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 |