

# Inclusive strategy: Response

Catering for diversity using the Australian Curriculum

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## Response

Response 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 Response inclusive strategy
- examples of adjustment considerations using QCAA exemplar Australian Curriculum year plans
- examples of adjusted learning experiences using QCAA exemplar Australian Curriculum unit overviews.

## Adjustments

The Response inclusive strategy focuses on *how* a student *responds* to an assessment. When making adjustments related to response, teachers may consider modes of response, such as verbal, written and non-verbal, and use of specialised equipment and resources.

### Verbal

Some students may need to respond to assessment requirements verbally. The most common ways a student may respond are by speaking:

- to an adult, who scribes their answer word-for-word, including punctuation
- into a recording device
- through a translator who translates the student's verbal response.

### Written

Some students may require more than one adjustment to assist them in completing an assessment that requires a written response.

Adjustments may include the use of:

- tools with adaptations, such as pencil grips or hand grips
- specialised writing tools
- special paper
- keyboards to type
- a scribe
- speech-to-text software.

## Non-verbal

Some students may be unable to provide written or verbal responses to demonstrate their knowledge, skills and/or competencies. In this case, students can provide evidence of learning by using non-verbal responses. For example students may use:

- assistive technology to provide a response to an assessment
- a symbol bank
- a word bank
- finger or eye pointing.

## Specialised equipment and resources

Some students may need to use specialised equipment and resources to complete an assessment. For example, a student may use:

- a computer or word processor
- communication devices
- symbol systems
- combinations of systems
- text-to-speech, speech-to-text or text-to-symbol software
- a talking calculator
- a Braille machine.

## 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**

Response	Year plan considerations
<b>Verbal, written and non-verbal</b>	Adjustments may include: <ul style="list-style-type: none"><li>• listing how each student prefers to respond</li><li>• identifying how to support new and different ways to respond.</li></ul>
<b>Specialised equipment and resources</b>	Adjustments may include: <ul style="list-style-type: none"><li>• listing the equipment and resources (technical and digital) that are appropriate to support learning and enhance individual student responses</li><li>• documenting the training and support required when students learn to use new equipment and resources.</li></ul>

### Australian Curriculum unit overviews

Tables 2–4 show how selected learning experiences and assessment from three exemplar unit overviews can be adjusted to suit students' needs.

**Table 2: Examples of adjustments — Year 3 Mathematics: Exploring shapes and angles**

Response	Learning experience/assessment	Adjustments may include:
<b>Verbal, written and non-verbal</b>	<ul style="list-style-type: none"> <li>Set up a mathematical learning log to record all evidence of learning throughout the unit (p.6)</li> </ul>	<ul style="list-style-type: none"> <li>providing a list of mathematical words and symbols for the student to use</li> <li>allowing the student to use computer programs that support written and/or oral responses</li> <li>encouraging the student to use actions to assist in their explanations</li> <li>creating a digital learning log of verbal responses and actions to record demonstrations of learning</li> </ul>
<b>Specialised equipment and resources</b>	<ul style="list-style-type: none"> <li>Take photos of angles in the environment (p.6)</li> </ul>	<ul style="list-style-type: none"> <li>supporting the student to focus on the requirements of the task</li> <li>supporting the student to transfer the images from the camera to a computer</li> <li>placing the camera on a tripod</li> <li>securing the camera using the hand grip</li> </ul>

**Table 3: Examples of adjustments — Year 6 Science: Our changing world**

Response	Learning experience/assessment	Adjustments may include:
<b>Verbal, written and non-verbal</b>	<ul style="list-style-type: none"> <li>Research: Interview (Multimodal) (p.5)</li> </ul>	<ul style="list-style-type: none"> <li>ensuring a choice of response modes are accessible to the student to enable them to demonstrate what they know</li> <li>exaggerating non-verbal actions to prompt the student to focus</li> </ul>
<b>Specialised equipment and resources</b>	<ul style="list-style-type: none"> <li>Investigate, analyse and interpret a model of Earth's internal structure (p.7)</li> </ul>	<ul style="list-style-type: none"> <li>enlarging the model</li> <li>making explicit links to real life by investigating excavations or viewing filmed resources.</li> </ul>

**Table 4: Examples of adjustments — Year 9 English: Language online**

Response	Learning experience/assessment	Adjustments may include:
<b>Verbal, written and non-verbal</b>	<ul style="list-style-type: none"> <li>Present a spoken/signed analytical discussion about the development of an e-zine from concept to final product, exploring the role editing and reviewing had in its development (p.7)</li> </ul>	<ul style="list-style-type: none"> <li>providing non-verbal prompts to encourage the student to recall ways to analyse the e-zine</li> <li>using a structure/template for the student to use for their analysis</li> <li>using tools or prompts to support the student's spoken response</li> </ul>
<b>Specialised equipment and resources</b>	<ul style="list-style-type: none"> <li>Create an online interactive space to review and edit their own and each other's work (p.7)</li> </ul>	<ul style="list-style-type: none"> <li>giving step-by-step directions to support the development of an interactive space</li> <li>ensuring time is allocated for the student to practise using software programs and recognising software icons</li> <li>ensuring access to appropriate technologies is provided to meet the support needs.</li> </ul>

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

## More information

Please email the Australian Curriculum Branch at [australiancurriculum@qcaa.qld.edu.au](mailto:australiancurriculum@qcaa.qld.edu.au) or phone 07 3864 0462.