

EXAMPLES OF COMMON CLASSROOM ADAPTATIONS¹

Area of Adaptation	Examples
Equipment or Materials	<ul style="list-style-type: none"> Use of a calculator Use of manipulatives Use of a lower-level reading passage Use of an amplification or FM system Use of an audio recorder Use of a magnification device Activate closed-captioning for videos Use of a spell-checking device
Presentation/ Instruction	<ul style="list-style-type: none"> Directions repeated Read aloud any visual material that is provided Large print format Braille format Present content in multiple ways (e.g., lecture, writing, video, pictures) Reduce the difficulty of assignments
Scheduling	<ul style="list-style-type: none"> Extended time for tasks Break up long tasks into multiple smaller tasks Frequent breaks Testing during preferred time of day
Setting	<ul style="list-style-type: none"> Use of a study carrel Private testing room Preferential seating in the classroom Special lighting or minimized lighting Use of noise-canceling headphones
Student response	<ul style="list-style-type: none"> Mark answers in book Use of a scribe/oral response to test questions Alternative response (eye gaze, point, oral response) Use of computer for extended response Use of a note taker Use of a communication device or native language
Other	<ul style="list-style-type: none"> Use of a highlighter Longer tasks broken into smaller increments Use of assistive technology Provide brief, clear instructions Provide models of completed products

¹ Note that not all these adaptations are permissible in testing situations, and you should consult your testing program guidelines for more information.