

Preparing for a Disability Inclusion Profile



Acknowledgement of Country



Purpose of Today's Session

The **purpose** of this presentation is to **provide advice and guidance for Area teams and School Staff as they support schools to prepare for profile meetings.**

This presentation aims to support Area and School staff to support schools to **develop a deeper understanding of the profile process.** In doing so, schools will be able to **reduce preparation time, and harness existing school-based documentation as supporting information.**

Learning Intentions

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Participants will:

- Review their understanding of where the Disability Inclusion Profile sits within an inclusive school system
- Identify sources of supporting information in a school context



The Inclusive School System

Tier 1 practices

Data-informed whole-school approach to health, wellbeing, inclusion and engagement

Clear school community goals and values

Collaboration between students, teachers, and the wider school community



Tier 2 practices

Quality differentiated teaching practice

+ personalised learning goals

+ targeted programs, interventions, and adjustments



Tier 3 practices

Student and parent voice

+ school expertise

+ Area/Regional support staff expertise



An
inclusive
school
system

For individual students, functional needs are discussed in a **student support group (SSG)**, goals are set, adjustments are identified, and outcomes are measured








































All of this information is used to inform...

- Teacher and school planning for teaching, learning and wellbeing
- staff professional learning
- staff allocations
- resource selection and implementation
- student profiles
- student plans (IEPs, BSPs, Student Health Care Plan, etc.)
- **Disability Inclusion Profiles**

Functional Needs Domains

Functional Needs: The Domain Table

 Learning and Applying Knowledge	 General Tasks and Demands	 Communication	 Self-care	 Interpersonal Interactions	 Mobility
<p>How the student learns:</p> <ul style="list-style-type: none">  Watching  Listening  Reading  Writing  Mathematics (Calculating)  Focusing and directing attention  Solving problems 	<p>How the student goes about their day:</p> <ul style="list-style-type: none">  Carrying out daily routines  Undertaking tasks independently  Handling stress and other psychological demands  Managing one's own behaviour 	<p>How the student shares information:</p> <ul style="list-style-type: none">  Producing non-verbal messages  Interpreting Spoken Messages  Interpreting non-verbal messages  Using expressive language (Speaking)  Conversation 	<p>How the student looks after themselves:</p> <ul style="list-style-type: none">  Drinking  Eating  Dressing  Toileting  Washing oneself  Looking after one's health  Looking after one's safety 	<p>How the student gets along with others:</p> <ul style="list-style-type: none">  Responding to the feelings of others  Forming relationships  Regulating behaviours within interactions  Interacting according to social rules 	<p>How the student moves:</p> <ul style="list-style-type: none">  Lifting and carrying objects  Fine motor skills  Moving from place to place  Positioning one's body

View the [Supporting Information Guidance for Schools](#) for further support to identify and prepare key information to complete the Disability Inclusion Profile.

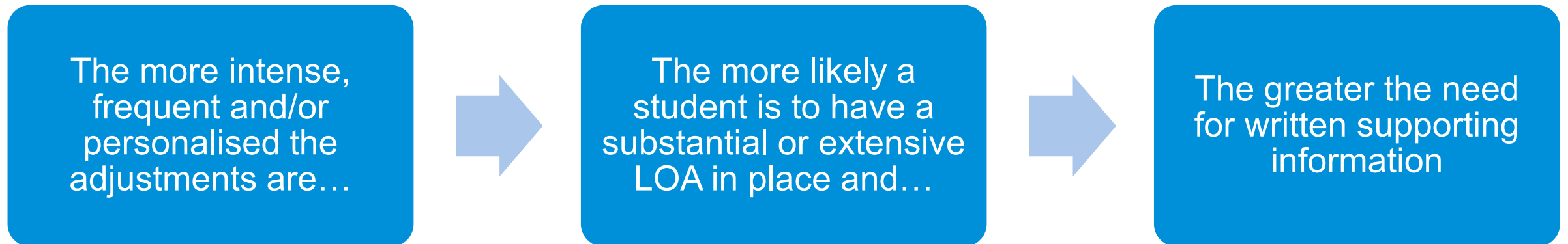
Functional Needs: Level of Adjustment Descriptions

Levels of Adjustment reflect the **intensity, frequency, and personalisation** of adjustments in place to support the student.

Adjustments will be discussed in relation to their:

- **Intensity:** how much effort is needed to do the adjustment
- **Frequency:** how often the adjustment is needed
- **Personalisation:** how uncommon the adjustment is

Adjustments must be in place for a period of at least 10 weeks prior to a profile meeting, or 10 weeks cumulatively over the past 12 months.



Functional Needs: Levels of Adjustment Descriptions

Level of Adjustment Description	What does this mean?	How is supporting information considered?
Students access the education program provided to same-age peers within the present environment of supports offered at the whole school level.	No adjustments are required.	No supporting information is required.
Differentiated teaching refers to class-wide adjustments that support a broad cohort of students to access learning on the same basis as their peers.	Adjustments are provided through usual classroom practice .	Verbal supporting information is sufficient.
Supplementary adjustments occur for some activities at specific times during the week. The school provides some individual strategies for the student.	Adjustments are provided some of the time .	Supporting information should be sighted and discussed. It may be uploaded before or after the profile meeting.
Substantial adjustments are supports or adjustments to the usual education program that occur at most times on most days for the student.	Adjustments are provided most of the time .	Supporting information would usually be uploaded prior to the profile meeting and sighted and discussed throughout the profile meeting.
Extensive adjustments are individualised and targeted adjustments and/or intensive support at all times for the student.	Adjustments are provided all of the time .	Specifically, the discussion would be around implementation of the adjustment that has been documented.

Examples of useful supporting information, as identified by facilitators

The following documents are identified by facilitators as highly useful* examples of supporting information:

- SSG minutes
- IEPs
- Student Profile
- Teacher/curriculum planning docs that show how adjustments have been developed with specialists
- Transition plans (Kinder to Foundation, 6-7, senior secondary, supported transitions, re-engagement, etc)
- Health plans
- Behaviour support plans
- Communication plans
- Transfer/mobility plans
- Meal/toileting plans
- Safety plans (where the student requires 1:1 supervision at all times)

**The 'usefulness' of these documents as supporting information relies on them being explicit and personalised to the student.*

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Supporting information- Key messages

Schools already have a large amount of existing documentation

Decisions are informed by student characteristics and the levels of adjustment descriptions.

Facilitators take a flexible approach by balancing verbal details provided at the meeting and documentation provided beforehand.

The Facilitators confirm the consensus of the SSG group that the 'levels of adjustment' accurately match the student's needs

Documents can inform several activities

Generally, documentation from specialists is likely to be pre-uploaded before the meeting. Information about the implementation of adjustments can be provided verbally during the DIP meeting.

Schools will upload between 10 and 15 documents as supporting information

Student Case Studies

Case Study



Max loves animals, insects and the outdoors. He is sporty and likes to play basketball and soccer. Max attends speech pathology sessions and the classroom teacher engages regularly with the speech pathologist around goals and strategies to support Max.

Max demonstrates high functional needs in the Learning and Applying Knowledge domain, as well as some elements of the Communication domain such as using expressive language and engaging in conversation.

List of supporting information provided by the school:

1. SSG minutes
2. IEP
3. Learning unit plan focused on reading and writing
4. Mathematics term planner
5. Email from class teacher to speech pathologist discussing recommendations
6. Cognitive report narrative (with recommendations)
7. CELF 5 speech pathology report (with recommendations)

Case Study



Anna is a creative student who enjoys art and drawing. The student support group aspire for Anna to develop her regulation skills in order to maintain safety for herself and those around her. Anna feels that school is difficult and expressed that she doesn't like when people get too close to her or touch her belongings.

Anna has high functional needs in the Learning and Applying Knowledge, General Tasks and Demands and Interpersonal Interactions domains.

List of supporting information provided by the school:

1. SSG minutes (current and historical)
2. IEPs (current and historical)
3. Behaviour Support Plan
4. School safety plan
5. Social skills lesson planner
6. Record of service intervention from school based Inclusion Coach
7. Speech pathology report (on file at school, not sourced for the purpose of the profile)
8. Paediatrician report (on file at school, not sourced for the purpose of the profile)

Case Study 6



Francesco is a student attending a specialist school. He thoroughly enjoys being active and spending time on playgrounds and trampolines. He loves structure and likes to socialise with his peers. The SSG would like for Francesco to increase his motivation to draw and write and are happy that he is beginning to engage more with these tasks. They would also like to see him further develop his self-regulation and communication skills.

Francesco has high functional needs across the Learning and Applying Knowledge, General Tasks and Demands, Communication, Self-care and Interpersonal Interactions domains. The Mobility domain is an area of strength for him.

List of supporting information provided by the school:

1. SSG minutes
2. IEP, including goals informed by school based specialists
3. Behaviour intervention plan (including record of specialist involvement)*
4. Eating plan from local community health feeding clinic
5. Ready to learn support plan incorporating recommendations from occupational therapy and speech pathologist
6. Class planner W2, T1 2022 with individualised planning informed by school based learning specialists
7. Class planner W9, T1 2022 with individualised planning informed by school based learning specialists**
8. Speech pathologist record of specialist involvement
9. Occupational therapy report including recommendations
10. Speech pathology report including recommendations

**This could also be referred to as a Behaviour Support Plan*

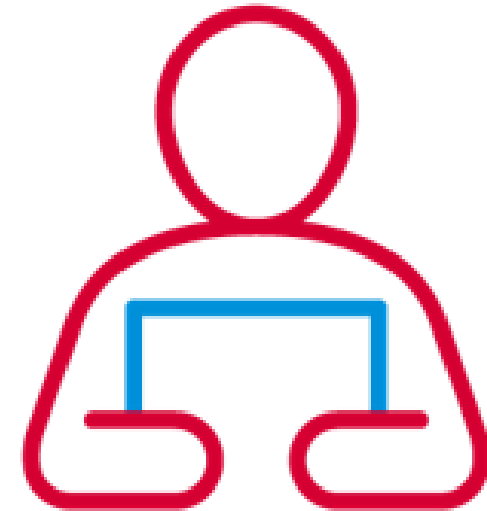
***Second planning document provided to show continued and updated/modified adjustments to match evidence of student response to adjustments*

Supporting information






































School-wide Adjustments

Schools will be asked to discuss how these school wide adjustments apply to the individual students to help the SSG in reaching consensus around the level of adjustments in place for the student.

Specific supporting information may be required to demonstrate how these school wide adjustments apply to the student. These documents would typically contain information about ongoing need for adjustments.



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Learning and Applying Knowledge

Learning and Applying Knowledge	General Tasks and Demands	Communication	Self-care	Interpersonal Interactions	Mobility
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Example SSG minutes

Meeting minutes

- Lauren Noble and James Noble (parents) are concerned about Sue's reading. She has been withdrawn for intervention since Year 1 and it seems to have had little impact. Sue is becoming anxious and not wanting to come to school. Lauren and James appreciate that the school is trying to provide adjustments for Sue, however they feel as though the school uses cognitive impairment as an excuse a lack of progress in reading.
- Kim (Principal) acknowledge that they too have noticed that Sue seems anxious and suggest that Lisa and Christine provide extra reassurance to Sue and teach some relaxation techniques in the class.
- Lauren and James think that will help and Lisa and Christine agree to implement these interventions for Sue.
- Lisa explains the multi-tiered systems of supports the school uses which includes universal screening measures and progress monitoring tools. Lisa explains that Sue will receive explicit instruction within the classroom with her peers as well as more intensive support in a small group. She will teach Sue foundation reading skills using MiniLIT daily (5 times a week) for 40 minutes each day in a small group setting within the classroom. At this time Christine (TA) will work with the rest of the students in the class, supporting them in collaborative learning.
- Lauren and James would like to know what adjustments are being made in the classroom to ensure that Sue has access to the curriculum given so much of it is connected to reading. The team discuss the functional impacts around curriculum and communication and develop a range of whole class and individual adjustments to reduce barriers to participation, Lauren and James provide input into these adjustments and supports described below. The team will meet in 4 weeks to monitor and review how well these adjustments are supporting Sue.
- Lauren and James ask to increase the frequency of communication between themselves and the teacher to monitor the effectiveness of the intervention and would like to be kept up to date with the results of the screening and progress monitoring measures.

Excerpts of SSG minutes for Sue.

SSG minutes indicate that all reading assessments demonstrate that Sue is reading below average and is in the at risk group of students for reading. SSG minutes also outline the plan in place for evaluating the impact of the adjustments in place and monitoring of progress.

Outline of teaching strategies, adjustments and supports

Teaching strategies, adjustments and support: Reading			
	Functional Impacts	Whole-class Strategies	Adjustments/Support strategies informed by HWIW key contact
Curriculum	Sue requires adjustments to access content when reading and using non-fiction texts for learning tasks. Sue requires alternative ways of accessing, processing and utilising age-appropriate literacy demands- requires alternate ways of demonstrating knowledge and understanding.	-Explicit instruction pedagogical framework -Active/ interaction cooperative/learning -Formative assessment and feedback -Worked examples	-Scaffolding and graphic organisers -Video supplements in place of text. -Reduced amounts of content/ chunking -Scribing verbalised answers -Concrete materials and visual prompts. -Use of audio books if available or a reading buddy.
Communication	Sue requires alternative ways of accessing complex verbal instructions. Sue requires alternative ways using complex and unfamiliar vocabulary.	-Visual daily timetable -Visual expectations	-Single instructions -Check for understanding -Verbal cues to listen -First/ next chart, checklist
	Tier 1: Universal prevention Whole class QDTP planned within UDL framework	Tier 2: Small group intensive systematic instruction.	Tier 3: Daily, intensive 1:1 instruction on a concentrated set of skills.
	<ul style="list-style-type: none"> • Whole class explicit instruction • Cooperative and peer learning approaches • Systematic synthetic phonics and decodable books for practice • Heggerty phonemic awareness • Repeated reading for fluency • Multiple strategy approach to teaching vocabulary • Teaching cognitive comprehension strategies 	Small group direct instruction of foundational reading skills. <ul style="list-style-type: none"> • What: <u>MiniLIT</u> (Evidence based teaching approach) • When: 5 x days per week for 40 minutes • Who with- Lisa 	Highly individualised explicit/ direct instruction 1:1 What: <u>MiniLIT</u> (Evidence based teaching approach) 1:1 Systematic instruction <ul style="list-style-type: none"> • Constant time delay • System of least prompts

Example weekly mathematics planning – mainstream school

	Setting Objectives		Cooperative Learning, Reinforcing Effort, Providing Feedback			
	Learning Intention	Success Criteria	Warm Up	Explicit Teaching	Student Learning - Developing Understanding - Extend and Apply Learning	Reflection
MONDAY	We are learning to find the total of two groups.	I will: - create collections of counters - find the total of two collections by counting all	Counting Practise: Forwards and backwards from different starting points using a number line	Introduce Addition board through a Fish Board Turn over two number cards and place in the boxes. Place collections matching those numerals in the hands. Combine the two collections and find the total. Record in last box. Model recording the number sentence on template.	Students work independently on task. They complete the number sentences on the template to share some solutions during reflection. 1:1 Support: Student X to work on matching quantities and numerals. Using language of counting aloud. [1 to 1 correspondence] 0-5	Ask students to supply number sentences and then 'prove' their solution using magnetic counters.
TUESDAY	We are learning to find the total of two groups.	I will: - count all to find the total of two groups - use language of addition 'and' 'is' and 'altogether'	Guess my number: Use verbal clues with mathematical language "My number is less than 10" "My number is 2 more than 5"	Think Boards: Read the worded problem on the first think board and unpack the language with the students. Model making this using two different coloured counters. Students complete each step of the think board after modelling	Students make what the problem looks like using counters. <i>Use paper counters if wanting the representation to stay on the work.</i> Draw and write after modelling for other sections. Read the second problem and students attempt the steps like the first think board. Teacher Roaming to support. 1:1 Support: Student X completing number book drawing collections for each number (0-5)	Gallery Walk and Talk. With a partner, walk around and see other think boards. Talk with a partner about what you see.
WEDNESDAY	We are learning to find the parts of a total.	I will: - Show the parts of ten using two colours - find a pattern for solving this solution	Bingo: Subitising collections.	Building towers of ten: Focus questions: How many ways can you build a tower of ten using just two colours? How many of each colour have you used in each tower?	Students can work independently or with a partner to see how many ways they can make towers of ten using two different coloured woolix . Probing questions: Supporting - How will you know all your towers have ten altogether? (sine , counting etc.) Extending - How do you know you happi missed any combinations? (Pattern and Logic) 1:1 Support: Student X to work on matching quantities and numerals. Using language of counting aloud. [1 to 1 correspondence] 6-10	What was your strategy today? Teacher to select students to share different strategies while roaming in the lesson. Determine strategies used through probing
THURSDAY	We are learning to find the parts of a total.	I will: - find the two parts of a whole for the number 10 - understand that there are many possible solutions in an open question	Forming numerals practise	Using tens frames: Re-introduce the students to tens frames. How many spaces are there? How do we fill a tens frame? Model filling a tens frame with 2 colours and writing a number sentence to match. Ask students if they know how many possibilities there will be? (Link to yesterday)	Students can make/draw the combinations of filling a tens frame. Challenge students to find a useful pattern to help them find all the ways. Extension: Ian and gogo can you do this so that you ggo miss any combinations? Applying logic. Support: Student names making with counters first, move to recording as understanding grows. 1:1 Support: Student X- completing number book drawing collections for each number (6-10) Student Y- ordering numbers to 10 and matching collections (dinosaur cards) Include a movement break every 5 minutes	Intro to partners to 10: These combinations are known as partners to ten. If we know our partners to ten, we can use this as an addition strategy.
FRIDAY	We are learning to find the parts of a total.	I will: - find the two parts of a whole for the number 10 - understand that there are many possible solutions in an open question	Forming numerals practise	10 Butterflies: Read and unpack the question with students. Go through the process and show the gradual release of responsibility built in. Complete one together.	Students independently find as many combinations as they can for the collection of 10 butterflies. **This work sample to be brought to planning in week 11. 1:1 Support: Student X- playing memory matching with numerals and collections. (dinosaur cards)	How did you solve this problem? Turn and Talk, sharing work with a partner. Select some students to explain their thinking to the class.

Student X has 1:1 support and modified tasks for every maths class

PLC Minutes

Actions from previous meeting	READ ONLY	<ul style="list-style-type: none"> - Facilitator: C - Complete ToPALL for all students by end of W8 - W9 Speech Pathology in School (L/O) coming again between 9-11am. Modelling phonological awareness activities for all P-2 teachers based on feedback from last visit. - W8 23rd November meeting free (report writing) - W9 30th November: reports to buddies
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Planning for team professional learning

Identifying students at risk and planning adjustments

LLARS data -November 2021	45 mins	<p>Bring along your class LLARS data and individual assessments</p> <ul style="list-style-type: none"> - Check in with the SMART goal- where did we want our students to be? <p>Look at individual class data together</p> <ol style="list-style-type: none"> 1. How many students reached the goal? How many didn't? Calculate cohort percentages <ul style="list-style-type: none"> % Prep students achieved: 86% % Prep students still working towards 14% % Year 1 students achieved: 42% % Year 1 students still working towards: 58% <p>Reflection</p> <ol style="list-style-type: none"> 1. Are there differences among classes in any area that needs attention? <ul style="list-style-type: none"> - 7.1 is where I would be focusing the year 1 whole class instruction speech to text/text to speech software for H K R D K - Gaps in data were for words not the sounds - 2 syllable words were harder (breaking apart, chunking, syllables) 2. As a junior team, what instructional decisions/changes do we want to make for next year? <ul style="list-style-type: none"> - more work on decoding words during targeted teaching time (exit tickets with words, decoding practise in blending groups, individualised direct instruction for F, L, K H) - More reading practise, assessment for reading the decodables. - Spreadsheet that is usable for targeted practice (including sounds) 3. Does the data point to any needs for staff training and/or additional curricular materials? <ul style="list-style-type: none"> - Look at LLARS resources - team support for new members who haven't used LLARS <p>-Putting faces/names to the data</p> <ol style="list-style-type: none"> 1. Which student(s) would we consider to be at risk across the board? <ul style="list-style-type: none"> - Year 1 – E, H, K, G O - Pre – P R S O • What adjustments are putting in to place to support these students? <ul style="list-style-type: none"> - Revisited current SSG minutes and planning documents to ensure that the adjustments suggested by specialists are being used in the classroom. - T, K and L are being supported effectively with existing adjustments.... Increased support required for G and H. Consulted with HWKC – AAC introduction to be included to compliment literacy. 2. Who is exceeding expectations across the board? <ul style="list-style-type: none"> - Year 1 – H, M, O, G - Prep – E Y H F K O D B
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General Tasks and Demands

Learning and Applying Knowledge	General Tasks and Demands	Communication	Self-care	Interpersonal Interactions	Mobility
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201808



Example Student Management Plan

Student Management Plan	
General Information Name: XX School: XX Year: 1 Diagnosis: Autism	Student Profile XX is a 7-year-old boy who enjoys attending school. He lives with his Mum (YY) and Nana (ZZ). His favourite toys are dinosaurs and monster trucks. He loves to play with these and talk about facts. He receives 1:1 support throughout the whole school day and has a highly individualised program. This is provided by his teacher (AA), and the class Education Support Staff (BB).
Likes <ul style="list-style-type: none">• Dinosaurs and monster trucks• Pokémon• Collecting rocks and sticks• Parkour• Craft• Music and singing• The colour <u>green</u>	Dislikes <ul style="list-style-type: none">• Loud, unexpected noises• Crowded spaces• Lots of visual stimulation• Lots of movement• Touch from others
Strengths <ul style="list-style-type: none">• Counting and math games• Recognising single numbers and letters by name• Naming dinosaurs and recounting dinosaur facts• Identifying patterns	Challenges <ul style="list-style-type: none">• Participation in cooperative play• Fine motor skills• Transitions• Unexpected changes in routine
Actions that help me <ul style="list-style-type: none">• Consistent and predictable routines• Providing warnings when changes will occur• Providing prompts about upcoming transitions• Explaining things in simple sentences• Scaffolding my communication• Use of visual supports, including timetables and timers	Actions that do not help me <ul style="list-style-type: none">• Sudden unexpected changes in routine• Speaking loudly, especially when this is sudden• Punishment• Stopping me from moving• Chasing me
Student Management Plan implemented and supported by: [insert names] Teacher, Educational Support Person, Family, and SSS Psychologist.	

Student Management Plan demonstrates some of the adjustments required for this student

Also documents the specialist involvement for this student, in this case a psychologist.

Example Teacher Work Program

Teachers Work Program

Term	1	2	3	4	Week		1	2	3	4	5	6	7	8	9	10	11
Day	Mon	Tues	Wed	Thurs	Fri	Date											

School Wide Positive Behaviour Support Focus: Respectful

Reward System:

- Reward system is located at the front of the room on the whiteboard. There is a laminated today's focus is and this corresponds with the Be Safe, Be Responsible and Be Respectful that is whole school program. All students name will be on the whiteboard.
- Students get a tick each time that they show that they are exhibiting behaviours from the SWPBS matrix and students are told why they are getting a tick.
- If students get five ticks beside their name at the end of the day, they can have ten minutes of choice activities that are negotiated with individual students. If students have more than five ticks the time increases.

Sensory Breaks:

Student D to go for a walk, trampoline, or hammock activity after every session or when it is needed.
 All students in the class have a sensory box with sensory activities that they use after every session.
 Student E has ten minutes of OT pulling of Trolley at 11.20-11.30 everyday with one of the ES refer to **OT Plan**

Behaviour Alerts:

Student G has a Behaviour Management Plan in the yellow profile folder
 Student H and Student J are to have 1:1 support in the playground.

Medical Alerts:

Student F has Epilepsy and follows Epilepsy Management plan on the back wall of Room

10.40-11.00 Recess/Morning Tea-
 Students will sit in a line and wait to wash their hands, dry their hands and collect their lunch boxes from the fridge. The students will eat at their tables. When the students have finished their snack staff will encourage them to wipe their tables and sit and wait.
 ES will assist students' 1:1 individually to wash hands and go to toilet – refer to Hygiene Plan
 ES will sit with Student V, open his lunch box and drink bottle and support him to eat slowly and carefully

The Teacher Work Program embeds school-wide/class-wide adjustments in place to support positive behaviours.

However it also provides an opportunity to document student-specific adjustments in place. For General Tasks and Demands, we can see strategies that support managing one's own behaviour and carrying out daily routines.

Communication

Learning and Applying Knowledge	General Tasks and Demands	Communication	Self-care	Interpersonal Interactions	Mobility
<p>How the student learns:</p> <ul style="list-style-type: none"> Watching Listening Reading Writing Mathematics (Calculating) Focusing and directing attention Solving problems 	<p>How the student goes about their day:</p> <ul style="list-style-type: none"> Carrying out daily routines Undertaking tasks independently Handling stress and other psychological demands Managing one's own behaviour 	<p>How the student shares information:</p> <ul style="list-style-type: none"> Producing non-verbal messages Interpreting Spoken Messages Interpreting non-verbal messages Using expressive language (Speaking) Conversation 	<p>How the student looks after themselves:</p> <ul style="list-style-type: none"> Drinking Eating Dressing Toileting Washing oneself Looking after one's health Looking after one's safety 	<p>How the student gets along with others:</p> <ul style="list-style-type: none"> Responding to the feelings of others Forming relationships Regulating behaviours within interactions Interacting according to social rules 	<p>How the student moves:</p> <ul style="list-style-type: none"> Lifting and carrying objects Fine motor skills Moving from place to place Positioning one's body

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22-010



Example transition to school meeting minutes

Transition to School Meeting Minutes

Student Name: XXX

Date: XXX

Attendees:

D (Principal)	J (AP B PS)
G (AP)	F (Teacher Aide)
Visiting Teacher	K (xxx's mum)
G (Educational Psychologist)	N (Teacher of the Deaf xxx)

Actions

- **Social Stories** – to help xxx transition to school in 202x. The aim of these is to explicitly teach the appropriate behaviour for the situation. B and F to make some stories about what to expect for transitioning to school next year – Drop off / class room routines / play times at school / moving to different rooms for specialty classes / lunchtime eating / learning at school / mat time.


Include photos of the classroom or school grounds, kids lining up, kids eating lunch etc. For example, there will be different expectations when he starts 'real' school, compared with the free exploring which he was able to do on the transition day.

- **Visual Representations of behavioural expectations** – present behavioural expectations using Visuals
- **Confidence Building** – for xxx to be encouraged to attempt new activities and to participate with strategies in place to encourage and build up his confidence to minimise his anxiety and fear of failure.
Tell him "I will help you" if he does not want to do something, and then praise him for trying and succeeding.
- **SOCS** – For xxx to be enrolled on SOCS for Visiting Teacher service
- **Sound field System** – xxx to be placed in a classroom with a sound field system. Even though this may not appear to amplify the sound much, it makes it easier for him to hear and pay attention. Investigate sound field systems for all learning spaces xxx will access (library, art room, performing arts room, gym)
- **Orientation/Transition days** – For xxx to have another transition day by the end of the year to meet F and B
- **SSG Meetings** - To occur at the beginning of 202x to set goals for xxx. xxx could attend one in Term 1 if appropriate
- **Pragmatic Language support** – For xxx to have support in Speech sessions. E.g., practising asking in a pleasant tone, or expressing "I feel ..." in words rather than by stamping his foot and frowning. |

This would be used in the case of a profile being completed for a student with documented high functional needs prior to their transitioning into the school.

Similar meeting minutes could be used for students currently in the school setting. Attendees include specialists.

Example CRT planner

Student: XXX 		Date of birth: XXXX Year level: Year XXX Pick up/Drop off: Parents Likes: Lego, drawing	
Environmental adjustments <ul style="list-style-type: none"> • Whole class visual timetable • Break/ sensory zone to facilitate self-regulation • Reduce visual distractions by keeping artwork and displays to a minimum 		Teaching adjustments <ul style="list-style-type: none"> • Reduce instructions to small, manageable steps- one instruction at a time. • Support verbal instruction with a visual support if possible. • Implement task analysis strategies during teaching. 	
Curriculum adjustments <p>X accesses the curriculum as a different access point for both Literacy and Numeracy. Individualised assessments and conversations with the SSG have been conducted to identify the curriculum access point for X.</p> <ul style="list-style-type: none"> • X to access year 2 curriculum that has been aligned to the year 6 curriculum • Teach individualised skills in units of work e.g. phoneme grapheme correspondence • Relate outcomes to X's functional needs • Assessments to be modified to ensure X's knowledge is displayed • Hands on/visual and speaking assessments to be implemented where applicable. 		Behavioural/Social adjustments <ul style="list-style-type: none"> • Extra support during recess, lunch and PE. • Social story, 'Playing with Friends' – provided before recess • Breaks implemented throughout day to encourage X to request breaks independently. • Small group and paired work. 	
Medical Alerts <p>X has Asthma and requires support to administer Ventolin when needed.</p> <ul style="list-style-type: none"> • Ventolin located in First Aid cabinet with Asthma Management Plan • Full supervision and support required • Visual task analysis contained with Ventolin to provide predictability 		Self-Care <ul style="list-style-type: none"> • X will follow his individual schedule to unpack/pack his school bag with some verbal support. • X can access the toilet independently but please provide reminders • X can follow mealtime processes with independence 	

This student receives some adjustments to the way information is communicated to them, including simplifying instructions, and providing visual supports.

They also receive some adjustments to support their ability to converse with their friends.

Self care

Learning and Applying Knowledge	General Tasks and Demands	Communication	Self-care	Interpersonal Interactions	Mobility
<p>How the student learns:</p> <ul style="list-style-type: none"> Watching Listening Reading Writing Mathematics (Calculating) Focusing and directing attention Solving problems 	<p>How the student goes about their day:</p> <ul style="list-style-type: none"> Carrying out daily routines Undertaking tasks independently Handling stress and other psychological demands Managing one's own behaviour 	<p>How the student shares information:</p> <ul style="list-style-type: none"> Producing non-verbal messages Interpreting Spoken Messages Interpreting non-verbal messages Using expressive language (Speaking) Conversation 	<p>How the student looks after themselves:</p> <ul style="list-style-type: none"> Drinking Eating Dressing Toileting Washing oneself Looking after one's health Looking after one's safety 	<p>How the student gets along with others:</p> <ul style="list-style-type: none"> Responding to the feelings of others Forming relationships Regulating behaviours within interactions Interacting according to social rules 	<p>How the student moves:</p> <ul style="list-style-type: none"> Lifting and carrying objects Fine motor skills Moving from place to place Positioning one's body

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20-00



Example Student Health Support Plan and Medical Advice Form

Support	What needs to be considered?	Strategy – how will the school support the student’s health care needs?	Person Responsible for ensuring the support
Overall Support	Is it necessary to provide the support during the school day?	<p><i>Student requires assistance with management of self-care tasks multiple times throughout the day, including:</i></p> <ul style="list-style-type: none"> - Toileting - Dressing - Washing oneself (where appropriate) <p><i>Student requires assistance with mobility tasks, including:</i></p> <ul style="list-style-type: none"> - Lifting and carrying objects - Moving from place to place 	School staff
	How can the recommended support be provided in the simplest manner, with minimal interruption to the education and care program?	<p><i>Installation of:</i></p> <ul style="list-style-type: none"> - Assistive devices such as transfer bars in the toilet - Wheel-chair accessible classrooms and desks - Lowered tapware and sinks <p><i>Physical assistance, or the use of hoists, to:</i></p> <ul style="list-style-type: none"> - Transfer between wheelchair and toilet - Re-dress after toileting 	School leadership ES
	Who should provide the support?	<i>Allocated Education Support Staff Member who has received specific personalized training from the student’s occupational therapy</i>	ES OT
Personal Care	How can the support be provided in a way that respects dignity, privacy, comfort and safety and enhances learning?	<p><i>2 x assist with an extra person available to be present to ensure child safety</i></p> <p><i>Use of regular timing and check-ins with the student to recognise and request support with toileting.</i></p> <p><i>Targeted therapy goal to support independent transfers</i></p>	ES x 2 OT
	Does the medical/health information highlight a predictable need for additional support with daily living tasks?	<i>This student also has a Toileting, Hygiene and Menstrual Management – Medical Advice Form, and a Mobility Assistance Medical Advice Form in place</i>	ES / Teacher

Excerpt of a Student Health Support Plan that demonstrates the overall support that is required to support a student with self-care tasks. In this case, the student’s needs also overlap with the mobility domain.

Students are required to have a Medical Advice Form that informs their Student Health Care Plan. There are specific forms for Toileting, Eating/Drinking and Transfer and Positioning.

Example Behaviour Support Plan

<p>Student Name: _____ Date: 06/06/2022</p>	
<p>Behaviour of Concern:</p> <p>Climbing on furniture and objects outside often goes into the 3-4 common area and climbs on bookshelves, lockers and jumps on couches.</p> <p>Not following adult's instructions When given an instruction he doesn't like he often respond with 'what are you going to do about it', 'you can't force me'</p>	<p>Response Strategies (Behaviours of Concern):</p> <p>Climbing on furniture</p> <p>When responding to do not use the word "No" or "you can't do that" or "You need to come down"</p> <p>Instead say.</p> <ul style="list-style-type: none"> "..... can you come and help me do a job" (e.g., go to the breakfast room and move some boxes) or "..... why do we go and do a 10-minute movement break on the playground" <p>Not following adult's instructions</p> <ul style="list-style-type: none"> Give two choices until he does what is asked of him. E.g., you can sit on the chair on the floor.
<p>Replacement Behaviours:</p> <p>Climbing on furniture and objects outside For to uses sensory tools and too asked for movement breaks on the playground. Not to climb on furniture.</p> <p>Not following adult's instructions: For..... to follow single step or simplified instructions. Where they are unable to follow an <u>instructions</u>, they should be encouraged to be safe in their environment.</p>	<p>Response Strategies (Replacement Behaviours):</p> <p>Token, every 5 minutes Own token reward shop Regular positive praise every 2 minutes</p>
<p>Preventative Strategies:</p> <ul style="list-style-type: none"> Open curtains on bookcases in common area. Limit access on items can climb Teach to ask for movement breaks Own Token PBS shop Dad to walk to the class Token board Linking learning to 's interest Own space in the room to make his own learning kit that includes a reading, writing, maths, and ZOR tasks Sensory toolkit Morning check in 	
<p>Safety Plan: Follow xxx flowchart Remove any items that can climb on that will fall over</p>	

The Self-Care Domain also includes the ability to look after one's own safety. The student may have a Behaviour Support Plan in place that identifies and responds to behaviours of concern. In this case, it is climbing on furniture and not following instructions.

Interpersonal Interactions

Learning and Applying Knowledge	General Tasks and Demands	Communication	Self-care	Interpersonal Interactions	Mobility
<p>How the student learns:</p> <ul style="list-style-type: none"> Watching Listening Reading Writing Mathematics (Calculating) Focusing and directing attention Solving problems 	<p>How the student goes about their day:</p> <ul style="list-style-type: none"> Carrying out daily routines Undertaking tasks independently Handling stress and other psychological demands Managing one's own behaviour 	<p>How the student shares information:</p> <ul style="list-style-type: none"> Producing non-verbal messages Interpreting Spoken Messages Interpreting non-verbal messages Using expressive language (Speaking) Conversation 	<p>How the student looks after themselves:</p> <ul style="list-style-type: none"> Drinking Eating Dressing Toileting Washing oneself Looking after one's health Looking after one's safety 	<p>How the student gets along with others:</p> <ul style="list-style-type: none"> Responding to the feelings of others Forming relationships Regulating behaviours within interactions Interacting according to social rules 	<p>How the student moves:</p> <ul style="list-style-type: none"> Lifting and carrying objects Fine motor skills Moving from place to place Positioning one's body

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22-010



Example SSG Minutes

Current intervention and supports (IEP and BSP attached to minutes)

Current IEP has goals on:

- Self-regulation skills – identifying their emotions and implementing solutions to prevent dysregulation. This is supported multiple times a day by the school’s designated teacher.
- Building knowledge of social rules of group participation – this includes explicit teaching of group rules, reinforced in classroom activities. XX is encouraged to participate in a student woodwork group. The group is supported to engaged in effective group practices by the school manual arts teacher.

Current BSP has a specific plan to respond to instances of dysregulation. Strategies include engagement with school’s designated teacher, emergency management procedures (evacuating the immediate area, removal of potential items that cause a safety risk within the room, and supervision until XX is able to calm), and use of music/sensory tools to create a calming environment.

Review of student data

XX is reporting increased awareness of their emotions. They have been able to successful seek out the designated teacher on four separate occasions over the past month to re-regulate. XX has dropped from 12 episodes of dysregulation to 8 over a month-long period.

XX has not yet made any connections with a particular student.

Next steps and actions

SSG agree that current goals and strategies continue to be suitable. SSG to add additional goal to support XX to identify and respond to emotions in others, and to interpret non-verbal messages. Further this goal will include strategies that support the student to identify different potential reasons for emotions and/or non-verbal messages.

Additionally, school and student to look for further opportunities to support connections between XX and other students.


School to investigate possibility of skateboarding club in which XX can take on a leadership and/or mentoring role with other students with the support of their designated support person.

Carer to look for outside of school opportunities to connect XX with peers with similar interests.

This excerpt from SSG minutes shows goals and adjustments that relate to all four activities within the Interpersonal Interactions Domain. It shows the planning for and implementing of adjustments.

It also shows evidence of data that is used to demonstrate ongoing need for these adjustments.

Example CRT planner – behavioural and social adjustments

Student: XXX 		Date of birth: XXXX Year level: Year XXX Pick up/Drop off: Parents Likes: Lego, drawing	
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Medical Alerts <p>X has Asthma and requires support to administer Ventolin when needed.</p> <ul style="list-style-type: none"> • Ventolin located in First Aid cabinet with Asthma Management Plan • Full supervision and support required • Visual task analysis contained with Ventolin to provide predictability 		Self-Care <ul style="list-style-type: none"> • X will follow his individual schedule to unpack/pack his school bag with some verbal support. • X can access the toilet independently but please provide reminders • X can follow mealtime processes with independence 	

As with other domains, planning for adjustments can be seen in Teacher Plans, or (as in this case) in CRT planners.

Mobility

Learning and Applying Knowledge	General Tasks and Demands	Communication	Self-care	Interpersonal Interactions	Mobility
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22-010

Example Student Health Support Plan and Medical Advice Form

Support	What needs to be considered?	Strategy – how will the school support the student’s health care needs?	Person Responsible for ensuring the support
Overall Support	Is it necessary to provide the support during the school day?	<p><i>Student requires assistance with management of self-care tasks multiple times throughout the day, including:</i></p> <ul style="list-style-type: none"> - Toileting - Dressing - Washing oneself (where appropriate) <p><i>Student requires assistance with mobility tasks, including:</i></p> <ul style="list-style-type: none"> - Lifting and carrying objects - Moving from place to place 	School staff
	How can the recommended support be provided in the simplest manner, with minimal interruption to the education and care program?	<p><i>Installation of:</i></p> <ul style="list-style-type: none"> - Assistive devices such as transfer bars in the toilet - Wheel-chair accessible classrooms and desks - Lowered tapware and sinks <p><i>Physical assistance, or the use of hoists, to:</i></p> <ul style="list-style-type: none"> - Transfer between wheelchair and toilet - Re-dress after toileting 	School leadership ES
	Who should provide the support?	<i>Allocated Education Support Staff Member who has received specific personalized training from the student’s occupational therapy</i>	ES OT
	How can the support be provided in a way that respects dignity, privacy, comfort and safety and enhances learning?	<p><i>2 x assist with an extra person available to be present to ensure child safety</i></p> <p><i>Use of regular timing and check-ins with the student to recognise and request support with toileting.</i></p> <p><i>Targeted therapy goal to support independent transfers</i></p>	ES x 2 OT
Personal Care	Does the medical/health information highlight a predictable need for additional support with daily living tasks?	<i>This student also has a Toileting, Hygiene and Menstrual Management – Medical Advice Form, and a Mobility Assistance Medical Advice Form in place</i>	ES / Teacher

Excerpt of a Student Health Support Plan that demonstrates the overall support that is required to support a student with mobility activities.

Students are required to have a Medical Advice Form that informs their Student Health Care Plan. There are specific forms for Toileting, Eating/Drinking and Mobility Assistance. In this case, they would have a Medical Advice Form for Transfer and Positioning.

Example Weekly Planner – Mainstream School

Student X modified weekly overview

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Period 1 8:55-9:55	ASSEMBLY	Phonics with class CVC words	Maths with class Counting activities	Phonics with class CVC words	Phonics with class CVC words
	Phonics with class CVC words	Reading and sounds Letter recognition		Reading and sounds Letter recognition	Reading and sounds Letter recognition
Period 2 9:55-10:55	Reading and sounds Letter recognition	Writing/Letter formation – fine motor	PHYS ED (CW)	Writing/Letter formation – fine motor	Writing/Letter formation – fine motor
Lunch	10:55-11:13				
	11:13-11:30				
Period 3 11:30-12:30	Library Session Mrs K	To meet Speech path at the office	Phonics with class CVC words	INDONESIAN WITHDRAWAL 1:1 reading intervention	Maths with class Ordering numbers
			Reading and sounds Letter recognition		
Period 4 12:30-1:30	VISUAL ARTS (JB)	Student choice session	Writing/ Tracing Letters	Maths with class Counting activities	Library Session
Recess	1:30-1:45				
	1:45-2:00				
Period 5 2:00-3:00	Writing/ Tracing Letters	Integrated with class	Kitchen garden – language experience, focus on nouns	Integrated with class	GOLDEN TIME

Demonstrates planning for a number of adjustments in place for Student X. For this domain, we're particularly noting the explicit scheduling of practice for fine motor. Other examples of adjustments that a plan may include specific adult support for scribing or use of assistive tech (text to speech).

SEVR Regional Implementation Team (RIT)

Role	Team Members
Managers, Disability Inclusion Implementation	Etty Rosenblum Zoe Grealy
Disability Inclusion Senior Implementation Officers	Jane Betteley Cecilia Morales Cath Biggs Nisha Spence Mindy Somers Rebecca Taylor

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