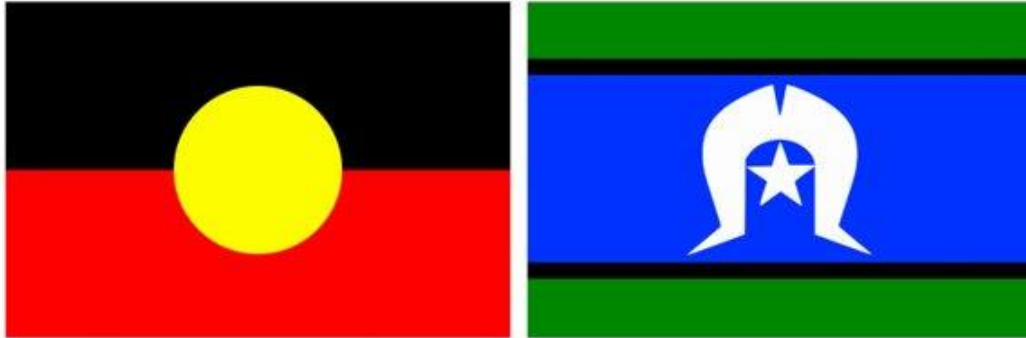


Disability Inclusion

Planning, adjustments and collating tools



Acknowledgement of Country



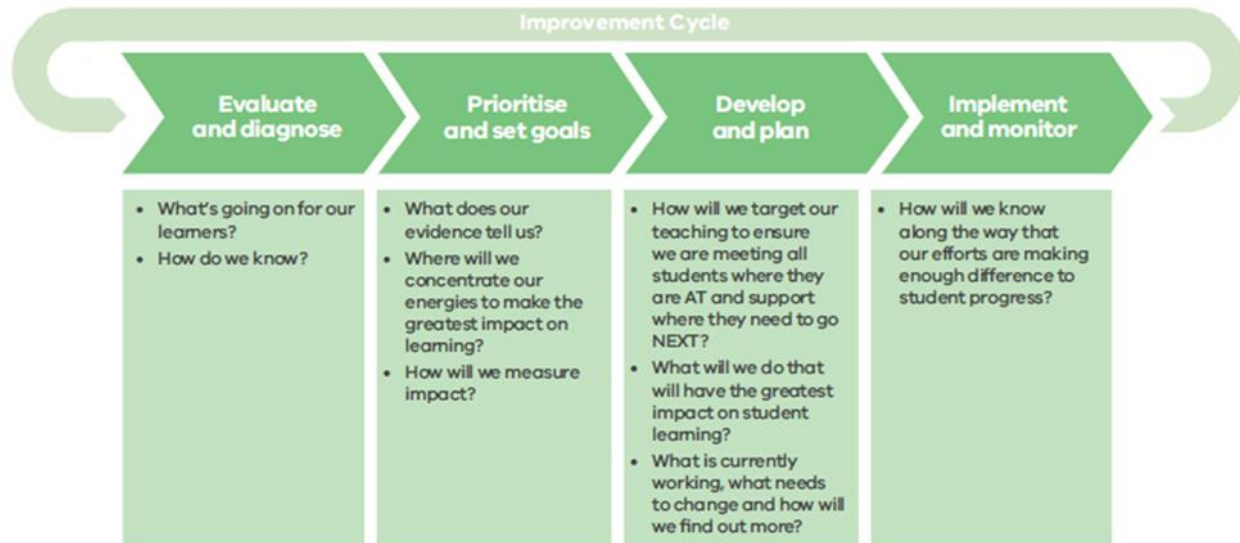
Welcome

Our learning intentions for today's session are:

- Develop a deeper understanding of levels of adjustments and evidence required to better support a DIP Meeting
- Think about possible strategies to support the collection and storage of evidence of adjustments
- Share tools that will assist with the collating of adjustments and evidence
- Introduce the audience to tools to collate adjustments and evidence for DIP meeting

Focus areas for using the FISO Improvement Cycle to support teaching and learning

Improvement Cycle



1

Identify functional needs and adjustments

2

Inform school-wide and personalised planning

3

Inform Tier 2 and Tier 3 funding allocation

SETTING EXPECTATIONS AND PROMOTING INCLUSION IMPLEMENTATION GUIDE



How schools create safe, inclusive, and aspirational learning environments



Disability Inclusion Profile

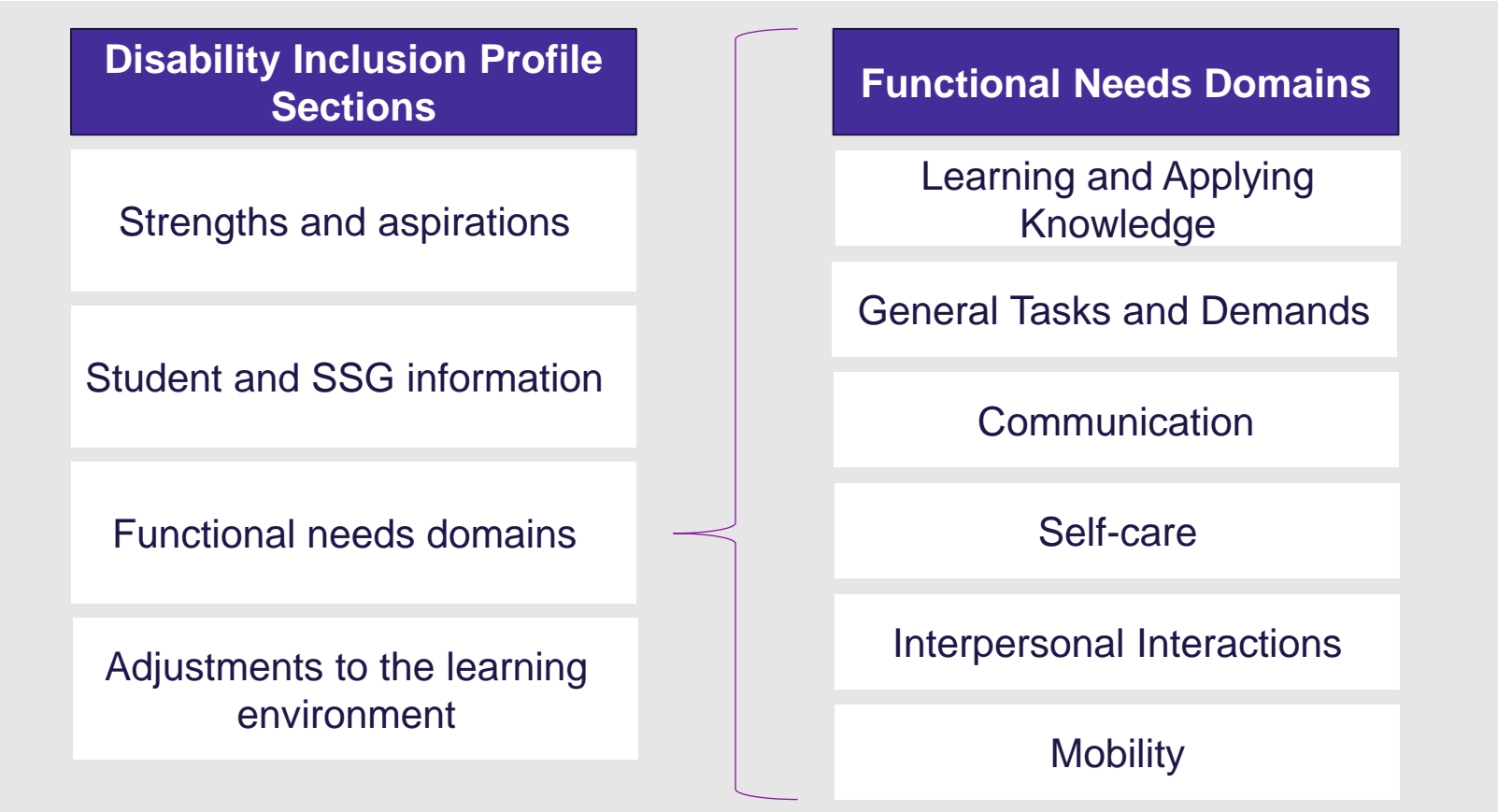
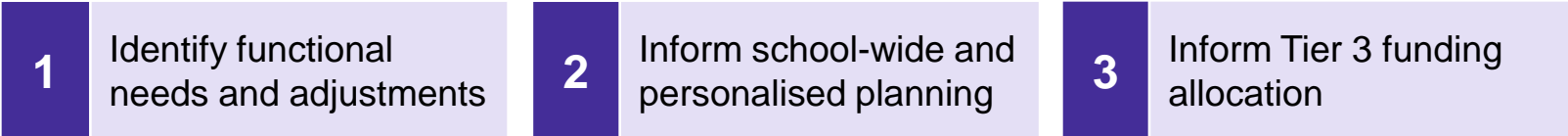
About the Profile

- The Profile applies a strengths and functional needs-based approach to understand the needs of students and the adjustments required.
- It is sensitive to school settings. Completion is supported by observation and understanding of the student's functioning in the school environment.



Purposes of the Profile

The Profile process is designed to achieve multiple purposes:

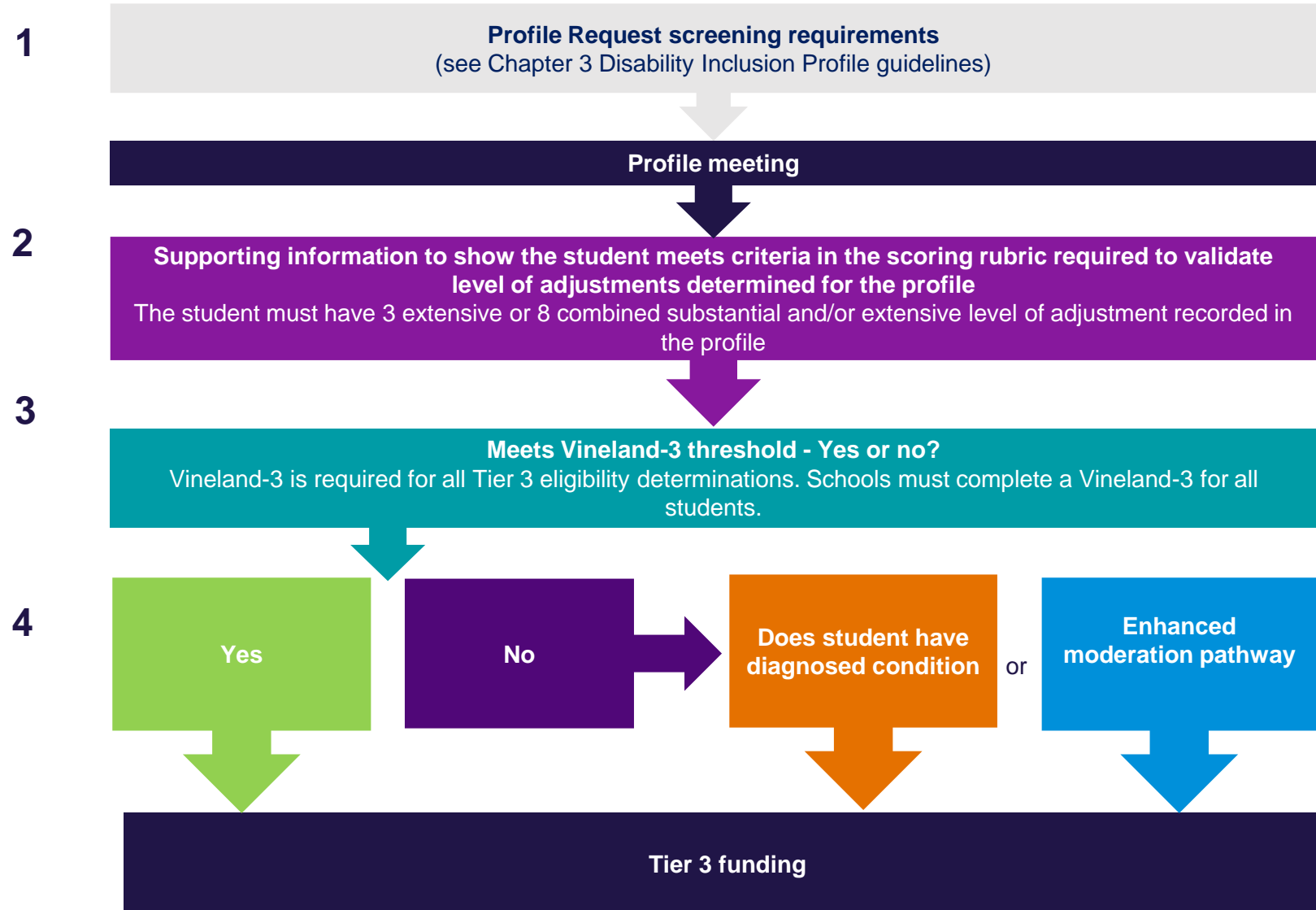


Supporting Information Rubric

Advice on how to gather the right kinds of supporting information to support the process is available at: [Supporting Information Guidance \(word\)](#)

Domain	Activities <i>(click for further information to find out more)</i>			
Learning and applying knowledge	Watching	Listening	Reading	Writing
	Mathematics (calculating)	Focusing and directing attention	Solving problems	
General tasks and demands	Carrying out daily routines	Undertaking tasks independently	Handling stress and other psychological demands	Managing one's own behaviour
Communication	Producing non-verbal messages	Interpreting Spoken Messages	Interpreting non-verbal messages	Using expressive language (Speaking)
	Conversation			
Self-care	Drinking	Eating	Dressing	Toileting
	Washing oneself	Looking after one's health	Looking after one's safety	
Interpersonal interactions	Responding to the feelings of others	Forming relationships	Regulating behaviours within interactions	Interacting according to social rules
Mobility	Lifting and carrying objects	Fine motor skills	Moving from place to place	Positioning one's body

Disability Inclusion - Tier 3 eligibility



Sir Joseph Banks High School: Adjustments



[Sir Joseph Banks High School: Adjustments - Nationally Consistent Collection of Data \(nccd.edu.au\)](https://nccd.edu.au)

What is an adjustment?

Planning

Assessment
and
Reporting

Teaching

Environment

Equipment
and
Resources

Levels of Adjustment Descriptions for the Profile

Present Environment of Supports	Differentiated Teaching	Supplementary	Substantial	Extensive
<ul style="list-style-type: none"> Supports offered at the <u>whole school level</u>. 	<ul style="list-style-type: none"> <u>Explicit adjustments</u> to teaching and school practice 	<ul style="list-style-type: none"> <u>Some</u> personalised adjustments. Adjustments occur for <u>particular activities at specific times</u> throughout the week. Assessed need to complement the strategies and resources already available (for all students) within the school. 	<ul style="list-style-type: none"> Essential adjustments Considerable adult assistance 	<ul style="list-style-type: none"> Extensive targeted adjustments Sustained levels of intensive support at all times. Highly individualised Comprehensive Ongoing

Building understanding of levels of adjustment

Quality differentiated teaching practice

- **Planning**

Group students according to educational need.

Cater for students' learning strengths when planning adjustments.

Meet with previous teachers to discuss transition.

- **Teaching**

break down instructions into small steps

pre-teaching of vocabulary and concepts

use transition cues eg: topic changes

remind students to use any necessary medical equipment
eg: asthma puffer after lunch

- **Assessment and Reporting**

Use a range of assessment methods.

Use checklists.

Provide multiple opportunities for students to demonstrate what they know to do.

- **Environment**

Use specific seating arrangements to support students.

Provide opportunities for your students to move around the room.

- **Resources**

Integrate technologies, such as notetakers/iPads to support curriculum.

Building understanding of levels of adjustment

Supplementary adjustments

- **Planning**

Involvement of the learning and support team in planning eg: learning support coordinator/teacher.

Using student specific assessment data to analyse needs.

Regularly review and refine personalised adjustments.

Teaching

Modify the amount and presentation of oral and written information.

Provide separate supervision or additional time to complete work tasks.

Provide programs or interventions to target self-regulation in class.

Develop and use key cues – pictorial/colour coding or tactile.

- **Assessment and Reporting**

Set alternative, practical tasks for assessments.

Provide a reader or scribe for assessments and exams.

- **Environment**

Sit student near the door so they can access breaks outside the classroom.

Additional adult staff member provided to support students

Provide supervised accessible safe/quiet areas around the school

- **Resources**

Classroom equipment eg: pencil grip, positional seat, electronic dictionaries

Individualised desk goals and reminders.

Personalised picture cues to support the student.

Building understanding of levels of adjustment

Substantial adjustments

- **Planning**

Frequently use one or more support services to develop, plan and implement the curriculum eg: therapists, consulting teachers, school psychologists

Collaborate with support staff frequently eg: behaviour specialist.

An intensive individualised behaviour management plan with support that requires additional training.

Teaching

Frequent supervised breaks from work tasks throughout the day.

Access intensive individualised social skills instruction eg: one-on-one task analysed mastery of individual skills.

Support teacher/assistant to break down target skills into one or two stage instructions most of the time.

Alternative programs with support to suit individualised functional learning needs.

- **Assessment and Reporting**

Daily communication with parents, guardians or carers.

- **Environment**

Individualised support for movement around the school eg: escort by class teacher/education assistant.

Supervised withdrawal space/low stimulus to support your students' needs daily

Provide supervised accessible safe/quiet areas around the school

- **Resources**

Assistive technology devices, directed by support staff, to allow access to the curriculum eg: braille writer, speech recognition software.

Building understanding of levels of adjustment

Extensive adjustments

- **Planning**

Very high level of input from support services to collaborate, write and implement the personalised learning eg: special educator, therapists, school psychologist, external agencies

Collaborate with specialist support staff and therapists daily/weekly.

- **Teaching**

Intensive, comprehensive individualised instruction in a highly structured manner eg: TEACCH, Applied Behaviour Analysis, discrete trial training.

Individually delivered concrete materials to implement the curriculum one-on-one all of the time.

Individual/physical prompting, delivered one-to-one by an extra staff member, pervasively throughout the day

Alternative methods of communication eg: Auslan, Braille, augmentative/alternative communication, requiring extensive support from specialist staff all the time

- **Assessment and Reporting**

Alternative or modified curriculum frameworks to assess student achievement.

- **Environment**

Extra personnel all of the time to ensure a student is fully included in his mainstream environment

Supportive fully supervised support area to assist in de-escalating/calming a distressed student

- **Resources**

Highly individualised, specialist and supervised equipment or support to move around and access all the areas of the school environment.

Highly specialised assistive technology, which requires adult support eg: eye gazing technology, switch access to on-screen keyboards, head tracking.

Quick activity.....

Type

Diff = Quality differentiated teaching practice

Sup = Supplementary adjustment

Sub = Substantial adjustment

Ext = Extensive adjustment

in the chat in response to the following statements

Managing one's own behaviour

Carrying out coordinated actions in a consistent manner in response to new situations, persons or experiences.

Level of adjustment	Student Characteristics	Criteria	Sources that the criteria are typically found in:
Differentiated teaching –	The student occasionally requires assistance to respond to new situations, people or experiences in a consistent manner. This may include classroom-based prompts about transition or visual cues.	Information about adults responsively supporting a student as and when needed	The student's teacher explaining what they do to support the student (verbal report in meeting)
Supplementary adjustments –	The student may require specialist advice and targeted teaching strategies to respond appropriately to new situations, people or experiences.	Information about adults intentionally identifying supports and instructional strategies that they use with the student for specific events or times to reduce triggers and increase positive replacement behaviours and consulting with a specialist about these strategies and supports. These include supports and strategies outlined in the Inclusive classrooms behaviour course and or SWPBS	The student's teacher explaining what they do to support the student (verbal report in meeting)

Managing one's own behaviour

Level of adjustment	Student Characteristics	Criteria	Sources that the criteria are typically found in:
Substantial adjustments –	The student requires specialist personalised programs or interventions to be able to respond appropriately to new situations, people or experiences.	<p>Information about specialist support to the teacher and/or to the student to enable the student to respond appropriately to new situations, people or experiences.</p> <p>AND</p> <p>Information that confirms targeted teaching strategies are being used to build the student's capability to manage their behaviour and environmental resources are being used to support the student to respond appropriately, on the advice of the specialist.</p> <p>AND</p> <p>These adjustments occur at most times (more than 50% of the day) on most days (more than 50% of days).</p>	<p>Sources that typically contain information about adjustments</p> <ul style="list-style-type: none"> • IEP– a goal related to managing their behaviour that has been informed by an analysis of the function of the behaviours, for example <u>prevent-teach-reinforce</u> (undertaken by an SSS or equivalent) with actions tasked to a specialist to support the teacher to develop and implement personalised positive behaviour supports. • IEP - actions detailed in the IEP for the specialist to directly support the student to improve their competencies related to managing one's own behaviour. • A <u>Behaviour support plan</u>. <p>Sources that typically contain information about ongoing need for adjustments</p> <ul style="list-style-type: none"> • SSG minutes detailing the advice of, or support provided by the specialist • <u>A record from the specialist of their involvement with the teacher and or student</u> • SSG minutes that detail the student's progress toward a goal related to managing their own behaviour • Teacher weekly/termly planning documents that demonstrate that specialist advice is being included in lesson planning • <u>Behaviour and intervention tracking forms</u>

Managing one's own behaviour

Carrying out coordinated actions in a consistent manner in response to new situations, persons or experiences.

Level of adjustment	Student Characteristics	Criteria	Sources that the criteria are typically found in:
Extensive adjustments –	The student responds inconsistently to new situations, people or experiences. This is apparent in the student's individualised behaviour program.	<p>Information about specialist (for example psychologist) support to the teacher and or to the student to enable the student to respond appropriately to new situations, people or experiences.</p> <p>AND</p> <p>Information that confirms highly structured, personalised teaching strategies are being used to build the student's capability to manage their behaviour</p> <p>AND</p> <p>Environmental resources are being used to support the student to respond appropriately, on the advice of the specialist. These adjustments could include but are not limited to the interventions listed here, PBISworld.com/tier3</p> <p>AND</p> <p>Adjustments to the usual educational program occur at all times every day.</p> <p>AND</p> <p>Information about sustained levels of intensive, one on one support at all times.</p> <p>AND</p> <p>Information that confirms the substantial adjustments currently in place are not sufficient to support the student to consistently manage their own behaviour. The student still responds inconsistently despite specialist personalised programs and support, that have been implemented as intended.</p>	<p>Sources that typically contain information about adjustments</p> <ul style="list-style-type: none"> • IEP– a goal related to managing their behaviour that has been informed by a functional behaviour assessment (undertaken by an SSS or equivalent or BCBA) with actions tasked to a specialist to support the teacher to develop and implement personalised positive behaviour supports. These could include but are not limited to the interventions listed here, PBISworld.com/tier3. And or with actions for the specialist to directly support the student to improve their competencies related to managing one's own behaviour. These could include but are not limited to the interventions listed here, PBISworld.com/tier3 • A Functional Behaviour Assessment report • Behaviour support plan <p>Sources that typically contain information about ongoing need for adjustments</p> <ul style="list-style-type: none"> • SSG minutes that detail the implementation and monitoring of at least two cycles of an individualised program of intervention, none of which has supported the student to progress toward a goal related to managing their own behaviour independently • SSG minutes detailing the advice of, or support provided by the specialist • A record from the specialist of their involvement with the teacher and or student • Behaviour and intervention tracking forms that demonstrates no improvement in the student's behaviour from the intervention and or adjustments, and that demonstrates that individualised intervention and or adjustments have been effectively implemented

Jamboard.

Storing Evidence –

How do you currently store evidence of adjustments?

Disability Inclusion Funding Model

Collecting and storing information.


There are several ways in which schools could manage their evidence which is dependent on the current systems in place.


- It should provide a summary of evidence available
- where it can be accessed
- Have at least one type of document for each general evidence area.

An example of a comprehensive system can be found at [Evidence Management template \(nccd.edu.au\)](https://nccd.edu.au/evidence-management-template)

<input checked="" type="checkbox"/>	Type of evidence	Location of evidence
<input type="checkbox"/>	Updated IEP and or PBSP signed by parents	
<input type="checkbox"/>	Evidence of regular SSG meetings	
<input type="checkbox"/>	Parent–teacher communication books	
<input type="checkbox"/>	Other	

<input checked="" type="checkbox"/>	Type of evidence	Location of evidence
<input type="checkbox"/>	Results of diagnostic or summative assessments over time documenting an ongoing learning or socio-emotional need arising from disability	
<input type="checkbox"/>	Documentation of ongoing learning needs that have had a limited response to targeted intervention over time.	
<input type="checkbox"/>	Parental report of disability in conjunction with evidence of an assessed individual need	
<input type="checkbox"/>	Behaviour tracking data, literacy assessments, etc	
<input type="checkbox"/>	Reports or consultations notes with adjustment recommendations for schools	
<input type="checkbox"/>	ES Scheduling	
<input type="checkbox"/>	Other	

NCCD Evidence Management template			
Student name		Parent(s), carer(s), or guardian(s)	
Student ID			
Grade/Year		Form completed by	
Teacher's name(s)		Date of assessment	
		Form reviewed by	
		Date reviewed	
Does the student have a diagnosed disability or imputed disability as defined in section 4 of the Disability Discrimination Act 1992 (DDA)? Please provide supporting details. 	<input type="checkbox"/> Yes <input type="checkbox"/> No		
Please select the disability category that requires the greatest extent of adjustment.	<input type="checkbox"/> Cognitive <input type="checkbox"/> Physical <input type="checkbox"/> Social/Emotional <input type="checkbox"/> Sensory		
Please select the level of adjustment being provided to the student.	<input type="checkbox"/> QDTP <input type="checkbox"/> Supplementary <input type="checkbox"/> Substantial <input type="checkbox"/> Extensive		
Based on the availability of the evidence below, should the student be included in the NCCD this year?	<input type="checkbox"/> Yes <input type="checkbox"/> No		

Evidence of assessed individual need	Details of documents available to support the student's inclusion in the NCCD			
	Document(s) (select all available)	Document date	Document location	Evidence contained within the document <i>Note 1: the checkboxes provide a list of the components of a 'quality' document.</i>
Specialist diagnosis or reports				<input type="checkbox"/> Identifies a disability as defined in the DDA <input type="checkbox"/> Identifies the functional impact of the disability on the student's education
Individualised Learning Plan				<input type="checkbox"/> Identifies the current assessed individual need(s) of the student arising from a disability <input type="checkbox"/> Identifies the current functional impact of the disability on the student's education <input type="checkbox"/> Signed by the student (where appropriate) and/or associate
Formative or summative assessments, diagnostics, or student progress reports 				<input type="checkbox"/> Evidence of multiple assessments which show the current individual need(s) of the student arising from a disability <input type="checkbox"/> Assessments directly relate to the current functional impact of the student's disability on the student's education
Parent report signed and dated				<input type="checkbox"/> Identifies the current assessed individual need(s) of the student arising from a disability <input type="checkbox"/> Identifies the current functional impact of the disability on the student's education
Enrolment form				<input type="checkbox"/> Identifies the current assessed individual need(s) of the student arising from a disability <input type="checkbox"/> Identifies the current functional impact of the disability on the student's education
Records of meetings with the student and/or associate				<input type="checkbox"/> Identifies the current assessed individual need(s) of the student arising from a disability <input type="checkbox"/> Identifies the current functional impact of the disability on the student's education <input type="checkbox"/> Names of attendees inclusive of the student and/or associate
Government assessments (e.g. State based scheme or NDIS)				<input type="checkbox"/> Identifies a disability as defined in the DDA <input type="checkbox"/> Identifies the current functional impact of the disability on the student's education

Adjustments collating tool

STUDENT NAME:

Strengths

Interests and Motivations:

Aspirations:

Domain	Activities	Criteria	Current Support	Evidence of present environmental Supports	Differentiated Adjustments	Supplementary Adjustments	Substantial Adjustments	Extensive Adjustments	Links to Evidence	Comments
General Tasks and Demands	Carrying out daily routines									
	Undertaking tasks independently									
	Handling Stress and other psychological demands									
	Managing ones own behaviour									
Communication	Producing non-verbal messages									
	Interpreting spoken messages									
	Interpreting non-verbal messages									
	Using expressive language (including speaking)									
	Conversation									
Self care	Drinking									
	Eating									
	Dressing									
	Toileting									
	Washing oneself									
	Looking after one's health									

DIP | General Tasks and Demands | Communication | Self Care | Interpersonal Relations | Mobility | Learning | Adjustment | +

Additional Information / Criteria

[illegible][illegible]

Current or possible future adjustments

STUDENT NAME:

Strengths

Interests and Motivations:

Aspirations:

Domain	Activities	Criteria	Current Support	Evidence of present environmental Supports	Differentiated Adjustments	Supplementary Adjustments	Substantial Adjustments	Extensive Adjustments	Links to Evidence
General Tasks and Demands	Carrying out daily routines		1:1 Modelling additional time Breaking tasks down Backward Chaining OT support Regular specialist involvement with student / teacher Visual cues verbal reinforcement	SSG Minutes Individual Education Plan OT Recommendations Teacher Planning documents Task Analysis - The goals and actions have been informed by a task analysis (undertaken by or supported by a specialist with expertise in task analysis)			Essential adjustments and considerable adult assistance. Adjustments to the usual educational program occur at most times on most days. Adjustments are provided to address the specific nature and significant impact of the student's functional needs.		

Another example of a data gathering tool available.



Evidence to support Tier 3 Disability Inclusion

Domain	Activity	Level of intervention	Evidence
Self-care	Eating	Substantial	-
Communication	Interpreting spoken messages	Supplementary	
General tasks and demands	Carrying out daily routines	Supplementary	
Interpersonal relationships	Listening	Choose an item.	
Choose an item.	Choose an item.	Choose an item.	
Choose an item.	Choose an item.	Choose an item.	
Choose an item.	Choose an item.	Choose an item.	
Choose an item.	Choose an item.	Choose an item.	
Choose an item.	Choose an item.	Choose an item.	

Questions, discussion

