

PINEWOOD ELEMENTARY SCHOOL

ENRICHMENT AND ADAPTATION OF THE PROGRAMS OF STUDIES

With such an academically diverse clientele now found in every primary grade class, it has become essential for teachers to adapt and/or enrich the programs used for every subject. However, realistically, there are several elements that hinder our ability to do so, such as:

- Large class sizes.
- Increasing number of behaviourally challenged students in classes
- Limited administrative resources to deal with behaviour issues.
- Integrated students with special needs ranging from mild to severe learning difficulties.
- Limited funding to provide services for students with special needs.
- Lack of financial resources available for purchasing of adapted/enriched materials.
- Limited time available allowing for the development activities/materials to enrich/adapt the program.

TEACHING STRATEGIES TO PROVIDE ENRICHMENT

Despite the above-mentioned difficulties encountered when enriching and/or adapting a given program, teachers manage to *enrich their programs* through the use of some of the following examples:

- Supplement their program by extracting materials from other resources
- Develop teacher-created materials
- Use audio-visuals and visual aids such as television, videos, films, and tapes
- Use computers for research projects, activities and games
- Learning Centres
- Involve parents as partners
- Use library resources
- Plays
- Project learning
- Use hands on materials and props
- Field trips whenever possible
- Research projects with the encyclopaedias
- Discussion and/or debates

ADAPTATION/MODIFICATION

An adapted program is developed when a student is able to meet the end-of-cycle competencies WITH support and adaptations of the curriculum. A modified program is developed when a student is having great difficulty achieving the end-of-cycle outcomes and the program needs to be modified to the level at which the student is working.

Teachers ***adapt/modify their programs*** through the use of some of the following examples:

- Small ad-hoc groups led by resource teacher
- Remedial sessions by homeroom teachers
- Parent volunteers offering extra help/support to individual students
- Repetition of tests
- Extra practice stencils
- Use of tapes and visual aids
- Peer tutoring
- Peer editing and evaluations
- Teacher-created materials to reinforce skills
- Select appropriate materials pertaining to grade/level of students
- Reading logs/writing logs
- Individualized worksheets
- Adaptation of materials to the needs of the students
- Use built-in adapted activities provided by different programs