# Activity 9 Decision tree

Jack teaches Certificate IV in Engineering. He has a student in his class, Aaron, who is having trouble keeping up. He is not handing in his assignments and seems unable to complete his worksheets. Jack assumes that, like many other learners, Aaron simply does not have the numeracy skills required for the course. After several weeks he talks to the Student Support Officer, Mike, about it. Jack has not spoken with Aaron other than to point out to him that he is falling behind.

Assuming you are Mike, do you:  
A. Ask Jack what you are supposed to do about it when he can’t tell what the issue is and suggest he go away and find out?   
B. Speak directly with Aaron yourself?

When the learner selects A.

Jack is uncomfortable about asking Aaron if he has a learning difficulty and if he has, why someone like that would enrol in an engineering certificate anyway. Jack decides he has two possible courses of action:  
a) Confront Aaron directly and ask straight out whether he has a problem   
b) Talk to Admin to see if they know any more than him.

When the learner selects a)

Jack has had no training in inclusive practices or how to deal with any issues like this so in his discomfort he confronts Aaron during class and asks if he has a learning problem he hasn’t told anyone about and that he is now so far behind he can’t possibly pass the two units he is doing. Aaron, is both annoyed and embarrassed. He lodges a formal complaint against Jack and withdraws from the course. (You tried but it has landed back in your lap – go back and start again)

When the learner selects b)

Jack talks to the enrolling officer who says Aaron has not disclosed anything on his enrolment form to suggest he has any learning issues. Jack is at a bit of loss so speaks directly to Aaron who admits he has dyslexia but complains he shouldn’t have to openly disclose this sort of information. Jack is taken aback by this complaint and takes the information back to you as he has no idea what to do about it. (This now links back to option B)

When the learner selects B.

You speak with Aaron, who, with a little encouragement, explains he has dyslexia which he chose not to disclose on his enrolment form. He explains he is annoyed that neither the course nor the trainer, Jack seems to make allowance for any learner who is less than average in any way regarding their learning abilities. You assure Aaron but explain that while it isn’t essential for students to disclose these matters, it is helpful for the trainers and other staff to ensure the right support is made available.

You then decide to:  
c) Speak with Jack and suggest ways he might support Aaron in his learning  
d) Investigate what options are available to help Aaron and also how the system can be improved to better meet the needs of all learners whether they disclose a need or not.

When the learner selects c)

When you speak to Jack you discover he has no training in this area and no idea how he might even begin to support Aaron. You offer some tips on how to support Aaron. You leave the matter with Jack but later hear that Aaron has withdrawn from the course as he was falling too far behind. (Path ends here)

When the learner selects d)

You speak with Jack and offer some tips on how to make learning easier for Aaron. You also access special software from the VET Disability Support Service to help Aaron with his reading. You also suggest Mike speak to HR about undertaking some training on inclusive practice so he would be better prepared next time. You then start to consider what other learning difficulties might be present among the learners that are not being detected and supported.

Good work you are on the way to developing some universal design principles that will meet the needs of all learners who present at your organisation.

Points to consider:

* What universal design approaches could the VET provider have put in place from the outset to avoid this situation?
* Apart from the teacher, which staff members would need to be involved in organising and implementing these approaches?

(Path ends here)