

## ADAPTED EDUCATIONAL PLAN

**(K-3)**

NAME: \_\_\_\_\_ M \_\_\_ F \_\_\_ D.O.B: \_\_\_\_\_ Age: \_\_\_\_\_

PARENT/GUARDIAN: \_\_\_\_\_

ADDRESS: \_\_\_\_\_ PHONE: \_\_\_\_\_

SCHOOL: \_\_\_\_\_ GRADE: \_\_\_\_\_

CLASSROOM TEACHER: \_\_\_\_\_

RESOURCE TEACHER: \_\_\_\_\_

PRINCIPAL: \_\_\_\_\_ DATE PLAN WILL BEGIN: \_\_\_\_\_

**Adaptations are made in teaching and evaluating curriculum so that students may receive, process and demonstrate learning in many different ways. The goals and outcomes of the regular designated course remain.**

**PROGRAM ADAPTATIONS FOR THIS STUDENT INCLUDE:**

<b>A. ADAPTING MATERIAL PRESENTATION</b>	ELA	MATH	SC	SS	OTHER
1. Break assignment into segments of shorter tasks (chunking)					
2. Reduce number of concepts introduced at any one time.					
3. Monitor the level of language used to communicate ideas. (Is the vocabulary and complex sentence structure too advanced?)					
4. Provide consistent review of any lesson BEFORE introducing new information. (test "frame")					
5. Allow student to obtain and retain information using: ___ tape recorders   ___ projects   ___ dictation   ___ calculators ___ computers       ___ Interviews/oral reports   ___ copies of notes					
6. Highlight important concepts (colour code key points; outline; underline.) Teach or model how to do this.					
7. Give additional presentations (repeat; additional examples; model several ways: simpler explanations.)					
8. Provide additional guided practice (more responses; longer or extra practice sessions.)					
9. Other					

<b>B. ADAPTING THE ENVIRONMENT</b>	ELA	MATH	SC	SS	OTHER
1. Use study carrels.					
2. Plan appropriate seating.					
3. Consider an alternate setting.					
4. Other					

<b>C. ADAPTING TIME DEMANDS</b>	ELA	MATH	SC	SS	OTHER
1. Increase amount of time allowed to complete assignments (contract with students.)					
2. Reduce amount of work (as opposed to allowing more time.)					
3. Teach time management skills (use checklists; prioritizing assignments/time.)					
4. Space short work periods with breaks or change of task.					
5. Set up a specific routine and stick with it.					
6. alternate quiet and active time (short periods of each.)					
7. Give student a specific task to perform within specific time limits.					
8. Other					

<b>D. ADAPTING MATERIALS</b>	ELA	MATH	SC	SS	OTHER
<b>1. Language processing</b>					
a. Give written directions to supplement verbal directions.					
b. Paraphrase material using similar language.					
c. Avoid use of abstract language (Metaphors; idioms; puns.)					
d. Keep sentence structure simple.					
e. Encourage feedback form student to check understanding (Retelling.)					
f. familiarize student with new vocabulary BEFORE the lesson.					
g. Alert student's attention to key points with phrases like: "This is important. Listen carefully."					
h. Ensure readability levels of texts are equivalent to the student's language level.					
i. Use visual aides to supplement verbal information (charts; graphs; pictures.)					
j. Other					

<b>2. Visual Processing</b>	ELA	MATH	SC	SS	OTHER
a. Highlight information to be learned (colour code; outline; underline.)					
b. Worksheets/tests should be clear and well-defined.					
c. Worksheets/Assessment should have lots of white space.					
d. Avoid having student copy from board. Provide student with a photocopy of teachers or peer notes (blackboard or lecture.)					
e. Other					

<b>3. Visual Motor Integration</b>	ELA	MATH	SC	SS	OTHER
a. Allow student to select the method of writing which is most comfortable (printing; writing.)					
b. Set realistic and mutually agreed upon expectations for neatness.					
c. Let student type, tape record, or give answers orally instead of writing ( word processors.)					
d. Other					

<b>4. Kinesthetic</b>	ELA	MATH	SC	SS	OTHER
a. Use manipulatives whenever possible.					
b. Provide many opportunities for activity and hands-on learning during lessons.					
c. Allow student space and frequent opportunities to move within the classroom.					
d. Assign "special" duties to student (run note to principal; another teacher.)					
e. Other					

<b>5. Organizational</b>	ELA	MATH	SC	SS	OTHER
a. Make clear rules and be consistent with them.					
b. Set aside a specific time for cleaning desks, lockers, organizing books, etc.					
c. Teach goal-setting skills.					
d. Other					

<b>6. Testing/Evaluation Assessment</b>	ELA	MATH	SC	SS	OTHER
a. Credit for student's oral participation in class.					
b. Give test orally.					
c. Scribe student's answers.					
d. Use checklists.					
e. Increase amount of time to complete tests.					
f. Reduce length of tests.					
g. _____% Mastery on tests					
h. Other					

**SIGNATURES:**

---

**Student**

**Resource Teacher**

---

**Parent/Guardian**

**Principal**