A few communication tips

• Teach in small steps with repetition.
• Speak clearly using uncomplicated language and statements - plain English.
• Check that the person has understood what has been said and be prepared to repeat what you have said using different words.
• Respect the person’s right to have a support person such as a scribe or tutor.
• Allow sufficient time for the student to respond and to ask questions.
• Use a wider range of teaching strategies such as illustrations, pictorial systems, site visits or breaking down the activity to smaller, more achievable units of learning.

Adjustments may need to be provided to enable a person with a disability to gain equitable access to education. Reasonable adjustments may include:

• modifying or providing equipment
• modifying assessment procedures
• changing course delivery
• modifying educational premises.

Adjustments must be determined in consultation with the student concerned.

For further advice contact your TAFE NSW Teacher Consultant

Some advice and strategies for teachers

Other sources of support

NSW Council for Intellectual Disability (CID)
Human Rights & Equal Opportunity Commission
www.hreoc.gov.au

Disability Discrimination Act 1992
Disability Standards for Education 2005
A person with an intellectual disability will have individual needs, just like everyone else. It is important to consult directly with the individual, and possibly their advocate, to determine the level of assistance and modifications needed.

- Treat the person with respect as you would others.
- Talk directly with the person and not to the person accompanying them.
- Attempt to use plain English.
- The person may need help with everyday functions such as handling money, deciding which bus to catch or where to catch it, waiting their turn or standing in queues and so on.
- Exercise patience when teaching a new skill and be prepared to revise the task.
- Discuss age-appropriate topics such as sport, television, theatre, music or news. Do not use reference material written for children.

For people with an intellectual disability, the method of teaching and learning may need to be adjusted. For example, using pictorial and visual learning systems with practice can be more beneficial than large chunks of text.

Exploring innovative ways of teaching and learning is a positive practice that benefits all people, including people with an intellectual disability.

People with an intellectual disability make a positive contribution to the community. Many people with an intellectual disability live independently or with support in the community working in various levels of employment and participating in social activities and facilities.