This resource is designed to support teachers, learning support officers and school leaders with differentiation and reasonable adjustment strategies for students with disability. It is recommended that the checklist is completed in consultation with the student and a parent/guardian or associate. Note: this checklist is only a sample, listing a selection of strategies that may support full participation of students with disability.

**Differentiation Checklist – Student Learning Style Identifier**

|  |  |  |
| --- | --- | --- |
| **Student** |  | |
| **Year Level** |  | |
| **Date Completed** |  | |
|  | | |
| **Environment** – In the classroom | **Process** – What your teacher can do | **Product** – Help with my assessment |
| □ I need a low distraction area  □ I like being in a seating plan  □ I like to sit near a positive peer role model  □ Small group learning helps me understand  □ The teacher needs to stand near me when giving instructions  □ I need a chill out space/safe space in the classroom  □ A lesson schedule would help me be more organised  □ Too many posters/visuals are distracting while I’m learning  □ I need breaks between activities  □ I would benefit from a behaviour monitor  □ A reward system would motivate me to learn in class  □ Other – please outline below | □ Adjust my workload during class  □ Allow extra time for me to complete my work  □ Slow down the pace of instructions so that I can understand  □ Give shorter and clearer instructions  □ Provide me with notes before class so I can read over them  □ Revise each topic/skill before we move on to the next one  □ Ask me to repeat instructions out loud to check that I understand  □ Give me more reminders to stay on track in class  □ Give me real-life examples of what we are learning about  □ Highlight the important information on my worksheets  □ Use posters in the classroom to remind me about what I’m learning  □ Use larger fonts on my worksheets  □ Make my worksheets simple to read and understand  □ Use easier words on my worksheets  □ Allow me to have instructions read to me, or use the reader pens  □ Use more diagrams to explain what we are learning  □ Give me feedback each week on how I am going  □ Give me opportunities to use my interests and passion in class work  □ Break up class work into smaller chunks  □ Other – please outline below | □ I would like to do practice tests before exams  □ I would like to be able to type my work rather than hand write  □ A note-taker may be helpful for me when learning new information  □ It helps when someone reads me the questions in an exam  □ Multiple choice questions help me to work out answers  □ Scaffolding help me to complete my assessment  □ Tables and diagrams help me to understand information in tests  □ I need lots of room to write on exam and in assignments  □ A scribe would be helpful when I am doing exams  □ Short breaks in exam would help me to concentrate  □ Extra time in exams would help me finish all my work  □ Examples in tests would help me to figure out my answers  □ I would benefit from being in a quieter space for exams and assignments  □ Other – please outline below |
| **Additional Comments or Information** | | |