

ADAPTATIONS IN THE CLASSROOM ACROSS THE CURRICULUM

Student: _____

Grade: _____

Varying the Instruction

- use small group instruction
- use individual instruction
- use peer tutoring
- give explicit instruction
- use cooperative learning
- use mixed-ability groups of five or six students
- present material in sequential fashion
- use hands on learning
- use discussion format with Adjusted Questions (questions at various degrees of difficulty)
- use self-designed assignments
- use individualized work contracts
- use Tiered Assignments (based on different levels of readiness and all students working with the same key understanding)

Following Directions

- provide one or two directions at a time
- write directions on the board in front of the student
- write directions on a small board or piece of paper on the student's desk
- stand close to the student and gain eye contact before giving directions
- restate directions in simpler language

Adapting Tests

- vary type: oral written demonstration
- vary format: short answers listing fill in the blank, multiple choice, short essay, true/false, matching
- provide extended testing time – time for completion
- allow for testing in a small group situation or a quiet room
- give assistance by reading instructions
- provide visual/graphic cues as the test directions change
- keep test directions and questions short and easy to understand (simply the vocabulary)
- repeat directions to the student once you have given them to the class
- break testing into several sessions

Organizing Tasks/Materials

- have the student make *to do* lists
- list needed materials for each class
- have the student use a day timer
- show the student how to use one binder for all subjects with dividers between subjects
- have the student keep a file folder on each subject (colour code them)
- break long term assignments into parts with corresponding due dates
- fold paper or draw a line on it to assist student with spacing
- give the student the steps for a procedure (e.g. a math operation) or a cue card for easy reference
- provide picture instructions of the steps to be followed to complete a task
- use post-it notes
- teacher a numbering system to keep track of notes that belong to a certain set: 1/5, 2/5, 3/5, etc.

Motivating

- set attainable goals for the student
- have the student chart progress
- give feedback immediately
- send positive notes home or to the office about accomplishments
- reinforce completed work (free time, special activity)
- make trade books and other resources available at different reading levels
- allow the student to choose a subtopic and related materials
- set out expectations in a rubric for assignments, and have the student use self-evaluation
- give additional time for completion
- use a variety of ways to help the student learn "big picture" concepts of a unit (film, field trips, guest speaker, music, brochures)
- offer choice
- help the student get started (walk through 1st few items/brainstorm ideas)
- use Anchoring Activities (task cards adjusted to the student's level of readiness and interest)

Managing the Classroom

- have clear, specific rules with positive consequences across settings
- have practised routines
- use timed transitions
- have timetables, on the desks, in picture or written form
- provide a variety of work places (tables, carrels, floor space) with expectations posted at each space
- use preferential seating
- allow for three- to five- minute breaks

Taking Notes

- photocopy notes for the student
- model, or have a peer model, how to take notes using three-column or four-column note taking guides
- model how to organize text notes in a graphic organizer (e.g. main ideas with details)
- give the student outlines for lecture presentations
- have the student include pictures and diagrams when taking notes

Studying/Remembering

- teach how to use mnemonic devices, acronyms, music and rhyme to aid memory
- teach the SQ3R study system
- teach the use of interactive student notebooks (take class notes and reading notes on the right side interpret and reflect on the left side)
- give the student a summary of what to expect on the test
- assign a study buddy
- provide study guides so the student summarizes text in an orderly way
- use shortened work periods to avoid fatigue
- have the student read additional books and watch videos related to what he/she is studying
- have the student use highly contrasting colours for recording information/emphasizing important points

Adapting Evaluation (continued)

- write instruction, positive remarks on papers
- highlight good answers on papers so the student understands what is expected
- use *layered curriculum* (C, B and A level work is defined so the student knows what he/she must do to advance to the next level)
- review the grading process before the test
- post the grading criteria
- find alternatives to zeros (positive learning does not occur with zeros)
- specify and post grading criteria
- return all graded materials promptly so the student learns from his/her mistakes and allow several rewrites

Increasing Written Output

- use graphic organizers
- teach keyboarding
- allow for dictated responses/notes
- have the student write ideas on post-it notes and then rearrange them to make an outline
- chunk assignments into four parts
- use an outline for essay writing
- use a story grammar for narrative writing
- establish a process for revision (1st draft -> sharing/revision 2nd draft -> sharing/revision 3rd draft -> polishing final -> publishing)
- vary written products (role plays, brochures, plays, songs, posters, research papers, essays, news broadcasts)
- use the *dot procedure* (work to the dot and get feedback)
- use multi-step projects (the student collaborates with a partner at designated spots)