



Is the student struggling with some course or subject?

No

Continue with differentiation of instruction using adaptations and universal design for learning concepts noting strategies that work particularly well for the student.

Yes

Try different strategies and monitor.



Did the student demonstrate improvement?

Yes

No

Consult with others, review assessment information, initiate further assessments or make referrals, gather ideas for other adaptations.



Did the student demonstrate improvement?

Yes

No

No

Consult with others. Does the student require individualized goals/outcomes other than those of the course or subject?

Yes

Modifications  
In which courses or subjects? Which learning outcomes?



Monitor the plan within the regular IEP cycle.

No

Is this a short term plan?

Yes

Include goals to assist in transitioning back to the course or subject learning outcomes (wherever possible) and monitor within the regular IEP cycle.

### Adaptation or Modification Decision Path

This guide reflects the collaborative process which might be used to determine if a student requires adaptations or modifications.

Foundational to the process are the following;

- The principle that students learn in a variety of ways and at different rates
- Teachers engage in differentiation of instruction as best practise
- Students who require adaptations or modifications may only need them in some subjects or courses
- Modifications to a student's learning outcomes might be considered as a short term solution with the goal of transitioning back to course or subject outcomes wherever possible.