

IEP Adaptation and Modification Checklist

A. Pacing:

- Allow breaks; vary activities
- Omit assignments that require copying in timed situations
- Send home school texts/ materials for summer preview/review
- Give extra cues or prompts
- Modify workload or length of assignments/ tests
- Allow additional time for assignments and tests
- Assign specific tasks within specific time period
- Other:

B. Motivation and Reinforcement:

- Give verbal/ nonverbal reinforcement
- Give positive reinforcement
- Give concrete reinforcement
- Plan motivating sequences of activities
- Reinforce initiation/self-starting
- Offer choices
- Use strengths/ interests to reinforce
- Use varied reinforcement systems
- Other:

C. Environmental/ Physical Accommodations:

- Allow for preferential seating
- Plan seating: classroom, bus, cafeteria, auditorium, specials
- Alter physical room arrangement
- Define area concretely
- Reduce/ minimize distractions: visual, auditory, spatial, movement
- Teach positive rules for use of space
- Provide quiet corner/room
- Modify equipment
- Adapt writing utensils
- Allow for use of study space
- Provide assistance in maintaining uncluttered space
- Provide space for movements or breaks
- Other:

D. Testing Adaptations:

- Allow tests/ projects to be taken orally
- Add pictures/visuals to test
- Read test to student
- Preview language of test questions
- Give applications in real setting
- Have test administered by resource person
- Give short answer questions
- Give multiple choice questions
- Modify format (multiple choice, essay true/ false)
- Shorten length of test/assignment
- Extend time frame; allow un-timed testing

- Modify grading
- Allow answers to be dictated
- Allow frequent rest breaks
- Allow open book or open note tests
- Provide study guide prior to test
- Highlight key directions
- Give test in alternative site
- Allow calculator, word processor
- Other:

E. Assignments:

- Give directions in small, discrete steps (written/picture/verbal)
- Use written back-up for oral directions
- Lower difficulty level
- Shorten assignments
- Reduce paper and pencil tasks/ busy-work
- Read or tape record directions
- Use pictorial directions
- Allow student to record or type assignments
- Adapt worksheets/packets
- Utilize compensatory procedures by providing alternate assignment/strategy when demands of class conflict with student capabilities (e.g. graphic or oral)
- Avoid penalizing for spelling errors/sloppiness/penmanship
- Do not allow classmate review of papers/projects, to avoid embarrassment
- Other:

F. Self Management/Follow Through:

- Prepare visual daily schedule
- Teach use of calendars
- Check often for understanding/ review/ comprehension
- Request parent reinforcement
- Have student repeat directions
- Teach study skills
- Use study sheets to organize material
- Design/ use long term assignment timelines
- Review and practice in real situations
- Plan for generalizations
- Teach skills in several settings/ environments
- Follow routines or schedules
- Teach time, paper and project management skills
- Provide agenda book
- Provide checklists
- Allow daily check-in with case manager, mentor or special education teacher
- Other:

G. Social/ Behavioral Supports:

- Train and use peer tutors
- Structure activities to create opportunities for social interactions
- Focus on the social process rather than on the activities /end product
- Use cooperative learning groups
- Use multiple rotating peers
- Teach friendship and negotiation skills
- Teach sharing
- Teach social communication skills, greetings, conversational turn taking
- Alternate quiet and active time
- Provide immediate feedback
- Conduct functional behavioral analyses
- Develop and implement behavioral intervention strategies
- Develop and implement behavior modification plans
- Develop crisis intervention plans
- Provide circle of friends
- Provide peer buddies
- Provide counseling
- Provide verbal and visual cues regarding transition
- Provide verbal and visual cues regarding directions or staying on task
- Adjust assignment timelines
- Give notice, warning before change in activities
- Provide management skills instruction
- Other:

H. Presentation of Subject Matter:

- Teach to student's learning style: linguistic, logical/ math, musical, spatial, bodily/ kinesthetic, interpersonal, intrapersonal and/or model experiential learning
- Utilize specialized curriculum
- Have teacher tape lectures/ discussions for replay
- Have teacher provide notes
- Allow peers to provide notes
- Teach functional applications of academic skills (e.g., making change at a shop or restaurant)
- Present demonstrations/ model
- Utilize manipulatives
- Emphasize critical information
- Pre-teach vocabulary
- Make/ use vocabulary files
- Reduce language levels or reading levels of assignments
- Use total communication
- Use facilitated communication
- Share activities
- Use visual sequences
- Provide resource room instruction
- Provide one-on-one instruction

- Vary methods of instruction
- Vary content of lessons
- Provide alternative assignments
- Provide extra visual and verbal cues and prompts
- Conduct an assistive technology (AT) evaluation
- Provide note taker
- Use hands-on activities
- Provide highlighted materials
- Provide adapted physical education
- Other:

J. Materials:

- Rearrange material on the page
- Use taped texts and/or other class materials
- Highlight texts/ study guides
- Provide supplementary materials
- Provide note taking assistance
- Use large print
- Use special equipment, calculators, assistive technology devices, computers, homemade devices, electronics, video recorders
- Modify materials
- Provide augmentative communication devices
- Other:

K. Staff Supports/ Collaboration:

- Enhanced staffing
- Provide one-on-one aides
- Institute co-teaching arrangements
- Designate adult staff member to listen and provide support
- Provide small group instruction
- Use cooperative learning groups
- Provide staff development
- Other: