



STUDENT SERVICES - FORMS

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
- ☐ Provide a formula sheet



**STUDENT SERVICES - FORMS**

- ☐ Highlight important information
- ☐ 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**

- ☐ 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