# **Part 4 | In the classroom (1:20 mins)**

Elisabeth Rix – Service Manager, Regional Operations, Northern – explains adaptations to the environment and differentiations to the curriculum.

She talks about what this means for the whole class.

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| **Audio** | **Visual** |
| **No narration** | [on the left side of the screen]cover of *Collaboration for Success*[on the right side of the screen]Collaboration for Success Presentation ExampleThis video series is a guide on how to present the CFS PowerPoint presentation to groups such as a school community or a child’s IEP team.There are six parts in this video series.Part 4 | In the classroom (1:20 mins) |
| **Elisabeth:** So, adaptations and differentiations.  When we look at adaptions, we’re thinking of adaptions to our environment. Differentiation is usually to the curriculum content. | 9.3 Adaptions and differentiations to the school and classroom curriculum. The 2010 literature review summarises what are sometimes called “adaptions and differentiations” to make the curriculum more accessible. (Mitchell et al., 2010, pages 64-65).  **Adaptions** are changes to the school and classroom environment, teaching and learning materials, and associated teaching strategies. These changes support students to access and respond to the school and classroom curriculum.  **Differentiations** are changes to the content of the school and classroom curriculum and expected respond to it. These changes support students to experience success. |

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| **Elisabeth:** We can adapt the content in teaching and learning materials, and we can present complex content in a simpler way.  Again, by being really careful with the language we use in the processes.  (pause)  Multiple ways to present information – photos, worksheets, and assistive technology.  One of the important things when we’re considering children’s learning is including activities that reflect their preference.  So, the student first of all is a member of that class rather than a student with a special need or disability.  And their needs can be met in many different ways.  When and where an IEP is appropriate, it will outline how the curriculum can be adapted and differentiated.  We want those IEP goals to be imbedded in everyday classroom practice. | Adaptation and differentiations  * Adapt the content, teaching and learning materials, and expected responses. * Present complex content in a simpler way. Include activities that reflect a student’s preferences. * Provide multiple ways work for the student to express what they know, such as use of photos, worksheets, assistive technology. * Allow students more time to respond to learning materials. * Coach peers to provide effective support in, for example, small group work. |