

# Adjustive Teaching Toolkit

Adjustive teaching strategies to be used on CELT Student Success Plans (SSPs) to inform teachers of strategies that can support individual learners to learn successfully.

## Universal Strategies

## Adjustive Strategies

## Communication & Interaction (C&I)



## Cognition & Learning (C&L)



## Social, Emotional, and Mental Health (SEMH)



## Sensory & Physical Need



### Meet and Greet

Warm welcome at the door to set a positive tone that builds connection, readiness and emotional safety for learners.

Warm check in conversation on entry to ensure the learners are calm and ready to engage in learning

Ensure learners are not dis-regulated after social times, giving micro-regulation time

Offer visual prompts to prompt the learner to explain how they feel

To gauge how the learner is without having to verbalise

To gauge how learners are feeling, supporting empathy, attunement and emotional regulation

Learners may require a short micro-opportunity to regulate themselves if they find social times challenging



### Let's Do it Now

Uses immediate tasks to maximise focus, attention and learning from the moment of entry.

Ensure the Let's Do it Now activity is low-cognitive load with appropriate visual cues

Printed Let's Do It Now (where appropriate)

Have answers to let's do it now written so they can be seen

Provides a structured start to help processing

Supports learners with language processing difficulties

Allows access to the task without the need for teacher support, creating a confident start to the lesson

Reinforces expectations and content retention

Ensures visibility of key concepts

Assists with stepping into an unknown task and reduces perceived demand

Increases the sense of safety in the task to reduce anxiety

Supports learners who struggle with handwriting



### Curate and Narrate

Helps all learners feel known, understood and included, ready to succeed in a supportive classroom.

Adaptations to seating arrangement – well worn path

Additional or adapted resources/ equipment provided as coloured overlays, enlarged text examples, etc

Printed PowerPoint

Allow and encourage learners to use their individual support

Learners can contribute and collaborate effectively when thoughtfully seated

Ensures accessibility of content for learners with processing needs

Supports alternative communication methods

Coloured overlays / coloured books / print outs minimises effort required to decode text.

Supports visual learners and memory retention

Provides tailored academic support

Proximity helps teachers discretely provide support without feeling exposed

Supports learners who require movement to feel regulated and safe

Increases familiarity with stepping into the unknown in learning tasks

Reduces anxiety about independent learning

Learners who need sensory tools or technology can be seated where these are easily accessible

Colour overlays or paper colour reduce letter movement and distortion. Provide enlarged print, sloped boards, or other physical adaptations

Supports learners with visual impairments

Supports learners with physical disabilities

# Adjustive Teaching Toolkit

Adjustive teaching strategies to be used on CELT Student Success Plans (SSPs) to inform teachers of strategies that can support individual learners to learn successfully.

## Universal Strategies

## Adjustive Strategies

### Communication & Interaction (C&I)



### Cognition & Learning (C&L)



### Social, Emotional, and Mental Health (SEMH)



### Sensory & Physical Need



### Relentless Positivity

Highlights desired behaviours to reinforce expectational norms, motivation and a respectful classroom climate.

Reasonable adjustments to behaviour policy – narrate the why

Repeat the expectations at the start of the lesson (avoid context transfer)

Helps to provide clarity on what to expect

Provides clear structure for learners who require this

Ensures learners understand expectations from the beginning

Small, achievable goals build confidence, motivation and self-worth.  
Helps learners to feel seen, heard and understood which promotes more acceptance of any correction given.



### Retrieval Practice

Builds long-term memory by strengthening recall and understanding through regular knowledge retrieval practice.

Give additional hints, visuals or support to enable recall

Additional thinking/processing time to recall information

Provides verbal or visual prompts to support recall

Supports learners who require more time to process information

Supports working memory retrieval

Gives time to break down a concept into smaller steps

Supports learners who require time to manage a fear of failure response



### Frame the Learning

Clarifies learning purpose, goals and relevance to guide attention, motivation and focus during learning.

Situate the learning across the lesson and remind of key knowledge

Revisit today's key knowledge individually throughout the lesson

Visual or verbal cues to prepare for transitions

Helps learners understand what is expected

Supports retrieval practice for learners with memory difficulties

Icons, symbols and images reinforce key ideas

Assists with generalizing the learning from one context to another

Aids working memory and information retention

Promotes ownership of learning allowing learners to self-monitor

Supports learners to know what to expect and reduces uncertainty

Enables learners who require more time to transition to prepare effectively and self-monitor this

# Adjustive Teaching Toolkit

Adjustive teaching strategies to be used on CELT Student Success Plans (SSPs) to inform teachers of strategies that can support individual learners to learn successfully.

## Universal Strategies

## Adjustive Strategies

## Communication & Interaction (C&I)



## Cognition & Learning (C&L)



## Social, Emotional, and Mental Health (SEMH)



## Sensory & Physical Need



### Harness Attention

Secures learner attention through clear routines, consistent cues and focused classroom expectations.

Allow learners to look elsewhere and avoid direct eye contact; don't ask them to look and listen.

Move near and get down to the learner's level

Provide additional opportunities for movement during instruction

Supports learners who find it sensory overwhelming to look and listen at the same time

Assists with cueing in the learner to attend to verbal information

Enhances attention and listening

Assists attention and listening to ensure information is being accessed

Allows for brief cognitive rests and reduces cognitive fatigue

Builds a sense of safety and avoids feeling a sense of perceived threat

Assists connection and reduces any perceived threat

Enhances focus and self-regulation

Supports learners who find it sensory overwhelming to look and listen at the same time

Supports learners with hearing impairments

Supports sensory seeking learners and require movement to process



### Establish Learning Mode

Clarifies specific and clear learning modes so learners feel secure, confident and ready.

Tell learners how much they need to write/complete

Explicitly and directly tell learners the purpose of the task

Give prior information before changing task. Provide sufficient adjustment time.

Repeating instructions and providing a visual list (task planner)

Structured and predictable learning environment – use repeated task structures

Assists learners to know when a task will start and finish

Supports inference and understanding of why this is useful

Supports learners with moving from one task to another

Learners can look back and not rely on adult to repeat

Aids comprehension of the learning expectations

Supports learners to know each step of the task and when this has finished

Helps give a concrete reason to an abstract concept

Makes transitions clearer and reduces cognitive load

Gives the chance to revisit and review the next step

Learners can devote more of their working memory to the content rather than the procedure

Help provide structure and clarity to how to achieve what is expected

Improves time awareness and supports transitions

Helps clarify what is expected and reduce fear of the unknown

Reduces the need to rely on an adult to explain what to do; the learner can rely on themselves

Repetition of familiar routines reinforces feelings of safety and security helping learners to feel and be more settled

Supports learner with auditory processing needs

Allows access for all learners who have sensory or mobility needs



### Expert Exposition

Explains new knowledge and content with clarity, precision and expertise to ensure strong learner understanding.

Additional explanations using words that are accessible.

Dual coding (using visuals and words together)

Use of literal, specific and concrete language

Visual time prompts

Checking for engagement (repeat back strategy)

Remove redundant information from PPTs, task, question or resource

Assists with understanding concepts and knowing what is expected

Supports learners who process visual information better

Supports neurodivergent learners to know exactly what is expected

Helps make time (abstract) concrete

Uncovers any misconceptions so these can be addressed

Assists with understanding concepts

Helps learners who need more assistance with reading information

Helps with breaking down the steps of a task

Supports progress through a task

Assists understanding so information can be retained

Assist effective processing of learning concepts

Provides connection with an adult who is holding them in mind

Provides reassurance in understanding what is expected

Provides clarity on what is expected in the session

Helps learners to know what to expect

Provides connection with an adult who is holding the learner in mind

Supports with clarity of task and reduces possibility of overwhelm

Helps learners with auditory processing needs

Supports learners with visual processing need

# Adjustive Teaching Toolkit

Adjustive teaching strategies to be used on CELT Student Success Plans (SSPs) to inform teachers of strategies that can support individual learners to learn successfully.

## Universal Strategies

## Adjustive Strategies

## Communication & Interaction (C&I)



## Cognition & Learning (C&L)



## Social, Emotional, and Mental Health (SEMH)



## Sensory & Physical Need



### Meta-cognitive Modelling

Demonstrates thinking and generative processes explicitly to help learners develop independent strategies for successful application of knowledge.

Physical model

Supports learners who learn best through the visual channel

Increases understanding of a task; visual channel is easier when in a heightened emotional state

Supports learners with fine motor difficulties

Extra 'I do' (guided practice)

Reinforces concepts through additional teacher modelling

Supports learners who need repetition

Supports learners with processing needs

One clear example rather than a variety

Reduces cognitive overload for learners who take longer to process information.

Supports comprehension by simplifying explanations

Reduces risk of overwhelm

Question directed at me during 'we do' to ensure understanding

Supports verbal processing and engagement

Ensures learners grasp key concepts before independent work

Check that I have the correct model before 'you do'

Provides clear expectations before independent work

Ensures learners know what success looks like



### Faded Scaffolding

Supports access to challenging tasks with gradual removal of temporary structures as confidence and understanding increase.

Sentence starters /Familiar Stems

Supports language processing

Helps learners organize writing

Increases the safety of a presented task to build confidence in stepping into it

When and then prompts

Supports sequencing of events for neurodivergent learners

Helps with executive functioning and memory

Provides clarity to the expectations of the session

Example of a plan for extended writing

Helps with writing structure and organization

Provides clarity to increase confidence

Additional scaffolding to aid with retrieval of prior learning (e.g., character quotes)

Supports understanding by breaking down content

Helps with comprehension and recall



### Deliberate Practice

Develops fluency and confidence by repeated or sustained focused practice that builds automaticity and long term mastery.

Micro chunking (whiteboards, verbally, task management)

Helps break down complex instructions

Supports working memory and executive function

Processing time

Provides more time to think and process information

Provides more time to make sense of information that has been given

Allows time for regulation tools to be implemented in the moment

Visual timer

Can support attention and focus on shorter steps of a whole task

Helps time management

Extra time task

Supports learners who need more time to process

Allows time for regulation tools to be implemented as a task progresses

Word banks for key higher level terms

Supports vocabulary development and retrieval

Helps learners with literacy needs and learning needs across curriculum

Remind to use book/knowledge organiser when stuck

Supports self-regulation and independence

Encourages learners to find answers independently

Builds confidence as have something to refer back to

# Adjustive Teaching Toolkit

Adjustive teaching strategies to be used on CELT Student Success Plans (SSPs) to inform teachers of strategies that can support individual learners to learn successfully.

## Universal Strategies

## Adjustive Strategies

Communication  
& Interaction (C&I)



Cognition  
& Learning (C&L)



Social, Emotional, and  
Mental Health (SEMH)



Sensory & Physical  
Need



### Checking for Understanding

Identifies misconceptions and clarifies understanding to allow responsive teaching and improve learner outcomes.

Give choices for possible responses out of 2/3 options

Warm calling – question in advance, think time, turn and talk, stop and jot

Practising questions in advance

Re-frame questions & Re-casting answers – learners say it again better

Additional thinking/processing time to answer questions

Planned 'focus' to ensure learner contributes at least once

List of vocabulary provided with words highlighted to use in answers

Provides a scaffold to open ended questions

Supports processing of verbal questions

Gives learners a chance to orally rehearse their answer and record

Supports understanding for learners at their level of comprehension

Supports learners who require more time to process information

Builds confidence to provide a response

Supports understanding of key terminology

Supports memory retrieval

Reduces cognitive load and supports working memory

Ensures verbal information can be understood and processed

Gives time to break down a concept into smaller steps

Encourages structured participation

Aids learners with literacy needs

Provides a scaffold which helps create a feeling of safety

Provides regulation time to enable better thinking to take place

Avoids risk of being triggered by feeling 'on the spot'

Supports learners who require time to manage a fear of failure

Builds confidence to contribute and reduces fear of making mistakes



### Actionable Feedback

Improves outcomes by giving clear, useful, specific feedback learners can use immediately.

Initiate feedback with simple questions to build confidence

Do not use questions in feedback on learners work, provide direction instructions instead

Write feedback in short bullet points.

Share vocabulary lists before learners begin their improvement work.

Check learners improvement work to encourage engagement

Supports verbal reasoning and articulation of ideas

Reduces processing overload for learners with executive function needs

Supports learners with clarity and reduce overwhelm

Supports learners with language difficulties by reinforcing key vocabulary

Encourages engagement and metacognition

Encourages learner engagement with feedback

Ensures feedback is clear and direct

Helps learners with executive function difficulties break down feedback into actionable steps.

Helps learners with working memory and comprehension by making key terms visible

Encourages engagement and metacognition

Builds confidence in processing feedback

Prevents anxiety about responding to feedback

Reduces stress for learners who find long feedback overwhelming.

Increases feeling comfortable about self-correction



### Deliberate Reflection

Encourages improvement through structured reflection, review, redrafting and active metacognitive engagement.

Give learners processing time to understand feedback

Understand that feedback can be misperceived as harsh criticism for some learners; name positively as well as providing improvement points

Highlight or tell learners the precise part of the work they need to improve

Supports verbal comprehension

Encourages a sensitive approach to feedback by naming positively as well as points for improvement

Supports learners with communication difficulties by making feedback clearer

Encourages deeper reflection on feedback

Reduces anxiety around assessment and correction

Helps learners with cognitive load by guiding them to specific areas for improvement

Builds confidence in processing feedback

Helps learners feel heard and understood and self-esteem needs recognised

Provides clarity and reduces demand for learners caused by open-ended feedback