

9 TYPES OF ADAPTATIONS

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Size

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

For example:

Learn only a few lines of a prayer or bible verse at a time

Time

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

For example:

Individualize a timeline for completing a task; make a project a “two-part task” that is completed the next week.

Level of Support

Increase the amount of personal assistance with a specific learner.

For example:

Assign peer buddies, teaching assistants, peer tutors, or cross-age tutors.

Input

Adapt the way instruction is delivered to the learner.

For example:

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

Difficulty

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

For example:

Simplify task directions; may need visual directions, change rules to accommodate learner.

Output

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, pointing to pictures

Participation

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

For example:

While some students may not be able to verbally sing/pray along, they are benefiting from being a part of the group and seeing others participate

Alternate

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

For example:

While some students may learn the entire story of Christmas, others may identify important people/places

Substitute Curriculum

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

For example:

Some students may be spending time on scripture, others on gifts of the Holy Spirit.