

Supporting students with disability

What we learned from our research

Easy Read report



How to use this report



The NSW Government Department of Education wrote this report.

When you see the word 'we', it means the Department of Education.



We have written this document in an easy to read way.

We use pictures to explain some ideas.

Not bold
Bold

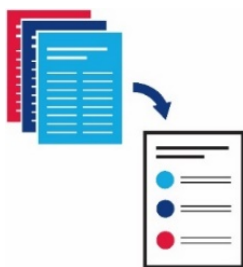
We have written some words in **bold**.

This means the letters are thicker and darker.



We explain what these words mean.

There is a list of these words on page 24.



This Easy Read report is a summary of another report. This means it only includes the most important ideas.



You can find the other document on our website at education.nsw.gov.au



You can ask for help to read this report.
A friend, family member or support person may be able to help you.

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Inclusive public schools in NSW



In July 2020, we asked the University of New South Wales (UNSW) to **review** some research.

When we review research, we look at it closely to see what:



- works



- is missing.

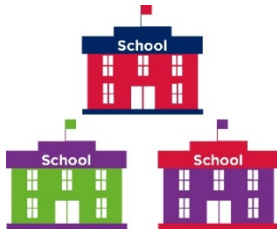


This research was about support for students with disability.

The research was also about what worked well for students:



- with different disabilities



- in different schools.

These schools include:



- primary schools



- high schools



- schools just for students with disability.



This report is about what we learned from the review.

We wrote this report so we can understand what:



- supports work well for students with disability



- is missing from the research



- problems might be in the research.



We will use what we learn from the review to make new **policies** in the future.

Policies are:



- plans for how we do things



- where our rules come from.



The review will also help public schools in NSW change how they support students with disability.

How did we do our research?

2

We did our research in 2 parts.



In Part 1 we looked at research from around the world.



This research was about all the different ways teachers can support students with disability.



In Part 2 we looked at research about how teachers support students with disability in Australia.



We did this to understand how to support all students with disability in NSW public schools.

Evidence-based practices

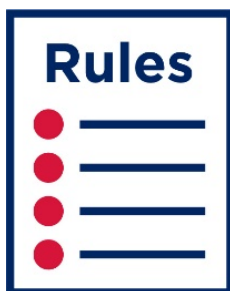
Evidence-based practices are different ways to support students with disability that:



- we have read about in research



- work well



- follow a set of rules.

Evidence-based practices help students with disability do well:



- at school



- in their life.



It's important to use evidence-based practices the right way.



If teachers know how to use evidence-based practices the right way, they can choose to use them at school.

What did we learn from Part 1?

44

In Part 1, we learned teachers around the world use 44 evidence-based practices.



These evidence-based practices were used from 2010 to 2020.

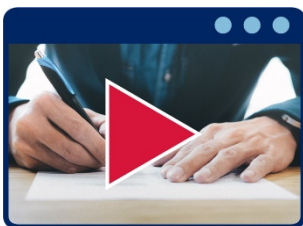
6

We learned about 6 kinds of evidence-based practices.

We learned how some teachers use:



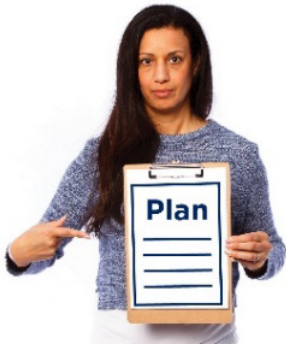
- images



- videos.



We learned about students who were taught to help students with disability.



We learned about how some teachers showed students their plan for each class.



This meant that students knew what would happen in the class each day.

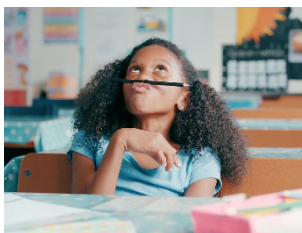
We learned about how some teachers helped students with:



- their feelings or emotions



- how they think



- how they act or behave.



We learned about how some teachers used **prompts** to help students with disability learn new skills.

Prompts are different ways to help:

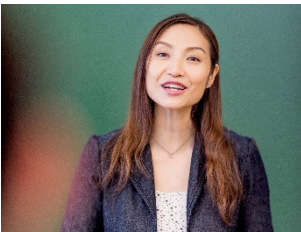


- teach a student a new skill



- get an answer from a student.

Prompts can be:



- spoken



- physical, like flashcards.

We learned that prompts can help students:



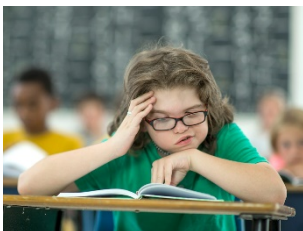
- learn a new skill



- do the skill on their own.

6

The 6 kinds of evidence-based practices were mainly used for students with:



- **intellectual disability**



- **autism.**

An intellectual disability affects how you:



- learn new things
- solve problems
- communicate
- do things on your own.

Autism is a disability that might affect how you:



- think
- feel
- communicate
- connect and deal with others.



There wasn't a lot of research about how evidence-based practices helped students with disability.

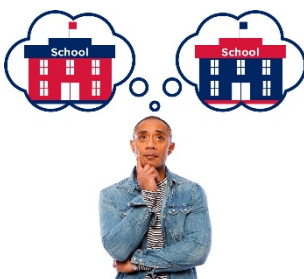


The research talked about schools in lots of different ways.

This made it hard to come up with a final say about:



- how schools use evidence-based practices



- which evidence-based practices work well in different types of schools in the research.

What did we learn from Part 2?

21

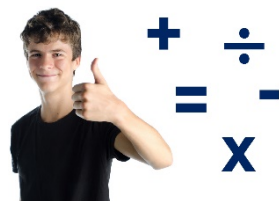
In Part 2 we learned there were only 21 evidence-based practices in Australian research.



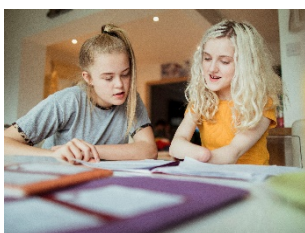
These evidence-based practices were used from 2010 to 2020.



We learned that setting goals was a type of evidence-based practice used in Australia.



We learned that students understood maths better when they used real life examples.



We learned that students can support each other better when they work in small groups.



We learned that, when teachers clearly show students how to do a task, they will know how to:

- start the task
- do the task well.



We learned that some teachers collect information about why students find it hard to work well in class.

This information helps the teacher:



- support the student with their learning



- stop the student from behaving the same way again.

We learned that some teachers make plans to:



- stop students behaving in negative ways



- support students to behave in positive ways.

There isn't much research in Australia about which evidence-based practices can support students with:



- intellectual disability



- more than 1 disability.



Research in Australia includes lots of information about students with autism.



But it sometimes doesn't include students with other types of disability.

We also learned it's important to use evidence-based practices in:



- primary schools
- high schools
- schools just for students with disability.

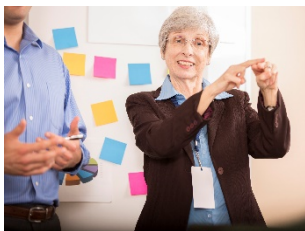
What will we do next?



We will talk about the different types of evidence-based practices we learned about in our research.



We will understand how NSW public schools use evidence-based practices.



We will make sure teachers know how to use evidence-based practices.



We will look for more research in areas where information was missing.



For example, we will do more research about:

- students with different disability
- the support they need.

Word list



Autism

Autism is a disability that might affect how you:

- think
- feel
- communicate
- connect and deal with others.



Evidence-based practices

Evidence-based practices are different ways to support students with disability that:

- we have read about in research
- work well
- follow a set of rules.

Intellectual disability

An intellectual disability affects how you:



- learn new things
- solve problems
- communicate
- do things on your own.

Policies

Policies are:



- plans for how we do things
- where our rules come from.

Prompts

Prompts are different ways to help:



- teach a student a new skill
- get an answer from a student.

Review

When we review research, we look at it closely to see what:



- works
- is missing.

Contact us



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