

Curriculum Accommodations And Adaptations

Accommodations vs Adaptations

*with accommodations, students learn the same curriculum, but their individual needs are accommodated. **How** the student learns is changed.

*with adaptations, the curriculum itself is modified. **What** the student learns is changed.

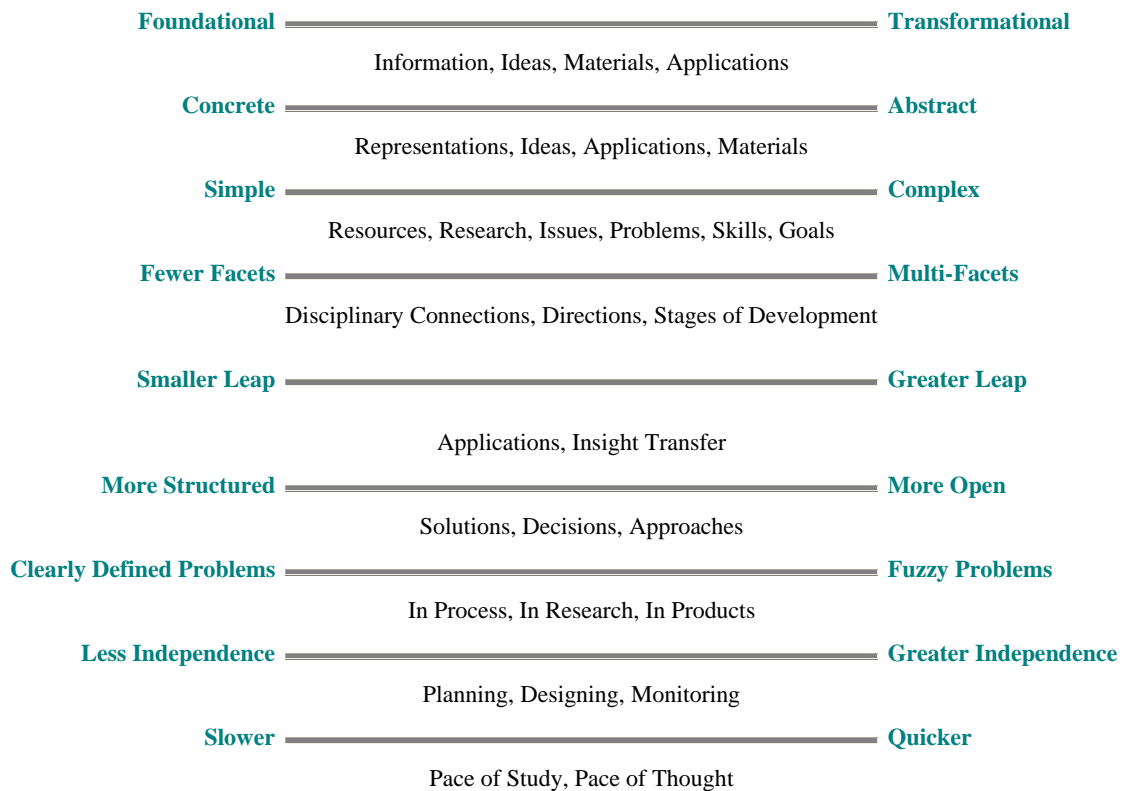
Evaluate what type of learner the student is. Student Learning Profile, Multiple Intelligences, VARK (Visual, Auditory, Read/Write, Kinesthetic)

The tasks and supports needed will vary according to

- 1) Readiness
- 2) Interest
- 3) Learning Profile

Creating an optimal match

"The Equalizer" to Chart the Complexity of An Activity



Nine Types of Adaptations

1. Input
2. Output
3. Time
4. Size
5. Difficulty
6. Support
7. Modified goals
8. Degree of participation
9. Substitute curriculum

Varying the input

- large print
- books on tape
- tests read aloud
- written or picture directions
- Priming- preteaching vocabulary and concepts
- Flashcards to review vocabulary and concepts
- Study guides, review sheets, outlines
- Graphic organizers
- Reading material at varying levels
- Computer software on the topic
- Hands on activities
- Internet
- add visual emphasis: labeling, highlighting, color coding, exaggerating, minimizing materials

Varying the Output

- Incorporate graphic organizers to develop ideas and concepts
- Respond orally instead of writing
- Use pictures/icons/print to respond
- Put words into sequence rather than copy
- Point to sight words

- Complete worksheet by pasting pre-printed answers
- Use word/picture banks to complete work
- Shorten sequence (some steps already completed)
- Allow retaking of tests

Varying the Time

- Extra time to complete assignments
- More lead-time, pre-teaching
- Individualize timeline for project completion

Varying the Size

- Reduce length of report
- Reduce number of math problems
- Do small part of group project

Varying the Difficulty

- Break down task into smaller parts
- Use “tiered” assignment with the same outcome but vary complexity
- Modify the task (ie measure to inch not quarter inch)
- Use calculator, manipulatives
- Limit to most important concept
- Limit to most concrete concept

Varying the Support

- Who provides support? Peer, tutor, learning group, teacher, parapro
- How much support? Varies by time and activity
- Need to develop independence

-Levels of support: TRANSITIONAL temporary while student gains independence in new environments, activities, and/or concepts; LOW support is always available but not always needed; MEDIUM support is necessary on a regular basis in order to be successful or to learn; HIGH support is absolutely necessary and must be provided

Modified Student Goal

- Math: count bears others are using for adding
- Measuring: draws lines with ruler instead of measuring, measures larger increments
- Spelling: points to correct word/picture, identifies first letter of the word
- Computer lab: types personal info instead of report

Degree of Participation

- Post daily schedule for class
- Take attendance to office
- Do sharing every day instead of every week
- Be involved in free time and playground activities
- Be allowed to “pass” on some activities

Alternative curriculum

- Provide different instruction and materials to meet a student's individual goals.
- What is something meaningful the student can do with same materials?
- Could the student assist others with their work?