



# ENDEAVOUR

FOUNDATION

Opportunities for people with a disability

## Education, Learning and Development Services

**Choice, Control & Confidence: Adults with intellectual disabilities experience literacy success in a post-school learning environment.**

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*Endeavour Foundation's post-school education programs provide adults with Down syndrome and other intellectual disabilities the opportunity to continue their learning in a specialised teaching environment. Using pedagogical methods that promote choice and control, students are able to experience genuine literacy success, building their confidence and encouraging them to take risks in their writing and learning. A demonstration of particular activities and teaching strategies will highlight success experienced in these programs. The presentation also aims to challenge the limited post-school literacy opportunities for adults with intellectual disabilities, encouraging education institutions, employers and the wider community to consider expanding their products, services and activities to include people with disabilities.*

# OVERVIEW

- Education, Learning and Development Services (ELDS)
- Our education philosophy
- Curriculum:
  - Projects
  - Skill builders
  - Teaching techniques
- Results
- Future directions
- Questions



# The disability sector

- A brief history
- Where we are today
- Moving toward NDIS
- Education, learning & NDIS



# Intellectual disabilities

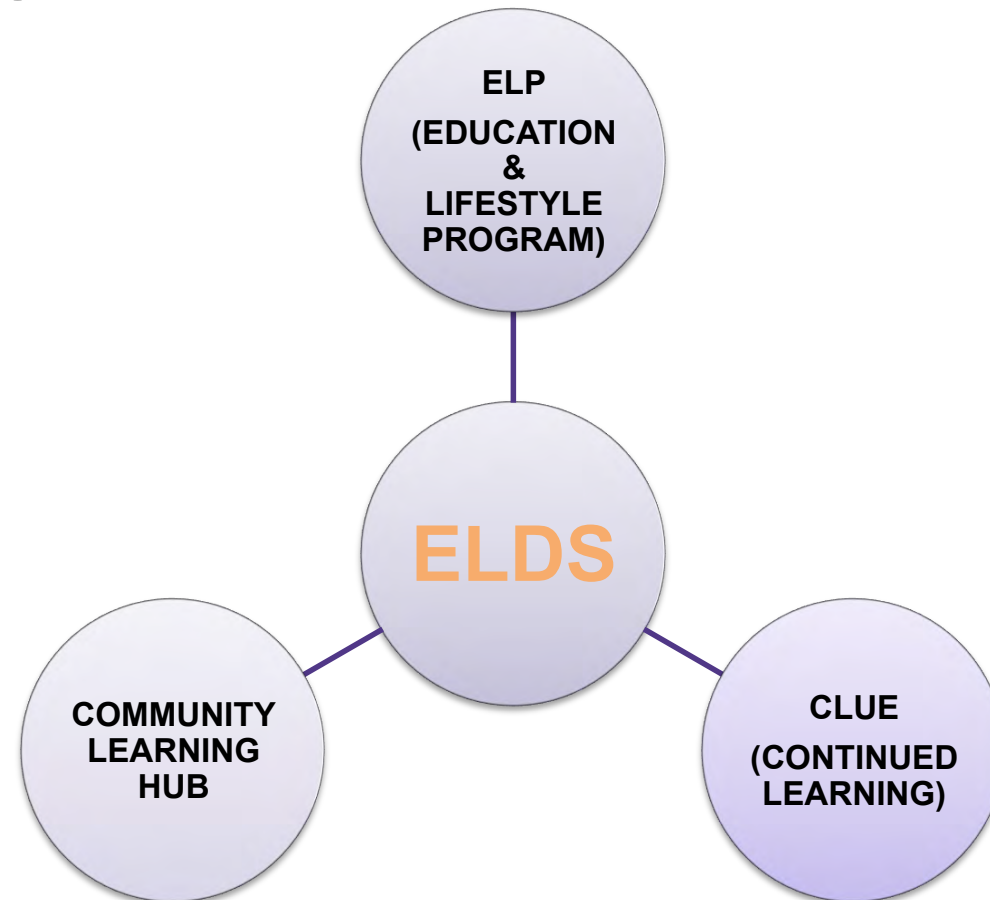
Down syndrome

Generalised intellectual impairments (IQ <70)

Global developmental delays

Areas of strength	Areas of difficulty
Resilience	Expressive language difficulties
Narrative	Comprehension difficulties
Socialisation	Difficulties with self-awareness
Learning daily living skills	Audio-visual working memory deficits
Ability to keep learning	Difficulties with syntax and vocabulary
Sense of humour	Structural differences
Receptive language	

# Education, Learning and Development Services





# Our values

- Employing Universal Design for Learning principles
- Building confidence and self-awareness through choice
- Having high expectations
- Teaching applicable life skills
- Valuing the individual
- Providing age-appropriate instruction



# Curriculum - starting out

- Goal setting
- ACSF mapping





# Project work – “Life” project

I try to get to ELP on time. I leave for ELP at \_\_\_\_\_



ELP starts at \_\_\_\_\_



I get to ELP by...



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# Project work – NDIS readiness



# Skill builders

**Reading**  
Comprehension  
“I can’t see”  
Thematic sight words  
Reading aloud

**Oral communication**  
“How are you?”  
Visual analysis  
“I can’t remember”



**Writing**  
Self-editing  
Journaling  
Mud maps  
“Same work”

# Teaching techniques

Relating everything to the

Role plays

Students choose to participate

Short sentences

everyday lives

Chu Support & encourage

Immediate feedback

Count to 10



Use of visual reinforcements

Students say

accessing existing

Making content enjoyable – laughter = attention  
nice environment!

Being honest

Consistency and encouragement

Visual cue cards

# The students and their success

- Pride in their work
  - e.g. Having a desire to share their work with important people in their lives.
- Independent application of skills
  - e.g. e-mailing family members independently
- Transferring learning across environments
  - e.g. bringing things to class that relate to subject matter
- Talking in public
  - e.g. introducing themselves to others in the community.
- Taking risks
  - e.g. “I feel like I can get a job now.”
- Mentoring program

# Staff.....

“I have found that giving students encouragement and being patient with them usually empowers them. Empowerment gives confidence and encourages the students to address challenges and not accept defeat – ‘I can’t do it’ belief. I see this happening in the 9am activities where the students ask me for the activities to be set at a higher level.”



# Parents

"....increased vocabulary in speech, enunciation, will look at you when speaking to you down at the floor as he tended to do during high school; he now has the confidence to go to shops, ask for service and liaise with the people serving him! He wouldn't touch the paper beforehand without someone being with him.....but now happily goes in stores, happy to go and buy himself a hotdog at the football....."

"He never would have been tape running alone"

".....how on earth do you get her to talk??"

"....her literacy continues to improve so much so that on a day to day basis she very rarely has difficulty with everyday reading."

"...she sends independently."

"....here (at Endeavour) he feels like he is going to college 'just like everyone else.'"

"....she

"I have seen an amazing improvement in confidence and language and understanding has improved in leaps and bounds."

# Future directions

- 2016 course offerings
  - Accredited courses
  - ASDAN curriculum
  - Co-design programs
- Work readiness
- Research
- Advocacy

# SUMMARY

- Education, Learning and Development Services (ELDs)
- Our education philosophy
- Curriculum:
  - Projects
  - Every day activities
  - Teaching techniques
- Results
- Future directions



# QUESTIONS

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*(As my slides are very light, please feel free to e-mail me with questions or to get a copy of the presentation.)*

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