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
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| *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
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| *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
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