

General Education Individual Curriculum Adaptation Plan

Nine Types of Curriculum Adaptations

<p style="text-align: center;"><u>*Quantity</u></p> <p>Adapt the number of items that the learner is expected to learn or complete.</p> <p><i>Reduce the number of social studies terms a learner must learn at any one time.</i></p>	<p style="text-align: center;"><u>*Time</u></p> <p>Adapt the time allotted for learning, task completion, or testing.</p> <p><i>Individualize a timeline for completing a task; pace learning differently (increase or decrease) for some learners.</i></p>	<p style="text-align: center;"><u>*Level of Support</u></p> <p>Increase the amount of personal assistance with a specific learner(s).</p> <p><i>Assign peer buddies, teaching assistants, peer tutors, or cross-age tutors</i></p>
<p style="text-align: center;"><u>*Input</u></p> <p>Adapt the way instruction is delivered to the learner.</p> <p><i>Use different visual aids, enlarge text, plan more concrete examples, provide hands-on activities, place students in cooperative groups.</i></p>	<p style="text-align: center;"><u>^Difficulty</u></p> <p>Adapt the skill level, problem type, or the rules on how the learner may approach the work.</p> <p><i>Allow the use of a calculator to figure math problems; simplify task directions; change rules to accommodate learner needs.</i></p>	<p style="text-align: center;"><u>*Output</u></p> <p>Adapt how the student can respond to instruction.</p> <p><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</i></p>
<p style="text-align: center;"><u>*Participation</u></p> <p>Adapt the extent to which the learner is actively involved in the task.</p> <p><i>In geography, have a student hold the globe, while others point out locations.</i></p>	<p style="text-align: center;"><u>^Alternate Goals</u></p> <p>Adapt the goals or outcome expectations while using the same materials.</p> <p><i>In social studies, expect a student to be able to locate just the states while others learn to locate capitals as well.</i></p>	<p style="text-align: center;"><u>^Substitute Curriculum</u></p> <p>Provide different instruction and materials to meet the learner's individual goals.</p> <p><i>During a language test one student is learning computer skills in the computer lab.</i></p>

*Typically an accommodation

^Typically a modification

- **Grades based on above Adaptation Plan**
- **Rationale/Evidence for Adaptation Plan:**

(Processing Disorder, Language Barriers, 504 Plan, Emotional/Behavioral, etc.)

Adapted from Diana Browning Wright