**Reasonable Adjustment and Inclusive Practice – Handout**

**Activity 1**

*In the table below list the common challenges that you have experienced when you are considering supporting learners in your RTO/s with the use of inclusive practices and reasonable adjustment – For this activity – only complete* ***COLUMN 1 and COLUMN 2****.*

|  |  |  |
| --- | --- | --- |
| **1. Common Challenges** | **2. Causes** | **3. Possible Actions** |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

**Activity 2 – First aid training**

*For each of the 5 examples provided below, record in the table following the:*

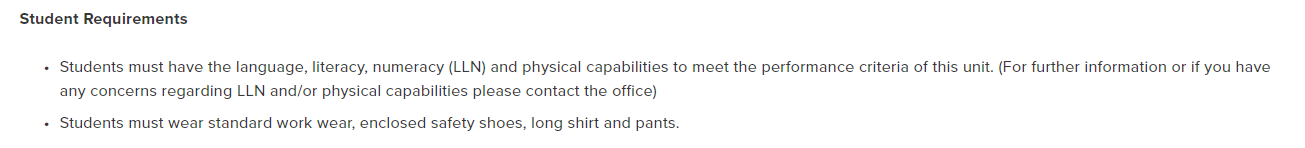
* *positives*
* *negatives*
* *what changes would you make?*

**Example 1**

Text

Description automatically generated

**Example 2**



**Example 3**

Graphical user interface, text, application

Description automatically generated

**Example 4**

Text

Description automatically generated

Text

Description automatically generated**Example 5**

**Your notes:**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Positives** | **Negatives** | **Changes** |
| **1** |  |  |  |
| **2** |  |  |  |
| **3** |  |  |  |
| **4** |  |  |  |
| **5** |  |  |  |

## Activity 3 - Analysing a unit of competency – Learner with Asperger’s who is literate and has numeracy challenges.

*Consider the below completed example and then consider the ‘Sample Cash / Calculator Sheet’ on page 5.*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **National Unit Code and Title:** SITEEVT003 - Coordinate on-site event registrations (Release 1) | | | | |
| **Summary of the intent of the Unit:** prepare for and process on-site attendee registrations at events. It requires the ability to collect and collate all registration materials in advance of the event, set up the registration area, and check attendee registration details before admission. It applies to event operations personnel who operate with some level of independence and under limited supervision. They may work in event management companies, in event venues, or in organisations that organise their own events. This unit is relevant to many industry contexts, including the tourism, hospitality, sport, cultural and community sectors. | | | | |
| **Elements/Performance Criteria** | **Assessment requirements, evidence and conditions** | **Inherent requirements** | **Assessment Tasks** | **Potential Reasonable Adjustments** |
| **3. Process on-site registrations**.  3.1. Welcome attendees and provide information on venue and event features.  3.2. Check attendee registration details and provide event documentation and admission according to organisational procedures and event deadlines.  3.3. Identify, record and resolve registration discrepancies according to individual responsibility and organisational procedures.  3.4. Process on-site event payments.  3.5. Finalise registration records and pack or store registration resources. | **Performance evidence –** Take Payments  **Assessment conditions**  industry current templates for:   * attendee lists * financial administration of on-site event payments * registration reports   registration equipment and materials:   * attendee kits * cash float * computer | Recognition of currency and denominations  Able to calculate change amounts.  Management of a cash float | **Practical -** coordinate on-site registrations for at least two different types of events. | Visual Cash / calculator sheet is provided for the event. The learner practices with the sheet as part of the learning process. |
| **Comments**  Industry consultation has identified that more than 98% of all payments are made electronically, it is very rare for a cash payment to be made. A sample cash calculator sheet was provided to industry representatives. All agreed it could be used. Industry suggested it is not necessary to know which option of change was given, only how many people paid.  **Source: Access Plans for VET Educators** | | | | |

**Sample Cash / Calculator Sheet**

|  |  |  |
| --- | --- | --- |
| **One Day Registration $80** | **Customer gives you** | **Give back to the customer** |
| **Option 1**  Put a tick in the box for each person who pays you.  🗹 🗹 🗹 🗹 🗹      🗹 🗹 🞏 🞏 🞏  🞏 🞏 🞏 🞏 🞏  🞏 🞏 🞏 🞏 🞏  🞏 🞏 🞏 🞏 🞏 | RBA Banknotes: $100 Banknote | RBA Banknotes: $20 Banknote  **OR**  **Australian ten-dollar note - Wikipedia**  **Australian ten-dollar note - Wikipedia** |
| **Option 2**  Put a tick in the box for each person who pays you.  🗹 🗹 🞏 🞏 🞏  🞏 🞏 🞏 🞏 🞏  🞏 🞏 🞏 🞏 🞏  🞏 🞏 🞏 🞏 🞏  🞏 🞏 🞏 🞏 🞏 | Australian fifty-dollar note - Wikipedia  Australian fifty-dollar note - Wikipedia | RBA Banknotes: $20 Banknote  **OR**  **Australian ten-dollar note - WikipediaAustralian ten-dollar note - Wikipedia** |

# Activity 4 - Case Study – JANINE

*Read the profile for Janine provided below.*

*Review the possible strategies provided in the table on pages 7 and 8 of handout and select****5 strategies*** *you feel would work for Janine.*

*In the ‘Reason for Choice’ column of the table explain why you chose each of the 5 strategies.*

*In the webinar room chat box, list by number the 5 strategies chosen and for* ***one****, provide the reason it was chosen.*

## PROFILE

Janine is studying Certificate II in Automotive Cylinder Head Reconditioning (Light Vehicle) which runs Mondays and Tuesdays 8.00am to 4.45pm and Wednesday mornings 8.00am to 12pm and is very condensed over the 11 weeks.  There is a large element of practical work in the workshop to complete.  Janine used to serve in the navy. She is medicated for PTSD, anxiety and depression and her thinking ability is affected. She is concerned about how she will manage the practical in the workshop.

## IMPACT ON JANINE

* Disorganised thought processes
* Difficulty in making decisions
* Difficulty in organising and planning ahead
* Difficulty concentrating and remembering
* Lack of confidence and low self-esteem
* High levels of anxiety
* Learner appears tense, worried and restless
* Drowsiness and lethargy

## IMPLICATIONS FOR LEARNING

* Overwhelmed if given too much information
* Difficulty with time management and planning ahead
* Memory lapses
* Difficulty in recalling information
* Short attention span making it difficult to focus on the tasks
* May be distracted by racing thoughts and intrusive images affecting concentration
* Low expectations of own ability
* Being withdrawn or isolated in the class
* Oversensitive to negative feedback
* Rigid thinking patterns and inflexible approaches to tasks to manage anxiety
* Particularly anxious during assessment
* Difficulty functioning in the morning

## EVENT

Janine’s teacher generally teaches theory in the morning before heading to the prac room after lunch.  He expects the learners to put the theory into practice and he asks them questions whilst they are doing so. The teacher notices that whilst Janine is competently able to complete the practical tasks Janine struggles to answer the questions during the tasks, often demonstrating verbal self-doubt and fumbling with practical tasks as she tries to recall the information relating to the question.  He also notices that many learners are naturally drawn to working next to Janine. Janine is very popular at lunch time and the learner group rally around to ensure she is OK.

| **Inclusive Educator Strategies** | **Reason for Choice** |
| --- | --- |
| 1. Have patience with learner’s decision-making process; reframe or redirect the topic |  |
| 1. Set realistic achievable tasks and outcomes |  |
| 1. Provide extra time to complete learning activities where appropriate |  |
| 1. Help with study and organisational skills and learning to learn strategies |  |
| 1. Ensure opportunities to revise what was covered in the previous class |  |
| 1. Provide different types of learning activities in a session that show early success |  |
| 1. Allow for frequent rest breaks – if needed |  |
| 1. Minimise distractions in learning setting |  |
| 1. Prepare a quiet space for learners to work if necessary |  |
| 1. Simplify task instructions - one task at a time- smaller steps |  |
| 1. Help with identifying key information; class discussion and scaffolding the learning |  |
| 1. Empathise where a learner is experiencing difficulties and challenges |  |
| 1. Use a consistent teaching approach and keep variations to a minimum |  |
| 1. Make clear to all learners upfront that you are available for any issues and concerns |  |
| 1. Provide opportunities for interaction in pairs or small groups rather than just the whole class |  |
| 1. Give oral feedback in a positive manner supported by written feedback on assignments/assessments |  |
| 1. Acknowledge and understand that behaviour is often related to our well-being and mental health |  |
| 1. Always be ready to encourage learners to participate even where it may be challenging |  |
| 1. Work to include all learners in all activities |  |
| 1. Acknowledge frustration and try to understand/empathise with the cause |  |
| 1. Be calm, patient and empathise with how the learner is feeling ‘I can see that you are upset. Is there something I can do?’ |  |
| 1. Be ready and flexible to accommodate a learner needing  a break, coffee or a walk to calm down |  |
| 1. Show genuine interest in the learner’s well-being: seek common interest to connect with the learner |  |
| 1. Understand that disinterest in classroom activities is not necessarily a criticism of your teaching |  |
| 1. Ensure the learner has a reliable and effective system to communicate with you and if necessary, set aside a time each week to meet |  |
| 1. Have a structured daily or weekly timetable and prepare learners adequately for changes to schedules |  |
| 1. Plan for consistent strategies to deal with inappropriate behaviour, accepting that behaviour may relate to a communication need |  |
| 1. Focus on positive behaviour and the learner’s strengths |  |
| 1. Use and support a study mate system in class |  |
| 1. Negotiate with learner an option to take work home if needed |  |
| 1. Identify and discuss alternative formats with the learner prior to assessment: e.g. oral or practical demonstrations of competency |  |
| 1. Set realistic achievable goals and outcomes. Provide extra time to complete learning activities and reduce the number of activities if appropriate |  |
| 1. Contact Learner/Equity services immediately If concerned about a learner’s general wellbeing |  |
| 1. Other strategies |  |

**Source: Case study - Access Plans for VET Educators.**

**Your Notes /Questions**