**Transcript for the Fernhill School adjustments Video**

**Graphic**

“Example of adjustment for student with disability”

Fernhill School

**Krista-Ann Forsstrom**

Hi, my name is Krista Forsstrom. I am a teacher and assistant principal at Fernhill School. We have students from kindergarten to year 12. I'm currently the assistant principal and teacher for kindergarten and stage one. And I have a kindergarten stage one class.

**Donna Dunn**

I'm Donna. I work at Fernhill SSP School, which is a school for specific purposes. I've been working here for 4 years now. My role is school learning support officer and health support.

**Krista-Ann Forsstrom**

"Hi, welcome. Have a look around."

My student, Mila, she's in kindergarten and she is quite determined to be as independent as possible. So I really focus on giving her the support she needs without doing things for her or giving her too much support.

And I let her really direct me as to what she wants to do. So she wasn't interested in rolling play-doh, so I asked her if she wanted to write.

"Can I help you hold it?"

What I've worked out is that if I'm supporting her elbow and supporting the texta, she will direct the texta to write. So, so far, she's really interested in writing numbers. So I'm going with that. I let her choose the number.

"You can point or you can show me with your eyes."

She's at the very early stages of using the eye-gaze system. So I use a lot of modelling. She's used to looking and reaching to something. So I'll let her do that and then I'll direct that to her eye-gaze system or model or do an icon prompt. So either point to or actually press an icon on the eye-gaze system to show her how she can find it and where it is. Sometimes she will look very briefly. She's learning to look and focus on something.

"Pick someone up. Who are you going to pick up?"

She uses the eye-gaze, she also says yes, or she'll point or look to a yes or no on her tray. So she's very multimodal. And I give her all of the options.

"You went down and across it and needs one more down."

When she was drawing, I just did what I needed to do to support her in drawing. And I just gave her the time that she needs to do it. She likes to make a lot of jokes. So I'll just have fun with her throughout and give her something to look forward to and say oh, 'we'll send a photo to mum... We'll go and show someone.' And that's really encouraging for her.

**Donna Dunn**

"OK, we need to find..."

When I'm making an adjustment in the classroom, if it's myself or the teacher that I'm working with, if the students engaged in what we're doing, that really shouts out that what we're doing is working. So it's not a one off thing. We give different adjustments that we try. We'll try multiple times. And students feedback is the best way of knowing that things are working. If they're communicating back to us, we know that we're on the right page and if they're happy and engaged, that is a really good indicator.

**Krista-Ann Forsstrom**

Every student in my classroom, just as every student in our school and across the country and the world, is capable of learning with the right adjustments, which was so clear in the number writing. With the right physical adaptations, I have a student who can write. But if I was not to give her those adaptations, she wouldn't have written the number 4. So why should she not have that access? It's up to me as her teacher to make the adaptations she needs to be able to achieve.

**Donna Dunn**

I think it's really important to make adjustments for the students because every student in our class, in our school is an individual. And I think that for them to be able to get the full... to be at their full potential of learning, they need to be given every opportunity to learn.

**Krista-Ann Forsstrom**

"Yes."

**End frame**

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