

Middle Years Behaviour Support Project



Background

Educators can experience challenges effectively meeting the more unique and complex needs of students on the autism spectrum within inclusive contexts. For teachers in rural and remote communities the geographical isolation and lack of professional learning opportunities can further exacerbate these challenges.

This project built on previous Autism CRC research findings from the Australian Educational Needs Analysis and the Early Years Behaviour Support Project (EYBSP).



Aim

- Identify factors influencing students on the autism spectrum in moving from mainstream to more alternate school placements in the middle years of schooling
- Extend the use of a TCC approach previously trialled by Autism CRC



How we did the research

The project was completed across two phases:

- **Phase 1:**
Involved a national survey and selected follow up interviews of parents, educators, and students on the spectrum in alternate and mainstream educational settings.
- **Phase 2:**
Involved the provision of a TCC approach to five regional, rural, and remote education settings in Queensland (QLD) and New South Wales (NSW).



Who took part

187

individuals participated in the Phase 1 survey

49

completed a follow-up interview

5

schools (4 in QLD and 1 in NSW) took part in Phase 2 of the study.

Interviews were completed with educators, parents, and Tele-Classroom Consultation (TCC) support team members at the pre-implementation and/or post-implementation phase depending on their availability.

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What we found

To be truly inclusive and support the more complex needs that many students on the spectrum experience, strategies need to go beyond the traditional focus on support for academic learning and assessment to support that:

-  is strengths and special interest based
-  is flexible in delivery, pacing and adjustments
-  is needs responsive
-  helps navigate and manage the social elements of the environment
-  nurtures executive function skills
-  acknowledges social emotional wellbeing and mental health
-  minimises environmental barriers
-  focuses on maximising success
-  promotes a sense of connection and belonging
-  supports transitions
-  supports the more complex learning profiles some learners on the spectrum experience.



What this means

- Ongoing professional learning, specialist support, time, funding, and resources need to be available to support our educators in contextually fit ways and delivered in innovative, ongoing, cost effective, time efficient ways (e.g., TCC approach).
- For educators to successfully promote wellbeing, a sense of belonging, and academic success in our learners, they need to be supported with their own wellbeing and sense of belonging in the school environment. Educators also need adequate support to address the more complex needs many learners experience within educational contexts.



Who did the research



Acknowledgments

Participants who took their time to be involved in this research

Find out more

Download the final report and executive summary on the Autism CRC website: autismcrc.com.au/reports/MYBSP