

Nine Types of Adjustments

Input

Adapt the way instruction is delivered to the learner. *For example:* Use different visual aids; plan more concrete examples; provide hands-on activities; place students in cooperative groups.

Output

Adapt how the learner can respond to instruction *For example:* Allow a verbal vs. written response; use a communication book for students; allow students to show knowledge with hands-on materials.

Time

Adapt the time allotted and allowed for learning, task completion or testing. *For example:* Individualize a timeline for completing a task; pace learning differently (increase or decrease) for some learners.

Difficulty

Adapt the skill level, problem type, or the rules on how the learner may approach the work. *For example:* Allow a calculator for math problems; simplify task directions; change rules to accommodate learner needs.

Level of Support

Increase the amount of personal assistance with specific learner. *For example:* Assign peer buddies, teaching assistants, peer tutors or cross-age tutors.

Size

Adapt the number of items that the learner is expected to learn or compete. *For example:* Reduce the number of HSIE terms a learner must learn at any one time.

Degree of Participation

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 the locations.

Individualising Goals

Adapt the goals or outcome expectations while using the same materials. *For example:* In HSIE, expect one student to be able to locate just the states while others learn to locate capitals as well.

Alternate teaching/ assessment strategy

Provide the different instruction and materials to meet a learner's individual goals.