

CURRICULUM MODIFICATION

Following are four areas where instruction can be modified in any classroom:

Time

- Break up tasks into smaller components of time
- Routines and schedules that inform of time allowances
- Extend time or extension of activities
- Gradual increase of work periods &/or decrease in time of tasks completion
- Teach time management skills

Method of instructional delivery

- Verbal and written directions
- Tape record reading material
- Complex or multi-step directions on tape
- Assess in variety of ways
- Cooperative learning to provide practice
- Flash cards with key information
- Use of student memos, diaries

Content of Instruction

- Fewer items, but as many as needed to show content
- Break up tasks into smaller achievable chunks
- Reduce number of items on page
- Presenting one or two items at a time in testing
- Use of vital information - reduce extraneous material
- Highlight
- Visual cues eg arrows and stop signs
- Provide study guides
- Teach problem solving and time management
- Teach organisational skills
- Provide immediate feedback - correction at point of error

Learning environment

- Individual work spaces
- Quiet areas as necessary
- Peer tutors
- Cooperative learning structures
- Ensuring rules, schedules, procedures are understood by ALL students

CONSIDERATION IN MAKING ADAPTATIONS

PRESENTATION SEQUENCE OF SKILLS AND CONCEPTS

Limit presentation of facts, concepts, and strategies to be learnt.

Provide practice of one fact, concept, strategy at a time.

Provide guided practice first, then independent practice, with teacher monitoring.

Provide immediate feedback and correction procedures.

FOCUS ON RELEVANT INFORMATION

Identify and highlight most important information to be learnt

Reduce distracting materials.

VOCABULARY AND LANGUAGE LEVELS ARE DIFFICULT

Individualise some tasks by tape recording tasks

Provide written outlines

DIFFICULTY FOLLOWING DIRECTIONS

Oral:

High light steps of the direction on board.

Tape record directions

Choral repeat of directions

Different students restate directions

Peer tutor or coach to clarify

Written:

Short and easy; low level vocabulary; no jargon

Number order of completion

Create peer checks

Color code directions to correspond with tasks

MODIFYING WORK:

Considerations:

Provide work that is age appropriate and looks similar to that of peers.

Have same/similar content as the rest of the class with the tasks that may be varied

Provide clear guidelines/framework for getting started and how work is to be presented.

- Reduce number of problems on a page.
- Use a highlighter to identify topic keywords, phrases or sentences
- Re-arrange work on a page - reduce crowding
- Rewrite directions at a more appropriate reading level
- Use a tape recorder to:
 - Listen as student reads along
 - Answer tests, assignments
 - Receive specific instructions
 - Help concentration
- Read assessments to student and scribe answers
- Provide alternate answers - multiple choice, circle the correct one
- Seek alternatives to written assignments - drawings, models, tables, graphs, timelines,
- Set fewer questions
- Allow longer completion times
- Enlarge
- Provide lines for completion of work
- Provide word lists
- Provide extra cues, eg. beginning letters to words
- Use cut & paste, linking lines to avoid unnecessary written work
- Rather than copy from board, provide cloze exercises - student completes with words underlined on board, or words on list on desk.