IEP Adaptations by Category

Presentation of Subject Matter

- Duplicate written instructions
- Duplicate class notes
- Emphasize visual presentation to complement written instructions
- Multi-sensory presentation
- Pre-teach important vocabulary
- Provide a reader to read instructions / text
- Provide assignments in alternate format
- Provide cross-age / peer assistance
- Provide organizers for note-taking or highlight important information in text
- Provide outline to be completed as assignment framework
- Review previous essential works
- Opportunity for rehearsal
- Provide model of finished product
- Adjust learning outcomes
- Use alternative text
- Peer reading
- Computer-assisted instruction
- Use manipulatives
- Use direct instruction strategies
- Use of visual cues/cards to aid memory/recall
- Avoid asking to read aloud
- Vary activity levels; offer movement breaks
- Use high-contrast marker colours on whiteboard
- Verbalize content as notes are presented on board or when using media devices
- Independent study / self-directed learning
- Provide compact curriculum to enable special focus on special unit of study or theme

Materials

- Use a scribe to assist with written tasks
- Allow student to use the "accessibility options" available on computer
- Provide access to print materials through CD-ROM, the web / internet, e-texts
- Provide computer software writing aids
- Teach student to use "short cut keys" for navigation in a document
- Provide talking calculators or on-screen calculator programs
- Teach student to use outlining/planning software to assist with organizing
- Teach student to use personal data managers, handheld calendars or planners
- Use graphic organizers
- Use calculator
- Use headphones to reduce distractions
- Use spell-check programs
- Use technology to reduce mobility/motor challenges
- Use text to speech, speech synthesizer, and screen readers
- Use word prediction software
- Highlight text
- Study guides
- Colour coded notebooks
- One notebook or binder
- Limited number of items in or around desk
- Home set of texts
- Social stories
- Use tactile models or real items for concept building, rather than diagrams
- Use real coinage when teaching money identification
- Provide accessible time source when teaching time

Environment

- Alternate seating to reduce distractions
- Provide instruction in small group setting
- Provide program in alternate setting
- Preferential seating, close to board, teacher
- Encourage student to move into proximity for instruction
- Provide second desk to allow movement
- Define areas concretely
- Partial participation
- Allow for easy access to necessary equipment and power source (wall plug)

- Provide extra structure in daily routine
- Provide seating appropriate to physical needs
- Provide alternate lighting and/or ability to adjust window covering (glare)
- Reduce "visual clutter" in environment

Motivation and Reinforcement

- Token economy system
- Alternating preferred with non-preferred activities
- Regular frequent feedback on progress
- Fade external reinforcers

Assignments

- Adjust length of assignments
- Allow additional time
- Use alternate assignments that do not require writing
- Directions in small distinct steps
- Post daily assignments with due dates
- Reduce paper and pencil tasks
- Allow recorded assignments
- Provide audio recording of lesson or allow student to record the lesson
- Offer electronic access to assignments
- Avoid peer editing/ correcting
- No penalty for spelling or penmanship

Testing

- Allow student response on test to be recorded
- Allow student to respond to test questions using speech-to-text software
- Allow support from reader
- Allow support from scribe
- Allow use of assistive technology
- Provide separate setting
- Provide supervised breaks

- Provide e-exams / tests
- Use oral answers
- Use oral questions
- Take test before or after school
- Shortened length of testing
- Divide test into sections
- Offer pre-tests
- Use clear simple language in instructions
- Use of personal technology
- Allow student to practice using adaptations before actual/final test
- Pre-teach testing skills
- Provide additional time to complete tests
- Provide cues or mnemonic devices as study tools
- Provide open book testing
- Provide sample or practice testing
- Reduce the number of test questions on same outcome
- Vary the type and structure of the test
- Make use of adaptive technologies available to the student for testing purposes

Self Management

- Encourage meta-cognitive strategies
- Use personal daily schedules / agendas
- Have open dialogue about disability
- Practice self-regulation strategies
- Use self-monitoring procedures in class

Social Interaction

- Teach social thinking / communication
- Pre-teach and rehearse playground behaviour
- Direct teaching of classroom and school rules
- Provide explanations of nonverbal/gestural communication (e.g. interpret why everyone is laughing)
- Explain nuances of facial communication and body position during communication

Visual Impairment

- Use large print texts or worksheets, simplified black-line illustrations
- Increase font on worksheets (18-24 point font) or enlarge on photocopier by 129%
- Use alternate paper: bold dark-lined, raised line, bold or larger graph paper
- Avoid photocopying on coloured paper
- Use tactile models or real items for concept building, rather than diagrams
- HB3 dark lead pencils, fine tip washable felt pens, erasable pens, good contrast numbered ruler,

  purple coloured glue stick (contrast)
- Provide access to schedules, charts and tally sheets that have an easy-to-read format; keep them simple and uncluttered (visual) and/or tactile
- Marked assignments: remarks or comments should be accessible; use tactile or scented stickers in place of a stamp or check mark
- Allow written responses to be printed in a size and spacing that is comfortable for the student, as

  long as it legible and neat
- Provide written tests in large print, with a screen reader, or braille
- Provide desk copy of board notes or encourage student to take a picture of the board (ipad or similar technology)
- Avoid using Scan-a-tron or "bubble" style answer sheets as these are virtually impossible for a visually impaired student
- Increase contrast markings throughout school and school grounds
- Provide preferential or adapted locker/cubby; adapted combination lock (single digit or push button)
- Promote use of low vision aides, specialized technologies, and adapted materials

Deaf / Hard of Hearing

- Student should have preferential seating close to the main area of instruction
- Minimize classroom noise (fans, heaters, talking etc)
- Rephrase instructions if necessary and write them on the board
- Introduce new topics clearly, pre-teach new vocabulary
- Provide context when speaking e.g. use visuals, write new vocabulary on the board, etc
- Ensure the use of hearing aids, personal FM systems and sound systems that are put in place for the student.

- When doing group work, pass the microphone to the student's group
- Discuss with student which classroom situations are best for them, encourage self-advocacy
- Be sure to have the student's attention when speaking to them, speak naturally without overemphasizing
- Use open ended questions that invite interaction, then allow processing time. (prevents student from nodding when they do not really understand)
- Check comprehension of instructions or content of lessons. A direct question such as "tell me what you need to do" is better than "do you understand"
- Repeat, and then rephrase if you have difficulty being understood by the student
- Use close captioning on DVDs, videos and programs when available, otherwise provide a written text of the video, connect FM system to DVD player, Allow DVD to be taken home for (pre or post) viewing
- Post assignments/homework/PowerPoint lectures on school website

Behaviour

- Alternate locations
- Alternate schedule
- Chunked assignments
- Movement breaks
- Sensory tools

ASD

- Sissle cushion, Therabands on chair legs, fidgets, depending on sensory needs
- Personal visual schedule / timetable
- Time Timer
- Direct teaching of social skills / communication
- Visual cues
- Limited choices: "First -- Then"
- Short, precise, concrete verbal directions
- Specific language paired with visuals
- Positive, directive language: "Say what you mean, mean what you say"
- Avoid metaphors, unless you have explained the figure of speech