

## **Adaptations and Modifications**

### **Adaptations**

Adaptations are teaching and assessment strategies designed to accommodate individual student' needs so he or she can *achieve the learning outcomes of the subject or course* and demonstrate mastery of concepts. Essentially, adaptations are “best practice” in teaching and can be used with any student requiring support. A student working on learning outcomes from *any grade or course level* may be considered to be working on an adapted program.

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.

Students working on adapted programs are still completing curriculum learning outcomes even though they may be at a lower grade level than the student placement.

### **Modifications**

Modifications are instructional and assessment-related decisions made to accommodate a student's educational needs that consist of *individualized learning goals and outcomes that are based on functional learning outcomes as opposed to curricular learning outcomes*. Students are not typically considered for modified programming until the secondary level and this would place them on the Evergreen track.

Students working on a modified program will not be completing the curriculum learning outcomes and are assessed solely on their IEP goals and objectives.

It is possible for some students to be adapted in some areas of their learning and modified in others.

### **To Learn More**

“A Guide to Adaptations and Modifications”

[www.bced.gov.bc.ca/specialed/docs/adaptations\\_and\\_modifications\\_guide.pdf](http://www.bced.gov.bc.ca/specialed/docs/adaptations_and_modifications_guide.pdf)