

ABOUT

CHRONIC PAIN AND LEARNING ADJUSTMENTS

EXAMPLES OF ADJUSTMENTS



Personal Adjustment

- Consider learners special interests and preferred activities and make them available upon arrival and throughout the day.
- Set up the opportunity to 'check in' with the learner and their parent/carer then adjust the learning schedule for the day.
- Learning requiring a higher cognitive load should be presented when the learner is fresh with the maximum availability for the requirements of the learning process.



Primary Adjustment

- Consider how the learner copes with breaktimes as the unstructured time may require sensitive management. Consider alternative activities with peer interaction.
- With the learner and family, look over the timetable and seek input to maximize engagement.
- Provide a 'break card' to allow the learner a short break from the class for an agreed time.



High Adjustment

- Consider the distance between lessons and minimise where possible to reduce fatigue.
- Make subject requirements clear and ensure family is aware of progress of learner. Pace of the learning may need to be adjusted when pain is not under control.
- All teachers must be aware and work together to ensure all assignments are not due at the same time.
- When planning SACE an application for special provisions can be made under the heading of pain which is a medical condition.



Leadership

The attitude of the leader sets the tone and attitude of the whole school or preschool. A positive accepting attitude in the whole learning community is essential for the successful inclusion of learners with additional needs, including those with chronic pain.