



Nova Scotia Student Information System

Nova Scotia Public Education System

Documented Adaptations in TIENET

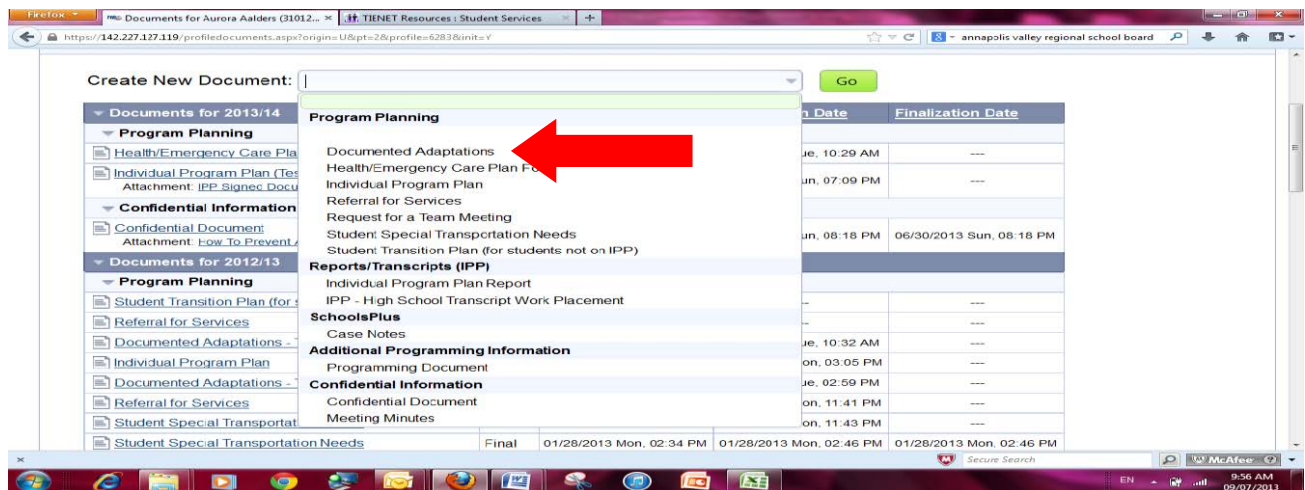
Quick Reference Guide

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1 DOCUMENTED ADAPTATIONS IN TIENET

Based on evidence, **Documented Adaptations** are **essential** for a student to equitably access curriculum, engage in, and demonstrate learning.

To document the essential adaptations that a student requires, go to the student's TIENET document library and choose **Documented Adaptations** from the **Create New Document** drop-down list. The suggested **Label/Comment** for Documented Adaptations is optional but can be the student's grade, subject(s), etc.



1.1 CREATING ADAPTATIONS

Before recording specific adaptations, complete the Student Strengths, Challenges, etc. sections.

Student Strengths	Student Challenges	Student Interests

Once the document is created, the essential **Environmental**, **Assessment** and **Instructional** adaptations get recorded. There are drop down menus with adaptations for each category. For each category there is also an **Other** for those essential adaptations that are not listed in the drop-down menu. When choosing an adaptation, make sure to fill in the **Please Specify** text with information describing the details of the adaptation.

Documented Environmental Adaptations support a student in the climate, culture, and/or physical environment of learning (classroom, school, community, etc.).

Documented Assessment Adaptations enable a student to demonstrate/express learning.

Documented Instructional Adaptations enable a student to access and engage in learning.

Beside each documented adaptation, complete **Teacher(s) Responsible** and include each teacher's name by using the look-up function. Indicate the **Subject** that the adaptation is essential in and what **Resources Needed** are required to implement the specific adaptation.

1.2 REVIEWING AND FINALIZING ADAPTATIONS

Throughout the school year, it is recommended that Documented Adaptations are reviewed regularly and more formerly reviewed at least once. When reviewing adaptations, it is important to look at each one and use evidence to determine if the adaptation is still essential for the student to to equitably access curriculum, engage in, and demonstrate learning. Review results should be recorded at the bottom of the document in the **Documented Adaptations Additional Comments (evidence of learning, review results, recommendations, next steps, etc.)** section. The working document can remain in Draft for most of the school year or until it is complete, then it can be changed from Draft to Final.

Documented Adaptations Additional Comments re: evidence of learning, review results, recommendations, next steps, etc. (please date and initial each entry)

Documented Adaptations Options in TIENET

Documented Adaptations Examples in TIENET

Environmental Adaptations	Assessment Adaptations	Instructional Adaptations
Organization supports (i.e. agenda, checklist, visual schedule, visual timer, etc.)	Locations and/or groupings to demonstrate/express learning (i.e. small groups, flexible locations, etc.)	Locations and/or groupings to access and engage in learning (i.e. small groups, flexible locations, etc.)
Seating/Location considerations (i.e. proximity, study carrel, standing, type of seat, etc.)	Adjustments to assessments to demonstrate/express learning (i.e. type, length, complexity, timeline, using conversations, observations, products, etc.)	Organization supports to access and engage in learning (i.e. visuals, chunking of information, copies of notes, etc.)
Communication tools (i.e. Home/School communication book, school check-ins with adult, etc.)	Organization supports to demonstrate/express learning (i.e. graphic organizer, chunking, etc.)	Representation of instruction (i.e. outlines, pre-teaching, smaller steps, visuals, repetition, etc.)
Adaptive materials/Assistive Technology (i.e. noise cancelling headphones, technology, use of FM or sound-field system, etc.)	Accessible Educational Materials/AEM to demonstrate/express learning (i.e. digitized text, appropriate fonts, sizes, colors, etc.)	Accessible Educational Materials/AEM to access and engage in learning (i.e. audible books, videos, digitized text, etc.)
Self-regulation/Motivation supports (i.e. visuals, movement, breaks, etc.)	Technology/Assistive Technology to demonstrate/express learning (i.e. text-to-speech, speech to text, AAC, etc.)	Technology/Assistive Technology to access and engage in learning (i.e. text-to-speech, speech to text, AAC, etc.)
Other	Other	Other

Documented Adaptations - based on evidence, documented adaptations are **essential** for the student to equitably access curriculum, engage in, and demonstrate learning.

- **Documented Environmental Adaptations** support a student in the climate, culture, and/or physical environment of learning (classroom, school, community, etc.).

This is an important beginning step in creating a safe, open, inviting place for the student to learn.

- **Documented Assessment Adaptations** enable a student to demonstrate/express learning.

Assessment should be considered before, during and after instruction to determine where a student is before instruction takes place, to encourage student self-direction and collaboration during instruction, to help guide learning and monitor progress, as well as to check for student understanding.

- **Documented Instructional Adaptations** enable a student to access and engage in learning.

The student works towards the assessment/demonstration/expression of learning through instruction.