What we differentiate

CONTENT
Consider what knowledge & skills is to be delivered from the curriculum

Considerations:
- Identify operational level through data collection & analysis
- Refer to Australian Curriculum & Guide To Individual Learning to identify content at appropriate continua level
- Additional, individualised goals
- Ensure content is age appropriate
- Reduce complexity of content
- Reduce amount of content
- Deliver utilising Explicit Teaching model

PRODUCT
The documented evidence of student's learning

Considerations:
- Is a differentiated GTMJ required
- How will evidence be collected for individual students
- Task variety (verbal, visual, written)
- Student Choice of task
- Authentic evidence (e.g. community based assessment)
- Evidence collected over time
- Monitoring tools to inform adjustments to teaching across the semester

PROCESS
The activities and tools students use to access the content

Considerations:
- Offer multiple modes of learning (e.g. auditory, visual, kinaesthetic, sensory)
- Reflect on students strengths
- Generalising – same content in different learning area/environments
- Utilise cues/support using least to most hierarchy
- Student grouping
- Task validity & connectedness (link to real world & functional application)
- Sequential lessons towards assessment & evaluation

LEARNING ENVIRONMENT
The physical and emotional setting within the classroom.

Considerations:
- Accepting (non-judgemental)
- Consideration of behavioral triggers
- Refer to individual behavior plans
- Engaging materials
- Possible learning spaces (e.g. quiet space)
- Flexible grouping
- Time for tasks

HOW we can differentiate

Teachers' can use the following approaches to respond to the individual student's learning needs. Teachers may also have their own approaches which extend beyond these suggestions.

Adjustments:
- Review prior learning
- Chunking content (breaking down content into manageable amounts)
- Providing exemplars
- Incidental teaching
- Repetition of skill
- Revision of prior learning
- Spiral format – revisit concepts daily

Adjustments:
- Ensure student understands what is expected
- Students communication system is available at all times
- Vary task when required, but ensure the assessment is not compromised
- Success criteria for student
- Motivating feedback system
- Varied working arrangements

Adjustments:
- Offer multiple modes of learning (e.g. visual, kinaesthetic, sensory)
- Explicit teaching of associated language
- Modelling
- Repetition of skill, with variety
- Graphic organisers
- Utilise visual/verbal cues (least to most)
- Communication system (PODD, P2G, keyword sign)
- 1 step instructions – reduced language level
- Wait (processing) time
- Alternate pencils (alternate keyboard, flip chart, iPad etc.)
- Slope board
- Adapted texts (enlarged font, eBook etc)
- Concrete materials
- Interactive software (switch accessible)
- Switches
- 1:1 support: small group: buddy
- Visual sequence of task
- Extended time

Adjustments:
- Ongoing access to communication system
- Visual schedule
- "Working for" card
- "First/Then" visuals
- Aural/visual timer
- Breaks between steps
- Sensory objects
- Wiggle seat/Fit ball
- variety of materials, learning spaces, complex intellectual tasks
- varied groupings (permitting high mobility)
- Rewards system
- "Time out" request card
- Allocation of staff for 1:1

Differentiation is:
- Clarity of curriculum intent
- Teachers knowing where each student is operating & delivering learning to support progress
- A teachers response to each learner's needs
- A cycle of assessment & feedback which informs ongoing adjustments & flexibility in daily teaching activities
- Understanding of individual students learning needs to support them towards success