

Focus Area: Curriculum

Description: Refers to adjustments made to the intended curriculum, pedagogy, assessment and reporting to enable the student to achieve their intended curriculum.

Make a response to every question.

Question

Question Intent

Consultation:

1. Consultation/collaboration about curriculum occurs and is documented:

- Rarely, if ever
- About once per semester
- From once per term to once per month
- On about a weekly basis

Formally arranged/scheduled meetings with teachers, parents, support team, and (where possible) the student occur to discuss and plan curriculum adjustments.

This does not refer to the regular interactions that occur in response to student engagement with the intended curriculum.

Planning adjustments:

2. Planning is adjusted:

- Rarely, if ever
- About once per semester
- From once per term to once per month
- On about a weekly basis
- On about a daily basis

Regular curriculum planning documents include adjustments to the intended curriculum, pedagogy, assessment and reporting for the specific student.

Adjustments related to assistive technology:

3. Assistive technology is used as an adjustment for curriculum access:

- Rarely, if ever
- About once per semester
- From once per term to once per month
- On about a weekly basis
- On about a daily basis
- More frequently than once per day

Assistive technology is incorporated to ensure students participation in and/or access to planned learning activities occurs.

Adjustments related to curriculum intent:

4. Lesson content is adjusted:

- Rarely, if ever
- About once per semester
- From once per term to once per month
- On about a weekly basis
- On about a daily basis
- More frequently than once per day

Refers to the content that is taught (what the student needs to learn and how the student will access that information) not strategies that are implemented.

Adjustments to pedagogy:

5. Materials are adjusted and/or specially prepared to facilitate student participation:

- Rarely, if ever
- About once per semester
- From once per term to once per month
- On about a weekly basis
- On about a daily basis
- More frequently than once per day

Preparation is required for materials where the content is consistent with the intended curriculum but a different format is needed.

6. Use and preparation of adapted materials related to the student's expanded core curriculum occurs:

- Rarely, if ever
- About once per semester
- From once per term to once per month
- On about a weekly basis
- On about a daily basis
- More frequently than once per day

The student is engaged in an expanded core curriculum, involving the use and preparation of adapted materials. This question relates only to:

- *students with vision impairment*
- *deaf/blind students.*

7. Extra time is allowed for a student to process and comprehend work:

- Rarely, if ever
- About once per semester
- From once per term to once per month
- On about a weekly basis
- On about a daily basis
- More frequently than once per day

Individual student skills in relation to comprehension and processing are considered.

8. Additional targeted teaching for specific learning activities is delivered:

- Rarely, if ever
- About once per semester
- From once per term to once per month
- On about a weekly basis
- On about a daily basis
- More frequently than once per day

Provision of explicit teaching/scaffolding to support targeted learning activities occurs.

9. Pre-teaching of specific concepts prior to a whole class learning activity occurs:

- Rarely, if ever
- About once per semester
- From once per term to once per month
- On about a weekly basis
- On about a daily basis
- More frequently than once per day

Teaching occurs prior to planned learning experiences to enhance the student's access to, and participation in, whole class learning activities.

10. Learning activities occur outside the school:

- Rarely, if ever
- About once per semester
- From once per term to once per month
- On about a weekly basis
- On about a daily basis
- More frequently than once per day

Regular learning activities or programs that may involve specialised instruction occur outside the school and maintain clear links to the student's intended curriculum.

11. Targeted learning activities are delivered individually or within a small group:

- Rarely, if ever
- About once per semester
- From once per term to once per month
- On about a weekly basis
- On about a daily basis
- More frequently than once per day

Small group and/or one-to-one instruction with direct assistance are required for targeted learning activities. These learning activities may be conducted within the classroom setting.

12. Specific teaching supports are used to facilitate participation in learning activities:

- Rarely, if ever
- About once per semester
- From once per term to once per month
- On about a weekly basis
- On about a daily basis
- More frequently than once per day

Support using additional personnel and/or materials to assist the student in undertaking learning tasks is provided.

13. Intensive assistance from support personnel is required to teach specific knowledge and skills:

- Rarely, if ever
- About once per semester
- From once per term to once per month
- On about a weekly basis
- On about a daily basis
- More frequently than once per day
- Continually and/or constantly

Adjustments to assessment:

14. Assessment procedures and/or materials are adjusted, but with clear links to the intended curriculum:

- Rarely, if ever
- About once per semester
- From once per term to once per month
- On about a weekly basis
- On about a daily basis

15. Data linked with individualised learning goals is collected to inform programming and planning:

- Rarely, if ever
- About once per semester
- From once per term to once per month
- On about a weekly basis
- On about a daily basis
- More frequently than once per day

The student receives:

- *intensive individual support and/or*
- *specific guided direction*

to develop specific knowledge and/or skills.

Adjustments to assessment procedures and/or materials reflect the varied needs, abilities and experiences of the student in relation to the intended curriculum to ensure that students have the opportunity to demonstrate their learning.

Data collection that informs curriculum programming/planning has clear links to individualised learning goals.

Optional Comments:

Focus Area: Communication

Description: Refers to adjustments made for the student to understand and process speech and/or language; and express information (i.e. needs, ideas, feelings) using the language system of the community. This Focus Area also includes adjustments to the student's mode of communication for example symbols, signed support systems.

Make a response to every question.

Question

Question Intent

Consultation:

1. Consultation/collaboration about communication occurs and is documented:

Formally arranged/scheduled meetings with teachers, parents, support team, and (where possible) the student occur regarding the student's communication.

- Rarely, if ever
- About once per semester
- From once per term to once per month
- On about a weekly basis

This does not refer to the regular interactions that occur in response to student engagement within the communication process.

Planning for communication:

2. Specific specialised communication goals are incorporated in planning:

Communication goal/s in individual student plan or specific program for the student's communication is evident within the regular program.

- Rarely, if ever
- About once per semester
- From once per term to once per month
- On about a weekly basis
- On about a daily basis

3. Specific teaching in the understanding and use of language is incorporated in planning:

Planning incorporates specific activities that target learning in a variety of contexts to promote language skills.

- Rarely, if ever
- About once per semester
- From once per term to once per month
- On about a weekly basis
- On about a daily basis

Use of assistive technology:

4. Monitoring and assistance with personal amplification devices occurs:

- Rarely, if ever
- About once per semester
- From once per term to once per month
- On about a weekly basis
- On about a daily basis
- More frequently than once per day

Monitoring and assistance is provided to check hearing aids, FM systems, soundfield amplification systems.

5. Monitoring and assistance with use of augmentative and alternative communication (AAC) systems occurs:

- Rarely, if ever
- About once per semester
- From once per term to once per month
- On about a weekly basis
- On about a daily basis
- More frequently than once per day

This is the set up, support and monitoring of the student's AAC system.

Implementing an AAC system is a strategy to ensure a student's primary mode of communication is supported to assist educational access.

6. Assistance with the integration of personal amplification device and/or other AAC systems into the student's learning environment occurs:

- Rarely, if ever
- About once per semester
- From once per term to once per month
- On about a weekly basis
- On about a daily basis
- More frequently than once per day

Staff ensure that the student is actively engaged in the learning environment using personal amplification or an AAC system to communicate.

Adjustments to curriculum intent and pedagogy:

7. Minor adjustments to regular classroom program are made:

- Rarely, if ever
- About once per semester
- From once per term to once per month
- On about a weekly basis
- On about a daily basis
- More frequently than once per day

Minor adjustments are made to the curriculum intent and pedagogy in the student's regular classroom.

Adjustments are in relation to the student's communication.

8. Specific teaching of targeted language skills is delivered:

- Rarely, if ever
- About once per semester
- From once per term to once per month
- On about a weekly basis
- On about a daily basis
- More frequently than once per day

Targeted language teaching is delivered to a student with specific communication concerns for example for a student at the sound, word or sentence levels.

School based staff implement specific language skill program planned by the team.

9. Specialist-produced program with explicit teaching of language concepts, vocabulary and/or oromotor skills may be delivered:

- Rarely, if ever
- About once per semester
- From once per term to once per month
- On about a weekly basis
- On about a daily basis
- More frequently than once per day

The program has been recommended and/or designed/implemented by

- *Speech-Language Pathologist*
- *Advisory Visiting Teacher (AVT) with specific communication training*
- *Teacher of the Deaf*

and reflects the complexity of the student's communication requirements.

The program may be implemented by school based personnel.

10. Specific teaching in understanding and using language within social contexts occurs:

- Rarely, if ever
- About once per semester
- From once per term to once per month
- On about a weekly basis
- On about a daily basis
- More frequently than once per day

Targeted teaching that develops a student's ability to be a competent communicator in social situations is delivered.

11. Strategies across most contexts and curriculum areas, to address specific impairments, are used:

- Rarely, if ever
- About once per semester
- From once per term to once per month
- On about a weekly basis
- On about a daily basis
- More frequently than once per day

School staff in contact with the student use specific strategies across most environments to support the student's communication.

12. Assistance through the use of visual aids is provided:

- Rarely, if ever
- About once per semester
- From once per term to once per month
- On about a weekly basis
- On about a daily basis
- More frequently than once per day

The student uses visual aids to support receptive and/or expressive communication.

Complex communication adjustments:

13. Visual aids are incorporated in the program within all curriculum areas and activities, requiring teaching adjustments:

- Rarely, if ever
- About once per semester
- From once per term to once per month
- On about a weekly basis
- On about a daily basis
- More frequently than once per day

Adjustments are made for a student using visual aids, as an integral part of the student's communication system.

These visual aids are specifically designed for the student and embedded throughout all activities.

14. The student's specific mode of communication requires school staff/communication partners to model the use of targeted interactive language in all aspects of the school program:

- Rarely, if ever
- About once per semester
- From once per term to once per month
- On about a weekly basis
- On about a daily basis
- More frequently than once per day

Specific communication mode (e.g. AAC) modelled by communication partners across whole school context.

15. A Notetaker, or other support person facilitates the student's ability to receive and give information:

- Rarely, if ever
- About once per semester
- From once per term to once per month
- On about a weekly basis
- On about a daily basis
- More frequently than once per day

Support personnel are specifically involved to support the student's communication.

Notetaker refers to a support person who is specially trained.

16. An educational interpreter supports the student's access to information and participation through the use of signed communication. This occurs:

- Rarely, if ever
- About once per semester
- From once per term to once per month
- On about a weekly basis
- On about a daily basis
- More frequently than once per day

17. Significant others interpret and develop the student's nonverbal communications which demonstrate understanding. This occurs:

- Rarely, if ever
- On about a weekly basis
- On about a daily basis
- More frequently than once per day
- Continually and/or constantly

An educational interpreter refers to a teacher or teacher aide who supports a student with hearing impairment using signed communication.

Signed communication is used to support or enable the student's access to information and participation.

This refers to a non verbal student whose vocalisations/communications are not yet expressing a message that can be easily understood by familiar and unfamiliar people.

Optional Comments:

Focus Area: Social Participation/Emotional Wellbeing

Description: Refers to the strategies and supports necessary to assist the student to engage successfully in social situations and to self-regulate emotion.

Make a response to every question.

Question

Question Intent

Consultation:

1. Consultation/collaboration about social participation/emotional wellbeing occurs and is documented:

Formally arranged/scheduled meetings with teachers, parents, support team, and (where possible) the student occur to discuss, review and plan adjustments related to behaviour, social engagement and emotional wellbeing.

- Rarely, if ever
- About once per semester
- From once per term to once per month
- On about a weekly basis

This does not refer to the regular interactions that occur in response to the student's behaviour or engagement in social situations.

Planning:

2. A formal support/management plan promoting development of specific social competences/ social/emotional self-regulation is developed and reviewed:

A documented plan detailing specific targets and ongoing strategies for the promotion of social and emotional wellbeing is required and is developed in response to the student's social and emotional needs.

- Rarely, if ever
- About once per semester
- From once per term to once per month
- On about a weekly basis

Focus is on the frequency of review.

Adjustments to student management and support:

3. Adjustments to timetables, or flexible program delivery arrangements are implemented:

The school amends timetables or program delivery arrangements to accommodate the social and emotional needs of the student as identified in the support/management plan.

- Rarely, if ever
- About once per semester
- From once per term to once per month
- On about a weekly basis
- On about a daily basis
- More frequently than once a day

4. Supervision and support to manage structured and/or unstructured contexts is provided:

Intensive and ongoing support is required for the student to manage social participation in a variety of contexts.

- Rarely, if ever
- About once per semester
- From once per term to once per month
- On about a weekly basis
- On about a daily basis
- More frequently than once per day

5. Implementation of support/management plan requires variations in school-wide routines:

- Rarely, if ever
- About once per semester
- From once per term to once per month
- On about a weekly basis
- On about a daily basis
- More frequently than once a day

The implementation of the management plan impacts school wide routines, which require variation.

6. Implementation of support/management plan requires reports to carers, staff, agencies or others across home and school environments:

- Rarely, if ever
- About once per semester
- From once per term to once per month
- On about a weekly basis
- On about a daily basis
- More frequently than once a day

Reporting occurs to the person who exercises parental responsibility for the child with reference to the student's management plan.

Reports may also be required for agencies external to the department.

Adjustments to curriculum intent and pedagogy:

7. Specific teaching of targeted skills in the classroom context to develop friendships and increase participation occurs:

- Rarely, if ever
- About once per semester
- From once per term to once per month
- On about a weekly basis
- On about a daily basis
- More frequently than once per day

Within the classroom context, specific social skilling or opportunities to practise social skills are provided, to increase knowledge and/or understanding of friendships and participation in social situations.

8. Classroom behaviour systems promoting appropriate social engagement for this student are used:

- Rarely, if ever
- About once per semester
- From once per term to once per month
- On about a weekly basis
- On about a daily basis
- More frequently than once per day

The teacher uses planned, documented, systematic positive behaviour strategies to promote appropriate behaviour.

9. Specific teaching on self-regulation issues is delivered:

- Rarely, if ever
- About once per semester
- From once per term to once per month
- On about a weekly basis
- On about a daily basis
- More frequently than once per day

The student receives specific instruction to deal with the self management of emotions/behaviours.

Intensive behaviour interventions:

10. Intensive, individualised behaviour support plan targeting specific behaviour patterns, is implemented:

A formalised plan detailing specific target behaviours with step-by-step strategies to encourage appropriate behaviour is implemented.

- Rarely, if ever
- About once per semester
- From once per term to once per month
- On about a weekly basis
- On about a daily basis
- More frequently than once per day
- Continually and/or constantly

11. Programs from other community agencies require specific follow-up:

A specific program focussing on social/emotional needs has been developed through an agency external to the department and is implemented at school.

- Rarely, if ever
- About once per semester
- From once per term to once per month
- On about a weekly basis
- On about a daily basis
- More frequently than once per day

Optional Comments:

Focus Area: Health and Personal Care

Description: Refers to the adjustments made to promote health and personal care.

Make a response to every question.

Question

Question Intent

Consultation:

1. Consultation/collaboration about health and personal care occurs and is documented:

- Rarely, if ever
- About once per semester
- From once per term to once per month
- On about a weekly basis

Formally arranged/scheduled meetings with teachers, parents, support team and (where possible) the student occur regarding health and personal care.

This does not refer to the regular interactions that occur in response to the student's ongoing health issues.

2. Consultation/collaboration with health and allied health professionals occurs:

- Rarely, if ever
- About once per semester
- From once per term to once per month
- On about a weekly basis

Health and allied health professionals consult with staff through meetings, telephone calls and correspondence.

3. Complex case management is needed for complex and/or progressive conditions:

- Rarely, if ever
- About once per semester
- From once per term to once per month
- On about a weekly basis
- On about a daily basis
- More frequently than once per day

Teachers of a student with a degenerative and/or complicated health condition, consult with a number of personnel to manage the student's health at school.

Planning adjustments:

4. Program in personal care has been developed for health-care routines and is delivered:

- Rarely, if ever
- About once a semester
- From once per term to once per month
- On about a weekly basis
- On about a daily basis
- More frequently than once per day

Student is engaged in learning activities to develop competence in specific health and personal care routines.

5. Individual program in personal care has been developed with advice from educational, health and allied health professionals for student to participate and cooperate with staff, is delivered:

- Rarely, if ever
- About once a semester
- From once per term to once per month
- On about a weekly basis
- On about a daily basis
- More frequently than once per day

Monitoring:

6. Monitoring and data collection of health status and procedures occurs:

- Rarely, if ever
- About once a semester
- From once per term to once per month
- On about a weekly basis
- On about a daily basis
- More frequently than once per day
- Continually and/or constantly

Adjustments for specific health care procedures:

7. Personal health care assistance is provided:

- Rarely, if ever
- About once per semester
- From once per term to once per month
- On about a weekly basis
- On about a daily basis
- More frequently than once per day

8. Administration of specialised health care procedures that require specific training occurs:

- Rarely, if ever
- From once per term to once per month
- On about a weekly basis
- On about a daily basis
- More frequently than once per day
- Continually and/or constantly

A program specially developed for the student to assist with and to be involved in health care routines is delivered.

How often the step by step program in personal care is implemented at school.

How often data in relation to the student's various health care issues is collected.

Direct assistance is required, rather than lessons in self-care, as the student is clearly unable to manage a health care procedure without assistance.

Refers to the Education Queensland approved specialised health procedures such as:

- *urinary management*
- *airway management*
- *bowel management*
- *enteral feeding*
- *epilepsy management.*

Optional Comments:

Focus Area: Safety

Description: Refers to the adjustments made to ensure the student's safety, or the safety of others in the school community when supporting this student.

Make a response to every question.

Question

Question Intent

Consultation:

1. Consultation/collaboration about safety occurs and is documented:

- Rarely, if ever
- About once per semester
- From once per term to once per month
- On about a weekly basis

Formally arranged/scheduled meetings with teachers, parents, support team, and (where possible) the student occur related to the safety of the student and/or others in the school community.

This does not refer to the regular interactions that occur in response to the student's safety or the safety of others.

Adjustments to student management and support:

2. Supervision across a range of school and community environments is required:

- Rarely, if ever
- About once per semester
- From once per term to once per month
- On about a weekly basis
- On about a daily basis
- More frequently than once per day

Supervision is provided above what might be required for standard duty of care.

This supervision may be intermittent, in specific high-risk situations, or it may be required more frequently.

Planning for safety:

3. Risk management and emergency care plans and procedures for this student are developed and inform program delivery:

- Rarely, if ever
- About once per semester
- From once per term to once per month
- On about a weekly basis

An Individual Risk Management and/or Emergency Care Plan detailing ongoing strategies promoting the safety of the student and others in the school community is developed and reviewed.

Focus is on the frequency of review.

4. The portfolio of manual handling, lifting and transferring is designed and reviewed in consultation with specialist support staff, for example AVT, occupational therapist, physiotherapist:

- Rarely, if ever
- About once per semester
- From once per term to once per month
- On about a weekly basis

The focus of the portfolio is on the planning of procedures to be used throughout the school for the individual student and the formal reviewing of these plans with specialist support staff input.

Focus is on the frequency of review.

Adjustments to curriculum intent and specific safety procedures:

5. Programs encouraging independence and/or responsible, safe behaviours are implemented:

Specific programs and/or materials are planned, developed and implemented to increase the student's independence and safe behaviours.

- Rarely, if ever
- About once per semester
- From once per term to once per month
- On about a weekly basis
- On about a daily basis
- More frequently than once per day

6. Monitoring and data collection on safety issues occurs:

The evaluating and recording of data in relation to safety concerns informs risk management planning.

- Rarely, if ever
- About once per semester
- From once per term to once per month
- On about a weekly basis
- On about a daily basis
- More frequently than once per day

7. Engagement in alternative learning activities because of safety issues occurs:

School risk management processes have identified that this student requires an alternative/modified learning activity. Documented safety concerns prevent participation in the planned activity.

- Rarely, if ever
- About once per semester
- From once per term to once per month
- On about a weekly basis
- On about a daily basis
- More frequently than once per day

8. Full assistance with mobility, transfers and positioning occurs:

The implementation of the portfolio of manual handling transfers and positioning requires full assistance.

- Rarely, if ever
- On about a daily basis
- More frequently than once per day
- Continually and/or constantly

9. Individual support in the safe use of assistive technology/specialised or adaptive equipment occurs:

Staff support the student in the safe use of specific equipment.

- Rarely, if ever
- About once per semester
- From once per term to once per month
- On about a weekly basis
- On about a daily basis
- More frequently than once per day

Optional Comments:

Focus Area: Learning Environment/Access

Description: Refers to the adjustments made for the student to access the intended curriculum and promote personal independence. This focus area includes organisational skills, self direction, mobility/positioning, use of assistive technology and/or specialist equipment and environmental adaptations.

Make a response to every question.

Question

Question Intent

Consultation:

1. Consultation/collaboration about learning environment/access occurs and is documented:

- Rarely, if ever
- About once per semester
- From once per term to once per month
- On about a weekly basis

Formally arranged/scheduled meetings with teachers, parents, support team, and (where possible) the student occur regarding the promotion of personal independence and access to the learning environment.

This does not refer to the regular interactions that occur in response to student engagement and access to the learning environment.

Planning adjustments:

2. Adaptations are made to school-wide information dissemination so this student can access non-class information:

- Rarely, if ever
- About once per semester
- From once per term to once per month
- On about a weekly basis
- On about a daily basis
- More frequently than once per day

Changes are implemented to allow the student to access whole school announcements and communication systems.

3. Adaptations to planning to promote personal independence and access occur:

- Rarely, if ever
- About once per semester
- From once per term to once per month
- On about a weekly basis
- On about a daily basis

Planning for access to the learning environment is adjusted for the student with consideration to:

- *personal independence*
- *organisational skills*
- *self direction*
- *mobility/positioning*
- *specialised equipment*
- *orientation and mobility*
- *motor skill development.*

Adjustments to pedagogy:

4. Adaptations and/or modification to equipment, materials and/or environment occurs:

- Rarely, if ever
- About once per semester
- From once per term to once per month
- On about a weekly basis
- On about a daily basis
- More frequently than once per day

5. Adaptations are made to teaching strategies to promote personal independence and access:

- Rarely, if ever
- About once per semester
- From once per term to once per month
- On about a weekly basis
- On about a daily basis
- More frequently than once per day

6. Specialist input to adaptations of teaching strategies to promote personal independence and access occurs:

- Rarely, if ever
- About once per semester
- From once per term to once per month
- On about a weekly basis
- On about a daily basis
- More frequently than once per day

7. Specific direct support for program delivery occurs:

- Rarely, if ever
- About once per semester
- From once per term to once per month
- On about a weekly basis
- On about a daily basis
- More frequently than once per day
- Continually and/or constantly

The teacher makes changes to:

- *equipment/teaching materials*
- *environment*

to enhance a student's personal independence and access.

Teaching strategies are adapted for the student with consideration to:

- *personal independence*
- *organisational skills*
- *self direction*
- *mobility/positioning*
- *specialised equipment*
- *orientation and mobility*
- *motor skill development.*

Adjustments are made to teaching strategies as a result of additional specialist input from:

- *AVT*
- *Occupational Therapist*
- *Orientation and Mobility Specialist*
- *Physiotherapist*
- *Speech-Language Pathologist.*

Evidence of links between specialist input and the implementation into the teaching program must be clear.

Direct individual program support is provided by school personnel to facilitate access to the learning environment.

Use of assistive technology:

8. Specialised equipment/assistive technology for access to curriculum, mobility or positioning requires adaptations or modifications:

- Rarely, if ever
- About once per semester
- From once per term to once per month
- On about a weekly basis
- On about a daily basis
- More frequently than once per day

The teacher makes changes to:

- specialised equipment
- assistive technology

to enable the student to access the intended curriculum.

Reference is to the frequency with which changes are made to assistive technology/specialised equipment, and not to how often the student uses the equipment.

Optional Comments: