

EXAMPLES OF EVIDENCE TO SUPPORT A STUDENT'S INCLUSION IN THE NATIONALLY CONSISTENT COLLECTION OF DATA ON SCHOOL STUDENTS WITH DISABILITY (NCCD)

Decision making for the NCCD relies on evidence of personalised adjustments. Each school's evidence is contextual and reflects individual student needs and strengths and the school's learning and support processes and practices for meeting the educational needs of students with disability.

Schools will draw on evidence from across four key areas when making their decisions:

- assessed individual needs of the student
- adjustments being provided to the student to address the disability – this includes support provided with quality differentiated teaching practice
- ongoing monitoring and review of the adjustments
- consultation and collaboration with the student and/or parents and carers or associates.

The evidence examples listed below is not an exhaustive list. Some evidence may cover more than one element of the process, while others may only address one aspect.

Evidence of assessed individual needs of the student	Evidence that adjustments are being provided to the student to address their individual needs based on their disability	Evidence that adjustments provided to the student have been monitored and reviewed	Evidence of consultation and collaboration with the student and/or parents and carers or associates
<p>This evidence demonstrates that the student's needs for adjustment have been identified and arise from a disability. Evidence of this aspect can include:</p> <ul style="list-style-type: none"> • Results of diagnostic or summative school and/or standardised assessments over time documenting an ongoing learning or socio-emotional need arising from a disability, e.g. continued and high level behaviour incidents, reading assessments or end of unit assessments • Documentation of ongoing learning needs that have a limited response to targeted intervention over time and cannot be attributed to external factors such as English as an additional language or dialect, socio-economic or non-disability related causes • Parental report of disability in conjunction with evidence of an assessed individual need • Specialist diagnosis or reports e.g. medical practitioner such as paediatrician, or a specialist, e.g. guidance officer/counsellor, speech pathologist, audiologist • Profiles or assessment reports that identify the functional needs of a student with disability. 	<p>Teachers document adjustments in a number of ways. Evidence of the provision, frequency and intensity of adjustments can include:</p> <ul style="list-style-type: none"> • Adjustments to teaching noted on teacher unit, weekly or term planning • Adjusted timetable/ staff timetables • Teachers' teaching and learning program and program registration • Record of educational and/or social-emotional interventions provided • Individualised/personalised learning planning e.g. individual education plan, individual learning plan, individual curriculum plan, communication plan, behaviour plans, transition plans/ goals and strategies in program planning • Therapy or disability-specific programs in place with an educational focus e.g. orientation and mobility program • Records of meetings to plan for adjustments with specialist staff e.g. advisory visiting teachers, guidance officers/counsellors, psychologists, speech-language pathologists, physiotherapists • Records of advice sought or conversations with the student or family/carer • Adjustments or supports required in assessment settings • Adjustments to learning materials e.g. alternate format, adjusted worksheets, reworded tasks • Manual handling/personal care/health plans • Specific resources developed to support individualised learning e.g. visual supports, augmentative and alternative communication supports, accessible materials • Personalised organisational devices e.g. diary use, pictorial sequences • Documentation of environmental adjustments beyond those already in place in the school e.g. personalised learning spaces, soundfield amplification systems • Risk management plans for curriculum activities and for emergency situations e.g. fire drills. 	<p>Documentation that may support school judgements about the monitoring and review of adjustments can include:</p> <ul style="list-style-type: none"> • Records of meetings to review adjustments with families/carers and specialist staff, where appropriate • Student progress data which may include both formative and summative assessments • Progress or file notes by teacher, specialist staff or paraprofessionals • Behaviour monitoring data • Evidence of interventions provided over time, with monitoring of the effectiveness of the intervention and changes to intervention occurring as required • Health plan provided by medical specialist that is reviewed regularly. 	<p>Documentation that may support school judgement that consultation and collaboration in the provision of adjustments has occurred can include:</p> <ul style="list-style-type: none"> • Documented meetings, phone calls, conversations between school and parent/carer (minutes or notes) • Documented student plans signed by parent and/or student • Record of formal parent-teacher interviews • Parent-teacher communication books • Emails between student and/or parents and carers or associates.

Guidance on adjustment level selection

These checklists are designed to assist schools in differentiating between quality differentiated teaching practice and the other three levels of adjustment.

2018	Quality Differentiated Teaching Practice	Supplementary Adjustments	Substantial Adjustments	Extensive Adjustments
Planning	<p>Do you group students according to educational need?</p> <p>Do you link new information to background knowledge?</p> <p>Do you negotiate with students, whenever possible, regarding their requirements?</p> <p>Do you use whole class programs to address specific student needs eg: PATHS program?</p> <p>Do you use strategies to support the student's organisational skills?</p> <p>Do you cater for students' learning strengths when planning adjustments?</p> <p>Have you met with parents to discuss the child's program?</p> <p>Have you met with previous teachers to discuss transition?</p>	<p>Do you provide extra time to complete work tasks?</p> <p>Do you involve support services in planning eg: LSC?</p> <p>Do you use a risk management plan?</p> <p>Do you use a health care plan?</p> <p>Do you use student specific data collection?</p> <p>Do you provide students with work ahead of time?</p> <p>Do you regularly review and refine adjustments?</p> <p>Do you prearrange frequent breaks for the student?</p> <p>Do you collaborate with department support staff?</p> <p>Do you integrate key speech or occupational therapy strategies into your lesson?</p> <p>Do you organise regular case conferences?</p>	<p>Do you use a number of support services to implement the curriculum eg: therapists, consulting teachers, school psychologists?</p> <p>Do you regularly meet the school team and support services to discuss individual learning needs?</p> <p>Do you collaborate with departmental support staff eg: behaviour centre?</p> <p>Do you collaborate with external agencies at least monthly?</p> <p>Has an emergency/critical incident plan been developed as part of a treatment plan?</p>	<p>Do you require a high level of input from support services to implement the education plan eg: therapists, school psychologist, external agencies?</p> <p>Do you collaborate with departmental support and therapists daily/weekly?</p> <p>Do you collaborate on teaching and learning strategies with external agency support frequently?</p>
Teaching	<p>Do you break down instructions into small steps?</p> <p>Do you highlight keywords/concepts?</p> <p>Do you modify the complexity of the task to meet different student needs?</p> <p>Do you reward students individually?</p> <p>Do you use a cool off strategy?</p> <p>Do you use a class based behaviour management plan?</p> <p>Do you use pre-teaching of vocabulary and concepts?</p> <p>Do you use basic curriculum visual supports eg: timetables, phonic charts, graphs?</p> <p>Do you use multi-level instructions?</p> <p>Do you use a variety of teaching styles eg: modelling, rephrasing, repetition, chunking?</p> <p>Do you present information in a variety of modes?</p> <p>Do you use pair/group discussion?</p> <p>Do you create the opportunity for student/teacher discussions?</p> <p>Do you link pedagogies to curriculum goals?</p> <p>Do you adjust the pace of presentation?</p> <p>Do you use cooperative learning groups?</p> <p>Do you use transition cues eg: topic changes?</p> <p>Do you use preferred activities to motivate students?</p> <p>Do you take into account different learning styles in your course/teaching delivery?</p> <p>Do you build background by linking concepts to students' background, past learning and key vocabulary?</p> <p>Do you link to real world purposes?</p> <p>Do you use questioning strategies to encourage students' development of critical thinking?</p> <p>Do you provide written instructions?</p> <p>Do you allow think time (take-up time) before expecting an answer?</p> <p>Do you prompt students to use equipment properly eg: science equipment, hearing aids?</p> <p>Do you remind students to use any necessary medical equipment eg: asthma puffer after lunch?</p>	<p>Is teaching and reinforcing resilience embedded in all programs?</p> <p>Do you decrease the amount of oral and written information?</p> <p>Do you reduce the amount of workload expectation of the student?</p> <p>Do you limit amount of choice?</p> <p>Do you use key cues – pictorial/colour coding or tactile?</p> <p>Do you assign a peer tutor to support the student?</p> <p>Do you provide additional time to complete work tasks?</p> <p>Do you provide course information prior to the commencement of the course where appropriate?</p> <p>Do you provide a study guide for students with key terms and concepts where appropriate?</p> <p>Do you use a Sound Amplification System (SAS)/FM system?</p> <p>Do you provide access to online versions of course outlines and/or relevant material where appropriate?</p> <p>Do you teach self-regulation strategies in your class program?</p>	<p>Do you use an interpreter for the students to access the curriculum?</p> <p>Do you allow frequent breaks from work tasks throughout the day?</p> <p>Do you provide an individualised program for part of the day?</p> <p>Do you provide intensive individualised social skills instruction eg: one on one task analysed mastery of individual skills?</p> <p>Do you use another form of communication eg: augmentative communication, Auslan, PECS?</p> <p>Do you use individualised visual/tactile supports for implementing the curriculum?</p> <p>Do you provide some level of support with personal care needs eg: toileting, dressing, eating?</p> <p>Do you provide support for students travelling to and from school?</p> <p>Do you provide individualised instruction over a number of areas of the curriculum for part of the day?</p> <p>Do you provide individualised toileting support?</p> <p>Do you use individual prompting throughout the school day to target a range of social skills?</p> <p>Do you use strategies such as role-play, social stories, levels of prompting and task analysis to explicitly teach social skills?</p> <p>Do you break down target skills into 1 or 2 stage instructions?</p> <p>Do you use a reinforcement schedule to teach targeted skills?</p> <p>Do you require support in addition to the classroom teacher to manage a health condition on a daily basis?</p> <p>Do you implement therapy program goals in the individual education plan?</p> <p>Do you use highly individualised strategies including functional behaviour analysis and input from support services to support complex behavioural needs, including self-harm?</p> <p>Do you teach, monitor and review strategies for resilience for students in collaboration with support staff?</p> <p>Do you use strategies to manage sensory input/integration?</p> <p>Do you provide alternative programs to suit individualised learning needs?</p>	<p>Do you develop, monitor and review individualised strategies for resilience for students in collaboration with support staff?</p> <p>Do you provide individual/physical prompting pervasively throughout the day?</p> <p>Do you use concrete materials to implement the curriculum?</p> <p>Do you use individual teaching strategies eg: discrete trial training, TEACCH, Applied Behaviour Analysis?</p> <p>Do you provide an alternative curriculum eg: functional/life skills program?</p> <p>Do you provide work skills/community access programs?</p> <p>Do you provide sensory diets?</p> <p>Do you use alternative methods of communication eg: Auslan, Braille, Augmentative communication?</p> <p>Do you use 1 or 2 stage instructions throughout the day?</p> <p>Do you use intensive reinforcement schedules eg: every 1–3 minutes?</p> <p>Do you create opportunities for generalisation daily?</p> <p>Do you have an intensive individualised behaviour management plan that requires additional training?</p> <p>Do you have an intensive individualised risk management plan that requires additional training?</p> <p>Do you have an intensive individualised health care plan that requires additional training?</p> <p>Do you include highly individualised self-care strategies in the curriculum eg: toileting, hygiene, eating, dressing?</p> <p>Do you use approved restraint techniques at least once per day?</p> <p>Do you require one on one physical support for the student to access the curriculum?</p> <p>Do you use highly individualised strategies including functional behaviour analysis and input from support services to support complex behavioural therapy for mental health needs?</p> <p>Do you use significantly reduced learning outcomes in all learning areas?</p> <p>Do you use real life or photograph symbols pervasively throughout the day?</p> <p>Do you need additional trained support pervasively throughout the day to manage a health condition?</p>

Assessment & Reporting	<p>Do you use a portfolio where appropriate? Do you use checklists? Do you provide immediate, specific and constructive feedback? Do you provide multiple opportunities for students to demonstrate what they know to do? Do you use a range of assessment methods? Do you use the standard reporting format?</p>	<p>Do you set practical tasks for assessments? Do you provide ongoing feedback on academic performance? Do you offer assignments in alternative formats eg: role-play, oral presentation? Do you substitute assignments in specific circumstances? Do you provide individual advanced notice of assignments?</p>	<p>Do you have daily communication with parents/carers? Do you provide finely sequenced individualised assessment and reporting?</p>	<p>Do you provide finely sequenced individualised assessment and reporting? Do you use an intensive communication process in regards to reporting?</p>
Environment	<p>Do you use specific seating arrangements to support students? Do you provide opportunities for your students to move around the room? Do you provide individual and group seating where appropriate? Do you provide a quiet area within your classroom where appropriate?</p>	<p>Do you adjust the physical surroundings eg: lighting, furniture positioning? Does your student sit near the door so they can access breaks outside the classroom? Do you provide a number of accessible safe/quiet areas around the school? Do you provide separate learning areas? Do you provide support to enable students to move around the school eg: maps, colour coding? Is an adult mentor provided to support students?</p>	<p>Do you provide individualised support for movement around the school eg: buddy system / escort by class teacher / education assistant? Do you provide support for the student to access all areas of the school environment? Have you made significant adjustments to the school environment to meet the student's needs eg: painted boundary markets, adjusted timetables and room access to suit students with restricted mobility? Do you use a withdrawal space/low stimulus to support your students' needs?</p>	<p>Do you use an alternative learning environment? Do you use low stimulus/focus stimulus areas? Do you use protective isolation room (with approval from Director School)?</p>
Resources	<p>Do you use specific seating arrangements to support students? Do you integrate technologies to support curriculum? Do you use a task schedule and daily calendar?</p>	<p>Do you use specific classroom equipment eg: pencil grip, positional seat, electronic dictionaries? Do you colour code books and materials? Do you use graphic organisers eg: visual representations of task? Do you enlarge print or change font size and line spacing? Do you support the student by photocopying other notes? Do you use adaptive computer software eg: audio book? Do you use concrete examples to explicitly teach certain skills? Do you allow think time before expecting an answer? Do you use supports to introduce changes in routine eg: social story, advanced warning given? Do you provide a daily timetable eg: visual/pictures? Do you plan for the student to move towards independently managing their health care needs? Do you use an individual behaviour plan to modify behaviour? Do you record daily incidences of behaviour eg: SIS? Do you use a boundary training program? Do you use on desk goals and reminders? Do you use social stories to teach concepts Do you use a help card/time out/or respite card? Do you use picture cues to support the student? Do you support students in appropriately using equipment eg: orthotics, hearing aids? Do you use assistive technology to allow access to the curriculum eg: braille computer, notetaker?</p>	<p>Do you use assistive technology devices to allow access to the curriculum eg: notetaker, braille writer, speech recognition software?</p>	<p>Do you use highly specialised assistive technology eg: eye gazing technology, switch access to on-screen keyboards, head tracking? Do you require highly individualised equipment for the student to access the curriculum eg: hoist, standing frame? Do you provide equipment or support to move around and access all the areas of the school environment?</p>