

Teaching Strategies - Nine Types of Adaptations

Type of Adaptation	Strategy	Example
Size	Adapt the number of items that the learner is expected to learn or complete.	Reduce the number of social studies terms a learner must learn at any one time.
Time	Adapt the time allotted and allowed for learning, task completion, or testing.	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 with a specific learner.	Assign peer buddies, teaching assistants, peer tutors, or cross-age tutors.
Input	Adapt the way instruction is delivered to the learner.	Use different visual aids, plan more concrete examples, provide hands-on activities, place students in cooperative groups
Difficulty	Adapt the skill level, problem type, or the rules on how the learner may approach the work.	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.	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	Adapt the extent to which a learner is actively involved in the task.	In geography, have a student hold the globe, while others point out the locations.
Alternate	Adapt the goals or outcome expectations while using the same materials.	In social studies, expect a student to be able to locate just the provinces while others learn to locate capitals as well.
Substitute Curriculum	Provide different instruction and materials to meet a student's individual goals.	During a language test, one student is learning computer skills in the computer lab.

“Children that learn together, learn to live together”

Adapting Curriculum and Instruction in Inclusive Classrooms: A Teacher's Desk Reference. Deschenes, C., et al (1994).