



Making adjustments at a whole class level: A case example

Transcript

- 00:00:02 - 00:00:08 Making adjustments at a whole class level: A case example.
- 00:00:09 - 00:00:14 Every student has unique strengths, abilities, and approaches to learning.
- 00:00:15 - 00:00:22 When teachers create learning activities that cater for this diversity, it supports the learning of all students.
- 00:00:24 - 00:00:36 In this video, you will learn how a teacher provided adjustments to teacher instruction and learning activities, to ensure all students, including Jesse, a student with an intellectual disability, are able to access learning on an equal basis to their peers.
- 00:00:40 - 00:00:44 Jesse enjoys hands on learning and outdoor activities, and likes to work independently.
- 00:00:45 - 00:00:52 He experiences difficulties with attention, following multi-step instructions, and planning and organising tasks.
- 00:00:53 -- 00:01:01 When giving instruction to students, Jesse's teacher uses multiple strategies to help Jesse, and all students in the class, stay engaged.
- 00:01:02 - 00:01:13 Jesse's teacher provides brief verbal instructions, and asks the class to share their understanding of these instructions. This provides repetition for students who experience difficulties with attention.
- 00:01:14 - 00:01:25 Jesse's teacher displays the instructions on the whiteboard, where all students can see them. This ensures that all students, including Jesse, can view the instructions, and work through the step-by-step.
- 00:01:26 - 00:01:43 While students are working, the teacher checks the understanding and progress of individual students. This allows the teacher to provide further instruction and adjustments, including breaking the task down into smaller components for Jesse, and extension of learning for students where appropriate.
- 00:01:47 - 00:01:52 Jesse's teacher provides learning materials that cater for diverse strengths and abilities.



- 00:01:53 - 00:02:05 A visual storyboard, with clear prompts, is provided for planning the creative writing piece. This supports students with organisation and planning, as well as building their capacity for working independently.
- 00:02:07 - 00:02:18 The teacher has previously set personalised goals with each student for their creative writing piece, and provides a checklist so that students can record their progress on these goals.
- 00:02:19 - 00:02:26 This results in an approach that focuses on key learning outcomes for each student, and supports their self-determination.
- 00:02:28 - 00:02:44 In summary, making adjustments designed to support Jesse at a whole class level also supports the attention, understanding, planning, organisation, and learning outcomes of all students to help them thrive in the classroom.