



# Learning Disability

### Reasonable Adjustments: Learning Disability

Reasonable adjustments refer to a “measure or action taken to assist a student with disability to participate in education and training on the same basis as other students”. They are designed to place students with disability on a more equal footing, and not to give them any kind of advantage.

Reasonable adjustments made for a student with disability must maintain the academic integrity of the qualification and not cause a health or safety risk for another student(s) or negatively impact upon the learning experience of another student(s).

Adjustments are negotiated to meet the needs of the individual student; this is predominantly done through a Student Support Advisor - AccessAbility. Student will register for support with AccessAbility and be provided with a Reasonable Adjustment Plan which will outline the recommended adjustments.

### To accommodate individual students:

Students who have learning disabilities that impact upon their ability to study may benefit from a range of inclusive teaching and assessment strategies. Some adjustments that are frequently used for students who have learning disabilities include:

- Provision of reading lists in advance of the course so that reading can begin early.
- Provision of summaries of key texts and concepts in lectures.
- Provision of written, step-by-step instructions for assignments and practical tasks.
- Provision of assistive technology such as speech recognition and text-to-speech software and smartpens for use in class, for assignments and in exams as appropriate.
- Additional tutor time to explain topics, tasks and any material presented on boards or PowerPoints and to explain processes and sequences in processes required by the course.



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- Provision of learner materials in preferred formats, including size of text, spacing and printing on coloured paper.
- Provision of a glossary of technical terms and professional jargon with a plain English explanation at the beginning of the course.
- Recorded lectures.
- Support with time management.
- Peer mentoring or additional learner support time to aid in organisation and time management and to provide additional orientation to equipment if required by the course.
- Provision of oral feedback in addition to, or instead of, written feedback.
- Extensions to deadlines where extensive reading and/or research has been required.
- Submission of outlines and drafts of assignments to allow feedback.
- Provision of additional time for reading and analysing questions and planning answers.
- Provision of a distraction-free environment where assistive technology can be used for exams.
- Oral instead of written answers in assignments and other assessment tasks where possible.
- Use of word processing software in exams to improve spelling.
- Provision of Irlen Filter Sheets.
- Provision of materials printed on appropriately coloured paper.

(ADCET, 2017)

### References

Adapted from ADCET (2017, June 15). Mental Health. Retrieved from Reasonable Adjustments Disability Specific: <http://www.adcet.edu.au/students-with-disability/reasonable-adjustments-disability-specific/mental-health/>

