

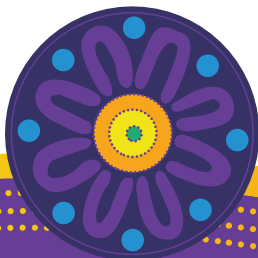
## Phase 1: Targeted Classroom Differentiation Tracker

This tracker is designed to guide teachers in monitoring and collecting up to 5 weeks of sufficient evidence.

Need > Adjustment > Monitoring > Consultation > Time

Student Name:		Student DOB:	
Year Level:		Start Date:	
Teacher & Co-Educator:		Review Date:	

Role	Name	Consulted	Recorded
Student		<input type="checkbox"/> Consulted Date:	<input type="checkbox"/> Recorded on TASS
Parent/Carer/CSO		<input type="checkbox"/> Consulted Date:	<input type="checkbox"/> Recorded on TASS
Deputy Principal		Consulted Date:	
Learning Enrichment Lead		Consulted Date:	
Teacher		Consulted Date:	



## Overview of Need, Adjustment, Evidence and Consultation

<b>Identified Need</b>  Select the potential domain, then list the most prominent need.	<input type="checkbox"/> Cognitive		<input type="checkbox"/> Physical	
	<input type="checkbox"/> Sensory		<input type="checkbox"/> Social/Emotional	
	List the single most prominent need affecting learning participation.			
<b>Classroom Adjustments Provided</b>  Select 1-3 adjustments	Differentiated learning tasks	Simplified or scaffolded instructions	Adjusted workload or extended time	
	Use of visual supports or prompts	Strategic seating	Behaviour support strategies	
	Small group instruction	Assistive technology	Modified assessment tasks	
	Lesson plan and/or unit plan adjustments	Learning support notes	Teacher annotations	
	Other:			
<b>Evidence Collected</b>  Examples of evidence collected	Diagnostic Assessment	Behaviour data	Wellbeing data	
	Teacher observations	Parent concerns or reports	Medical or allied health report	
	Psychologist or Guidance Officer (GO) notes or observations	Previous school records or reports	Formative and/or summative assessment	
	Other:			
<b>Consultation with Parents/Carers</b>	Parent-teacher meeting Date:	Phone call record on TASS Date:	Email communication on TASS Date:	
	Student support meeting Date:	Case conference Date:	Other: Date:	

## 5 Week Evidence Tracker

Use the table below to track the collection of 5 weeks of evidence.  
Scan and upload copies of evidence onto SharePoint.

Week	Adjustment Used	Evidence Collected	Monitoring Note
Week 1	<input type="checkbox"/> Yes Type of adjustment:	<input type="checkbox"/> Work sample <input type="checkbox"/> Observation	
Week 2	<input type="checkbox"/> Yes Type of adjustment:	<input type="checkbox"/> Work sample <input type="checkbox"/> Observation	
Week 3	<input type="checkbox"/> Yes Type of adjustment:	<input type="checkbox"/> Work sample <input type="checkbox"/> Observation	
Week 4	<input type="checkbox"/> Yes Type of adjustment:	<input type="checkbox"/> Work sample <input type="checkbox"/> Observation	
Week 5	<input type="checkbox"/> Yes Type of adjustment:	<input type="checkbox"/> Work sample <input type="checkbox"/> Observation	



# Common Identified Areas of Needs Bank



## Learning and Academic Needs (Cognitive)

- Difficulty decoding and reading fluently
- Difficulty comprehending written text
- Difficulty expressing ideas in writing
- Difficulty with spelling and written conventions
- Difficulty understanding mathematical concepts
- Difficulty completing tasks independently
- Difficulty following multi-step instructions
- Difficulty organising ideas and information
- Slow processing of information
- Requires repeated instruction or modelling

## Attention and Executive Function Needs (Cognitive)

- Difficulty sustaining attention during learning tasks
- Easily distracted by classroom environment
- Difficulty beginning tasks independently
- Difficulty planning and organising work
- Difficulty remembering instructions
- Difficulty completing tasks within expected timeframes
- Difficulty shifting between activities or tasks

## Behaviour and Emotional Regulation Needs (Social/Emotional)

- Difficulty regulating emotions during learning tasks
- Difficulty managing frustration or disappointment
- Difficulty remaining calm during challenging work
- Difficulty coping with change or unexpected transitions
- Difficulty remaining engaged during non-preferred tasks
- Difficulty managing impulsive behaviour
- Difficulty recognising and responding to emotional cues

## Organisation and Independence Needs (Cognitive)

- Difficulty organising materials or equipment
- Difficulty managing time or task deadlines
- Difficulty transitioning between learning activities
- Requires prompts to remain on task
- Requires assistance managing personal learning routines

## Social Interaction Needs (Social/Emotional)

- Difficulty initiating interactions with peers
- Difficulty maintaining peer relationships
- Difficulty understanding social cues
- Difficulty turn-taking during group activities
- Difficulty participating in group learning
- Difficulty resolving conflict with peers

## Communication Needs (Cognitive)

- Difficulty understanding verbal instructions
- Difficulty expressing ideas verbally
- Difficulty using appropriate language in social contexts
- Difficulty understanding abstract language or figurative language
- Difficulty participating in class discussions

## Sensory and Physical Needs (Sensory/Physical)

- Sensitivity to noise, light, or busy environments
- Difficulty remaining seated or physically regulated
- Requires movement or sensory breaks
- Fine motor difficulties affecting handwriting
- Gross motor difficulties affecting participation in activities
- Fatigue impacting sustained engagement

## Others

