

Differentiation and adjustment guide for inclusive practice

How to differentiate a department sample lesson to support students with disability



Plan

Plan purposeful and inclusive learning.

1 Begin with the learner profile in mind

- Consider goals, strengths, needs and interests.
- Identify support needs and preferences.

2 Identify syllabus outcomes and LISC

- Identify syllabus outcomes in the lesson.
- Identify relevant syllabus outcomes to align to the student's functional level.
- Create personalised learning intentions and success criteria (LISC) to reflect the student's functional level if required.

3 Review lesson and identify adjustments

- Identify key steps in the lesson that may need adjusting.
- Note required adjustments for the student to access the lesson.
- Use the multi-tiered approach – include strategies, supports and resources.

4 Create or adapt resources

- Collate adjustments into a summary table of support.
- Develop or adapt support resources as needed.
- Ensure resources support access, learning and engagement.



Teach

Implement and respond in real time.

5 Use explicit teaching and the multi-tiered approach

- Use modelling, guided practice and repetition.
- Use planned adjustments and support strategies.
- Support access and engagement.

6 Be responsive and adapt in real time

- Monitor student needs.
- Adjust teaching and learning activities as needed.

7 Collect evidence of learning

- Gather evidence during the lesson.
- Use multiple methods for collecting evidence.



Review and reflect

Evaluate, share and plan next steps.

8 Collate and record student learning data

- Collate and record evidence.
- Evaluate student learning progress and consider next steps.

9 Share information with teaching and support staff

- Share learning progress, level of engagement and lesson accessibility.
- Collaborate together for consistent support.

10 Reflect and differentiate future lessons

- Reflect on what worked well and next steps of learning.
- Adjust future learning experiences.