

## **Adaptations and Modifications**

Of the three principles of learning, the most important one for this discussion that children learn at different rates and times. Today's classrooms are inclusive by nature where diversity is the norm. Differentiation is a practice that supports all learners. Teachers need to be aware of a range of strategies and adaptations that are necessary for student success that will allow every student in the classroom to succeed. The choice of adaptations should reflect the student's individual learning profile.

**Adaptations are teaching and assessment strategies made to accommodate a student's special needs**, and may include alternate formats (e.g. Braille, books on tape), instructional strategies (e.g., use of interpreters, visual cues and aids) and assessment procedures (e.g. oral exams, additional time, assistive technologies).

**Modifications for students in the primary grades-students should only be provided when there is a clear diagnostic reason and/or a complex learning profile.** WHO WE ARE TALKING ABOUT =

Students with an intellectual disability and those students with a complex learning profile. Some of these children will have been identified at birth.

It is the case that many students with special needs and significant learning challenges will be able to achieve the learning outcomes of their subject or course; some may be able to achieve the learning outcomes of some subjects or courses. The decision to provide modifications should be based on a very, very careful review of all instructional interventions and assessment information.

Starting place: a student with IQ 75-80, struggling, etc.

1. Identify the learning outcomes that the student is struggling with, and those he/she is able to achieve.
2. Identify adaptations that may assist the student to achieve the l.o.s and try them. Monitor progress.
3. If they are not successful, seek assistance from Res Tchr of LA tchr to develop additional adaptations that may assist the student, etc.

4. If they are not successful, refer to the external SBT for a discussion of need for additional assessment, Level B or Level C and once undertaken use the information to consider other adaptations that may be implemented.
5. If necessary, after trial of above, go back to SBT for consideration of need of modification.
6. Parent participation in a documented meeting to discuss/consult the need for modifications to a student's program.
7. Following a team decision, an IEP will be developed/revised to reflect the necessary modifications, with an annual review of the appropriateness of continuation of modification.

The above process has implications for assignment of letter grades. Language in regard to letter grades will need to be changed to at least reflect course based student educational programs (Gr. 8-12).

Understandings about the use of modifications:

1. Should be used to meet the needs of the learner but should not be implied to be a permanent solution.
2. There are some children for whom you know modifications are necessary.
3. We are talking about a small number of students. Consideration of a modification for students not identified as special needs is an uncommon process.
4. A decision about modifications needs to be course specific.
5. The provision of modifications should consider the necessary resources and personnel.