NCCD LEVEL OF ADJUSTMENT TOOL

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|  | **QDTP**  Infrequently and occasional, or frequently with low-level action | | | **SUPPLEMENTARY**  Particular activities at specific times, or frequently with mid-level action | | **SUBSTANTIAL**  Occur at most times on most days with high-level action | | **EXTENSIVE**  Occur all of the time with high-level of action | |
| **CURRICULUM** | ☐ Consult students and parents to identify strengths, interests and supports ☐ Incorporate strengths, interests and supports in lesson design  ☐ Sequence knowledge and skill logically  ☐ Consider timing and pace of teaching sequence  ☐ Map learning progression on a learning wall  ☐ Intermittent communication with parents about progress and outcomes  ☐ Pre-Teach/review content  ☐Scaffold levels of complexity (Blooms)  ☐ Use questioning strategies to build critical thinking and 21st Century skills  ☐ Model, prompt and practice thinks and doing (Think -Aloud)  ☐ Provide step-by-step demonstrations  ☐ Incorporate concrete materials  ☐Use graphic organisers  ☐Provide choice and flexibility for demonstration of learning  ☐Use assistive technology (i.e. calculators, computers, iPads)  ☐Incorporate co-operative learning tasks  ☐Utilise pair and group discussions  ☐Use of strong and weak examples  ☐Utilise formative data to provide intermittent focused teaching (i.e. deeper investigation, direct instruction and guidance)  ☐Utilise formative data to provide intermittent intensive teaching (i.e. alternate pedagogies, additional resources, specific learning goals) ☐Provide immediate, specific constructive feedback  ☐Explicitly teach reading and writing demands  ☐Determine reading level of class texts and ensure student accessibility  ☐Provide supports and scaffolds for reading (i.e. graphic organisers, comprehension supports, assistive technology, reader, varied complexity) ☐Provide supports and scaffolds for writing (i.e. graphic organisers, assistive technology, scribe)  ☐Identify core vocabulary and explicitly teach throughout the unit utilising a word wall  ☐Explicitly teach application of cognitive verbs – utilising student friendly definitions, visual representations and worked examples  ☐Provide multiple opportunities for students to demonstrate learning  ☐Ensure task sheets are accessible and clear  ☐Provide scaffolds and supports for reading and writing demands  ☐Vary conditions to allow equitable access and participation (i.e. time, location, length) | | | ☐ Use student specific data in consultation with student and parent to further inform adjustment  ☐ Consult with student and parent on implementation and effectiveness of adjustments – review and refine  ☐ Co-plan and/or consult on ways to support student in lessons  ☐ Collaborate with support staff and specialist staff to increase knowledge and capability  ☐ Regular communication with parents about progress and outcomes  ☐ Adjust the workload expectation  ☐ Limit the amount of choice in tasks to support engagement  ☐ Provide additional time to complete work  ☐ Provide a study guide with key concepts  ☐ Provide access to digital versions of materials  ☐ Personalise graphic organisers and scaffold sheets  ☐ Enlarge print, change font or increase line spacing  ☐ Photocopy notes and/or provide copy of slides  ☐ Utilise adaptive computer software (i.e. audio books, text to speech)  ☐ Provide personalised concrete examples to explicitly teach  ☐ Utilise formative data to provide regular **focused** teaching (i.e. deeper investigation, direct instruction and guidance)  ☐ Utilise formative data to provide regular **intensive** teaching (i.e. alternate pedagogies, additional resources, specific learning goals)  ☐ Utilise peer tutoring or a support person for additional guidance and prompting  ☐ Reduce handwriting requirements – supplement with highlighting, cloze passages, printed notes, verbal responses  ☐ Use the General Capabilities continuum to personalise literacy demands and supports – identify where a student is at and adjust classroom tasks as appropriate  ☐ Consistently utilise assistive technology or support person to adjust literacy demands  ☐ Consider mode of presentation (i.e. spoken rather than written)  ☐ Set alternative, practical tasks  ☐ Provide extra time in exams and/or chunk into sections across days  ☐ Provide a reader and/or scribe (using support person or assistive technology)  ☐ Separate knowledge and skills and assess individually ☐ Collaborate with support staff to determine assessment adjustments  ☐ Provide assessment breakdown sheet | | ☐ Collaboratively align curriculum to an ICP  ☐ Regularly meet with the school team to discuss student’s individualised adjustments  ☐ Collaborate with support staff and specialist staff regarding implementation of individualised adjustments  ☐ Collaborate with external stakeholders  ☐ Ongoing communication with parents about progress and outcomes ☐ Adjusted assessment to reflect ICP ☐ Adjusted worksheets, graphic organisers and scaffold sheets to reflect ICP ☐ Use of individualised, visual/tactile supports  ☐ Break down targeted skills into single stages  ☐ Use of individualised assistive technology devices  ☐ Utilise extra personnel to implement and reinforce targeted skills  ☐ Adjusted literacy demands to align to expectations of the ICP  ☐ Tier 2 intervention – focused literacy or numeracy classes/lessons ☐ Modify assessment task to align to an ICP  ☐ Collect samples of student performance over time  ☐ Use a variety of formats and locations to capture student performance  ☐ Assess and report against alternate access point | | ☐ Collaboratively align curriculum to individualised goals (Intensive Classes/QCIA)  ☐ Regularly meet with the school team to discuss student’s highly individualised learning goals and adjustments  ☐ Frequent communication with parents about progress and outcomes  ☐ Ongoing collaboration with specialist staff and therapists  ☐ Ongoing collaboration with external stakeholders  ☐ Provision of curriculum aligned to individualised goals (Intensive Classes/QCIA)  ☐ Intensive, comprehensive, highly individualised instruction  ☐ Highly structured tasks  ☐ Individually delivered modelling, prompting and practice via a task analysis approach  ☐ Individualised materials and resources  ☐ Individualised physical prompting delivered one-on-one  ☐ Use of highly specialised assistive technology  ☐ Extensive support from specialist staff  ☐ Literacy demands aligned to the extended  General Capabilities  ☐ Tier 3 intervention – individual intensive literacy or numeracy instruction  ☐ Modify assessment to align to individualised goals (Intensive classes/QCIA)  ☐ Finely sequenced, individualised tasks  ☐ Provide a range of alternative was to assess progress and achievement  ☐ Use alternate criteria and reporting formats | |
| **COMMUNICATION** | | ☐ Break instructions into small, sequential steps  ☐ Provide visuals to supplement verbal instructions  ☐ Provide a visual lesson schedule  ☐ Highlight key words and phrases in content  ☐ Use visuals to support content (i.e. pictures, charts, graphs, graphic and semantic organisers)  ☐ Modify complexity of oral and written instructional language  ☐ Adjust pace of oral instruction  ☐ Use clear and concise language  ☐ Provide thinking time before expecting a response  ☐ Have students repeat instructions to check for comprehension | ☐ Modify the amount and presentation of oral and written information  ☐ Develop and use key cues (i.e. pictures, colour coding)  ☐ Use a sound amplification device  ☐ Integrate key speech and/or occupational therapy strategies into teaching ☐ Consistently use assistive technology to support expressive and receptive language  ☐ Co-planning with Speech Language Pathologist to inform implementation of communication strategies  ☐ Monitor for understanding | | ☐ Utilise a support person to simplify language and instructions  ☐ Access to an interpreter  ☐ Use of Augmentative and Alternate Communication (AAC)  ☐ Instructional Coaching from Speech Language Pathologist to support implementation of communication | | ☐ Intensive, highly individualised instruction to support multiple areas of communication  ☐ Utilise support staff to deliver simplified instructions one-on-one  ☐ Extensive support from Speech  Language Pathologist regarding AAC use | |
| **SOCIAL/**  **EMOTIONAL** | | ☐ Positive greeting  ☐ Class circles  ☐ Positive primer  ☐ Ready to learn scale  ☐ Bounded choices  ☐ Brain breaks  ☐ Process praise  ☐ Provide a cool down space  ☐ Social communication lessons  ☐ Utilise the Personal and Social Capability continuum to teach and incorporate skills with curriculum delivery | ☐ Individual check-ins  ☐ Additional regulation breaks  ☐ Teach, monitor and review strategies for resilience in collaboration with support staff  ☐ Pre-emptive redirection to cool down space or task  ☐ Personalised self-regulation plan  ☐ Co-regulation strategies  ☐ Supports to introduce and communicate changes in routine  ☐ Use of social stories and scripts to teach positive social concepts  ☐ Utilise the Personal and Social Capability to personalise demands and supports | | ☐ Frequent supervised breaks  ☐ Intensive individualised social skills instruction  ☐ Ready to learn plan  ☐ Risk management plan and support  strategies  ☐ Student Support Team – ongoing Case Management  ☐ Parent/student/school leader conferences  ☐ Consultation with external support services | | ☐ Student Support Team –  Complex Case Management  ☐ Crisis intervention support plan and strategies  ☐ Alternate Learning Program  ☐ Flexible Learning Plan (FLP)  ☐ Consultation with external support services | |
| **BEHAVIOUR & SAFETY** | | ☐ Whole-class self-regulation plan  ☐ Implement the Essential Skills for Classroom Management (ESCM)  ☐ Explicitly communicate the What/Why/How of expected behaviours  for tasks and activities  ☐ Utilise a classroom management plan  ☐ Have clear and consistent expectations | ☐ Programs or interventions to target self-regulation ☐ Targeted, individual prompting to address behavioural expectations  ☐ Individual behaviour monitoring card and check-ins  ☐ Individualised desk goals and reminders  ☐ Break card  ☐ Buddy class | | ☐ Functional Behaviour Analysis (Practical)  ☐ Individual Behaviour Support Plan (IBSP)  ☐ Supported Play Plan  ☐ Student Support Team – ongoing  Case Management  ☐ Alternate room access  ☐ Parent/Student/School Leader conferences  ☐ Risk evaluation/Individual Student Safety Plan | | ☐ Student Support Services Team – Complex Case Management  ☐ Functional Behaviour Analysis (Full)  ☐ Personally delivered intensive reinforcement schedules  ☐ Crisis Intervention strategies  ☐ Alternate Learning Program  ☐ Flexible Learning Plan (FLP) | |
| **LEARNING & ENVIRONMENT** | | ☐ Explicitly teach and reinforce classroom routines and procedures  ☐ Utilise transition cues  ☐ Incorporate preferred activities  ☐ Take into account different physical and sensory functions (provide opportunities for movement, breaks, sensory supports)  ☐ Utilise specific seating arrangements  ☐ Utilise some flexible seating options  ☐ Consider noise levels, lighting and visual distractions | ☐ Access assistance to adjust the physical surroundings  ☐ Targeted seating locations to respond to individual needs  ☐ Provide access to supervised accessible, safe/quiet areas around the school  ☐ Provide separate supervised learning areas  ☐ Provide supports to move around the school (i.e. maps, colour coded signs)  ☐ Specific classroom equipment (i.e. pencil grips, adjustable desks, positional seating)  ☐ Individualised daily timetable format | | ☐ Additional personnel to support participation in school activities, events and excursions  ☐ Significant adjustments to the school environment (i.e. boundary markers, room changes, ramps)  ☐ Individualised support for movement around school  ☐ Personal manual support to access all areas  ☐ Collaboration with specialist staff  ☐ Development of individualised reports/plans  ☐ Implement individualised therapy programs  ☐ Risk evaluation/Individual Student Safety Plan | | ☐ One-on-one physical support  ☐ Use of full physical prompting to access and complete tasks | |
| **HEALTH & PERSONAL CARE** | | ☐ Allergies and health conditions recorded on student profile – consideration made during lessons and activities; minor adjustments implemented when necessary | ☐ Health/Personal Care Plan  ☐ Collaboration with specialist staff (i.e. Nurse, OT, Physio)  ☐ Collaboratively plan for the student to move towards independent management of health/personal care | | ☐ Additional support in classroom to manage health/personal care  ☐ Additional support external to the classroom to manage health/personal care  ☐ Health/personal care risk assessment plan  ☐ Emergency/Treatment Plan  ☐ Individualised toileting, eating, dressing plan | | ☐ Intensive individualised health/personal care plan that requires additional training and specialised procedures  ☐ Highly individualised daily self-care strategies | |