



**Table 4.1 Content and Instructional Adaptations**

Content adaptations	Instructional adaptations
Vary instructional methods (e.g., develop controlled vocabulary or pre-teach vocabulary).	Provide students with outlines or lecture notes beforehand.
Omit extraneous details.	Read material aloud, or have students use text-to-speech readers.
Reduce reading level of text passages or test directions.	Accompany lectures with visual materials (e.g., overheads, graphic organizers, interactive whiteboards, maps).
Provide cues, prompts, and feedback during practice activities.	Provide accompanying audio or video recordings (teacher-made or commercial).
Present “mini-lectures” at 10-minute intervals.	Highlight the essential facts in the text or handouts.
Develop chapter study guides for key concepts and vocabulary terms.	Use hands-on activities.
Use signals (thumbs up or down) or choral responses for comprehension checking.	Include demonstrations of assignments.
Chunk content into small segments.	Provide a physical or online notebook that includes a class calendar, homework assignments, class notes (including those from classroom smartboards), visual materials (e.g., graphic organizers, maps, overheads), study guides, and how-to-do lists.

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