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### Curriculum adaptations vs modifications??

- Are they the same?? **NO!**
- Adaptations are teaching and assessment strategies especially designed to accommodate a student's needs so he or she can achieve the learning outcomes of the subject or course and to demonstrate mastery of concepts.

#### Adaptations can be made to:

- the environment in which learning and teaching will occur
- the processes to be used (level of support, instructional method, mode of learning and assessment)
- the depth of the content to be learned
- the products that will record the student's individual achievement

*working toward the learning outcome, for grade level => same outcome*

- Modifications are instructional and assessment related decisions made to accommodate a student's educational needs that consist of individualized learning goals and outcomes which are different than learning outcomes of a course or subject.
- Modifications should be considered for those students whose special needs are such that they are unable to access the curriculum
- The student is not working toward the learning outcomes for his/her grade level
- A student on a MODIFIED program at the end of Grade 12 will receive a "School Leaving Certificate" (not a "Dogwood")

*modify = not working toward learning outcomes for grade level => not same outcome*

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### What is the same?

- Adaptations and/or modifications to curriculum for a student with special needs should be documented and outlined in his or her Individualized Education Plan (IEP)

## SUBSTITUTE CURRICULUM

### School Based Team

- A first step
- A school-based team is an on-going team of school-based personnel who assist classroom teachers to develop and implement instructional and/or management strategies to ensure success for students
- coordinate support resources for students with special needs within the school.

### Who is on the team?

- The school-based team includes a small group of regular members, usually including a school principal, a Learning Support or Special Ed teacher, a classroom teacher. In some schools, the CCW is regular member of the team
- the team may also include the student's referring teacher, the parent, a paraprofessional, the student, and, as appropriate, district resource staff, and representatives from community services, or from other ministries.

### What does the team do?

The team provides support for the student, teacher and family in a variety of ways

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- The team appoints a case manager (usually the Learning Support Teacher), identifies the need for additional services and/or initiates referrals to other district or community service. These services may include Mental Health, Freedom Quest, Community Services

### SBT

- In most schools, SBT's meet on a regular basis (some weekly, some monthly)
- A teacher requests a meeting to discuss concerns about a student by making a referral to the principal or LST
- A meeting is scheduled-most initial meetings do not include the parent
- In most schools a referral is not only verbal, but a form is completed by the classroom teacher

### What happens at a SBT meeting

- The group meets with the teacher who made the referral. All teachers who are involved with the child are encouraged to attend as well.
- The teacher informs the group about the child-strengths, what is working, weaknesses, difficulties
- Others in the group also share their experiences in working with the child

- After and sometimes during the sharing and asking of questions, the team brainstorms ideas and offers suggestions, strategies to assist the child.
- The teacher is often asked what specifically he or she will try
- An action plan is documented

- Notes taken at the meeting are distributed to those in attendance as soon as possible after the meeting

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- A review date is set to determine if the strategies discussed have led to positive change

### Further referral

- If a child requires an assessment, the SBT makes the appropriate referral, but only after school based strategies are documented and tried
- Let's look at some SBT meeting minutes

### IEP

### IEP DEVELOPMENT IS CONTINUOUS...

- 1. Strengths
- 2. Concerns / Needs
- 3. Gather Information
- 4. Focus on Top Concerns
- 5. Set Goals
- 6. Determine Interventions
- 7. Implement Plan
- 8. Monitor Progress

### An IEP...

- -Describes program adaptations and/or modifications and the special services that are to be provided for a student with special needs

### An IEP also...

- Formalizes planning decisions and processes and links assessment with programming
- Provides all involved with the student, a record of the educational program for the student

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- Outlines specific goals and objectives that the student will work toward in order to be successful

IEP documentation provides evidence that:

- the parent and/or student were offered the opportunity to be consulted about the preparation of the IEP;
  - the student is receiving learning activities in accordance with IEP; and
  - the IEP is reviewed at least once each school year.
- the learning outcomes on an IEP for a student for that school year may be different from the learning outcomes for the specific grade he or she is enrolled in
  - assessment methods that are different from his peers may also be documented

An IEP should also include the following:

- the present levels of educational performance of the student
  - the setting where the educational program is to be provided
  - the names of all personnel who will be providing the educational program and
  - the specific support services for the student during the school year
- the period of time and process for review of the IEP
  - plans for the next transition point in the student's education such as elementary to high school but also included transitions beyond school completion such as college, day program, group home

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## Who must have an IEP?

- All students with special needs must have an IEP. An exception can be made if: the student with special needs requires no adaptation or only minor adaptations to educational materials, or instructional or assessment methods

## Who else needs an IEP?

- Students who receive more than 25 hours of extra support in the school year in a learning center or similar setting, must also have an IEP.
- This type of IEP has most of the necessary components of the longer IEP's
- Students who are identified for funding under the category of Intensive Behaviour or moderate behaviour, also have an IEP, most often referred to a IBP-Individualized Behaviour Plan

## Who develops the IEP?

- In most schools, the IEP is developed in consultation with the classroom teacher, principal, paraprofessional staff and itinerant staff. Ultimately, the writing of the actual document is done by the Special Ed or Learning Support teacher.
- Parents must be given the opportunity to be consulted in the planning process and should receive a copy of the IEP. When possible, the student should also participate in the process (usually at the high school level)

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- The IEP should document instances where services are offered but the parent or the student refuses them.

### What services are available in the district? Province?

- Occupational Therapy-assist students with daily living skills such as toileting, feeding and dressing
- Also assists with students having difficulty with fine motor skills, handwriting and written output difficulties
- SD #20 O.T. also supports students with sensory integration difficulties and students with autism
- ALERT program\*\*\*

#### A few words about the ALERT program

- *Ways to enhance optimal alertness in class...*

Weighted items	chair push ups
Wall push ups	stack chairs
Play dough	lear paper
Empty recycling	erase boards
Carry books to library	chew gum

- Speech and Language Services-assessment and intervention for students with language difficulties, communication problems
- Hearing Resource Teacher-assists students who have a hearing impairment
- All of these itinerant staff are members of the IEP team
- They outline specific goals and strategies to assist students
- Not all students on their caseload will have an IEP

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### Provincial resources

- POPARD-Provincial Outreach Program for Autism and Related Disorders  
[www.aulismoutreach.ca](http://www.aulismoutreach.ca)
- POPFASD-Provincial Outreach Program for Fetal Alcohol Spectrum Disorder  
[www.fasdoutreach.ca](http://www.fasdoutreach.ca)

\*\*both of these sites have excellent eLearning modules and print resources

- [www.setbc.org](http://www.setbc.org)

\*\*site contains lots of mini-tutorials on technology topics, picture sets and visual schedule examples  
\*\*\*ARC site-accessible books

#### Other provincial outreach programs

- Provincial Integration Support Program - [www.pisp.ca](http://www.pisp.ca)
- Provincial Outreach Program for Students who are Deaf or Hard of Hearing - [www.sd41.bc.ca/programs/provincial\\_outreach\\_program.htm](http://www.sd41.bc.ca/programs/provincial_outreach_program.htm)
- Provincial Outreach Program for Students with Deafblindness - <http://public.sd38.bc.ca/DeafblindWeb>
- Provincial Resource Centre for the Visually Impaired - [www.prcvi.org](http://www.prcvi.org)
- Provincial Resource Program - Auditory Outreach  
• [www.auditoryoutreach.ca](http://www.auditoryoutreach.ca)