



Differentiation

*"Fairness is not everyone getting the same
but everyone getting what he or she needs"*

Socrates



Support strategies for students with diverse learning needs in the mainstream classroom.

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This document can be located electronically at: 'The Curriculum Place' (www.cnscurric.catholic.edu.au)

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Fairness and Equity



Responding to every student in the same way is **Equal**.

Responding to each student based on need is the meaning of **Fairness**.

Take golf...

All golfers have different abilities.

Everyone tees off together.

So that everyone has the same opportunity to win,
a handicap is given.

No one seems to think that this is unfair.



GUIDELINES, POLICIES, STATEMENTS & LEGISLATIVE REQUIREMENTS



Guidance for using the Australian Curriculum with Students with Special Education Needs

“Which students have ‘special education needs’?”

Students in Australian classrooms have multiple, diverse, and changing needs that are shaped by individual learning histories and abilities as well as cultural, language backgrounds and socio-economic factors. The Australian Curriculum acknowledges the commitment in the Melbourne Declaration on Educational Goals for Young Australians (2008) to support all Australians to become successful learners, confident and creative individuals and active and informed citizens. Some students will need additional support to realise this goal and while every state and territory has its own definition and decision making process, ACARA identifies this group of students as having ‘special education needs’.

What has ACARA done to make the Australian Curriculum inclusive of students with special education needs?

The curriculum has been purposely designed to provide teachers, schools and education authorities with the flexibility needed to fulfil their obligation to provide students with special education needs with the opportunity to access and participate meaningfully in education on the same basis as other students. The guidance provided by ACARA supports teachers of students with special education needs to use the Australian Curriculum in a way that complies with the requirements of the Disability Standards for Education under the *Disability Discrimination Act 1992* (DDA).

ACARA has sought advice through consultation with a range of peak organisations and authorities to ensure that the language used in the Australian Curriculum is inclusive and reflective of students with special education needs.

For example, consideration has been given to how words are used in relation to various impairments. Current advice from peak organisations emphasises the importance of using language that is used generally in the community such as 'look at', 'read', 'listen'.

Wherever possible, inclusive, rather than restrictive terminology is used in the Phase 1 learning areas. For example, to 'communicate' clearly rather than 'speak' clearly; to 'respond' to, rather than 'listen' to; to 'use active listening behaviours' rather than 'listen actively to others'; to 'record' rather than 'write' number sentences.

Inclusive for all:	
Previous assessment terminology	The Australian Curriculum has been written using ‘inclusive terminology’
Listen	Respond
Speak	Communicate
Write	Record
Complete	Demonstrate

ACARA also recognises that a range of alternative formats can be used as appropriate curriculum adjustments to enable access and engagement with learning and assessment activities. For achievement standards, emphasis is placed on the skills and understandings that students are expected to demonstrate rather than the mode by which they do this.

For a small percentage of students particularly those with a significant intellectual disability, the Foundation to Year 10 curriculum content and achievement standards may not be appropriate or meaningful even with adjustments. During 2011, ACARA will develop additional curriculum content and achievements standards for this group of students in order to develop an Australian Curriculum that is inclusive of every learner.

What does the Australian Curriculum assume about planning of teaching programs for students with special education needs?

It is assumed that teachers and schools will:

- **comply** with their state / territory policies and guidelines that have been developed to reflect the requirements of the *Disability Discrimination Act 1992* and the *Disability Standards for Education 2005*; this legislation obliges teachers and education providers to make the necessary adjustments for students with special education needs so they can access and participate in education without experiencing discrimination
- **recognise** that many students with special education needs follow the same developmental progression as their peers but not necessarily at the same rate; some students progress differently in different learning areas or demonstrate skills in certain contexts
- **refer** to the Australian Curriculum content descriptions and achievement standards, and their own assessment information and personal knowledge of the student to determine each student's level of achievement within the learning continuum
- **identify** the next steps for the student's learning to help them progress along the learning continuum
- **check** that the intended learning for the student is:
 - rigorous - being deep, rather than broad; and active rather than passive
 - relevant – offering an appropriate level of challenge beyond that which they already know, understand and can do
 - meaningful – building on students' prior learning and accommodating their learning preferences and personal interests in a way which engages them
- **take into account the needs of each student and adjust the learning activities, assessment strategies and / or the learning environment as appropriate, that is,**
 - in the way learning activities are organised and presented
 - in the organisation of the learning environment
 - in the assessment process and the ways in which students are expected to demonstrate the quality of their learning

What does the Australian Curriculum assume about assessment and reporting for students with special education needs?

The Australian Curriculum achievement standards provide an expectation of the quality of learning students should typically demonstrate by a particular point in their schooling, that is, the extent of their knowledge, the depth of their understanding and the sophistication of their skills.

The sequence of achievement standards, Foundation to Year 10, describes and illustrates progress in the learning area. This sequence provides teachers with a framework of growth and development in each of the learning areas and helps teachers plan for and monitor learning during the course of a semester or year. It will also assist teachers to make judgements about the extent and quality of learning. The achievement standards emphasise the skills and understandings that students are expected to demonstrate rather than the mode by which they do this.

Some students may not reach the standards at the same time as their peers, but will still follow the same sequence of learning. As students progress along this sequence, adjustments may be required to align the assessment strategies with the intended learning. This means also that where a student is being taught content from a year level of the Australian Curriculum that is different to that of their peers, they should be assessed against the relevant achievement standard for the year level at which they are being taught.

Whilst the Australian Curriculum achievement standards are the reference point, students will continue to be assessed and then reported on in ways consistent with the assessment and reporting requirements of the relevant state, territory or sector.”

(accessed at: <http://www.australiancurriculum.edu.au/Curriculum/Special-education-needs> on 09/05/2011)

Queensland Studies Authority (QSA) – Special Educational Needs

“The QSA is committed to equity in education. The needs of students with specific educational needs must be considered in a proactive way - to design inclusive learning and assessment programs, and to provide opportunities for alternative assessment arrangements.

Students with specific educational needs include but are not limited to:

- Students with disabilities that have a physiological basis
- Students with educational needs arising primarily from socioeconomic, cultural and / or linguistic factors where there may be some form of educational disadvantage
- Students whose difficulties in accessing learning do not appear to be directly or primarily attributable to educational disadvantage arising from impairment, or to socioeconomic, cultural and/or linguistic factors or psychological needs
- Students with identifiably different patterns of educational development and orientation.

Inclusive strategies:

Inclusive strategies enable a learner with disabilities to participate in learning experiences on the same basis as a learner without disabilities.

A teacher makes required adjustments to teaching, learning and assessment to enable a student with disabilities to demonstrate knowledge, skills or competencies and makes these available (Disability Discrimination Act 1992 and Disability Standards for Education 2005 CwIth).

It is critical that consultation happens at the beginning of the curriculum planning so that adjustments are incorporated into the entire teaching, learning and assessment cycle.”

(accessed at: <http://www.qsa.qld.edu.au/691.html> on 09/05/2011)

QSA Policy on Special Provisions for School-based Assessments in Authority and Authority-registered Subjects

Introduction:

“Special provisions’ means making reasonable adjustments to conditions of assessment to ensure equitable opportunities for all students... In making a decision about special provisions, the school is required to consider what adjustments to assessment conditions are reasonable in the circumstances”

Guidelines:

“The principal and teachers of the school, with the advice and assistance of the QSA (if required) should:

- **consult** with the student and the student’s parents / carers or associates regarding any preferred adjustments, any adjustments that have been provided previously and any recommended or alternative adjustments
- **take into account** the nature of a student’s disability or the reason for the student’s specific educational needs
- **consider the effects** of the adjustment on the student, including the effect on the student’s ability to achieve the learning outcomes and to participate in courses of study, and the effect on their independence
- **identify assessment instruments** that may require reasonable adjustment for students with specific educational needs
- **seek advice** from other relevant personnel if considered necessary
- **make decisions** about the nature and appropriateness of the adjustments. This may include considering the costs and benefits of making the adjustment
- **assess** whether changes are needed to the adjustment over the period of a student’s education in order to allow for the changing needs of the student over time”

(accessed at: http://www.qsa.qld.edu.au/downloads/senior/assess_snr_sc_policy.pdf on 09/05/2011)

Catholic Education – Diocese of Cairns: Inclusive Practices Position Statement

“Introduction:

Catholic Education - Diocese of Cairns is committed to supporting schools in their work of fostering cultures of inclusion that respond to the educational needs of students regardless of their abilities, backgrounds and aspirations. In addition Catholic Education - Diocese of Cairns is committed to supporting schools to develop inclusive practices that are supportive of Church teaching and legislative requirements.

Definition:

An inclusive practice is defined as, ‘the practice of providing (educational opportunities) for students with a wide range of abilities, backgrounds and aspirations in regular school settings’.

Rationale:

The Catholic Education - Diocese of Cairns strives to “Be welcoming to all who seek to share their life” as one of its seven defining features of a Catholic School.

Inclusive practices are fundamental to the ethos of Catholic schools and form part of the pastoral, spiritual, intellectual, physical, cultural and social development of all students.

Catholic Education - Diocese of Cairns believes that the concept of inclusion is based on the provision of an educational environment that promotes the human dignity of each student.

Inclusive practices value the diversity of students, recognise their rights, provide equitable access to the curriculum and work towards meeting their education needs within a supportive Christian community.

The concept of inclusion recognises:

- the uniqueness and the diversity of students as children of God
- the need for belonging within a community
- a whole school approach to planning, curriculum development and school organisation
- access to differentiated resources and learning opportunities to facilitate the participation of students

Position Statement:

Catholic Education - Diocese of Cairns advocates that Catholic schools establish appropriate policies and procedures that:

- commit to working towards meeting the needs of all students in the Catholic education community, drawing on shared knowledge and skills relating to all facets of education
- encourage collaborative planning and decision making which includes students, families and educators as integral members of the school community
- encourage collaborative partnerships and service agreements with agencies beyond the school to support the particular needs of students
- allow flexibility in system approaches, school structures, procedures and curriculum that facilitates options and pathways for students
- promote the professional development of all staff to support the equitable participation of all students
- encourage the development of physical environments that are accessible, stimulating, safe and welcoming”

(accessed at: <http://www.cnonline.catholic.edu.au/myclasses/Class,102612275696221> on: 09/05/2011)

Disability Discrimination Act (DDA) - Guide: Getting an education

"A person with a disability has a right to study at any educational institution in the same way as any other student."

The DDA makes it against the law for an educational authority to discriminate against someone because that person has a disability.

This includes all public and private educational institutions, primary and secondary schools, and tertiary institutions such as TAFE, private colleges and universities.

What should educators do?

Educators must offer a person with a disability the same educational opportunities as everyone else. This means that if a person with a disability meets the necessary entry requirements of a school or college he or she should have just as much chance to study there as anyone else.

Educators must base their decisions on a person's ability to meet the essential requirements of the course. They should not make assumptions about what a person can or cannot do because of a disability.

The DDA protects people with a disability against discrimination in education in the following areas:

Admission

- Refusal or failure to accept an application for admission from a person with a disability
- Accepting a person with a disability as a student on less favourable terms or conditions than others. For example, asking a person with a disability to pay higher fees.

Access

- Denying or limiting access to people with a disability. For example, not allowing a person to attend excursions or join in school sports, delivering lectures in an inaccessible format, inaccessible student common rooms.
- Expelling a person because of a disability, or
- Subjecting a person with a disability to any other detriment.

Harassment

- Humiliating comments or actions about a person's disability, such as insults, or comments or actions which create a hostile environment.

What about course changes?

If a person with a disability meets the essential entry requirements, then educators must make changes or "reasonable adjustments" if that person needs them to perform essential course-work.

For example, a student may not be able to perform dissections in a biology course because the bench is too high. The ability to reach a certain height is not an essential part of dissection. The student would be perfectly capable of performing the tasks of the lab session if provided with a lower table.

In most situations the person with a disability will be able to tell educators what he or she needs to be able to study. If necessary, educators should also seek advice from government agencies or organisations which represent or provide services to people with a disability.

Adjustments could include:

- Modifying educational premises. For example, making ramps, modifying toilets and ensuring that classes are in rooms accessible to the person with a disability.
- Modifying or providing equipment. For example, lowering lab benches, enlarging computer screens, providing specific computer software or an audio loop system.
- Changing assessment procedures. For example, allowing for alternative examination methods such as oral exams, or allowing additional time for someone else to write an exam for a person with a disability.
- Changing course delivery. For example, providing study notes or research materials in different formats or providing a sign language interpreter for a deaf person.

What if changes are too difficult for educators?

The D.D.A. does not require changes to be made if this will cause major difficulties or unreasonable costs to a person or organisation. This is called "unjustifiable hardship". Before considering claiming adjustments are unjustified, educators need to:

- Thoroughly consider how an adjustment might be made
- Discuss this directly with the person involved, and
- Consult relevant sources of advice.

If adjustments cause hardship it is up to the education authority to show that they are unjustified."

(accessed at: http://www.hreoc.gov.au/disability_rights/dda_guide/getting_/getting_.html on 09/05/2011)

What are Curriculum Adjustments?

(According to the DDA)

“**Adjustments** are actions or measures taken that assist a student with a disability to:

- apply for enrolment,
- participate in the program, and
- use the facilities or services

on the same basis as a student without a disability.”

An adjustment is classified as a **Reasonable Adjustment** “if it takes into account the needs of the learner and balances the interests of all parties affected. When assessing whether an adjustment is reasonable, consideration needs to be given to:

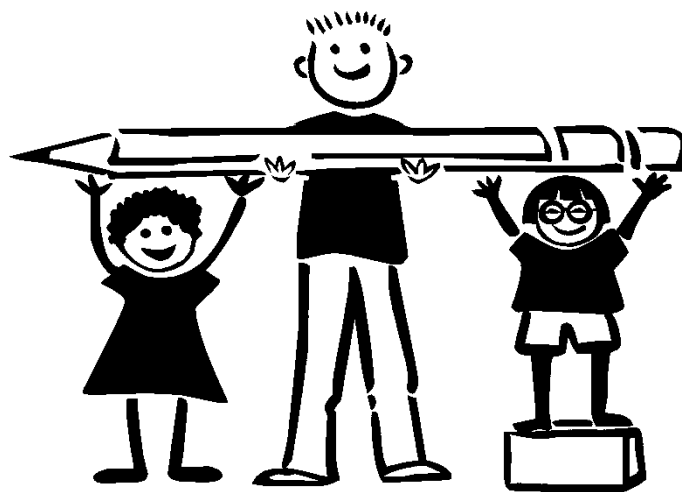
- the nature of the learner’s disability
- the effect of the adjustment on the learner’s ability to achieve learning outcomes, participate in courses and programs and operate independently
- the costs and benefits of making the adjustment.”

(On the same basis: *Implementing the Disability Discrimination Act Standards for Education* accessed at: <http://www.decd.sa.gov.au/speced/pages/specialneeds/OnthebamebasisDDAEducationStandards/?reFlag=1> on 09/05/2011)



KEY STRATEGIES FOR DIFFERENTIATION

Putting it into practice



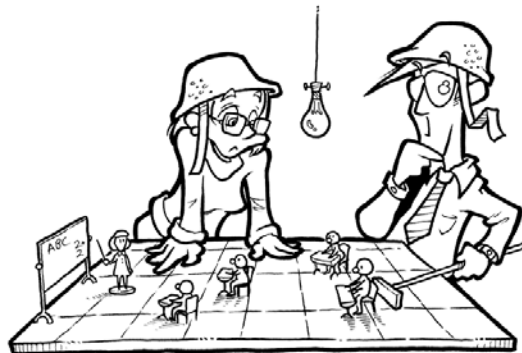
Three Types of Adjustments

There are **three main types of Classroom Adjustments**:

1. Curricular Adjustments:
 - Sequence & Scope objectives
 - Presentation methods
 - Content
2. Instructional Adjustments:
 - Teaching methods
 - Response opportunities for students
 - Activities for acquisition / mastery
 - Teacher responses
3. Environmental Adjustments:
 - Physical arrangement
 - Predictability of environment
 - Equipment and materials available

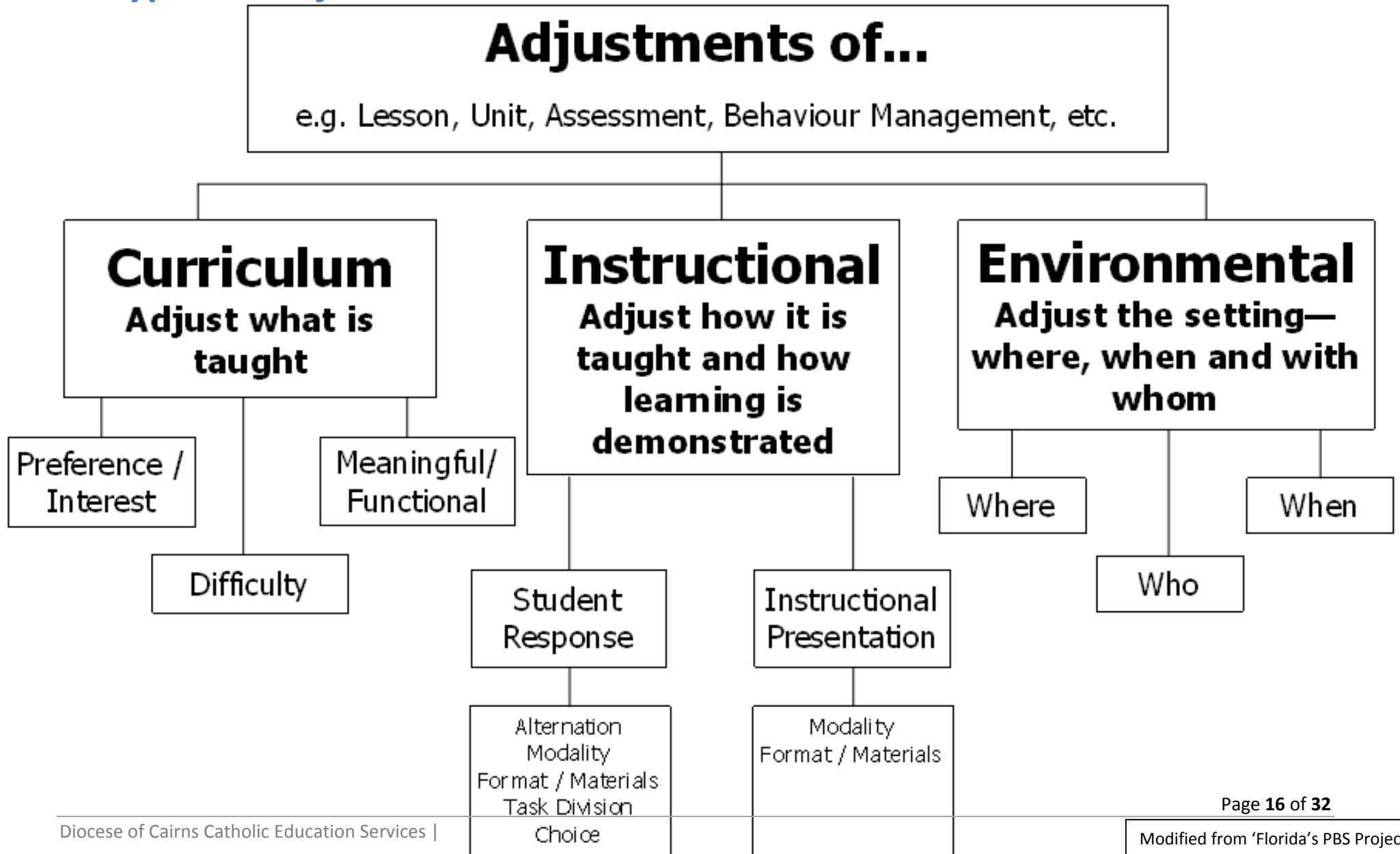
(accessed at: <http://flpbs.fmhi.usf.edu> on September 2010)

**“Inclusive practice involves collaborating with others,
drawing on the pedagogical and content knowledge that you already have,
being creative, resourceful and confident,
trailing new ways of teaching,
reflecting on the outcomes and being prepared to do things differently tomorrow.
It also involves a commitment to meeting the individual learning needs of all of your students –
some of whom may have a disability”**



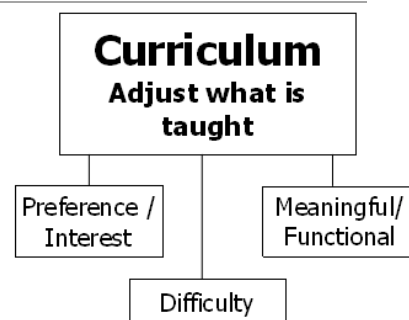
(Shaddock, A., Giorcelli, L. & Smith, S. (2007))

Three Types of Adjustments



Adjusting the Curriculum

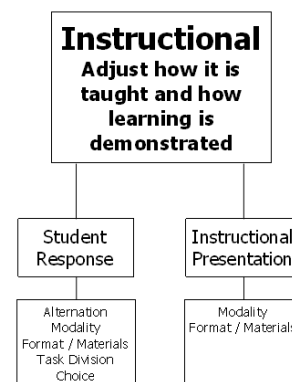
Curriculum adjustments involve changes to learning activities and are used to broaden or alter the sequence and scope to accommodate a greater range of student learning goals.



Examples of Adjustments to 'Curriculum'		
Preference / Interest	Difficulty	Meaningful / Functional
<ul style="list-style-type: none"> • Incorporate student's preferences in tasks e.g.: <ul style="list-style-type: none"> ○ Student prefers manipulative activities over written activities ○ Manipulative activity in counting lesson ○ Count concrete items and sort them into groups rather than counting and categorising on a worksheet • Alternate preferred with non-preferred tasks • Incorporate student's interests in tasks e.g.: <ul style="list-style-type: none"> ○ Completing written task on topic of interest ○ Number concepts using items of interest as manipulative 	<ul style="list-style-type: none"> • Incorporate and alternate mastered skills / activities into novel?? • Adjust difficulty level e.g. same story at a lower reading level, reduced word content, alternate criteria for assessment, reduced amount of time and complexity for oral presentations, reduced intellectual content, etc. • Provide the same lesson topic at a lower curriculum level • Provide errorless learning opportunities?? • Shorten difficult assignments • Complete task steps at a lower difficulty • Use homework only for practice of previously acquired skills 	<ul style="list-style-type: none"> • Teach skills that help the student participate fully in individual community activities • Make traditional tasks more purposeful by developing 'functional' activities that meet overall objectives e.g.: <ul style="list-style-type: none"> ○ General community and / or vocational skills ○ Recreational ○ Creation of a 'useful' product or outcome

Adjusting the Instructions

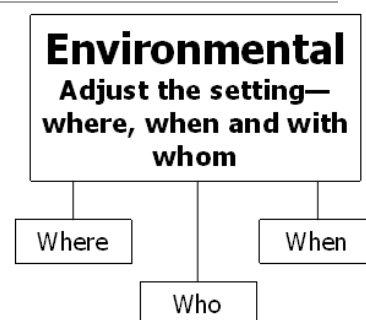
Instructional adaptations involve changing the way in which material is presented and / or the way the student practices or demonstrates learning.



Examples of Adjustments to 'Instruction'	
Student Response	Instructional Presentation
<ul style="list-style-type: none"> • Adjusting the modality: <ul style="list-style-type: none"> ○ Listening to someone else read a test aloud rather than reading it silently ○ Giving oral rather than written directions ○ Using a computer to answer questions versus pen / paper ○ Communicating spelling words orally rather than writing them ○ Respond using photos, video, voice-activated software, communication devices, Co-Writer, etc • Adjusting the Format / Materials: <ul style="list-style-type: none"> ○ Solving functional math problems rather than practicing isolated skills (e.g. counting real money rather than plastic counters) ○ Completing a chart, mark or outlining instead of writing an essay about a novel or story ○ Using a computer rather than pen / paper • Extend waiting time for answers or for task completion • Reduce the number of tasks • Allow breaks during the activity, assessment 	<ul style="list-style-type: none"> • Adjusting the presentation: <ul style="list-style-type: none"> ○ Changing the difficulty level of information provided during a lesson or the directions given ○ Providing information in a different manner i.e. using cues / prompts, technology, etc. ○ Having a variety of materials available for a student during a practice or evaluation activity • Intersperse activities i.e. preferred with non-preferred, teacher directed with independent, lecture with interactive activities, etc. • Use a variety of format styles / materials: <ul style="list-style-type: none"> ○ Conduct demonstrations and role plays ○ Highlight content area in a textbook (yellow for vocabulary words, blue for definitions) ○ Provide large-print materials ○ Provide answer boxes or more room to write on test and worksheets ○ Add pictures and / or symbols to text ○ Cue cards ○ Electronic devices e.g. DVDs, MP3, etc ○ Magnification devices ○ Signing ○ Braille ○ Transform text into talking text • Provide extra support to complete assessments / tasks e.g. scribe, reader, etc.

Adjusting the Environment

Adjustments to the environment involve modifying the physical and interpersonal settings, rather than the curriculum or the instruction.



Examples of Adjustments to 'Environment'		
Where	Who	When
<ul style="list-style-type: none"> • Provide access to privacy for a student who has difficulty concentrating or staying on task e.g. study carrel, time out area, another room, etc. • Minimise congestion • Position groups / work stations to minimise distractions • Clear lines of vision to the students • Ensure student is facing the visual materials they are expected to see • Provide a sound field system in the classroom to assist listening skills • Ensure all students can see instructional displays 	<ul style="list-style-type: none"> • Reduce / Increase adult-to-student ratio • Change the number or type of peers with whom the student is grouped for instruction • Use peer tutors / buddies 	<ul style="list-style-type: none"> • Post a daily class schedule and refer back to it throughout the day / session • Provide a visual timetable • Provide additional breaks • Use of large timers

Example of Differentiation:

(Shaddock, A., Giorcelli, L. & Smith, S. (2007))

Ahmed is in Year 5 and he enjoys drawing and practical activities such as science experiments, hands-on maths activities, art and building models. Ahmed has been diagnosed as having a mild intellectual disability and attention deficit hyperactivity disorder (ADHD). He has difficulty with expressive and receptive language and he rarely talks with peers or teachers. Ahmed does not complete much work and he moves around the room when agitated. His handwriting is slow and limited to simple sentences, with frequent misspelling and his reading is several grades below expectation.

For *writing* Ahmed was provided with:

- A computer with software that could support his writing by providing a spell checking facility and reduced keystroke support.
- Alternative ways to participate in writing tasks such as drawing responses, cartooning, power-point presentations with visuals and abbreviated text.
- The opportunity to tape responses instead of writing.
- Reduced text to write by using cloze texts or sentence starters.
- Writing scaffolds that outlined the features of the text such as headings or ideas for content.
- Opportunities for group work where he had a positive role in contributing to the final written product. Students in the class and Ahmed were taught how to work in groups cooperatively.

For *reading* Ahmed was provided with:

- Taped readers, e-books or stories on CDs that provide him with modelled reading opportunities and an opportunity to hear the content of a text or story that other students in the class are reading.
- Computer software that reads scanned text aloud for him to have access to similar content material as others in the class.
- Story maps or outlines that show the key points in a narrative or key concepts in a factual text.

For *study skills* the teacher:

- Supported Ahmed to work to an individual contract involving a timetable and schedule to complete work.
- Adjusted the amount of work so he can complete it and achieve success while ensuring it is authentic and content appropriate.
- Provided opportunities for Ahmed to negotiate how he could respond to an assignment using his skills with drawing and model-making.

General Differentiation Strategies

(Shaddock, A., Giorcelli, L. & Smith, S. (2007))

Differentiation is a philosophy and mindset that has a teacher acting responsively to a learner's needs and applies to all students in the class.

Finding Entry Points:

This strategy allows a student to explore a given topic through as many as five avenues or entry points such as narrational (presenting a story or narrative about the topic or concept in question), logical-quantitative (using numbers or deductive / scientific approaches to the topic or question), foundational (examining the philosophy and vocabulary that under gird the topic or concept), aesthetic (focusing on the sensory features of the topic or concept), experiential (using a hands-on approach where the student deals directly with materials that represent the topic or concept). You can make each entry point a valid one for learning and exploring and ask students to share acquired insights to the same topic.

Complex Instruction Tasks:

A strategy for differentiating instruction in heterogeneous classrooms. Complex instruction tasks:

- a) require students to work together in small groups;
- b) are designed to draw upon the intellectual strengths of each student in the group;
- c) are open-ended;
- d) are intrinsically interesting to students;
- e) are uncertain;
- f) involve real objects;
- g) provide materials and instructions in modified English if needed;
- h) integrate reading and writing in ways that make them an important means to accomplishing a desirable goal;
- i) draw upon multiple intelligences in a real-world way;
- j) use multimedia;
- k) require many different talents in order to be completed adequately.

An effective complex instruction task does not have a single right answer, does not reflect low-level thinking, and does not involve simple memorisation of routine learning.

Compacting:

This is a strategy for differentiating instruction, derived originally from the field of gifted education. It involves a three-step process which:

- a) assesses what a student knows about the topic and what the student still needs to master
- b) plans for learning what is not known and excuses student from what is known, and
- c) plans for freed-up time to be spent in enriched, catch-up or accelerated study.

This works well for students with disabilities who are often kept from learning more deeply about topics because of the lack of basic / access skills (reading, writing etc).

Cubing:

This is a versatile strategy which allows you to plan different activities for different students or groups of students based on student readiness, learning style, and/or interests. You can create a cube for different groups of students. On each of its six faces, you describe a different task related to the subject and / or the concept being learned. Each six-sided cube could carry instructions like

- Describe: What is it?
- Compare: What is similar to and different from?
- Associate: What does it make you think of?
- Analyse: How did it come about?
- Apply it: How is it used?
- Argue: For or against?

The above instructions can be varied so that students can participate in the learning activity at different levels if necessary.

Flexible Grouping:

This is a strategy for differentiating instruction that provides for students to be a part of many different groups based on the match of the task to student readiness, interest, or learning profile. You must ensure that all students have opportunities to work with students who are like themselves and dissimilar from themselves. All students should have rules for working cooperatively and independently, and groups can be selected by the teacher, or at times, by the students.

Group Investigation:

This is a strategy for differentiating instruction that puts students in the active role of solving problems. Present students with a complex problem for which they must seek additional information, define the problem, locate and appropriately use valid resources, make decisions about solutions, pose a solution, communicate that solution to others, and assess the solution's effectiveness. This strategy offers an opportunity to address readiness, interest, and learning profile.

High-Level Questioning:

This is a strategy for differentiating instruction that provides for presentation of questions that draw on advanced levels of information, requires leaps of understanding, and challenges the thinking of all students. Intellectual deepening of our questioning requires all learners to think at high levels and to defend answers.

Learning Centres / Stations:

This is a strategy for differentiating instruction that provides for "centres" or "stations" or collections of materials that learners use to explore topics or practise skills (tasks can be adjusted to readiness, interest, or learning profile).

Learning Contracts:

This is a strategy for differentiating instruction that provides for an agreement about work between student and teacher and which can take many forms i.e., what will be learned, how it will be learned, amount of time for learning, and how the work will be evaluated. Such contracts should be in writing. Students must be helped to set realistic deadlines. They also have the right to have the role and function of contracts explained and to renegotiate the contract when it isn't working. Teachers should involve students gradually in contract development and start small, i.e. 1 or 2-day contracts. As a first time user of contracts, do not:

- expect all students to be able to use contracts;
- expect all students to like contracts;
- assume contracts can take the place of regular instruction;
- use contracts without a sound classroom management system.

Data-Driven Decision Making:

This is a strategy in which you record and use your student data to make judgments and plan instruction. Use qualitative and quantitative measures to provide a more “objective” basis for instructional decisions.

Strategies for Auditory Learners:

Listening / Following Instructions	Reading	Spelling
<ul style="list-style-type: none"> • Allow student to listen to instructions. They do not need to look at you to be listening • Remove all visual clutter from the students work area to reduce visual overload • Ask student to close their eyes and listen carefully • Ask student to repeat back instructions • Allow time for processing • Explain any changes that are going to occur during the day • Have one on one interactions with the student assuring them and explaining details when required • Always relate new information to something they have heard before • Give verbal reminders to regain a student's attention • Remind students as they leave the room what you want them to remember • Explain in words any new skills, concepts, graphics and visually based concepts and tasks • Encourage 'self-talk' to help them to problem solve a task • Encourage the student to use and develop their verbal memory to problem solve through verbal repetition and rote recall 	<ul style="list-style-type: none"> • Reduce the number of visual displays involving drawings, diagrams & charts- these could lead to visual overload • Read all instructions to students (If assessing comprehension read passage to students) • Students who are strong auditory learners will only use a limited range of word attack skills. They will consistently break up a word either phonetically or by its auditory sequence to remember it. Allow them to do this. They will eventually learn what a word looks like by what it sounds like • Students will enjoy Audio books or being read to and will comprehend best this way • Teach and emphasise reading comprehension skills so the student then relies on their auditory processing skills while reading or being read to, to understand concepts • Change background colour of paper, interactive whiteboard, computer to reduce glare (beige, light pink, green, blue) • Use phonics bases intervention programs to improve word attack skills 	<ul style="list-style-type: none"> • Build up students phonological knowledge as well as a knowledge of the spelling rules to help them develop spelling • Students should be encouraged to use their phonological skills when learning their spelling and practicing the word's auditory sequence for sight words (e.g. B-E-C-A-U-S-E) • Encourage students to have a go at writing words phonetically if they do not know how to spell the word. When the student has written the word how it sounds but is incorrect explain this to them and then tell them the right way to spell the word • Teach students how to use spell check on the word processor and / or an electronic spell checker. • When marking spelling mark the number of letters they got right rather than the number of words e.g. 60 out of 72 rather than 2 out of 10 • Ask the student to remember what a word sounds like rather than what it looks like

Writing	Numeracy	Assessment
<ul style="list-style-type: none"> • Use cues such as margins or coloured dots to help students orientate their writing on the page • If possible ask the student to record what they want to write before starting to write so they can continually play it back while writing if required • Use phonic based intervention programs to help with reading and writing • Where possible use word prediction software or at least teach the student how to use the spell check when writing using a word processor on the computer • Verbally emphasise grammar rules to assist with editing- e.g. full stops, capital letters etc 	<ul style="list-style-type: none"> • Where possible de-clutter the worksheet with less maths questions on each page • Provide hands on materials especially for concepts involving spatial relationships • Ask students to explain how they got the answer they did • When teaching the student times tables use verbal repetition and rote recall • Teach number patterns both kinaesthetically and verbally 	<ul style="list-style-type: none"> • Read the instructions and explain to the student what they are expected to do • If using a rubric explain verbally what your expectations are • Where possible allow the student to give an oral presentation of their assessment piece
Do not expect students to:		
<ul style="list-style-type: none"> • Look at you while they are listening to you • Attend to non-verbal redirecting techniques • Follow and read the text while you are reading • Have a consistent bank of sight words • Rely on picture or visual clues • Look at the screen while 'watching' a DVD • Be really interested in the interactive whiteboard unless they are interacting kinaesthetically with the board themselves. • Learn to visualise words through the look cover write check strategy • Some students may not be able to write between the lines in the red and blue lined writing books e.g. do not persevere with this if they find this activity difficult • Copy notes from the board. Students who are strong auditory learners can have visual tracking and memory difficulties and there for find it difficult to copy information from the board • See number patterns e.g. subitisation, hundred boards arrays, etc. 		

* Checklists are available to assist in determining the learning style of your student / s

Strategies for Visual Learners

Listening / Following Instructions	Reading	Spelling
<ul style="list-style-type: none"> • Ask students to look at you when giving instructions • Use facial expressions and gestures when speaking to the student • Use non-verbal redirections when attending to the student when they are off task • Keep the language of instruction as simple as possible • Speak at a slightly slower pace • Ask the student whether he / she understood instructions that were given orally. If he / she did not understand then: <ul style="list-style-type: none"> ○ Paraphrase the instruction using simpler language ○ Reduce the complexity of the instruction by breaking it down into parts ○ Show a visual prompt while giving the instruction ○ Physically demonstrate what you want them to do • When reading to the class ask the student to follow the text and read it with you • Have visual timetables to assist the students with routines • Always relate new information to something they have seen before • When visuals are not available use hands on activities when teaching something new or when you are trying to explain something verbally • Use photos / social stories to emphasise routines / instructions etc. • Write important messages and steps of instructions that you want the students to remember on paper or on the board 	<ul style="list-style-type: none"> • Encourage the student to use their visual skills to develop their comprehension e.g. Look at the pictures, diagrams, graphs etc before reading the text • Specifically teach the most commonly used words using visual approaches e.g. whole word (Flash cards), small words within large words, syllabification, chunking shape of the word etc to build up their sight word • Encourage the students to use their bank of sight words, picture cues or words they have seen on previous pages of the texts to attack words they do not know • Use visual / whole word intervention programs for reading, spelling & writing not phonic based programs • Ask students to follow the text with their eyes while you are reading to them 	<ul style="list-style-type: none"> • Ask the student to remember what the word looked like rather than what it sounds like • Ask the student to visualise the word in their head before writing it • Use the time delay strategy to remember a word i.e. look at a word, visualise it, gradually cover each sound / blend while student is watching (student to keep visualising until completely covered), then student visualises whole word and writes it • Colour code the spelling rule you are trying to emphasise with the student e.g. boat, goat • Concentrate on beginning and ending sounds / blends and ask the student to remember what it looks like for the middle sounds • Teach the spelling rules that apply to our English language • Use Look, Say, Cover, Write, Check strategy for teaching spelling • Learn spelling using visual strategies such as small words within big words, syllables, word shapes, prefixes, suffixes, etc.

<ul style="list-style-type: none"> • To assist with understanding, use electronic visual prompts such as interactive Whiteboard activities or PowerPoint presentations • When giving the instructions seat the student away from noise sources 		
Writing	Numeracy	Assessment
<ul style="list-style-type: none"> • Ensure the student can orally sequence a story before expecting them to write it. If they have difficulty with this concept use picture prompts or graphic organizers to assist with the sequence of writing • Teach visualising and verbalising strategies to assist with story writing • Record or keep verbally repeating what the student wants to write to assist them with their writing • Use mind mapping, graphic organizers, picture sequences, visual prompts for story writing • Visually emphasise grammar rules while reading to assist writing. E.g. find the full stops, capital letters, etc. • Colour code grammar rules to assist the student with understanding e.g. Proper nouns- red, Verbs- green, etc. 	<ul style="list-style-type: none"> • Use hands on materials when teaching new mathematical concepts • Use visual prompts to assist with mathematical concepts. E.g. subitising cards for rational counting • Ask the student to look for patterns in the numbers, visualise the task, or draw a picture to assist with problem solving • Use interactive white board activities to demonstrate a concept • Always give a visual, step by step demonstration when explain a new concept i.e. more visuals, less words • Computer maths activities will be very beneficial to a visual learner • Teach times tables visually & hands on e.g. patterns, counters, arrays, hundreds board, tables chart, etc. 	<ul style="list-style-type: none"> • Use graphic organisers to assist with the organization of assessment tasks • Assessment tasks that suit visual learners are models, charts, diagrams, maps, flow charts, graphs etc.
Do not expect students to:		
<ul style="list-style-type: none"> • Attend to verbal redirections without a non-verbal or visual prompt • Understand your instructions if you do not give any visual cues when giving an instruction • Understand what you want if you turn away from them when giving an instruction • Listen and follow multi-step instructions without visual supports • Learn words phonetically. Students who are strong visual learners may not be able to hear the middle sounds in words and so are unable to phonetically break up a word and put it back together again. They may also have difficulty with rhyming 		

* Checklists are available to assist in determining the learning style of your student / s

Strategies for Tactile / Kinaesthetic Learners

Listening / Following Instructions	Reading	Spelling
<ul style="list-style-type: none"> • Allow tactile-kinaesthetic students to take breaks during lessons and move around • Encourage tactile-kinaesthetic students to stand or move while reciting information or learning new material • Incorporate multimedia resources (computer, video camera, OHP transparencies, photography camera, etc.) into programmes (teacher presentations and student presentations) • Provide lots of tactile-kinaesthetic activities in the class • When learning new information, make task cards, flashcards, card games, floor games, etc. 	<ul style="list-style-type: none"> • These students need to read aloud while reading so they can hear their own voice. They like to put expression in their voice while reading. They may need to move about while they are reading. This helps them concentrate so allow them to do this • When reading a short story or chapter in a book, try a whole-to-part approach. This means the student should first scan the pictures, then read headings, then read the first and last paragraphs and try to get a feel for the book. While doing this they may wish to act out the story • Ask the group to make up a play telling the story. They can then present this to the class 	<ul style="list-style-type: none"> • Using physical movements as well as vocalising sounds, syllables etc., such as clapping, jumping • Use whole arm movements to spell out words – in the air, on the whiteboard, in sand or paint • Emphasise large mouth movements when teaching sounds • Use tactile programs such as Jolly Phonics to teach spelling • Sing/act out sounds, blends words etc. • Interactive whiteboard activities involving student participation
Writing	Numeracy	Assessment
<ul style="list-style-type: none"> • Encourage students to plan what they are going to write by using Graphic organisers, drawing sequential pictures, bullet point ideas etc. Then allow them to vocalise what they are going to write using gestures & expression before they write • Allow students breaks during a sustained writing period to – have a drink, stretch, walk around the room etc. 	<ul style="list-style-type: none"> • Use of equipment to explain mathematical concepts are vital for kinaesthetic learners. This applies to all year levels. These include- counters, blocks, shapes, pictures, etc. • Using games and hands on activities as a medium for learning a concept are very effective for this type of learner 	<ul style="list-style-type: none"> • Students might not study best while at a desk. Try encouraging the student to lie on his / her stomach or back, studying while sitting in a comfortable lounge chair or on cushions or a bean bag, etc. • Allowing music in the background- using headphones
Do not expect students to:		
<ul style="list-style-type: none"> • Sit still for long periods of time • Learn new concepts by reading them from a text book • Learn concepts by just hearing what they need to do or looking at what they need to do. For these students to learn new concepts they need a combination of looking, hearing as well as doing 		

* Checklists are available to assist in determining the learning style of your student / s

General Accommodations / Modifications

To assist students with disabilities and learning difficulties

Student Name:	Date:
School:	Year:

<p>Classroom accommodations</p> <ol style="list-style-type: none"> 1. <input type="checkbox"/> Seat near teacher 2. <input type="checkbox"/> Assign student to low-distraction area 3. <input type="checkbox"/> Seat near positive peer models 4. <input type="checkbox"/> Use support groups / cooperative learning 5. <input type="checkbox"/> Use rows instead of tables 6. <input type="checkbox"/> Use learning centre 7. <input type="checkbox"/> Use of time-out 8. <input type="checkbox"/> Stand near student when giving instruction 9. <input type="checkbox"/> Arrange classroom for safe visibility, accessibility and movement <p>Presentation of lesson</p> <ol style="list-style-type: none"> 10. <input type="checkbox"/> Adjust work load; reduce assignments or give alternative assignments in subjects 11. <input type="checkbox"/> Use visual aids with oral presentation 12. <input type="checkbox"/> Teacher gives student outlines or study guides 13. <input type="checkbox"/> Ensure regular lesson revisit / reviews 14. <input type="checkbox"/> Highlight instructions (marker or highlighter tape) 15. <input type="checkbox"/> Give clear behavioural objectives 16. <input type="checkbox"/> Clearly explain assignment grading criteria 17. <input type="checkbox"/> Ask student to repeat instructions for clarification and understanding 18. <input type="checkbox"/> Use high-impact game-like materials 19. <input type="checkbox"/> Call on student often 20. <input type="checkbox"/> Acknowledge effort put forth 21. <input type="checkbox"/> Give reminders for student to stay on task, monitor student is on task / topic 22. <input type="checkbox"/> Use large type / font and dark ink 23. <input type="checkbox"/> Keep page format simple 24. <input type="checkbox"/> Use visual prompts 25. <input type="checkbox"/> Divide page into clearly marked sections 26. <input type="checkbox"/> Remove distractions from paper 27. <input type="checkbox"/> Use short, frequent quizzes 28. <input type="checkbox"/> Permit breaks during tests, untimed tests <p>Alternative testing / evaluation procedures</p> <ol style="list-style-type: none"> 29. <input type="checkbox"/> Reduce number of test items 30. <input type="checkbox"/> Practice taking similar test questions 31. <input type="checkbox"/> Arrange for oral testing 	<ol style="list-style-type: none"> 32. <input type="checkbox"/> Have support staff administer test 33. <input type="checkbox"/> Permit student to type or use word processing 34. <input type="checkbox"/> Adjust grading criteria based on individual 35. <input type="checkbox"/> Adjust grading options; grade satisfactory / unsatisfactory, credit / no credit <p>Note-taking strategies</p> <ol style="list-style-type: none"> 36. <input type="checkbox"/> Provide student the means to tape record 37. <input type="checkbox"/> Arrange for note taker e.g. Aide 38. <input type="checkbox"/> Give student a copy of lecture notes, photocopy 39. <input type="checkbox"/> Provide time for periodic review of student's notes (written, dictated, word processed) 40. <input type="checkbox"/> Training in how to take notes <p>Organisational strategies</p> <ol style="list-style-type: none"> 41. <input type="checkbox"/> Use calendar to plan long-term assignments 42. <input type="checkbox"/> Use of assignment notebook or work checklist especially diary 43. <input type="checkbox"/> Daily schedule 44. <input type="checkbox"/> Give time to organise desk during class 45. <input type="checkbox"/> AM check-in to organise for the day 46. <input type="checkbox"/> Lunch-time check-in to organise for PM 47. <input type="checkbox"/> PM check-out to organise for homework 48. <input type="checkbox"/> Arrange a duplicate set of classroom material for use at home 49. <input type="checkbox"/> Develop parent / school contact 50. <input type="checkbox"/> Training in time management 51. <input type="checkbox"/> Training in how to take tests <p>Support services</p> <ol style="list-style-type: none"> 52. <input type="checkbox"/> Peer tutoring 53. <input type="checkbox"/> Cross-age tutoring 54. <input type="checkbox"/> Study buddy 55. <input type="checkbox"/> Work with teacher aide 56. <input type="checkbox"/> Meet with staff during available times 57. <input type="checkbox"/> Teach student to monitor own behaviour 58. <input type="checkbox"/> Implement behaviour contact / reward 59. <input type="checkbox"/> Self advocacy / communication skill training 60. <input type="checkbox"/> Conflict resolution strategies 61. <input type="checkbox"/> Other _____
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Example of Secondary School Assessment Recording Document

XXX PLACE SCHOOL NAME AND LOGO HERE XXXX		
Student's name: _____	Teacher : _____	
Subject: _____		
In accordance with the QSA Special Considerations Guidelines the following accommodations and / or special arrangements have been applied to this assessment item / exam to support this student who:		
Circle and specify the correct category:		
1. Has a 'Verified' Disability	2. English is an Additional Language / Dialect	3. Has a Learning Difficulty
<input type="checkbox"/> Withdrawal to a quiet room without Teacher / School Officer support		<input type="checkbox"/> Rest breaks
<input type="checkbox"/> Withdrawal to a quiet room with Teacher / School Officer support		<input type="checkbox"/> Enlarged text
<input type="checkbox"/> Additional time to complete the assessment		<input type="checkbox"/> Use of a reader
<input type="checkbox"/> Additional time to complete the exam		<input type="checkbox"/> Use of a scribe
<input type="checkbox"/> Sectionalised exams (split into sections with rest periods in between)		<input type="checkbox"/> Separate supervision
<input type="checkbox"/> Closed oral presentation		<input type="checkbox"/> Open Book Exam
<input type="checkbox"/> Additional drafting and editing with Teacher / School Officer		
<input type="checkbox"/> Use of assistive technology. Please Specify _____		
<input type="checkbox"/> Provision of a bilingual dictionary (book form)		
<input type="checkbox"/> Provision of a subject specific glossary of terms		
<input type="checkbox"/> Modified instructional language for better understanding		
<input type="checkbox"/> Assistance in comprehending assessment / exam tasks re: specific or problematic vocabulary, colloquialisms and / or culturally embedded phrases, terms or notions		
<input type="checkbox"/> Access to assessment or exam through disability specific technology e.g. Braille. Please specify: _____		
<input type="checkbox"/> Modification of essay or assessment task in order to demonstrate the student's knowledge and skills in the subject area due to cultural differences or learning difficulty. Please specify: _____ _____		
<input type="checkbox"/> Other: _____		
NOTE: Specific assessment criteria and Content HAVE / HAVE NOT been modified for this assessment.		
Date: _____	Signature: _____	

QSA Special Educational Needs – Ways to gather and record evidence of student learning:

(<http://www.qsa.qld.edu.au/691.html>)

Background

Please read this resource in conjunction with the Queensland Studies Authority (QSA) *Inclusive strategies* documents.

Ways of gathering and recording evidence

Sources of evidence	Assessment techniques	Recording instruments
<ul style="list-style-type: none"> • computer-generated presentations • debates • design briefs and plans • discussion with students • folios • games • individual and group performances • teacher / student interviews • journals • movement sequences • observation of written work in progress • persuasive speeches • production proposals • questioning led by the teacher or student • reports (e.g. on investigations, excursions) • research projects • roleplays • short and extended written responses to stimuli • sketches and drawings of design ideas and products • skill drills • structured whole- or small- group discussion • student explanations of work in progress • DVD / video productions • workshops • written tests (e.g. Naplan Year 3, 5 and 7 tests) 	<p>Observation involves teachers observing students as they participate in planned activities. Teacher observation occurs continually as a natural part of the learning and teaching process and can be used to gather a broad range of information about students’ demonstrations of learning. Teacher observations can also be structured to gather particular kinds of information in relation to learning.</p> <p>Consultation involves teachers discussing student work with students, colleagues, parents, carers or other paraprofessionals. The varying perspectives of the participants in consultations can help enrich the evidence gathered about students’ demonstrations of learning. Consultation can be used to verify the evidence gathered using other techniques. Some consultations may reveal a need for more detailed assessment.</p> <p>Focused analysis involves teachers in examining in detail student responses to tasks or activities (e.g. roleplays, group discussions, tests, debates or research projects, dramatic presentations, video presentations, responses to stimulus). This technique provides detailed evidence about students’ demonstrations of learning.</p> <p>Peer and self-assessment involve students in using the above techniques to assess their own work and the work of their peers. Peer and self-assessment allow teachers to take account of students’ perceptions when gathering evidence.</p>	<ul style="list-style-type: none"> • anecdotal records • teacher / student journals • visual folios • checklists • anticipated evidence statements or criteria sheets • annotated work samples • audio (including video / DVD) recordings • photographs • worksheets • reports of test results • reflection sheets / diaries, scrapbooks • learning logs • conference logs • observation notes • progress charts • feedback sheets • peer and self-assessment sheets • interview with student • self and peer reflective journals

References

Australian Curriculum: <http://www.australiancurriculum.edu.au/Curriculum/Special-education-needs>

Australian Human Rights Commission:
http://www.hreoc.gov.au/disability_rights/dda_guide/getting_/getting_.html

Catholic Education Services – Diocese of Cairns Inclusion Policy:
<http://www.cnsonline.catholic.edu.au/myclasses/Class,102612275696221>

Graphics obtained from:

- <http://www.oncoursesystems.com/school/webpage.aspx?id=11176743&xpage>
- Microsoft Office Clipart
- <http://www.decd.sa.gov.au/speced/pages/specialneeds/OnthebamebasisDDAEducationStandards/?reFlag=1>

On the same basis: *Implementing the Disability Discrimination Act Standards for Education*
<http://www.decd.sa.gov.au/speced/pages/specialneeds/OnthebamebasisDDAEducationStandards/?reFlag=1>

Positive Partnerships – Supporting school aged students on the Autism Spectrum:
www.autismtraining.com.au/

Queensland Studies Authority: <http://www.qsa.qld.edu.au/691.html>
http://www.qsa.qld.edu.au/downloads/senior/assess_snr_sc_policy.pdf

Shaddock, A., Giorcelli, L. & Smith, S. (2007). *“Students with Disabilities in Mainstream Classrooms: A resource for teachers”*. Barton ACT.