



# Classroom Support & Adjustments

This guide is designed to support staff to implement reasonable adjustments in the classroom, therefore allowing students to reach their full academic potential and create an environment that promotes independence and success.

**Note: Please refer to the individual *Reasonable Adjustment Plan* for each student to determine which adjustment(s) listed here is applicable to their situation.**

| ADJUSTMENT                            | DESCRIPTION OF ADJUSTMENT  | REASONABLE ADJUSTMENT IN CLASSROOM/COURSE  |
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| <b>Attendance flexibility</b>         | A student may experience an exacerbation of their health condition during the study period and will be required to adjust their study schedule accordingly to manage their symptoms.                               | Speak to the student to determine their individual needs for this adjustment.<br><br>If you have concerns about a student's attendance record, contact the student to discuss the matter.        |
| <b>May need to leave during class</b> | A student may experience an exacerbation of their health condition during class and are required to leave the room to manage their symptoms.   | Allow the student to exit the room without requesting an explanation.  |
| <b>May need to stand during class</b> | A student may be unable to sit for the duration of the class.  | Allow the student to sit towards the side or back of the room so that they are able to stand or walk around to manage their symptoms.  |
| <b>Difficulty preparing for class</b> | A student may experience fluctuations in their symptoms, which make it difficult for them to focus on their studies and may impact on their ability to prepare for class, such as completing readings or homework. | Speak to the student to determine their individual needs for this adjustment.<br><br>If you are concerned about the student's preparation, discuss this with the student outside of class times. |



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| <b>Difficulty participating in class</b>         | A student may experience difficulty interacting with others in class or contributing to class discussions due to the impact of their disability or medical condition.  | Allow student to contribute to discussions of their own accord when able to do so.<br><br>If you have concerns about how this may impact on the student's academic achievement, please discuss alternative arrangements with the student. |
| <b>Difficulty being called upon during class</b> | A student may experience increased anxiety when called upon during class, reducing their ability to follow along with class discussions and may even prevent them from attending class.  | Allow student to contribute to discussions of their own accord when able to do so.  |
| <b>Facing the class</b>                          | A student may rely on lip reading during class.  | Face the class as much as possible when delivering content.   |
| <b>Clarification of course content</b>           | A student may experience comprehension difficulties during class resulting in poor understanding of course concepts. This may be due to a receptive language difficulty or perhaps concentration difficulties caused by their medical condition. | Staff may be approached by a student to clarify course concepts despite the student being present during the class.   |
| <b>Repeating questions asked during class</b>    | A student may be unable to hear questions asked by their peers during the class.   | Staff may be required to repeat the questions using the microphone so that the student is able to follow the discussion and have the opportunity to contribute.   |
| <b>Student to sit at the front of the class</b>  | A student may need to sit near the front of the class due to their hearing impairment, so that the   | A student may need to sit near the front of the class due to their hearing impairment, so that the content is   |





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|  | content is audible and the student can see the teaching staff to effectively lip read.   | audible and the student can see the teaching staff to effectively lip read.  |
| <b>Teaching staff to wear microphone and/or amplifier for hearing device</b> | A student may rely on access to the FM hearing loops or use their own hearing device system, which requires the use of a microphone.   | Teaching staff may be asked by a student to wear an additional microphone or perhaps alter the positioning of their microphone.<br><br>When positioning a microphone, attach it in an upright position just under shoulder height and free from obstruction. A student may provide additional instruction if using their own device. |
| <b>Course materials provided in an electronic format prior to class</b>      | A student may need to reformat course materials prior to class or have access to them during class on their electronic device so they are able to follow along during class and/or effectively take notes.   | Provide early access to course materials where possible.   |
| <b>Early access to course materials</b>                                      | A student may be unable to progress with their course requirements in a timely manner or may experience periods of illness/exacerbation, which makes it difficult for them to meet deadlines for assessments or keep up with the required course readings. | Provide early access to course materials where possible.   |
| <b>Ergonomic furniture</b>   | A student with physical impairments may have ergonomic furniture in their class rooms.   | Staff may be approached by a student for help if their furniture is being used by other students.  |
| <b>Accessible formatting</b>   | Student may need course materials to be suitably formatted by AccessAbility.   | Teaching staff may need to provide course materials to AccessAbility so  |



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|                            |   | they can be suitably formatted for a student.   |
| <b>Captions for videos</b> | Student may need audiovisual materials that are presented during class or made available through Blackboard to be captioned.  | Ensure that any audiovisual materials presented during class or made available through Blackboard are captioned.  |
| <b>Support person</b>      | A student may have a support person/carer with them to help manage their disability or medical condition. This person is only attending classes as a support and should not be directly involved in classroom activities or discussions. Support persons/carers are advised to introduce themselves to teaching staff before the class commences. | Ensure that support persons/carers are integrated into the classroom.   |
| <b>Service dogs</b>        | A student may bring a service dog to class with them. The dog will be wearing a harness and identification.   | Allow the dog to enter the class room.<br>The dog may not enter a laboratory or be taken on placement.<br>Speak with the student about any specific requirements. |

Should a student present with a disability or medical condition, and require adjustments, please refer the student to the UON AccessAbility Team.