

SHELBY

PROFILE

Shelby is 18 years old and is studying a full-time Certificate IV in Community Services. Shelby graduated from high school with a Certificate III in Community Services and would like to use the Certificate IV as a bridge to university studies. Shelby experiences cerebral palsy. She uses an electric wheelchair and has some mobility off the chair. Shelby finds it difficult to use her hands and arms especially for fine motor tasks. Shelby is a humanitarian temporary visa holder and lives with her parents and five siblings. Due to her visa status, Shelby cannot access NDIS support.

Shelby has a notetaker assigned to her in class. Shelby's speech is difficult to understand at times and unfortunately the speech to text technology is not accurate. The notetaker can only scribe for Shelby and assist in tutorial sessions. The scribe cannot assist with personal care. On occasions the notetaker, classmates and lecturer assist Shelby with taking materials in and out of her bag, accessing her phone and with other tasks in class and around campus. Shelby is well liked in class and contributes actively.

IMPACT ON SHELBY

- Relies on others
- Struggles with personal care without support
- Fatigues easily
- Back pain from sitting for lengthy periods
- Frustration communicating in writing
- Has difficulty attending class if it is raining (relies on public transport)

IMPLICATIONS FOR LEARNING

- Misses classes and has prolonged absences
- Feels tired often
- General sense of being unwell
- Falling behind with assessment tasks
- Uncomfortable and lethargic
- Frustrated
- Takes a long time to communicate and complete work
- Relies on others

EVENT

Shelby enjoys TAFE and contributes readily in class. She engages with classmates and understands the course content well. Shelby's personal care concerns, reliance on public transport and frustrations with ongoing back pain and managing the volume of work leads to absences. Shelby has begun to withdraw and is clearly struggling to manage and is falling behind. What can the teacher do to support Shelby's learning?

Discuss with your table and nominate 5 important priority strategies.

Inclusive Educator Strategies
Have patience with student's decision-making process; reframe or redirect the topic
Set realistic achievable tasks and outcomes
Provide extra time to complete learning activities where appropriate
Help with study and organisational skills and learning to learn strategies
Ensure opportunities to revise what was covered in the previous class
Provide different types of learning activities in a session that show early success
Allow for frequent rest breaks – if needed
Minimise distractions in learning setting
Prepare a quiet space for students to work if necessary
Simplify task instructions - one task at a time- smaller steps
Help with identifying key information; class discussion and scaffolding the learning
Empathise where a student is experiencing difficulties and challenges
Use a consistent teaching approach and keep variations to a minimum
Make clear to all students upfront that you are available for any issues and concerns
Provide opportunities for interaction in pairs or small groups rather than just the whole class
Give oral feedback in a positive manner supported by written feedback on

assignments/assessments
Acknowledge and understand that behaviour is often related to our well-being and mental health
Always be ready to encourage students to participate even where it may be challenging
Work to include all students in all activities
Acknowledge frustration and try to understand/empathise with the cause
Be calm, patient and empathise with how the student is feeling 'I can see that you are upset. Is there something I can do?'
Be ready and flexible to accommodate a student needing a break, coffee or a walk to calm down
Acknowledge student diversity and perspectives
Show genuine interest in the student's well-being: seek common interest to connect with the student
Understand that disinterest in classroom activities is not necessarily a criticism of your teaching
Ensure the student has a reliable and effective system to communicate with you and if necessary, set aside a time each week to meet
Have a structured daily or weekly timetable and prepare students adequately for changes to schedules
Plan for consistent strategies to deal with inappropriate behaviour, accepting that behaviour may relate to a communication need
Focus on positive behaviour and the student's strengths
Use and support a study mate system in class
Negotiate with student an option to take work home if needed
Identify and discuss alternative formats with the student prior to assessment: e.g. oral or practical demonstrations of competency
Set realistic achievable goals and outcomes. Provide extra time to complete learning activities and reduce the number of activities if appropriate
Contact Student/Equity services immediately If concerned about a student's general wellbeing

Explore supported pathways (internal and external) for a student to build language skills
Facilitate ongoing enrolments with the capacity for students to re-enrol next semester if work not completed
Make expectations clear about all aspects of training including standards of work and assessment requirements
Provide lesson notes prior to training delivery (electronic and/or hard copy) to help student prepare
Provide opportunity for the student to withdraw from the group when necessary
Model positive behaviour, self-talk and problem solving
Make sure a student is not put on the spot by being targeted to do things they feel uncomfortable doing
Review progress, goals and student expectations periodically
Minimise any unnecessary requirements regarding oral presentations if the student feels uncomfortable
Arrange to show students around the campus/facilities if they missed induction
Respect a student's need to work on their own
Understand that some may need to negotiate to arrive late so they can come in when everyone is settled and quietly settle themselves
Demonstrate flexibility and show respect if a student needs to leave early (planned and unexpected)
Direct safe questions to group and don't single out individuals
Reduce anxiety by giving prompt feedback
Maintain contact with students and be observant of any unexpected withdrawal from participation
Provide seating near the door and freedom to leave if a student is feeling panicky
Design assessment tasks where possible to allow students to have choice about how they will present their learning
Other strategies:

