

Building an Inclusive Culture - A Regional Perspective

Sonia Moyle

Program Coordinator – Inclusivity & Diversity

East Kimberley College



1

East Kimberley College – Context

- 1050 students K – 12
- Some students travel round trip up to 100kms each day by bus
- EKC has own bus service for students at Severe Risk
- 2019 – establishment of segregated hub
- 2020 – relocation of hub
- 50 students with DRS – 73 students Substantial or Extensive on NCCD
- Mixed reactions – some staff 'I can't teach those students; I don't have the training' through to 'what can I do to support this student' and everywhere in between



2

Drive for Inclusivity and Diversity

- Not just a “WA Push” – Dr Tony Butti Education Minister
- Not possible to implement ESC or special school infrastructure
- Inclusivity a focus for more than 2 years at EKC
- Multiple additional needs for student cohort across all phases of learning



3

Planning for Changes

- Administration mind-shift was first barrier
- Staff Mind-shift next hurdle
- Barriers to success: -
 - Resourcing – physical and human resources (including suitable spaces in the school, staffing, appropriate qualifications and experienced staff)
 - Limited external support (Therapist continuity, specialist medical staff for diagnosis)
 - Family collaboration – developing rapport, language barriers, reluctance to trust ‘authority’, transportation issues / missing appointments



4

Staffing and Training

- Identifying early adopters
- Defining champions of the change
- Small steps to training – information then application, mentoring/coaching, peer mentoring and optional information sessions



5

The 'Move'

- Coordinating physical relocation of resources
- Establishing new environments for students
- Proactive strategies to minimise stress and anxiety – both students and staff
- Setting Leadership to be '1 point of truth' with staff in attempt to maintain clear communication
- Managing staff expectations of role of new space
- Managing 'Scuttlebutt' amongst the staff



6

Transitioning

- Setting the environment
- Preparing the students
- Preparing the staff
- Contingency plans for quiet space for students to regulate
- Clear communication with families
- Slowly introduce new equipment and expectations for students



7

Physical Set Up of Space

- Dr Bruce Perry, MD, PhD – Neurosequential Model in Education - 3 r'S
- Clear expectations 'rules' for each space
- Clear communication to all staff in Homestead Block around any student using the space



8

Physical Set Up of Space

- Dr Bruce Perry – 3 r'S (as illustrated by Beaconhouse.org.uk)
- Clear expectations 'rules' for each space
- Clear communication to all staff in Homestead Block around any student using the space



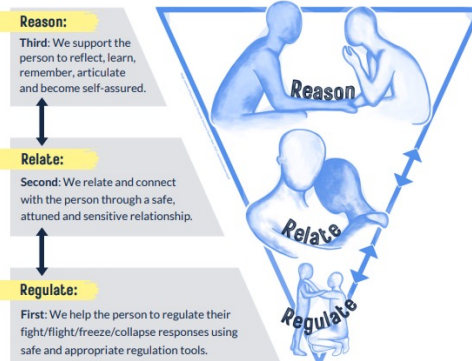
The Three R's



The Three R's: Reaching The Learning Brain

Dr Bruce Perry, a pioneering neuroscientist in the field of trauma, has shown us that to help a person who has experienced trauma to learn, think and reflect, we need to support them in a sequence which prioritises regulation first so that the brainstem can be calmed.

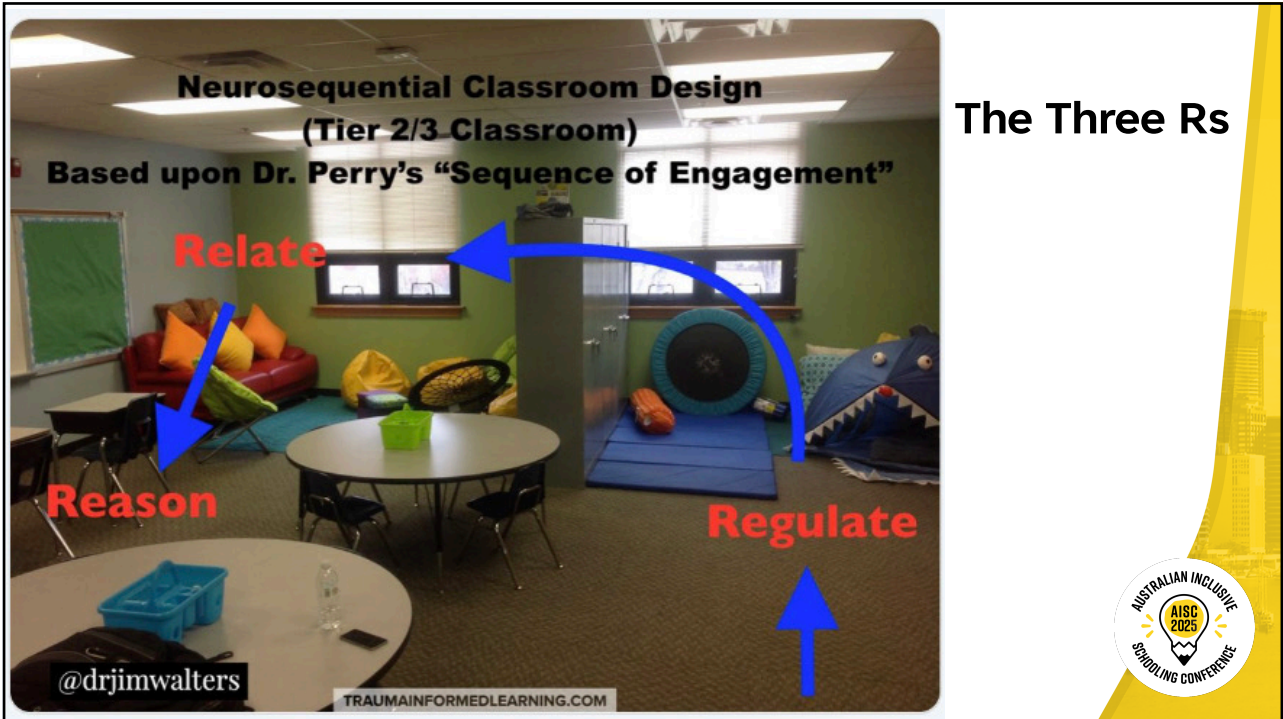
This sequence is not linear, you may need to travel back and forth between the different R's multiple times in one interaction.



Talking directly to the reasoning part of the brain without attending to the person's dysregulation will mean that their potential for learning and reflection is reduced or even blocked.

This image belongs and should be credited to: Beacon House Therapeutic Services & Trauma Team (2022) www.beaconhouse.org.uk





11

How to use the Chill Zones - The 3 R's

Regulate – Turtle Zone

When you are escalated, come out to the Turtle zone to slow down. When you have chilled, you can move to the Goanna Zone.

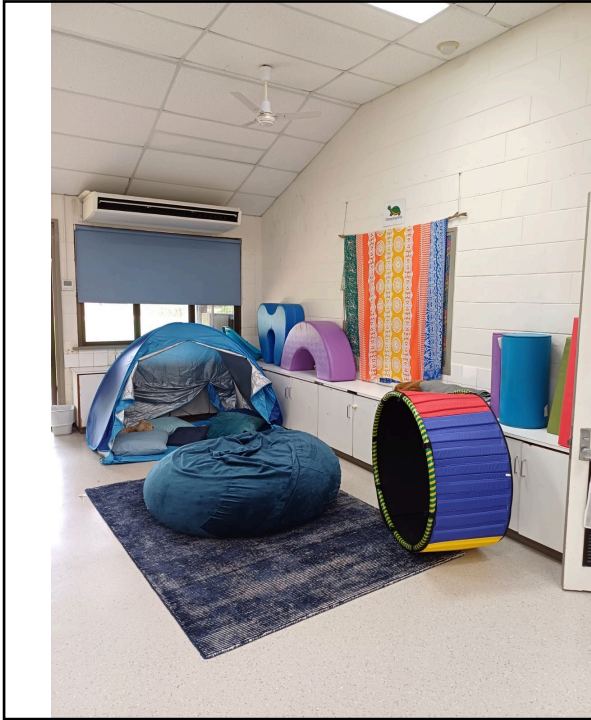
Relate – Goanna

When you are in the Goanna Zone, this is where you can talk to a trusted adult about what happened to make you escalated. They might tell you about when they get escalated, they might talk to you about how your situation can make them feel. You are allowed to feel upset/angry, this is normal.

Reason – Barra Zone

When you are calming down, you can move to the Barra Zone. In this area you might talk through what happened and what you could do next time you are faced with the same situation. If you are not ready to talk about it yet, you can do some independent work. This will show your trusted adult if you are ready to go back to class or if you need more time. You can have your chat about what to do next time at a later time, when you are fully calm and ready to talk.

12



Regulate

Gamarang Area

(Long necked turtle)

Regulate Space in EKC Homestead Space



13



Relate

Dawarrg Area

(Large River Goanna)

Relate Space in EKC Homestead Space



14



Reason

Jaliwang Areas (Barramundi)

Reason Space in EKC
Homestead Space



15

Outcomes

- Clear communication of the Win/Win/Win situation of having students included in their peers' classrooms'
- Students integrating in non-structured activities
- Students greeting each other
- Various progress with students from full integration to more regulation in space
- Increased attendance from all students
- Positive feedback from teachers and support staff regarding students in mainstream and specialist classes



16

Testimonial

Year 4 Teacher – Tyson had been a student in The Hub environment for 18 months prior to integrating to Year 4. In the beginning, I was apprehensive to have him in my classroom as it was a challenging class, I had very little understanding of disability and non-verbal students and I had limited space in my classroom. He settled in well, initially being in our classroom for morning circle and the end of the day goodbyes. After maybe 3 weeks, Tyson began waiting for the SNEA to leave the classroom and he'd lock the door, indicating he didn't need her support anymore. Tyson's inclusion in our Year 4 class prompted the other students to request that we all learn some Auslan signs so, we could better communicate throughout the day. Tyson finished the year fully integrated in the main classroom and all specialist classes, including joining in with our Faction Choir celebrations.



17

Testimonial

Year 3 Teacher – Jobe had attended the Hub environment since the completion of Pre-Primary. He is non-verbal, with ASD and suspected ADHD. He is a pocket rocket in the classroom. He loved coming into Year 3 although found it difficult to regulate enough to join in. We commenced Jobe's program by having him come to specialist classes in Music & Art as he loved these. He then joined for Physical Education and morning fitness. By the end of the year, Jobe was joining the class following Morning Fitness, as this heightened him so much, and then would return to the learning space for his individual education plan. He joined all our specialist classes and would say goodbye from our classroom also. With more strategies to manage Jobe's hyperactivity, we are planning for more integration throughout this year and moving forward.



18

Questions

Thank you for coming and if you would like more information on our project, both the pitfalls and the successes, please contact me at:

Sonia.Moyle@education.wa.edu.au



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