



CURRICULUM GUIDELINES

A. Division: **Instruction**

Effective Date: New Course

If Revision, Section(s)

C,D,H,J,M,Q

Revised:

Date of Previous Revision:

1994

Date of Current Revision:

08 August 2002

C: **CCSD 250**

Subject and Course No.

D: Teaching and Learning: Adaptations and Modifications

Descriptive Title

E: 3

and interests. Using caring and communication as foundations, students will add an

characteristics, needs

M: Course Objectives / Learning Outcomes

Upon successful completion of this course, the student will be able to:

1. **Use problem solving approaches and a variety of tools and methods to adapt and modify curriculum to meet individual's needs.**
 - § **Considers individual's unique style and traits**
 - § **Matches tools and techniques to purpose and setting**
 - § **Develops adaptations and modifications**
 - § **Describes dynamic nature of adaptations and modifications**
2. **Use clear communication skills understood by individuals being supported and by colleagues.**
 - § **Uses active listening skills**
 - § **Uses "plain language"**
 - § **Uses effective verbal, non-verbal and written modes**
3. **Individualize teaching and learning by using a variety of methods.**
 - § **Maximizes use of natural cues and corrections**
 - § **Gives and accepts feedback**
 - § **Incorporates feedback in own practice**
 - § **Demonstrates providing/fading assistance**
 - § **Demonstrates general and transfer teaching processes**

N: Course Content: The following global ideas guide the design and delivery of this course:

1. **Individuals are unique in how they learn. Effective practitioners match teaching methods to meet the needs of the individuals, the activity at hand and the context in which it is happening.**
2. **Monitoring and evaluating progress are integral elements of teaching and learning because they help pinpoint areas of difficulty and successes.**
3. **Creative problem solving, flexibility and adaptations are important skills for effective practitioners. These skills facilitate the teaching and learning process, especially for those with complex needs.**
4. **How and when to provide and fade assistance are important elements of effective teaching and learning which promote personal autonomy and independence.**
5. **Collaborative planning which involves the individual, team and family or support network enhances the teaching and learning process. This process provides greater opportunity for generalization of newly acquired skills.**
6. **The principle of caring underlies practitioners' actions and interactions. It is reflected in their language, the methods they employ, and their respect for the individuals they support and with whom they work.**
7. **Communication skills are integral to teaching and learning interactions. They include recognizing and practising a range of communication methods, both verbal and non-verbal, expressive and receptive.**