

Resources:

Profiles and IEPs for Ben, Brendan and Sally on Canvas

<https://iris.peabody.vanderbilt.edu/module/at/cresource/q1/p01/#content>

Nine Types of Adaptations

<p style="text-align: center;">Quantity</p> <p>Adapt the number of items that the learner is expected to learn or complete.</p> <p>Example:</p> <p>Reduce the number of social studies terms a learner must learn at any one time.</p> <p>Reduce the number of math problems necessary before taking a post-test.</p>	<p style="text-align: center;">Time</p> <p>Adapt the time allotted and allowed for learning, task completion, or testing.</p> <p>Examples:</p> <p>Individualize a time line for completing a task; pace learning differently (increase or decrease) for some learners.</p>	<p style="text-align: center;">Level of Support</p> <p>Increase the amount of personal assistance with a specific learner.</p> <p>Examples:</p> <p>Assign peer buddies, teaching assistants, peer tutors, or cross-age tutors.</p>
<p style="text-align: center;">Input</p> <p>Adapt the way instruction is delivered to the learner.</p> <p>Example:</p> <p>Use different visual aids, enlarge text, plan more concrete examples, provide hands-on</p>	<p style="text-align: center;">Difficulty</p> <p>Adapt the skills level, problem type, or the rules on how the learner may approach the work.</p> <p>Example:</p> <p>Allow the use of calculator to figure math problems; simplify</p>	<p style="text-align: center;">Output</p> <p>Adapt how the student can respond to instruction.</p> <p>Example:</p> <p>Instead of answering questions in writing, allow a verbal response, use a communication book for some students, allow</p>

activities, place students in cooperative groups.	task directions; change rules to accommodate learner needs.	students to show knowledge with hands-on material.
Participation	Alternate Goals	Substitute Curriculum
Adapt the extent to which a learner is actively involved in the task.	Adapt the goals or outcome expectations while using the same materials.	Use different curriculum in place of the one used by the other students.
Example: In geography, have a student hold the globe, while others point out locations.	Example: In social studies, expect a student to be able to locate just the states while others learn to locate capitals as well.	Example: During a language test, one student is learning computer skills in the computer lab. Instead of academic content, the student is being taught life skills curriculum.

Discuss with Partner(s);

For your planned lesson activity, what adaptations or assistive technologies might be needed for Ben, Brendan, or Sally? Choose at least one adaptation for one student and be prepared to defend your choice.