

Adaptations and Modifications

(These can be used in the general education curriculum!)

Volume of Work

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

- Reduce or limit:
 - Amount of copying
 - Number of problems
 - Number of concepts and expectations introduced at any given time
 - Number of terms the learner must learn at one time
 - Length of assignments
 - Homework assignments
- Coordinate assignments with other teachers to avoid overload.

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
- Provide additional time on task with an overview of the lesson before actually teaching
- Review frequently for test
- Allow additional time for preparation, pretest one or two days before final test
- Allow additional time to complete a test or 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
- Provide cooperative work in small groups
- Allow students to test in pairs or small groups
- Allow student to dictate answers to a peer or adult
- Provide self-evaluation conferences
- Provide student with presentation notes
- Ask parent to provide extra practice for child at home
- Clarify the goals of homework for the student and make adaptations accordingly
- Let learners begin the homework in class to determine if they understand what is to be done
- Prepare a study packet to send home with student

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 for weekly vocabulary words, spelling words, etc. They may be used later for other work such as creative writing
- Provide page number and paragraph to help students find answers
- Number the handouts for reference during lecture
- Simplify written directions by limiting words and numbering steps and page
- Help students highlight or underline important information
- 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.
- 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 (ex: true-false, multiple choice, short answer)
- Give students choices for testing
- Encourage students to select the method of writing which they find the most comfortable
- Have students repeat directions back to you
- Use high interest/low level books to encourage reading
- Assign projects that allow students to be creative (ex: puppets, videos, shadowboxes)
- Allow students to read extra books in place of a test or more difficult project
- Provide opportunities for students to vary activities
- Let learners choose assignment (ex: odd or even questions)
- Make homework relevant to what has been covered in class
- Write key words on the board and read aloud

Participation

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

- Allow student to locate just the states, while others learn capitals as well
- Allow student to color map while others label the map
- While one group is reading aloud, others listen to taped story
- Some will discuss concepts, while others spend time on computer for reinforcement
- Some learners find related pictures of concepts, while others use resource material for research

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
- Allow students short breaks from work to move around
- Use graph/column paper for assisting organization to solve problems
- Order "talking books" from Recordings for the Blind and Dyslexic
- Use audio books to teach literature to nonreaders
- Use specially designed furniture
- Enlarge test print
- Provide specially lined paper with wider spacing for those learners having difficulty writing within the lines
- 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 regularly accessible
- Arrange desks to minimize distractions
- 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 impaired learners or have an interpreter

For more information, contact ECAC

NC's Parent Training and Information Center (PTI)



907 Barra Row, Suite 102 | 103
Davidson, NC 28036
www.ecac-parentcenter.org
704-892-1321



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