Using the Big Ideas from a **lower or higher grade level within the BC Curriculum** is considered an adaptation. However, using the **Big Ideas** at the student's grade level should be implemented as the BC Curriculum is universally designed so that all students can access the curriculum.

Presentation or Subject Matter

- Duplicate classroom notes
- Duplicate written instructions
- Emphasize visual presentation to complement written instructions
- Multi-sensory presentation
- Pre-teach important vocabulary
- Provide a reader to read instructions
- Provide assignments in alternate format
- Provide close monitoring/feedback
- Provide cross-age/peer assistance
- Provide learning materials at student's level of comprehension
- Provide organizers for note-taking or highlight important information in text
- Provide outline to be completed as assignment framework
- Review previous essential works
- Model-prompt-practice
- Opportunity for rehearsal
- Provide model of finished product
- Record lecture or allow student to record
- Reduce language or reading level
- Use alternative text
- Peer reading
- Teacher reads to group
- Have class note taker
- Use graphic organizers
- Actively monitor seat work
- Computer assisted instruction
- Provide reader support to read texts
- Use different resources/learning materials
- Use manipulatives
- Use direct instruction strategies
- Use of visual cues/cards to aid memory/recall
- Avoid asking to read out loud
- Co-operative buddy
- Vary activity levels
- Provide high contrast markers on whiteboard (avoid colours); use whiteboard instead of chalkboard
- Verbalize written content as notes are presented on the board or using media devises eg. Smartboard, projector

List of Adaptations

Materials

- Use a scribe to assist with writing
- Allow headphones/earplugs to improve time on task
- Allow student to use the "accessibility options" that are commonly found in word processor programs
- Each student to use word prediction with word abbreviations
- Provide access to print materials through the web/Internet
- Provide computer software writing aids
- Provide talking calculators or on-screen calculator programs
- Provide recorded lessons/tutorials
- Teach student to use outlining/planning software to assist with organizing
- Teach student to use personal data managers, handheld calendars or planners
- Use a OCR scanner to enter text into word processor
- Use a spreadsheet program to assist with calculations
- Use calculator
- Use headphones to reduce distractions
- Use spell-checking programs
- Use technology to reduce mobility/motor challenges
- Use text to speech, speech synthesizer, and screen readers
- Student use word prediction software program to assist writing assignments
- Use word processor to assist with writing
- Highlight text
- NCR paper for note taker
- Type teacher materials
- Use large print, illustrations, colour
- Study guide
- Colour coded notebooks
- One notebook or binder
- Limited number of items in or around desk
- Home set of texts
- Enlarged worksheets
- Use social stories
- Use alternate paper: bold dark-lined, raised lined, bold or larger graph paper
- Use tactile models or real items for concept building, rather than diagrams
- HB3 dark lead pencils, fine tip washable felt pens, erasable pens, good contrast numbered ruler, purple coloured glue stick
- Use real coinage when teaching money identification
- Provide accessible time source when teaching time

Environment

- Encourage meta-cognitive strategies
- Use self-monitoring procedures in class
- Use daily schedules
- Have open dialogue about disability
- Teach test taking strategies
- Provide accessible visual schedules

Motivation and Reinforcement

- Token economy system

List of Adaptations

- Alternating preferred with non-preferred activities
- Regular frequent feedback on progress
- Schedules, charts and tally sheets need to be simple and non cluttered (visual) and/or tactile

Assignments

- Adjust length of classroom assignments
- Allow additional time for assignments
- Use alternate assignments that do not require writing
- Directions in small distinct steps
- Post daily assignments with due dates
- Reduce paper and pencil tasks
- Tape directions for student
- Allow recorded assignments
- Offer Alternative Assignment
- Avoid peer editing correcting
- Avoid penalizing for spelling and/or penmanship
- Marked assignments - remarks or comments should be accessible; use tactile or 'scented' stickers in place of a stamp or check mark
- Allow written responses to be printed in a size and spacing that is comfortable for the student, as long as it legible and neat

Testing

- Allow student response on test to be recorded
- Allow student to respond to test questions using speech-to-text software
- Allow support from reader
- Allow support from scribe
- Allow use of assistive technology
- Provide separate setting to allow for alternate test taking
- Provide separate setting to reduce distraction(s)
- Provide supervised breaks
- Provide tests on audio tape
- Use oral answers
- Use oral questions
- Test take before or after school
- Shortened length of testing
- Divide test into sections
- Offer pre-tests
- Use clear simple language in instructions
- Use of personal technology
- Allow student to practice using adaptations before actual/final test
- Allow the use of cue cards
- Pre-teach testing skills
- Provide additional time to complete tests
- Provide cues or mnemonic devices
- Provide open book testing
- Provide oral testing, when appropriate
- Provide sample or practice testing
- Provide written tests in large print, or screen reader

List of Adaptations

- Reduce the number of test questions on same outcome
- Vary the type and structure of the test to meet
- Avoid using Scan-a-tron or "bubble" style answer sheets as these are virtually impossible for student.
- Make use of adaptive technologies available to the student for testing purposes

Self-Management

- Encourage meta-cognitive strategies
- Use self-monitoring procedures in class
- Use daily schedules
- Have open dialogue about disability
- Teach test taking strategies
- Provide accessible visual schedules

Social Interaction Support

- Provide explanations of nonverbal/gestural communication (e.g. Interpret why everyone is laughing)Explain nuances of facial communication and body position during communication

Vision

- Increase contrast markings
- Provide preferential or adapted locker/cubby
- Promote use of low vision aides and adapted materials