

# ADAPTATIONS AND MODIFICATIONS THAT CAN BE USED IN THE GENERAL EDUCATION CURRICULUM

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## **Volume of Work:**

*Adapt the number of items that the learner is expected to learn or complete*

- ♥ Reduce or limit the use of scan sheets for test answers
- ♥ Reduce the number of items for assigned tasks
- ♥ Reduce the amount of copying
- ♥ Reduce the number of problems
- ♥ Reduce the number of concepts and expectations introduced at any given time
- ♥ Reduce the number of terms the learner must learn at one time
- ♥ Coordinate assignments with other teachers to avoid overload
- ♥ Reduce length of assignments
- ♥ Reduce homework assignments, or have parents modify when student gets stressed
- ♥ Have students learn 2-3 concepts from each chapter
- ♥ Reduce the number of concepts presented at any given time

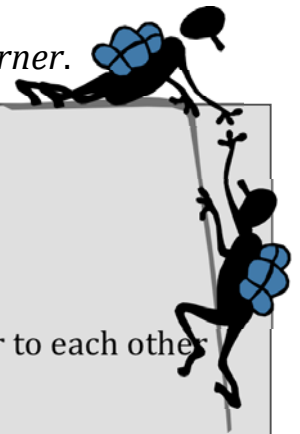
## **Time:**

*Adapt the time allotted and allowed for learning, task completion, or testing*

- ♥ Individualize a timeline for completing a task
- ♥ Allow learner to take assignments home. Allow extra time in-class or outside of class for work completion
- ♥ Provide additional time on task with an overview of the lesson before actually teaching
- ♥ Review frequently for test
- ♥ Allow additional time for preparation by giving a pretest one or two days before the final test
- ♥ Allow additional time to complete a test
- ♥ Allow extra time to complete a project
- ♥ Allow the learner to take short breaks

## Support:

*Increase the amount of personal assistance with a specific learner.*



- ♥ Give frequent comprehension checks during a lesson
- ♥ Assign peer buddies, teacher assistants, peer tutors, or cross-age tutors
- ♥ Read the test aloud
- ♥ Use groups to write cumulative story or write summary together and/or to each other
- ♥ Assign peer tutor who has accelerated math skills
- ♥ Provide cooperative work in small groups
- ♥ Utilize peer tutors or pairs of students for projects, to study for test or to proofread and correct each other's assignments
- ♥ Allow students to take tests in pairs or small groups
- ♥ Allow student to dictate answers to a test to a peer or adult
- ♥ Provide self-evaluation conferences
- ♥ Copy notes from presentation so student who cannot write well or listen effectively can have notes to study
- ♥ Have one student write while the student with writing difficulties dictates responses
- ♥ Have a peer proof student's work to provide assistance with prewriting activities
- ♥ Ask parent to provide extra practice for their child at home
- ♥ Clarify the goals of homework for the student and make adaptations accordingly
- ♥ Let learners begin homework in class to determine if they understand what is to be done
- ♥ Prepare study packet so student can get assistance at home
- ♥ Encourage support between students (i.e., teach students to "ask three than me" when they need help, ask peers for ideas on how their classmates with disabilities can participate more fully in an activity)

## Difficulty

*Adapt the skill level, problem type, or the rules on how the learner may approach the work.*

- ♥ Allow use of calculators to figure math problems
- ♥ Prepare an outline with blanks; student fills in the blanks as information is given
- ♥ Set up a Word Bank (3x5 file boxes) for weekly vocabulary words, spelling words, parts of speech, etc. They may be used later for other work such as creative writing assignments
- ♥ Provide page number and paragraph to help students find answers
- ♥ Number the handouts for reference during the lecture
- ♥ Simplify written directions by limiting words and numbering steps and page
- ♥ Provide highlighters for students to use in the classroom throughout the year
- ♥ Help students highlight or underline important information
- ♥ Review frequently for tests
- ♥ Supply a study guide with key concepts and vocabulary in advance for learners to review at home
- ♥ When giving a test requiring A,B,C,D answers use capital letters and ask students to use capital letters to avoid b,d reversals
- ♥ Eliminate the choices "All of the Above" and "None of the above" on tests and quizzes
- ♥ Provide a menu of options for students to demonstrate knowledge other than or in addition to tests
- ♥ Avoid using double negatives in true-false questions
- ♥ Give alternate test
- ♥ Vary format (i.e., true-false, multiple choice, short answers, demonstrating tests, matching or essay questions)
- ♥ Give students choices for testing
- ♥ Encourage the students to select the method of writing which they find most comfortable
- ♥ Have students repeat directions back to you
- ♥ Simplify task directions

- ♥ Change rules to accommodate learner's needs
- ♥ Use high interest/low level books to motivate students to read
- ♥ Assign projects that allow students to be creative (shadowboxes, puppets, videos, summaries on tape, role playing, etc.)
- ♥ Allow students to read extra books in place of a test or more difficult project such as creative writing
- ♥ Provide opportunities for students to vary activities rather than to read all period
- ♥ Let learners choose assignment (i.e., odd or even questions)
- ♥ Make homework relevant to what has been covered in class
- ♥ Write key words on the board or overhead and read them aloud

## **Participation**

*Adapt the extent to which a learner is involved in the task*

- ♥ In social studies, allow a student to locate just the states while others learn to locate capitals as well
- ♥ In social studies, allow some learners to color a map while others label the map
- ♥ In reading, teach one student to pronounce key vocabulary words while others learn their meaning as well
- ♥ In reading, while one group is engaged in reading aloud, others will listen to a taped story
- ♥ Some learners will discuss concepts while others use selected computer programs for reinforcement
- ♥ Some learners will create graphs using blocks while others use collected data to create a graph
- ♥ Some learners will find related pictures in magazines of concepts presented while others use resource material to research information
- ♥ Some learners will use clay to create a setting in a story while others describe the setting orally or in writing
- ♥ learners will make puppets of characters in a story while others create skits for role play

## **Physical Adaptations**

*Adapt the environment to meet the needs of individual students*

- ♥ Students sensitive to fluorescent lighting may need to wear a baseball type cap to shield their eyes in the classroom
- ♥ Structure the daily schedule to provide a wide variety of activities (i.e., large group instruction, small cooperative group work, individual assignments, learning centers that allow physical movement, discussion, hands-on exploration, and creative expression)
- ♥ Allow students short breaks from work to move around within or outside of the classroom
- ♥ Use graph/column paper for assisting organization to solve problems
- ♥ Order "Talking Books" from Recordings for the Blind and Dyslexic
- ♥ Use books on CD ROM to teach literature to nonreaders
- ♥ Use specially designed furniture
- ♥ Enlarge test print
- ♥ Provide extra pens, pencils, paper, and other materials needed to complete writing assignments
- ♥ Provide specially lined paper with wider spacing for those learners having difficulty writing within the lines or margins
- ♥ Use a computer keyboarding program for students with writing legibility problems
- ♥ Sit students with visual impairments close to the board/activity
- ♥ Face students with hearing impairments when you are speaking
- ♥ Students who need assistance should be seated where they are readily accessible
- ♥ Arrange desk to minimize distractions (i.e., away from the doorway and windows, close to where the teacher teaches)
- ♥ Tape papers to desk or table
- ♥ Hold papers in place with magnetic strips
- ♥ Enlarge pencil grips, Large crayons
- ♥ Identify personal space
- ♥ Use FM system for hearing handicapped learners or have an interpreter

***There are simple things parents and teachers can do to help children with disabilities in the regular classroom. If the student has trouble in:***

**Following directions**

- ♥ Vary your verbal style (tone, volume, etc)
- ♥ Use fewer words
- ♥ Use visual example with a hands-on example
- ♥ Increase eye contact
- ♥ Provide written and verbal directions

**Paying attention to printed and spoken words**

- ♥ Use non-verbal signals
- ♥ Seat near teacher
- ♥ Seat next to well focused students
- ♥ Use physical prompting (hand on shoulder)
- ♥ Use visual prompting (eye contact)

**Organizing**

- ♥ Highlight
- ♥ Underlining, number
- ♥ Keep desk clear of extras
- ♥ Overhead transparency
- ♥ Cover page that is not being read
- ♥ Give explanations in small, distinct steps
- ♥ Provide oral backup to written directions
- ♥ Have student repeat directions
- ♥ Use buddies, tape recorder
- ♥ Shorten the listening time
- ♥ Alternate spoken and written manipulative task
- ♥ Look directly at student; place hand on student's shoulder

**Staying on Task**

- ♥ Reduce distractions
- ♥ Provide checklist
- ♥ Reduce amount of work
- ♥ Use for short periods of time for work
- ♥ Increase positive reinforcement for time on task (i.e., verbal praise)
- ♥ Schedule breaks

### **Working in Groups**

- ♥ Provide a responsible partner
- ♥ Place in a group with well-focused students
- ♥ Provide structure by listing steps

### **Working Independently**

- ♥ Provide task on student level
- ♥ Provide variety to assignment
- ♥ Reinforce often
- ♥ Give precise and individual direction
- ♥ Provide a checklist for assignment completed
- ♥ Use silent time

### **Remembering**

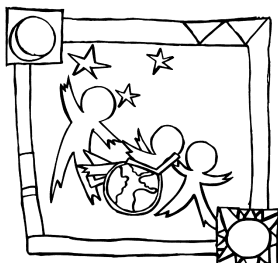
- ♥ Teach a variety of memory strategies: association, paring, acronyms, songs, rhymes
- ♥ Practice visualizing
- ♥ Teach how to memorize in small chunks, covering information up, self-checking
- ♥ Repeat information orally

### **Reading and comprehending**

- ♥ Tape record text
- ♥ Shorten amount of reading
- ♥ Oral reading in small groups at the same reading level
- ♥ Use reading marker or cover up
- ♥ Use peer tutors\reading partners
- ♥ Color code vocabulary definitions and important facts
- ♥ Enlarge pages
- ♥ Underline or circle important facts
- ♥ Allow extra time for reading
- ♥ Give oral tests
- ♥ Omit reading assignments

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***For more information contact ECAC,  
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