

# Teacher notes

## Teaching to diversity using myWAY Employability resources

### Adjustments for students with diverse abilities

All myWAY activities have been designed to maximise student access. Each unit plan estimates the time taken for the activities, but it is expected that you will adjust these in response to your students' needs. It is encouraged that students are given the time and support that they require to complete the *myWAY Employability* quizzes and activities.

### In the classroom

In addition to greater time allowances, some students will need different degrees of support to complete the myWAY activities. For students who are unable to complete the activities on their own, particular students can be paired with students who will be able to act as a peer mentor.

- An adult to actively supervise all students while covertly observing particular students. This adult provides support to all students including the specific students. It is important that all adults in the classroom support all students so that no one student is singled out as 'different' or 'needing help' and all students feel included.

### Within activities

Applying the principles of Universal Design for Learning means that many of the activities provide a range of representations (e.g., graphics, words, speak aloud, photographs) and, where possible, you are encouraged to enable students to have access to scribes, speech-to-text software, and oral presentations (including pre-recorded presentations) to express their ideas and responses. You are encouraged to listen to the Universal Design for Learning interview under the *Diverse Learners* principle.

Students who have difficulty reading may benefit from:

- a peer or adult reading the text aloud
- use of text-to-speech software
- use of student activity sheets that provides more simple language (e.g., activity sheets with 3 helping hands).

### Scaffolding

Most of our student worksheets have at least two versions. Each version is differentiated according to the level of scaffolding it provides.

	<b>1 Helping hand</b> = least amount of scaffolding
	<b>2 Helping hands</b> = moderate scaffolding
	<b>3 Helping hands</b> = greatest amount of scaffolding

**Scaffolding** may refer to:

- Level of language used on the sheet
- Use of visual supports
- Structure by way of tick boxes etc.
- Or a combination of these.

Enable your students to watch videos at their own pace or re-watch them if this is supportive.

You will need to discuss possible adjustments with your students before trying them.

*PTO*

## Video modelling

Some of the activities include videos of peers modelling and activity or a skill. The use of peer modelling is a teaching practice which benefits autistic students aged 15-22 years in a range of domains including communication, social and vocational (Steinbrenner, et al. 2020).

Some of the MyWay activities where students are required to complete social or communication tasks have peer models included.

## Reference

Steinbrenner, J. R., Hume, K., Odom, S. L., Morin, K. L., Nowell, S. W., Tomaszewski, B., Szendrey, S., McIntyre, N. S., Yücesoy-Özkan, S., & Savage, M. N. (2020). *Evidence-based practices for children, youth, and young adults with Autism*. The University of North Carolina at Chapel Hill, Frank Porter Graham Child Development Institute, National Clearinghouse on Autism Evidence and Practice Review Team.

