Model of Practice: Early years
Quick reference guide

What is a Model of Practice?
A Model of Practice is an organisational framework made up of evidence-informed practices.
Each practice is accompanied by a brief that helps teachers to implement the practice in their classrooms.
The early years Model of Practice supports teachers in making decisions about their everyday classroom practice with students on the autism spectrum as the students move through Prep/kindergarten and into Year 1.
The Model of Practice uses the organisers:
• Belonging
• Being
• Becoming.

Why were the practices chosen?
The research team evaluated the research and practice evidence underpinning each of the practices in the early years Model of Practice.
The practices were then validated by:
• educators with expertise in autism and education
• 101 Australian educators who were asked to consider whether the practices were practical and evidence-informed.

Which practices did teachers use most often?
The practices that were adopted most often by the 38 teachers in the trial included:
Belonging
• schedules
• transitions
• routines
Being
• problem-solving
• self-regulation
• friendship skills
Becoming
• self-help skills
• formative assessment.
## Model of Practice: Early years

<table>
<thead>
<tr>
<th>Belonging</th>
<th>Being</th>
<th>Becoming</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interact with every student</td>
<td>Engage with students</td>
<td>Assess student knowledge</td>
</tr>
<tr>
<td>Provide feedback on learning and behaviour</td>
<td>Model positive interactions</td>
<td>Provide systematic instruction</td>
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<tr>
<td>Actively supervise class</td>
<td>Teach friendship skills</td>
<td>Monitor student learning</td>
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<tr>
<td>Provide an accessible classroom</td>
<td>Model emotional literacy</td>
<td>Assess student learning outcomes</td>
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<tr>
<td>Provide an organised classroom</td>
<td>Teach self-regulation</td>
<td>Teach self-help skills</td>
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<tr>
<td>Give clear directions</td>
<td>Teach social problem-solving</td>
<td>Teach communication skills</td>
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<tr>
<td>Reinforce classroom rules</td>
<td>Use peer-mediated instruction</td>
<td>Teach speaking and listening skills</td>
</tr>
<tr>
<td>Consistently use routines</td>
<td>Conduct an ABC analysis</td>
<td>Teach reading</td>
</tr>
<tr>
<td>Consistently use schedules</td>
<td>Modify environment to reduce behaviour</td>
<td>Teach writing</td>
</tr>
<tr>
<td>Prepare students for transitions</td>
<td></td>
<td>Teach numeracy</td>
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</tbody>
</table>

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