



LA TROBE
UNIVERSITY

LIVING WITH DISABILITY
RESEARCH CENTRE

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Development of a Reasonable Adjustments for Inclusive Education Rating Scale

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Reasonable Adjustments

Adjustment is “measure or action” that will assist a student with disability to

- Apply for admission to enrolment
- Participate in the courses in which they are enrolled
- Use school services and facilities on the same basis as a student without disability

(Dickson, 2019)

Considered reasonable according to consideration of all relevant circumstances and interests

Exemptions can be made on the basis of *unjustifiable hardship*

Reasonable Adjustments

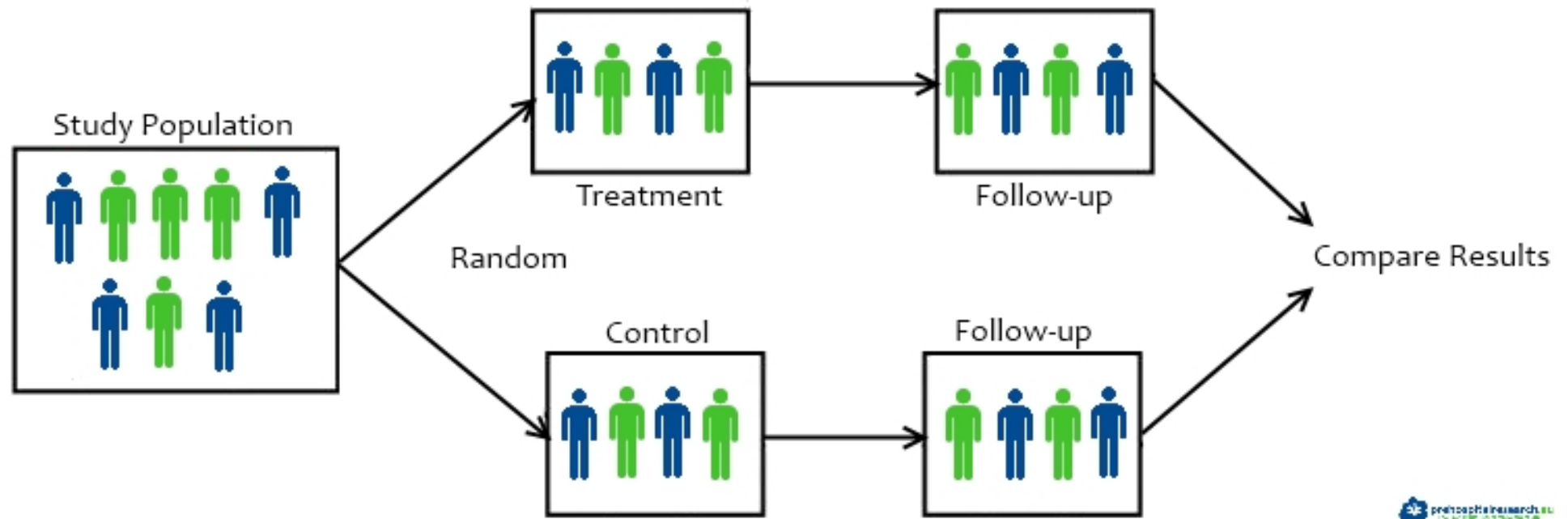
Required of education providers in Australia

Disability Standards for Education 2005 (Cth)

Disability Discrimination Act 1992 (Cth)

Policy objective of the National Disability Insurance Scheme as a means of ensuring people with disability can access mainstream services

Context of the Reasonable Adjustments for Inclusive Education (RAIE) Scale



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Randomised Controlled Trial to assess the efficacy of a brief intervention to train teachers, allied health professionals and parents in designing reasonable adjustments

RAIE = Dependent Variable

Student Scenarios



Sienna

8 years, 2nd grade

complex communication needs

uses iPad for some communication and leisure

Parri

11 years, 6th grade

narrow range of interests

“conversational” with

poor comprehension

can be excitable



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Elang

9 years, 3rd grade

likes to be active

can demonstrate difficult behaviour

communication difficulties include immediate and delayed echolalia, poor comprehension



Development of the RAIE

Task:

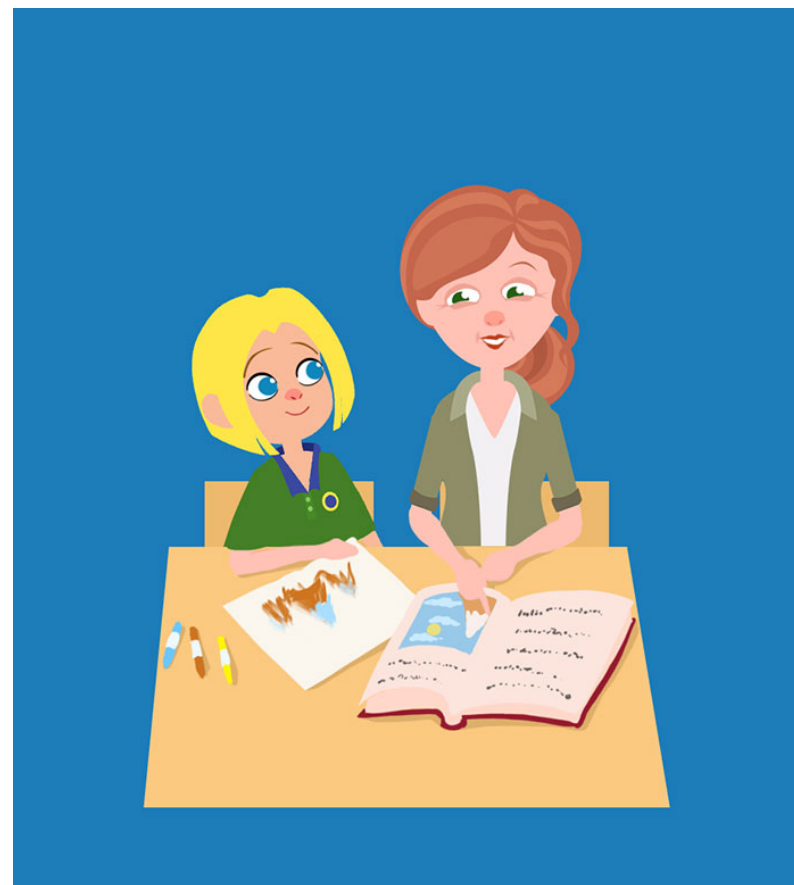
What 3 reasonable adjustments can you suggest to enable Sienna to participate in a Literacy and Health Physical Education (Curriculum Focus Area) lesson

The class is developing a collage that will comprise 4 different collages about Surash, a young girl who is planning a picnic with her brother and sister. The teacher gives them the start to the story, which she writes on the board: “Suresh and her friends, Carla and Yuma, are going on a picnic in a park. They have to decide what they will take to eat, how they will get to the park, and what they will wear.” Each table has a large sheet of butcher’s paper and given different aspects to focus on, with possible options represented in pictures. These relate to (a) what healthy things they might pack to eat, (b) different ways they could get to the park and then back home, and (c) what they will wear to make sure they are ready for any sort of weather. Each table must write the words that go with the pictures they have chosen for their part of the story. After each table of students has completed their part of the story, the teacher will put them up on the wall for the class to read the whole story.

Contrived Reasonable Adjustments

The speech pathologist will be asked to develop a pictured social story for how to work collaboratively with the other students in her group, without disrupting them, so the teacher assistant can practice it with her prior to the activity.

Sienna will be assigned to the part of the story about healthy things to bring to the picnic. The teacher will include options for the table of students assigned this part of the story that are on Sienna's communication board and she has previously used spontaneously.



RAIE Manual

Task

Rate Reasonable Adjustments using a 5-point scale

Provided with a manual

Background

Explanation of social and medical models of disability

Multi-tiered Systems of Support

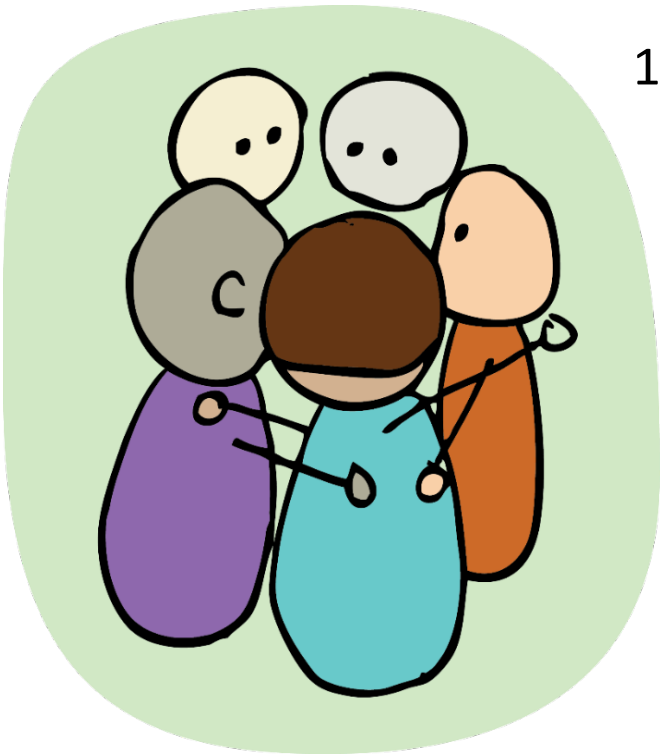
Student scenarios

Guidelines for rating (e.g., base rating on information provided only)



Expert Panel

- 1 previous principal (mainstream and special education)
- 1 social worker and parent of school aged child
- 1 primary school teacher and parent of preschool child
- 1 speech pathologist providing services to school-age children and in schools



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Trial Reasonable Adjustments

2 teachers and 2 allied health professionals provided trial data

Examples:

Give Sienna a go at writing in response to a food item, e.g., strawberry, and give some sound cues – e.g., what sound does strawberry start with? Provide whatever assistance is needed for Sienna to write the word. Use the same materials as others in the class, making sure they are bright and separate pictures for each item.

The teacher can put Sienna with other children who are struggling so that the teacher assistant can assist the group, and discuss the task with all of the children in a group and assist them in understanding why they are doing the tasks.

Rating Scale v1

1

5

Not at all
aligned
with SMD

Fully
aligned
with SMD

Expert Panel Consensus Discussions

Consideration of **dimensions** that panel members felt were required for *good* reasonable adjustments:

Authenticity	The extent to which the adjustment results in a genuine learning activity, rather than simply occupying the student.
Real Learning	The extent to which the reasonable adjustment will address specific need(s) so that the opportunity for the student to learn is enhanced.
Agency	The extent to which a student has choice or control in the activity
Strengths-based	The extent to which the reasonable adjustment provides opportunities to incorporate a student's skill strengths and interests to further build and extend their learning and development
Inclusion	The extent to which the student is learning or engaged with peers in the same activities - even if additional supports are provided, or if the level or specific type of learning outcome differs

Rating Scale v2

Extent to which a reasonable adjustment is aligned with the social model of disability (inclusion) with consideration of the 5 dimensions

Scored 1 - 5

5 = A reasonable adjustment (RA) that is clearly and fully aligned at the **Social Model** end of the scale. The RA reflects **universal design**, in that it is delivered to all students to meet a class learning outcome or behavioural goal. It builds on the **student's strengths**, while also providing the **scaffolds** needed by the target student to maximise engagement and success. The target student is **fully involved** in the activity with class peers, such as having the same options or opportunities to make **choices** or follow preferences available to other students.

1 = A RA that is fully aligned with an Individual or Medical Model. The RA is provided to the target student only, with the purpose of achieving an outcome specific to the student, or the outcome is not clear. The RA does not appear related to the targeted class learning or behavioural outcome. It involves doing something different and/or separate to the other students. There is no indication that the target student has any choice in relation to the activity or supports provided. There may be no indication of the target student returning to the class activity or being actively engaged.

Rating Scale v3

Rating of each individual dimension using the same 5-point scale

	Not at all aligned with SMD	Fully aligned with SMD
Authenticity	1	5
Real learning	1	5
Strengths based	1	5
Agency	1	5
Inclusion	1	5

RAIE Development

Expert Panel Ratings 1 and Discussion

Unidimensional
Contrived Reasonable Adjustments

Poor agreement



Expert Panel Rating 2 and Discussion

Unidimensional v2
Trial Reasonable Adjustments

Poor agreement



Expert Panel Rating 3 (Qualtrics)

Unidimensional with Explanations
for Trial Examples

Poor Agreement

RAIE Development

Researcher Agreement

Teresa Iacono and Michael Arthur-Kelly

Good agreement



Expert Panel Rating 4 (Qualtrics)

Multidimensional
Trial & Contrived Reasonable Adjustments (n = 12)

Poor agreement

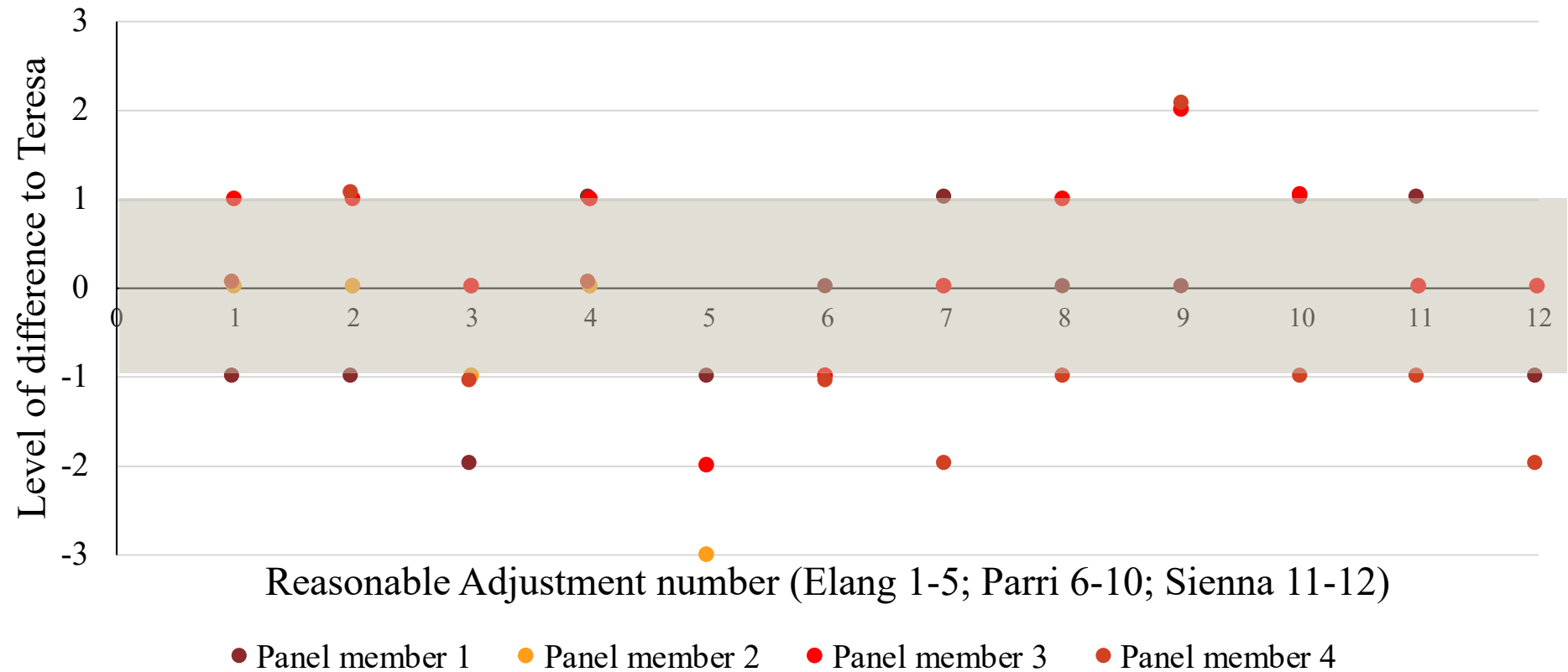


New Researcher Ratings (Qualtrics)

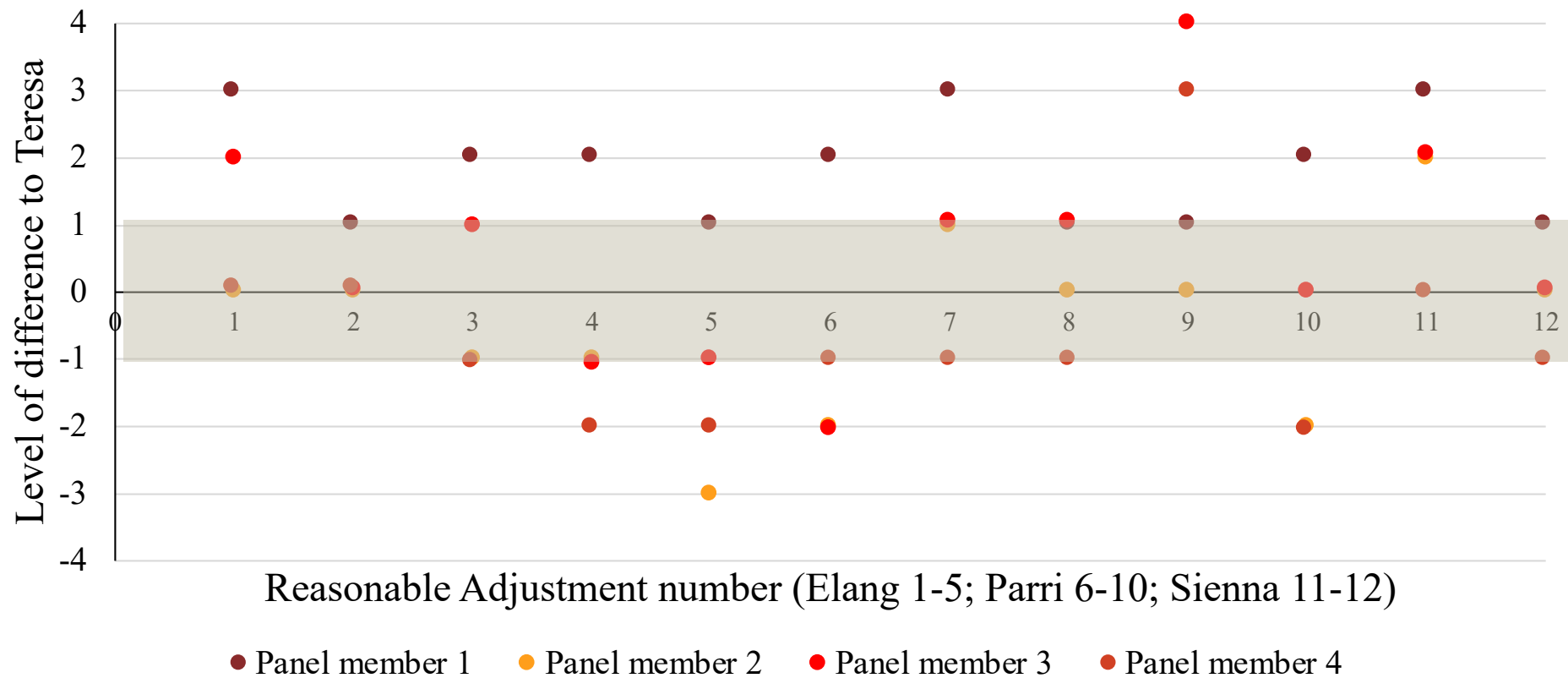
Multidimensional
Trial & Contrived Reasonable Adjustments (n = 12)

Acceptable to Good Agreement

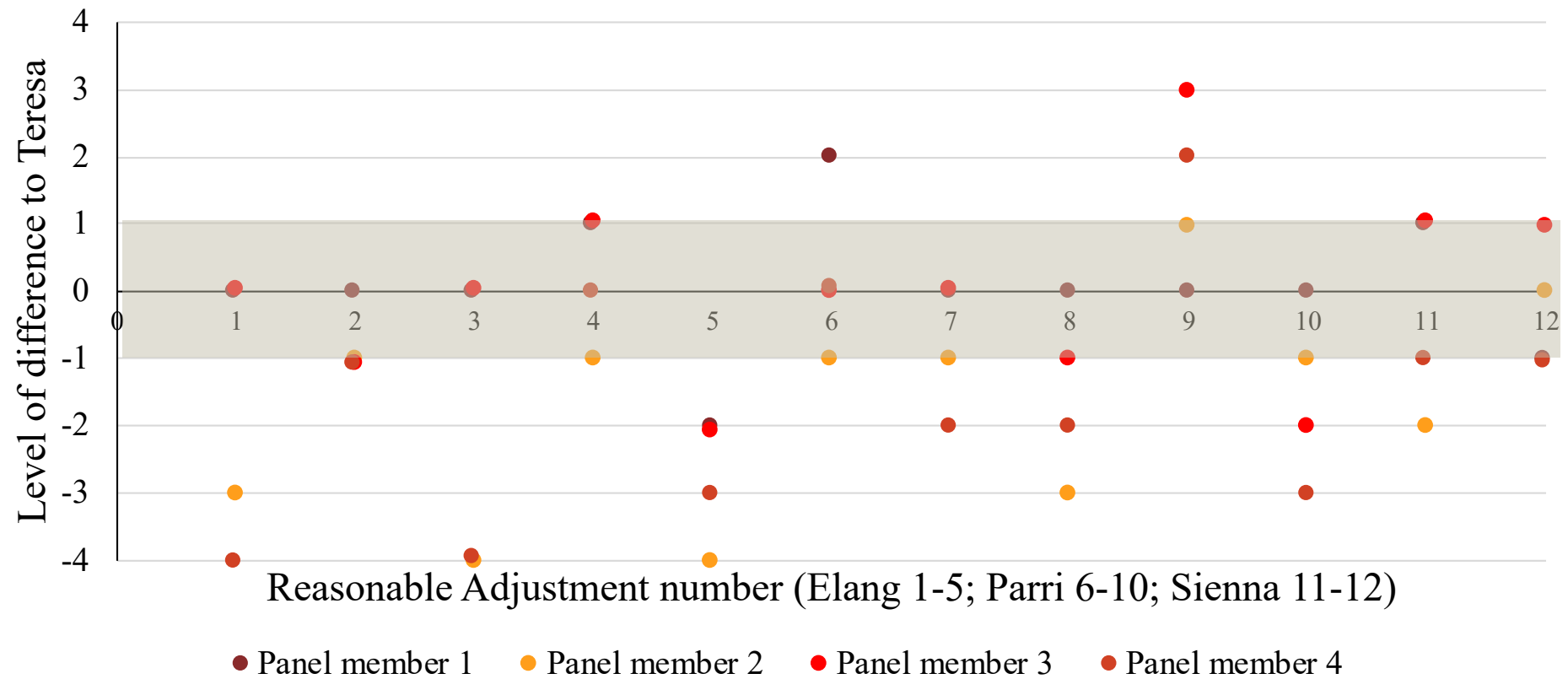
Expert Panel Overall Rating



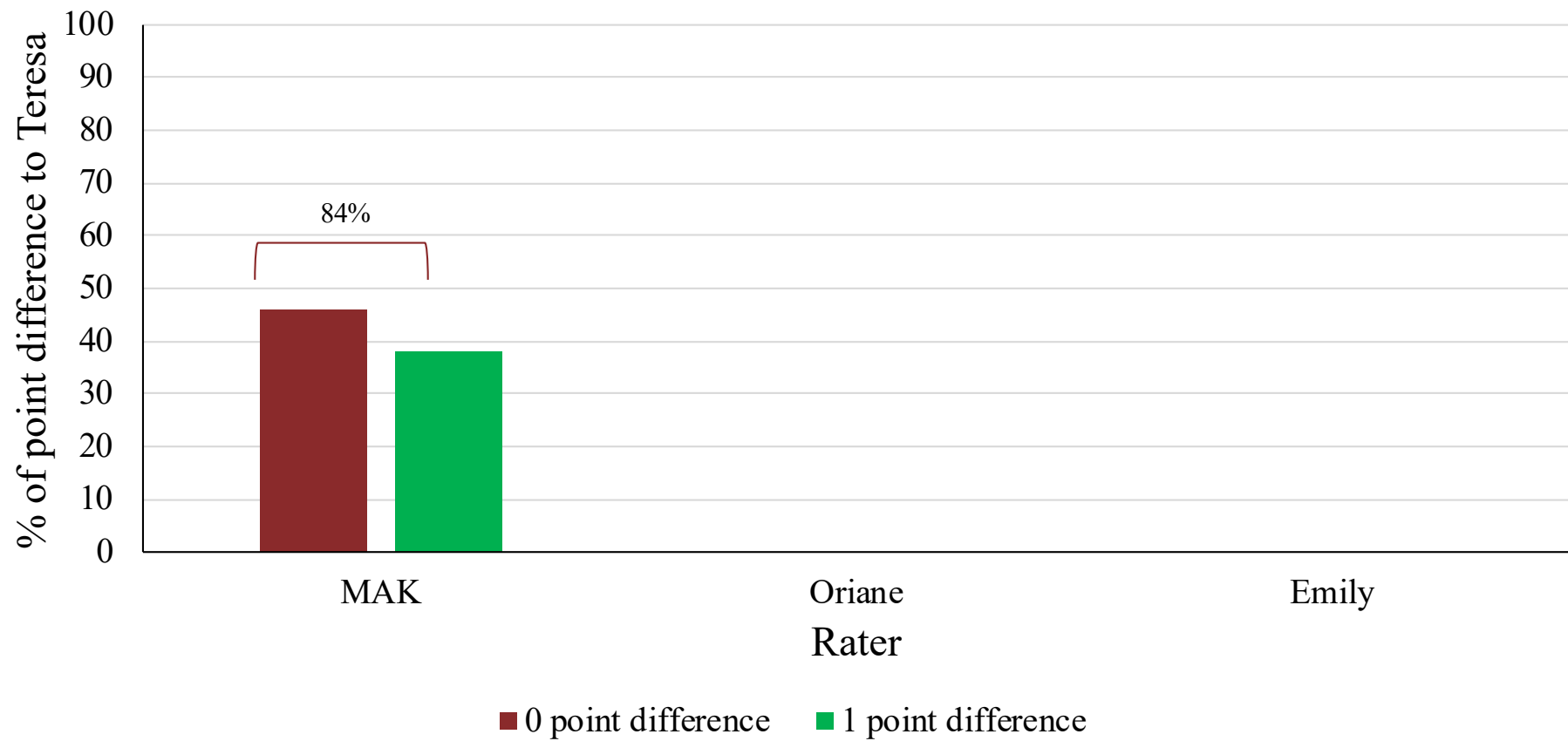
Expert Panel Dimensions Rating - Authenticity



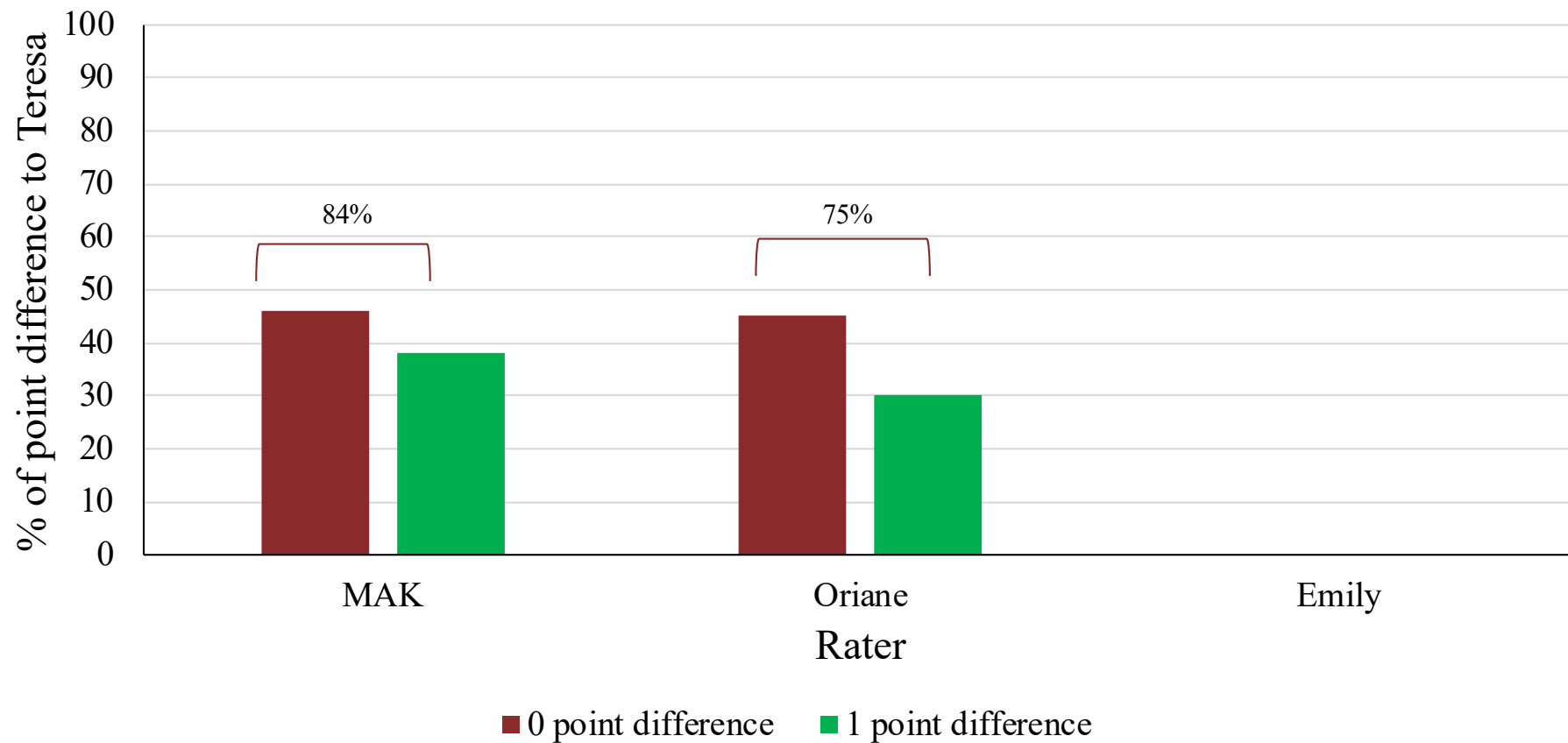
Expert Panel Dimensions Rating - Inclusion



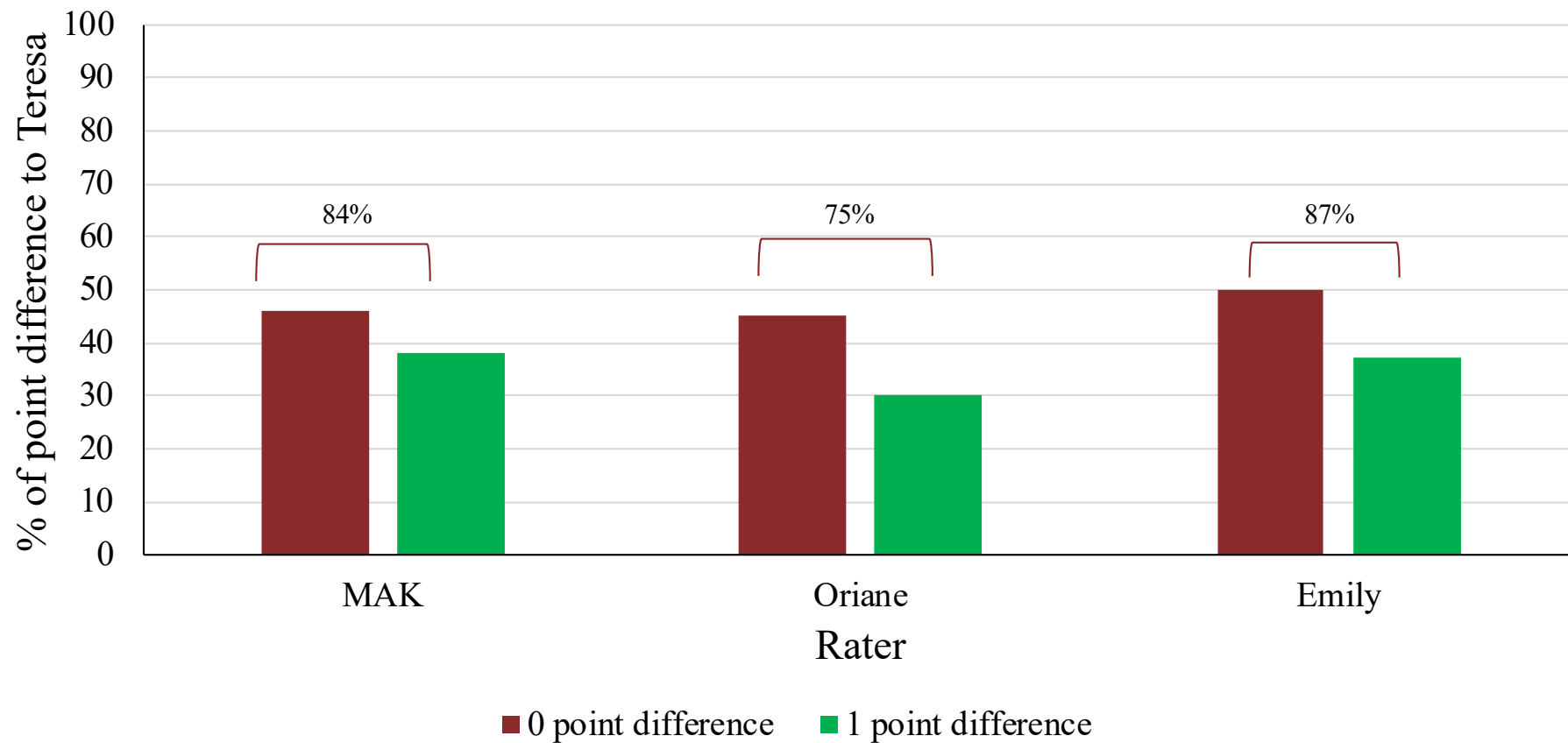
Researcher Rating Agreement Across Dimensions



Researcher Rating Agreement Across Dimensions



Researcher Rating Agreement Across Dimensions



Expert Panel Explanations for Ratings

- Expectation that they will reflect the student's individual learning plan goals
- Not able to focus on the activity, but rather predicting how the reasonable adjustment will support the class activity
- Wanting to or making assumptions about information not included in the scenario
- Some blurring of dimensions
- Different definitions of inclusion
- Found the task difficult

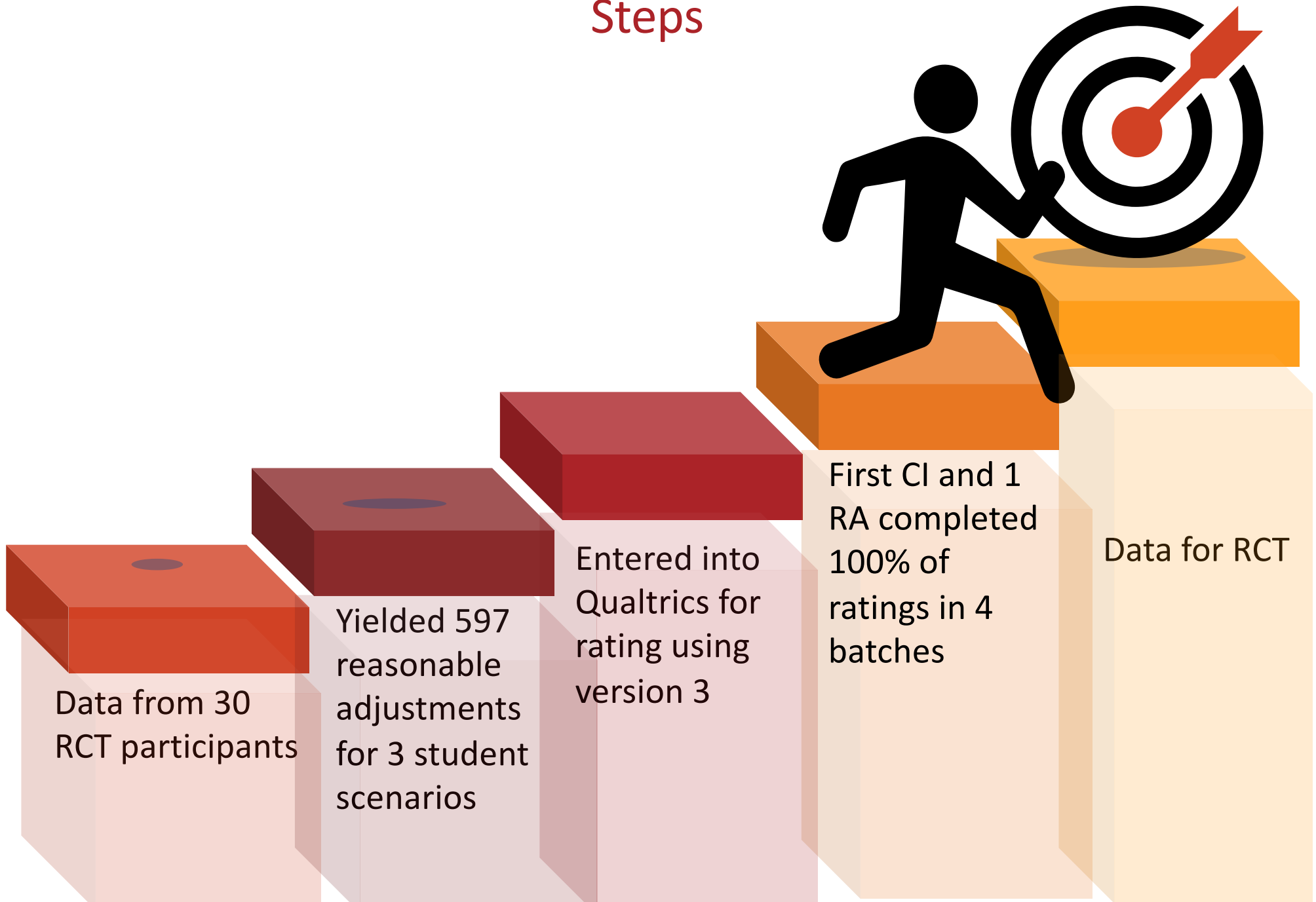


Insights

- Work with the expert panel provided an enriched conceptualisation of reasonable adjustments
- Inclusion for the purpose of belonging and participating with peers, but also having the best opportunities to learn and experience equality
- Participation in the development process may have created difficulties in being objective in applying the operational definitions for each dimension
- Researchers not involved in the process had greater agreement with other researchers, but still found it difficult



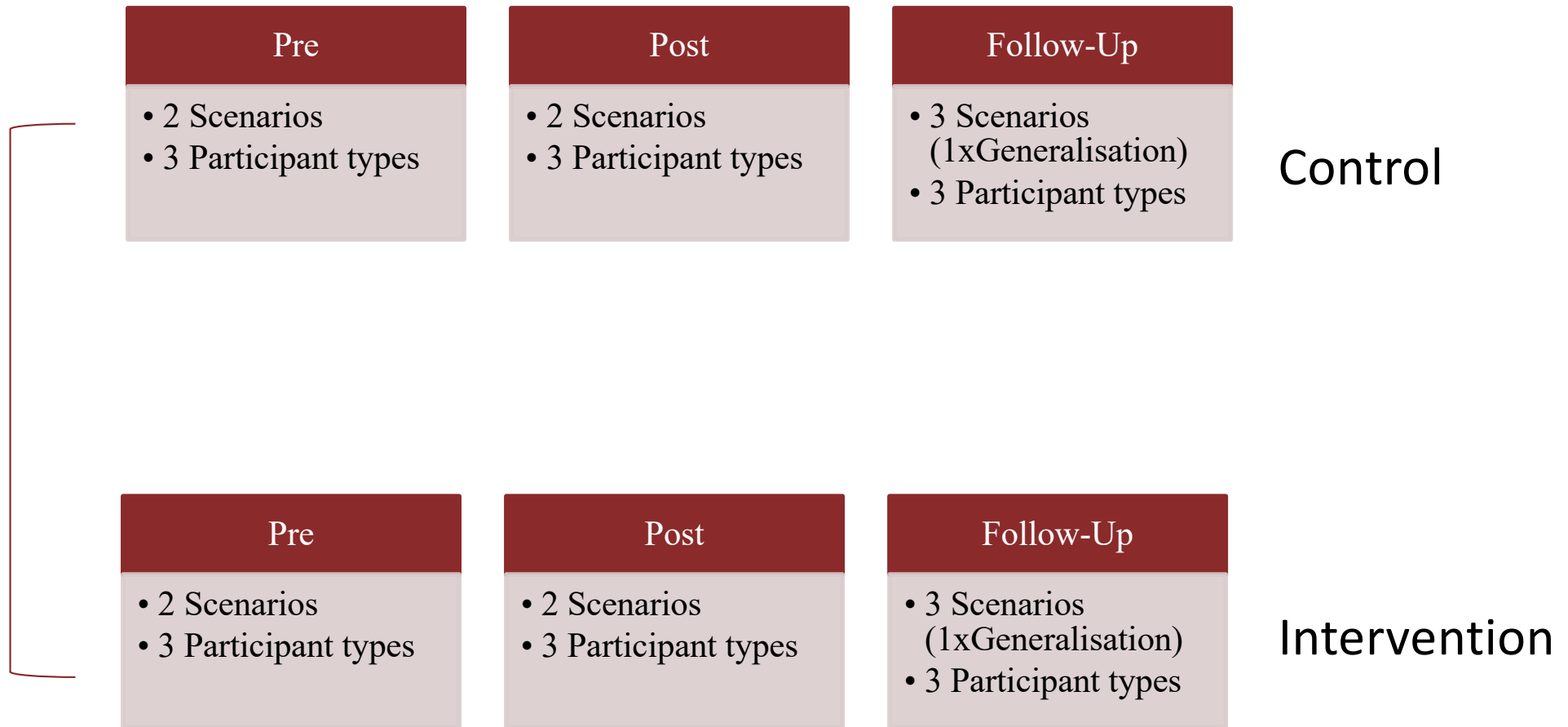
Steps



Reliability across Batches

	Overall	Agency	Authenticity	Inclusion	Real Learning	Strengths Based
Batch 1	494/660 74.8%					
Batch 2	507/720 70.4%					
Batch 3	482/655 73.6%	94/131 71.8%	103/131 78.6%	90/131 68.7%	91/131 69.5%	104/131 79.4%
Batch 4	767/950 80.7%	164/190 86%	163/190 85.8%	162/190 85.3%	130/190 68.4%	148/190 77.9%

Analysis



Mean RAIE score per scenario per participant

Desired endpoint?

- RAIE will be easy and reliable tool for evaluating the quality of reasonable adjustments developed by members of student support teams
- Comparative research using a common index focused on nature rather than level of adjustment
- Potential to explore consistency and construct validity with data from the RCT
- Descriptive analysis based on coding
 - Non-reasonable adjustments
 - Relationship to the scenario
 - Frequent strategies (pictures, social stories, sensory breaks, pre-lesson training)



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References

- Dickson, E. (2019). Supporting Students With Communication Impairment in Australian Schools: Administering the Obligation to Make Reasonable Adjustment. *Australasian Journal of Special and Inclusive Education*, 1-13. doi:10.1017/jsi.2019.2
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