

Modifications and Adaptations Checklist

If a student is having difficulty learning by listening TRY THIS...

Before the Lesson:

- Pre-teach difficult vocabulary and concepts
- State objective and provide a reason for listening.
- Teach the mental activities involved in listening (mental note taking, questioning, and reviewing).
- Provide study guides/worksheets.
- Provide script of activity.
- Provide lecture outlines.

During the Lesson:

- Provide visual via the board, overhead, or computer screen.
- Use flash cards.
- Have student take notes and use colored marker to highlight.
- Teach the use of acronyms to help visualize lists.
- Give explanations in small, distinct steps.
- Provide written as well as oral directions.
- Have student repeat directions.
- When giving directions to the class, leave a pause between each step so student can carry out the process in his/her mind.
- Shorten the listening time required.
- Provide written and manipulative tasks.
- Be concise with verbal information. (i.e. “Jane, please sit,” not “Jane, could you please sit down in your chair”).

If a student is having difficulty expressing self verbally TRY THIS...

- Accept an alternate form of information sharing such as the following (written report, artistic creation, exhibit or showcase, chart/graph/or table, photo essay, map, review of activity, charade or pantomime, demonstration, video presentation, taped report).
- Ask questions requiring short answers.
- Provide a prompt, such as beginning the sentence for the student or giving a picture cue.
- Give rules for class discussion.
- Give points for oral contributions, and prepare the student individually.
- Teach students to ask questions in class.
- Specifically teach body and language expression.
- Wait for students to respond; don't call on the first student to raise his/her hand.
- First ask questions at the information level-give facts and ask for facts back.
- Have student “break in gradually” by speaking in smaller groups and then in larger ones.
- Use talking software/apps.

If a student is having difficulty reading written material TRY THIS...

- Find a text written at a lower level.
- Provide highlighted material.
- Rewrite student's text.
- Tape student's text.
- Allow a peer or parent to read text aloud to student.
- Shorten amount of required reading.

- Look for same content in another medium (movie, audio book).
- Oral reading should be optional: provide alternative methods for student to contribute to the group such as role playing or dramatizing.
- Allow extra time for reading.
- Omit or shorten reading required.
- Substitute one page summaries or study guides which identify key ideas and terms as the reading assignments.
- Motivate students; interest them.
- Provide questions before student reads a selection (include page and paragraph numbers).
- Put main ideas of text on index cards which can easily be organized in a file box and divided by chapters.
- Pre-teach vocabulary.
- Type material for easier reading.
- Use larger type.
- Be more concrete: use pictures and manipulatives.
- Reduce amount of new ideas.
- Provide experience before and after reading as a frame of reference for new concepts.
- State the objective and relate to previous experiences.
- Help student visualize what is read.
- Use a screen reader.

If a student is having difficulty writing legibly TRY THIS...

- Use format requiring little writing (multiple choice, programmed materials, true/false, matching).
- Use manipulatives such as letters from a Scrabble game or write letters on a small ceramic tile.
- Reduce or omit assignments requiring copying.
- Encourage shared note-taking.
- Allow use of tape recorder and computer.
- Teach writing directly.
- Trace letters or write in clay.
- Verbalize strokes on tape recorder.
- Use marker to space between words.
- Tape the alphabet to student's desk and provide a wallet size alphabet card.
- Use graph paper to help space letters and numbers in math.
- As a motivation technique, brainstorm with class for advantages of legibility.

If a student is having difficulty expressing self in writing TRY THIS...

- Accept alternate forms of reports:
 - Oral reports
 - Tape recorded input
 - Tape of an interview
 - Collage, cartoon, or other art
 - Maps
 - Diorama
 - Showcase exhibits
 - Photo essay
 - Panel discussion
 - Mock debate
 - Review films and present an appropriate one to class
 - Make a video

- Have a student dictate work to someone else and then have them copy it.
- Allow more time.
- Shorten the written assignment.
- Provide a sample of what the finished paper should look like to help organize the parts of the assignment.
- Provide practice using story starters and open-ended stories.

If a student is having difficulty spelling TRY THIS...

- Allow oral responses (try oral spelling tests).
- Dictate work, and then ask student to repeat it.
- Avoid traditional spelling lists; instead, determine lists from social needs and school area needs.
- Use mnemonic devices.
- Teach short, easy words in context (on and on, right on, on account of)
- Have student make flash cards and highlight the difficult spots on the word.
- Give a recognition level spelling test (ask student to circle correct word from 3 to 4 choices).
- Teach words by spelling patterns (teach cake, bake, take, etc...in one lesson)
- Use the Language Master drill.
- Avoid penalizing for spelling errors.
- Hang words from the ceiling during study time or post on the board or wall for constant visual cues.
- Provide tactile/kinesthetic aid for spelling.
- Use the Touch Window.
- Use Spell Checking on computer.

If a student is having difficulty seeing relationships TRY THIS...

- Directly and specifically point out relationships.
- Draw arrows on worksheets or in the text to show that ideas are related.
- In class discussion have students relate their ideas to personal experiences.
- Teach these relationships directly (function, category, opposition, sequence).
- Provide direct practice indentifying relationships.
- Provide headings or a partially completed chart for an example.
- Put timelines on student's desk as a reference.
- Use a family tree to help relate disassociated historical events.
- Use a banner with symbols for ideas or events.

If a student is having difficulty understanding cause and effect; anticipating consequences TRY THIS...

- Use concrete examples.
- Use real-life situations when role playing.
- Teach case and effect using brainstorming, role-playing and simulations.
- Have student use imagination.

If a student is having difficulty drawing conclusions and making inferences TRY THIS...

- Teach thinking skills directly.
- Draw a parallel to a situation that the student might have previously experienced in problem solving.

If a student is having difficulty remembering TRY THIS...

- Provide a checklist.
- Provide cues.
- Have student make notes to self.
- Teach memory skills.
- Teach the use of acronyms and mnemonic devices.

If a student is having difficulty paying attention to the spoken word TRY THIS...

- Give explanations in small, distinct steps.
- Provide written backup to oral directions and lectures.
- Provide visuals via whiteboard, overhead, video etc.
- Have student repeat directions.
- When giving directions to the class, leave pauses between each step so student can carry out process in his/her mind.
- Provide other sources of information (language master, photocopies of notes, interactive software, shared note-taking with a friend, audio book).
- Shorten the listening time and repeat.
- Provide a script of spoken presentations.
- Alternate spoken with written and manipulative tasks.
- Look directly at student and place hand on shoulder when giving directions.
- Provide advance organizers including outlines, study guides, review questions and vocabulary previews.

If a student is having difficulty paying attention to the printed word TRY THIS...

- Select a text with less on a page first.
- Highlight distinctive features.
- Mask non-essential material
- Cut pages apart.
- Practice discrimination of one part (have student identify main heading or unit titles).
- Require desk to be cleared off.
- Face desk to the wall or provide a study carrel if this would not be construed as punishment.

If a student is having difficulty becoming interested TRY THIS...

- Tell stories which relate the lesson to people's lives.
- Establish relevancy and a purpose for learning by relating to previous experiences.
- Provide an experience such as a field trip, then teach the lesson.
- Reward often as lesson begins.
- Shape approximations of desired behavior by providing praise, one to one conversation, or immediate feedback of correct answers.
- Read aloud a brief article or story to stimulate interest.
- Use video clips to focus student's interest.
- Seat student close to teacher (distant affects interest).
- Make a positive, personal comment every time student shows any evidence of interest.

If a student is having difficulty getting started TRY THIS...

- Give cue to begin work.
- Give work in smaller amounts.
- Provide immediate feedback.
- Sequence work with easiest answers.
- Provide all necessary materials.
- Introduce assignment carefully.
- Provide time suggestions for each task.
- Check on progress often in first few minutes of work.
- Give clear directions
- Give checklist for each step of the task.
- Use a peer helper to get student started.
- Provide different activities during the class period.
- Provide a reward valued by the student.
- Provide quiet alternative for a short time.