# Guide to choosing the level of adjustment

## Overview

These checklists are designed to assist schools in differentiating between the four levels of adjustment. The checklists are not exhaustive, but are intended as a guide. Students may be provided with adjustments from more than one level and decisions should consider the functional impact of the adjustments on a student’s schooling.

The [*Selecting the level of adjustment*](https://www.nccd.edu.au/sites/default/files/2018-10/Level%20of%20adjustment%20provided%20to%20the%20student.pdf) document should be used to determine accurate levels of adjustment for reporting in the NCCD.

For a student to be included in the NCCD, the school must have evidence of adjustments provided for a minimum of 10 weeks of school education in the 12 months preceding the reference date for the NCCD.

## Quality differentiated teaching practice (QDTP)

Students with disability are actively monitored and provided with adjustments that are not greater than those used to meet the needs of diverse learners. Adjustments are made infrequently as occasional action, or frequently as low level action such as monitoring.

### 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 already available for all students within the school to address specific student needs eg: Universal Design for Learning (UDL), School Wide Positive Behaviour Support, Kidsmatter?

[ ]  Do you use strategies to support the student's organisational skills?

[ ]  Do you cater for students’ learning strengths when planning adjustments?

[ ]  Do you provide extra time to complete work tasks?

[ ]  Have you met with parents, guardians or carers to discuss the student'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 down 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 eg: timetables, phonic charts, graphs?

[ ]  Do you use multi-level instructions?

[ ]  Do you use a variety of teaching strategies eg: modelling, rephrasing, visual mapping, repetition, chunking?

[ ]  Do you use pair/group discussion?

[ ]  Do you create the opportunity for student–teacher or student–student discussions?

[ ]  Do you link your teaching method to curriculum goals?

[ ]  Do you adjust the pace of presentation to support student diversity?

[ ]  Do you use cooperative learning groups?

[ ]  Do you use transition cues eg: topic changes?

[ ]  Do you use preferred activities to motivate students?

[ ]  Do you take into account different physical and sensory functional needs in you course/teaching delivery?

[ ]  Do you build background by linking concepts to students’ background, past learning and key vocabulary?

[ ]  Do you link to real world connections?

[ ]  Do you use questioning strategies to encourage students’ development of critical thinking?

[ ]  Do you provide written and/or visual instructions?

[ ]  Do you allow think time (take-up time) before expecting an answer?

[ ]  Do you model then prompt students to use equipment properly eg: science equipment, hearing aids?

[ ]  Do you remind students to use any necessary medical equipment eg: asthma puffer after lunch?

**Assessment and reporting**

[ ]  Do you provide immediate, specific and constructive feedback?

[ ]  Do you provide multiple opportunities for students to demonstrate what they know to do?

[ ]  Do you use a range of assessment methods?

[ ]  Do you use the standard reporting format?

[ ]  Do you use checklists?

[ ]  Do you use a portfolio where appropriate?

**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?

**Resources**

[ ]  Do you integrate technologies, such as notetakers/iPads to support curriculum?

[ ]  Do you use a task schedule and daily calendar?

[ ]  The resources that are implemented occur without drawing on additional resources.

## Supplementary adjustments

Students with disability are provided with adjustments that are supplementary to the strategies and resources readily available to all students within the school. Adjustments occur for particular activities at specific times throughout the week.

### Planning

* Do you modify or personalise teaching programs in one or more areas?
* Do you involve the learning and support team in planning eg: learning support coordinator/teacher?
* Do you use a risk management plan?
* Do you use a health care plan?
* Do you use student specific assessment data to analyse needs?
* Do you provide some students with work ahead of time?
* Do you regularly review and refine personalised adjustments?
* Do you prearrange frequent breaks for a student?
* Do you collaborate with school/department support staff?
* Do you integrate key speech or occupational therapy strategies into your teaching?
* Do you organise regular case conferences or student–parent support meetings?

### Teaching

* Do you modify the amount and presentation of oral and written information?
* Do you adjust the amount of workload expectation of the student?
* Do you limit amount of choice or provide a structured-task analysis?
* Do you develop and use key cues – pictorial/colour coding or tactile?
* Do you assign and train a peer tutor to support the student?
* Do you provide separate supervision or additional time to complete work tasks?
* Do you provide course information prior to the commencement of the course where appropriate?
* Do you provide a study guide for students with key terms and concepts where appropriate?
* Do you use a Sound Amplification System (SAS)/FM system?
* Do you provide access to personalised online versions of course outlines and/or relevant material where appropriate?
* Do you provide programs or interventions to target self-regulation in class?
* Do you teach, monitor and review strategies for resilience for students in collaboration with support staff?
* Are strategies, which reinforce resilience, embedded in all programs?
* Do you access support personalised literacy, numeracy and/or language instruction?
* Do you have assistance to monitor behavioural changes that signal a need for time out?
* Do you use targeted individual prompting throughout the school day to address behavioural expectations?

### Assessment and reporting

* Do you set alternative, practical tasks for assessments?
* Do you evaluate and provide ongoing feedback on adjustments and academic performance?
* Do you require time to offer assignments in alternative formats eg: role-play, oral presentation?
* Do you access support to prepare alternate assignments for individual students?
* Do you provide individual advanced notice of assignments?
* Do you provide an individual schedule of assignments?
* Do you provide extra time during exams?
* Do you provide a reader or scribe for assessments and exams?

### Environment

* Do you access assistance to adjust the physical surroundings eg: lighting, furniture positioning?
* Does your student sit near the door so they can access breaks outside the classroom?
* Do you provide supervised accessible safe/quiet areas around the school?
* Do you provide separate supervised learning areas?
* Do you provide support to enable students to move around the school eg: maps, colour coded signposts?
* Is an additional adult staff member provided to support students?

### Resources

* Do you use specific classroom equipment eg: pencil grip, positional seat, electronic dictionaries?
* Do you colour code books and materials for the student?
* Do you use personalised, graphic organisers eg: visual representations of task?
* Do you enlarge print or change font size and line spacing for the student?
* Do you support the student by photocopying other notes?
* Do you use adaptive computer software eg: personalised audio books?
* Do you use personalised, concrete examples to explicitly teach certain skills?
* Do you use supports to introduce changes in routine eg: a personalised social story, advanced warning given?
* Do you provide a personalised daily timetable eg: colour coded visual timetable?
* Do you collaboratively plan for the student to move towards independently managing their health care needs?
* Do you use an individual behaviour plan to improve behaviour?
* Do you record daily incidences of behaviour eg: student behaviour record on school data system?
* Do you use a behaviour-improvement training program?
* Do you use on individualised desk goals and reminders?
* Do you use develop social stories/scripts to teach personal positive social concepts?
* Do you use a help card/time out/or respite card?
* Do you use personalised picture cues to support the student?
* Do you support the student in appropriately using equipment eg: orthotics, hearing aids?
* Do you use assistive technology to allow access to the curriculum eg: braille computer?

## Substantial adjustments

Students with disability who have more substantial support needs are provided with essential adjustments and considerable adult assistance. Adjustments to the usual educational program occur at most times on most days.

### Planning

* Do you frequently use one or more support services to develop, plan and implement the curriculum eg: therapists, consulting teachers, school psychologists?
* Do you regularly meet the school team and/or support services to discuss a student’s individual learning needs?
* Do you collaborate with support staff frequently eg: behaviour specialist?
* Do you deliver an intensive individualised behaviour management plan with support that requires additional training?
* Do you regularly collaborate with external agencies?
* 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 supervised breaks from work tasks throughout the day?
* Do you provide an individualised program, delivered individually or in a very small group for most of the day?
* Do you access intensive individualised social skills instruction eg: one-on-one task analysed mastery of individual skills?
* Do you use another form of communication eg: augmentative/alternative communication, Auslan, PECS?
* Do you use individualised visual/tactile supports for implementing the curriculum most of the time?
* Do you provide trained personnel to enable students to participate in school activities such as school events and excursions?
* Do you provide individualised toilet support most of the time?
* Do you provide individualised feeding support most of the time?
* Do you provide individualised dressing support most of the time?
* Do you use extra personnel to implement strategies such as individual role-play, social stories/scripts, levels of prompting and task analysis to explicitly teach social skills?
* Do you use a support teacher/assistant to break down target skills into one or two stage instructions most of the time?
* Do you use extra personnel to implement a reinforcement schedule to teach targeted skills?
* Do you require support in addition to the classroom teacher to manage a health condition on a daily basis?
* Do you require extra support personnel to 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 behaviour most of the time eg: self-harm?
* Do you implement strategies with extra personnel to manage sensory input/integration most of the time?
* Do you implement alternative programs with support to suit individualised functional learning needs?

### Assessment and reporting

* Do you have daily communication with parents, guardians or carers?
* Do you provide alternative or finely sequenced individualised programming, assessment and reporting?

### Environment

* Do you provide individualised support for movement around the school eg: escort by class teacher/education assistant?
* Do you provide personal manual support for the student to access all areas of the school environment?
* Have you made significant adjustments to the school environment to meet the student’s needs eg: painted boundary markers, adjusted timetables and room access to suit students with restricted mobility, within the last 12 months?
* Do you use a supervised withdrawal space/low stimulus to support your students’ needs daily?

### Resources

* Do you use assistive technology devices, directed by support staff, to allow access to the curriculum eg: braille writer, speech recognition software?

## Extensive adjustments

Students with disability and very high support needs are provided with extensive targeted measures and sustained levels of intensive support. Adjustments to the regular educational programs occur at all times.

### Planning

* Do you require a very high level of input from support services to collaborate, write and implement the personalised learning eg: special educator, therapists, school psychologist, external agencies?
* Do you collaborate with specialist support staff and therapists daily/weekly?
* Do you collaborate on teaching and learning strategies with external agency support frequently?

### Teaching

* Do you use intensive, highly individualised instruction to support multiple areas of communication on an ongoing basis?
* Do you use a full time oral interpreter (eg Auslan or Makaton interpreter) for all activities?
* Do you use intensive, comprehensive individualised instruction in a highly structured manner eg: TEACCH, Applied Behaviour Analysis, discrete trial training?
* Do you provide an individually delivered alternative curriculum eg: functional/life skills program?
* Do you use individually delivered concrete materials to implement the curriculum one-on-one all of the time?
* Do you provide individual/physical prompting, delivered one-to-one by an extra staff member, pervasively throughout the day?
* Do you provide personally developed, individually delivered work skills/community access programs eg: personal job coach?
* Do you provide medically prescribed diets, with support?
* Do you use alternative methods of communication eg: Auslan, Braille, augmentative/alternative communication, requiring extensive support from specialist staff all the time?
* Do you develop, monitor and review extensive individualised strategies for resilience in collaboration with specialist support staff?
* Do you use specialist support staff to deliver simplified instructions throughout the day?
* Do you use personally delivered intensive reinforcement schedules eg: every 1–3 minutes?
* Do you deliver an intensive individualised behaviour management plan, with daily support that requires additional training?
* Do you have an intensive individualised risk management plan that requires extra personnel and additional training?
* Do you have an intensive individualised health care plan that requires extra support and additional training?
* Do you include highly individualised daily self-care strategies eg: toileting, hygiene, eating, dressing?
* Do you use approved crisis intervention strategies, requiring extra personnel support?
* Do you require one-on-one physical support for the student to access learning activities all of the time?
* Do you use highly individualised strategies such as functional behaviour analysis and input from support services to support complex behavioural therapy for a student with mental health needs all of the time?
* Do you access additional trained support pervasively throughout the day to manage a health condition?

### Assessment and reporting

* Do you provide frequent finely sequenced individualised assessment and reporting?
* Do you provide alternative ways to assess achievement towards personalised learning goals?
* Do you use alternative or modified curriculum frameworks to assess student achievement?

### Environment

* Do you use extra personnel all of the time to ensure a student is fully included in his mainstream environment?
* Do you use a specialised learning environment?
* Do you use low stimulus/focus stimulus supervised areas, if required?
* Do you use a supportive fully supervised support area to assist in de-escalating/calming a distressed student?

### Resources

* Do you use highly specialised assistive technology, which requires adult support eg: eye gazing technology, switch access to on-screen keyboards, head tracking?
* Do you require extensive support from specialist staff at all times?
* Do you provide highly individualised, specialist and supervised equipment or support to move around and access all the areas of the school environment?