



Focused Teamwork Training Activity

Reasonable Adjustments



Reasonable Adjustments Recipe Card*

Aim: To reflect on students of focus who require reasonable adjustments for targeted improvement on their next assessment task.

Step	Actions	Who	Time
PRE-WORK	Teacher reviews class list and forthcoming assessment tasks to identify a 'Focus Student' requiring reasonable adjustments.		
Step 1 <i>Proactive</i>	Case Preparation – PAIR & SHARE Working in pairs, using the <i>Reasonable Adjustments Worksheet - Part A and QuickStart Guide</i> , each teacher prepares: (i) a student case summary; (ii) an outline of the next assessment task; and (iii) proposed reasonable adjustments across the areas of Content, Process, Product and Environment (see QuickStart Guide).	Pair & Share 5 min each	10 mins
Step 2 <i>Strategic</i>	Teacher x Teacher SMALL GROUP Presentations and Peer Feedback (group size 4-5 max) Each teacher gets 2 minutes to present their case summary, task and proposed adjustments followed by 2-3 minutes of round the room feedback from their peers about further suggestions or alternate ideas (to be noted in Part B of the Worksheet).	Small Group Feedback 4-5 min cycles	20 mins

*This is an adapted Recipe Card for Training Purposes. The full catalogue of Recipe Cards (for EXPERT HPT Teaching Teams) is available at: <https://www.hptschools.com/copy-3-of-about>

Reasonable Adjustments Worksheet

PART A: For Step 1 of Recipe Card CASE SUMMARY, ASSESSMENT TASK & PROPOSED ADJUSTMENTS

Focus Area:	Notes
Case Summary Information: NAME, AGE, CLASS, ACHEIVEMENT LEVEL, DIAGNOSES, BEHAVIOURAL / OTHER CONSIDERATIONS	
Assessment Task Description: TASK DESCRIPTION TEACHING SEQUENCE & PROCESS	
Proposed Adjustments: CONTENT PROCESS PRODUCT ENVIRONMENT	

PART B: For Step 2 of Recipe Card PRESENTATION FEEDBACK AND SUGGESTIONS FROM PEERS

Based on presenting Part A to your peers, note in the section below the feedback from each peer and further suggestions for you to consider.

- Feedback from my peers and further suggestions are...

REASONABLE ADJUSTMENTS QUICKSTART

	Above Year Level Standard	At Year Level Standard	Below Year Level Standard
CONTENT	Extended curriculum/lessons Sophistication of content Negotiated learning contracts Flexible pacing	Modified curriculum/lessons Extra scaffolding of content Learning contracts Specific teaching of vocabulary	Modified curriculum/lessons Simplification/scaffolding of content Scaffolding vocabulary Extensive revision Adjusted handouts
PROCESS	Use of Thinking Models (e.g., Blooms Taxonomy) Critical & Creative thinking skills Use of advanced texts &/or vocabulary Use of graphic organisers Learning Centre with advanced tasks Use of ICT's to individualise learning Reference wall charts Flipped classroom	Use of appropriate texts &/or vocab. Reference wall charts Learning Centre with appropriate tasks Use of concrete examples/materials Mind Maps/Graphic Organisers Flexible grouping Use of ICT's to individualise learning Explicit teaching of skills Teach a step plan to solve a problem	Adjusted worksheets Hands-on Activities Use of multi-media to teach concepts Extra time needed Break workload into smaller parts Predictable routines Visual Organiser for Tasks Explicit teaching of skills Gradual release—I do, we do you do
PRODUCT / ASSESSMENT	Real world problems/real audience Advance projects/tasks/assignments Products that reflect students' learning style Written/Recorded/Oral response Self-Evaluation Ongoing assessment Assessed in multiple ways Tiered tasks Adjusted Expectations of End Product	Real world problems/real audience Advance projects/tasks/assignments Products that reflect students' learning style Reflection journal Written/Recorded/Oral response Self-Evaluation Shared criteria for quality Ongoing assessment Assessed in multiple ways Tiered tasks	Test paper read/scribed Extra time Allow picture sequencing and drawing Verbal presentations of concepts Allow regular breaks Use of assistive technology One-to-One conferencing Tiered tasks Checklist of steps of task Adjusted expectations of end product Simpler layout of task
ENVIRONMENT	Variety of resources Extension of learning: Beyond the classroom Flexible grouping Opportunities to work alone Learning Centres Co-operative Learning	Variety of resources Managed stimulus environment Small group instruction	Requires regular breaks Small group instruction Individual support/in-class support Withdrawn for assistance Low stimulus environment Manipulated seating plans Proximity of teacher

Student 1 – Harold

Harold is an 8-year-old Grade 3 student who is quite capable of academic achievement. He is '*above year level standard*' provided it is linked to his interests of flags, countries and planets (otherwise he will refuse to participate or make no effort/passively engage). Harold has been diagnosed ASD Level 3, as well as having ADHD/Anxiety diagnoses and medical management. Special interests – flags, countries, planets.

The assessment task is an English task: "*a written narrative based on novel study*". This will be a unit of work that occurs over 8 weeks. Every lesson will be designed to support this task starting with reading the novel, analysing the novel, literacy activities to understand how to write a narrative, drafting, and completing the narrative.

Student 2 – Alice

Alice is a 7-year-old Grade 2 student, with an ADHD diagnosis, learning difficulties (literacy and oral language) and sensory triggers (anxiety reactions and task refusal) to a range of stimuli (e.g., room temperature, clothing/fabric types etc.). Her academic achievement level is '*below year level standard*'.

The assessment task is an English task: Persuasive Speech to "*convince an audience to engage in an enjoyable activity (e.g., swimming, skipping etc.)*". The student selects the activity based on their own interests. This will be an 8 week unit of work. Every lesson will be designed to support the task starting with topic selection, use of persuasive vocabulary, drafting the speech (& any palm cards or prompts) and delivering the speech in class.

PART A: For Step 1 of Recipe Card:

CASE SUMMARY, ASSESSMENT TASK & PROPOSED ADJUSTMENTS

Focus Area:	Notes
Case Summary Information: NAME, AGE, CLASS, ACHEIVEMENT LEVEL, DIAGNOSES, BEHAVIOURAL / OTHER CONSIDERATIONS	Harold is an 8-year-old Grade 3 student who is quite capable of academic achievement. He is <i>'above year level standard'</i> provided it is linked to his interests of flags, countries and planets (otherwise he will refuse to participate or make no effort/passively engage). Harold has been diagnosed ASD Level 3, as well as having ADHD/Anxiety diagnoses and medical management. Special interests – flags, countries, planets.
Assessment Task Description: TASK DESCRIPTION TEACHING SEQUENCE & PROCESS	The assessment task is an English task: <i>"a written narrative based on novel study"</i> . This will be a unit of work that occurs over 8 weeks. Every lesson will be designed to support this task starting with reading the novel, analysing the novel, literacy activities to understand how to write a narrative, drafting, and completing the narrative.
Proposed Adjustments: CONTENT PROCESS PRODUCT ENVIRONMENT	Reasonable Adjustments <ul style="list-style-type: none"> Assessment product that reflects special interest Regular movement breaks Sophistication of content

PART B: For Step 2 of Recipe Card

PRESENTATION FEEDBACK AND SUGGESTIONS FROM PEERS

Based on presenting Part A to your peers, note in the section below the feedback from each peer and further suggestions for you to consider.

Content

Negotiated Learning Contracts - Personalised Contract: Create a learning contract with Harold that includes his interests (flags, countries, planets) and outline how he can integrate this into the narrative writing process.

Sophistication of Content - Advanced Vocabulary: Introduce advanced vocabulary related to Harold's interests. For instance, using technical terms related to Geography (HASS) or Earth Science.

Flexible Pacing - Self-Paced Learning: Allow Harold to progress through the unit at his own pace, giving him more time on tasks that particularly interest him and allowing faster completion of tasks that he finds less engaging.

Process

Use of Thinking Models - Critical and Creative Thinking: Use Bloom's Taxonomy to design tasks that encourage higher-order thinking related to Harold's interests (i.e., analyse how flags symbolise a country's identity).

Use of Graphic Organisers - Story Mapping: Provide Harold with graphic organisers to help plan his narrative. Use a Character Development Chart to create relevant characters detailing their attributes and roles in the story.

Flipped Classroom - Engagement: Provide Harold with videos or reading materials on flags, countries or planets to explore before the lesson. This will engage him in the topic before tackling the narrative task in class.

Product/Assessment

Ongoing Assessment with Tiered Tasks - Ongoing Feedback: Provide frequent, individualised feedback to help Harold refine his work. Use tiered tasks that start simple and increase in complexity so he can build confidence.

Adjusted End Product: Allow Harold to present his final narrative in a format that reflects his strengths, such as a written story supplemented by visual elements (like flags or maps) or even a multimedia presentation.

Reflection and Self-Evaluation - Self-Assessment: Incorporate self-evaluation rubrics where Harold can assess his own work based on criteria that includes his interests.

Environment

Independent Study - Use of ICT: Encourage him to use digital tools to explore maps, flags and space simulations as part of his research.

PART A: For Step 1 of Recipe Card:

CASE SUMMARY, ASSESSMENT TASK & PROPOSED ADJUSTMENTS

Focus Area:	Notes
Case Summary Information: NAME, AGE, CLASS, ACHEIVEMENT LEVEL, DIAGNOSES, BEHAVIOURAL / OTHER CONSIDERATIONS	Alice is a 7-year-old Grade 2 student, with an ADHD diagnosis, learning difficulties (literacy and oral language) and sensory triggers (anxiety reactions and task refusal) to a range of stimuli (e.g., room temperature, clothing/fabric types etc.). Her academic achievement level is 'below year level standard'.
Assessment Task Description: TASK DESCRIPTION TEACHING SEQUENCE & PROCESS	The assessment task is an English task: Persuasive Speech to "convince an audience to engage in an enjoyable activity (e.g., swimming, skipping etc.)". The student selects the activity based on their own interests. This will be an 8 week unit of work. Every lesson will be designed to support the task starting with topic selection, use of persuasive vocabulary, drafting the speech (& any palm cards or prompts) and delivering the speech in class.
Proposed Adjustments: CONTENT PROCESS PRODUCT ENVIRONMENT	Reasonable Adjustments <ul style="list-style-type: none"> One-on-one teacher aide support Use of assistive technology - Speech to Text Simpler layout of assessment task Requires regular movement break

PART B: For Step 2 of Recipe Card

PRESENTATION FEEDBACK AND SUGGESTIONS FROM PEERS

Based on presenting Part A to your peers, note in the section below the feedback from each peer and further suggestions for you to consider.

Content

Modified Curriculum/Lessons - Break down the persuasive speech content into smaller, more manageable parts with simplified instructions to help Alice understand each step.

Provide a list of persuasive vocabulary with visual aids to help Alice comprehend and use in her speech.

Use handouts with simpler language, visuals, and fewer words per page to ensure clarity.

Process

Multi-Media and Assistive Technology - Teach persuasive concepts using videos, audio recordings and interactive digital tools that align with Alice's learning style. Provide Alice with a tablet or computer to draft her speech using speech-to-text software, reducing the strain of writing and helping her focus on content.

Predictable Routines and Visual Organisers - Establish a consistent routine for each lesson, helping Alice feel secure and reducing anxiety. Use graphic organiser to flowchart the introduction, main points and conclusion.

Gradual Release of Responsibility - I Do, We Do, You Do: Begin by modelling the speech-writing process, then work with Alice on each section, gradually releasing responsibility to her as she becomes more confident.

Product/Assessment

Extra Time and Breaking Workload into Smaller Parts - Allow extra time for Alice to complete each part of the task. Break the speech-writing process into smaller, more manageable chunks, with more frequent check-ins.

One-to-One Conferencing - One-to-One Support: Schedule regular one-on-one sessions to provide personalised guidance and support for each stage of the task.

Adjusted Expectations - Modify end product to focus on the assessable elements of the task - Speaking and Listening - May require recording speech on iPad rather than in front of peers.

Environment

Classroom - Arrange the classroom environment to reduce sensory stimuli that could trigger anxiety, such as reducing noise levels or dimming harsh lighting.

Proximity of Teacher - Position Alice's seat near the teacher to provide quick assistance if needed, helping her feel supported and reducing anxiety.