

POLICY**Shrewsbury
Board of Education**

Section: Program
2211. PROCEDURES TO ADAPT CURRICULUM
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2211. PROCEDURES TO ADAPT CURRICULUM**Material Presentation**

1. Daily or weekly assignments should be checked and maintained; ask pupil for periodic status reports on long-term assignments;
2. Extend time for test or assignments when appropriate;
3. Maintain a list of assignments and/or schedules for easy referral;
4. Have peer tutor the pupil;
5. Assign and involve pupils in more group projects;
6. Use group discussion - have pupil practice with a small group before presenting to the class;
7. Provide study guides and study questions, which directly relate to the test;
8. Encourage pupil to put vocabulary words and key concepts on index cards for constant review;
9. Use pictorial aids (i.e., visual outlines, graphic organizers, semantic maps or webs, graphs, charts, diagrams), comparison chart, time line, classification chart, K-W-L chart, Venn diagram, sequence chart, circle graph;
10. Use a variety of learning materials such as videos or computer programs;
11. Provide mnemonic devices;
12. Pre-read text when necessary. If reading level of the chapter or section is too advanced, explain/highlight important vocabulary and concepts before pupil attempts to read;
13. Have pupil proofread and correct his/her own work during teacher or teacher assistant conferences;
14. Utilize note-taking techniques;
15. Utilize skills in outlining - provide partially completed outlines to guide note-taking;
16. Precede written work with oral discussion;
17. Provide a sample problem for reference. Model work;
18. Limit length of assignments;
19. Assist the pupil with organization by giving very specific instructions frequently;
20. To help pupil compensate for poor short and long term memory, repeat important ideas frequently and begin each lesson with a summary of material covered the previous day;
21. Privately assign a class buddy to the pupil, unless all pupils in the class are assigned buddies;
22. Utilize word banks during testing situations;
23. Place a ruler or 3" x 5" index card under sentences being read for better tracking. Place holder-black strip;
24. Break assignments into segments of shorter tasks;
25. Introduce one concept at a time, with few words as possible, check for understanding and have pupil repeat back the directions for a task;
26. Alter pupil's attention to key points with such phrases as "This is important," "Listen carefully.";
27. Explain learning expectations/objectives to the pupil before beginning lesson;
28. Hand out written assignments with expected dates of completion listed on one corner;
30. Provide CD of books;
31. Provide large print or Braille;
32. Use transparencies, flow charts, time charts and graphic organizers;
33. Provide notebook organizers;
34. Encourage use of post it notes;
35. Use puff paint to or glue to cue pupil with raised edge;
36. Find concrete objects/manipulative for every lesson;
37. Use computers, calculators, and technology assistance;
38. Provide a variety of writing instruments - fat, thin, grips, and colors;
39. Use clay, play dough, Legos™, and other textures to build models/symbols;
40. Allow child to keep manipulative in hand or pocket to keep hands busy;

41. Fold paper in half or quarter;
42. Use masks or windows on papers to reveal small portions at one time;
43. Use colored dots to code or highlight materials;
44. Take photographs of common classroom activities or objects and use to communicate about lesson;
45. Tie new learning to real life situations;
46. Use highlighters and trackers;
47. Provide additional textbooks for the home;
48. Provide audiotapes of textbooks - have pupil follow the line of print while listening;
49. Use markers to highlight important textbook sections or photocopy sections of the text and allow pupil to highlight key concepts and information;
50. Provide two sets of textbooks - one for home, one for school;
51. Provide parallel reading - information at different reading level;
52. Use "Victor" CD player of books used in classroom;
53. Use enlarged print books;
54. Photo copy pages and enlarge on Xerox machine;
55. Use colored overlay transparency sheets to reduce distractions; and
56. Other techniques

Curriculum Adaptations

1. Shorten assignments based on mastery of key concepts;
2. Provide substitutes for other written assignments (clay models, posters, etc.);
3. Change percent of work required for passing grade;
4. Specify and list exactly what the pupil will need to learn to pass (should be reviewed frequently);
5. Modify expectations based on pupil needs;
6. Give alternative assignments rather than long written reports;
7. Use curriculum compacting to eliminate any unnecessary repetition;
8. Teach interdisciplinary courses;
9. Provide low-level, high interest books;
10. Offer Cliff notes or simplified versions of same books;
11. Consider a parallel curriculum - subject is same, but content is different;
12. Sift through curriculum for individual objectives;
13. Alter content slightly;
14. Allow pupil to do a lesser number of problems or examples, but present same concept;
15. Make sure support staff have copies of the tests, lesson plans, etc.;
16. Use concepts of multiple intelligences when planning; and
17. Other techniques.

Instructional Modifications

1. Use of overhead projector with color transparencies;
2. Use webs, graphic organizers;
3. Give all directions verbally, visually, and tacitly;
4. Provide a daily assignment notebook;
5. Tape record lectures;
6. Develop a secret signal between teacher and pupil;
7. Provide additional wait time;
8. Send a set of books home;
9. Give frequent opportunities for movement;
10. Use any type of concrete, manipulative object;
11. Arrange cooperative learning groups;
12. Model the task to pupils;

13. Use displays;
14. Develop contracts between pupil and teacher;
15. Place cue cards on desks or in notebooks;
16. Help the pupil develop own strategy notebook;
17. Encourage verbal rehearsal or directions;
18. Use drama and role-playing;
19. Provide short, clear directions;
20. Review homework, behavioral expectations regularly;
21. Provide demonstrations;
22. Provide pause/wait time; and
23. Other techniques.

Classroom Modifications – Environment

1. Seat pupil close to teacher. Preferential seating;
2. Use study carrel for any pupil who would benefit;
3. Seat pupil away from window or doorway;
4. Provide an unobstructed view of chalkboard and teacher;
5. Keep extra supply of pencils and books within ready access;
6. Use checklists to help pupil get organized;
7. Reduce visual distractions in classroom;
8. Provide a quiet classroom during intense learning periods;
9. Use slant boards;
10. Provide alternate seating - flat seats, rounded seats, bean bags, carrel, rocking chair, chairs of various heights, and foot stools;
11. Arrange private areas in room;
12. Ask pupils to help create the space; ask therapists for input;
13. Locate sites, which will be available as alternates if the need arises;
14. Clearly define and label activity areas with words/symbols;
15. Provide individual chalkboards;
16. Use an auditory signal for transitions;
17. Allow background music through headphones;
18. Consider allowing snacks throughout the day;
19. Have each pupil keep a sweater in school;
20. Move through the space with the child's wheelchair or walker to find hidden barriers; and
21. Other techniques.

Teaching Suggestions

1. Directions
 - a. Use both oral and printed directions;
 - b. Give directions in small steps and be brief;
 - c. Number and sequence the steps in a task;
 - d. Have pupil repeat back the directions;
 - e. Show a model of the end product;
 - f. Model lessons; and
 - g. Other techniques.
2. Time/Transitions
 - a. Alert pupils several minutes before a transition occurs with several reminders;
 - b. Provide additional time to complete a task;
 - c. Allow extra time to turn in assignments without penalty;
 - d. Reduce amount of work when necessary (i.e., answer odd or even number of questions);

- e. Provide timer to transition;
- f. Review rules and regulations prior to transitions out of the classroom; and
- g. Other techniques.

3. Handwriting

- a. Use activities that require minimal writing - encourage pupils to work with partners or to put responses on tape;
- b. Do not ask pupils to recopy work;
- c. Provide a copy of assignments or directions, which are written on the overhead or board;
- d. Utilize a computer in place of written work;
- e. Encourage pupil to select method of writing, which is most comfortable (cursive or manuscript);
- f. Allow pupil to tape record or give answers orally instead of in writing;
- g. Grade on content, not handwriting;
- h. Avoid pressures of speed and accuracy;
- i. Grade on subject matter being taught not handwriting Example: Social Studies; and
- j. Other techniques.

Behavior

1. Teach the rules;
2. Recognize positive "rule following" often;
3. Practice the rules;
4. Pair pupil with a good behavior model for projects;
5. Develop a "system" or code word to signal that behavior is not appropriate;
6. Objectively observe and describe (write) problem behavior;
7. Establish baseline for behavior;
8. Establish positive and negative rewards;
9. Transfer behavior;
10. Clearly state class rules and consequences - write them and display in the room;
11. Establish open and accepting environment;
12. Reinforce positive behavior;
13. Supply extra opportunities for success;
14. Use good judgment - when to ignore, when to intervene, level of intervention and discipline with dignity;
15. Teach social skills and good behavior;
16. Teach self-control and self-monitoring;
17. Learn how to recognize and deal with frustration;
18. Have alternate activities available - tension relief;
19. Teach how to establish a safe space with angry pupils;
20. Teach how to deal with physical aggression;
21. Use behavioral contracts;
22. Perform a functional behavior assessment;
23. Record frequency of behaviors to obtain baseline data and effectiveness of interventions;
24. Identify the behavior that is needed to change or decrease and build a positive behavior plan;
25. Role-play and practice rules with the pupils;
26. Reinforce pupils when they show appropriate behavior;
27. Be sure that the consequences for following or not following the rules are fair;
28. Foster cooperation and friendship by teaching pupils how to work together in small groups;
29. Teach pupils skills to negotiate and mediate conflicts independently;
30. Find at least one thing to praise each pupil for every day;
31. Use "I" statements verses "you" statements. Example: "I need you to sit down" rather than "You need to sit down.";
32. Provide discussion making opportunities;

33. Provide redemption opportunities; and
34. Other techniques.

Grading

1. Grade partly on individual progress, effort, and participation;
2. Permit pupils to rework problems for a better grade;
3. Permit pupils to retake a test;
4. Mark only correct responses;
5. Change percentage of work required for passing grade;
6. Use pass/fail grading; and
7. Other techniques.

Tests/Evaluations

1. Allow as much time as needed to complete test;
2. Allow tests to be taken in a different location if needed;
3. Read tests to the pupil and allow oral responses;
4. Use performance assessment instead of written work;
5. Use recognition (true/false, multiple choice, matching); differentiate testing modes;
6. Allow take-home, open note, and open book tests;
7. Use typed tests, not cursive;
8. Reduce the number of test items per section or on each page;
9. Underline key words in test directions and test questions;
10. Prepare study guides for tests;
11. Give test in one-on-one or small group; allow open book or open note test;
12. Use organizers/study guides in test preparation;
13. Let pupils design test;
14. Share computer disk with test with special education teachers so they can adapt;
15. Oral or demonstration tests;
16. Allow drawing, labeling, and listing of answers;
17. Use videotape to show progress;
18. Rephrase test questions;
19. Highlight directions or important parts of test;
20. Allow extra credit items to raise test scores;
21. Allow manipulatives;
22. Allow pupil to choose type of paper and writing instrument;
23. Use graph paper, computer lined paper, and unlined paper;
24. Allow pupil to record answers on tape;
25. Have pupils self-evaluate;
26. Design a peer evaluation system;
27. Interview pupils;
28. Partially complete test in advance, pupil completes rest;
29. Enlarge font; and
30. Other techniques.

Assistance

1. Utilize volunteers, para-educators, related service personnel, Principals, college interns, parent(s) or legal guardian(s), grandparents, supervisors, and older pupils;
2. Organize peer tutoring programs;
3. Make the most of technology - computers, fax machines, tape recorders, and digital CD recordings;
4. Allow a classmate to take notes, use carbon paper, or photocopy;

5. Provide calculators, multiplication tables;
6. Videotape lectures for pupil to view again;
7. Provide an extra set of texts for parent(s) or legal guardian(s) to use at home;
8. Explore your community resources, i.e., mentors;
9. Look to high school technology education or child development classes; and
10. Ask high school clubs to provide help as community service project.

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