

The Five Ws of ADAPTING and MODIFYING: Who, What, When, Where, and Why?

For every grade and subject, the prescribed learning outcomes are published by the Ministry of Education. Sometimes students require support to meet these learning outcomes. When this happens, the student's teacher(s) and School Based Team, in consultation with parents must decide how to most effectively support the student's learning. This table was designed to assist with the decision making process:



An Adapted Educational Program	A Modified Educational Program
<p>Any student who has consistent difficulty meeting the prescribed learning outcomes (PLO) of the regular curriculum, and who is able, with appropriate adaptations to meet the PLOs. Students on an adapted educational program will be working toward a Dogwood Graduation Diploma.</p>	<p>Any student assessed as having medical, cognitive, social-emotional, or behavioural needs that significantly impede their ability to meet the prescribed learning outcomes (one or more curricular areas). Students on fully modified programs will not receive a Dogwood Graduation Diploma, but rather a School Completion Certificate.</p>
<p>Alternate teaching, learning or evaluation strategies may be used to help a student meet the prescribed learning outcomes in the curriculum. Examples of adaptations:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Classroom environment (i.e. preferential seating, alternative test location) <input type="checkbox"/> Reducing number of assigned questions <input type="checkbox"/> Computer for written assignments, extra time <input type="checkbox"/> Alternate formats (i.e. reader, books on tape, oral response) 	<p>Alternate teaching, learning, or evaluation strategies are used to help a student meet alternate (not Ministry prescribed) learning outcomes. Curriculum goals are individualized (IEP) and substantially different for each student on a modified program. Examples of modifications:</p> <ul style="list-style-type: none"> <input type="checkbox"/> How to use a phonebook instead of novel reading <input type="checkbox"/> Social skills goal (i.e. turn taking) instead of academic goal <input type="checkbox"/> Score keep instead of playing volleyball <input type="checkbox"/> Teaching how to complete puzzles instead of geometry
<p>A student is consistently unsuccessful meeting the prescribed learning outcomes through usual teaching methods. Adaptations may be seen as a continuum based on the intensity of student needs.</p>	<p>A student is consistently unsuccessful meeting the prescribed learning outcomes despite receiving extensive adaptations in one or more curricular/subject areas.</p>
<p>In those specific subject areas where the student has consistently demonstrated difficulty meeting the prescribed learning outcomes. Teachers use a range of adaptations in everyday situations.</p>	<p>In specific subject areas where a student has consistently demonstrated difficulty meeting the prescribed learning outcomes despite the use of extensive adaptations and/or key functional life skills need to be taught.</p>
<p>Students requiring adaptations over time may have a difficulty that impacts their learning, such as a reading disability or attention problem. Adaptations allow access to the curriculum so they can "show what they know". Many strategies will help with success at school and after school.</p>	<p>To build skills and abilities that will allow a student to have a fulfilling life. Modifications may take place in an integrated setting in all grades and allow a student to belong and participate meaningfully in school.</p>

Final notes: (1) Students who require modifications may not necessarily need modifications in ALL curricular areas. A program may include some modified subjects but others that are adapted. Also, learning strengths and needs are fluid (not usually stable) over time. Such fluidity must be taken into consideration and monitored closely; (2) Very few students require a fully modified program. Such decision should be made collaboratively (all stakeholders) and will often need to be guided by quality assessment data; (3) Before modifying, ask: Do you feel this child is capable of meeting the prescribed learning outcomes necessary across curricular areas, in order to complete the requirements of a Dogwood Graduation Diploma?