Curriculum Adaptations for Exceptional Students

Or, “There’s more than one way to get to the Piggly Wiggly.”

Presentation by
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At
Brookwood Elementary
SMSD
What kinds of adaptations do you use to help you throughout your day?
What are curriculum adaptations?

Adaptations are accommodations and/or modifications that allow access to the general education curriculum for all students.
# Adaptations

<table>
<thead>
<tr>
<th><strong>Accommodations</strong></th>
<th><strong>Modifications</strong></th>
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<tbody>
<tr>
<td><strong>Do not</strong> fundamentally alter expectations or standards in instructional level, content or performance criteria.</td>
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<tr>
<td>Changes are made in order to provide equal access to learning and equal opportunity to demonstrate what is known.</td>
<td>Changes are made to provide student meaningful and productive learning experiences based on individual needs and abilities.</td>
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<tr>
<td>Grading is same.</td>
<td>Grading is different.</td>
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Diana Browning Wright, Teaching and Learning Trainings, 2003
Now that I have IEP Goals, what happens next?

1. What would be the goal for a typical student?
2. What would really make a difference in this student’s life?

At this point you need to figure out what meaningful participation will look like for this particular student:
Decision-Making Model for Designing Curricular Adaptations

- Examine the Structure of the Instruction
- Examine the Demands and Evaluation Criteria of the Task
- Examine the Learning Environment
- Examine the Materials for Learning
- Examine the Support Structure
- Arrange Alternate Activities that Foster Participation and Interaction

Examine the Structure of the Instruction, or Determine the Level of Meaningful Participation

Guiding Question #1
Can the student participate in the activity like any other student?

Yes?
No? Go to next?
Guiding Question #2
Can the student participate in the activity with changes in materials/equipment, input/output mode, or skill sequence?

Yes?
No? Go to next?
Guiding Question #3
Can the student participate in the activity but work on different level material in the same goal area?

Yes?
No?  Go to next?
Guiding Question #4
Can the student participate in the activity but work on a skill from a different curriculum area?

How do I know if it was meaningful?

Is the student:

- Involved throughout the activity?
- Working on IEP objectives?
- Presented in a valued social role?
- Engaged in actions that have “congruence” with the class/subject/activity taking place?

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Examine the Demands and Evaluation Criteria of the Task

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

Decision-Making Model for Designing Curricular Adaptations

Examine the Structure of the Instruction

Examine the Demands and Evaluation Criteria of the Task

Examine the Learning Environment

Examine the Materials for Learning

Examine the Support Structure

Arrange Alternate Activities that Foster Participation and Interaction

Examine the Learning Environment

- Can the changes be made in the classroom environment or lesson location that will facilitate participation?

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Examine the Materials for Learning

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

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Examine the Support Structure

Will personal assistance be needed to ensure participation?
- from peers of the general education instructor?
- from the support facilitator?
- from therapists?
- from paraprofessionals?
- others?

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Arrange Alternative Activities that Foster Participation and Interaction

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

## Nine Types of Adaptations

<table>
<thead>
<tr>
<th>Input</th>
<th>Output</th>
<th>Time</th>
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<tbody>
<tr>
<td>Adapt the way instruction is delivered to the learner</td>
<td>Adapt how the learner can respond to instruction</td>
<td>Adapt the time allotted and allowed for learning, task completion or testing</td>
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<tr>
<th>Difficulty</th>
<th>Level of Support</th>
<th>Size</th>
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<td>Adapt the skill level, problem type, or the rules on how the learner may approach the work</td>
<td>Increase the amount of personal assistance with specific learner.</td>
<td>Adapt the number of items that the learner is expected to learn or complete.</td>
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<th>Degree of Participation</th>
<th>Alternate Goals</th>
<th>Substitute Curriculum</th>
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<td>Adapt the extent to which a learner is actively involved in the task</td>
<td>Adapt the goals or outcome expectations while using the same materials.</td>
<td>Provide the different instruction and materials to meet a learner’s individual goals.</td>
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Why do we want to use curriculum adaptations?
Looking at learning in new and different ways.

Get creative!
EM 1.1.8 – Student understands concepts of numbers greater than one.

Activity:
Present student with a card. Say, “Show me a card with ONE MORE animal.”
EM 1.1.8 – Student understands concepts of numbers greater than one.

Activity:
Student completes worksheet by counting animals and making correct number of tally marks in boxes below.
EM 1.1.9 – Student recognizes whole and parts of a whole.

Activity:
Student draws a card which “orders” two halves of a pizza. Student uses the two halves to make a whole pizza.
EM 1.1.13 – Student understands the values of coins and/or currency.

Activity:
Student matches bills with like values.
EM I.1.14 – Student understands the equivalencies of coins and/or currency.

Activity:
Student identifies which item(s) can be purchased with given amount of money.
EM 1.1.14 – Student understands the equivalencies of coins and/or currency.

Activity:
Student completes worksheet identifying amount of money in first box and then circling the group of coins with matching amount.
EM 1.2.2 – Student counts manipulatives.

Activity:
Student counts pieces of candy on cards and clips matching clothes pins to cards.
EM 1.2.2 – Student counts manipulatives.

Activity: Student reads number of Unifix cubes requested and counts out matching amount of cubes.
EM 1.3.3 – Student estimates the amount of purchase.

Activity:

Given three items and their cost, the student will determine which two can be purchased with a given amount of money up to $10.
EM.1.4.1 understands add means combine/put together; and/or subtract means take-away

Activity:

Student is given a box of fries and a bag of "extra" fries. They then draw a card to indicate whether they should add or take away fries from the box.
EM 1.4.4 – Student skip counts by 2, 5, 10, and/or 25

Activity:
Student matches cards with pennies, nickels, dimes or quarters to the appropriate pocket.
EM 2.1.3 – Student matches or generalizes patterns.

Activity:
Student reads “Monster, Monster” by Melanie Walsh and matches paper cutouts of story characters to their shadows.
EM 2.1.3 – Student matches or generalizes patterns.

Activity:
Student draws card to determine which shape to look for in the castle. Using the key, the student identify which princess is linked with a specific shape.
EM 2.1.3 – Student matches or generalizes patterns.

Activity:
Student matches shapes to their shadows (identifies shape patterns).
EM 2.1.4 – Student generates a pattern.

Activity:
Student looks at cards and identifies patterns. Student uses plastic chains to make and continue the patterns.
EM 2.1.4 – Student generates a pattern.

Activity:
Student looks at cards and identifies patterns. Student uses wooden tangrams to continue the patterns.
EM 2.1.4 – Student generates a pattern.

Activity:
Student completes worksheet by filling in missing letters in alphabet.
EM 2.1.4 – Student generates a pattern.

Activity:
Student completes worksheet by circling the letter that comes next in the alphabet.
EM 2.1.5 – Student generalizes repeating patterns.

Activity:
Student identifies repeating patterns of days of the week and months of the year by placing cards in the correct order.
EM 2.3.2 – Student identifies same and/or different.

Activity:
Student completes worksheet by circling items which are different.
EM 2.3.2 – Student identifies same and/or different.

Activity:
Student completes worksheet by matching shapes that are the same.
EM 2.3.2 – Student identifies same and/or different.

Activity:
Student completes worksheet by matching letters that are the same.
EM 2.3.5 – Student locates, matches, and/or plots distinct variables in sequence along a continuum.

Activity:
Student places letters in ABC order.
EM 3.1.2 – Student sorts by specific attributes three-dimensional shapes and/or manipulatives.

Activity:
Student sorts items by color or by attribute.
EM 3.1.3 – Student orders by an attribute.

Activity:
Student puts paper cutouts in order from smallest to largest or vice versa.
EM 3.1.4 – Student recognizes and/or labels shapes.

Activity:
Student sorts shapes.
EM 3.1.4 – Student recognizes and/or labels shapes.

Activity:
Student completes worksheet by matching like shapes.
EM 3.1.5 – Student combines and/or separates shapes into different configurations.

**Activity:**
Student reads “Color Farm” and/or “Color Zoo” by Lois Ehlert. Student then uses card overlays to recreate animals from the books.
EM 3.2.3 – Student tells analog and/or digital time.

Activity:
Student matches clock flashcards to their matching times.
EM 3.2.4 – Student converts within the same measurement system.

Activity:
Student measures paper animals using both inches and feet.
EM 3.3.7 – Student uses a map to find a location.

Activity:
Student draws a card and finds the location listed on the card.
EM 3.3.7 – Student uses a map to find a location.

Activity:
Student draws a card and finds the location listed on the card.
EM 3.3.8 – Student traces a route on a map.

Activity:
Student completes worksheet by tracing a complete route through the maze.
EM 4.1.2 – Student recognizes whether an event (outcome) is impossible or possible.

Activity:
Student looks at worksheet. Adult reads prompt (ex."An egg is dropped on the floor. What will happen?"). Student circles what will most likely happen in this event.
EM 4.1.3 – Student recognizes the likelihood of possible results or outcomes of a simple event.

**Activity:**
Student looks at football “scores” and predicts who will most likely win the game based on the given scores.
EM 4.2.1 – Student makes decision on appropriateness or preference, given information on possible choices.

Activity:
Student is given an activity and chooses the appropriate location to complete that activity.
EM 4.2.2 – Student collects data relating to familiar, everyday experiences.

Activity:
Student graphs classroom lunch orders (Lunch A, Lunch B, Peanut Butter and Jelly or Sack Lunch).
ER 1.1.9 – Student understands cause and effect.

Activity:
Student reads *If You Give a Mouse a Cookie* and answers “If, Then” questions relating to the story events.
ER 1.1.10 – Student discriminates similarities and/or differences.

Activity:
Student sorts cards according to color characteristics.
ER 1.1.11 – Student matches.

Activity:
Student matches full-size calendar pictures to smaller “thumbnail” pictures from the back of the calendar.
ER 1.1.12 – Student follows directions.

Activity:
Student follows visual directions to create a paper animal
Activity:
Student identifies common signs and identifies which sign best matches the question beside them.
ER 1.3.3 – Student follows a routine.

Activity:
Student follows a visual schedule to complete the daily routine of logging on to the computer.
ER 1.3.4 – Student follows a story sequence.

Activity:
Student is read **I Know an Old Lady Who Swallowed a Fly** and places animals in her stomach according to their story order.
ER 1.4.1 – Student recognizes and/or comprehends frequently used (sight or common) words.

Activity:
Student reads phrases and sentences from Edmark reading series and matches them to the appropriate picture.
ER 1.4.1 – Student recognizes and/or comprehends frequently used (sight or common) words.

Activity:
Student reads sentences featuring sight word nouns and matches pictures of those nouns to the sentences.
ER 1.4.1 – Student recognizes and/or comprehends frequently used (sight or common) words.

Activity:
Student reads sentences using sight words and chooses the sentence that describes the picture.
ER 1.4.2 – Student understands multiple meanings of words.

Activity:
Student completes worksheet by circling the picture showing the meaning of the word used in the sentence.
ER 1.5.1 – Student understands the basic message of text.

Activity:
Student reads movie schedule and answers questions based on the given information
ER 1.5.1 – Student understands the basic message of text.

Activity:
Student completes worksheet by looking at the pictures and circling the word that best completes each sentence.
ER 1.5.2 – Student identifies simple detail and/or facts in messages to support understanding.

Activity:
Student reads order card and fills the order according to the details on the card.
ER 1.5.4 – Student follows a story sequence.

Activity:
Student listens to a story and recreates sequence using picture cards.
ER 1.5.5 – Student demonstrates oral/silent reading skills that focus on the meaning of text

Activity:
Student reads instructions and completes the worksheet

Color 1 rabbit and 2 little birds.
ER 2.1.1 – Student identifies main character.

Activity:
Student reads an Open Court take-home book and circles the picture showing the main character from the story.
ER 2.1.1 – Student identifies a character.

Activity:
Student listens to a short story and then chooses the picture which best identifies the main character(s).
ER 2.1.3 – Student identifies detail (setting, action, etc.).

Activity:
Student is read a Disney princess book and then identifies and selects paper cutouts of characters from that story.
ER 2.2.3 – Student relates story events to events in learner’s life.

Activity:
Student reads **Sam Starts School** and compares settings from his own school to those in the story.
ER 2.4.3 – Student identifies fiction and nonfiction.

Activity:
Student identifies real or mythical creatures correlating to 6th grade social studies topics (ancient cultures)
ER 2.4.3 – Student identifies fiction and nonfiction.

Activity:
Student identifies events as fact or fiction correlating with 5th grade social studies and literature topics.
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Dan Walker
Student
Who makes me smile and inspires me to want to make a difference.