

# Classroom Adaptations

In choosing alterations, keep the content but modify the delivery.

## Accommodations

versus

## Modifications

Alter the classroom setting

Examples:

- Seating near teacher
- Increased response time
- More frequent review
- Paraphrasing new information
- Simplified instructions
- Extended time
- Enlarged print
- Oral test responses
- Assistive technology
- Seating with a buddy
- Un-timed "timed" tests

Alter the schoolwork required

Examples:

- Copies of teacher notes
- Help with note taking
- Reduced assignments
- Alternative testing format
- Modified tests
- Peer support
- Cooperative learning groups
- Modified grading
- Modified expectations
- Modified tests
- step-by-step assignments

## **Adaptations by Category**

Textbook Adaptations	<ul style="list-style-type: none"> <li>Alternate books with similar concepts at an easier reading level</li> <li>Audiotapes of books</li> <li>Highlight important concepts</li> <li>Provide two sets of books - one for school and one for home</li> </ul>
Curriculum Adaptations	<ul style="list-style-type: none"> <li>Shorten assignments based on mastery of key concepts</li> <li>Shorten spelling tests based on mastering most functional words</li> <li>Substitute hands-on project for written assignments</li> <li>Change percentage of work required for a passing grade</li> <li>Establish explicit requirements for student to receive a passing grade</li> </ul>
Classroom Modifications	<ul style="list-style-type: none"> <li>Individualized rules and routines for specific student needs</li> <li>Reduce visual distractions (i.e. mobiles)</li> <li>Provide computer for written work</li> <li>Student seated close to teacher or positive peer</li> <li>Use study carrels</li> <li>Keep extra supplies of books and pencils</li> <li>Omit crosswords and word finds</li> </ul>
Giving Directions	<ul style="list-style-type: none"> <li>Use both oral and printed directions</li> <li>Give directions in small, brief steps</li> <li>Number and sequence the steps in a task</li> <li>Have student repeat back directions</li> <li>Show a model of a finished project</li> <li>Provide a checklist</li> </ul>
Time & Transitions	<ul style="list-style-type: none"> <li>Alert students several minutes before transition</li> <li>Provide additional time to complete tasks</li> <li>Allow extra time to turn in homework without penalty</li> </ul>
Handwriting	<ul style="list-style-type: none"> <li>Provide activities that require minimal handwriting</li> </ul>

	<p>Do not ask students to recopy work</p> <p>Use brief responses rather than essay questions</p> <p>Provide teacher or peer copy of notes</p> <p>Provide print outline for video</p> <p>Provide print copy of directions or assignments posted on board</p> <p>Omit assignments that require copying</p> <p>Use alternate paper - graph paper, raised line paper, etc.</p>	
Math	<p>Group similar problems together (i.e. all addition problems together)</p> <p>Provide fewer problems on a page</p> <p>Use enlarged graph paper to solve problems</p> <p>Turn lined paper sideways to make columns for problem solving</p> <p>Provide table of math facts for reference</p> <p>Read and explain story problems - breaking into small steps</p> <p>Require fewer problems to attain a passing grade</p> <p>Allow the use of a calculator</p>	
Other/General	<p>Sequence work from easiest to most difficult</p> <p>Check progress and provide frequent feedback</p> <p>Place ruler under what is being read for better tracking</p> <p>Break long-range assignments into small, sequential steps with daily monitoring</p> <p>Have student practice in small group before presenting to class</p> <p>Use mapping to show how assignments are related</p> <p>Provide study guides and study questions that directly relate to the test</p>	
Behavior	<p>Arrange check in time to get focused/ organized for the day</p> <p>Develop a system or code word to get student re-focused</p> <p>Seat near a positive peer</p> <p>Reward for good behavior</p> <p>Arrange for a "safe place" for students who become agitated or need focus</p>	
Listening	Before the Lesson	During the Lesson
	<p>Pre-teach vocabulary</p> <p>State objective - give a reason for listening</p> <p>Provide study guides</p> <p>Provide lecture outlines</p> <p>Provide graphic organizers</p>	<p>Provide visuals</p> <p>Note taking with color coding</p> <p>Explain in small, distinct steps</p> <p>Provide written directions</p> <p>Pause to allow time for processing</p> <p>Shorten required listening time</p>
Verbal Expression	<p>Accept alternate form of sharing information</p> <p>Provide a prompt (beginning sentence or picture cue)</p> <p>Ask questions based on taxonomy - starting with informational</p>	
Reading	<p>Provide lower level text</p> <p>Provide highlighted material</p> <p>Taped texts</p> <p>Find content in another medium (video)</p> <p>Allow extra time</p> <p>Provide study guides or summaries</p> <p>Pre-teach vocabulary</p> <p>Utilize larger font</p> <p>Cover up non-essential material</p>	

Written Expression	<ul style="list-style-type: none"> <li>Accept alternate forms of reports</li> <li>Allow more time</li> <li>Shorten requirements</li> <li>Provide sample of finished products</li> <li>Provide practice using story starters or open-ended stories</li> <li>Allow oral responses - i.e. oral spelling tests</li> </ul>
Spelling	<ul style="list-style-type: none"> <li>Dictate work</li> <li>Choose spelling words that are based upon specific school or social needs</li> <li>Use mnemonic devices</li> <li>Have student make flashcards and highlight areas of difficulty</li> <li>Give recognition level spelling test - ask student to choose from 3 or 4 words</li> <li>Avoid penalizing spelling errors</li> <li>Hang words on ceiling or post around classroom</li> <li>Provide tactile/kinesthetic aids (sandpaper letters or a box of rice to write in)</li> </ul>
Memory	<ul style="list-style-type: none"> <li>Make a checklist</li> <li>Provide cues</li> <li>Have student makes notes to him/herself</li> <li>Teach use of acronyms and mnemonic devices</li> </ul>
Getting Started	<ul style="list-style-type: none"> <li>Give cue to begin work</li> <li>Break work into small tasks</li> <li>Provide immediate feedback</li> <li>Sequence work with easiest first</li> <li>Check on progress within first few minutes</li> <li>Give checklist for each step of the task</li> <li>Set a timer for completing tasks</li> </ul>
Organizing Materials & Assignments	<ul style="list-style-type: none"> <li>Require a notebook</li> <li>Keep extra supplies on hand</li> <li>Write assignment on board for students to reference</li> <li>Utilize envelopes for the parts of a large project</li> </ul>
Homework	<ul style="list-style-type: none"> <li>Provide clear written directions</li> <li>Include examples</li> <li>Adjust size of assignment</li> <li>Set time limit - do what you can in 30 minutes</li> <li>Focus on meaningful work - shorten required responses</li> <li>Set up homework buddies</li> <li>Allow for flexible assignments - i.e. do any ten problems</li> </ul>
Grading	<ul style="list-style-type: none"> <li>Base grades on progress</li> <li>Base grades on IEP goals</li> <li>Use lowered standards</li> <li>Grade process and product separately</li> <li>Weighted assignments based on difficulty</li> <li>Use inventory checklist for mastery or non-mastery</li> <li>Provide narrative report in addition to grade</li> <li>Offer extra credit that is related to the curriculum not mastered</li> <li>Allow retakes</li> </ul>
Tests	<ul style="list-style-type: none"> <li>Allow extra time</li> <li>Teach test taking strategies</li> </ul>

	<p>Alternate setting for testing</p> <p>Read tests aloud</p> <p>Accept oral responses</p> <p>Divide tests into small groups of like items</p> <p>Use recognition questions (matching or multiple choice) rather than essay</p> <p>Use performance assessment</p> <p>Grade spelling separately from content</p> <p>Enlarge or highlight key words or phrases in test</p> <p>Allow students to write directly on the test - no transferring</p> <p>Avoid "all of the above" and "none of the above"</p> <p>Avoid "all of the following, except"</p> <p>Provide smaller word banks for fill-in-the-blank - i.e. sets of five questions</p> <p>Allow students to type essay questions</p> <p>Allow student to do odds or evens</p>
--	--