CURRICULUM ADAPTATIONS

General Guidelines

Curriculum adaptations include accommodations, modifications, and supports that allow a child with a disability access to the general curriculum and assessments. The District is responsible for ensuring that each teacher and provider is informed of his or her specific responsibilities related to implementing the child's Individualized Education Program (IEP) and the specific accommodations, modifications, and supports that must be provided for the child in accordance with the IEP. (34 C.F.R. § 300.342(b)(3))

What are accommodations?

Accommodations are adaptations that enable a student with a disability to participate in educational programming and complete schoolwork or tests with greater ease and success. Accommodations do not fundamentally alter the curriculum or lower expectations or standards in instructional level, content or performance criteria. Accommodations are changes made to the curriculum in order to provide equal access to learning and equal opportunity to demonstrate what is known.

What are modifications?

Modifications are adaptations that provide a student with meaningful and productive learning experiences based on individual needs and abilities. Modifications do fundamentally alter the curriculum or lower expectations or standards, in instructional level, content or performance criteria to meet the student's needs.

Adaptations to Assessments

Accommodations and modifications should not simply be applied at the time of testing as a means of support. In order to justify the use of accommodations/modifications during testing, a student should also have access to the needed supports during instruction in the classroom.

Grading When Adaptations Have Been Made To The Curriculum

Because accommodations do not fundamentally alter the curriculum, a student's grade should not reflect those accommodations that have been made. Accommodations provide students with disabilities an equal opportunity to participate in the general education curriculum.

If modifications have been made to the curriculum of any course, it is important that the student's grade reflects the student's achievement in the modified curriculum, as long as modified grades are available to all students. However, any modifications to programming, instruction, and grading must be documented in the student's IEP or Section 504 Plan and be directly related to the student's disability. To automatically give modified grades to all special education students would be discriminatory and potentially violate Section 504 of the Rehabilitation Act of 1973.

How To Determine The Appropriate Adaptations To Curriculum

The IEP team may use the *Nine Types of Curriculum Adaptations* matrix to determine the most appropriate adaptations required for a student with a disability to gain access to the general curriculum.

Once the team has agreed upon the necessary adaptations, they need to be shared with teachers and service providers to ensure that the accommodations, modifications, and supports written into the child's IEP are being implemented.

Nine Types of Curriculum Adaptations

Quantity	Time	Level of Support
Adapt the number of items the student is expected to learn or the number of activities the student will complete prior to assessment for mastery.	Adapt the time allotted and allowed for learning, task completion, or testing.	Increase the amount of personal assistance to keep the student on task or to reinforce or prompt the use of specific skills. Enhance the adult-student relationship; use physical space and environmental structure.
For example: Reduce the number of social studies terms the learner must learn at any one time. Add more practice activities or worksheets.	*For example:* Individualize a timeline for completing a task; pace learning differently (increase or decrease) for some learners.	*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	**Difficulty**	**Output**
Adapt the way instruction is delivered to the learner.	Adapt the skill level, problem type, or the rules on how the learner may approach the work.	Adapt how the student can respond to instruction.
For example: Use different visual aids, enlarge text, plan more concrete examples and provide hands-on activities. Place students in cooperative groups, pre-teach key concepts or terms before the lesson.	*For example:* Allow the use of a calculator to figure math problems; simplify task directions; change rules to accommodate learner needs.	*For example:* Instead of answering questions in writing, allow a verbal response; use a communication book for some students; allow students to demonstrate knowledge with hands-on materials.

Participation	Alternate Goals	Substitute Curriculum
Adapt the extent to which a learner is actively involved in the task. *For example:* 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 near you (kindergarten).	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.	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.

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