

Nine Types of Adaptations

Size	Time	Level of Support
<p>Adapt the number of items that the learner is expected to learn or complete.</p> <p>For example: Reduce the number of anatomy terms a learner must learn at any one times.</p>	<p>Adapt the time allotted and allowed for learning, task completion, or testing.</p> <p>For example: Individualize a timeline for completing a task; pace learning differently (increase or decrease) for some learners.</p>	<p>Increase the amount of personal assistance with a specific learner.</p> <p>For example: Assign peer buddies, teaching assistants, peer tutors, or cross-age tutors.</p>
Input	Difficulty	Output
<p>Adapt the way instruction is delivered to the learner.</p> <p>For example: Use different visual aids, plan more concrete examples, provide hands-on activities, place students in cooperative groups.</p>	<p>Adapt the skill level, problem type, or the rules on how the learner may approach the work.</p> <p>For example: Allow the use of a balloon instead of a ball; simplify task directions; change rules to accommodate learner needs.</p>	<p>Adapt how the student can respond to instruction.</p> <p>For example: Instead of answering questions in writing, allow a verbal response, use a communication book for some students, allow students to show knowledge with hands-on materials. Sign language, pictures</p>
Participation	Alternate	Substitute Curriculum
<p>Adapt the extent to which a learner is actively involved in the task.</p> <p>For example: In a tag game a student cant be tagged but can free others.</p>	<p>Adapt the goals or outcome expectations while using the same materials.</p> <p>For example: Have a student acknowledge increase heart rate, were others find their target rate</p>	<p>Provide different instruction and materials to meet a student's individual goals.</p> <p>For example: Fitness testing, pull ups-some students use the pull-up bar others use therabands and perform lat pulldowns</p>

from *Adapting Curriculum and Instruction in Inclusive Classrooms: A Teacher's Desk Reference*, by Deschenes, C., Ebeling, D., and Sprague, J., 1994.