

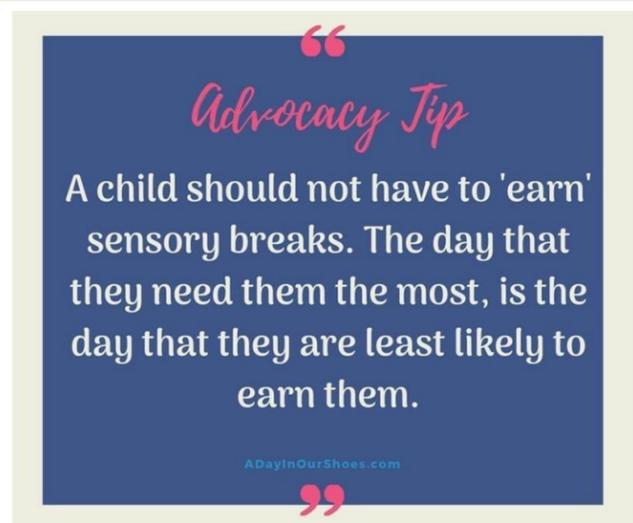
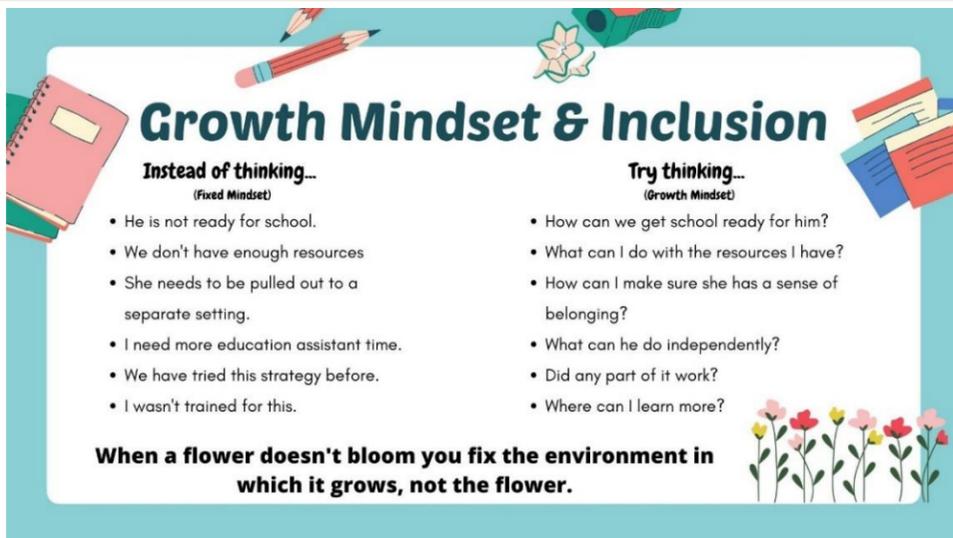
# SBH SCHOOL TIPS

## Catering for diversity using the Australian Curriculum

### Inclusive Strategy: Presentation

Presentation is one of inclusive strategies which refer to the conditions under which students with disabilities engage in learning experiences and assessment tasks. This strategy of presentation focuses on how an assessment appears or is communicated to a student. When making adjustments related to presentation, teachers may consider-

1. **Cues and prompts** – may allow a student with disabilities to complete an assessment or sections of an assessment by highlighting keywords 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 to help a student remain focused on the assessment, move forward or stop, to allow the student to refocus when there are distractions.
2. **Directions** – adjustments to the directions given to the student with disabilities can be made in different ways, for example, read aloud to the student, read more than once, presented as pictures, symbols or signed, emphasized using coloured highlighting for keywords, or presented using text-to-speech software to assist the student to read text from a computer screen.
3. **Specialist equipment and resources** – some students with disabilities may require specialized equipment and resources to complete an assessment or sections of an assessment for several 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 or directions or need to use alternative communication systems. Some examples of resources teachers can use are books that have been made into movies given to a student as a visual and auditory way to assess literature. Other students may require a word processor to complete lengthy written tasks.
4. **Format of the text** – adjustments to the format of the text can be made in many ways, for example, braille, large print and/or changes to letter and sentence spacing, less text on the page, text-to-speech text or audio text.



### Communication Support Through Assistive Technology

Students with Spina Bifida and/or Hydrocephalus may experience difficulties with their communication, understanding and literacy skills. These difficulties may involve:

- visual-spatial difficulties
- attention and concentration
- comprehension/receptive language
- expressive vocabulary
- verbal and/or written expression
- fine motor skills
- auditory memory

It is important to note that Spina Bifida can occur independently from Hydrocephalus and vice versa, however often coexist. The difficulties listed above may occur due to impacts of these conditions as well as the often-related Arnold Chiari Malformation and potential detethering. Children's learning may also be impacted simply by the missed schooling during extended hospitalisation and rehabilitation periods.

Introducing technology to enhance a multisensory learning environment, catering for different learning styles can be the catalyst to a stimulating learning environment for all learners. It can be hard to know where to look for the right technology and develop useful strategies. In some cases, it can be expensive but even this aspect of accessibility is being challenged with an increase in free and low-cost items. Assistive technologies offer opportunities for all students to have access to the curriculum to work in the classroom along with their peers.

Assistive Technology allows users to work through their strengths to cope with any weaknesses. Some programs that offer text to speech allow a user so to listen whilst reading the text not just depend on the visual input or have the text highlighted to help with tracking words. Spell checking with text to speech can also help users tell which word they really wanted to use. Typing may be easier than writing and encourage the deciphering of confusing words through the tactile feedback from the keyboard and letter patterns that emerge for example 'were' and 'where' use different finger positions. Students with Spina Bifida and/or Hydrocephalus may demonstrate difficulties with accessing and interpreting stimulus. Assistive technology is a tool that provides support to the student to improve their access to the classroom materials.

Please contact the SBH Education Team to enquire for your student's technology needs.

