behaviour that he would need to demonstrate. For example:

Goal: Malcolm will manage conflict situations using appropriate strategies.

PDHPE Syllabus Outcomes

Knowledge and Understanding

IRS2.11: Describes how relationships with a range of people enhance wellbeing.

IRS3.11: Describes roles and responsibilities in developing and maintaining positive relationships.

Skills

COS3.3: Communicates confidently in a variety of situations.

Values and Attitudes

Respects the right of others to hold different values and attitudes from their own.

Examples of indicators showing progress towards goal and specific syllabus outcomes:

- recognises/articulates who are friends;
- describes what appropriate behaviour should be for certain situations;
- recognises/articulates potential conflict situations.

Goals for Malcolm can be programmed across a range of KLAs. For example:

Goal: Manage money and complete banking procedures.

English KLA

Indicators

- completes forms
- asks for help, requests information
- recognises signs
- uses the phone to seek information, or to seek help
- completes personal identification forms.

PDHPE Syllabus Outcomes

Skills:

DMS1.2: Recalls past experiences in making decisions.

PSS1.5: Draws on past experiences to solve familiar problems.

Indicators

- uses pedestrian access safely
- develops knowledge of protective behaviours — Safety Houses
- behaves appropriately in the community.

Maths KLA

Indicators

- develops a budget
- adds budget costs
- calculates correct amount to tender
- predicts how much to save.

5. Monitor and review program

In monitoring progress towards the achievement of goals, Malcolm’s teacher used a range of strategies. For example:

- an incidence record of challenging behaviours;
- behavioural observation checklists — following banking procedures;
- anecdotal records;
- work samples, eg bank forms.

The Learning Support Team also monitored Malcolm’s progress and regular feedback was given to Malcolm’s parents. A more formal review of Malcolm’s Individual Education Plan was scheduled to take place at the end of Term 2.

PLANNING OVERVIEW

Name: Malcolm

Age: 12

Class: Year 6

Planning team: Class teacher, parents, Support Teacher (Learning Difficulties)

Date: February

Date for review: End of Term 2

CURRICULUM AREAS

English	PDHPE	Maths	Sc & Tech	CreatArts	HSIE	Student priorities	Student goals	Other curriculum considerations
	•					• Manage conflict using appropriate strategies	Malcolm will: <ul style="list-style-type: none"> • recognise and manage conflict situations using appropriate strategies 	In developing consistent strategies to manage Malcolm’s behaviour, it is important that other teachers and students are aware of what to encourage Malcolm to do, especially in recognising potential conflict situations and how to deal with them. Strategies that have been successful also need to be generalised to home and community settings.
	•	•				• Develop money, budgeting, banking skills	<ul style="list-style-type: none"> • manage own money and complete banking procedures 	
•	•					• Improve literacy skills	<ul style="list-style-type: none"> • recognise and use timetables 	
•	•	•	•	•	•		<ul style="list-style-type: none"> • complete forms/personal identification forms 	
•	•	•				• Travel independently	<ul style="list-style-type: none"> • travel independently on a variety of public transport options 	
	•						<ul style="list-style-type: none"> • work cooperatively as part of a group 	
	•					• Participate in team and group sports and activities	<ul style="list-style-type: none"> • play appropriately and initiate games with others 	

Programming Format: Malcolm**Key Learning Area/s:** PDHPE

Student goals	Syllabus outcomes	Examples of indicators	Learning experiences
<p>1. Malcolm will:</p> <ul style="list-style-type: none"> manage conflict situations using appropriate strategies 	<p>Knowledge and Understanding</p> <p><i>IRS2.11:</i> Describes how relationships with a range of people enhance wellbeing.</p> <p><i>IRS3.11:</i> Describes roles and responsibilities in developing and maintaining positive relationships.</p> <p>Skills</p> <p><i>COS3.3:</i> Communicates confidently in a variety of situations.</p> <p>Values and Attitudes</p> <p>Respects the right of others to hold different values and attitudes from their own.</p>	<ul style="list-style-type: none"> recognises/articulates who are friends describes what appropriate behaviour should be recognises/articulates potential conflict situations follows conflict management strategy: <ol style="list-style-type: none"> in class playground community home 	<p>Refer to Learning Activities in <i>PDHPE K-6 Syllabus</i>.</p> <p>Some examples include:</p> <p>Use of role-play to demonstrate appropriate ways to interact in different situations.</p> <p>Discussion about different emotions — using pictures/role-play to demonstrate.</p> <p>Introduce strategies to manage conflict, eg 'Stop, Think, Look, Do'.</p> <p>Assessment/monitoring strategies:</p> <ul style="list-style-type: none"> incidence record self-monitoring of behaviour observational records

Monitoring and review comments

Refer to section 5, 'Monitor and review the program', on page 58.

Appendices

Appendix 1

References

- Brown, F and Lehr, D, 1993, 'Making activities meaningful for students with severe multiple disabilities', *Teaching Exceptional Children*, Summer, 12–16
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- Snell, M, 1993, *Instruction of students with severe disabilities* (4th ed), Charles E Merrill, Columbus, OH.
- Stainback, S and Stainback, W, 1996, *Inclusion: A Guide for Educators*, Paul H Brooks, Baltimore.

Appendix 2

Annotated Proforma 1

PLANNING OVERVIEW

Name: _____ Age: _____ Class: _____
 Planning team: _____
 Date: _____ Date for review: _____

CURRICULUM AREAS

English	PDHPE	Maths	Sc & Tech	CreatArts	HSIE	Student priorities	Student goals	Other curriculum considerations
<p>These are the primary KLAS.</p> <p>Student priorities should be expressed across the appropriate KLA/s.</p> <p>A student should have a breadth of curriculum experience.</p> <p>This table expresses an integrated curriculum approach to programming.</p>						<p>These priorities are derived from the individual needs of the student.</p> <p>The class teacher, in consultation with other important personnel, develops them.</p>	<p>These are the intended results of the teaching program for the individual student. These are derived from the identified student priority.</p> <p>They are not syllabus outcomes but can be developed from them.</p>	<p>These are additional considerations to be made when developing an individual educational program for a student.</p>

Appendix 3

Annotated Proforma 2

Programming Format:

Key Learning Area/s:

Student goals	Syllabus outcomes	Examples of indicators	Learning experiences
<p><i>Student will:</i></p> <p>These are the intended results of the teaching program for the individual student.</p> <p>These are derived from the identified student priority.</p> <p>They are not syllabus outcomes.</p>	<p>Refer to the <i>K-6 Syllabus</i>, pp 16-19</p> <p>These outcomes relate to the syllabus outcomes:</p> <p>Knowledge and Understanding,</p> <p>Skills, Values and Attitudes.</p>	<p>The specific outcomes may need to be broken down into smaller, discrete, behaviours/skills that indicate progress towards the achievement of student goals and syllabus outcomes.</p>	<p>These are further suggestions about examples of content, teaching/learning activities, specific teaching strategies, methods, resources and strategies to assess student progress.</p> <p>These are comments reporting on the student's progress.</p>

Monitoring and review comments