

PROGRAM ADAPTATIONS FORM 20-20 (2008-2009)

Student Information:

Student:	<input type="text"/>	School:	<input type="text"/>
Student ID:	<input type="text"/>	Grade:	<input type="text"/>
Teachers:	<input type="text"/>		
Full Academic Year:	<input type="radio"/>	Semester 1:	<input type="radio"/>
		Semester 2:	<input type="radio"/>

Student's Strengths	Student's Challenges
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>
<input type="text"/>	<input type="text"/>

Presentation Strategies:

- repeat and rephrase directions: check for comprehension
- visual supplement (maps, graphs, pictures, diagrams, models, demonstrations, etc.)
- typed worksheets, notes and tests (with/without vocabulary, directions, key words highlighted)
- reduce/rearrange problems on a page
- reduce or substitute required assignments
- manipulatives for problem solving
- provide examples during teaching as well as on tests
- notes, tests, assignments read aloud
- reading assignments are outlined/main ideas emphasized
- large print in reading assignments

 **PROGRAM ADAPTATIONS FORM 20-20** (2008-2009)

- use of special paper (color, graph)
- use of taped novels/material
- re-write directions at appropriate level
- reduce amount of copying from the board
- margins, columns, paragraphs are colored or dotted to draw student's attention to where to begin
- provide a copy of notes
- provide student with manuscript (printed) notes if using cursive writing on the board
- preview material in advance
- provide more response time
- give directions in several small steps rather than as a whole
- use of assistive technology (i.e. Kurzweil)

Please Specify (Assistive Technology):

- pair written instructions with oral instructions

other

Curriculum Strategies

- adjust pace of work
 - provide vocabulary lists, word banks, dictionaries, thesaurus
 - emphasize key concepts
 - reduce level of reading material
-

PROGRAM ADAPTATIONS FORM 20-20 (2008-2009)

- special arrangements to complete assignments (aid from the Resource teacher)
- use alternative texts
- provide spelling sentences (dictation) in advance of weekly tests
- vary the amount of material to be learned
- vary the amount of material to be practiced
- break long-term assignments into shorter tasks
- teach test-taking skills (multiple choice, T/F, matching)
- use strategies to enhance recall (e.g. cues, cloze)
- provide unit outlines
- summarize material before tests
- use a highlighter to focus on key ideas (school/home)
- try a different way rather than repeating the same way over and over
- attach comparable value to different routes to the same end point
- Teach word processing skills

other

Organizational / Behavioral Strategies

- provide routine
 - post daily schedules
 - permit student to print
 - consistent expectations/consequences
 - use organizers (agenda book, sequence chart, timeline etc.)
-

- structured study time (at home)
- break longer tasks into smaller ones
- checklists (i.e. proofreading)
- re-teach/ reinforce study skills
- arrange to work with another stronger student/small learning groups
- cue student to stay on task (e.g. private signals)
- Allow student to have extra set of books at home

other

Motivational Strategies

- vary the level and frequency of feedback
- match the motivational strategies to the student's learning style and interests
- contract with student for work to be completed or desired behaviours to be targeted
- verbal/nonverbal positive reinforcement
- Use of progress charts
- Use of a positive reward system

other

Assessment / Evaluation Strategies

- reduce reading level on tests
 - provide immediate feedback
 - allow assignments to be resubmitted for re-evaluation
 - emphasis on daily work and assignments (not on tests)
 - content only is marked on pieces of spontaneous writing
 - no penalty for spelling errors
 - individualized marking scheme
 - acceptance of a variety of methods for assessment demonstrating competence with content (video presentations, illustrations, demonstrations, oral, individual or group, etc.)
 - accept dictated homework assignments
 - direct teaching of test taking skills
 - give practice tests
 - frequent quizzes
 - open book tests (notes and text)
 - use of dictionary, fact sheets, spell checkers, calculators, etc.
 - fewer questions on tests
 - different arrangement of questions on tests
 - use of word banks on tests
 - use of word boxes for word shapes on tests
 - oral testing (tape recorded, Resource teacher, software, teacher assistant)
 - write tests in alternate setting (i.e. resource room)
 - allow extra time for tests
 - preview/pre-read tests and exams (during assessment time)
 - essays are completed in list or point form, with oral elaborations permitted
-

PROGRAM ADAPTATIONS FORM 20-20 (2008-2009)

- permit student to print
- rank questions on tests/assignments so that easy questions are at the beginning
- use multiple choice/fill in the blanks more than essay type questions
- rearrange essay questions into sub-headings
- use size larger font when writing a test, allow for extra spacing
- provide prior notice of tests with a detailed outline
- observation of student performance, behaviours, language
- develop and use rubrics

other

Environmental Strategies

- provision of extra work area, desk, etc
- use of special equipment (tape recorder, calculator, computer etc.)
- preferential seating (front- free from distractions, back- eliminating an audience)
- direct supervision around equipment, machines, power tools, etc.
- volunteer, peer tutoring
- use of study carrels
- good lighting
- colored paper overlays for reading



PROGRAM ADAPTATIONS FORM 20-20 (2008-2009)

Use a desk top easel or slant board to raise reading/writing materials

other

Additional Comments:

Parent's Signature:	<input type="text"/>	Date:	<input type="text"/>
Teacher's Signature:	<input type="text"/>	Date:	<input type="text"/>
	<input type="text"/>	Date:	<input type="text"/>
	<input type="text"/>	Date:	<input type="text"/>
	<input type="text"/>	Date:	<input type="text"/>
	<input type="text"/>	Date:	<input type="text"/>
Principal's Signature:	<input type="text"/>	Date:	<input type="text"/>