

LEARNING ENVIRONMENT

- Learning environments are structured and simplified as needed to help students recognise relevant information (area is free of clutter and distractions)
- Learning environments have defined areas that provide clear visual boundaries for specific activities.
- Environmental supports (e.g. visual schedules, tactile schedules) facilitate the students' ability to:
 - predict events and activities
 - anticipate change
 - understand expectations
 - conceptualise the beginning and end of activities or sessions
 - transition to new events, activities, and environments, in a calm and safe manner

Communication supports within the environment

- AAC: PODD, Proloquo2go, Speech Generating Devices e.g. Unity, communication apps
- Visuals: Posters and signs with core words and symbols, Aided language boards/displays, Choice boards, Photos: other teachers, specialist classes and activities, word walls, classroom signs e.g. *bags, books, toys, games, music*- with word, symbol, Auslan signs
- Auslan
- Speech Generating Devices
- Writing: crayons, chalk, pencils, pens, communication boards, alphabet boards, write –on boards, cards, word lists, keyboards, screens, pointing including alternative tools, writing apps,

Technology: computer, iPad, iPod, Liberator, single-switch speech generating devices, switches and interfaces including step by step, eye gaze device, interactive activities from Helpkidzlearn and Boardmaker online.