

General Adaptations

General Adaptations for Students Who Are Blind/Visually Impaired/Tactile Learners*	
Adaptation	Equipment/Supplies
Allow student to work with a partner.	None
Make sure materials are organized and easily accessible to the student.	None
Control background noise and allow student to sit in a spot where he or she can hear well.	None
Provide student with a copy of vocabulary words, definitions, and examples ahead of time in either large print or Braille, so he or she is familiar with concepts as they are introduced.	Teacher-made vocabulary sheet; Braille; copier; computer/printer
Read the introduction of the lesson and other directions aloud, giving step-by-step instructions.	None
Have directions recorded for the student to listen to as needed.	Tape recorder
Provide any worksheets/handouts in large print or Braille.	Braille; computer/printer; copier
Allow student to record results verbally instead of writing them.	Tape recorder
Allow student to do worksheets/papers on a computer using appropriate hardware and software.	Computer/copier; scanner; screen enlarger, such as <i>ZoomText</i> ; Braille, such as <i>BrailleMate</i> ; accessible keyboard/switch
Allow the student to have additional time if necessary to complete the assignment.	None
Ensure the student has proper lighting. Use visors/hats to reduce glare, if necessary.	Hat/visor

General Adaptations

General Adaptations for Students with Orthopedic Disabilities*	
Adaptation	Equipment/Supplies
Ensure student has ample space to move around the room and interact with group.	None
Have student use a communication device as needed for responses during class discussion.	Communication device
Allow written work to be done on a computer using appropriate hardware/software, and/or allow student to record results instead of writing them.	Tape recorder; computer/printer; accessible keyboard/switch
Encourage participation to the extent of the student's ability if full participation is not possible.	None
Allow student to have more time to complete the lesson if necessary.	None
Use adaptive devices to hold papers in place.	Clips; Dycem mat; Velcro
Ensure shelves/desks are at an appropriate height for the student.	Adjustable desk; low shelving
Use a scribe to record results, or have a group member/classmate record results for the student.	Scribe

General Adaptations

General Adaptations for Students with LD/ADD/ADHD*	
Adaptation	Equipment/Supplies
Keep materials organized and easily accessible to student.	None
Allow an opportunity for short breaks during the lesson.	None
Allow student to have extended time to complete the lesson, but set time limits.	None
Provide student with a checklist for lesson activities that he or she checks off as tasks are completed. Prompt student when moving from one task to the next. Highlight important instructions.	Teacher-made lesson overview; highlighter
Let student know ahead of time what question(s) he/she will be asked during class discussion of activity. This will give the student time to think and formulate a response.	None
Pair student with peers who are patient, focused and likely to model appropriate behavior.	None
Allow student to do written work on the computer using appropriate software/hardware.	Computer/printer; screen reader software; word prediction software; accessible keyboard
Clarify rules for behavior ahead of time. Provide clear rules and consequences for behavior.	Rules and consequences posted where visible to student

General Adaptations

General Adaptations for Students with Autism (Some Adaptations Are Also Helpful for Students with Emotional Disabilities)*	
Adaptation	Equipment/Supplies
Pair student with peers who are patient, focused, and likely to model appropriate behavior.	None
Allow an opportunity for short breaks during the lesson.	None
Clarify rules for behavior ahead of time. Provide clear rules and consequences for behavior.	Rules and consequences posted where visible to student
Give student a signal that you have discussed ahead of time to point out when his or her behavior is becoming inappropriate.	None
Make sure materials are organized and easily accessible to student.	None
Recognize and praise/reward desired behaviors when student exhibits them.	None
Build in student choice as much as possible.	None
Let student do work on a computer using appropriate hardware/software.	Computer/printer; screen reader software; accessible keyboard

General Adaptations

General Adaptations for Students Who Are Deaf/Hard of Hearing/Visual Learners*	
Adaptation	Equipment/Supplies
Use preferential seating. Keep face in view of student when talking, and minimize background noise.	None
Keep materials organized and easily accessible to student.	None
Point to students responding during class discussion so student knows where to focus attention. Use visual cues to gain student's attention before speaking.	None
Allow student to use a computer for communication between group members.	Computer
Provide an interpreter.	ASL interpreter
Have an amplifier available.	Amplifier
Provide clear written directions explaining the lesson. Give student any handouts ahead of time, as well as specific questions he or she will be expected to answer.	Teacher-provided lesson overview
Obtain feedback from student to indicate his or her understanding of what is being presented.	None
Provide student with a copy of vocabulary words, definitions, and examples ahead of time, so he or she is familiar with concepts as they are introduced.	Teacher-made vocabulary sheet
Present one source of visual information to student at a time.	None

*This worksheet is adapted from a resource developed by Heidi Cowan at Wright State University through the ORC Lessons Adapted for Student Success (ORCLASS) project, a collaborative initiative between Wright State University and the Ohio Resource Center for Mathematics, Science, and Reading. ORCLASS is jointly funded by the National Science Foundation and the Ohio Department of Education. Please do not reproduce without permission. For more information, contact heidi.cowan@wright.edu or the Ohio Resource Center (www.ohiorc.org)