# 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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| Maintaining concentration           | • 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) | • 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     | • 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 learner and allow adequate time for rest breaks

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