# Making Supplementary, Substantial and Extensive Curriculum Adjustments

Presented by:
Loren Swancutt

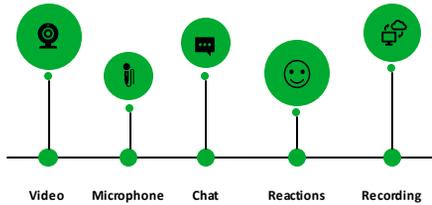Purple Orange · inclusive school communities · SCHOOL INCLUSION · SINE

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# Webinar Protocols

| Video | Microphone | Chat | Reactions | Recording |

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**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).

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## About the Project

**inclusive school communities**

- 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

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### 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

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### 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?

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## 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

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**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?

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**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"

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**2** **Explore**

**Myths about potential:**

- Where do the myths come from?

- Why is it important we bust them?

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**2** **Explore**

**Power of Inclusive Curriculum:**

Traditionally…

### Potential = Opportunity

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**2** **Explore**

**Power of Inclusive Curriculum:**

Traditionally…

### Equitable Opportunity = Potential

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**2** **Explore**

**Australian Curriculum:**

Universal Design...

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

Sequence of Achievement
Sequence of Content Descriptions
Learning Continuums
Progression maps

**Supplementary**    **Substantial**    **Extensive**

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**2** **Explore**

**Curriculum Adjustments:**

| Universal Practice | Quality Differentiated | Supplementary | Substantial | Extensive |
|---|---|---|---|---|
| Proactive response to 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 |

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**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 — Particularly communication and literacy Utilise General Capabilities

3. Provide responsive differentiation

4. Provide appropriate levels of adjustment (supplementary, substantial, extensive)

**Student and Parent Consultation**

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## Slide 1

**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

## Slide 2

**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

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

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## Slide 3

**3** **Practice**

**Making Substantial Adjustments:**

**Year 6 Math**

| | Know | Do | Think | |
|---|---|---|---|---|
| | Data can be represented in different ways | Read and interpret information from data displays | What are the different types of data displays? | |
| **Year 6** | 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? | |
| **Year 1** | Data can be represented with objects and drawings | Make simple inferences from data displays (objects and drawings) | What is the total number shown in the data? | |
| | Each object or drawing represents one data value | Use the data to determine if a statement is true or false | Is the statement correct? How do I know? | |

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

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**3** **Practice**

**Making Substantial Adjustments:**

**Year 6 Math**



**Year 1 Math**

**Adjustments**
- One category
- Bars to objects
- Individual numbers
- Simplify questions

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**3** **Practice**

**Making Substantial Adjustments:**

**Year 6 Math**



**Year 1 Math**

**Adjustments**
- Pie to objects
- Which is the most popular?
- Simple inferences – true or false

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**3** **Practice**

**Making Substantial Adjustments:**

**Assessment**



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

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

**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

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**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? |

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**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 he 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 displayed | What is this object/picture? How many are there? |

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### 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 an experiment | What is the same/different? What did we do? What did I see/hear/feel? What happened? |

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### 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

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### 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?**

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**Questions?**

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🧠 **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?

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**Find out more:**

| Chapter 9 | www.school-inclusion.com | School Inclusion Network for Educators |

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**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://acie.org.au/

**Illume 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.illumelearning.com.au/onlinelearning/

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**Upcoming Free Webinars for Educators**

**Scan and Assess: Data Analysis and Designing Surveys for School Staff and Students presented by Loren Swancutt**
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_udlanddifferentiatedinstruction.eventbrite.com.au

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

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