
Guidelines for Nine Types of Curriculum Adaptations

Quantity of Practice * ●

Adapt the number of items that the learner is expected to learn or number of activities student will complete prior to assessment for mastery.

For example:

Reduce the number of social studies terms a learner must learn at any one time. Add more practice activities or worksheets.

Time *

Adapt the time allotted and allowed for learning, task completion, or testing.

For example:

Individualize a timeline for completing a task; pace learning differently (increase or decrease) for some learners.

Level of Support *

Increase the amount of personal assistance to keep the student on task or to reinforce or prompt use of specific skills. Enhance adult-student relationship; use physical space and environmental structure.

For example:

Assign peer buddies, teaching assistants, peer tutors, or cross-age tutors. Specify how to interact with the student or how to structure the environment.

Input *

Adapt the way instruction is delivered to the learner.

For example:

Use different visual aids, enlarge text, plan more concrete examples, provide hands-on activities, place students in cooperative groups, pre-teach key concepts or terms before the lesson.

Difficulty * ●

Adapt the skill level, problem type, or the rules on how the learner may approach the work.

For example:

Allow the use of a calculator to figure math problems; simplify task directions; change rules to accommodate learner needs.

Output *

Adapt how the student can respond to instruction.

For example:

Instead of answering questions in writing, allow a verbal response, use a communication book for some students, allow students to show knowledge with hands on materials.

Participation *

Sometimes called “engagement”

Adapt the extent to which a learner is actively involved in the task.

For example:

During instruction, using “every pupil response techniques” or “choral responding.” In geography, have a student hold the globe, while others point out locations. Ask the student to lead a group. Have the student turn the pages while sitting on your lap (kindergarten).

Alternate Goals ●

Adapt the goals or outcome expectations while using the same materials. When routinely utilized, this is only for students with moderate to severe disabilities.

For example:

In a social studies lesson, expect a student to be able to locate the colors of the states on a map, while other students learn to locate each state and name the capital.

Functional Curriculum ●

Provide different instruction and materials to meet a learner’s individual goals. When routinely utilized, this is only for students with moderate to severe disabilities.

For example:

During a language lesson a student is learning toileting skills with an aide.

* *This adaptation is an accommodation if the student can demonstrate mastery of the standard on an assessment.* The key concept is: Will the student ultimately master the same material but demonstrate that mastery in alternate ways or with alternate supports? If standards are not fundamentally or substantially altered, then this adaptation is an accommodation to a learning or performance difference.

● *This adaptation is a modification if the student will not demonstrate mastery of the standard on an assessment.* If routinely utilized, these adaptations are modifications and require individualized goals and assessment.

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Diana Browning Wright, *Teaching & Learning*

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