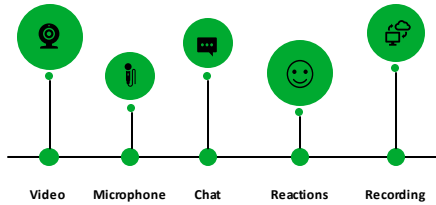


Making Supplementary, Substantial and Extensive Curriculum Adjustments

Presented by:
Loren Swancutt



Webinar Protocols



www.schoolinclusion.com Loren Swancutt 2020

Acknowledgements


We are hosting this event from Adelaide so we would like to acknowledge this is the traditional lands of the Kaurna people and that we respect their spiritual relationship with their country. We also acknowledge the Kaurna people as the custodians of the Adelaide region and that their cultural and heritage beliefs are still as important to the living Kaurna people today.

We have people joining us from all over Australia, so would also like to acknowledge the traditional owners of the regions where you are, including the Wulgurukaba and Bindal people where Loren is located in Townsville.

We also acknowledge people living with disability and the disability community in whose interests we meet today. We acknowledge the right to inclusive education under Article 24 of the United Nations [Convention on the Rights of Persons with Disabilities](#) and [General Comment No. 4](#) (Right to Inclusive Education).




Working to improve the life chances of people living with disability




About the Project

- Initial 2-year project funded by an Information, Linkages and Capacity Building grant from the NDIS to build capacity of SA schools for inclusive culture, policies and practices
- guided by a steering group of local and national stakeholders, including the SA Department for Education
- developed a team of six young people as Inclusive School Mentors who bring a broad range of disability, personal and professional experiences to this project and our work with schools
- started with five schools back in December 2018 – now 15 schools across government, catholic and independent sectors and around 25 school delegates
- Community-of-Practice of SA schools meets regularly to discuss inclusive education policy and practice, deepen knowledge and understanding around inclusion, problem-solve share ideas and resources
- representatives from ten schools attended a field trip to QLD last October and observed inclusive policy and practice in action at three different schools
- Inclusive School Communities website houses good information and resources including the Inclusive School Practices Toolkit



Purple Orange

Working to improve the life chances of people living with disability



Loren Swancutt

Creator of School Inclusion – From Theory to Practice (www.school-inclusion.com)

National Convenor of the School Inclusion Network for Educators (SINE)

Head of Inclusive Schooling at a State High School in North Queensland


Doctoral candidate at the Queensland University of Technology

www.school-inclusion.com Loren Swancutt 2020

Webinar Focus

Why is it important for students with complex learning profiles to access their age-equivalent curriculum?

How can students with complex learning profiles be included in age-equivalent curriculum?



www.school-inclusion.com Loren Swancutt 2020

Session Overview

1 Connect
Stimulated reflection to connect with content and participants

2 Explore
Exploration of the theory and processes that sit behind the practice

3 Practice
Putting theory into practice – working through examples demonstrating curriculum adjustments

4 Reflect
Stimulated reflection and question time

www.school-inclusion.com Loren Swanick 2020

1 Connect

Discussion:

1. What experiences have you had providing curriculum to students with complex learning profiles?
2. How have you made adjustments for students with complex learning profiles?
3. What challenges of practice have you encountered?

www.school-inclusion.com Loren Swanick 2020

2 Explore

Myths about potential:

Students with complex learning profiles...

- “Should focus on functional/life skills based knowledge and tasks”
- “The ‘curriculum gap’ is too large”
- “Are limited to complexity that aligns with their reading level”
- “Written and/or verbal output indicates cognitive capacity”
- “Are limited by their ability to verbally communicate”
- “Content is too difficult to adjust, classroom teachers don’t have the capacity”

www.school-inclusion.com Loren Swanick 2020

2 Explore

Myths about potential:

- Where do the myths come from?
- Why is it important we bust them?

www.school-inclusion.com | Loren Skarsgård 2020

2 Explore

Power of Inclusive Curriculum:

Traditionally...

Potential = Opportunity

www.school-inclusion.com | Loren Skarsgård 2020

2 Explore

Power of Inclusive Curriculum:

Traditionally...

Equitable Opportunity = Potential

www.school-inclusion.com | Loren Skarsgård 2020

2 Explore

Australian Curriculum:

Universal Design...

- Learning Areas
- General Capabilities
- Cross Curricula Priorities
- Learning Progressions

Important:

- Not an alternate curriculum
- Support access to and progress through learning areas

Sequence of Achievement
Sequence of Content Descriptions
Learning Continuums
Progression maps

Supplementary Substantial Extensive

www.school-inclusion.am Loren Swaindt 2020

2 Explore

Curriculum Adjustments:

Universal Practice	Quality Differentiated	Supplementary	Substantial	Extensive
Proactive response diversity from the outset	Responsive adaptations that are infrequent and occasional, or frequent with low-level action	Adjustments made to particular activities at specific times, or frequently with mid-level action	Adjustments that occur at most times on most days with high-level action	Adjustments that occur all of the time with high-level of action
Frequency Intensity Cumulative In addition to, not instead of QDTP		Variations to context, mode, language, literacy, conditions, level of scaffolding etc	Alternate Access Point	Individual Learning Goals

www.school-inclusion.am Loren Swaindt 2020

2 Explore

Where to start:

Age-equivalent learning area content and expectations

Achievement Standard

1. Clarity of what students need to KNOW, be able to DO and THINK to be successful
2. Universally reduce/remove barriers from the outset
3. Provide responsive differentiation
4. Provide appropriate levels of adjustment (supplementary, substantial, extensive)

Particularly communication and literacy
Utilise General Capabilities

Student and Parent Consultation

www.school-inclusion.am Loren Swaindt 2020

3 Practice

Making Supplementary Adjustments:

Year 4 English

- Use the General Capabilities to support access to teaching and learning
- Vary text complexity and/or length
- Narrow choice (text, characters, next chapter ideas)
- Assess spelling and punctuation via an alternative task
- Remove the handwriting barrier
- Provide a reduced checklist of key language features to include
- Provide a basic text structure with prompts and scaffolds
- Support oral and written instructional language
- Support organisation
- Support attention and regulation

3 Practice

Making Substantial Adjustments:

Year 6 Math

Accessing an alternate point on the F(Prep) – Year 10 sequence of achievement and content

Important:

- Must be evidence informed
- Must have ensured quality differentiation and appropriate adjustments have occurred
- Must not be in relation to literacy demands, English language proficiency, or communication
- Must experience significant barriers with complexity across the ENTIRE achievement standard
- Must be a collaborative/multidisciplinary decision
- Must include the student and parent in decision making – engaged and informed

Data can inform decisions and support or refute statements	Analyse data to make a reasoned decision (agree/disagree, make recommendations, explain reasoning)	How do I read a _____ graph? What is the data telling me? Does the data support the statement?
--	--	--

www.school-inclusion.com | Loretta Swanford 2020

3 Practice

Making Substantial Adjustments:

Year 6 Math

Know	Do	Think
Data can be represented in different ways Data can inform decisions and support or refute statements	Read and interpret information from data displays Analyse data to make a reasoned decision (agree/disagree, make recommendations, explain reasoning)	What are the different types of data displays? How do I read a _____ graph? What is the data telling me? Does the data support the statement?
Data can be represented with objects and drawings Each object or drawing represents one data value	Make simple inferences from data displays (objects and drawings) Use the data to determine if a statement is true or false	What is the total number shown in the data? Is the statement correct? How do I know?

plan to plan. Students identify outcomes of simple familiar events. They collect data by asking questions **draw simple data displays and make simple inferences**

www.school-inclusion.com | Loretta Swanford 2020

3 Practice

Making Substantial Adjustments:

Year 6 Math **Year 1 Math**

Task

1. Students were surveyed on their preferred sport to play during lunchtimes. The results are displayed on the side-by-side column graph below.

Sport chosen is one of the categories shown on the graph.

a) What is the other category on the graph?

b) What are the three most popular sport choices for girls?

www.schoolinclusion.com Loren Swanson 2020

3 Practice

Making Substantial Adjustments:

Year 6 Math **Year 1 Math**

Task

2. Students were also surveyed on the way they travel to get to school. The data is displayed on the pie graph below.

a) List the main category of get to school in order from least common to most common.

b) Use the data to agree or disagree with the following statement: "We don't need to increase our exercise program because most students get enough exercise walking or riding to school".

Figure 1 (diagram) (circle, line)

Figure 2 (diagram) with this statement because:

www.schoolinclusion.com Loren Swanson 2020

3 Practice

Making Substantial Adjustments:

Assessment

Assessment	Task - Making guide	Type	Short answer questions
Assessment	Interpreting and comparing data displays (Y1-M2)	Open	
Description	Students interpret, compare and analyse data displays to make decisions.		
Learning Area	Mathematics		
Underpinning skill/knowledge	Interpret information from data displays		Interpret, compare and measure
A	Interpret: Ability to calculate the required number of boxes of shipping tapes.		Use analysis of content and structure to search order data displays and identify the underlying issues that require to support accurate decisions.
B	Does a step to identify the correct area to make ready for a container or a product graph.		Interpret and communicate based on accurate analysis of the most relevant data.
C	Use the data to agree or disagree with the following statement: "We don't need to increase our exercise program because most students get enough exercise walking or riding to school".		Use analysis to determine the number of students involved about the activity.
D	Interpret: The data used to create a pie chart to compare the number of students who walk, ride or drive to school.		Interpret the number of shipping tapes required.
E	Interpret: A pie chart of each team's grade.		Interpret and communicate based on accurate analysis of the most relevant data.

Interprets a pictograph to describe data displays. Uses a pictograph to identify the most popular mode of transport.

Analyse information on a pictograph to determine if a statement is true/false.

www.schoolinclusion.com Loren Swanson 2020

3 Practice

Making Extensive Adjustments:

Individual Learning Goals

Some students may be communicating at a level that is commensurate with their year of schooling even if that mode of communication is not speech.

Communication functions and literacy skills do not necessarily equate to a student's capacity to engage in learning area curriculum that is commensurate with their year of schooling

Important:

- Must be evidence informed
- Must be a collaborative/multidisciplinary decision
- Must include specialised advice on how best to support communication skills – speech language pathologist
- Must include the student and parent in decision making – engaged and informed

3 Practice

Making Extensive Adjustments:

Year 4 English

	Know	Do	Think
Year 4	How to create literary texts by developing storylines, characters and setting	Draft and publish an imaginative new chapter based on characters and setting from a familiar novel	What new ideas from the chapter could I explore? What characters and settings could I include? Why?
ILGs	This is a book	Attend consistently to familiar texts Refuse or reject a text Demonstrate anticipation of predictable events in a known text	Is this a book? Do I like this book? What is going to happen next?

www.school-inclusion.com | Loretta Swanston 2020

3 Practice

Making Extensive Adjustments:

Year 6 Math

	Know	Do	Think
Year 6	Data can be represented in different ways Data can inform decisions and support or refute statements	Read and interpret information from data displays Analyse data to make a reasoned decision (agree/disagree, make recommendations, explain reasoning)	What are the different types of data displays? How do I read a _____ graph? What is the data telling me? Does the data support the statement?
ILGs	Data can be represented with real objects and photographs We can count objects to determine how many	Display simple information using real objects and photographs Respond to questions about data displays	What is this object/picture? How many are there?

www.school-inclusion.com | Loretta Swanston 2020

3 Practice

Making Extensive Adjustments:

Year 10 Science

	Know	Do	Think
Year 10	Different types of chemical reactions are used to produce different products and occur at different rates	Investigate how chemistry can be used to produce a range of substances Predict the products of simple chemical reactions Investigate the effects of a range of factors on the rate of chemical reaction	How are different substances produced? What chemical reactions contribute to production? What might occur when chemicals interact? Why? How do temperature and catalyst impact reaction rates?
ILGs	When we mix chemicals different things happen	Sort or match pictures of reactions Sequence photos and visual representations of an experiment Respond to simple questions about experiment	What is the same/different? What did we do? What did I see/hear/feel? What happened?

www.school-inclusion.am | Loretta Swanick 2020

3 Practice

Making Extensive Adjustments:

Assessment

Use a portfolio of evidence to capture demonstration of learning across time

For example:

- Annotated photographs
- Video recordings
- Recorded observations
- Work samples

Regular reflection upon progress with multidisciplinary team – progress learning goals

www.school-inclusion.am | Loretta Swanick 2020

4 Reflect

If you could only share 3 key points from this session, what would they be?

- What would you share with the person who sits next to you?
- What would you share with your whole faculty/staff?
- What would you share with the world on social media?

www.school-inclusion.am | Loretta Swanick 2020

Questions?

www.school-inclusion.com Loren Swanick 2020



Webinar Focus

Why is it important for students with complex learning profiles to access their age-equivalent curriculum?

How can students with complex learning profiles be included in age-equivalent curriculum?



www.school-inclusion.com Loren Swanick 2020

Find out more:



Chapter 9




www.school-inclusion.com



School Inclusion Network for Educators

@sineinclusion


www.school-inclusion.com Loren Swanick 2020




Inclusive School Communities
 Visit our website with videos, articles, links, and access to the Inclusive School Practices Toolkit
<https://inclusiveschoolcommunities.org.au/>

Australian Coalition for Inclusive Education
 An initiative bringing together organisations that share a commitment to advance Inclusive Education in Australia and across State and Territory education systems including government and non-government schools. <https://acoe.org.au/>

Ilume Learning
 Dynamic training engaging resources and customised consultancy services to both educators and parents. They recently held the Australian Inclusive Schooling Conference in Brisbane and they are hosting webinars with the conference keynote speaker, Dr Paula Kluth in May and June <http://www.ilumelearning.com.au/onlinelearning/>




Purple Orange *Working to improve the life chances of people living with disability*



Upcoming Free Webinars for Educators

Scan and Assess: Data Analysis and Designing Surveys for School Staff and Students presented by Loren Swancut
 Wednesday, 27 May 2020 from 3:30pm to 5:00pm (ACST)
https://freewebinar_scanandassess.eventbrite.com.au

Online Teaching and Learning: Universal Design and Differentiated Instruction presented by Flinders University
 Wednesday, 10 June 2020 from 3:30 pm to 5:00 pm (ACST)
https://freewebinar_udanddiffrentiatedinstruction.eventbrite.com.au



Purple Orange *Working to improve the life chances of people living with disability*




ndis
unded by the National Disability Insurance Agency

This event was funded as part of the Inclusive School Communities Project by an Information, Linkages and Capacity Building grant from the National Disability Insurance Scheme.



Purple Orange *Working to improve the life chances of people living with disability*

Please help us by completing the Purple
Orange feedback survey
<https://www.surveymonkey.com/r/poevent>



Purple Orange

Working to improve the life chances of people living with disability
