

ADAPTATIONS AND MODIFICATIONS

	☐ Planner, home/school communication book	☐ Use graphic organizers
Varying the Instruction	☐ Other:	☐ Chunk assignments into parts
☐ Use small group instruction	☐ Other:	☐ Teach keyboarding
☐ Use individual instruction		☐ Allow use of computers for writing and
☐ Use peer tutoring	Note-Taking	assignments
☐ Give explicit instruction	☐ Provide copies of notes	☐ Provide an outline for paragraph/essay
☐ Use cooperative learning	☐ Provide an outline for note-taking	writing
☐ Use mixed-ability groups	☐ Provide simplified notes	☐ Do not penalize for spelling or convention
☐ Present material in a	☐ Video/audio record lessons	errors.
sequential fashion	☐ Other:	☐ Use the 'dot procedure' (work to the dot and
☐ Use hands-on learning	□ Other:	then get feedback)
☐ Multi-sensory lessons		☐ Establish a revision process (1 st draft −
☐ Incorporate key visuals	Assessments	share/revise; 2 nd draft – share/revise; 3 rd
☐ Pre-teach vocabulary	☐ Alternate type: oral, written, demonstration	draft – polish; final – publish)
☐ Provide immediate/frequent	☐ Alternate format: short answer, listing, fill in	☐ Other:
feedback	the blank, multiple choice, true/false,	☐ Other:
☐ Chunk lessons into small parts	matching	
☐ Other:	☐ Alternate setting	Management
☐ Other:	☐ Extended time	$\hfill \square$ Clear, specific rules consistent across settings
	☐ Allow for re-tests	☐ Clear, consistent consequences
Assignments & Homework	☐ Provide samples at beginning of each section	☐ Have practiced routines
☐ Use alternate assignments	☐ Simplify language of questions	Use timed transitions
☐ Vary format of assignment	☐ Provide visual/graphic cues as the test	☐ Timetable/Visual schedule clearly posted
☐ Reduce amount	directions change	☐ Use preferential seating
☐ Increase time given	 Repeat directions to student individually 	☐ Build in breaks
☐ Limit homework to min.	☐ Give only one section of test at a time	☐ Allow for break requests
□ No homework	□ Provide sample or practice tests for studying	☐ Provide an alternate setting to work, when
☐ Work with partner/group	☐ Reduce the amount of questions	needed
☐ Review criteria before starting	 Use in-class evidence of understanding 	☐ Provide praise when good choices are made
☐ Provide rubric or scoring guide for reference	□ Allow breaks during testing	☐ Other:
☐ Allow for rewrites	$\ \square$ Do not penalize for spelling or convention	☐ Other:
☐ Other:	errors.	
☐ Other:	☐ Provide a word bank	Equipment & Materials
	☐ Allow open book tests	☐ Augmentative Communication Device
Organizing Tasks/Materials	☐ Use take-home tests	☐ Braille machine/materials
☐ Provide graphic organizers	☐ Have student use a voice recorder or word	☐ Calculator
☐ Visual schedule/timetable	processor if he/she has difficulty with written	☐ Computer / laptop
☐ Visual timer	output	☐ Hearing aids / FM system
☐ Colour-coded binders	☐ Build in time for relaxation techniques,	☐ Headphones
☐ To-Do lists	before and during	☐ Voice recorder
☐ Break assignments into short chunks	☐ Other:	☐ Spell checker / Grammar checker
☐ Develop timelines for longer assignments	□ Other:	☐ Large print materials
☐ Provide procedural steps on cue cards		☐ Independent reading books at lower level
☐ Provide pictures with written instructions	Written Output	☐ Audio books
☐ Use post-it notes	☐ Allow for the use of a voice recorder	□ Other:

☐ Planner, home/school communication book

	Other:				
	Other:				
A	dditiona	al Ada	aptatio	ons	

