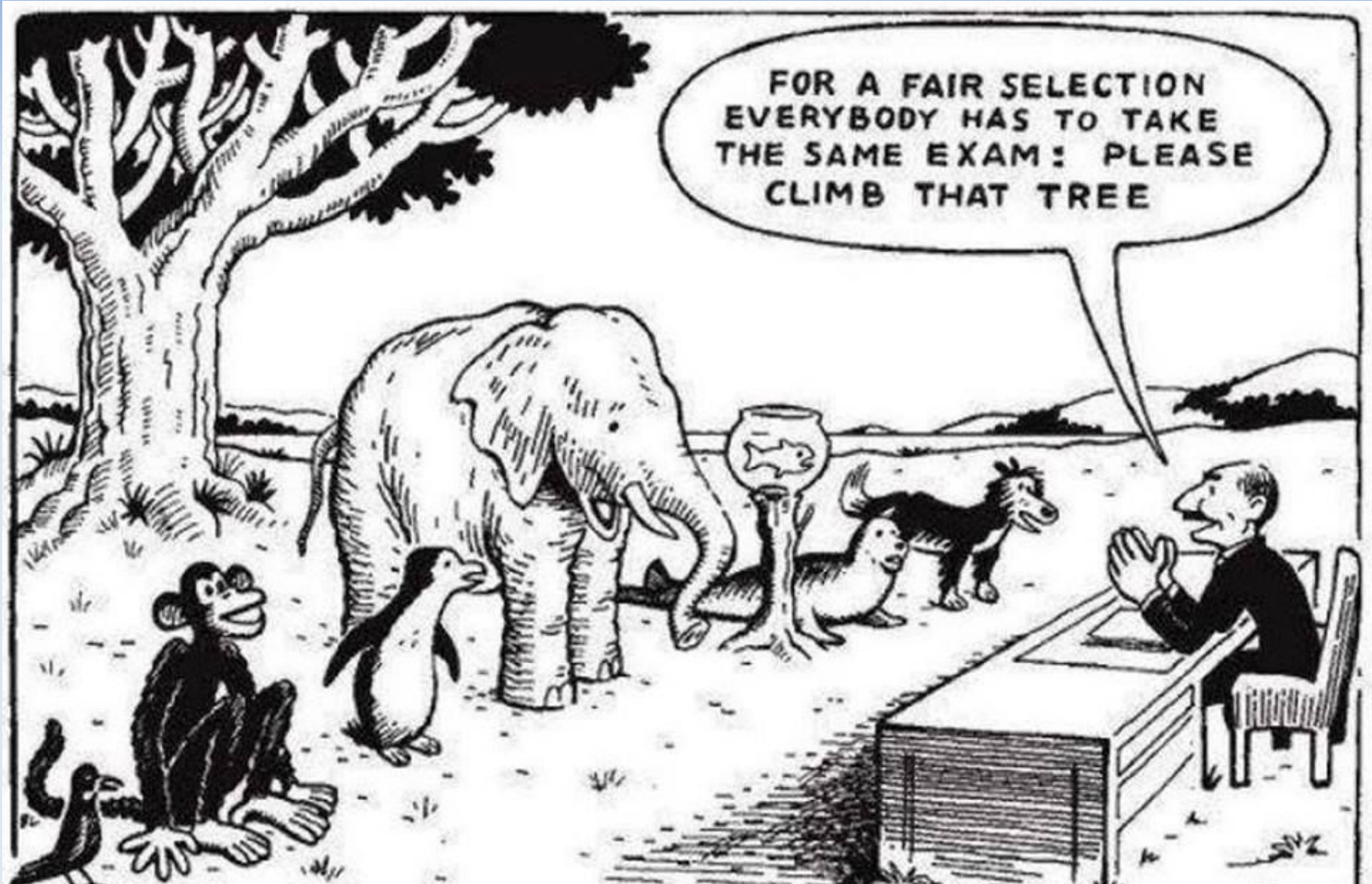


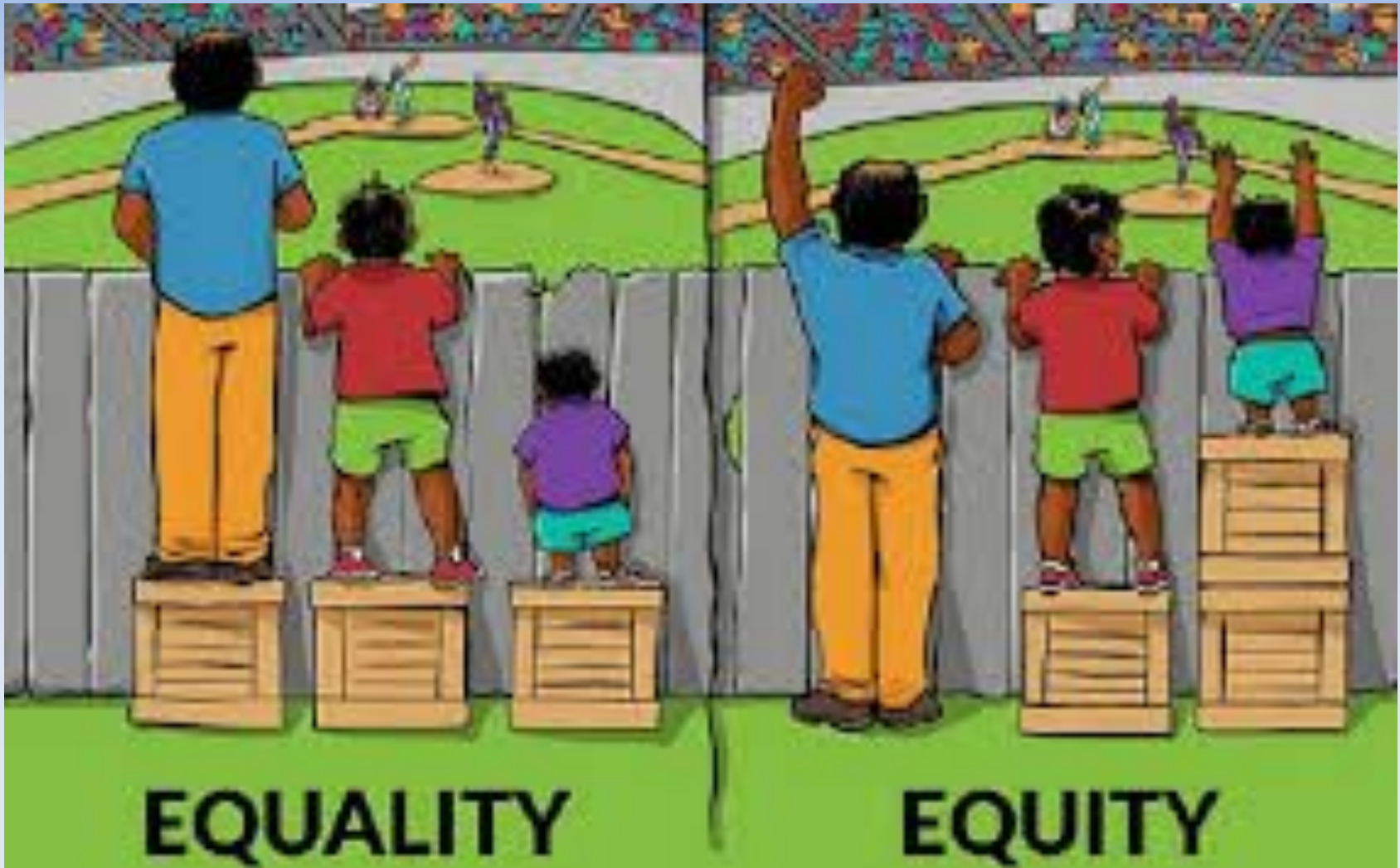
# Reasonable Adjustments for Students with Learning Difficulties

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# Outline

- The NCCD and reasonable adjustments
- MARC: An adjustments framework





# What is the NCCD?

Under the [Disability Discrimination Act 1992](#) (DDA) and the [Disability Standards for Education 2005](#) (the Standards), Australian students with disability must be able to access and participate in education on the same basis as their peers. To ensure this, **students with disability may receive adjustments to access education**, based on the professional judgement of teachers, in consultation with the student and/or their parents, guardians or carers.

The NCCD gives information about the number of students with disability in schools and the adjustments they receive.

From 2018, the student with disability loading provided by the Australian Government is based on the NCCD.

# Reasonable Adjustments

Schools **must** provide **reasonable adjustment(s)** to assist students with disability to access and participate in education **on the same basis** as other students.

*‘On the same basis’ means that a student with disability has opportunities and choices that are comparable with those offered to students or prospective students without disability in relation to:*

- admission or enrolment
- participation in courses or programs
- use of facilities and services provided

# Provide adjustment(s) and determine level of adjustment(s)

## Differentiation vs. Adjustment

- **Differentiation**

- For all students at all times
- Tailor activities for each learning style, tapping into individual differences between students

- **Adjustments**

- Go beyond differentiation
- Changes are made so that a student with a disability has the same opportunity of success as every other student in the class

# NCCD Reasonable Adjustments

## ***Support provided within quality differentiated teaching practice***

- Students with disability are supported through active monitoring and [minor] adjustments that are not greater than those used to meet the needs of diverse learners. These adjustments are provided through usual school processes, without drawing on additional resources, and by meeting proficient-level Teaching Standards (AITSL).
- Adjustments **occur infrequently as occasional action, or frequently as low-level action** such as monitoring.

## ***Supplementary adjustments***

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

## ***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 day.**

## ***Extensive adjustments***

- Students with disability and very high support needs are provided with extensive targeted measures and sustained levels of intensive support. These adjustments are highly individualized, comprehensive and ongoing.
- Adjustments to the regular educational program **occur at all times.**

***Tip for determining the level of adjustment(s):*** Consider the frequency, intensity and range of adjustment(s) provided.



# **WHAT CAN LIMIT A STUDENT'S ABILITY TO ACCESS THE CURRICULUM AND PARTICIPATE IN EDUCATION?**

# What is a learning difficulty?

- Learning Difficulty = difficulties in acquiring knowledge and skills to the normal level expected of those of the same age
- Children with learning difficulties underachieve for a wide range of reasons



# Learning Difficulty

Developmental Language Disorder

Sensory impairment

Attentional problems (e.g., ADHD)

Physical impairment

Mood disorder (e.g., anxiety, depression)

ESL

Medical condition

Autism Spectrum Disorder

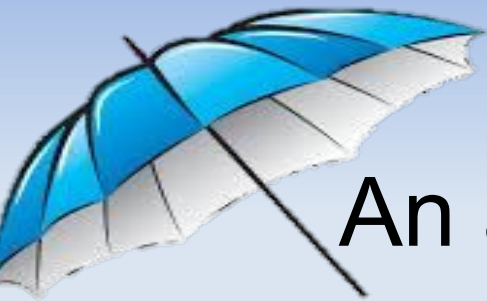
Behavioural problems

Lack of opportunity

Intellectual Disability

Specific learning disorder (e.g., dyslexia, dysgraphia, dyscalculia)

Etc.



# An adjustments framework; MARC

## Modify

- Change the content required
- *E.g., Life skills, reduced curricula*

## Accommodate

- Change delivery of information or demonstration of knowledge but do not reduce the learning
- *E.g., Extra time, scribe*

## Remediate

- Ameliorate targeted deficits
- *E.g., Phonics programs, Multilit*

## Compensate

- Bypass the deficit
- *E.g., Organisation aids, mnemonics, visual schedules*

(Taken from *A Systematic Method of Analyzing Assessment Results for Tailoring Interventions (SMAARTI)* by Mascolo, Flanagan & Alfonso, 2014)

# Modify / Modification

- Changes content of material to be taught or measured.
- Typically involves changing or reducing learning or measurement expectations
- May change the depth, breadth, and complexity of learning and measurement goals.

*Students requiring **modifications** typically find the year level curriculum too hard or too easy*

E.g., intellectually disabled, severe language disorder, autistic, gifted

# Examples of *Modifications*

- Reduce (or increase) the amount of material a student is required to learn/produce, for example
  - Number of textbook pages/chapters to read
  - Highlight sections of a text-book that are most important to read
  - Number of maths problems to complete
  - Assignments are based on the amount of time spent reading/answering problems
  - Complete certain sections of a project but not all

# Examples of *Modifications* (cont...)

- Simplify tests, for example
  - Multiple-choice vs written responses (i.e., recognition vs. recall)
  - Literal versus critical/inferential reading comprehension questions
  - Numerical rather than worded maths problems
  - Fill in the blank (e.g., process/systems in science)
- Simplify content/material to be learned/produced, for example
  - Expository vs. narrative vs. descriptive vs. argumentative writing

# Accommodate / Accommodations

- Changes conditions under which learning occurs or is measured but does not change or reduce learning or assessment expectations.
- Typically involves changing the way information is provided to the student, or changes the way they demonstrate their knowledge

*Students requiring **accommodations** typically can manage the year level curriculum once appropriate accommodations are provided*

e.g., learning disabled (dyslexia, dysgraphia, dyscalculia), language disorder, anxiety, sensory impairment, physical impairment



# Types of accommodations

Instructional

Environmental

Assessment

# Examples of *Instructional accommodations*

Duplicated notes to reduce copying from board

Repetition of information

More frequent breaks

Extra time for processing and response

Describe visual displays (e.g., diagrams, illustrations, relationships between the parts)

Break tasks down into small steps

Write instructions down

Concrete/hands-on materials

Reduce number of instructions given at a time

Assistive technology  
(e.g., text-to-speech software,  
hearing assistive technology,  
electronic magnifiers)

Self-evaluate speech (e.g., clarity of pronunciation, rate, and volume) and presentation of instruction (e.g., facing the class when you speak, pausing at certain points to let the student process what you have said)

# Examples of *Environmental Accommodations*

Strategic seating

Proximity to instructor

Reduction of audio/visual stimuli

Ensure illumination in the classroom is appropriate

Quiet setting / Separate setting

Use of headphones

# Examples of *Assessment Accommodations*

Alternative settings

Make allowances for the errors related to linguistic difficulties in written work

Extended time limits

Reduce quantity of output required

Reduced verbatim scribing

Allow content of written word to outweigh spelling

More frequent breaks

Assistive technology (e.g., speech-to-text, text-to-speech, Word Processor)

Calculator

Formula cheat sheet

Oral presentation versus written essay

Align math problems vertically rather than horizontally

Reader

Scribe

Talking calculators, spell checkers, and thesaurus/dictionaries

# Examples of *Assessment Accommodations* (cont...)

Substitute a language-based task (e.g., oral explanation, writing on the computer) for tasks requiring visual-motor coordination (e.g., drawing a picture of an event in a book).

Rephrase or rewrite the problems to reduce the syntactic complexity and to modify vocabulary that may be unfamiliar.

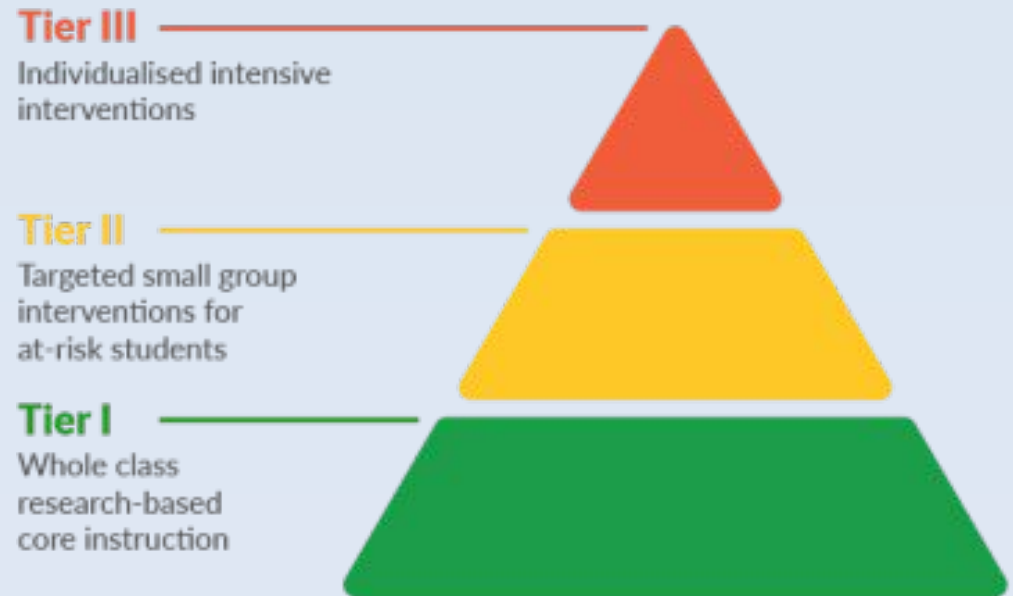
Rephrase the question using simpler language

# Remediate

Ameliorate or improve targeted deficits via direct or explicit instruction

Targets could be

- academic - e.g., phonics, reading comprehension, calculation
- social - e.g., recognising and responding to facial cues
- emotional - e.g., anxiety
- behavioural - e.g., self-regulation, safety behaviour



# Compensate

- Procedures, techniques, and strategies intended to bypass or minimize the affects of cognitive or academic deficits

Self-Advocacy:  
Know Yourself,  
Know What You  
Need, Know How  
to Get It

# Examples of *Compensatory Strategies*

Teach/learn memory aides (e.g., chunking, rehearsal, lists, notes, checklist, memory plans)

Write instructions downs

Reduce need to take notes

Ask for repetition of information

Study in non-distracting environment

Use pictures to represent steps of a process

Review and overlearn previously learnt information

Use advance organisers/ activities to activate prior knowledge before learning new topic

Use graphic organisers to teach/learn new concepts and information

Provide/use multisensory learning experiences

Pair verbal with visual information

Review information to be learned just before going to sleep

Teach/use verbal rehearsal (repetition) for information or instructions that the student has to remember for only a short time.

Teach/use strategies for organising information and tasks

Teach/use "to-do" lists

Paraphrase information that has been heard or read



# Examples of *Compensatory Strategies*

Provide/Ask for extensions

Limit copying activities

Set time limits for homework

Practice speeded tasks and use concrete measures of progress using charts and graphs

Start assignments early

Establish and follow routines

Obtain assigned readings early

Do “bursts” of work followed by short breaks when studying

Record start and stop times on assignments and/or estimate time it will take