Menu of Adjustments and Resources/Support – 7 C’s (Sample ideas not an exclusive list)

Highlight adjustments used in class – add additional

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| Cognition  *Adjustments*   * Concise instructions * Chunk key information * Ask learner to paraphrase * Use visual prompts * Make explicit the implicit * Ask questions * Provide extra time | Communication  *Adjustments*   * Combine instructions with modelled demonstrations and or visual prompts * Use of gesture, shared communication cards/aids * Model ‘my turn, your turn’ structure and expectation * Use photos and film clips * Check out understanding at start of the session * Remain mindful of literal language | Creativity  *Adjustments*   * Use questions to promote alternative thinking * Mode ‘wondering’ and ‘contemplation’ * Share own examples and create interests * Promote self-directed learning opportunities and options for recording * Model ‘courage’ and ‘having a go’ at something new * Promote positive expectations and trust in learners | Control  *Adjustments*   * Integrate reminders of learning behaviour expectations * Proximal praise * ‘Notice’ and signal positive actions * Model a language of emotions and connect to actions * Celebrate effort and resiliency * Informative praise and feedback |
| *Resources and Support*   * Paired working and Peer Mentor * Voice record key instructions for playback * Artefacts or visual resources * Partially completed writing frames or worksheets * Adult mediator to ask questions and promote reflections * Shorter task with greater time | *Resources and Support*   * Visual timetable * Key word cards or paddles * Visual apparatus * Adult mediator * Peer Partner * Circle of Friends * Social Stories | *Resources and Support*   * Ensure access to a range of creative resources/materials and encourage self-selection and application * Use of personal goal-setting and positive rewards * Access to laptops, iPads, voice recorders, film cameras for capturing ideas | *Resources and Support*   * Feelings or My Choices diary * Class or individual token reward system * Feelings and or emoji cards * Adult to remind and reinforce positive choices or actions * Achievement Record/Scrapbook of Success * Camera to capture positive experiences and success * Positive ‘I can’ posters * Access to retreat space |

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| Compassion  *Adjustments*   * Monitor friendship groups and broker connections if necessary * Teach games or activities for learners to play * Encourage self-selection and decision making using structured choices * Ask learners to identify what they think they have done well that day * Remain fair and consistent and refer to agreed class rules | Co-ordination  *Adjustments*   * Plan some tasks that do not require writing * Notice the sensory environment, alter desk layout or adjust blinds * Encourage standing, sitting and movement between tasks * Model movement an encourage rehearsal * Remind learners about posture and ensure furniture ‘fits’ learner | Curriculum  *Adjustments*   * Effective differentiation with integrated personalisation * Read written information * Recap on learning rules * Explicitly define the purpose of the learning and how it can be used again * Recap on subject specific language and ensure access for all * Adjust the curriculum so interesting and relevant for all | General  *Adjustments*   * Talking partners * Time to think * Hands up if …. * Quizzes * Positive praise and encouragement * Explicit and relevant feedback * Learning walks and visual prompts * Resource packs for key information |
| *Resources and Support*   * Friendship bench or bus stop * Learner interest groups * Personal Achievement Record * My thoughts bubble sheet * Class reward stickers or certificates to distribute and explain why * Compliments board | *Resources and Support*   * Voice recording software * Fine motor skills rehearsal sheets – circular, vertical and horizontal lines * Dot-to-dot, jigsaws, paper chains, snowflakes, colouring and cutting tasks * Wobble board * Pencil grips, sloping board, posture cushions, weighted blankets * Ear defenders, headphones, sunglasses * Fiddle toys, putty | *Resources and Support*   * Reader pens, laptops, tablets, voice recorder, film recorders * Use of visual prompts and multimedia to aid access * Adult to mediate and pose questions * Peer mentor and modelled examples of expectations * Reference materials to aid independent learning | *Resources and Support*   * Adults to mediate and or reinforce a skill or a learning behaviour * Visual prompts and equipment * Range of alternative recording devices * Peer grouping that provides modelled examples * Task checklists and organisation prompts |