

# IEP ADAPTATION CHECKLIST

STUDENT: \_\_\_\_\_ DOB: \_\_\_\_\_ DATE: \_\_\_\_\_ COMPLETED BY \_\_\_\_\_

The following adaptations are appropriate and necessary for this student. Check all that apply:

## Pacing

- Extend time requirements
- Vary activity often
- Allow breaks
- Omit assignments requiring copy in timed situation
- School texts sent home for summer preview
- Home set of texts/materials for preview/review
- Other \_\_\_\_\_

## Environment

- Preferential seating
- Planned seating  Bus  Classroom
- Lunchroom  Auditorium
- Alter physical room arrangement
- Defines areas concretely
- Reduce/minimize distractions:
  - Visual  Auditory  Spatial  Movement
- Teach positive rules for use of space
- Other \_\_\_\_\_

## Presentation of Subject Matter

- Teach to student's learning style
  - Linguistic  Logical/Math  Musical  Spatial
  - Bodily/Kinesthetic  Interpersonal
  - Model Experiential Learning
- Utilize specialized curriculum
- Teacher tape lectures/discussions for replay
- Teacher provide notes
- NCR paper for peer to provide notes
- Functional application of academic skills
- Present demonstrations (model)
- Utilize manipulative
- Emphasize critical information
- Pre-teach vocabulary
- Make/use vocabulary files
- Reduce language level of reading level of assignment
- Use total communication
- Share activities
- Use visual sequences
- Other \_\_\_\_\_

## Materials

- Arrangement of material on page
- Taped texts and/or other class materials
- Highlighted texts/study guides
- Use supplementary materials
- Note-taking assistance carbonless or Xerox copy of notes of students
- Type teacher material
- Large print
- Special Equipment:
  - Electric Typewriter  AAC device  Calculator
  - Electronic  Homemade  Computer
  - Telephone adaptations  Video recorder
- Other \_\_\_\_\_

## Assignments

- Give directions in small, distinct steps (written/picture/verbal)
- Use written back-up for oral directions
- Lower difficulty level
- Shorten assignment
- Reduce paper and pencil tasks
- Read or tape record directions to student
- Use pictorial directions
- Give extra cues or prompts
- Allow student to record or type assignment
- Adapt worksheets, packets
- Utilize compensatory procedures by providing alternate assignments/strategy when demands of class conflict with student capabilities
- Avoid penalizing for spelling errors/sloppy
- Avoid penalizing for penmanship
- Other \_\_\_\_\_

## Self Management/Follow Through

- Visual daily schedule
- Calendars
- Check often for understanding/review
- Request parent reinforcement
- Have student repeat directions
- Teach study skills
- Use study sheets to organize material
- Design/write/use long-term assignment timelines
- Review and practice in real situations
- Plan for generalizations
- Teach skill in several settings/environments
- Other \_\_\_\_\_

## Testing Adaptations

- Oral  Short Answer  Taped  Multiple Choice
- Pictures  Modify format  Read test to student
- Shorten length  Preview language of test questions
- Extend timeframe  Applications in real setting
- Test administered by resource person
- Other \_\_\_\_\_

## Social Interaction Support

- Peer advocacy
- Peer tutoring
- Structure activities to create opportunities of social interaction
- Focus on social process rather than activity/end product
- Structure, shared experiences in school, extracurricular
- Cooperative learning groups
- Use multiple/rotating peers
- Teach friendship skills/sharing/negotiation
- Teach social communication skills
  - Greetings  Conversation turntaking
  - Sharing  Negotiation
- Other \_\_\_\_\_

## Motivation and Reinforcement

- Verbal  Non-Verbal  Positive Reinforcement
- Concrete Reinforcement
- Planned motivating sequences of activities-Reinforce initiation
- Offer choice  Use strengths/interest often
- Other \_\_\_\_\_