

# Matrix of Quality Practice & Adjustments

## Students with Disability

	<b>Universal Practice</b> <i>Proactive response to diversity from the outset</i>	<b>Quality Differentiated Teaching Practice</b> <i>Infrequently and occasional, or frequently with low-level action</i>	<b>Supplementary Adjustments</b> <i>Particular activities at specific times, or frequently with mid-level action</i>	<b>Substantial Adjustments</b> <i>Occur at most times on most days with high-level action</i>	<b>Extensive Adjustments</b> <i>Occur all of the time with high-level of action</i>
Planning	<input type="checkbox"/> Co-planning <input type="checkbox"/> Completion of One Page Profiles <input type="checkbox"/> Creation of Personalised Learning plans <input type="checkbox"/> Parent/Teacher conferences	<input type="checkbox"/> Consult students and parents to identify strengths, interests and supports <input type="checkbox"/> Incorporate strengths, interests and supports in lesson design <input type="checkbox"/> Sequence knowledge and skills logically <input type="checkbox"/> Consider timing and pace of teaching sequence <input type="checkbox"/> Map learning progression on a learning wall <input type="checkbox"/> Intermittent communication with parents about progress and outcomes	<input type="checkbox"/> Use student specific data in consultation with student and parent to further inform adjustments <input type="checkbox"/> Consult with student and parent on implementation and effectiveness of adjustments – review and refine <input type="checkbox"/> Co-plan and/or consult on ways to support student in lessons <input type="checkbox"/> Collaborate with support staff and specialist staff to increase knowledge and capability <input type="checkbox"/> Regular communication with parents about progress and outcomes	<input type="checkbox"/> Collaboratively align curriculum to an alternate access point <input type="checkbox"/> Regularly meet with the school team to discuss student’s individualised adjustments <input type="checkbox"/> Collaborate with support staff and specialist staff regarding implementation of individualised adjustments <input type="checkbox"/> Collaborate with support staff regarding the delivery of curriculum at an alternate access point <input type="checkbox"/> Collaborate with external stakeholders <input type="checkbox"/> Ongoing communication with parents about progress and outcomes	<input type="checkbox"/> Collaboratively align curriculum to individualised goals <input type="checkbox"/> Regularly meet with the school team to discuss student’s highly individualised adjustments <input type="checkbox"/> Utilise a high level of input from specialist staff to identify, write and implement individualised learning goals and adjustments <input type="checkbox"/> Ongoing collaboration with specialist staff and therapists <input type="checkbox"/> Ongoing collaboration with external stakeholders <input type="checkbox"/> Frequent communication with parents about progress and outcomes

<b>Teaching</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Learning Objectives and Success Criteria</li> <li><input type="checkbox"/> Explicit Instruction</li> <li><input type="checkbox"/> Formative assessment and feedback</li> <li><input type="checkbox"/> Co-teaching</li> <li><input type="checkbox"/> Teacher Aide instructional support</li> <li><input type="checkbox"/> Access to a range of technology</li> <li><input type="checkbox"/> Access to a range of concrete materials</li> <li><input type="checkbox"/> Instructional Coaching</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Review/preview content</li> <li><input type="checkbox"/> Scaffold levels of complexity (Blooms)</li> <li><input type="checkbox"/> Use questioning strategies to build critical thinking and 21<sup>st</sup> Century skills</li> <li><input type="checkbox"/> Model, prompt and practice thinking and doing (Think Alouds)</li> <li><input type="checkbox"/> Provide step-by-step demonstrations</li> <li><input type="checkbox"/> Incorporate concrete materials</li> <li><input type="checkbox"/> Use graphic organisers</li> <li><input type="checkbox"/> Provide choice and flexibility for demonstration of learning</li> <li><input type="checkbox"/> Use assistive technology (i.e. calculators, computers, iPads)</li> <li><input type="checkbox"/> Incorporate cooperative learning tasks</li> <li><input type="checkbox"/> Utilise pair and group discussions</li> <li><input type="checkbox"/> Use of strong and weak examples</li> <li><input type="checkbox"/> Utilise formative data to provide intermittent focused teaching (i.e. deeper investigation, direct instruction and guidance)</li> <li><input type="checkbox"/> Utilise formative data to provide intermittent intensive teaching (i.e. alternate pedagogies, additional resources, specific learning goals)</li> <li><input type="checkbox"/> Provide immediate, specific, constructive feedback</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Adjust the workload expectation</li> <li><input type="checkbox"/> Limit the amount of choice in tasks to support engagement</li> <li><input type="checkbox"/> Provide additional time to complete work</li> <li><input type="checkbox"/> Provide a study guide with key concepts</li> <li><input type="checkbox"/> Provide access to digital versions of materials</li> <li><input type="checkbox"/> Personalise graphic organisers and scaffold sheets</li> <li><input type="checkbox"/> Enlarge print, change font or increase line spacing</li> <li><input type="checkbox"/> Photocopy notes and/or provide copy of slides</li> <li><input type="checkbox"/> Utilise adaptive computer software (i.e. audio books, text to speech, Rewordify)</li> <li><input type="checkbox"/> Provide personalised, concrete examples to explicitly teach</li> <li><input type="checkbox"/> Utilise formative data to provide regular focused teaching (i.e. deeper investigation, direct instruction and guidance)</li> <li><input type="checkbox"/> Utilise formative data to provide regular intensive teaching (i.e. alternate pedagogies, additional resources, specific learning goals)</li> <li><input type="checkbox"/> Utilise peer tutoring or a support person for additional guidance and prompting</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provision of curriculum at an alternate access point</li> <li><input type="checkbox"/> Adjusted Learning Objective/Success Criteria to reflect variance in curriculum access point</li> <li><input type="checkbox"/> Adjusted tasks to reflect alternate access point</li> <li><input type="checkbox"/> Adjusted worksheets, graphic organisers and scaffold sheets to reflect alternate access point</li> <li><input type="checkbox"/> Use of individualised visual/tactile supports</li> <li><input type="checkbox"/> Break down target skills into single stages</li> <li><input type="checkbox"/> Use of individualised assistive technology devices</li> <li><input type="checkbox"/> Utilise extra personnel to implement and reinforce targeted skills</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provision of curriculum aligned to individualised goals – individualised Learning Objective/Success Criteria</li> <li><input type="checkbox"/> Intensive, comprehensive, highly individualised instruction</li> <li><input type="checkbox"/> Highly structured tasks</li> <li><input type="checkbox"/> Individually delivered modelling, prompting and practice via a task analysis approach</li> <li><input type="checkbox"/> Individualised materials and resources</li> <li><input type="checkbox"/> Individualised physical prompting delivered one-on-one</li> <li><input type="checkbox"/> Use of highly specialised assistive technology</li> <li><input type="checkbox"/> Extensive support from specialist staff</li> </ul>
<b>Literacy</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Identification of literacy demands</li> <li><input type="checkbox"/> Collaboration with Speech Language Pathologist – focus on whole-school practices and support</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Explicitly teach reading and writing demands</li> <li><input type="checkbox"/> Determine reading level of class texts and ensure student accessibility</li> <li><input type="checkbox"/> Provide supports and scaffolds for reading (i.e. assistive technology, reader)</li> <li><input type="checkbox"/> Provide supports and scaffolds for writing (i.e. assistive technology – speech to text, scribe)</li> <li><input type="checkbox"/> Identify core vocabulary and explicitly teach throughout the unit</li> <li><input type="checkbox"/> Explicitly teach application of cognitive verbs</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Use the General Capabilities continuum to personalise literacy demands and supports</li> <li><input type="checkbox"/> Consistently utilise assistive technology or support person to adjust literacy demands</li> <li><input type="checkbox"/> Consider mode of presentation (i.e. spoken rather than written)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Adjusted literacy demands to align to alternate access point</li> <li><input type="checkbox"/> Tier 2 literacy intervention – focused literacy groups</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Literacy demands aligned to the extended General Capabilities</li> <li><input type="checkbox"/> Tier 3 literacy intervention – intensive literacy groups</li> </ul>

Communication	<ul style="list-style-type: none"> <li><input type="checkbox"/> Access to assistive technology</li> <li><input type="checkbox"/> Access to sound amplification devices</li> <li><input type="checkbox"/> Collaboration with Advisory Teachers</li> <li><input type="checkbox"/> Collaboration with Speech Language Pathologist – focus on whole-school practices and support</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Break instructions into small, sequential steps.</li> <li><input type="checkbox"/> Provide visuals to supplement verbal instructions</li> <li><input type="checkbox"/> Provide a visual lesson schedule</li> <li><input type="checkbox"/> Highlight key words and phrases</li> <li><input type="checkbox"/> Use visuals to support content (i.e. pictures, charts, graphs, graphic and semantic organisers etc)</li> <li><input type="checkbox"/> Modify complexity of oral and written instructional language</li> <li><input type="checkbox"/> Adjust pace of oral instruction</li> <li><input type="checkbox"/> Use clear and concise language</li> <li><input type="checkbox"/> Provide thinking time before expecting a response</li> <li><input type="checkbox"/> Have students repeat instructions to check for comprehension</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Modify the amount and presentation of oral and written information</li> <li><input type="checkbox"/> Develop and use key cues (i.e. pictures, colour coding)</li> <li><input type="checkbox"/> Use a sound amplification device</li> <li><input type="checkbox"/> Integrate key speech and/or occupational therapy strategies into teaching</li> <li><input type="checkbox"/> Consistently use assistive technology to support expressive and receptive language</li> <li><input type="checkbox"/> Co-planning/Co-teaching with Speech Language Pathologist to inform implementation of communication strategies</li> <li><input type="checkbox"/> Monitor for understanding</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Utilise a support person to simplify language and instructions</li> <li><input type="checkbox"/> Access to an interpreter</li> <li><input type="checkbox"/> Use of Augmentative and Alternate Communication (AAC)</li> <li><input type="checkbox"/> Instructional Coaching from Speech Language Pathologist to support implementation of communication adjustments</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Intensive, highly individualised instruction to support multiple areas of communication</li> <li><input type="checkbox"/> Utilise support staff to deliver simplified instructions one-on-one</li> <li><input type="checkbox"/> Extensive support from Speech Language Pathologist regarding AAC use</li> </ul>
Assessment	<ul style="list-style-type: none"> <li><input type="checkbox"/> Modelled responses</li> <li><input type="checkbox"/> Moderation processes</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Provide multiple opportunities for students to demonstrate learning</li> <li><input type="checkbox"/> Ensure task sheets are accessible and clear</li> <li><input type="checkbox"/> Provide scaffolds and supports for reading and writing demands</li> <li><input type="checkbox"/> Vary conditions to allow equitable access and participation (i.e. time, location, length)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Set alternative, practical tasks</li> <li><input type="checkbox"/> Provide extra time in exams and/or chunk into sections across days</li> <li><input type="checkbox"/> Provide a reader and/or scribe (using support person or assistive technology)</li> <li><input type="checkbox"/> Separate knowledge and skills and assess individually</li> <li><input type="checkbox"/> Collaborate with support staff to determine assessment adjustments</li> <li><input type="checkbox"/> Provide assessment breakdown sheet</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Modify assessment task to align to an alternate access point</li> <li><input type="checkbox"/> Collect samples of student performance over time</li> <li><input type="checkbox"/> Use a variety of formats and locations to capture student performance</li> <li><input type="checkbox"/> Assess and report against alternate access point</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Modify assessment to align to individualised goals</li> <li><input type="checkbox"/> Finely sequenced, individualised tasks</li> <li><input type="checkbox"/> Provide a range of alternate ways to assess progress and achievement</li> <li><input type="checkbox"/> Use alternate criteria and reporting formats</li> </ul>
Social/Emotional	<ul style="list-style-type: none"> <li><input type="checkbox"/> Positive Behaviour for Learning</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Positive greeting</li> <li><input type="checkbox"/> Class circles</li> <li><input type="checkbox"/> Positive primer</li> <li><input type="checkbox"/> Ready to learn scale</li> <li><input type="checkbox"/> Bounded choices</li> <li><input type="checkbox"/> Brain breaks</li> <li><input type="checkbox"/> Process praise</li> <li><input type="checkbox"/> Provide a cool down space</li> <li><input type="checkbox"/> Whole-class self-regulation map</li> <li><input type="checkbox"/> Explicitly teach and reinforce PBL expectations</li> <li><input type="checkbox"/> Utilise the Personal and Social Capability continuum to teach and incorporate skills within curriculum delivery</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Individual check-ins</li> <li><input type="checkbox"/> Additional regulation breaks</li> <li><input type="checkbox"/> Teach, monitor and review strategies for resilience in collaboration with support staff</li> <li><input type="checkbox"/> Pre-emptive redirection to cool down space or task</li> <li><input type="checkbox"/> Personalised self-regulation map</li> <li><input type="checkbox"/> Co-regulation strategies</li> <li><input type="checkbox"/> Supports to introduce and communicate changes in routine</li> <li><input type="checkbox"/> Use of social stories and scripts to teach positive social concepts</li> <li><input type="checkbox"/> Utilise the Personal and Social Capability to personalise demands and supports</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Frequent supervised breaks</li> <li><input type="checkbox"/> Intensive individualised social skills instruction</li> <li><input type="checkbox"/> Ready to learn plan</li> <li><input type="checkbox"/> Risk management plan and support strategies</li> <li><input type="checkbox"/> Student Support Services Team – ongoing Case Management</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Student Support Services Team - Complex Case Management</li> <li><input type="checkbox"/> Crisis intervention support plan and strategies</li> </ul>

<b>Behaviour</b>	<input type="checkbox"/> Positive Behaviour for Learning	<input type="checkbox"/> Utilise a classroom management plan <input type="checkbox"/> Have clear and consistent expectations <input type="checkbox"/> Explicitly teach and reinforce PBL expectations <input type="checkbox"/> Implement the Essential Skills for Classroom Management (ESCMs) <input type="checkbox"/> Explicitly communicate the What/Why/How of expected behaviours for tasks and activities <input type="checkbox"/> Utilise transition cues <input type="checkbox"/> Incorporate preferred activities <input type="checkbox"/> Take into account different physical and sensory functions (provide opportunities for movement, breaks, sensory supports etc)	<input type="checkbox"/> Programs or interventions to target self-regulation <input type="checkbox"/> Targeted, individual prompting to address behavioural expectations <input type="checkbox"/> Individual behaviour monitoring card and check-ins <input type="checkbox"/> Individualised desk goals and reminders	<input type="checkbox"/> Functional Behaviour Analysis (Practical) <input type="checkbox"/> Individual Behaviour Support Plan <input type="checkbox"/> Resilience Program <input type="checkbox"/> Student Support Services Team – ongoing Case Management	<input type="checkbox"/> Student Support Services Team - Complex Case Management <input type="checkbox"/> Personally delivered intensive reinforcement schedules <input type="checkbox"/> Crisis intervention strategies
<b>Learning Environment &amp; Access</b>	<input type="checkbox"/> Collaboration with Occupational Therapist - focus on whole-school practices and support	<input type="checkbox"/> Utilise specific seating arrangements <input type="checkbox"/> Utilise some flexible seating options <input type="checkbox"/> Consider noise levels <input type="checkbox"/> Consider lighting <input type="checkbox"/> Consider visual distractions	<input type="checkbox"/> Access assistance to adjust the physical surroundings <input type="checkbox"/> Targeted seating locations to respond to individual needs <input type="checkbox"/> Provide access to supervised accessible, safe/quiet areas around the school <input type="checkbox"/> Provide separate supervised learning areas <input type="checkbox"/> Provide supports to move around the school (i.e. maps, colour coded signs etc) <input type="checkbox"/> Specific classroom equipment (i.e. pencil grips, adjustable desks, positional seating) <input type="checkbox"/> Individualised daily timetable format	<input type="checkbox"/> Additional personnel to support participation in school activities, events and excursions <input type="checkbox"/> Significant adjustments to the school environment (i.e. boundary markers, room changes, ramps) <input type="checkbox"/> Individualised support for movement around the school <input type="checkbox"/> Personal manual support to access all areas <input type="checkbox"/> Collaboration with specialist staff <input type="checkbox"/> Development of individualised reports and plans <input type="checkbox"/> Implement individualised therapy programs	<input type="checkbox"/> One-on-one physical support <input type="checkbox"/> Use of full physical prompting to access and complete tasks
<b>Health/Personal Care</b>	<input type="checkbox"/> Collaboration with Occupational Therapist - focus on whole-school practices and support <input type="checkbox"/> Collaboration with Physiotherapist - focus on whole-school practices and support <input type="checkbox"/> Student Support Services Team <input type="checkbox"/> School-based Youth Health Nurse	<input type="checkbox"/> Allergies and health conditions recorded on student profile – considerations made during lessons and activities, minor adjustments implemented when necessary	<input type="checkbox"/> Health/personal care plan <input type="checkbox"/> Collaboration with specialist staff (i.e. Nurse, Occupational Therapist, Physiotherapist, Orientation & Mobility) <input type="checkbox"/> Collaboratively plan for the student to move towards independent management of health/personal care	<input type="checkbox"/> Additional support in classroom to manage health/personal care conditions <input type="checkbox"/> Health/personal care risk assessment plan <input type="checkbox"/> Emergency/treatment plan <input type="checkbox"/> Individualised toileting support <input type="checkbox"/> Individualised eating support <input type="checkbox"/> Individualised dressing support	<input type="checkbox"/> Intensive individualised health/personal care plan that requires additional training <input type="checkbox"/> Highly individualised daily self-care strategies

*\*All students are provided with universal and quality differentiated teaching practices. The provision of adjustments are applied in addition and are fluid and responsive.*

*\*The matrix is an example only. Contextualisation needs to occur.*

*\*The matrix is a collation and adaptation of information provided on the NCCD website: <https://www.nccd.edu.au/> and from the Qld Department of Education EAP Verification processes.*