

Inclusive strategy: Presentation

Catering for diversity using the Australian Curriculum

Presentation

Presentation is one of five inclusive strategies which refer to the conditions under which students with disabilities engage in learning experiences and assessment tasks. This resource provides:

- a description and examples of the Presentation inclusive strategy
- examples of adjustment considerations using QCAA exemplar Australian Curriculum year plan
- examples of adjusted learning experiences using QCAA exemplar Australian Curriculum unit overviews.

Adjustments

The Presentation inclusive strategy focuses on how an assessment *appears* or is *communicated* to a student. When making adjustments related to presentation, teachers may consider cues and prompts, directions, specialised equipment and resources, and the format of the text.

Cues and prompts

Adjustments to cues and prompts that may allow a student with disabilities to complete an assessment or sections of an assessment include:

- highlighting key words or phrases in directions
- using symbols such as arrows or stop signs to remind the student to do something.

A teacher may need to use cues and prompts for the following reasons. To:

- help a student remain focused on the assessment, move forward, or stop
- refocus the student when there are distractions.

For example, a student who has a hearing impairment may require the teacher to maintain visual contact while speaking, provide printed material before the session, repeat questions asked by other students, and summarise classroom discussion.

Directions

Adjustments to the directions given to a student with disabilities can be made in different ways. Directions can be:

- read aloud to the student
- read more than once
- presented as pictures, symbols or signed
- emphasised using coloured highlighting for key words
- presented using text-to-speech software to assist the student to read text from a computer screen.

For example, a teacher may use symbols to assist a student to understand written directions and sign the directions to another student.

Specialised equipment and resources

Some students with disabilities may require specialised equipment and resources to complete an assessment or sections of an assessment for a number of reasons. For example the student may:

- have difficulties seeing and/or reading text
- fatigue easily as a result of physical, sensory, or emotional issues
- have difficulty hearing instructions and directions
- need to use alternative communication systems.

For example, books that have been made into movies give students a visual and auditory way to access literature, while DVDs with closed captions may help the student engage with the story. Other students may require a word processor to complete lengthy written tasks.

Format of the text

Adjustments to the format of the text can be made in many ways. Examples include using:

- braille
- large print and/or changes to letter and sentence spacing
- less text on the page
- digitised text (text-to-speech software)
- audio text.

For example, a student who is visually impaired may need an audio version of the text in order to access it.

Examples

Australian Curriculum year plans

Table 1 shows examples of how to adjust a year plan to suit students' needs.

Table 1: Examples of teacher considerations when developing or reviewing a year plan

Presentation	Year plan considerations
Cues and prompts	Adjustments may include: <ul style="list-style-type: none"> • listing the types of cues and prompts that are appropriate for each student • ensuring cues and prompts are consistently used by all teachers and carers who supervise each student.
Directions	Adjustments may include: <ul style="list-style-type: none"> • documenting the nature, specificity and repetition of directional language • ensuring directional language is consistently used by all teachers and carers who supervise each student.

Presentation	Year plan considerations
Specialised equipment and resources	Adjustments may include: <ul style="list-style-type: none"> • listing the use of specialised equipment and resources as teaching tools • listing the specialised equipment and resources used by students to present information.
Format of the text	Adjustments may include: <ul style="list-style-type: none"> • explaining student access to texts as specified in the units • using different formats to build student engagement.

Australian Curriculum unit overviews

Table 2 and Table 3 show how selected learning experiences and assessment from the two exemplar unit overviews can be adjusted to suit students' needs.

Table 2: Examples of adjustments — Year 1 English: My Favourite!

Presentation	Learning experience/assessment	Adjustments may include:
Cues and prompts	<ul style="list-style-type: none"> • Read, view and listen to advertisements for games and books (p.9) 	<ul style="list-style-type: none"> • using cues or prompts to encourage the student to: <ul style="list-style-type: none"> – recall strategies, knowledge and skills related to reading, viewing and listening – sit where the text is visible and/or audible in order to assist with visual and auditory cues and prompts – take turns when using games and books – focus their attention on the stimulus material
Directions	<ul style="list-style-type: none"> • Participate in group and independent writing tasks (p.8) 	<ul style="list-style-type: none"> • providing directions related to the writing task that: <ul style="list-style-type: none"> – are repeated, simplified or given one at a time – remind the student to sit with their feet on the floor – are from a commonly used visual/symbolic list – use classroom prompts for letter formation, context words or augmentative communication symbols – use digital technologies or writing implements
Specialised equipment and resources	<ul style="list-style-type: none"> • Read, view and compare a range of video clips, interactive games and books (p.8) 	<ul style="list-style-type: none"> • showing video clips that are paused at relevant intervals • providing instructions for interactive games that are printed, clarified and summarised • using appropriate graphic organisers for comparing books

Presentation	Learning experience/assessment	Adjustments may include:
Format of the text	<ul style="list-style-type: none"> Identify the words and visuals used to persuade in a variety of texts (p.9) 	<ul style="list-style-type: none"> using a supporting chart that describes the features (visual and words) of persuasive texts.

Table 3: Examples of adjustments — Year 9 Science: Waves and particles

Presentation	Learning experience/assessment	Adjustments may include:
Cues and prompts	<ul style="list-style-type: none"> Observe the nature of mechanical waves through investigations <ul style="list-style-type: none"> in water using a ripple tank using a slinky spring to compare transverse and longitudinal waves (p.8) 	<ul style="list-style-type: none"> using cues and prompts that encourage students to: <ul style="list-style-type: none"> look for specific happenings such as water movement record what they see or hear
Directions	<ul style="list-style-type: none"> Supervised assessment: Short and extended responses (Written) (p.7) 	<ul style="list-style-type: none"> giving directions that: <ul style="list-style-type: none"> are repeated to ensure understanding are broken into smaller steps, using a visual/symbolic schedule to ensure understanding allow for sufficient 'wait-response' time
Specialised equipment and resources	<ul style="list-style-type: none"> Conduct practical investigations demonstrating how the pitch and loudness of sound can be changed by changing variables (p.8) 	<ul style="list-style-type: none"> providing students with support and/or extra training for using the given equipment to complete the investigation providing additional resources or equipment to complete the investigation with sounds that are audible
Format of the text	<ul style="list-style-type: none"> Evaluate an article in the media claiming that the radiation from mobile phones is unsafe (p.8) 	<ul style="list-style-type: none"> providing an enlarged copy of the article so that the text is larger and easier to read using a recording of the article to allow the student to listen and playback the recording as needed using simplified text about the same topic.

The QCAA exemplar Australian Curriculum year plans and unit overviews are available on the QCAA website: www.qcaa.qld.edu.au/13653.html

More information

Please email the Australian Curriculum Branch at australiancurriculum@qcaa.qld.edu.au or phone 07 3864 0462.