

RCH Education Institute Modification Tool

EXAMPLES OF ADJUSTMENTS TO CONSIDER		NAME:	DATE:
Support provided within quality differentiated teaching practices	Supplementary Adjustments	Substantial Adjustments	Extensive Adjustments
Seating to maximise attention, focus, engagement	Extra time to complete work tasks and/or assessment	Student responds using assistive technology/computer software	Highly modified classroom and/or school environment
Lockers, bag storage positioned for ease of access	Programs or interventions to address the student's emotional/social needs	Adjust environment to support needs arising from disability	Provision of more accessible and relevant curriculum options
Reduce number of questions/amount to learn/reduce assessment tasks	Specialised assistive technology and software. Text to speech for example	Frequent assistance with mobility and personal hygiene/close proximity to toilets	Full time support with mobility and personal hygiene
Reduce length of written response and/or reading tasks	Digital/hardcopy of notes/worksheets/allow student to photograph notes, work samples	Referral to Visiting Teacher/speech/psych and or external agency	The use of highly specialised assistive technology
Explicit teaching of skills for example problem solving /social skills/time management	Simplified/visual timetables, audiobooks, iPad	Adapted assessment procedures/oral testing	
Personalised learning that is implemented without drawing on additional resources. IEP, Learning Goals	Evaluate and plan/notify student before any changes to school routine/day Prepare student for transitions	Frequent (teacher directed) individual instruction	
Support auditory presentations with visuals/use of visuals generally	Support additional time to move around school	Note-taker or Scribe assigned	
Whole school professional learning for the management of medical conditions (consent required from parents/caregivers)	Modify or individualise task to match skill level (ensure success)	Liaise with team stakeholders on a regular basis – Care Team Meetings/SSGs	
Simplify/scaffold instructions	Behaviour Management Plan/Mental health plan	Modified timetable/school day	
Support breaks and down times	Allow typing if handwriting is not the focus	Develop a precedent for Special Provisions	
Use of timer/break up tasks/scaffold/model	Allow use of a number line, 100s chart/calculator to support mental math computation	Cater for students' sensory needs/weighted blanket/ allow to move/change positions/quiet space	
Simplify language/Pre-teach vocab/concepts	Allow for modified school uniform		
Repeat/model/highlight language and important points			
Appoint a familiar staff member to check in with student on a regular basis			

This resource was produced by the Royal Children's Hospital Education Institute using content adapted from the following source (Australian Government Department of Education and Training: Nationally Consistent Collection of Data on school students with disability (2019), Endorsed levels of adjustment, retrieved from https://www.nccd.edu.au/sites/default/files/h5p/content/167/docs/endorsed_levels_of_adjustment.pdf).