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The student requires a curriculum adjustment

Where do I start?

The Disability Discrimination Act 1992 and the Disability Standards in Education 2005 inform the process that is required within schools to support the needs of their students with a disability.

Training on the Disability Standards in Education 2005 can be accessed at [www.dse.theeducationinstitute.edu.au](http://www.dse.theeducationinstitute.edu.au). You will need to contact the NCCD team to access the registration key.

It is essential that consultation with parent/carers happens throughout of the curriculum planning process in order to ensure that parents are consulted and aware of the teaching and learning adjustments made for the children.

**PHASE 1** Preliminary screening / observation

- Observation of student’s performance in the chosen learning area
- Recordings of student’s level of performance including strengths, needs and impact on learning
- Liaising informally with teaching colleagues expressing concerns and possible barriers
- Discussion with parent/s or guardian outlining your concerns

**PHASE 2** Gathering of evidence

- Discussion with parent/s or caregivers requesting relevant documentation
- Read student record file, and view any relevant documentation including:
  - previous work samples
  - school reports, individual education plans, other documented plans
  - case conference notes
  - previous baseline / diagnostic data
  - transition documents (student profile, academic records)
- Initiate contact with prior school for further documentation
- Initiate contact with school psychologist (if applicable)

**PHASE 3** Administration of (baseline and/or diagnostic) assessment

- Selection and implementation of most appropriate baseline testing
- Student is administered test
- Teacher collates assessment data in preparation for case conference in consultation with Learning support coordinator / head of department

**PHASE 4** Planning an individualised program

- Consultation between the class teacher and relevant other staff – which may include Deputy/SAER Co./Learning Support Coordinator/School Psychologists
- Identification of priority learning needs
- Setting SMART goals and a realistic time frame for attainment of outcomes
- Identify individualised strategies and resources required to support planning

**PHASE 5** Relevant parties meet with parents

- Consultation between the student (if appropriate, education assistants, class teacher, teacher support coordinator and parents in case conference as this is part of your legal requirements in relation to the DSE
- Interpretation of the ACARA outputs of the curriculum planning during consultation with parents
- Adjusted plan / IEP provided to parent/s and care givers

**PHASE 6** Implementation of curriculum adjustment

- Planning and recording on the Weekly Planning and Progress Record
- Setting SMART goals for each priority learning need
- Arrange a date for review of reporting IEP
Curriculum Adjustments Overview

- the student requires ongoing monitoring by the teacher or school staff
- the student is working towards the same outcomes as their peers
- active monitoring and reviewing of functional impact of the disability is required
- the student requires minimal prompting to access regular curriculum
- regular monitoring and reviewing is required should the student’s level of need change
- the student has a health condition which has a functional impact on their schooling which is actively monitored

- the student requires modified programs or instruction in some learning areas
- the student requires teaching and learning adjustments in some learning areas
- modification to instruction in terms of content and/or teaching strategies and the provision of course materials in accessible forms
- teaching and learning adjustments are provided where there is an assessed need at specific times and to specific aspects of the curriculum

- require teaching and learning adjustments to address the significant impact of the student’s disability
- require teaching and learning adjustments in all learning areas
- student is accessing all learning areas of the curriculum
- teaching and learning adjustments are significantly different from the regular

- extensive support from specialist staff
- require highly individualised, comprehensive teaching and learning adjustments, which are documented
- due to the acute impact of the student’s disability, highly specialised instruction, assistive technology and communication modes is required
- students require the provision of extensive targeted measures and intense support
- constant and highly structured adult support for most aspects of the school program
Support Provided within Quality Differentiated Teaching Practice may include:

- a differentiated approach to curriculum delivery, that is part of normal day-to-day teaching and anticipates and responds to students' learning differences, may accommodate the needs of a student with disability.
- personalised learning plans that are implemented without additional resources within the teaching day.
- a student with a health condition (including a mental health condition) who does not require any additional support or adjustment when unaffected by their condition.
- whole school professional learning for the management of health conditions such as asthma or diabetes. This forms part of a school’s general, ongoing practice to equip teachers and education staff with the skills and knowledge to support students’ health needs.
- a facility that already exists in the school and caters for a student’s physical disability therefore requiring no additional action to support the student’s learning, such as building modifications.

Student characteristics:

The student is capable of participating in activities and programs at the school, and is able to use the facilities and services available to all other students on the same basis as students without a disability without adjustment. Outputs the student will access will be working towards the same as their peers (adaptation is rarely needed).

Examples might include students with well managed health conditions such as asthma and diabetes that require no adjustments beyond the usual practices and resources of the school, or a student with a mental health condition who has strategies in place to manage the condition in consultation with health professionals.

Students may have been provided with an adjustment in the past or may require an adjustment in their future schooling.

The needs of all students, but in particular students with disability, should be regularly monitored and reviewed to enable the school and teachers to respond with an appropriate adjustment should the level of need change.

*taken from the Nationally Consistent Collection of Data (NCCD), 2014
**Support Provided within Quality Differentiated Teaching Practice Checklist**

### Planning

- Do you group students according to educational need?
- Do you link new information to background knowledge?
- Do you negotiate with students, whenever possible, regarding their requirements?
- Do you use whole class programs to address specific student needs e.g. PATHS program?
- Do you use strategies to support the student’s organisational skills?
- Do you cater for student’s learning strengths when planning adjustments?
- Have you met with parents to discuss the child’s program?
- Have you met with previous teachers to discuss transition?

### Teaching

- Do you break down instructions into small steps?
- Do you highlight keywords/concepts?
- Do you modify the complexity of the task to meet different student needs?
- Do you reward students individually?
- Do you use a cool off strategy?
- Do you use a class based behaviour management plan?
- Do you use pre-teaching of vocabulary and concepts?
- Do you use basic curriculum visual supports e.g. timetables, phonic charts, graphs?
- Do you use multi-level instructions?
- Do you use a variety of teaching styles e.g. modelling, rephrasing, repetition, chunking?
- Do you present information in a variety of modes?
- Do you use pair/group discussions?
- Do you create the opportunity for student/teacher discussions?
- Do you link pedagogies to curriculum goals?
- Do you adjust the pace of presentation?
- Do you use cooperative learning groups?
- Do you use transition cues e.g. topic changes?
- Do you use preferred activities to motivate students?
- Do you take into account different learning styles in your course/teaching delivery?
- Do you build background by linking concepts to student’s background, past learning and key vocabulary?
- Do you link learning to real world purposes?
- Do you use questioning strategies to encourage student’s development of critical thinking?
- Do you provide written instructions?
- Do you allow think time (take-up time) before expecting an answer?
| Do you prompt students to use equipment properly e.g. science equipment, hearing aids? |
| Do you remind students to use any necessary medical equipment e.g. asthma puffer after lunch? |

**Assessment and Reporting**
- Do you use a portfolio where appropriate?
- Do you use checklists?
- Do you provide immediate, specific and constructive feedback?
- Do you provide multiple opportunities for students to demonstrate what they know how to do?
- Do you use a range of assessment methods?
- Do you use the standard reporting format?

**Environment**
- Do you use specific seating arrangements to support students?
- Do you provide opportunities for your students to move around the room?
- Do you provide individual and group seating where appropriate?
- Do you provide a quiet area within your classroom where appropriate?
- Do you provide building modifications for students to access building, facilities and services?

**Resources**
- Do you ensure all text and materials are clear and legible?
- Do you integrate technologies to support curriculum?
- Do you use a task schedule and daily calendar?
Unpacking the ladder

LEVEL 2

A typical adjustment may include:

- modified or tailored programs in some or many learning areas.
- modifications to instruction in terms of content and/or teaching strategies.
- the provision of course materials in accessible forms.
- separate supervision or extra time to complete assessment tasks.
- the provision of intermittent specialist teacher support.
- specialised technology, programs or interventions to address the student's social/emotional/academic needs.
- support or close supervision to participate in excursions, community access activities or the playground.
- the provision of a support service that is provided by the education authority or sector, or that the school has sourced from an external agency.

Student characteristics:

Students with disability and lower level additional support needs access and participate in schooling on the same basis as students without disability through the provision of specific and personalised adjustments.

Accessing the class curriculum appropriate to their specific learning support needs is essential for maximising engagement and learning enrichment. For example, many of these students will have particular difficulty acquiring new concepts and skills outside a highly structured environment.

The needs of other students at this level may be related to their personal care, communication, safety, social interaction or mobility, or to physical access issues. Any of these may limit their capacity to participate effectively in the full life of their mainstream school.

*taken from the Nationally Consistent Collection of Data (NCCD), 2014
# Supplementary Adjustments Checklist

## Planning
- Do you provide extra time to complete work tasks?
- Do you involve support services in planning e.g. Learning Services Coordinator?
- Do you use a risk management plan?
- Do you use a health care plan?
- Do you use student specific data collection?
- Do you provide students with work ahead of time?
- Do you regularly review and refine adjustments?
- Do you prearrange frequent breaks for the student?
- Do you collaborate with departmental support staff?
- Do you integrate key speech or occupational therapy strategies into your lesson?
- Do you organise regular case conferences?

## Teaching
- Is your teaching reinforcing resilience embedded in all programs?
- Do you decrease the amount of oral and written information?
- Do you reduce the amount of workload expectation of the student?
- Do you limit the amount of choice?
- Do you use key cues – pictorial/colour coding or tactile?
- Do you assign a peer tutor to support the student?
- Do you provide additional time to complete work tasks?
- Do you, where appropriate, provide course information prior to the commencement of the course?
- Do you, where appropriate, provide a study guide for students with key terms and concepts?
- Do you use a Sound Amplification System (SAS)/FM system?
- Do you provide access to online versions of course outlines and/or relevant material where appropriate?
- Do you teach self-regulation strategies in your class program?

## Assessment and Reporting
- Do you set practical tasks for assessments?
- Do you provide ongoing feedback on academic performance?
- Do you offer assignments in alternative formats e.g. role-play, oral presentation?
- Do you substitute assignments in specific circumstances?
- Do you provide individual advanced notice of assignments?

## Environment
- Do you adjust the physical surroundings e.g. lighting, furniture positioning?
- Does your student sit near the door so they can access breaks outside the classroom?
| **Do you provide a number of accessible safe/quiet areas around the school?** |
| **Do you provide separate learning areas?** |
| **Do you provide support to enable students to move around the school e.g. maps, colour coding?** |
| **Is an adult mentor provided to support students?** |

### Resources

| **Do you use specific classroom equipment e.g. pencil grip, positional seat, electronic dictionaries?** |
| **Do you colour code books and materials?** |
| **Do you use graphic organisers e.g. visual representation of a task?** |
| **Do you enlarge print or change font size and line spacing?** |
| **Do you support the student by photocopying other’s notes?** |
| **Do you use adaptive computer software e.g. audio book?** |
| **Do you use concrete examples to explicitly teach certain skills?** |
| **Do you allow think time before expecting an answer?** |
| **Do you use supports to introduce changes in routine e.g. social story, advanced warning given?** |
| **Do you provide a daily timetable e.g. visual/pictures?** |
| **Do you plan for the student to move towards independently managing their health care needs?** |
| **Do you use an individual behaviour plan to modify behaviour?** |
| **Do you record daily incidences of behaviour e.g. SIS?** |
| **Do you use a boundary training program?** |
| **Do you use ‘on desk goals’ and reminders?** |
| **Do you use social stories to teach concepts?** |
| **Do you use a help card/time out/or respite card?** |
| **Do you use picture cues to support the student?** |
| **Do you support students in appropriately using equipment e.g. orthotics, hearing aids?** |
| **Do you use assistive technology to allow access to the curriculum e.g. Braille computer, note taker?** |
Unpacking the ladder

LEVEL 3

A typical adjustment may include:

- frequent (teacher directed) individualised instruction and regular direct support or close supervision in highly structured situations, to enable the students to participate in school activities.
- adjustments to delivery modes.
- significantly modified study materials.
- access to specialised programs.
- adapted assessment procedures (i.e. special provisions) such as the use of assistive technology or a scribe.
- the provision on a regular basis of additional supervision.
- regular consulting teacher or external agency support (therapist).
- frequent assistance with mobility and personal hygiene.
- access to a specialised support setting.
- close playground supervision may be required at all times.
- essential specialised support services for using technical aids.
- alternative formats for assessment tasks to enable these students to demonstrate the achievement of their intended learning outcomes.

Student characteristics:

Students with disability who have more substantial support needs generally access and participate in learning programs and school activities with the provision of essential measures and considerable adult assistance.

Some students at this level require curriculum content at a different year level to their same-age peers. Others will only acquire new concepts and skills, or access some of the outcomes and content of the regular learning program, courses or subjects, when significant curriculum adjustments are made to address their learning needs.

Students at this level might have limited capacity to communicate effectively, or need regular support with personal hygiene and movement around the school.

These students may also have considerable, often associated support needs, relating to their personal care, safety, self-regulation or social interaction, which also impacts significantly on their participation and learning.

*taken from the Nationally Consistent Collection of Data (NCCD), 2014
## Substantial Adjustments Checklist

### Planning
- Do you use a number of support services to implement the curriculum e.g. therapists, consulting teachers, school psychologists?
- Do you regularly meet the school team and support services to discuss individual learning needs?
- Do you collaborate with departmental support staff e.g. behaviour centre, SSEND?
- Do you collaborate with external agencies at least monthly?
- Has an emergency/critical incident plan been developed as part of a treatment plan?

### Teaching
- Do you use an interpreter for the students to access the curriculum?
- Do you allow frequent breaks from work tasks throughout the day?
- Do you provide an individualised program for part of the day?
- Do you provide intensive individualised social skills instruction e.g. one-on-one task analysed mastery of individual skills?
- Do you use another form of communication e.g. augmentative communication, Auslan, PECS?
- Do you use individualised visual/tactile supports for implementing the curriculum?
- Do you provide some level of support with personal care needs e.g. toileting, dressing, eating?
- Do you provide support for students travelling to and from school?
- Do you provide individualised instruction over a number of areas of the curriculum for part of the day?
- Do you provide individualised toileting support?
- Do you use individual prompting throughout the school day to target a range of social skills?
- Do you use strategies such as role-play, social stories, levels of prompting and task analysis to explicitly teach social skills?
- Do you break down target skills into 1 or 2 stage instructions?
- Do you use a reinforcement schedule to teach targeted skills?
- Do you allow structured opportunities for generalisation of targeted skills?
- Do you require support, in addition to the classroom teacher, to manage a health condition on a daily basis?
- Do you implement therapy program goals in the individual education plan?
- Do you use highly individualised strategies, including functional behaviour analysis and input from support services, to support complex behavioural needs, including self-harm?
- Do you teach, monitor and review strategies for resilience for students in collaboration with support staff?
- Do you use strategies to manage sensory input/integration?
- Do you provide alternative programs to suit the individualised needs of students?
<table>
<thead>
<tr>
<th><strong>Assessment and Reporting</strong></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Do you have daily communication with parents/carers?</td>
<td></td>
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<tr>
<td>Do you provide finely sequenced individualised assessment and reporting?</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Environment</strong></th>
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<tbody>
<tr>
<td>Do you provide individualised support for movement around the school e.g. buddy system/escort by class teacher/education assistant?</td>
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<tr>
<td>Do you provide support for the student to access all areas of the school environment?</td>
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<tr>
<td>Have you made significant adjustments to the school environment to meet the student’s needs e.g. painted boundary markers, adjusted timetables and room access to suit students with restricted mobility?</td>
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<tr>
<td>Do you use a withdrawal space/low stimulus to support student needs?</td>
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<tr>
<th><strong>Resources</strong></th>
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<tbody>
<tr>
<td>Do you use Assistive Technology devices to allow access to the curriculum e.g. note taker, Braille writer, speech recognition software?</td>
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</tbody>
</table>
A typical adjustment may look like:

- personalised modifications to all courses and programs, school activities and assessment procedures.
- intensive individualised instruction, to ensure these students can demonstrate the development of skills and competencies and the achievement of learning outcomes.
- the provision of much more accessible and relevant curriculum options or learning activities specifically designed for the student.
- the use of highly specialised assistive technology.
- alternative communication modes.
- the provision of highly structured approaches or assistive technology to meet their particular learning needs.
- some students may receive their education in highly specialised facilities or programs.

The student may require:

Students with disability and very high support needs generally access and participate in education with the provision of extensive targeted measures, and sustained levels of intensive support. The strengths, goals and learning needs of this small percentage of students are best addressed by highly individualised learning programs and courses using selected curriculum content tailored to their needs.

Many students at this level will have been identified at a very young age; they may have complex, associated support needs with their personal care and hygiene, medical conditions and mobility, and may also use an augmentative and alternative communication system.

Students may also have particular support needs when presented with new concepts and skills and may be dependent on adult support to participate effectively in most aspects of their school program. Without highly intensive intervention, such as extensive support from specialist staff or constant and highly structured supervision, these students may otherwise not access or participate effectively in schooling.

*taken from the Nationally Consistent Collection of Data (NCCD), 2014
## Extensive Adjustments Checklist

### Planning

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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</thead>
<tbody>
<tr>
<td>Do you require a high level of input from support services to implement the education plan e.g. therapists, school psychologist, external agencies?</td>
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<tr>
<td>Do you collaborate with departmental support and therapists daily/weekly?</td>
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<tr>
<td>Do you collaborate on teaching and learning strategies with external agency support frequently?</td>
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</table>

### Teaching

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
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<tbody>
<tr>
<td>Do you develop, monitor and review individualised strategies for resilience for students in collaboration with support staff?</td>
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<tr>
<td>Do you provide individual/physical prompting pervasively throughout the day?</td>
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<tr>
<td>Do you use concrete materials to implement the curriculum?</td>
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<tr>
<td>Do you use individual teaching strategies e.g. discrete trial training, TEACCH, Applied Behaviour Analysis?</td>
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<tr>
<td>Do you provide an alternative curriculum e.g. functional/life skills program?</td>
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<td>Do you provide work skills/community access programs?</td>
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<tr>
<td>Do you provide sensory diets?</td>
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<tr>
<td>Do you use alternative methods of communication e.g. Auslan, Braille, augmentative communication?</td>
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<tr>
<td>Do you use 1 or 2 stage instructions throughout the day?</td>
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<tr>
<td>Do you use intensive reinforcement schedules e.g. every 1 – 3 minutes?</td>
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<tr>
<td>Do you create opportunities for generalization daily?</td>
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<tr>
<td>Do you have an intensive individualised behaviour management plan that requires additional training?</td>
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<tr>
<td>Do you have an intensive individualised risk management plan that requires additional training?</td>
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<tr>
<td>Do you have an intensive individualised health care plan that requires additional training?</td>
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<tr>
<td>Do you include highly individualised self-care strategies in the curriculum e.g. toileting, hygiene, eating, dressing?</td>
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<tr>
<td>Do you use approved restraint techniques at least once per day?</td>
<td></td>
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<tr>
<td>Do you require one on one physical support for the student to access the curriculum?</td>
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<tr>
<td>Do you use highly individualised strategies including functional behaviour analysis and input from support services to support complex behavioural support for mental health needs?</td>
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<tr>
<td>Do you use significantly reduced learning outcomes in all learning areas?</td>
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<tr>
<td>Do you use real life or photographic symbols pervasively throughout the day?</td>
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<td>Do you need additional trained support pervasively throughout the day to manage a health condition?</td>
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<tr>
<td>Assessment and Reporting</td>
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<td>------------------------------------------</td>
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<tr>
<td>Do you provide finely sequenced individualised assessment and reporting?</td>
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<tr>
<td>Do you use an intensive communication process in regards to reporting?</td>
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<thead>
<tr>
<th>Environment</th>
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<tbody>
<tr>
<td>Do you use an alternative learning environment?</td>
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<tr>
<td>Do you use low stimulus/focus stimulus areas?</td>
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<tr>
<td>Do you use a protective isolation room (with approval from the Director of Schooling)?</td>
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<tr>
<th>Resources</th>
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<tbody>
<tr>
<td>Do you use highly specialised Assistive Technology e.g. eye gazing technology, switch access to on-screen keyboards, head tracking?</td>
</tr>
<tr>
<td>Do you require highly individualised equipment for the student to access the curriculum e.g. hoist, standing frame?</td>
</tr>
<tr>
<td>Do you provide equipment or support to move around and access all the areas of the school environment?</td>
</tr>
</tbody>
</table>
References and Recommended Reading


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