

The Adaptive Dimension

For Saskatchewan K-12 Students



2023

Versioning History

This chart provides a summary of revisions made to the final document since publication in 2023. The document posted on www.publications.sk.ca reflects the most recent version.

Date of revisions	Type of revisions made

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Preface

This document, *The Adaptive Dimension for K-12 Students (2023)* is a renewal of the foundational document *The Adaptive Dimension for K-12 Students (2017)* and its predecessor *The Adaptive Dimension in Core Curriculum (1992)*. *The Adaptive Dimension for K-12 Students (2023)* is designed to assist educators in making decisions to support the achievement of all students within the context of Saskatchewan's curricula.

Any reference in this document to schools is deemed to include the Saskatchewan Distance Learning Centre, le conseil scolaire, First Nations schools, independent schools, and custody and care schools that have been approved by the Ministry of Education.

The Adaptive Dimension refers to the concept of adjusting any or all of the following variables:

- learning environment;
- instruction;
- assessment; and/or,
- resources.

Adjustments to these variables are intended to make learning meaningful and appropriate to support student achievement. Tomlinson (2014) states: "Teachers in differentiated classrooms accept and act on the premise that they must be ready to engage students in instruction through different approaches to learning, by appealing to a range of interests and by using varied rates of instruction along with varied degrees of complexity and different support systems" (pp. 4-5). In the Saskatchewan context, differentiation is addressed through the Adaptive Dimension which enables all teachers to respond to student diversity, including their strengths and needs, interests, backgrounds, life experiences and motivations.

Within the context of the Adaptive Dimension, curricular outcomes are not changed; adaptive variables are adjusted so that the curricular outcomes can be achieved for most students.

The Adaptive Dimension



The Adaptive Dimension:

- regards teachers as professionals who have the authority and the responsibility to make adaptations to the learning environment, instruction, assessment and resources to meet the needs of all students;
- encourages dialogue among professionals concerning the most appropriate support and effective means of responding to individual differences within the classroom;
- supports the understanding that decisions about adaptations are best made by professionals working with students on a daily basis;
- does not change curricular outcomes;
- promotes environments that cultivate collegiality and interprofessional collaboration fostered through the leadership of school administrators;
- fosters effective teaching practices that are meaningful to the student's needs; and,
- is more than just a checklist.

Principles of the Adaptive Dimension

The Adaptive Dimension is a necessary component of education in all Saskatchewan schools. The following principles guide the implementation of the Adaptive Dimension in all classrooms:

- The Adaptive Dimension permeates all curricula, courses and programs.
- The Adaptive Dimension assumes that there is an inter-relationship among the variables (learning environment, instruction, assessment and resources) associated with adaptations.
- The Adaptive Dimension recognizes that students approach learning in multiple ways. Teachers need to actively respond to the strengths and needs of individual students. All students can learn and achieve as a result of effective assessment, planning and instruction, appropriate learning environments and the use of pertinent resources.
- The Adaptive Dimension recognizes the importance of **collaborative planning** which is fundamental to structuring adaptations to maximize students' potential as independent learners.



Application of the Adaptive Dimension

The Adaptive Dimension applies to The Adaptive Dimension refers to adjusting four variables: learning environment, instruction, assessment and resources. These adaptations are made by teachers to support student achievement in all Kindergarten to Grade 9 (K-9) subject areas and grades 10-12 courses and programs. Sound professional judgment is a critical factor when actualizing the variables of the Adaptive Dimension for successful learning in education. The Adaptive Dimension applies in all types of education programs available to Saskatchewan students, and the approved curriculum is always the starting point for making decisions about adaptations. In short, the Adaptive Dimension applies in ALL situations.

All students will work toward the achievement of the provincial grade level outcomes. Effective instruction, including the use of the Adaptive Dimension, will support most students in achieving success. Some students, however, will require additional supports which should be determined through discussions among a team of educational professionals.

If adaptations to the variables have been made and the student exceeds or is still not able to achieve the curricular outcomes, then teachers may need to alter the student's plan. The student then is engaged in a qualitatively different and individualized plan to achieve their potential. Any student in K-9 who is working on outcomes that are different from those in the grade-appropriate curriculum should have an individualized plan. **Students in K-9 are not placed on modified programs.** Individualized plans should be assessment driven, with decisions made by an interprofessional collaborative team that includes parents/caregivers and, when possible, the students. Refer to [Actualizing a Needs-Based Model](#) for more information.

Modified courses occur only at the Secondary Level in the areas of social sciences, science, language arts and mathematics. At the 10, 20 and 30 levels, when regular courses do not meet the needs of a student, that student may be enrolled in modified (basic or advanced) courses. Educational organizations require ministry approval to offer modified (basic or advanced) courses before registering students in those courses.



Supporting the Learner: Who is the Student?

Students are best able to engage in learning when they feel supported, encouraged and have teachers who recognize their learning strengths. Engaged students want to come to school and look forward to learning.

Teachers building strong, healthy relationships with students is an essential dynamic in students' engagement and their ability to achieve success. Through the application of the Adaptive Dimension, teachers provide opportunities for students to recognize what they require as learners, and to express what they need to maximize their learning.

Any application of the Adaptive Dimension includes a holistic understanding of the learner. The aspects of the learning profile are important aspects to consider when responding to the strengths and needs of students.

Learning Profile

A learning profile represents how a student learns, and is shaped by the student's learning style, multiple intelligence preferences, gender identity and culture. Learning profiles are dynamic and change as students respond to experiences. The teacher must continuously exercise professional decision-making to determine which adaptations to the variables, if any, are required to help students maximize learning potential and needs of the learners (Tomlinson, 2014). A learning profile provides information from the student's perspective and supports the teacher in knowing about the learner. It can help teachers and the support team understand how a student learns, their previous experiences, their learning potential, their preferences, and their styles.

Interest

It is the teacher's responsibility to become familiar with the individual interests and abilities of each student and to use that knowledge to make the appropriate adaptations. By doing so, the teacher encourages students to explore and expand their interests and abilities in a variety of ways.

Learning Preferences and Strengths

Students have individual preferences and areas of strength. Teaching concepts in more than one way or more than one time may help students gain a deeper understanding of the material.

Developmental Stage, Varying Abilities

Students of the same chronological age, in the same classroom may be at quite different stages of development in terms of their capacity to interact with curriculum and to benefit from specific instructional strategies. It is important that teachers know what types of learning tasks are appropriate for different levels of cognitive development and to make the necessary adjustments in the learning experience.

Physical Development

A clear understanding of the kinds of physical factors affecting students' abilities to learn and a willingness to adapt the variables to accommodate differences in physical development is critical to effective teaching. Large muscle and small muscle development, visual-motor coordination and development of spatial relations are just a few of the factors in students' physical development that have important implications for the students' success.

Social and Emotional Development

The social and emotional development of students must be taken into consideration when the teacher is observing students and planning the type and extent of adaptations required to support student learning. In addition, the teacher must also consider such things as social and cultural factors, family constructs, home environment, and the experiential background of the student.

Self-Concept

It is essential for the teacher to recognize the importance of self-concept as a critical factor in the social, emotional, and academic development of students. Teachers can structure learning experiences in the classroom in a manner that will help students to develop positive perceptions of themselves as individuals and as competent learners.

Home Language

Many students may speak a language other than English or French at home. It is important to recognize that students have strengths in their languages when they are learning an additional one.

Cultural Considerations

It is important to encourage students to learn and interact in ways that are culturally familiar to them and to tailor tasks and units to students' interests and cultural needs.

Trauma-Sensitive Teaching

The function of the brain is affected by trauma (Katz & Lamoureux, 2018). If classrooms feel safe to students who have experienced trauma, their cortisol levels will reduce if they perceive the classroom as a safe haven (Katz & Lamoureux, 2018).

Inclusive Education

Education in Saskatchewan is founded on a principle of respect for the diversity of all students and families. It is through conversations with students and families that educators develop a growing awareness and understanding of the diverse cultures and communities in their school.

Additional Language Programs

Some schools in Saskatchewan offer second language programs such as French Immersion, core French, Cree Immersion, Spanish, and other languages. The adaptations for these programs may be different than the adaptations for students with different home languages. Some students will have a different home language and also be in one of these language programs.

Adaptations

Which, if any, adaptations would be the most useful for this student? Changes in learning environment, resources, assessment, or instruction? Remember to vary no more than a few at a time to see which adaptations are the most successful for the student. If an adaptation does not work, try another. Sometimes students need a variety of adaptations or a change.

The Adaptive Dimension is tailored to meet individual student needs, the extent of adaptation and the duration of adaptation will not be uniform for all students. It also follows that not every student will require adaptations in all learning situations. Throughout the learning process, teachers can encourage student participation in the planning of the learning environment, instruction, assessment and resource selection.

When supporting learners in the classroom, teachers need to understand the intent of the outcome and the accompanying set of indicators, as well as the diverse needs of each student. These are the key elements to informing and determining the type and extent of adaptations needed for optimum student growth.

Adaptations should not be viewed as giving students preferential treatment or an advantage over their peers. It is important for teachers to keep in mind that adaptations are provided to students to help them achieve their true potential.

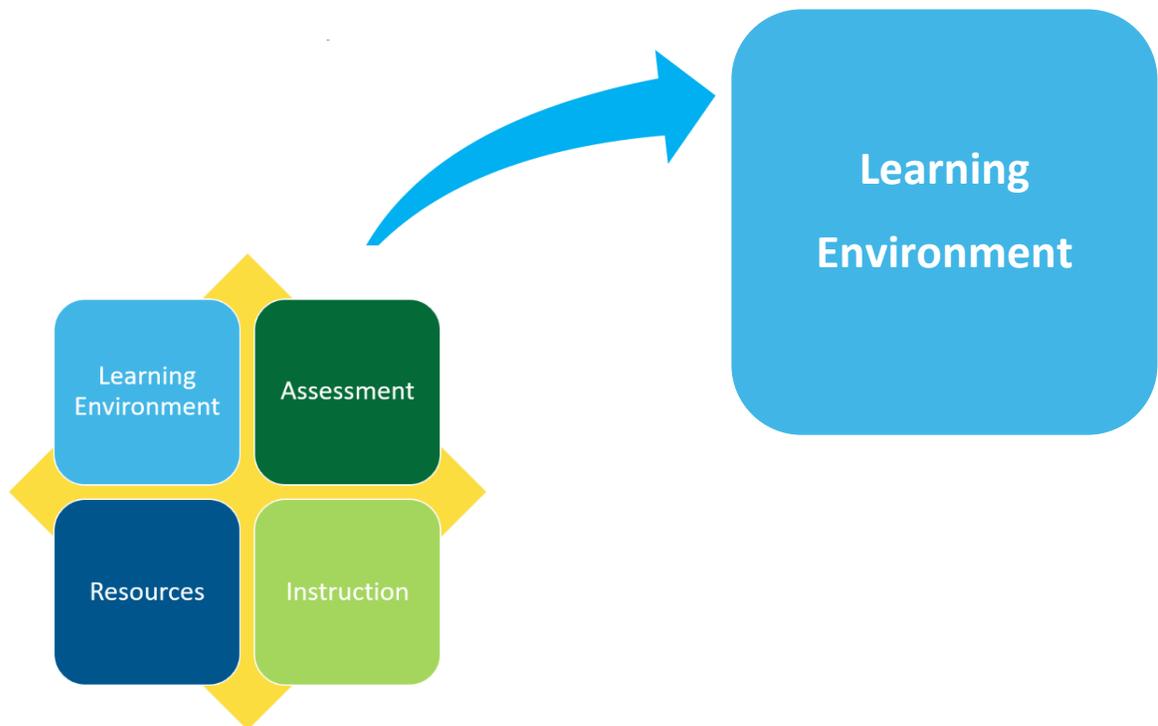
Four Variables of the Adaptive Dimension

The intent of the Adaptive Dimension is to maximize student learning and support achievement of curricular outcomes. The Adaptive Dimension includes all practices teachers use to make learning meaningful and appropriate for each student. To effectively utilize the Adaptive Dimension, teachers adapt the variables: **learning environment, instruction, assessment and resources**. It is expected that teachers will use approved curricula as a starting point for making decisions about adaptations. The following pages illustrate ideas of adaptations in each of the four variables of: learning environment, instruction, assessment and resources. The lists are not exhaustive and are only a starting point for potential adaptations.

The teacher is the key to decision-making when implementing the Adaptive Dimension.



Adaptive Dimension and the Learning Environment



The learning environment is an important consideration when planning for students. The environment is a place that can have a great impact on the student's achievement.

There are important elements to consider when establishing a positive and respectful learning environment. Teachers should consult and collaborate with colleagues and work with students to create functional, adaptable and aesthetically pleasing learning environments. It is important to develop an environment that respects the identity of all students, including those who are gender and/or sexually diverse. Teachers and members of the class need to model respect for cultural and linguistic diversity by encouraging students to use their home language and share aspects of their culture.

Consistent, predictable and structured environments ensure that students know what to expect. However, within the structure, there needs to be flexibility to respond to emerging needs of students. Students can be involved in decisions regarding the layout of the physical space, to ensure the environment is engaging and supports a variety of instructional approaches, including small group and individual learning. Beyond the design and organization of a classroom, the culture of the classroom should reflect that all students are valued and capable learners. The environment should generate an atmosphere for learning that honours worldviews and reflects students as capable learners.

A positive learning environment is built on healthy relationships that include a system of supportive and caring teachers, student connectedness and parent/caregivers involvement. Positive teacher-student relationships are rooted in trust, mutual respect and effective communication.

Ideas for Adapting the Learning Environment Variable

The following list contains ideas for how to adapt the learning environment.

- Decrease excessive noise.
- Use noise-reducing headphones.
- Reduce visual clutter.
- Reduce physical clutter.
- Provide an area free from distractions.
- Model material organization.
- Provide seating alternatives (i.e. stand-up desk, ball, rocking chair).
- Use graphic organizers, lists.
- Include print and visual information that reflects students' cultures, home languages and identities.
- Use of a timer.



Adaptive Dimension and Instruction



Instruction builds on students' prior knowledge and understanding, and considers students' interests, learning profiles, perspectives, preferences, and linguistic and cultural backgrounds. Instruction is informed by ongoing assessment of students' strengths and needs. While some students require the challenge of abstract concepts, others need concrete examples to assist them in their thinking processes. When planning instruction, the teacher needs to consider the complexity of concepts and the thinking required to comprehend those concepts. Teachers should consult and collaborate with colleagues to identify students' strengths and needs to continuously correlate, monitor and adjust their instructional approaches.

Planning for whole class instruction provides the teacher an opportunity to make some initial decisions concerning the needs of all students in the class. Some students may require no adaptations because the learning environment, instructional practices and resources are appropriate to their needs. The teacher uses knowledge gained through formal and informal assessments to make decisions for adaptations to support student learning.

Adaptations for small groups are dynamic in the sense that subsequent assessment leads to further adjustments for improved student learning. Grouping arrangements must be flexible based on student needs in any given subject area.

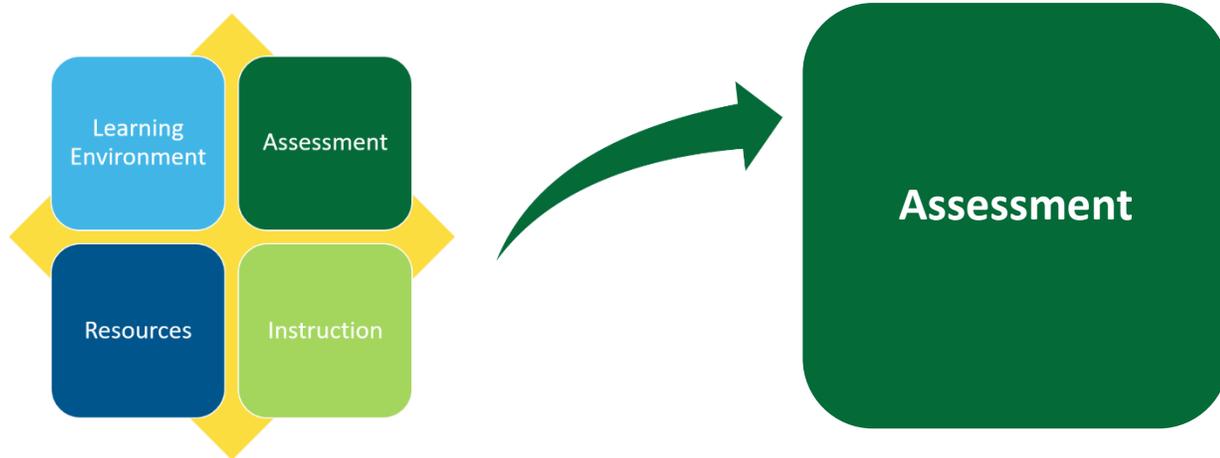
Through an informed decision-making process, based on assessments, a teacher determines the adaptations necessary to **enrich, extend, reinforce or teach differentially** in order for individual students to achieve the curricular outcomes. These adaptations are also expected to be varied, flexible, and of the appropriate duration for student engagement and success.

Ideas for Adapting the Instruction Variable

The following list contains ideas for how to adapt instruction:

- Offer students more time to respond orally, read passages and complete learning tasks.
- Use multi-sensory (auditory, visual, tactile, kinesthetic) instructional materials to support student comprehension.
- Provide an advance visual organizer, outline, or copy of notes to students when presenting academic content.
- Enable students to record oral lessons.
- Supplement auditory information with visual cues and gestures.
- Chunk presentations into short segments.
- Reduce the amount of text on screens or printouts.
- Segment instruction for physical (e.g., body breaks) and tactile activities.
- Provide opportunities for learning tasks that are active (rather than focusing on only sedentary tasks).
- Model/demonstrate ways to self-regulate.
- Support students to recognize their learning strengths and styles and the adaptations and strategies that work best for them.
- Increase the wait time after questioning and during discussions.
- Make available advanced or challenging tasks to students who require enrichment or extension.
- Activate and build on background knowledge or experience for students.
- Tailor tasks and units of study to students' interests and cultural needs.
- Use the gradual release of responsibility model to meet the needs of individuals and groups of students.
- Ensure guided/scaffolded and independent practice and application are a part of instruction.
- Use a combination of advanced and simple vocabulary during instruction and conversations with students.
- Pre-teach challenging vocabulary.
- Cross-curricular planning.

Adaptive Dimension and Assessment



Assessment is a fundamental part of the teaching and learning process. Effective and authentic assessment includes designing performance tasks that align with curricular outcomes and involving students in determining how their learning will be demonstrated. In Saskatchewan provincial curricula, there are three inter-related purposes of assessment: assessment for learning, assessment as learning and assessment of learning. These assessments contribute to an overall picture of an individual student's achievement.

Just as teachers adapt instruction to meet the needs of the students, assessment can be adjusted so individual needs are met. Any assessment should be fair and equitable, giving all students opportunities to make connections and demonstrate the extent of their knowledge, skills and abilities in a variety of ways. Assessments should connect to, and not compromise the integrity of the intent of the outcome and its set of indicators.

Adaptations may include changes to the format of the assessment (for example, oral rather than written), the length of time allowed to complete the assessment or the place of assessment (for example, a private space rather than the classroom). Effective classroom assessment includes a variety of evidence and should encourage active participation and student self-assessment. By focusing on adapting assessments to match student strengths and needs, teachers can provide opportunities for students to be successful. "Teachers and students can collaborate on selecting appropriate adaptations (environment, instruction, assessment, resources) within the multiple and varied opportunities (conversations, observations and products) used in their gathering of evidence of learning" (Saskatchewan Ministry of Education, 2022, p. 62).

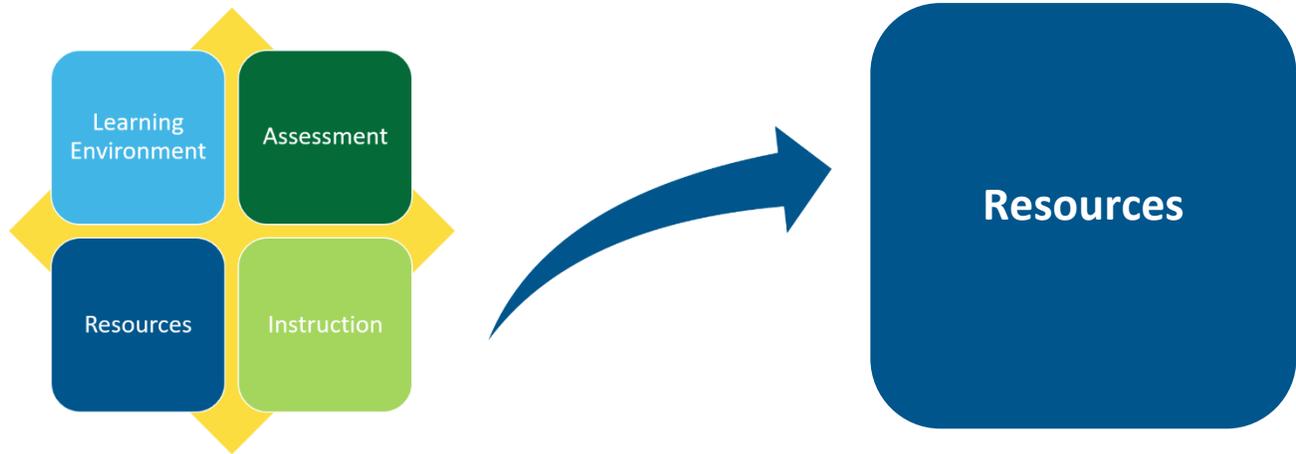
Ideas for Adapting the Assessment Variable

The following list contains ideas for how to adapt assessment.

- Adjust the length of time allowed to complete the assessment.
- Offer a reader and/or a scribe and explain difficult wording.
- Agree upon specific dates for completion of individual parts of an assignment.
- Communicate details about assignments and examinations to parents/caregivers in electronic or print format.
- Use a variety of ongoing assessments to monitor students' progress.
- Present options to students regarding topics, tasks, resources and learning groups.
- Vary options for demonstrating learning (oral, written, visual, dramatic, multimedia).
- Collaborate in assessing their learning and development using portfolios, celebrations of learning and/or electronically documented learning.
- Involve families in developing plans for supporting student achievement.
- Change the location of the assessment (e.g. private or land-based space rather than the classroom).



Adaptive Dimension and Resources



When educators consult and collaborate to select a range of resources (print, visual, audio and multimedia) student learning can be enhanced. Students should also have opportunities to select resources that are engaging and reflect their interests and needs.

Application of the Adaptive Dimension in resource selection includes accessing relevant and credible resources that reflect the diversity of students in their abilities, perspectives, identities, interests, experiences, cultures and ways of knowing. Inquiry learning offers the teacher flexibility in providing resources that are appropriate for the variations in language development, ability and interests found in every classroom.

Some students may require resources that provide basic information on a topic while other students in the same class may require advanced materials on the same topic. Resource options should include opportunities to reinforce, enrich and extend the learning for students without compromising the intent of the curricular outcomes.

Just as teachers adapt instruction and classroom assessment practices to meet the needs of the students, a range of resources must be provided to support students in their achievement of curricular outcomes.

Ideas for Adapting the Resource Variable

The following list contains ideas for how to adapt resources for students using the Adaptive Dimension.

- Provide resources in a variety of formats including print, visual, audio and multimedia.
- Collaborate with students to select resources that reflect diversity and students' needs and interests.
- Invite students to use portable electronic devices to document information.
- Provide assistive technology such as speech to text, text to speech, word prediction, talking dictionary and highlighter.
- Encourage students to use visual dictionaries to verify meanings or spellings of words.
- Provide online accessibility to textbooks, assignments, calendars with assignment and assessment dates and assessment rubrics.
- Support EAL students' language needs with resources in the language of instruction and in their home language.



The Adaptive Dimension and Culturally Inclusive and Affirming Practices

Students in Saskatchewan schools may come from diverse backgrounds.

Culture often relates to ethnic or social groups; however, it can be expanded to include other elements such as language, religion, race, ethnic background, family status, gender, sexual orientation, socioeconomic status, as well as physical, mental and social abilities, which constitute and impact an individual's beliefs, thoughts and way of life (Saskatchewan Ministry of Education, 2022). Culture is important in education: "language and other cultural signs and symbols organize children's thought processes and establish how the view and interpret the world" (Goulet & Goulet, 2014). Culturally inclusive and affirming education in Saskatchewan represents all students in a classroom and ensures that all students can see themselves in the teaching and learning process.

Culturally inclusive curricula, instruction and assessment acknowledge the entire spectrum of student diversity including ethnicity, language, gender and sexual diversity, background, experiences, learning styles and other influences that may shape student identity.

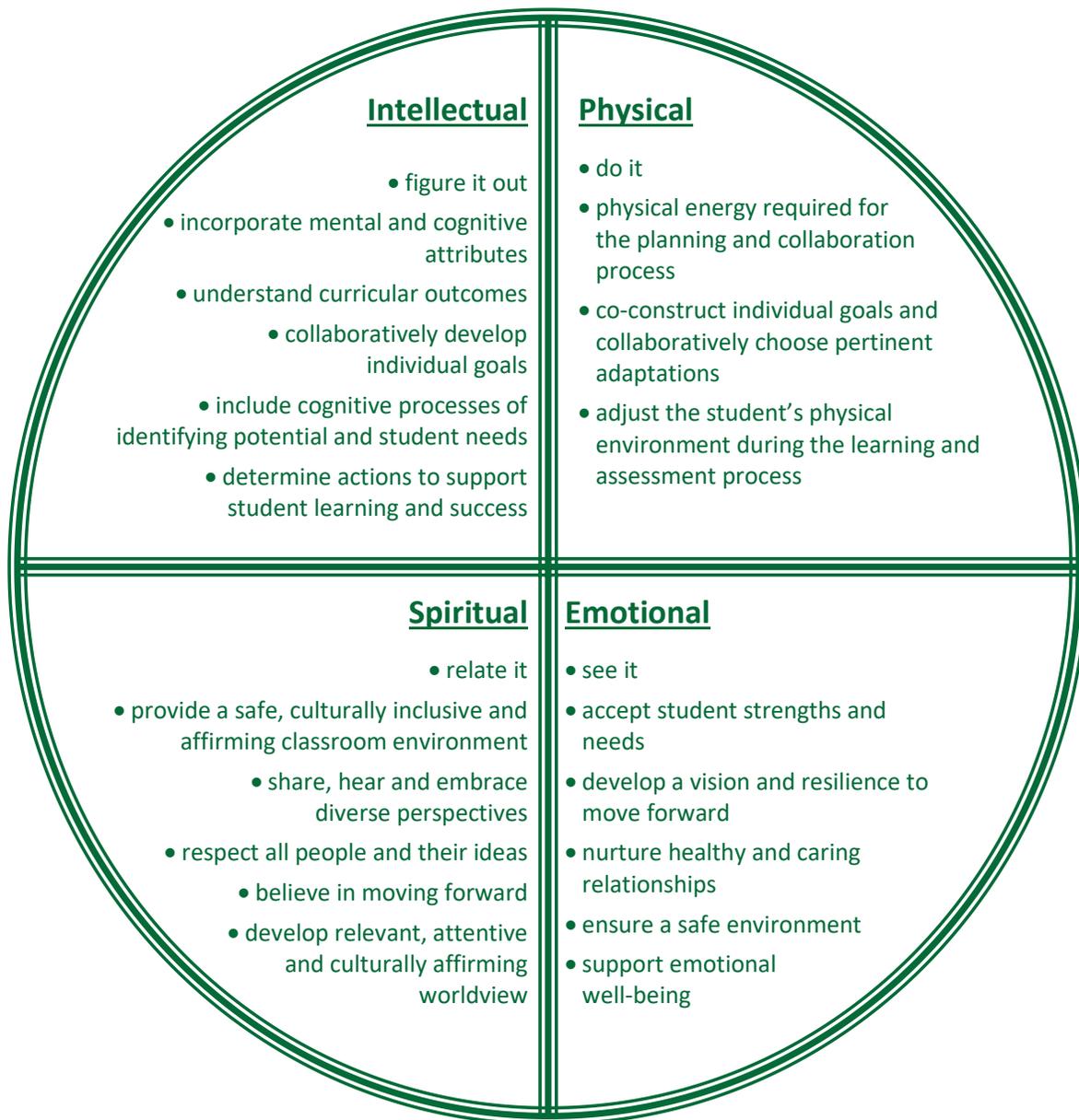
Some of our students are of First Nations backgrounds and may be recovering from **generational trauma** from residential schools. Others may be newcomers to Saskatchewan and Canada and may speak a language other than French or English as their **home language**.

Applying the Adaptive Dimension throughout the instruction and assessment process provides the opportunity to implement culturally inclusive and affirming practices. Adjusted to meet individual and class community needs, instruction and assessment that consider the Adaptive Dimension can also provide all students multiple and varied opportunities to demonstrate the extent of their knowledge, skills and abilities that respect their learning styles, worldviews and perspectives. (adapted from Saskatchewan Ministry of Education, 2022).



Adaptations and the Four Dimensions

The Adaptive Dimension aligns with *Inspiring Success First Nations and Métis PreK-12 Education Policy Framework (2018)* where belief systems and worldviews of First Nations and Métis peoples are based on recognizing and respecting the delicate balance of interdependence within oneself and with all living things in the environment, both tangible and intangible. Within this balance are the intellectual (mental), physical, emotional, spiritual dimensions, as well as teachings that have been passed down through generations. These dimensions create balance and well-being in one's personal life, as represented by the four quadrants of the circle below. In the Adaptive Dimension, they can represent the progressive growth of all students as well as the interconnectedness and cyclical journey of lifelong learning, these four dimensions align with the four dimensions in *Supporting Assessment in Saskatchewan Schools* (Saskatchewan Ministry of Education, 2022).



Intellectual

The intellectual (mental) dimension can be simply expressed as “figuring it out.” Teachers strive to clearly understand and internalize provincial curricula to support students and to collaborate with the student’s team in the development of individual goals, providing **adaptations** when needed. This includes the cognitive processes required to identify potential biases as well as student needs to determine actions to support student learning and success.

Physical

The physical dimension can be summarized as “doing it.” This aspect focuses on the physical energy required for the planning and collaboration process when identifying student strengths and needs as well as potential actions to support student learning. Teachers and students can co-construct individual goals and collaboratively choose pertinent **adaptations** connected to the four variables. For example, adaptations to a student’s physical environment can be an adjustment to the student’s learning space within a land-based context.

Emotional

The emotional dimension can be stated as “seeing it.” Considering the Adaptive Dimension allows students and teachers to better “see” and accept student strengths and needs to develop a vision and resilience to move forward. Encouraging a growth mindset in a culturally safe and ethical learning space helps students and teachers nurture healthy and caring relationships within the class and community. In a safe and nurturing environment, the **adaptations** that are necessary for student success will become clearer and support emotional well-being.

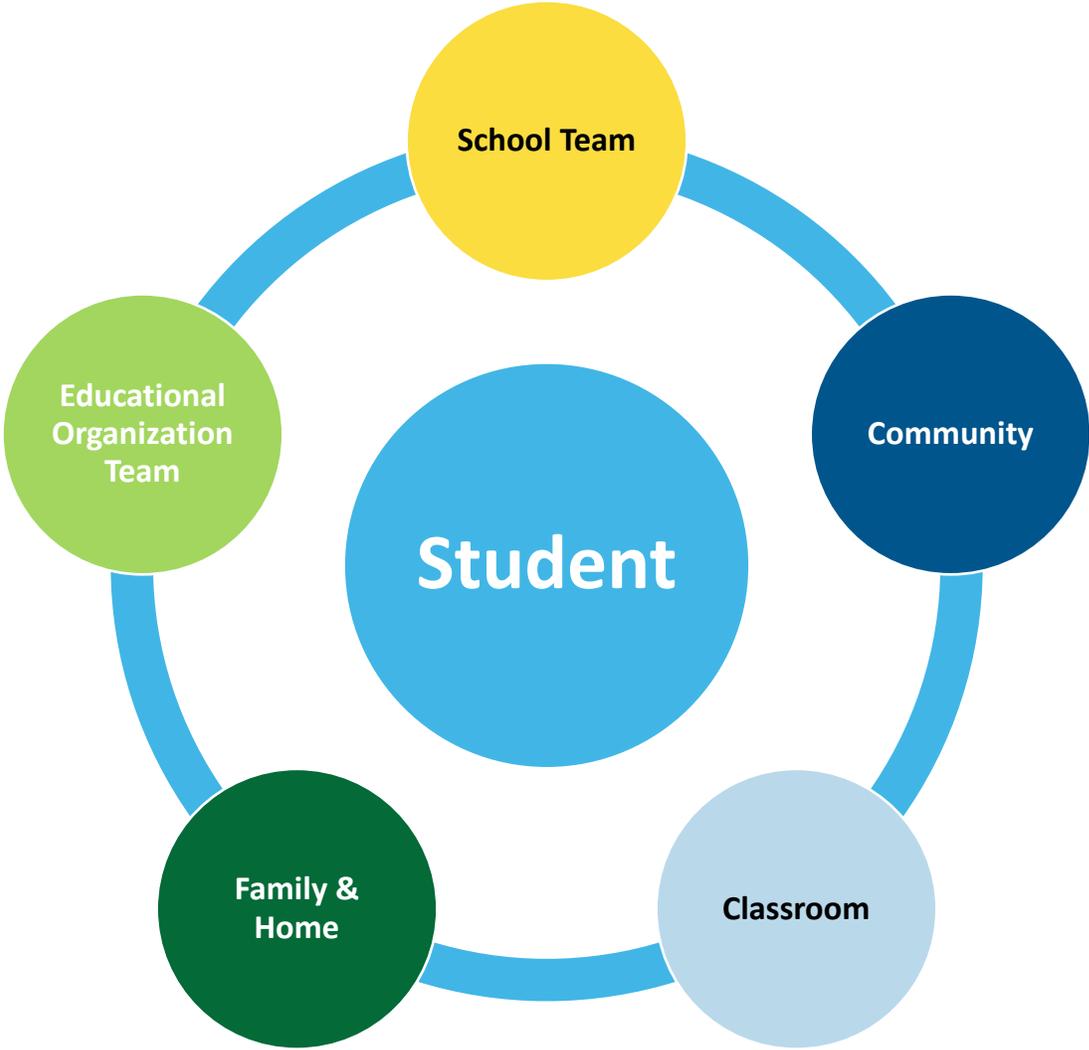
Spiritual

The spiritual dimension can be expressed as “relating it.” Establishing a culturally inclusive and affirming classroom environment provides students and teachers a safe forum to share, hear and embrace diverse perspectives. At the core of the spiritual dimension are the interconnectedness and respect of all people and their ideas. As the student’s team collaborates to consider, with a growth mindset, the student’s progress toward their individual goals, they develop a plan and a belief that they can move forward. Providing pertinent **adaptations** supports the co-construction of knowledge to further develop a worldview that is relevant, attentive and culturally affirming.

(adapted from Saskatchewan Ministry of Education, 2022)

Student-Centered Learning

The student should be at the centre of all of their learning and the classroom, teacher, school-based team, family and community should surround the student and help the student find any necessary adaptations for success.



Summary

The Adaptive Dimension empowers the teacher to make adjustments to the four variables: **learning environment, instruction, assessment and resources**. The Adaptive Dimension always applies and permeates all curricula, courses and programs.

The Adaptive Dimension is intended to meet students' needs through adaptations that **enrich, extend, reinforce or teach differentially**. Adaptations should not be viewed as giving students preferential treatment or advantages over their peers. Students are provided with adaptations in order to give them opportunities to achieve curricular outcomes. Curriculum outcomes are not changed.

Teachers start with approved curricula, considering the intent of the outcomes and accompanying sets of indicators, and adapt to support the strengths and needs, backgrounds and interests of individual students. Adaptations are varied, flexible and of the appropriate duration for student success. The Adaptive Dimension responds to variations in student strengths and needs in regular, modified, alternative and functional integrated education programs in Saskatchewan schools.

The classroom teacher, in collaboration with other professionals, is the key to successful application of the Adaptive Dimension. It is the teacher, as decision-maker, who assesses the needs of each learner in the classroom and then exercises professional judgment regarding the adaptive variables in order to provide the best possible education for every student in the classroom.

Resources for Further Support

[A Guide to Using the Common Frame of Reference](#)

[Accessing Professional Supports](#)

[Actualizing a Needs-Based Model](#)

[Inclusion and Intervention Plan Guidelines](#)

[Inclusive Education](#)

[Inspiring Success: First Nations and Métis PreK-12 Education Policy Framework, 2018](#)

[Policy, Guidelines and Procedures for Alternative Education Programs: Grade 10, 11, and 12](#)

[Policy and Procedures for Locally Developed Courses Policy, Guidelines and Procedures for Functional Integrated Programs](#)

[Policy and Procedures for Locally Modified Courses of Study](#)

[Registrar's Handbook for School Administrators](#)

[Saskatchewan Curriculum](#)

[Saskatchewan Reads](#)

[Supporting Student Assessment in Saskatchewan](#)

Responsive Instruction Modules: Classroom Level Support

[Module 1: Multi-Level Instruction - Planning for Student Diversity](#)

[Module 2: Reading Instruction – Critical Elements](#)

[Module 3: Instruction in Mathematics - Effective Instructional Practices](#)

[Module 4: Written Expression: Effective Instructional Practices](#)

Inclusive Education Modules

[Module 1: School-Wide Planning – Making Supports and Services a Priority](#)

[Module 2: Fostering Inclusion - Understanding the Classroom–Teacher's Role](#)

[Module 3: Instructional Support – Engaging Students and Classroom Teachers](#)

Responsive Instruction Modules: Targeted/ Group Approaches

[Module 1: Targeting Reading Instruction – Knowing Our Learners](#)

[Module 2: Targeting Mathematics Instruction – Knowing Our Learners](#)

[Module 3: Targeting Written Expression](#)

[Module 4: Written Expression: Effective Instructional Practices](#)

Supporting Students with Intensive Needs in the Classroom

Supporting Students with Intensive Needs in the Classroom: Autism Spectrum Disorder

Supporting Students with Intensive Needs in the Classroom: Bipolar, Depressive, Anxiety or Related Disorders

Supporting Students with Intensive Needs in the Classroom: Blind or Visually Impaired

Supporting Students with Intensive Needs in the Classroom: Deaf or Hard of Hearing

Supporting Students with Intensive Needs in the Classroom: Intellectual Disability

Supporting Students with Intensive Needs in the Classroom: Neurodevelopmental Disorder Associated with Prenatal Substance Exposure

Supporting Students with Intensive Needs in the Classroom: Orthopaedic Disabilities

Supporting Students with Intensive Needs in the Classroom: Physical Health Impairment

Supporting Students with Intensive Needs in the Classroom: Substance Related or Addictive Disorders

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Appendix A: Ideas for Making Adaptations for English as an Additional Language Learners

Learning Environment	Instruction
<ul style="list-style-type: none"> • Value students’ lens on the world. • Encourage students to learn and interact in ways that are culturally familiar to them. • Focus on developing oral language skills; engage students in informal conversations in small groups. • Support students in using their home language to aid with English language acquisition. • When speaking, use visual clues; facial expressions, gestures, visual aids. • Avoid unfamiliar cultural references and idioms (slang). • Provide ample time for students to interact and communicate in the classroom for meaningful purposes. • Recognize that social language skills with peers will advance more rapidly than academic language. Be cautious not to remove supports before academic language is developed. • Offer opportunities for students to develop cross-cultural understandings, respect and friendships. Establishing friendships plays a significant role in adapting and committing to learning. • Use print and visual information that reflects students’ cultures, first languages and identities. • Accept a silent period while students are being acclimatized. 	<ul style="list-style-type: none"> • Establish manageable steps and provide extensive scaffolded support by: <ul style="list-style-type: none"> - Integrating language with content, teach language within the curricular context; - clarifying specifically what students will learn in a lesson and making connections with big picture objectives; - modelling extensively and pre-teaching key vocabulary; - engaging in extended discussion time about key words; - using resources that match students’ abilities and teaching purpose of text features; - engaging in comprehension checks during and after the lesson, including a post lesson review; and, - applying consistent use of scaffolded techniques (e.g., Gradual Release of Responsibility model) throughout lesson taught. Scaffolded supports will need to remain in place for some students longer than others and supports may be recursive when new learning is encountered. (Refer to Saskatchewan Reads Gradual Release of Responsibility chart). • Approach abstract learning through concrete connections and topics from different perspectives. • Offer students more time to respond orally, read passages and finish tasks. • Supplement auditory information with visual cues, pictures and gestures. • Engage in interactive read-alouds, making predetermined pauses throughout the reading to chunk the text and to check for comprehension. • Use think-alouds to demonstrate how to use comprehension strategies to clarify reading.
Resources	Assessment
<ul style="list-style-type: none"> • Provide resources in a variety of formats including print, visual, audio and multimedia. • Collaborate with students to select resources that reflect diversity and students’ needs and interests. • Invite students to use portable electronic devices to document information. • Encourage students to use visual dictionaries to verify meanings or spellings of words. • Support students’ language needs with resources in the language of instruction and in their first language, when possible. 	<ul style="list-style-type: none"> • Give students options (e.g., oral interviews, drawings, multimedia presentations) to demonstrate their comprehension based on their learning strengths and styles as well as their CFR level. • Tailor tasks to students’ interests, needs, CFR levels and cultural backgrounds. • Present options to students regarding topics, tasks, resources and learning groups. • Involve families in developing plans for supporting student achievement. • Offer a reader and/or a scribe to assist the student and explain difficult wording. • Sequence/scaffold tasks to ensure students’ comprehension of demanding subject matter. • Provide frequent student feedback that informs them of their successes and areas for improvement. Spotlight one area of improvement at a time.

Appendix B: Learner Profile

Learner name: Homeroom:	Date: Grade:
Interests:	Learning Preferences and Strengths:
Developmental Stage, Varying Abilities:	Physical Development:
Social and Emotional Development:	Self-Concept:
Home Language:	Cultural Considerations:
Trauma-Sensitive Teaching: Taken into consideration.	Inclusive Education:
Additional Language Programs:	Adaptations:

Appendix C: All About Me – Student Form

All About Me

Illustrate or describe yourself by completing the sentences below.

My name is:

I live with:

My pets are:

What you should know about me:

My three (3) biggest dreams are :

1)

2)

3)

I am good at:

I am scared of:

**After school, I spend
my time:**

Appendix D: All About My Child – Parent/Caregiver Form

All About My Child

My child's name is:

The following people live in the home with my child:

The best person to contact in case of emergency or to discuss my child's progress is:

My child's pets are:

What you should know about my child:

My three (3) biggest dreams for my child are :
1)
2)
3)

My child's areas of strength are:

My child's group of friends includes:

After school, my child spends their time:

Appendix E: Sample Record of Adaptations

Student Name:		Grade:
Homeroom Teacher:		Date:
The student requires the following adaptations:		
Learning Environment	<input type="checkbox"/> Decrease excessive noise. <input type="checkbox"/> Use noise-reducing headphone. <input type="checkbox"/> Reduce visual clutter. <input type="checkbox"/> Reduce physical clutter. <input type="checkbox"/> Provide an area free from distractions. <input type="checkbox"/> Model material organization. <input type="checkbox"/> Provide seating alternatives (e.g., stand-up desk, ball, rocking chair). <input type="checkbox"/> Use graphic organizers, lists. <input type="checkbox"/> Include print and visual information reflecting students' cultures, home languages and identities.	
Resources	<input type="checkbox"/> Provide resources in a variety of formats including print, visual, audio and multimedia. <input type="checkbox"/> Collaborate with students to select resources that reflect their diverse needs and interests. <input type="checkbox"/> Invite students to use portable electronic devices to document information. <input type="checkbox"/> Provide assistive technology (e.g., speech to text, text to speech, word prediction, talking dictionary and highlighter). <input type="checkbox"/> Encourage students to use visual dictionaries to verify meanings or spellings of words. <input type="checkbox"/> Use online textbooks. <input type="checkbox"/> Use online calendars with assignment and assessment dates and assessment rubrics. <input type="checkbox"/> Support EAL students' needs with resources in the language of instruction or home language.	
Assessment	<input type="checkbox"/> Provide additional time to complete assessments. <input type="checkbox"/> Offer a reader and/or a scribe and explain difficult wording. <input type="checkbox"/> Give students specific dates for completion of individual parts of an assignment. <input type="checkbox"/> Communicate details about tasks and exams to parents/caregivers in electronic or print format. <input type="checkbox"/> Use a variety of ongoing daily assessments to monitor students' progress. <input type="checkbox"/> Present options to students regarding topics, tasks, resources and learning groups. <input type="checkbox"/> Vary options for demonstrating learning (oral, written, visual, dramatic, multimedia). <input type="checkbox"/> Involve students in assessing their learning and development using portfolios, celebrations of learning and/or electronically documented learning. <input type="checkbox"/> Involve families in developing plans for supporting student achievement.	

Instruction	<input type="checkbox"/> Offer students more time to respond orally, read passages and complete learning tasks. <input type="checkbox"/> Use multi-sensory (auditory, visual, tactile, kinesthetic) instructional materials to support student comprehension. <input type="checkbox"/> Use advanced visual organizers, outlines or copies of notes. <input type="checkbox"/> Record oral lessons. <input type="checkbox"/> Supplement auditory information with visual cues and gestures. <input type="checkbox"/> Chunk presentations into short segments. <input type="checkbox"/> Reduce the amount of text on screens or printouts. <input type="checkbox"/> Segment instruction for physical (e.g., body breaks) and tactile activities. <input type="checkbox"/> Provide active learning opportunities. <input type="checkbox"/> Model/ demonstrate ways to self-regulate. <input type="checkbox"/> Help students with self-advocacy (recognize and ask for adaptations that work best for them). <input type="checkbox"/> Increase wait time. <input type="checkbox"/> Make challenging or advanced tasks available for students who require enrichment. <input type="checkbox"/> Activate background knowledge. <input type="checkbox"/> Use the gradual release of responsibility model to meet the needs of students (individual/groups). <input type="checkbox"/> Ensure guided/ scaffolded and independent practice and application are part of instruction. <input type="checkbox"/> Use a combination of advances and simple vocabulary. <input type="checkbox"/> Pre-teach challenging vocabulary. <input type="checkbox"/> Other: _____
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Signatures :

Student

Parent/Caregiver

Teacher

Student Support Teacher

Principal

Other

Appendix F: Adaptation Ideas

Learning Environment

- Decrease excessive noise
- Use noise-reducing headphones
- Reduce visual clutter
- Reduce physical clutter
- Provide an area free from distractions
- Model material organization
- Provide seating alternatives (e.g., stand-up desk, ball, rocking chair)
- Use graphic organizers, lists
- Include print/visual information reflecting students' cultures, home languages and identities

Resources

- Provide resources in a variety of formats including print, visual, audio and multimedia
- Collaborate with students to select resources that reflect their diversity needs and interests
- Invite students to use portable electronic devices to document information
- Provide assistive technology (e.g., speech to text, text to speech, word prediction, talking dictionary and highlighter)
- Encourage students to use visual dictionaries to verify meanings or spellings of words
- Use online textbooks
- Use online calendars with assignment and assessment dates and assessment rubrics
- Support EAL students' needs with resources in the language of instruction or home language

Assessment

- Provide more time to complete assessments
- Offer a reader and/or a scribe and explain difficult wording
- Chunk assignments and assessments
- Communicate details about tasks and exams to parents/guardians in electronic or print format
- Use a variety of ongoing assessments to monitor students' progress
- Present options to students regarding topics, tasks, resources and learning groups
- Vary options for demonstrating learning (oral, written, visual, dramatic, multimedia)
- Involve students in assessing their learning and development using portfolios, celebrations of learning and/or electronically documented learning
- Involve families in developing plan for supporting student achievement

Instruction

- Offer students more time to respond orally, read passages and complete learning tasks
- Use multi-sensory (auditory, visual, tactile, kinesthetic) instructional materials to support student comprehension
- Use advanced visual organizers, outlines or copies of notes
- Record oral lessons
- Use auditory information with visual cues and gestures
- Chunk presentations into short segments
- Reduce the amount of text on screens or printouts
- Segment instruction for physical (e.g., body breaks) and tactile activities
- Provide active learning opportunities
- Model/ demonstrate ways to self-regulate
- Help students with self-advocacy
- Increase wait time
- Provide enrichment activities
- Activate background knowledge
- Use the gradual release of responsibility model to meet the needs of students (individual/groups)
- Ensure guided/ scaffolded and independent practice and application are part of instruction
- Use a combination of advances and simple vocabulary.
- Pre-teach challenging vocabulary

Appendix G: Adaptive Dimension



The Adaptive Dimension:

- regards teachers as professionals who have the authority and the responsibility to make adaptations to the learning environment, instruction, assessment and resources to meet the needs of all students;
- encourages dialogue among professionals concerning the most appropriate support and effective means of responding to individual differences within the classroom;
- supports the understanding that decisions about adaptations are best made by professionals working with students on a daily basis;
- does not change curricular outcomes;
- promotes environments that cultivate collegiality and interprofessional collaboration fostered through the leadership of school administrators;
- fosters effective teaching practices that are meaningful to the student's needs; and,
- is more than just a checklist.

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