

## Nine Types of Curriculum Adaptations (Secondary)

<p style="text-align: center;"><b>Quantity * •</b></p> <p>Adapt the number of items that the student is expected to learn or the number of activities student will complete prior to assessment for mastery.</p> <p><b>For example:</b> Reduce the number of biology terms a learner must study at any one time. Reduce the number of algebra problems assigned to the student. Emphasize quality over quantity. Quantity is an accommodation as long as the standard is still met.</p>	<p style="text-align: center;"><b>Time *</b></p> <p>Adapt the time allotted and allowed for learning a new skill, task completion, or testing.</p> <p><b>For example:</b> For specific students, pace learning differently (increase or decrease as needed). Individualize a timeline for completing homework assignments. Provide additional time for completing tasks, assignments or tests.</p>	<p style="text-align: center;"><b>Level of Support *</b></p> <p>Increase the amount of personal assistance to keep the student on task or to reinforce or prompt use of specific skills. Enhance adult-student relationship; use physical space and environmental structure.</p> <p><b>For example:</b> Assign peer buddies, teaching assistants, peer tutors, or cross-age tutors. Structure the learning environment to facilitate more collaboration and communication among students.</p>
<p style="text-align: center;"><b>Input *</b></p> <p>Adapt the way instruction is delivered to the learner.</p> <p><b>For example:</b> Use visual aids with auditory presentation; encourage the use of manipulatives and provide more hands-on activities; place students in cooperative groups; pre-teach key concepts or terms before the lesson; provide more concrete examples.</p>	<p style="text-align: center;"><b>Difficulty * •</b></p> <p>Adapt the skill level, problem type, or the rules on how the learner may approach the work.</p> <p><b>For example:</b> Allow the use of a calculator to figure math problems; simplify task directions; shorten the steps in a learning process to accommodate learner needs.</p>	<p style="text-align: center;"><b>Output *</b></p> <p>Adapt how the student can respond to instructional requests.</p> <p><b>For example:</b> Instead of answering questions in writing, allow a verbal response to test questions; allow students to demonstrate knowledge with hands on materials.</p>
<p style="text-align: center;"><b>Participation *</b></p> <p>Adapt the extent to which a learner is actively involved in the task.</p> <p><b>For example:</b> Ask the student to lead a small group. In biology use labeled manipulatives to complete a diagram of cell structure rather than completing the task in writing. Have the student re-teach concepts to a partner</p>	<p style="text-align: center;"><b>Alternate Goals •</b></p> <p>Adapt the goals or outcome expectations while using the same materials. When routinely utilized, this is only for students with moderate to severe disabilities.</p> <p><b>For example:</b> In a world history lesson, expect a student to locate the colors of the countries or regions being studied on a map, while other students locate and label each country on a map by name.</p>	<p style="text-align: center;"><b>Substitute Curriculum •</b></p> <p><i>Sometimes called “functional curriculum”</i> Provide different instruction and materials to meet a learner’s individual goals. When routinely utilized, this is only for students with moderate to severe disabilities.</p> <p><b>For example:</b> During a language arts lesson a student is working on learning survival sight words while other students are reading novels.</p>

\*This denotes an accommodation if the student **will** demonstrate mastery of the standard on an assessment. The key concept is: Will the student ultimately master the same material but demonstrate that mastery in alternate ways or with alternate supports? If standards are not fundamentally or substantially altered, then this adaptation is an accommodation to a learning or performance difference.

•This denotes a modification if the student **will not** demonstrate mastery of the standard on an assessment. If routinely used, this modification required individual goals and assessment.

Revised from handouts from Diana Browning Wright’s Accommodations and Modifications: Differentiating Instruction and Promoting Staff Implementation in the Era of High Standards training.