

NINE CATEGORIES OF MODIFICATIONS

Every class is comprised of students with specific needs. You are expected to meet those needs and accommodate the students. The following chart provides simple ways to modify the classroom programs.

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| <p style="text-align: center;">SIZE</p> <p>Adapt the number of items that the student is expected to learn or complete.</p> <p><i>Example:</i> Reduce the number of social studies terms the student must learn at any one time.</p> | <p style="text-align: center;">TIME</p> <p>Adapt the time allotted and allowed for learning, task completion, or testing.</p> <p><i>Example:</i> Individualize a time line for completing a task; pace learning differently (increase or decrease).</p> | <p style="text-align: center;">LEVEL OF SUPPORT</p> <p>Increase the amount of personal assistance with a specific student.</p> <p><i>Example:</i> Assign peer buddies, educational assistants, peer tutors, or cross-age tutors.</p> |
| <p style="text-align: center;">INPUT</p> <p>Adapt the way instruction is delivered to the student.</p> <p><i>Example:</i> Use different visual aids, plan more concrete examples, provide hands-on activities, place students in co-operative groups.</p> | <p style="text-align: center;">DIFFICULTY</p> <p>Adapt the skills level, problem type, or the rules on how the student may approach the work.</p> <p><i>Example:</i> Allow the use of a calculator to figure math problems, simplify task directions, change rules to accommodate students' needs.</p> | <p style="text-align: center;">OUTPUT</p> <p>Adapt how the student can respond to instruction.</p> <p><i>Example:</i> Instead of answering questions in writing, allow a verbal response, use a communication book for some students, allow students to show knowledge with hands-on materials.</p> |
| <p style="text-align: center;">(PARTIAL) PARTICIPATION</p> <p>Adapt the extent to which a learner is actively involved in the task.</p> <p><i>Example:</i> Have student participate in some components of the activity or lesson.</p> | <p style="text-align: center;">ALTERNATE EXPECTATIONS</p> <p>Adapt the goals/expectations while using the same materials.</p> <p><i>Example:</i> In social studies, expect a student to be able to locate just the provinces while others learn to locate capitals as well.</p> | <p style="text-align: center;">PARALLEL/ALTERNATIVE CURRICULUM</p> <p>Provide different instruction/ materials and alternate activities to meet a student's individual expectations.</p> <p><i>Example:</i> During reading, student is working on high interest/low vocabulary novel at appropriate level.</p> |
| <p style="text-align: center;">ADAPTED FROM: ADAPTING CURRICULUM AND INSTRUCTION IN INCLUSIVE CLASSROOMS: A TEACHER'S DESK REFERENCE. Cathy Deschenes, David Ebeling and Jeffrey Sprague, 1994</p> | | |