Model of Practice: Middle years

Quick reference guide

inclusion ED
supporting diverse learners

What is a Model of Practice?

A Model of Practice is an organisational framework made up of evidence-informed practices.

Each practice is accompanied by a brief that helps teachers to implement the practice in their classrooms.

The middle years Model of Practice supports teachers in making decisions about their everyday classroom practice with students on the autism spectrum as the students move through Year 7 and into Year 8.

The Model of Practice uses the organisers:

- Rigour: Evidence-informed instruction and support
- Relevance: Engaging instruction that builds on students' strengths and skills to achieve post-schools goals
- Relationships: Incorporating special interests in schoolwork; social-emotional capabilities.

Why were the practices chosen?

The research team evaluated the research and practice evidence underpinning each of the practices in the middle years Model of Practice.

The practices were then validated by:

- educators with expertise in autism and education
- 129 Australian educators who were asked to consider whether the practices were practical and evidence-informed.

Which practices did teachers use most often?

The practices that were adopted most often by the 34 teachers in the trial included:

Rigour

- instructional sequences
- task analysis
- organised classroom
- student organisational supports

Relevance

- sensory needs
- exemplars

Relationships

- parent communication: homework
- classroom rules
- reinforcing appropriate behaviour.

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Practices

Rigour	Relevance	Relationships
Instructional sequences	Teaching test preparation skills	Home–school communication
Active supervision	Modifications to intensity, methods, or curriculum	Parent communication: Homework
Supporting receptive language	Test adjustments	Home base
Task analysis	Oral assessment adjustments and alternatives	Incidental social coaching and safety
Visual supports	Exemplars	Classroom rules
Organised classroom	Technology-aided instruction	Flexible grouping strategies
Student organisational supports	Adjustments for projects and assignments	Inclusive language and incidental social coaching
Prompting	Authentic assessment	School belonging
Supporting expressive language	Choice-making	Reinforcing appropriate behaviour
Visual study guidelines, planners, and timelines	Special interests	Responding to inappropriate behaviour
Visual self-management tools	Self-monitoring	Peer interaction
Visual instructional supports	Sensory needs	
Routines and visual schedules		