

Adaptations List

Student Name		Teacher
School	Grade	School Year
<p>Presentation of Subject Matter</p> <input type="checkbox"/> Review previous essential work <input type="checkbox"/> Visual learner <input type="checkbox"/> Auditory learner <input type="checkbox"/> Teacher behaviour – physical movement <input type="checkbox"/> Teacher behaviour – visual cues <input type="checkbox"/> Model-prompt-practice <input type="checkbox"/> Opportunity for rehearsal <input type="checkbox"/> Provide model of finished product <input type="checkbox"/> Provide tapes of instructions for review <input type="checkbox"/> Reduce language or reading level <input type="checkbox"/> Use alternative text <input type="checkbox"/> Peer reading <input type="checkbox"/> Teacher reads to group <input type="checkbox"/> Have class note taker <input type="checkbox"/> Provide desk notes vs. board to copy <input type="checkbox"/> Utilize manipulatives, visuals, colour <input type="checkbox"/> Use graphic organizers <input type="checkbox"/> Preview questions <input type="checkbox"/> Emphasize critical material <input type="checkbox"/> Teach mnemonics <input type="checkbox"/> Pre-teach vocabulary-put on index cards <input type="checkbox"/> Check for student understanding <input type="checkbox"/> Actively monitor seat work – check early <input type="checkbox"/> Other:	<p>Testing</p> <input type="checkbox"/> Adapted format <input type="checkbox"/> Extended time <input type="checkbox"/> Shortened length <input type="checkbox"/> Preview language <input type="checkbox"/> Pretest study guides completed <input type="checkbox"/> Divide text into sections <input type="checkbox"/> Use clear simple language in instructions <input type="checkbox"/> Allow test to be taken orally <input type="checkbox"/> Allow test responses to be recorded <input type="checkbox"/> Allow test to be read to student <input type="checkbox"/> Allow test to be taken in alternate setting <input type="checkbox"/> Allow test to be taken with a scribe <input type="checkbox"/> Allow test to be taken before/after school <input type="checkbox"/> Offer pre-tests <input type="checkbox"/> Allow for test retakes <input type="checkbox"/> Use of personal technology <input type="checkbox"/> Open note tests with grade adaptation <input type="checkbox"/> Use of calculator <input type="checkbox"/> Other:	<p>Assignments</p> <input type="checkbox"/> Directions in small distinct steps <input type="checkbox"/> Post daily assignments with due dates <input type="checkbox"/> Use written backup or oral directions <input type="checkbox"/> Shorten-reduce number of assignments <input type="checkbox"/> Reduce paper and pencil tasks Avoid asking to read aloud <input type="checkbox"/> Allow extended time for completion <input type="checkbox"/> Avoid peer editing, correcting <input type="checkbox"/> Offer alternative options for assignment <input type="checkbox"/> Avoid penalizing for spelling <input type="checkbox"/> Avoid penalizing for penmanship <input type="checkbox"/> Use of a reader <input type="checkbox"/> Allow recorded or scribed assignment <input type="checkbox"/> Other:
<p>Social Interaction Supports</p> <input type="checkbox"/> Peer tutoring <input type="checkbox"/> Cross age tutoring <input type="checkbox"/> Cooperative buddy <input type="checkbox"/> Partial participation <input type="checkbox"/> Social stories <input type="checkbox"/> Other:	<p>Materials</p> <input type="checkbox"/> Colour coded notebooks <input type="checkbox"/> Alternate formats: e.g. electronic text, talking books, Braille, tactile graphics <input type="checkbox"/> Highlighted texts <input type="checkbox"/> NCR paper for note taker <input type="checkbox"/> Graph paper for math <input type="checkbox"/> Type teacher material <input type="checkbox"/> Large print, illustrations, colour <input type="checkbox"/> Study guides (different formats) <input type="checkbox"/> One notebook or binder <input type="checkbox"/> Co-writer/WordQ (word prediction software) <input type="checkbox"/> Use of computer <input type="checkbox"/> Video instruction <input type="checkbox"/> Calculator <input type="checkbox"/> Enlarged fonts/enlarged worksheets <input type="checkbox"/> Home set of texts <input type="checkbox"/> Limited number of items in/around desk <input type="checkbox"/> Other:	<p>Environment</p> <input type="checkbox"/> Individual instruction <input type="checkbox"/> Structured routine <input type="checkbox"/> Seat for staff proximity <input type="checkbox"/> Seat away from distractions <input type="checkbox"/> Provide 2nd desk to allow movement <input type="checkbox"/> Seat by appropriate peer models <input type="checkbox"/> Define areas concretely <input type="checkbox"/> Reduce/minimize distractions – visual/auditory/spatial <input type="checkbox"/> Small group instruction <input type="checkbox"/> Learning assistance <input type="checkbox"/> Other:
<p>Motivation and Reinforcement</p> <input type="checkbox"/> Token economy – use Premack principle (alternate linked with less linked activities) <input type="checkbox"/> Focus on strengths and interests <input type="checkbox"/> Regular, frequent feedback on progress <input type="checkbox"/> Positive feedback to parents/guardians <input type="checkbox"/> Other:		<p>Self Management</p> <input type="checkbox"/> Visual daily schedule <input type="checkbox"/> Use agenda or homework book <input type="checkbox"/> Request parent involvement <input type="checkbox"/> Encourage self advocacy <input type="checkbox"/> Have open dialogue about disability <input type="checkbox"/> Provide long term assignment timelines <input type="checkbox"/> Teach study skills COPS <input type="checkbox"/> Teach test taking skills <input type="checkbox"/> Use self monitoring procedures in class <input type="checkbox"/> Encourage metacognitive strategies <input type="checkbox"/> Other: