NESD Resource of Adaptations

The intent of the Adaptive Dimension is to maximize student learning and to support achievement of curricular outcomes. The Adaptive Dimension includes all practices teachers use to make learning meaningful and appropriate for each student. It is expected that teachers will use approved curricula and the student's learning profile as a starting point for making decisions about adaptations.

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.
- Provide self-regulatory resources (fidgets, thereabands, stir sticks)
- Adjust lighting.

Resources

- Provide resources in a variety of formats including print, visual, audio and multimedia.
- Provide different formats for print resources (larger font size, reduced amount of text, increased graphics)
- Adapt content (simplified, extended, independent/instructional reading level)
- Allow use of manipulatives.
- 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.

Assessment

- Provide additional time to complete assessments.
- Permit cue sheets during assessments if the cues do not jeopardize the integrity of the learning outcome.
- Permit assistive technology during assessment events if the technology does not jeopardize the integrity of the learning outcome.
- Adjust language expectations when the format of the answers is not a requirement to demonstrate outcome attainment (point form vs paragraph, overlooking mechanical errors to focus on content and substance).
- Allow for re-demonstration after additional instructional interventions have occurred.
- 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

Instruction

- Offer students more time to respond orally, read passages and complete learning tasks.
- Consider instructional groupings (whole group, small group, partners)
- Reduce the number of instructional steps
- Tailor tasks and units to students' interests and cultural needs
- Plan, model and demonstrate ways to self-regulate.
- Permit assistive technology (calculator, spell-checker, IPad)
- 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.
- 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).
- 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.
- 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 is a part of instruction.
- Use a combination of advanced and simple vocabulary during instruction and conversations with students.
- Pre-teach challenging vocabulary.

Teacher-Student Relationship

- Model classroom behavior norms consistently and with integrity.
- Be mindful of personal disposition in all interactions.
- Assess student DNA (Dreams/Needs/Abilities).
- Build *behaviour momentum* (start with 3 or 4 tasks that students have a high probability of successfully completing; after each task, provide immediate positive reinforcement; work toward more difficult tasks).
- Create safe zone for student.
- Allow student to share thoughts, listen without judgment, attempt to either agree with something stated or to validate feelings.
- Ensure student has a charismatic adult/advocate and a peer mentor.
- Emphasize growth mindset – praise for effort, commitment and resilience.
- Implement 2x10 strategy (speak to student for 2 minutes a day for 10 consecutive days about anything other than school).
- Have conversations at eye level.
- Establish non-verbal cues of affirmation (thumbs-up, fist pump, spirit fingers, chest-to-heart, secret handshake/greeting).
- Attend student after-school activity.
- Laugh together.
- Assign classroom jobs.
- Provide opportunities for students to share personal and cultural experiences in creative ways (personal narrative, poems, art).
- Use restorative conversations when issues arise (identify the harm, consider feelings of others, develop plan for repairing relationship).
- Create "classroom cool down" area.
- Establish agreed upon body breaks.