

# REVIEW OF PROTOCOLS FOR MODIFIED AND ADJUSTED STUDENTS

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TIMOTHY ALLAN, AD 2018



# SAMPLE ADJUSTMENT FORM

STUDENT NAME: ██████████

ISSUE	POSSIBLE ADJUSTMENT	PARENTS/CARER'S CONSULTED	RAMIFICATIONS	REVIEW TIME FRAME
ASD  Possibly some inattentive ADHD – under investigation at the moment  Modify English, Maths, Humanities, Science	Give clear, simple and concrete instructions before commencing any task, ensuring that all reading part of the activity has been done...and understood by ██████  Ensure work commences and continues  Use visual timetable and contextual cues  Scaffold work – amount and standard of, to avoid day dreaming  Build self-esteem – easily crushed, gives up easily  Acknowledge the tasks that he finds difficult and support as required.  Reward achievement and perseverance (email home or note in diary)  Need to check he is on task – won't ask for help  May need some modification (tests, instruction sheets, assignments)  Wears Glasses – need to remind him to wear them and seat him near the front of the room	yes	Self Esteem  Non achievement  Feelings that he cannot achieve at anything	End semester
	Teachers please note if you are making additional adjustments that are not listed, please do so in the space below. Please note if you have not needed to make the adjustments noted. <b>DO NOT EDIT THE TEXT ABOVE</b> note your changes below			

# SAMPLE ROLL

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**Special Needs:** Level 7

**Medical Comments:** T3 2016  
Injury to (R) wrist - damage to  
ligaments/cartilage.

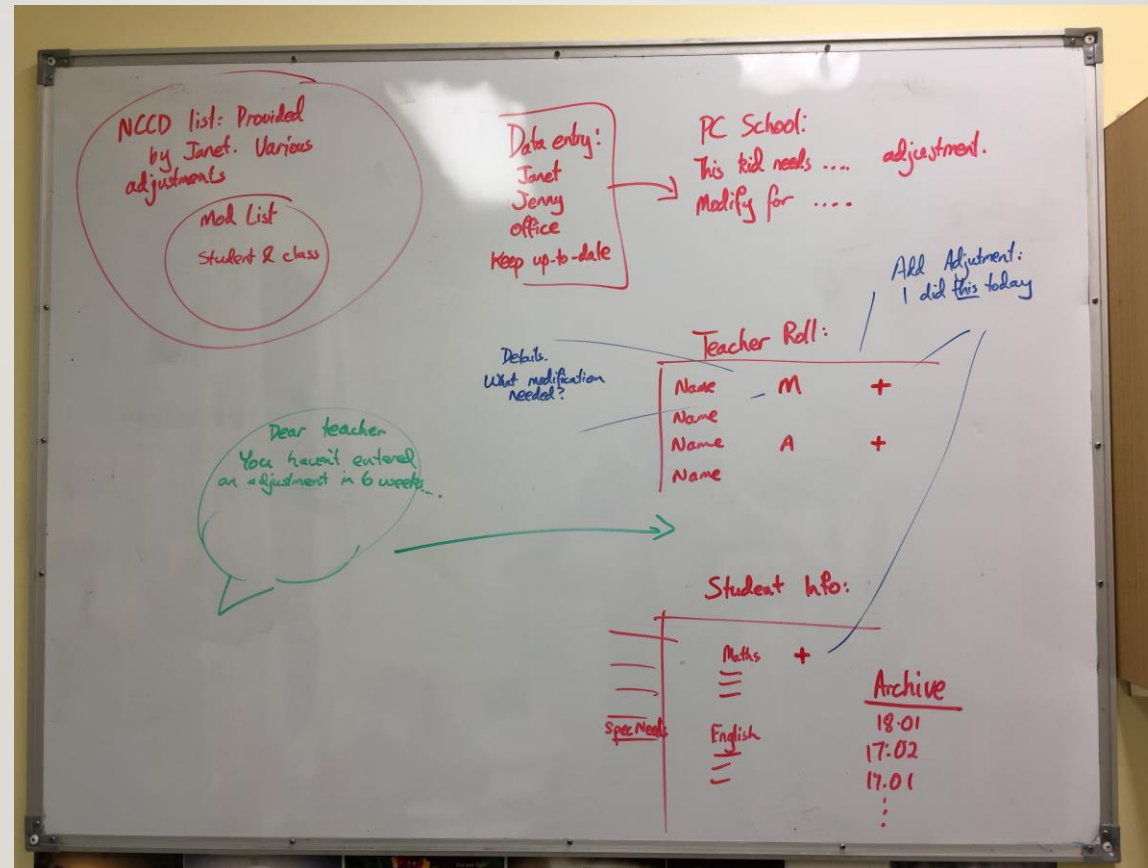
# SAMPLE NCCD REPORT

Completed for approximately 200  
students

## Year 9 student requiring Substantial adjustment (Cognitive).

Teacher	Subject	Dated Adjustments
Tim Allan	Maths	Care put into seating plan to keep away from distractions and find a setting where he can work consistently, but the ideal spot has not been found. I've checked in with him one-on-one when possible, but he is reluctant to ask for help. Extra assistance offered through Maths Tutorial, usually declined. All assessments modified to remove requirements for more abstract thinking and focus on more basic skills. In some contexts (especially the final test, week 6) I set only specific textbook sections for him to study, to reduce the overall study load.
OLNP	Geography	Term 2 - 2018 Care put into seating plan to keep away from distractions and find a setting where he can work consistently, but the ideal spot has not been found. I've checked in with him one-on-one when possible, but he is reluctant to ask for help. was given extra prompting to try and include him in class discussions but was reluctant to ever participate.
PRIP	CLS	was moved on occasion to help with tendency to be easily distracted. He required multiple promptings to work on set tasks and additional information about what was required. Despite being on modified criteria in this class and repeated prompting to work on the assignment, submission was late and his exam was incomplete.
KELA	ENGLISH	Week 1 onwards - Instructions were given visually and verbally. Extra time was provided when needed. Tasks were broken down in to more manageable pieces when required. Verbal questions to check for understanding. also received attention from a teachers Aid for a double lesson once a week.
CROE	Science	Week 1 onwards - Instructions given verbally and written on the

# BRAINSTORMING



# WHERE TO FROM HERE?

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