


INCLUSIVE SCHOOLS FOR LEARNERS WITH ADHD:

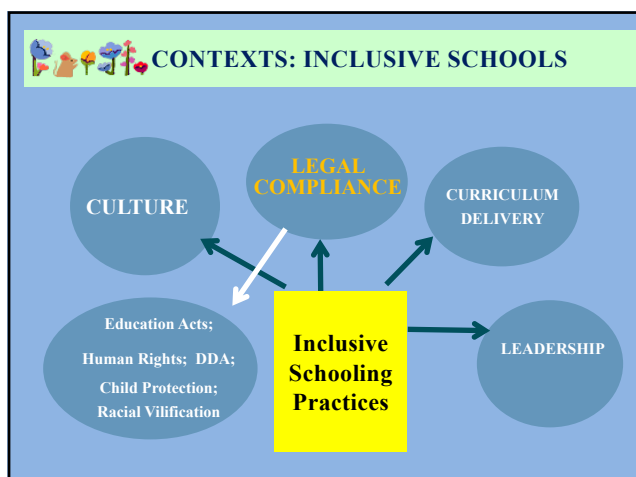
Legal, Cultural, Curricular & Managerial Responses ~ Keynote Presentation ~

DR LORETTA GIORCELLI OAM
AADPA CONFERENCE
BRISBANE JULY, 2019



eBOOK:
**Quality Schools,
Inclusive Practices:**
**Making Inclusion Work
for All Students**
(2016)

Download at:
<www.abcincluded.com>



DDA, 1992

DDA Standards, 1995

1. Nirje, *Normalisation* 1972
2. Wolfensberger, 1984
Social Role Valorisation
3. The Schonell Report, 1979
4. The Salamanca Statement
UN. 1994

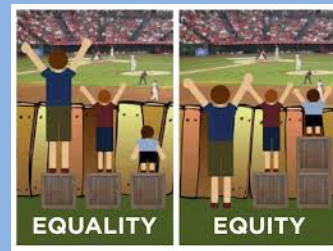
The Disability Discrimination Act (1992)

Challenged by Scarlett Finney case:

Final High Court ruling in 1998



THE DDA CONSOLIDATED THE NOTION OF EQUITY *The Power Of Fairness In Schools*



THE DISABILITY STANDARDS (2005)

- ✓ specify how education and training are to be made accessible to students with vulnerabilities
- ✓ Were reviewed in 2015
- ✓ Showed transgressions across all 3 educational sectors
- ✓ Showed shortcomings across all 5 domains

THE DISABILITY STANDARDS DOMAINS (2005)

1. enrolment;
2. participation;
3. curriculum development, accreditation and curriculum delivery;
4. student support services; and
5. elimination of harassment & victimisation.



Recap: LEGAL BASES

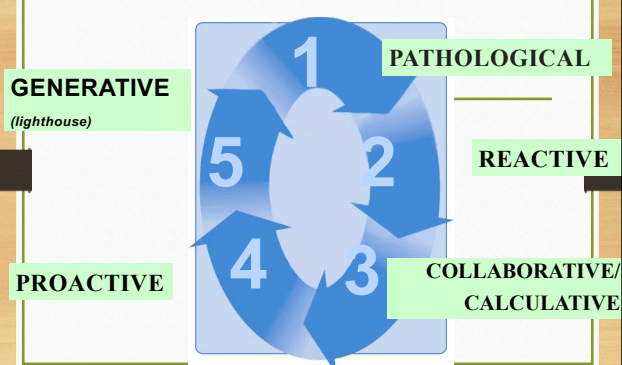
- **Disability Discrimination Act (1992)**
- **The Disability Standards for Education 2005 (the Standards) require that all Australian schools:**



SCHOOL OBLIGATIONS UNDER THE LEGISLATION

- ensure that students with disability are able to access and participate in education *on the same basis as* students without disability
- make or provide '*reasonable adjustments*' for students where necessary to enable their access and participation
- provide reasonable adjustments *in consultation with* the student and/or their associates; for most students, this means their parents, guardians or carers.

THE 5 STAGES OF SCHOOL INCLUSIVITY



(Giorcelli, 1996; Shaddock & Giorcelli, 2007)



Inclusion means recognizing diversity, and encouraging participation, achievement & excellence

In C21st schools, this is now everyone's responsibility NOT just that of Special Education personnel.

The Differentiated Classroom The Differentiated Classroom The Differentiated Classroom The Differentiated Classroom

MODERN SCHOOLS ARE MARKED BY A:

- Move Away From **SEGREGATED** And **INTEGRATED** Models Of Support To Inclusive Schooling Practices
- Move away from **DIAGNOSTIC LABELS** as the determinant for learning support

The Differentiated Classroom The Differentiated Classroom The Differentiated Classroom The Differentiated Classroom

MODERN SCHOOLS ARE MARKED BY A:

- Move towards responding to “presenting behaviours” (**imputed**)
- Move towards **PBS/PBL** methodology
- Move towards quantifying support needs in terms of the **modifications /adjustments** required by the learner to function

Education Council
NCCD
National Collection of Data on
Students with Disability
2019 Guidelines

**NATIONALLY CONSISTENT
COLLECTION OF DATA ON
SWD IN SCHOOLS**

<https://www.nccd.edu.au>

*The NCCD is an annual collection of information about SWD in Australian schools
*Originally conceived as part of the Gonski Review to Achieve Educational Excellence in Australian Schools (2017)

Education Council
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<https://www.nccd.edu.au>

The NCCD enables schools, education authorities and governments to better understand the needs of SWD and how they can be best supported in their education

THE NCCD PROCESS

1. Planning
2. Implementation
3. Validation
4. Reflection

Ref: <https://www.nccd.edu.au/process>

AREA MOST IN NEED OF ADJUSTMENTS/SUPPORT

Which category applies to this student? (If more than one applies, tick the category that requires the greatest extent of adjustment.)

- ☐ Physical
- ☐ Cognitive
- ☐ Social/Emotional
- ☐ Sensory

WITH OR WITHOUT DIAGNOSIS

- IMPUTED/PURPORTED
- CURRENT OR FUTURE
- IN CONSULTATION WITH PARENTS /CARERS/ OTHER PROFESSIONALS

NEED FOR MORE PROFESSIONAL LEARNING

1. What evidence do you have of the functional impact of this student's disability and the associated adjustments s/he receive? Specify:

MINIMUM 10 WEEKS OF INTERVENTION

1. Have adjustments to meet this student's disability-related needs been provided over a minimum of 10 weeks of school education in the 12 months preceding the NCCD reference date?

2. NB 10 weeks do not need to be consecutive.

☐ Yes ☐ No

IMPACT: ON \$\$\$\$\$\$

- Since 1 January 2018, the NCCD has been used to calculate the SWD funding loading for schools provided by the Australian Government.
- **This loading is based on the level of adjustment being provided to the student.**

LEVELS OF ADJUSTMENT Based on the RTI Model

1. Which level of adjustment applies to this student?
(Tick one only)

- ☐ **Support provided within effective and differentiated teaching practice**
- ☐ Supplementary
- ☐ Substantial
- ☐ Extensive

“If the water in the aquarium is dirty, it makes little sense to spend our time diagnosing individual fish.”



Response to Intervention/Instruction (RTI)

A Tool for reviewing or restructuring school efforts towards inclusivity

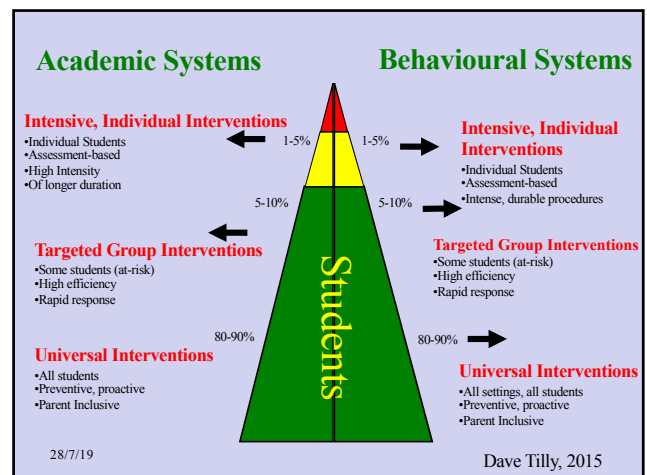


1. Creating a 3-tiered approach to intervention
2. Reviewing the Role of the Support Team
3. Working in Professional Learning Communities (*Friend, 1996; OECD, 2019*)

4. Using research-based interventions
5. Making links between support for learning (RTI) and behaviour (PBS)
5. Moving away from ideas that have failed learners in the past

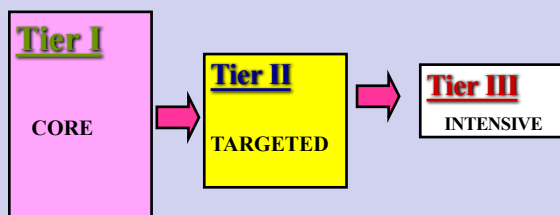
SWD have no Time To Waste

(Marianne Frostig)



RTI: School-Wide Three-Tier Framework

(Kovaleski, 2008; Vaughn, 2008)



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RTI: TIER 3 LEVEL

1. Use of multi-disciplinary consultation for learners who do not respond to intervention/s (complex cases)
2. Building a case through Tier1+2 interventions for specific supports or entitlements, exam concessions or personalised approaches

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RESEARCH CONSENSUS FOR ADHD

Increase school success by proactive & on-going skills support for:

- ✓ *academic*
- ✓ *organisational*
- ✓ *social behaviours*
- ✓ *Mental Health*



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SYSTEM LEVEL



- ✓ **Reviews**
- ✓ **Policies**
- ✓ **Inclusion Coaches**
- ✓ **Inclusion & Well-Being Staff**



SYSTEM LEVEL

✓SUPPORTING PROFESSIONAL LEARNING

eg National level conference on *Diverse Learners*
Melbourne Cricket Ground

26-27th August, 2019

(Ref: www.criticalagendas.com.au)

SCHOOL LEVEL



1. CULTURE OF DIVERSITY AWARENESS

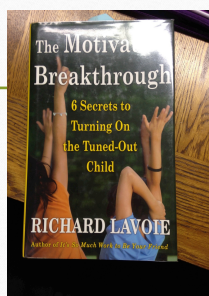
- Peer awareness
- OSP factor
- Giving child/ teen permission to be different
- Articulating adjustments/modifications

SCHOOL LEVEL

2. REVIEW ENGAGEMENT

STRATEGIES:

- ✓ connection
- ✓ competence
- ✓ confidence
- ✓ contribution



(Ted Sizer)

SCHOOL LEVEL



3. TIER 1 & 2 INTERVENTIONS

Social skills training

1. Proxemics
2. Kenesics
3. Vocalics
4. Artefactuals

UNDERSTANDING VULNERABILITY IN BOYS:

KNOW & USE EVERY C FROM THE BOY'S LIST OF Cs

WORKING WITH BOYS EFFECTIVELY

1. CONNECTION
2. CARE
3. CONSISTENCY
4. CLARITY
5. CONSTRUCTION
6. COLLABORATION

WORKING EFFECTIVELY WITH BOYS

7. CHOICE
8. CONTROL
9. CONSULTATION
10. COMPETITION
11. CHALLENGE
12. CHANCE OF WINNING
13. COLLECTED (NEURAL) ENERGY DISPERSAL

REFRAMING DIFFERENCE

SCHOOL LEVEL



4. Mental Health Support

Mind Matters
Kids Matter
Youngmindsmatter

www.kidsmatter.edu.au/primary

2013-14 Survey of MH&WB in children and adolescents



- Involved 6000 families
- Found 1 in 7 learners affected by MH issues

2013-14 Survey of MH&WB in children and adolescents

MH issues had significant impact on:

- attendance
- engagement
- connection
- performance

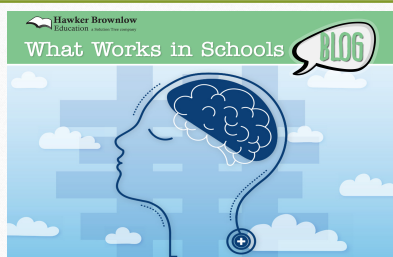


www.youngmindmatters.org.au
(2017)



IMPROVING THE MENTAL HEALTH AND WELLBEING OF STUDENTS IS LIKELY TO BE ONE OF THE MOST IMPORTANT PREREQUISITES TO IMPROVING THE ACADEMIC PERFORMANCE OF AUSTRALIAN STUDENTS.

WEAVING A CULTURE OF WELL-BEING IN OUR SCHOOLS



The Compassionate and Connected Classroom: A health & well-being curricular resource

- **Wednesday, May 22, 2019 Release**
- **Education Scotland**
- **QSIP eBook p74**



9 Research Bases Aligned To Best Practice:

1. **Positive Behaviour Support**
(www.pbis.org)
2. **Response to Intervention**
(www.rti4success.org)
3. **Differentiated Instruction**
(help4teachers.com)



4. **Professional Learning Communities (Stoll)**
5. **Visible Learning (Hattie)**
6. **Co-Teaching & Collaboration**
(www.marilynfriend.com)

7. Effective Use of Paraprofessional Support

(Giangreco, Uni of Vermont)

www.uvm.edu/~cdci/archives/mgiangre/

8. Principles of Universal Design

www.design.ncsu.edu/cud/



9. Positive Partnerships with Parents & OPs (*Other Professionals*) to support and empower learners

www.positivepartnerships.com.au

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FROM INCLUSION TO BELONGING

THE GOAL

Diversity is having a seat at the table, inclusion is having a voice, and belonging is having that voice be heard.



ISPs ARE DEFINITELY NOT FOR.....



THE WINNER OF THE "IT'S NOT MY JOB" AWARD

