

Adaptation Checklist

Weak Written Skills

Photocopied notes
Framed outlines
Allow writing to be proofread before marking
Reduce volume of work
Extend time
Use word processor with spell and grammar check
Tell adult key ideas/use of sticky notes to guide writing
Chunk tasks/complete one section/feedback provided
Assign tutor or pair with good student
Adjust weight
Adjust expectations
Limited/no penalty for spelling
Give choice of assignment format
Scribe
Allow point form answers
Graphic organizers
Dragon Dictate
Dragon Speak
Other _____

Weak Reading Skills

Taped materials Kurweil or tapes
Reader (teacher, classmate, EA, parent)
Highlight key words on worksheet, notes, texts and tests
Extend time
Reduce volume of work/reading
Parallel alternate reading material
Enlarge print
Avoid having student read orally in class without prior practice/arrangements
Other _____

Weak Organizational Skills

Provide daily schedule
Help student organize notebook/colour code binder sections or notebooks
Supervise the writing of homework, agenda
Request parent reinforcement
Help students break down longer assignments into smaller units- Work completion charts
Monitor desk, locker-desk clean 1x per week with adult-organize binder/papers
Provide a second set of textbooks for home
Checklist in planner to assist with organization
Other _____

Weak Math Skills

Calculator
Multiplication grid
Use of graph paper to organize numbers on paper
Visual reminder of algorithm or steps involved in problem
Visual reminder of word problem key words/strategies
Extend time
Reduced volume of work
Use concrete materials
Progress at a slower rate
Peer tutor or pair with a good student
Provide immediate feedback
Monitor 1st few questions or do together
Use memory devices to remember concepts and operations
Reader for text, material
Other _____

Testing Adaptations

Extend time
Reduce number of questions
Provide reader
Provide scribe
Allow students to take oral test
Rewrite test
Alternate test
Test sent home ahead of time to practice
Provide key vocabulary for test
No penalty for spelling
Separate setting
Provide study guide
Enlarge print
Change test format to multiple choice, fill in blank or short answer
Allow student to use a calculator or times table grid
Allow student to use model (visual)
Adjust weight
Other _____

Environment

Preferred seating
Seat near teacher or strong peer
Separate, quiet location for task completion
Reduce noise
Use of study carrel
Minimize distractions on desk
Other _____

Presentation of material

- Individual or small group review
- Provide study notes/key vocabulary for new information
- Provide manipulatives
- Pre-teach vocabulary
- Repeat directions/give directions in small steps
- Photocopy overheads/ppt slides
- Allow taped novel
- Build repetition into lesson
- Show visual examples
- Other _____

Attention difficulties/Off task

- Give personal cue to get started with task
- Student made visual cue card at desk
- Chunk work into smaller steps
- Provide more regular feedback
- Provide checklist for multi step assignments
- Positive incentives or personal comments when on task
- Buddy helper/reminder
- Advance notice of time left for tasks
- Other _____



ADAPTATIONS TO MAXIMIZE SUCCESS FOR ALL

Adaptations Included in lessons	Other possibilities	Specifically for:
Do all students have opportunities to:	Do some students need:	
<input type="checkbox"/> participate with minimal reading	a reader <i>Who?</i>	
<input type="checkbox"/> participate with minimal writing	a scribe <i>Who?</i>	
<input type="checkbox"/> develop oral concepts before using text	photocopied notes	
<input type="checkbox"/> develop vocabulary before using text	personal copy of text (<i>highlight, cut up, take home, enlarged/shrunken text, etc.</i>)	
<input type="checkbox"/> work with small chunks of written language at a time	Dreamwriter	
<input type="checkbox"/> use the language of the unit/ lesson in independent writing	to have planner and or homework monitored	
<input type="checkbox"/> receive information through both oral and visual presentation	prepared graphic organizers to take notes	
<input type="checkbox"/> represent knowledge and understandings using oral and visual methods	written instructions	
<input type="checkbox"/> verbalize their ideas and understandings	alternative text	
<input type="checkbox"/> hear others verbalize their content knowledge and understandings	Represent knowledge by drawing pictures	
<input type="checkbox"/> hear others verbalize their strategies for learning	oral tests and exams	
<input type="checkbox"/> share ideas to questions that have minimal 'right and wrong' answers	extra time for tests	
<input type="checkbox"/> complete activities to the best of their personal ability (<i>expectations are differentiated</i>)	to be evaluated through observation of demonstrated knowledge instead of test	
<input type="checkbox"/> participate in cooperative group lessons		
<input type="checkbox"/> participate in open-ended lessons		



Suggested Adaptations

• Student:

FORMAT/PRESENTATION	PERFORMANCE	ENVIRONMENT
<input type="checkbox"/> same assignment <input type="checkbox"/> open-ended questions <input type="checkbox"/> fewer questions <input type="checkbox"/> enlarge one portion to fit the page <input type="checkbox"/> highlight key words <input type="checkbox"/> include pictures <input type="checkbox"/> substitute more appropriate questions <input type="checkbox"/> hand signals or signing if appropriate <input type="checkbox"/> modify pace – speak more slowly <input type="checkbox"/> break into manageable steps <input type="checkbox"/> child repeats instructions to peer to clarify <input type="checkbox"/> tape records instructions <input type="checkbox"/> use demonstrations <input type="checkbox"/> use graphic organizers & visuals <input type="checkbox"/> use real materials, concrete examples, simple language <input type="checkbox"/> smaller clusters of work <input type="checkbox"/> peer/tutor coach or re-teach <input type="checkbox"/> video presentation for later use <input type="checkbox"/> written or pictorial instructions as well as verbal <input type="checkbox"/> allow longer processing and feedback time <input type="checkbox"/> vary modes of presentation (auditory, visual, tactile, kinesthetic) <input type="checkbox"/> picture cards or pictographs for instructions <input type="checkbox"/> length of teacher talk (prim. 5-7 min, intermediate 7-12 min)	<input type="checkbox"/> have student highlight relevant information <input type="checkbox"/> cut & paste to simplify or emphasize main points <input type="checkbox"/> draw pictorial answers <input type="checkbox"/> diorama, models <input type="checkbox"/> cut pictures from magazines <input type="checkbox"/> use overhead transparencies, paper clipped to text so student can write in the book <input type="checkbox"/> allow sub-vocalizing during reading and math <input type="checkbox"/> alternate note-taking formats <input type="checkbox"/> other kids <input type="checkbox"/> EA <input type="checkbox"/> highlight notes <input type="checkbox"/> tape record notes <input type="checkbox"/> photocopy peer's notes <input type="checkbox"/> extra time to get work done <input type="checkbox"/> highlight directions <input type="checkbox"/> date stamp, number stamps <input type="checkbox"/> number line, alphabet on desk <input type="checkbox"/> highlight answers instead of writing <input type="checkbox"/> photocopy brainstormed words, phrases to use as answers (copy or cut & paste) <input type="checkbox"/> complete graphic organizer instead of writing full sentences <input type="checkbox"/> allow student the choice of presentation method	<input type="checkbox"/> use Dycem (sticky paper) to keep things from falling <input type="checkbox"/> small group setting <input type="checkbox"/> study carrels, tutoring space, "private office", screens, dividers <input type="checkbox"/> FM transmitter <input type="checkbox"/> special equipment (tilted desk, wheelchair accessible, etc.) <input type="checkbox"/> desk organizers (lazy-susan) with pictures or colour-coding <input type="checkbox"/> card or hand sign to indicate "I need help" <input type="checkbox"/> change seating frequently to promote socialization <input type="checkbox"/> seat with appropriate partners <input type="checkbox"/> preferential seating (front, back, quiet, lighting, near teacher etc.) <input type="checkbox"/> larger table instead of desk <input type="checkbox"/> bookends, book holders <input type="checkbox"/> tie pencil to desk <input type="checkbox"/> have timetable on desk, in notebooks <input type="checkbox"/> sit on mat or chair at circle time <input type="checkbox"/> reduce excess paper & materials <input type="checkbox"/> list of items to complete on desk <input type="checkbox"/> change classroom for short periods to meet specific goals <input type="checkbox"/> create legitimate opportunities to move



Materials	Evaluation	Assistance
<input type="checkbox"/> use overlays	<input type="checkbox"/> self-evaluation, peer evaluation	<input type="checkbox"/> Peer Assistant or EA
<input type="checkbox"/> mask to cover parts of worksheets	<input type="checkbox"/> show knowledge in different ways	<input type="checkbox"/> as model
<input type="checkbox"/> enlarge the print	<input type="checkbox"/> develop criteria with students	<input type="checkbox"/> as helper
<input type="checkbox"/> large pencil, pencil grip, etc.	<input type="checkbox"/> use personalized criteria	<input type="checkbox"/> as organizational assistant
<input type="checkbox"/> computer software for extra practice	<input type="checkbox"/> portfolio assessment	<input type="checkbox"/> as questions answerer
<input type="checkbox"/> appropriate lines: raised line, wide lines, interlined, lined in colour, blank unlined	<input type="checkbox"/> taped version of test to which the student responds	<input type="checkbox"/> as reader
<input type="checkbox"/> use white out to reduce the amount of print on the page	<input type="checkbox"/> scribe	<input type="checkbox"/> as scribe
<input type="checkbox"/> colour-code materials or subject areas	<input type="checkbox"/> oral tests	<input type="checkbox"/> as peer tutor
<input type="checkbox"/> use tabs on pages to help find specific pages more easily	<input type="checkbox"/> tell what specific areas student should study	<input type="checkbox"/> preview, review material
<input type="checkbox"/> post-it notes to identify key areas	<input type="checkbox"/> allow calculator use	<input type="checkbox"/> partner or shared reading
<input type="checkbox"/> adaptive keyboards, typewriters, computers, lap-top, calculator, spell-check, etc	<input type="checkbox"/> use in-class evidence of child's knowledge (observations, work samples, in-class performance)	<input type="checkbox"/> clarify instructions or information
	<input type="checkbox"/> extended or no time limits	<input type="checkbox"/> reduce the time pressure
	<input type="checkbox"/> open book or take-home test	<input type="checkbox"/> reduce the number of instructions
	<input type="checkbox"/> take test in another room	<input type="checkbox"/> stand near the student
	<input type="checkbox"/> provide more space to write	<input type="checkbox"/> give a cue to student when an important instruction is about to be given
	<input type="checkbox"/> reduce number of questions	
	<input type="checkbox"/> have someone read questions	
	<input type="checkbox"/> teach memorization skills	
	<input type="checkbox"/> evaluate the student verbally from conversations or discussion	
	<input type="checkbox"/> pictorial answers	



Checklist for Adaptations

Learning Challenges:

- don't penalize spelling, capitalization, punctuation, etc.
- avoid oral reading
- reduce/alter assignment length
- highlight key points in text
- have student preview materials
- summary sheet to fill in while listening
- graphic organizers
- photocopy information
- demonstrate/model comprehension, note taking & thinking
- use both visual and auditory presentation
- chunk information
- monitor comprehension frequently
- use concrete examples/manipulatives
- videotape/ audiotape lesson for later use
- provide overheads used for review
- extra time for assignments & tests

Organization

- direct instruction in organization skills
- use 1 main binder
- locker list of required materials
- teach/monitor time management skills
- allow choice of work when possible
- use contracts
- provide models of completed work
- chunk large tasks
- minimize distractions
- private cueing system
- use proximity, eye contact or hand signal
- clearly established expectations & consistent consequences
- provide/allow movement opportunities

Positive Behavioural Supports:

- Modify the activity schedule (Premack)
- Adapt curriculum (change what is done)
- Modify instruction (change how it's taught)
- Add prompts for appropriate behaviour (give reminders)
- Teach specific replacement skills (taking a break rather than hitting)
- Teach adaptive social skills (asking rather than taking)
- Minimize positive reinforcement for problem behaviour (ignoring yelling for attention)...pay attention when students are quiet
- Minimize negative reinforcement for problem behaviour (ignoring yelling for escape)
- Provide range of positive reinforcers (give choice)