

Expected Student Adaptation Report – English 9

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In: Student Profile + IEP • Class • Unit • Assignment

Student & Context

- Student: Alex Johnson
- PEN: 123 456 789
- Grade: 9
- Designation: DYSLEXIA; ADHD – Inattentive
- School: Riverside Secondary
- Teacher: Ms. Taylor
- IEP Date: 07/11/2025
- Profile Summary: Verbally strong, engages well in discussion, understands concepts; reads below grade level, fatigues with dense text; benefits from chunking, visuals, structured routines, and assistive tech. :contentReference[oaicite:0]{index=0}

Course & Task

- Class: English Language Arts 9
- Unit: Short Stories & Literary Elements
- Assignment: Reading & Response – Short Story Analysis
- Read a selected short story and complete a brief response on plot, character, and theme.
- Aligned with BC ELA 9 curricular competencies:
- Comprehend & connect: strategies to understand and make meaning from texts.
- Create & communicate: express understanding in oral/written/visual forms. :contentReference[oaicite:1]{index=1}

Quick Teacher View

Key idea: Alex can do the thinking. Barriers are decoding, reading stamina, and tracking. Use text-to-speech, chunked reading, and alternative response formats so he can show grade-level understanding of the story and theme.

Instructional Accommodations (Assignment-Specific)

- Access to Text
- Provide audio / text-to-speech version of the story.

- Offer a clean, larger-font, double-spaced copy; avoid cluttered pages.
- Before Reading
 - Pre-teach 6–8 key words with simple definitions + icons.
 - Give a one-paragraph story preview (setting, main characters, basic situation).
- During Reading
 - Chunk text into short sections (e.g., labeled Parts 1–4).
 - After each chunk, ask 2–3 guided questions orally:
 - “What just happened?” / “What do we know about this character now?”
 - Allow use of highlighter (or digital highlight) for:
 - character traits,
 - clues to theme,
 - key events.
- After Reading
 - Use a simple organizer:
 - Box 1: “Who is the main character?”
 - Box 2: “What problem do they have?”
 - Box 3: “How is it solved?”
 - Box 4: “What is the message (theme)?”
 - Let Alex discuss answers orally first, then record in brief written or typed form.

Environmental Accommodations

- Preferential seating away from high-traffic/noisy spots.
- Option to read / listen in a quiet corner or support room for longer tasks.
- Quick check-in at start and halfway:
 - confirm he knows which section he’s on & what to do next.

Assessment Accommodations

- What You Mark
 - Focus on:
 - understanding of plot, character, theme;
 - ability to support ideas with at least one detail.
 - Do not penalize for spelling, slow reading, or sentence-level errors.
- Format Options
 - Accept:
 - Bullet points instead of full paragraphs.
 - Oral response (teacher/EA scribes key points).
 - Short voice recording or typed response using assistive tech.
 - Provide 1.5x time if done in-class (consistent with IEP). :contentReference[oaicite:2]{index=2}
- Chunked Task
 - Part A: Identify key elements (who/where/what problem).

- Part B: Choose/theme from options OR write 1–2 simple sentences.
- Part C (optional): One supporting quote/scene (teacher can help locate).

Technology Accommodations

- Required/Recommended
- Text-to-speech for the story.
- Laptop for responses with:
 - spell-check,
 - word prediction (if available).
- Speech-to-text for longer responses when needed. :contentReference[oaicite:3]{index=3}

Behaviour & Routine Supports

- Clear, repeatable sequence on his handout:
 1. Listen/read Part 1
 2. Answer 1–2 quick questions
 3. Repeat for next part
 4. Fill in organizer
- Use subtle prompt if off-task:
- point to next step or checklist rather than long verbal redirection.
- Acknowledge when he:
 - starts within a few minutes,
 - stays on task for chunk,
 - uses his tools independently.

Communication & Social Supports

- Encourage Alex to:
 - Ask: “Can I hear that part again?” / “Can you clarify this question?”
 - Share his interpretation verbally in small group or pair.
- Adults:
 - Keep instructions short, concrete, and step-based.
 - Normalize his use of tech and bullets so it doesn’t feel like a penalty.
