

Adaptations, accommodations, and modifications may seem like interchangeable terms, but when it comes to inclusion, they carry significantly different meanings.

Adaptations that do not fundamentally alter all the work standards or lower expectations in either the instructional or assessment phases of a course of study and can be designated as “**accommodations**”

Adaptations that alter or lower standards or lower expectation and can be termed “**modifications**”. These modifications, although providing access, will necessitate careful selection of assessment components to achieve accountability of performance

According to (NCERT 2015);

A) Adaptation refers to adjusting assessments, material, curriculum, or classroom environment to accommodate a student’s needs so he/she can participate in, and achieve the teaching-learning goals.

B) Modification involves making changes to learning goals, teaching processes, assignments and/or assessments to accommodate a student’s learning needs.

Adaptations include, but are not confined to:

a) audio tapes, electronic texts, or a peer helper to assist with assigned readings

b) access to a computer for written assignments (e.g. use of word prediction software, spell-checker, idea generator)

c) alternatives to written assignments to demonstrate knowledge and understanding

d) advance organizers/graphic organizers to assist with following classroom presentations

e) extended time to complete assignments or tests

f) support to develop and practice study skills; for example, in a learning assistance block

- g) use of computer software which provides text to speech/speech to text capabilities
- h) pre-teaching key vocabulary or concepts; multiple exposure to materials
- i) working on provincial learning outcomes from a lower grade level

Curriculum Adaptation is an ongoing process that changes the regular prescribed curriculum by modifying or adapting it in terms of the content or delivery of instruction to meet the learning requirements of students with learning difficulties including children with disabilities. The content, the teaching process, assessment and evaluation, and the physical environment may be modified or adapted and activities should be flexible in order that the students benefit and achieve success in the classroom. Teachers ought to adapt the curriculum to provide equity and meet the needs of diverse learners in order that all learners benefit and can fully participate in the classroom activities. Curriculum Adaptations are not intended to lower the educational standards. Curriculum is adapted to make education first and foremost accessible and secondly to see that no learner is unfairly prejudiced and excluded.

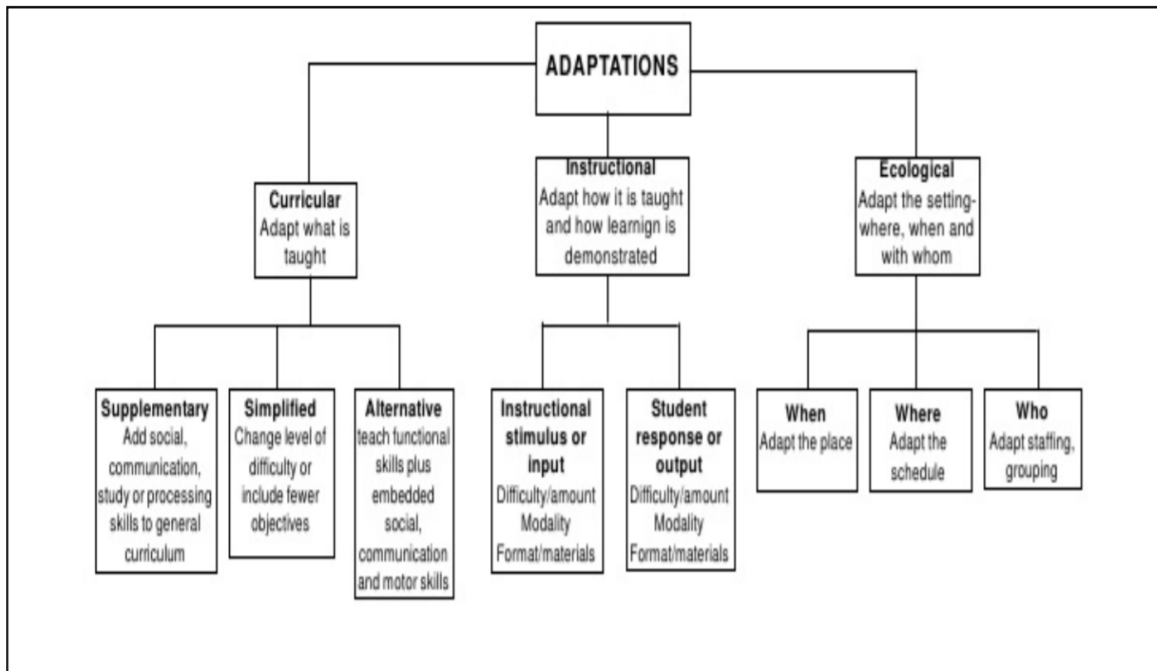
Adjustments or modifications can be made in:

1. Teaching and learning environment
2. Teaching and learning strategies
3. Teaching and learning support materials that enhances a learners performance and allows at least partial participation in a learning activity
4. Level of support
5. Assessment

For any adaptation to be effective it must **FLOW**:

1. Fit into the classroom environment

2. Lend themselves in meeting individual student needs
3. Optimize understanding for each student
4. Work well with activities planned for the lesson



There are 9 types of adaptations:

Let us understand the nine types of adaptations:

- Input- Provide multiple experiences with materials for different learning styles (visual, auditory and kinaesthetic learners)
- Output- Flexibility in assessing and evaluating learning outcome by providing alternatives to written assignments/ tests.
- Size of the content- The content may be reduced the most critical portions and some parts may be omitted to ensure maximum learning of each child. Planning of the content to suit pupils needs may be best described using the pyramid mode.

- Time- Reduce number or nature of questions or give extra/ extended time to complete assignments and tests. Give frequent breaks and additional instructional time.
- Difficulty level- By understanding the limitations and difficulty level of a student, appropriate aids and support can be used to help overcome or reduce the difficulty to ensure maximum learning.
- Participation- Activities done in the classroom must ensure active and equal participation of all the students.
- Level of Support- Level of support will depend on the nature of difficulty faced by the student in terms of physical, cognitive or sensory issues.
- Alternative Goals- Goals or objectives are changed though the content taught is the same. It is sometimes referred to as functional curriculum as it usually involves the acquisition of “life skills.”
- Substitution of the curriculum- The intended curriculum is replaced by an easier one. This is usually practiced in special schools.

Nine Types of Adaptions

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 social studies 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.

Alternate Goals

Adapt the goals or outcome expectations while using the same materials.

For example:

In social studies, expect one student to be able to locate just the states while others learn to locate capitals as well.



Substitute Curriculum

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

For example:

Individualize a timeline for completing a task; pace learning differently (increase or decrease) for some learners.

Adaptations for CWID:

<p>1.7.5 Intellectual disability</p>	<ul style="list-style-type: none"> ✧ Objects, pictures. ✧ Sight words/ Flash cards of words/ pictures. ✧ Colour coding. ✧ Tactile materials. ✧ Adapted worksheets. ✧ Verbal descriptions. ✧ Models. ✧ Real life objects. ✧ Mind mapping. ✧ Multisensory approach. ✧ Real life experiences/ practical work. ✧ Provide an outline of what is to be taught. ✧ Assistive Technology 	<ul style="list-style-type: none"> ✧ Teach one concept at a time. ✧ Teach one step at a time. ✧ Task analysis. ✧ Opportunities to practice. ✧ Use physical and verbal prompting. ✧ Repetition is important. ✧ Small group or individual instruction is required. <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;">   </div>
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