

## Models of Practice

To support the transition of students on the autism spectrum into and between Early and Middle Years classrooms



### Aim

Develop, trial and evaluate two Models of Practice (MoPs) containing research-informed strategies and professional development material for Early Years (EY) and Middle Years (MY) mainstream teachers of students on the autism spectrum in Australian schools.

### Who took part?

#### Development of the Models of Practice

- 8** autism education experts
- 230** practicing Early and Middle Years teachers

#### Trialling of the Models of Practice

- 69** practicing teachers in
- 32** mainstream schools across NSW, QLD and Vic.

### How we did the research

#### Development of the Models of Practice

Current autism research was used to generate the two practice models, which were then validated through online surveys by a small group of autism experts and a large group of Australian teachers. These data were scrutinised to produce the EY model comprising 29 practices and the MY model comprising 36 practices.

#### Trialling of the Models of Practice

Each MoP was trialled by mainstream teachers in metropolitan, regional, and rural locations across NSW, QLD and Vic. Data were collected from teachers using an online survey and phone interview prior to, and at the end of, an 8-week trial period to evaluate each MoP and its practices.

### What did we find?

#### Key findings

- Engaging with the MoPs improved the knowledge and confidence in mainstream teachers of students on the autism spectrum.
- Early career teachers found the MoPs to be particularly useful.

#### Main strengths of the MoPs

- MoPs are well laid out and easy to understand

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### What did we find?



#### Main strengths of the MoPs

- Accompanying practice briefs provide relevant and comprehensive information and resources
- MoPs are useful planning and reflective tools
- MoP are valuable resources for early career teachers
- MoPs have applicability to whole class.



#### Barriers to engaging with the MoPs

- Not sufficient time to use the MoPs in classrooms
- Lack of support to assist teachers engage with the MoPs
- Some experienced teachers were less likely to engage with the MoPs



### Who did the research?



#### Acknowledgments

Special thanks go to all the participating schools and teachers

### Find out more

Download the full report and executive summary on the Autism CRC website: [autismcrc.com.au/reports/MoP](https://autismcrc.com.au/reports/MoP)

You can contact the researchers about this research via the Research Team at: [research@autismspectrum.org.au](mailto:research@autismspectrum.org.au)