

MODIFICATION

If altering instruction and evaluation methods is not sufficient, it might be necessary to alter content. Student support teams can tailor courses to fit students' needs for either more easily attainable or enhanced content. **Decisions to redesign course content are made on a course-by-course (subject-by-subject) basis before a school term begins.**

Redesigning courses means changing the number, essence or content of provincial learning outcomes.

Modifying occurs when:

- One or more of the general learning outcomes of a provincially designed or approved course is removed or altered.
- Students have significant cognitive disabilities (at or below 70 on the WISC-IV) and require alteration to over 50 percent of the learning outcomes.

It is formal in High School since students must meet credit requirements for graduation. Student support teams develop individual education plans (IEPs) and the report card shows a modified or M-designation. **Support teams must consider the long-term consequences of modifying learning outcomes.** For instance, colleges and universities usually will not accept modified courses for entry.

Most students requiring modified curriculum might require community supports as adults and must have a **transition plan** developed.

REFERENCE

Towards Inclusion: A Handbook for the Modified Course Designation Senior 1-4, Manitoba Education and Training, (1995)

INDIVIDUALIZED PROGRAMMING

Individualized programming recognizes that some students with significant cognitive disabilities will not benefit from provincial curricula.

Student support teams develop student-specific IEPs that are functionally or developmentally appropriate with curricular domains such as: communication, behaviour, socialization, functional or independent living, vocational/transition, community, recreation/leisure and motor/physical.

Often, the instructional methods, materials and environments must be personalized. It must be noted that **individualized programming is not a placement description.** Programming may take place in a variety of settings within the school and the community. Some students may benefit from individualized programming where instruction occurs in a regular classroom.

In High School, students with individualized programs receive one credit for each year of participation up to a maximum of seven credits. These students usually require community supports as adults and must have a transition plan developed beginning at age 16.

REFERENCE

Towards Inclusion, A Handbook for Individualized Programming Designation, Senior Years, Manitoba Education and Training (1995)

- TMSD Forms: Individual Education Plan
- Individual Transition Plan
- Modification Plan