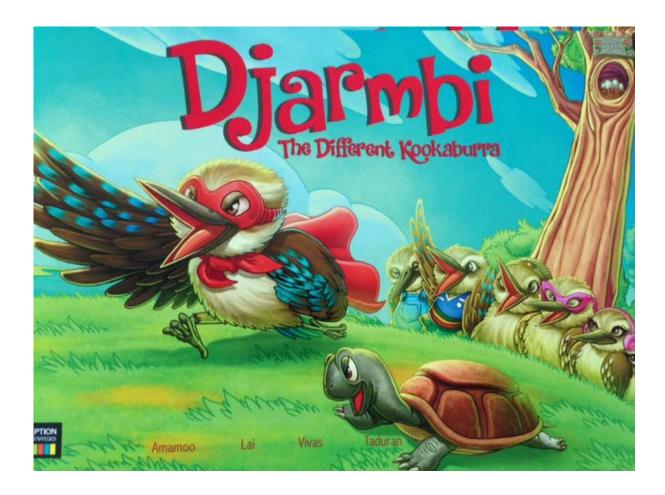
Teacher Resource Guide



Working together to support school-agec students on the autism spectrum



The Positive Partnerships initiative is funded by the Australian Government Department of Education and Training through the Helping Children with Autism Package and is delivered by Autism Spectrum Australia. The views expressed in this publication do not necessarily represent the views of the Australian Government or the Australian Government Department of Education and Training.



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Positive Partnerships acknowledges the Traditional Owners of Country throughout Australia. We embrace all opportunities to learn from them through their continuing connection to place and people. We value their strength, resilience and capacity and pay our respects to them; their rich and diverse cultures; and to the Elders, both past and present.

Aboriginal and Torres Strait Islander peoples should be aware that this publication may contain images, works or names of people who have since passed away.



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About us

Positive Partnerships develops up-to-date evidence based material and practical resources published online and delivered nationally through high quality training for teachers and other school staff, and workshops for parents and carers.

Since 2008 the Positive Partnerships initiatives have been funded by the Australian Government Department of Education and Training through the Australian Government's Helping Children with Autism package with the aim to improve the educational outcomes for students with autism spectrum disorder (ASD).

In 2012, during the second phase of the program, Positive Partnerships has been meeting with Co-ops, Elders and community members to find out the needs of Aboriginal communities. Workshop content, and additional resources, have then been collaboratively developed to meet these needs.

Positive Partnerships is delivered by the *Partnerships between Education and the Autism Community (PEAC)*. This is a national consortium comprising Autism Spectrum Australia (Aspect) as the lead agency, Autism Queensland, Autism SA and Flinders University SA.

For further information about the members of the PEAC consortium see:

www.positivepartnerships.com.au

www.autismspectrum.org.au

www.autismqld.com.au

www.autismsa.org.au

www.flinders.edu.au



What is autism spectrum disorder?

- Autism spectrum disorder (ASD) is also known as autism.
- Autism is a developmental disorder that occurs in both boys and girls across all cultures and communities.
- Autism affects how a person learns and how they interact with others and their surroundings.
- All people with autism are unique.

What are some of the characteristics of autism?

People with autism often have problems with communication skills, social situations, behaviour, coping with their environment and learning.

- **Communicating:** People with autism may have problems understanding others, talking about their own feelings, following instructions, or maintaining a conversation.
- **Socialising:** People with autism may like to play alone or may have problems making and keeping friends. They may not know how to join in a game or activity with others so they find social situations difficult.
- **Behaving:** People with autism may have problems behaving appropriately in certain situations and environments. They may dislike change, have a strong interest in one topic or repeat actions or movements over and over again.
- **Coping with the environment:** People with autism may have problems coping with noise, touch, certain smells, certain tastes, movement or people and objects around them.
- Learning: People with autism may find learning difficult at times due to problems with attention and concentration, planning and organisation, understanding what is expected and staying motivated.

People with autism have strengths and skills too so with regular, consistent support, progress can be made.

Visit the Positive Partnerships website for more information www.positivepartnerships.com.au



About Djarmbi: The Different Kookaburra storybook and app

The words 'disability' and 'autism' are not readily translated into traditional languages and, for many reasons, conversations about the impact of a child's autism spectrum disorder (ASD) diagnosis can be unfamiliar amongst many Aboriginal families and communities.

The storybook was written and developed in partnership with eleven representatives from the Aboriginal community of Shepparton, Victoria. The storybook is a resource for both parents and teachers. The story is set in the bush and based around a family of kookaburras. The storyline introduces the sensitive topic of 'difference' through the use of a bush animal that is indeed different to the rest of his community. Parents and teachers can share this story with children as a starting point to understanding difference. It is positive, insightful and engaging for young children in particular. Several additional Aboriginal communities from New South Wales and South Australia provided feedback and input around the final product to ensure that the cultural perspectives are both realistic and respectful.

The Djarmbi app is based on the storybook. It is a multi-level resource for families, schools and communities as it can be used for fun and enjoyment, learning and engagement or as an information resource. The app is interactive and colourful so it is particularly appealing to children. Throughout the app, characters and situations can be manipulated through the interactive component. The characters talk to each other, pose questions for reflection and provide an insight into the experience of being either a sibling, parent or grandparent of a child with diverse needs. The information layer allows users to click on the text box for a more detailed description of the characteristics displayed in the scene. Several Aboriginal communities and key representatives were involved in the reviewing and finalising of the app.

The app can be downloaded for free from iTunes (iPad only): https://itunes.apple.com/us/app/djarmbi/id933187130?ls=1&mt=8



What is a sensory story?

A sensory story is when you use a combination of text and objects that children can look at, touch, smell, listen to or taste to tell a story. By using all five senses the reading of the text becomes a whole sensory experience.

Below is a list of items you could collect to create a kit or bag so that *Djarmbi: The Different Kookaburra* can be read as a sensory story. A video showing a teacher reading *Djarmbi: The Different Kookaburra* as a sensory story can be viewed on the Positive Partnerships website: <u>www.positivepartnerships.com.au</u>.

Items for Sensory Bag		
1. Kookaburra puppet		
2. Goanna puppet		
3. Bark and gum leaves		
4. Feathers		
5. Plastic worms		
6. Plastic moths		
7. Headphones		
8. Football		
9. Recording of people cheering		
10. Recording of someone playing the didgeridoo		
11. Superhero cape		
12. Plastic eggs		
13. Spray bottle of salt water		
14. Shells and sand		
15. Cotton wool soaked in vinegar in a snap lock bag		
(for the bad smell)		



Orientation sample lesson plan

Lesson overview	Length of lesson			
The purpose of this lesson is to promote engagement by orientating the				
class to the storybook before it is read. Specific questions are utilised to				
encourage students to predict what the story is going to be about based on				
the book's title and cover. It also introduces students to any new	30 minutes			
words/phrases used in the book.				
N.B. Djarmbi is pronounced jarm-bee.				
National curriculum outcomes				
Foundation Yr. 1 Yr. 2 Yr. 3 Yr. 4	Yr. 5 Yr. 6			
ACELY1650 ACELY1660 ACELY1670 ACELY1680 ACELY1692 A	CELY1702 ACELY1713			
Resources				
- Copy of Djarmbi: The Different Kookaburra storybook				
Teaching and learning activities				
1. Explain to the class that you have a new book to read to them.				
2. Hold up the book and tell the students that the title of the book is Djarmbi: The Different				
Kookaburra.				
3. Ask the class the following question:				
- Have you heard of the name 'Djarmbi' before?				
4. Explain that 'Djarmbi' is an Aboriginal name and that there are a nur	mber of Aboriginal words used			
in the book. Show the class more examples from the book.				
5. Ask the class to look closely at the book's cover.				
6. Ask the class the following questions:	6. Ask the class the following questions:			
- Based on the picture on the cover what do you think this book is about?				
- Why do you think this?				
7. Explain to the class that the book is about being different.				
8. Ask the class the following questions:				
- Why do you think Djarmbi is different than the other kookaburras	\$?			
- What makes him look different?				
9. Explain to the class that Djarmbi looks different because he is wearing a cape like a superhero.				
10. Ask the class the following question:				
	7 Page			



- Who is your favourite superhero? Why?
- 11. Read the book to the class.

<u>Tip:</u> For your class to get the most out of the following lesson plans it is important that your students have a basic understanding of:

- autism,
- Aboriginal culture, and
- any unknown words/phrases in the book.

You may need to teach some of these concepts as part of this book orientation lesson.

Adjustments	Extension activity
For the younger years, or for students that require	For the older years, or for students that require an
adjustments, focus on only step 5 and 6 of the	extension activity, you could ask students to write
lesson plan. Also, instead of verbally asking	their own story titled Djarmbi: the Different
students what they think the book is about you	Kookaburra based on their predications before step
could:	11 of the lesson plan.
- have visuals of some different options and	
ask students to pick the visual that best	
matches what they think the story is about,	
and/or	
 ask students to draw their response. 	



Lower primary sample lesson plan

Lesson overview	Length of lesson		
The purpose of this lesson is to explore the 5 senses through the use of			
descriptive book language and visual cues. It explores the notion that some			
people experience their sensory world in unique ways, especially children	30-45mins		
with autism. The lesson looks at the way Djarmbi smells, feels, tastes, hears			
and sees things around him differently.			
National curriculum outcomes			
Foundation Yr. 1 Yr. 2			
ACELT1783 ACELT1582 ACELA1469			
Resources			
- Copy of Djarmbi: The Different Kookaburra storybook			
 A poster of the 5 senses or picture symbol cards (optional) 			
 Sensory bag (see page 5) 			
N.B. When you see this symbol [) it is indicating that the item can be found in the sensory bag. The			
number corresponds to the number of the item needed.			
Teaching and learning activities			
1. Begin lesson by asking the children to tell you what our 5 senses are a	and list them on the board.		
Here you could either refer to a poster or picture symbol cards.			
2. Explain that you would like the class to listen to the story again, but this time watch and listen out			
for when a character in the story is using one of their 5 senses. Say, '	'l want you to tell me when		
you hear words that describe the way someone in the story is tasting,	hearing, seeing, smelling or		
touching something. Look for picture clues too!"			
3. If the children don't find or pick out the following book language/ descriptions or notice what is			
happening in the matching pictures on each of the following pages, us	e prompts or clues to		
support them:			
✤ p1 TASTE 5.			
Jacinta is feeding Djarmbi with a bardi. Mum says, "You know Djarmbi's v	ery fussy. We have to give		
him the bardi's this way or he could get very testy."			
	9 Page		



Ask the class – Why might Djarmbi get 'testy'? What does testy mean? Do you know anyone 0 that gets angry or upset about food or has fussy taste buds? Explain that some children with autism can have a fussy sense of taste.

89 p2 HEARING

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Working together to support school-aged students on the autism spectrum

Djarmbi puts headphones on because all the cheering hurts Djarmbi's ears and made him feel distressed. It changed his mood.

• Ask the class – What sounds can make your ears hurt? How did Pretty help Djarmbi? Do you know anyone with very sensitive hearing?

Explain that some children with autism can feel stressed when there are too many sounds or loud or unfamiliar sounds around them.

✤ p4 SIGHT



Rueben loves the sight of Bogong Moths, his 'eye's pop wide'. Djarmbi faces the other way so he can't see them.

o Ask the class – What does 'eye's pop wide' mean? Why did Djarmbi not want to look at the Bogongs?

p8 SMELL



Djarmbi smells something really rotten. He has 'a sense of smell like the chefs from Italy'.

 Ask the students – What does this statement mean? Who has a really good sense of smell? Do you know anyone that is sensitive to smells?

Explain that some children with autism have a strong sense of smell or sometimes a weaker sense of smell.

✤ pp.9-10 TOUCH

15, 3, 4, 12 &14.

Explore the incident with the lizard (scaly face) – What would this feel like? Discuss the lovely descriptive language used in the book; 'Stan fell off like he'd been struck by lightning' and he 'fell, like lead to the ground'.

Adjustments	Extension activity
Have students use hand held picture cards for	Ask students to draw a table with three columns.
each of the five senses – as you move through the	Students write the 5 senses in the left hand column
story ask them to hold up the card that matches the	and in the other columns write the questions 'What
sense being discussed.	did Djarmbi find difficult?' and 'What helped him?'



Upper primary sample lesson plan

This lesson focuses on gaining an understanding of Aboriginal and Torres Strait Islander culture. Students then explore their own culture and through various activities identify and look for similarities and differences. During this lesson students will gain a respect for diversity and difference in society. 30-45 mins National curriculum outcomes Yr. 3 Yr. 4 Yr. 5 Yr. 6 ACHCS010 ACHCS021 ACPPS060 ACELT1613 Resources Copy of Djarmbi: The Different Kookaburra storybook Sensory bag (see page 5) Maps of the country (Australian and Aboriginal) Internet and computer access N.B. When you see this symbol is indicating that the item can be found in the sensory bag. The number corresponds to the number of the item needed. Teaching and learning activities 1 Read Djarmbi: The Different Kookaburra to the class. 2 Compare a map of Aboriginal Australia (http://www.abc.net.au/indigenous/map/), which details all the country and language groups of the Aboriginal and Torres Strait Islander peoples, to the Australian map of the states and territories. 3 On the map show the class the community where the storybook was developed (Shepparton, Uctoria).	Lesso	on overview					Length of lesson
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8. Ask students to use the internet to research the Aboriginal culture of the area where they live, e.g.	7.	Ask the class to br	eak up into g	roups of 4.			
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name, animals, people, landscape, traditions etc. Ask students to identify similarities and differences and to then come up with a statement that celebrates diversity.

9. Ask each group to feedback their research to the class.

Adjustments	Extension activity
For the younger years, or for students that require	For the older years:
adjustments:	- An older student can read the book to the
 Use visual role cards so students 	class.
understand how to work in group work.	- Students can use the internet or local
- Create a template to scaffold the research	newspapers to find stories relating to
component of the lesson plan	cultural diversity and respect.



Other lesson ideas

- Invite an individual with autism to share with the class what autism means to them.
- Read a book about autism to the class (see resource list).
- Plan an activity to celebrate World Autism Awareness Day on 02nd April.
- Talk about how everyone has different strengths and weaknesses and how each person is unique. Stand in a circle and throw a ball around the room. Every time someone catches the ball they complete the following sentence: I am really good at..., but not so good at....
- Talk about how people with autism often interpret language literally. Have students draw the literal interpretation of selected idioms before then drawing the real meaning of the idiom.
- Sometimes children with autism have difficulty making friends. Role play different ways you can help someone make a friend/join in a game.
- Many children with autism have difficulty with certain smells, tastes, sounds, textures and sights. Bring in examples of each, e.g. for smell have a bad smell and a pleasant smell. Discuss what we like or don't like and what we can do if we don't like something (i.e. wear headphones if there is a loud noise).
- Ask the class how do they think autism would affect other family members such as brothers and sisters?' After reading *Djarmbi: The Different Kookaburra* ask the class to identify how Djarmbi's sister and brother felt throughout the story (using pictures or words).
- As a class celebrate everyone's differences and strengths by doing an art activity where each student draws an outline of their portrait. Portraits are then passed around and everyone adds a word to the art that describes the person's strengths/interests. Display portraits around the room under the heading 'We celebrate differences'.
- Some of the words in *Djarmbi: The Different Kookaburra* are written in an Aboriginal language. Research as a class the local Aboriginal language in your area and learn some new words.
- Invite an Elder or member of the local Aboriginal community to come and share with the class about their culture.
- *Djarmbi: The Different Kookaburra* uses rhyming in its storytelling. As a class discuss what a rhyming word is and play a game to see how many rhyming words can be found in the book.



- Students take turns taking Djarmbi home with them for a night/weekend (using the kookaburra puppet from the sensory bag). Students then share with the class how they introduced Djarmbi to their family and what activities they did together. You could have a class scrapbook that students can add photos, drawings or writing to to help them share Djarmbi's adventures with the class.
- Teach a lesson based on feelings, focusing on the feelings from selected pages. For example the page where Djarmbi's Pop is teaching him traditional music and/or the page where Mum is feeding the kids. Ask students how Djarmbi would be feeling? How are his siblings feeling? Students can then draw or tell a story about their family doing something together that they enjoy.



Resource list

Picture books

- Bishop, B. (2002). My friend with autism. Arlington, TX: Future Horizons
- Davies, J. (1993). Children with autism: A booklet for brothers and sisters.
 Nottingham: University of Nottingham
- Gorrod, L. (1997). My brother is different. London: National Autistic Society
- Hoopmann, K. (2006). All cats have Asperger syndrome. London: Jessica Kingsley Publishers
- Kingston, S. (2004). My brother Ben. Australia: Book in Hand
- Santomauro, J. (2001). What does it mean to have autism? London: Heinemann
- Veenendall, J. (2009). Why does Izzy cover her ears? Dealing with sensory overload.
 Shawnee Mission, KS: Autism Asperger Publishing Co.

Books for older readers

- Goetze, J. (2000). Dolphins dance. Victoria: Black Dog Books.
- Hames, A. & McCaffrey, M. (2005). Kristy and the secret of Susan. New York: Scholastic.
- Vinall, J. (2001). Is a teabag funny? ACT: Ginninderra Press.
- Welton, J. (2005). Adam's alternative sports day: An Asperger story. London: Jessica Kingsley Publishers.
- Welton, J. (2004). Can I tell you about Asperger syndrome? London: Jessica Kingsley Publishers.
- Werlin. J. (2004). Are you alone on purpose? Boston: Houghton Mifflin.





Positive Partnerships would like to thank Inception Strategies and the team from Rumbalara Aboriginal Cooperative who helped us to develop this wonderful Indigenous children's storybook about autism called *Djarmbi: The Different Kookaburra*.