





Content-specific Modifications

<i>In this subject</i>	<i>Consider these modifications, adaptations, and accommodations</i>
<p>Reading/ language arts</p> 	<p>Listen to digital books. Read with a peer. Follow along with a word window. Read from a computer with headphones. Work with a peer and have him or her summarize. Read enlarged print. Use CCTV (closed circuit TV)—a video magnifier that enlarges the font. Rewrite stories in more simple language. Use books with repetitive texts.</p>
<p>Mathematics</p> 	<p>Calculators Touch math (each number has the correct number of dots on the actual number) Hundreds charts Number lines Flash cards Count stickers Manipulatives (e.g., Unifix cubes, counting chips) Worksheet modified with easier-to-read numbers Pictures or visuals Larger cubes Chart paper to keep track of columns Talking calculator Numbered dice instead of dotted dice Real-world problems—problems with students' names in them</p>
<p>Phys ed</p> 	<p>Different-sized sporting equipment Silent activities (for those who are sensitive to noise) Choice stations Change the size of the court</p>
<p>Art</p> 	<p>Choice of materials Bigger/smaller materials Slant board Precut materials Stencils Smocks and aprons with pockets Gloves for kids who do not like to get messy Wiki sticks Posted steps about the process Modified scissors</p>

continued

Content-specific Modifications

In this subject

Consider these modifications, adaptations, and accommodations

Science



Hands-on experiences
Teacher demonstration
A role play
Guest speaker
Posted steps indicating the process

Social studies







Highlighters or highlighting tape
A way to connect the content to self
DVDs
Visuals
Maps
A written task card (a card with a step-by-step process on it)

Music







Songs in the student's native language
Instruments
Signs while singing
Rhythms to clap out
Tapes/CDs of music to practice at home
Music videos to watch

Common Activities & Supports

When the students are asked to	Consider providing students
<p>Sit and listen</p> 	<p>Visuals to look at Movement breaks An FM system (that amplifies the teacher's voice) A rug or mat to help determine where to be An object to signify who is speaking (e.g., a talking stick) A ball to sit on Choice about where to sit A focus object for students to hold or manipulate A signal to start listening The book that is being read A topic bag—filled with objects that relate to the content A job to do (help another student, write ideas on the board)</p>
<p>Present orally</p> 	<p>Choice about the supports necessary Note cards Visuals A handout A voice recorder A videotape/DVD A microphone PowerPoint Preprogrammed communication device</p>
<p>Take a test</p> 	<p>A review of test strategies A review of the information A practice test A double-spaced test Easy questions first A reader for the test A reduced number of choices by eliminating one or two choices In matching, a long column divided into smaller sections A computer As much time as needed An oral exam A performance-based test The option of drawing or labeling Simplified language</p>
<p>Complete worksheets</p> 	<p>A word bank Clear directions File folder labels for students to stick answers onto Highlighted directions Fewer problems or questions Choice about type of writing instrument</p>

continued

Common Activities & Supports

When the students are asked to	Consider providing students
<p>Discuss</p> 	<ul style="list-style-type: none"> A talking object Note cards with students' ideas written on them Peer support A preprogrammed communication device with a question on it A piece of paper to draw ideas or concepts Choice about how to participate in the discussion The text the students are discussing A highlighted section of the text—have the student read and others discuss
<p>Take notes</p> 	<ul style="list-style-type: none"> A lecture outline to complete during the lecture A chart A graphic organizer The teacher's notes from the day before An AlphaSmart Choice about how to take notes A copy of the teacher's notes with key words eliminated Lecture notes with pictures Photocopies or carbon copies from another student A laptop computer
<p>Use a computer</p> 	<ul style="list-style-type: none"> A task card for how to start up the program Modified keyboard Enlarged font IntelliKeys An adjusted delay on the mouse An alphabetical keyboard Large keyboard Choice about what to work on
<p>Read a text</p> 	<ul style="list-style-type: none"> Book on tape Larger print font Highlighter Choral reading Background information about the text Bullets of the main ideas Sticky notes to write questions on "Just-right books" Puppets Reading light Choice about what to read

continued

Common Activities & Supports

When the students are asked to

Consider providing students

Be organized



Color-coded folders
A planner
An agenda written on the board
Assignments written on the board in the same place
Assignments that are already three-hole punched
A picture schedule
A sticky note on desk of things to do
A homework folder
A desk check
Clock or timer on desk
A verbal rehearsal of the schedule
A consistent routine

Write



Option to tell a friend his or her story before writing it
A whole-group discussion
Graphic organizers
Use of bullet writing
Pencil grips
Option for student to dictate the story to an adult or a peer
Words on a piece of paper that the student rewrites
Stickers to fill in blanks
Option to draw instead of write
Raised-line paper—so students can feel lines