**Transcript for the Tumbulgum adjustments video**

**Graphic**

“Example of adjustment for student with disability”

Tumbulgum Public School

**Courtenay Ciric**

My name's Courtenay, I'm the instructional leader, slash classroom teacher, slash learning and support at Tumbulgum Public School. I work in one on one reading normally and in class support for maths, and I jump on to a class whenever needed.

So we've got a beginning teacher, so I do demonstration lessons and things to support her learning.

**Oliver - student**

"When we get them all yellow..."

**Courtenay Ciric**

So Oliver's very confident socially he'll talk to anyone, including adults. When I make adjustments for him, particularly in the lesson, I ensure that I have got a variety of different sort of different activities within it.

So we started off the lesson by watching the video of the story with me holding the book to then turn and talk to your partner, to then up you pop you're going here. Friends naturally gravitate towards him because he is such a sociable little person, which is fantastic.

And then I was able to work with the other kids and then let him have that small group support with the teacher's aide, which I think is really important. So I try to incorporate those social situations like collaboration, time for him to be able to work and express himself, which I think is really important.

I picked the book Grandpa's Inventions because I thought it would actually play to his imagination. And he loves to talk about games. I was interested to actually see where he'd go and try and get him to tell a story through a gaming character, which was, in his case, Mario and Princess Peach and Bowser.

**Oliver - student**

"Princess Peach."

**Courtenay Ciric**

"Oh, Peach! I'm going to change my 'i' because it's an 'e' sound."

So with Oliver, you would have seen us. We were sounding out, Miss Peach. The SLSO had left him with 'Miss P' so then I took that as an opportunity to be able to jump in.

Let's sound it out and then transfer it onto his big sheet of paper. And that also helps him when he's doing his retelling at the end.

**Oliver - student**

"Mario saving Princess Peach..."

**Courtenay Ciric**

So Oliver uses butcher's paper and textas or sometimes a swipe and wipe board or a whiteboard for his writing because he tires out in fatigues quite easily with where he's having to concentrate and hold a pencil tight and write on small lines. So bringing out the butcher's paper for him is something he can actually continue working on as well. So it's in my office and he keeps running in to add more detail to it.

So it's something he's proud of. And I just find with him, it lets him put his whole imagination and he can scatter words around for the labeling rather than have to just have sentences in a book. We've got a lot of children in the class that are quiet, noise sensitive.

So we've got headphones at the ready. And most of the time we let them choose when they're going to use it. But they have now sort of cottoned on to the idea of if I'm getting distracted, I can use those to block out, you know, any distractions.

"Push, push, push. Now we're going to go like this."

Definitely a sign of an adjustment working is student engagement. I think that tells a lot. And I think it's that it's when you can actually get the most out of them.

So if I just sat with pen and paper with, say, Oliver, I would not get the goals that I have and the progress I want out of him. So I find actually having different ways to be able to channel it is so important to be able to see their progress for them to have those feel good moments.

And it just shows, yeah, whether it's work samples or videos or anything you can get, like with your adjustment, I think is super important to know your impact.

**End frame**

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