

Record of Adaptations

Student:	Grade:	Teacher:	Date:
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Resource Adaptations	Instructional Adaptations	Assessment Adaptations	Environmental Adaptations
<i>This student requires:</i>	<i>This student requires:</i>	<i>This student requires:</i>	<i>This student requires:</i>
to be engaged in resource selection content adapted (simplified, extended) EAL resources different resources (differentiated but within classroom themes) oral emphasis notes supported (outline/advance organizer) material at instructional reading level supplementary materials for understanding large print audiobooks the use of assistive technology such as:	visual organizers/ supports/ homework lists/ pictures/ demonstrations/ diagrams monitored practice in class simplifying instructions increased opportunity for skill having student paraphrase instruction/ information peers as models/ tutors technical aids (calculator/ spell check/ number line/ computer/ iPad) adjusted written expectations (eg. Notes, point form, spelling) adapted homework pre-teaching of new vocabulary and concepts use of manipulatives copied version of class notes practice/ demonstrations to support learning break information into steps direct instruction of text clues	extended time for assignments allow cue sheet for tests study guide for exams multiple choice format untimed or shortened exams more frequent exams use of alternative evaluation use of alternative strategies to answer questions practice tests oral exams use of computer for exams no marks deducted for mechanical errors on tests tests with adjusted language expectations chunking of assignments extra coaching/ editing/ monitoring assignments	preferred seating cooperative grouping physical supports use of study carrel exams in alternate setting opportunities for physical movement strategies for organization teacher proximity frequent monitoring immediate feedback cues to stay on task use of noise buffers attention to sensitivity to light or other stimulus object to chew or handle
Other:	Other:	Other:	Other:
Classroom Teacher:		Ed. Support Teacher:	Administrator:

Ideas for Adapting the Variables

Learning environment

- Decrease excess noises and reduce visual and physical clutter in the classroom.
- Provide an area free from distractions for students.
- Model for students how to organize their materials in a way that promotes student success.
- Create alternatives for seating arrangements and include seating options such as stand-up desks/tables, ball chairs and rocking chairs.
- Teach students organization skills such as making lists, using graphic organizers and establishing priorities.
- Encourage students to learn and interact in ways that are culturally familiar to them.
- Include print and visual information that reflects students' cultures, first languages and identities.

Resources

- Provide resources in a variety of formats including print, visual, audio and multimedia.
- Collaborate with students to select resources that reflect diversity and students' needs and interests.
- Invite students to use portable electronic devices to document information.
- Provide assistive technology such as speech to text, text to speech, word prediction, talking dictionary and highlighter.
- Encourage students to use visual dictionaries to verify meanings or spellings of words.
- Provide online accessibility to textbooks, assignments, calendars with assignment and assessment dates and assessment rubrics.
- Support EAL students' language needs with resources in the language of instruction and in their first language.

Instruction

- Offer students more time to respond orally, read passages and complete learning tasks.
- Use multi-sensory (auditory, visual, tactile, kinesthetic) instructional materials to support student comprehension.
- Provide an advance visual organizer, outline or copy of notes to students when presenting academic content.
- Enable students to record oral lessons.
- Supplement auditory information with visual cues and gestures.
- Chunk presentations into short segments.
- Reduce the amount of text on screens or printouts.
- Segment instruction for physical (e.g., body breaks) and tactile activities.
- Provide opportunities for learning tasks that are active (rather than focusing on only sedentary tasks).
- Model/demonstrate ways to self-regulate.
- Support students to recognize their learning strengths and styles and the adaptations and strategies that work best for them.
- Increase the wait time after questioning and during discussions.
- Make available advanced or challenging tasks to students who require enrichment or extension.
- Activate and build on background knowledge or experience for students.
- Tailor tasks and units to students' interests and cultural needs.
- Use the gradual release of responsibility model to meet the needs of individuals and groups of students.
- Ensure guided/scaffolded and independent practice and application are a part of instruction.
- Use a combination of advanced and simple vocabulary during instruction and conversations with students.
- Pre-teach challenging vocabulary.

Assessment

- Provide additional time to complete assessments.
- Offer a reader and/or a scribe and explain difficult wording.
- Give students specific dates for completion of individual parts of an assignment.
- Communicate details about assignments and examinations to parents/guardians in electronic or print format.
- Use a variety of ongoing daily assessments to monitor students' progress.
- Present options to students regarding topics, tasks, resources and learning groups.
- Vary options for demonstrating learning (oral, written, visual, dramatic, multimedia).
- Involve students in assessing their learning and development using portfolios, celebrations of learning and/or electronically documented learning.
- Involve families in developing plans for supporting student achievement.