

Canterbury Public Schools
District Curriculum Accommodation Plan
(DCAP)

General Accommodations cont.:

Materials/Books/Equipment cont.:

- Tools for marking and flagging text: binder tabs, highlighters, post-it notes, etc.
- Word Prediction Software
- Voice Recognition Software
- 3-Ring personal dictionary for common words

Response/Assessments/Tests:

- Administer tests orally
- Allow oral responses
- Allow one page of notes or note card for use during test
- Allow use of technology
- Alternate Tests
- Alternate setting
- Assign a project instead of a test
- Change font on worksheets and tests
- Change time of day
- Divide into more than one administration
- Double – space worksheets and tests
- Extended time
- Learning styles
- Limit multiple-choice answers
- Limit matching sets
- Open book/open notes
- Orally present words, phrases, sentences in questions, or answer choices
- Pace Long Term Projects
- Preview test procedures
- Provide breaks
- Provide study questions/guide
- Reduced Reading
- Rephrase Test Questions/Directions
- Shorten length of test
- Use scribe
- Vary testing format (Portfolio assessments, Authentic assessment, “Hands On”)

Grading

- Audit Course
- Base Grade on ability
- Clearly explain grading criteria for all assignments
- Consider effort or participation as part of grade

Canterbury Public Schools
District Curriculum Accommodation Plan
(DCAP)

General Accommodations cont.:

Grading cont.

- Course Credit
- Extra credit
- No Spelling Penalty
- Pass/Fail
- Un-timed tests

Organization

- AM/PM check in to organize
- Assign partner
- Assign special projects or give alternative assignments
- Break assignments into smaller segments or tasks
- Check assignment book
- Checklist to check off completed tasks
- Colored folders/binder
- Daily assignment list
- Daily homework list
- Desktop list of tasks/schedule
- Electronic Organizers
- Extra space for work
- Give reminders for due dates for long term assignments
- Graphic organizers
- Peer dictates reading assignments on tape recorder
- Pencil Box for tools
- Picture Schedule
- Post routines
- Post assignments/email/web
- Reduce assignment
- Reformat pages: less information per page
- Sequence the steps in a task by numbering
- Study buddy – Study outline
- Teach note taking, review student notes.
- Weekly home-school communication tool
- Worksheet formats

Setting/Environment:

- Adaptive Work Space
- Allow student to sit on a T-stool/balance ball or stand while working
- Change lighting
- Earplugs/headphones to minimize noise

Canterbury Public Schools
District Curriculum Accommodation Plan
(DCAP)

General Accommodations cont.:

Setting/Environment cont.:

- Eliminate distracters from desk
- Extra supply of pens, pencils, paper
- Reduces visual stimuli/clutter
- Opportunities for physical activity
- Post daily routine
- Seat in low traffic area / Alter physical room arrangement
- Stand near student when instructions are given
- Study carrel
- Transition ahead of the class (structured or minimized transitions)

Behavior Management/Support:

- Allow stretch time
- Assign a safe place for “cooling down” or “regrouping”
- Assign seating.
- Breaks / Timers
- Clearly define expectations.
- Chart Progress
- Collect Baseline Data
- Conduct Functional Behavior Analysis (FBA)
- Contingency Plan
- Cue Expected Behavior
- Daily Feedback
- De-escalation Strategies
- Develop behavior contract (BIP)
- Emergency Plans
- Employ teacher proximity
- Give meaningful rewards
- Hold confidential conference and/or discussion on behavior
- Ignore behavior
- Incorporate movement every 10 minutes into lessons
- Make direct eye contact
- Modeling expected behavior by Adults
- Modify student schedule
- Monitor closely during transitions/ Use multiple reminders of upcoming transitions or changes in activity
- Monitor playground/lunch room
- Parent/Guardian Sign Homework
- Parent/Guardian Sign Behavioral Chart

Canterbury Public Schools
District Curriculum Accommodation Plan
(DCAP)

General Accommodations cont.:

Behavior Management/Support cont.:

- Peer Support/Mentoring
- Positive reinforcement and incentives
- Pre-arranged cue for the student to leave the room
- Prepare your student for unstructured time
- Present snacks like peanut butter/cheese/crackers
- Provide consistency, stability, and structure
- Provide frequent interaction; use student's name often
- Remind students of rules periodically
- Response Cost / Point system
- Seat near positive peer model
- Self monitor behavior
- Teach with games; use computer games
- Time Out from Positive Reinforcement
- Use calming or relaxation techniques
- Use non verbal signals

Presentation/Instructional Strategies:

Instructional Groupings

- Assign Study partners
- Cooperative learning groups
- Independent seat work
- Large group or whole class
- One-to-one teacher/student instruction
- Peer tutor or cross-age tutor
- Student-directed small group or peer partners
- Teacher directed small group instruction

Teaching Formats:

- Activity based lessons
- Computer assisted instruction (smart boards)
- Differentiated Instruction
- Discussion and debate
- Display examples/models
- Display key vocabulary
- Drill/Repetition
- Experiential lessons
- Incorporate all learning modalities (visual, tactile, auditory, multi-sensory)
- Incorporate technology into lesson
- Inquiry

Canterbury Public Schools
District Curriculum Accommodation Plan
(DCAP)

Teaching Formats cont:

- Lecture & demonstration
- Simulations, role playing, group presentations
- Teach specific study skills

General

- Check work in progress
- Concrete examples
- Have student restate information
- Immediate Feedback
- Monitor assignments
- Oral/Visual Reminders
- Personalized Examples
- Preteach content - Preteach skills before operations are required.
- Repeat the lesson cycle
- Review sessions
- Use manipulatives
- Use mnemonics
- Utilize prompts and gestures
- Visual reinforcement - Use overhead and other visuals in oral presentations
- Vocabulary Word Bank

Canterbury Public Schools
District Curriculum Accommodation Plan
(DCAP)

Specific Accommodations:

Reading

Instruction

- Allow a reading buddy. Encourage peer tutoring.
- Allow variety of student responses
- Books on tape
- Echo-reading
- Eliminate visual distractions on the page
- Emphasize important points.
- Encourage student to repeat directions orally
- Enlarged copy of handouts
- Explain phonics rules simply
- Face students for lip reading
- Have student illustrate the plot.
- Have student paraphrase verbally what was read
- Have student Read Aloud 5 minutes daily
- Highlight key points within written text/material
- Large print materials
- Let student read menus, ads, comics
- Let student tape readings and self-critique
- Make real-life connections
- Multi-modality instruction
- Note troublesome words and phrases before the lesson; then directly teach and practice them with the student
- Paired reading/ echo reading
- Present new vocabulary visually
- Pronounce words clearly
- Provide colored tracking strips
- Provide study sheets with key phrases highlighted,
- Read instructions aloud
- Reduce the amount of text the student reads at one time
- Review vocabulary daily
- Sequencing strategies
- Small group instruction
- Story frames
- Story mapping
- Tape record material/instruction
- Teach how to find context clues
- Teach the secrets of root words
- Use live reader

Canterbury Public Schools
District Curriculum Accommodation Plan
(DCAP)

Specific Accommodations cont.:

Reading (cont):

- Use audible reading software
- Use visuals to add meaning
- Vary teaching approach
- “What you need to know” chart

Writing – Written Expression:

- Activity sheets that require minimal writing
- Allow student to give reports orally
- Change Paper
 - Different colors
 - Different line spacing
 - Different line colors, thickness
 - Graph paper
 - Personal chalkboard or whiteboard
- Change Writing utensils
 - Light-weight pens
 - Large-primary pencils
 - Different colored pens, pencils, markers
 - Chubby crayons, markers, grease pencils
- Correction tape, pens, electric eraser
- Do not require copying from board
- Equipment for repositioning the student
 - Bolster or rolled towel for lumbar support
 - Blocks, or taped up phone book for feet
 - Arm guides, arm stabilizers, wrist rests
- Felt/magnetic board with letters
- Finger trace tactile letters
- Graphic organizers
- Group activities with designated “secretary”
- Hard/Electronic copy of class notes
- Letter chart taped to desk
- No penalty for handwriting or spelling errors
- Optional Marking Devices
 - Stick on name and or subject labels
 - Name stamp
 - Automatic numbering stamp
 - Date stamp
 - Bingo blotters to make selections
- Oral responses

Canterbury Public Schools
District Curriculum Accommodation Plan
(DCAP)

Specific Accommodations cont.:

Writing – Written Expression cont.:

- Practice writing letters in the air, sand, shaving cream, etc.
- Provide peer note-taker, use carbon paper or photocopy
- Provide resources for word retrieval
 - 3 ring glossary of unit, picture or written dictionary
 - Speaking dictionary
 - Pocket dictionary
- Provide story starters
- Reposition paper
- Scribe
- Separate content, grammar, spelling, punctuation
- Stencils, templates, ruler as line guide
- Talk through letter formation
- Tape paper to desk
- Tape record student thoughts prior to writing
- Teach process writing strategies
- Teach webbing strategies (software)
- Tracing exercises, dot-to-dot
- Use a keyboard
- Use finger for spacing strategy
- Utilize content outline with major points in bold
- Use of computer
- Use personal dictionary and thesaurus
- Whiteboard work
- Word processor with spell check or speech output

Math:

- Assign small portions of practice work
- Directly teach math tips
- Drill old and new skills to increase fluency
- Fewer problems on the page
- Graph paper to assist in organizing and lining up math problems
- Let student “talk through” operations
- Provide calculations
- Provide concrete aids: number line, shapes, yardstick, clock, money
- Provide fact tables for reference
- Provide visual displays, graphics or illustrations
- Provide vocabulary definition cards
- Read word problems aloud

Canterbury Public Schools
District Curriculum Accommodation Plan
(DCAP)

Specific Accommodations cont.:

Math cont.:

- Show the value of math in real life
- Use calculators: talking, handheld, or one with printout
- Use math charts / Large Print worksheets
- Use computational aids
- Use concept related songs
- Use manipulatives to move from concrete to abstract
- Use mnemonic devices
- Use tactile numbers and signs
- Use variables every day

Science & Social Studies:

- Content vocabulary cards with graphics
- Flexible scheduling/assignments
- Highlight instructions
- Increase white space on pages
- Interface lab equipment with computer
- Know student reading levels
- Let student show what he/she knows
- Provide content outlines, study guides
- Repeat old and new concepts
- Require fewer assignments
- Substitute projects for written work
- Test content knowledge
- Use a lab partner
- Use simple clear words to explain concepts
- Video to support text

Canterbury Public Schools
District Curriculum Accommodation Plan
(DCAP)

Teacher Desk Top Tool:

Nine Types of Adaptations

Adaptations	Definition	Example
1. Size	Adapt the number of items that the learner is expected to learn or complete.	Reduce the number of terms a learner must learn during an assignment
2. Time	Adapt the time allotted and allowed for learning, task completion or testing.	Individual timeline; pace learning differently.
3. Level of Support	Increase the amount of personal assistance with a specific learner.	Assign peer buddies, teaching assistants, peer tutors, or cross age tutors.
4. Input	Adapt the way instruction is delivered to the learner.	Use different visual aids, plan more concrete examples provide hands-on activities, place student in cooperative groups.
5. Skill level	Adapt the skill level, problem type.	Simplify task, student responsible for less than grade level standard.
6. Output	Adapt how the student can respond to instruction.	Allow a verbal response, use a communication book for some students, allow students to show knowledge with hands-on materials.
7. Participation	Adapt the extent to which a learner is actively involved in the task.	In geography have a student hold the globe, while others point out locations.
8. Alternate	Adapt the goals or outcome expectations while using the same materials.	In social studies, expect a student to be able to locate just the states while others learn to locate capitals as well.
9. Substitute Curriculum	Provide different instruction and materials to meet a student's individual goals.	During a language test, one student is learning computer skills in the computer lab.

From *Adapting Curriculum and Instruction in Inclusive Classrooms: A Teacher's Desk Reference*, by Deschenes, C., Ebeling, D., and Sprague, J., 1994.