

Reasonable Adjustments – *practical examples*

If the student has a difficulty with:	The following adjustments could be considered
Maintaining concentration	<ul style="list-style-type: none"> • Additional time • Split sessions • A scribe • Rest breaks • Separate assessment venue (if distracted by other learner's movements or noise).
Writing (is unable to maintain writing posture for any length of time or writes slowly)	<ul style="list-style-type: none"> • 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.
Expressing knowledge in writing	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Additional time • A calculator.
The English language	<ul style="list-style-type: none"> • Additional time • A dictionary, thesaurus • A personal computer with spelling and grammar checker, dictionary and thesaurus.
Clear hearing information given verbally	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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)	<ul style="list-style-type: none"> • A personal assistant
Managing extreme exam-related stress	<ul style="list-style-type: none"> • 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 learns and allow adequate time for rest breaks

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