

Nine Types of Curriculum Adaptations

Quantity (a,m)

Adapt the number of items that the learner is expected to learn or complete.

For example:
Reduce the number of social studies terms a learner must learn at any one time.

Time (a)

Adapt the time allotted and allowed for learning, task completion, or testing.

For example:
Individualize a timeline for completing a task; pace learning differently (increase or decrease) for some learners.

Level of Support (a)

Increase the amount of personal assistance with a specific learner.

For example:
Assign peer buddies, teaching assistants, peer tutors, or cross age tutors.

Input (a)

Adapt the way instruction is delivered to the learner.

For example:
Use different visual aids, enlarge text, plan more concrete examples, provide hands-on activities, place students in cooperative groups.

Difficulty (a,m)

Adapt the skill level, problem type, or the rules on how the learner may approach the work.

For example:
Allow the use of a calculator to figure math problems; simplify task directions; change rules to accommodate learner needs.

Output (a)

Adapt how the student can respond to instruction.

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.

Participation (a)

Adapt the extent to which a learner is actively involved in the task.

For example:
In geography, have a student hold the globe, while others point out locations.

Alternate Goals (m)

Adapt the goals or outcome expectations while using the same materials.

For example:
In social studies, expect a student to be able to locate just the states while others learn to locate capitals as well.

Substitute Curriculum (m)

Provide different instruction and materials to meet a learner's individual goals.

For example:
During a language test one student is learning computer skills in the computer lab.