



## Children with disability: Planning adjustments

This resource assists teachers to plan and document adjustments to include a child with disability in their kindergarten program.

Allow approximately 30 minutes per section to reflect on the information provided.

These resources support teachers to meet Standards 1, 2 and 3 of *the Australian professional standards for teachers*.

### Inclusive strategies

<b>Timing</b> <i>Providing extra learning time, e.g. 'chunk' learning tasks into small, manageable steps</i>	Adjustments to allow children extra time to focus on learning opportunities throughout the day.
<b>Scheduling</b> <i>Programming, e.g. provide hands-on activities</i>	Adjustments to planning and opportunities to demonstrate how learning experiences are programmed.
<b>Setting</b> <i>Learning environments, e.g. minimise visual distraction</i>	Adjustments to the location where children learn and demonstrate what they know and can do.
<b>Presentation</b> <i>Delivery of learning, e.g. modify instructional language</i>	Adjustments to how learning experiences are presented to children.
<b>Response</b> <i>Different ways to demonstrate learning, e.g. use technology for child to demonstrate their learning</i>	Adjustments to how children are able to respond to learning experiences demonstrating what they know and can do.

### Documenting inclusive strategies

When planning for children with disability and documenting strategies, consider:

- inclusive strategies in combination with each of the five learning and development areas: identity, connectedness, wellbeing, active learning, and communicating
- how adjustments are made across your program, e.g. indoors, outdoors, group experiences and routines and transitions
- monitoring and documenting children's learning day-to-day and over time
- how information will be shared throughout the year with parents and other professionals
- regularly reviewing and refining adjustments as children's learning develops.

# Identity

Key focus	Significant learnings
<b>Building a sense of security and trust</b>	<ul style="list-style-type: none"> <li>• a sense of being safe and accepted and supported</li> <li>• a sense of belonging and confidence with others</li> </ul>
<b>Acting with increasing independence and perseverance</b>	<ul style="list-style-type: none"> <li>• organising self and belongings and managing routines</li> <li>• making choices</li> <li>• willingness to keep trying</li> </ul>
<b>Building a confident self-identity</b>	<ul style="list-style-type: none"> <li>• pride and confidence in who they are, their family and culture</li> <li>• pride and confidence in their strengths and abilities</li> <li>• confidence in themselves as learners</li> </ul>

Inclusive strategies to consider				
<b>Timing</b> <i>Catering for extra learning time</i>	<b>Scheduling</b> <i>Programming</i>	<b>Setting</b> <i>Learning environments</i>	<b>Presentation</b> <i>Delivery of learning</i>	<b>Response</b> <i>Different ways to demonstrate learning</i>

Specific adjustments: Identity	
Child: ..... Date: .....	
<b>Outdoor</b>	
<b>Indoor</b>	
<b>Group experiences</b>	
<b>Routines and transitions</b>	

# Connectedness

Key focus	Significant learnings
<b>Building positive relationships with others</b>	<ul style="list-style-type: none"> <li>• skills for connecting with and relating to others</li> <li>• awareness of own and others' rights and responsibilities</li> <li>• understandings about fairness</li> </ul>
<b>Showing increasing respect for diversity</b>	<ul style="list-style-type: none"> <li>• ways to respond to others with respect</li> <li>• interest in their own and others' cultures and heritages</li> <li>• exploring aspects of culture and similarities and differences among people</li> <li>• an awareness of bias and stereotyping</li> </ul>
<b>Showing increasing respect for environments</b>	<ul style="list-style-type: none"> <li>• caring for and respecting environments</li> <li>• ways to investigate and understand natural and built environments</li> <li>• exploring interactions between people and environments</li> </ul>

Inclusive strategies to consider				
<b>Timing</b> <i>Catering for extra learning time</i>	<b>Scheduling</b> <i>Programming</i>	<b>Setting</b> <i>Learning environments</i>	<b>Presentation</b> <i>Delivery of learning</i>	<b>Response</b> <i>Different ways to demonstrate learning</i>

Specific adjustments: Connectedness	
Child: ..... Date: .....	
<b>Outdoor</b>	
<b>Indoor</b>	
<b>Group experiences</b>	
<b>Routines and transitions</b>	

# Wellbeing

Key focus	Significant learnings
<b>Building a sense of autonomy and wellbeing</b>	<ul style="list-style-type: none"> <li>delight in making decisions and choices (agency)</li> <li>courage and resilience to manage change and challenges</li> <li>ways to understand and regulate emotions</li> </ul>
<b>Exploring ways to show care and concern and interact positively with others</b>	<ul style="list-style-type: none"> <li>interest in and desire to interact with others</li> <li>considering and empathising with others</li> </ul>
<b>Exploring ways to promote own and others' health and safety</b>	<ul style="list-style-type: none"> <li>ways to manage personal hygiene and self-care</li> <li>ways to stay healthy and safe</li> </ul>
<b>Exploring ways to promote physical wellbeing</b>	<ul style="list-style-type: none"> <li>control and strength for manipulating objects, tools and equipment</li> <li>large movement skills, movement control, coordination and strength</li> <li>confidence to engage in movement challenges</li> </ul>

## Inclusive strategies to consider

Timing	Scheduling	Setting	Presentation	Response
<i>Catering for extra learning time</i>	<i>Programming</i>	<i>Learning environments</i>	<i>Delivery of learning</i>	<i>Different ways to demonstrate learning</i>

## Specific adjustments: Wellbeing

Child: ..... Date: .....

<b>Outdoor</b>	
<b>Indoor</b>	
<b>Group experiences</b>	
<b>Routines and transitions</b>	

# Active learning

Key focus	Significant learnings
<b>Building positive dispositions and approaches toward learning</b>	<ul style="list-style-type: none"> <li>enthusiasm for learning and curiosity</li> <li>problem solving and investigating</li> <li>applying and reflecting on learning</li> </ul>
<b>Increasing confidence and involvement in learning</b>	<ul style="list-style-type: none"> <li>confidence, interest and involvement in learning</li> <li>making choices and organising resources for learning</li> <li>ways to contribute to learning conversations</li> </ul>
<b>Engaging in ways to be imaginative and creative</b>	<ul style="list-style-type: none"> <li>a sense of wonder, imagination and creativity</li> <li>ways to creatively represent ideas, feelings and experiences</li> </ul>
<b>Exploring tools, technologies and information and communication technologies (ICTs)</b>	<ul style="list-style-type: none"> <li>using tools and technologies in play and active learning</li> <li>using information and communication technologies for a range of purposes</li> </ul>

Inclusive strategies to consider				
<b>Timing</b> <i>Catering for extra learning time</i>	<b>Scheduling</b> <i>Programming</i>	<b>Setting</b> <i>Learning environments</i>	<b>Presentation</b> <i>Delivery of learning</i>	<b>Response</b> <i>Different ways to demonstrate learning</i>

Specific adjustments: Active learning	
Child: ..... Date: .....	
<b>Outdoor</b>	
<b>Indoor</b>	
<b>Group experiences</b>	
<b>Routines and transitions</b>	

# Communicating

Key focus	Significant learnings
<b>Exploring and expanding ways to use language</b>	<ul style="list-style-type: none"> <li>spoken and nonverbal communication</li> <li>age-appropriate speech patterns, vocabulary and sentence structures</li> <li>using language for a range of purposes</li> <li>skills for listening and taking turns in conversations</li> </ul>
<b>Exploring and engaging with literacy in personally meaningful ways</b>	<ul style="list-style-type: none"> <li>positive engagement with a variety of print and multimedia texts and the arts</li> <li>exploring symbols and patterns in language</li> <li>exploring text purposes and meanings</li> <li>confidence and interest in exploring reading and writing behaviours</li> </ul>
<b>Exploring and engaging with numeracy in personally meaningful ways</b>	<ul style="list-style-type: none"> <li>exploring number symbols and their purposes</li> <li>confidence and interest in counting and exploring patterns and relationships</li> <li>exploring mathematical thinking, concepts and language.</li> </ul>

Inclusive strategies to consider				
<b>Timing</b> <i>Catering for extra learning time</i>	<b>Scheduling</b> <i>Programming</i>	<b>Setting</b> <i>Learning environments</i>	<b>Presentation</b> <i>Delivery of learning</i>	<b>Response</b> <i>Different ways to demonstrate learning</i>

Specific adjustments: Communicating	
Child: ..... Date: .....	
<b>Outdoor</b>	
<b>Indoor</b>	
<b>Group experiences</b>	
<b>Routines and transitions</b>	