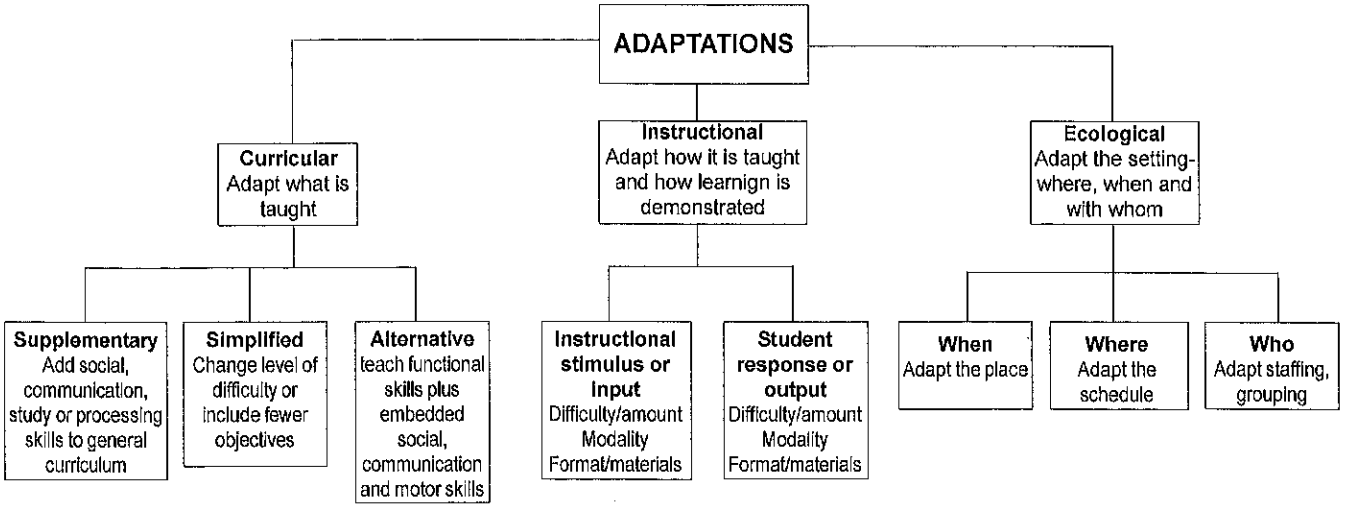
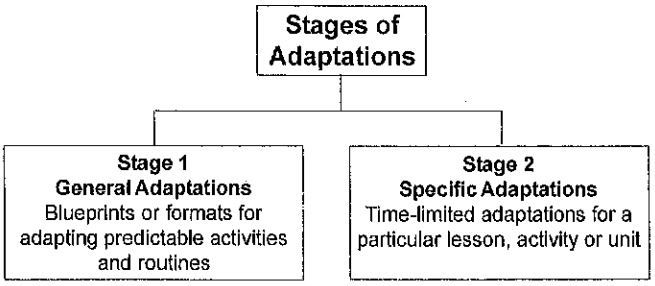
Appendix D

Modifications

ESL
Special Education
Gifted and Talented
At-Risk


ADAPTATIONS
Curricular
Adapt what is taught
Instructional
Adapt how it is taught and how learnign is demonstrated
Ecological
Adapt the setting-where, when and with whom
Supplementary
Add social, communication, study or processing skills to general curriculum
Simplified
Change level of difficulty or include fewer objectives
Alternative
teach functional skills plus embedded social, communication and motor skills
Instructional stimulus or input
Difficulty/amount
Modality
Format/materials
Student response or output
Difficulty/amount
Modality
Format/materials
When
Adapt the place
Where
Adapt the schedule
Who
Adapt staffing, grouping


Stages of Adaptations
Stage 1
General Adaptations
Blueprints or formats for adapting predictable activities and routines
Stage 2
Specific Adaptations
Time-limited adaptations for a particular lesson, activity or unit

At-Risk Accommodations for Classroom Interventions ___Tier 1 ___Tier 2

Name _____ Teacher _____ Begin Date _____

Evaluation Date (6 weeks): _____ Continue? Yes No (if No, move to next Tier)

Pacing

___ Adjust time for completion of assignments
___ Allow frequent breaks, vary activities often
___ Modify assignments requiring copying in a timed situation
___Other:_____
_____
_____

Environment

___ Leave class for assistance
___ Preferential seating
___ Define limits (behavioral/physical)
___ Reduce/minimize distractions
visual _____ auditory _____
___ Cooling off period
___ Provide consistent structure
___ Adjust lighting
___ Adjust room temperature
___ Other:_____
_____
_____

Presentation of Subject Matter

___ Emphasize teaching
___ auditory ___ visual
___ tactile ___ multi
___ Individual/small group instruction
___ Utilize specialized curriculum
___ Tape lectures for replay
___ Present demonstration
___ Utilize manipulatives
___ Emphasize critical information/key concepts
___ Pre-teach vocabulary
___ Provide visual cues
___ Provide study guide or note cards or notes
___ Other: _____

Modification Legend:

S-Successful **U-Unsuccessful**

Assignments

___ Modify homework (Specify.)_____
___ Give directions in small units
___ Use written backup for oral directions
___ Lower reading level of assignment (RL=__)
___ Adjust length of assignment
___ Change format of assignment
___ Break assignment into a series of smaller assignments
___ Reduce paper and pencil tasks
___ Read directions/worksheets to student
___ Record or type assignments
___ Maintain assignment notebook
___ Avoid penalizing for spelling errors
___ Block off or mask sections of work
___ Use highlighted texts
___ Use taped texts
___ Use computer
___ Use calculator
___ Student planner
___ Other:_____

Reinforcement and Motivations

___ Use positive reinforcement
___ Use concrete reinforcers
___ Check often for understanding/review
___ Peer tutoring
___ Request parent-reinforcement
___ Have student repeat directions
___ Emphasize study/organizational skills
___ Repeated review/drill
___ Use behavior modification techniques
___ Before or after school tutoring
___ Emphasize socialization skills
___ Other: _____

Testing Adaptations

___ Oral tests ___ Bundling
___ Taped tests ___ Modified format
___ Large print ___ Content Mastery
___ Other: _____

ESL CURRICULUM MODIFICATIONS

Instruction

Tip: ESL students need modified instruction to learn both English and content.

Modifying instruction is critical to ESL students' success. However, modifying instruction doesn't mean creating a second lesson plan or curriculum; it just means changing some of the ways you do things. Most of your native English-speaking students can benefit from modifications as well.

Technique: Use various teaching styles and tricks of the trade.

- Teach to varied learning styles
- Encourage students to participate in class
- Have high expectations of your students
- Give students more wait time: at least 15-20 seconds
- Assign students a bilingual or English-speaking study buddy
- Use cooperative learning and put students in groups with English-speaking students
- Use lots of visuals, like graphic organizers and pictures
- Use physical activity: model, role-play, act out
- Repeat and rephrase often
- Emphasize the 5-8 most important vocabulary words of a lesson
- Focus on the 2-3 key concepts of a lesson
- Give students an outline of the lesson that highlights the key concepts
- Let ESL students copy your or someone else's notes
- Write in print unless specifically teaching the manuscript alphabet
- Give simple instructions
- Use concrete language and questions
- Simplify complex questions
- Use children's literature/lower grade level materials to teach content
- Incorporate the 4 skills of language acquisition: reading/writing/listening/speaking
- Check understanding using "show me" techniques

Class/Homework

Tip: ESL students experience greater success when class-work and homework is modified to fit their capabilities.

Modifying class-work or homework tasks to fit ESL students' capabilities doesn't mean expecting less from them. It means giving them realistic tasks to complete that increase their chances for success.

Technique: Allow for flexibility in the tasks you assign.

- Reduce assignments
- Simplify complex tasks
- Give ESL students extra time to do work or complete projects
- Adapt the task to the students' skill levels
- Ignore spelling or grammar errors except for when explicitly taught
- Allow students to take breaks when working: their brains tire quickly!

Assessment Modifications

Tip: Assess ESL students according to what they can do rather than what they cannot do.

Standardized tests or even teacher-created tests can't always measure ESL students' progress accurately or authentically. Instead, measure ESL students by what they can do at any point in time, keeping in mind what they could not do earlier. Have they shown progress? Have they sincerely made an effort to learn? Have they demonstrated their learning?

Technique: Modify the tests you give.

- Test key concepts or main ideas
- Avoid test questions asking for discrete information
- Make a simplified language version of the test
- Simplify instructions
- Provide word banks
- Give students extra time to complete tests
- Give students objective tests: matching, multiple choice, etc.
- Make all or part of the exam oral.

Technique: Use alternate assessment strategies for ESL students.

1. Non-Verbal
   - physical demonstration (point, gesture, act out, thumbs up/down, nod yes/no)
   - pictorial products (manipulate or create drawings, diagrams, dioramas, models, graphs, charts; label pictures; keep a picture journal
   - KWL Charts using pictures or native language

2. Oral and Written Strategies
   - interviews, oral reports, role plays using visuals cues, gestures or physical activity
   - describing, explaining, summarizing, retelling, paraphrasing
   - thinking and learning logs
   - reading response logs
   - writing assignments
   - dialogue journals
   - audio or video recordings of students
   - portfolios

Source: Harleys-ESL-Modifications

GIFTED AND TALENTED CURRICULUM MODIFICATIONS

Berger, S.
ERIC Digest
#E510

This article by Sandra L. Berger discusses how gifted students "need an appropriately differentiated curriculum designed to address their individual characteristics, needs, abilities, and interests. It is difficult to generalize about students who are gifted because their characteristics and needs are so personal and unique. However, as a group they comprehend complex ideas quickly, learn more rapidly and in greater depth than their age peers, and may exhibit interests that differ from those of their peers. They need time for in-depth exploration, they manipulate ideas and draw generalizations about seemingly unconnected concepts, and they ask provocative questions."

Developing An Effective Curriculum

An effective curriculum for students who are gifted is essentially a basic curriculum that has been modified to meet their needs. The unique characteristics of the students must serve as the basis for decisions on how the curriculum should be modified (Feldhusen, Hansen, & Kennedy, 1989; Maker 1982; TAG, 1989; VanTassel-Baska et al., 1988). It results from appropriate modification of content, process, environment, and product (Maker, 1982).

Modifying Content

Content consists of ideas, concepts, descriptive information, and facts. Content, as well as learning experiences, can be modified through acceleration, compacting, variety, reorganization, flexible pacing, and the use of more advanced or complex concepts, abstractions, and materials. When possible, students should be encouraged to move through content areas at their own pace. If they master a particular unit, they need to be provided with more advanced learning activities, not more of the same activity. Their learning characteristics are best served by thematic, broad-based, and integrative content, rather than just single-subject areas. An entire content area arranged and structured around a conceptual framework can be mastered in much less time than is traditionally allotted (VanTassel-Baska, 1989). In addition, such concept-based instruction expands opportunities to generalize and to integrate and apply ideas. (See Bruner, 1966, MAN: A COURSE OF STUDY MACOS for an example of a thematic, integrated curriculum.)

Middle and secondary schools are generally organized to meet student needs within content areas. Providing an interdisciplinary approach is another way of modifying curriculum . Jacobs and Borland (1986) found that gifted students benefit greatly from curriculum experiences that cross or go beyond traditional content areas, particularly when they are encouraged to acquire an integrated understanding of knowledge and the structure of the disciplines.

Modifying Process

To modify process, activities must be restructured to be more intellectually demanding. For example, students need to be challenged by questions that require a higher level of response or by open-ended questions that stimulate inquiry, active exploration, and discovery. Although instructional strategies depend on the age of the students and the nature of the disciplines involved, the goal is always to encourage students to think about subjects in more abstract and complex ways. Activity selection should be based on student interests, and activities should be used in ways that encourage self-directed learning. Bloom's TAXONOMY OF EDUCATIONAL OBJECTIVES (1956) offers the most common approach to process modification. His classification system moves from more basic levels of thought, such as memory or recall, to more complex levels of analysis, synthesis, and evaluation. Parnes (1966), Taba (1962), and others have provided additional models for structuring thinking skills. Every teacher should know a variety of ways to stimulate and encourage higher level thinking skills. Group interaction and

simulations, flexible pacing, and guided self-management are a few of the methods for managing class activities that support process modification.

Modifying Environment

Gifted students learn best in a receptive, nonjudgmental, student-centered environment that encourages inquiry and independence, includes a wide variety of materials, provides some physical movement, is generally complex, and connects the school experience with the greater world. Although all students might appreciate such an environment, for students who are gifted it is essential that the teacher establish a climate that encourages them to question, exercise independence, and use their creativity in order to be all that they can be.

Modifying Product Expectation and Student Response

Teachers can encourage students to demonstrate what they have learned in a wide variety of forms that reflect both knowledge and the ability to manipulate ideas. For example, instead of giving a written or oral book report, students might prefer to design a game around the theme and characters of a book. Products can be consistent with each student's preferred learning style. They should address real problems, concerns, and audiences; synthesize rather than summarize information; and include a self-evaluation process.

Assessing Curriculum Effectiveness

In their synthesis of curriculum effectiveness studies and effective practice, VanTassel-Baska et al. (1988) suggested that differentiated curriculum would respond to diverse characteristics of gifted learners in the following three ways:

- By accelerating the mastery of basic skills through testing-out procedures and reorganization of the curriculum according to higher level skills and concepts.
- By engaging students in active problem-finding and problem-solving activities and research.
- By providing students opportunities for making connections within and across systems of knowledge by focusing on issues, themes, and ideas.

Curriculum development is a dynamic, ongoing process. Special attention needs to be paid to articulation, scope, and sequence to avoid gaps and repetition through grade levels; ensure that the understandings and skills we expect children to develop fit together; and assure that children are provided with the knowledge and skills that will prepare them for the future. Periodic evaluations of curriculum effectiveness allow corrections to be made when needed, and they are essential if curriculum is to meet the long-term needs of gifted students for increasingly complex and challenging opportunities.

Conclusion

The curriculum committee of the Leadership Training Institute (Passow, 1982) developed seven guiding principles for curriculum differentiation that reflect the considerations described in this Digest.

- The content of curricula for gifted students should focus on and be organized to include more elaborate, complex, and in-depth study of major ideas, problems, and themes that integrate knowledge within and across systems of thought.
- Curricula for gifted students should allow for the development and application of productive thinking skills to enable students to reconceptualize existing knowledge and/or generate new knowledge.
- Curricula for gifted students should enable them to explore constantly changing knowledge and information and develop the attitude that knowledge is worth pursuing in an open world.
- Curricula for gifted students should encourage exposure to, selection, and use of appropriate and specialized resources.
- Curricula for gifted students should promote self-initiated and self-directed learning and growth.

- Curricula for gifted students should provide for the development of self-understanding and the understanding of one's relationship to persons, societal institutions, nature, and culture.
- Evaluations of curricula for gifted students should be conducted in accordance with the previously stated principles, stressing higher level thinking skills, creativity, and excellence in performance and products.
- Developing curriculum that is sufficiently rigorous, challenging, and coherent for students who are gifted is a challenging task. The result, however, is well worth the effort. Appropriately differentiated curriculum produces well-educated, knowledgeable students who have had to work very hard, have mastered a substantial body of knowledge, and can think clearly and critically about that knowledge. Achieving such results for one or for a classroom full of students who are gifted will produce high levels of satisfaction, not only for the students who are beneficiaries, but also for every teacher who is willing to undertake the task.

Credits

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The Council for Exceptional Children, ERIC Clearinghouse on Handicapped and Gifted Children, Reston, Va.

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Comments

Contributed by: DITD Team Member on 3/29/2005
This is a very good article for teachers and parents. It lists all of the positives of differentiating curriculum in schools. It is short and to the point.

SPECIAL EDUCATION CURRICULUM MODIFICATIONS

The New Jersey Council on Developmental Disabilities has compiled the "Tools for Teachers" to provide basic information and guidance in demonstrated best practice strategies for including students with disabilities in general education settings. Developed by the Council's Subcommittee on Education the follow excerpt from Park 2 Curriculum Modifications and Adaptations provides guidance in meeting the needs of special education students in the general curriculum.

The New Jersey Council on Developmental Disabilities' Education Task Force has complied "Tools for Teachers" to provide basic information and guidance in demonstrated best practice strategies for including students with disabilities in general education settings.

CURRICULUM MODIFICATIONS & ADAPTATIONS

There is no recipe for adapting general education curriculum to meet each student's needs. Each teacher, each student, each classroom is unique and adaptations are specific to each situation. Keep in mind that curriculum does not always need to be modified. By providing multi-level instruction you will find that adapting a lesson may not always be necessary. Differentiating instruction and providing multiple ways assess allows more flexibility for students to meet the standards and requirements of the class. At other times, the curriculum can be made more accessible through accommodations. In addition, supports for one student may not necessarily be the same in all situations, e.g., a student who needs full time support from a paraprofessional for math may only need natural supports from peers for English, and no support for art. And, supports should not be determined by the disability label; instead supports should be used when the instructional or social activity warrants the need for assistance. (Fisher and Frey, 2001).

The forms and examples on the following pages provide information about curriculum and types of adaptations that could be considered in developing the appropriate strategy for a particular student.

A Curricular Adaptation and Decision-making Process

This decision-making flowchart can be used to conceptualize the process of selecting and implementing curricular adaptations. It should be used as a tool for a team in determining an individual student's needs.

Identify the student's individual educational goals and objectives to be emphasized during general education activities

Articulate the expectations for the student's performance in general education activities

Determine what to teach

As a team, determine the content of the general education activity, theme or unit study

Determine how to teach

As a team, determine if, without modification, the student can actively participate and achieve the same essential outcomes as non-disabled classmates. If the student cannot achieve the same outcomes…

Select of design appropriate adaptations

Select instructional arrangement	Select lesson format	Employ student-specific teaching strategies	Select curricular goals specific to the lesson	Engineer the physical and social classroom environment	Design modified materials	Select natural supports and supervision arrangements

If the above adaptation strategies are not effective, design an alternative activity

Evaluate effectiveness of adaptations

A Curricular Adaptation and Decision-making Model

Examine the Structure of the Instruction

1. Can the student actively participate in the lesson without modification? Will the same essential outcome he achieved?
2. Can the student's participation he increased by changing the instructional arrangement?

From traditional arrangements to:

- Cooperative groups
- Small groups
- Peer partners
- Peer or cross-age tutors

3. Can the student's participation be increased by changing the lesson format?
   - Interdisciplinary/thematic units
   - Activity-based lessons, games, simulations, role-plays
   - Group investigation or discovery learning
   - Experiential lessons
   - Community-referenced lessons
4. Can the Student's participation and understanding be increased by changing the delivery of instruction or teaching style?

Examine the Demands and Evaluation Criteria of the Task

5. Will the student need adapted curricular goals?
   - Adjust performance standards
   - Adjust pacing
   - Same content but less complex
   - Similar content with functional/direct applications
   - Adjust the evaluation criteria or system (grading)
   - Adjust management techniques

Examine the Learning Environment

6. Can the changes he made in the classroom environment or lesson location that will facilitate participation?

- Environmental/physical arrangements
- Social rules
- Lesson location

Examine the Materials for Learning

7. Will different materials be needed to ensure participation?

- Same content but variation in size, number, format
- Additional or different materials/devices
- Materials that allow a different mode of input
- Materials that allow a different mode of output
- Materials that reduce the level of abstraction of information

Examine the Support Structure

8. Will personal assistance be needed to ensure participation?

- From peers or the general education instructor?
- From the support facilitator'?
- From therapists'?
- From paraprofessionals?
- From others?

Arrange Alternative Activities that Foster Participation and Interaction

9. Will a different activity need to be designed and offered for the student and a small group of peers?

- In the classroom
- ln other general education environments
- In community-based environments

Curriculum Adaptations

It is important to correlate adaptations with the IEP. In other words, we are not adapting for adaptations sake but, to meet the student's needs as identified on an IEP.

a. Curriculum as is. This is the type we forget most frequently. We need to constantly be looking at the general education curriculum and asking if the students on IEPs may gain benefit from participating in the curriculum as is. We need to keep in mind that incidental learning does occur. Curriculum as is supports outcomes as identified in standard curriculum.

Move in this direction only when necessary

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b. Different objective within the same activity and curriculum. The student with an
IEP works with all the other students in the classroom participating in the activity when possible but, with a different learning objective from the other students. This is where the principle of partial participation fits. Examples include.

- A student with a short attention span staying on task for 5 minutes.
- Using a switch to activate a communication device to share during a class discussion.
- Expressing one's thoughts by drawing in a journal instead of writing.
- Holding a book during reading time.
- Understanding the effect World War II has on the present rather than knowing the
- names and dates of key battles.

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c. Material or environmental adaptations. The material or environmental changes are utilized so that participation in the general education curriculum by the student with the IEP may occur. Examples include:

- 5 spelling words from the weekly list instead of the standard 20.
- Completing a cooking assignment by following picture directions rather than written
- directions
- Changing the grouping of the class from large group to small groups (possible with the
- additional support staff).
- Changing the instructional delivery from lecture to the cooperative learning format
- Using a computer to write an assignment instead of paper and pencil.
- Reading a test to a student.
- Highlighting the important concepts in a textbook.
- Having the student listen to a taped textbook.
- Using enlarged print
- Using an assistive technology device
- Using visual cues such as picture and/or word schedules for those who have difficulty staying on task.
- Using a note taking guide listing the key concepts during a lecture.

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d. Providing Physical assistance. Assistance from another person may be needed for a student to participate in a classroom activity. If possible, it is better to use natural supports (peers) as these will be the people always present in the student' life. If the use of peers is not possible, then the support teacher, the paraprofessional, the classroom teacher, the classroom aide, or a parent volunteer

may provide the assistance. Most peers and staff will need training in the correct way of providing physical assistance. In addition, we need to keep in mind the principle of partial participations. Examples include: • Starting a computer for a student with an IEP to use. • Guiding a hand during handwriting. • Assisting in activating a switch. • Completing most of the steps of an activity and having a student with an IEP do the remainder • Pushing a student in a wheelchair to the next activity. _____ **e. Alternative/substitute curriculum.** This is sometimes referred to as functional curriculum as it usually involves the acquisition of "life skills." The decision to use alternative/substitute curriculum is a major change and needs to be reflected on the IEP. This decision should be carefully made after weighing all of the pros and cons of using an alternative curriculum. The alternative curriculum may or may not take place in the general education classroom. Examples include: • Community-based instruction (which all students may benefit from!) • Learning job skills in the school cafeteria. • Learning how to use a communication device. • Doing laundry for the athletic department • Learning cooking/grooming skills at the home.	

Overlap does occur among the five types of curriculum adaptations

Nine Types of Adaptations

Input	**Output**	**Time**
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	Adapt how the learner can respond to instruction *For example:* Allow a verbal vs. written response; use a communication book for students; allow students to show knowledge with hands-on materials.	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

Difficulty	**Level of Support**	**Size**
Adapt the skill level, problem type, or the rules on how the learner may approach the work. *For example:* Allow a calculator for math problems; simplify task directions; change rules to accommodate learner needs.	Increase the amount of personal assistance with specific learner. *For example:* Assign peer buddies, teaching assistants, peer tutors or cross-age tutors	Adapt the number of items that the learner is expected to learn or compete. *For example:* Reduce the number of social studies terms a learner must learn at any one time.

Degree of Participation	**Alternate Goals**	**Substitute Curriculum**
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 the locations.	Adapt the goals or outcome expectations while using the same materials. *For example:* In social studies, expect one student to be able to locate just the states while others learn to locate capitals as well.	Provide the different instruction and materials to meet a learner's individual goals. *For example:* Individualize a timeline for completing a task; pace learning differently (increase or decrease) for some learners.