



# Acquired Brain Injury

## **Reasonable Adjustments: Acquired Brain Injury**

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.

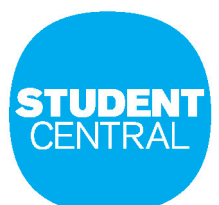
Reasonable adjustments made for a student with disability must maintain the academic integrity of the qualification and not cause a health or safety risk for another student(s) or negatively impact upon the learning experience of another student(s).

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 with Acquired Brain Injury may benefit from a range of inclusive teaching and assessment strategies. Some adjustments that are frequently used for students with ABI include:

- Access to copy of peer lecture notes.
- Professional note-taker for lectures, practicals or tutorials.
- Access to Student Access Study Centre if available on campus.
- Provision of a Practical Assistant within laboratories or workshops.
- Access to Assistive Technology, for example speech recognition, or screen reader and word prediction.
- Access to information in electronic formats.
- Arrangement of case management to assist studies and assess regular process.
- Arranging the specific scheduling of tutorial allocations with smaller class sizes or tutors with specific ABI expertise.
- Allowing students to be accompanied by support persons where required.





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- Arrangement for student to meet with faculty prior to starting to identify strategies for accommodating the implications of the disability in relation to the inherent requirements of any required practicums.
- Access to Assistive Technology or scribe in examinations.
- Examination timetable adjustments to allow for adequate time between exams and scheduling for times that capitalise on the student's maximum energy levels, such as morning or afternoon exams.
- Provision for moving around in class and examinations, for example stretching, lying on floor.
- Provision for additional toilet breaks during examinations.
- Provision of explicit, step-by-step instructions for tasks and assignments that assist in compensating for deficits in short term memory or ability to organise information.
- Provision of a peer mentor.

(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/>

