

SOME ADAPTATIONS / ACCOMMODATIONS TO CONSIDER

COMMUNICATION

- ★ chunk down verbal instructions; pair written instructions with verbal & visual instructions
- ★ use only 1 question or instruction task at a time if the child cannot do 2-3 part questions;
- ★ speak slower; clear, concise instructions that are at child's ability;
- ★ use literal language; do not use sarcasm or inferences when communicating with the student
- ★ Daily feedback to student and parent
- ★ Cue student to stay on task with a private signal
- ★ Compliment positive behaviour and work

TOOLS

- ★ Your child is allowed to use a quiet fidget – especially when overstimulated. (This could be a stuffy with different materials for rubbing together and touching for sense calming).
- ★ Audio books for children who struggle with reading, language processing, etc.
- ★ Tests and homework answers can be dictated
- ★ Your child is allowed to listen to calming music through headphones during quiet time.
- ★ Adaptive writing utensils; computer use for written work with apps such as Dragon Speaking, etc.
- ★ Student is allowed to record lesson portion of the class.
- ★ Use of calculators (even for addition / subtraction / multiplication / division)
- ★ Large print textbooks
- ★ For math and geography 3D tools are great! Cuisenaire rods, 3dmodels, globes

SCHOOL WORK

- ★ Permit students who need more time to complete their work at home; Vary timelines and deadlines based on student needs and abilities
- ★ Student is allowed teacher's notes or to take pictures of the board notes; provision of some notes or outlines
- ★ minimal use of open-ended statements or questions; limit oral questions to the number that the child can manage
- ★ show example of completed projects; personalized and concrete examples,
- ★ Play audio recordings of stories while students read along to assist both auditory and visual learners
- ★ For organization - AM/PM check in with a preferred staff person; journal; to do lists; planners.
- ★ Daily written communication about the day, homework, child's wins / struggles
- ★ Additional time for assignments, tests
- ★ Review of directions, extra visual and verbal cues and prompts
- ★ Varied reinforcement procedures such as immediate feedback
- ★ Review sessions, have student restate information (obviously dependent upon student's abilities – those with FASD can often repeat instructions but have no idea how to put it into action)
- ★ Support auditory presentations with visuals
- ★ Answers to be dictated
- ★ Allow outlining, instead of writing for an essay or major project
- ★ Use of alternative books or materials on the topic being studied
- ★ No penalty for spelling errors or sloppy handwriting
- ★ Rest breaks
- ★ Work-in-progress checks; Pace long-term projects and chunk down larger assignments into more manageable parts.
- ★ Modified workload or length of assignments/tests
- ★ Modified time demands
- ★ A quiet area to complete the work or take a test; having someone read a test to them; extra time to complete the work, test or reading given.
- ★ Choice of test format (multiple-choice, essay, true-false); Accept short answers; Open-book or open-note tests
- ★ Alternate ways to evaluate (projects or oral presentations instead of written tests)
- ★ Simplified test wording; rephrased test questions and/or directions
- ★ Extra credit option
- ★ Retakes Tests / Quizzes: Use a variety of methods for retakes. Consider both verbal and written responses.

CLASS ROUTINE / TRANSITION

- ☆ Set and post class rules
- ☆ The student is to be warned in advance about fire drills
- ☆ keep days and activities structured, use picture calendar or schedules
- ☆ buddy system for unstructured times, peer to peer tutoring as appropriate
- ☆ structured social skills groups, peer modeling-appropriate play, role play, cooperative games rather than win/lose
- ☆ education sessions for peers to help them understand disability

CLASS PLACEMENT

- ☆ Increase distance between desks (or spaces at table)
- ☆ Your child is allowed to use a different chair (such as the disc-o-sit, rubber band around the legs, ball chair, knee chair, etc.) There are so many to choose from now – so be sure to talk to your kiddo about what they prefer. Often, the school will have examples of them and so, they may even be able to try one out.
- ☆ During circle time, your child is allowed to sit on a bumpy cushion like a Disc O'Sit, have a weighted blanket in his lap, wrap himself in a stretchy piece of Lycra-like material, or wear a weighted or compression vest to help him stay calm, organized, and focused. Perhaps, she must be allowed to sit on a square of rug that defines the boundaries of her space and gives him something to touch other than the child sitting next to her.
- ☆ Docking station - this might be out in the hallway, or near the teacher's desk – depending on what the child is experiencing. Sometimes near the teacher's desk is helpful, especially if the child is being bullied (or feels as if others pick on him/ her).
- ☆ Your child will be seated preferentially according to determined needs. This varies from child to child and you, the teacher, and an OT may need to brainstorm to figure out the best seat location. Children with sensory issues often do best in the front of the classroom close to the teacher, where there is less conflicting visual stimulation, away from distractions, and out of direct sunlight which makes it hard for the child to concentrate. A child may also need to be seated where she can't see out the door or need to sit next to a wall for security. Perhaps, she is allowed to sit at the end of a table or at a separate desk so other children at the table don't get too close to her physically.
- ☆ When lining up with the other children, your child should always be at the front or end of the line. In this way she / he isn't disturbed by the other children bumping into her / him or having to understand the concept of "a line". (You might ask the teacher to appoint her / him "line monitor" so that this doesn't seem like a punishment. Another idea might be to have a line made out of tape on the floor so all children can easily see where to stand.)

OTHER

- ☆ Your child is allowed to avoid making eye contact when answering a question that requires his concentration if he needs to block off his visual sense to focus.
- ☆ Allow the student to run errands or to stand while working if possible.
- ☆ A classroom aide will accompany your child on five-minute walks down the hall approximately once every hour (or time deemed appropriate) or your child is able to take messages down to the office for the teacher. (Movement stimulates dopamine and other neurohormones and researchers have found it to improve short-term memory!)
- ☆ "Hot pass" or "cool off card" which is a card the student gets, and they can leave class, flash the hot pass to the teacher, and go to the office, guidance counselor, nurse (designated ahead of time) to cool off, if they feel a negative behavior coming on.
- ☆ The student is allowed to eat lunch in a quiet, low-stimulation environment instead of in the lunchroom.
- ☆ If your child is to be punished, recess and outdoor time at lunch will not be taken away.
- ☆ Assistance in maintaining uncluttered space
- ☆ Allow Student to keep set of textbooks at home
- ☆ Give student opportunity to act in leadership role
- ☆ Focus on Strengths – use these to scaffold weak spots
- ☆ Relationship is key!! It is important to spend time talking to student!



Enriching Lives, Strengthening Communities

Support to Family Care Network Program 2024

Remember that you don't have to do this alone! Connect with your support agency and they can connect you with many resources and community professionals. Often, if your child is struggling at school there are community professionals who can come in and advocate, teach and inform (as necessary) with the teachers and support staff at the school.

Adaptations are teaching and assessment strategies especially designed to accommodate a student's needs so they can achieve the learning outcomes of the subject or course and to demonstrate mastery of concepts. Essentially, adaptations are "best practice" in teaching. A student working on learning outcomes of any grade or course level may be supported through use of adaptations. Adaptations do not represent unfair advantages to students. In fact, the opposite could be true. ***If appropriate adaptations are not used, students could be unfairly penalized for having learning differences, creating serious negative impacts to their achievement and self-concept*** (*Inclusive Education Services: A Manual of Policies, Procedures and Guidelines: BC Ministry of Education, 2024*)

Adaptations Teaching and assessment strategies made to accommodate a student's special needs, and may include alternate formats (e.g., Braille, books-on-tape), instructional strategies (e.g., use of interpreters, visual cues and aids) and assessment procedures (e.g., oral exams, additional time, assistive technologies). Adaptations enable achievement toward the learning outcomes of the provincially prescribed curriculum.

(BC Ministry of Education) <https://www2.gov.bc.ca/gov/content/education-training/k-12/administration/legislation-policy/glossary#adaptations>

Program support/implementation usually includes one or more of the following:

- adaptations to make the learning environment more accessible;
- alternate approaches to instruction and/or evaluation;
- use of adaptive/assistive technologies;
- provision of intensive, direct instructional intervention (e.g., remedial, compensatory);
- modifications to the curriculum content;
- provision of services that are beyond those offered to the general student population and are proportionate to level of need.; and/or
- provision of specialized training (e.g., braille, orientation and mobility, speech reading and sign language instruction).

(*Special Education Services: A Manual of Policies Procedures and Guidelines: BC Ministry of Education, 2016*)

