

# 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.

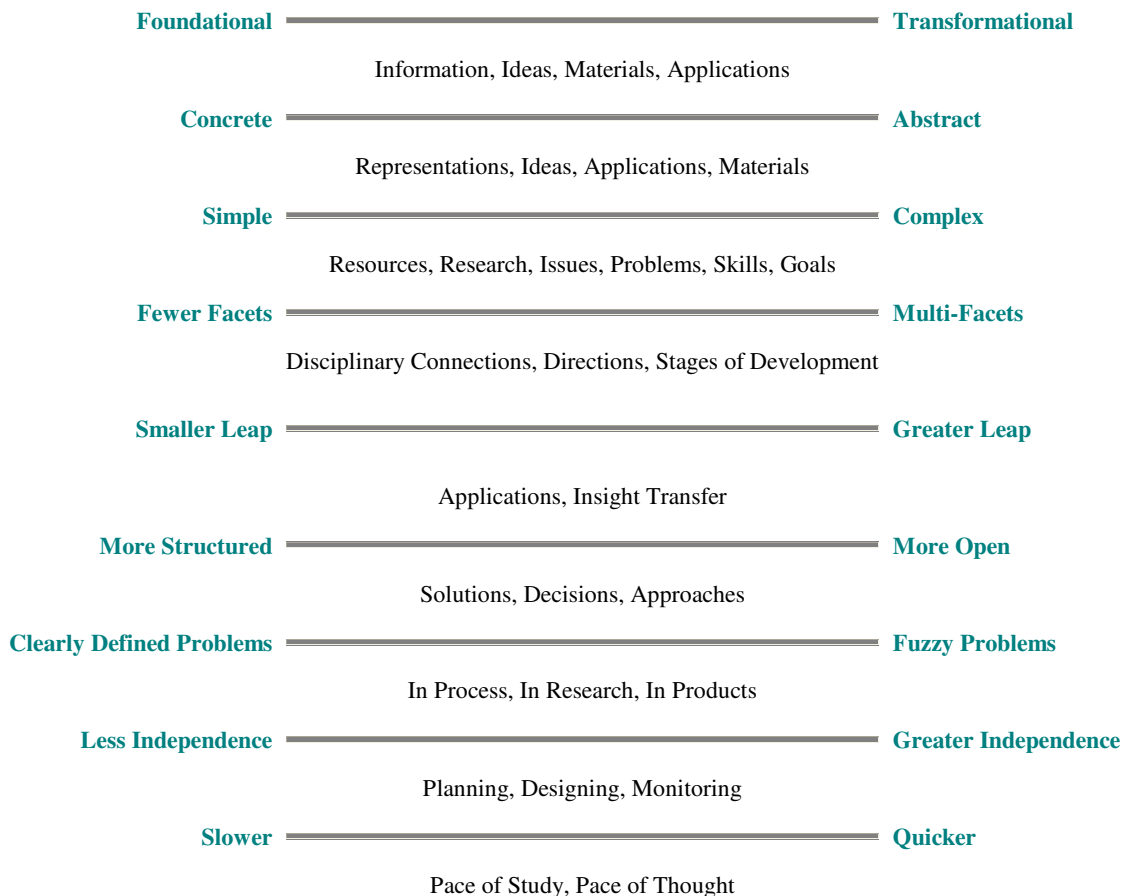
**Evaluate** what type of learner the student is. Student Learning Profile, Multiple Intelligences, VARK (Visual, Auditory, Read/Write, Kinesthetic)

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?