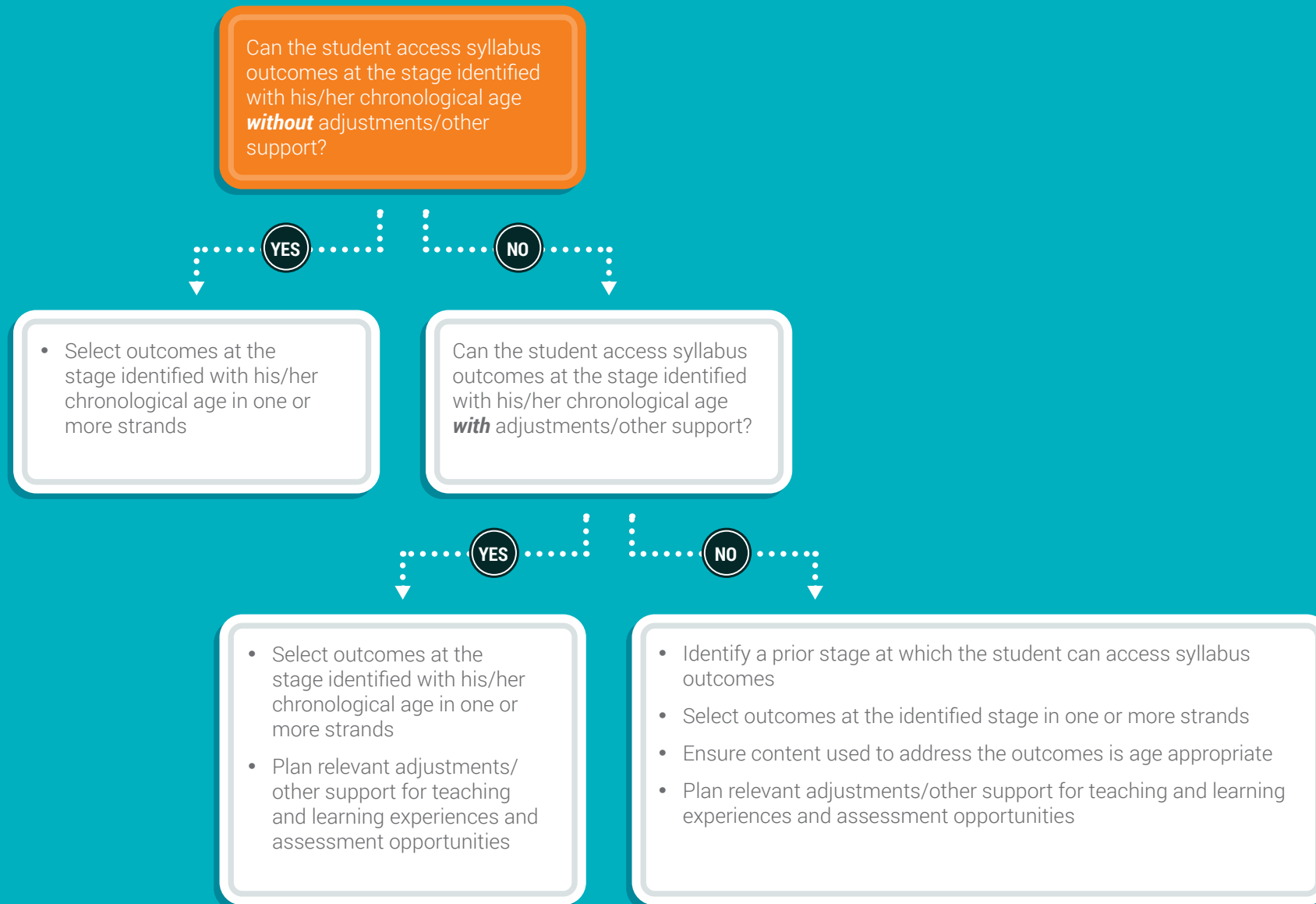


# The Collaborative Curriculum Planning Process



# K-6 Curriculum Options

## Curriculum options

There are several curriculum options for students with special education needs in K–6. Students may:

- engage with selected outcomes and content appropriate to their learning needs
- engage with syllabus outcomes and content with adjustments
- engage with outcomes from an earlier stage, using age-appropriate content.

## Adjustments to teaching and learning

Some students may require:

- adjustments to classroom organisation
- appropriate materials and resources that support teaching and learning activities, e.g. the use of technology, alternate formats such as large print, disk or Braille, simplified texts, subtitled DVDs; oral sign interpreters or readers and scribes; modification to equipment or furniture; and adjustments to enable participation in field trips and excursions
- adjustments to the amount of content to be covered in a particular lesson or unit or the time allocated to complete work
- consideration of their individual communication strategies, including verbal and non-verbal communication systems
- additional demonstration of key concepts and skills by the teacher, SLSO or a peer
- a range of appropriate learning activities with structured opportunities for guided and independent practice, as well as effective feedback
- additional support through group work, volunteer or peer tutoring.

## Support

Some students may require additional support beyond that required to demonstrate achievement on the same basis as their peers.

This support may be as well as or instead of adjustments, and may involve:

- visual and/or verbal prompts when undertaking classwork and /or assessments
- physical prompts and/or physical assistance when participating in an activity
- provision of partial information/responses to assist the student to demonstrate understanding of knowledge, skill or concepts.

### Nine Types of Adjustments

[READ MORE](#)



### Example of a Planning Proforma

