## **ADAPTATION LIST (CLEVR)**

## **ENVIRONMENTAL**

	Preferential seating	
	Choice of workspaces	
	Wide aisles	
	Personal or Sound Field FM system	
	Acoustical Treatments - carpet or tennis ball on chair legs	
	Visual Treatments - white board, reduction of fluorescent lighting	
	Simple, easy to use visual cues	
	Non-skid work surfaces	
	Study carrel in the classroom	
	Alternative area for study, testing	
INSTRUCTION		
	Provide text materials at student's independent reading level	
	Write directions to be visible on the student's desk	
	Reteach routines on a regular basis	
	Provide visual agenda	
	Use reminding language regarding expectations	
	Use reinforcing language	
	Use a first - then visual schedule with preferred activity	
	Use shortened work periods to avoid fatigue	
	5 point scale	
	Use technology	
	Pre-teach and post-teach concepts and vocabulary	
	Focus on mastery of main ideas	
	Give the student the steps for a procedure	
	Provide step-by-step instructions to complete a task	
	Use post-it notes	
	Teach a colouring or numbering system	
	Model drawing pictures and diagrams to supplement notes	
	Provide alternatives for notes: cloze, hard-copy, simplified vocabulary	
	Give the student outlines for each lesson/unit	
	Provide enlarged print	
_	Chunk material/break down assignments	
	Assign a study buddy or peer tutor	
	Provide study guides	
	Have student repeat/paraphrase instructions and concepts	
	Cue or prompt	
	Use concrete or simplified statements	
	Use student's interests as connectors to concepts in lessons	
	Read texts or provide an audio or video version	
1.1	Provide a minura sneer	

☐ Highlight important information

Revised: August 26, 2019 Page 1

	Provide an overview or summary of unit, book, short story Assistive Technology - Kurzweil, Read and Write for Google, Destination Reading APPs Demonstrate concepts and manipulatives, song, etc.	
ASSESSMENT		
	Vary type: oral, written, demonstration Vary format: short answer, listing, fill-in-the-blank, multiple choice, short essay, true/false, matching Provide extended time for assignment and test completion Allow for testing in a small group situation or a quiet room Read instructions on assignments and tests Provide visual/graphic cues as the test directions change Simplify the vocabulary on assignments and tests Check for understanding with the student following lesson Break testing into several sessions Provide a word bank for fill-in-the blank tests Have open book tests Check the student's progress during testing to ensure understanding Provide sample items at the beginning of the test Allow the student to retake tests Use take-home tests Have the student use a laptop if she/he has difficulty with handwriting Scribe responses to teacher Term evaluation focuses on observations of demonstrated knowledge and assignments vs. tests or quizzes Avoid penmanship or spelling errors in evaluation Provide frequent shorter quizzes rather than longer tests Use graphic organizers for writing Help the student get started (walk through 1st few items/brainstorm ideas) Break long-term assignments into parts with corresponding due dates Provide models of final product Limit the amount of written work expected	
SOCIAL		
00000	Private signals Transition planning Provide supports to increase or decrease energy or personal engines Proximity and gain eye contact before giving directions Social Stories Check-ins or exit meetings	
SENSORY		
	Movement breaks Provide headphones to block out noise or provide white noise	

Revised: August 26, 2019 Page 2