

Record of adaptations

The record of adaptations is a living document which should be updated throughout the school year.

Student		Grade	
Teacher			

Step 1 : Determine Student Profile

Sources of information regarding student (copy ✓ where appropriate)			
	Consulted student's cumulative file		Discussion with the student
	Consulted student's IIP (if available)		Discussion with the parents
	Consulted other teachers		Consulted school administrator

Step 2 : Summary of classroom adaptations

Subject area or domain :			
Adaptation strategies			
Date :			
Impacts on student success			
Date :			

Subject area or domain :			
Adaptation strategies			
Date :			
Impacts on student success			
Date :			

Adaptations and impacts have been discussed with :		
Parents	Date	
EST	Date	
School Admin	Date	

Next steps (copy ✓ where appropriate)			
	Consult with EST	Timeline	
	Consult with EST and specialist (SSS or other)	Timeline	
	Meeting with parents	Timeline	
	Referral	Timeline	
	Other :	Timeline	

Ideas for Adapting the Variables

Learning environment

- Decrease excess noises and reduce visual and physical clutter in the classroom.
- Provide an area free from distractions for students.
- Model for students how to organize their materials in a way that promotes student success.
- Create alternatives for seating arrangements and include seating options such as stand-up desks/tables, ball chairs and rocking chairs.
- Teach students organization skills such as making lists, using graphic organizers and establishing priorities.
- Encourage students to learn and interact in ways that are culturally familiar to them.
- Include print and visual information that reflects students' cultures, first languages and identities.

Resources

- Provide resources in a variety of formats including print, visual, audio and multimedia.
- Collaborate with students to select resources that reflect diversity and students' needs and interests.
- Invite students to use portable electronic devices to document information.
- Provide assistive technology such as speech to text, text to speech, word prediction, talking dictionary and highlighter.
- Encourage students to use visual dictionaries to verify meanings or spellings of words.
- Provide online accessibility to textbooks, assignments, calendars with assignment and assessment dates and assessment rubrics.
- Support EAL students' language needs with resources in the language of instruction and in their first language.

Instruction

- Offer students more time to respond orally, read passages and complete learning tasks.
- Use multi-sensory (auditory, visual, tactile, kinesthetic) instructional materials to support student comprehension.
- Provide an advance visual organizer, outline or copy of notes to students when presenting academic content.
- Enable students to record oral lessons.
- Supplement auditory information with visual cues and gestures.
- Chunk presentations into short segments.
- Reduce the amount of text on screens or printouts.
- Segment instruction for physical (e.g., body breaks) and tactile activities.
- Provide opportunities for learning tasks that are active (rather than focusing on only sedentary tasks).
- Model/demonstrate ways to self-regulate.
- Support students to recognize their learning strengths and styles and the adaptations and strategies that work best for them.
- Increase the wait time after questioning and during discussions.
- Make available advanced or challenging tasks to students who require enrichment or extension.
- Activate and build on background knowledge or experience for students.
- Tailor tasks and units to students' interests and cultural needs.
- Use the gradual release of responsibility model to meet the needs of individuals and groups of students.
- Ensure guided/scaffolded and independent practice and application are a part of instruction.
- Use a combination of advanced and simple vocabulary during instruction and conversations with students.
- Pre-teach challenging vocabulary.

Assessment

- Provide additional time to complete assessments.
- Offer a reader and/or a scribe and explain difficult wording.
- Give students specific dates for completion of individual parts of an assignment.
- Communicate details about assignments and examinations to parents/guardians in electronic or print format.
- Use a variety of ongoing daily assessments to monitor students' progress.
- Present options to students regarding topics, tasks, resources and learning groups.
- Vary options for demonstrating learning (oral, written, visual, dramatic, multimedia).
- Involve students in assessing their learning and development using portfolios, celebrations of learning and/or electronically documented learning.
- Involve families in developing plans for supporting student achievement.