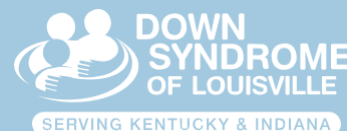


Classroom Instructional Adaptations



Size

Adapt the # of items that the student is expected to learn or complete.

For example: Reduce the # of social studies terms a student must learn at any one time.

Time

Adapt the allotted time for learning, task completion or testing.

For example: Allow more time for completing a task.

Level of Support

Increase the amount of personal assistance with a specific student.

For example: Assign peer buddies, classroom assistants, cross-age tutors.

Input

Adapt the way instruction is delivered to the student.

For example: use different visual aids, more concrete examples, hands-on activities, have students work in cooperative groups.

Difficulty

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

For example: Allow the use of a calculator to figure math problems, simplify task directions, change rules.

Output

Adapt to how the student can respond to instruction.

For example: Instead of answering questions in writing, allow a verbal response, use a communication books, allow students to show knowledge with hands-on materials.

Participation

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

For example: In geography, have a student hold the globe, while others point out locations.

Alternate Goals

Adapt the goals or outcome expectations while using the same materials.

For example: In social studies, expect one student to be able to locate just the states while others learn to locate capitals as well.