

# Benchmarking Activity 2

Research Project: Modified  
2RPM10

**STUDENT 1**



Government  
of South Australia

**SACE**  
Board of SA



## Student Description Sheet

School: \_\_\_\_\_

Stage 1/**Stage 2**(circle) Subject: **Research Project: modified**

Describe 3 students (e.g. student background, accommodations required and learning needs) and identify personal goals that align with evidence of learning you are providing.

Student 1	
Description	Detailed information regarding student's disabilities
<p>This student has a profound intellectual disability, severe epilepsy and cerebral palsy. This student has significant mobility issues and requires a wheelchair for some of his learning activities. He also is non verbal and has no recognised communication system.</p>	
Personal Learning Goal(s)	Goals should reflect goals listed on the School Planner
<p>1. Giving the students ample opportunity to be exposed to activities inside and outside the school environment. 2. Assisting in the setting of transition goals to enable a transition to post school options, where possible.</p>	
Assessment Decision (please circle)	Assessment decision indicated
<p><b>Completed</b> / Borderline not completed / Not completed</p>	
Student 2	
Description	
Personal Learning Goal(s)	
Assessment Decision (please circle)	
<p><b>Completed</b> / Borderline not completed / Not completed</p>	

## STAGE 2 RESEARCH PROJECT: MODIFIED – SCHOOL PLANNER

*This planner is available as a tool for schools to plan and manage the Research Project: Modified. Schools may adapt this form to suit their specific needs, and are not required to submit the planner to the SACE Board for approval. The planner provides a useful context to accompany evidence of learning presented at clarifying and confirming forums.*

School:

Teacher(s): \_\_\_\_\_ Intended program completion: End of Semester 2

### STUDENT/CONTEXT DESCRIPTION

This should:

- describe the like cohort or individual student(s) (e.g. student learning needs and pathways, accommodations required)

This group of students all have a significant Intellectual disability and are currently enrolled in a Special School. They are working towards independent living skills. These students all have expressive and or receptive language disorders. This group of students all require some assistance by teaching staff to follow some explicit instructions. Some of this group of students are capable of some level of independent work and is able to follow simple procedures ( with appropriate adult guidance). Others are severely and multiply disabled and most of their work is adult driven and participation will be heavily guided by adults.

- identify the personal learning goals (number each goal 1, 2, 3, ). Goals should reflect the key areas from the content of the subject and include the 2-3 personal goals that the student, with support, develops for their project. The goals should be a further development of those undertaken at Stage 1.

1. Giving the students ample opportunity to be exposed to activities inside and outside the school environment.
2. Assisting in the setting of transition goals to enable a transition to post school options, where possible.

*(Note: Adjustments to personal learning goals for specific students within a like cohort are required. Details of adjustments are maintained at a school level. Teachers may choose to include details in the 'List of students with individual intended learning and assessment details' on the following page.)*

### PROGRAM DESIGN (OPTIONAL)

This should describe:

- how the learning program has been designed to engage the student, or range of students in the like cohort described above
- the intended delivery of the learning program (e.g. students undertake elements of the program off-campus, program delivered over a full year)
- how the intended assessment design addresses the four key areas.

The programme has been designed to focus on the students needs as they work towards post school options. This may be towards work or a day options centre. As its use is around transitional planning it is important to note that the documentation collated may actually form a part of the NEP process as end point of school draws closer. The students will be required to access some sections of the course by off campus visits to other agencies or institutions.

The Research Project is designed to assist the students work towards their end point of schooling. It will be ongoing through out their final Year at school and run for a 40 week time period. It is designed that their will be significant input from other agencies to assist meeting the criteria to finalise this course. Attendance at the students NEP meeting in Term one will be deemed to be very important, for those students that have the capacity to contribute in a meaningful way.

Planning the Project- using the schools NEP process as a planning tool

Carrying out the project, giving students the opportunity to experience a range ( if applicable) of post school options

Communication the project outcome-giving the student opportunity to show his project to his peers. ( or in the case of a severely and multiply disabled student- giving adult assistance to explain his project in a written form

Reflecting on the project- for some students they will be able to write a report at the conclusion of their project. For the severely and multiply disabled students, the post school options provider write a short report on what the students appeared to enjoy whilst with them.



**ASSESSMENT OVERVIEW**

Complete the table below to demonstrate how the set of assessments addresses the personal learning goals and the capabilities. The assessment names have been extracted from the content section of the Modified Subjects Subject Outline; teachers may choose to change these to best meet student needs.

Name of Assessment (as described in Assessment Details following) NB One assessment may enable the student(s) to demonstrate achievement of more than one goal.	Assessment Design Criteria						Achievement against personal learning goals (Number each goal as written on page 1)
	Development of capabilities further to those indicated)						
	Communication	Citizenship	Learning	Personal Development	Work		
Planning the project	X		X		X		1,2
Carrying out the project	X		X		X		1,2
Communicating the project outcome	X		X		X		1,2
Reflecting on the project	X		X		X		1,2

Three to five assessments for a 10-credit subject. Please refer to the Modified Subjects Subject Outline.

**ASSESSMENT DETAILS (OPTIONAL)**

Use the table below to provide details of the planned assessments designed to provide opportunities for the student, or like cohort of students, to show evidence of their learning against the identified personal learning goals (in reference to the Subject Outline).

Name of Assessment	Description of Assessment (describe the assessment activity and the assessment conditions as appropriate (e.g. support, time allocated, assessor, etc.), and how it enables the student to demonstrate development of capabilities and achievement of personal learning goals)	Evidence of Learning (i.e. evidence the student uses to demonstrate their personal learning goals and relevant capabilities)
Planning the project	Attendance and participation at NEP meeting if appropriate. The NEP process will assist in determining the appropriate post school options available to each student	NEP document
Carrying out the project	Undertaking visits to post school options facilities. The students with varying degrees of assistance from adults, will undertake a number of visits to suitable post school options facilities.	Written Photographic Video
Communicating the project outcome	Participate in a variety of activities with in and external to the school environment. The student (with varying degrees of adult assistance) show activities that they participated in whilst at their post school option/s.	Written Photographic Video
Reflecting on the project	Undertake organised transition activities with a post school option facility (if applicable) as per the NEP. The student if capable write a reflection piece on what they thought of their time at their post school options. ( In the case of a severely and multiply disabled student- a staff member write a short piece on the students level of enjoyment whilst at a Post School Option.)	Written report either by student or adult.

## Personal Learning Goal 1

Giving the students ample opportunity to be exposed to activities inside and outside the school environment.

### Personal Goal 1

Pages 7-25

Evidence throughout document demonstrates that the student has had meaningful exposure to a variety of situations. Pictorial evidence with annotation, taken in a variety of locations.

## Personal Learning Goal 2

Assisting in the setting of transition goals to enable a transition to post school options, where possible.

### Personal Goal 2

NEP document attached. Noted that the student was not able to participate in NEP but others acted in an advocacy position.

Research Project planner attached showing how the student's reflection and completion of the project was to be undertaken through other people writing the reflective pieces.

## Tasks

1. Attendance and participation at NEP meeting if appropriate
2. Undertaking visits to post school options facilities
3. Participate in a variety of activities with in and external to the school environment.
4. Undertake organised transition activities with a post school option facility ( if applicable) as per the NEP.

## Task 1. Attendance at NEP meeting.

Given the level of intellectual impairment, it was not possible for Alex to attend and engage in his NEP meeting.

Attached is his NEP document and a copy of the Research Project planner.

## Individual Education Plan 2011 SACE

### SITE PRIORITY LITERACY

**Student Name** Alex **Class Teacher:** Miss Smith and Mrs Jones

Objective	Targets	Teaching Strategies	Assessment Strategies	Outcomes/Evidence	Accommodations
Giving the students ample opportunity to be exposed to activities within the community	Alex will be given the opportunity to experience different community venues, events and cultural celebrations.  Alex will participate in swimming lessons and other community events such as Clean Up Australia Day activities and Senior Citizens Week.	<ul style="list-style-type: none"> <li>• Participation in excursions</li> <li>• Swimming</li> <li>• Library visits</li> <li>• Exposure to Religious, cultural and community Celebrations</li> <li>• Swimming</li> <li>• Library visits</li> </ul>	<p>Observations</p> <p>Participation</p>	<p>Video</p> <p>Photographic</p> <p>Record keeping</p> <p>Creation of evidence portfolio</p>	<p>1:1 assistance if required</p> <p>PECS visual cues and schedules</p> <p>Repeat verbal and visual prompts to enable understanding</p> <p>Allow relationship building with peers</p> <p>Allow extra time to process cues and prompts</p>
Students to demonstrate some	Alex will be given	<ul style="list-style-type: none"> <li>• Consistent morning routines</li> </ul>	Observations	Video	<p>1:1 assistance if required</p> <p>PECS visual cues and schedules</p>

<p><b>increased awareness in recognising symbols, patterns and relationships and the connections between them.</b></p>	<p>ongoing exposure to simple mathematical concepts. Alex will be exposed to common patterns and sequences in a variety of settings Alex will have exposure to a variety of Literacy activities.</p>	<ul style="list-style-type: none"> <li>• Literacy activities each day</li> <li>• Combination of music and maths activities</li> <li>• Shape activities</li> <li>• Musical instruments</li> </ul>	<p>Participation</p> <p>Data collection</p> <p>Running records</p>	<p>Photographic</p> <p>Record keeping</p> <p>Modified worksheets</p> <p>Work samples</p> <p>Creation of evidence portfolio</p>	<p>Repeat verbal and visual prompts to enable understanding</p> <p>Allow relationship building with peers</p> <p>Allow extra time to process cues and prompts</p>
<p><b>Students begin to demonstrate an increased awareness of people.</b></p>	<p>Alex will be encouraged to initiate communication with peers. Alex will be encouraged to communicate with unfamiliar people. Alex will participate in group work where applicable</p>	<ul style="list-style-type: none"> <li>• PECS activities</li> <li>• Shopping games – for social interaction</li> <li>• Group work</li> <li>• Assemblies</li> <li>• Drama activities</li> <li>• Games for social interaction</li> </ul>	<p>Observations</p> <p>Participation</p>	<p>Video</p> <p>Photographic</p> <p>Creation of evidence portfolio</p>	<p>1:1 assistance if required</p> <p>PECS visual cues and schedules</p> <p>Repeat verbal and visual prompts to enable understanding</p> <p>Allow relationship building with peers</p> <p>Allow extra time to process cues and prompts</p>

<p><b>Students show an increase in recognition in familiar objects.</b></p>	<p>Alex will participate in matching and memory games where applicable</p> <p>Alex will be given ongoing exposure to some simple 2 dimensional shapes.</p> <p>Alex be given exposure to an increased variety of Objects to introduce new things into his repertoire.</p>	<ul style="list-style-type: none"> <li>• will be given visual and verbal cues.</li> <li>• Sensory activities</li> <li>• Attribute blocks</li> <li>• Memory games</li> </ul>	<p>Observations</p> <p>Participation</p> <p>Data collection</p> <p>Running records</p>	<p>Video</p> <p>Photographic</p> <p>Record keeping</p> <p>Modified worksheets</p> <p>Work samples</p> <p>Creation of evidence portfolio</p>	<p>1:1 assistance if required</p> <p>PECS visual cues and schedules</p> <p>Repeat verbal and visual prompts to enable understanding</p> <p>Allow relationship building with peers</p> <p>Allow extra time to process cues and prompts</p>
<p><b>Students will begin to develop in autonomy in behaviour</b></p>	<p>Alex will be encouraged to follow daily routines with minimal prompting.</p> <p>Alex will follow hygiene practices with visual and verbal prompts.</p> <p>Alex will participate in shopping and cooking lessons where applicable</p>	<ul style="list-style-type: none"> <li>• Weekly shopping</li> <li>• Familiar routines</li> <li>• Verbal cues and PECS to prompt appropriate hygiene</li> <li>• Cooking lessons once a week</li> <li>• sensory activities available for mood diversion</li> </ul>	<p>Observations</p> <p>Participation</p>	<p>Work samples</p> <p>Video</p> <p>Photographic</p> <p>Modified worksheets</p> <p>Creation of evidence portfolio</p>	<p>1:1 assistance if required</p> <p>PECS visual cues and schedules</p> <p>Repeat verbal and visual prompts to enable understanding</p> <p>Allow relationship building with peers</p> <p>Allow extra time to process cues and prompts</p>

	<p>Alex will work on simple individualised tasks with minimal prompting where applicable.</p>				
<p><b>Students will purposefully use a range of communication technologies in a variety of relationships</b></p>	<p>Alex will be encouraged to interact with other students in the school through a variety of elective activities</p> <p>Alex will participate in various communication sessions using a variety of options.</p>	<ul style="list-style-type: none"> <li>• Use of white board interactive games</li> <li>• Simple Sign language to be used by staff</li> <li>• Verbal and PECS prompts if applicable</li> <li>• Programs Microsoft works, power point presentations, Clicker, learning games, cause and effect etc.</li> </ul>	<p>Observations</p> <p>Participation</p> <p>Data collection</p>	<p>Video</p> <p>Photographic</p> <p>Record keeping</p> <p>Printed media</p> <p>Work samples</p> <p>Creation of evidence portfolio</p>	<p>1:1 assistance if required</p> <p>PECS visual cues and schedules</p> <p>Repeat verbal and visual prompts to enable understanding</p> <p>Allow relationship building with peers</p> <p>Allow extra time to process cues and prompts</p>
<p><b>Students will use a range of fine and gross motor skills to engage in physical activities</b></p>	<p>Alex will use different art media.</p> <p>Alex will participate in swimming lessons.</p> <p>Alex will be given the opportunity to participate in class fitness activities</p>	<ul style="list-style-type: none"> <li>• Access to art media including paint, plasticine, clay, crayons etc</li> <li>• Art and craft lessons</li> <li>• Swimming</li> <li>• Visits to outdoor parks and play equipment.</li> </ul>	<p>Observations</p> <p>Participation</p> <p>Data collection</p>	<p>Video</p> <p>Photographic</p> <p>Record keeping</p> <p>Creation of evidence portfolio</p>	<p>1:1 assistance if required</p> <p>PECS visual cues and schedules</p> <p>Repeat verbal and visual prompts to enable understanding</p> <p>Allow relationship building with peers</p> <p>Allow extra time to process cues and prompts</p>

		<ul style="list-style-type: none"> <li>Be active programs</li> </ul>			Prompt communication
<p><b>Assisting in the setting of transition goals to enable a transition to post school options.</b></p>	<p>Alex will be given the opportunity to visit post school options groups during the year</p>	<p>Opportunities to be involved in decision making regarding post school options and work related activities</p>	<p>Observations Participation Behaviour management chart Data collection</p>	<p>Video Photographic Creation of evidence portfolio</p>	<p>1:1 assistance if required PECS visual cues and schedules Repeat verbal and visual prompts to enable understanding Allow relationship building with peers Allow extra time to process cues and prompts</p>

Apart from special circumstances all students are enrolled in a swimming programme as a significant component of the Health and Physical Education Programme.

There is an agreement between the parents and the school that on occasion to keep Alex, staff and other students safe. That the school may need to use an extra braking harness on his wheelchair, to keep him from hurting himself or others.

Parents

Teachers

Principal

## Task 2. Undertaking visits to post school options facilities

During the year Alexander has been involved in weekly visits to Day Options facility, as a part of his visits to post school options. He has been involved in a variety of different activities over time at



Alex has found the lounge area at his potential post school option, where they store the toys. Alex meaningfully plays with a variety of objects during his time there.



This is Charish and Alex having a shared morning tea at Options facility. : Day



Looking for eggs and watching the chickens scratch around is one of Alex's favourite activities on his visits.



On the fair weather days Alex wheels himself around the yard so he can watch the different things that happen around



Alex has shown that he is attracted to bright loud toys and learning tools whilst he is at his potential post school option.

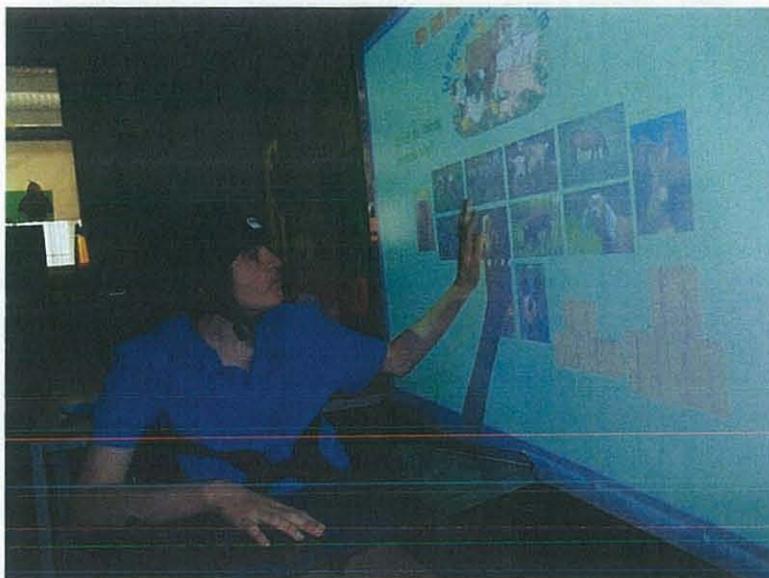
**Task 3 Participate in a variety of activities with in and external to the school environment.**



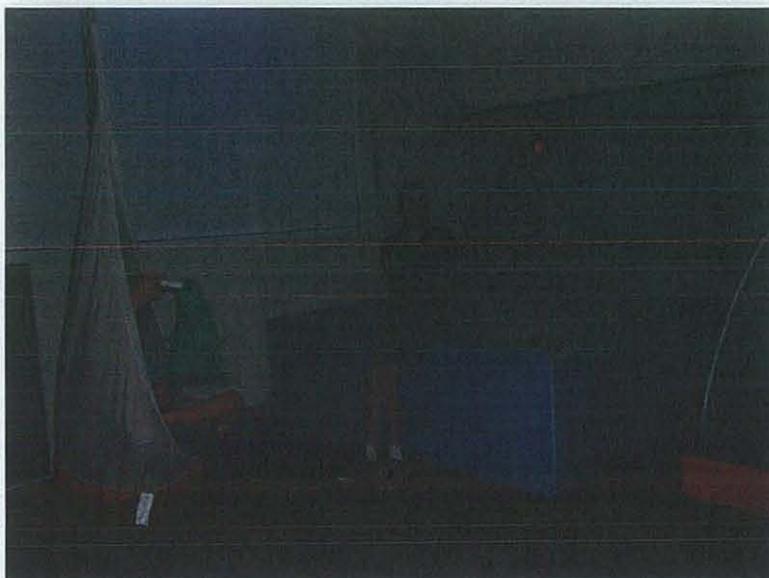
Whilst at the participants are involved in communal morning teas and lunches. This demonstrates Alex having his mid morning Milo.



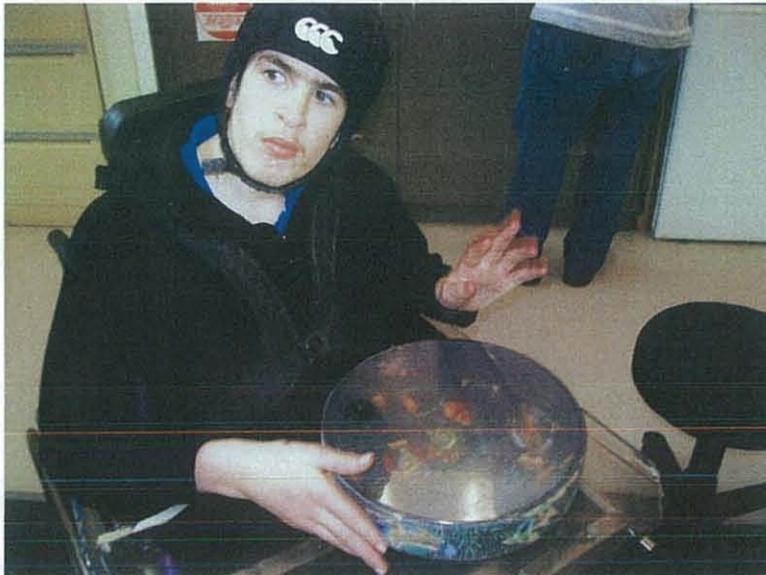
Alex is fascinated by bubbles and bright colours in the sensory room at the school.



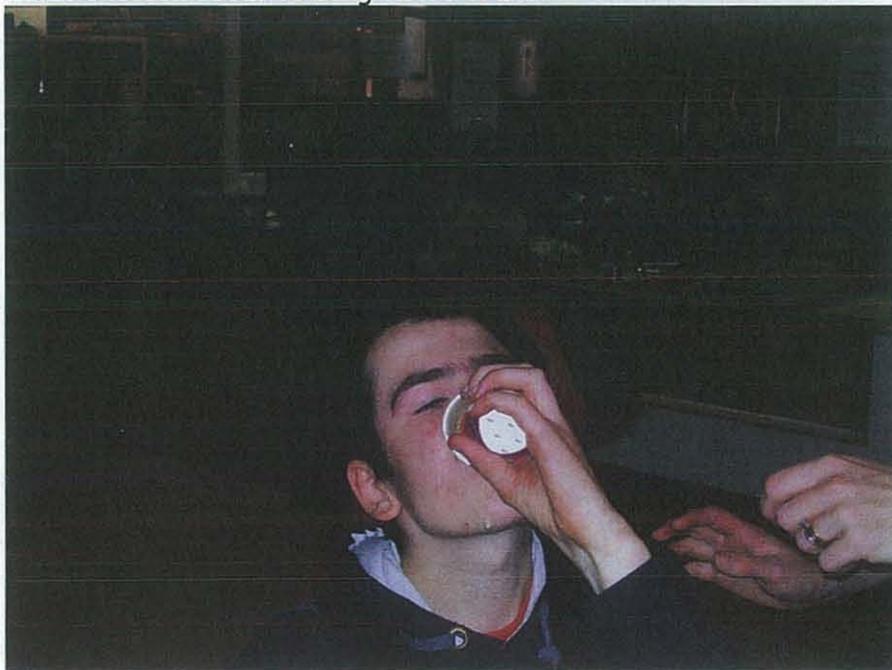
Alex has a degree of knowledge around the use of cause and effect interactive whiteboard activities.



Alex is always a keen user of sensory facilities at school, the ball pit being a favourite.



Alex always attempts to be involved in music activities, this shows him in a music lesson about to bang on his drum.



This demonstrates Alex having a drink at the local Plaza whilst out on a class trip to the shopping centre.

Plaza whilst out



Alex likes to explore out and about on the adapted bike. Sometimes Alex is capable of steering it.



Alex's class often undertake community visitation to a variety of places in our community. Here is Alex on the playground at one of the local parks.

## Alexander enjoyment at 2011

Alex used to go to \_\_\_\_\_ in the bus in his wheelchair but now goes in a car and is he enjoying the freedom and independence this offers him.

Alex is always happy to get into the car at school for our trip to \_\_\_\_\_. When we arrive his eyes light up as we start to get out of the car and he is quick to do his long striding to the door of the building. Inside I guide him through the kitchen which is usually a hive of activity. He wanders through to the sensory room, looks for his favourite spinning toy and plays with it on the floor, sitting and spinning his torso while hissing and looking for anything that catches his eye and then he will hone in on it. He is offered his recess and a drink which has to be eaten at the table in the activity room, just the sight of his bottle or food will cue him into moving to the room then he sits himself on a chair. The other clients talk to him but he just smiles while eating and drinking, all the while looking around for anything to explore. He does the usual hunt for the beads and computer keyboard while in this room and rummages in some of the shelves of boxes. The TV room is next door and often he ambles in to watch what is on sometimes lounged into a chair or on the floor playing with a basket of toys he sorts through. He loves opening doors to rooms and cupboard doors to find whatever is behind. He reacts positively to some verbal prompts other communication is with visual cues or actions. Alex loves to pick objects and examine them especially anything noisy or sensory. When finished with anything Alex just drops it and moves onto something else.

When the weather is nice he goes outside to explore the garden with its birds, chooks, horses and possum. He will lounge around on the trampoline and wander at his leisure walking unaided, dropping, touching, always exploring and checking his surroundings.

He absolutely loves the freedom of going from room to room when inside to explore at his leisure and when outside the freedom to move, drop, spin, touch, rattle and wander safely from place to place. If he wants people he is quite affectionate and gives big hugs and smiles or reaches out and grabs people with his long arms. He is very definite if he likes something and will hunt, hang on to and be very persistent to retrieve it. If he dislikes anything will drop, turn away or push it away.

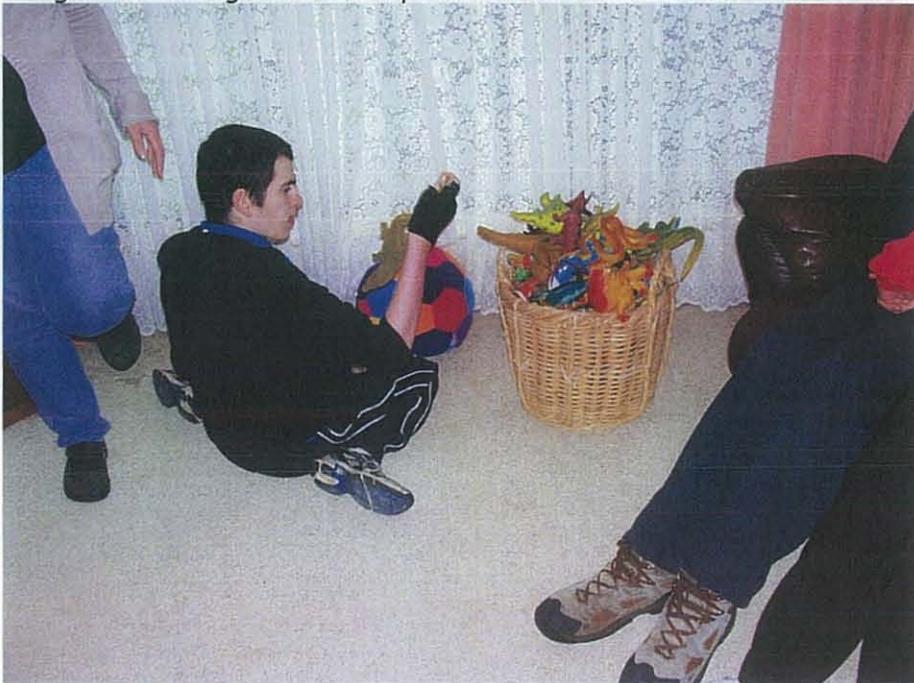
Task 4. Undertake organised transition activities with a post school option facility ( if applicable) as per the NEP.



Alex enters through the back door when he arrives so he can look at the pet cockatoo.

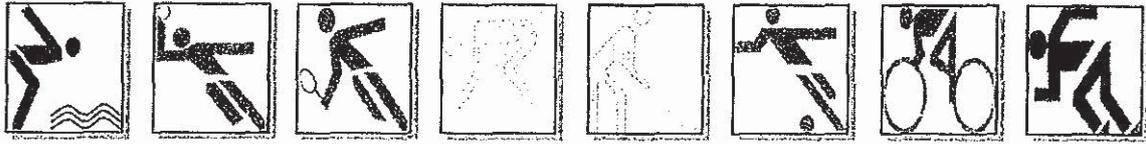


Alex has explored most of the facility and has found many different things that he might like to explore further.





Alex helped wheel himself to the vegie garden, to see what they had planted. In the warmer months it is hoped that Alex will be able to help weed the garden.



# Australia Pty Ltd

ACN : 074 266 701

27/07/11

26<sup>th</sup> July 2011

To Whom It May Concern;

Over the past few weeks it has been a pleasure to have Alexander visiting for one hour a week for orientation, to assist his family in the decision making process to choose an appropriate day option for Alexander when he leaves school.

Alexander has presented as a likeable young man who would be very suitable for our program. Alex currently visits supported by his staff and their assistance to staff to enable Alex to make a smooth transition from school, is invaluable. Alex always enters the premises confidently and happily and quickly seeks out sensory items that interest him. Alex likes to sit in the lounge, sometimes on a physio ball and often shares items of interest with other clients. He also utilises the chairs to have a rest, but rarely stays still for long.

Alex particularly enjoys the park like ambiance of the gardens at the centre, and likes to walk outside with assistance. Alex has been up to visit the miniature ponies and has been involved in feeding the chickens and collecting the eggs. Alex also likes to watch other clients working in the vegetable garden.



*Australia Pty Ltd*

ACN : 074 266 701

27/07/11

Alexander has also participated in some craft projects such as mask making, with assistance and has been involved in limited numeracy and literacy games due to time constraints and the day he visits. Alex also enjoys some dvd's and visuals on the computer. It is also envisaged Alex would participate in weekly swim sessions when he attends for longer periods.

The staff feel that Alexander enjoys his short visits to our centre as he is always relaxed, and often shows affection by giving a hug, which is appreciated. Alex is a very suitable candidate for our program and should he choose to attend in the future, it would be a privilege to develop a more individualised positive program for him.

Yours sincerely

(Co-ordinator)