Case Studies – selection of Life Skills outcomes

Some cases are presented to assist schools in identifying students who should be following Life Skills in one or more subjects.

## Case study 1 - Sam

Student, Sam, is male in Year 7 – 13 years old

He has a diagnosed mild intellectual disability

Sam is quiet and withdrawn and can easily remain unidentified in an active classroom

Sam has been in a regular class throughout his school life.

The primary school made adjustments to learning to assist Sam to manage in the classroom and Sam was assessed on stage appropriate outcomes.

However, Sam has struggled since entering high school.

He gets confused about his timetable and is often late for class and often has the wrong books and or equipment.

He misses the support he received from his teacher in primary school.

He prefers not to ask for assistance as he does not want to draw any attention to himself.

Sam starts to fall behind in his work and fails most assessment tasks.

Sam complains of being sick to his parents and often requests to stay home from school.

Sam is referred to the school’s learning support team. The LAST teacher assesses Sam’s needs and supports the implementation of adjustments in the classroom. The LAST teacher sets up a visual timetable for Sam.

With support at school, Sam’s reluctance to attend school diminishes but he continues to have significant difficulties with Mathematics and Science even with adjustments and support.

The LST recommends that Life Skills outcomes in Mathematics and Science be considered for Sam. His parents are contacted and a meeting is set with Sam and his parents to discuss Life Skills outcomes in the two subjects. A personalised learning plan for Sam is developed and life skills outcomes are chosen.

The requirement of the BOS is that, at a minimum, more than one outcome is chosen from each KLA. As there is a diverse range in intellectual disability from severe intellectual disability to mild, students are required to achieve at least two outcomes in each KLA. Students with mild intellectual disability and or learning difficulty are likely meet several outcomes.

Sam’s performance in the other subjects are supported with appropriate adjustment s and is monitored in the event of possible selection of Life Skills outcomes beyond Science and Mathematics.

At the end of the year, Sam’s Mathematics teacher was able to identify that Sam **achieved the following Life Skills outcomes in Mathematics:**

|  |  |  |  |
| --- | --- | --- | --- |
| Achieved | |  | Mathematics Life Skills outcomes |
| Independently | With support |  |  |
|  | ✓ | MLS.7 | Estimates and measures temperature. |
|  | ✓ | MLS.8 | Estimates and measures length and distance. |
| ✓ |  | MLS.9 | Estimates and measures capacity |
|  | ✓ | MLS.10 | Estimates and measures mass. |
|  | ✓ | MLS.11 | Estimates and measures area |
| ✓ |  | SGLS.1 | Matches and sorts three-dimensional objects. |
| ✓ |  | SGLS.2 | Matches and sorts two-dimensional shapes |
|  | ✓ | SGLS.4 | Responds to the language of position. |
|  | ✓ | SGLS.5 | Uses the language of position in a variety of situations |
| ✓ |  | SGLS.6 | Uses simple maps and plans. |
| ✓ |  | WMLS.1 | Asks questions about mathematics |
|  | ✓ | WMLS.2 | Uses a range of strategies in solving problems. |
|  | ✓ | WMLS.3 | Responds to and uses mathematical language in everyday situations |
|  | ✓ | WMLS.5 | Links their mathematical experiences to everyday life. |
| ✓ |  | NLS.2 | Counts objects. |
| ✓ |  | NLS.3 | Recognises and responds to ordinal terms |
|  | ✓ | NLS.4 | Counts and reads, orders and records numbers. |
|  | ✓ | NLS.5 | Recognises fractions in everyday contexts |
|  | ✓ | NLS.6 | Uses fractions in everyday contexts. |
|  | ✓ | NLS.8 | Uses percentages in everyday contexts. |
|  | ✓ | NLS.9 | Uses strategies for addition and subtraction. |
| ✓ |  | NLS.11 | Recognises and matches coins and notes. |
| ✓ |  | NLS.12 | Reads and writes amounts of money |
| ✓ |  | NLS.13 | Uses money to purchase goods and services |
|  | ✓ | NLS.14 | Estimates and calculates with money. |
|  | ✓ | NLS.15 | Plans personal finances. |
|  | ✓ | NLS.16 | Recognises and describes the elements of chance in everyday events. |
| ✓ |  | PALS.1 | Recognises repeating patterns. |
|  | ✓ | PALS.2 | Recognises and continues number patterns |
|  | ✓ | DLS.2 | Gathers, organises and displays data. |
|  | ✓ | MLS.1 | Matches familiar activities with timeframes |
| ✓ |  | MLS.2 | Recognises and uses the language of time. |
| ✓ |  | MLS.3 | Reads and interprets time in a variety of situations. |
|  | ✓ | MLS.4 | Organises personal time and manages scheduled activities. |
|  | ✓ | MLS.5 | Responds to the language of measurement in everyday contexts. |
|  | ✓ | MLS.6 | Uses the language of measurement in everyday contexts. |

Sam was unable to achieve all Mathematics Life Skills outcomes. He was able to achieve some outcomes independently and some with support.

Sam’s teacher was able to assess Sam over a period of time using informal and forma l means of assessment. Sam was not required to sit for mainstream assessment tasks.

Sam was able to **achieve the following Science life skills outcomes**

|  |  |  |  |
| --- | --- | --- | --- |
| Independently | With Support | Science Life Skills Outcomes 7 -10 | |
|  |  | LS.1 | Recognises some scientific developments that have changed our world. |
| ✓ |  | LS.2 | Recognises that the process of science involves conducting investigations. |
|  | ✓ | LS.3 | Explores the influence of science on our daily lives. |
|  | ✓ | LS.5 | Investigates a current issue in science. |
| ✓ |  | LS.6 | Recognises some forms and sources of energy. |
|  | ✓ | LS.7 | Explores the ways that energy is used in our daily lives. |
|  | ✓ | LS.9 | Recognises characteristics of and changes in living things. |
| ✓ |  | LS.10 | Identifies some features of the Earth. |
|  | ✓ | LS.11 | Recognises some features of the solar system and beyond. |
| ✓ |  | LS.12 | Observes a range of physical interactions. |
| ✓ |  | LS.13 | Observes a range of chemical interactions. |
|  | ✓ | LS.15 | Explores the impact of human activity on the Earth’s resources. |
| ✓ |  | LS.17 | Participates in the development of a plan to carry out an investigation. |
| ✓ |  | LS.18 | Participates in an investigation. |
|  | ✓ | LS.21 | Undertakes a variety of team and individual tasks |

## Advantages for Sam:

* Sam participated in class with his peers
* The objectives of the KLA remains the same for all students
* Teacher was able to identify outcomes that were matched to Sam’s ability level and Sam met the requirement of at least two outcomes in the KLA
* Sam had assessment tasks that were similar to his peers but at an appropriate level for success
* Class teacher was able to report on outcomes with ease indicating whether Sam met outcomes independently or with support
* The Record of School Achievement will reflect the outcomes achieved by Sam
* At the end of Year 12, Sam will receive a HSC Testamur like his peers
* School orchestrated opportunities for success and in turn Sam benefited from feelings of achievement.
* Sam’s report was positive.

# Case study 2

Samantha – Year 12 student

Samantha has a **severe intellectual disability**

When Samantha first enrolled in her local comprehensive high school, some staff felt that it was not the right placement for her.

When Samantha was in Year 7 the learning support team met with Samantha and her family to discuss Life Skills options in some or all of her subjects.

Samantha’s primary school program indicated that outcomes from previous Stages were selected for Samantha in all KLAs

Samantha’s parents agreed that it would be difficult for Samantha to achieve success following regular outcomes in the KLAs.

Samantha’s parents were advised that Samantha would follow the same pattern of study as her peers but that the outcomes for Samantha would be life skills outcomes.

The learning support team worked collaboratively with Samantha’s parents and her teachers to select at least two outcomes from each of her subjects in Years 7 -10.

At the end of Year 10 she received her record of school achievement for 7-10.

Samantha achieved the following outcomes in the **KLAs 7 -10:**

**English**

|  |  |  |  |
| --- | --- | --- | --- |
| **Independently** | **With Support** | **English Life Skills Outcomes 7 -10** | |
| ✓ |  | ENLS.1A | Listens and responds in familiar contexts |
| ✓ |  | ENLS.2A | Communicates for a variety of purposes, audiences and contexts. |
|  | ✓ | ENLS-3A | Selects and uses language to communicate according to purpose, audience and context. |
|  | ✓ | ENLS.4A | Views and responds to a range of visual texts, media and multimedia. |
|  | ✓ | ENLS.5A | Recognises and uses visual texts, media and multimedia for a variety of purposes, audiences and contexts. |
|  | ✓ | ENLS-9A | Composes texts for a variety of purposes and audiences |

**Mathematics**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Achieved | | |  | Mathematics Life Skills outcomes 7-10 |
| Independently | With support | |  |  |
| ✓ | |  | MALS-5NA | MALS-4NA recognises language used to represent number |
| ✓ | |  | MALS-5NA | counts in familiar contexts |
|  | | ✓ | MALS-6NA | reads and represents numbers |
|  | | ✓ | MALS-7NA | compares and orders numbers. |
|  | | ✓ | MALS-8NA | recognises and compares fractions in everyday contexts |
|  | | ✓ | MALS-10NA | selects and uses strategies for addition and subtraction |
|  | | ✓ | MALS-12NA | recognises and matches coins and notes |
|  | | ✓ | MALS-13NA | compares and orders coins and notes |
|  | | ✓ | MALS-14NA | reads and writes amounts of money |
|  | | ✓ | MALS-16NA | makes informed decisions about purchasing goods and services |
|  | | ✓ | MALS-20MG | recognises time in familiar contexts |
| ✓ | |  | MALS-21 MG | recognises and relates time in a range of contexts |
|  | | ✓ | MALS-26MG | recognises and uses units to estimate and measure length |
|  | | ✓ | LS-30MG | recognises, matches and sorts three-dimensional objects and/or two-dimensional shapes |
|  | | ✓ | MALS-36SP | gathers, organises and displays data |

**Science**

|  |  |  |  |
| --- | --- | --- | --- |
| Independently | With Support | **Science Life Skills Outcomes 7 -10** | |
| ✓ |  | SCLS-3VA | SCLS-3VA demonstrates a willingness to engage with science-related issues relevant to their lives |
| ✓ |  | SCLS-5WS | participates in planning to investigate questions or problems |
| ✓ |  | SCLS-6WS | participates in an investigation by following a sequence |
|  | ✓ | SCLS-7WS | collects, records and interprets data and information. |
|  | ✓ | SCLS-11PW | identifies various forms and sources of energy and their uses |
|  | ✓ | SCLS-12PW | investigates ways to use energy responsibly |
|  | ✓ | SCLS-13ES | identifies features of the Earth |
|  | ✓ | SCLS-17LW | recognises features of living and non-living things |
|  | ✓ | S-24CW | investigates a variety of chemical changes |

**History**

|  |  |  |  |
| --- | --- | --- | --- |
| Independently | With Support | **History Life Skills Outcomes 7 -10** | |
|  | ✓ | HTLS-1 | Recognises personal connections to history. |
| ✓ |  | HTLS-2 | Demonstrates an understanding of time and chronology. |
| ✓ |  | HTLS-3 | Investigates how people lived in various societies from the past. |
|  | ✓ | HTLS-4 | Explores the features of a particular society or time. |
|  | ✓ | HTLS-5 | recognises the significance of people and events in the past |
|  | ✓ | HTLS-6 | explores the significance of changes and developments in the past |
|  | ✓ | HTLS-7 | recognises a variety of historical sources |
|  | ✓ | HTLS-9 | recognises different perspectives of people, events and issues |
|  | ✓ | HTLS-10 | uses a variety of strategies to locate and select information for an historical investigation |
|  | ✓ | HTLS-11 | uses historical terms to describe the past |

**Geography**

|  |  |  |  |
| --- | --- | --- | --- |
| Independently | With Support | **Geography Life Skills Outcomes 7 -10** | |
| ✓ |  | LS.1 | Experiences a range of environments. |
| ✓ |  | LS.2 | Moves around in the environment. |
|  | ✓ | LS.3 | Recognises the features of a range of environments. |
|  | ✓ | LS.6 | Investigates environmental issues and challenges. |
|  | ✓ | LS.7 | Explores the diversity of Australian communities. |
|  | ✓ | LS.8 | Recognises different perspectives about events and issues. |
|  | ✓ | LS.11 | Uses a variety of strategies to locate and select information. |
|  | ✓ | LS.12 | Uses a variety of strategies to organise and communicate information. |

**Visual Arts**

|  |  |  |  |
| --- | --- | --- | --- |
| Independently | With Support | **Visual Arts Life Skills Outcomes 7 -10** | |
| ✓ |  | LS.1 | Experiences a variety of artmaking activities |
| ✓ |  | LS.2 | Explores a variety of materials, techniques and processes |
|  | ✓ | LS.3 | Explores the function of a variety of artists and audiences |
|  | ✓ | LS.4 | Explores the ways in which experiences of the world can be communicated in artworks |
|  | ✓ | LS.6 | Makes a variety of artworks that reflect experiences, responses or a point of view |
|  | ✓ | LS.7 | Explores how ideas and interests in the world can be represented in their artmaking |
|  |  | LS.9 | Uses a range of materials, techniques and processes to make artworks |

**PD/H/PE**

|  |  |  |  |
| --- | --- | --- | --- |
| Independently | With Support | **PDHPE Life Skills Outcomes 7 -10** | |
|  | ✓ | LS.1 | Recognises the personal characteristics and needs that make them similar to others yet unique. |
|  | ✓ | LS.2 | Manages the physical changes associated with adolescence. |
| ✓ |  | LS.5 | Uses appropriate behaviours in social situations. |
| ✓ |  | LS.8 | Demonstrates a range of movement skills across environments. |
| ✓ |  | LS.9 | Participates in a range of physical activities. |
|  | ✓ | LS.12 | Makes healthy nutritional choices. |
|  | ✓ | LS.13 | Demonstrates appropriate behaviours associated with eating and drinking. |
|  | ✓ | LS.15 | Undertakes personal hygiene and grooming. |
|  | ✓ | LS.16 | Demonstrates an understanding of issues associated with sexuality. |
|  | ✓ | LS.21 | Uses appropriate communication strategies in a variety of contexts. |
|  | ✓ | LS.22 | Uses appropriate strategies in response to at-risk situations. |
| ✓ |  | LS.23 | Supports and cooperates with others in a range of activities. |
|  | ✓ | LS.25 | Engages in practices that promote health and safety. |

**Music**

|  |  |  |  |
| --- | --- | --- | --- |
| Independently | With Support | **Music Life Skills Outcomes 7 -10** | |
| ✓ |  | LS.1 | Uses movement, vocalisation or instruments to respond to a range of music. |
| ✓ |  | LS.2 | Vocalises, sings or plays an instrument. |
| ✓ |  | LS.3 | Vocalises, sings or plays an instrument as part of a group. |
|  | ✓ | LS.4 | Experiments in making musical sounds. |
|  | ✓ | LS.5 | Experiments in organising musical sounds. |
|  | ✓ | LS.7 | Experiences music from a variety of social, cultural and historical contexts. |
| ✓ |  | LS.8 | Communicates responses to a variety of music. |
| ✓ |  | LS.9 | Appreciates a variety of music. |
| ✓ |  | LS.10 | Engages in performing, composing and listening experiences for enjoyment. |

**Information and Software technology**

|  |  |  |  |
| --- | --- | --- | --- |
| Independently | With Support | **Information and Software Technology Life Skills Outcomes 7 -10** | |
|  | ✓ | LS1.1 | Uses information and software technology to participate in and manage their environment. |
| ✓ |  | LS1.2 | Uses a range of hardware. |
| ✓ |  | LS1.3 | Uses a range of software programs. |
|  | ✓ | LS5.3 | Uses a variety of techniques to present information and software technology solutions |

Samantha was able to demonstrate that she achieved a minimum of two outcomes independently per KLA in her Year 10 Record of Student Achievement.

Samantha was entered into the following courses for Preliminary and HSC Years:

* English Life Skills – Stage 6
* Mathematics Life Skills - Stage 6
* Personal Development/Health & PE Life Skills - Stage 6
* Science Life Skills - Stage 6
* Creative Arts Life Skills - Stage 6
* Work and the Community Life Skills - Stage 6

# Case Study 3

Jesse is in Year 9.

Jesse has severe learning difficulties and a history of failure at school and has poor literacy and numeracy skills

In spite of intensive reading programs, Jesse struggles with reading and avoids reading. Jesse is good at sports and loves music and creative arts.

His school has enrolled Jesse in Life Skills outcomes in English, Mathematics, Science , History and Geography. He follows the regular outcomes for PD/H/PE, Visual Arts and Music.

In year 8 following poor achievement in English, Mathematics, Science , History and Geography, the school’s learning and support team met with Jesse and his parents to discuss Jesse’s educational program and in particular the selection of life skills outcomes in in English, Mathematics, Science , History and Geography and the necessary adjustments required to support access to the regular outcomes in PD/H/PE, Visual Arts and Music.

The school followed the Board of Studies’ **Collaborative Planning process**, as follows:

*Collaborative curriculum planning is the process undertaken to determine the most appropriate curriculum options and adjustments for a student with special education needs.*

*This process usually involves a team of people who have significant knowledge and understanding of the student, including parents/carers, teachers, community service providers and the student themselves. Team members meet to design and implement an appropriate pattern of study for the student, considering curriculum options and goals to enable the student to meet curriculum requirements.*

*When making decisions about curriculum options it is important to consider:*

* *the student’s learning needs, strengths, goals and interests*
* *the support and/or* [*adjustments*](http://syllabus.bos.nsw.edu.au/adjustments/) *that may be necessary for the student to fully access the curriculum*
* *the transition needs of the student between stages of schooling.*

*Through the collaborative curriculum planning process, the following can be determined:*

* The outcomes and content most appropriate for the student in each key learning area
* The adjustments or support required for particular teaching, learning and assessment opportunities. *For example, scaffolds or visual organisers may be required to accompany multi-step or complex* instructions.
* The learning goals for the student.