

SRE for Students with Special Needs Symposium

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**School of Special
Educational Needs
Disability**



Extension

Same topic, same outcome, BUT advanced activities and complex materials

Start Here

Support Provided within
Quality Differentiated Teaching Practice

Supplementary Adjustments

Same activity,
BUT adjusted content and alternative (or same) outcome

Substantial Adjustments

Same topic,
BUT adjusted content and alternative outcome

Extensive Adjustments

Different topic, adjusted activity
and /or alternative outcome

*The
curriculum
adjustment
ladder*



(Ministry of Education, British Columbia: 2009)

Grouping the Student Population



Support Provided within
Quality Differentiated Teaching Practice

80%

Supplementary Adjustments

- *Expressive or receptive language difficulties*
- *Sensory processing disorder*
- *High Functioning Autism Spectrum*
- *Physical Disability*
- *Medical (mild Epilepsy)*

15-18%

Substantial Adjustments

- *Dyslexia or Dyscalculia*
- *EADL (English as additional language)*
- *Severe behavioural disorder (ADHD, ODD)*
- *Severe mental health disorder (Anxiety, PTSD)*
- *Acquired brain injured*
- *Severe medical (Epilepsy)*
- *Below Average IQ (scoring 70-85)*



Extensive Adjustments

2-5%

Each teacher, each student, each classroom is unique and adjustments are specific to each situation.

It is important to also keep in mind that curriculum does not always need to be modified – rather, the instruction and/or environment.

