

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 learners and allow adequate time for rest breaks

March 2018

This work is based on material owned by the State of Queensland (acting through the Queensland VET Development Centre, Department of Education and Training), PO Box 15033 City East QLD 4002 Australia and has been adapted and reproduced with its permission. No part may be further reproduced in hardcopy form, electronically or by any other process without the express written permission of the Department. Reproduction or adaptations of the DETE material by Steps Group Australia be for non-commercial purposes. This permission is limited to use of materials from the 2010 version of Reasonable adjustment in teaching, learning and assessment for learners with a disability. The full resource can be located <https://training.qld.gov.au/site/providers/Documents/inclusive/disability/reasonable-adjustment-for-web.pdf#search=reasonable%20adjustments>