



Fort La Bosse School Division

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Fort La Bosse School Division Adaptation Checklist

Sometimes adaptations in a child’s learning environment can make all the difference in his/her learning performance and/or behaviour. Prior to referring a child for assessment or intervention please complete the following checklist. Check those adaptations implemented specifically and consistently for the child (in use for no less than 3 consecutive weeks). Please feel free to try those adaptations not previously used. If, after trying two or more strategies there still appear to be concerns, proceed with appropriate assessment and referral in consultation with the resource teacher.

This form must accompany any referral for psychological assessment.

Adapting Presentation	Adapting Language Processing
<ul style="list-style-type: none"> -Break Assignment into shorter segments -Reduce number of concepts introduced at any one time -Monitor level of language used to communicate concepts -Use diversified instruction and activities (Projects, computers, oral reports, tapes, dictation) -Highlight important concepts (colour code key points, outline, underline) -Provide consistent review of lesson BEFORE introducing new information -Monitor rate of information presentation -Give additional presentations (repeat, further examples, modeling, simpler explanations) -Provide additional guided practice (more practice) -Make consequences more attractive (increase feedback, prior knowledge of results) -give tests orally -other 	<ul style="list-style-type: none"> -Give written and visual, as well as oral instructions -Slow rate of information presentation -Paraphrase information using similar language -Avoid abstract language (metaphor, idioms, puns) -Keep sentence structures simple and instructions short -Continually check for understanding -Provide new vocabulary before the lesson -Reduce distractions/extraneous noise such as conversations, radio and T.V. -Alert student’s attention to key points with phrases like: “This is important. Listen carefully.” -Ensure readability level of texts is equivalent to the student’s language level -Use visual aids to support verbal information (charts, graphs, pictures) -ALWAYS demonstrate how the new material relates to material student has previously learned -Other

<p>Adaptations for Behavioural Concerns</p> <ul style="list-style-type: none"> -Increase verbal reinforcement -Provide a Stop & Think Pace -Take everything out of desk except what they are working on -Precision commands -Get eye contact prior to directions -Daily work check (list details: who, when, where, how often) -Use a timer to complete tasks 	<p>Adaptations for Behavioural Concerns Cont'd</p> <ul style="list-style-type: none"> -Establish self-monitoring charts -Place rules or reminder goals on desk and/or wall Provide quiet place to complete work -Adapt work – more, less, harder, easier (list details) -Move desk closer to teacher: positive peer model -Other
<p>Adapting Visual Processing Tasks</p> <ul style="list-style-type: none"> -Highlight information to be learned (color code, outline, underline) -Keep written assignments and workspace free from extraneous distractions -Worksheets should be clear and well defined -Worksheets/tests should have lots of white space -Go over visual tasks with student and make sure student has a clear understanding of all parts of the assignment BEFORE beginning -Avoid having student copy from the board. -Provide the student with a typed copy of the material -Provide the student with a typed copy of lecture notes produced by the teacher or a peer -Other 	<p>Adapting Visual Motor Processing</p> <p>Avoid large amounts of work (both in class and homework)</p> <ul style="list-style-type: none"> -Encourage the student to select the method of writing which is most comfortable (printing, writing) -Set realistic and mutually agreed upon expectations for neatness -Let student type, tape record or give answers orally instead of writing -Avoid pressures of speed and accuracy -Other <p>Adapting Kinesthetic</p> <ul style="list-style-type: none"> -Use manipulatives whenever possible. Establish concrete base before abstract -Provide many opportunities for hands on learning and activity during lessons -Allow student space and frequent opportunity to move within the classroom -Assign “special duties” to the student -Other <p>Adapting Organizational</p> <ul style="list-style-type: none"> -Make clear rules and be consistent with them -Set aside a specific time for cleaning desks, lockers, books, etc -Teach goal setting skills -Teach decision making/prioritizing skills -Teach time management skills -Other

Adapting the Environment	Adapting Time Demands
<ul style="list-style-type: none"> -Use study carrels -Use proximity seating -Seat student in an area free from distractions (away from windows and doors) -Let the student select the place that is best for his/her study -Use checklists to help with organization -Other 	<ul style="list-style-type: none"> -Increase amount of time allowed for student to complete assignments/tests -Reduce amount of work or length of tests (as opposed to allowing more time) -Teach time management skills (use of checklists, prioritizing assignments/time) -Space short work periods with breaks or change of task -Set up a specific routine and follow it -Alternate quiet and activity time (short periods of each) -Give student a specific task to perform within specific time limits -Other