

This table has attempted to sort the typical adjustment section from the Level of Adjustment table into disability categories

	Cognitive Disability	Physical Disability	Sensory Disability	Social/emotional Disability
Examples of QDTP Adjustments	<ul style="list-style-type: none"> <li>• Explicit but minor adjustments to teaching and school practice that enable students to access learning on the same basis as their peers</li> <li>• General adjustments made in a school as part of developing a culture of inclusion</li> <li>• Personalised learning that is implemented without drawing on additional resources</li> <li>• Targeted and differentiated teaching (e.g. accounting for different learning styles in teaching delivery; presenting information in a variety of ways)</li> <li>• Targeted and differentiated assessment (e.g. providing multiple opportunities for students to demonstrate what they know; providing a range of assessment methods)</li> </ul>	<ul style="list-style-type: none"> <li>• General adjustments made in a school as part of developing a culture of inclusion</li> <li>• A student with a health condition that has a functional impact on their schooling and requires ongoing monitoring but who does not require a higher level of support</li> <li>• Whole school professional learning for the management of health conditions such as asthma or diabetes. This forms part of a school's general, ongoing practice to equip teachers and education staff with the skills and knowledge to support students' health needs</li> <li>• A facility such as building modifications that already exist in the school and caters for a student's physical disability, where no additional action is required to support the student's learning</li> </ul>	<ul style="list-style-type: none"> <li>• General adjustments made in a school as part of developing a culture of inclusion</li> <li>• Simple classroom modifications and adjustments – optimal seating arrangement: facing student when speaking; checking wearing aids; prompting to ensure aids working properly; class quiet before instructions given</li> </ul>	<ul style="list-style-type: none"> <li>• General adjustments made in a school as part of developing a culture of inclusion</li> <li>• A student with a mental health condition that has a functional impact on their schooling and requires ongoing monitoring but who does not require a higher level of support</li> </ul>
Examples of Supplementary Adjustments	<ul style="list-style-type: none"> <li>• Modified or tailored programs in some or many learning areas</li> <li>• Modified instruction using a structured task-analysis approach</li> <li>• Separate supervision or extra time to complete assessment tasks</li> <li>• The provision of intermittent specialist teacher support</li> <li>• The provision of course materials in accessible forms</li> <li>• Support or close supervision to participate in out-of-school activities or the playground</li> <li>• The provision of a support service that is provided by the education authority or sector, or that the school has sourced from an external agency</li> </ul>	<ul style="list-style-type: none"> <li>• Modified or tailored programs in some or many learning areas</li> <li>• Separate supervision or extra time to complete assessment tasks</li> <li>• The provision of course materials in accessible forms</li> <li>• Modifications to ensure full access to buildings and facilities</li> <li>• Support or close supervision to participate in out-of-school activities or the playground</li> <li>• The provision of a support service that is provided by the education authority or sector, or that the school has sourced from an external agency</li> </ul>	<ul style="list-style-type: none"> <li>• Modified or tailored programs in some or many learning areas</li> <li>• Separate supervision or extra time to complete assessment tasks</li> <li>• The provision of course materials in accessible forms</li> <li>• Support or close supervision to participate in out-of-school activities or the playground</li> <li>• The provision of a support service that is provided by the education authority or sector, or that the school has sourced from an external agency</li> </ul>	<ul style="list-style-type: none"> <li>• Modified or tailored programs in some or many learning areas</li> <li>• Modified instruction using a structured task-analysis approach</li> <li>• Separate supervision or extra time to complete assessment tasks</li> <li>• Specialised technology, programs or interventions to address the student's social/emotional needs</li> <li>• Support or close supervision to participate in out-of-school activities or the playground</li> <li>• The provision of a support service that is provided by the education authority or sector, or that the school has sourced from an external agency</li> </ul>
Examples of Substantial Adjustments	<ul style="list-style-type: none"> <li>• These adjustments are generally considerable in extent and may include frequent (teacher directed) individual instruction and regular direct support or close supervision in highly structured situations to enable the students to participate in school activities</li> <li>• Adjustments to delivery modes, significantly modified study materials, access to bridging programs, or adapted assessment procedures (e.g. assessment tasks that significantly adjust content, mode of presentation and/or the outcomes being assessed)</li> </ul>	<ul style="list-style-type: none"> <li>• Provision on a regular basis of additional supervision</li> <li>• Regular visiting teacher or external agency support</li> <li>• Alternative formats for assessment tasks, to enable these students to demonstrate the achievement of their intended learning outcomes</li> <li>• Essential specialised support services for technical aids</li> <li>• Access to a specialised support setting</li> </ul>	<ul style="list-style-type: none"> <li>• Provision on a regular basis of additional supervision</li> <li>• Regular visiting teacher or external agency support</li> <li>• Alternative formats for assessment tasks, to enable these students to demonstrate the achievement of their intended learning outcomes</li> <li>• Essential specialised support services for technical aids</li> <li>• Access to a specialised support setting</li> </ul>	<ul style="list-style-type: none"> <li>• Provision on a regular basis of additional supervision</li> <li>• Regular visiting teacher or external agency support</li> <li>• Alternative formats for assessment tasks, to enable these students to demonstrate the achievement of their intended learning outcomes</li> <li>• Close playground supervision may be required at all times</li> </ul>

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<p>Examples of Extensive Adjustments</p>	<ul style="list-style-type: none"> <li>• These adjustments will generally include personalised modifications to all courses and programs, school activities and assessment procedures</li> <li>• Intensive individual instruction to ensure that these students can demonstrate the development of skills and competencies and the achievement of learning outcomes</li> <li>• Provision of much more accessible and relevant curriculum options or learning activities specifically designed for the student</li> <li>• Alternative communication modes</li> <li>• Provision of highly structured approaches or technical aids to meet their particular learning needs</li> <li>• They may involve the use of highly specialised assistive technology</li> <li>• Some students may receive their education in highly specialised facilities</li> </ul>	<ul style="list-style-type: none"> <li>• These adjustments will generally include personalised modifications to all courses and programs, school activities and assessment procedures</li> <li>• They may involve the use of highly specialised assistive technology</li> <li>• Some students may receive their education in highly specialised facilities</li> </ul>	<ul style="list-style-type: none"> <li>• These adjustments will generally include personalised modifications to all courses and programs, school activities and assessment procedures</li> <li>• Provision of much more accessible and relevant curriculum options or learning activities specifically designed for the student</li> <li>• Alternative communication modes</li> </ul>	