

<u>Instructional Adjustments - additional, different, extra</u>	<u>Environmental Adjustments</u>	<u>Social emotional adjustments - can't do by level as these things do not fit the frequency words well</u>	<u>Assessment</u>	<u>Special Consideration</u>
<p><u>Occasional or low-level adjustments</u></p> <p>Generic</p> <ul style="list-style-type: none"> • Check ins as needed • Repeat instructions • Break task into small steps • Extra time • time limits • seating plans • Student encouraged to highlight key words • Provide glossary of terms and preteach • Phonic charts, sentence starters prompts, anchor charts, posters • Visual timetable for the class • Provide written instructions after oral • Pre warn before asking question/ don't ask in front of class • Allow thinking time before answering questions • Opportunity for oral discussions 	<p><u>Occasional or low-level adjustments</u></p> <ul style="list-style-type: none"> • Class behaviour plan and expectations • Clear expectations and routines • Preferential seating • Movement breaks if needed • Visual timetable • Seating plan • Provide quiet area • Reminders to eat • Fidget tools • Allow laptop for length writing tasks/ writing notes • Use of technology to create homework and other reminders • Use of pencil grip • Provide audiobook • Remove background noise as appropriate • Teacher to identify the speaker in the class (HI) • Use of Soundfield system/ FM/ Hearing aids • Slope board • Class behaviour plan 	<ul style="list-style-type: none"> • Regular time in Learning Enhancement to support self-regulation • Additional adult required to support activities - playground, aps sport • Adult support to de escalate during meltdown/ behaviour incident, debrief after • Support for transition • TASS notes regarding behaviour • Social stories • Video social stories • Break cards/ help cards • Consult specialist external staff - OT, psych, speech etc • Prewarn of changes in routine • Consultation with counsellor • Social skills lessons/ programs • Friendship programs • Monitor anxiety and address as appropriate 	<p><u>Occasional or low-level adjustments</u></p> <ul style="list-style-type: none"> • Check on progression/ completion of homework • Provide student with variety of formats to demonstrate understanding • Support with organisation • provide various assessment opportunities to demonstrate knowledge • Provide exam schedule • <p><u>Adjustments made at specific times during the week</u></p> <p>Provide additional drafting opportunities</p> <p>Provide alternative format</p>	<ul style="list-style-type: none"> • Extra time • Breaks • Use of assistive technology • Small group setting • ARAA approval applied for • Reader

<ul style="list-style-type: none"> • Provide exemplars of completed task • Modelling, rephrasing, visual mapping, chunking, repetition • Group according to ability levels • Encourage students to use sentence starters • Mix of preferred and non-preferred activities to encourage motivation. • Link concepts to past learning, students background and key vocabulary • Link new concepts to real world connections • Reminders to wear glasses, take medication. • Use of concrete materials to support understanding • Use of captions with videos and dvd's • Print minimum size 16 • Differentiated groupings <p><u>Adjustments made at specific times during the week - adjustment plan</u> Generic</p>	<p><u>Adjustments made at specific times during the week</u></p> <ul style="list-style-type: none"> • Alternative seating - footstools, check size and heights • Sensory supports - noise cancelling headphones etc • Alternative desk • Additional timetabled adult support in class at key times • Scheduled movement or sensory breaks • Timetabled support for organisation, assignment break downs etc • Break down assessment tasks into smaller steps • Use of assistive technology available within programs • Risk assessment • Communication book/ emails <p><u>Adjustments made most times on most days</u></p> <ul style="list-style-type: none"> • Personalised timetable • Individual behaviour plan • Painted markers on the playground to show boundaries, route to toilet • Student permitted to come to LE during break times • Intensive adult support to enable student to initiate and work through task 	<ul style="list-style-type: none"> • Teach problem solving skills for social situations • Case management meetings with key staff • Supervised withdrawal space 	<p>Break down assessment schedule Liaise with parents</p> <p><u>Adjustments made most times on most days</u> Provide alternative assessment Modified for some subjects Modified criteria</p> <p>Extensive</p> <p>Modified assessment at different year level Modified reporting</p>	
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<ul style="list-style-type: none"> • Repeat instruction 1:1 and check understanding, and that the student is able to initiate task. • Scheduled check ins - in/out of class time - including emails • Provide check list • Student directed timer • Student supported to highlight key words • Teach glossary of terms • Personalised timetable • Teacher provides written notes/ instructions electronically • Focused questioning based in individual needs • Additional opportunity for oral discussions with small group • Provide exemplars with check list towards task • Teacher directed small group targeted support • Provide sentence starters • Provide tasks that link to areas of student interest • Link new concepts to student personal 	<ul style="list-style-type: none"> • Calm down area used at set times through the day • Playground support • Support for toileting • Reward program • Classrooms timetabled to ensure easy access • Specialist technology used - Dragon • Manual handling supports • Adjust school environments - ramps, lifts, changed timetable to ensure physical access, painted boundary markers 			
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interests/ world connections

- Limit choices of task
- Use of peer tutor/ buddy
- Study guide provided
- Teacher aide support at specific times

Adjustments made most times on most days - IEP

Generic

- Individualised task sheets and visual supports
- Check in frequent, scheduled and structured
- Frequent individualised instructions, single step
- Individualised, high scaffolded check list
- Extra time (Snr Coll. outside of class time)/ reduced task/ omit other tasks
- Teacher directed timer
- Teacher highlights key words
- Explicitly preteach vocabulary
- Reduced glossary of term

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| <ul style="list-style-type: none">• Personalised individual timetable provided in small chunks• Teacher puts written notes/ instructions electronically into student onenote/ email/ whiteboards/ picture cues/ sticky notes• Prewarn to answer questions. Focused questioning based in individual needs.• Do not ask student to read aloud in class.• Regular structured individualised oral discussions to develop conceptual understanding.• Provide exemplars of the task, student completes in chunks from check list (with timelines)• Teacher directed small withdrawal group targeted support with specialist staff• Individualised sentence starters• Scribe task for student• Use student interests to drive personalised curriculum | | | | |
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<ul style="list-style-type: none">• Teaching program is significantly adjusted to includes links to student personal interests/ life experiences/ real world experiences• Additional specialist staff to ensure medical needs are met.• Learning support directly involved <p>Additional support</p> <ul style="list-style-type: none">• In class support• Intervention groups				
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