Nine Types of Curriculum Adaptations

Quantity *	Time *	Level of Support *
Adapt the number of items that the learner is expected to learn or number of activities student will complete prior to assessment for mastery. *For example:* Reduce the number of social studies terms a learner must learn at any one time. Add more practice activities or worksheets.	Adapt the time allotted and allowed for learning, task completion, or testing. *For example:* Individualize a timeline for completing a task; pace learning differently (increase or decrease) for some learners.	Increase the amount of personal assistance to keep the student on task or to reinforce or prompt use of specific skills. *For example:* Assign peer buddies, teaching assistants, peer tutors, or cross-age tutors.
Input *	**Difficulty •**	**Output ***
Adapt the way instruction is delivered to the learner. *For example:* Use different visual aids, enlarge text, plan more concrete examples, provide hands-on activities, place students in cooperative groups, pre-teach key concepts or terms before the lesson.	Adapt the skill level, problem type, or the rules on how the learner may approach the work. *For example:* Allow the use of a calculator to figure math problems; simplify task directions; change rules to accommodate learner needs.	Adapt how the student can respond to instruction. *For example:* Instead of answering questions in writing, allow a verbal response, use a communication book for some students, allow student to show knowledge with hands on materials.
Participation *	**Alternate Goals •**	**Substitute Curriculum •**
Adapt the extent to which a learner is actively involved in the task. *For example:* In geography, have a student hold the globe, while others point out locations. **Ask the student to lead a group. Have the student turn the pages.**	Adapt the goals or outcome expectations while using the same materials. *For example:* In a social studies lesson, expect a student to be able to locate the colors of the states on a map, while other students learn to locate each state and name the capital.	*Sometimes called "functional curriculum"* Provide different instruction and materials to meet a learner's individual goals. *For example:* During a language lesson a student is learning toileting skills with an aide.

* This adaptation does not always necessitate alternate assessment and grading based on an IEP objective and is therefore an "accommodation."
The rule is: if the achievement or level of performance expected, i.e., the mastery of concepts and content by the individual student is the same for all students in the general education class, the grading system can also be the same. The key concept is: Will the student ultimately master the same materials but demonstrate that mastery in alternate ways or with alternate supports? If standards are not fundamentally or substantially altered, the grading can be the same for all students.

• This adaptation often is available for students with grading based on IEP objectives. Often, these adaptations do fundamentally, substantially alter a performance standard and therefore are a "modification" requiring alternate assessment to determine mastery based on IEP team developed criteria.

Deschenes, C., Ebling, D., & Sprague, J. (1994). *Adapting curriculum and instruction in inclusive classrooms: A teacher's desk reference.* Bloomington, IN: Institute for the Study of Developmental Disabilities.
Diana Browning Wright, *Teaching & Learning 2005*