Reasonable Adjustments – *practical examples*

<table>
<thead>
<tr>
<th>If the student has a difficulty with:</th>
<th>The following adjustments could be considered</th>
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</table>
| **Maintaining concentration**                               | • Additional time  
• Split sessions  
• A scribe  
• Rest breaks  
• Separate assessment venue (if distracted by other learner’s movements or noise). |
| **Writing**                                                 | • Additional time  
• An audiotape or digital recorder  
• Oral assessment by examiner  
• A personal computer (if using a keyboard is preferable / more comfortable than writing)  
• Rest breaks  
• A scribe. |
| (is unable to maintain writing posture for any length of time or writes slowly) |                                                                                                               |
| **Expressing knowledge in writing**                         | • Additional time  
• Multiple choice and short answer questions in preference to long answer questions  
• Models and practical examples  
• A scribe  
• Oral assessment. |
| **Spelling and/or grammar**                                 | • Additional time  
• A scribe  
• Oral assessment by examiner  
• An audiotape or digital recorder  
• A personal computer with spelling and grammar checker, dictionary, thesaurus  
• Special equipment (eg. Spell Master)  
• Multiple choice and short answer questions in preference to long answer questions  
• Models and practical examples for the learner to demonstrate what he/she means  
• Other assessment methods such as taped interviews, slide presentations, photographic essays or models. |
| **Numbers and numerical concepts**                          | • Additional time  
• A calculator. |
| **The English language**                                    | • Additional time  
• A dictionary, thesaurus  
• A personal computer with spelling and grammar checker, dictionary and thesaurus. |
| **Clear hearing information given verbally**                 | • Additional time  
• An Interpreter (if learner uses sign language)  
• Facing the learner and speaking clearly (if a learner lip-reads)  
• Producing all relative information in writing  
• An FM hearing system or induction loop |
### Understanding spoken information and instructions

- Additional time
- Rest breaks
- Split sessions, on the same or successive days, to prevent the learner working for extended periods
- Simple direct language
- Step-by-step instructions
- Repetition of information given
- Asking the learner to repeat what she/he is required to do to check for understanding
- Demonstrating what is required.

### Reading standard size print/handwriting

- Additional time
- Re-written assessment using very simple and direct instructions or questions
- Models or practical examples to illustrate questions
- A reader
- Oral assessment
- Audio-taped questions
- A personal computer with voice synthesizer or screen magnification
- Large print
- A large screen computer
- A closed-circuit television to magnify print
- Braille examination papers (with tactical diagrams, maps)
- Special writing pens (eg Artline pens)
- Heavy lined paper

### Managing physical tasks
(such as turning pages, inserting computer disks, etc)

- A personal assistant

### Managing extreme exam-related stress

- Additional time
- Rest breaks
- Separate examination venue
- Take-home examinations
- Other assessment methods (eg. assignment)

### Consider the other needs of the learner

#### Physical environment

- Lighting and the elimination of glare can be very important to learners with low vision
- Suitable furniture
- Adequate space for equipment and support personnel
- Access to power points for equipment

#### Separate examination venue

- Due to noise when using equipment or support personnel

#### Flexible time arrangements

- To prevent overloading the learners and allow adequate time for rest breaks

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