

## Process for moving a student to a modified program

- Decision is made by the School-Based Team in collaboration with parent(s).
- Placement on a modified program should only occur if the student requires **substantially** different learning outcomes.
- Results of a psychoeducational assessment and/or medical documentation must be considered when making this decision.
- There needs to be clear communication with parents regarding implications for graduation (i.e., student is ineligible for a Dogwood Diploma).
- **Must have parent consent.**

**Note:** *It would be extremely unusual for a student with a learning disability (i.e., ability in the average range) to be on a modified program.*

## Common Misconceptions

*“Johnny can’t read or write; therefore, he should be on a modified program in English lanuage Arts.”*

*“Susie has an intellectual disability; therefore, she should be on a modified program.”*

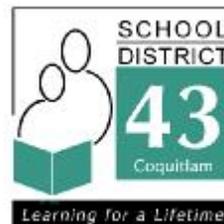
*“If a student is on a modified program, every subject needs to be modified.”*

## Resources

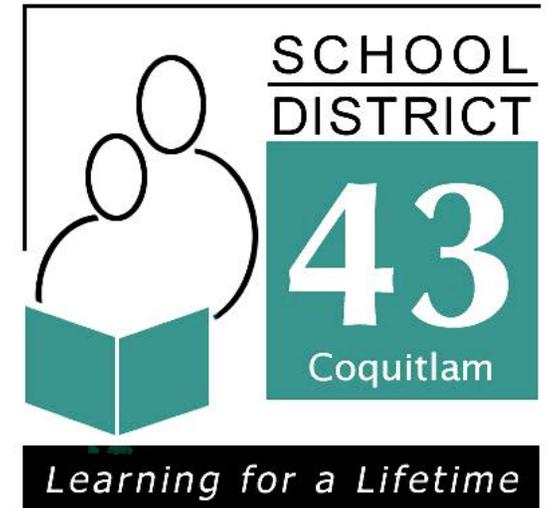
Adapting Curriculum Instruction in Inclusive Classrooms (Cole, Horvath, Chapman, Deschenes, Ebeling & Sprague, National Professional Resources)

Orchestrating Academic Success by Adapting and Modifying Programs (Dawn Reithaug, Stirling Head Enterprises)

Special Education Services: A Manual of Policies, Procedures and Guidelines (BC Ministry of Education, August 2009)



Revised September 2010



# ADAPTATIONS & MODIFICATIONS

*At-a-Glance*

***A Resource for Schools,  
Parents and Students***

**Student Services Department  
School District No. 43 (Coquitlam)  
1100C Winslow Avenue  
Coquitlam, BC**

**604-937-6386**

## Adaptations

An educational program with adaptations **retains the learning outcomes of the regular program**, and is provided so the student can participate in the regular program.

### Examples of Adaptations

- Use of reader/text reader software
- Use of scribe/voice recognition software
- Novels on tape
- Shortened assignments
- Provision of photocopied notes
- Use of checklists
- Use of spell-checker
- Enlarged print
- Provision of additional time
- Word recognition software
- Use of word processor

**Note:** *To enable achievement, a student's program may include some courses/subjects that are modified and others that have adaptations.*

## Modifications

A modified educational program **has learning outcomes that are substantially different from the regular program**, and are specifically selected to meet the student's special needs.

### Examples of Modifications

- Functional literacy skills (e.g., print name, recite address, recognize signs)
- Functional math skills (e.g., money skills, use of calendar, telling time)
- Communication skills (e.g., use of PECS system, use of voice output devices)
- Self-care skills (e.g., brushing teeth, toileting, dressing)
- Life skills (e.g., food preparation, doing laundry, use of public transit system)
- Work experience for low incidence students (i.e., at secondary level)

## Assessment and Evaluation Procedures

- Students receiving **adaptations** will be evaluated based on the regular standards (i.e., extent to which learning outcomes are attained).
- On a **modified** program, evaluation will be based on the degree to which the individualized outcomes are achieved (i.e., as established in the IEP).

## Letter Grades

- When a student receives adaptations, regular letter grading practices and reporting procedures will be followed.
- Grades K to 9: Letter grades are not assigned to students on modified programs.
- Grades 10 to 12: Students may receive letter grades for locally developed courses.

## Graduation

- Students with educational programs that include **adaptations** can receive credit toward a Dogwood Diploma.
- A **modified** program does not meet the standards required for a Dogwood Diploma, but may lead to an Evergreen Certificate (School Completion).