

Record of Course Adaptation

Student's Name: _____ School: _____

Grade Level: _____ Year: _____

Teacher: _____ Course: _____

Adaptation: A documented process that allows a student to participate in a prescribed curriculum (course) with changes in format, instruction strategies and/or assessment procedures **that retain the learning outcomes of the curriculum.** This adaptation may include alternate formats, instructional strategies and/or assessment procedures. Full credit will be granted for such courses but adaptations used will be documented and kept on file. **Adaptations should be used selectively, with a goal of achieving curriculum outcomes.**

Please select or write in the adaptation(s):

Classroom Set up

- _____ with a working buddy
- _____ quiet space available
- _____ extra time & space for work completion
- _____ assignments clearly written on the board

Self-Organization

- _____ assistance with organization (belongings and work space)
- _____ assistance with organization of notebooks and binders
- _____ photocopied notes
- _____ assistance with copying homework
- _____ homework log
- _____ fewer homework questions
- _____ study guide for tests
- _____ visual schedule(s) and checklist on desk

Reading

- _____ preview of vocabulary and/or content
- _____ directions repeated, additional explanations
- _____ paired reading
- _____ group stories
- _____ lower level books (for content areas only)
- _____ opportunity to discuss story
- _____ more time for test completion
- _____ audio (for oral comprehension only)

Social/Behavioural

- _____ care in grouping and pairing students
- _____ preferential seating
- _____ additional schoolground supervision

Other Adaptations:

Writing, Speaking

- _____ augmentative communication
- _____ writing aids (e.g. pencil grips)
- _____ reference aids (e.g. alphabet line)
- _____ peer support or tutoring
- _____ use of tape recorder or dictated stories
- _____ allowing time to answer
- _____ assistive technology (specify) _____
- _____ adjust expectations for quantity, quality, spelling and/or structure
- _____ oral language activities & responses (speaking and listening outcomes, only)

Mathematics

- _____ number line or times table on desk (reference aids)
- _____ manipulatives
- _____ calculator
- _____ fewer problems to complete
- _____ operations only, limited word problems
- _____ talking through problems

Assessment

- _____ oral assessment
- _____ preview of test content
- _____ eliminate some questions
- _____ assessment on daily work as opposed to unit test
- _____ use of technology in assessment (computer/calculator)
- _____ allowance for penmanship
- _____ allowance for spelling
- _____ graphic organizers
- _____ word list given for test

Parent's Signature: _____ Date: _____

Student's Signature (if appropriate) _____ Date: _____

Teacher's Signature: _____ Date: _____

Principal's Signature: _____ Date: _____