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| **Student Reasonable Adjustments Profile** This resource is designed to identify and communicate reasonable adjustments to support students with disability. The reasonable adjustments profile is organised into categories with tick boxes enabling specific input of information. The profile can be used to capture ongoing updates as the student with disability progresses through their schooling. The sample table on page 5 may be used to capture observations, strategies or experiences from a range of teachers to inform future reasonable adjustments planning. |
| **DATE: STUDENT:** **DOB:**  |
| **Teaching:**[ ]  Differentiated and explicit [ ]  Focused[ ]  Intensive**[ ]** **Plans:**[ ]  Individual Curriculum Plan (ICP)[ ]  Support Plan[ ]  Reasonable Adjustment Plan[ ]  Medical Plan[ ]  Medication [ ]  Behaviour Plan[ ]  Social/Emotional Plan[ ]  Out-of-home Care Plan[ ]  Risk Assessments completed[ ]  Flexible Arrangement/ Negotiated attendance[ ]  Before & after school plan[ ]  Other Plans: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**Verified:**[ ]  Autism Spectrum Disorder (ASD)[ ]  Speech Language Disorder (SLD)[ ]  Physically Impaired (PI)[ ]  Hearing Impaired (HI)[ ]  Visually impaired (VI)[ ]  Intellectually Impaired (II) | **Curriculum**[ ]  Consult with school support staff[ ]  Consult with support staff[ ]  Exemption subject: \_\_\_\_\_\_\_\_**Additional Curriculum:****[ ]** Specific teaching of hygiene**[ ]**  Assistance for self-care**[ ]** Swimming **[ ]** Music**[ ]** HPE**[ ]** Transport training**[ ]** Self-advocacy/communication skill training**[ ]** Other: **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Other conditions:**[ ]  ADHD[ ]  Dyslexia [ ]  Diabetes[ ]  Anaphylaxis \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_[ ]  Other \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  | **Classroom Environment:**Arrange classroom for:[ ]  safety[ ]  visibility[ ]  accessibility[ ]  movementPersonalised learning spaces with:[ ]  visual schedules [ ]  labels [ ]  reminders[ ]  Proximity to friends[ ]  Assign student to low distraction area[ ]  Seat near positive peer models[ ]  Use rows instead of table groups[ ]  Flexible/alternative teaching/learning spaces**[ ]** **Specialist Equipment:**[ ]  Assistive technologyList:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_[ ]  Specialist furnitureList:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ [ ]  Specialist materialsList:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | **Personnel:****EQ** Personnel:[ ]  Teacher aide[ ]  Inclusion coach [ ]  Guidance Officer GO[ ]  Speech Language Pathologist SLP[ ]  Occupational Therapist OT[ ]  Physiotherapist PT[ ]  Advisory Visiting Teacher AVT  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_[ ]  Complex Case Management**External agencies involved**[ ]  Child Health Services[ ]  Private specialist: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_[ ]  National Disability Insurance Scheme NDIS[ ]  Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  |
| **Highly Specialised & Disability Specific Strategies & Issues:**[ ]  Monitor posture, muscle tone[ ]  Enhanced listening environment: RedCat, FrontRow Access/System[ ]  Specialist VI equipment[ ]  Assistive resources: pencil grip, slope board[ ]  Use Assistive Technology specialised software/appsList: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_[ ]  Adjusted handwriting requirements[ ]  Allowed breaks[ ]  Extra time for tasks[ ]  Fatigue allowance[ ]  Sensory/stress down time[ ]  Visual aides[ ]  Verbal/gestural prompts/cues[ ]  Video[ ]  Audio[ ]  Digital- typing[ ]  Enlarged print[ ]  Information given in preferred mode: oral, pictorial, etc[ ]  Advance notice of transitions & participation requirements[ ]  Alternative/ Augmentative Communication System (AAC)[ ]  **Sensory:** noise, temperature, lighting, smells, proprioceptive feedback, organisation of resources and distractors (windows, displays of student work, doorways, resources, furniture, other students, textures, visitors)List: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | **Organisation:** [ ]  Daily Schedule [ ]  Visual routine[ ]  Class routine & visual routine[ ]  Setup/monitor organisational systems[ ]  Reduce distractions: visual/ auditory/physical/movement[ ]  Graphic organisers[ ]  Use mind mapping[ ]  Adjusted layout of task[ ]  Schedule timing of tasks:[ ]  Give time to organise materials during lesson[ ]  AM check in[ ]  Lunch time check in[ ]  PM check in[ ]  Develop parent/school contract[ ]  Training in time management[ ]  Modification to materials storageList: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_[ ]  Adjustments made to homework: amount, time, type | **Behaviour Management:**[ ]  Use of time-out[ ]  Use of down time[ ]  Use of sensory calming- noise[ ]  Data collection: incidents, anecdotes[ ]  Labelled praise[ ]  Give clear behavioural objectives[ ]  Reinforcement strategies & rewarding tasks: \_\_\_\_\_\_\_\_\_\_\_\_[ ]  Teach student to monitor own behaviour[ ]  Implement behaviour contract/reward[ ]  Conflict resolution strategies[ ]  Playground adjustments:List: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | **Recording Information:**[ ]  Adjust mode – oral/written/video/ICT[ ]  Utilise assistive technology[ ]  Added visual aids/prompts[ ]  Additional scaffolding [ ]  Adjusted language[ ]  Adjusted layout of task[ ]  Adjusted length of task[ ]  Adult scribe/ reader[ ]  Audio / video recording[ ]  Allowed breaks[ ]  Extra time[ ]  Adult scribe/note taker/reader[ ]  Reduce note taking: provide copies of notes[ ]  Photograph/photocopy of notes[ ]  Arrange duplicate sets of materials to use in other settings[ ]  Scaffolding of student note taking[ ]  Training in note taking[ ]  Use teacher aide to scribe notes |

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| **Presentation of Information:**[ ]  Notes provided for out of class reference[ ]  Adjusted language: instructions, text, oral[ ]  Adjustment to layout/presentation[ ]  Additional wait time to process language[ ]  Pre-teach vocabulary/concepts[ ]  Short, clear instructions[ ]  Check for understanding[ ]  Additional scaffolding: aid comprehension[ ]  Highlight key words with marker[ ]  Handouts enlarged[ ]  Reduced note taking [ ]  Photograph notes from board[ ]  Audio tape lessons[ ]  Video tape lessons[ ]  Arrange note taker[ ]  Give copy of lesson notes | **Learning Experiences:** [ ]  Utilise student’s interests[ ]  Slow paces of instruction[ ]  Adjusted length of task[ ]  Adjust individually[ ]  Variety of resources[ ]  Peer buddy tutoring[ ]  Cross-age tutoring [ ]  Student buddy[ ]  Targeted support[ ]  Independent learning [ ]  Small group[ ]  1-1Alternative learning environment-[ ]  Small group for catch-up learning[ ]  Flexible groupings[ ]  Intellectual peer groups[ ]  Provide visual cues[ ]  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Break instruction/materials into: [ ]  Smaller steps[ ]  Tiered tasks[ ]  Choice in order of tasks[ ]  Graphic organisers, incl task checklist[ ]  Provide step by step instruction/ materials/worksheets/tasks[ ]  Individualise task to match skills level, interest [ ]  Explicit scaffolding for targeted learning activities[ ]  Frequent cue to task, redirect to task[ ]  Use concrete materials[ ]  Break instructions/information into small steps[ ]  Slow pace of instruction[ ]  Monitor comprehension & processing[ ]  Targeted support[ ]  1:1 conferencing[ ]  Self-reflection[ ]  Increased opportunities to practise new skills[ ]  Goal setting & Monitoring | [ ]  Adjust layout of resources[ ]  Opportunities for revision and draft[ ]  Call on student often[ ]  Cue the student to listen.[ ] Provide additional modelling and concrete examples[ ]  Check for understanding of oral instructions[ ]  Multiple opportunities to demonstrate knowledge gained[ ]  Use ICT to engage and vary instruction[ ]  Give personal cues to begin work[ ]  Monitor student is on-task[ ]  Give reminders for student to stay on-task[ ]  Use clear communication – simple one step sentences[ ]  Orient student to topic before commencing instruction[ ]  Teach the vocabulary of instructions (e.g., draw, underline, etc)[ ]  Plan and rehearse presentations[ ]  Conduct one-to-one conferences[ ]  Teach language skills (grammar, vocabulary, social language) related to current genre/work[ ]  Divide page into clearly marked sections[ ]  Remove distractions from paper | **Teaching Strategies:** [ ]  Use support groups/cooperative learning[ ]  Use learning centres[ ]  Stand near student when giving instruction[ ]  Adjust workload**List: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**[ ]  Use visual aids with oral presentation[ ]  Teacher gives students outlines or study guides[ ]  Ensure regular lesson revisit/reviews[ ]  Highlight instructions[ ]  Give clear behavioural objectives[ ]  Ask student to repeat instruction to check for clarification or understanding[ ]  Use high-impact game-like materials[ ]  Provide extra time for comprehension |

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| **Assessment:**[ ]  Use short, frequent quizzes[ ]  Permit breaks during tests.[ ]  Offer untimed tests[ ]  Use large type/font and dark ink[ ]  Keep page format simple[ ]  Use visual prompts[ ]  Reduce number of test items[ ]  Practice taking similar test questions[ ]  Arrange for oral testing[ ]  Have support staff administer test[ ]  Permit student to type or use word processing[ ]  Use of regular assistive technology[ ]  Adjust grading criteria based on individual needs[ ]  Use technology to record student work[ ]  Collect annotated work samples[ ]  Use calendar to plan long-term assignments[ ]  Use of assignment notebook or work checklist [ ]  Explicit clarification of all criteria to student[ ]  Provide hardcopy of grading criteria [ ]  Assignment schedule[ ]  **NAPLAN** – withdrawal/adjustments**Exam**[ ]  Adjust language[ ]  Adjust layout[ ]  Adjust criteria (modify)[ ]  Provide reader[ ]  Provide scribe[ ]  Add visual cues and prompts[ ]  Additional time[ ] Alternate venue/time-quiet | **Assignments**[ ]  Adjust language[ ]  Explicit clarification of criteria[ ]  Adjust layout[ ]  Adjust layout[ ]  Adjust length of task/shortened responses[ ]  Provide alternative assessment[ ]  Provide extra scaffolding[ ]  Provide 1-1 support[ ]  Allow class time to complete[ ] Use ICT templates to prompt & scaffold**Practicals**[ ]  Provide peer tutor/partner[ ]  Teacher aide assistance[ ]  Able to work in smaller group[ ]  Able to work individually[ ]  Provide step by step directions[ ]  Model expectations[ ]  Provide visual cues[ ]  Video practical[ ]  Adjust length of written report[ ]  Alternative formats visual/verbal presentation making models, role playing | **Social & Emotional Learning & Teaching:** [ ]  Social skills program used- [ ]  Explicit teaching of social skills[ ]  Model /prompt/practise problem solving in social context[ ]  Provide social understanding[ ]  Relaxation program[ ]  Supported social engagement / play[ ]  Incidental social upskilling**Focus:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | **Snapshot Data (Examples provided)****Likes/interests (motivators):***Science**Maths**Teachers’ helper***Dislikes (stress triggers):***Not understanding task**Writing***Strengths (learning style, skills):***Maths**Hands on***Habits (routines, calming strategies):***Left to calm down the talk about concerns* |
| **YEAR LEVEL & YEAR** | **Prep [Insert year]** | **Year 1 [Insert year]** | **Year 2 [Insert year]** | **Year 3 [Insert year]** | **Year 4 [Insert year]** | **Year 5 [Insert year]** | **Year 6 [Insert year]** |
| **TEACHERS** |  |  |  |  |  |  |  |
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**LINKS:**

**Inclusion link:** <https://www.aitsl.edu.au/research/spotlight/inclusive-education-teaching-students-with-disability>