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| **A2 Literature Review Guide– 2000 words** | |
| – Learning Outcomes:   * Analyse a learning journey in teaching classroom practice. * Synthesise relevant research in education. * Apply appropriate methodologies and ethical standards in researching classroom practice. * Critically analyse data pertaining to factors impacting student learning. * Critique strategies impacting change in education practice.     Answer these questions and prompts with the article reviews below.  **Analyse, paraphrase, Synthesise and Critique Relevant literature.**    Use your focus and specialism / professional interests to narrow your research topic and develop keywords for searching for  **FIVE more relevant research articles**  including generative and reflexive approaches to your topic  Data relating to your topic,  strategies impacting change,  and ethical standards.      What is a generative and reflexive approach to teaching that is informed by research?  **\* This is your A1 final answer**  **How do Generative and reflexive approaches improve teaching and learning? (RQ for A2- often best revisited/ updated once your reviews are complete)**  *Some prompts for Critical Engagement:*  Which of these approaches can I use in my classroom practice in \_\_\_\_\_\_?  What does the research have to say?  What are **three** different perspectives on these approaches?  (Avoid dualisms and get a more rounded perspective)  What about these practices and perspectives can inform my particular teaching context, experience and specialism?  What are the benefits, potential obstacles, and other influences on this area?  What data, strategies for change, and/or ethical implications are there? | |
| Article Reviews; Reference, dot-point paraphrase, and how it answers your research question / prompts | |
| **1** Square pegs in round holes | * Parents feel like they are the only advocate for students in MS Sec schools. |
| **2** |  |
| **3** |  |
| **4** |  |
| **5** |  |
| LO: Design a research project for continuing reflexive and generative professional development.  **What are three main learning goals (for yourself) you can deduce from the research you have reviewed? This will inform A3, so make them highly relevant and informed by your research and contextualised for your own practice.**  1.  Develop a personal framework to engage with new autistic students and families to mainstream secondary setting.  2.  Identify and develop ICT tools to enable and engage ASD student and family integration into secondary education.  3.  Identify, test and reflexively analyse new methods to engage autistic students. | |

Include data – rates of ASD by gender, age, other metrics.

What does research say about various methods to engage with students.

How can digtech/hpe be used to engage with ASD students?

What research findings inform your GnR professional practice?

How does this shape your professional learning?

How ***can teachers' generative and reflexive professional development /education*** improve autistic student outcomes in mainstream secondary school?

My experience/context/speciality

 What does the research say? How does it apply to your work? What does it mean for your practice? What did you learn?

**Canada ASD perspectives**

How does generative and reflexive practices affect autistic student integration in mainstream secondary school?

**Introduction – recommendations/findings from A1**

What is a generatve and refexive approach to teaching that is informed by research? \* This is your A1 fnal answer

•How do Generatve and refexive approaches improve teaching and learning? (RQ for A2- ofen best revisited/ updated once your reviews are complete)

•Some prompts for Critcal Engagement:

•Which of these approaches can I use in my classroom practce in JJJJJJ?

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Australia (Carrington & Graham, 2001; Hay & Winn, 2005; Lilley, 2012; McDonald, 2010; Saggers et al., 2011

Only three papers have focused specifically on the participation of students with ASD

in mainstream schools (Falkmer et al., 2012; Humphrey & Lewis, 2008a; Saggers et al., 2011).

Consider CommAut program in Malak and other similar

Article Reviews; Reference, dot-point paraphrase, and how it answers your research question / prompts

**Square pegs in round holes**

The role of parents in all children’s lives is critical and is usually to most influential. For those that are raised by another close family member or foster carer, et cetera, the importance is the same. The impact and shaping effect for autistic children can be significantly greater than those that are “neuro typical.” Parents of autistic students are typically the only advocate for their needs to allow them to access the most basic rights at a school, let a lone so they can fulfil their potential by fully accessing the curriculum and other opportunities at school. How are teachers and education systems reinforcing that feeling?

Whilst this is the common feeling of parents trying to advocate for their child’s needs, they can also become self-censoring to avoid conflict with the teachers and school leadership, as they perceive that their demands may become detrimental to their child’s acceptance.

Autism Queensland (AQ) is a non-profit that is the only provider delivering specialised education, therapy and support to autistic people and their families, in Queensland. It has two accredited schools delivering specific education and therapy to students aged six to eighteen.

AQ placement outcomes were low. Integration for mainstream learning outcomes and AQ learning outcomes differed therefore AQ impeded academic progress. Three of eight students later exited mainstream schooling. However, Aspect satellite program success rate was higher, where students can access ASD specific education, training and therapy within their mainstream school environment. However, this was only available in in NSW and SA for 2023. The schools operate within a host school, for example, Aspect Central Coast School supports St Patrick’s, East Gosford (primary) St Mary’s, Toukley (primary) St Peter’s College, Tuggerah (secondary) St John the Baptist, Woy Woy (primary).

Issues with application to NT context, are that many of these schools are larger (400 or more students) and non-government schools. The cost of these programs is likely much higher and required greater specialisation from staff, which Darwin and the NT are less likely to have available.

Parents self-censored their demands or requests to avoid alienating teachers and staff. They were unwilling to risk their child’s inclusion to meet their educational needs. The onus of responsibility for student participation was on parents (Harrington, 2014). Through better education and understanding of various students’ needs, I will anticipate parent’s expectations to meet the needs of all students. Whilst this research specifically discusses ASD students, the generative practice will be effective and beneficial to all students.

Common sense statement – there is no single intervention that will meet the needs of an autistic student. There is no single intervention that will meet the needs of ANY student. This fact will also develop another obstacle to my development of techniques of engaging this students and families. However, if engaged early enough and genuinely, parents and students may be able to educate me in the best methods of enabling their learning and behaviour monitoring.

* Parents feel like they are the only advocate for students in MS Sec schools.
  + How do we change that?
  + How are educations systems reinforcing that feeling?
* Autism Queensland (non-profit) is the only provider to deliver specialised education, therapy and support for ASD people and their families.
  + Has 2 accredited schools delivering specific education/therapy to ASD students 6-18
* Peer support critical in ASD inclusion. Teachers are preoccupied with assessment, academics etc.
  + Maybe teachers need to focus less on academics and more on social cues.
* Practice of enrolment denial or discouragement still occurs. And exclusion in classrooms by teachers
* However, both parents and students overwhelmingly reported that a lack of knowledge of ASD by teachers was a current barrier to the inclusion of students, and indicated the need for more ASD-specific teacher training
* Use of teachers-aides can benefit and restrict ASD student progress by allowing assistance to stay on task but impeding social behaviour progress due to separation from class activities and assessment.

Discussion/Reflection

How do I match my pedagogy to meet student needs?

How do I encourage others to match my pedagogy to meet student needs?

How do I proactively support parent advocacy?

**Successful Transitions**

Stressors induced by transitions from primary to secondary school.

* Loss/change of friendship groups
* Change to environment.
* Change to habit/schedule.
* Change from 1 CT to multiple.
* Darwin specific – this will be repeated at Yr 9/10

good teacher-parent relationship benefits for teachers too.

Autism through an indigenous lens

<https://ici.radio-canada.ca/rci/en/news/1875728/new-circle-looks-at-autism-through-indigenous-lens>

<https://www.cbc.ca/news/canada/edmonton/edmonton-researcher-looks-into-autism-spectrum-disorder-through-a-first-nations-lens-1.5978433>

<https://themontrealeronline.com/2021/12/thinking-differently-autism-in-first-nations-communities/>

<https://www.ualberta.ca/folio/2022/10/research-services-lacking-for-autistic-indigenous-people.html>

Mattiesen, A., Moola, F. J., Watts, J., & Victoria, B. C. (2022). Autism and Autism Services with Indigenous Families and Children in the Settler-Colonial Context of Canada: A Critical Scoping Review.

Grant Bruno is a Canadian PhD student, Cree First Nations community member and father of two autistic boys. Whilst much of his research is in the deficit of services available to Canada’s First Nations people, some key comments struck me. Firstly, the only in non-Indigenous societies, autism is classed as a disorder, whilst his community describes them as “he/she thinks differently”, in Cree. Also comments that the focus of therapy before acceptance, is a backwards concept. Stephanow (2019) describes autistic people as being born with a special gift. (as cited in Mattiesen, et al. 2022)

Grant Bruno also references the elders telling stories of uniqueness and how they were included in community, leading me to believe in this traditional way of living, people were valued as different, not deficient.

This perspective causes me to reconsider how local education may be lacking, by requiring diagnoses before considering allocating extra supports and the seemingly consistent attitudes of teachers that there is a need to modify student behaviour rather than considering methods to develop whole classroom inclusive behaviour. I strongly believe that by beginning with a change in perspective can trigger significant improvement of relationships, therefore outcomes for students. The language change can be as simple as discussing autism as difference rather than deficit, then considering it as a potential benefit or gift rather than always as a disorder.

**Direct Instruction for Reading Comprehension**

The article discusses the results of conducting direct instruction for three students, two with autism and one with a significant developmental delay. The boys aged 10 and 16 were both diagnosed with autism, which will be the focus of my review and reflexion.

The younger boy, 10 years old, was given direct reading instruction during regular class hours of two sessions per day, of 30-minute periods, five days per week. Whilst the 16-year-old boy was given instruction after school. The results from this experiment or case study clearly benefited the students’ academic results. Due to the sample size, further research would need to be found or conducted to support additional resource allocation.

Whilst one-on-one direct instruction is clearly beneficial for a student, the additional workload placed on a teach may be too considerable for many. Whilst I strongly believe this could be worked into a learning plan with school leadership support, often, I have experienced the indifference in supporting lower academic students by other staff. This would likely be the greatest obstacle to ensuring these students’ success.

Other significant obstacles could include student opposition. If the student does not want to improve or, more likely, doesn’t want to invest additional time and effort into their education, in this case, literacy, the process becomes very difficult to be seen as valuable. Parent support could provide aid to better enabling these students, as I have found that most students diagnosed with ASD a very supportive of their child’s education. Given proper assistance parents would be able to deliver some of the direct instruction necessary to develop their literacy comprehension.

Further, if the parents were unable or unwilling, online video or voice calls could be used after school to support the delivery of these lessons.

…. This practice fully supports disability schemes and regulation…...

ASD Student opinions – Sagger 2001

Key areas discussed

* Teacher attributes
* Curriculum/workload
* Support staff
* Friendships/socialising
* Teasing/bullying
* Environmental

This article clearly advocates a voice for autistic students, by directly quoting their lived experience and opinions. This perspective is critical to understanding how autism affects student learning and behaviour, but further reinforces my goal to develop opportunities to engage with autistic students directly and proactively, personally.

The key areas researched through the interviews are teacher attributes, curriculum/workload, support staff, friendships/socialising, teasing/bullying and environmental factors. The key area I want to explore from this article is the curriculum and workload, as the other factors have either ben discussed in other articles or I am unable to effect in the early stages of my teaching practice.

One common complaint by students, particularly with autism but not exclusively, is the requirement to have neat handwriting. This can and often becomes a point of contention with them, which will further motivate their self-withdrawal from mainstream schooling. Provided educators can generate a minimum standard from students, that meets basic requirement, there no longer is a need at secondary school levels for consistent handwriting skills. NAPLAN from Year 5 is conducted online, through school provided computers. Most schools have ICT devices available to support the learning and delivery of various subjects, such as digital technologies and many students have their own devices available from home. Programs and processes such as handwriting conversion applications or speech-to-text will enable students to access the curriculum with little interruption.

Managing student workload within the curriculum is critical to supporting autistic students throughout their schooling experience. Eight of the nine students identified difficulties with time and workload management (Saggers et al., 2001). Increased pressures are mounted onto students, as the final years of high school are clearly and often regarded as critical into gaining employment in the workforce or further study. It continues to be important to manage their expectations and to monitor their progress to ensure their success. All the schools I have experienced have had a “Home Room” or similar class, where students are collected somewhat randomly and limited formal curriculum delivery occurs.

The use of Home Room classes gives an enormous opportunity for teachers to engage with students without the shadow of curriculum requirements. However, I have experienced a case where the Home Room class and teacher were the same as other subjects. This regularly resulted in the classroom, designed for Social and Emotional Learning was disregarded for the other subjects. Whilst I believe, in this case, there was no or limited detriment to the intent of the Home Room, the organisation in other schools, where Home Room classes will not all share the same subject and teacher, but also mixes year levels, stops the opportunity for this to occur.

Sagger et al. (2001) also discusses the volume of work that creates anxiety among the students interviewed. In addition to the roles of Home Room teacher, they can use in-school programs such as Compass to understand the overall nature of what is being required of each student and manage those expectations with other teachers. The inclusion of applications such as Compass, allows any teacher, with appropriate access, to understand a student’s subject, grades, timetable, additional learning needs or external factors, that may affect their education. Provided sufficient training, teachers can easily understand their students’ stressors, enabling an informed conversation with the student to determine appropriate courses of action.

Identification of autism increased by about double between 2009 and 2015 for people aged under 25. (Australian Institute of Health and Welfare, 2017)

**Technology support tools for secondary students with autism**

Autistic students can engage more comprehensibly with the curriculum, through the use of digital devices, such as tablets, phones, computers, et cetera. It is well established that autistic children are innately drawn to technology (Colby, 1973; Goldsmith & LeBlanc, 2004, as cited in Hiltz, 2017). This use of technology to motivate and enable autistic students to better engage in the curriculum through a preferred media could be critical to their success in the classroom and through later endeavours.

Students mostly used for completing assignments and learning outcomes. However, some reported that it was used for “stress reduction-focus” whilst at school, which also occurred at home under the category “relaxation”. However, the use of these devices amongst all students must be closely monitored, as some students reported they would use YouTube (Hedges et al., 2017). Whilst it is common for autistic students to refer to videos or music to regulate emotions, this can quickly become a distractor if uncontrolled.

Whilst I have witnessed the lack of control in a classroom through the use of mobile phones in the past, I have also experienced students deliberately using it to regulate their emotional stress and to mitigate their exposure other distractors. The variety in behaviour to the same type of device within a classroom will require monitoring and regular adjustment to appropriately manage their use. Importantly, I will also need to articulate the rules and goals for these allowances to students clearly.

A further obstacle to the use of personal devices, which students will be most familiar with, is the recent NT Government decision to ban all mobile phones within NT Government schools. This may be enforced by the school; however, the ruling allows teachers to permit the use of mobile phones for the purpose of learning (NT Government, 30 November 2022).

Hedges et al. (2017) also identifies benefits of increasing independence, as students are able to regulate or initiate activities, by establishing routines with alarms or reminders. Technology enables social interactions, that may otherwise be too confronting for autistic students, within alternative media. Finally, to reduce anxiety and stress; by creating options for autistic students to self-regulate through enabling applications that can reduce stress, they are more likely to be able to focus on specified tasks and access the curriculum.